

# Oxford English Grammar Course

## BASIC-LEVEL TEACHERS' NOTES

### INTRODUCTION

#### Purpose of the teachers' notes

The exercises in a book of this kind will not of course guarantee faultless speech or writing by learners – nothing will. But such exercises can help to make students more aware of the correct formation and use of key structures, and thus reduce the number of errors in their production. Teachers will often wish to supplement the printed exercises with additional practice, particularly with the kind of personalised communicative practice that can help to bridge the gap between controlled classroom work and accurate spontaneous use of a structure. The following notes contain some lesson-by-lesson suggestions for practice of this kind, as well as suggestions for out-of-class work. Teachers will certainly be able to add further activities based on their own thinking and experience. They will also find valuable ideas in the various books that have been written specifically to offer material for grammar practice – for instance Penny Ur's *Grammar Practice Activities* (Cambridge University Press 2009)

#### Types of activity

Some of the exercises suggested in these notes will need a little preliminary work by the teacher; others can be done with no preparation. Many of them involve pair work, group work or movement in the classroom. This kind of work is essential if students are to get enough practice to carry over what they have learnt into fluent production; nobody gets very much practice if students speak one at a time in turn. However, students from some educational cultures may not be used to this element of relative freedom, especially where exercises involve moving around in the classroom. They may need to be introduced to this kind of work slowly, starting with simple short activities in pairs.

Some exercises involve mime (which can provide very effective cues for speech), or other kinds of low-level dramatisation. Some students enjoy this kind of activity; others may be self-conscious about having the spotlight on themselves, so to speak; or they may simply get impatient with activities involving acting or miming, preferring real communication to 'role communication'. Other exercise-types that may be unfamiliar and meet with resistance for cultural reasons are those that involve exchanging personal information with other students or the teacher; and even where there is no cultural barrier, not all students like talking about themselves in public. It's important to make sure that a class is offered a balanced diet that offers something for everybody, and to avoid pressurising students who are really unwilling to participate in one or other kind of activity.

Where individuals or groups are asked to produce something (for example a mime or a mini-report) for the rest of the class, it is good to start with confident students, but one should avoid starting with the best (this can discourage the others).

Note that some activity types are useful for practising more than one point of grammar, so there is occasional repetition in what follows.

## Using the presentation pages

The presentation pages that open each Section of the book generally contain varied examples of the structures that will be dealt with in the following pages, often in the form of short texts, quotations, advertisements, cartoons etc. These are simply intended as undemanding reading matter for students, which will help to introduce the structures and perhaps fix them in students' minds. They are not meant as exercise material. They can of course be exploited in this way if teachers wish, but we think there is an important place in language work for 'no-hassle' reading and listening. Cartoons can be problematic, especially with students from backgrounds with different approaches to humour from European cultures: the jokes may sometimes need explanation by the teacher, and may occasionally simply not get across at all. However, cartoon captions can also constitute very direct and memorable illustrations of one or other point of grammar, and we feel they are well worth including for this reason.

## Internet exercises

Some exercises invite students to use an internet search engine such as Google for examples of the structures being practised. It may be necessary to remind them to enclose the search items in double quotation marks: "...". Note that an internet search can sometimes be made difficult or impossible by the existence of a current popular reference containing the relevant structure which swamps the net. At the time of writing, for instance, if one searches for sentences beginning "The only time I ...", most of the hits are identical quotations from the same song. It is also worth bearing in mind that English-language internet material will be in British, American and other varieties of English, and will include non-standard usage as well as postings by non-native speakers whose English may contain errors.

## The language notes

In the 'language notes' provided for some of the lessons, we mention typical problems that students may have with certain structures, often because of cross-language differences. We hope that these may be useful to less experienced teachers, especially those who are teaching students with whose languages they are not familiar. More detailed information about the problems which speakers of particular languages may have with English can be found in *Learner English*, edited by Michael Swan and Bernard Smith (Cambridge University Press 2001).

# Section 1 *be* and *have*

## page 1

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### language notes

If you are teaching students with whose language(s) you are not familiar, note that the apparently simple verbs *be* and *have* may not be straightforward for your students. (See notes on the following pages.)

The grammar of *have* is complicated (there are uses with or without *do*, with or without *got*, with or without progressives). With lower-level students, it may be better to postpone some aspects (e.g. *got*-forms) until later.

Pronunciation: the unstressed forms of *am*, *are*, *was*, *were*, *have*, *has*, *had* and *there* (in *there is*) can be difficult for some students to hear. The CD-ROM exercises will help with this.

### possible further activities

**Quotations** These are simply intended for introductory reading. However, if you want to base an activity on them for more advanced students, find some more quotations containing *be*, *have*, *there is* from a quotations website (to find some, type "quotations" into an internet search engine). Cut the quotations in half, distribute the halves round the class, and get students to walk round saying (not showing) their halves to each other in order to match up the halves. When they've done this, they read out their completed quotations, vote for their favourite quotation, and perhaps write them out and put them up on the classroom wall / notice board.

## pages 2–3

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### language notes

Not all languages have a direct parallel to English *be*, used to connect a subject to a description or definition. The students' mother-tongue equivalent of 'I'm American', for instance, might translate literally as 'I American'.

Those languages that do have equivalents of *be* and *have* may distribute them a little differently – for instance, English speakers *are* warm or cold, while speakers of some languages *have* warm or cold.

### possible further activities

**Contractions** Write up or say full-form sentences and get students to say them with contractions.

**Negatives** Students write down things that they (or you) are not. Who can think of the most? They read some of their ideas aloud.

**Guessing ages** Students each write a sentence to guess your age. ('I think you're ...') Or they can guess the ages of some currently important entertainers, using a similar form. You'll need to check the ages in advance.

**Star signs** Teach students the names of the star signs. Then they guess your sign. ('I think you're Aries.') You say 'You're wrong' or 'You're right'. Then you all guess somebody else's star sign; he/she says 'You're wrong' or 'You're right'.

**Class survey: interests** Each learner writes down three things they are interested in (you can participate too). They do a class survey by walking round and asking everyone 'Are you interested in...?', and noting down the answers. They report the results to the class orally or in writing. ('11 other people are interested in...').

→ Section 2 continues

## page 4

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### possible further activities

**Quiz** Learners work in small groups. Each group makes up a test containing five questions about famous people in the country or the world beginning 'Who was ...? / Who were...?'. ('Who were the Premier League football champions in 2006? Who was president in 2009? Who was the first woman in space?' ...) A representative from each group reads the questions out to the class and the rest of the class tries to answer. Learners exchange papers and answers are checked.

**'Where were you?'** You begin. ('Last night at 7, I was at the cinema. Where were you, Isabel?') Each learner repeats the previous answers, gives their own answer (true or not) and nominates the next player. Like this:

ISABEL: Last night at 7, Ms López was at the cinema and I was at the swimming pool. Where were you, Jorge?

JORGE: Last night at 7, Ms López was at the cinema, Isabel was at the swimming pool, and I was at the supermarket. Where were you, Ramón?

Once you have done this as a whole-class activity, students can do it in (large) groups, choosing a different time to ask about.

**Lies** Tell the class five things about yourself or your family using *was* and *were*. Include one or more lies. Students should raise their hands when they think they hear a lie, and if called upon should correct the lie. ('Your father wasn't a policeman.') Students can then write their own sets of statements and play the game in a group or with the whole class.

## page 5

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### possible further activities

**Weather forecasts** Students write a forecast. In the next lesson, check who got it right. **OR:** Students guess what the weather will be in some other places. ('I think it will be cold in Berlin.') Help them with vocabulary as necessary. Then you/they check on the Internet to see what the official forecasts say. They could also do the activity by discussion in threes. ('We think it will be ...')

## page 6

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### language notes

**'There is'** is complicated and can be difficult to learn. Your students' mother-tongue equivalent will probably not have a singular/plural distinction corresponding to *there is/are*. Note also that the pronunciation of *there* in *there is/are* (/ðəɪ/) is quite different from its pronunciation in, for instance, *over there* (/ðeə/). Students don't need to get this right in speech, but they do need to recognise the word when they hear it. The CD-ROM exercises for this section will help.

→ Section 2 continues

## possible further activities

**A guessing game** Bring some unusual things to class in your bag (e.g. a toy car, a picture of a beautiful woman, a toy bear). Ask students to guess whether named things are in your bag, like this:

YOU: A piece of paper.  
STUDENTS: There's a piece of paper in your bag.  
YOU: A car.  
STUDENTS: There isn't a car in your bag.  
YOU: A book. / A beautiful woman. / ...  
etc

Then you reveal what's really there.

Then (or later, giving students time to prepare some surprises), they do it in groups.

**OR:** You ask 'Is there a ...?' and they reply with short answers: 'Yes, there is / No, there isn't'. Or they reply 'I think / don't think there is ...'. (these structures may need teaching).

**Observation** Students stand at the window for one minute. They sit back down in groups of three and write sentences beginning 'There's a ... / There are two/some etc ... in the street / outside / ...'. Who can write most?

**OR:** Students observe as above, but you say what there is/are and isn't/aren't, including some lies and inaccuracies. They say 'You're right' or 'You're wrong'.

**'Where was I?'** Tell students they have to guess where you were yesterday evening (this doesn't have to be true). They can only ask 8 questions, all beginning 'Was there ...' or 'Were there ...'. ('Were there a lot of people? Was there any music?') They then have to try and guess where you were. Students can then play the game in groups.

## page 7

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### possible further activities

**Predictions** Extend Exercise 4 with some more items of your choice, with students saying what they think there will/won't be in the year 2100.

**OR:** Extend Exercises 3 and 4. Each student goes round asking a different question about the year 2100. ('Will there be ...?'). They then report to the class. ('Seven people think there will be banks in the year 2100, 18 people don't think there will be banks in the year 2100, ...')

## pages 8–9

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### language notes

Not all languages have a single direct parallel to English *have*, used to refer to possession and many other ideas. The students' mother-tongue equivalent of 'I have an old car', for instance, might translate literally as 'To/With me (is) old car', or something similar. Some languages have different structures for inalienable possession (of things that belong to you permanently, like your eyes), and alienable possession (of things that don't, like cars or shoes).

### possible further activities

**Possessions** Students write five things they have, including one lie. They tell partners / their group / the class, who answer 'OK' or 'It's not true'.

**OR:** Students ask the teacher 'Do you have a/any ...?' The teacher answers with some lies. Responses as above.

**Past possessions** Students say what they had /didn't have when they were small.

**OR:** Students ask the teacher what she/he had when she/he was small.

**OR:** Students write sentences about what their parents had when they were young. Help with vocabulary.

→ Section 1 continues

**Future possessions** Students write a few sentences about what they will have when they are 30, or in ten years etc. They tell each other in groups.

## page 10

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### language notes

These uses of *have* will probably be expressed in other ways in students' languages.

### possible further activities

**Mime** Write out on cards the names of some 'have' activities and hand them out to groups of three or four. Each group mimes their action; the class has to guess what they are doing ('You're having a party / a conversation / a shower / ...').

## page 11

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### possible further activities

**Mime** As for page 10, but with *have got*. Write out on cards the names of some things whose possession can be mimed. Hand them out to groups. Students in groups mime 'We've got a fast car / a dog / three children / ...'. The others guess ('You've got ...').

## pages 12–13

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### possible further activities

**Family trees** Students prepare information about their families using language from Exercise 8. Then they work in pairs: A gives B the information, B draws A's family tree, then vice versa.

## Section 2 present tenses

### page 15

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#### language notes

Many of the world's languages have no tense systems – time relations are expressed in other ways. Those languages that do have tenses may have only one present form (though a simple/progressive distinction can be made in Spanish, Italian, Portuguese and one or two other languages). Consequently, many beginners have difficulty choosing the correct present tense in English:

*\*Look – it snows.*

*\*I'm not working on Saturdays.*

Students may use a present tense instead of a perfect to talk about duration up to the present:

*\*I know Julia for a long time.*

*\*We're living here since April.*

Pronunciation: the unstressed forms of auxiliary *am* and *are* can be difficult for some students to hear. The CD-ROM exercises will help with this.

#### possible further activities

**Song titles** These are simply provided for introductory reading, to show examples of the two present tenses. However, you could get students to suggest or find more present-tense song titles.

### page 16

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#### language notes

Dropping third-person *-(e)s* is a very common and persistent mistake:

*\*My father work in a bank.*

It can happen for several reasons. The student's mother tongue may not have different verb forms; or it may have some verb endings, but nothing to distinguish third-person singular (Scandinavian languages are like this). Final *(e)s* may be difficult to pronounce after a consonant, or difficult to pronounce at all, for students whose languages have different phonetic structures from English (e.g. Spanish, Chinese or Thai speakers); sounds which are not pronounced are also easily dropped in writing.

The pronunciation of third-person *-(e)s* depends on what comes before it:

– /s/ after an unvoiced sound like /p/, /k/ or /t/

– /z/ after a vowel or a voiced consonant like /b/, /g/, /d/, /m/, /l/ etc

– /ɪz/ after /s/, /z/, /ʃ/ and /tʃ/.

The distinction between /s/ and /z/ is unimportant except for learners who want a very high level of accuracy in pronunciation, but students should be clear about when to pronounce the ending /ɪz/. The CD-ROM exercises will help with this.

### pages 17–22

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#### language notes

The structure of simple present questions and negatives can cause problems:

*\*Where you live? \*What does she wants? \*I no understand.*

## possible further activities

**Class survey: likes and dislikes** Get students to write questions (one each) beginning 'Do you like ...?' Teach the short answer forms 'Yes, I do' and 'No, I don't'. Then students go round asking their questions and report back to the class. ('Everybody likes ice cream.' 'Only three people like jazz.' ...) Make sure students use singular verbs after *everybody* and *nobody*.

**Class survey: games** As above; students ask 'Do you play ...?'

**Class survey: how often?** As above: students ask 'How often do you ...?' Before starting, run over common expressions of frequency (see page 17).

**Asking you** Students ask you similar questions. Then they ask their questions about one of your friends/relations. ('Does your father like ...?' etc.)

**Lies** Tell the class some things about yourself or your family using simple present forms. Include one or more lies. Students should raise their hands when they think they hear a lie, and if called upon should correct the lie. ('You don't live on a boat.' 'Your partner doesn't sing in a rock group.') Students can then work to write their own sets of statements and play the game in a group or with the whole class.

**Prepared interviews** Help the class to prepare a large number of interview questions, including plenty of simple present questions about people's routines, interests, likes and dislikes, preferred reading matter/TV programmes/food, etc. ('What do you ...?' 'Where do you ...?' 'What sort of ... do you ...?' 'Do you speak/play ...?' etc). When they are ready, bring into the class one or more English-speaking friends or colleagues to be interviewed by the students. If there is more than one interviewee, divide the students into groups: one visitor sits with each group and answers their questions; then each visitor moves round to the next group and is interviewed again. Students make notes, and afterwards write reports on the people they have interviewed. ('John is Scottish. He lives in a small town. He works in a garage ...')

**Biographies** Expand Exercise 3 on page 22: get students to write as much as they can about themselves, using a lot of simple present affirmatives and negatives. Help with vocabulary. The adverbs *always*, *often* and *never* will be useful. Get students to include three things they love and three things they hate.

**Guessing identities** Collect students' biographies, and read them out to the class. The class have to guess who wrote each one.

## page 23

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### language notes

British English illogically doubles / before *-ing* in unstressed syllables. American English doesn't normally do this:

BrE: *travelling* AmE: *traveling*

### possible further activities

**Contractions** Write up or say full-form present progressive sentences and get students to say them with contractions.

## pages 24–27

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### language notes

Word order in present progressive questions can cause difficulty:

\**What is studying your brother?*

\**What your brother is studying?*

→ Section 2 continues



## possible further activities

**What's (not) happening?** How many things can the class think of that are happening now? ('It's raining.' 'People are walking in the street.' 'Prices are going up.') Help with vocabulary where necessary. How many things can students think of that are not happening? Write up everything on the board; then remove it and get students to work in groups to write down everything they can remember.

**Miming actions** Students take it in turns (individually or in groups) to mime various actions (e.g. driving, getting dressed, eating a boiled egg). The class try to guess what is being mimed. ('You're driving.') NOTE: the mime must continue while the class are guessing; otherwise the present tense makes no sense.

**Observation** Two volunteers come to the front of the class and stand facing each other for one minute. Then they stand back to back and each in turn says what the other is wearing (beginning each sentence 'You're wearing ...'). You will need to help with vocabulary (see page 33 for some useful words).

**OR:** Turn your back on the class: they test your memory by saying things that may or may not be true ('I'm wearing a necklace.' 'Reza's wearing brown shoes.') You have to reply appropriately.

## pages 28–29

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### possible further activities

**Habitual activities** Everyone writes or says a true sentence about themselves like those in Exercise 2 on page 28. ('I ..., but I'm not ...ing now.')

**Two pictures** Choose two volunteers. Give each volunteer an envelope: one contains a suitable picture; the other is empty. The volunteers go out of the class for a few minutes. When they come back, each describes the picture (real or imaginary) that was in their envelope. ('There's a man. He's sitting in an armchair. He's reading a newspaper. There's a big bird on his head. ...') The class decides who had the real picture.

**Similar pictures** Give two students similar, but not identical, pictures. (For example two different advertisements for cars.) Without seeing each other's pictures, they have to find three differences by talking to each other. ('There's a woman in my picture. She's looking at a blue car.' 'There's a man in my picture. He's looking at a black car.' ...) If you prepare a lot of pairs of pictures, this can be done with the whole class working in pairs, and passing pictures round as they succeed in finding the differences.

**True or false?** (Prepare this first.) Say a lot of things about yourself, mixing simple present and present progressive verbs. The truth will depend on the tense: students have to say 'Yes', 'No' or 'Maybe' as quickly as possible. For example:

'I'm speaking English.' 'Yes.'

'I drive a small car.' 'Maybe.'

'I'm drinking a lot of coffee.' 'No.'

'I speak French.' 'Maybe.'

'I'm looking at you.' 'Yes.'

'I'm speaking German.' 'No.'

'I watch TV.' 'Yes.'

'I play tennis.' 'Maybe.'

'I drink a lot of coffee.' 'Maybe.'

→ Section 2 continues

## pages 30–31

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### language notes

Remember that tense use is complicated; students need to realise that the rules we give them are useful simplifications, but that they are not true all the time. For example, 'non-progressive' verbs like *love* or *understand* do sometimes have progressive forms:

*I'm loving it here.*

*I'm understanding English much better now.*

It's just that this doesn't happen very often.

### possible further activities

**Conversations with non-progressive verbs** Students work in pairs to script short conversations with 4–6 exchanges. Each conversation must include two or more of the 'useful expressions' at the top of page 31.

## Section 3 talking about the future

### page 35

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#### language notes

The differences between the structures used to talk about the future are complicated, and not very important for beginners. Note that many languages use a present form to talk about the future in cases where English doesn't:

*\*We have a party this evening.*

*\*I promise I never forget you.*

Where English does use a present form to talk about the future, it is most often a present progressive (see page 38).

#### possible further activities

**Horoscopes** Get students, individually or in groups, to write good or bad horoscopes for themselves, for you, for other people they know, for members of the government etc. The *will* future and the *going-to* structure are both possible.

### page 36

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#### possible further activities

**Contractions** Write up or say full-form 'going to' sentences and get students to say them with contractions.

**Miming future actions** Students take it in turns (individually or in groups) to mime things that they are *going to do* (not things that they are doing). The class try to guess what is being mimed. ('You're going to drive.' 'You're going to swim.' 'You're going to have breakfast.' 'You're going to watch TV.' ...)

### page 37

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#### possible further activities

**Holidays** Students write or say some things that they are probably or certainly going to do on their next holiday.

**'Gonna'** Ask students to see how many song titles they can find on the internet containing "I'm gonna" or "you're gonna".

### page 38

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#### possible further activities

**Contractions** Write up or say full-form present progressive sentences (with future reference) and get students to say them with contractions.

**Plans** Students say what they are (not) doing this evening.

**Diaries** Students write diaries for themselves with entries like those in the illustration to Exercise 2. They exchange them and report to the class on each other's plans. ('On Monday, Marco is having lunch with the President.')

## page 39

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### language notes

Note that first-person *shall* is becoming uncommon except in offers and questions about obligation. ('Shall I carry something for you?' 'Shall we wait here?'). In other cases, *I/we will* is normal. The information in some older grammars about differences between *will* and *shall* is no longer accurate.

### possible further activities

**Contractions** Write up or say full-form sentences with *I will / will not, you will / will not* etc, and get students saying them with contractions.

**Predictions** Students work in groups to predict news items for next week, using *will + infinitive*. (*There will be ...* is a useful structure.) Help with vocabulary. Next week, check to see whether any of the predictions were accurate.

## page 40

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### possible further activities

**Electoral promises** Students prepare and make short political speeches containing promises, the more extravagant the better. ('If you elect me, I will .... Vote for me.') Help with vocabulary. When everybody has finished, the class vote.

## page 41

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### language notes

Where English uses a present form to talk about the future, it is most often a present progressive. The simple present is only used in certain cases.

On the other hand, some languages use a future form after a conjunction, where English uses a present:

*\*I'll phone you as soon as I'll arrive.*

*\*When I'll have some time I'll paint the kitchen.*

## pages 42–43

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### possible further activities

**Problems** Students make problems for each other like the one in Exercise 2 on page 42.

**Directions** Students write directions like those in Exercise 5 on page 43, to tell someone how to find their home.

## page 44

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### possible further activities

**Questions and negatives** Students work in groups to add sentences to Exercise 4, using words that begin with the same sound. ('Franco will play football in France. Will Tomas play tennis in Turkey?' 'Stefan will eat salad at six o'clock.')

## Section 4 past tenses

### page 45

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#### language notes

Pronunciation: the unstressed forms of auxiliary *was* and *were* can be difficult for some students to hear. The CD-ROM exercises will help with this.

#### possible further activities

The pictures and captions are simply intended for introductory reading, to illustrate the use of the simple past. However, they could be used as a basis for activities with more advanced students:

**History pictures** Get students to bring in pictures of historical events and to say briefly what they illustrate, or to write captions, using the simple past.

**Quiz** Students work in groups to write quiz questions for the class, beginning 'Who wrote / painted / built / discovered / invented / directed / etc ...?'. (Note that *did* is not used to form questions when the subject is *who* or *what* – see pages 108–109.)

**OR:** Students say what famous people did, without naming them; the others have to say who they were. ('He went from Italy to China in the tenth century. Who was he?' 'Marco Polo.')

### page 46

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#### language notes

The pronunciation of *-ed* depends on what comes before it:

- /t/ after an unvoiced sound like /p/, /k/ or /ʃ/
- /d/ after a vowel or a voiced consonant like /b/, /g/, /m/, /l/ etc
- /ɪd/ after /t/ and /d/.

The distinction between /t/ and /d/ is unimportant except for learners who want a very high level of accuracy in pronunciation, but students should be clear about when to pronounce the ending /ɪd/. The CD-ROM exercises will help with this.

Final *-d* may be difficult to pronounce after a consonant, or difficult to pronounce at all, for students whose languages have different phonetic structures from English (e.g. Spanish, Italian, Chinese or Japanese).

British English illogically doubles *l* before *-ed* in unstressed syllables. American English doesn't normally do this:

BrE: *travelled* AmE: *traveled*

### page 47

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#### language notes

Students' difficulties with the simple past are parallel to those with the simple present (see notes on Section 2):

\**Where you went yesterday?*

\**What did she wanted?*

\**I no understood.*

## possible further activities

**Memory test** Do twenty or thirty different actions (stand on a chair; close your eyes; pick up a book; open a window; ...). Students work in groups and try to write down everything you did (time limit: five minutes).

**OR:** Get a student to do the actions.

**Quiz** Students work in groups to prepare questions beginning 'When did ...?'. ('When did the Second World War end?' 'When did Spain win the World Cup?') They ask the class their questions. Answers must use 'ago'. This can be done as a contest, with one group asking questions, the rest of the class writing their answers, and the winner perhaps getting a small prize.

**Hundred-word stories** Students (perhaps for homework) write the story of a film, book, play or musical in 100 words (using past tenses).

## page 48

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### possible further activities

**Negatives** Think of a historical figure. Students write five things that he/she didn't do (time limit: three minutes).

**OR:** as above, but students write about their parents or grandparents.

## page 49

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### possible further activities

**Questions** Students prepare 20 or more questions about somebody's early childhood ('Where did you live?' 'Did you travel a lot?' 'Did you like school?' ...). When they are ready they interview each other and write reports.

**Invented pasts** Students invent imaginary pasts for themselves, and then interview each other. ('Where did you live?' 'In a palace in Egypt.')

**Class interview** Prepare questions as above, but a longer list. Bring somebody into the classroom (for example a colleague, a friend, a student from another class); students ask their questions and write reports on what they found out.

## page 50

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### possible further activities

**Split sentences** Write out some past sentences beginning with question words on cards; then cut them into three parts, shuffle them, and give one to each student. Students have to walk round saying (not showing) what is on their cards, and trying to form groups of three to make possible sentences. There may be many possible right answers; it doesn't matter if a combination is silly. Some suggestions:

- Why | did Alice | climb out of the window?
- When | did the President | open the new hospital?
- Why | did your dog | bite the postman?
- What time | did Grandma | arrive at the airport?
- How | did that horse | get into the garden?
- Why | did everybody | start dancing?
- When | did Shakespeare | get married?
- How | did the cat | get onto the roof?
- When | did Christopher Columbus | reach America?

→ Section 4 continues

## language notes

Students' difficulties with the past progressive are parallel to those with the present progressive (see notes on Section 2):

*\*When I looked out of the window it snowed.*

*\*What was studying your brother?*

*\*What your brother was studying?*

## possible further activities

**Mime** Students mime what they were doing at 10.00 last night (true or not). The class have to guess what is being mimed. ('You were dancing.')

**Memory test** Give students cards with the names of continuous actions on. For example: read, write, dance, sit on the floor, walk, scratch your head, clap your hands, sing etc. Shout 'Start!' Students do their actions and continue for about two minutes until you shout 'Stop!', observing each other's actions at the same time. They then have to try to write down what everybody was doing when you shouted 'Stop!'. ('When you shouted 'Stop!', Makoto was sitting on the floor, Daniel was reading ...').

## Section 5 perfect tenses

### page 57

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#### language notes

Western European languages have a verb form that looks like the present perfect (constructed with the equivalent of *have* + past participle). However, in most cases this is used as a conversational equivalent of the past tense, and can be used with expressions of past time, unlike the English present perfect:

\**I've seen Peter yesterday.*

\**When have you arrived here?*

The exact differences of use between the present perfect and the simple past are complex, as are the exact differences between the present perfect simple and progressive: the rules given in these pages are useful simplifications. Note that mistakes with the present perfect are generally unimportant.

Pronunciation: the unstressed forms of auxiliary *have*, *has* and *had* can be difficult for some students to hear. The CD-ROM exercises will help with this.

#### possible further activities

The two texts and the quotations are simply provided as introductory reading material, to show students examples of the tenses in context. It's best to just let students read them in their own time. There is no need for comprehension questions or other types of exercise.

### pages 58–59

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#### language notes

In some languages, the verb for *be* is used with certain verbs to make present perfect forms:

\**I'm arrived last night.*

#### possible further activities

**Contractions** Write up or say full-form present perfect sentences and get students to say them with contractions.

**Past or past participle?** Say a series of irregular past tenses or past participles (of verbs for which the two forms are different): for example 'broke', 'eaten', 'seen', 'went', 'drank'. Students reply as quickly as possible, adding either 'I' or 'I've', depending on the form.

Like this:

'broke' – 'I broke' 'eaten' – 'I've eaten'

### pages 60–61

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#### possible further activities

**Mime** Students show by mime that something has happened (on the lines of the pictures on page 61). Make sure they understand they are to mime the present result, not what led to the result. For example:

'I've got married.' (Student mimes showing you a wedding ring.)

'I've had an accident.' 'I've lost my glasses.' 'I've had bad news.'

'I've bought a new coat.' 'I've had a baby.' 'I've eaten too much.' 'I've bought a cat.'

The class try to decide what has happened. You may like to give out cards with the names of the happenings on.

An asterisk (\*) indicates an incorrect form or use.

→ Section 5 continues



**Travel** Each student writes and/or says a sentence saying 'I've been to ...', but I've never been to ...'.

## page 62

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### possible further activities

**'Never': finished or unfinished time?** Students write sentences using the frame 'Shakespeare never ..., and I've never ...'. ('Shakespeare never went to Australia, and I've never been to Australia.')

**Class survey** Students write questions (one each) beginning 'Have you ever ...?'. (Help with vocabulary where necessary.) Teach the short answer forms 'Yes I have' and 'No I haven't'. Then students go round asking as many people their questions as they can in three minutes, noting the number of 'Yes' and 'No' answers. Finally they report to the class. ('Six people have been to London.' 'Everybody has played football.' 'Nobody has seen a ghost.'). Make sure students use singular verbs after *everybody* and *nobody*.

**Things in common** Students work in pairs asking each other 'Have you ever ...?'. Help with vocabulary as necessary. They have to find three things in common and report. ('We've both been to New Zealand.' 'We've both acted in a play.' ...)

## page 63

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### possible further activities

**How many times?** Students work in groups. They have to find something that someone in the group has done once; something that someone has done twice; and so on up to five or more times. Then they report to the class. ('Karl has been to Paris once; Lynne has broken her leg twice; ... Oliver has been in love eight times ...')

**Exercise 6 with lies** Students do Exercise 6, but include one lie in each half. They exchange lists with partners and try to decide which are the lies.

## page 64

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### language notes

In some situations American English prefers a simple past where British has a present perfect – especially with *just*, *already* and *yet* ('Did you eat yet?'), and in other cases when news is being announced ('Oh, no, I broke my watch!').

## page 65

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### language notes

One use of the English present perfect is to talk about duration up to the present. In many languages this would be expressed by a present verb:

*\*I'm here since Tuesday.*

*\*I'm learning English for five years.*

→ Section 5 continues

## possible further activities

**Clothing records** Students say how long they have had various articles of clothing. What are the records for the oldest and the newest? ('I've had this belt for seven years.' 'I've only had this scarf since this morning.')

## pages 66–67

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## possible further activities

**Mime** Students mime actions and show (by holding up fingers) how long they have been doing them (e.g. 'waiting for a bus, 20 minutes'; 'teaching, 30 years'; 'playing tennis, two hours'). The class try to say what exactly is being mimed. ('You've been waiting for a bus for 20 minutes.')

## pages 68–69

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## language notes

The past perfect generally causes students less trouble than the present perfect. Some students may not have an equivalent in their language:

*\*I knew that I saw her somewhere before.*

and some learners may confuse auxiliary *have* and *had*:

*\*I knew that I have seen her somewhere before.*

## possible further activities

**Split sentences** Write the following sentences (and/or others) on cards, cut them in half and distribute them. Students walk round saying (not showing) their half-sentences and trying to find their other halves.

She couldn't get in | because she'd forgotten her key.

I couldn't buy a ticket | because I'd spent all my money.

I missed the train | because I'd mistaken the time.

We couldn't find the restaurant | because we'd lost the address.

I couldn't phone you | because my battery had run down.

She passed her exam | because she'd studied hard.

I woke up late | because I'd forgotten to set my alarm.

He had trouble getting a job | because he'd been in prison.

She spoke good Chinese | because she'd spent a year in Beijing.

I wasn't hungry | because I'd eaten too much breakfast.

I was tired | because I hadn't slept very well.

I couldn't see anything | because I'd broken my glasses.

**Old home** Students write a text (similar in a very general way to the poem on page 69) starting 'When I went back ...', to describe a visit (real or imaginary) to a place where they used to live or go on holiday.

## Section 6 modal verbs

### page 73

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#### language notes

Beginners may take a little time to get used to the special grammatical characteristics of modal verbs. However, problems with the forms should disappear quite quickly with practice, and mistakes like *\*We must to stop now.* or *\*Do you can speak Russian?* are unusual after the first stages.

The exact meanings and uses of some of these verbs will take more time to grasp, especially for students whose languages don't have an equivalent structure. At this level we teach the most basic points; more subtle uses and distinctions can be left until later.

#### possible further activities

The texts are just intended for introductory reading. However, if you want to base an activity on them, you could ask students to try to find advertisements, public notices or song titles containing *must*, *can/can't* or other modal verbs.

### page 74

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#### possible further activities

**Third person -s?** Say a series of verbs, some modal, some not. Students must put them after *she*, as quickly as possible. Like this:

'want' – 'she wants'    'go' – 'she goes'    'must' – 'she must'  
'think' – 'she thinks'    'can' – 'she can'    'may' – 'she may'  
'start' – 'she starts'

**Question forms** Do the same, but students make questions with *she*. Like this:

'want' – 'does she want?'    'must' – 'must she?'

**Infinitives** Do the same using modals or other verbs that can be followed by infinitives (affirmative or negative). Students reply 'She ... dance'. Like this:

'want' – 'She wants to dance'    'must' – 'She must dance.'  
'can't' – 'she can't dance'    'doesn't like' – 'she doesn't like to dance'

Useful non-modal verbs for this exercise: *want, hope, like, expect, prefer*.

### pages 75–77

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#### language notes

Note that the pronunciation of *must* depends on whether it is stressed (/mʌst/) or not (/məst/): this point is practised on the CD-ROM.

#### possible further activities

**Rules** Students draw up lists of rules/laws for the class, the school, the country, politicians, parents, the teacher etc, using *must*, *mustn't* and *don't have to*. This can be done in groups: which group can draw up the best or funniest set of rules?

## page 78

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### possible further activities

**Past obligation** Students say or write what they had to do, or didn't have to do, when they were small children. Help with vocabulary. They may also want to mention things that they were not allowed to do (not taught here): *couldn't* will do for this.

**Military service** If students can interview somebody who has done military service, they can write the things that he/she had to do, didn't have to do or couldn't do.

## page 79

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### possible further activities

**Advice for tourists** Students list some suggestions for people visiting their country, region or hometown. ('You should spend a day or two on the West Coast.' 'You should try our famous fish soup.' 'You shouldn't go out alone at night.')

## page 80

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### language notes

Note that the pronunciation of *can* depends on whether it is stressed (/kæn/) or not (/kən/): this point is practised on the CD-ROM.

### possible further activities

**Boasting and confessing** Students either tell lies about what they can do, or say all the things they can't do. Who can produce the most impressive piece of boasting or the most miserable confession? ('I can speak six languages.' 'That's nothing. I can speak twelve languages.' 'That's nothing. I can speak all the languages in the world.' 'I can't sing.' 'I can't sing or dance.' 'I can't remember things.' 'I can't remember my name.')

**Acting** Students (individually or in groups) act inability to do things (e.g. *see, hear, drive, play the piano, sing, walk, draw, understand, remember, go to sleep, wake up, stop eating*). They can be given the names of the actions on cards. They can use words, but not the word for the action they're acting. The class have to guess. ('You can't sing.')

## page 81

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### possible further activities

**Predicting** Students complete the sentence 'One day, people will be able to ...' in as many ways as possible. Help with vocabulary.

## pages 82–83

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### possible further activities

**Present possibilities** Ask students what they think some well-known person may be doing just now. Make sure they can manage the progressive infinitive. ('He may be travelling.' 'She may be relaxing.' 'He may be playing golf.')

**Future hopes or fears** Students write sentences beginning 'One day I may/might (not) ...'.

→ Section 6 continues

## pages 84–85

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### possible further activities

**Mime: asking permission** Without speaking, students ask for permission to do things.

The class has to guess what their question is. For example:

'Can I go out?' 'Can I borrow your pen?' 'Can I open the window?'

'Can I buy you a drink?' 'Can I have your phone number?'

Students can be given the questions on cards if they don't have enough ideas.

## page 86

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### possible further activities

**Mime: requests** A similar activity to the one for pages 84–85, but students mime requests beginning 'Could you ...?'

## page 87

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### possible further activities

**Discussion about holiday** Students work in groups to prepare and act a short conversation about plans for a family holiday. They must include as many questions using 'Shall we ...?' as possible. ('Where shall we go?' 'How long shall we stay?' 'Shall we take the dog?')

## page 88

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### possible further activities

**Guessing people's wishes** Students work in pairs. Each student writes three or more sentences about his/her partner beginning 'I think you'd like to ...' or 'I don't think you'd like to ...'. Then they tell each other what they've written and find out if they're right (possible answers: 'Yes, I would' or 'No, I wouldn't').

## page 89

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### language notes

Students often think that *used to* has a present form:

*\*I use to play tennis every weekend.*

### possible further activities

**'I used to ...'** Students extend Exercise 4, writing or saying more things that they used to do/be/have etc.

**Mime** Students mime things that they used to be/have/do etc. The class has to guess what is being mimed. ('You used to play the guitar.' 'You used to have long hair.')

## Section 7 passives

### page 93

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#### language notes

Those languages that have a structure similar to the English passive may not use it in exactly the same way. The equivalent of 'English is spoken', for example, may be something like 'One speaks English', or a reflexive structure similar to 'English speaks itself'. So students may not find it natural to use the passive in some situations.

Some English passive expressions have active equivalents in other languages, and vice versa – e.g. *to be born*, *to die*, so it is not always obvious to students whether a particular idea should be expressed with an active or a passive verb.

The use of *get* as a passive auxiliary is mentioned in this book (see page 140), but is not taught explicitly at this level.

Passives of verbs that have two objects (e.g. *I was given a present*), and passives of prepositional verbs, (e.g. *He hasn't been heard from*) are difficult for most students, and are best left until they have mastered the basic passive structures. We deal with them in *Oxford English Grammar Course Intermediate*.

Pronunciation: the unstressed forms of auxiliary verbs *am*, *are*, *was* and *were* can be difficult for some students to hear. The CD-ROM exercises will help with this.

#### transformation exercises

There is a traditional kind of exercise in which students have to transform sentences from the active to the passive (e.g. *I ask* > *I am asked* or *Peter invited us* > *We were invited by Peter*.) We don't think this activity is very useful. Native speakers of English don't produce passive sentences by starting with the active equivalents (any more than they produce actives by starting with passives). Actives and passives are independent structures, used in different kinds of situation for different reasons. (And note that only about 20% of English passives have expressed agents with 'by ...'.) We feel it is better to practise the formation and use of passives directly in appropriate contexts.

#### possible further activities

**Quizzes** Preferably after studying pages 94–99, groups of students can make up their own quizzes for the class, using similar structures. Help with vocabulary.

### page 94

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#### language notes

A few languages form passives in the same way as English, with the equivalent of *be* plus past participle. For many students, however, the structure is likely to be difficult. A common cause of confusion is the fact that both parts of the passive (*be* and the past participle) are also used in active structures. Compare:

*was eating* (active)

*was eaten* (passive)

*has eaten* (active)

Not surprisingly, mistakes like the following are common:

\**These cars are making in Japan.*

\**My brother questioned by the police.*

\**I was studied French at school.*

An asterisk (\*) indicates an incorrect form or use.

→ Section 7 continues

## page 95

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### possible further activities

There are some good opportunities for grammar-and-vocabulary work here.

**Products** Individually or in groups, students write sentences about where things are made/grown/found. ('Computers are made in Japan, the US, Korea, and ...' 'Rice is grown in India and ...' 'Diamonds are found/mined in South Africa.' See who can make ten or more sentences. You can teach some useful vocabulary, including the names of countries.

**Materials** You can do a similar exercise working on the names of materials. ('Furniture is made of wood, metal or plastic.') Note the difference between *made of* and *made from* in cases like *This table is made of wood / Paper is made from wood*.

**Translations** Get each student to tell you what something is called in another language. ('This [pointing to her head] is called *Kopf* in German.')

**Languages** Students say what languages are spoken in different countries, learning the names of some languages at the same time.

**Spelling** Students can practise spelling their own (or each other's) names, using the English names of the letters. ('My name is spelt *d, a, n, a*.' 'I think your name is spelt ...') Look out for confusions between the English names of *e* and *a*, *i* and *e*, *a* and *r*, and *g* and *j*.

**Pronunciation test** Write up pairs of words like the following. Students say whether they are pronounced the same or aren't pronounced the same.

<i>her/hair</i>	<i>her/hear</i>	<i>here/hear</i>	<i>hair/hear</i>	<i>were/where</i>	<i>were/wear</i>
<i>wear/we're</i>	<i>there/their</i>	<i>there/they're</i>	<i>write/right</i>	<i>walk/work</i>	
<i>want/won't</i>	<i>would/wood</i>	<i>hour/our</i>			

**Contractions** Write up or say full-form simple present passive sentences and get students to say them with contractions.

## page 96

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### possible further activities

**Future fame** Get students to say which currently famous people they think will be remembered / forgotten in ten, twenty, fifty or a hundred years. Who will always be remembered / never be forgotten? ('The Beatles will be forgotten in twenty years.' 'Leonardo da Vinci will always be remembered.')

**Contractions** Write up or say full-form future passive sentences and get students to say them with contractions.

## page 97

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### language notes

Note that the common mistake *\*I am born* for *I was born* may be a blend of two confusions. The mother-tongue equivalent in, for example, French, is an active present perfect structure – *je suis né* – and with this verb French uses the word for *be*, not the word for *have*, as a perfect auxiliary. So *\*I am born* may be an attempt to say, as it were, 'I have come into the world'.

→ Section 7 continues

## possible further activities

**Pronunciation** This is a good place to pay attention to the pronunciation of the unstressed 'weak forms' of *was* (/wəz/) and *were* (/wə/). The vowels are quite different from those in stressed and negative forms. Compare:

*It was* (/wəz/) *seen*. *Yes, it was* (/wɒz/). *It wasn't* (/wɒznt/) *seen*.

*They were* (/wə/) *told*. *They weren't* (wɜ:ɪnt/) *told*.

It's not very important for students to produce these weak forms correctly unless they want a very high standard of pronunciation, but they do need to recognise them when they hear them. The CD-ROM exercises for Section 7 will help with this.

**Born** Get students to say when they think current celebrities, or other famous people, were born. ('I think X was born in 1990 / around 1990 / between 1985 and 1990.') This will also give practice in saying dates.

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## page 98

### possible further activities

**Contractions** Write up or say full-form present progressive passive sentences and get students to say them with contractions.

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## page 99

### possible further activities

**Return visit** Tell students to imagine that they return to their hometown after twenty years away. A lot of things have been done. Can they imagine three or more changes? ('A new hospital has been built.' 'A statue of me has been put up in the town centre.') Help with vocabulary.

**Contractions** Write up or say full-form present perfect passive sentences and get students to say them with contractions.

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## pages 100–101

### possible further activities

**Split sentences: various passives** Write out some passive sentences on cards; then cut them into three parts, shuffle them, and give one to each student. Students have to walk round saying (not showing) what is on their cards, and trying to form groups of three to make possible sentences. Some suggestions:

These shoes | were made | in Italy.

This book | was written | 100 years ago.

Our new house | will be finished | next year.

My passport | was stolen | while I was on holiday.

We | have all been invited | to a party.

English and French | are spoken | in Canada.

Football | is played | by two teams of eleven players.

This room | has not been cleaned | for a very long time.



## Section 8 questions and negatives

### page 103

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#### language notes

Question and negative forms of *be*, *have*, modal verbs and the various tenses of other verbs are practised in Sections 1–7. However, English question and negative formation is complicated. This Section is especially useful for students who have already done the basic work but still have difficulty forming these structures correctly. Continuing mistakes may include sentences like:

- \**What you are doing?*
- \**Where all those people are going?*
- \**Where were going all those people?*
- \**Where you work?*
- \**What does he wants?*
- \**What she said?*
- \**What did they wanted?*
- \**I no understand/understood.*
- \**She no has phoned.*
- \**Why you no write to me?*
- \**It not rains here in the summer.*
- \**We don't working tomorrow.*

#### possible further activities

The poems are simply intended to introduce two of the structures dealt with in the Section, and there is no need for students to do anything except read them. However, you might like to invite students to add their own four-line stanzas to 'I didn't do the housework':

- I didn't ...*
- I didn't ...*
- I didn't ...*
- I ... instead.*

They don't have to rhyme.

### pages 104–105

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#### language notes

In spoken English, declarative *yes/no* questions (which have the same word order as statements) are quite often used to check one's beliefs ('You're coming tonight?'). These are dealt with in *Oxford English Grammar Course Advanced*. At lower levels, it's best if students keep to the normal structure (auxiliary before subject), until they have stopped making mistakes with interrogative word order.

#### possible further activities

**Completing the structure** Say or write up questions with the first word missing. How quickly can students find the first word? (There may be more than one answer.) Examples of possible questions:

- |                       |                                    |                         |
|-----------------------|------------------------------------|-------------------------|
| you swim? (Do or Can) | she understand? (Does, Did or Can) |                         |
| you seen my keys?     | you ready?                         | you watch TV yesterday? |
| he play football?     | they speak Japanese?               | she been to Scotland?   |

An asterisk (\*) indicates an incorrect form or use.

→ Section 8 continues

**Question or statement?** Say third-person singular verbs and infinitives, mixed up. If students hear an infinitive, they put 'Does she' before it to make a question. If they hear a third-person form, they put 'She' before it to make a statement. Like this:

'like' – 'Does she like?'

'likes' – 'She likes.'

'works' – 'She works.'

'play' – 'Does she play?'

Keep it moving as fast as it will go without the students getting seriously confused.

**Twenty questions** In this well-known game, one person (the 'thinker') thinks of something, and the rest of the group or class try to find out what it is. They can only ask twenty questions; the thinker can only answer 'Yes' or 'No'. It helps if you suggest some useful questions in advance, explaining vocabulary where necessary. For example:

Is it in this room?

Can you eat it?

Is it made of ...?

Is it bigger than a ...?

Is it a part of the body?

Is it manufactured?

Is it useful?

The thinker may like to give a clue at the beginning (e.g. 'It's in this room'). A common approach is to say in advance that the object is 'animal' (in origin), 'vegetable' (in origin), 'mineral' (in origin) or 'abstract'. However, it needs to be made very clear that, for example, 'animal' does not mean that the object is necessarily **an animal** – leather shoes or butter are animal in origin. Similarly, a cotton shirt is vegetable and a computer is mineral. In any case, however clear you make it, there will always be somebody who doesn't understand this. It may work best if you act as the thinker for at least one round, and then let the students play in groups.

## pages 106–107

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### language notes

German-speaking beginners sometimes confuse *who* and *where* (German *wer* = 'who').

### possible further activities

**Structure with question words** Ask students how many different words they can think of that can come immediately after *where* in a four-word question (like *is, can, have*). Who can find the most? (This may help to reveal continuing problems, if some students write, for example, *you, my* or *the*.)

**'What ... like?'** Tell students that you come from (or have visited) a country called Fantasia, where everything is different. Give them a few minutes to prepare questions in groups, using the structure *What is/are ... like?* Help with vocabulary if necessary. Then they ask their questions. Make sure you have some interesting answers prepared – for example:

'What are the houses like?' 'Very small and made of glass.'

'What is the government like?' 'There isn't one.'

**Questions** Students prepare twenty or more interesting questions about people's pasts, interests, present activities etc, using the various question structures they have practised. When they are ready, they interview each other and write reports.

**Invented personalities** Students invent imaginary personalities for themselves, and then prepare questions and interview each other as above. ('Where do you live?' 'On the moon.')

→ Section 8 continues

**Class interview** As above, but with more questions. Bring somebody into the classroom (for example a colleague, a friend, a student from another class); students ask their questions and write reports on what they have found out. This can also be done by dividing the class into groups, getting each group to prepare questions on a different topic (e.g. past, interests, present activities, beliefs), and bringing in as many visitors as there are groups. Visitors then rotate from group to group.

## pages 108–109

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### language notes

The special structure of questions that have *who* or *what* as a subject can cause confusion:

\**Who did say that?*

\**What did happen?*

### possible further activities

**Extending Exercise 3** This is a rather ambitious activity, but it might be worth trying with a good class. Get students, in groups, to produce similar diagrams and sets of questions, using for example celebrities from the world of entertainment or political figures. Or, more simply, students can produce simple pairs of questions about particular well-known people ('Who does X love? Who loves X?') and get each other's answers.

**Quiz** Building on Exercises 6 and 7, get students to work in groups and prepare quizzes for the class, either using the structure practised here ('Who ...') or mixing various question structures. This can be done as a competition: take one group's quiz and see which of the other students can get most answers right.

## page 110

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### possible further activities

**Internet** Ask students if they can find five questions on the internet beginning "What are all those people ...?" or "Why are all those people ...?".

## page 111

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### language notes

Informal questions ending in prepositions are difficult for most students, since few languages have a similar structure:

\**About what are you talking?*

\**With who did you play?*

### possible further activities

**Mime** You mime the following actions. Students ask you appropriate questions.

looking at something ('What are you looking at?')

listening to something

thinking about something

talking to yourself about something

talking to somebody

writing to somebody

→ Section 8 continues

## pages 112–113

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### possible further activities

**Mime** Students mime things that they don't do. The rest of the class guess what is meant. ('You don't play the piano.' 'You don't drive.')

**Predictions** Students write sentences about things that they probably won't do in the future. ('I probably won't work in a bank.')

**Lies** Tell the students five things about yourself, including one lie. Students pick out the lie and contradict you. ('You don't live in a palace.')

Students can do the same in groups.

## page 114

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### possible further activities

**'No' or 'not'?** Say a series of well-known nouns, adjectives and adverbs. Students repeat the words, putting either *no* or *not* before them. Like this:

'money' – 'no money' 'ready' – 'not ready' 'fast' – 'not fast'

'bread' – 'no bread' 'today' – 'not today' 'tickets' – 'no tickets'

Don't include verbs: they can be followed by either *no* or *not*, depending on the structure.

**Writing notices** Each student writes a notice, using 'NO' with a noun or *-ing* form, to stop people doing something (in the classroom, in the town, in the country, ...).

**Finding notices** If students are in an English-speaking country, get them to look for notices beginning 'NO'. If not, get them to look for notices that can be translated into English 'NO' notices. Who can find the most before the next lesson?

## page 115

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### possible further activities

**'Nobody ...'** Students try to write one sentence beginning in each of the following ways:

Nobody can ...

Nobody knows ...

Nobody wants ...

Nobody likes ...

Nobody will ...

**Internet** Students find one or more interesting sentences on the internet beginning "Nobody will ever ...", and one or more beginning "Nobody has ever ...".

**'Never'** Students write or say sentences about themselves (one or more) beginning in each of the following ways:

I never ... (simple present)

I have never ...

I will never ...

## Section 9 infinitives and *-ing* forms

### page 119

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#### language notes

English uses *-ing* forms not only as parts of verbs (e.g. *It's raining*) and as adjectives (e.g. *a falling leaf*), but also rather like nouns, as subjects or objects (e.g. *Smoking is dangerous; I've given up smoking*). In the first kind of use, *-ing* forms are often called 'present participles'; in the noun-like use, they are often called 'gerunds'. In the *Oxford English Grammar Course*, we prefer the term '*-ing* form' in most cases.

Noun-like uses of *-ing* forms may correspond to infinitives in other languages. Consequently, students may take some time to learn which of the two is used in one situation or another, and may need a lot of practice before they can make the right choice spontaneously:

*(\*)To smoke is bad for you.*

*\*She went out without to say anything.*

The main problem is the case where one verb is followed by another (e.g. *I want to dance; I enjoy dancing*). There are no good rules to tell students whether a particular verb is followed by an infinitive or an *-ing* form, and students have to learn the correct structure on a case-by-case basis. Typical mistakes:

*\*It has stopped to rain.*

*\*I hope seeing you soon.*

#### possible further activities

**Text** The text on this page is simply intended to introduce examples of the various structures dealt with in the following pages. Students can simply read it and move on; or they can go through it more slowly, identifying the different uses of *-ing* forms and infinitives; or it can be left until later and used as a revision activity.

### page 120

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#### language notes

Beginners may have trouble knowing whether or not to put *to* with an infinitive (the mother-tongue equivalent of, for example, *to work* may be a single word):

*\*I don't want work tomorrow.*

#### possible further activities

**More practice** Extend Exercises 1 and 2 by saying the beginnings of sentences; students have to add 'talk' or 'to talk' as quickly as possible. For example:

'I want' – 'to talk'

'Can I' – 'talk'

'It's nice' – 'to talk'

'She doesn't' – 'talk'

'He hopes' – 'to talk'

'It's important' – 'to talk'

'We must' – 'talk'

'Don't' – 'talk'

'We need' – 'to talk'

Change the students' verb from time to time.

**Negative infinitives** Get students to complete this sentence in as many ways as they can think of:

It's important not to ... during the English lessons.

**Internet** Ask students to find one or more interesting sentences on the internet beginning "It's stupid not to ...".

## page 121

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### language notes

The infinitive of purpose corresponds to a structure with a preposition in some languages:

*\*I got up early for (to) send ...*

### possible further activities

**People's purposes** Ask students if they can complete each of the following sentences in three or more ways:

People learn English to ...

People go to Britain / the US to ...

People don't go to Britain / the US to ...

**Students' purposes** Students write sentences saying why they once went to a particular place. ('I went to Scotland last year to visit my sister.')

**Tools** Get students to extend Exercise 3 and learn some more vocabulary at the same time by writing more sentences on the pattern 'You use (a) ... to ...'. Supply vocabulary as necessary.

**Internet** Ask students to look for interesting sentences on the internet beginning "I came/ went to (place name) to ..."

## pages 122–123

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### possible further activities

**Mime** Students (individually or in groups) mime things that they want to do. The rest of the class have to guess what they are miming. ('You want to eat.')

If they have trouble thinking of ideas, give out cards. For example:

You want to eat.

You want to drink.

You want to go to sleep.

You want to play cards.

You want to sing.

You want to play tennis.

You want to go skiing.

You want to go swimming.

You want to watch TV.

**Personalisation** Ask students to write five or more true sentences about themselves, using some of the verbs that are followed by infinitives in the texts.

**Lies** Ask students to write five or more sentences about themselves, but one sentence must be untrue. The other students have to decide which it is.

→ Section 9 continues

## pages 124–125

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### possible further activities

**Mime** Students show, by mime, that they want other students to do things. (This can be done in groups, or as a chain activity, or as a whole class activity.) The other students say what they have understood ('You want me/us to stand up / sing / go to sleep ...'), and then either say 'OK' and do the action, or refuse ('Sorry, I don't want to.').

**People's wishes** Students extend Exercise 5 to other people. They write sentences using the pattern 'X wants/wanted Y (not) to ...'. ('My mother wants my father to stop work.' 'The government wants people to pay more tax.') Help with vocabulary.

## pages 126–127

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### language notes

Look out for the common mistake: *\*Is important to ...* etc instead of *It's important to ...*

### possible further activities

**Exercise 4** This is a useful basis for a simple class discussion, and it gives you a chance to find out how great the differences are between your view of language learning and your students' views. Students say what they think; they see how much they agree or disagree with each other; you give your own opinions (which may be very different from theirs, and from ours). Show that you take their views seriously, however wrong you may consider them to be: students are more ready to listen to you if they can see that you are ready to listen to them.

**What is important?** Individually or in groups, students choose an activity that they know something about, and then write a few sentences about it, using the structures from Exercise 4 (*It's important to ...* etc). Help with vocabulary. Possibilities (if they need suggestions): a sport; studying; dressing well; getting on with people; driving; bringing up children; learning a musical instrument.

## page 128

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### possible further activities

**Personalisation** Get students to write one or more sentences commenting on things they have done in their lives, starting:

'I was right/wrong/crazy/stupid to ...'

**Internet** Get students to find one or more sentences on the internet beginning in the same way (or beginning "We were right ..." etc).

## page 129

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### possible further activities

**'Old enough to ...'** Building on Exercise 1, get students to write about two or three similar regulations in their own country/countries. A good way to start is 'At (age) you are old enough to ...'.

**Personalisation** If there is no risk of feelings being hurt, get students to write three or more sentences about themselves beginning:

I'm old enough to ...

I'm not old enough to ...

I'm not too old to ...

I'm too old to ...

→ Section 9 continues

### possible further activities

**'Something to ...'** Say the following words (for example), and get students to describe them by saying 'something to ...'.

'a book' – 'something to read'

'a chair' – 'something to sit on' (students may have to get used to the position of the preposition in this structure)

'a cup of coffee' 'a sandwich' 'a bed' 'a toy' 'a film' 'a piano'

**Things to do** Tell the students some things that you have to do tonight / this week / ..., using the structure **noun + infinitive**. For example:

'I've got some letters to write. I've got some homework to correct. I've got some phone calls to make / some clothes to wash / a book to read / ...'

Students tell you if they have the same things to do; and what other things they have to do. ('I haven't got any letters to write. I've got some people to see.')

**The poem** It's best if students just read this, and perhaps listen to you read it aloud. Give any explanations that are necessary, and let students give you any reactions they have, but don't turn it into an exercise. Reading is enough here. Not all texts have to have questions! But if you and the students really like the poem, after you read it to them, you could get the class to read it aloud with you in chorus.

## page 131

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### possible further activities

**Comparing ideas** In Exercise 1, students may not all have the same answer to some of the questions. See who answered what to items 4–8. In Exercise 2, get students to tell each other their sentences. In Exercise 3, students can compare their order of interest with each other's or yours.

**Writing notices** Each student writes a notice, using 'NO' with a noun or *-ing* form, to stop people doing something (in the classroom, in the town, in the country, ...).

**Finding notices** If students are in an English-speaking country, get them to look for notices beginning 'NO'. If not, get them to look for notices that can be translated into English 'NO' notices. Who can find the most before the next lesson?

**Internet** Get students to find one or more sentences each containing the expression "is easier than" and at least one *-ing* form.

## pages 132–133

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### possible further activities

**Personalisation (adjective + -ing)** Students write one or more sentences saying what they are tired of doing/being/having, one or more saying what they dream of doing/being/having, and one or more saying what they are thinking of doing one day.

**Personalisation (preposition + -ing)** Tell students to complete (truthfully or not) the sentence 'I never spend a day without ...ing'. They say their sentences; the class decide whether they are lying or not.



### possible further activities

**Actions** This is a good activity for a class that has been sitting still for too long. Tell them to start, keep and then stop doing things. Teach some new vocabulary as necessary. For example:

‘Start walking; keep walking; stop walking. Start waving; keep waving; stop waving.’  
Students can take a turn giving instructions to others (groups or the whole class); or to you!  
Some possible actions (depending on what kind of students you have): walking, waving, running, jumping, singing, writing, thinking, scratching, coughing. If you use mime, lots of other actions are possible (smoking, drinking, eating, driving ...).

**Likes and dislikes** Extend Exercise 5 by getting students to compare notes. What are the most and least popular activities?

**Predicting likes and dislikes** Students work in pairs and say what they think their partners have answered in Exercise 5. (‘I think you like reading novels. I think you hate walking in the rain.’) Their partners tell them whether they are right or not.

## Section 10 special structures with verbs

### page 139

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#### language notes

This Section deals with a small group of verbal structures that can be difficult for elementary students.

#### possible further activities

See the remarks on cartoons in the Introduction to the Teachers' Notes.

### page 140

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#### language notes

'**Get**' is a confusing verb, because its meaning depends on the structure it is used in. Students may use it wrongly before a noun to mean 'become', saying for instance *\*My father's getting an old man*, or thinking that 'She's going to get a doctor' means 'She's a medical student' rather than 'She's going to call a doctor'. The most basic uses are taught and practised here; others are dealt with in the Intermediate and Advanced levels of the *Oxford English Grammar Course*. For *have got*, see page 11.

#### possible further activities

**Listing activities** Ask students to write five or more sentences using *get* about things they did yesterday, and three or more about things they didn't do. ('I got up late.' 'I got dressed.' 'I got a newspaper.' 'I didn't get any letters.' 'I didn't get married.')

### page 141

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#### language notes

Prepositional verbs like *look at* or *listen to* (page 141) may correspond to one-word verbs in students' mother tongues, and in general practice may be needed before students can use the correct preposition easily where it is required:

*\*Listen me! \*Look at! It's snowing! \*We arrive to London at 8.15.*

Some students use the prepositional verbs *happen* and *belong* as if they were adjectives:

*\*What's happen to Joe? \*It's belong (to) me.*

Note that some prepositions, for example *at* and *for*, have two quite different pronunciations ('weak' and 'strong') depending on whether they are stressed or not. The CD-ROM for this Section gives students practice in hearing and pronouncing weak forms.

#### possible further activities

**Mime** Individually or in groups, students mime the following actions:

- looking at something
- listening to something
- thinking about something
- talking to somebody
- waiting for somebody/something

The actions must be reasonably easy to guess (e.g. waiting for a bus, but not waiting for the end of the world). The other students say what is being mimed. ('You're looking at a poster.' 'You're waiting for your boyfriend.')

An asterisk (\*) indicates an incorrect form or use.

→ Section 10 continues

**Travel** Get students to write a few sentences about a journey they have made, using some expressions with prepositions (e.g. *wait for, get on/off, ...*).

## pages 142–143

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### language notes

By 'phrasal verbs' we mean two-part verbs in which the second part is an adverb particle (e.g. *break down, cut up, throw away*). We don't include verbs in which the second part is a preposition (e.g. *look at, listen to, jump over*); these are practised on page 141. Note that some adverb particles and prepositions have the same form (e.g. *up, down, off, in*). However, the meanings are often different: compare *up* in *cut the potatoes up* (= 'completely') and *run up the hill* (= 'to a higher place'). The distinction between the two kinds of verb (and between a preposition and an adverb particle) may be hard for students to understand; at this level it is more important for them to use a few common two-part verbs correctly than to have a theoretical grasp of the point.

There are a few grammatical differences between phrasal and prepositional verbs, particularly to do with word order: for example we can say *I cut the potatoes up*, but not *\*I ran the hill up*. (This is a good way to tell whether a particular combination is phrasal or prepositional.)

Many phrasal verbs are rather conversational in tone, and other one-word verbs may be preferred in a formal style: compare *go on* and *continue*, or *turn up* and *arrive*.

Students and teachers often regard phrasal verbs as a grammatical problem area, and spend a lot of time working on lists of them, studying the differences between, say, *turn up, turn off, turn out, turn down* etc, or *turn up, give up, break up, hold up* etc. Phrasal verbs may certainly need some special attention: if students don't have a similar structure in their mother tongues, they are likely to avoid phrasal verbs and prefer one-word verbs. However, apart from the word-order question, we feel that phrasal verbs are best seen as vocabulary – just words which happen to have a space in the middle – and best learnt separately as they arise, like other kinds of vocabulary. Trying to learn *turn up, turn off, turn out, turn down* etc together is a bit like trying to learn lists of single words that begin or end in the same way (e.g. *persuade, perform, perceive, permeate* or *institution, constitution, destitution, restitution*): a guaranteed recipe for confusion.

### possible further activities

**Acting out phrasal verbs** This is quite a difficult exercise; students who like miming/acting may enjoy it. Run over the phrasal verbs on page 142 and make sure students know them all. Then give out cards with sentences containing phrasal verbs. Students have to act out their sentences (they can speak if they want to, but they can't use the verb); the class has to say what each phrasal verb is. Some suggested sentences:

- Come back!
- Go away!
- Hurry up!
- You're filling in a form.
- You're washing up.
- You're filling up (the car) with petrol.
- You're filling up a glass.
- Look out!
- You're looking round (in a shop).
- You're waking up.
- You're switching the lights off.
- You're switching the TV on.
- You're giving up smoking.
- Pick that thing up!
- You're putting clothes on.

→ Section 10 continues

You're taking clothes off.  
You're cutting up onions.  
You're cutting up wood.  
You're tearing up a letter.

## page 144

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### language notes

Verbs with two objects may cause some difficulty to beginners: the structure with the indirect object first (e.g. *She gave me her phone number*) may seem strange to speakers of languages which don't have a similar pattern. However, common examples of the structure (*send me ...*, *give me ...*, *tell me ...* etc) are very frequent, and will help students to get used to the pattern. Look out for mistakes with verbs that don't work like this:

- \**Can you explain me this word?*
- \**She suggested us a very good restaurant.*

The passive version of this structure (e.g. *I was given some useful advice*) is rare in other languages, and is strange and difficult for almost all students. We deal with this in *Oxford English Grammar Course Intermediate*.

### possible further activities

**Presents** Students say what presents they gave other people for their birthdays or other occasions. ('I gave my father some music for his birthday.')

**Memory game (and vocabulary expansion)** Everybody in the class gives you something (as many different kinds of thing as possible). Make sure everybody knows the names of the various things. Then put the things where the students can't see them. Students work in pairs and try to write sentences saying what everybody gave you. Can they remember everything? ('Sandra gave you a lipstick. Peter gave you a pen. Lee gave you his watch ...')

## page 145

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### language notes

Word order in this structure may cause problems:

- \**I had X-rayed my back.*

And some students may use the wrong verb, or a completely different structure:

- \**I must let/make my raincoat cleaned.*
- \**I made repair my camera, but it still doesn't work.*

### possible further activities

**'Having everything done'** Students imagine that they are very rich. They write sentences to say what they have done for them. ('I have my bed made by the servants.' 'I have all my love letters written by my secretary.')

## page 146

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### language notes

Imperatives are relatively unproblematic. Some students may not realise, however, that they are not generally used to ask for things politely. People whose first language is English may be offended by 'requests' beginning with 'Please' and an imperative. 'Please tell me ...', for example, is a command, not a request.

→ Section 10 continues

## possible further activities

**'Simon says'** This is an old children's game. Give the class a very rapid series of (easy) instructions. If you say 'Simon says' before the instruction, they have to carry it out; if you don't, they mustn't do it. Anybody who makes a mistake is out – they can't continue playing the game. How many people are still in after three minutes? You will need to prepare a lot of instructions (but some can be repeated). Examples:

Stand up.

Simon says 'Stand up'.

Simon says 'Sit down'.

Close your eyes.

Touch your nose.

Simon says 'Open your mouth'.

Pick up your pen.

Go to sleep.

When you've played it once, do it the other way round: students give you instructions in turn. Or get them to do play the game in groups (for example with three of the group giving instructions in turn, and five carrying them out).

**Directions** Get students to write (or say) directions from one well-known local place to another, using expressions from Exercise 2.

**Instructions** Students (or you and the class together) write instructions for some simple action (e.g. boiling an egg, lighting a fire). Help with vocabulary.

## page 147

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### language notes

**'Let's'** should be reasonably easy to learn; the negative forms may need practice. Make sure students realise that the full form *Let us* is very formal and uncommon.

### possible further activities

**Miming suggestions** Students take turns to make suggestions without speaking. The class say what they think the suggestion is. ('Let's play cards.' 'Let's go swimming.')

# Section 11 articles

## page 151

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### language notes

The correct use of articles is one of the most difficult points of English grammar, especially for students whose languages don't have an equivalent (see page 151). Typical mistakes:

*\*Where is station?*

*\*I need the new raincoat.*

Speakers of Western European languages, which have article systems, have less difficulty (and will not need to study all of the following pages), but there are some differences which can cause such students to get things wrong in English – for example when they are saying what jobs people do, or when they are generalising:

*\*My sister is engineer.*

*\*The life is hard.*

The rules given in this Section will help learners to be more correct, but not all uses of articles fit into simple patterns; the correct use in some common expressions has to be learnt on a case by case basis. (Compare *on the radio* – *on TV*.) It's important not to be perfectionist in this area: if students end up getting most of their articles right most of the time, they will communicate successfully, and too much correction can destroy confidence. (In fact, there are relatively few article mistakes that cause serious comprehension problems.)

### possible further activities

**Texts** There are examples of all important article uses (including 'no article') on this page. It's best if students just read the texts for interest as an introduction to the topic, without thinking hard about the grammar at this stage. After they have worked through the following pages, you might like to come back to these texts again and get students to think about the reasons for the different uses.

## page 152

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### possible further activities

**'A' or 'an'** If students need more practice on this, you could do Exercise 2 again orally. (They close their books; you say the phrases and adjectives.)

**Extending Exercise 4** This is an opportunity to teach some more common nouns. Teach the names of some other useful things; students write sentences saying what they are used for. (Help with vocabulary.)

**Miming objects** Students in turn pretend to be holding or using objects, showing what they are by actions without speaking. (For example stroking a cat, looking up a word in a dictionary, breaking an egg, putting on shoes ....) The class say what they think is being illustrated. ('It's a cat.' 'They're shoes'.)

### language notes

This lesson may not be very useful for speakers of Western European languages, which use articles with countable and uncountable nouns in much the same way as English. However, note that some uncountable English words have countable equivalents in some other languages (see page 198 for details), so students may use them with *a/an*:

\**Can you give me an advice?*

\**We made a long travel in America last year.*

### possible further activities

**Vocabulary expansion** Extend Exercises 1 and 2 by teaching some more words in each group. Students have to decide whether to put *a/an* or nothing with them.

**Materials** (See also page 165 for a similar exercise.) More vocabulary expansion: get students to think of more things that are made of the materials in Exercise 3 – provide vocabulary as necessary. You can also teach some more names of materials (e.g. *steel, rubber, paper, cardboard, silver, gold, aluminium, brass*), and get students to write sentences saying what things are made of them. Can they say what everything in the classroom is made of? (Note the difference between *made of* and *made from* in cases like *This table is made of wood / Paper is made from wood.*)

**Advertisements** Ask students to find (in magazines or on the internet) five or more advertisements with countable nouns, and five or more with uncountable nouns.

## pages 154–155

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### language notes

This lesson, too, has little value for speakers of Western European languages: they have no trouble in general handling *a/an* and *the* and the difference between them, though they may have problems in particular cases.

### possible further activities

**Beginning stories** Get students to change some or all of the italicised words in the following story-opening in as many ways as possible, while keeping everything else the same. Help with vocabulary.

Once there was a *beautiful princess* who lived in a *big palace*. She had a *big horse* and a *very small dog*. The *horse* was called *Angel*, and the *dog* was called *Button*. The *princess* was unhappy because *her big sisters* were *very unkind* to her.

## pages 156–157

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### possible further activities

**Miming jobs** Teach the names of a few more jobs if students are ready for some extra vocabulary. Then get them to take turns miming a job; the rest of the class decide which job is being mimed and say 'You're a ...'. You may like to give out cards with the names of the jobs (so that they all have different ones).

**Students' descriptions** Get students to write descriptions of themselves. Depending on the class, you might also be able to get students to write (reasonably polite) descriptions of each other; they read them out and the others have to guess who is being described.

**Celebrities** More advanced students might write short notes about well-known people (for example entertainers or fashion models), saying what they do and describing their appearance.

## pages 158–159

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### possible further activities

**Extending Exercise 3** Get students to write more generalisations about men and women. Help with vocabulary.

## pages 160–161

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### possible further activities

**Personalisation** Get students to write the names of five different kinds of place they have visited or seen (e.g. a country, a city, a lake, a mountain, a famous building); five they would like to visit or see; and/or five that a visitor to their country should visit or see.

**Geographical knowledge.** Say or write up the names of various well-known buildings, rivers, lakes, mountains, etc. Students write or say sentences about where they are. Help with vocabulary. ('The Parthenon is in Greece.' 'Mount Fuji is in Japan.')

## pages 162–163

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### possible further activities

**Personalisation** Get students to write as many sentences as possible about themselves in ten minutes, using expressions from the lesson (e.g. *have breakfast, on Tuesday, in hospital, by train, without a ticket, the same, the country, a hundred, the cinema*).

**Where are we?** Students (individually or in groups) act little scenes illustrating expressions from the lesson (*in hospital, at the cinema* etc). They can speak, but mustn't use the key words. The other students decide where they are. ('You're in prison.')



## Section 12 determiners

### page 167

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#### language notes

There are quite a number of small problems associated with particular determiners. This Section deals with points that are most important for beginners and elementary students; other questions are postponed until *Oxford English Grammar Course Intermediate* and *Advanced*, in order not to overload students at this level. Two kinds of determiner (articles and possessives) are covered in other Sections for convenience.

Terminology: some determiners are called 'adjectives' in older grammar books. The terminology is not very important for students, but in fact determiners have little in common with adjectives except that they come before nouns. Unlike adjectives, some determiners have different singular and plural forms (*this/these, that/those, much/many, little/few*), which can lead to mistakes:

\**Who are this men?*

\**I don't have much problems with English grammar.*

#### possible further activities

If you are studying determiners in general (and not just particular ones), you could ask students to see how many different determiners they can find in advertisements, magazines, public notices or other sources (using the internet if necessary).

### pages 168–169

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#### language notes

Note that the English two-part division into words for 'near' (*this, here*) and 'distant' (*that, there*) is not necessarily found in students' mother tongues. They may have a three-part system, with words equivalent to *this, that, more distant that* and *here, there, way over there*. Or one of the words for *this* and *that* may be much more common than the other, and used informally for both meanings:

\**I'm not happy in that country.*

\**I didn't like this film yesterday.*

#### possible further activities

**'This/these' or 'that/those'?** If students need further practice to get used to the difference, you could get them to write sentences comparing things that are close to them and further away in the classroom. ('This table's bigger than that table.') Or, more interestingly, comparing conditions in the country where you are with conditions in another country that students know about, which they call 'that country'. ('I prefer the weather in this country. It rains too much in that country.')

**Singular or plural?** Hold things up or point to them (sometimes one, sometimes more). Students say what colour they are, or other things about them, using *that/those* unless they are close to them. ('Those earrings are red.' 'That shoe's blue.' 'This wall is green.' 'This student is called Alex.')

## language notes

The *some/any* distinction is complicated, and not generally matched in students' mother tongues. Students may use *any* alone as a negative:

*\*I'm sorry. I've got any money.*

or use it with a singular countable noun:

*\*I haven't got any dictionary.*

They may also miss it out where it is required:

*\*There aren't good programmes on TV this evening.*

Some very simple rules are given here, which should help students to use these words correctly most of the time. More complete information is given in *Oxford English Grammar Course Intermediate and Advanced*.

## possible further activities

**Possessions** Students write five or more sentences beginning 'I haven't got any ...' (using uncountable or plural nouns).

**Possessions survey** You can extend Exercise 7 (and perhaps introduce some more vocabulary) by getting students to go round asking everybody a question beginning 'Have you got any ...?' (a different question for each student). Give them five minutes to ask their questions, noting the number of 'yes' and 'no' answers; then get them to report to the class, using *some* and *any*. ('Five people have got some dollars.' 'Eight people haven't got any cousins.' 'Everybody has got some friends.' 'Nobody has got any rabbits.')

**Cooking** Get students to think of something that they know how to cook. They write one or more sentences beginning in each of the following ways:

(to cook X) You need a ...

You don't need a ...

You need some ...

You don't need any ...

This is a good opportunity to teach some more vocabulary.

## page 172

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## language notes

Students may use plural verb forms after *everything* and *everybody/everyone*:

*\*Everything cost too much.*

*\*Everybody make mistakes.*

## possible further activities

**Thinking of examples** Ask students to think of examples of the following, or other categories of your choice (as many as they can in five minutes):

something big something small something old something new

something red something sweet something nice something expensive

something cheap

somebody tall somebody old somebody nice somebody horrible

somebody handsome somebody beautiful somebody intelligent

somebody stupid

somewhere hot somewhere cold somewhere wet somewhere dry

somewhere interesting somewhere boring.

Who can think of most? Get them to exchange answers in groups.

**Turning it round** Give your answers; students have to guess what they correspond to.  
'An apple.' 'Something red?' 'No.' 'Something sweet?' 'No.' 'Something nice?' 'Yes.'

**Survey: 'Do you ever ...?'** Get students to prepare questions (a different one each) about other people's habits, beginning 'Do you ever ...?'. They should look for things that are probably true of everybody or nobody. If they are slow to think of questions, it might be better to give out prepared questions on cards. A few suggestions:

- Do you ever read the newspaper?
- Do you ever watch daytime TV?
- Do you ever wear an orange hat?
- Do you ever forget people's names?
- Do you ever sing on the bus?
- Do you ever get very tired?
- Do you ever go without sleep for a week?

Students ask their questions (three minutes to ask as many people as possible), noting the number of 'yes' and 'no' answers. Then they report to the class, using 'everybody' and 'nobody' where appropriate. ('Six people watch daytime TV.' 'Nobody ever sings on the bus.' 'Everybody forgets people's names.' 'One person sometimes wears an orange hat.') With the right kind of class, mildly indiscreet questions can be fun. ('Do you ever fall in love with the wrong people?' 'Do you ever eat too much chocolate?')

**Internet** Get students to find three or more interesting sentences on the internet beginning "Why is everybody ...?" and three or more beginning "Nobody has ever ...".

## page 173

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### language notes

Students may confuse *much* and *many*, especially if their mother tongues only have one word as an equivalent:

*\*I can't cook much things.*

Students should realise that in informal speech and writing, *much* and *many* are unusual in affirmative sentences in most contexts. Alternatives are practised on page 174.

### possible further activities

**Personalisation** Get students to write one or more sentences beginning in each of the following ways:

- I don't know much ...
- I don't know many ...
- I haven't got much ...
- I haven't got many ...
- I haven't been to many ...
- I don't eat much ...

**Quiz** Learners work in small groups. Each group makes up a test containing ten questions beginning 'How much ...' or 'How many ...?'. Help with vocabulary and sentence structure as necessary. A representative from each group reads the questions out to the class and the rest of the class tries to answer.

**Acting situations** Get students (perhaps in groups) to mime or act a situation in which there is/are not much/many of something. (For example time, food, chairs, room, water ...) They can speak, but not use the word they are illustrating. The other students have to guess what is meant.

**Internet** Get students to find three or more interesting sentences on the internet beginning "There are not many ..." and three or more beginning "There is not much ...".

→ Section 12 continues

## page 174

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### language notes

*A lot of*, *lots of* and *plenty of* are not exactly determiners, but they perform a similar function. They are very common in informal affirmative sentences (where *much* and *many* are unusual). Students may have difficulty getting used to the fact that *a lot of* and *lots of* can both be used with singular and plural nouns and verbs:

\**A lot of my friends is on holiday just now.*

\**There are lots of food in the fridge.*

### possible further activities

**Extending Exercise 3** Get students to work in groups, and give them ten minutes to write as many sentences as they can about a place of your choice (the room, the school, the local town, another town, another country, ...), using the same expressions as in Exercise 3. Help with vocabulary as necessary. Which group can make the most sentences?

**Personalisation** Get students to write five or more sentences beginning 'I've got a lot of / lots of / plenty of ...' and/or 'I would like a lot of / lots of / plenty of'.

**Acting situations** Get students (perhaps in groups) to mime or act a situation in which there is/are a lot of something. (For example cats, books, rain, children, noise, food ...) They can speak, but not use the word they are illustrating. The other students have to guess what there is a lot of.

## page 175

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### language notes

Beginners may occasionally confuse *a little* and *a few*, especially if their mother tongues only have one word as an equivalent:

\**I only speak a few French.*

The difference in meaning and formality between *a little / a few* and *little/few* (with no article) is a more tricky point, perhaps better avoided with lower-level students.

### possible further activities

**Languages** Ask students to tell you about languages that they know just a little of. ('I speak a little German.' 'I know a few words of Japanese.')

## page 176

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### language notes

The spelling of *enough* is particularly irritating: students may take a little time to get used to it (or to the pronunciation, if they already know how to write it).

The other difficult thing about *enough* is the word order. As a determiner, it comes before a noun, but when it modifies an adjective it comes after it:

\**This coffee isn't enough hot.*

*Enough* can sometimes follow a noun ('time enough'), but this is relatively unusual and best ignored at this level.

→ Section 12 continues

## possible further activities

**More practice on word order** Extend Exercise 3 by saying a series of mixed nouns and adjectives – students must repeat the words and add *enough*, as quickly as they can. Like this:

'big' – 'big enough' 'coffee' – 'enough coffee' 'old' – old enough'  
Change to 'not enough' to add variety.

**Student-led practice** Students can give each other practice on this point, working in groups and taking turns to say nouns and adjectives for the others to add *enough* to.

## page 177

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### language notes

Some students may confuse *too* and *too much*:

*\*We arrived too much early.*

Speakers of some languages may sometimes find it hard to distinguish *too* and *very*:

*\*It was very cold to go out, so we stayed at home.*

## possible further activities

**Student-led practice** As for Exercise 3 on page 176, students can organise practice themselves, working in groups.

**Extending Exercise 3** Get students to work in groups. Each group makes a list of things that they are taking for another imagined situation (perhaps a different one for each group). They include too much/many of some things and enough or not enough of others. Possible situations: a weekend skiing; a weekend by the sea; a week in New York; a trek in the Sahara; a year in Antarctica; a space trip. When they are ready, groups take it in turn to tell the rest of the class what they are taking; the class say what they think about the quantities, as in Exercise 3.

**Revising quantifiers** This might be a good place for a revision activity practising *some, any, not much/many, too much/many, a lot of / lots of / plenty of, a little, a few* and (*not*) *enough*. Get students to write a few lines about a particular place, trying to use each of these expressions at least once. Or ask them if they can find a complete set of song titles containing all the expressions, using the internet. An interesting but more difficult activity would be to find interesting or funny quotations to exemplify all the expressions, using internet quotation sites.

## page 178

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### language notes

The grammar of *all* is tricky. It can go in the noun phrase or the verb phrase.

Quite a common mistake is to use *all the* in generalising:

*\*All the languages are hard to learn.*

*\*Nearly all the life depends on oxygen.*

For more on this, see page 158.

There are also complications with article use and the use of *of* (not dealt with at this level).

You may need to mention that *all* doesn't go immediately before personal pronouns; this is occasionally a problem for beginners:

*\*All we played very well.*

In the verb phrase, the word order is the same as for some adverbs (see pages 214–215).

→ Section 12 continues

## possible further activities

**Personalisation** Get students to complete some or all of the following sentences (or others of your choice).

- All my friends ...
- I have ... all my life.
- (Nearly) all children ...
- (Nearly) all women ...
- (Nearly) all men ...
- All countries ...
- All politicians ...
- All religions ...

**Class survey** In groups, students try to find as many things as possible that they all have in common. (Give a time limit – perhaps 10 or 15 minutes.) Then they report to the class. ('We all like skiing.' 'We all hate pizza.' 'We have all been to Thailand.' 'We all live in cities.' 'We are all under 25.' 'We all speak Catalan.' ...)

**Quotations** Using internet quotation sites, students can try to find interesting or amusing quotations beginning or containing:

- "all men" "all women" "all children"
- "all English people / Americans / Germans / Italians / etc"

Do they know, or can they find, a famous quotation from a book by George Orwell beginning "All ..."? ('All animals are equal, but some animals are more equal than others', from *Animal Farm*.)

## page 179

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### language notes

There can be a slight difference of use between *each* and *every*. *Each* often stresses the sense of 'one at a time', 'separately' or 'differently' (e.g. 'We looked carefully at each candidate's individual strengths and weaknesses.'). We don't trouble students with the point at this level.

## possible further activities

**'Every' or 'all'** Say, in quick succession, a series of mixed singular countable nouns and plural nouns. Students repeat them, putting *every* before the singulars and *all* before the plurals. Keep it moving quickly, but not so fast that students get confused. Like this:

- 'house' – 'every house' 'animals' – 'all animals'
- 'children' – 'all children' 'country' – 'every country'

**Internet** Get students to see if they can find a few 'parallel' sentences on the internet, using *every* and *all* to say the same thing. A good place to start is with "*every child*" / "*all children*". There are plenty of pairs, for example 'Every child has the right to education.' / 'All children have the right to education.'

**'Every day' and 'all day' etc** Get students to tell you things that they do every day / morning / evening / etc. Ask if they do them all day. ('I brush my teeth every day.' 'Do you do it all day?' 'No!') Can they think of anything that happens / happened all day / evening / etc? ('On Monday we have lessons all day.' 'On Saturday I played football all afternoon.')

**Internet** Get students to find a few interesting sentences on the internet using *every day* and *all day*.

## language notes

Students may take some time to learn when to use *of* after determiners:

*\*Most of people like music.*

*\*I don't understand some these words.*

## possible further activities

**General and particular** Get students to think of ten or more generalisations beginning *Most people ...*, *Some people ...*, *Not many people ...* or *A few people ...* ('Most people like pop music.' 'Some people are vegetarians.' 'Not many people can play the violin.' ...) Write these up. Then get students to choose one of the generalisations each, and say how many of their friends it's true of. ('Most of my friends are vegetarians.' 'All of my friends like pop music.') You may need to add 'none of' to the expressions listed.

## Section 13 personal pronouns; possessives

### page 185

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#### possible further activities

Students can just read the advertisements. Or you can ask them to see if they can find five or more advertisements, song titles etc, containing personal pronouns and possessives.

### pages 186–187

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#### language notes

In some languages, subject and object pronouns are often left out when they are not completely necessary. This is unusual in English, though it happens sometimes in informal speech. Typical mistakes:

*\*Is raining again.*

*'More potatoes?' 'No, thanks. \*Have enough.'*

*\*She likes parties, but I don't like.*

The informal use of *me* etc in subject complements ('It's me again') and in one-word answers ('Who said that?' 'Her.') may be strange for students whose mother tongues have the equivalent of *I* etc in these contexts:

*'Who's that?' (\*It's I. or \*I am.'*

In some languages, ordinary nouns have grammatical gender. Beginners may use *he* or *she* for things (especially living creatures), reflecting the mother-tongue gender.

*\*Look at that spider! She's horrible!*

#### possible further activities

**'Me'** Ask questions like the following. Students answer 'Me' or 'Not me'.

Who likes fish?

Who speaks [name of language]?

Who was born in March?

Who can drive?

Who goes to bed late?

Who gets up early at weekends?

Who goes skiing?

Who's been to the US?

Then, if you like, you can ask the questions all over again and ask for more complete short answers ('I do', 'I was', 'I can', 'I don't' etc).

**Using 'it'** Ask students to write or say answers beginning with *It* to the following questions:

Is your country [or name of other country] hot in summer?

What's the weather like today?

How far is it from your house to the nearest station / airport / ...?

**Internet** Ask students to use the internet to find out what the weather is like in a country of your choice (or their choice), and to write two or three sentences about it beginning with *It*.



## language notes

In languages with grammatical gender, third-person possessives may be masculine or feminine according to the gender of the following noun, and not the possessor (as in English):

*\*Jack's much nicer than her sister.*

*\*Julie and his husband spent the weekend with us.*

Students may use articles together with *my, your* etc if this happens in their mother tongue:

*\*a my friend    \*the my car*

Another beginner's mistake is to give possessives plural forms:

*\*I know theirs parents very well.*

Students often put apostrophes in *yours, its, ours* and *theirs*. (Understandably, because possessive nouns have apostrophes.) Many native speakers make the same mistake.

*\*This is our's, not your's.*

Note that technically *my, your* etc are both pronouns and determiners, not adjectives. Older grammars may call them 'possessive adjectives' to distinguish them from *mine, yours* etc (which are a different kind of pronoun). The terminology has no practical importance for students.

## possible further activities

**Extending Exercise 2** Get students to write some of the sentences from Exercise 2 in the form 'Amy sold James her car', 'James sold Carlos his bike' etc.

**Who gave what to who?** Get eight volunteers to stand in a circle where everybody can see them. Each of them gives one of his/her possessions to the person on the left, while the others watch and memorise what happens. Then they sit down (hiding the things they were given), and everybody writes sentences saying who gave what to who.

OR: Everybody in the class gives somebody else something in turn. Then everything is hidden, or given back, and students try to write sentences recalling all the exchanges.

## page 190

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[Note: in an early printing of this book, the wrong names are given in the instruction to Exercise 2.]

## possible further activities

**Lying to the teacher** Turn your back on the class. Some or all of the students put possessions on your desk. You turn back, pick them up one by one, and ask 'Whose is this?' Three or more students tell you, but they don't necessarily tell you the truth.

'It's his.' 'It's hers.' 'It's mine.'

You try to decide whose the thing is, and give your answer ('It's yours.'). The students tell you if you've got it right.

## language notes

Some verbs for things that people do for themselves are not normally reflexive in English, but may be reflexive in the students' mother tongue(s). Common examples: *wash, shave, dress, get up, go to bed*.

## possible further activities

**Mime** Give some individuals and some pairs of students cards with instructions telling them to do things to themselves. Teach any new vocabulary in advance. For example:

talk to yourself   write on yourselves   look at yourself   kill yourself  
kick yourselves   scratch yourselves   kiss yourself   sing to yourself  
read to yourselves   stroke yourselves   hit yourself   shout at yourself

Students act out what is on their cards; the others have to say what it is. ('He's talking to himself.' 'They're scratching themselves.')

Then put students in pairs or groups, and do a similar activity, but with 'each other' on the cards instead of reflexives.

Not all of these actions (e.g. *kiss each other*), of course, would be appropriate for all types of class or cultural context.

**Checking non-reflexives** Get students to do an internet search to check the relative frequency of "He shaved himself quickly" and "He shaved quickly". Get them to do the same for "They washed themselves quickly" and "They washed quickly". What about "They dressed themselves" / "They got dressed"?

## Section 14 nouns

### page 195

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The purpose of the illustrations is just to introduce the topic. No activity is necessary.

### page 196

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#### language notes

Dropping plural *-(e)s* is quite a common mistake.

*\*I have two younger brother. \*I needed both hand to lift it.*

This can happen for several reasons. The student's mother tongue may not have distinct plural forms. Final *-s* may be difficult to pronounce after a consonant, or in all cases, for students whose languages have different phonetic structures from English (e.g. Spanish, Chinese or Thai speakers); sounds which are not pronounced are also easily dropped in writing.

The pronunciation of plural *-(e)s* depends on what comes before it:

- /s/ after an unvoiced sound like /p/, /k/ or /t/
- /z/ after a vowel or a voiced consonant like /b/, /g/, /d/, /m/, /l/ etc
- /ɪz/ after /s/, /z/, /ʃ/ and /tʃ/.

The distinction between /s/ and /z/ is unimportant except for learners who want a very high level of accuracy in pronunciation, but students should be clear about when to pronounce the ending /ɪz/.

#### possible further activities

**Pronunciation** If you want to practise the pronunciation of plural *-(e)s*, say the words in the lists of regular nouns, in random order, and ask students to say the plurals.

**Plural formation** When you have worked through the lesson, ask students to close their books and write five plurals ending in *-ies*, five other regular plurals ending in *-es*, five other regular plurals ending in *-s*, and five irregular plurals.

### page 197

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#### language notes

The point about group nouns having plural verbs (e.g. *The team are playing badly*) is mostly relevant to British English; this happens much less often in American English.

Some English plurals may have singular equivalents in students' languages:

*\*I need to buy a new jean.*

*\*Have you got a scissor(s)?*

#### possible further activities

**Internet** Invite students to check on the internet to see whether they can find examples of *the team*, *my family* and *the audience* followed by *are* or *have*.

## language notes

The difference between countable and uncountable nouns (important for several aspects of English grammar) is difficult for speakers of some languages to grasp.

*\*We must put a petrol in the car.*

*\*I haven't got much friend.*

It may not be enough to explain that it depends on whether things 'can be counted' or not. There are languages in which counting works in the same way for both kinds of noun, with structures equivalent to 'three pieces of wood' and 'three pieces of car', for example (only more complicated than that!). It's probably better to talk about whether things naturally come as separate items or not.

The distinction is also often arbitrary – compare *rice* and *lentils*, or *wheat* and *oats*, or *gravel* and *pebbles*. And abstract nouns often have both countable and uncountable uses. Such cases are not important at this level. However, it's helpful for students to know about the double use of many words for consumables (see Exercise 5). And speakers of European languages need to know that some common uncountable words may be countable in their mother tongues (see Exercise 2):

*\*Can you give me an advice?*

*\*I'm going to buy some new furnitures.*

## possible further activities

**Countables and uncountables: finding examples** Ask students if they can find five each of countable singular, countable plural and uncountable nouns in advertisements, song titles, reports or other sources.

**What kind of noun?** Extend Exercise 2: say a series of nouns; students repeat them, putting *a* or *an* before the singular countables and *some* before the others. Like this:

'table' – 'a table'

'butter' – 'some butter'

'chairs' – 'some chairs'

'coat' – 'a coat'

'make-up' – 'some make-up'

'problems' – 'some problems'

'exam' – 'an exam'

Keep it going quickly, but not so fast that the students get confused.

**Containers** Extend Exercise 4 and work on vocabulary. Give the names of some things or substances; discuss the possible words for containers, teaching new ones where necessary. Then get students to write appropriate expressions. ('a packet of butter' 'a can/tin of peas' 'a barrel of oil' 'a bucket of water')

The differences between words like *tin*, *box* and *packet* can be tricky. There is a very useful illustration in the *Oxford Advanced Learner's Dictionary* (8th edition, page V29).

**Containers: finding examples** Ask students if they can find more illustrations like those in Exercise 4, label them ('a ... of ...') and bring them to class.

**Price survey** Give students a list of ten or so 'shopping' items (e.g. a kilo of onions, a large packet of washing powder, a litre of milk, a loaf of bread, a 500g packet of rice, a bunch of roses, a litre of petrol, a 500g jar of instant coffee, a cheap pair of trainers). Get them, perhaps in groups, to estimate how much the items cost and arrange them in order, from most to least expensive. Afterwards they check up (in shops or on the internet) and see who was closest to the truth. (In a mixed class, it would be amusing to do this as a competition between girls and boys, or men and women.)

## page 200

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### language notes

The grammar of the substitute word *one* is quite complicated, and students can easily get confused:

*\*I would like a one with a big garden.*

They may also drop the article after *with* in this structure (see page 163):

*... one with big garden.*

Note that Spanish-speaking beginners may use *ones* as a plural indefinite article (Spanish *unos* – ‘some’):

*\*I would like ones strawberries.*

### possible further activities

**‘A ... one’** Ask students ‘What sort of ... would you like?’, using singular countable nouns. They say or write ‘A ... one’. (‘What sort of holiday would you like?’ ‘A long one.’) Possible nouns (depending on age etc): *car, house, grandchild, job, boyfriend/girlfriend, garden.*

**‘Ones’** Ask students ‘What sort of ... do you like?’, using plural nouns. They answer ‘... ones.’

**‘One with ...’** Ask students ‘What sort of house would you like?’ They answer ‘One with ...’

## page 201

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### language notes

The correct spelling of possessive nouns (*father’s, parents’, children’s*) is difficult for many native speakers, and mistakes are common. On a menu recently we saw the following words (beautifully systematic, but wrong!)

coffee’s tea’s cake’s

On the same menu we found:

drinks sandwiches fillings supplements

Can you see what their system was?

### possible further activities

**Visual punctuation** Say some nouns (mixed singular, plural and irregular plural). Keep to nouns for people. Students add the possessive endings by drawing them in the air, like this:

*sister* – students draw apostrophe s

*doctors* – students draw apostrophe s

*childrens* – students draw apostrophe s

**20 questions: whose?** Think of something that belongs to somebody in the class. The students have to discover what it is, asking no more than 20 questions; you can only answer ‘yes’ or ‘no’. It helps if you suggest some useful questions in advance, explaining vocabulary where necessary. For example:

Is it in this room?

Is it a part of the body?

Is it manufactured?

Is it useful?

Is it bigger than a ...?

When they think they’ve got it, they ask for example ‘Is it Anna’s bike?’ or ‘Is it Mario’s nose?’ Once you’ve demonstrated, it can be done in groups.

**Chains of possessives** Get students to make chains like the ones in Exercise 3, with at least five possessives. Who can make the longest? (The possessives should all be different nouns for people.)

→ Section 14 continues

## pages 202–203

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### language notes

The differences between the three common ways of putting nouns together, practised on these and the following pages, are complex – this is one of the most messy areas of English grammar. (Compare *dog's leg*, *table leg*, *leg of lamb*.) Typical mistakes:

\**the John's house* \**the ears of my wife* \**my house's front*

At this level we simply teach the central uses of the three structures.

### possible further activities

**Extending Exercise 3** Give students pairs of nouns. They put them together using a possessive or the *of* structure as appropriate. Like this:

'Anna + nose' 'Anna's nose'

'the mountain + top' 'top of the mountain'

'the road + end' 'end of the road'

'doctor + house' 'the doctor's house'

**Time** Ask students to write estimates of the time necessary for journeys and/or pieces of work (putting apostrophes in the right place). Like this:

'writing an email' – 'three minutes' work'

'building a house' – 'six months' work'

'going from Rome to Bologna' – 'four hours' drive'

'going from London to Sydney' – 'twenty hours' flight'.

## pages 204–205

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### language notes

Students may have trouble forming and using expressions like *racehorse* and *horse race*, or getting the words in the right order, if their language puts nouns before modifying expressions:

\**We have a meeting of business tomorrow.*

\**I don't like soup fish.*

They may also make the first noun plural, which is unusual in English:

\**shoes shop*

### possible further activities

**Finding examples; vocabulary expansion** Ask students how many noun + noun combinations they can find in the classroom, or think of in a typical house or town. ('computer table' 'wall poster' 'light switch' 'kitchen door' 'soup spoon' 'clothes shop' ...). Ask them to find ten or more noun + noun combinations in advertisements for food or drink.

## Section 15 adjectives and adverbs

### page 209

**Finding more examples** If you want to base an activity on the illustration, you could ask students to look at advertisements in magazines, on TV or on the internet. What are the commonest adjectives? What about adverbs? Ask the students to bring in a list.

### pages 210–211

#### language notes

In some languages, adjectives have different singular and plural forms:

*\*She was wearing reds shoes.*

Students' languages may also put adjectives immediately after nouns rather than before:

*\*She made a suggestion very interesting.*

When two or more adjectives are used together (e.g. *a big old black suitcase*), the order in which they come follows quite complex patterns. At this level, it is enough to teach that colour adjectives tend to follow others. *And* is not generally used between adjectives before the noun, and it is generally used between adjectives after the noun (to simplify a little):

*\*I like big and fast cars. \*My life is difficult, complicated, sad.*

#### possible further activities

**Observation: pairs of adjectives** How many things can students see in the classroom, or through the window, that can be described with two adjectives, including one showing the colour? ('a big white table' 'two small black handbags' 'a long blue bus')

**Guessing** Describe some of the things in the room with pairs of adjectives ('It's big and green. What is it?'). Students guess what you are thinking of. Then they do the same in turn, perhaps in groups.

**Mime: look + adjective** Extend Exercise 4 with some more adjectives that can follow 'look'. Then get students (perhaps in pairs or groups) to mime some of them. The others decide what the adjective is, and say 'You look cold / hot / tired / bored / interested / excited / intelligent / stupid / worried ...'.

**Vocabulary expansion: personality** Build up (with students' suggestions) a list of words than can be used for talking about personality (e.g. *shy, self-confident, lazy, energetic, sociable, calm, bad-tempered*). Then get students to complete one or more sentences beginning:

I'm very ...

I'm quite ...

I'm not very ...

You may need to explain *quite* (= 'moderately', 'rather' in British English).

**Vocabulary expansion: places** Build up (with students' suggestions) a list of words for places where people live. Students write the same kinds of sentence as for the personality vocabulary extension activity, beginning 'My room / house / flat / town ...'.

## page 212

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### language notes

Some languages don't have distinct forms for adverbs of manner and the corresponding adjectives:

*\*She sings very good. \*I feel terribly.*

A few very common adverbs of manner are used without *-ly* in informal contexts:

*She walks real slow. Don't talk so loud.*

It's worth mentioning this, as students may be confused when they meet examples.

### possible further activities

**Acting out adverbs** Make a set of cards with verbs on, and a separate set with adverbs. Give each student one of each (either preselected or chosen at random). Students have to act the two-word expression; the class guess what is being acted.

'You're walking slowly.' 'You're singing badly.' 'You're talking quietly.'

If a student feels he/she can't act the expression in question, offer another choice.

## page 213

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### language notes

In many languages, adverbs can separate the verb from the object. This is very unusual in English except in more complex sentences (see the examples of typical mistakes above Exercise 1).

### possible further activities

**Building sentences** Write some or all of the following sentences (or others) on cards. Cut each into three as shown and distribute them. Students have to walk round saying (not showing) their sentence components to find the people they need to build a possible sentence. When they've done it, groups of three read out their sentences, making sure they get the order right. (There are quite a lot of possible answers, not all of them sensible.)

we cook | soup | beautifully

we sing | folksongs | in the bath

we speak | Japanese | very well

we write | poetry | at night

we play | football | at weekends

we read | the newspaper | every morning

we play | the piano | in the evening

we make | coffee | very badly

we watch | TV | for three hours a day

we eat | sandwiches | in the mountains

## pages 214–215

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### language notes

The exact position of these adverbs is complex. The rules given here are reasonably reliable simplifications, but will still take students some time to get used to. Typical mistakes:

*\*You always are late.*

*\*I go often to concerts.*

*\*I often have been to Paris.*

→ Section 15 continues



## possible further activities

**Personalisation** Mention some activities. Students write sentences saying how often they do them, beginning 'I always / often / sometimes / never ...'. Like this:

'eat red cabbage' – 'I often eat red cabbage.'

Possible activities:

read women's magazines   write long letters   dream in English  
sing in the shower   eat fruit   drive fast   talk to strangers  
fall in love   read novels   watch TV   play basketball

**Survey** Each student writes a question beginning 'How often do you ...?' Then students go round asking their questions and noting the answers. Finally they report.

'One person falls in love twice a week.'

'Mario often eats red cabbage.'

'Three students never play tennis.'

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## page 216

### language notes

Some students will find it natural to express interest or excitement by saying '\*I am interesting in / exciting about ...'. They may take a little time to learn to use *interesting* / *interested* and similar pairs correctly:

\**I am boring in the lesson.*

## possible further activities

**Mime** Students mime one of the words from Exercises 1 and 2. The class have to guess which word they are demonstrating.

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## page 217

### possible further activities

**Internet** Tell students to look for examples of "happy smile", "friendly smile", "smiled happily" and "smiled friendly" on the internet. How many do they find of each? What do the results tell them?

# Section 16 comparison

## page 221

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### possible further activities

**Finding more examples** Before or after studying some of the following pages, invite students to find more advertisements with comparatives and superlatives. You could make it a competition: who can find the most superlatives?

## page 222

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### language notes

Beginners may make mistakes with one-word adjectives, often under the influence of the mother tongue.

*\*Today is more cold than yesterday.*

Two-syllable adjectives vary. Some have comparatives and superlatives with *-er*, *-est*, some have *more* and *most*, some have both. At this level, if students use *more* and *most* except for the ones ending in *-y*, they will usually be right.

Doubling consonants may cause problems. (It does for many native speakers.)

*\*Tomorrow will be hoter.*

*\*The days are getting shortter.*

### possible further activities

**Which form?** Say one-syllable and three-syllable words, mixed up, along with some two-syllable words ending in *-y*. Students say the comparative.

**Practising spelling** Say words from the lesson, mixed up. Students tell you how to make the comparative, like this:

'old' – 'e r'

'hot' – 't e r'

'late' – 'r'

'high' – 'e r'

'happy' – 'i e r'

'beautiful' – 'more'

## pages 223–226

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### language notes

Students may use comparatives instead of superlatives, especially if their language uses the same form for both meanings:

*\*I'm the younger in my family.*

Some languages may have one word corresponding to *than* and *that*, or *than* and *as*, or *than* and *of*:

*\*Maths is more interesting that/as/of English.*

Students may confuse the use of *in* and *of* after superlatives (see page 226):

*\*This is the most beautiful place of the world.*

## possible further activities

**Personalisation: comparatives** If physical comparison is not a sensitive area, put students in groups of three. Each student has to find one way in which he/she is different from one of the others, using comparatives.

'I'm taller than Nadia.' 'I'm older than Abbas.'

**Personalisation: superlatives** As before, but now each student has to find one way in which he/she is 'superlative' in the group.

'I'm the tallest person in the group.' 'I've got the longest hair.'

'My handbag is the biggest.'

**Miming comparatives** Students work in pairs, and do exaggerated mimes to show that one is much more ... than the other. The class say what is being demonstrated.

'Jean is much colder than George.' [Jean is shivering as hard as he can.]

**Comparing places** Give students the names of three places. They write sentences about them with comparatives and superlatives.

'Texas is bigger than France.' 'Scotland is colder than Texas.'

'Scotland/Texas/France is the most interesting.' 'Texas is the hottest.'

**Students' favourite places** Ask students to write a few sentences about their favourite places, comparing them with others. They should try to use both comparatives and superlatives.

**Wishes** Ask students to complete one or more of these sentences:

I'd like to be ...-er. I'd like to be more ...

I wouldn't like to be ...-er I wouldn't like to be more ...

**Quiz** Students work in groups preparing quizzes for the class, using questions with superlatives beginning 'Who/Which is ...?' (They can get the information from the internet if necessary.) Examples of possible questions:

'Which is the longest river in Africa?'

'Which is the highest mountain in Japan?'

'Who is the fastest sprinter in the world?'

'Which is the biggest animal in Europe?'

'Which is the coldest place in the world?'

## page 227

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### language notes

Students sometimes make mistakes with comparative adverbs ending in -y:

*\*She speaks even slower than me.*

### possible further activities

**Wishes** Students write sentences saying 'I wish I could ... more ...' or 'I wish I could ... -er', using comparative adverbs. For example:

'I wish I could write more easily.' 'I wish I could think faster.'

→ Section 16 continues

## language notes

The *as ... as* structure is difficult for some students:

\**You aren't so old like me.*

\**Her hand was cold like ice.*

Older grammars often say that *so ... as* is normally used after *not*. In fact, in modern English *not as ... as* is also common and correct.

The first *as* is often dropped in speech, especially in American English.

## possible further activities

**Colourful comparisons** Many languages have colourful traditional comparisons. Tell the students a few English ones (for example *as happy as a dog with two tails*, *as quick as lightning*, *as old as the hills*). Warn them, though, that a lot of these (especially the ones found in books) are old-fashioned. If you speak their language(s), help them to translate a few of their native-language comparisons into English. (A couple from French: 'as friendly as rain'; 'as stupid as a broom'.)

## Section 17 conjunctions

### page 233

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#### language notes

English has two types of linking word, conjunctions like *but* and adverbs like *however*, and these two types of word don't work in the same way grammatically. Not all languages are structured like this, so some students may take time to get used to connecting clauses correctly with conjunctions.

### page 234

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#### language notes

German *wenn* can mean 'if', which can lead to mistakes.

*\*When I was you, I wouldn't do it like that. ]*

#### possible further activities

**Personalisation** Students write sentences about themselves, completing some or all of the following:

I'm sometimes (un)happy because ...

I get tired if ...

I get angry when ...

My life was better/worse when ...

I often ... while I'm ...ing.

### page 235

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#### language notes

For speakers of languages that work differently from English, it may seem strange to have a conjunction (which joins two clauses) right at the beginning of a sentence instead of between the clauses.

#### possible further activities

**Personalisation** Students write sentences about themselves, completing some or all of the following:

When I'm bored, I ...

When I have a free day, I ...

If I need help, I ...

Before I go to bed, I ...

**Internet** Get students to look for interesting sentences on the internet beginning "When I'm bored I ..."

## language notes

In students' languages, time conjunctions may normally be followed by future tenses:

*\*I'll phone you when I'll arrive.*

It's not only time conjunctions and *if* that are followed by present tenses with a future meaning. More advanced students will learn that this happens in most subordinate clauses:

*I'll stop where I find a parking place.*

*They'll give us as much as we ask for.*

*The man who marries my daughter will need a lot of patience.*

Sentences with *after* and *before* may be confusing for some students. For example, *I spent a year in China after I finished studying* may be interpreted as meaning 'I spent a year in China, and afterwards I finished studying'.

German *als* can mean 'when', which can lead to mistakes.

*\*As I was three, I could already read.*

## possible further activities

**Personalisation** Students complete some or all of the following sentences:

*I won't be happy until ...*

*Life will be better when ...*

*I will get married when ...*

**Internet** Get students to look for interesting sentences on the internet beginning "I won't be happy until ..." or "I won't rest until ...".

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## page 237

## language notes

Speakers of some languages may double up conjunctions, combining *because* and *so*, or *although* and *but*.

*\*Because he shouted at her, so she started crying.*

*\*Although I was angry, but I did not show it.*

## possible further activities

**Personalisation** Get students to complete the following sentences:

I'm (un)happy because ...

I'm (un)happy although ...

Then get them to rewrite their sentences like this:

....., so I'm (un)happy.

....., but I'm (un)happy.

**A silly song** If you're feeling really frivolous, you could get the students singing a First World War soldiers' song (not so silly in their context), sung to the tune of 'Auld Lang Syne':

We're here because we're here because we're here because we're here;

we're here because we're here because we're here because we're here.

## page 238

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### language notes

Not all students' languages allow them to drop repeated words after *and* and *or* in the same way as English.

### possible further activities

**Personalisation** Get students to write three things about themselves that the others may not know, using *and* with no unnecessary repetition. Possible structures:

- I'm ..., ... and ...
- I can ..., ... and ...
- I have ..., ... and ...
- I've got ..., ... and ...
- I play ..., ... and ...
- I speak ..., ... and ...
- I like ..., ... and ...
- I hate ..., ... and ...

Do the same again with negative structures and *or*.

## page 239

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### language notes

In formal writing, it's best to balance these structures, so that the same kind of expression comes after each. So for example, *We had time **either to see the cathedral or to visit the museum*** is better stylistically than *We **either had time to see the cathedral or to visit the museum***. The rule isn't always followed in speech or informal writing, and it's not an important point for students at this level.

### possible further activities

**Things that go together** Say some words, and tell students to put each word in a phrase with another word that makes a pair, using *both ... and*. Like this:

- 'women' – 'both women and men'
- 'cats' – 'both cats and dogs'
- 'green' – 'both green and red'

Other possible words:

*hands, France, food, English, Europe, history, iron, schools*

Vary it by changing from *both ... and* to *either ... or* and *neither ... nor*.

## Section 18 *if*

### page 243

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#### language notes

Students' grammars often give the impression that there are three main types of conditional sentence (so-called 'first', 'second' and 'third'). While these structures certainly need special attention, the analysis is seriously misleading. Students who have been taught this are likely to be confused when they run across the many other kinds of structure that are possible in sentences with *if* (see the examples on this page). More accurately, there are two types of structure in sentences with *if*:

1. Normal tense use, as with most other conjunctions (including the use of present tenses to refer to the future in subordinate clauses)
2. The use of 'backshift', where past and past perfect forms express unreality rather than time (this happens in some other kinds of sentence besides conditionals, too).

The details of this are not important at this level, but we think it's best to avoid talking about 'first', 'second' and 'third' conditionals.

German *wenn* can mean 'if', which can lead to mistakes.

*\*When I was you, I wouldn't do it like that.*

#### possible further activities

**Quotations** The purpose of the quotations is simply to provide students with some interesting examples of the use of *if* – there's no need for them to do anything besides reading them, perhaps with a dictionary. But you might invite them to search the internet for more interesting quotations or song titles using *if*.

### page 244

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#### language notes

*Unless* cannot always be used in the same contexts as 'if ... not' – it would be odd to say 'I'll be surprised unless she passes her exam'. 'Except if' is a more exact equivalent of *unless*.

#### possible further activities

**Personalisation** Students write sentences about themselves, completing some or all of the following:

- If I'm bored, I ...
- If I'm depressed, I ...
- If I have a free weekend, I ...
- If I need help, I ...

**Inventing regulations** Students (perhaps in groups) write regulations for the classroom, beginning 'You can't come in here unless ...'.



### language notes

In some students' languages, future tenses may be normal after the equivalent of *if*:

*\*She will study next year if she will have enough money.*

### possible further activities

**If-chains: extending Exercise 3** A difficult exercise, but worth trying with good students: start with a sentence about the future beginning 'I think ...' – for example, 'I think it will rain tomorrow'. Get the class to suggest continuations with *if*, like this:

'If it rains, I'll stay at home.' 'If it rains, I'll dance in the garden.' etc

Choose a suggestion and invite continuations:

'If I dance in the garden, my neighbours will call the police.' 'If I dance in the garden, I'll get wet.' etc

Choose another suggestion, and go on to build up a big *if*-chain like the one in Exercise 3.

**OR:** Give every student an opening sentence about the future beginning 'I think ...'. Each student writes the first link in the chain and passes the paper to the next student until all the papers have gone round the class. Collect the chains and read them out, or get students to read them out.

### language notes

Some students will take time to understand that past tenses can be used not only to refer to past time, but also to express unreality, indefiniteness, hesitancy etc.

### possible further activities

**'If we had some bacon ...'** There is an old army joke that goes 'If we had some bacon, we could have bacon and eggs, if we had some eggs'. Explain this use of *could* to mean 'would be able to', and invite the class to write down one or two variations of the joke (or of another example if bacon is culturally unacceptable). Possible combinations: bread and butter, chicken and chips, coffee and biscuits, strawberries and cream.

**Putting things right** Invite students to complete the sentence 'If ..., the world would be a better place.'

### language notes

The use of first-person *were* after *if* is becoming less common (like other old subjunctives), but it is still alive and well in the expression *If I were you*.

### possible further activities

**Advice for the teacher** Tell the class that you have various problems, and ask for advice (written or spoken), beginning 'If I were you ...'. Help with vocabulary as necessary.

'I'm lonely.' 'If I were you, I'd join a club.'

Other possible problems: 'I'm tired', 'I'm not feeling well', 'I don't know what to do this weekend', 'I've just won \$10,000 in a lottery', 'My girlfriend/boyfriend/partner ... won't speak to me', 'I'm tired of teaching', 'I need money', 'I'm depressed'.

## page 248

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### possible further activities

**Internet** Get students to decide which of the following they think are most common.

*'If cats are people./'If cats were people.'*

*'If horses can speak./'If horses could speak.'*

*'If dogs understand./'If dogs understood.'*

Then get them to check their estimates on the internet.

## page 249

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### possible further activities

**Personalisation** Ask students to write about a turning point in their lives, completing one of these sentences:

If I had(n't) ..., everything would have been different.

If I had(n't) ..., I would(n't) have ...

If ... hadn't ..., I would(n't) be ... today.

**Story** In a higher-level class, invite students to write a very short story beginning 'If I hadn't answered the phone ...' Help with vocabulary as necessary.

**Internet** Get students to find two or three interesting sentences on the internet beginning 'If we hadn't ...'.

## Section 19 relative pronouns

### page 253

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#### language notes

The grammar of relative clauses depends to some extent on whether the clause is 'identifying/defining' or 'non-identifying/non-defining' (terminology varies). At this level, we simply deal with the more common 'identifying' type.

#### possible further activities

**Reading** The purpose of these introductory texts is simply to give examples of the use of relative pronouns. Students don't need to do anything except read them, or parts of them, with a dictionary.

### pages 254–255

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#### language notes

Relative pronouns in English (and most other European languages) do two things: they act as conjunctions, joining two clauses together, and they replace the subject or object of the second clause. In other languages, these two functions may be performed by separate words:

\**There's a man at the door **that** he wants to speak to you.*

\**This is the car **which** I would like to buy it.*

The distinction between *who* (for people) and *which* for things may not be matched in the students' language(s):

\**Is there a train **who** goes directly to Glasgow?*

\**We had a teacher **which** couldn't explain things very well.*

#### possible further activities

**'Who' or 'which'?** Say a series of article + noun expressions for people and things; students reply 'who' or 'which' as appropriate. Like this:

'the man' – 'who'

'a chair' – 'which'

'a girl' – 'who'

'the house' – 'which'

Keep it moving, but not so fast that students get confused.

**Personalisation** Get students to complete sentences beginning 'I like people who ...' and 'I don't like people who ...'.

### page 256

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#### possible further activities

**Definitions and vocabulary expansion** Get students to suggest animals they'd like to know the names of (or ask students to find the names in their dictionaries). For each animal, they write a definition using *that* (help with vocabulary as necessary).

'Cow: an animal that gives milk.'

Alternatively: they give you definitions with *that* and you tell them the names of the animals.

'An animal that has a long neck and lives in Africa.' 'Giraffe.'

You can use the same activity, for example, to teach the names of machines.

'A machine that washes plates and cups.' 'Dishwasher.'

## page 257

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### language notes

Dropping relative pronouns is strange for speakers of most languages. It can add to the comprehension difficulty often caused by relative clauses, which can put together things that don't belong together and separate things that do:

*The car Andrew has just bought keeps breaking down.*

### possible further activities

**Personalisation** Ask students to write a few interesting sentences beginning:

*A man/woman/girl/boy I know ...*

*A man/woman/girl/boy I met once ...*

**Internet** Ask them to look for interesting sentences on the internet beginning in the same way.

## page 258

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### language notes

The preposition-final structure will be strange for most students (like questions that end in prepositions – see page 111). Beginners may find it easier to produce sentences with prepositions before relative pronouns, but these are generally unnatural in speech:

*There's the man about whom I was talking.*

### possible further activities

**Definitions** Get students to write definitions for some everyday objects, beginning 'A thing that you ...' or 'Things that you ...' and ending in prepositions (help with vocabulary as necessary).

'a pen' – 'a thing that you write with'

'keys' – 'things that you open doors with'

Possible objects: a chair, a bed, a knife, a toy, a window, a toothbrush, soap, a picture.

This could be used for vocabulary expansion by bringing in less well known objects like a lawnmower, a saw, a broom, ....

**Personalisation** Ask everybody to write an interesting sentence beginning 'A boy/girl I went/go to school with ...'

'A girl I went to school with is a world-famous rock singer.'

## page 259

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### language notes

Some languages use the equivalent of *what* in certain cases where English uses *that*:

\**Everything what she said was wrong.*

\**The only thing what I want is a long holiday.*

### possible further activities

**Saying and thinking** Get students to suggest ways of completing the following list:

#### WHAT PEOPLE SAY

It's nice to see you.

I really like your hair.

Thank you very much.

Come in.

I love you.

Do have some more coffee.

Your little girl sings beautifully.

#### WHAT THEY THINK

It isn't nice to see you.

Your hair looks terrible.

.....

.....

.....

.....

.....

→ Section 19 continues

**Do people tell the truth?** Ask students to complete one or more of the following sentences:

What people say is usually ... what they think.

What politicians say is usually ... what they think.

What small children say is usually ... what they think.

What I say is usually ... what I think.

Help with suitable expressions if necessary ('very different from', 'a bit different from', 'the opposite of', 'not at all' ...).

## Section 20 indirect speech

### page 263

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The little conversation is simply provided for students to read, to help familiarise them with the use of tenses in indirect speech. No exercise is necessary.

### pages 264–265

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#### language notes

The explanations and exercises here are provided for students who really need them. However, for many learners indirect speech is unproblematic. In particular, tenses in indirect speech have nothing special about them: they are nearly always the tenses that are natural for the situation. Compare 'She was tired because she had been working late' and 'She said she was tired because she had been working late'. Both sentences use 'was' and 'had been working' – adding 'She said' makes no difference. The main exception is when we report present-tense statements and questions: here we may use past tenses to talk about things that are still true:

'How old **are** you?' 'What?' 'I asked how old you **were**.'

But in general, there is no need to teach complicated rules about tense changes to most students, and exercises in which students change direct to indirect speech may be unnecessary, as well as being unnatural – that isn't how native speakers construct indirect speech sentences.

However, in some languages indirect speech does have special grammar, so some students may have problems:

*\*I told her that I don't understand her problem.*

*\*I thought that I would have been late, so I hurried.*

And some languages do not have a separate indirect speech structure like those in European languages, so speakers of these languages may mix direct and indirect structures:

*\*They told us you must come back tomorrow, but we couldn't.*

#### possible further activities

**Memory test** Get each student to tell the class one true thing and one untrue thing about him/herself using a present tense. ('I've got three brothers.' 'I speak Arabic.') In the next lesson, see if students can remember what each one said.

'Natalie said she had three brothers.'

'Franz said he spoke Arabic, but it isn't true.'

**Old beliefs** Ask students if they can think of things that people used to believe. Help with vocabulary as necessary.

'People believed that the earth was flat.'

### page 266

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#### language notes

In casual speech, indirect questions may sometimes have the same structure as ordinary questions.

*They asked me what was my name.*

Students may meet examples, but it's better not to teach this at this level.

## possible further activities

**Personalisation** Ask students to write one or two sentences about questions that they have been asked at interviews, or on forms. Tell them about some you have been asked:

'They asked me if I had a place to live.'

'They asked me where I went to school.'

**Memory test** Ask each student a question:

'How many languages can you speak?'

'Do you play tennis?'

In the next lesson, ask students to remember what you asked:

'You asked Maria how many languages she spoke.'

'You asked Pablo if he played tennis.'

**Internet** Ask students if they can find some interesting sentences on the internet beginning "The policeman asked me ..."

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## page 267

### possible further activities

**Extending Exercise 3** Ask students to write, say, five more sentences beginning 'I don't know', 'I don't want to know', 'I don't care' and/or 'I don't remember.'

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## page 268

### language notes

Some students' languages may use the equivalent of *this* in cases where English uses *that*:

*\*He told me he wasn't happy in this job, so he changed it.*

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## page 269

### language notes

Some students may tend to drop *to* from the infinitive after *how*, *where* etc.

*\*I didn't know how explain.*

### possible further activities

**Personalisation** Get students to write one or two sentences about advice or instructions they have been given, for example by teachers or parents, using '... told me/us (not) to ...'. Alternatively, get younger students to say what advice they will give to their children, using 'I'll tell them (not) to ...'.

# Section 21 prepositions

## page 273

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### language notes

Prepositions are somewhere between vocabulary and grammar. Like other kinds of word, a preposition can have different uses which may not have very much in common. And as with other words, different uses of a preposition may have different equivalents in another language, making it hard for students to choose the right one:

*\*Can you bring my bike back until four o'clock?*

*\*We're going to Scotland on Christmas.*

It is particularly difficult for students to know which preposition to use after a particular noun, verb or adjective:

*\*What was the reason of the delay?*

*\*We arrive to Birmingham at 18.45.*

*\*That's typical for you.*

or before a particular noun:

*\*I love walking under the rain.*

*\*I don't understand the exercise in page 6.*

These combinations are often best treated as vocabulary – fixed expressions that have to be learnt one by one.

Not all students' languages have prepositions – they may express the same ideas in other ways, for example by word endings. This may cause some students to leave them out.

*\*I lay down the sofa and went to sleep.*

Pronunciation: the unstressed forms of certain prepositions can be difficult for some students to hear. The CD-ROM exercises will help with this

### possible further activities

The illustration can just be treated as a small piece of introductory reading. Alternatively, you could ask students how many titles of books, films or songs they can think of with prepositions in.

## pages 274–275

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### language notes

This little group of prepositional uses can be quite confusing for beginners:

*\*on Christmas   \*at Monday   \*in Tuesday afternoon*

### possible further activities

**Personalisation** Ask students to write or say sentences about when they work best – in the morning, in the afternoon, in the evening or at night. They can also talk about what they like to do in the evenings, at weekends, in the summer etc.

**Meeting up** Tell students to decide (without saying anything) that they will be at a particular café (for instance) at a certain time in the morning, afternoon or evening, on a certain day. (For example: at ten o'clock in the morning on Friday.) Then they walk round telling other students when they will be there (with all the prepositions!), and trying to find somebody else who will be there at the same time on the same day.



## page 276

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### language notes

The English distinction between *until* (for continued activity) and *by* (for the time limit for an action) may not be matched in students' languages:

*\*Tell me until tomorrow at the latest.*

### possible further activities

**Guessing the future** Ask students to complete the following sentences:

This government will stay in power until ... at the latest.

We'll have a new government by ....

**Personalisation** Ask students to write sentences saying how long they did something yesterday, or at some time in the past, using *from ... to*.

'I practised the piano from 9 to 10.'

'I was at university from 2007 to 2010.'

## page 277

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### language notes

Students' languages may use the same word for *during* and *for*:

*\*I waited during three hours.*

German-speaking beginners may misuse *while* (German *weil* = 'because').

*\*I ran while I was late.*

### possible further activities

**Personalisation: extending Exercise 3** Ask students to give estimated (or real) answers to some or all of the following questions, using *for*.

How long can you hold your breath?

How long can you run without stopping?

How long can you go without sleep?

How long can you stand on one leg?

How long can you sing one note?

How long can you keep your eyes open without blinking?

## pages 278–279

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### language notes

Students' languages may divide up space relations very differently from English, leading to problems with the use of these three prepositions:

*\*There's a beautiful picture at the wall.*

*\*I left my keys on the door.*

The difference between *at* and *in*, in particular, may take some time to grasp.

### possible further activities

**'In' or 'on': vocabulary expansion** Get students to think of five or more things where *on* would be appropriate (e.g. the floor, a pavement, a counter), and five or more where *in* would be appropriate (e.g. a bowl, a cupboard, a hospital ward). Teach the new vocabulary as necessary.

**Journeys** Ask students to write short descriptions of journeys they have made, using *at* where possible (e.g. *changed at, stopped for lunch at, stayed overnight at, arrived at*).

→ Section 21 continues

## pages 280–281

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### language notes

Some students may think that *in front of* means 'facing' or 'opposite'. The exact differences between the expressions are not simple, but at this level students just need to understand that *in front of* is not used for situations like that of the bus stop and the house in the illustration.

### possible further activities

**Relative positions: extending Exercise 3** Get students to go and look at a street with plenty of shops etc, and to write a few sentences about it using as many place prepositions as possible.

'There is a bank opposite a supermarket.'

'There is a travel agent between two restaurants.'

## pages 282–283

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### language notes

English likes to express the type of movement in the verb, putting the direction into a prepositional phrase: 'She danced into the room'. Some languages put the direction in the verb, expressing the type of movement in a following participle: like 'She entered the room dancing'. These languages may have fewer prepositions of movement, so their speakers may take time to learn to use, for example, *up, down, into, out of*.

The difference between *at* and *to* may not be matched in students' languages:

\**We went at the cinema last night.*

And students often treat *arrive* as a verb of movement:

\**What time did you arrive to the station?*

### possible further activities

**Directions** Tell students to write detailed directions for getting from one place to another (perhaps in groups), using as many of the prepositions from the lesson as possible.

## Section 22 spoken grammar

### page 287

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The cartoons and quotations are just intended as introductory illustrations of the structures dealt with in the Section. There is no need for any exercises.

### pages 288–289

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#### language notes

Students are likely to find question tags complicated because the equivalent in other languages is often a single word, for instance the equivalent of 'No?'.  
This is an area where intonation practice is valuable – the function of a question tag depends on whether the voice rises or falls. The CD-ROM should help with this.

#### possible further activities

**Asking and confirming** Give students a list of questions about Britain, the United States, or some other country that they haven't been to. Their job is to ask the questions with question tags, using a falling intonation if they are sure of the answer, and a rising intonation if they aren't.

[Is Scotland a part of England?] 'Scotland is a part of England, isn't it?' [rising intonation] 'No, it isn't.'

[Is Boston in the east?] 'Boston is in the east, isn't it?' [falling intonation] 'Yes, that's right.'

### page 290

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#### language notes

It's important for students to realise that one-word answers ('Yes' or 'No') may not be considered polite, so that these 'short answer' structures are important in conversation.

#### possible further activities

**More personalisation** Get students to make lists of yes/no questions to ask each other (say, five each). Then they ask and answer their questions, using short answers in their replies. Or it can be done as a class survey, with students each asking all the others one question, noting the number of affirmative and negative answers, and reporting back.

**Agreeing and disagreeing** Say some things that students can agree or disagree with (e.g. 'It's Tuesday' 'You're German' 'You like swimming' 'You can speak Greek'). Students reply as in Exercise 3.

### page 291

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#### language notes

This is another structure that students often find confusing – a reply question may suggest to them that the speaker didn't understand, or doesn't believe them:

'I've just been to London.' 'Have you?' \*'Yes, I just told you!'

#### possible further activities

**Extending Exercise 3** Say some things about yourself (true or not). Students respond with reply questions and appropriate expressions.

'I've just won a million dollars in a lottery.' 'Have you? Great!'

→ Section 22 continues

### language notes

Students don't need to produce structures like those in the last part of the lesson, but it's good for them to be aware of their existence, so that they are not confused if they meet examples.

### possible further activities

**What came before? Extending Exercise 1** Give students the ends of some sentences or exchanges using auxiliary verbs, and ask them to write possible beginnings.

*but I didn't.* 'You said I would get lost, but I didn't.'

*I have.* 'Please phone Andy.'

Possible endings:

It is. but it isn't. I do. I can't. but I couldn't. but I am. but I was. and I will.

Of course I will.

**Personalisation: extending Exercise 2** Get students to write one or more completions for each of the following sentences:

I've never ..., but I'd like to.

I've never ..., and I don't want to.

## pages 294–295

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### language notes

This is another complex set of structures which may have simpler equivalents in students' languages (perhaps the equivalent of 'I also' etc).

### possible further activities

**Extending Exercise 4** Get students to produce their own version of the table in Exercise 4 for the class, and to write as many sentences as they can based on it, using the structures from the lesson.