1a Double lives

**WHAT THE LESSON IS ABOUT**

Theme: Lies, liars & attitudes to lying
Speaking: Pairwork: discussing what people are most likely to lie about
Reading: Liars! Magazine extracts about the theme of lying
Listening: Monologue: radio review of TV programme: How Michael Portillo became a single mum
Vocabulary: Verbs with two meanings
Grammar: Static & dynamic verbs
Did you know? Present simple & present continuous British political parties

**IF YOU WANT A WARMER ...**
Starting a new course: Ideas for warmers, page xiv

**IF YOU WANT A LEAD-IN ...**
Methodology guidelines: Discussion starters, page xiii

### Introducing the theme: lies

- Write the following on the board: Pinocchio and polygraph.
- Ask if any students know what connects these two items. They almost certainly won’t – so you’ll probably need to explain both items – but the odd question might stimulate some interest!
- Commentary: The two items are connected by the theme of lying. Pinocchio is an Italian fairytale character. He is a wooden puppet whose nose grows longer every time he tells a lie. A polygraph is a machine used by police and business people to help discover if people are telling lies – sometimes called a lie detector.

### Introducing the theme: attitudes to lies

- Write on the board: My dog ate my homework.
- Ask students to imagine that they are the teacher of this class. Would they accept that excuse? Why or why not?
- Ask students if they think it’s OK to lie about not doing homework?
- Can they think of a better lie than the dog one?

### Extra discussion

- Are all lies bad – or can you tell a ‘good lie’?
- Is it OK to tell lies in order for you not to hurt other people’s feelings (i.e. a white lie)?
- How many lies do you think most people tell in a day?
- Is there anyone in the world who never lies?
- Have you ever told a lie that caused a big problem for you?
- A lie that is repeated many times and told to as many people as possible is called a ‘big lie’. Can you think of any famous or recent ‘big lies’?
- Do you think people are more likely to believe a ‘big lie’ than a ‘small one’?

### Extra task

- Here are some more popular lies. You could ask students to work out the contexts (Where are they? Who is speaking to whom?). I can stop smoking whenever I want to. Thank you. That’s just what I wanted. He’s only a friend. I wasn’t sacked. I resigned.

### SPEAKING

1. Groupwork. Before students do the activity, write the list on the board with information about yourself to check students understand what to do, and also to introduce yourself to the class if the students are new to you.
2. Groupwork. Students discuss the questions.
3. Students work on their own and number the sentences about lying in the order of seriousness, according to their own opinion.
   - Students can then compare their order with a partner.

### READING

Students read two texts about liars. The first text is on how to recognize a liar and the second text is on the main character from the film About a Boy, who lies about himself in order to date a woman.

- Direct students’ attention to the photo of the man and ask them to answer the questions.
- Elicit ideas about who the man may be speaking to and take a class vote on how many students think he is speaking honestly.

### Language notes: reading

- You, lie or tell a lie – you don’t say a lie or make a lie.
- If people believe your lie, you get away with it.
- If people see things in your face, or movements that suggest you are lying, these things give you away (i.e. they allow people to know something that you wanted to be secret …). Spot a liar means ‘recognize that someone is lying’.

- Students work on their own. Ask them to look back at the texts and find words that match the definitions.
- Students can then check their answers in pairs, before you check them with the class.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 fidgeting</td>
<td>3 sincere</td>
</tr>
<tr>
<td>2 sweaty</td>
<td>4 mess</td>
</tr>
</tbody>
</table>
Double lives

1• Pairwork. Students discuss the questions.

Extra task: a puzzle
• As a three–four minute filler, some more enquiring classes may enjoy this rather philosophical puzzle. It’s unusual in that there is no clear or easy answer. It may lead to some interesting discussion – or quite possibly to a stunned silence!
• Stand at the board and make sure that you have the class’s attention. Slowly and silently, write this sentence on the board, so that the class can see each word as you write: This sentence is false.
• Stand back and ask Is that sentence true? Wait for students to voice an opinion, argue or give up in despair.
• Commentary: the sentence is interesting because (a) if it IS true, then it is false! But (b) if it IS false, it’s true! This kind of statement, in which two things appear to contradict each other, is called a paradox.
• If your class enjoys this, you could offer this similar puzzle: The following sentence is true. The previous sentence is false.
Or this one about English: This sentence is not in English.
Or you could say this to the class: Everything an English teacher says is a lie.

Cultural notes: reading
About a Boy
• The novel About a Boy was written by Nick Hornby and was made into a film in 2002.
• Hugh Grant is a famous British actor who often plays stereotypical upper-class English characters. Some of his most famous films are Four Weddings and a Funeral; Notting Hill and Bridget Jones’ Diary.

GRAMMAR: stative & dynamic verbs

Grammar box
1• Students look at the verbs in italics. They should circle the stative verbs and underline the dynamic verbs.
1 puts on (dynamic); kisses (dynamic); goes (dynamic)
2 thinks (static); wants (static)
3 feeds (dynamic); does (dynamic)
4 goes (dynamic); buys (dynamic)
5 doesn’t know (static); don’t have (static)

2• Students work on their own and correct the mistakes in the two paragraphs. Make sure they understand that they are looking for three mistakes in each paragraph.
1 the plane does not have; does not know the meaning; He understands
2 I am accurate; Mitty needs to find a way; he does not want to use

Communication activities, Student’s Book pages 126 & 134
• Pairwork. Ask students to read the information about Walter Mitty before turning to their respective pages at the back of the book. Student A describes what is happening to Walter Mitty in their picture, and Student B describes what is happening in Walter Mitty’s imagination in their picture.

Language notes: stative & dynamic verbs
• Static verbs describe conditions or states that exist. No one actually does anything. These verbs describe things in the world that ‘are’, i.e. permanent or semi-permanent characteristics of things. They also describe things in our head such as feelings, thoughts, sensations and ownership.
• Dynamic verbs describe things that happen, i.e. events or actions or things people do.
• Students often seem uncertain about the definitions of stative and dynamic, though when they see examples, they can often recognize the differences without too many problems. Similarly, teachers may also find it hard to give a clear explanation of the difference (partly because the language needed to describe ‘conditions’ or ‘states’ seems a little complex), so offering a number of examples and practising classifying them may often be a good way to work, e.g. by drawing two columns on the board labelled stative and dynamic, and then asking students to classify verbs you call out into the correct column. (N.B. You may need to take account of the verbs that can be both stative and dynamic – see notes in the Student’s Book, page 9).
• If you think about it, it is logical that an ongoing state would not normally be used in a tense which emphasizes the limited duration of something (which is what continuous tenses do).

Language notes: Walter Mitty
• You can find the term Walter Mitty in dictionaries nowadays. The Macmillan dictionary defines Walter Mitty as ‘someone who imagines that they have unusual adventures or success, but whose life is in fact very ordinary’. This is sometimes used as an insult about people, e.g. He’s a real Walter Mitty.

Speaking
1
• Ask students to turn to page 126. Make sure that students understand that only one of the sentences that they complete should be true about themselves and all the other sentences should be lies.

2• Pairwork. Students say their sentences aloud to each other for their partner to guess which one is true.
**Extra discussion: quotes**

- Write one or two of the following quotes on the board and ask students what they think. Do they agree?

  *When someone starts by saying ‘To be honest …’, you can be certain they will lie to you.*  
  
  *(Anonymous)*

  *The mouth may lie … but the face … tells the truth.*  
  
  *(Friedrich Nietzsche 1844–1900, German philosopher)*

  *Diplomacy is the art of lying for one’s country.*  
  
  *(Ambrose Bierce 1842–1914, American writer)*

  *A lie can run around the world before the truth can get its boots on.*  
  
  *(James Watt 1736–1819, Scottish inventor)*

  *Liars need to have good memories.*  
  
  *(Algernon Sidney 1622–1683, English politician)*

**Listening & Speaking**

In the listening, a reviewer talks about a TV documentary in which a British politician (Michael Portillo) looked after a single mother’s four young children, did her two part-time jobs and had to live on the same amount of money as she normally does for a week. The reviewer explains that, because of the documentary, she has changed her opinion of the politician and that she now likes him.

**Extra suggestion**

- Ask if students know any quotations about lying in their own country. If so, can they translate them into English? If appropriate, encourage further discussion on the theme of lying.

**Language notes: listening**

- **Reality TV** is a type of programme in which television viewers watch real people (rather than actors) who are put in a particular situation for a certain amount of time and watch to see how they react and cope. A popular example of such a programme is *Big Brother*.

- You **volunteer** when you offer to do something.

- **Part-time** is when you work for only part of a day or a week.

- A **classroom assistant** is a person who is unqualified to teach, but helps a teacher with their students in a classroom.

- A **supermarket cashier** is someone who takes money from and gives change to people who buy food and other items at a supermarket.

**Cultural notes: listening**

- Michael Portillo was born in London in 1953, of a Spanish father and a Scottish mother who had met at Oxford University. His TV career started young, when he was a ‘Ribena kid’ in advertisements for a blackcurrant soft drink!

- He was a successful politician for many years and a lot of people thought he would become the next leader of the Conservative Party.

- After a dramatic defeat in the 1997 General Election, when he lost his seat as an MP, he became more involved in media work. He made TV programmes about art; Richard Wagner’s music; walking in Spain; Queen Elizabeth I; working in a hospital; politics and a travel biography about his father in a series called Great Railway Journeys.
It is one of the high points of his week.

In another clip, Portillo is working behind the cash till at the supermarket. He doesn’t pretend to enjoy the work, but he says that the atmosphere and his colleagues are much nicer than in the Houses of Parliament.

His second job, in the primary school, is more difficult and, at the beginning, it looks as if he’s bitten off more than he can chew. Will he be able to cope? We see him in the classroom where he is working as a classroom assistant. At one point, he’s having problems with some eight-year-olds. He’s trying, and failing, to explain a mathematics problem to them. But he listens carefully and patiently to the teacher and by the middle of the week he is doing much better.

His other great challenge – in fact, by far his biggest challenge – is little Ellie, the youngest child. She’s eight years old and very stubborn and rebellious. She flatly refuses to listen to him and at one point, Tasha, the eldest of the children, is having a tantrum. Though I’m still not thinking of voting for him at the next election! So, if you missed the human side of Michael Portillo, watch out for a repeat of this programme. The sea is blue.

Every day, she drives the kids to school.

If possible, get students into groups from their own country to discuss the questions, then groups can tell the class who they have chosen and why.

Pairwork. Students discuss the meanings of the phrases in bold in exercise 5. Then check the answers with the class.

5 • Students listen to both parts of the interview again and complete the sentences.
• Stronger students could try the activity first before listening to the recording.

1 shoes 2 eye 3 points 4 chew 5 nowhere

6 • Pairwork. Students discuss the meanings of the phrases in bold in exercise 5. Then check the answers with the class.

1 do her job and look after her kids
2 a situation that teaches him something new
3 the best moment
4 he’s tried to do more than he can
5 did not help him at all

7 • Pairwork. Students discuss the questions.
• If possible, get students into groups from their own country to discuss the questions, then groups can tell the class who they have chosen and why.
• Have a class vote to see which politician students would most like to see in a similar TV programme. Make sure students give you reasons why they have chosen a particular person for the programme.

**GRAMMAR: present simple & present continuous**

**Grammar box**

1 • Students first complete the rules by choosing either present simple or present continuous each time. They then choose suitable examples for each rule from the sentences highlighted in tapescripts 1.1–1.2 on page 135.

**Use the present simple**

• to talk about facts (things that are always true) and permanent situations.

He doesn’t have any children.

• to talk about habits and actions that happen regularly.

Every day, she drives the kids to school.

**Use the present continuous**

• to talk about actions and events that are happening at the moment of speaking.

He’s trying to persuade Ellie that it’s bedtime, but she’s being particularly difficult.

• to talk about temporary situations and activities.

Ellie is having a tantrum.

**Language notes: the present simple & present continuous**

• Some essential differences between the two tenses can be shown with timeline diagrams. The present simple describes something that the speaker (or writer) sees as happening in time that has no clear beginning or end. Thus it is appropriate for repeated or regular events, e.g. I go to lots of birthday parties.

and things that are always/permanently true, e.g. The sea is blue.
This contrasts with the present continuous. When we use this, we typically have a sense that something started and will finish. Thus it is useful for talking about events happening now, which we imagine starting sometime before now and ending sometime after now, e.g. I’m having a great time. The timeline has boundaries before and after the event.

Despite the tense name, the event(s) may be separate events and are not necessarily continuous, but there is still a beginning and an end, e.g. I’m driving to Hastings every day this week.

3 Students write six sentences about themselves using the time expressions.

Vocabulary: verbs with two meanings

1 Ask students to read the information about stative and dynamic verbs.

Students choose the correct form of the verb to complete the sentences.

1 think 4 am seeing
2 is thinking 5 has
3 see 6 is having

Possible alternative answers are shown in brackets.
1 have an opinion (believe)
2 has something in his mind (is considering)
3 understand
4 am meeting
5 the children ‘belong’ to her (the children are hers)
6 this is an action (he is enjoying himself)

2 Pairwork. Students discuss the meaning of each use of the verbs, then check with the whole class.

Language notes: vocabulary

• Student confusion often arises because some verbs, e.g. think, see and have in this exercise can be used as both stative and dynamic verbs, usually with different meanings. There may be more than one stative or dynamic meaning. Dictionaries often do not distinguish very clearly between stative and dynamic uses.

think
Stative: I think this is good English. (i.e. belief)
Dynamic: I’m thinking of you. (i.e. you are in my head now)

see
Stative: She saw the whole panorama in front of her. (i.e. sense)
I see what you mean. (i.e. understand)
Dynamic: I was seeing the doctor about my indigestion. (i.e. consulting/visiting)
I’m seeing my accountant at ten. (i.e. an arrangement/appointment)

have
Stative: He has three cars. (i.e. own)
Marilyn had a beautiful face. (i.e. appearance/characteristic)
Dynamic: They are having a conference next March. (i.e. organizing)
She’s having fun. (i.e. enjoying herself)

• If students are interested you could offer some more examples of such ‘two meaning’ verbs, e.g. look and smell:

look
Stative: You look good. (i.e. appearance)
Dynamic: He’s looking in all the cupboards. (i.e. searching)

smell
Stative: That cheese smells bad. (i.e. condition)
Dynamic: She’s smelling the cheese. (i.e. action)

3 Another interesting stative/dynamic problem is the verb love. Students may be familiar with (and ask about) the well-known McDonald’s slogan I’m Lovin’ It. This is a memorable catchphrase because it is such an unusual use of grammar. In using the present continuous, rather than the expected present simple, the company emphasizes the fact that the food is being enjoyed now, as an ‘event’ rather than just making a general, ‘always true’ statement. Until this slogan appeared, the verb love was hardly ever used in this form. The advertisements, used widely around the world, appear to have changed the language!

Extra task: correct or not?

• This activity tests if students can apply the idea of verbs with two meanings to more verbs.

Pairwork. Draw a cartoon dog on the board and tell students his name’s Snowy. Read out the following sentence (which uses a dynamic verb in the present continuous): Snowy’s barking at a mouse. Ask students to decide if the sentence is correct English or not. (N.B. It’s correct.)

• Make sure students understand that they are only checking the grammar of each sentence – not whether the meaning matches the picture.

see: 1 is seeing; 2 sees
have: 1 has; 2 is having
think: 1 is thinking; 2 thinks
• Tell students that you will now read some more sentences and students, in their pairs, should decide if a sentence is correct or not. If they are not correct, they should agree and write a corrected version. After each sentence, allow some discussion/writing time and then collect and agree answers with the whole class.

1 Snowy’s running down the stairs. (Answer: Correct.)
2 Snowy’s having long hair. (Answer: Incorrect. Should be: Snowy has long hair.)
3 Snowy’s thinking about food. (Answer: Incorrect. Should be: Snowy knows where to find his owner.)
4 Snowy is tasting the meat. (Answer: Correct.)
5 The meat tastes bad. (Answer: Correct.)
6 Snowy is knowing where to find his owner. (Answer: Incorrect. Should be: Snowy knows where to find his owner.)
7 Snowy is seeing his owner. (Answer: Incorrect. Should be: Snowy sees his owner.)
8 Snowy’s dreaming about cats. (Answer: Correct.)
9 Snowy’s hating cats. (Answer: Incorrect. Should be: Snowy hates cats.)

DID YOU KNOW?

1 • Pairwork. Students read information and discuss the questions.
• If possible, put students into pairs of the same nationalities to discuss the questions. You could give them a few minutes to make notes before they describe the political situation in their country to the rest of the class.

Cultural notes: British politics

• The text gives quite a brief introduction to the British political system. Your students may ask questions and want to know more. Here are a few further notes:
• General Elections after World War I resulted in these governments:
  - National Government – a coalition, i.e. joint government: 1935.

  • The largest losing party is called the opposition.
  • Labour was traditionally the socialist party, though in recent years commentators believe that it is has repositioned itself as a party closer to the Conservative position. The Liberal Democrats may now represent more traditional Labour values.
  • Elections must be held at least every five years, though elections can be called before that time is up (unlike the US system, which has fixed dates). So, for example, a prime minister who thinks that his party is popular might call an election after only three years, in the hope of winning a new five-year term.
  • Since World War II, all elections have been held on a Thursday, though this isn’t a rule.
  • In addition to the big three parties, there are some successful parties from different parts of UK, e.g. Plaid Cymru (Wales); Democratic Unionist Party, Sinn Féin, Ulster Unionist Party, Social Democratic and Labour Party (Northern Ireland); Scottish National Party (Scotland).
  • The British political system favours large parties. Although there are also many small parties, it is very hard for them to win seats. Parties active in 2005 included: Green Party, UK Independence Party, British National Party, Communist Party of Britain, Official Monster Raving Loony Party and Pensioners Party.
1B | Britishness

What the lesson is about

Theme: Britain and being British
Speaking: Pairwork: discussing answers to a British culture quiz
Reading: Groupwork: devising a quiz about culture in your country

If you want a lead-in ...

Discussion starters

- Methodology guidelines: Discussion starters, page xiii
  - When foreigners think about your country, what pictures come to mind?
  - What national symbols or distinctive characteristics are associated with your country?
  - Are you proud to be a citizen of your country? Why or why not?
  - What is more important to you: to be a citizen of your country or a citizen of the world?
  - In your country can immigrants become citizens? Would it be easy or hard for them to really fit in with local people?
  - What are the most important things a new immigrant to your country would need to know about?

Test before you teach: word order in questions

- Methodology guidelines: Test before you teach, page xiii
  - Write up the following words in random positions around the board:
    - who / what / why / do / does / did / she / the / chicken / eat / eats
  - Ask students to study the words quietly for a short time and see if they can make a question using some of them. When a student has a question, don’t get them to say it aloud, but invite them to the board and get them to write it clearly. Ask other students to confirm if it is or isn’t a correct English question. If it’s wrong, invite corrections and write them up. If it’s OK, continue and collect a lot more questions. The words should lead to a range of interesting question forms and raise issues about possible sentence structures. As far as it’s realistic, don’t go into detail about why things are right or wrong – just focus on collecting good sentences (this will be studied later in the lesson). The following are a few of the possible sentences:
    - Why did she eat chicken?; What do you eat?; Did she eat chicken?; Did the chicken eat?; Why do you eat?; Does she eat chicken?; What did the chicken eat?; Who eats chicken?

Alternative procedure

- You could prepare the words on separate cards with sticky-tack or tape on the reverse side. Students can come to the board and easily rearrange cards to make new sentences. The teacher can write them up on the side of the board once students agree they’re good.

Introducing the theme: Britain

- Write Britain in the centre of the board. With the whole class, ask students to suggest anything they associate with it. Add items around the country name as they are mentioned. Discuss or explain any interesting items. Add other items yourself that you think could be on the diagram.
- The following mind map is a possible one (but yours will probably look very different).

Speaking & vocabulary: self-image

1. Students complete the sentences in column A with a phrase from column B.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>c</td>
<td>d</td>
<td>e</td>
<td>f</td>
<td>g</td>
<td>h</td>
</tr>
</tbody>
</table>

Language notes: speaking & vocabulary

The exercise contains a number of similar ways to state your own (or other people’s) image of yourself:

I/other people (don’t) think of/see/consider/mysel as would/wouldn’t describe...

2. Students rewrite the sentences in exercise 1 so that they are true about themselves. They then read their sentences to their partner and compare them.

Reading

In the article, eight people comment on the proposed introduction of a test for people who want to become British citizens.

1. Tell students that they are going to read an article about a test being introduced by the British government for people who want to become British citizens.
2. You could pre-teach key words in the text. See Language notes: reading below.
3. Students read the article. They then discuss which of the people think the test is a good idea.

Language & cultural notes: reading

- Snottiness is when you behave as if you are superior to other people. Snottiness is the noun and snotty is the adjective.

Amina Patel, Dieter Krugger and S Sullivan think the test is a good idea.
If you want a lead-in, maybe using ideas from If You Want a Lead-In, page 7. Introduce the short texts clearly, i.e. students need to know that each short text is one person’s view about what Britishness is, and what they think about the idea of a test. You can point out the introductory sentence (the one above the eight texts).

1 Write up two questions on the board: What is Britishness? Should there be a test on it? Give each student a number between one and eight. Ask students to find two pieces of paper. Demonstrate how to use these to cover up all text above and below the required section, like this:

2 Ask students to open their books and immediately cover up all the text except for their numbered section (see diagram above). They should now read their short text, making sure they really understand it. Help students individually with problems. As there is a lot of potentially tricky vocabulary, students will need to use dictionaries if these are available. Otherwise the teacher can move around helping students individually with problems – or (less exhaustingly) you could distribute a mini-dictionary – perhaps by using the Language & cultural notes: reading above! Warn students that they will need to remember the texts well enough to be able to tell other people about them.

4 After sufficient time, ask students to close books. Tell them that they should now try to find out as much as they can about other people’s texts. Students now meet a partner and tell him/her about their text and listen to their partner’s description. Students can now move and meet another partner. If possible, students should meet at least four or five different partners and exchange their stories. If your classroom space allows this, the activity would work best as a mingle – i.e. all students stand up and wander, round, meeting people at random.

5 After this jigsaw stage, have a short stage in which the whole class discusses the different answers they heard to the two pre-questions. Afterwards, students can continue with the standard exercises as in the Student’s Book.

Stronger classes
• If your students are up to it, the activity would be most interesting if you asked students not just to report the content of their texts – but actually to take on the character of the person and say things as if they are their own views.

Rationale
• There is quite a lot of informational content in this text and some of the differences in viewpoints may be hard to grasp when read through in one go. The jigsaw task allows students to first come to terms with one small part of the text and then to get other information through conversation before reading it – making the texts easier for students with more chances to get different opinions.

Applying the idea
• Use this idea with texts that contain a variety of contrasting viewpoints. Texts do not have to have numbered separate sections like the text in this lesson – but it is important that all sections make sense when they stand on their own, i.e. a student who has part 6 of 8 can understand it without having read the preceding sections. You could try the technique with 6 things you probably didn’t know about beds and bedrooms, Student’s Book, page 30.

2 Students read the article again. They could then work with a partner to answer the eight questions.

| 1 Germany. | 5 London. |
| 2 Better schools and decent hospitals. | 6 Singing karaoke. |
| 3 Britishness. | 7 Amina Patel. |
| 4 Patriotism. | 8 Penny Porter. |

3 Students discuss whether they think such a test is a good idea or not. Ask students to give reasons for their opinions.
**GRAMMAR: subject & object questions**

**Grammar box**

- Language reference, Student’s Book page 14
- Methodology guidelines: Grammar boxes, page xiv

1. Ask students to look back at the questions in Reading exercise 2 and find four subject questions and four object questions.

**Subject questions**

4. What has become a dirty word?
6. Which European country has a test for new citizens?
7. Who came from Uganda?
8. Who thinks that Britain needs more immigrants?

**Object questions**

1. What do British people like doing in bars?
2. What does Clive Morgan want the government to spend money on?
3. What does Jon Snow think is dead?
5. Where does Claire Rayner come from?

2. Students work on their own. They find the four questions with mistakes and correct them. N.B. Students will be able to find the answers to these questions in Speaking exercise 2, so don’t check the answers yet.

1. How many people live in Scotland?
2. What happened in 1066?
3. correct
4. What does CRE stand for?
5. What number do you dial for the emergency services?
6. correct

3. Students work on their own and write questions from the prompts. Again, students will find the answers to the questions when they do Speaking exercise 2.

1. Who became Britain’s first woman prime minister in 1979?
2. Which English political party uses blue as its official colour?
3. Why is the policeman standing outside the house in the photo above?
4. What happens on Guy Fawkes’ Day?
5. When did women vote in political elections for the first time?
6. Which English king had six wives?

**Language notes: subject & object questions**

- At intermediate level students have usually studied various ways of making questions, but they still frequently make mistakes. Often they need both more practice and clear correction to draw their attention to common errors.

Some popular mistakes include:

<table>
<thead>
<tr>
<th>Object question</th>
<th>Example</th>
<th>Correct question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting the auxiliary verb wrong</td>
<td>What food does he like?</td>
<td>What food does he like?</td>
</tr>
<tr>
<td>Auxiliary verb and subject mismatching parts of different tenses</td>
<td>What food does he liking?</td>
<td>What food does he like?</td>
</tr>
<tr>
<td>Using the wrong auxiliary verb</td>
<td>What food is he like?</td>
<td>What food does he like?</td>
</tr>
<tr>
<td>Using the present simple instead of the infinitive</td>
<td>What food does he likes?</td>
<td>What food does he like?</td>
</tr>
</tbody>
</table>

**Subject questions**

- Using unnecessary auxiliary verb eg, Who did come in?; Who did come in?; Who came in?
- The use of the ‘dummy’ auxiliary do/does/did often causes problems for students in question making. We use do/does/did when there is no other auxiliary verb in the statement form of a sentence, e.g. the next two sentences both have an auxiliary verb: They can go. *They are eating.* We use these auxiliaries when we make questions: *Where can they go? What are they eating?* But when there is no auxiliary we use the dummy auxiliary (do/does/did), e.g. They sing. *What do they sing?* They walked slowly. *Why do they walk slowly?*

**Cultural notes: British culture**

- **1066** is often called the most famous date in British history. It’s the year of the Battle of Hastings – the last time that Britain was successfully invaded. William the Conqueror from Normandy in France defeated King Harold. The Battle of Hastings wasn’t fought in the town of Hastings but where the modern town of Battle is – so maybe it should be called the Battle of Battle!
- **CRE** stands for the Commission for Racial Equality, an organization that tries to reduce racial discrimination in Britain.
- **999** is the traditional British code to dial for emergency services, although the international number 112 is also recognized.
- **Cornish** (an ancient Celtic language) is still spoken by 400 good speakers in Cornwall, in the south-west of England.
- **Guy Fawkes** (1570–1606) has been remembered by generations of British children as the man who tried to blow up Parliament. He was, in fact, a member of a gang of Roman Catholics who wanted to kill King James I. Children celebrate every year on November 5th by lighting large bonfires, watching fireworks and singing ‘Remember remember the 5th of November’. The day is called Guy Fawkes’ Day or Fireworks Day.
- **Margaret Thatcher** was Britain’s first (and, so far, only) female prime minister (1979–1990). A member of the Conservative government, she was famous for her strong views – which led to her being called the Iron Lady.
- **King Henry VIII** – pronounced King Henry the Eighth – (1491–1547) was responsible for separating the English Church from Catholic Rome. He is famous to generations of schoolchildren for having six wives, two of whom he had executed. Children remember the order of the wives’ fates with this rhyme: Divorced, beheaded, died / Divorced, beheaded, survived.
The Student’s Book points out that when the question word is the subject, you do not need an auxiliary verb with the present simple or past simple. Students may say that they have heard or studied examples of this guideline being broken – and, yes, it is possible, if rare. The speaker can choose to use an auxiliary verb if he/she wants to emphasize something, perhaps in contrast to another comment or a wrong answer. For example, a typical question might be: *Who came in?* but if in the conversation so far someone has already said *Peter didn’t come in*, you might then ask *Who did come in?*, i.e. if it wasn’t Peter then who on earth was it?

**SPEAKING**

1 & 2

- **Communication activities, Student’s Book pages 126, 129 & 130**
  - Pairwork. Ask them to turn to page 126 and try to find the correct answers to the questions in Grammar exercises 2 and 3, or make guesses if they are not sure.
  - Put students into new pairs, and ask Student A to turn to page 130 and Student B to turn to page 129. They then check their answers by reading them out aloud to each other.

3

- **Groupwork.** Put students into small groups. Together, they choose which topics they want to include in their test and use the questions in the Grammar exercises to help them.
  - You could elicit a couple of example questions and write them on the board first to help them.
  - Make sure they each have a copy of the test.

**Alternative task**

- Students studying away from their home countries in the UK, America, Australia etc. could prepare a quiz about the host country.

4

- Students form new groups. If possible, make sure that they are not with anyone they worked with in exercise 3.
  - In turn, they read out their test questions for the rest of the group to answer. If you would like, you could organize the quiz as a competition, and allot points to each team for correct answers.

**If you want something extra ...**

- **Photocopiable activity, page 192**
- **Teacher’s notes, page 172**
First impressions

What the lesson is about

<table>
<thead>
<tr>
<th>Theme</th>
<th>Describing people and discussing first impressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Pairwork: talking about first impressions</td>
</tr>
<tr>
<td>Listening</td>
<td>Three conversations in an office</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Describing people</td>
</tr>
<tr>
<td>Functional language</td>
<td>Describing people</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>Intonation (lists)</td>
</tr>
</tbody>
</table>

If you want a lead-in ...

Introducing the theme: first impressions

- Collect together a number of large colour magazine photos of people. Get as much of a range of different looks as you can – smart, scruffy, rich, poor, proud, nervous, friendly, bossy, etc.
- Pairwork in class. Tell students that they will show them a picture. They shouldn’t say anything but instead note down their first impressions of the person. (You could briefly elicit a number of possible adjectives for describing people’s appearance and personality.) After a short time, tell students to show each other their notes. Did they both have the same first impressions of the person or not? You could compare views in the whole class as well.
- Continue with the other pictures in the same way.
- N.B. You could reuse the pictures in Vocabulary exercise 3.
- N.B. If you teach a lot of classes it might be a good idea to stick the pictures on card or (if you have the facilities) laminate them. This will contribute to a growing stock of useful materials.

Alternative procedure 1

- If you have enough pictures, you could distribute one each to students. Ask students to walk around the class, showing their picture to the other students and collecting and noting down adjectives they suggest for the people. At the end these can be read out and everyone can agree or disagree if the words are suitable.

Alternative procedure 2

- Stick up the pictures around the room and pin up blank paper underneath. Ask students to wander round (as in an art gallery). Students should write possible adjectives under each picture, and at the end of the activity everyone could compare the different vocabularies which, if necessary and/or appropriate, you can clarify on the whiteboard.

Speaking

1. Pairwork. Students discuss the questions.
2. Elicit ideas from the class about the different situations, ask them to give reasons and see if the students agree.

Listening

In each unit of Straightforward Intermediate Student’s Book (normally lesson C), there is a listening story which takes place in a company which is going through some financial difficulties. The story revolves around the central character, Derek, the director, who has worked for the company for many years. He’s a gentle character and is popular with the staff. However, in the first episode we learn that Head Office has decided to replace him with a new director, Camilla, a very cool, efficient woman, who has been sent there to streamline the company and make it profitable again.

In this first episode, we also meet Dave, who works in the IT department, who often meets Derek after work for a drink and a chat about the day in the office; Linda, a single mother who works in the Accounts Department and Avril, Derek’s Personal Assistant and a friend of Linda’s.

The listening story starts with Derek, who has called an informal meeting to explain to his staff what is happening and to tell them to prepare for the new director’s arrival.

They are all naturally anxious about the new appointment and curious about what kind of person the new director is. Derek tries to reassure the staff and tells them that his first impressions of Camilla are very positive. We then get a very different impression of Camilla from Linda after she meets her for the first time.

Possible answers:

Derek:
Students will probably assume that the man with his hands in the air is Derek, as it looks as if he is making an announcement. While he is speaking he is imagining Camilla, who he refers to in the announcement.

Avril:
Students will hopefully guess that she is the seated woman wearing glasses, as she’s clearly not happy with the announcement of the new boss, which we learn from her expression and the second conversation in the series below.

Saying it aloud

You look as if you’re going to a wedding.

Yes, thank you, Dave. Can we just stick to business, please? Her name is Camilla Ridley and she’ll be in my office. I’ve moved to the small blue office near the photocopying machine if you need me for anything.

Ah, so that’s why you’re wearing that nice new suit! You look as if you’re going to a wedding.

Thanks for coming, I won’t keep you long. As you all know, Head Office has appointed a new director of this branch, and she will be starting with us today.
1c | First impressions

P: What's she like - this new director woman?
Dk: I've only met her once or twice, and um, we didn't talk much. I know that she's very highly qualified. She's probably quite friendly when you get to know her. We'll find out soon enough. Oh, and Linda, she said that she wanted to start this morning by looking at the Accounts Department, so perhaps you could ah, look for her.

L: Yes, all right, if I must.
Dk: And after that, if she's got time, she wants you, Dave, to explain the IT systems. She seems very interested in the technical side of things.

D: OK. Fine.
Dk: So, it's accounts first, then IT, personnel, sales and marketing, and then me, at the end of the day. This is going to be a long, important day for all of us, so let's do our best, eh?

2 A = Avril  Dk = Derek
A: Where do you want me to put this?
Dk: Mmm? Oh, anywhere, Avril.
A: Don't say 'anywhere'. Your office will never be ready if you don't tell me where you want things.

Dk: You decide. You know best.
A: Is she here yet?
Dk: Who? Camilla?
A: Yes. Her.
Dk: No, she'll be here soon.
A: Well, she can wait.
Dk: Avril, we all have to get used to the idea that there's going to be a new boss around the office. I do. You do. We all do.
A: I still don't see why Head Office needed to send her here.
Dk: They think very highly of her, Avril, at least Office. To be honest, I was impressed myself.
A: Just because she's got an MBA, she probably thinks she's really special. I've met people like that before.
Dk: Oh, Avril. Wait until you meet her. Don't judge her until you know what she's like.
A: I'm not making any judgements about her. She leaves me alone and doesn't expect me to work for her as well as for you. I haven't got time for extra work, as you very well know.
Dk: Oh, come on. Give her a chance. You'll like her. I think we'll all like her.
A: I doubt it. Anyway, what's she like, this Camilla of yours?
Dk: Well, she's, er she's, er she's nice. She eh looks very calm and organized. She's very business-like, very intelligent, she's . . .
A: Anyone would think you had a soft spot for her.
Dk: Of course I don't. She's taking my job, but I have to respect her for her qualities.
A: If you say so.

2 1.3–1.5
• Students listen to the conversations and say if the sentences are true (T) or false (F).

1 F 2 T 3 T 4 F 5 T 6 F 7 T

3 • Remind students first of all of the characters in the listening and which departments they work in. You could write this information up on the board for students to refer to.
• Now tell students to look at the pictures of the characters, and ask them if they can identify Camilla and any of the other characters from the recording.

VOCABULARY: describing people

1 • Pairwork. Students write down as many parts of the body as they can.
• Students could then join up with another pair to compare their lists and add any new words to them.

Alternative idea
• You could prepare a set of cards with the names of the parts of the body on them, and attach some sticky tape to each card. Ask a volunteer student to come up to the front of the class. Hand out the cards to the rest of the class and ask them to stick the cards on the person in the appropriate places.
• You could then draw a stick figure on the board and write the parts of the body for students to copy.

2 Students match the groups of adjectives in column A to the nouns in column B.

1 f2 c3 b4 a5 e6 d

3 • Students work on their own and write down the names of eight famous people. To make this a little easier for them you could take pictures of famous people into class and give one to each student, in such a way that the other students cannot see who they have a picture of in their hand.
• Pairwork. Students describe one of the people on their list to their partner who tries to guess who it is from the description. If you are following the suggestion above, students would then describe the person they are looking at in their picture.

FUNCTIONAL LANGUAGE: describing people

1 • Students match the questions to the answers.

1 b; e 2 c; d 3 a; f

2 • Students work on their own and write down the names of four people they know.
• Pairwork. Students ask and answer questions about the people on their lists. Make sure they practise the question types in exercise 1.

3 • Students complete the sentences in column A with a phrase from column B.
1b  2a  3c

4
- Students complete the sentences with like, as if, or – (if no word should be added).

1  –  3  –  5  as if
2  like  4  as if  6  like

Language notes: listening
- This section introduces a number of similar (and therefore very confusable) items.

What is she like?
… is a question about personality and character. The answer may be quite a subjective view. The question is often asked when someone wants a private opinion about whether another person is suitable for something, is friendly, honest, etc.

What does she look like?
… is a question about the person’s taste in things (food, music, films, etc). It is typically used, for example, by people trying to choose a birthday present or by a host/hostess choosing a menu for a meal or party.

What does she look like?
… is a question about appearance. The answer is usually a fairly objective description (though it’s possible to add in an opinion as well).

She looks...
… is followed by an adjective that describes something about her appearance, especially about her mood or feelings, as seen on her face.

She looks as if she...
… starts a sentence when you are going to guess what someone thinks, wants or intends to do. It’s often used sarcastically as an insult, e.g., if you think that someone is untidy, is wearing inappropriate clothes or is behaving in an inappropriate way (e.g. He looks as if he’s been wearing the same clothes for a week).

She looks like a …
… introduces a direct comparison. This can be used positively (She looks like a princess.), or negatively (She looks like a stick).

- If you are fond of something, you enjoy it (and have enjoyed it for some time). The thing you are fond of may make you feel comfortable or content.
- If you seem to have some characteristics, people do not know definitely if you are like that, but they think that it is probably true, based on what they know of you.

Pronunciation: intonation (lists)
1  1.6
- Ask students to listen to the extract and draw their attention to the way the speaker’s voice rises and falls.
- Allow students time to practise saying the sentence after the recording, using the correct intonation.

1.6
IT, personnel, sales and marketing, and then me.

2 & 3  1.7
- Students can practise saying the lists with a partner, using the correct intonation.
- Students listen to the recording. They could repeat after each list is read out.

Extra task: my holiday list
- This is a popular game based around using the alphabet to make an ever-lengthening list. Start by saying I packed my bag for my holidays and in my bag I put an apple.
- Ask all the students to repeat the sentence a few times until they can say it without errors. Now say a second sentence: I packed my bag for my holidays and in my bag I put an apple and a book. Point out to students that the two items apple and book are in alphabetical order. Elicit a third item beginning with c then ask a student to make the whole sentence (e.g. I packed my bag for my holidays and in my bag I put an apple, a book and a cat.). Continue round the class eliciting a longer and longer list, adding items in alphabetical order. Who can remember and say the longest list? Alternatively, as soon as students understand the game you could set the task for small groups to try. Remember to check that the students are using the list intonation correctly.

1.7
1 Monday, Tuesday, Wednesday and Thursday
2 who, what, where, when and why
3 Camilla, Derek, Avril, Linda and Dave

- Pairwork. Students think up one more item to add to each list of words.
- After adding a word to a list, they should repeat that list from the beginning, using the correct intonation.

Teaching – One Step Beyond
Extending exercises by adding a context
- As an alternative to the exercise instructions for exercise 4, ask students to look at the lists and decide for each one (a) who is speaking; (b) where they are; (c) the question that came immediately before the list. You could do number 1 together as an example (e.g. (a) Two young travellers meet and talk about which countries they have already visited.; (b) At a youth hostel.; (c) ‘So where have you been?’). Students can then do the exercise as set in the Student’s Book, but using the introductory sentence they agreed on each time.

Rationale
- Some language practice exercises can usefully be extended by adding in a context. This then gives students a reason for using the language and allows them to practise in a more convincing way.

Applying the idea
- Use this idea with exercises that focus on spoken answers to questions, for example, Pronunciation exercise 5 in the Student’s Book, page 63.

IF YOU WANT SOMETHING EXTRA ...
1, 2 Photocopiable activity, page 193
3 Teacher’s notes, page 172