Accuracy vs fluency – friends or foes?

Teaching grammar and vocabulary in secondary OUP coursebooks

17 August 2015
Aims

1. to consider approaches used in teaching grammar and vocabulary

2. to look at how these are represented in Solutions and New Horizons
Accuracy: the degree to which a learner’s language is correct in form and meaning

e.g. Pedro’s always making mistakes; he needs to work on his accuracy.

Fluency: the degree to which a learner’s language communicates meaning at a natural speed (i.e. with minimal hesitation and repetition)

  e.g. It takes ages for Stefan to say what he wants to say and even then I can’t understand him. He needs to work on his fluency.

In your teaching: which do you focus on more?
Approaches to teaching grammar

The rule, example, notice, discover

- The deductive approach
  - The deductive approach starts with the rules of a specific grammatical item; then it moves on to examples and practice
    - Rule → Example, practice

- The inductive approach
  - This approach starts with examples; learners have to work out the rules for themselves
    - Example → Rule, practice

Activity:
Match the next 3 examples with the appropriate approach
Indirect questions

Indirect questions are more polite and formal than direct questions. They use the same word order and verb form as a statement. They begin with a phrase like:

- Can I ask (you) … Can/Could you tell me …?
- I’d like to know … I wonder …
- Would you mind telling me …?

These phrases are followed by a question word (What, how, etc.) or, in yes/no questions, by if or whether.

Can I ask where Emma lives? Do you know if she's in?

Rewrite the questions below as indirect questions. Use a different phrase from the Learn this! box for each one.

1. Do you share a bedroom?
2. Who do you bicker with most at home?
3. Are you the only teenager in your home?
4. How often do you all have a meal together at home?
5. Who goes to bed first in your family?
6. Are you often alone in your home?
7. Do you help with the housework?
Example 2

There's a secondary school near to Emma Wallace's home in Norwich. But Emma doesn't go to school. Emma's classroom is the dining room at home. There isn't a blackboard or a whiteboard in the dining room, but there is a table. There aren't any shelves, but there are some books, and there's a kitchen too. Are there any other students? No, there aren't. Is there a teacher? Yes, there is. Emma's dad!

2 Complete the table with the words in blue in the text.

<table>
<thead>
<tr>
<th>there is (singular)</th>
<th>there are (plural)</th>
</tr>
</thead>
<tbody>
<tr>
<td>affirmative</td>
<td>affirmative</td>
</tr>
<tr>
<td>There's a teacher.</td>
<td>₁ _____ some students.</td>
</tr>
<tr>
<td>negative</td>
<td>negative</td>
</tr>
<tr>
<td>₂ _____ a television.</td>
<td>₃ _____ any CDs.</td>
</tr>
<tr>
<td>interrogative</td>
<td>interrogative</td>
</tr>
<tr>
<td>₄ _____ a notice board? Yes, there is. / No, there isn’t.</td>
<td>₅ _____ any children? Yes, there are. / No, there aren’t.</td>
</tr>
</tbody>
</table>

3 Look at the examples in the table again. Then complete the rules in the Learn this! box. Use a/an, some and any.

a, some and any
1 We use _____ with singular nouns.
2 We use _____ with plural nouns in affirmative sentences.
3 We use _____ with plural nouns in negative sentences and in questions.
Example 3

Look!

Grammar Guide

The verb *be* • Past simple

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was out for lunch.</td>
<td>I wasn’t with Steve.</td>
</tr>
<tr>
<td>You were out with him.</td>
<td>You weren’t at home.</td>
</tr>
<tr>
<td>She was busy.</td>
<td>She wasn’t with Rob.</td>
</tr>
<tr>
<td>We were at the shops.</td>
<td>We weren’t at the cinema.</td>
</tr>
</tbody>
</table>

Interrogative

Where were you? Where was she? Where were they?

Check!

3 Write sentences with the Past simple of *be*.

1 I/out/with my friends.
   I was out with my friends.
2 where/you/last night?
3 they/not/at home. they/on holiday.
4 she/not/at school/yesterday./she/ill.
5 there/a lot of people/at the party.
6 where/he/yesterday evening?
7 where/she/last week? she/in Greece.
8 we/in the Alps/last weekend.
Advantages and disadvantages
Deductive approach

• Quick – more time for practice
• Better for lower levels
• Can use L1 for explanation
• Learners get explicit knowledge which can help accuracy

But:
• Not good for higher levels
• Not good for complex structures in form and meaning e.g. modals
• A lack of context may not help learners with meaning and use
• More likely to be teacher-centred
Advantages and disadvantages

Inductive approach

• Similar to learning L1
• More interactive, more memorable
• Develops cognitive processes and learner autonomy
• Language in context enhances learner's understanding of meaning and use
• More likely to be learner-centred

But:
• Learners might learn the wrong rules
• Time-consuming
• More difficult to plan
• May require additional resources
• Rules may be too complex to work out
Think!

• Which approach would you use to teach:
  • 1. Present Simple?
  • 2. Relative clauses?

• Why? Discuss
Solutions 2nd edition
Activating all your learners

Elementary to Advanced
A secondary course with solid exam preparation
Solutions second edition

• 10 units per level
• 7 lessons per unit (A-G)
• After each unit: either a language review & skills round-up
• or a get ready for your exam spread (in the Hungarian Workbook exam practice for the Érettségi)
• Each lesson in the book = a 45 min lesson in the classroom
Structure of the units in the Student’s Book

A: Vocabulary and listening lesson
- Explicit learning objective
- Introduces the topic for the unit + the main vocabulary set
- Vocabulary practised through listening tasks

B: Grammar
- Introduces and practises the first main grammar point of the unit
  - Grammar first presented in context through a short reading text
  - Grammar rules then presented in the Learn This! box
- Plenty of practice on the page
  - Extra explanation and practice in the Grammar Builder at the back of the book.

C: Culture

D: Grammar
- Introduces the 2nd main grammar point
- Grammar point introduced in context
- The grammar rule is presented (Learn This!)
- Students personalise the grammar in the speaking task at the end of the lesson.

E: Reading
- Text recycles the main grammar points
  - Learn This! boxes pop up throughout the unit
- Look Out! boxes alert students to common errors

F: Speaking
- Gives students the opportunity to use all the language and grammar from the unit

G: Writing
1B GRAMMAR Present simple: affirmative and negative

I can talk about facts and things that happen regularly.

1. Look at the photo. Do you know the name of the character and the TV show he is from? Read the text and check.

In the TV show House, Dr Gregory House works at a hospital in the USA. He's a great doctor and he's very intelligent. He speaks seven languages. But Dr House isn't happy. He lives alone and he doesn't go out a lot. He walks with a stick because of a problem with his leg.

The star of House is the British actor Hugh Laurie. He doesn't speak with an American accent in real life – only in the TV show. "I don't live in the USA," he says. "And I don't live alone. I've got a wife and three children and we live in London. I work in the USA. They don't see me a lot." And Hugh doesn't speak seven languages – but he speaks five!

2. Read the Learn this! box. Then look at the text and complete the table below with the correct form of the verb speak.

We use the present simple to talk about
1 something that always or regularly happens.
2 a fact that is always true.

Present simple affirmative
I speak English. We speak English. You speak English. You speak English. He/She/It speaks English. They speak English.

3. Underline more examples of affirmative verb forms in the text in exercise 1.

4. 1.1B PRONUNCIATION Listen and repeat the verbs below. Listen to the pronunciation of the endings. Try to copy what you hear.
A: /ər/ or /ər/ speaks goes says B: /ɪər/ watches finishes

5. 1.1B Listen and add the words below to group A or B in exercise 4.
comes dances likes lives teaches uses

Some verbs change spelling when you add -s:
I go to school. She goes to school.
I watch TV. She watches TV.
I study Chinese. She studies Chinese.

6. Read the Learn this! box. Then complete the sentences with the present simple affirmative form of the verbs.

I. We __________ our cousins every weekend.
2. My stepbrother __________ maths at university.
4. I __________ to school by bus.
5. My aunt __________ in a hospital.
6. My best friend __________ four languages.
7. My mum __________ lunch at work.
8. We __________ TV every evening.

10. GRAMMAR BUILDER 1B (EXS 1-2): PAGE 110

7. Look at the table. Then underline more examples of negative verb forms in the text in exercise 2.

Present simple negative
I don't work. We don't work. You don't work. You don't work. She/He/It doesn't work. They don't work.

8. Complete the sentences. Use the present simple negative form of the verbs in brackets.

I. My grandparents don't live (not live) in the USA.
2. My cousin (not have) an American accent.
3. Our stepdad (not see) his children a lot.
4. Your great-grandmother (not speak) English.
5. I (not go) out a lot during the week.
6. Hugh Laurie (not work) in a hospital.

10. GRAMMAR BUILDER 1B (EXS 3-5): PAGE 110

9. Write three true sentences and three false sentences about your family and friends. Use the present simple affirmative or negative form of the verbs below.

Present simple affirmative
I live in the USA.
My friends speak French.
I study maths.

Present simple negative
I don't live in the USA.
My friends don't speak French.
I don't study maths.

10. SPEAKING Work in pairs. Say your sentences to your partner. Your partner guesses if they are true or false.

My cousin lives in the USA.
I think that's true/false.

11. SPEAKING Complete the questions with Do or Does.

1. __________ you speak French?
2. __________ your friends go out at weekends?
3. __________ Lionel Messi play football?
4. __________ you watch DVDs?
5. __________ your best friend go to your school?
6. __________ you study at weekends?

12. SPEAKING Act out your interview to the class.

13. SPEAKING Work in pairs. Ask and answer the questions in exercise 11 to help you.

Do you speak French?
Yes, I do. / No, I don't.

13.1 PRONUNCIATION Listen and repeat the question words. Which three start with the sound /h/?
How What Where Which Who Whose

13.2 Question words We can use question words to ask for information. We put them at the beginning of the question.

Where does your uncle live? Whose brother is he? Which is your bedroom? When do you go to bed?

14. SPEAKING Complete the second part of the interview with Alisha. Use question words from exercise 13. Then listen and check.

Interviewer: Where do you live?
Alisha: I live in San Francisco.

Interviewer: Do you travel to competitions?
Alisha: By plane or car.

Interviewer: Do you study?
Alisha: In the morning, before breakfast.

Interviewer: Do you do your free time?
Alisha: I listen to music.

Interviewer: Really? Do you listen to?
Alisha: Adele. She's great! I've got all her albums.

Interviewer: Do you like best?
Alisha: Her first album.

15.2 SPEAKING Work in pairs. Practise reading the interview.

16. SPEAKING Write questions. Then work in pairs. Take turns to ask and answer the questions.

1. Where do you go to bed? 4. What to eat for breakfast?
2. How / go to school? 5. Where go on holiday?
3. Who see at weekends? 6. What watch on TV?

When do you go to bed?
At half past ten.
Grammar
Present - Practise - Revise

• **Presents grammar** in a short text or other meaningful context, interactive presentation
• Clear grammar tables and rules
• **Learn this!** boxes present key information in a clear and concise form
• **Look out!** boxes help to avoid common errors
• Links to the Grammar Builder at the back of the book – extra **practice** and grammar reference
• **Practice** makes perfect. Use the activities in the Grammar builders, photocopiables from the Teacher’s resource CD-Rom, the Workbook and on iTools (IWB material)
• Language Review and Skills Round-up after every second unit for **revision**
<table>
<thead>
<tr>
<th>Grammar Builder</th>
<th>Grammar Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>going to</strong></td>
<td><strong>will</strong></td>
</tr>
<tr>
<td>1. Complete the sentences. Use the affirmative or negative form of the verb to. — 9.1, 9.2</td>
<td>7. Complete the dialogue. Use the correct form of will. — 9.3, 9.4</td>
</tr>
<tr>
<td>1. I'm not going to go out tonight. I don't feel well.</td>
<td>Sam: It's my mum's birthday next Sunday. She'll be 40!</td>
</tr>
<tr>
<td>2. We're going to buy a car. He hasn't got any money.</td>
<td>Kathy: Is she having a big party?</td>
</tr>
<tr>
<td>3. We're going to see ladybugs next weekend. We're excited!</td>
<td>Sam: Yes, at the Italian restaurant in town. There'll be about 50 people there.</td>
</tr>
<tr>
<td>4. My friends are going to have a picnic in the park. Do you want to go?</td>
<td>Kathy: Will you know everyone?</td>
</tr>
<tr>
<td>5. I'm not going to watch that film again. It's boring.</td>
<td>Sam: Yes, I am. All the guests are members of my family!</td>
</tr>
<tr>
<td><strong>Write sentences. Use the affirmative form of going to.</strong> 9.1, 9.2</td>
<td><strong>Write sentences. Use the affirmative or negative form of will.</strong> 9.3, 9.4</td>
</tr>
<tr>
<td>1. We're live in the USA next year.</td>
<td>We're not going to live in the USA next year.</td>
</tr>
<tr>
<td>2. We're going to live in the USA next year.</td>
<td></td>
</tr>
<tr>
<td>3. We're going to study physics at university.</td>
<td></td>
</tr>
<tr>
<td>4. We're going to work hard next term.</td>
<td></td>
</tr>
<tr>
<td>5. We're going to a doctor one day.</td>
<td></td>
</tr>
<tr>
<td>6. My dad is buying a car next month.</td>
<td></td>
</tr>
<tr>
<td><strong>Make the sentences in exercise 2 negative.</strong> 9.1, 9.2</td>
<td><strong>Complete the dialogues. Use the correct form of will, going to, be going to, the box form of the verb.</strong></td>
</tr>
<tr>
<td><strong>Complete the dialogue. Use the correct form of will.</strong> 9.3, 9.4</td>
<td></td>
</tr>
<tr>
<td>1. Is your father going to work on Saturday evening?</td>
<td>Sam: It's my mum's birthday next Sunday. She'll be 40!</td>
</tr>
<tr>
<td>Ruby: My parents are going to a movie next Saturday evening.</td>
<td>Kathy: Is she having a big party?</td>
</tr>
<tr>
<td>Ruby: What film will you see?</td>
<td>Sam: Yes, at the Italian restaurant in town. There'll be about 50 people there.</td>
</tr>
<tr>
<td>Ruby: The new Matt Damon film.</td>
<td>Kathy: Will you know everyone?</td>
</tr>
<tr>
<td>Ruby: Who are you going to see?</td>
<td>Sam: Yes, I am. All the guests are members of my family!</td>
</tr>
<tr>
<td>Ruby: Jame and Alice.</td>
<td>Kathy: What about your cousin Ben? Will he be there?</td>
</tr>
<tr>
<td>Ruby: How are you going to get there?</td>
<td>Sam: Yes.</td>
</tr>
<tr>
<td>Ruby: By taxi.</td>
<td>Kathy: Let's meet before the party—you and me and Ben. I'll come in the town centre on Saturday evening.</td>
</tr>
<tr>
<td>Ruby: We're going to have dinner in a restaurant.</td>
<td>Sam: Great! His new girlfriend is there too. She's really nice. I'm sure you'll like her.</td>
</tr>
<tr>
<td>Ruby: What time will you get home?</td>
<td>Kathy: Oh, OK.</td>
</tr>
<tr>
<td>Ruby: At about eleven o'clock.</td>
<td></td>
</tr>
<tr>
<td><strong>Write two answers to each question. Use going to.</strong> 9.1, 9.2</td>
<td><strong>Complete the predictions about your year 2050. Give your own opinions, use will, affirmative or negative, and the verb to be below.</strong> 9.1, 9.2, 9.3, 9.4</td>
</tr>
<tr>
<td>1. What are you going to do this evening?</td>
<td>1. Humans won't rent animals from other planets.</td>
</tr>
<tr>
<td>Ruby: We're going to see a film.</td>
<td>2. Computers will be more intelligent than humans.</td>
</tr>
<tr>
<td>Ruby: What film are you going to see?</td>
<td>3. Tigers will be extinct by the 21st century.</td>
</tr>
<tr>
<td>Ruby: How are you going to get there?</td>
<td>4. Everybody will eat lots of fruit and vegetables.</td>
</tr>
<tr>
<td>Ruby: By taxi.</td>
<td>5. A lot of people will be over 200 years old.</td>
</tr>
<tr>
<td>Ruby: We're going to have dinner in a restaurant.</td>
<td>6. Buses and taxis will be human driven.</td>
</tr>
<tr>
<td>Ruby: What time will you get home?</td>
<td>7. People won't need to work for five hours a day.</td>
</tr>
<tr>
<td>Ruby: At about eleven o'clock.</td>
<td>8. Everybody in the world will speak English.</td>
</tr>
<tr>
<td><strong>Will for offers</strong></td>
<td><strong>Grammar Reference</strong></td>
</tr>
<tr>
<td>9. Practise making offers with 'will'. Match the verbs and phrases. — 9.7</td>
<td><strong>Grammar Builder</strong></td>
</tr>
<tr>
<td>1. Larry is going to London.</td>
<td>Will you go to London?</td>
</tr>
<tr>
<td>a. go to London.</td>
<td>1. I'll carry your bags in the car.</td>
</tr>
<tr>
<td>2. Open the washing up tonight.</td>
<td>2. I'll buy the newspaper for you.</td>
</tr>
<tr>
<td>3. Make it for you.</td>
<td>3. I'll cook for you.</td>
</tr>
<tr>
<td>4. Do dinner tomorrow.</td>
<td>4. Are you going to stay in town?</td>
</tr>
<tr>
<td>5. Take the car.</td>
<td>5. It's not going to rain.</td>
</tr>
<tr>
<td>6. Call me.</td>
<td>6. We're going to the cinema.</td>
</tr>
<tr>
<td>a. going to sleep.</td>
<td>7. I'll bring your shirt/your trousers, etc.</td>
</tr>
<tr>
<td><strong>Full forms</strong></td>
<td><strong>Will for offers</strong></td>
</tr>
<tr>
<td>Use 'will' or 'going to' with 'will'.</td>
<td>Will you go to London?</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>1. Larry isn’t going to London.</td>
</tr>
<tr>
<td>Use 'won’t' or 'won’t going to' with 'will'.</td>
<td>He isn’t going to London.</td>
</tr>
<tr>
<td><strong>Affirmative</strong></td>
<td>2. Larry is going to London.</td>
</tr>
<tr>
<td>Use 'will' or 'going to' with 'will'.</td>
<td>She is going to London.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>3. Larry won’t go to London.</td>
</tr>
<tr>
<td>Use 'won’t' or 'won’t going to' with 'will'.</td>
<td>He won’t go to London.</td>
</tr>
</tbody>
</table>

* * *

**Grammar Builder**

1. going to
2. will
3. going to
4. will
5. going to
New Horizons
Building confidence in communication

Clear presentation of grammar
Thorough practice
Constant recycling of both grammar and vocabulary
to give students the confidence
Flexible teaching and learning
UNIT 5

I'm having a great time!

I Lorenzo Conti is an Italian student. He's staying with Rob for a month on a school exchange.

1. Listen and read.

Hi, Sandy! Where are Mum and Dad?

They're in the kitchen.

2. What are they doing?

They're cooking dinner.

3. And where's Lorenzo?

He's upstairs in your bedroom.

4. Look at him! What's he doing?

He's using your computer.

5. What a cheek!

Hi, Lorenzo! What are you doing?

Hi! I'm having a great time here in London. I'm staying with an English boy called Rob. He's great. He's going out with a fantastic girl. Her name's Emily. She's gorgeous. The weather's awful here. It's raining at the moment, so I'm just writing to friends and listening to music. What are you up to?

6. Take care, Lorenzo.

So, Emily's gorgeous?

Well, yes, she is. Don't you think so?

7. Yes, but...

Yes, but...

8. Learn it! Use it!

I don't believe it! What a cheek!

What are you up to?

Translate it!

Check!

3. Complete the dialogues.

1. A: Hi Tom! Where are you going (you/go)?
   B: I'm walking (I/walk) to the station. What about you?

2. A: Where's Bob?
   B: I think (he/study) for his exam.

3. A: Where's Caroline?
   B: (She/write) an email to Kay.

4. A: What are you doing (you/do) for your homework?
   B: (He/play) football. Look!

5. A: What are you reading (you/read) for your homework?
   B: (I/read) the last Harry Potter.

6. A: They (they/play) computer games.
   B: No, (they/play) computer games.

Vocabulary & activities

4. Complete the activities with have, play, listen, talk or watch.

1. I ______ Joseph a ______ tennis.
2. Bill and Amy ______ to music.
3. Grace ______ a film.
4. Mary ______ breakfast.
5. Maggie ______ the guitar.
6. Ryan ______ a bath.
7. Lauren ______ football.
8. Liam and Ross ______ on the phone.


Example:

A: What's your best friend doing now?
B: She's sitting in a classroom at school.

6. Complete Olivia and Ellie's phone call with these sentences.

She's playing tennis. It's me.
I'm watching Pirates of the Caribbean. Hello.
I'm cooking lunch. What are you making?

Olivia: ______
Ellie: Hi. It's Ellie. Can I speak to Olivia, please?

Olivia: ______
Ellie: Oh hi. What are you doing? What's that noise?

Olivia: ______
Ellie: Real McCoy? My mum makes all our meals! ______

Olivia: Oh, just some pasta. My parents are away. ______

Ellie: ______

Ellie: Great! Bring it here later and we can watch it together!

Olivia: ______
Ellie: OK. Oh, is your sister at home?

Olivia: ______
Ellie: Great! I mean, that's a pity.

Olivia: My brother's here, though.

Ellie: ______

Ellie: He's perfect! See you later!

6B. Listen and check. Work in pairs. Practise the dialogue.

Translate it!
Rob isn't speaking to me!

7 Lisa is Emily's American Internet penfriend. Emily writes her an email.

Listen and read.

Hi Lisa!
I'm really upset and I need some advice. Rob isn't speaking to me! I think he's jealous of an Italian boy called Lorenzo. Lorenzo's staying at Rob's house for a month. He's a bit of a flirt, but he's really lovely and we get on very well. He's going out with a girl in Italy, so I don't know why Rob's jealous.
The problem is that I really like Rob, but we aren't getting on very well at the moment. He's always in a bad mood! I'm not sleeping very well, and I can't concentrate at school either. Have you any ideas?
How's it going these days? Write soon!
Love, Emily
P.S. I'm attaching a photo of Lorenzo!

Learn it! Use it!

I'm really upset.

Comprehension check
8 Answer the questions.
1 Why isn't Rob speaking to Emily?
2 Where is Lorenzo's girlfriend?
3 Does Emily prefer Lorenzo to Rob?
4 Why isn't Emily sleeping very well?
5 What is Emily sending to Lisa?
New Horizons

Grammar check

Present continuous

Affirmative | Negative | Interrogative | Short answers
---|---|---|---
I'm drinking | I'm not drinking | Am I drinking? | Yes, I am.
you | you aren't drinking | you ______ | Yes, you ______
he | he isn't drinking | he ______ | Yes, he ______
she | she isn't drinking | she ______ | Yes, she ______
it | it isn't drinking | it ______ | Yes, it ______
we're drinking | we aren't drinking | are we drinking? | Yes, we are.
you | you aren't drinking | you ______ | Yes, you ______
they | they aren't drinking | they ______ | Yes, they ______

1. Complete the table.
2. Translate the sentences into your language.
   1. What is she doing?
      She's cooking dinner in the kitchen.
   2. We're not spending a lot of time together these days.
   3. I go to the gym at least once a week.
   4. They usually study together in the evenings.

3. Answer the question.
   Which of these expressions can we use with the Present continuous?
   a. never
   b. now
   c. this month
   d. usually
   e. at the moment
   f. often
   g. every Wednesday
   h. today

4. Complete the sentences with the Present continuous.
   1. This week I'm _______ to school by bus.
   2. They aren't here. They _______ karate. (do)
   3. _______ your uncle _______ with you this week? (stay)
   4. I _______ Japanese but I _______ very fast! (study/not learn)
   5. She _______ the newspaper in the park.
   6. He _______ hard for his exam. (study)

5. Match the questions to the answers.
   1. Are you studying ICT at school?
      a. No, he isn't. He's staying at the youth hostel.
   2. Are you going out with Rachel?
      b. Yes, I am. I see her every day.
   3. Is your friend staying at your house?
      c. No, I'm not. I'm studying Maths and Physics.
   4. Are you studying Spanish and Chinese?
      d. No, you ______. Yes, you ______.

6. Write sentences using the Present simple or Present continuous.
   1. I often/go to the cinema alone
   2. Megan/not work today
   3. you/wait for the bus
   4. they/never/go to restaurants
   5. Sally and Robert/have lunch at the moment
   6. she/often/go to the local library
   7. he/speak/our languages
   8. the sun/shine. It's a beautiful day!

7. Complete the paragraph with the correct form of the verbs in brackets. Use the Present simple or Present continuous.
   Kelly Mitchell is a student. She's 18 years old. She _______ (study) modern dance at LIPA, the famous Liverpool Institute for Performing Arts. Her life is very hard. She _______ (not live) near the institute. She _______ (get up) at 6 o'clock every morning and she usually _______ (dance) six hours every day. This month she _______ (prepare) for her driving theory test, so she _______ (study) hard every evening. She _______ (want) to be a famous dancer one day, but she also _______ (hope) to get married and have children.

8. All around the world in a moment
   1. What do you usually do at these times of a typical day? Write a sentence.
      1 a.m. 3 9 a.m. 5 3.00 p.m. 7 10.15 p.m.
      2. 7.30 a.m. 4 12.30 a.m. 6 7.45 p.m. 8 11.30 p.m.
      Example: I _______ at four o'clock in the morning.
      Work in pairs. Compare your answers.
   2. Choose the correct answer.
      a. I'm in my bedroom right now, and I read/‘m reading my favourite book.
      b. I always go/‘m always going to bed late on Saturdays.
      c. They like each other but they don't get/aren't getting on very well these days.
      d. I go/‘m going shopping. Do you want anything from the supermarket?
      e. We play/‘re playing tennis every Friday.
      f. Are you doing your homework? Yes, I'm doing/am.
      g. Emily and Lorenzo like/are liking each other.
   3. What's the time where you are?
      a. Brazil (São Paulo)
      b. Canada (Toronto)
      c. Egypt (Cairo)
      d. Japan (Osaka)
      e. South Africa (Cape Town)
      f. Australia (Melbourne)
      g. Italy (Venice)
      h. Turkey (Istanbul)
      Example: It's ten o'clock in the morning here. It's six o'clock in the morning in Brazil.
   4. What do you think people are doing around the world at this moment? (You can look at pages 56 or 98 for typical daily activities.)

Language

We never use the Present continuous with certain verbs expressing like and dislike or comprehension. The most important of these verbs are: dislike, hate, know, like, love, mean, need, prefer, understand, want. With these verbs, we use the Present simple to talk about ‘now'.

I hate this song. NOT I’m hating this song.

Example: I think they’re sleeping in Brazil.
Teaching Vocabulary

• The process of learning vocabulary can be **DIRECT OR INDIRECT**

• How much of the words that we know and understand come from indirect learning (from oral or written contexts when we are NOT concentrating directly on learning vocabulary)?
  • A) 25%
  • B) 40%
  • C) 90%

  The right answer is C!
Learning vocabulary

- Teacher's responsibility:
  - to guide students to acquire vocabulary on their own by training them to guess words from context
  - by encouraging extensive reading outside the classroom.
- We all have a much bigger receptive (or passive) vocabulary than productive (or active) vocabulary
- Learners need to know: 3 Hows, 2Whats, 1 Which to entirely know and understand a word
- Frequency of encounters with a word is crucial in remembering
### Activity: Personality words: Endings

Match each group of words to the correct ending. The ending must fit all 3 words in the group. There is one ending you do not need. Do you have to change the spelling when you add the ending?

| 1. rely love fashion | a) -ful |
| 2. pessimist realist artist | b) -al |
| 3. attract act create | c) -ous |
| 4. emotion practice critic | d) -able |
| 5. caution adventure ambition | e) -ive |
|                           | f) -ic |

Is it best for presentation, practice, or revision?

What aspects of vocabulary does it present?

How is it cognitively challenging?

What learning styles does it most appeal to?

Is there emotional involvement?
Teaching vocabulary: Present- Practise- Revise

Solutions 2nd coursebook:

Lesson A: Vocabulary and listening:
- **Presents** the main vocabulary set
- **Practises** it through listening and other activities
- Links to **Vocabulary Builder** at the back of the book, which provides extra practice and extension
- **Revision** in Language Review
Solutions 2nd Student’s Book

**Vocabulary Builder**

**Part 1**

1. Look at the picture. Write the geographical features in the picture (1-6) below.

2. Complete the names of the places with the, or leave blank if they do not exist:
   1. Copacabana Beach, Brazil
   2. Gobi Desert, China / Mongolia
   3. Lake Winnipeg, Canada
   4. Mississippi River, the USA
   5. Canary Islands, Spain
   6. Mount Fuji, Japan

3. Complete the names of the continents on the map.

4. Write the continent for three of the countries in each list (p.6). Then cross out the country which is not in that continent.
   - North America:
     1. a. the USA
     2. b. Mexico
     3. c. Argentina
     4. d. Canada
   - South America:
     1. a. Brazil
     2. b. India
     3. c. Japan
     4. d. Sweden
   - Africa:
     1. a. Yemen
     2. b. Chile
     3. c. Brazil
     4. d. Peru
   - Asia:
     1. a. Italy
     2. b. France
     3. c. Poland
     4. d. Iran
   - Australia:
     1. a. Australia
     2. b. Papua New Guinea
     3. c. East Timor
     4. d. France

5. Read the Learn this box. Then write questions and answers about the Sphinx. Use the information in the photo.

6. Complete the sentences with the words below.
   - away
   - deep
   - high
   - long
   - old

   1. The island of Surtsey is only about 50 years old.
   2. The Great Wall of China is more than 6,000 km long.
   3. Mount Everest is 8,850 metres high.
   4. The Sun is $500 million km away from the Earth.
   5. Lake Baikal in Russia is 1,642 metres deep.

7. Speak up! Ask and answer the questions.
   - How tall are you?
   - How long is your desk?
   - How far away is the sea?
   - How far is it to Beijing?
   - How high is the ceiling?
   - How long is your little finger?

   8. How tall are you? I’m about 157 centimetres tall.

**Part 2: extension**

**Measurements**

1. We use how much to ask about measurements. How old is your sister? How old is your brother? How high/low/tall is/are it? How big/expensive/nice is/are the hotel? How long is the trip from London to Paris?

2. Use degrees to talk about size and age. Put the adjective after the measurement. (Note: We don’t use big or heavy in this way.)

   a. She’s 17 years old. He’s 175 centimetres tall.

3. We use away for distance. The sea is 100 kilometres away.

4. Read the Learn this box. Find more examples in exercises 1 and 2.

5. Complete the sentences with the words below.
   - away
   - deep
   - high
   - long
   - old

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   - How high is the ceiling?
   - How long is your little finger?

   7. How tall are you? I’m about 157 centimetres tall.
UNIT 6

How much sugar do you use every week?

1. 200 kilos of __________
2. _____ kilos of pasta
3. 50 kilos of __________
4. 15 kilos of __________
5. _____ litres of __________
6. 20 loaves of __________
7. _____ kilos of __________
8. 60 litres of __________
9. _____ kilos of __________
10. 200 kilos of __________
11. _____ kilos of __________

Vocabulary • food and drink

1. Emily interviews a cook at a secondary school, Amanda Storey, about school dinners. Look at the food that Amanda uses every week. Write the words below the pictures.

- pasta
- rice
- chicken
- butter
- oil
- fish
- yoghurt
- salt
- eggs
- sugar
- potatoes
- milk
- bread
- salad
- vegetables
- vinegar
- fruit
- flour
- sausages

Look!

1. How much, how many?
   - How much butter do you buy every week?
   - How many potatoes do you order?
   - How many sausages do you need?

2. How much sugar do you use every week?
   - I buy 200 eggs.
   - I buy 200 eggs.
   - I buy 200 eggs.

Language

Some nouns are countable: you can count them one, two, three... They have a singular and a plural form: one egg, two eggs.

Some nouns are uncountable: you can't say one rice, two rice.

Some nouns can be both countable and uncountable: chicken (= chicken meat) or chickens (= farmed birds).

Look out!

- sugar (uncountable) BUT 3 packets of sugar (countable)

Check!

3. Write questions with How much or How many.

1. How many potatoes do you order?
2. How much sugar do you buy?
3. How many eggs do you need?
4. How many sausages do you need?
5. How many potatoes do you need?
6. How much do you need?

Numbers

1. Listen and repeat the numbers.
   - 1 13 4 233 7 1000
   - 2 52.5 5 560 8 1004
   - 3 106 6 801 9 1877

Look out!

1. 65 is six point five.
2. It's one thousand eight hundred.
3. Use and for numbers after hundreds.
4. Five is two hundred and fifty-three.
5. One thousand, one hundred, and ten.
6. It is zero (also nil in football, love in tennis and oh in telephone numbers).

Food! Food! Food!

Listen to Emily's interview with Amanda Storey. Look at the photos again and write the missing quantities of food below the pictures. Work in pairs. Check your answers.

Example:

- How much pasta does she buy a week?
- She buys 60 kilos of pasta.

Health Quiz

1. Fresh Fruit:
   - a 0 b 1 piece a day c 0 or more pieces a day
2. Coffee:
   - a 4 or more cups a day b 1-3 cups a day c 0
3. Biscuits:
   - a 1 packet a day b up to 1 packet a week c 0
4. Fast Food:
   - a 2 or more meals a week b up to 4 meals a month c 0
5. Packets of Crisps:
   - a 1 packet a day b 1-3 packets a week c 0
6. Fresh Vegetables:
   - a 0 b 1 a day c 0 or more a day

Now calculate your scores and read the advice below.

Your score: a = 0 b + 2 c = 5

0-11 points: Oh dear! You have a very unhealthy diet. Change your eating habits, please.
12-20 points: Not bad! Make sure you eat enough fruit and vegetables.
21-30 points: Great! You have a very healthy diet. Keep it up!

Already finished?

Write these numbers in words.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 65</td>
<td>B 2,549</td>
</tr>
<tr>
<td>9 999</td>
<td>D 10,286</td>
</tr>
<tr>
<td>E 410</td>
<td></td>
</tr>
</tbody>
</table>

Check your answers on page 108.
Vocational language bank

Available on iTools or downloadable from www.oup.com/elt
Exercises after the vocabulary banks for practice
Apps for English language learners

- Oxford Advanced Learner’s Dictionary App
- Headway Fourth Edition Phrase-a-day App
- Solutions Words App
- How Good is your English? App
Accuracy and Fluency

There's a secondary school near to Emma Wallace's home in Norwich. But Emma doesn't go to school. Emma's classroom is the dining room at home. There isn't a blackboard or a whiteboard in the dining room, but there is a table. There aren't any students. There are some books, and there's a kitchen. Are there any other students? No, there aren't. Is there a teacher? Yes, there is. Emma's dad!

2 Complete the table with the words in blue in the margins.

<table>
<thead>
<tr>
<th><strong>there is</strong> (singular)</th>
<th><strong>there are</strong> (plural)</th>
</tr>
</thead>
<tbody>
<tr>
<td>affirmative</td>
<td>affirmative</td>
</tr>
<tr>
<td>There's a teacher.</td>
<td>1. ______ some books</td>
</tr>
<tr>
<td>negative</td>
<td>negative</td>
</tr>
<tr>
<td>2. ______ a television.</td>
<td>3. ______ any books</td>
</tr>
<tr>
<td>interrogative</td>
<td>interrogative</td>
</tr>
</tbody>
</table>
| 4. ______ a notice board? Yes, there is. / No, there isn't. | 5. ______ any books in your bedroom? Yes, there are. / No, there aren't.

7 **SPEAKING** Work in pairs. Look at the photo and questions in exercise 5 again. Ask and answer the questions. Use the prepositions in exercise 6.

Is there a desk? Yes, there is. It's under the window.

8 **SPEAKING** Work in pairs. Ask and answer questions about your partner's bedroom. Use the nouns in exercise 5.

Are there any shelves in your bedroom? Yes, there are. / No, there aren't.

Use **a** with singular nouns.
Use **any** with plural nouns in affirmative sentences.
Bricks and mortar

Vocabulary

Grammar

Just a building or a HOME?
Thank you!

Juhos Erika
Oxford University Press