

**Ministry Of Higher Education.
King Saud University.
College of Applied Studies &
Community Services.
English Department.
1101/1102 Curriculum Development
Committee.**



1435/ 1436 H

**New Headway Plus, Special Edition
(Elementary, Student's and Workbook)**

By Liz and John Soars

(Booklet)

By:

Areej Alsulaiman

Mariam Alahmed

Haya Alnafisa

1101 Course Outline

Institution: **King Saud University**

College : **College of Applied Studies and Community Services**

Course Code : **Najm 1101**

Course Title : **English Language 1**

Course Book: **New Headway Plus, Special Edition Elementary, student's and workbook) by Liz and John Soars.**

Credit hours: **3 hours per day /9 hours per week**

Skills covered:

- 1. Grammar & Writing**
- 2. Reading & Vocabulary**
- 3. Listening & Speaking**

Class Instructor: **3 teachers per class**

Marks Distribution:

20 marks per teacher for midterm written exam.

30 marks for a shared final exam including, grammar, writing, reading, and vocabulary.

10 marks for listening final exam

Topics Covered/ weekly lecture schedule:

Week 1: Hello everybody!

Week 2: Meeting People.

Week 3: The world of work.

Week 4: Take it easy!

Week 5: Where do you live?

Week 6: Can you speak English?

Week 7: Then and now.

Week 8: How long ago?

Week 9: Food you like!

Week 10: Bigger and better!

Prepared by:

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**New Headway Plus, Special Edition
(Elementary, Student's and Workbook)**

By Liz and John Soars

Part one:

“Grammar and Writing”

Prepared by: Areej Alsulaiman

UNIT 1: "HELLO EVERYBODY"

Grammar;

The verb to be; (am- is- are) (1,2,4/P 6,7,8)

❖ Affirmative forms of the verb to be:

Subject Pronouns	Full Form	Contracted Form
I	am	'm
You	are	're
he/she/it	is	's
We	are	're
You	are	're
They	are	're

❖ Negative Forms of the verb to be:

Subject Pronouns	Full Form	Contracted Form
I	am not	'm not
You	are not	aren't
he/she/it	is not	isn't
We	are not	aren't
You	are not	aren't
They	are not	aren't

❖ Interrogative forms of the verb to be: (p8)

Am	I?
Are	you?
Is	he/she/it?
Are	we?
Are	you?
Are	they?

❖ 'WH' Question:

'Wh'Questions	
Where	am I ?
What	are you?
Why	is he ?
Who	is she ?
When	are we ?

✓ **Remember:**

- ❖ **I, you, he, she, it, you, they** are subject pronouns
- ❖ **am, are, is** are forms of the verb **to be** in the simple present.
- ❖ **'m, 're, 's** are short (contracted) forms of **am, are, is**
- ❖ **'m not, aren't, isn't** are short (contracted forms) of **am not, are not, is not**
- ❖ Use the **simple present tense** to indicate:
 1. Routine actions, habits
 2. Facts

- ❖ The verb **be** is used in the following patterns:

1. With a noun:

My mother is a teacher.

2. With an adjective:

This soup is very tasty.

Possessive Adjectives; (7/P8)

We use possessive adjectives to show who owns or "possesses" something. The possessive adjectives are:

Subject pronouns	Possessive adjectives
I	<i>My</i>
you	<i>Your</i>
he	<i>His</i>
she	<i>Her</i>
it	<i>Its</i>
we	<i>Our</i>
you	<i>Your</i>
they	<i>Their</i>

Using a & an: (5/P10)

*Using *an* and *a* does not depend on the spelling of the word it comes before, **it depends on the pronunciation of the word**. In most cases though, *an* is used before words that begin with vowels (a, e, i, o u.):

an apple
an elephant

* If a word starts with a consonant sound, use **a**.

a ball
a car

Plural Nouns; (6p10)

Simply adding the letter s creates the plural form of most nouns.

Snake = snakes

- ❖ Words that end in *-ch, x, s* or *s-like* sounds, however, will require an *-es* for the plural:

Witch = witches

- ❖ There are several nouns that have *irregular* plural forms, such as:

Child = children

- ❖ If the noun ends with a consonant plus *-y*, make the plural by changing *-y* to *-ies*:
- ❖ But if the noun ends in a vowel + *y*, the *-y* doesn't change;

Prepositions;(p8&9)

*We use **in** for an enclosed place;
In the garden/in London/in my wallet

* We use **from** in these cases;

Where are you from?

Writing;

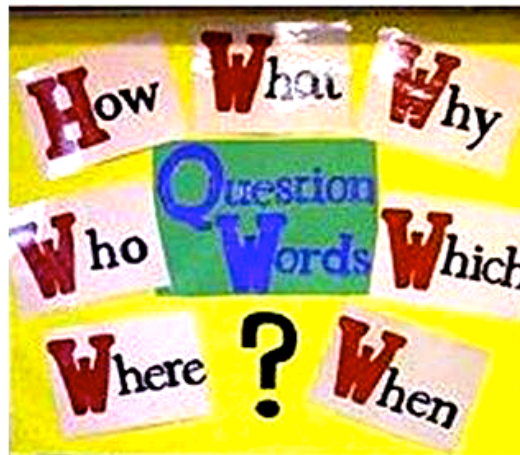
In exercise (7,p9) the students will be asked to apply the previous rules in writing biographical information. Encourage them to follow the models in exercise (5,6p9).

UNIT 2: “Meeting People”

Grammar;

Questions with question words; (2p12)

QUESTION WORDS



[fb.com/legrammar](https://www.facebook.com/legrammar)

who

It is used to ask about people. It's never used to ask about things.

which

It is used to ask about people and things when there is a choice to make.

what

It is used to ask about people, animals and things.

whose

It is used to ask about who the possessor of something is.

when

We use it when we want to ask about time.

where

We use it when we want to ask about place.

why

We use it when we want to ask about reason.

how

We use it to ask about people, events and the way things are done.

Remember! Question word + auxiliary + subject + verb

Yes/No Questions: (p13)

YES - NO QUESTIONS

- | | |
|-------------------------------|---|
| - Are you a lawyer? | - Yes, I am . |
| - Is he in the living room? | - No, he isn't . He is in the garden. |
| - Is your brother 24? | - Yes, he is . |
| - Are your parents generous? | - Yes, they are . |
| - Are the children at school? | - No, they aren't . |

WH- QUESTIONS

- | | |
|---------------------------------------|------------------------------|
| - Where are you from? | - I am from Jamaica. |
| - What's her profession? | - She's an accountant. |
| - How old are they? | - They are 15 and 16. |
| - What color is your umbrella? | - It's blue. |
| - How much are these shoes? | - \$ 35. |

Possessive 's :(grammar spot/p14)

When we want to show that something belongs to somebody or something, we usually add 's to a singular noun and an apostrophe ' to a plural noun, for example:

- **the boy's ball** (one boy)
- **the boys' ball** (two or more boys)

Writing;

In exercise (3p12) students will be asked to write questions about Keesha's brother, basing their questions on exercise (2p12)

In exercise (5p16) students can write short simple emails providing and asking for personal information (e.g. about family people, possessions and local environment) incorporating correct spelling and punctuation.

UNIT 3: "The World of Work"

Grammar;

Present simple 1

We use the present tense: (grammar spot.p20/2p21)

1. For repeated or regular actions in the present time period.

- John sleeps eight hours every night during the week.

2. For facts.

- The President of The USA lives in The White House.

3. For habits.

- I get up early every day.

4. For things that are always / generally true.

- It rains a lot in winter.

Verb Conjugation & Spelling

We form the present tense by using the base form of the infinitive (without the TO).

In general, in the third person we add 'S' in the third person.

Subject	Verb	The Rest of the sentence
I / you / we / they	speak / learn	English at home
he / she / it	speaks / learns	English at home

The spelling for the verb in the third person differs depending on the ending of that verb: (grammar spot.p22/3,8p21)

1. For verbs that end in -O, -CH, -SH, -SS, -X, or -Z we add -ES in the third person.

- go – goes

2. For verbs that end in a consonant + Y, we remove the Y and add -IES.

- Study – studies

NOTE: For verbs that end in a vowel + Y, we just add -S.

Play – plays

Pronouns;(Workbook.12p20)

	Subject Pronouns	Object Pronouns	Possessive Adjectives
1 st person	I	me	my
2 nd person	you	you	your
3 rd person (male)	he	him	his
3 rd person (female)	she	her	her
3 rd person	it	it	its
1 st person (plural)	we	us	our
2 nd person (plural)	you	you	your
3 rd person (plural)	they	them	their

Prepositions -2(grammar reference3.3p126)

A preposition is used to show direction, location, or time, or to introduce an object.

Here are a few common prepositions and examples.

On

- ✓ Used to express a surface of something:

I put an egg on the kitchen table.

- ✓ Used to specify days and dates:

The garbage truck comes on Wednesdays.

I was born on the 14th day of June in 1988.

- ✓ Used to indicate a device or machine, such as a phone or computer:

He is on the phone right now.

- ✓ Used to indicate a part of the body:

The stick hit me on my shoulder.

At

- ✓ Used to point out specific time:

I will meet you at 12 p.m.

- ✓ Used to indicate a place:

There were hundreds of people at the park.

- ✓ Used to indicate an email address:

Please email me at abc@defg.com.

Writing;

Students can write a series of simple sentences providing information about their own and others' habits, routines, and preferences.(3p21)

They can also edit the paragraph and rewrite it to make it more natural by replacing nouns with pronouns and possessive adjectives.(workbook.2p20)

UNIT 4: “Take it Easy”

Grammar;

Present Simple 2(grammar spot.p29)

- ✓ Negative Sentences in the Simple Present Tense

To make a negative sentence in English we normally use Don't or Doesn't with all verbs EXCEPT To Be and Modal verbs (can, might, should etc.).

Affirmative: You speak French.

Negative: You don't speak French.

You will see that we add don't between the subject and the verb. We use Don't when the subject is I, you, they or we.

- Affirmative: He speaks German.
Negative: He doesn't speak German..

- ✓ Questions in the Simple Present Tense

To make a question in English we normally use Do or Does. It has no translation in Spanish though it is essential to show we are making a question. It is normally put at the beginning of the question.

- Affirmative: You speak English.
Question: Do you speak English?

You will see that we add DO at the beginning of the affirmative sentence to make it a question. We use Do when the subject is I, you, we or they.

- Affirmative: He speaks French.
Question: Does he speak French?

Word Order of Questions with Do and Does

The following is the word order to construct a basic question in English using Do or Does.

Do/Does	Subject	Verb*	The Rest of the sentence
Do	I / you / we / they	have / need	a new bike?
Does	he / she / it	want etc.	

Short Answers with Do and Does

In questions that use do/does it is possible to give short answers to direct questions as follows: (1.8p30.31)

Sample Questions	Short Answer (Affirmative)	Short Answer (Negative)
Do you like chocolate?	Yes, I do.	No, I don't.
Does he like chocolate?	Yes, he does.	No, he doesn't.

✓ Adverbs of Frequency; (workbook.6p23)

%	Adverb of Frequency	Example
100%	Always	I always study after class
90%	Usually	I usually walk to work
80%	Normally / Generally	I normally get good marks
70%	Often / Frequently	I often read in bed at night
50%	Sometimes	I sometimes sing in the shower
30%	Occasionally	I occasionally go to bed late
10%	Seldom	I seldom put salt on my food
5%	Hardly ever / Rarely	I hardly ever get angry
0%	Never	Vegetarians never eat meat

Subject + Adverb + Main Verb Daniel always passes his exams.	Subject + BE + Adverb He is always happy.
--	---

✓ Like/love+verb+ing: (grammar reference4.3p127)

When one verb is followed by another, the second verb can either be an infinitive or an –ing form..

Like/love

e.g. I like watching old films on TV.

Prepositions of Time 3: (8p24)

In/on/at

We use:

- **at** for a PRECISE TIME
- **in** for MONTHS, YEARS, CENTURIES and LONG PERIODS
- **on** for DAYS and DATES

at	in	on
PRECISE TIME	MONTHS, YEARS, CENTURIES and LONG PERIODS	DAYS and DATES
at 3 o'clock	in May	on Sunday
at 10.30am	in summer	on Tuesdays
at noon	in the summer	on 6 March
at dinnertime	in 1990	on 25 Dec. 2010
at bedtime	in the 1990s	on Christmas Day
at sunrise	in the next century	on Independence Day
at sunset	in the Ice Age	on my birthday
at the moment	in the past/future	on New Year's Eve

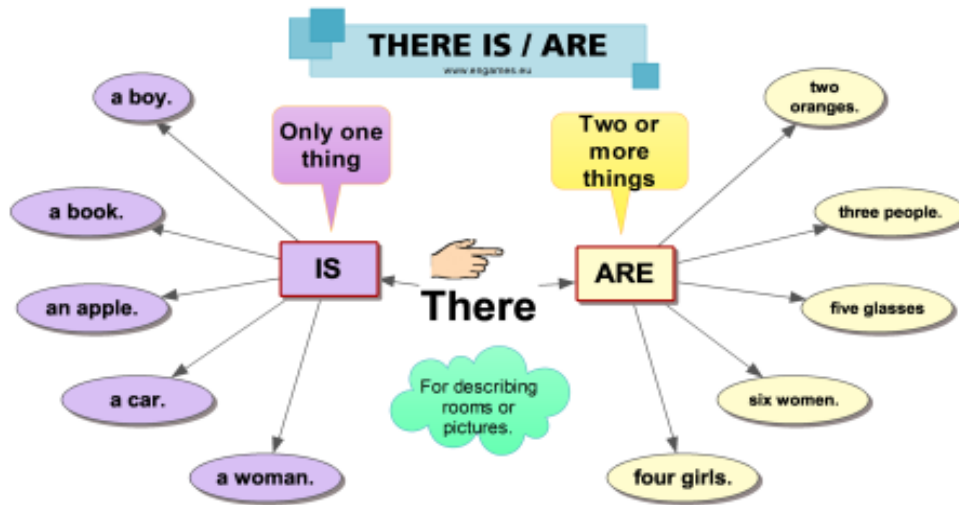
Writing;

Writing an informal letter to a friend.(10p25)

UNIT 5: "Where Do You Live?"

Grammar; (1,6p39)

✓ There is/are (grammar spot.p36)



Positive

There	is	a table.
	are	two desks.

Negative

There	isn't	a table.
	aren't	any desks.

Yes/No Questions

Is	there	a table?
Are		any desks?

Short Answers

Yes, **there is.** / No, there isn't.

Yes, **there are.** / No, there aren't.

✓ Some and Any:(grammar spot.p39)

The words **some** and **any** are used when the speaker cannot specify or does not need/want to specify a number or an exact amount

In general, **some** is used in positive sentences:

- This job is going to take **some** time.

In general, **any** is used in negative sentences and questions:

- I looked in the cupboard but I couldn't find **any** biscuits.

In fact, the use of some/any is a little more complicated. Following are two common occasions when the above "rules" are "broken":

1. We can use **some** in questions when offering/requesting:

- Would you like **some** more tea?

2. We use **any** in positive sentences when we mean *it doesn't matter which ...*:

- You can come and ask for my help **any** time.

✓ **This/That/These/Those**:(grammar spot.p39)

This - That - These - Those

Demonstratives

English Grammar

singular	plural	
here	this	these
there	that	those

Demonstrative Pronouns

singular	This is a red pen.
plural	These are blue pens.





Demonstrative Pronoun + Verb*

* or by itself. - e.g. Do you want this?

Demonstrative Adjectives

singular	This pen is red.
plural	These pens are blue.

Demonstrative Adjective + Noun

 this book <i>(here / close)</i>	 that book <i>(there / not close)</i>
 these books <i>(here / close)</i>	 those books <i>(there / not close)</i>

✓ **Linking Words (and-but-so-because)** ;(workbook.10.p31)

Linking words help you to connect ideas and sentences, so that people can follow your ideas.

And → adding information

But → Contrasting ideas

Because → Giving a reason

So → Giving a result

Writing;

Students will be asked to write a paragraph describing their house or flat.(11p31)

UNIT 6: "Can You Speak English"

Grammar;

✓ Can/Can't/Could/Couldn't;(grammar spot.p44)

1-We use 'can' to talk about 'possibility'.

e.g. You can leave your car in that parking space.

2-We use 'can' to talk about 'ability'.

e.g. I can speak French

3-We use 'can' to ask for and give permission.

e.g. Can I speak to you or are you too busy?

4-We use 'can' in offers, requests and instructions

e.g. Can I help?

Remember: **Can** is the same for all subjects. We don't add an 'S' in the third person (like other verbs)

The verb that comes after **Can** is in the infinitive without **to**

- I **can** *speak* Spanish.

Negative;

To form the negative we add "**not**" after **can** to form one word: **cannot**.

We can also contract the negative to form **can't**. (can't = cannot)

- I **cannot** *play* the piano. We **can't** *go* to the cinema tonight.

Questions;

To form the question we change the position of the subject and the auxiliary verb.

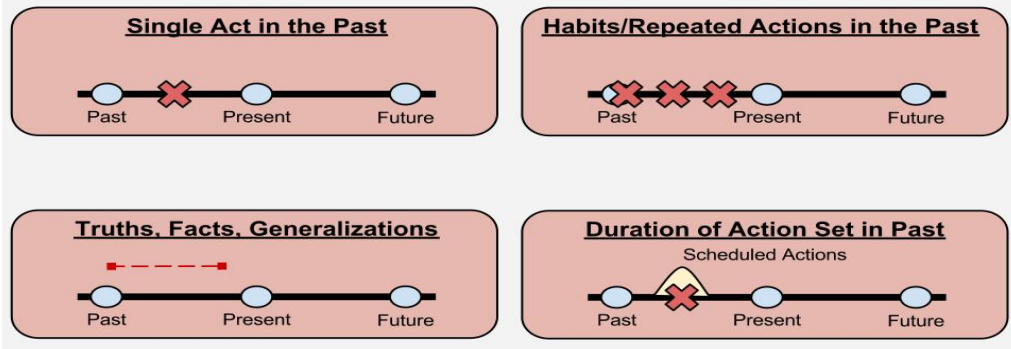
The main verb is still in the infinitive without *to*.

- Where **can** I *buy* an ice cream?

Remember; we use could/couldn't as the past tense of can/can't.

was /were;(grammar spot.p46)

Past Simple Tense Visuals



Present	Past	Past negative with contraction
I am -	I was	I wasn't
You are -	You were	You weren't
She is -	She was	She wasn't
He is -	He was	He wasn't
It is -	It was	It wasn't
We are -	We were	We weren't
They are	They were	They weren't

Writing:

The writing activity is to write a simple formal letter applying for job.(9.p36)

UNIT 7: "Then and Now"

Grammar;

Past Simple- regular and irregular verbs;(grammar spot.p52)

To make the past tense of **regular** verbs we add '**ed**' or '**d**'

verb	past tense
love	loved
walk	walked
listen	listened

Irregular verbs	
go	went
become	became
break	broke
come	came

Question and Negative;(grammar spot.p53)

- ✓ We use **did** to form a question in the past simple
- ✓ We use **didn't** to form the negative.

Time Expressions;(grammar spot.p55)



PAST SIMPLE	
▶ Yesterday	▶ In 1990
▶ Last week	▶ The day before yesterday
▶ Last month	▶ In March
▶ One week ago	▶ On Sunday
▶ Two months ago	▶ When I was born
▶ Three years ago	
▶ Yesterday	
▶ Yesterday morning	

Writing;

Writing short paragraph about their last holiday.(10.p4)

UNIT 8: "How Long Ago?"

Grammar;

Past Simple-2

Negatives in the Past Simple are the same in all persons.(grammar spot.p61)

Ago;

Ago is an adverb, which is used in past tenses, and it always comes after an expression of time: I went to the U.S.A ten years ago.

Time Expressions;(5p63)

On: day/day of the week plus part of the day, e.g. on Sunday morning

In: part of the day except (night) month/season/year/century

At: time

Writing;

In Exercise (13-14.p74) the writing syllabus continues with a further exercise on linking words, because, when and until. Students are invited to write about an old friend.

UNIT 9: "Food You Like"

Grammar;

Count and Uncount Nouns: (grammar spot.p67)

Count nouns are things which can be counted. That means that there can be more than one of them. Also, when a count noun is singular and indefinite, the article "a/an" is often used with it.

Non-count nouns (or uncounted nouns) are usually things which cannot be counted, such as rice or water. Non-count nouns have a singular form, but when they are indefinite, we either use the word "some" or nothing at all instead of an article.

Like and Would Like(1p68)

When 'like' is followed by a verb then it should be taken in the sense of 'enjoy' as in the sentences '*I like singing*' and '*I like playing cricket on the beach*'.

'Would like' on the other hand is used in the sense of 'want' as in the sentences:

1. *I would like to go to the beach if time permits.*
2. *Would you like something to eat now?*

Some and Any (grammar spot.p67)

Some is used with both *countable* and *uncountable nouns*.

Some is used in positive sentences; **it** is also used in questions when we are making a request or an offer.

Any is used in negative sentences and questions, with uncountable nouns and plural nouns.

Much and Many;(grammar spot.p68)

We use **much** with uncount nouns in questions and negatives

We use **many** with count nouns in questions and negatives.

In the positive we use **a lot of**.

Writing; (6.p70)

Students will write a short paragraph about meals in their country

UNIT 10: "Bigger and Better"

Grammar;

Comparative and Superlative Adjectives; (grammar spot.p74,77)

	Adjective	Comparative	Superlative
<i>One syllable adjectives</i>	<i>Old Safe Big Hot</i>	<i>Older Safer Bigger Hotter</i>	<i>The oldest The safest The biggest The hottest</i>
<i>Adjectives ending in y</i>	<i>Noisy Dirty</i>	<i>Noisier Dirtier</i>	<i>The noisiest The dirtiest</i>
<i>Adjectives with two or more syllables</i>	<i>Boring Beautiful</i>	<i>More boring More beautiful</i>	<i>The most boring The most beautiful</i>
<i>Irregular adjectives</i>	<i>Good Bad Far</i>	<i>Better Worse Farther</i>	<i>The best The worst The farThest</i>

Have got & Have; (grammar spot.p75)

- ✓ We use **have got** and **have** to talk about possession.
- ✓ We use **have got** and **have** to talk about relationships.
- ✓ We use **have got** and **have** to talk about illnesses.
- ✓ We use **have got** and **have** to talk about characteristics.
- ✓ **Have got** is more common and sounds more natural in informal language.

Writing; (workbook.11,12p58)

There are two writing exercises, the first introduces simple relative pronouns. The second provides a model text about London and give guidance to students to write a similar piece about their own capital city.

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Part Two:

“Reading and Vocabulary”

Prepared by:

Haya Alnafisa

UNIT 1: Hello everybody!

Reading

- a. Student's book: Read about the people. P7
- b. Student's book: Introducing yourself. P9

Vocabulary

- a. Student's book: Everyday objects. P10
- b. Workbook: Countries and nationalities. P7
- c. Workbook: what's this in English? An American car. P8
- d. Workbook: Numbers. P9

UNIT 2: Meeting people.

Reading

- a. Student's book: Patrick's Family. P14
- b. Student's book: An email from America. P16

Vocabulary

- a. Student's book: Opposites. P16
- b. Workbook: A family tree. P12
- c. Workbook: Adjectives and nouns. P13

UNIT 3: The world of work.

Reading

- a. Student's book: Seumas McSporrán -the man with twelve jobs!
P24

Vocabulary

- a. Student's book: Jobs. P26
- b. Workbook: verbs and nouns that go together-word groups. P19

UNIT 4: Take it easy!

Reading

- a. Student's book: My favorite season. P32

Vocabulary

- a. Student's book: Leisure activities. P34
- b. Workbook: opposite verbs. P24

UNIT 5: Where do you live?

Reading

- a. Student's book: living in a bubble. P40

Vocabulary

- a. Student's book: Starter. P36
- b. Student's book: what's in your bag. P39
- c. Workbook: Rooms and activities. P30

UNIT 6: Can you speak English?

Reading

- a. Student's book: Young entrepreneurs. P48

Vocabulary

- a. Student's book: words that sound the same. P50
- b. Workbook: words that go together. P35

UNIT 7: Then and now.

Reading

- a. Student's book: Sixty years of flight. P56

Vocabulary

- a. Student's book: verbs and nouns/ compound nouns. P58
- b. Workbook: parts of speech. P40

UNIT 8: How long ago?

Reading

- a. Student's book: Three inventors. P62

Vocabulary

- a. Student's book: Forming nouns/ Forming adjectives. P63
- b. Workbook: Ibn Battuta. P44
- c. Workbook: words that are nouns and verbs. P45
- d. Workbook: Numbers. P46

UNIT 9: Food you like.

Reading

- a. Student's book: I like.....and I'd like.... P67
- b. Student's book: Food around the world. P70

Vocabulary

- a. Student's book: matching the food and drinks with the pictures.
P66
- b. Workbook: likes and dislikes. P49
- c. Workbook: I'd like. P50

UNIT 10: Bigger and better!

Reading

- a. Student's book: The world's best hotels. P76
- b. Student's book: Megacities. P78

Vocabulary

- a. Student's book: matching an adjective with its opposite. P74
- b. Student's book: City and country words. P80
- c. Workbook: Comparatives; comparative adjectives and their opposites. P54
- d. Workbook: Compound nouns. P57

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Part Three:

“Listening and Speaking”

Prepared by:

Mariam Alahmed

UNIT 1: Hello everybody!

Listening:

- a. Exercise 1: Introductions. P.6
- b. Exercise 4: Countries his/her. P.7
- c. Exercise 3: listening and pronunciation. P.9
- d. Exercise 1: alphabet chant. P.10
- e. Exercise 3: everyday objects. P.10

Speaking

- a. Exercise 3: Introductions. P.7
- b. Exercise 7: Ask and answer questions about the people. P.8
- c. Exercise 1: talking about you. P.9
- d. Exercise 2: introduce your partner to the class. P.9
- e. Exercise 4: everyday objects. P. 10

Everyday English:

- a. Hello and Goodbye. P. 11

UNIT 2: Meeting People.

Listening:

- a. Exercise 2: who is she? P.12
- b. Exercise 4: negatives and short answers. P.13
- c. Exercise 4: an email from America. P.16

Speaking

- a. Exercise 4: negatives and short answers. P.13
- b. Exercise 5: negatives and short answers. P.13
- c. Exercise 1: who is he? P.13
- d. Exercise 2: who is he? P.13
- e. Exercise 3: talking about you. P. 13

Everyday English:

- a. In a café. P.18-19

UNIT 3: The World of Work.

Listening:

- a. Exercise 1: Three Jobs. P.20
- b. Exercise 1-2: What does she do? P.22
- c. Exercise 6-7: listening and pronunciation. P.23
- d. Exercise 5-6: Listen and complete the conversation. P.25

Speaking

- a. Exercise 1-2: talking about people. P.21
- b. Exercise 1-2-4-5: asking about people. P.23

Everyday English:

- a. What time is it? P.27

UNIT 4: Take it easy!

Listening:

- a. Exercise 2-3-4: weekdays and weekends. P.29
- b. Exercise 1-4: talking about you. P.30
- c. Exercise 6: my favorite season. P.33

Speaking

- a. Exercise 5: Roleplay. P.29
- b. Exercise 2-3: talking about you. P.30
- c. Exercise 5-6-7: a questionnaire. P.30
- d. Exercise 2-3-4: leisure activates. P.34

Everyday English:

- a. Social expressions. P.35

UNIT 5: Where do you live?

Listening:

- a. Exercise 2: what's in the living room. P.36
- b. Exercise 2: what's in your picture? P.37
- c. Exercise 2: what's in the kitchen. P.38
- d. Exercise 4: what's in Pierre's briefcase. P.39
- e. Exercise 2: Homes around the world. P.42

Speaking

- a. Exercise 1-3: what's in the living room. P.36
- b. Exercise 1: what's in your picture. P.37
- c. Exercise 3: What's in the kitchen. P.38
- d. Exercise 2-3-5: in our classroom. P.34
- e. Exercise 5: living in a bubble. P.40
- f. Exercise 1-3: Homes around the world. P.42

Everyday English:

- a. Directions 1 P.43

UNIT 6: Can you speak English?

Listening:

- a. Exercise 1-2: What can you do? P.44
- b. Exercise 1: Tina can't cook. Can you? P.45
- c. Exercise 2: talking about you. P.46

Speaking

- a. Starter: P.44
- b. Exercise 2-3-4: Tina can't cook. Can you? P.45
- c. Exercise 1-2-5-6: talking about you. P.47
- d. Exercise 5: Roleplay. P.48

Everyday English:

- a. On the phone P.50-51

UNIT 7: then and now

Listening:

- a. Exercise 1-2-3-4-5: Then and now P.52
- b. Exercise 4: pronunciation P.54
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Speaking

- a. Exercise 2-3: talking about you. P.54
- b. Exercise 3: Irregular verbs. P.54
- c. Exercise 6: Irregular verbs. P.55
- d. Exercise 1-3: When did it happen? P.55
- e. Exercise 4-5-7: sixty years of flight. P. 56

Everyday English:

- a. Social expressions (2)

UNIT 8: How long ago?

Listening:

- a. Exercise 1-3: Three inventors. P.62
- b. Exercise 3-4: The first time I went abroad. P.64

Speaking

- a. Exercise 2-3-4: famous inventions. P.61
- b. Exercise 6-7: three inventors. P.63
- c. Exercise 1-2: The first time I went abroad. P.64

Everyday English:

- a. What's the date? P.65

UNIT 9: Food you like!

Listening:

- a. Exercise 2: match. P.66
- b. Exercise 1-2: who's a fussy eater? P.67
- c. Exercise 3: I like... and I'd like... P.67
- d. Exercise 1-2: would/ do you like...? P.68
- e. Exercise 3: eating in. P.69
- f. Exercise 2: much or many? P.69
- g. Exercise 3: my favorite national food. P.72

Speaking

- a. Exercise 1: tell the class. P.66
- b. Exercise 5: I like... and I'd like... P.67
- c. Exercise 4: much or many? P.69
- d. Exercise 5: food around the world. P.70
- e. Exercise 1-2-4: my favorite national food. P.72

Everyday English:

- a. Polite requests. P.73

UNIT 10: Bigger and better!

Listening:

- a. Exercise 3: comparative adjectives. P.74
- b. Exercise 1: much more than P.75
- c. Exercise 1: country life. P.75
- d. Exercise 1-2: the biggest and best. P.77
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Speaking

- a. Exercise 2: country life. P.75
- b. Exercise 2: I've got more than you! P.76
- c. Exercise 3: talking about your class. P.77

Everyday English:

- a. Directions 2. P.81