

5A

Nature's best

Student's Book p40–p41

Vocabulary common adjectives
 Grammar ways of comparing

QUICK REVIEW This activity reviews ways of saying you're surprised or not surprised. Students do the first part of the activity on their own. Put students into pairs. Students take turns to tell each other their interesting or surprising things and respond by saying they are surprised or not surprised, as in the example. Encourage students to ask follow-up questions if possible. Ask students to tell the class the most interesting or surprising thing their partners told them.

Vocabulary Common adjectives

- 1** Students work in pairs and check the new words in **VOCABULARY 5.1** SB p137. Point out that the opposite of *suitable* and *faithful* are *unsuitable* and *unfaithful*. Also point out that you can use *addictive* to describe somebody's personality, meaning that they are easily addicted to things. Model and drill the words, highlighting the pronunciation of *eager* /'i:gə/, *enthusiastic* /ɪnθju:zɪ'æstɪk/, *rare* /reə/, *fierce* /fɪəs/, *outrageous* /aʊ'treɪdʒəs/, *weird* /wɪəd/ and *exotic* /ɪg'zɒtɪk/. Note that only the main stress in words/phrases is shown in vocabulary boxes and the Language Summaries. Students take turns to tell each other which of the statements they agree/disagree with. Encourage them to give reasons for their answers. Ask students to share interesting information with the class.

Speaking and Reading

- 2 a** Check students understand *a pool* and *jewels* /'dʒu:əlz/ and check students have heard of Freddie Mercury (he was the lead singer of the rock group Queen, and he died in 1991). Focus students on the photos and ask students what type of fish they are (they are called *koi* /kɔɪ/, which is the Japanese word for *carp*). Note that *koi* is both a singular and a plural word. Students read the article and answer the questions. Check answers with the class.

1 Because they're extremely beautiful and very expensive. **2** No, he didn't, because he thought they were too expensive.

b Students do the exercise on their own. Students check answers in pairs. Check answers with the class.

a2 b1 c5 d6 e4

EXTRA IDEA

- Ask the class if they would like to own some koi, giving reasons for their answers. Ask students how much they would be prepared to pay for a koi.

HELP WITH GRAMMAR

Ways of comparing

- 3 a–d** Students do the exercises on their own or in pairs, then check in **GRAMMAR 5.1** SB p138. Check answers with the class.
- a a big difference:** *far (more addictive) than, nowhere near as (high) as, considerably (less) than, not nearly as (exotic) as, a great deal (cheaper) than*
- a small difference:** *almost as (much) as, nearly as (expensive) as, slightly (bigger) than, not quite as (enthusiastic) as*
 - no difference:** *as (beautiful) as, not any (nicer) than, no more (time-consuming) than*
- Point out that *considerably* and *a great deal* are more formal than the other phrases. Check students can pronounce *slightly* /'slaitli/ correctly.
- Tell students that we can also say *not anywhere (near) as* to talk about a big difference: *The normal price isn't anywhere near as high as that.*
 - Remind students that we can also use *much/a lot* with comparatives to talk about a big difference and *a bit/a little* to talk about a small difference.
- b** We use comparatives with *than*: *They're slightly bigger than the ones I've got.*
- We use adjectives with *as ... as*: *The normal price is nowhere near as high as that.*
 - Go through the other **TIPS** in **GRAMMAR 5.1** SB p138 with the class or ask students to read them for homework.
- c** **1** twice as big as **2** is getting more and more lucrative; was getting better and better **3** The more I learned about koi, the more interested I became; the bigger they are, the more they cost.
- Use the example from the article to establish that we can use *twice/three times, four times, etc. + as ... as* to compare two things: *The koi were only about twice as big as my goldfish.*
 - To describe something that continuously changes we can use *get + more (and more) + adjective* for long adjectives and *get + comparative + and + comparative* for short adjectives.
 - We can use *the + comparative/more ... , the + comparative/more ...* to say that one thing depends on the other.
 - Teach students the common phrase *the sooner, the better* (= *as soon as possible*).
- 4** Focus students on the example and point out the linking and the weak form of *as* /əz/.
- CD2** **1 PRONUNCIATION** Play the recording (SB p162). Students listen and repeat the sentences. Check students copy the linking and the weak forms correctly. Note that not all the phrases in the article are included in the recording. You can also ask students to turn to **CD2** **1**, SB p162. They can then copy the sentence stress, linking and weak forms as they listen and repeat.

- 5** If necessary, check students understand *destructive* and *be likely to do something*. Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

1 than 2 near 3 as 4 great 5 more 6 likely 7 far
 8 considerably 9 the 10 and 11 nearly 12 no
 13 than

EXTRA IDEAS

- Students discuss which animals make the best pets. Encourage students to give reasons, using language from **3a** if possible.
- Alternatively, ask each student to decide which animal makes the best pet. Put students into groups. Students share ideas and try to convince the rest of the group that their pet is the best, using language from **3a**.

WRITING

Students write a text comparing two pets using the text in **5** as a model. They shouldn't write about cats and dogs.

- 6** Focus students on the example and check students understand what they have to do. Students do the exercise on their own, then compare answers in pairs. Check answers with the class.

2 Looking after children is far more time-consuming than looking after animals. 3 Teenagers are nowhere near as affectionate as young children. 4 People now live twice as long as they did in the past. 5 Working for someone else isn't nearly as rewarding as being self-employed. 6 Unemployment figures are slightly higher than they were last month.

- 7** **a** Students do the exercise on their own. While they are working, monitor and check their sentences for accuracy.

- b** Students compare sentences in pairs and decide if they agree with their partner's sentences. Ask each pair to share one or two of their sentences with the class.

EXTRA IDEA

- Elicit a complete sentence for 1 in **7a**, for example, *The older you get, the less you worry*. Ask students to continue the 'sentence chain' for as long as possible, for example, *The less you worry, the better you sleep. The better you sleep, the more energy you have.*, etc. Students work in pairs and make 'sentence chains' for their sentences 2–5 in **7a**.

Get ready ... Get it right!

- 8** **a** Put students into pairs. Ask each pair to choose two places, two people or two things that they both know well.

b Students work on their own and write at least five sentences comparing the places, people or things they chose in **8a**, as in the example. Encourage students to use language from **3a** in their sentences. Students are not allowed to talk to their partner during this stage of the activity.

- 9** **a** Students work with their partner from **8a**. Students take turns to say their sentences. If their partner doesn't agree, he/she must explain why not, again using language from **3a** if possible.

b Finally, ask each pair to tell the class two things that they disagreed about.

FURTHER PRACTICE

Ph **Class Activity** 5A Comparisons board game p162 (Instructions p136)
Extra Practice 5A SB p119
Self-study DVD-ROM Lesson 5A
Workbook Lesson 5A p25

5B

Royal treasures

Student's Book p42–p43

Vocabulary phrasal verbs (2)
 Grammar future verb forms; Future Continuous

QUICK REVIEW This activity reviews ways of comparing. Students do the first part of the activity on their own. Put students into pairs. Students take turns to say their sentences and guess if their partner's sentences are true or false. Ask a few students to tell the class something that they found out about their partner.

Vocabulary and Speaking

Phrasal verbs (2)

- 1** **a** Students work in pairs and say which words they know, then check in **VOCABULARY 5.2** SB p137. Check answers with the class.

Point out that *cheer up*, *pass by*, *talk into* and *put out* are all Type 3 phrasal verbs; *catch up with* and *fit in with* are Type 4 phrasal verbs; and *go ahead* is a Type 1 phrasal verb. If students need a reminder about the four types of phrasal verbs, go through the information on p137.

Model and drill the words, highlighting the pronunciation of *cheer* /tʃɪə/.

b Students take turns to ask and answer the questions in **1a**. Encourage students to ask follow-up questions if possible. Ask students to share interesting information with the class.

Reading, Listening and Speaking

2 a Focus students on photos A and B. Ask them if they know either of the places and why they think they are popular tourist destinations (A is Windsor Castle, B is Eton College). Elicit ideas, but don't confirm their answers at this point.

b Put students into pairs, A and B. Student As read text A about Windsor Castle and Student Bs read text B about Eton College. Students answer the questions about their text. Don't check answers yet.

c Students take turns to tell their partner about the place they read about. Tell them to use the answers to the questions in **2b** to help them. Check answers with the class.

Ask students to say which place they'd prefer to visit and give reasons for their answer.

Windsor Castle:

1 It's almost 1,000 years old. **2** It was the Official Residence of the Royal Family. Its purpose hasn't changed. **3** The Royal Family. **4** Almost every day of the year. Visitors should check opening arrangements before they visit because it's a working royal palace and times may change.

Eton College:

1 It's nearly 600 years old. It was founded in 1440. **2** It was a school. It was originally founded to provide free education for 70 scholars. Its purpose hasn't changed, although the education is no longer free. **3** Princes William and Harry and 19 British prime ministers. **4** Between April and October. Visitors should check that the school is open before visiting, as it is sometimes closed to visitors.

EXTRA IDEA

- Students work on their own and underline three words/phrases in the text that they would like to know the meaning of. Students work in pairs and help each other with the meanings of the words/phrases they chose.

3 a Tell students that they are going to listen to a phone conversation between two friends, Zoe and Abby.

CD2 **2** Play the recording (SB p162). Students listen and answer the questions. Check answers with the class.

Zoe and Abby are friends. Rick is Zoe's husband and Alice is Zoe's daughter.

b Focus on the bullet points. Check students understand what a *cheap deal* is.

Play the recording again. Students do the exercise on their own.

c Students compare answers in pairs. Check answers with the class.

- Alice didn't do much preparation for her exams, so Zoe thinks she's going to fail some of them.
- Zoe, Rick and Alice are going to Windsor for a holiday. Rick found a cheap deal for a bed and breakfast on the Internet, which isn't easy during school holidays as Windsor is packed out.
- Rick isn't keen on visiting Windsor Castle, but he really wants to go to Eton College.
- Abby has been on a tour of Eton College before, but she'd love to go again.
- Zoe will be passing by Abby's house on the way to Eton, so they'll call by and pick her up.

HELP WITH GRAMMAR

Future verb forms; Future Continuous

4 a–b Students do the exercises on their own or in pairs, then check in the **Future verb forms** section of **GRAMMAR 5.2** SB p138. Check answers with the class.

a b 're staying **c** 'll go ahead **d** starts **e** 's going to fail **f** 'll enjoy

b **a** be going to **b** Present Continuous **c** will **d** Present Simple **e** be going to **f** will

- Go through the **TIPS** in the **Future verb forms** section of **GRAMMAR 5.2** SB p138 with the class or ask students to read them for homework.

c–f Students do the exercises on their own or in pairs, then check in the **Future Continuous** section of **GRAMMAR 5.2** SB p138. Check answers with the class.

c **a** 'll be walking **b** 'll be passing

- Use sentence 2 to highlight that we use the **Future Continuous** for something that will be in progress at a point of time in the future. If students are having problems with this meaning, refer them to the diagram in **GRAMMAR 5.2** SB p138.
- Use sentence 1 to show students that we also use the **Future Continuous** for something that will happen in the normal course of events, without any particular plan or intention.

- Point out that for this meaning there is often very little difference between the Future Continuous and the Present Continuous: *Don't call me in the morning, I'll be working/I'm working then.*
- d We make the Future Continuous with: subject + *will* or *'ll* + *be* + **verb+ing**.
- e Establish that we make the negative form of the Future Continuous with: **subject** + *won't* + *be* + **verb+ing**.
- Also highlight that we make questions with the Future Continuous with: (**question word**) + *will* + **subject** + *be* + **verb+ing**.
- Remind students that as with other continuous verb forms, we don't usually use state verbs with the Future Continuous.

5 **CD2** **3 PRONUNCIATION** Play the recording (SB p162). Students listen and repeat the sentences. Check students copy the stress correctly.

6 **a** Remind students of Zoe, the woman who is going to Windsor with her family.
 Focus students on her conversation with her husband, Rick.
 Students do the exercise on their own.

b Students compare answers in pairs. Encourage students to explain why they have chosen each verb form by referring back to the rules in **4a** and **4c**.

c **CD2** **4** Play the recording (SB p162). Students listen and check their answers. Check answers with the class.

1 She's coming 2 are we going 3 I'm going to buy
 4 Will you be seeing 5 I'll be seeing 6 I'll ask
 7 I'll call 8 starts 9 We're going to miss 10 she'll be
 11 I'll be playing 12 I'll call

7 **a** Students work on their own and write sentences about their plans and arrangements for the next few weeks, as in the examples. Encourage students to use *be going to*, the Present Continuous, the Present Simple or the Future Continuous in their sentences. While they are working, monitor and check their sentences for accuracy.

b Put students into pairs. Students take turns to tell each other their sentences and ask follow-up questions.
 Ask students to tell the class about their plans and arrangements.

WRITING

Students write a longer text about their plans and arrangements for the next couple of weeks. Encourage them to use information from the follow-up questions in **7b** so that they don't just write a list of sentences.

Get ready ... Get it right!

8 Check students understand *scientific advances* (improvements and new discoveries in science).
 Students do the exercise on their own.

EXTRA IDEA

- With a lower-level class you can ask students to write complete sentences instead of notes.

9 **a** Students discuss their ideas in groups, giving reasons for their opinions where possible. Encourage students to use *be going to*, *will* or the Future Continuous in their conversations.

While they are working, monitor and correct any mistakes you hear.

b Finally, ask students to tell the class two things their group agreed about.

FURTHER PRACTICE

Ph **Vocabulary Plus** 5 Geographical features p198 (Instructions p191)

Extra Practice 5B p119

Self-study DVD-ROM Lesson 5B

Workbook Lesson 5B p26

VOCABULARY 5C AND SKILLS

The nature of cities

Student's Book p44–p45

Vocabulary guessing meaning from context

Skills Reading: a newspaper article; Listening: an interview

QUICK REVIEW This activity reviews future verb forms. Students do the first part of the activity on their own. Put students into pairs. Students take turns to tell each their sentences. Encourage them to ask follow-up questions if possible. Ask students to share interesting ideas with the class.

Speaking and Reading

1 Students do the exercise in groups.
 Ask groups to present their list to the class and discuss any problems or threats the animals present to humans.

EXTRA IDEA

- With a lower-level class you could elicit names for wild animals and write them on the board before students do the activity. Students then use the words to help them identify wild animals that live in towns and cities.

- 2 a** Put students into pairs. Focus students on the photo of David Stead and the questions. Students discuss the questions in their pairs. Ask students to share interesting ideas with the class, but don't confirm if they're correct or not at this point.
- b** Focus students on the article on SB p45. Students read the article and check their answers to the questions in **2a**.
 Tell students not to worry if they don't understand every word in the article. They will do work on guessing meaning from context in **3**.
 Check answers with the class.

1 The bird is a falcon. 2 David is in Dubai.
 3 He's about to fly his falcon to scare away pigeons.

- c** Students work in the same pairs and add extra information to their answers from **2a**. Check answers with the class.

Possible answers

- 1 Falcons are bird hunters and they can reach amazing speeds of 280 kph as they dive towards their prey. They have very good eyesight and they think visually.
- 2 Dubai is a city in the desert. It has lots of towers of concrete, steel and glass. There are many businesses and hotels in Dubai.
- 3 David uses falcons to scare pigeons away from the buildings as each bird produces 12 kg of droppings a year. They would eat away at the buildings if nothing was done about the pigeons. David doesn't lose many of the birds because they have transmitters clipped to their backs.

EXTRA IDEAS

- You could do **2c** as a class activity. Write the three areas on the board: *falcon*, *city*, *David's job*. Students find information in the text about the three areas and make notes. Ask students to tell the class one piece of information for each area and write it on the board under the correct heading.
- With a lower-level class, give students more help by asking questions, for example: *Why does David use falcons to keep pigeons away? How fast can falcons fly? Why don't the falcons hurt the birds they chase? How does David make sure he doesn't lose any birds?*

HELP WITH VOCABULARY

Guessing meaning from context

- 3 a–b** Discuss the importance of being able to guess meaning from context with the class.
 Focus students on the words/phrases in blue in the article. Students do the exercises on their own or in pairs, then check in **VOCABULARY 5.3** SB p137.

- 1 adjective; a 2 adjective; b 3 phrasal verb; a 4 adjective; a 5 verb; a 6 verb; b 7 noun; a
- Model and drill the words/phrases. Pay particular attention to the pronunciation of *unsightly* /ʌn'saɪtli/, *flourish* /'flaʊrɪʃ/ and *prey* /preɪ/.

c–d Focus students on the words in pink in the article. Students do the exercise in pairs, then check in **VOCABULARY 5.3** SB p137. Check answers with the class.

- See **VOCABULARY 5.3** SB p137 for definitions and the parts of speech of the words/phrases in pink.
- Model and drill the words/phrases. Pay particular attention to the pronunciation of *exploit* /ɪk'splɔɪt/ and *aviary* /'eɪvɪəri/.

Listening and Speaking

- 4 a** Put students into pairs. Tell students they are going to listen to an interview with a television producer about urban foxes.
 If *foxes* didn't come up in students' lists in **1**, use the photo to check students understand *urban fox*.
CD2 **5** Play the recording (SB p162). Students listen and answer the questions.

1 She saw a pair of foxes playing with their cubs in her garden in London. 2 She was surprised as she hadn't expected to see wild animals in London. She thought they were cute. 3 Some people treated them as potential pets; others saw them as a health hazard.

EXTRA IDEA

- Students work in the same pairs. Before students listen again, ask them to make notes about Rachel and her attitude to foxes – before and after she made the documentary. Put pairs of students together into groups of four to check their notes. Then play the recording for students to listen and check.

b Play the recording again. Students listen again and tick the true sentences and correct the false ones. Check answers with the class.

1 ✓ 2 F Some people fed the foxes. 3 ✓ 4 F Foxes don't like the scent of lion dung. 5 ✓ 6 F Foxes have been known to occasionally go into people's homes.

HELP WITH LISTENING

Homophones

This *Help with Listening* section introduces students to homophones, which are very common in spoken English, and helps students to recognise some homophones in context.

- 5** a Focus students on the introductory bullet and check that they understand what a homophone is. Students do the exercise on their own. Check answers with the class.

1 Whether 2 find 3 know 4 there

b Ask students to look at the pairs of homophones 1–10. Check students understand the meanings of all the words.

Tell students that they are going to listen to ten sentences from the interview.

CD2 **6** Play the recording (SB p163). Students listen and choose the correct words, a or b. Check answers with the class.

1 saw 2 principle 3 would 4 meat 5 your 6 here
 7 no 8 scent 9 through 10 sight

c Students do the exercise in pairs.

EXTRA IDEA

- You can make this activity into a game by setting a time limit of three minutes. The pair with the most homophones wins.

- 6** Elicit students' answers and write them on the board for other students to copy.

Possible answers

ad/add; allowed/aloud; aren't/aunt; ate/eight; band/banned; be/bee; bean/been; blew/blue; board/bored; dear/deer; fair/fare; hi/high; knows/nose; lead/led; one/won; right/write; road/rode; rose/rows; steal/steel; sweet/suite; to/too/two; wait/weight

- 6** Students discuss the questions in groups. Finally, ask students to share interesting information with the class.

WRITING

Students choose one wild animal that lives in towns and cities. Tell them to make notes about where it lives and how it survives, and to make a list of advantages and disadvantages of having the animal in towns. They could use their answers to the questions in **6** to help them. Students then use their notes to write a short article about the animal.

FURTHER PRACTICE

Ph **Class Activity** 5C Homophone snap p163 (Instructions p137)

Ph **Study Skills** 2 Mind maps p229 (Instructions p225)

Extra Practice 5C SB p118

Self-study DVD-ROM Lesson 5C

Workbook Lesson 5C p28

5D REAL WORLD

Carbon footprints

Student's Book p46–p47

Vocabulary adjectives for giving opinions

Real World discussion language (2): opinions

QUICK REVIEW This activity reviews homophones. Students do the first part of the activity on their own. Put students into pairs. Students take turns to say their pairs of sentences and their partner spells each homophone. Ask students to share a few pairs of sentences with the class.

- 1** a Students do the exercise in pairs, then check in **VOCABULARY 5.4** SB p137.

Check students understand the meanings of any new words.

6 Also check the opposites of the adjectives in B by eliciting them from students and writing them on the board. You could also point out that the word *amoral* /eɪ'mɔrəl/ also exists, but that this means someone who doesn't care whether their behaviour is morally right or not.

Point out that the words in A don't have direct opposites. Establish that *damage* /'dæmɪdʒ/ and *waste* are both verbs and uncountable nouns. Model and drill the words, highlighting the pronunciation of *damaging* /'dæmɪdʒɪŋ/, *ethical* /'eθɪkəl/, *legal* /'li:gəl/ and *justifiable* /dʒʌstɪ'faɪəbəl/.

Also model and drill the opposites of the words in B. Point out that the prefixes (*im-*, *un-*, etc.) aren't usually stressed.

moral – immoral; ethical – unethical;
 legal – illegal; sustainable – unsustainable;
 justifiable – unjustifiable

b Students do the exercise in pairs.


c Focus students on the example. Students compare ideas in pairs and say whether they agree or disagree with their partner's statements, giving reasons for their opinions if possible.

Ask students to share interesting ideas with the class.

- 2 a** Ask the class what they think a ‘carbon footprint’ is and what things might increase it. Elicit students’ ideas. Students read the web page and check their ideas. Check the answer with the class.

The following things increase our carbon footprint: the type of food we buy, the amount of travelling we do, the amount of rubbish we throw away, how much energy we consume.

b Students work in groups and make a list of different ways people could reduce their carbon footprints, as in the examples.

 Elicit ideas from the class and write them on the board in preparation for the listening activity. Students can also decide which are the most useful ideas.

- 3 a** Tell students that they are going to watch or listen to two friends, Tony and Eddy, discussing carbon footprints.

VIDEO 5 **CD2** 7 Play the video or audio recording (SB p163). Students watch or listen and decide which of the ideas on the board the two people talk about. Check answers with the class.

Tony and Eddy talk about recycling (newspapers, packaging, etc.); saving energy (turning off the TV); buying food that is produced locally; avoiding food with too much packaging; becoming a vegetarian

b Play the video or audio recording again. Students watch or listen and do the exercise on their own. Don’t check answers at this stage.

c Students compare answers in pairs. Check answers with the class.

Ask the class whether they agree with Tony’s ideas, giving reasons for their answers.

1a 2b 3a 4c 5c 6c

REAL WORLD

Discussion language (2): opinions

- 4 a–b** Students do **4a** on their own, then check in **REAL WORLD 5.1** SB p139. Check answers with the class.

- **a** giving opinions **b** giving the opposite opinion **c** clarifying your position **d** giving yourself time to think
- Go through the phrases with the class and check students understand them all.

EXTRA IDEA

- Students work in pairs and think of ways to agree or disagree politely with someone (these were taught in lesson 2D). Set a time limit of two minutes. Students check their ideas in **REAL WORLD 5.1** SB p139.

- 5** Students do the exercise on their own, then compare their answers in pairs. Check answers with the class.

TONY I think people **should** leave their cars at home more often.

EDDY Maybe, but I **don’t** see **how you can** ask everyone to give up their cars.

T No, that’s **not** what I’m **trying to** say. What I **meant was** people **should** use public transport if they can.

E Fair **enough**, but I still think a lot of people prefer to drive.

T All I’m **saying is** that cars are a big environmental problem.

E Yes, but **then** again, public transport is expensive.

T I know, but it’d **be better if** we **thought** about how much transport costs the planet, not just ourselves.

E That’s **an interesting point**. I’ve never really **thought about that**.

- 6 a** Check students understand the six topics. Students work on their own and think of two things to say about each topic.

b Students work in groups and discuss the topics in **6a**. Remind students to use the language in **4a** in their discussion.

c Finally, ask each group to tell the class which topic was the most controversial and why.

EXTRA IDEA

- If students have access to the Internet, ask them to work out their carbon footprint online for homework (on an English-language website if possible). Students can compare their footprints in the next class.

FURTHER PRACTICE

Ph **Class Activity** 5D The congestion charge p164 (Instructions p137)

Extra Practice 5B SB p118

Self-study DVD-ROM Lesson 5D

Workbook Lesson 5D p29

Workbook Reading and Writing Portfolio 5 p72

Progress Test 5 p246

HELP WITH PRONUNCIATION

Sounds (2): the letters *our*

This *Help with Pronunciation* section focuses on the different ways of pronouncing the letters *our*.

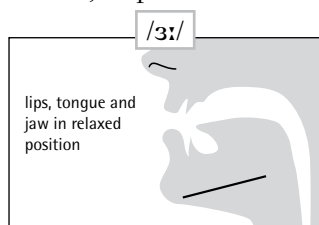
1 a Focus students on the words and phonemes in the chart.

CD2 8 Play the recording. Students listen to the words and notice the pronunciation of the letters in pink, then write them in the table. Check answers with the class.

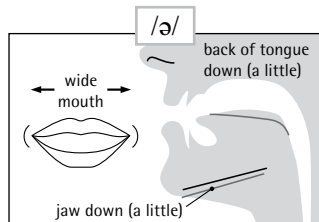
/ɜ:/ journalist	/ə/ flavour	/ʌ/ encourage
/ɔ:/ courtroom	/aʊə/ our	

b Play the recording again. Students listen and repeat the words. Elicit that we use the schwa (/ə/) when *our* is not stressed.

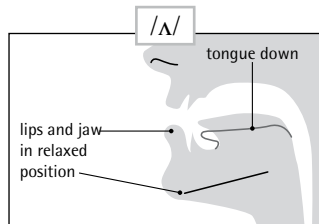
If students are having problems with the different *our* sounds, help them with the mouth position.



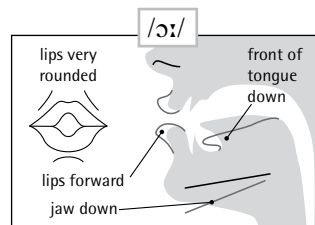
Point out that when we make the /ɜ:/ sound, the lips, tongue and jaw are all in a relaxed position. It is a long vowel sound.



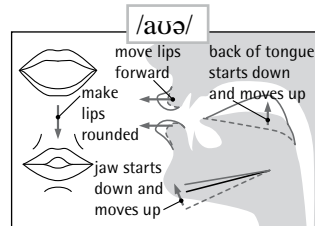
Remind students that /ə/ is a weak sound – it is not stressed. When we make the /ə/ sound, the tongue and lips are relaxed.



Point out that /ʌ/ is a short sound. When we make this sound, the lips and jaw are relaxed and the tongue is down.



/ɔ:/ is a long vowel sound. When we make this sound, the lips are forward, the jaw and the front of the tongue are down, and the lips are very rounded.



When we make the sound /aʊə/, we move from the long vowel sound /aʊ/ to a schwa sound /ə/. To make the /aʊ/ sound, we start with the mouth open, then round the lips and move them forward. The jaw and the back of the tongue start down and move up.

2 a Students do the exercise in pairs.

b CD2 9 Play the recording (SB p163). Students listen and check their answers. Play the recording again. Students listen again and repeat the words.

/ɜ:/ journey; courtesy; journal
/ə/ favour; humour; neighbour
/ʌ/ courage; flourish; nourishment
/ɔ:/ course; pour; fourth
/aʊə/ flour; hour; sour

3 Students do the exercise in pairs.

Finally, ask students to say a sentence. Check students say the *our* sounds correctly, and praise good pronunciation.

continue2learn

Focus students on the *continue2learn* section on SB p47. See p35 for ideas on how to exploit this section.

Extra Practice 5

See p35 for ideas on how to exploit this section.

5A

- 1 2 rewarding 3 faithful 4 harmless 5 weird
 6 destructive 7 lucrative 8 exotic 9 eager
 10 addictive
 2 2 the 3 near 4 than 5 more 6 more 7 busier 8 deal

5B

- 3 2 into 3 by 4 up 5 out 6 in 7 ahead 8 up on
 4 2 I see I'm seeing 3 I'll be buying I'll buy 4 I see
 I'm seeing 5 I'm seeing I'll see 6 I'm calling I'll
 call

5C

- 5 2b 3b 4a 5b 6a 7b 8b 9a 10a

5D

- 6 2 Maybe, but I don't see how we can do that.
 3 Fair enough, but I still think Lucy's got a point.
 4 Well, one argument for keeping him is he's good with clients.
 5 Well, some people would argue that's not true.
 6 No, that's not what I'm trying to say.
 7 What I meant was he socialises with them a lot.
 8 Yes, but then again, he doesn't get much business from them.
 9 I've never really thought about that before.
 10 I just don't think it's right that we fire him now.
 11 It's hard to say.

Progress Portfolio 5

- See p36 for ideas on how to exploit this section.