

# 3

## Present Simple 1 – *he/she/it*

Questions and negatives

Jobs • What time is it?

### The world of work

## Introduction to the unit

Work and jobs are the themes of this unit as they lend themselves to the practice of the grammatical aim, which is the introduction of the third person singular of the Present Simple. The skills work includes a reading text about a man who lives on a remote Scottish island and has thirteen jobs! This was chosen to complement both the themes and grammar of the unit. The text also acts as a preview of other forms of the Present Simple in context.

## Language aims

**Grammar – Present Simple 1** The Present Simple is the most used tense in the English language. It is therefore important to introduce it early in an elementary course. In *New Headway Elementary* the introduction is staged over two units. In this unit only the third person singular with its questions and negatives is presented and practised. All the other persons are introduced in Unit 4.

### POSSIBLE PROBLEMS

- The English language does not have many inflections. Unfortunately this seems to mean that the few that exist cause a disproportionate amount of difficulty for foreign learners. The s on the third person singular of the Present Simple is a classic example of this. Therefore we introduce it first in the hope that it will be more memorable and students will be less likely to omit it.
- The s can be pronounced in three ways:  
comes /kʌmz/  
works /wɜːks/  
teaches /'ti:tʃɪz/  
So you need to spend some time highlighting the .s., z, ɪz/ endings and practising them.
- The use of *does/doesn't* in the question and negative often seems strange to students, because of the absence of the auxiliary in the positive.

### NOTE

For the first nine units of *New Headway Elementary*, the verb *have* is introduced and practised as a full verb with its *do/does* forms. *Have* got is introduced in Unit 10. This is for several reasons:

- By introducing the *do/does* forms, the verb *have* operates like any other verb in the Present Simple (with the exception of *was* in the third person singular).  
When students have just learned the Present Simple and have been introduced to the auxiliary verbs *do/does*, it is very difficult and confusing for them when they come across the verb form *have got*, which operates differently.
- Although *have got* is common, especially in the spoken language, the full verb *have* with its *do/does* forms covers all the uses in a way that *have got* doesn't. *Have got* expresses possession, but it cannot express a habitual action. So students can learn *How many children have you got?*, but then it is very confusing when they are introduced to *What time do you have lunch?* We cannot say *What time have you got lunch?*
- Finally, *have* with its *do/does* forms is becoming more common in spoken British English. It is the standard form in American English.

**Vocabulary and pronunciation** A variety of jobs with related activities are introduced. Dictionary work is encouraged and there is a certain amount of work on the phonetic spelling of some of the words.

**Everyday English** Students focus on how to tell the time in English. This is practised in short dialogues.

**Workbook** The spelling of the third person singular is practised (*watches*, goes).

Question words such as *Where?* and *How much?* are practised.

Verbs of daily routine (get up, get dressed) are introduced, and some verbs and nouns that go together (have a shower, wear a *uniform*).

The writing syllabus of *New Headway Elementary* begins in this unit.

Object pronouns (*me*, him, them) are introduced and practised.

## Notes on the unit

### STARTER (SB p20)

The *Starter* activity recycles the family vocabulary from Unit 3 and allows students to use some of the jobs vocabulary they already know. Give some examples of jobs of the people in your own family and then get students to continue the activity in pairs. If students ask for the names of individual jobs, give some examples that are common to the whole class, but do not let the Starter activity go on too long or reduce the usefulness of the *Vocabulary* and pronunciation section.

### THREE JOBS (SB p20)

#### Present Simple *he/she/it*

##### SUGGESTION

We suggest that before you start this unit you set the following vocabulary homework in preparation for the presentation texts on *Ali* and *Bob*. This will save a lot of classroom time where you would have to check vocabulary either by mime, dictionary work, or translation (in a monolingual class), and it will give you more time to focus on the grammar.

##### Homework prior to lesson

Ask students to write the translation of the following words and learn them for the lesson. They can use a bilingual dictionary to look up words they don't know.

**Verbs** *come fly* go help like love speak work

**Nouns** day hour summer town walk week winter

**Adjectives** free (time) ordinary

Pre-teach *scientist* and *flying* doctor.

- 1 Ask students to look at the photographs. Ask them What's her job? (scientist), What's his job? (flying doctor). Then ask them to look quickly at the texts and ask Where's she from? (Cambridge, England), *Where's* he from? (England).

**T 3.1** Now play the recording and ask your students to read and listen to the texts at the same time. If you think your class will experience some difficulty, you could deal with the texts one at a time, doing the Grammar Spot exercises with them for the first text and then asking them to repeat the process on their own for the second.

### GRAMMAR SPOT

- 1 Ask students to work on their own to underline the verbs and then check their answers with a partner before you conduct a full class feedback. You could ask them to call out the verbs for you to write on the board in columns according to their pronunciation.

#### Answers and pronunciation guide

/z/ comes flies lives loves is has

/s/ works likes speaks

- 2 Ask the whole class what the last letter is and point out that this is the ending for the third person singular – he, she, it – of the Present Simple tense.
- 3 Before you ask your students to practise the verbs in pairs, ask them to chorus them with you from the board and draw their attention to the different pronunciations of the endings.

You may also want to point out that *is* and *has* are irregular.

Now ask them to practise in pairs and read one of the texts to each other. Go round and monitor. You could round off the activity by asking one or two students to read a text aloud to the whole class.

- 2 Ask your students to write in the answers on their own and then check with a partner. Make it clear that each gap represents a word and that number 8 requires a positive verb in the second sentence because of the negative expressed by *never*.

**T 3.2** Students listen and check their answers.

#### Answers and tapescript

- 1 **She's a scientist. He's a doctor.**
- 2 **Alison comes from England. Bob comes from England, too.**
- 3 **She lives in a big city, but he lives in a small town.**
- 4 **She works three days a week. He works 16 hours a day non-stop.**

- 5 He speaks to sick people on his radio. She speaks three languages.
  - 6 She loves her job and he loves his job, too.
  - 7 She has a daughter. He isn't married.
  - 8 She likes skiing and going for walks in her free time.\* He never has free time.
- \* Note that *like+ -ing* is dealt with in Unit 4.

## PRACTICE (SB p21)

### Talking about people

- 1 The aim of this activity is to give students the chance not just to produce single sentences, but to speak at some length to describe Philippe. It is both useful and satisfying for low-level students to use language for 'display' purposes in this way and not always engage in the more 'natural' question and answer activities.

Ask the whole class to look at the picture of Philippe and the information about him. Start to build a profile of him orally with contributions from different students.

- 2 Then ask one or two individuals to speak at length about Philippe.

#### Sample answer

Philippe is a barman. He comes from France and he lives in Paris. He works in the centre of Paris. He speaks French and a little English. He isn't married, but he has a dog. In his free time he likes walking his dog and playing football.

- 3 Now ask your students to write some notes about a friend or relative. Students work in pairs and talk about their friend/relative to their partner. Go round the class to check and help them. Bring the whole class together again, and ask one or two students to tell the others about their friend/relative.

## ADDITIONAL MATERIAL

### Workbook Unit 3

**Exercises 1 and 2** These provide further practice of the third person positive of the Present Simple. Exercise 2 focuses on the spelling.

**Exercise 3** This is a vocabulary activity in preparation for Exercise 4. It should be done with a dictionary. (It is not an opportunity to practise other persons of the Present Simple, only to see the verbs in their infinitive forms!) It would be a good idea to set this exercise for homework and then follow it in class with Exercise 4 – the pictures of Rupert's daily routine are particularly suitable for a classroom activity, where the story is built orally before students are asked to write it.

## WHAT DOES SHE DO? (SB p22)

### Questions and negatives

#### NOTE

Be prepared for some students to make mistakes in the use of *does/doesn't* to form the question and negative.

In the Present and Past Simple tenses, where there is no auxiliary in the positive, the use of the auxiliary verbs can seem very strange. Many students feel that it would be much more logical to say:

*"Lives he in Paris?"*

*"Where lives she?"*

*"She lives not in London."*

The short answers *Yes, he does./No, he doesn't.* also cause problems and need **highlighting** for students.

- 1 You need to signal that you are going to introduce the question form. You can do this by drawing a large question mark on the board and/or repeating the sentences yourself with exaggerated intonation.

**T 3.3** Play the recording and ask your students to read and listen to the questions and complete the answers.

#### Answers and tapescript

Where does Alison come from?	Cambridge, in England.
What does she do?	She's a scientist.
Does she speak French?	Yes, she does.
Does she speak Spanish?	No, she doesn't.

Play the recording again and get students to repeat both chorally and individually. Then get them to ask and answer the questions in open pairs across the class.

#### NOTE

Encourage good pronunciation at all times. Highlight the pronunciation of *does* and *doesn't*, getting students to repeat the weak and strong forms in isolation and as part of the question and short answers:

the weak /dəz/ in all the questions *What does she do?*

*Does she speak French?*

and the strong form /dʌz/ and /dʌznt/ in the short answers *Yes, she does./ No, she doesn't.*

Also take care with the intonation, **falling** at the end in the *wh-* questions and rising in the inverted questions.

*Where does she come from? /wɛə dʌz ʃɪ kʌm frɒm*

*Does she speak French? /dʌz ʃɪ spi:k frenʃ*

## GRAMMAR SPOT

- 1 Make sure students understand that *What does she/he do?* means the same as *What's her/his job?* but that *What does she/he do?* is the more normal question.
- 2 Ask students to complete the sentences using the verb *come*.

### Answers

**Positive:** She comes from England.

**Negative:** She doesn't come from America.

**Question:** Where does she come from?

- 3 Read Grammar Reference 3.1 on p126 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

- 2 **T 3.4** Ask your students to complete the sentences on their own and then check their answers with a partner. Play the recording and get them to listen and check. Finally, ask individuals to read aloud their answers to the class and check the pronunciation.

### Answers and tapescript

- 1 Where **does Bob come** from? **England.**
- 2 **What does he do?** He's a **doctor.**
- 3 **Does he fly to help people?** Yes, **he does.**
- 4 **Does he speak French and German?** No, **he doesn't.**

- 3 Students write similar questions about Philippe and then ask and answer in pairs.

### Sample questions and answers

- 1 Where **does Philippe come** from? **France.**
- 2 **What does he do?** He's a **barman.**
- 3 **Does he work in the centre of Paris?** Yes, **he does.**
- 4 **Does he speak German?** No, **he doesn't.**

## PRACTICE (SB p22)

### Asking about people

- 1 Get students to read about Keiko or Mark. Check comprehension and drill the pronunciation of *interpreter* *ɪn'tɜ:pɪtə*, *journalist* *'dʒɜ:nəlɪst*, *United Nations* *ju:'naɪtɪd 'neɪʃnz*, and *Moscow* *'mɒskəʊ*.
- 2 Get students to say a sentence about each person as an example. Students choose Keiko or Mark and describe her/him to a partner. Go round the class to check and help them. Round off the activity by bringing the whole class together again, and asking one or two students to tell the others about Keiko and Mark.

- 3 Ask each student in a pair to choose either Keiko or Mark. Students work on their own and write the questions about their character.

### Ansnen

- 1 **Where does Keiko/Mark come from?**
- 2 **Where does Keiko/Mark live?**
- 3 **What does Keiko/Mark do?**
- 4 **Where does Keiko/Mark work?**
- 5 **Does Keiko/Mark speak French/Spanish?**
- 6 **What does Keiko/Mark do in her/his free time?**
- 7 **Does Keiko/Mark listen to music?**
- 8 **How many children does Keiko/Mark have?**
- 9 **Does Keiko/Mark have a dog?**

Check their questions quickly round the class, getting students to read them aloud.

- 4 Ask your students to close their books. Write the names Keiko and Mark on the board, then ask students to work in pairs and take it in turns to ask and answer questions about them. Don't make the activity too laborious by insisting they ask *every* question about *both* characters, as this would probably take too long. Let your students choose their questions and character they use.

Round off the activity by asking for a few questions and answers in open pairs across the class.

- 5 This is a personalized activity. Tell students they can answer questions about any relative, e.g. aunt, uncle, or a friend. Feed in any necessary vocabulary, e.g. *cousin*, (*sister*)-*in-law* if students request this. Go round and check as they do the activity, focusing on the formation of questions. Ask one or two students to tell the whole class about their or their partner's relative.

### SUGGESTION

Students can play a guessing game in which one student describes another (without saying his/her name!) and the rest of the class guess who it is. This can also be used to practise *Yes/No* questions, where the student who has thought of the person replies *Yes* or *No* to the rest of the class and does not give any additional information. This can be set up as a whole-class activity and then continued in **groups/pairs**.

### Listening and pronunciation

- 6 Do this exercise as briskly as possible with the whole class. Demonstrate the activity by going through the sample sentences with them and practising the responses *Yes, that's right*, *No, he/she doesn't*, *No, he isn't*.

**T 3.5** Play the recording or read the sentences yourself and nominate individuals in the class to respond.

Encourage other members of the class to correct if a wrong answer is given. It should be quick and fun to do, so don't insist on the full correct answer if it slows down the activity. No, *he/she* doesn't is enough.

### Answers and tapescript

- 1 Philippe comes from Paris.  
Yes, that's right.
- 2 Philippe lives in London.  
No, he **doesn't**. (He lives in Paris.)
- 3 He works in the centre of Paris.  
Yes, that's **right**.
- 4 He speaks English **very well**.  
No, he **doesn't**. (He speaks a little English.)
- 5 He's married.  
No, he **isn't**.
- 6 Keiko lives and works in New York.  
**Yes, that's right**.
- 7 She speaks French and German.  
No, *she* **doesn't**. (She speaks Japanese, English, and French.)
- 8 She plays tennis in her free time.  
No, she **doesn't**. (She goes skiing.)
- 9 She isn't married.  
**Yes, she is**. (She's married to an American.)
- 10 Mark works in an office in Moscow.  
**Yes, that's right**.
- 11 He has three sons.  
No, he **doesn't**. (He has three daughters.)
- 12 He likes playing football in his free time.  
No, he **doesn't**. (He likes listening to music.)

- 7 **T 3.6** This should follow on immediately from the previous exercise. Play the recording. Ask students to tick the sentence they hear. This exercise tests receptive comprehension, but you can make it productive afterwards by asking students to say the pairs of sentences in pairs.

### Answers and tapescript

- 1 She likes her job.
- 2 She loves walking.
- 3 He isn't married.
- 4 Does he have three children?
- 5 What does he do?

### Check it

- 8 Ask students to work in pairs or small groups and tick the correct sentence. Ask them to work quite quickly, then conduct a full class feedback. Try to get students to correct each other and explain any mistakes they hear.

### Answers

- 1 She comes from Japan.
- 2 What does he do in his free time?
- 3 Where does she live?
- 4 He isn't married.
- 5 Does she have two sons?
- 6 He doesn't play football.
- 7 She doesn't love Peter.
- 8 What's his address?

### ADDITIONAL MATERIAL

#### Workbook Unit 3

Exercises 4-8 Questions and negatives in Present Simple third person singular.

Exercise 12 Using pronouns.

Exercise 13 Rewriting a short text about Keiko.

### READING AND LISTENING (SB p24)

#### Seumas McSporran – the man with thirteen jobs!

#### NOTE

This is an important activity because it brings together in a text much of the grammar your students have been studying so far. It should give them great satisfaction to feel that they can already master a piece of continuous prose of this length.

It also acts as a preview of the work on daily routine in Unit 4.

Seumas McSporran is a real person (and a real name), and the text is based on a newspaper article. However, it has been carefully simplified and graded for students of this level.

You could begin the lesson by asking students:

How many jobs do *you/most people* have?

What time do *you/most people* start *and finish* work?

- 1 Ask students to look quickly at the photographs on the page and tell you a little about what and who they can see. Do not insist on accuracy at this stage – use this as an opportunity for students to get into the topic and predict what they might read in the text.  
Briefly revise the times that go with each photograph.
- 2 Ask students to work in pairs and match the sentences with the photographs. Tell them not to worry about new vocabulary but to use the words that they recognize and the information in the photographs to help them with the matching.

Check the answers.

#### Answers

1 h 2 a 3 e 4 g 5 c 6 b 7 d 8 i 9 f

Check the key vocabulary by giving short definitions accompanied by mime and getting students to tell you the word, e.g. *You eat this in the morning – breakfast; the people who stay in a hotel – guests; you need this in your car to drive it – petrol, etc.*

- 3 Pre-teach/check some of the key vocabulary before the students start to read, so that they do not stop at every word they do not recognize to ask for an explanation. You can teach/check the following through mime or short definitions: jobs – *policeman, fireman, taxi-driver, school-bus driver, boatman* (a man you pay to take you out in a boat or for the use of a boat), *ambulance man, petrol attendant, undertaker*; verbs – *get up, make breakfast, watch TV, make supper, go to bed.*

Ask students to work in pairs or small groups to find the answers. Tell them not to worry about words they do not recognize and just to focus on the key information. They can consult the text whenever necessary.

Check the answers. Decide according to the speed and ability of your students whether you want quick, short answers or fuller answers (see brackets).

### Answers

- 1 **On the Island of Gigha (pronounced /gi:ə/). (He lives on the Island of Gigha in the north of Scotland.)**
- 2 **60. (He's 60 years old)**
- 3 **Thirteen. (He has thirteen jobs.)**
- 4 **Margaret. (His wife's name is Margaret)**
- 5 **She works in the shop.**
- 6 **120. (120 people live on Gigha.)**
- 7 **150. (150 tourists visit Gigha in summer.)**
- 8 **He makes breakfast, drives the children to school, collects the post from the boat, and delivers the post to the houses.**
- 9 **Margaret makes supper, and Seumas does the accounts. They have a glass of wine and then go to bed.**

If appropriate, ask students for their reaction to the text. Ask if they know anyone who has a lot of jobs and what they do.

- 4 Ask students to look back at the photographs on p24. Demonstrate the activity by getting two students to ask and answer using the example in the Student's Book. Students continue to ask and answer questions about the times in Seumas's day. Go round the class to check. Feed back on any common errors.

- 5 **T 3.7** Ask students to mask the conversations in exercise 6. Focus attention on the three questions and demonstrate the activity by playing conversation 1 and checking the answers (see below).

Play the remaining three conversations, stopping after each one to allow students to complete their answers. Check the answers with the whole class.

### Answers

#### Conversation 1

- 1 Afternoon
- 2 Seumas and a customer in Seumas's shop
- 3 Shopkeeper

#### Conversation 2

- 1 Morning
- 2 Seumas and a woman who lives on the island
- 3 Postman

#### Conversation 3

- 1 Evening
- 2 Seumas and Margaret
- 3 No job – Seumas isn't working

#### Conversation 4

- 1 Morning
- 2 Seumas and schoolchildren
- 3 School-bus driver

- 6 Students complete the conversations as far as they can, using what they can remember from the first listening and from the reading text, and the information from exercise 4. Students can then exchange information with a partner.

Play the conversations again to allow students to complete their answers. Then check the answers with the whole class.

### Answers and tapescript

- 1 A Good **afternoon**. Can I have two ice-creams, please?  
B Chocolate or vanilla?  
A One chocolate, one vanilla please.  
B That's £1.80. Anything else?  
A No, thank you.
- 2 A Only two letters for you this morning, Mrs Craig.  
B Thank you very much, Mr McSporrán. And how's Mrs McSporrán this morning?  
A Oh, she's very well, thank you. She's **busy** in the shop.
- 3 A A glass of wine before bed, my dear?  
B Oh, yes please.  
A Here you are.  
B Thank you, my dear. I'm very tired this **evening**.
- 4 A Hello, Mr McSporrán!  
B Good **morning**, boys and girls. Hurry up, we're late.  
A Can I sit here, Mr McSporrán?  
C No, no, I want to sit there.  
B Be quiet all of you, and **SIT DOWN!**

Put students into pairs to practise the conversations. An additional idea is to ask them to choose *one* of the conversations and learn it by heart to act out to the rest of the class. You could also encourage more confident students to improvise some further dialogues. (Asking students to act really seems to help their pronunciation, particularly stress and intonation.)

**NOTE**

The idea of this activity is to give a **very** short introduction to and practice of the phonetic script. It is also an opportunity to start getting your students familiar with the phonetic **symbols** chart on p143 of their **book**.

You need to make clear what exactly phonetic script is, i.e. that it is only the sounds of the words that are transcribed and that it is important to know this in **English** because the **spellings** and the sounds often do not relate exactly.

**Jobs**

- 1 Ask students to look at the pictures and tell you any of the jobs they know already. Then get them to work in pairs and match a picture with a job in column **A**, checking any words that are still unknown in their dictionaries. You could ask them to mark the stress.

Conduct a full class feedback on the correct answers and drill the words both chorally and individually as you go, taking care with the stress (see below). Keep revising as you go by asking *Tell me again! What's 'a'? What's 'd'?* etc.

**Answers**

- |                    |                   |
|--------------------|-------------------|
| 1 d A barman       | 6 i A shopkeeper  |
| 2 c A nurse        | 7 e An accountant |
| 3 a A pilot        | 8 h An architect  |
| 4 b An interpreter | 9 g A postman     |
| 5 f A journalist   |                   |

- 2 Ask students to work in pairs or small groups and match a job in column A with a line in column B. They will probably need to continue to use their dictionaries *or* if you have a monolingual class and you think dictionary work will take too much time, you could give quick translations of any words they ask about. Afterwards you could either conduct a full class feedback (try not to make this too laborious with too much correction), or ask different students to come to the board and write the answers for the others to comment on and read aloud.

**Answers**

- a A pilot flies planes.
- b An interpreter translates things.
- c A nurse looks after people in hospital.
- d A barman serves drinks.
- e An accountant looks after money.
- f A journalist writes for a newspaper.
- g A postman delivers letters.
- h An architect designs buildings.
- i A shopkeeper sells things.

**Answers**

- |              |              |
|--------------|--------------|
| 1 nurse      | 4 shopkeeper |
| 3 accountant | 5 architect  |
|              | 6 barman     |

If you have time, you could put a few additional words in phonetic script on the board for students to do after you have asked for feedback on the words in the exercise. For example:

- |             |            |
|-------------|------------|
| /'hɒspɪtəl/ | (hospital) |
| /'pi:pəl/   | (people)   |
| /wɜ:kz/     | (works)    |
| /lʊks/      | (looks)    |
| ɪseɪ        | (sells)    |
| /pleɪnz/    | (planes)   |
| /'haʊzɪz/   | (houses)   |

- 4 Make this exercise fun, like a game, and do it as quickly as possible. Ask students to learn the sentences by heart, then to close their books. Call out the name of a job and tell your students to call out to complete the sentence.

**Teacher**

**Student(s)**

A journalist ... writes for a newspaper!  
A pilot ... flies planes! etc.

Finally, ask students to work in pairs for a few minutes with their books still shut, and ask and answer questions about the jobs. Demonstrate the first example yourself to remind them of the question, e.g.

What does an interpreter do? He/She translates things.

## ADDITIONAL MATERIAL

### Workbook Unit 3

#### Further vocabulary exercises:

**Exercise 9** This practises more verbs and nouns that go together, e.g. *have a shower*.

**Exercise 10** This revises a selection of vocabulary from all the units so far. It requires students to sort words into related groups.

## EVERYDAY ENGLISH (SB p27)

### What time is it?

Introduce the subject of telling the time by asking *What time is it now?* and *What time does the lesson end?* Accept answers in the hour + minutes form, e.g. *five thirty*, but explain that the system used in *New Headway Elementary* uses *past* and *to*.

#### NOTE

The first eight clocks on this page are positioned in such a way that those with gaps underneath are next to clocks with *similar* times which students can use to help them write in the correct answers.

The next eight practise the time in five-minute intervals around the clock. You probably will *not* need to point this out to students. It should be obvious what to do from the pictures.

1 Ask students to work in pairs, look carefully at the clocks, and **write** in the times.

**T 3.8** Now play the recording for students to check their answers.

#### Answers and transcript

**It's five o'clock.**

**It's half past five.**

**It's quarter past five.**

**It's quarter to six.**

**It's five past five.**

**It's twenty past five.**

**It's twenty-five to six.**

**It's ten to six.**

**It's eight o'clock.**

**It's half past eleven.**

**It's quarter past two.**

**It's quarter to nine.**

**It's ten past five.**

**It's twenty-five past five.**

**It's twenty to six.**

**It's five to six.**

Get students to practise saying the times either from the recording or repeating them after you. If possible, bring a toy clock with moveable hands to the lesson as an easy way of getting further practice. First, *you* can change the times on the clock and then your students can also have turns, coming to the front of the class, moving the hands, and asking *What time is it?*

2 This exercise introduces *about* as a useful expression for times just before or after an exact division of the clock.

Read through the examples with the class and practise with the toy clock (if you have one!) or by drawing further examples on the board.

3 **T 3.9** Play the recording and ask your students to repeat the sentences giving very special attention to the stress and intonation. Tell them that they must try to sound *very* polite. Really encourage good imitation from the recording, or by giving the sentences yourself. Practise the dialogue across the class with your own examples first, then ask everyone to draw about three clocks on a piece of paper and practise the conversation again in pairs. Round off the lesson by asking one or two **pairs** to act out the conversations in front of the class. Tell them to imagine that they are stopping someone in the street to ask the time and that they must be very, very polite.

The *more* you insist on good stress and intonation in such activities, the more fun it will be!

## ADDITIONAL MATERIAL

### Workbook Unit 3

**Exercise 11** This gives more practice of telling the time.

#### *Don't forget!*

### Workbook Unit 3

**Exercises 12 and 13** You might want to do the writing activities now, if you haven't done them earlier.

#### Word list

Remind your students of the Word list for this unit on p136. They could write in the translations, learn them at home, and/or write some of the words in their vocabulary notebook.

### Pronunciation Book Unit 3