

# Introduction

## STUDENT'S BOOK – STRUCTURE AND APPROACH

For ease of use and practicality *Straightforward* Second Edition is structured to provide one lesson per double-page spread (A/B/C/D), each taking around 90 minutes to complete.

All lessons are interlinked to promote better and more memorable learning, at the same time offering the teacher the flexibility to pick out key sections in order to focus on particular language points.

Additionally, each unit provides extra material in the form of relevant communication activities, as well as unit reviews, saving the teacher valuable time.

Each unit contains ...

- two to three grammar sections.
- two to four vocabulary sections.
- one functional language section.
- two pronunciation sections.
- four to seven speaking skills sections.
- two reading skills sections.
- two listening skills sections.
- one *Did you know?* section.

### Lesson A

**STRUCTURE** – Clear signposting of each lesson allows both the teacher and the students to feel comfortable and familiar with the progression through the course. Each lesson is linked around different areas of a similar unit topic.

**VOCABULARY** – Students are encouraged to look at the context to help them deduce meanings of words – a practical and valuable skill for students to develop.

**GRAMMAR** – Clear and uncomplicated explanations present new grammar elements.

**GRAMMAR** – Deductive approach to grammar at early levels gives students guidance and scaffolding for learning.

**3A | Houseswap**

**VOCABULARY: places to live**

1 Match the adjectives in A to their opposites in B.

A: big, new, noisy, lovely  
B: quiet, small, old, horrible

2 **1.46** Listen to someone talking about where she lives. Underline the words that you hear.

I live in a small / big / old flat on Herbert Street. It's in the centre of Dublin. It's a lovely / dark / horrible flat, but the street is noisy / quiet / nice. I don't like it.

3 Work in pairs. Tell your partner about where you live. Use the words in exercises 1 and 2 to help you.

I live in a small / big / old flat on Herbert Street. It's in the centre of Dublin. It's a lovely / dark / horrible flat, but the street is noisy / quiet / nice. I don't like it.

**READING**

1 Read the introduction to the Houseswap web page. What does swap mean?

**WELCOME TO HOUSESWAP.COM**

Be at home, anywhere in the world

Would you like a new home for the holidays? With Houseswap it's possible. We have a database of more than 6,000 people who would like to swap homes. How does it work? Easy. You give them your house for the holidays, and they give you their house. Swap.

2 Read about some of the homes available on Houseswap below. Match the homes 1–5 to the photos A–F. There is one extra photo.

3 Read the texts again and decide if the sentences are true (T) or false (F). Correct the false sentences.

1 Hamed's house is in Luxor.  
2 Hamed's house is very small.  
3 Sean's house is in England.  
4 Sean's house isn't in the mountains.  
5 Michael and Catherine's house isn't very big.  
6 Hugh's flat is in the city centre.  
7 Hugh's flat isn't close to shops or market.  
8 Gerard's flat is very quiet.

4 Work in pairs. Which of the five homes on Houseswap would you like for the holidays? Tell your partner.

**GRAMMAR: prepositions of place**

in, on, at, X

Other prepositions of place are: close to / near to, far from, next to, in front of, behind, opposite.

Prepositions of place go before a noun.  
In London, close to the school, behind the market.

1 See LANGUAGE REFERENCE PAGE 40

1 Read the texts again and underline the prepositions of place and the nouns after them.

2 Complete the texts with prepositions.

This is our home. It's (1) \_\_\_\_\_ New York. We are (2) \_\_\_\_\_ the centre of Manhattan. It's a flat (3) \_\_\_\_\_ Fifth Avenue.

I have a very small house (4) \_\_\_\_\_ the beach. It's (5) \_\_\_\_\_ Vancouver, Canada. The house is (6) \_\_\_\_\_ front of a school and close (7) \_\_\_\_\_ the hospital and shops. Good for families. It's a little far (8) \_\_\_\_\_ the city centre, but it's quiet.

3 Choose a person in the class. Complete the sentences with information about that person.

1 I sit close to / far from the teacher.  
2 I sit next to ...  
3 I sit in front of ...  
4 I sit behind ...

4 Work in pairs. Read your sentences from exercise 3. Guess who the person is.

**SPEAKING**

1 Play Class Houseswap. On a piece of paper, write your name and a description of your home. Look at the web page to help you.

2 Walk around the class. Tell other students in the class about your home. Find someone who wants to swap homes with you. Swap papers.

3 Tell other students about your new home.

**Useful language**

This is my home. It's ...  
Would you like my house for the holidays?  
Yes, OK.  
No, thanks.

**VOCABULARY** – Focus on practical and everyday vocabulary means students are sure to pick up language that will be relevant and useful rather than infrequent or obscure.

**READING** – Realistic texts are accessible for the relevant level, and are from a familiar source/context.

**VOCABULARY/FUNCTIONAL LANGUAGE** – The *Useful language* feature packages the lesson language into practical, manageable chunks for students to take away.

## Lesson B

**STRUCTURE** – The second of the unit lessons takes the topic one step further, allowing students to build on what they have learnt in the first lesson and enabling them to really feel comfortable around the wider topic.

**GRAMMAR** – Students are always supported by the *Language reference* pages at the end of each unit, providing them with a further opportunity to clearly see and understand the language they have just learnt.

**SPEAKING** – Opportunities to participate in interesting and motivating speaking activities arise naturally as the unit topic develops, giving students the chance to put their language into practice and improve their fluency.



### 3B 1600 Pennsylvania Avenue

#### LISTENING

1 Look at the photos of the house at 1600 Pennsylvania Avenue. What do you know about this house? Answer the questions.

- ☐ How old is it?
- ☐ What is the name of the house?
- ☐ Who lives there?
- ☐ Are there public visits?
- ☐ How many rooms are there?
- ☐ Where is it?

2 **1.47** Listen to the beginning of a documentary about the house at 1600 Pennsylvania Avenue. Put the questions in exercise 1 in the order that you hear them.

3 **1.47** Listen again and complete the sentences with the numbers from the box.

4 30 12 7 200

- 1 There are \_\_\_\_\_ names for the house at 1600 Pennsylvania Avenue.
  - 2 It's more than \_\_\_\_\_ years old.
  - 3 There are 16 family bedrooms, 3 kitchens and \_\_\_\_\_ bathrooms.
  - 4 There are also 6 floors, \_\_\_\_\_ staircases, 3 elevators, 147 windows and 412 doors.
  - 5 Public visits are available for groups of \_\_\_\_\_ people or more.
- 4 Work in pairs. Would you like to visit this famous house? Tell your partner.

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#### VOCABULARY: parts of a house

1 **1.48** Listen and repeat the words in the box. Match the rooms to the numbers 1–7 on the plan of the flat.

living room    hall    kitchen    balcony  
bedroom    bathroom    dining room



2 **1.49** Listen to the recording to check your answers.

3 Work in pairs. Ask and answer the questions.

In your house or flat ...

- 1 where do you watch TV?
- 2 where do you eat?
- 3 where do you study?
- 4 where do you sleep?

#### GRAMMAR: there is/there are & How many

##### Affirmative

There is a tennis court.  
There are three kitchens.

##### Negative

There isn't a restaurant.  
There aren't any public telephones.

##### Question and short answer

Is there a bathroom? Yes, there is. No, there isn't.

Are there any offices? Yes, there are. No, there aren't.

Use How many to ask questions.

How many bedrooms are there? There are 16 bedrooms.

3 See LANGUAGE REFERENCE PAGE 40

1 Make sentences about the White House. Use There's .../There are ... for affirmative (+), and There isn't .../There aren't any ... for negative (-).

- 1 a small cinema (+) There's a small cinema.
- 2 public bathrooms (-) There aren't any public bathrooms.
- 3 two swimming pools (+)
- 4 a restaurant (-)
- 5 three kitchens (+)
- 6 seven lifts (+)
- 7 public telephones (-)

2 Make questions using the words in the table.

Is there	a	bathroom	at your school?
Are there	any	dining room	in your classroom?
		restaurant	in your bedroom?
		windows	in your house?
		telephones	

3 Work in pairs. Ask and answer the questions from exercise 2.

1600 Pennsylvania Avenue | 35

4 Make questions. Use How many.

- 1 bedrooms / your house  
How many bedrooms are there in your house?
- 2 students / class today
- 3 bathrooms / your house
- 4 teachers / your school
- 5 books / your bag today

5 Work in pairs. Ask and answer the questions in exercise 4.

#### SPEAKING

1 Draw a map of your house or flat. Prepare a short presentation of your home. Use the words from the lesson and the useful language to help you.

##### Useful language

So, this is my home.  
There are ... rooms. This is the bedroom/  
living room/kitchen ...  
There's a bathroom/bedroom/study here.

#### DID YOU KNOW?

1 Work in pairs. Read about 10 Downing Street and discuss the questions.

**Number 10 Downing Street,** also called Number 10, is the official residence of the Prime Minister of Britain. It is in the centre of London, in Westminster. It's a big house, and inside there are offices and a flat for the Prime Minister's family. There is one entrance through a black door on Downing Street. A police officer always stands outside the door. There aren't any public visits to Number 10, but thousands of tourists come every year to visit the street and look at the door.



- Does the president or prime minister of your country have a famous house? Where is it?
- Are there any other famous houses or flats in your country? Where are they?

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**LISTENING** – Language is best understood when it is seen or heard in context, and every lesson in *Straightforward* contains either a reading or a listening text.

**VOCABULARY** – Lexis that is practical and immediately applicable to the student's life is drawn out in a natural and engaging way.

**CULTURAL INFORMATION** – Students are not expected to learn in a vacuum, and their interests and curiosities are met with *Did you know?* sections. This not only pulls together the language they have been focussing on in a realistic and fresh context, but exposes them to cultural information they may not already know.

## Lesson C

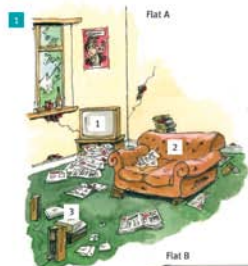
**STRUCTURE** – A natural progression in the topic subject introduces new vocabulary and language areas.

**GRAMMAR** – Associated patterns and language areas are presented through reading and listening, and then developed through clear and straightforward grammar explanations.

## 3c My first flat

## VOCABULARY: furniture

1 Look at the pictures 1–4. What rooms are they?



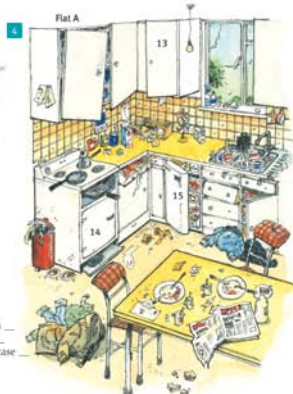
2 Match the words to the numbers 1–15 in the pictures.

a fridge — a clock — a desk — pictures —  
a stereo — a sofa — plants — a bed —  
a chair — a television — a wardrobe — a bookcase —  
curtains — a cupboard — a cooker —

3 1.50 Listen and say the words.

4 1.51 Shelly and Claudia are students. They want to rent a flat. Listen. Which flat do they rent?

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## READING &amp; LISTENING

1 1.52 Read and listen to the dialogue. Answer the questions.

- Does Shelly like her flat?
- Where is Claudia from?
- Does Shelly want to see her parents?

Shelly: Hello!

Father: Hello Shelly, it's your father here. How's your new flat? Do you like it?

Shelly: Yes, I do. It's ... perfect.

Father: Well, tell me about it. Is it big?

Shelly: Yes, it is.

Father: And what about furniture? Is there any furniture?

Shelly: Yes, I have a desk and a bed in my room.

Father: Would you like a lamp? We have an extra lamp at home.

Shelly: No, thanks, Dad. Claudia has a lamp for the living room.

Father: Who's Claudia?

Shelly: She's my flatmate. She's Italian. Don't worry, there aren't any boys here.

Father: Good. Your mother has some old curtains. Do you want them?

Shelly: No, that's fine. We have curtains.

Father: Really?

Shelly: Yes.

Father: Oh. So, when do we come and see the flat?

Shelly: This week isn't good. We don't have any chairs.

Father: No chairs? What does that mean, no chairs?

Shelly: I don't know. Sorry, that's the door. Talk to you later, OK, Dad? Bye.

2 Shelly doesn't tell the truth about her flat. Look at the pictures again. Read the text again and underline the false information.

3 Work in pairs and practise the dialogue.

## GRAMMAR: a, an, some &amp; any

Use a/an with single nouns.

I have **a desk** in my room.

Use some with plural nouns with affirmative verbs.

There are **some lamps** here.

Use any with plural nouns in questions.

Do you have **any curtains**?

Use any with plural nouns with negative verbs.

There **aren't any boys** here.

SEE LANGUAGE REFERENCE PAGE 40

My first flat | 3c

1 Look at Shelly's bedroom. Complete the sentences with some/any or a.



- She doesn't have \_\_\_\_\_ chairs in her room.
- There's \_\_\_\_\_ bed.
- There are \_\_\_\_\_ papers on the bed.
- There's \_\_\_\_\_ pizza on the floor.
- Does she have \_\_\_\_\_ CDs? Yes, she does.
- There are \_\_\_\_\_ pictures on the wall.
- Is there \_\_\_\_\_ wardrobe? No, there isn't.
- There aren't \_\_\_\_\_ plants.

2 Make true sentences about your classroom. Use the words in the box.

There	are	any	student(s)	whiteboard(s)
is	isn't	some	teacher(s)	window(s)
			door(s)	CD player(s)
			plant(s)	cupboard(s)
			television(s)	picture(s)

3 Make five similar true sentences about one of these rooms in your house.  
your bedroom    your living room    your dining room

## SPEAKING

1 Work in pairs, A and B.

A: Turn to page 132.  
B: Turn to page 136.

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## Communication activities

## 20 Speaking exercise 1 page 29

Student A

Describe your photos to your partner. Decide if the photos are the same or different.

In my picture 1, Elvis is young. He is thin and has short hair.



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## 3c Speaking exercise 1 page 37

Student A

Look at the picture of the room. Find six differences with your partner's picture.

Ask questions.

Are there any ...?

How many ... are there?

Is there a ...?



## 50 Functional language exercise 3 page 59

Student A

You are a guest at the Chicago Sky Central Hotel. You are at reception. You want:

- to connect your laptop computer to the Internet in your room
- to leave your passport and money at reception
- to change rooms (you want a room with a view)
- to pay the bill with your Visa card

Ask your partner.

**SPEAKING** – Communicative activities for pair or group work at the back of the Student's Book offer students opportunities to put new language into practice through information-sharing or opinion-based interactions.

**GRAMMAR** – The Inductive or Discovery approach is used as students progress. The teacher provides the framework and the students discover the language themselves, guided by their teacher.



## Lesson D

**STRUCTURE** – The final 90-minute lesson of the unit consolidates everything learnt previously, with a focus on communicative skills and functional language. It aims to bring out the situational element of learning English.

**FUNCTIONAL LANGUAGE** – This section helps students to deal with common, everyday situations in an English-speaking environment – what we might think of as ‘survival language’.

## 3D Shopping mall



## SPEAKING

- 1 Work in pairs. Look at the photos of the shopping malls. Ask and answer the questions.

- Do you like shopping?
- Are there any big shopping malls near your house?
- How often do you go to a shopping mall?

## VOCABULARY: ordinal numbers

## Language note

We use ordinal numbers to say the order or sequence of things.

- 1 Match the words to the ordinal numbers.

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

third fifth seventh ninth fourth second first eighth tenth sixth

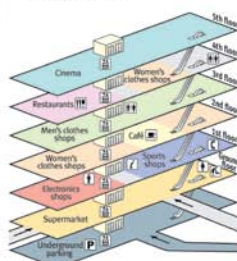
- 2 1.53 Listen and underline the word you hear. Practise saying the words.

- |           |             |
|-----------|-------------|
| 1 1 / 1st | 5 10th / 10 |
| 2 3rd / 3 | 6 5th / 5   |
| 3 7 / 7th | 7 2nd / 2nd |
| 4 9th / 9 | 8 5th / 4th |

- 3 Work in pairs. Look at the diagram of a big shopping mall. Ask and answer questions about these places.

- car park
- cinema
- restaurants
- women's clothes shops
- supermarket

A: What floor is the cinema on?  
B: It's on the fifth floor.



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**VOCABULARY** – Language notes pick out common areas of difficulty before they arise, to ensure students are not learning vocabulary blindly, but can see how it fits into the wider language.

Shopping mall | 39

## LISTENING

- 1 Match the words in the box to the symbols A–G.

public telephone men's toilets information fish  
women's toilets baby changing room café



- 2 1.54 Listen to the recording to check your answers. Say the words.

- 3 1.55 Listen to four dialogues at the information desk in the shopping mall and tick (✓) the words from exercise 1 that you hear.

- 4 1.55 Listen again and match the sentences to some of the places in exercise 1.

- |                                     |       |
|-------------------------------------|-------|
| 1 It doesn't accept coins.          | _____ |
| 2 You need a card.                  | _____ |
| 3 Look, the brown doors.            | _____ |
| 4 It's next to the women's toilets. | _____ |
| 5 It's behind you.                  | _____ |
| 6 It's on the second floor.         | _____ |

## FUNCTIONAL LANGUAGE: directions

- 1 Complete the directions with a word from the box.

left up down right along



## Giving directions

A turn \_\_\_\_\_ B go \_\_\_\_\_ C on the \_\_\_\_\_ D on the left

E turn right F go \_\_\_\_\_ G go \_\_\_\_\_

## Asking for directions

Excuse me, where is the ... ?

Is there a ... near here?

SEE LANGUAGE REFERENCE PAGE 40

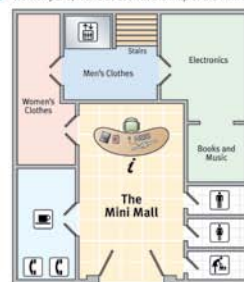
- 2 1.56 Listen and complete the sentences with a word or words.

- Where \_\_\_\_\_ the café?
- It's on the second floor. Go \_\_\_\_\_ the stairs and \_\_\_\_\_ right.
- Where \_\_\_\_\_ the men's toilets?
- They're over there. They're on the \_\_\_\_\_, next to the lift.
- It's next to the stairs. It's on the \_\_\_\_\_.
- Go \_\_\_\_\_ these stairs here. Then turn \_\_\_\_\_ and go \_\_\_\_\_ the hall.

- 3 Look at audioscript 1.56 on page 141 to check your answers.

- 4 Work in pairs. Practise the dialogues in the audioscript.

- 5 Work in pairs, A and B. Look at the map of the Mini Mall.



A: You work at the information desk. Listen to B's questions and give directions. Start each conversation with *Can I help you?*  
B: You are a visitor to the Mini Mall. Choose a place on the floor plan and ask A for directions.

- 6 Swap roles and continue.

## Self-assessment (✓)

- ☐ I can talk about where I live.
- ☐ I can use *there is* and *there are* to describe a building.
- ☐ I can understand the names of furniture in a room.
- ☐ I can ask for and give simple directions.
- ☐ I can understand and use ordinal numbers.

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**CEF/SELF-ASSESSMENT** – At lower levels, each unit culminates in a self-assessment box so students can check and monitor their own progress and become more independent learners. The checklist is a selection of clear ‘can-do’ statements and therefore links to the CEF (Common European Framework) and Portfolio elements of the course.



# PORTFOLIO

The Portfolio is like a diary. In it students find ...

- a place to keep their own personal record of the work they do during their course.
- a place to write down their thoughts and feelings about the work they do.
- questions to encourage them to think about their English and their studies.
- some puzzles, cartoons, jokes and interesting quotations.

The Portfolio consists of three sections:

## 1 Before the course:

The introductory pages help students to analyze what they can already do in English and to set targets for the future.



## 2 During the course:

The diary sections give students the opportunity to record their thoughts as they work through their Student's Book.

There is one diary page for each lesson in the Student's Book.



## 3 After the course:

At the end of the Portfolio there are some pages to guide students to analyze the progress they have made and to help them assess their English at the end of the course.

Straightforward Elementary

# PORTFOLIO

MACMILLAN



## THE CEF (COMMON EUROPEAN FRAMEWORK)

The *Straightforward* Portfolios are based on ideas in the Common European Framework (CEF) which bring out the functional element in learning a language. Using the Portfolio will help your students to think more deeply about their learning and to become clearer about the progress they are making in English. Completing the diary sections in the Portfolio can help your students learn the language better. They not only provide the students with writing practice, but also encourage them to reflect on *what* they have learnt and *how* they have learnt it. By reflecting on the language, the students are likely to understand things in more detail and to remember them better.

The Portfolio is designed for students to use on their own as a personal book and diary. However, some teachers may like to include a weekly Portfolio slot in class time.



## STRAIGHTFORWARD DIGITAL

**NAVIGATION PANE –**

The navigation pane allows you to select a page from anywhere in the Student's Book.

**ENHANCING THE TEACHING EXPERIENCE IN THE CLASSROOM**

– *Straightforward Digital* is a digital component designed for classroom use. It can be used with an interactive whiteboard or with a computer and projector.

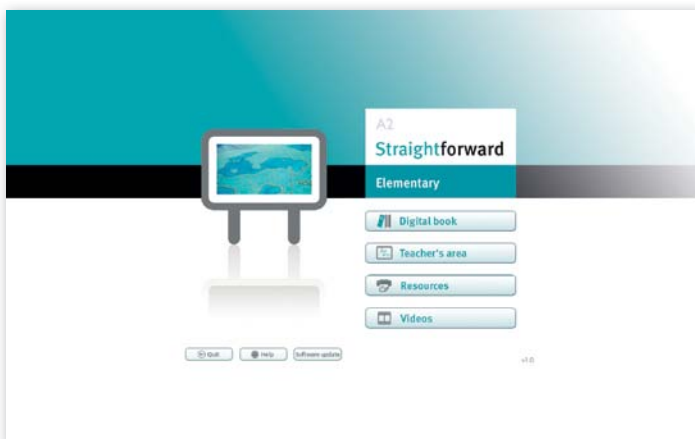
**THE DIGITAL BOOK** – The *Digital book* allows the teacher to access and display an interactive version of any page from the Student's Book in front of the class. All of the relevant audio, video and reference materials are instantly accessible right on the page.

The screenshot displays the 'Houseswap' lesson page. On the left is a 'Digital Book' navigation pane with thumbnails of various pages. The main area contains a grammar exercise on prepositions of place, followed by a speaking activity titled 'Class Houseswap' with a diagram showing two houses and arrows indicating a swap. Below this are images of different houses labeled A through F. On the right is a 'Teacher's Area' containing a toolbox with icons for Select, Pen, Highlighter, Eraser, Zoom 1, Zoom 2, Zoom Out, Stopwatch, Reveal, Note, Scroll, Undo, and Delete. Arrows point from the text boxes to the corresponding features in the interface.

**ZOOMING IN AND OUT –**

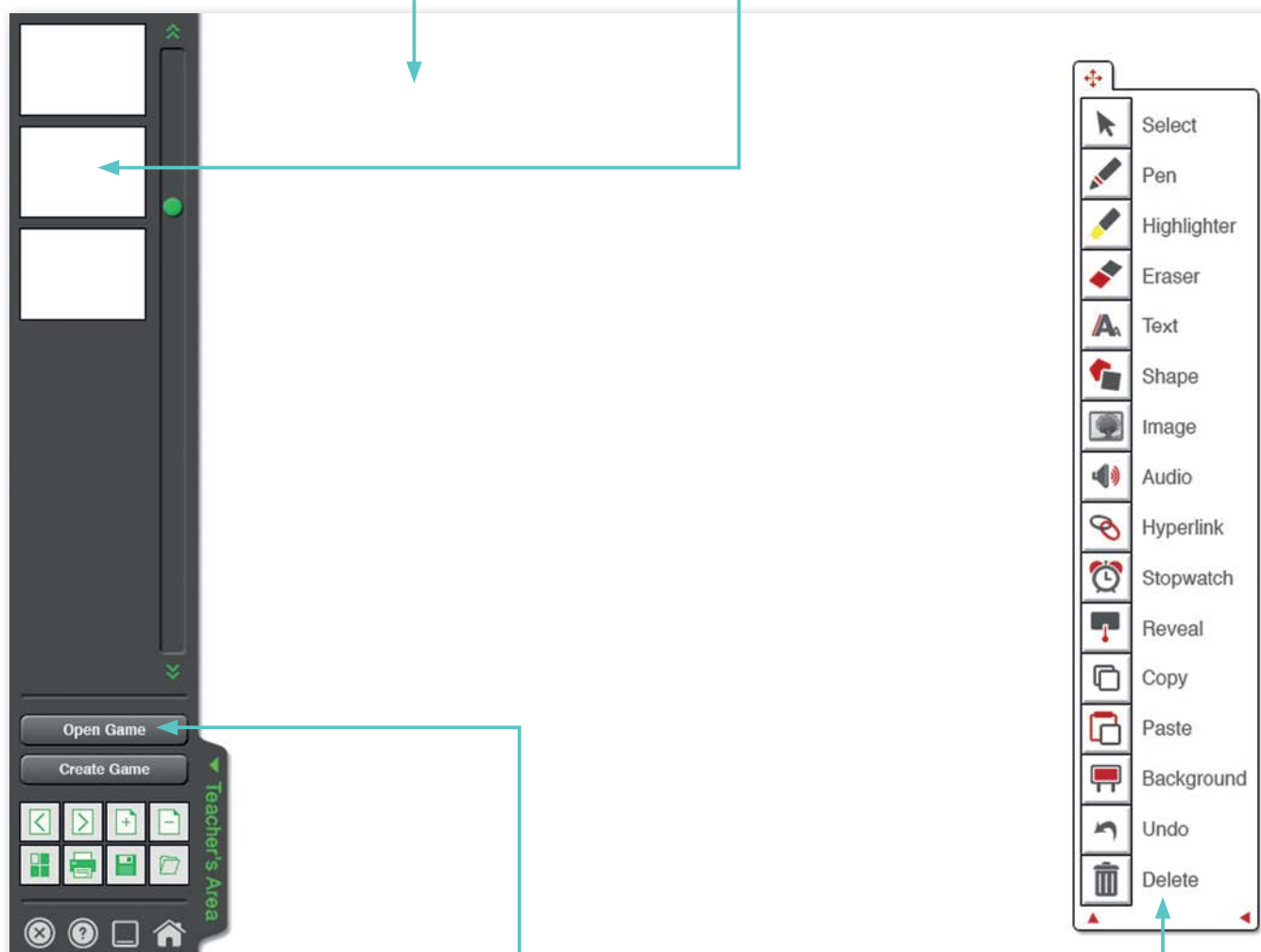
The *Zoom* tools allow you to zoom in either on pre-defined areas or any part of the page that you choose.

**TOOLBOX** – The toolbox provides a number of tools which enable you to interact with the *Digital book* page.



**THE TEACHER'S AREA** – The *Teacher's area* can be used to create your own material either before or during the class. You can insert and edit text and images, add links to pages from the *Digital book* and insert audio and website links.

**NAVIGATION PANE** – The navigation pane displays thumbnails of the pages you have created in the *Teacher's area*.



**GAMES SECTION** – The games section provides interactive game templates to which you can add your own content.

**TOOLBOX** – A toolbox with a different set of tools enables you to make annotations and create and edit materials.



## STRAIGHTFORWARD DIGITAL

## Student's Site

*Straightforward Practice Online* provides numerous additional resources for students. Accessed through a unique code in the back of the Student's Book, it provides interactive homework and extra practice of the language from the Student's Book and Workbook.

*Straightforward Practice Online* offers over 130 resources, including ...

- bonus interactive listening, vocabulary, reading, grammar, functional language and pronunciation activities to consolidate learning from the print components.
- self-assessment checklists.
- reading worksheets.
- video.
- interactive word lists with pronunciation and 'email-me-practice' functionality.

Accessing language materials online allows students to take their learning anywhere, any time, in order to better fit their timetable and learning style.

## Teacher's Site



Teachers of *Straightforward* Second Edition have the benefit of a dedicated resource website, which supports them with teaching tips, CEF material and extension materials.

Included on the site are:

- *Teaching Tips* from Jim Scrivener.
- CEF checklists and information guides.
- *Teaching Made Simple guides* – PDF manuals from *Straightforward* authors detailing how to use and understand different aspects of ELT methodology areas such as learner autonomy and roleplays.
- extra unit-by-unit reading activities from Philip Kerr with a more business-oriented approach.
- author videos.
- photocopyables such as tests, worksheets and companions.

It also acts as a portal to the *Interactive Wordlist* and *Straightforward* Practice Online, where teachers can monitor their students' progress within this online component. This is all accessed using a unique code from the Teacher's Book.

# TEACHER'S BOOK

The Teacher's Book offers extensive teaching notes and extra ideas for every lesson.

Short lesson summaries followed by answers to all exercises (including the Writing activities in the Workbook) and audioscripts.

Suggestions for extra activities for:

- stronger classes.
- weaker classes.
- younger classes.

Supplementary *Cultural notes* give vital information and insights into the different cultures of the English-speaking world.

## 3A Houseswap

**WHAT THE LESSON IS ABOUT**

Theme	Places to live; swapping homes
Speaking	Game: Class houseswap
Reading	Houseswap: a website describing houses
Vocabulary	Places to live
Grammar	Prepositions of place

**IF YOU WANT A LEAD-IN ...**

**Test before you teach: describing houses**

1 **Methodology guidelines:** Test before you teach, page xvi

- Draw a simple block of flats on the board. Point to one of them and say: *This is my home. It's a flat.* Then describe the flat in simple terms: *It's an old flat. It's in England. It's near the city centre. It's small. It's a balcony. It has two bedrooms. It's beautiful. I like it.*
- Now say: *This is your home.* Nominate a student to describe it, using any language that they have. It's fine if they only have one or two sentences to offer.
- Ask one or two other students to describe their home. Then put students in pairs to describe their homes.
- Alternatively, take in some magazine pictures of different types of housing for students to describe.

**Pre-teach key vocabulary: swap**

- Go round the class, saying, eg *Can I swap my pen/book for your pencil/mobile?* Make a few swaps with students in the class. Then elicit what *swap* means. Ask: *What things do you swap with friends?*

**Language notes**

- *Swap* means to exchange one thing for another with somebody. It is usually used with small, simple exchanges rather than swapping houses. Common collocations: *swap seats, swap places, swap stories, swap clothes.*
- *Houseswap* means you give someone your house for the holidays, and they give you their house.

**VOCABULARY: places to live**

1 **Language reference:** Student's Book page 43

1 Students match the adjectives in A to their opposites in B.

A	B
big	small
new	old
noisy	quiet
lovely	horrible

**Extra practice**

1 **Methodology Builder 10: Flashcards 1 – the essentials, page 37**

- Use flashcards to practise the words in exercise 1. You need to find a fairly large (magazine) picture of a busy city and one of a quiet village. Hold up your picture of a city. Say: *It's big.* Spread your arms to show the meaning of the word. Ask students to repeat after you as a class. Then nominate two or three individuals to repeat. Point to the village and say: *It's small.* Push your arms towards each other to mime the meaning. Ask students to repeat. Do the same with all the words. And try to mime the meaning, eg screw up your face and cover your eyes to show noisy; put your finger to your lips for quiet; smile and do a thumbs up for lovely.
- Once students have listened and repeated, point to pictures and nominate individuals to give you a sentence, eg point to the picture of the city and nominate a student. The student must say, eg *It's near and it's noisy.*
- End the practice by putting the pictures on the board and asking students in pairs to point to and describe the pictures.
- When doing this sort of controlled practice, be strict on pronunciation. In particular, make sure students pronounce *quiet* /kwaɪət/ as two syllables, and watch out for the pronunciation of /sɪ/ in *noisy* and /sɪ/ in *small*.

2 **1.46**

- Ask students to read the text in the speech bubble carefully first before you play the recording.
- Students listen to the recording and underline the words that they hear. They can compare their answers with a partner before you check with the whole class.

See underlined answers in the audioscript below:

1 **1.46**

I live in a small flat on Herbert Street. It's in the centre of Dublin. It's a lovely flat, but the street is noisy. I like it.

3 **Methodology Builder 7: Accurate speaking & fluent speaking, page 20**

- Ask students to look at the gapped text in the speech bubble. Model the activity by saying a sentence to describe where you live.
- Pairwork. Put students into pairs. Give them a moment or two to think what they are going to say. Then ask the pairs to tell each other about where they live. Monitor and check that students are producing (reasonably) accurate sentences. Ask two or three individuals to tell the class where they live in feedback.
- Ask students to write sentences to describe where they live in their exercise book.

**Extra task**

- Ask students to imagine they are millionaires and live in a dream house. Ask them to write a sentence then read it for the class, eg *I live in a big house on Tropical Beach. It's in Barbados. It's a lovely house. I like it.*

**READING**

The first reading text is the home page of an internet site, Houseswap.com. In the introduction it explains that it is a company which helps people find other people who would like to swap their home with them for the holidays. The second text contains five descriptions of homes people are trying to swap on the site.

1

- Before class, find three very different pictures of luxury holiday homes from magazines. Put them on the board and ask students to describe them: *It's big, old, lovely, etc.* Tell students: *You can go on holiday to one of these houses. Which one and why?*
- Write Houseswap on the board. Ask: *What is Houseswap?* Remind them of the Lead-in Pre-teach key vocabulary task if you did it. Students read the introduction to the Houseswap webpage, and say what swap means.

2

- Ask students to look at the six photos on pages 32 and 33. Ask them to describe the houses and to say which one they like. Ask: *Where do you think the houses are?*
- Students read about some of the homes on Houseswap, and match each description to a photo. Remind students that there is one extra photo. They can compare their answers with a partner before you check with the whole class.

**Cultural notes**

- **Luxor** is a modern city. However, the ancient temple complexes of Karnak and Luxor lie within its boundaries and it is close to the Valley of the Kings. As a result, it is a popular destination for tourists.
- A **cottage** is a small, traditional house in the countryside.
- **Santa Monica** is an expensive, exclusive resort town on the coast of California near Hollywood. It is popular with the rich and famous. The house on offer is likely to be a large villa with a swimming pool.
- **Notting Hill** is a busy, cosmopolitan quarter of central London, near Hyde Park. It is famous for its bars and restaurants. Portobello market is in Notting Hill, where you can buy food, clothes and antiques.
- **Heathrow** is London's largest airport and one of the world's busiest.
- **The Champs-Élysées** is the main, wide, tree-lined thoroughfare in Paris. Its main monument is the huge arch of the Arc de Triomphe.

3

Students read about the homes again and mark the sentences T (true) or F (false). They can compare their answers with a partner before you check with the whole class.

1	T
2	F (It's big.)
3	F (It's in Scotland.)
4	F (It's in the mountains.)
5	F (It's big.)
6	T
7	F (It's behind a market.)
8	F (It's a little noisy.)

**Web research tasks**

1 **Methodology guidelines:** Web research tasks, page xvi

- Ask students to find their dream home on the web. Tell them to decide where they want to live (ideally, make sure they choose an English-speaking country). They should also decide whether they want a flat, cottage or house.
- Tell students to go online and find their home. They must find the following information: where it is, its description, and how much it is.

**Web search key words**

- (name of city or country) house/home/property
- home swap/home exchange

Supplementary *Language notes* support teachers with grammatical and vocabulary information.

*Methodology Builder* sections help teachers develop further as professionals by expanding their range of teaching activities and techniques. They give teachers extra ideas and inspiration to try new methods.

*Web research tasks* provide opportunities for extension and project work outside class time.

## CLASS AUDIO CDs

The two CDs contain recordings of all the listening and pronunciation exercises in the Student's Book. The track number for each recording is indicated in the Student's Book rubric. For example, '1.49' means CD1, track 49.





# TEACHER'S RESOURCE DISC

**METHODOLOGY BUILDER VIDEO MATERIAL** – Each Teacher's Book is accompanied by a Teacher's Resource Disc with five short new videos from Jim Scrivener's *Learning Teaching 3rd Edition* that link to the *Straightforward Methodology Builder* sections. They show experienced teachers demonstrating the techniques outlined. Accompanying worksheets promote further discussion about teaching methodology and classroom practice.

## 3 VIDEO | Shibboleth

Length: 1.54 minutes

**LANGUAGE**  
There is, there are, describing a building

**GENERAL INFORMATION**  
This is an authentic extract from a television news programme. Don't try to understand every word you hear. Watch and listen for specific information by completing these tasks.

**BEFORE YOU WATCH**  
1 Work in pairs. Complete the description with the words from the box.

entrance fifth galleries shop there are There's

'When you go through the main (1) \_\_\_\_\_, you walk into the Turbine Hall. (2) \_\_\_\_\_ a shop on the left and (3) \_\_\_\_\_ some ticket offices on the right. There's another (4) \_\_\_\_\_ and a café on the second floor. There are (5) \_\_\_\_\_ on the third, fourth and (6) \_\_\_\_\_ floors.'

2 Where is the person, a, b or c?  
a) In a shopping mall.  
b) In an airport.  
c) In an art gallery.

**WHILE YOU WATCH**  
3 Watch the video to check your answer to exercise 2.  
4 What is the 'crack'?

a) The result of an earthquake.  
b) A work of art.  
c) A problem with the old building.

5 Watch the whole video and decide if the sentences are true (T) or false (F). Correct the false sentences.

1 The crack is in the wall.  
2 It isn't bad for the building.  
3 The museum curator doesn't think it's art.  
4 It's not the first example of 'shocking art' at the museum.

**AFTER YOU WATCH**  
7 Complete the sentences with the prepositions from the box. There are two prepositions you don't need.

at close to far from in next to opposite

1 The Tate Modern museum is \_\_\_\_\_ London.  
2 The museum is \_\_\_\_\_ the River Thames.  
3 It's \_\_\_\_\_ St Paul's Cathedral on the other side of the river.  
4 The museum isn't \_\_\_\_\_ The Globe Theatre. It's just a short walk.

8 Work in pairs and complete the tasks.

1 Choose a public building you know (eg your school or a station).  
2 Draw a plan of the building and write the names of the different parts.  
3 Show your plan to the other students. Can they identify the building?

**Glossary**  
crack n a line on a surface where something is beginning to break apart  
curator n someone whose job is to look after the objects in a museum  
fabric n the roof and walls of a building  
gallery n a room in a museum or gallery containing paintings or other works of art  
member n someone who belongs to a club or organisation  
shocking adj something that makes you feel extremely surprised or upset

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## Straightforward Methodology Builder

### Learning Teaching: Eliciting from a picture

**Links to:**  
Straightforward Beginner Teacher's Book *Building a set of flashcards*  
Straightforward Beginner Teacher's Book *Giving instructions*  
Straightforward Elementary Teacher's Book *Classroom English: teacher language*  
Straightforward Elementary Teacher's Book *Flashcards 1: the essentials*

**Introduction**  
Eliciting involves getting language and ideas from the learners rather than giving everything to them. It is more interactive and more involving. It allows you to start from where they are. At its simplest it means changing teacher statements into questions.

Pictures are a great starting point for eliciting. They provide a tangible focus for all students to look at and talk about. But to get the most out of a picture, the teacher needs to think carefully about the kinds of questions and prompts to use.

**Think about**

- What sort of prompts or questions could you use to get students to talk about a picture?
- Which is likely to encourage more speaking: general questions (such as 'tell me about the picture') or specific (eg 'what is the person doing')?
- How can you provide input if the students don't know an item of vocabulary?
- How can you give feedback about what the students say if they don't come up with the idea you were expecting or need?

**Watch the video: Eliciting from a picture**

- Note down some of the prompts or questions the teachers use. Are they typically long questions?
- When a student says something, what does the teacher do? Does he always echo their response? If he echoes, is there a clear purpose to it?
- Do the students learn anything new (eg grammar or vocabulary) during this stage?
- When a student makes a mistake (eg with vocabulary) what does the teacher do to help? Does he immediately correct the error himself?

**Your own class**

- Would this kind of approach encourage your students to talk?
- Overall, does this activity take longer than you would expect? In your own class would this sort of activity be faster? Was enough achieved to justify the time taken?

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**BBC/ITN VIDEO MATERIAL** – New class video material from the BBC and ITN (with accompanying worksheets) provides exciting and engaging insights into aspects of contemporary British and world culture and up-to-date trends.

## 3D | Finding the hotel shop

**A**  
1 Ask your partner how to get to these places. Mark them on your plan.

the café • the hairdresser • the spa • the first floor lift  
the reception • the gym • the shop

**First Floor**

**Second Floor**

**B**  
2 Ask your partner how to get to these places. Mark them on your plan.

the lobby • the sports shop • the restaurant • the stairs  
the Bureau de Change • the swimming pool • the bar

**First Floor**

**Second Floor**

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## Straightforward Elementary Progress Test 1

Name \_\_\_\_\_ Score \_\_\_\_\_

**Language section**  
**Vocabulary**

**A** Complete the text with words from the box. There are five extra words.

work studies student speaks small sister old  
live Japanese Japan brother Russian Russia

My name's Gennya Stepanov. I'm from Moscow in (1) \_\_\_\_\_. My girlfriend, Yulia, is from Tokyo – she's (2) \_\_\_\_\_. We (3) \_\_\_\_\_ in (4) \_\_\_\_\_. But in London, we live with my (5) \_\_\_\_\_ and her boyfriend. I'm a teacher and I (6) \_\_\_\_\_ in a school. Yulia is a (7) \_\_\_\_\_ She (8) \_\_\_\_\_ medicine at university.

**B** For questions 9–14, which word is the odd-one-out?

(9) a) Britain b) Polish c) Japan d) Turkey  
(10) a) wardrobe b) sofa c) noisy d) chair  
(11) a) one b) second c) inside d) north  
(12) a) big b) old c) noisy d) brother  
(13) a) mother b) father c) kitchen d) aunt  
(14) a) living room b) bed c) bathroom d) hall

Straightforward Elementary Progress Test 1 p1

Unit photocopiables, Progress Tests and Self-assessment Checklists are also available, together with access to the *Straightforward Practice Online* website for students. These all provide students with the ability to monitor their progress and work creatively.

## Straightforward Elementary Self-assessment Checklist 1

Choose from 0–5 for each statement to express how well you can carry out the following skills practised in Unit 1.

0 = I can't do this at all. 3 = I can do this fairly well.  
1 = I can do this with a lot of help from my teacher. 4 = I can do this really well.  
2 = I can do this a little. 5 = I can do this almost perfectly.

In the space provided you can add extra activities you did in class or at home.

**Listening**

- I can understand greetings. (1A, p12)
- I can understand the names of objects in an office. (1A, p13)
- I can understand the names of personal possessions. (1C, p18)
- I can understand conversations I hear in a hotel. (1C, p19)

**Reading**

- I can understand an email invitation. (1B, p16)

**Spoken interaction**

- I can say hello and goodbye. (1A, p13)
- I can ask and answer questions about my nationality and age. (1B, p16)
- I can ask for the name of an object in English. (1C, p17)
- I can make and respond to offers. (1C, p18)

**Spoken production**

- I can introduce myself. (1A, p13)
- I can identify objects. (1C, p18)
- I can identify drinks and snacks. (1C, p19)

**Language quality**

- I can use the verb to be in affirmative and negative statements. (1A, p13)
- I can use possessive adjectives to talk about personal possessions. (1A, p13)
- I can use this, that, these, those to talk about things that are near or far away. (1C, p17)
- I can use the verb to be in negative and interrogative statements. (1B, p16)

**Writing (in the Workbook)**

- I can complete a form. (Workbook 1, p65)

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**DISCUSSION STARTERS** – This section suggests a range of possible ideas for using *Discussion starters* in class.

**Whole-class mode:**

- Ask the questions randomly around the class.
- Make sure you pay more attention to the meaning of what students say rather than focussing too much on accuracy.
- Respond to the ideas and views students state. As far as possible, turn it into a conversation. Get them interested and involved.

Encourage students to listen to each other and respond to each other – rather than having all interaction going via you.

**Pairs/groups:** Choose one question or statement that you think is particularly interesting. Write it on the board. Put students into pairs or small groups to say what they think about it. After a few minutes a spokesperson from each pair/group reports back to the whole class.

**Starting with individuals:** Choose a number of the questions and write them on the board (or prepare handouts with them printed on). Ask students to work on their own and write two or three sentences in response to each question/statement. After sufficient thinking and writing time, gather students together in small groups to compare ideas.

**TEST BEFORE YOU TEACH** – At the start of many units, the Teacher's Book suggests some optional *Test before you teach* tasks. It may feel strange to set tasks that are specifically designed to allow students to use language items that are only taught later in the Student's Book unit. However, these tasks have a number of purposes.

Firstly, they are *diagnostic*, ie they allow you to get an idea of how much the students can already do with the items you plan to teach. This may lead you to change what you do later in some ways. For example, if you realize that students know a lot about one aspect but little about another, you might decide to plan a lesson that spends more time on the latter.

Secondly, they are *motivational*, ie they help students to realize for themselves what they can or can't do. By asking students to do a task which they perhaps can't yet achieve with full success, they may realize that there is some language that they don't yet have full command of. This may help them to see the purpose of the language items when they come to study them.

## METHODOLOGY GUIDELINES

**WEB RESEARCH TASKS** – This Teacher's Book includes many ideas for extension tasks using the internet. They are presented in the following way: (1) a *Web research task* (2) a list of *Web search key words*.

All web tasks provide work on relevant reading skills.

**Setting up Web research tasks**

To allow all students to work simultaneously, you will ideally need to have enough internet-connected computers so that a maximum of three students work per computer.

If this is not possible, you will need to allow some students to work on the task while others do other work, eg allowing a six-minute time slot at the computer for each pair of students.

**Running Web research tasks**

- The tasks usually give suggestions of useful *web search key words*. We have given these (rather than actual internet addresses) because web addresses tend to change suddenly, whereas these search words are likely to produce good results at any time.
- Alternatively, you might like to set the *Web research tasks* for students to do for homework. Data collected can then be discussed and collated in subsequent class time.

**GRAMMAR BOXES** – In every lesson of the Student's Book in which new grammar or functional language is introduced, you will find a *Grammar box*. This section suggests a number of typical ideas for using these boxes, as well as a few more unusual options.

- Ask one or two students to read the information aloud to the rest of the class.
- Ask students to work in pairs and read the information aloud to each other.
- Ask students to work in pairs, read and then discuss or ask each other questions about the contents.
- Allow quiet reading time and then asks questions based on the material in the box.
- Use material in the substitution tables (which feature in many of the *Grammar boxes*) to give students simple repetition or substitution drills.
- Ask students in pairs to drill each other.
- Books closed: Before students look at the *Grammar box*, read it aloud to them. At various key points, pause and elicit what the next word or words might be. Clearly confirm right answers. When you have finished, allow students to open books and read the information through quietly.
- Books closed: Write the information from the *Grammar box* on the board, trying to keep the same layout as the book. Leave gaps at key places. Ask students to either copy the diagram and fill it in, or come to the board and fill in the information there. Allow students to discuss the suggested answers before they check with the printed version.