

- a 1 was 5 was  
2 were 6 was  
3 were 7 weren't  
4 was
- b 1 were 7 were  
2 Was 8 was  
3 wasn't 9 Were  
4 was 10 weren't  
5 were 11 was  
6 was 12 was

- Tell SS to go back to the main lesson on page 52.

### 3 PRONUNCIATION sentence stress

#### a 5.3

- Focus on the sentences and play the recording once for SS to listen. Then play it again, pausing after each sentence for SS to repeat.

#### 5.3

CD2 Track 27

He was born in Virginia. His parents were very rich.  
He wasn't the second president. They weren't all famous.  
Where was he born? When was he born?  
Was he famous? No, he wasn't.  
Were they good presidents? Yes, they were.

#### Pronunciation notes

- was* and *were* have two different pronunciations depending on whether they are stressed or not (i.e., they can have either a strong or weak pronunciation).
- was* and *were* tend to have a weak pronunciation in  $+$  sentences: *I was /wəz/ born in 1990. They were /wə/ famous.*
- was /wasn't* and *were /weren't* have a strong pronunciation in short answers and  $-$  sentences: *Yes, I was /wəz/, No, I wasn't /wəznt/, Yes, we were /wə/, No we weren't /wərent/.*
- As pronunciation of strong and weak forms tends to occur quite naturally when there is good sentence stress and rhythm, it is a good idea to concentrate your efforts on this (as in 3a).

- b • Divide SS into pairs, A and B. Tell them to go to **Communication Three Presidents** A page 109, B page 112.
- Go through the instructions with them and elicit and drill the questions, e.g., *What was (Washington's) first name? Which president was he? When was he born? Where was he born? Where were his parents from?*

#### Extra support

When you have elicited and drilled the questions, write them on the board.

- SS ask and answer questions to complete the chart. Remind them to ask *How do you spell it?* for first names and place names they don't know.
- Monitor, encouraging SS to get the right rhythm.
- If necessary, when they have finished the activity, let SS check their answers by looking at each other's books.
- Tell SS to go back to the main lesson on page 52.

- c • Focus on the questions. Model and drill them for SS to get the right rhythm. SS ask the questions in pairs.
- Elicit SS' responses by asking individual SS about their partner in the third person, e.g., *Where was David born?*

### 4 READING

- a • Focus on the photos, names, and cities. Set a time limit for SS in pairs or small groups to match the names, places, and photos. Check answers.

- 1 Chopin Warsaw  
2 Joan of Arc Paris  
3 Nelson London  
4 Bolívar Caracas

- You could ask SS if they know who the four people were, encouraging them to use *was* in their answers.
- b • Now focus on the biographies and set a time limit for SS to read them and complete the missing information.

- 1 Chopin Poland  
2 Joan of Arc France  
3 Nelson England  
4 Bolívar Venezuela

#### c 5.4

- Play the recording for SS to check their answers and to hear how to pronounce the names and place names.

#### 5.4

CD2 Track 28

**Chopin** was born in Mazovia in Poland in 1810. When he was seven years old he was already a brilliant pianist. He was a great composer and his piano music is world-famous and very popular.

**Joan of Arc** was born in 1412 in the village of Domrémy in France. She was only a young girl, but she was also a soldier and a famous leader in the war against the English.

**Nelson** was born in Norfolk, England, in 1758. He was a great sailor. He was famous for his victory against the French at the battle of Trafalgar in 1805.

**Bolívar** was born in 1783. His family was from Caracas in Venezuela. He was a famous politician and soldier and a great leader.

- Read the texts aloud to the class and clarify meaning of any new words.

#### Extra idea

You could also have SS read the texts aloud in pairs to get more practice with the rhythm of *was* and *were*, i.e., not stressing them in  $+$  sentences.

- Now have SS cover the texts and try and remember what they have read. In pairs, A says anything he/she can remember about the first statue. B checks and prompts. Then they change roles for the second statue.

### 5 VOCABULARY word formation

- a • Focus on the explanation about making the word for a person (e.g., *painter*) and ask SS what letters you add to a verb or noun. Give them time to look at the examples and find the answers.

-er or -or to a verb, -ist or -ian to a noun