

Grammar notes

- *There is / there are* can be used in any tense simply by changing the tense of *be*, thus the past is *there was / there were*.
- Although it works in exactly the same way as *there is / there are*, SS have a tendency to forget the plural form *there were*.
- Focus on exercises 6B on page 133. SS do the exercises individually or in pairs. Remind them to use *some* and *any* in plural sentences where no number is mentioned.
- Check answers, getting SS to read the complete sentences.

- a 1 There were some double rooms.
2 There was a swimming pool.
3 There was a restaurant.
4 There wasn't a parking lot.
5 There weren't any stores.
- b 1 There were 7 was there
2 There was 8 There was
3 there were 9 Were there
4 Was there 10 there weren't
5 there wasn't 11 There was
6 there was

- Tell SS to go back to the main lesson on page 67.

5 SPEAKING

- Tell SS to go to **Communication Room 11** on page 111. Give them one minute to look at the picture.
- a • Put students in pairs, A and B. Tell A to go to page 109 and B to page 112. Give each student a couple of minutes to write their questions.

Extra support

Put SS in pairs, A and A and B and B, to prepare their questions together.

- b • Have SS sit face to face. A asks his/her questions to B, who has to answer without looking back at the picture.
- c • B now asks A his/her questions.
- When they have finished have SS go back to page 111 to check their answers and see who has the best memory.

Extra challenge

Have SS make questions from the prompts orally, without writing them first.

- Tell SS to go back to the main lesson on page 67.

6 PRONUNCIATION silent letters

- a • Go through the introductory text and model and drill the pronunciation of *cupboard* so SS can hear that the *p* isn't pronounced. Show them that the phonetics also make this clear. Point out also that the second syllable in *cupboard* is pronounced /bɔ:rd/ and not /bɔ:rd/.

Pronunciation notes

- Encourage and help SS to cross out silent letters when they learn new words, like this: *listen*.
- Emphasize that if SS can recognize the phonetic transcriptions next to words in the dictionary, this will help them identify silent letters.

- In pairs SS say the words aloud, decide which they think is the silent letter in each word, and cross it out.

b 6.7

- Play the recording for them to check. Check answers (the silent letters are in red).

6.7

CD2 Track 56

g y est	b y ilding
g h ost	lis t en
ha l f	fr i end
cou ld	w r ite
k n ow	h o ur

- Point out that in words that begin with *kn-* (e.g., *knee*) or *wr-* (e.g., *wrong*) the *k* and the *w* are always silent.

Extra idea

If your SS have dictionaries, you could have them check their answers with the phonetics in their dictionary. This will help build their confidence in dictionary use.

Extra photocopiable activities

Grammar

there was / there were page 161.

Communicative

Where is it? page 206 (instructions page 180).

HOMEWORK

Study Link **Workbook** pages 51–52.