



## Who is right?

### Student A

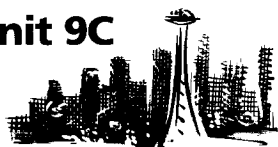
1. My cousin is waiting for a baby in February.
2. I really wish it doesn't rain tomorrow.
3. I hope the exam next week isn't too difficult.
4. My brother gains a lot more money than I do.
5. He said me his name was Peter.
6. I really have a doubt about the answer to this question.
7. If you don't concentrate in class you'll just waste your time.
8. If I were rich I would be very happy.
9. When I arrived to my house I was very tired.
10. I won't see you this weekend because I'm going back to New York.
11. Can you take some wine when you come to my house tonight?
12. Please remind me to post that letter.

### Student B

1. My cousin is expecting a baby in February.
2. I really hope it doesn't rain tomorrow.
3. I wish the exam next week isn't too difficult.
4. My brother earns a lot more money than I do.
5. He told me his name was Peter.
6. I'm really not sure about the answer to this question.
7. If you don't concentrate in class you'll just lose your time.
8. If I would be rich I would be very happy.
9. When I arrived home I was very tired.
10. I won't see you this weekend because I'm coming back to New York.
11. Can you bring some wine when you come to my house tonight?
12. Please remember me to post that letter.

**Unit 9C**

Teacher's Notes



# Who is right?

## Interaction

Pair work

## Aim

To distinguish between pairs of confusing words.

## Time

30–40 minutes

## Skills

Speaking  
Listening  
Writing

## Grammar and Functions

Review of various structures

## Vocabulary

Confusing words and expressions

## Preparation

Photocopy one worksheet for each pair of students and cut them in half to make two cards.

## Answers

- |     |     |     |      |      |      |
|-----|-----|-----|------|------|------|
| 1 B | 2 B | 3 A | 4 B  | 5 B  | 6 B  |
| 7 A | 8 A | 9 B | 10 A | 11 B | 12 A |

## Procedure

- Put students in pairs.
- Give out the two different cards to each pair.
- Explain that they should compare the different versions of each sentence and decide which is correct.
- When students have decided on their answers, students should look at the incorrect sentences and try to write an example of correct usage. If necessary write a sentence on the board to help them, e.g. 1 *My cousin is waiting for ... a bus / me / the shop to open.*
- Working as a whole class, invite pairs to give an answer in turn, and to provide their corrected version for the mistake. Ensure that everyone notes the right answers.
- Working in the same pairs, ask students to write a grammar rule for each example if possible.
- Be available to give advice if necessary.
- At the end, check their rules with the whole class.

## Additional ideas

Working in the same pairs, have students look back through their course book to find three more examples of easily confused words or expressions. They can write out one correct and one incorrect version for each example, on two separate cards. When they are ready, each pair swaps cards with another pair, and they try to identify the correct sentences.