

01 MY FIRST CLASS



UNIT OVERVIEW

In this unit, students practise asking and answering **common questions** and **maintaining conversations**. They have practice in **talking about language learning experiences** and **telling stories**. They **read** an article about **language teaching policy**, **listen to a conversation** between a **teacher and a new student** and a **conversation between two classmates**. The main **grammar** aims are **question forms** and **narrative tenses – past simple, past continuous and past perfect**.

SPEAKING

Aim

To lead in to the lesson and allow students to introduce themselves to each other.

Step 1 If this is a new class, start by asking students their names. Get them to introduce themselves and say where they are from and why they are here. You might get them to write name cards to help everyone remember. Lead in to the lesson by asking students the questions in exercise A.

Step 2 Put students in pairs and tell them to interview their partner and find out as much as they can about the areas in B. Monitor and note any problems with question formation to focus on when students are doing *Grammar*. Ask them to report back to the rest of the class about their partner at the end. You could round off by asking the whole class to remember one thing about each student.

NATIVE SPEAKER ENGLISH

Write on the board *I'm really into swimming, my sister's really into music*. Ask students what they think this means (to like something very much). Is it formal or informal? (Informal.) Read out the box or ask students to read it. Ask them for some examples of what they are really into.

GRAMMAR Question formation

Aim

To extend and consolidate students knowledge of question forms in different tenses.

Step 1 Lead in by asking students some of the questions they asked in *Speaking* exercise B. Write a few examples of different question types on the board and check students know the form, especially the use of auxiliaries and inversion of subject and verb. Read out the box or ask students to read it and check they understand by eliciting one or two more examples of each type of question given. Direct students to the grammar reference on p. 136 if you think they need more help.

8 OUTCOMES

Step 2 Ask students to complete the questions in A with one or more words. Check in pairs then check with the whole group by getting students to ask each other in open pairs.

Answers

- | | |
|-------------------------|--|
| 1 are you / do you come | 6 have you been |
| 2 do you | 7 do you |
| 3 are you | 8 Have you got |
| 4 Are you | 9 are you going to / are you planning to |
| 5 Have you | 10 did you |

Step 3 Put students in new pairs and get them to take turns to ask each other the questions.

LISTENING

Aim

To hear the target language in context and introduce follow-up questions.

Step 1 Tell students they are going to hear a conversation between an English teacher and a new student. Give them a few seconds to read the questions in A. Then ask them to think about the answers as they listen. Play the recording.

1.1

G = Guy, O = Olga

G: Hi. Come in. Sit down. Take a seat.

O: Thank you.

G: So ... um ... what's your name?

O: Olga.

G: Right, OK. And where are you from, Olga?

O: Russia.

G: Oh OK. Whereabouts?

O: Saratov. It's maybe 500 kilometres from Moscow. Do you know it?

G: No, sorry. I'm afraid I don't. My geography of that area's not great! So how long have you been learning English, Olga?

O: About 10 or 12 years on and off.
 G: OK. So have you been to the UK to study before?
 O: No, no. In fact this is my first time in an English-speaking country.
 G: Really?! That's amazing, because your English is really good. I mean, you haven't got a very strong accent.
 O: Thanks. I had really good teachers at school.
 G: Yeah? Mine weren't that good, but then I wasn't a very good student either!
 O: Yes. I was lucky.
 G: So how long are you going to stay here?
 O: I'm not sure. I'd like to do a degree here – maybe in business management, but I'll see. It depends on my husband as well. He's looking for work here.
 G: Oh OK, So how old are you, if you don't mind me asking?
 O: I'd rather not say.
 G: Oh right. OK, fair enough. Anyway, I think that's all I need to ask. I'm going to put you in the top class. Is that OK?
 O: Fine. Thanks.

Answers

- 1 She's from Saratov in Russia
- 2 About 10 or 12 years on and off
- 3 She's not sure – probably a few years

Step 2 Ask students to complete the sentences in B using the correct word in italics. Then play the recording again for them to check. Perhaps look at the audioscript as they listen as well, especially as this is the first listening. Exploit further, e.g. phrases like *on and off*, *it depends on*, *fair enough*.

Answers

- | | | |
|--------------|----------|--------|
| 1 Come in | 3 strong | 5 mind |
| 2 kilometres | 4 stay | 6 top |

LANGUAGE PATTERNS

Aim

To draw students attention to the use of *I'd rather ... to talk about preference.*

Ask students to read the sentences in the box and tell you what patterns they notice *I'd rather (+ not) + base form = I would rather*. This is another way of saying *I would prefer (not) to + base form*, to talk about preference.

SPEAKING

Aim

To exploit the listening by giving students a chance to express their opinions and to give fluency practice.

Step 1 Give students a few moments to read the questions in A and think about how they would answer them.

Step 2 Put students in pairs or small groups to discuss the questions. Conduct brief feedback.

DEVELOPING CONVERSATIONS

Asking follow-up questions

Aim

To draw students attention to some common follow-up questions we use in certain situations after a first question has been answered in a certain way.

Step 1 Read out the introduction and ask students if they remember the follow-up questions (i.e. the questions that came next) from *Listening*.

Answers

Whereabouts?
 So have you been to the UK to study before?

Step 2 Ask students to look at questions 1–6 in B and match them with a pair of possible follow-up questions a–f. Check in pairs and then play the audio for them to check. Make sure they understand that they will only hear one follow-up question in each case.

1.2

- 1 A: What do you do?
 B: I'm a computer programmer.
 A: Oh yeah? Do you enjoy it?
 B: Yeah, it's OK. It pays the bills!
- 2 A: Have you studied here before?
 B: No. Never.
 A: So where did you learn your English?
 B: I lived in Canada for a year and I just picked it up there.
- 3 A: What do you do when you're not studying?
 B: I like going shopping, going out with friends, that kind of thing, but I've also got a part time job in a café.
 A: How long have you been doing that?
 B: Only about six months.
- 4 A: Have you got any brothers or sisters?
 B: Yeah, seven!
 A: Seven! Older or younger?
 B: I'm the youngest, so, as they like to remind me, I'm the baby of the family.
- 5 A: What did you do at the weekend?
 B: Nothing much. I went shopping on Saturday, but that's all.
 A: Oh right. Did you get anything nice?
 B: Yeah, I did actually. I got this really nice T-shirt in the market.
- 6 A: What are you studying?
 B: Media studies.
 A: Oh right. What does that involve? I've never heard of that subject.
 B: Really? It's quite popular here. You study everything about TV, newspapers and advertising. Some of it's practical, and some of it is more theoretical, almost like philosophy. It's really interesting.

Answers

1 b 2 a 3 f 4 c 5 e 6 d

Step 3 Ask students to look at questions 1–6 again. Elicit possible answers, e.g. 1 *history* and then possible follow-up questions, e.g. *What kind of history?* Repeat the procedure with the other questions to prepare for Step 5.

Step 4 Put students in pairs and ask them to think of one more possible follow-up question for each of the questions 1–6. Check their ideas.

Step 5 Put students in new pairs if possible. Ask them to take turns to ask each other the questions in B with suitable follow-up questions, depending on their partner's answers. Conduct brief feedback at the end.

CONVERSATION PRACTICE

Aim

To give further practice of the target language.

Step 1 Ask students to look at the pictures and choose one of them. They are going to 'be' this person and invent an identity. Tell them to think about this and make a few notes.

Step 2 Put students in groups of four or five and get them to ask each other questions and answer in role. They should try to identify the picture in each case.

Alternatively You could conduct this as a mingling activity. Ask students to walk around and introduce themselves – in role – to as many people as they can, as if they were at a party or speed dating session. At the end, conduct brief feedback, including which picture they think each student had chosen.



pp. 10–11



Next class Make photocopies of 1A p. 128.



VOCABULARY Learning languages

Aim

To introduce some words and phrases commonly used about learning languages.

Step 1 Put students in pairs and ask them to look at the sentences in A and try to guess the meaning of the words / phrases in bold from the context.

Answers

- a quite confident and able to speak without too much hesitation; can talk easily about different subjects
- b survive / manage
- c simple / limited
- d speaking two languages equally well, as a native speaker

e don't speak too fast

2 learn through self-study; learn informally

Step 2 Ask students to put the answers in A in order of how well the speaker speaks the language, starting with the most proficient. Check in pairs then check with the whole group.

Answers

1 d 2 a 3 e 4 b 5 c

Step 3 Put students in small groups and ask them to ask each other and answer the questions in A. If they only speak English and their first language, they should think about someone they know and answer the questions about them. Or they could answer for a famous person they know about – or just use their imaginations and make up the answers. Conduct brief feedback at the end.

READING

Aim

To give students practice in predicting, reading for gist and specific information and responding to text.

Step 1 Tell students they are going to read an article about British people and foreign languages. You could lead in by asking them whether they think British people are good linguists and why this may or may not be the case.

Step 2 Ask students to look at the title and section headings in A and guess what the article is about and what is said in each section. Do not conduct feedback but ask them to read the article quickly to check their ideas.

Answers

- The number of students taking languages at school is falling and this is a disaster because it is bad for trade.
- Students are not motivated because when they go abroad, people speak to them in English.
- Britain is losing trade because British people lack language skills.
- Not everyone thinks the plan to teach languages from an early age (at primary schools) is a good idea.

Step 3 Ask students to read the article in more detail, ignoring the words and phrases in bold. Then look at the statements in C and decide if they are true or false. Check in pairs, then check with the whole group. Ask students to tell you where the evidence for the answers is in the text and to correct the false statements.

Answers

1 F	3 F	5 F	7 F
2 T	4 T	6 F	8 T

Alternatively If you feel students need more help with the vocabulary in the article before they discuss it, you could do exercise E first, before going on to *Speaking*.

Step 4 Put students in pairs and ask them to look at the words / phrases in bold and try to guess the meanings from the context. Point out *pick things up* (learn things) vs *pick it up off the street* (learn informally – as in *Vocabulary* above).

Answers

well-respected director of a school
 desire to do something
 the purpose or reason for doing something
 Depending on
 proof
 context, situation
 linked progression
 learn faster or more slowly
 manage
 easier to do, offered more widely

Step 5 Ask students to read the text again and put a tick (✓) where they agree, a cross (✗) where they don't agree and an exclamation mark (!) if something surprises them. Put them in pairs or small groups to discuss their ideas.



1A see Teacher's notes p. 120.

SPEAKING

Aim

To exploit the reading text further.

Step 1 Ask students to read the short text about Brian Willis, the language expert from the article and check their overall understanding. Ask some questions like: *Where was Brian Willis? What language do they speak there? What mistake did he make? How did it happen? What is the point of the story? What advice does he give?* (to not be embarrassed about speaking and making mistakes). Have students ever been embarrassed when speaking a foreign language? Ask students to decide whether they agree with the advice he gives. Why / Why not? They could discuss this briefly in pairs or just tell you as a group.

Step 2 Ask students to look at question C and think about how they would answer it. They should write five pieces of advice in answer to question C, using the sentence starters given. Then put students in small groups to discuss the questions. Monitor and feed in language learning vocabulary as necessary and / or encourage students to use vocabulary from the section on learning languages. Conduct brief feedback at the end.

VOCABULARY Language words

Aim

To check students know words for different parts of speech and other 'metalinguage' and get them thinking about word formation, collocation and pronunciation.

Step 1 Read out the rubric and put students in threes to answer the questions. Check with the whole group.

Answers

- | | |
|---------------------|--|
| 1 fluently, fluency | 7 pick up, get by |
| 2 both | 8 make |
| 3 second syllable | 9 language, your English, financial situation, |
| 4 forrin | housing, relationships, etc. |
| 5 about | 10 a strong accent |
| 6 on | |



pp. 12–13



Next class Make photocopies of **1B** p. 129.



GRAMMAR Narrative tenses

Aim

To revise past simple, past continuous and past perfect as used in story telling.

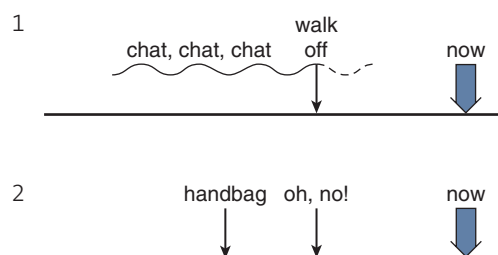
Step 1 Ask students to look at the examples of the three tenses in the box, or read the examples out to them and elicit two or three more examples of each tense from them.

Step 2 Ask students to try to complete the story about Brian Willis without looking back at it, by choosing the correct tense in each of the gaps. While they do that, write the first example of the past continuous and the second example of the past perfect from the box on the board: *I was chatting to him and he suddenly walked off. I realised I'd left my bag in the restaurant.* Check the exercise in pairs and then check with the whole group. Ask students if they understand why any they got wrong are wrong and use this to lead into Step 3.

Answers

- | | |
|------------------|--------------------------|
| 1 was teaching | 7 acted |
| 2 had done | 8 continued |
| 3 was explaining | 9 had used |
| 4 told | 10 had actually said |
| 5 looked | 11 didn't / did not stop |
| 6 said | |

Step 3 Draw students' attention to the two sentences on the board and elicit the different tenses and highlight the form and meaning using timelines and concept questions.



1 *I was chatting to him and he suddenly walked off.*

Tenses: past continuous, past simple

Form: *was / were* + verb + *-ing*, past simple form

Concept questions: 1 Which action is longer? (Chatting.)

2 Which action started first? (Chatting.) 3 Did he interrupt him / her chatting when he walked off? (Yes.)

2 *I realised I'd left my bag in the restaurant.*

Tenses: past simple, past perfect

Form: past simple form, *had* + past participle

Concept questions: 1 Did she leave her bag in the restaurant? (Yes.) 2 Did she realise that before or after she left? (After.)

Step 4 Ask students to look at the tenses in C and the descriptions and match each tense with a description.

Answers

a 2 b 1 c 3

Step 5 Ask students to look at the examples in D and prepare to talk about one of them. They could make a few notes if they wish.

Step 6 Put students in pairs and ask them to tell each other about their experiences.

Step 7 Conduct brief feedback by asking students to report back on what their partner told them.

LISTENING

Aim

To hear examples of the target language in context and give practice in listening for specific information and retelling a story.

Step 1 Tell students they are going to hear a conversation between Martin and Anna, who are both studying Spanish in Spain. Ask them to look at the questions in A and talk about them in pairs / threes.

Step 2 Ask students to listen and decide why Anna and Martin were both late for class. Play the recording and then check the answers.

Answers

Martin was late because he had left his book at home so he went home to get it, spent ages banging on the door and then missed a train.

Anna was late because she was phoning round a few places looking for a flat before class.

1.3

M = Martin, A = Anna

M: Sorry, but I've forgotten your name.

A: Anna.

M: Oh yeah, sorry. Hi.

A: So what did you do in the first half of the class?

M: I don't know. I missed it as well.

A: Oh dear. Why was that?

M: Well, I was late getting up and then I rushed out of the house to get the train, but when I got to the station, I realised I'd forgotten my book. So I went back home to get it and then I realised I didn't have my keys either! I rang the bell, but my flatmate was sleeping so he didn't answer. I was banging on the door and shouting, but nothing.

A: He must be a really heavy sleeper!

M: It's not that, really. He works nights, so he doesn't get home till five o'clock in the morning.

A: Oh right. So did you get in the house?

M: No, in the end, I stopped trying, but by then I'd missed my train to get here and I had to wait another twenty minutes before the next one came.

A: Oh right. Whereabouts are you living?

M: Moncada. It's only about twenty minutes by train from here, but the trains only run every thirty minutes. So anyway, what about you? What's your excuse?

A: Sorry?

M: What's your excuse for being late?

A: Oh right. Sorry. Well, I'm looking for a flat to rent and I was phoning round a few places this morning before class.

M: Right. So did you have any luck?

A: Not really. I'm going to see one later near the centre of town, but it's quite expensive.

M: Mmm.

A: Actually, Frank – the German guy in class – was telling me that you're looking for another person to share your flat.

M: Yeah, well, we've got a spare room and it'd be good to pay less rent.

A: So how much would it be?

M: I guess about forty euros a week.

A: Really? That's really cheap! So what's the room like?

M: It's all right. It's quite big. The only problem is it's an internal room. I mean, it doesn't have any windows to the outside, so there's no natural light.

A: Oh right. And how many people live there?

M: Oh, just the two of us. Me and this Spanish guy, Pedro.

Tip It is not possible to say *I forgot my book at home*. You can say *I forgot my book* or *I left my book at home*.

Step 2 Put students in pairs and ask them to retell the stories and try to use the three tenses as far as possible. When they have finished, ask them to look at the audioscript on p. 160 and underline the examples of the three tenses. Then compare the audioscript with the way they told the story. Elicit examples of the tenses, especially past continuous and past perfect and ask why they are used in each case.

Step 3 Put students in pairs and ask them to discuss the questions in E. Conduct very brief feedback.

GRAMMAR

Other uses of the past continuous

Aim

To introduce a common use of the past continuous and give practice.

Step 1 Read out the explanation in the box and the examples from the audioscript. Ask students to complete the sentences in A with the past continuous form of one of the verbs in the box. Check in pairs and then check with the whole group. While checking, elicit possible responses to number 3 – ask students to look at B for ideas – and give further practice of this by repeating for numbers 4–6, in preparation for B.

Answers

- | | |
|-------------------------------|--------------------------------|
| 1 was crying | 4 was having |
| 2 was he doing; were building | 5 was sorting out |
| 3 was chatting | 6 was looking for; was driving |

Step 2 Put students in pairs and ask them to take turns saying sorry for being late, using a different excuse each time. The listener should respond with one of the expressions in B. Demonstrate with a strong student, then continue in open pairs, then in closed pairs.

SPEAKING

Aim

To practise storytelling using the three past tenses.

Step 1 Start off by getting students to describe each picture in the present to check the vocabulary. Get students to pick out which parts of the story refer to a previous past action. Then get the whole class to tell the story together, in the past.

Suggested answer

Steve had a very stressful time trying to get to his exam on time. When he woke up, he was shocked to find he had overslept. He had been studying the night before and had not gone to bed until 3 am. He got up really quickly and went to the bus stop. He waited for a while, but the bus didn't come and so he got a taxi. Unfortunately, the traffic was terrible and they got stuck in a traffic jam.

Steve decided to walk but when he looked for his wallet to pay the driver, he realised he had left it at home. The taxi driver was shouting at him but he got out of the taxi and ran to the college. When he arrived at the college, the exam had already started and the other students were all writing. Steve had only written half a page when the invigilator told them to stop.

Step 2 Put students in pairs and ask them to retell the story. Monitor closely and correct their use of the past tenses. Ask them to discuss the questions in B. This could be a pair work or class activity.

Optional Ask students to write the story, either in class or for homework.

DEVELOPING CONVERSATIONS

John was telling me ...

Aim

To introduce the expression ... was telling me.

Step 1 Read out the box and ask students if they can remember an example of this from the *Listening 1.3* (Frank – the German guy in class – was telling me that you're looking for another person to share your flat).

Step 2 Put students in pairs and ask them to have short conversations using the prompts in B. Look at the example with them and check they understand. Ask them to add an answer to the second question to complete the dialogue. For the example it could be: *Only a couple of times a month.* Check with the whole group at the end.

Suggested answers

- John was telling me you lived in Germany.
Yes, I did.
What were you doing there?
I was studying German.
- John was telling me you play golf.
Yes, that's right.
Are you any good?
Not bad.
- John was telling me you've just been on holiday.
Yes, I have.
Where did you go?
Italy.
- John was telling me you're getting married.
Yes, I am.
Congratulations! When's the big day?
June.
- John was telling me you're looking for a flat at the moment.
Yes, I am.
Have you had any luck?
No, not yet.

Step 3 Ask students to try to remember some of the things they have found out about other students during the course of the unit. Then put them in new pairs to tell each other what they heard. Ask them to develop conversations, as in the example.



1B see Teacher's notes p. 120.

02 FEELINGS



UNIT OVERVIEW

In this unit, students extend their ability to talk about **feelings** and practise **responding to good or bad news, making excuses**, using **stress and intonation** more effectively and asking **double questions** and **response questions**. They **read** an article about **an experiment to make people happier** and **listen** to **two conversations** about **how people feel** and one **conversation** about **work**. The main **grammar** aims are **be, look, seem, etc. + adjective, -ing / -ed adjectives** and revision of **the present continuous**.

VOCABULARY Feelings

Aim

To extend vocabulary and introduce **-ed adjectives**.

Step 1 Lead in by asking students to look at the pictures and describe the scenes / situations. Ask students how one or two people in the pictures are feeling. Then put students in pairs and ask them to describe all the people using the adjectives in the box. Check with the whole group. Drill for pronunciation and elicit and mark the stress on the board. Use dictionaries if necessary to help with the meanings. You could mime or ask students to mime the meanings.

Answers

Picture 1

The child could be exhausted, furious, upset, fed up, in a bad mood; the father could be stressed, furious, annoyed, in a bad mood; the mother could feel terrible, guilty, worried, stressed; the other people could be annoyed, fed up.

Picture 2

The man could be pleased, in a good mood, disappointed (but pretending to be pleased); the other people could be relaxed, pleased (and down, fed up if they wish they were retiring).

Step 2 Ask students in the same pairs to discuss which of the adjectives in A show you are feeling tired (exhausted, stressed), ill (stressed, terrible, down), happy (pleased, in a good mood, relaxed), unsure (confused, worried) angry (annoyed, furious), bad about something you've done (in a bad mood, down, terrible, worried, guilty). Check with the whole group.

Step 3 Ask the whole group which of these feelings they have had today / in the last week / month and why.

GRAMMAR *Be, look, seem etc.*

Aim

To revise verbs **like be, look etc. + adjective in the context of people's feelings**.

Step 1 Read out the introduction and check that students understand the differences in meaning between the verbs. Then ask students to match sentences 1–8 in A with the correct reason a–h. Check in pairs, then check with the whole group, in open pairs.

Answers

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

Step 2 Ask students to write their own responses to the questions in A. Monitor and help students with their writing where necessary.

Step 3 Put students in pairs and ask them to take turns asking and answering with their own responses. Monitor and help with pronunciation where necessary.

Look at the grammar reference on p. 138 if you think students need further explanation at this stage.

LANGUAGE PATTERNS

Aim

To draw students attention to the use **expect + to-infinitives**.

Ask students to look at the box and tell you what pattern they notice (**expect + to-infinitive, expect + object + to-infinitive**). You could ask them to translate into their language and notice how the pattern is similar / different. If you don't want them to translate, or in a multilingual class, you could ask if they know any similar patterns (want, ask).

LISTENING

Aim

To hear the target language in context and give practice in listening for gist and detail.

Step 1 Tell students they are going to hear two conversations, the first about Karim and the second between Belinda and Alisha. Ask them to listen and note down how each of these people are feeling. Play the recording, pausing after the first conversation to allow students time to complete their notes. Check in pairs, then check with the whole group.

Answers

Karim: a bit down, worried, upset; Belinda: fed up, stressed; Alisha: great, pleased.

2.1

Conversation 1

R = Ryan, C = Clara

R: Hey, Clara!

C: What is it, Ryan?

R: Have you seen Karim this week?

C: Yeah, I saw him yesterday. Why?

R: Is he OK? I haven't spoken to him for a while, but the last time I saw him he seemed a bit down.

C: Hmm. I know. I think it's his mum. Apparently, she's quite ill and he's just very worried about her.

R: Oh no. What's wrong with her? Is it very serious?

C: I think it must be. He was quite upset when I spoke to him, and he didn't want to say much.

R: Oh dear. That's awful. I feel a bit guilty now that I haven't rung him, because I had a feeling something was wrong.

C: Why?

R: Well, I met him outside the university with Chris. Chris and I were chatting, but Karim didn't say much. In fact, he hardly said anything at all.

C: Really?

R: And Karim is normally really chatty.

C: I know. Well, he probably isn't in the mood to talk to anyone at the moment.

R: Oh dear. Well, if you see him, tell him I'm thinking of him. Say 'hello' to him from me.

C: Sure.

Conversation 2

B = Belinda, A = Alisha

B: Hello Alisha! How's it going?

A: Great actually, Belinda. I've just finished all my exams!

B: That must be a relief. How did they go?

A: Quite well, I think. I was really pleased with how I did.

B: That's great.

A: Are you all right? You look a bit fed up.

B: Yeah, sorry. It's not you. I'm just having a few problems with my accommodation.

A: Oh dear. What's the problem?

B: Oh, I've just found out I can't continue to stay where I am at the moment.

A: What a pain! How come?

B: I don't really want to explain. Basically, I need to find something else and, to be honest I just don't need the stress.

A: I can imagine. Can I do anything to help?

B: No, it's OK. I'm sure it'll sort itself out, but thanks.

A: Well at least let me buy you a drink.

B: OK. That'd be nice.

A: What would you like?

B: A cappuccino would be good.

A: Anything else? A bit of cake? Go on. It'll cheer you up.

B: Well I have to say that chocolate cake looks very nice.

A: I think I'll join you – to celebrate finishing my exams.

Step 2 Ask students if they can remember why each person feels this way. Play the recording again for them to check if necessary.

Answers

Karim's mother is ill; Belinda has to find somewhere new to live, Alisha has finished her exams.

NATIVE SPEAKER ENGLISH

Read out the box to students and check they understand. What is another way of saying *How come?* (*Why?*) Is this formal or informal? (Informal.)

SPEAKING

Aim

To extend and personalise the topic using the target language.

Step 1 Ask students to read the questions and think about how they would answer them.

Step 2 Put students in pairs or small groups to talk about the questions. Conduct brief feedback at the end.

DEVELOPING CONVERSATIONS

Response expressions

Aim

To draw students' attention to some typical short responses to people's news.

Step 1 Lead in by telling students some news e.g. I've just won the lottery, I've lost my job etc. and elicit responses.

Step 2 Ask students to look at the short responses in bold in A. Ask them to try to translate them into their own language and see if there are any they can't translate. If you don't want them to translate these put students in pairs and ask them to guess the meanings from the context. Elicit another scenario in which you might give each response.

PRONUNCIATION Responding

Aim

To draw attention to the intonation in responses.

Step 1 Read out the box and demonstrate the wider voice range with a positive response (that's fantastic!) and the narrower voice range with a negative response (oh, that's sad). Ask students if they notice the difference.

Step 2 Ask students to listen to the sentences from *Developing conversations*. Pause the recording after the responses in bold and ask students to repeat after each one, paying particular attention to the intonation.

2.2

- 1 A: I can't drink at the moment. I'm pregnant.
B: Really? Congratulations! When is the baby due?
- 2 A: I'm going to Canada to study English.
B: Wow, that's great. How long are you going for?
- 3 A: I'm afraid I can't meet you tonight.
B: Oh, what a shame. Are you sure?
- 4 A: My brother's not very well.
B: Oh no! I'm really sorry. I hope it's not too serious.
- 5 A: I've lost my wallet.
B: Oh no, what a pain! Did it have much in it?
- 6 A: I've found my wallet!
B: Phew, that's a relief! Where was it?

Step 3 Put students in pairs and ask them to practise the exchanges in *Developing conversations*. They should pay particular attention to the intonation and try to develop the conversations by continuing them. Demonstrate with a strong student, continue in open pairs, then in closed pairs. Monitor and help students with pronunciation where necessary.



pp. 16–17



Next class Make photocopies of 2A p. 130.



CONVERSATION PRACTICE

Aim

To put the target language in a real personalised context and give further practice.

Step 1 Put students in pairs and ask them to write a short conversation similar to the ones they heard, including some response expressions. When they are ready, they should practise the conversations together. Monitor and correct any mistakes in target language.

Step 2 Round off by asking willing pairs to act out their conversations in front of the class. Give the other students a 'reason to listen', e.g. get them to note down the news in each case and how the speakers felt. Check their ideas at the end.

SPEAKING

Aim

To extend students' vocabulary of parts of the body and associated verbs and lead in to the reading.

Step 1 Ask students to look at the sentences in A and check they understand the words / phrases in bold. If possible, take in monolingual dictionaries for students to check with. If not, check the words with them. The easiest way is to mime / demonstrate. Model and drill for pronunciation.

Step 2 Put students in small groups (mixed nationality if possible) and ask them to discuss the questions in A. Conduct brief feedback.

READING

Aim

To give practice in predicting, reading for gist and specific information and noticing common collocations.

Step 1 Put students in pairs. Ask them to look at the pictures and the title and answer the questions in A. They could also discuss what they think the title means and why he is called Juan Mann. Do not conduct feedback on this.

Step 2 Ask students to read the article quickly and check their ideas in A and decide whether they feel differently about the man afterwards. Check overall understanding with the whole group.

Step 3 Put students in pairs and ask them to try to answer the questions in C, then read the text again to find any answers they are not sure about.

Answers

- 1 He felt lonely and depressed and wanted to do something different.
- 2 He felt rather pessimistic and vulnerable.
- 3 A woman whose dog had died and for whom this was the anniversary of the death of her daughter.
- 4 He became famous through the Internet site YouTube.
- 5 He was told at school he could not do this kind of work; he learns from other people's mistakes as well as his own.
- 6 He thinks many people need someone to listen to and comfort them but are too embarrassed to ask a professional.

Step 4 Ask students to look at the nouns in D and try to remember the adjectives that went with them in the text. They should look at the text again to check. Check in pairs, then check with the whole group. Check the meanings of the phrases and perhaps ask students to make sentences to illustrate each one.

Answers

<i>meaningful</i> connections	<i>true</i> identity
<i>desperate</i> attempt	<i>social</i> skills
<i>international</i> star	<i>professional</i> help
<i>miserable</i> year	<i>original</i> plan

VOCABULARY Adjective collocations**Aim**

To look at adjectives which frequently collocate with certain nouns and to introduce *-ing* adjectives before contrasting them overtly with *-ed* adjectives.

Step 1 Ask students to look at the groups of words in A and match each group with one of the adjectives in the box. Check in pairs then check with the whole group. Drill for pronunciation and elicit and mark the stress on the board. You could give further practice by asking students prompt questions e.g. How did you feel on holiday? (Relaxed.) How did you feel when they phoned you at 6 am? (Annoyed.)

Answers

1 relaxing	4 inspiring
2 annoying	5 confusing
3 exciting	6 disappointing

Step 2 Ask students to write eight true sentences about themselves using each adjective with one or two of the nouns given in A. Elicit a few examples first, e.g. *I had a really relaxing holiday in Greece.* Put students in pairs to check each other's sentences and develop conversations by asking when, why, etc.

GRAMMAR *-ing / -ed* adjectives**Aim**

To contrast *-ing / -ed* adjectives and give practice.

Step 1 Lead in by writing two examples on the board, e.g. *The book was really exciting. I was really excited by the book.* Ask students which one describes my feeling (excited) and which the thing or person (exciting). Read out the explanation in the box or ask students to read it.

Step 2 Ask students to read the sentences in A and choose the correct answer. Check in pairs then check with the whole group.

Answers

1 confused	4 bored
2 interesting	5 embarrassing
3 disappointing	6 scary

Tip Point out that not all adjectives of feeling fit into neat *-ing / -ed* pairs. Ask students for an example from the exercise (*scary / frightened*). They could look back at exercise A on p. 14 and the grammar reference on p. 138 for help with this.

Step 3 Ask students to look at the picture and match each person with one of the sentences in A. Point out that there may be more than one possibility.

Answers

1 girl with yellow T-shirt	4 girl with brown hair
2 girl with black hair	5 boy with glasses
3 boy with green T-shirt	6 blond boy at back



2A see Teacher's notes p. 120.

SPEAKING**Aim**

To round off the lesson and give fluency practice.

Step 1 Ask students to look at the questions and think about how they would answer them.

Step 2 Put students in pairs or small groups and ask them to discuss the questions. Conduct brief feedback at the end.



pp. 18–19



Next class Make photocopies of 2B p. 131.

**LISTENING****Aim**

To introduce the grammar (different uses of the present continuous) in context and give practice in predicting, listening for gist and detail.

Step 1 Lead in by asking students to look at the picture and say where Louise and Sarah are and what they think they are talking about. Tell them to imagine a conversation beginning, 'Hi, how are you? What are you doing here?' and to practise it in pairs. Do not give feedback on this.

Step 2 Tell students they are going to hear to Sarah and Louise's conversation. They should listen and check their ideas from A (step 1) and also decide which adjective(s) from the box in B describe each of the women.

Answers

Louise: stressed, exhausted, shocked

Sarah: mysterious, happy, annoyed

2.3**S = Sarah, L = Louise**

S: Hello Louise!

L: Oh Sarah. All right?

S: How's it going?

L: OK. I'm a bit stressed to be honest. I'm working quite hard at the moment. We're finishing at nine most days!

S: Really? What a pain. You must be exhausted.

L: Yeah I am. So what are you doing here? Are you window shopping?

S: What? No, no. Not really. I'm just meeting a friend here. I'm a bit early.

L: Oh right. Hey listen, Sarah. I've rung you a few times recently, but you always seem to have your phone switched off or you don't answer it.

S: Oh right, yeah, Sorry about that.

L: So why aren't you answering it? Don't you want to talk to me?

S: No, no, it's not that!

L: I mean, you usually answer it on the first ring!

S: I know, I know.

L: So what? Is it work?

S: Sort of.

L: What do you mean, 'sort of'?

S: Well, if you must know, I'm seeing someone from work.

L: Oh right! But why are you being so mysterious about it? It's unlike you. You normally tell me everything.

S: Well, it's just ... well, it's my boss!

L: You're going out with your boss? So how long has this been happening?

S: About three weeks.

L: That's not long.

S: No. That's why I don't want anyone to know for the moment. I've just changed jobs too.

L: Oh really? I didn't know that. What are you doing now? Did you get promoted?

S: No, the new job isn't really a promotion. I'm not getting any more money. I'm just doing something different. It's more marketing than sales.

L: And you studied marketing, didn't you?

S: Yeah, that's right. I prefer marketing, so it's a good change. I'm really enjoying it.

L: Well, with your boss, it sounds like you're having a great time!

S: But I didn't get the new job because of my boss. I was promoted by Head Office.

L: Oh right.

S: But you see, this is why I don't want people to know about the relationship! They'll think I've got the job because I'm going out with the boss. It's really annoying.

L: OK, OK, I'm sorry. It was a stupid thing to say.

Listen, what are you doing on Friday? Do you fancy meeting? It'd be nice to hear more of your news.

S: I'm afraid I can't. I play badminton on Fridays. And this Friday we're going for a meal afterwards.

L: Oh right. That's a shame. Maybe next week sometime.

S: Yeah ... yeah.

L: So ... when am I going to meet your boss?

S: Er ... Um ... er ... now. There – coming towards us.

L: Wait! That's your boss?!

Step 3 Ask students if they remember why the women have each of the feelings given in B. Play the recording again if they need to check.

Answers

Louise: stressed and exhausted because of working long hours; shocked when she hears Sarah's going out with her boss (and when she sees him).

Sarah: mysterious because she doesn't want to talk about her new boyfriend / boss; happy because she loves her new job. Annoyed because people think she got the job because of her relationship with the boss.

GRAMMAR Present continuous**Aim**

To revise different uses of the present continuous.

Step 1 Ask students to look at the sentences in A and complete them using verbs in the present continuous. Do the first example with them. Check in pairs, then check with the whole group.

Alternatively Ask students to look at the audioscript on p. 161 to check their answers. Encourage them to look for other useful language, e.g. *promoted, promotion, to be honest, what a pain*.

Answers

1 am working / are finishing

2 are you doing? Are you window shopping?

3 I'm (just) meeting

4 I'm seeing

5 are you being

6 I'm not getting; I'm (just) doing

7 are you doing

8 we're going

Step 2 Put students in pairs and ask them to answer the questions in B. Check with the whole group.

Answers

1 a 1, 2, 5, 6 b 3, 4, 7, 8

2 5 – because *being* means *behaving / acting* in this case

See grammar reference p. 138

GRAMMAR Present continuous / present simple questions

Aim

To draw students' attention to the way we often ask 'double questions' (one question straight after another); to give practice in present continuous and present simple questions.

Tip It might be useful to check students' understanding of stative verbs here. Elicit some examples (*want, like, understand, know, etc.*) and ask what is unusual about them (they are not normally found in the continuous form). This should help them to choose the correct form in A. Go to the grammar reference on p. 139 for notes on this, including verbs that can be stative and dynamic. Point out that *love* is becoming more commonly used in the continuous form, as in *I'm loving it*.

Step 1 Read or ask students to read out the box. Ask them which tense is used in each question and why? (Present continuous to talk about an activity happening around now, present simple because *fancy* is a stative verb.) Ask students to create 'double questions' in the present continuous and / or the present simple, using the prompts in A. Do the first example with them to check they understand. Check in pairs, then check with the whole group.

Answers

- 1 How is your course going? Are you still enjoying it?
- 2 What are you doing now? Do you fancy going for a coffee?
- 3 What is your sister doing these days? Is she still studying?
- 4 Are you working this weekend? Do you want to go for a picnic?
- 5 Do I need a coat? Is it still raining outside?
- 6 What are you doing here? Do you work near here? (or, Are you working near here?)
- 7 What are you doing? Are you waiting to be served?
- 8 What is the matter with her? Why is she shouting at me?

Step 2 Ask students to match the pairs of questions in A with a suitable response in B. Check in open pairs by getting one student to ask one of the questions in A and another to answer with the correct response.

Answers

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

Step 3 Put students in pairs and ask them to have conversations, making 'double questions' by adding their own question to the one already there. Demonstrate with a strong student, then in open pairs, then continue in closed pairs. Monitor closely and take notes for a correction slot at the end.



2B see Teacher's notes p. 120.

DEVELOPING CONVERSATIONS Making excuses

Aim

To give more practice of the grammar in the context of making excuses.

Step 1 Read or ask students to read out the introduction. Then ask students to prepare a suitable response to the questions in A, using either the present simple or the present continuous.

Step 2 Put students in pairs and ask them to take turns asking the questions and responding with their own ideas. Monitor and correct their responses where necessary.

Answers

Many possibilities, as long as they are using a suitable verb in the present continuous or present simple.

SPEAKING

Aim

To round off the lesson and give fluency practice.

Step 1 Ask students to look at the pictures and ask what they can see (skiing holiday, beach holiday) and whether they would like / dislike these holidays and why. Check they understand heaven (something I love) and hell (something I hate) in this context.

Step 2 Ask students to read the text. Put students in pairs and ask them to discuss which they agree / disagree with and why, and which is their favourite comment and why. Conduct brief feedback.

Step 3 Ask students to write their own idea of both heaven and hell using some of the language from the unit. These should be about 25–30 words each. Monitor as they write and help / correct where necessary.

Step 4 Put students in small groups to discuss their ideas. They could feed back to the whole group by saying whether there were any similar ideas or if they were all very different. You could also ask what was the most surprising / strange / sad, etc. thing each group heard.

03 TIME OFF



UNIT OVERVIEW

The main aims of this unit are to enable students to talk about **holidays** and to **describe interesting places**. They have practice in **asking for and making recommendations** and talking about **holiday problems** and **the weather**. The main grammatical focus is **present perfect questions** and ways of talking about **future plans and predictions, including will, going to** and **present continuous**.

SPEAKING

Aim

To lead in and get students immediately involved through personalisation.

Step 1 Tell students to look at the pictures and decide where the places are. Have they been to any of these places and, if so, what were they like? If not, would they like to go? Why / Why not? Do they like going to markets, mosques, castles, ruins? This could be conducted with the whole group or in pairs / threes with brief feedback.

Step 2 Put students in pairs. Ask them to discuss the questions. Check they understand *locally, regionally* and *nationally* by eliciting an example of each. Check a few of their ideas with the whole group.

Tip With a monolingual class, tell students they can include other countries they have visited, to provide more variety. In a multilingual class, pair students in mixed nationalities. Get them to tell each other as much as they can about their chosen places.

VOCABULARY Places of interest

Aim

To present / check key vocabulary.

Step 1 Ask students to fill in the gaps in sentences 1–10 using the correct word from the boxes. They could do this in pairs or individually and then check in pairs.

Step 2 Elicit answers from individual students. Check all students have the right answers. If there are problems with meaning, elicit examples of each item which students are familiar with, to check the concept. Model and drill the words for pronunciation. Write on the board, elicit and mark the stress.

Answers

1 lake	5 galleries	9 ruins
2 market	6 castle	10 mosque
3 square	7 theme park	
4 palace	8 old town	

Step 3 Ask students to look back at the sentences. Elicit the prepositional phrases. Model and drill for pronunciation / stress.

Answers

a outside of <u>town</u>	c down by the <u>river</u>
b out in the <u>west</u>	d all along the <u>coast</u>

Step 4 Model the dialogue with a strong student. Then model a few examples in open pairs. Draw students' attention to *there's a / an vs there are some*.

Step 5 Students individually write down five interesting places they've been to. These could be in their country or in the rest of the world.

Step 6 If possible, put students in new pairs here. Students ask each other the questions, following the model in C. Provide an alternative model if students answer 'yes' to the first question, e.g.

A Have you ever been to ...?

B Yes, I have.

A What do you think of it?

B Oh, it's great. There are some ...

Monitor closely and note down correct usage and any errors in the target vocabulary. Conduct brief feedback on this at the end.

LISTENING

Aim

To introduce the language of asking for and giving recommendations. To give students practice in listening for gist and for specific language in context.

Note Krakow is one of the most visited cities in Poland, although it is not the capital (Warsaw is). It is famous for its well-preserved streets and buildings, many of which date back to medieval times.

Step 1 Ask students where Krakow is and if they know anything about it. Tell them to look at the guide to Krakow and ask them to discuss in pairs or threes which they would like to visit and why.

Check vocabulary: *Medieval, concentration camp, mines, World Heritage site, location, live music, lively, sixteenth century.*

Tip Students in Krakow could discuss which of the places they would recommend to a visitor and why.

Step 2 Tell students they are going to listen to a conversation between a tourist, Claire and a hotel receptionist in Krakow. They should tick the places on the guide which they mention and identify what Claire decides to do. Play the recording once and then ask them to check in pairs. Check with the whole group.

Answers

Discussed: St Mary's Church, Auschwitz, Kazimierz, Nowa Huta.
Claire decides to take the 2 o'clock tour of Nowa Huta.

3.1

C = Claire, R = Receptionist

C: Hello there. I wonder if you can help me. I'm thinking of going sightseeing somewhere today. Can you recommend anywhere good to go?

R: Well, it depends on what you like. There are lots of places to choose from. What kinds of things are you interested in?

C: I don't know. Erm ... something cultural.

R: Oh right. OK. Well, quite close to here is St Mary's Church. It's Kraków's most famous church – and very beautifully decorated. You can walk there in five or ten minutes.

C: OK. I'm not really a big fan of churches, to be honest.

R: That's OK. I understand. Of course, the most visited place near here is Auschwitz. There's a day tour leaving soon.

C: Actually, we're planning on going there later in the week.

R: Well, in that case, you could try Kazimierz, the old Jewish Quarter, where Steven Spielberg filmed some of *Schindler's List*. It's actually quite a lively area now. There are lots of good bars and restaurants round there.

C: Oh, so that might be nice for this evening, then.

R: Yes, maybe. Let me know if you want more information about places to eat or drink there. Erm ... Then, if you'd prefer something a bit different, how about a guided tour of Nowa Huta – the old communist district? They'll show you what life was like in the old days there.

C: Oh, that sounds interesting. How much is that?

R: About €40. I can call and book a place for you, if you want.

C: What times does that leave?

R: Every two hours from outside the hotel – and the tours last around 90 minutes. They leave at 10 o'clock, 12 o'clock, 2 o'clock and 4 o'clock.

C: OK, that's great. Can you book me onto the 2 o'clock tour? Then I can do some shopping in the main square in town beforehand.

R: Sure.

Step 3 Ask students to try to fill in the gaps in the sentences from memory. They could do this individually and then check in pairs. Tell them you do not expect them to remember many of the words, but it would be good for them to have a try.

Step 4 Tell students they are going to hear the recording again to check their answers. Play the recording straight through, then check the answers with the whole group. If students have problems, you could pause the recording after each answer to help them. You could drill each answer as you check them.

Answers

- | | |
|--|--|
| 1 <u>wonder</u> | 5 fan – a big <u>fan</u> of |
| 2 <u>thinking</u> | 6 could – you could <u>try</u> ... |
| 3 <u>recommend</u> | 7 How about ... |
| 4 on what – it <u>depends</u>
on what you <u>like</u> | 8 book / place – I can <u>call</u>
and <u>book</u> you a <u>place</u> |

Optional extra Ask students what these sentences have in common (they are asking for or giving recommendations). Elicit which phrases are used to ask (*I wonder if... I'm thinking of... Can you recommend...*) and to make recommendations (*you could try... how about?...*).

DEVELOPING CONVERSATIONS

Recommendations

Aim

To allow students to see ways of requesting / giving recommendations. To provide controlled practice of these and a model for the role-play.

Step 1 Let students read the lines quickly and check any vocabulary they are not sure of.

Step 2 Students individually put the lines in the correct order in the two conversations. Check in open pairs. Correct any mistakes they make with pronunciation e.g. *recommend, sightseeing, department stores, bargains, museums. Ask students which expressions they can see in both dialogues.*

Answer

- A I'm thinking of doing some shopping today. Can you recommend anywhere?
- B Well, you could try Oxford Street. There are lots of big department stores there.
- A To be honest, I'm not really a big fan of department stores.
- B Oh, OK. Well, in that case, how about Portobello Road? It's a really big street market. You can find lots of bargains there.
- A Oh, that sounds great. I love that kind of thing. Is it easy to get to?
- B Yes, very. Here. I'll show you on the map.
- A I'm thinking of doing some sightseeing today. Can you recommend anywhere?
- B Well, you could try the local museum. That's quite close to here. They've got lots of interesting things in there.
- A Right. I'm not really into museums, to be honest.
- B That's OK. In that case, how about going to the Roman ruins down by the lake? There are also some nice cafes and you can swim there.
- A Oh, that sounds better. Is it expensive to get into?
- B No, it's quite cheap. It should be only about \$10.

Step 3 Students practise the dialogues in closed pairs. Monitor closely and correct any mistakes. Conduct a brief correction slot at the end.

CONVERSATION PRACTICE

Aim

To personalise the language and give freer practice.

Step 1 Students work individually and think about what they are going to say.

Step 2 Put students in pairs – new pairs if possible. Students practise the conversations. Monitor closely and conduct a correction slot at the end.



pp. 22–23

VOCABULARY Holiday problems

Aim

To introduce and give practice in vocabulary related to holiday problems.

Step 1 Students look at the pictures and discuss what is the problem in each one. This could be done with the whole group or in pairs / threes, followed by brief feedback.

Step 2 Check students understand the vocabulary in the exercise, e.g. *arguing, stuck, upset, threw up, ripped off, spoilt, poured*. Concept check the difference between *missed* and *lost*. The vocabulary could be elicited / pre-taught using the pictures. Drill for pronunciation.

Step 3 Students complete the sentences in pairs. Do the first example with them, then check with the whole group.

Answers

- | | |
|------------------|-----------------------|
| 1 missed, lost | 5 upset, threw up |
| 2 stole, spoilt | 6 ripped off, charged |
| 3 crowded, space | 7 arguing, angry |
| 4 poured, windy | 8 stuck, hours |

Step 4 Ask students to work on their own and think about holiday problems they have had, or someone they know has had. Tell them to make a few notes.

Step 5 Put students in groups of three or four to discuss the holiday problems. Tell them to try to use the target vocabulary. Monitor closely and conduct a brief correction slot at the end.

READING

Aim

To develop the skills of reading for specific information and responding to ideas in a text.

Step 1 Tell students they are going to read an article about public holidays and holiday entitlement. Check that students understand *bank holidays* and also *holiday entitlement*. Ask how much this is for different jobs they know about.

Step 2 Put students in pairs to discuss the questions. In a multilingual group, make sure pairs are of different nationalities. Conduct very brief feedback.

Step 3 Ask students to read the Holiday facts and decide if they find anything surprising. Elicit reactions from the whole group. Check they can say the numbers, e.g. 10.8, 17.5. Point out that we use *point* with decimals, not *comma* e.g. *ten point eight, seventeen point five*. Check by writing examples on the board and getting students to say them.

Step 4 Ask students to read the article and find the answers to the questions in C as quickly as they can. Check in pairs, then with the whole group. Check they understand the title: *bank on* = rely on, assume something will happen.

Alternatively Before Step 4 ask students to read the first paragraph of the article and ask which problems from *Vocabulary* are mentioned (to recycle the vocabulary), then go on to Step 4.

Answers

- Because it is the busiest weekend of the year and there are problems: traffic, delays, overcrowding and stress / arguments.
- Unions are complaining that there are not enough public holidays in the UK, compared with other countries and that many workers are not getting their legal holiday entitlement.

- 3 The Union wants the government to declare three new public holidays.
- 4 *Karoshi* is Japanese for dying from overwork. It is mentioned because many Japanese workers do not take their full holiday entitlement because they have too much work on.
- 5 The high number of holidays in Puerto Rico cause higher costs, higher unemployment and higher prices, according to businesses.

Step 5 Put students in pairs to find what the numbers refer to. Alternatively, you could make this a race between the whole group.

Answers

millions: people stuck in traffic
 eight: bank holidays
 20 days of holiday entitlement
 One: holiday cancelled in France
 16: public holidays in Slovenia
 three: amount of new public holidays union wants
 hundreds: people getting sunburnt
 twenty-one: government workers holidays in Puerto Rico

Step 6 Put students in groups of three or four to discuss the questions in E. In a multilingual class, make sure each group has a mix of nationalities.

SPEAKING

Aim

To extend the reading topic and give fluency practice.

Step 1 Put students in threes – A, B and C. With an odd number, you could have one or two groups of four and double up one of the roles. Ask students to turn to the relevant page and read their role. Tell them to take turns asking and answering the questions.

Step 2 When they finish, tell them to discuss the questions in their threes. Monitor closely during these two phases and note down any mistakes they make or problems they have. Conduct a brief correction slot at the end.

GRAMMAR Present perfect questions

Aim

To give practice in the present perfect simple, contrasted with the past simple, to ask and talk about past experience.

Step 1 Ask students to look at the box and read it quickly. Model the conversation with one or two students. Check

students understand when the present perfect simple is used and when the past simple is used and why. (use present perfect in the first question to ask about recent experience but with unspecified time. Use past simple in the answer because the time is now specified or implied.) Direct students to the grammar reference on p. 140 if they are unsure.

Step 2 Ask students to complete the phrases with *yes* or *no* at the beginning of each. Check in pairs then check with the whole group. Drill the responses by asking students about various places and getting them to choose an appropriate response. Practise in open pairs.

Step 3 Ask students to write six names of places they have been to on a piece of paper. Put students in pairs and get them to swap papers and ask each other about the places. Monitor closely and conduct a brief correction slot at the end, focusing on the use of tenses.



pp. 24–25



Next class Make photocopies of **3A** and **3B** pp. 132–133.



VOCABULARY Weather

Aim

To present / consolidate vocabulary, especially adjectives, about the weather. To introduce future forms for making predictions and plans.

Step 1 Introduce the idea of the weather forecast. Ask what this is, where you can hear / see it, whether they watch / listen to it and why / why not? In a multilingual class, you could ask about the weather in different students' countries, whether it is very changeable or not and whether it affects people's plans much.

Step 2 Ask students individually to match the sentence halves. Do the first example with them. Do not pre-teach the vocabulary as the idea is that they should work it out from the context, but ask if anyone remembers *windy* or *pours* from earlier. When they finish, check in pairs, then with the whole group. Drill the difficult weather words for pronunciation and concept check the vocabulary: *Humid*, *windy*, *freezing*, *boiling hot*, *to pour down*, *warm*, *cloudy*, *minus 10*, *36 degrees*, *storm*, *chilly*, *clear up*. You may also want to check *parasol*, *blow away*, *suntan*.

Answers

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

Step 3 Ask students to read through the matched sentence halves and try to memorise them. Put students in pairs and get them to 'test' each other. Student B should close his / her book. Student A should say the sentences and Student B should supply the correct sentence ending. Then they could swap.

Step 4 Put students in new pairs if possible, or threes. In a multilingual class, make sure they are grouped in different nationalities. Ask them to discuss the questions. Monitor and conduct brief feedback at the end.



3A see Teacher's notes p. 121.

LISTENING

Aim

To develop the skills of prediction and listening for specific information. To introduce the future forms in context.

Step 1 Put students in pairs. Ask them to discuss why people might describe the weather as annoying or worrying. Do not conduct feedback here. Ask students to listen to the recording to check their predictions. Check with the whole group. Who said what and why?

3.2

C = Christina, A = Andrew

- C: Oh I don't believe it!
 A: What's up?
 C: I'm just checking the weather forecast for next week!
 A: Oh right. Is it going to be bad?
 C: Well, not here. Apparently, it's going to be boiling here: 27 degrees on Monday!
 A: Really? That's great!
 C: Great for you, but I'm not going to be here. I've got a week off work. I'm going to Italy and apparently it's going to pour down most of the week!
 A: Oh dear. I forgot you were going away. Whereabouts are you going?
 C: Sicily. I mean, it's in the south! It's supposed to be really sunny at this time of year. I was hoping to go to the beach and get a suntan, you know.
 A: Oh no. Well, it'll probably clear up later in the week. It's not going to be wet for long.
 C: I hope not, because I don't think there will be much to do there.
 A: Why, where are you staying?
 C: Some little village on the coast. We're also thinking of going to Palermo for a couple of days. It depends on the weather.
 A: Well, maybe you could go to Palermo first? There'll probably be museums you could visit if it's wet.
 C: I suppose so. I prefer the beach, though.

A: Oh, OK. Well, maybe the forecast will be wrong and it'll turn out really sunny.

C: Mmm. So what you are you doing over the Easter holiday? Have you got any plans?

A: Well, I've got to work on Saturday, and I'm having lunch with my parents on Sunday, but apart from that ... I don't know. I don't usually do much on bank holidays, but if it's going to be hot, I might go for a picnic in the park. I might even go to the beach. I guess it depends what time I get up on Monday! But honestly – 27 degrees! That's mad for this time of the year! It's actually a little but worrying, really.

C: Or annoying!

Answers

Andrew said it was worrying – probably because it is unnatural for the weather to be so hot at this time of year (Easter) and this is probably the result of global warming. Cristina said it was annoying because she is going to miss it. She will be in Italy where the forecast is not good.

Step 2 Students could work in pairs to try to complete the table from memory. Then listen again to check / add to their tables. Check in pairs, then with the whole group.

Answers	Cristina	Andrew
Plans	Italy, Sicily, holiday, beach, suntan, village on coast, Palermo	Work, lunch with parents, picnic, beach
Weather	Pour down, wet.	Hot, sunny, 27 degrees

LANGUAGE PATTERNS

Aim

To draw students' attention to some common patterns used in the context of the weather.

Warning (!) Possible confusion between *weather* and *whether*.

Depends on NOT *depends of*...

Step 1 Ask students to read the examples in the box. Draw their attention to the constructions: it depends **on** ... it depends **on whether** ... it depends **on how long it takes** (notice the word order change here and highlight the use of *on*, not *of*). Drill some examples by giving prompts e.g. What are you doing tonight, next weekend, next summer? Are you going to work, for a picnic? etc.

SPEAKING

Aim

To give fluency practice around the topic of holidays.

Alternatively Omit this stage and go straight on to *Grammar* to avoid interruption between *Listening* and *Grammar*. Then use this speaking activity to round off the unit. Or you could use it as a lead-in to this lesson, i.e. before the *Vocabulary*.

Step 1 Ask students what else is important for them when choosing a holiday, apart from the weather. Ask them individually to rank the items 1–8 in order of importance for a successful holiday (8 = the most important).

Step 2 Put students in pairs or small groups. Tell them to discuss their rankings and try to reach a consensus. Alternatively conduct this as a ‘pyramid discussion’, i.e. pairs – fours – eights, reaching a consensus each time. Conduct brief feedback.

GRAMMAR The future

Aim

To revise / consolidate different ways of talking about future plans or predictions.

Step 1 Remind students of *Listening* – What was it about? Who was speaking? (If doing this after the speaking activity, you might want to use the audioscript here to make the link with the listening more explicit and begin by asking students to underline the examples given here in the audioscript.)

Step 2 Ask students individually to match the grammar explanations with the example, by writing the correct letter in each box. Point out that some letters are used more than once. Check in pairs, then check with the whole group.

Answers

1 a 2 a 3 b 4 d 5 a, c 6 a 7 b, d

Step 3 Concept check when we use *going to + base form* (for a definite plan / intention – in this case); *will + base form* (for something possible or probable – in this case); *present continuous* or *I’ve got + a / an / some* (for an arrangement); *I’m thinking of + gerund* or *I might + base form* (to talk about vague or possible plans for the future, plans which are not yet confirmed); *I’ve got to + base form* (for an obligation). Direct students to the grammar reference on p. 141 if they are still unsure.

Step 4 Tell students to fill in the gaps individually. Do the first example with them. Check in pairs, then with the whole group.

Answers

1 thinking	4 meeting	7 going to
2 'll	5 's got	8 've got to
3 might	6 might	

Tip Students may have problems with 4 as this is an indefinite arrangement. Point out that the present continuous can also be used with *probably* and that *probably* comes after *to be*.

NATIVE SPEAKER ENGLISH

Ask students to read the box and check they understand. Concept check: Can I use *at some point* with different tenses? (Yes.) Does it mean I know when something will happen / happened or I’m not sure? (Not sure.)

Step 5 Ask students to read through the questions in D and think about how they would answer them.

Step 6 Put students in new pairs (if possible) or small groups. Get them to discuss the questions. Monitor closely and take notes for a correction slot at the end.

Alternatively Ask each group to appoint a secretary who takes notes and reports back at the end on some of the more interesting things said by their group.

SPEAKING

Aim

To draw together all the language used in the unit and give fluency practice.

Step 1 Set the scene by eliciting what this is (a calendar) and asking students to read the instructions in A. Check they understand. Give them two minutes to complete their calendars individually. Tell them to think about other things they might do and when they might do them.

Step 2 Put students in new pairs to role-play the conversation. Monitor closely and conduct a correction slot at the end.

Alternatively Conduct this as a ‘mingling’ activity. Ask students to get up and move around and ask different students about their plans. They should try to find two or three other students to share some of their activities and write their names next to them. Conduct brief feedback / have a correction slot at the end.



3B see Teacher’s notes p. 121.