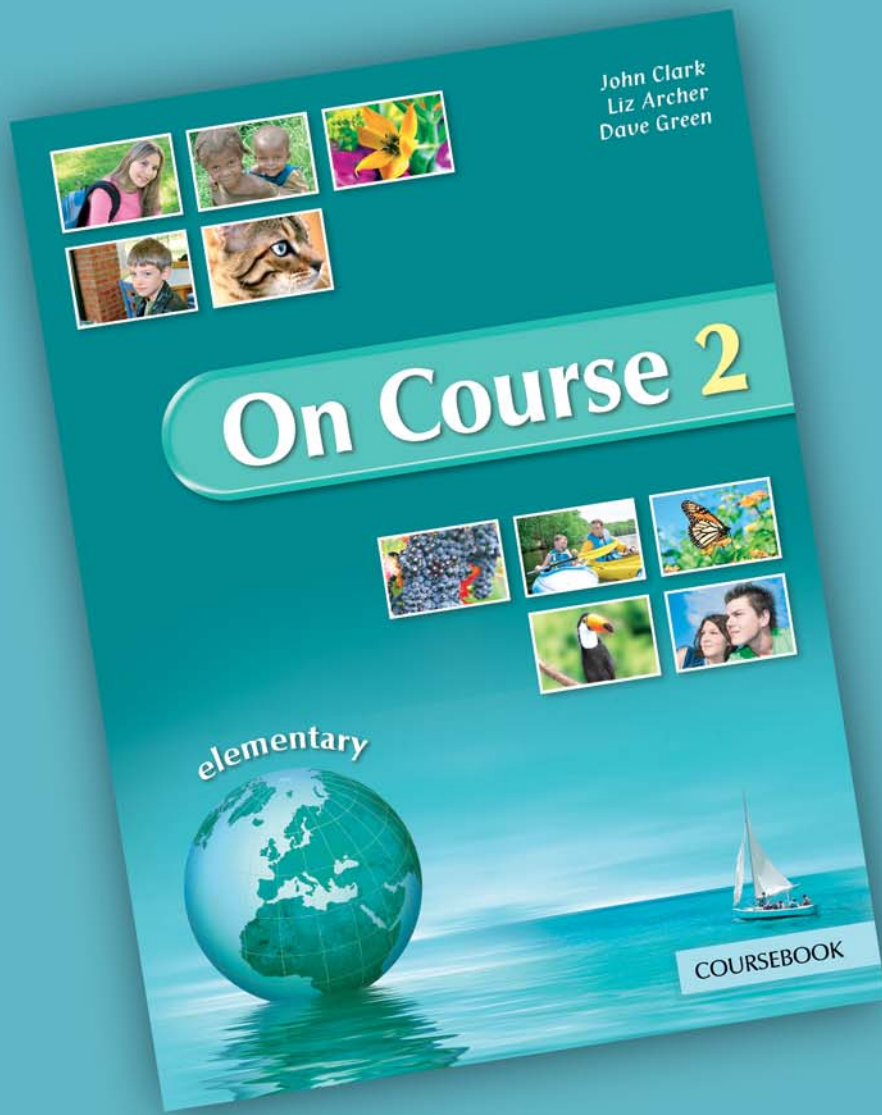
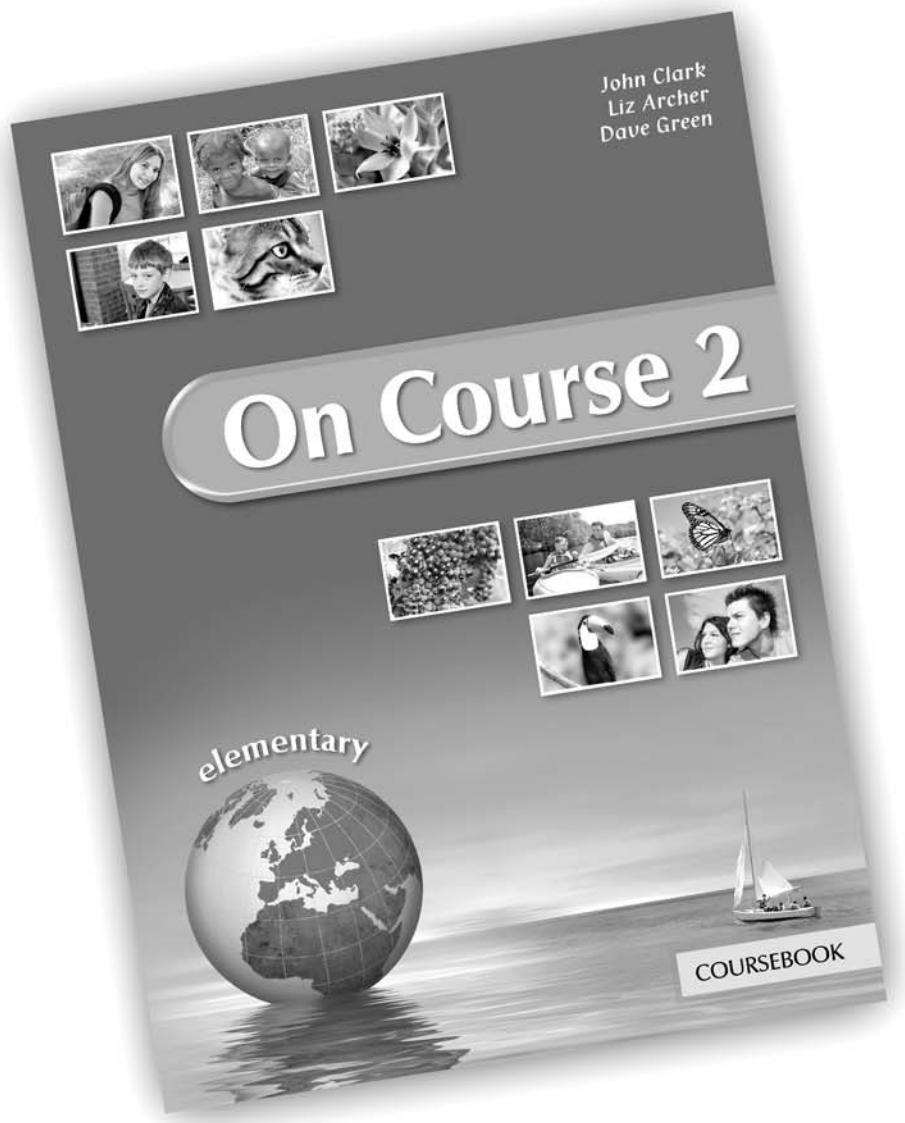


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On Course 2

TEACHER'S GUIDE



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INTRODUCTION


ON COURSE (books 1-5) is a coursebook series, written after extensive research into the latest language learning theory, including the **Common European Framework of Reference for Languages**.

The course aims to provide students with the language tools necessary to cope effectively with real English; the English, in other words, that will be of practical use to them in a pan-European context. In terms of **receptive skills**, this means bringing students into contact with a comprehensive range of source material taken from real-life contexts, both written and oral; from comic strips and songs, through poetry and answerphone messages, to magazine articles and news bulletins. **Productive skills** are developed in a similarly practical way, bringing students into everyday situations and giving them the means by which they can achieve goals within them. A variety of techniques are presented which will help students organise their thoughts into accurate spoken and written English.

A modular approach is taken, meaning that topics such as 'fashion' or 'crime' can be dealt with from more than one angle and in greater depth. Through the course of the five books, students will become familiar with all the themes and contexts which people encounter in their daily lives.

Recognising that students will use their English to communicate with people other than native speakers, the course makes extensive use of pair and groupwork. This activity-based approach enables students to learn from and help one another, while feeling less constrained than they might when trying to communicate with a native speaker. Interaction is also encouraged in most of the **project work** that accompanies each module, and in the **mediation tasks** in the third, fourth and fifth books.

Students and teachers who are interested in adopting the learner-centred approach promoted by the Council of Europe will find that opportunities for **self-assessment** are included in the first four books. These sections are entitled 'Are You Moving On? Check Yourself', and allow students to take responsibility for their own development by helping them recognise their own strengths and weaknesses. Classroom tests and module tests are also provided and can be used in conjunction with the coursebook, with students reconsidering their self-assessment in the light of their test results.

Similarly, many of the writing tasks and projects are designed with the **European Language Portfolio** in mind. In this course, students can be encouraged to build up a similar portfolio of work that they have produced. Tasks and projects suitable for this are marked with the symbol  .

In addition, the course tries to connect the English language to the world in a broader sense. In the first three books, the emphasis is on **cross-cultural issues**, and students are introduced to different countries and societies both in **Europe** and **worldwide**, promoting the acceptance of differences between individuals, social groups and nationalities. In the fourth and fifth books, the students' level will be high enough for **cross-curricular topics** to be introduced, extending their knowledge of English through subjects like geography, science and history.

The first three books employ a realistic storyline to engage the students and draw them into the situations presented, enabling them to see situational English in use. In the fourth and fifth books, students are required to deal with a wider variety of material, but the approach remains pragmatic. Grammar, vocabulary and other aspects of **language awareness** are still dealt with thoroughly, however, since real confidence in a foreign language still derives very much from how comfortable students are with the patterns of that language.

On completion of the **ON COURSE** series, students will be able to:

- use spoken English to carry out a variety of functions, from straightforward ones such as asking and answering personal questions to more complex ones such as speculating and discussing current affairs.

- understand written and oral texts of varied lengths and styles, and be able to successfully carry out a variety of comprehension tasks based on them.
- produce both short and longer written work of various types, fulfilling a variety of communicative goals.
- select appropriate grammatical forms and employ them with the degree of accuracy necessary to achieve communicative aims.
- use lexical items (prepositions, phrasal verbs, idioms, etc.) at a level consistent with their age and experience of English.

ORGANISATION AND CONTENT

ON COURSE 2 consists of ten modules, each divided into four lessons (with the exception of the final module, which is divided into six).

Reading

A reading text introduces each lesson, whether in the form of a dialogue (as with the ongoing storyline) or any other style of writing (a short passage, an article, an e-mail, a short story, etc.). The last lesson of each module contains the 'Cross-cultural corner', a reading text designed to widen students' perspective by introducing them to places, lifestyles and beliefs they may not have come across before, while still following the theme of the module.

Grammar

The book systematically builds up students' knowledge of and ability to use grammatical structures appropriate to this level. Grammar boxes present exemplification of rules rather than theory; the theory is contained in the grammar reference at the back of the book. Ample practice is provided in the coursebook itself, with further reinforcement offered in the activity book and in the regular classroom tests.

Listening

The wide variety of listening texts found in this book feature native speakers of the language, exposing students to the real sounds of English. The exercises aim to improve students' ability to use different strategies for listening: listening for specific information; listening for key words, etc.

Writing

A guided approach to writing has been adopted, with model texts and the provision of appropriate vocabulary and structures. Within this framework, however, there is scope for creativity and individual input. Writing tasks considered suitable for this level include short stories, letters and descriptions.

Speaking

Oral activities offer both controlled and free practice of grammatical structures, familiarise students with pair and groupwork, and create a learning environment in which ideas can be exchanged. The speaking sections of each module are thematically linked to the module, encouraging students to use new language while it is still fresh in their minds. Tasks include both functional activities (for example, giving information to the police), and more creative and challenging ones (for example, discussing a poem). The 'Let's Talk' section (Lesson 4), in particular, allows students to apply knowledge and skills to new situations, such as understanding the language of advertising.

Vocabulary

The course exposes students to a wide variety of vocabulary items, and constantly recycles and reinforces them. In every module, there is emphasis on functional and situational language, equipping students with the tools they need to cope with everyday situations. Students will also develop an awareness of more expressive language in the form of similes, idioms, collocations and much more.

Pronunciation

Pronunciation exercises throughout the book provide ample practice in the correct production of vowel and consonant sounds. All pronunciation sections include recordings, allowing students to hear the sounds produced by native speakers.

OTHER FEATURES

Grammar Reference Section

This can be found at the back of the book and contains all the grammar theory students will need, presented in a clear, accessible way so that students can use it on their own as well as in class.

Songs

These can be found at the back of the book and should be regarded as an important source of language practice, as well as motivation and enjoyment.

Maps

Book 2 has a map of Europe and another of the whole world so that students can see the exact locations of the places that appear in the book.

TEACHER'S BOOK

The teacher's book contains detailed guidance on how best to exploit the material found in the coursebook, as well as additional activities, tapescripts, an answer key to both the coursebook and the activity book, and photocopiable classroom tests, which should be administered upon completion of each module.

TEACHING TIPS

While the needs of every classroom are different, there are a number of ideas that we recommend teachers adopt for this course.

- When students carry out pair or groupwork, ensure they do not always work with the same people. It can also be beneficial to put students of different levels together sometimes, so the one at a higher level can play the role of teacher in dialogues / discussions.
- While students are engaged in conversation, walk around the room. In this way, you show interest in what is going on, while at the same time being able to evaluate their progress and give help where necessary.
- Address oral errors made by students when they have finished speaking so as to avoid interrupting them during the production of speech.
- Offer students the chance to correct their own written work by pointing out where errors lie but not what they are.
- Encourage students to work out the meaning of new items of vocabulary from the context they appear in.
- Allow students on occasion to rephrase an English sentence or phrase in Greek in order for them to practise the parallel use of the two languages. English should, however, be used as much as possible in the classroom. The benefit to students of such a learning environment cannot be emphasised enough.

The **ON COURSE** series focuses on the real needs of a student of English in Europe today, while at the same time giving teachers the guidance and support they need to make effective use of its resources. We feel that the course will give students a strong practical base in English, allowing them to deal confidently and comfortably with any demands placed on them. Paired with a systematic and thorough development of vocabulary and grammar, this will ensure students move seamlessly from beginners to intermediate level in English.

MODULE 1 Family and Friends

Lessons 1-4

- Students look at page seven of the coursebook. Explain to them that this page gives information about what they are going to learn in this module. The pictures illustrate some of the things that students will learn. Read the first two points with them. Ask students:
What do you know about Australia?
- Read the *Learn to ...* section. Ask students which of the things mentioned they feel they can already do in English.
- Use students' mother tongue (LI) to explain the meaning of *Cross-cultural corner*. Ask students what they expect to find in this section of the book.

1

Lesson 1

All good things come to an end.

Lesson Summary

Functions:

- talking about what people are doing
- talking about future plans
- asking and saying what people are doing at particular times

Topics:

- family; relatives; friends

Structures:

- present progressive (affirmative, negative, interrogative)

Yes, he is. / No, he isn't.

What are you doing at ... o'clock?

Objectives:

- to introduce the main characters in the storyline
- to teach the present progressive to enable students to talk about what people are doing and future plans
- to enable students to talk about their families
- to revise days and time
- to familiarise students with pairwork activities

WARM-UP

- Lead in by asking students questions about the two pictures on page eight. Ask:

What can you see in the first picture?

Where is the boy?

What is he doing?

What can you see in the second picture?

What do you think the boy is doing?

Listen and Read

- Direct students' attention to the title of the lesson. Explain the expression *come to an end*. Ask for any examples of good things that come to an end (e.g. school summer holidays; trips; parties). Ask students to guess what good thing is coming to an end for the two children in the first picture.
- Play the cassette while students follow in their books. Pause the cassette at the end of the first paragraph. Ask:
What is Julie doing?
Who is Daphne?
What is Mark doing?
Why are Julie and Mark sad?

- Continue playing the cassette; pause after *There are a lot of big boxes on the pavement ...* Ask:
Where are the children's parents?
What are they doing? Why?
What is Julie doing now?
- Play the last section of the dialogue. Ask:
What can Julie see?
How old is Mark?
Who do you think the boy is?
- Tell students to read the text again (including the dialogue) and to underline any unknown words / expressions. Go through these and elicit explanations from class members where possible.
- Choose students to read out the passage.
- Students work in pairs to read the dialogue. Ask two or three pairs to read it to the rest of the class.
- Write the sentence on the board and explain (using LI if necessary) that this is a second use of the present progressive tense. Elicit from students that it is used to talk about future plans.
- Write *She walked to school* on the board and elicit from students the negative, interrogative and negative-interrogative forms.
- Explain the spelling rules to students by referring them to the Grammar Reference (page 156). Read through the relevant information with them.
- Read the section about stative verbs with students using LI where necessary to make sure they understand.
- Read these examples of the present progressive from the text on page eight (*Julie is sitting at the desk in her bedroom. Mark is not writing a letter. They are having a barbecue tonight. Their friends are coming at half past seven. She is looking out of the window.*) and ask students to tell you whether the tense is being used to describe something happening now or to refer to the future. For example:

Teacher: *Julie is sitting at the desk in her bedroom.*

Students: *Now.*

Teacher: *They are having a barbecue tonight.*

Students: *Future.*

Comprehension Check

- Ask for a volunteer to read the four statements to the rest of the class.
- Students should read the text again carefully to find out whether the statements are true or false.
- Check students' answers. Ask for corrected versions of the incorrect statements. (For example: *It isn't Julie's birthday – it's Daphne's birthday.*)

Grammar

- Ask *What am I doing?* Pretend to be writing a letter (putting it in an envelope, addressing it and sticking on a stamp to make it clear). When someone answers correctly, take a magazine and pretend to be reading it. Ask *What am I doing now?*
- Write *What am I doing? You are reading a magazine* on the board (with *am ... doing* and *are reading* in a different colour from the rest of the sentence). Write *present progressive* on the board and explain to students that this is the name of the tense.
- Ask students what we use this tense for, using students' mother tongue (LI) if necessary (to talk about something that is happening now).
- Look at your watch / point to the classroom clock. Say what the time is and mention something you are doing later. For example:
It's ten o'clock now. I'm going home at two o'clock.
It's half past twelve. I'm having lunch at one o'clock.

Grammar Practice

- Ex 1** This provides controlled practice in the use and formation of the present progressive tense.
- Ex 2** Students fill in the short answers.
- Ex 3** This activity provides practice in using the present progressive and revises the days of the week.

Speaking

- Briefly revise telling the time in English by drawing four clock faces on the board, showing ten o'clock, quarter past eleven, half past one and quarter to four and asking *What's the time?* while pointing to each one in turn. As students provide the answers, write them under each clock.
- Explain to students that they have to ask their partner questions, as in the example. They should take it in turns to ask and answer.

FOLLOW-UP ACTIVITY

When students have completed the guided practice activity, offer them free practice in using the present progressive by asking them questions similar to those in the *Speaking* activity for which they have to provide their own answers. For example:

Teacher: *What are you doing on Friday evening?*

Student: *I'm going shopping.*

Teacher: *What are you doing on Saturday afternoon?*

Student: *I'm playing basketball with some friends.*

Vocabulary Expansion

- Ask students questions about their families. For example:

Have you got any brothers or sisters?

How many people are there in your family?

What's your grandfather's name?

- Write *mother*, *father*, *sister*, *brother* on the board then direct students' attention to the family tree at the top of the page. Ask:

Who is Mark's sister? (Rachel)

Who is Sarah's father? (Joe)

Who is Joe's mother? (Hazel)

Who is Sam's brother? (Mark)

FOLLOW-UP ACTIVITY

Students work in pairs to ask and answer questions about the family tree. For example:

Student 1: *Who is Luke?*

Student 2: *He's Sarah's brother. Who is Tom?*

Student 1: *He's Mark's grandfather / Tracey's father, etc. Who is ... ?*

Ask students if they remember what is happening at Mark and Julie's house at half past seven according to the text on page eight (*They are having a barbecue*). Use LI, if necessary, to ask students if they have ever been to a barbecue or had one at their home, and what kind of food and drink is usually served.

Introduce the other lexical items in this exercise by asking the following questions:

I'm having cornflakes for breakfast tomorrow morning. What are you having?

What are you having for dinner today?

We're having a picnic tomorrow. What food and drinks are we taking?

Language Awareness

- The prepositions practised here are all used in similar structures in the text on page eight. Students fill in their answers, then refer to page eight to check / correct them.

FOLLOW-UP ACTIVITY

Students write sentences of their own using *sit at a desk*, *write a letter to*, *move into* and *in a few days*.

Lesson Summary

Functions:

- talking about daily routine
- talking about habits
- introducing yourself

Topics:

- daily routines

Structures:

- simple present (affirmative, negative, interrogative)
Yes, I do. / No, I don't.
What time do ... ?
Hi, I'm ... / Hello, my name's ... / I'm from / I come from ...

Objectives:

- to enable students to use the simple present to talk about their daily routine, and to ask and answer questions about other people's daily routines
- to develop students' comprehension skills
- to familiarise students further with pairwork
- to offer students practice in writing about their own lives

WARM-UP

- Revise the present progressive briefly by holding up pictures of people doing different activities and asking questions such as:
What is the woman doing?
What are the children eating?
Then ask students *What are you doing this evening?* to practise the second use of the present progressive.

FOLLOW-UP ACTIVITY

Students underline any new vocabulary in the text. Help them to work out the meaning of each item from the context. For example, for the word *miss*, ask:

- Where are Rob's friends? (in Liverpool)*
Can he see them? (no)
Do you think he likes this? (no)

Listen and Read 

- Ask students who they can see in the picture on page eleven (Mark and Rob). Then ask *What is Mark doing today?* (to elicit the answer *He is playing football.*).
- Play the first part of the cassette (the introductory paragraph). Students listen and follow in their books. Ask:
Where is Mark going?
Why is he going there?
Is Rob happy?
- Play the rest of the cassette. Read the statements below and ask students to complete them for you.
Mark's house is number ... (*fifteen*).
Rob is from ... (*Leeds*).
Rob and Mark's school is ... (*St. Matthew's*).
- Students read the dialogue in pairs. Ask one or two pairs to read it to the rest of the class.

Comprehension Check

- Students read the text again and do the comprehension exercise.

FOLLOW-UP ACTIVITY

Say *Rob is worried because he is going to a new school*. Ask students to make similar sentences about themselves or other people (e.g. their classmates). For example:

- Student 1:** *I am worried because I'm doing a French exam later.*
Student 2: *My friend is worried because she is going to the doctor's later.*

Grammar

- Say one or two sentences about yourself using the simple present. For example:

I work in a school.

I live in ...

I play tennis every Saturday.

Write these on the board. Then ask students some questions about themselves. For example:

Do you live in ... ?

Do you play tennis every Saturday?

When you have elicited answers from students, write some of the questions (including a negative sentence) and answers on the board. Use LI to explain that the examples are in the simple present tense and that this tense is used for something which is always true or about habits in the present. Explain that when talking about habits in the present, we use words such as *always*, *often*, etc. Give students some examples (for example: *I always get up at seven o'clock.*) and elicit examples from them about their own lives.

- Write *I like chocolate* on the board (with *like* in a different colour), then ask students to conjugate the verb for you making similar sentences. (*You like chocolate. He likes ...*, etc.) Write these on the board with the verb in a different colour each time. Then do the same for the negative, interrogative and negative-interrogative forms.
- Ask a student *Do you live in Greece?* to elicit the short answer *Yes, I do*. Then ask another student *Do you work in a school?* to elicit the short answer *No, I don't*. Write these on the board. Practise short answers by asking students a number of questions. For example:

Does your mother work?

Do you like music?

Does it snow in the summer?

Do I work in a school?

- Draw students' attention to the spelling changes required when forming the simple present by referring them to the Grammar Reference (page 157). Read through the relevant information with them. Then put the following sentences on the board and elicit what the sentence would be in the third person.

I do my homework (He / She does ...)

I wash my hair. (He / She washes ...)

I try hard. (He / She tries ...)

I make cakes. (He / She makes ...)

- Make sure students can use the verb *have* correctly in the simple present by putting the following example on the board:

He has breakfast every day.

He doesn't have breakfast every day.

Does he have breakfast every day?

Point out that the formation of *have* in this tense should not be confused with that of *have got*.

Grammar Practice

- Ex 1** This offers controlled practice in the use and formation of the simple present.
- Ex 2** Students practise short answers.
- Ex 3** Students write full sentences using the simple present.

FOLLOW-UP ACTIVITY

Students write sentences, using the simple present, about the things they do on certain days of the week.

Speaking

- This activity offers students practice in talking about their daily routine. Read through the prompts to ensure the class understand all the verbs / phrases. Students then work in pairs to ask each other the questions. When one student has elicited answers from his / her partner, they swop roles. Once everyone has finished, ask some students to report to the whole class what they have found out.

Functional Language

- Choose two pupils (one male and one female) to read out the short dialogue in this section. Then take the part of Student **A** yourself (substituting *Clare* for your own name) and choose somebody else to take the part of Student **B** (substituting *Pierre / France* with the appropriate information about themselves). Students then read the dialogue in pairs. They then complete the dialogue on the right hand side.

FOLLOW-UP ACTIVITY

Students choose a new name and country of origin for themselves, then walk around the classroom introducing themselves to each other. For example:

Student 1: *Hello. My name's Boris.*

Student 2: *Hi, I'm Britney.*

Student 1: *Where are you from?*

Student 2: *I'm from the USA. Where do you come from?*

Student 1: *I come from Russia.*

This activity is more suitable for students who have not done many years of English. With classes where students do not know each other well and there are a number of students from other countries, the same activity can be done without students choosing different identities for themselves. It will serve as a means of getting to know one another

Language Awareness

Ex 1 Show students the picture on page eleven of the coursebook and ask *Does Rob look very happy?* Then hold up some pictures of people with happy, sad or worried expressions on their faces and ask similar questions. Then look at one particular picture and say *I'm looking at this picture.* Use LI to explain the difference between *look unhappy, worried*, etc. and *looking at something*. Check students' understanding of *watch* and *see* by asking:

What can you see out of the window?

Do you often watch TV?

Ex 2 Students fill in the prepositions.

FOLLOW-UP ACTIVITY

Students write sentences using the phrases in Exercise 2 (*on Saturday, on Saturday afternoon*, etc.).

Daily Routine

Ex 1 This focuses on the use of adverbs of frequency. Explain to students that these are often used with the simple present tense. Write *never, usually, often, always, sometimes* on the board and ask students to put them in order of frequency (*always, usually / often, sometimes, never*).

Ex 2 Students write sentences about themselves using adverbs of frequency and the simple present.

SAMPLE ANSWERS:

1 *I always drink milk in the morning.*

2 *I sometimes wake up early.*

3 *I often watch TV in the evening.*

4 *I never eat lunch at school.*

Lesson Summary

Functions:

- asking and answering questions about a birthday party

Topics:

- birthdays; fancy dress parties; costumes; footwear

Writing Skills:

- completing an informal letter with the present progressive

Objectives:

- to expose students to the structure and register of an informal letter
- to teach the pronunciation of the vowel sounds: /æ/ and /ɑ:/
- to develop students' ability to understand spoken English

WARM-UP

- Students open their books on page fourteen. Say *My birthday is ...* (the date of your birthday). *When is your birthday?* Ask a number of students. When someone gives a date that is in the near future, ask *What are you doing on your birthday?* Depending on the response, you could ask follow-up questions. For example:

Are you having a party?

Are you going somewhere special?

FOLLOW-UP ACTIVITY

Students work in pairs to write an additional comprehension check question about the letter on a piece of paper. For example:

What do Mark and Julie sometimes do on Saturday?

They swap their question with that of another pair and write the answer to it. These should then be returned to the pair who wrote the question so the answers can be checked (for correct content, grammar and spelling).

Listen and Read 

- Ask students if they can remember the name of Julie's penfriend and where she is from. Then play the first section of the cassette (the introduction) to see if they were correct. Explain *the capital of, once a month, write back and on different sides of the world*.
- Play the rest of the cassette (Julie's letter to Daphne). Students follow in their books. Ask:

Is it Julie's birthday?

Does Julie like school?

What is the weather like?

What is happening tonight?

What are Mark and Julie doing later?

Vocabulary Check

- This exercise practises four of the verbs used in the text on page fourteen. Tell students they do not need to change the form of the verbs to complete the sentences.

FOLLOW-UP ACTIVITY

Students work in pairs to write sentences of their own using each of the verbs.

Writing

Ex 1a Students read the letter extract and then answer the questions relating to it.

Ex 1b Put the phrases *fancy dress party* and *costume* on the board. Say to the class *I'm going to a fancy dress party so I'm wearing a cowboy / gorilla costume*. Elicit the meanings of the words and then ask students to complete the exercise by matching the questions with the answers.

Comprehension Check

- Students look at the letter again and answer the questions.

FOLLOW-UP ACTIVITY

Students imagine they are going to a fancy dress party. Ask them to tell you what kind of costume they are wearing. Put the phrase *I'm going to the fancy dress party as a cowboy* on the board so they can substitute *cowboy* with their own ideas.

- Ex 2** Students complete Daphne's letter by putting the verbs into the present progressive.

Speaking

- This activity develops students' oral skills by allowing them to have a short, guided conversation with a partner in English. When students have had adequate time to practise the dialogue, invite one or two pairs to act it out for the rest of the class.

FOLLOW-UP ACTIVITY

Students swap roles and have a similar dialogue; this time Student **B** substitutes the information included in the prompts for information of his / her own. Student **A** should try to ask at least one more question. For example:

What time does the party end?
What food is there?

Vocabulary Expansion

- Ex 1** Students close their books. Say *Who's wearing sandals today?* and look around the class to see if anyone is. If so, point to that person's feet and say ... *is wearing sandals today*. Do the same with trainers and shoes. Say *When I go to the beach, I usually wear flipflops*. Put the word *flipflops* on the board and see if anyone can guess what it means. Students then match the words with the pictures and the descriptions.
- Ex 2** Students work in pairs to try and find words / phrases to replace those in bold. If they can't, they can refer to the letter on page fourteen for help.

Pronunciation

- Play the cassette pausing after each word / phrase so students can repeat chorally. Play the cassette again, this time pointing to individual students to indicate that they should repeat what they hear.
- Read the words in exercise **b** one by one. Ask students to decide whether the vowel sound in each one is similar to that in *happy* or in *are*.

Listening

- Before students do this exercise, ask them what they can see in each picture.

Lesson Summary

Project:

- finding out about the lives of children in other countries

Topics:

- penfriends; children's lives; free time activities; family photos

Objectives:

- to offer students insight into the lives of their peers in other parts of the world
- to encourage students to exchange ideas in English with their peers
- to introduce students to the self-assessment section of the book

WARM-UP

- Ask students *Have you got a penfriend?* If anyone answers in the affirmative, elicit more information from them (the penfriend's name, country of origin, interests, etc.).
- Students work in small groups (four or five per group) and spend a few minutes thinking of as many reasons as they can about why it is a good idea for young people to have penfriends. Ask for feedback and write their ideas on the board. (Possible ideas are: People often use a foreign language when they write to a penfriend, so they can practise the language. You can learn about life in another country. You can visit your penfriend one day.)

Listen and Read

- Read the title (*Worldwide Penfriends*) and try to elicit an explanation of the word *worldwide*. Play the introductory paragraph. Students listen and follow in their books. Students close their books.

- Play the first section (about Jabir); students listen. Ask:

Where is Jabir from? (Morocco)

How old is he? (13)

Has he got a pet? (a black cat)

What does he do with his friends? (plays football in the street)

- Students open their books. Somebody reads the text out and students check their answers to the questions you asked.

- Follow the same procedure for the next two sections. Ask the following questions:

(about Kamala):

Where is Kamala from? (Thailand)

What pet has she got? (a monkey)

What kind of music does she like?

(American pop music)

(about Carr):

Where does Carr live? (Norway)

What does he do in his free time?

(reads; goes for bike rides)

What time of year does he like best? (summer)

- Ask students which of the three penfriends they would like to write to most and why.

FOLLOW-UP ACTIVITY

Students try to work out the meaning of *mosque*, *coconuts*, *rubbish* and *go sailing*.

Comprehension Check

- Students refer to the text to answer the questions in this exercise. Encourage them not to read each section from beginning to end to find the answers but to skim them to locate the information.

Vocabulary Check

- Explain to students that the four vocabulary items in this exercise are all phrasal verbs. Put the term on the board and ask if anyone can explain it. Use LI to explain that a phrasal verb is a verb which is followed by a preposition or adverb. Ask if students can think of any examples of phrasal verbs. Make a list on the board.
- Students do the exercise, filling in the missing words. All the phrasal verbs are used in the text on page seventeen, so this can be referred to if necessary. Check answers, then elicit from students the meaning of each phrasal verb. Ask them to mime *take off*, *get up* and *throw away*.

FOLLOW-UP ACTIVITY

Students write sentences of their own using the phrasal verbs in this exercise.

Speaking

- Q 1** Students should spend a few minutes brainstorming ideas / vocabulary relating to each picture. They then each give a different answer to the questions and decide whose is the best / most logical.
- Q 2** Have a classroom discussion based on the question. Remind students that we use the simple present to talk about our freetime activities.

Project

- Before looking at the requirements of this particular project, explain to students that as they work through this book, they will do a number of projects. These often involve working in groups or with a partner and are a chance for them to use English both to discuss the topic orally, to make decisions and to do the written work.
- Divide the class into groups of between three and six people. Each group should spend some time deciding what country they will write about and where they will get their information and pictures from (the Internet, encyclopedias, friends and family, magazines, penfriends, etc.). Each group should also decide how to organise the work between them. As this could be their first experience of project work, it might be a good idea to tell them to decide which person / pair will find out, write about and find / draw pictures for each of the three areas given (*what they do every day, what they do in their free time, what games they play / where they play*).
- Explain to students that they should check each other's written work for mistakes before putting the whole thing together. The completed projects can be displayed on the classroom wall.

Language corner

- Read this section with students. Tell them to be careful when using these particular structures.

Let's talk

- Ex 1** Students work in pairs. They read the three short texts and try to work out the meaning of any vocabulary then don't understand. Help them with this where necessary, then instruct them to discuss the answers to the questions with each other. After everyone has finished, ask various students what they decided.

FOLLOW-UP ACTIVITY

Students write a short text about themselves similar to those on page nineteen. They then come to the front of the class and read them out. These texts can be stuck onto paper to make a magazine feature similar to that on page nineteen.

- Ex 2** Explain the speaking activity. Students work in pairs to ask and answer questions.

FOLLOW-UP ACTIVITY

Students find one or two photos of family members at home to bring into the next lesson. They then work in small groups and show each other their family photos. Each student shows the rest of the group a photo, saying who it is and giving some information about the person.

Are you moving on? Check Yourself

- Read the five statements one by one and demonstrate what is meant by each one in the following way:
 - 1 Ask a student to talk about their family.
 - 2 Say to a student *Hello! I'm ... (give your name) and I'm from ...* Indicate that you want them to respond in a similar way.
 - 3 Tell students a few things about someone else's daily routine. (For example: a friend's, a student's, a son's / daughter's, etc.)
 - 4 Ask a student *What do you do every day?* and elicit some information about their daily routine.
 - 5 Tell a student to imagine they are having a party. Ask a few basic questions about it. For example:
Where is the party?
How many people are you inviting?
Is it a fancy dress party?
What are you wearing?

Students decide by themselves which boxes they want to tick. Make sure they understand there are no right or wrong answers. As students are working, walk around the class to see what choices they are making. If there are any statements which a lot of students feel they aren't very good at doing, then find time to repeat the corresponding activities (if oral) or to revise the relevant structures / vocabulary.

Preparation for Module 2

- ◆ a map of Britain
- ◆ holiday leaflets of different countries / places



MODULE 2 Places of Interest

Lessons 1-4

- Direct students' attention to the pictures on page twenty-one of the coursebook. Ask them for their ideas about what they might learn based on the pictures. Then read the information with them, making sure they understand everything.
- Ask students what ways of greeting and introducing people in English they can think of. Write their ideas on the board. For example, 'Hello! Hi! This is my friend ...'.

2

Lesson 1

Rob isn't very happy.

Lesson Summary

Functions:

- asking and answering questions about habits and actions
- introducing somebody

Topics:

- first day at a new school

Structures:

- *What does ...? He ...*
What is he ... doing? He is ...ing.
This is ...

Objectives:

- to consolidate the use of / differences between the present progressive and the simple present
- to teach students the difference between a number of easily confused words
- to enable students to introduce somebody and to respond appropriately when meeting somebody

WARM-UP

- Revise what has happened in the storyline so far by asking:

Who is Rob? (Julie and Mark's new neighbour)

Where does he come from? (Leeds)

What does he miss? (his friends in Leeds)

Why is he worried? (he is starting a new school)

- Play the first paragraph; students listen and follow in their books. Ask:

What time do Mark and Julie usually leave for school? (a quarter to eight)

What is Rob thinking about? (his friends in Leeds)

What is Rob like? (he is shy)

Listen and Read

- Read the title of the lesson. Ask students what things make them happy and unhappy.
- Students describe what they can see in the picture. Remind students that Mark and Julie are going to school with Rob today. Ask *Is Rob happy that Julie and Mark are going to school with him?*
- Ask students *How do you usually go to school?* to elicit answers such as *on foot / by bus / by car / on my bike*. Write these on the board. Ask if they remember how Mark, Julie and Rob are going to school today. (They are walking – text on page eleven).

Elicit from students the meaning of the adjective *shy* by telling them that Rob doesn't like meeting new people and finds it hard to make new friends. Check their understanding of the word by asking questions. For example:

Does a shy person like talking to lots of people at the same time?

Is a shy person usually quiet?

- Play the next part of the cassette; students follow in their books. Ask:

What is Julie like? (pretty, with brown hair)

What are all the children wearing? (school uniform)

- Play the dialogue; students follow in their books. Ask:
Is London the same as Leeds? (no)
What is Rob doing at the weekend? (going sightseeing in the city centre)
Make sure students understand *pleased to meet you*, *nice to meet you*, *different from* and *going sightseeing*.
- Play the part of the dialogue again in which the children greet each other (*Hello, Rob ... to meet you too.*) Pause after each phrase / sentence and tell students to repeat what they hear.

FOLLOW-UP ACTIVITY

Students work in groups of three and practice greeting and introducing each other. They should imagine that two of the group are together (as are Mark and Julie) and that the other is alone. They should use the appropriate gestures (smiling, indicating their friend, shaking hands, etc) when greeting / introducing one another. Demonstrate what you mean by greeting a member of the class, and then introducing another student to him / her.

Comprehension Check

- Students refer back to the text to do the comprehension exercise. Elicit corrections for the false sentences.

Vocabulary Check

- Students fill in the correct prepositions. They should refer to the text to check their answers.

FOLLOW-UP ACTIVITY

Check students' understanding of the lexical items by asking / instructing:

Do you call for anyone on the way to school?

Look out of the window. What can you see?

Smile at the person sitting next to you.

Imagine it's 23rd December. What are you thinking about?

Grammar

- Students have already been introduced to and practised the present progressive and simple present. Elicit examples from them to illustrate the uses of these two tenses.
- Refer students to the Grammar Reference (page 157) and read through the information with them.

Grammar Practice

- Ex 1 This focuses on the difference in use between the present progressive and simple present.
- Ex 2 Students choose the correct tense to complete the letter.

Vocabulary Practice

- This focuses on the prepositions used with means of transport.

Speaking

- This speaking activity offers students a chance to practise asking and answering questions using the simple present and present progressive. Ensure that students know what is required of them before they begin the activity.

FOLLOW-UP ACTIVITY

Students ask each other the same questions and answers about what they do / are doing. This activity will allow them to use the tenses and structures in a less controlled way.

Functional Language

- Ex 1 Students have already seen ways of greeting and introducing in the text on page twenty-two. This exercise reinforces what was learnt there.
- Ex 2 This introduces students to another phrase used when making introductions (*How do you do?*) Explain that this is **not** the same as asking *How are you?* but is a formal way of greeting somebody.

Language Awareness

- Ex 1 The lexical items focused on here are often confused by learners of English. Students can work in pairs to complete the sentences.
- Ex 2 Introduce the four words to students and check they understand their meanings by asking these questions:

In a big house, what rooms are usually upstairs and what rooms are usually downstairs?

I am in an aeroplane. What can I see below me?

What's above this classroom?

Lesson Summary

Functions:

- talking about places of interest

Topics:

- Leeds; places of interest; shops

Structures:

- *There are a lot of ...*
There aren't many / isn't much ...
Have you got much / many ...?
plurals (regular and irregular)

Objectives:

- to enable students to talk about places of interest (museums, zoos, etc.)
- to offer students the opportunity to discuss something and come to a decision about it
- to revise the formation of plurals
- to expose students to a conversation in a tourist information office and teach related collocations.

WARM-UP

- Direct students' attention to the title of the lesson. Ask students if they can remember where Leeds is (in the north of England). Use a map to point out the exact location of Leeds and London. Ask students if they know anything about Leeds and what they know about London.

Listen and Read 

- Students close their books. Write the following on the board and ask students to fill in the missing informations as they listen.

Over _____ people live in Leeds. (*half a million*)

The city has got over _____ shops. (*a thousand*)

The shops are open _____ days a week. (*six*)

- Play the first part of the cassette; students fill in the missing information. Students open their books and read the beginning of the text again to check their answers. Ask students if the town / city they live in or near is like Leeds in any way.
- Play the dialogue; students follow in their books. Students close their books. Ask *What can you tell me about Leeds?* Students tell you whatever they can about the city.
- With books open, students read the text carefully, underlining any new words / expressions. Help them work out the meaning from the context by asking appropriate questions.

Comprehension Check

- Students answer the comprehension questions referring back to the text where necessary.

Grammar

- Find out what students know about the formation of plurals by giving them sentences and asking them to tell you the plural form. For example:

Teacher: *There is a big city in the north. (two)*

Students: *There are two big cities in the north.*

Teacher: *I can see a boy. (three)*

Students: *I can see three boys.*

Teacher: *There is one person in the room. (five)*

Students: *There are five people in the room.*

Where appropriate, ask them to spell the plural form (for example: c-i-t-i-e-s) and write the word on the board as they do so. Then refer students to the Grammar Reference (page 158) and read through the information on plurals with them.

- Put these two lists on the board and ask students if they know what the differences between them is (the first group are countable nouns, in other words, nouns that have plural forms, and the second are uncountable nouns, in other words, nouns that do not have a plural form).

table, chair

sugar, bread

biscuit, man

money, hair

dog, pen

cheese, water

- Write the sentences below on the board, using a different colour for *not many*, *many*, *not much*, *much*, *a lot of*.

There are not many shops in this village.

Are there many children in the park?

There is not much bread.

Is there much orange juice left?

There are a lot of restaurants in Leeds.

He has got a lot of money.

Ask students what kind of sentences we use *much* and *many* in (negative and interrogative) and what we use for alternative sentences (*a lot of*). Explain that *a lot of* can also be used for negative and interrogative sentences. Then ask which words we use for countable nouns (*many, a lot of*) and which we use for uncountable nouns (*much, a lot of*). Explain that *a lot of* can be replaced by *lots of*, and that when answering a question such as *Have you got much money?* the answer is *Yes, a lot.* (not *Yes, a lot of.*).

Grammar Practice

- Ex 1** This consolidates what students have learnt about the formation of plurals.
- Ex 2** Students fill in the correct words.
- Ex 3** Students practise plural forms.

Vocabulary Practice

- This exercise practises the use of prepositions.

Speaking

- Before students do this activity, read the information on the three leaflets to make sure they understand everything. Then put the structures below on the board and ask whether we use them to give opinions, agree or disagree.

I think we should ... (give opinion)

I don't agree. (disagree)

In my opinion ... (give opinion)

I agree. (agree)

We must ... (give opinion)

You're right. (agree)

That isn't a good idea. (disagree)

- Tell students they can use some of these structures while discussing their plans. When students have had adequate time to come to a decision, ask what they have chosen to find out which of the places are the most / least popular.

FOLLOW-UP ACTIVITY

Ask students to tell you about a museum, or other place of interest they like in their area.

Situational English

- Ex a** Students fill in the correct verbs.
- Ex b** Students work in pairs to put the sentences in the correct order to form a dialogue. Explain that the dialogue takes place at a tourist information office, between a visitor to Leeds and someone who works in the tourist information office..

FOLLOW-UP ACTIVITY

Choose two students to act out the dialogue for the rest of the class.

Vocabulary Expansion

- Ex 1** Ask students if the adjectives are positive or negative in meaning (positive). Tell them they are going to read a short extract about a zoo and that they should complete it by filling in the adjectives in the appropriate places.
- Ex 2** Ask students what shops they can think of in English. Make a list on the board (baker's, chemist's, etc). Students then do the exercise.

Language Awareness

- The words / phrases here are all easily confused by learners of English. Explain the difference between them, then ask students to fill in the missing words.

Lesson Summary

Functions:

- talking about differences between two countries

Topics:

- school; children's experiences

Writing Skills:

- guided informal letter

Objectives:

- to introduce students to the perspectives of children of their age
- to offer students practice in listening for specific information
- to teach the pronunciation of /ɒ/ and /ɔː/
- to offer students practice in writing a paragraph using prompts

WARM-UP

- If there are any children from other countries in the class, ask them some simple questions about their countries. For example:

What is your country like?

Has it got many big cities?

What time do children start school?

What language do people speak there?

Invite other members of the class to ask any questions they might have. Elicit some of the differences between the two countries.

- Ask students from other countries if they agree with any of the things the children in the article said (about missing their relatives, not liking the food, etc.).

Comprehension Check

- Students try to do the comprehension exercise without looking at the text again to see how much they can remember. They should then skim the text to check their answers.

Listen and Read

- Tell students they are going to read an extract from a school magazine. Ask what kind of things you can usually find in a school magazine.

Before students listen, tell them what countries the three children are from and ask:

Do you think David / Indira / Mae likes England?

Do you think is it different from his / her country?

In what way?

- Play the introductory paragraph and the section about David. Ask:

Why does David like London?

- Play the section about Indira; students follow in their books. Ask:

Does Indira like school?

Who does she miss?

Why is it hard for Indira to visit her relatives?

- Play the final section; students follow in their books. Ask:

What kind of shop have Mae's parents got?

What kind of food does Mae like?

- Ask students if any of the guesses they made about the children before listening were correct.

Speaking

- Students look at the information about life for schoolchildren in Britain. Then ask them to make sentences similar to those in the example. They can work in pairs first of all, then share their ideas with the rest of the class.

SAMPLE ANSWERS:

In Britain, children wear school uniform, but in my country, we usually wear jeans for school; ... children have lunch at school, but ... most children eat when they get home from school; ... children have a lot of free time in the evening and at the weekend but ... children don't have much free time; ... schools close for six weeks in the summer, but ... they close for more than a month.

FOLLOW-UP ACTIVITY

Ask students what they think is good about life for schoolchildren in Britain and what they prefer about their own country.

Language Awareness

- Students choose the correct answers.

Vocabulary Expansion

- Explain that these prefixes are used to form the opposite of words. Use *happy - unhappy* as an example to illustrate this.

Writing

- Ex 1** Students complete the letter basing their answers on the ideas in the *Speaking* activity they have just completed.
- Ex 2a** Students practise writing questions. Remind them that the questions are to be asked directly to the new girl so they must use the second person singular.
- Ex 2b** Give students a few minutes to think about what their answers to the questions will be. They should use their imagination to think of a new name / country of origin for themselves. They then ask and answer the questions in pairs. When they have finished, they swap roles and carry out the activity once more. In this way, both students will have a chance to ask and answer.
- Ex 3** This can be set for homework. Read through the prompts to make sure students understand all the words. You might like to do the exercise orally so that students are better prepared to write it at home.

Pronunciation

- Play the cassette; students listen and repeat chorally. Then read the words in **b** aloud and ask students to write them in the correct place. Finally, students practise saying the words in **b** aloud.

Listening

- Ask students what they know about life in the USA, especially from the point of view of teenagers. (For example: What they do in their free time. What kind of food they eat. What their schools are like.)
- Ask for a volunteer to read the three statements aloud. Play the cassette; students listen and choose their answers. Play the cassette a second time so they can check / complete their answers.

Lesson Summary

Functions:

- giving directions
- asking about somebody's plans

Project:

- a leaflet about things to do and see in your town

Topics:

- things to do and see in different cities; directions; school trips

Objectives:

- to revise through oral work the present progressive for future plans
- to teach students to give and follow simple directions
- to offer students a chance to speculate about pictures
- to develop students' awareness of their abilities in English

WARM-UP

- Refer students to the Global map (page 181) and ask *Where's Canada?* A volunteer should come to the front of the class and locate the country on the map. Students then work in groups to brainstorm anything related to the country of Canada (for example: the names of places in Canada, geographical features associated with the country, animals associated with it.).

Listen and Read

- Students study the page for a minute (without reading it in any detail) and then tell you where they think it comes from. If they are uncertain, ask questions such as *Is it from a letter?*, *Is it from a story in a book?*, etc. (The text is a magazine article, but could also appear in a newspaper.)
- Put the following lexical items on the board and ask students if they can explain the meaning of any of them.

<i>tour</i>	<i>local</i>
<i>multicultural city</i>	<i>herbs</i>
<i>first language</i>	<i>trendy</i>
<i>culture</i>	<i>lively</i>

Explain those using LI where necessary.

- Play the cassette; students listen and follow in their books. Ask students to read the text again underlining any unknown vocabulary as they do so. Explain this to them then tell them to work in a small groups (three to four) and to make notes under the following headings.

About Canada:**SUGGESTED ANSWERS:**

has different people and cultures; life is interesting

About Toronto:**SUGGESTED ANSWERS:**

one of the most multicultural cities in the world / many people come from another country; people speak lots of different languages; Little Italy and Greek Town are full of trendy bars and cafés; Toronto is a great city to live in or visit; you can never be bored in Toronto

About Michael:**SUGGESTED ANSWERS:**

he lives in Toronto; he's happy there; he lives in a place where most people are Chinese; he likes learning about different way of life; He likes Chinese food; he goes to Little Italy and Greek Town on Saturdays

Comprehension Check

- Students try to do the Comprehension exercise from memory first, then look at the text again to check their answers.

Vocabulary Check

- This exercise practises some of the adjectives seen in the text on page thirty-one.

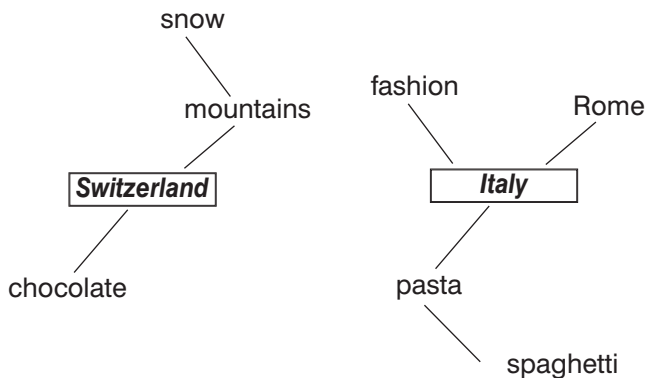
FOLLOW-UP ACTIVITY

Practise the adjectives seen in Module 2 in the following way. Put the adjectives below on the board and ask students if they are usually used for people, towns or shops.

- local (*shops*)
- interesting (*people / shops / towns*)
- multicultural (*towns*)
- expensive (*shops*)
- trendy (*people / shops*)
- lively (*people / towns*)
- unhappy (*people*)
- shy (*people*)

Speaking

- Before students do this oral activity in pairs, ask them what they know about the two countries in question (Switzerland and Italy). Brainstorm places, words and ideas associated with the two countries in the following way. Write *Switzerland* and *Italy* on the board and add a few ideas to get students started / demonstrate what you want to do.



Spend a few minutes on the brainstorming activity, then direct students' attention to the two leaflets on page thirty-two. Tell them that Zurich and Venice are both cities. Read about the things you can do in both places, then instruct students to work in pairs and to imagine that they are talking on the phone (one of them from Venice, the other from Zurich). They should ask each other about their plans for the next day using the present progressive and then say whether or not the activity sounds interesting.

FOLLOW-UP ACTIVITY

Take leaflets into the classroom for students to look at in small groups. They should imagine they are going to the place the leaflet is about and talk about their plans.

Project

- This project should be done with students working in small groups. Before they get started, ask the class to imagine that you are a visitor to their town / city, and say *I want to go sightseeing while I'm here. What places can I visit?* As students tell you about different places, write any relevant vocabulary on the board for them. Explain to students that their projects should take the form of a leaflet, focus on three or four places of interest and be accompanied by postcards / pictures / drawings. They can also include maps. The projects should include information about what you can see and / or do at each place; students can also include information about opening times, ticket prices, public transport to the place, etc. Take a variety of leaflets into the class for students to pass around and look at so that they can familiarise themselves with the usual form / size / layout of a leaflet.

Language corner

- Read through this section with students. Ask if they ever make the mistakes focused on here.

Let's Sing

New in Town

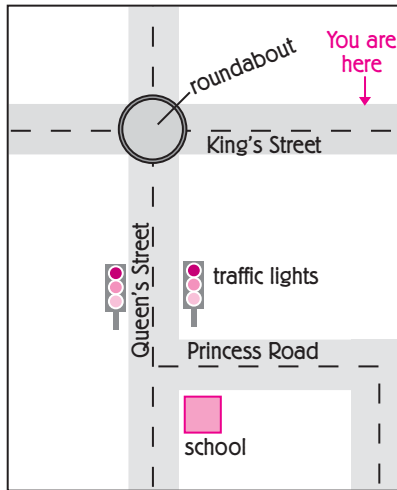
- Tell students to turn to page 154 of their books and ask them to read the song. Then ask them to say what it is about (*moving to a new town*). Ask students how somebody moving to a new town might feel. Students then read the song again and try to work out the missing words.
- Play the cassette; students check their answers.

ANSWERS:

*miss, sad
meet, go
write, doing
friends, next*

Let's talk

Ex 1a Draw this diagram on the board and use it to demonstrate the meaning of the phrases / vocabulary used in the activity.



Say: *Walk down King's Street until you come to the roundabout. Turn right into Queen's Street. Go straight along this road until you get to the traffic lights. Take the first turning on the left into Princess Road. The school is on the corner.*

As you say each sentence, demonstrate what you mean by drawing a line on your map. Write each key phrase (*walk down, turn right, go straight along, take the first turning on the left, is on the corner*) on the board after you demonstrate it.

Tell students to read the note from Louise and to mark the route she suggests on the map. This activity reinforces what students saw in the preceding demonstration.

Ex 1b Add two buildings (cinema, shop, hotel, etc.) to the diagram on the board to demonstrate the meaning of the phrases *on your left / right*. The buildings should be on different sides of King's Street so you can indicate what is meant by the two phrases.

Ex 2 Ask students the questions about the two pictures, then direct their attention to the information about the Natural History Museum and ask the corresponding question. If student's struggle to find the answer, point out the key words *Admission free*. Give them a few moments to see if they can guess what they mean and then explain them.

Ask:

Is the museum open on Tuesdays?

What time does it open on Wednesdays?

Does it open at ten o'clock on Sundays?

Is it open on the 25th December?

Elicit explanations of the terms *opening times, closed on, Boxing Day, May Day* and *bank holiday*.

■ Ask the last question in this activity. Here students should understand that they are free to give any answers they feel appropriate.

Are you moving on? Check Yourself

- Read the statements one by one and make sure students understand them. Ask them to spend a while thinking about how well they can do these things and then tick the appropriate boxes. When they have finished, go through each statement again and ask students for some examples of what they can do (for example: Ask someone to introduce their partner to the rest of the class. Ask how many ways of greeting people students can think of.) Then give students the chance to change their answers if they feel they can do something better / worse than they thought.

Preparation for Module 3

- ◆ various pictures and / or objects connected with carnivals
- ◆ stamp, envelope, letter, parcel
- ◆ photocopies of Supplementary Teaching Material - page 104.



MODULE 3 Theft

Lessons 1-4

- Direct students' attention to the pictures on page thirty-five and ask them what they think they might learn in this module. Then read the information regarding the content. Ask students to speculate on who Debbie is and how Mark becomes a hero. Elicit the meaning of *theft* from students and ask them how many other kinds of crime they can think of. If they don't know the exact terms in English, encourage them to explain the nature of the crime using whatever language resources they have at their command. (For example: *It's when somebody takes money from another person.*)

3

Lesson 1

Mark helps Debbie.

Lesson Summary

Functions:

- talking about the past
- asking and answering questions about somebody's life in the past

Topics:

- theft, the post office

Structures:

- simple past of regular verbs and *be* (affirmative, negative, interrogative)
Yes, she did. / No, she didn't.

Objectives:

- to introduce students to the formation and use of the simple past
- to expose students to language appropriate for a simple post office transaction
- to offer students practice in asking and answering questions using the simple past

WARM-UP

- Hold your book open on page thirty-four and ask *Who is the girl in the picture?* If students need help, direct their attention to the title of this lesson. Then ask *Where is she?* to elicit *outside the post office*. Ask students what people usually do at the post office and make a list of their answers on the board. (buy stamps, post letters, send parcels, etc.) Then ask students to tell you what is happening in the picture. Finally, ask *How do you think Debbie feels?* to elicit the adjectives *frightened* and *afraid*. Write these on the board.

new vocabulary. Explain this to them. Demonstrate the meanings of some of the verbs (for example: *push, drop, kick, shout, walk away*) through actions where possible.

- Play the dialogue. Students listen and follow in their books. Ask:

Is Debbie all right now?
What class is Debbie in?
What class is Mark in?

- Ask students if they know anyone who is *brave* or *nasty*, and if so, what kind of things these people do.

Listen and Read

- Play the first part of the cassette (until the dialogue). Students follow in their books. Use L1 to explain that as this happened last week, the past tense is used. Students may not be very familiar with this so avoid asking comprehension questions about the text at this stage. Ask students to read the text and underline any

FOLLOW-UP ACTIVITY

Tell students that the simple past tense is used in the story to recount the events. Explain that for regular verbs this is formed by adding *-ed* to the verb. In pairs, students go through the text (not the dialogue) and underline any examples of the simple past they find. This will help them do the *Comprehension Check* exercise.

Comprehension Check

- Students work in pairs to put the sentences into the order in which they happened according to the text.

Grammar

- Tell students that we use the simple past to talk about actions that happened in the past (as in the text for this lesson), and that it can also be used for past habits. For example:

I worked in a bank then.

- Say *I usually watch television in the afternoon. Yesterday, I watched television in the morning.* Write the sentences on the board with *watch* and *watched* in different colours. Then say *Yesterday I didn't watch television in the afternoon.* Put this on the board too with *didn't watch* in a different colour. Explain to students that in affirmative sentences we add *-ed* to the verb to form the simple past and that we form the negative with *didn't* and the verb. Ask students *Did you watch television yesterday afternoon?* to elicit *Yes* or *No* answers. Write the question on the board (with *Did ... watch* in a different colour) and next to it the short answers *Yes, I did* and *No, I didn't.* (with *did / didn't* in a different colour). Then give the negative interrogative form *Didn't I ...*
- Put the sentence *He walks to school.* on the board and ask students to put the sentence into the simple past (affirmative, negative, interrogative and the negative-interrogative).
- Smile and say *I am happy today and I was happy yesterday.* Write the sentence on the board and explain that *was* is the simple past of the verb *be*. Conjugate the verb for students by writing on the board (with *was / were* in a different colour).

I was happy.

You were happy.

He / She / It was happy.

We were happy.

You were happy.

They were happy.

- Next to *I was happy*, write *I wasn't happy. Was I happy?* and *Wasn't I happy?* Ask students to provide the rest of the sentences. (*You weren't happy. Were you happy? ...*) Then teach the short answers *Yes, I was / No, I wasn't / Yes, they were / No, they weren't.*
- Refer students to the Grammar Reference (page 159) and read through the information on the simple past with them. Pay particular attention to the spelling rules.

Grammar Practice

Ex 1 This exercise provides controlled practice in the formation of the simple past.

Ex 2 This exercise practises forming short answers in the simple past.

Vocabulary Practice

- The prepositions practised here are all used in the text on page thirty-six

FOLLOW-UP ACTIVITY

Students make sentences of their own using *am a pupil at, go to ... school, afraid of* and *look at*. For the first two, students might need help to express the name of their school correctly in English.

Speaking

- This activity provides free practice in the use of the simple past. Demonstrate to students what is required of them by asking someone to come to the front of the class with their book and asking / answering the first one or two questions.

FOLLOW-UP ACTIVITY

Students swap roles and do the activity again, this time substituting *Joe* for *you*. Student B should answer the questions about themselves, not about Joe.

Situational English

- Read the expressions in the box with the class and elicit / explain what each one means. Then explain that the dialogue students are going to read is taking place in a post office. Ask them to complete it with the expressions in the box.

Vocabulary Expansion

- Students identify and circle the four words in the 'post office' that are connected with it. Bring in each of the items in question (or draw them on the board) and ask students to match the words with the items.

Language Awareness

- Ex 1** This exercise draws students' attention to and practises words that are often confused.
- Ex 2** Students identify the pairs of synonyms and antonyms. If necessary, tell them that *afraid* and *awful* have got synonyms and *push* and *pretty* have got antonyms.

FOLLOW-UP ACTIVITY

Ask students if they can think of any other pairs of synonyms or antonyms. They could work in small groups to do this. Get them started with these examples: *big / large* (synonyms) and *young / old* (antonyms).

Lesson Summary

Functions:

- asking and answering questions about a theft

Topics:

- theft; the police; feelings

Structures:

- simple past of irregular verbs (affirmative, negative, interrogative)

Did ... ?

Yes, he did. / No, he didn't.

Objectives:

- to revise the formation and use of the simple past (regular verbs / *be*)
- to teach and practise the simple past of a number of irregular verbs
- to draw student's attention to a number of words which are easily confused

WARM-UP

- Revise the simple past of regular verbs and *be* by giving out photocopies of the oral activity (Supplementary Teaching Material – page 104) and telling students to work in pairs to talk about what they did yesterday. Students must take it in turns to say what they did and to ask their partner if they did the same. For example:

Student 1: *Yesterday I played football with my friends.
Did you play football?*

Student 2: *No, I didn't. I played tennis. Yesterday I watched TV in the evening. Did you ...*

- Ask students questions about what happened in the previous lesson to remind them of the developments in the storyline and to revise the simple past further. Ask:

*Did Debbie walk to the post office last week?
(Yes, she did.)*

What did she post? (She posted a letter.)

*What did the boys try to do?
(They tried to take her bag.)*

Was she frightened? (Yes, she was.)

Who helped her? (Mark)

Was Mark afraid? (No, he wasn't.)

Did the boys take her bag? (No, they didn't.)

Listen and Read 

- Students look at the picture and tell you where Mark is (refer them to the title of the lesson) and who he is with. Ask students

*In your opinion, what happened to the lady?
Did Mark help her?*

- Play the first part of the cassette (up to the dialogue); students follow in their books. Ask:

Where was the old lady yesterday?

(outside / at the post office)

What happened to her?

(Some boys tried to take her bag.)

Who helped her? (Mark)

- Ask students to read this paragraph again and to underline any examples of the simple past of regular verbs (*pushed, wanted, didn't chase, needed, helped, asked, decided*). Then ask if they can identify any other verbs in the simple past (*saw, took, ran, felt*).

- Play the dialogue; students follow in their books. Tell students to read the dialogue again to identify any new vocabulary. Explain this then tell them to close their books. Ask some questions to see how much students remember.

Where is the post office? (in Hill Street)

How many boys were there? (four)

How old were they? (about fifteen)

What was in the old lady's bag?

(a twenty-pound note, her front door key, a silver pen)

Was the boy who pushed her over short?

(No, he was tall.)

Were his eyes big and green?

(No, they were small and blue.)

- Play the last part of the cassette; students follow in their books. Ask students to tell you what happened at the end.

FOLLOW-UP ACTIVITY

Students work in groups of three to practise reading the dialogue. Ask one or two groups to come to the front of the class to act it out.

Comprehension Check

- Students skim the text again to find out whether the statements are true or false.

Vocabulary Check

- Check students' understanding of the words by asking them how they would feel in the following situations:
I've got a difficult exam tomorrow. (worried)
There's a mouse on the kitchen table. (shocked)
I fell off my bike. (hurt)
My brother broke my Discman. (angry)

FOLLOW-UP ACTIVITY

Put the following list of words on the board. Ask students to take a small piece of paper each and to write one of the adjectives on it. Take in all the pieces of paper. Students then sit in small groups of five or six. Give each of them a piece of paper. Students must look at them in turn and pretend to be the word on it.

<i>hurt</i>	<i>happy</i>	<i>nasty</i>
<i>shocked</i>	<i>unhappy</i>	<i>shy</i>
<i>angry</i>	<i>hungry</i>	
<i>worried</i>	<i>frightened</i>	

The other students in the group have to make guesses. For example:

Student 1: *(pretends to be frightened)*

Student 2: *Are you shocked?*

Student 1: *No, I'm not.*

Student 3: *Are you frightened?*

Student 1: *Yes, I am.*

Grammar

- Ask students what we use the simple past for (to talk about past action / habits). Briefly revise the formation of the simple past of regular verbs by putting the two sentences below on the board and asking for the simple past forms (affirmative, negative and interrogative).

Paul is hungry.

(Paul was hungry.

Paul wasn't hungry.

Was Paul hungry?)

Sally works in a shop.

(Sally worked in a shop.

Sally didn't work in a shop.

Did Sally work in a shop?)

- Explain that some verbs (irregular verbs) form the simple past in a different way. Write the sentences below on the board to illustrate what you mean (with the verb in each sentence in a different colour).

Every day she takes her dog to the park.

She took her dog to the park yesterday.

He has a headache.

He had a headache.

Next to the sentence *She took her dog to the park yesterday*. Write the negative and interrogative forms of the sentence. Ask students to do the same for the sentence *He had a headache*. Ask students to look at page 160 and 171 of their books where they can find the simple past form for irregular verbs.

Grammar Practice

- This exercise provides controlled practice in the formation of the simple past (regular and irregular verbs). Most of the verbs have been seen in Lesson 1 and Lesson 2 of this module in the simple past. For any others, refer students to the list of irregular verbs on page 171 of their books.

Vocabulary Practice

- The four verbs here all appear in the text on page thirty-nine. Remind students of their meaning by asking a student to come to the front of the class with his / her book and to sit down. Tell him / her to stand up. Then push him / her over (gently) and say *I pushed him / her over*. Run away with the book and say *I'm running away*. Then tell the student *Get your book back*. and indicate that you want him / her to approach you and take the book. Say *He / She got the book back*. Students then read the sentences and fill in the appropriate words. Tell them that they need to use the simple past for two of the sentences.

Speaking

- This activity offers controlled practice in asking questions in the simple past and answering using short answers. Revise short answers by asking questions to elicit both *Yes, I did* and *No, I didn't*.

Did you do your homework yesterday?
Did you walk to school this morning?
Did you travel to the USA in the summer?

Students then do the oral activity in pairs. Ask a student the first two questions (the examples) to illustrate what is required.

FOLLOW-UP ACTIVITY

Students look at the list of irregular verbs on page 171 and write some questions to ask their partner about yesterday. For example:

Did you feel hungry / worried yesterday?
Did you steal a bag yesterday?
Did you see a football match on TV yesterday?

Still working in pairs, students ask and answer their questions.

Situational English

- Read the rubric with students to make sure they understand what is required here. Then read the list of verbs in the box and explain the meaning of *grab*. Also teach the phrase *come over*.

Language Awareness

- Ex 1** Explain the differences between each pair of words before students do the exercise.

Illustrate the difference between *steal* and *rob* by putting the following sentence on the board:

Thieves stole a bank yesterday morning.

Explain that this means that they actually took the building, not the money in it.

- Ex 2** Students fill in the missing words.

FOLLOW-UP ACTIVITY

Students write their own sentences with the phrases *look like*, *look for* and *look after*.

- Ex 3** Explain that *scared* and *scary* can both be used as adjectives. Ask which as we usually use with people (*scared*). Elicit synonyms from students (*frightened*, *afraid*). Then explain that we are *scared* when we see or hear something that is *scary*.

Lesson Summary

Functions:

- asking and answering questions about crime

Topics:

- catching criminals; witness descriptions

Writing Skills:

- guided writing – completing a story about a crime

Objectives:

- to consolidate and expand on students' ability to talk and write about past events
- to expose students to the format and register of a short, informal note
- to introduce students to word building exercises
- to teach the pronunciation of -ed endings (/t/, /d/, /ɪd/) for the simple past

WARM-UP

- Read the title of the lesson and ask students why they think Mark is in the newspaper. If necessary, prompt them by asking what happened in the previous two lessons.
- Revise some of the verbs / phrases from the previous two lessons that are used in this lesson by asking students *What did I do yesterday?* and pretending to do the actions below. Students should guess, using the appropriate verb in the simple past (for example: *You pushed someone over. You stole a book.*).

push someone over

steal a bag

drop a bag

kick a bag

walk away

run away

Did the gang know she was a police officer? (no)

What did the thieves do to the police officer?

(they pushed her)

Who caught them? (six police officers)

- Play the rest of the cassette (Julie's note to Daphne). Students follow in their books. Ask for a volunteer to read out the note.

Comprehension Check

- Students refer to the text again to answer the questions.

Listen and Read 

- Before students listen to the cassette, put the following vocabulary items on the board and elicit / give explanations.

catch a thief

elderly woman

useful information

local schoolboy

ordinary clothes

uniform

be in serious trouble

rob

- Tell students they are going to read a newspaper article about how the police caught the thieves that tried to steal Debbie's bag. Ask if they remember how many boys were in the gang and how old they were. Play the cassette, students follow in their books. Ask:

Who did the boys steal bags from?

(women, especially elderly ones)

Who gave the police some useful information?

(Mark)

What did the police officer do? (went into the post office and came out later with a purse in her hand)

Speaking

- Students work in small groups to think about the answers to the questions. Then ask for feedback from the whole class.

Writing

- Ex 1** This exercise revises the simple past. Students can refer to the list of irregular verbs at the back of their books if necessary.
- Ex 2** Read the prompts with students to make sure they understand everything. Students can complete the story at home.

Language Awareness

- Write the word *catch* on the board and ask the class what the police do to elicit *catch thieves*. Explain that *catch* can be used with other nouns and that they will learn some of these in this exercise.

FOLLOW-UP ACTIVITY

Students work in pairs to write sentences using *catch a thief*, *catch fire*, *catch a cold* and *catch the ball*.

Vocabulary Expansion

- Explain that it is often possible to form one word from another. Use *save* and *safe* as an example (seen in Module 3, Lesson 1). Tell students that all the words they need to find to do this exercise appear in the text on page forty-two.

Situational English

- Ex 1** Explain to students what is required, then tell them to write the questions.
- Ex 2** Students read the information about the thief and use this to identify him.

FOLLOW-UP ACTIVITY

Students write a short description of the thief using the information on the form. Tell them to use the expression *had ... on* when writing about the man's clothes. This activity can also be done in pairs.

SAMPLE ANSWER:

He had blond hair. It was short and straight. His eyes were blue. He was young and he had a black jumper and trousers on. He was also tall and slim.]

Pronunciation

- Ex a** Explain to students that the pronunciation of regular verbs in the simple past is not always the same. Write *looked*, *pushed*, *studied* on the board. Say each one aloud as you point to it and ask the class to repeat chorally. Then play the cassette, students listen and repeat chorally.
- Ex b** Students work in pairs, saying each word aloud and deciding which group it belongs to.

Listening

- Tell students that they are going to listen to Linda (the girl from the *Writing* section, exercise 2) talking about the crime. Before playing the cassette, tell students to read the information given and to tell you what kind of word could fill gaps 1, 2 and 6. (For example: *question 1* – 15, 16, 17, etc., *question 2* – black, blond, straight, curly, etc.) Play the cassette twice.

Lesson Summary

Project:

- making a poster for a festival to bring people from different countries together

Topics:

- Notting Hill Carnival; the Scouts; the emergency services; the police force

Objectives:

- to generate discussion about ways of bringing people together
- to introduce students to reading and discussing poetry in a foreign language
- to develop students' comprehension skills
- to develop students' ability to understand and talk about written instructions

WARM-UP

- Bring in pictures (or objects) connected with carnivals and hand them around the class. Ask students what the connection between them is to elicit the word *carnival*. Write this on the board and ask students about their own experiences of and feelings concerning this period. Ask students *What costume did you wear last year?*

Listen and Read

- Explain the title (*Bringing People Together*) to students and ask (using L1 if necessary) what problems sometimes exist between different countries (for example wars). Teach the verb *fight* and play the introductory paragraph as students follow in their books. Explain *does not have to be this way.*
- Play the next section (about the Nothing Hill Carnival). Students follow in their books, then read the paragraph again identifying any new vocabulary. Go through this with the class, eliciting and providing explanations, then ask:

How long does the carnival last? (three days)

What do people do? (sing and dance in the streets)

When did the carnival begin? (in the 1960s)

*What kind of music can we hear at this carnival?
(Calypso, traditional Caribbean music)*

- Write the word *Scouts* on the board and explain it to students. Ask if anyone in the class is a scout and if so, ask what this involves.
- Play the following section (about the Scouts). Students follow in their books. They then read the text and identify new vocabulary. Once you have explained this to them, ask them to tell you where the writer of the passage went with the Scouts and what happened there.

Comprehension Check

- Students read the texts again and find the missing information.

Vocabulary Check

- The verbs here all appear in the text as part of the collocations in bold in the exercise.

SAMPLE ANSWERS FOR EX B:

I'm taking part in the Carnival this year.

I usually make friends when I go on holiday.

In my country, we hold a carnival every winter.

We always have fun at the zoo.

Speaking

- Students work in pairs to decide if they want to take part in the carnival or a trip to Chile with a scout pack. They then share their opinions with the rest of the class.

Project

- Divide students into groups of four, then read the instructions with them. Students carry out steps 1-4 in class. Step 5 will be done at home. Tell students they will need to find time outside the classroom to actually make the poster. If time permits, the basic design can be worked out in class and the most artistic member of the group can make the poster at home. Other members will provide photos, etc.

Language corner

- Read the pairs of sentences with the class and elicit explanations of the differences between them. For the first pair of words, ask students to demonstrate the difference between dropping and throwing something with an object such as a pencil or rubber. (Warn them to be careful when throwing.) For the second pair of words, ask students what they can hear at the moment (for example, the sound of traffic from outside the classroom) and what music they listen to at home. For the third pair, ask them to tell you who grows up (*children*) and what grows (*flowers, grass, etc.*)

Let's talk

- Ex 1a** Ask students what they can see in the picture (*a phone box*) and what people use them for (*to phone people / make phone calls*). Ask if they use phone boxes very often.

Write the word *emergency* on the board and elicit an explanation from students as well as some examples. Ask someone to read the information in the box; explain any new vocabulary. Then tell students to work in pairs to read the instructions and discuss the points.

- Ex 1b** Students can work in pairs or alone to come up with situations when they might need to call 999. (For example: a house catches fire or there is a car accident.)

- Ex 2** Students discuss what is happening in each picture. Supply any vocabulary students might need and write this on the board. Then ask students whether or not police offices have interesting jobs (it's exciting; you meet a lot of people; you work in different places; you do different things all the time).

For the last two questions (c and d), encourage students to speculate on the situations.

Are you moving on? Check Yourself

- Read the statements one by one to make sure that students understand them. Then ask them to tick their choices according to their own abilities. When they have finished, ask which of the statements they feel are the most important and which are the least important and why.

Preparation for Module 4

- ◆ pictures of famous film stars – foreign or local – from magazines, newspapers, etc.
- ◆ film review or cinema guide in a magazine or newspaper
- ◆ photocopies of Supplementary Teaching Material - pages 105, 106 and 107.



MODULE 4 Entertainment

Lessons 1-4

- Ask students to discuss what things they might learn based on the pictures for Module 4 on page forty-nine.
- Read the information with students so they can see what this module contains.
- Ask students to make predictions about what happens when Mark and Rob go to the cinema and what kind of film they see. Then ask students if there is a cinema in their neighborhood and how often they go. Tell them they will have a chance to talk about their favourite films in the first lesson.

4

Lesson 1

What's on at the cinema?

Lesson Summary

Functions:

- asking someone to go somewhere with you

Topics:

- the cinema; films

Structures:

- *I've got some ... / I haven't got any ... / I've got no ...
Have you got any ...?
derivatives of some / any / no*

Objectives:

- to enable students to locate events within a text
- to provide students with vocabulary related to the cinema and different types of films
- to expose students to ways of inviting people to go places

WARM-UP

- Take in some pictures of famous film stars. Hold up each one and ask *Who's this?* to elicit their names. Then ask *Do you know any of his / her films?*
- Direct students' attention to the title of the lesson (What's on at the cinema?). Ask students what films are on at the cinema at the moment. Write some of them on the board, then ask which films students want to see.

What did they do in the afternoon?

(They did their homework.)

Who finished first? (Mark)

What did he do? (He turned on the TV, turned it off again, then went into the kitchen.)

What did he pick up? (a newspaper)

What did he read about? (a new film)

Did Julie want to see the film? (no)

Listen and Read

- Students look at the pictures and describe what they can see. Ask them what they think Mark is reading about in the newspaper.
- Play the first part of the cassette (up to the dialogue). Students follow in their books and underline any new vocabulary they come across. Explain this (eliciting explanations from students who know the lexical items), then ask:

*What did Mark and Julie do last Saturday morning?
(They stayed at home and did jobs around the house.)*

- Play the dialogue; students follow in their books. Ask students to find the names of two kinds of films in the dialogue (comedy: science fiction). Ask:

What kind of films does Julie like? (comedies)

What kind of films does Mark like? (science fiction)

- Students read the dialogue in pairs.

Comprehension Check

- Students read the text again and put the sentences into chronological order.

FOLLOW-UP ACTIVITY

Students work in pairs to write a short dialogue that could take place between Mark and Rob when Mark phones him about the film. Provide the beginning for them.

Rob: Hello.

Mark: Hello, Rob. It's Mark.

Rob: Hi, Mark.

Mark: There's a good film on at the cinema tonight.

Students continue the dialogue from here.

Vocabulary Check

- Students match the columns to make sentences. Tell them to refer to the text for help.

FOLLOW-UP ACTIVITY

Students work in pairs to write sentences of their own using *turn on the TV*, *be on at the cinema*, *do my homework* and *give somebody a ring*.

Grammar

- Arrange some books / pens on your desk and say, as you point to them, *I've got some books and some pens, but I haven't got any pencils. Have you got any pencils ...?* Write the sentences on the board with *some* and *any* in different colours. Then elicit from students the rules concerning the use of *some* and *any*. (*Some* is used in affirmative sentences and *any* is used in negative and interrogative sentences.)
- Write *There's somebody / someone outside* on the board, with *somebody / someone* in a different colour. Ask students what other words we can form with *some* (*something / somewhere*). Elicit example sentences and write them on the board. Then ask for the three words we can form from *any* (*anybody / anyone / anything / anywhere*) and example sentences.
- Say *I haven't got any money* (with your hands in your pockets looking unhappy). Write this on the board and ask students how we can rewrite the sentence using *no*. (*I've got no money*). Write this on the board too, then elicit the derivatives of *no* (*nobody / no one / nothing / nowhere*) and example sentences.

- Explain to students that *something, anything, nothing*, etc., follow the same rules as *some, any* and *no*, but that *some* and its derivatives can be used in questions when we offer or ask for something. Put these examples on the board to illustrate this. *Would you like some cake? Can someone help me?*
- Refer students to the Grammar Reference (page 160) and read through the information on *some / any / no* with them.

Grammar Practice

- This exercise offers controlled practice in the use of *some, any*, etc.

FOLLOW-UP ACTIVITY

Give out the oral activity (Supplementary Teaching Material – pages 105 and 106). This provides free practice in the use of *some, any, no, something*, etc. Students each describe the picture they can see to their partners, who have to decide which of the three pictures they are looking at is being described. They can ask questions if they feel it will help them (for example: *Are there any children in the classroom?*).

Vocabulary Practice

- Ex 1** Students choose the correct answer for each exchange.
- Ex 2** Students fill in the correct prepositions. They can refer to the text on page fifty for help if necessary.

FOLLOW-UP ACTIVITY

Check students' understanding of the phrases in Exercise 3 by asking the following questions:

- 1 *Who is in the film Mission Impossible?*
(Tom Cruise)
- 2 *What is on TV tonight?*
- 3 *Did you stay at home last Sunday or did you go out?*
- 4 *What do you usually do in the everything?*
- 5 *When you're watching TV, do your parents ever turn it off? Why?*

Speaking

- Students match the films to the pictures.
- Ask students for examples of the different kinds of films.
- Have a short discussion based on the questions. Alternatively, arrange the class into groups of three or four and instruct students to discuss the questions amongst themselves.

Functional Language

- Read the rubric with students to ensure they understand what is required of them, then tell students to work in pairs to put the dialogue into the correct order. When students have finished, ask them to read it out to check that it makes sense, then to make any necessary changes to their answers.

Vocabulary Expansion

- This activity builds on what students have learnt in the *Speaking* section by revising some of the film types and adding three new ones.

Language Awareness

- Ex 1** The vocabulary covered here will be useful to students when discussing the kind of films they like or writing film reviews, etc.
- Ex 2** This exercise focuses on pairs of words which are often confused by learners of English.

Lesson Summary

Functions:

- asking and answering questions about someone's experiences
- buying cinema tickets

Topics:

- the cinema; experiences

Structures:

- simple present perfect (affirmative, negative, interrogative)
Yes, he has. / No, he hasn't.
have been / gone

Objectives:

- to introduce students to the simple present perfect and offer written and oral practice in this tense
- to expose students to language used at a cinema box-office
- to introduce students to keyword transformation sentences

WARM-UP

- Ask students to tell you what happened in the previous lesson. Prompt them by asking questions. For example:
What did Mark and Julie do?
What did Mark see on the kitchen table?
What film was on?
Did Julie want to see it?
Who did Mark phone?
- Ask students to tell you what they usually do when they go to the cinema (buy tickets, buy a drink, etc.). Try to elicit ticket, *soft drink* and queue; write these on the board.

Listen and Read 

- Students look at the picture and make predictions about the storyline. First, point to Debbie and ask *Who's this?* in case they have forgotten.
- Play the introductory paragraph and the first section of dialogue; students follow in their books. Ask:
When is the film starting? (in (a) quarter of an hour)
What do the boys want to do? (buy a soft drink and some popcorn)
Does Rob like Tom Cruise? (yes)
- Ask students to tell you what happens next, then play the rest of the cassette; students follow in their books.
- Ask students if the predictions they made about the storyline were correct or not.

Comprehension Check

- Students answer the questions using complete sentences.

Grammar

- Drop your pen on the floor and say *I have dropped my pen*. Then pretend to look through your bag / pockets in a worried fashion and say *I have lost my purse / wallet*. Write the two sentences on the board and explain that the tense used in them is called the simple present perfect (write this on the board too) and that we use it for things that have just happened or things that happened in the past but we don't say when. Conjugate the verb *drop* in the simple present perfect by writing *You have dropped ...*, *He / She has dropped ...*, *We have dropped ...*, etc. under the first sentence. Ask students to do the same for the second sentence (*I have lost my purse*) orally. Then give the negative, interrogative and negative-interrogative forms (*I haven't dropped my pen*. *Have I dropped my pen?* *Haven't I dropped my pen?*) and ask students to put the rest of the sentences into this form. (*You haven't dropped ... / Have you dropped ...?*, etc.)
- Read the information in the *Grammar* box and point out that regular verbs take an *-ed* ending (as in the simple past) but for irregular verbs, students will have to learn the past participles. Tell them that these can be found in the list of irregular verbs on page 171 of their books.

- Refer students to the Grammar Reference (page 161) and read through the information on the simple present perfect with them.

Grammar Practice

- Ex 1** This exercise practices the use of the simple present perfect.
- Ex 2** This exercise practices the use of *have been* and *have gone*.

FOLLOW-UP ACTIVITY

Students write sentences of their own illustrating the difference between *have been to* and *have gone to*.

- Ex 3** Make sure students understand they must not change the word given in any way.

Speaking

- This oral activity offers practice in using the simple present perfect to talk about personal experiences. It also practises the short answers. Before students start, ask a couple of questions (for example: *Have you ever been to Canada? Have you ever seen a crocodile?*) and write their answers (*Yes, I have. / No, I haven't.*) on the board.
- Students work in pairs to do the second activity, then report back to the rest of the class about their partner.

FOLLOW-UP ACTIVITY

Students think of two or three questions they could ask their classmates using the simple present perfect. They then turn to the person sitting behind them and ask them the questions.

Situational English

- This activity introduces vocabulary connected to buying cinema tickets. Before students complete it, explain the term *cinema box office*.
- Students read the dialogue in pairs.

Vocabulary Expansion

- Remind students that prefixes can be used to form the opposite of a word.

FOLLOW-UP ACTIVITY

Check students' understanding of the words covered in this exercise by asking them the questions below.

- 1 *Can people fly? Is it possible or impossible?*
- 2 *Imagine you have just passed on exam. Are you pleased or displeased?*
- 3 *What kind of things do you and your best friend usually agree about? What was the last thing you disagreed about?*
- 4 Finish this sentence: *Yesterday I wanted to go to the beach. Unfortunately ... (it started raining. / I didn't feel well. / The sea was cold. ...)*

Language Awareness

- Ex 1** Students fill in the correct words. Elicit / Explain the difference in meaning each time.
- Ex 2** Students fill in the correct prepositions.

Lesson Summary

Functions:

- talking about films
- giving your opinion

Topics:

- cinema; film reviews

Writing Skills:

- completing an informal letter
- writing a short film review

Objectives:

- to provide guided practice in completing an informal letter about a film
- to expose students to the content of a film review and prepare them to write one of their own
- to teach the pronunciation of the vowel sound /ɜ:/
- to provide practice in understanding a dialogue

WARM-UP

- Ask students how often they write letters and about the last letter they wrote (who it was to, what it was about, how big it was, etc.).
- Hold up the film review or cinema guide section in a magazine or newspaper. Ask students what information you can find there. Write the term *film review* on the board.

Listen and Read 

- Tell students they are going to read a film review about the film that Mark and Rob went to see (*Lost Galaxy*). Ask if they can remember what kind of film it was (*science fiction*). Play the cassette (the film review); students listen and follow in their books. Ask students to tell you what they think the term special effects means. Ask for examples of films they have seen which had good special effects.
- Play the rest of the cassette; students follow in their books. Without explaining any new vocabulary, ask students what the main subject of the letter is (*the film*) and what Rob thought of it. Write the three options below on the board.

It was very good.

It was quite good. (correct answer)

It was awful.

Elicit what Rob liked (*the special effects; the monsters*) and didn't like (*the story*).

Comprehension Check

- Students read the texts again to find the correct answers.

FOLLOW-UP ACTIVITY

- Students find the adjectives used in the texts to describe the aspects of the film mentioned in the *Comprehension Check*. (*special effects - fantastic / amazing; monsters - horrible / scary; actors - brilliant; story - silly*)

Vocabulary Expansion

- Ex 1** Read the vocabulary items with students. Screen is the only one that students might not know. Help students to guess its meaning by telling them that both televisions and computers also have screens.
- Ex 2** Students read the sentences and decide what kind of word is missing from each one (*verb, noun, adjective*). They then compare their answers with a partner's and, where they disagree, discuss their choices and try to decide what the correct answer is. Discuss their answers as a class. (*Sentence 1: adjective; Sentence 2: noun; Sentence 3: adjective; Sentence 4: adjective.*)

Language Awareness

- Ex 1** Students choose the correct word to complete each sentence. Explain the difference between *in the beginning* and *at the beginning* by putting these two sentences on the board.

At the beginning of the book, we meet the main character.

In the beginning, he seems nice but then we find out that he isn't.

- Ex 2** Students often confuse *miss* and *lose*; this exercise is designed to help them recognise the difference between the two verbs in the English language.

FOLLOW-UP ACTIVITY

Students work in pairs to write a short dialogue. They should try to include as many of the phrases from exercise 2 as possible. When they have finished, they read their dialogue out for the rest of the class to hear.

Speaking

- Students circulate around the class and ask two or three of their classmates the questions. Then ask students the questions again to find out their answers. Ask then to expand on the last question by asking for more details of what they liked about the film and asking if there was anything they didn't like. Try to elicit from students some of the adjectives already seen in this lesson. (*fantastic, brilliant, amazing, silly, etc.*)

Writing

- Tell students they are going to write a letter to a friend similar to the one that Rob wrote to his friend Edward. They can write about the film they have just discussed in the *Speaking* section. Students fill in the name of the person they are writing to, then read the introductory paragraph. For the second paragraph, read the points on the left to make sure students understand what should be included. Students then write the second paragraph. Do the same for the third paragraph.

FOLLOW-UP ACTIVITY

- Students then show their work to their partners and ask for their help in identifying and correcting any mistakes. As students are doing this, walk around the class to check what they are doing and offer help. For this activity, it would be a good idea to pair weaker students with stronger ones. The latter will be able to help the former, and will not require so much help in checking their own work.
- Students write a corrected version of the letter at home and give it in at the next lesson.

A film review

- Students write a short film review. They can refer to the one on page fifty-six for help. Point out to students that their film review is for their school magazine. Ask *Who is going to read it?* (students at their school / the readers of the magazine).
Read through the notes given and make sure students understand what they have to include.

Pronunciation

- Play the cassette. Students listen and repeat chorally. They then say all the words in exercise **b** out loud to identify those with the /3:/ sound.

Listening

- Remind students that Julie doesn't like science fiction films but prefers comedies. Ask students which of the two they prefer and why. Students read the questions, then listen to the cassette and choose the correct answers.

Lesson Summary

Functions:

- asking and answering questions about the music people like / the musical instruments they play

Project:

- carrying out a survey and presenting the results visually or through a short text

Topics:

- the Eurovision Song Contest; music; musical instruments; films;

Objectives:

- to offer students practice in identifying specific information in adverts
- to offer more practice in speculating about a photo
- to introduce students to the idea of presenting information in the form of a graph or chart.
- to develop students' oral skills through pair and group work
- to provide further discussion of students' progress and achievements in English

WARM-UP

- Write *Eurovision Song Contest* on the board and ask students what kind of contest this is and whether or not they enjoy watching it. Ask students what their favourite song from the most recent contest was and why.

Listen and Read 

- Tell students to read the text quickly (allow about a minute for this). Then ask what kind of text it is (a story, article, letter, etc). Elicit that it is a magazine article.

- Play the cassette (the first section); students follow in their books. Ask:

What is the magazine article about? (people's opinions of the Eurovision Song Contest)

- Play the next section (Mr Richards). Ask whether Mr Richards has a positive or negative attitude to the contest (*positive*) and which words / phrases convey this (*we love it / just as exciting*).

- Play the next section (Patricia) while students follow in their books. Ask:

Why do Irish people enjoy this contest so much? (they love singing)

Does Ireland usually do well in it? (yes)

- Play the final section (Carlos). Ask if Carlos has a positive or negative attitude to the contest (*negative*) and why. (*most of the songs are in English*)

- Put the following words / phrases on the board and ask students to work in pairs or small groups to work out the meaning according to the context.

sing their hearts out (sing as much / loudly as they can)

entered (took part in the competition)

pretty good (quite good)

see it live (see it where it took place)

my complaint (the thing that annoys me / that I don't like)

native language (the language which people speak in a country)

Comprehension Check

- Students look at the text again to decide if the statements are true or false.

FOLLOW-UP ACTIVITY

Ask students which of the opinions expressed by the three people they agree / disagree with. Ask if the song which represents their country is usually in English and, if so, how they feel about this.

Speaking

- Ex a** Students work in pairs to make a list of different kinds of music. Get feedback from them and make a list on the board (for example: pop music, rock music, jazz, classical, country and Western, hip hop, rap).
- Ex b** Put the phrase *musical instrument* on the board and ask students to think of as many as they can. Make a list. Students then work with their partners to ask and answer the questions about music.
- Ex c** Students take it in turns to report back to the rest of the class about their partners.

Project

Put students in groups of four. Explain that this project will take the form of a survey about music. First of all, they must write four questions like those given as examples. Students can select to use some of these. Other possibilities include:

What is your favourite song?

Do you enjoy the Eurovision Song Contest?

What musical instrument do you want to learn?

Each student in the group should choose one of the questions and ask a number of people (family, friends, teachers, etc.) the question. The results can be displayed in graph form (as on page sixty), as a pie chart, a table or a short paragraph. Give out copies of some examples of these (Supplementary Teaching Material - page 107) to help students understand the various options open to them. In addition, encourage them to discuss with the other members of their group which format might be the most appropriate for their questions.

When all members of the group have completed their survey and have the information in the format they decided on they can put it all together on a large piece of paper.

This project can be extended by asking each group to present what they have found to the rest of the class.

Language corner

- Read this section with students. Ask if they often make any of the mistakes focused on here.

Let's talk

- Ex 1a/b** This activity encourages students to identify specific pieces of information in a text. If students ask for explanations of any vocabulary / structures, encourage them to find the answers to the questions without any help.
- Ex 1c** Students look at the questions and spend some time thinking about their answers. Then have a class discussion. Make sure students can justify their answers. (For example: *A bookshop because my younger brother loves books about animals!*)

- Ex 2** Students describe the picture and speculate on the kind of film teenagers are watching and how they usually spend their time. Put the phrases below on the board for them to use.

They are / It's probably ...

I think they are / usually ...

Perhaps they ...

In my opinion, they ...

Students then talk about the films they enjoy watching and the things that make them laugh.

FOLLOW-UP ACTIVITY

Students think of jokes in their own language and tell them in English. This activity can be done in pairs.

Are you moving on? Check Yourself

- Read the three *Check Yourself* statements, then tell students to tick the appropriate boxes. Ask what ways they can think of for improving their communicative competence as far as all three are concerned. For example, they might improve the first and third by reading the film section of English magazines and newspapers. Ask which they feel is the most difficult to improve on (possible answer: the second statement as it is something that you can only really practise doing in an English speaking country).

Preparation for Module 5

- ◆ pictures of people wearing clothes from different periods (e.g. the forties, the sixties, the seventies)
- ◆ pictures of people who look unhappy
- ◆ pictures of different people from magazines for a comparative exercise. (older, younger, better dressed, etc.)
- ◆ pictures of different people; each one having a different appearance and character for description exercise
- ◆ pictures of people of a variety of ages, social and cultural backgrounds which show different jobs, interests, etc.
- ◆ photocopies of Supplementary Teaching Material - page 108.



MODULE 5 Fashion

Lessons 1-4

- Ask students what kind of texts they would like or expect to find in this module. (For example: magazine articles about fashion, a discussion about the kind of clothes teenagers wear, a dialogue in a clothes shop.) Direct students' attention to the pictures for this module and ask them for ideas about what they might learn.
- Read the first three points with students. (*Read about ...*) Ask questions about each one.
For example:
What clothes do you think Julie and Mark's mum used to wear when she was a teenager?
How does Mark feel when he finds out that Debbie has a boyfriend?
What do you think Beth is like?
- Read the rest of the points. (*Learn ...*) Ask students which they think will be the most interesting and which will be the most useful.
- Ask what they think the Cross-cultural corner will focus on.

5

Lesson 1

Fashion

Lesson Summary

Functions:

- talking about possession
- talking about clothes / fashion / shopping

Topics:

- fashion; clothes; the past; buying / trying on clothes

Structures:

- *This is my / your / her / his / its / our / your / their ...,
Mine / Yours / Hers / His / Ours / Yours / Theirs ...,
Kate's / The girl's / The boys' / the men's ...
... (not) hot enough to ...
... too cold to ...*

Objectives:

- to introduce the subject of fashion / clothes with reference to students' own experiences
- to expose students to language used in a clothes shop
- to consolidate ways of referring to possessions
- to introduce and offer practice in using *too* and *enough*

WARM-UP

- Brainstorm vocabulary for clothes. Start off by asking students what items of clothing they can think of and making a list of items of clothing on the board. Then expand this to include any materials students can think of and any adjectives we can use for clothes (*loose, tight, fashionable, etc.*).
- Hold up some pictures of people wearing clothes from different periods (for example: the forties, the sixties, the seventies, etc.) and ask students to guess the decades.
- Ask students to describe what Julie's mum is wearing in the main picture and what she is wearing in the photograph.
- Play the first part of the cassette (until *They were in fashion in those days*). Ask students if they have the same interests as Julie and Beth and if they have the same problem when it comes to shopping (not having enough money). Ask students what Julie probably thinks of the clothes her mum is wearing in the photograph.
- Play the rest of the cassette. Ask students to explain *high heels* and *comfortable*.
- Students read the dialogue in pairs.

Listen and Read

- Ask students to describe what Julie's mum is wearing in the main picture and what she is wearing in the photograph.

Comprehension Check

- Students choose the correct word to complete the sentences.

Grammar

- Make sure students are familiar with possessive adjectives and possessive pronouns using the following drills.

- Teacher:** I / bag
Student 1: It's my bag.
Teacher: You / pen
Student 2: It's your pen., etc.
- Teacher:** It's my bag
Student 1: It's mine., etc.

Write the sentences on the board (*It's my bag. It's mine. etc.*) with the possessive adjectives and possessive pronouns in a different colour.

- Point to a student's book, bag, jacket, etc. and say *That's Mary's book / bag / jacket.* Ask someone to write the sentence on the board for you. Make sure the apostrophe is in the correct place, then point to someone else's belongings and say, for example, *Those are the the girl's pens.* Again, ask someone to write the sentence on the board. Repeat with the *bags / books* belonging to two boys (*Those are the boys' books / bags*) and the classroom itself. (*This is the children's classroom.*) Elicit an explanation as to why we write *boys'* but *children's* (*children* is an irregular plural form).

- Explain that for things we often use *of*. Give these examples:

The legs of the table are broken.
The wheels of the car are black.

- Put the examples below on the board and explain their meanings.

She's gone to the chemist's.
He's at Paul's.
'Whose cat is that?' 'It's Kate's.'

- Write two sentences (one with *too + adjective + infinitive* and one with *not + adjective + enough + infinitive*) that are relevant to the time of day, weather, students' circumstances, etc. For example:

It's too early to have lunch. (looking at your watch)
John isn't old enough to drive. (pointing to John)

Write these sentences on the board and explain to students what they mean. Then look sad and say *I haven't got enough money to go on holiday / buy a house., etc.* Put this on the board too and explain its meaning.

- Refer students to the Grammar Reference (page 162) and read through the information about *too* and *enough* with them.

FOLLOW-UP ACTIVITY

Students look at the text on page sixty-four again and look for examples using *too / enough*. (*They have not got enough money to buy ... They weren't comfortable enough to wear ... They were too high to wear ...*)

Grammar Practice

- Ex 1** This exercise practises the various ways of indicating possession.
- Ex 2** This exercise offers controlled practice in the use of *too* and *enough*.

FOLLOW-UP ACTIVITY

Give out the worksheet for this lesson (Supplementary Teaching Material - page 108). Students work in pairs or small groups to form as many sentences as they can using something from each box in each sentence. (For example: *He doesn't speak English well enough to pass the test.*) Allow a limited period of time for this (about five minutes). Each pair / group then reads out their sentences and you tell them whether they are correct or not.

POSSIBLE SENTENCES:

That jacket isn't clean enough to wear for work.
He runs too slowly to win the race.
These jeans are too expensive to buy.
I haven't got / He hasn't got enough money to go to the concert.
He is too young to go to the concert.

Vocabulary Practice

- The phrases practised here all appear in the text. Tell students to refer to it to check their answers.

FOLLOW-UP ACTIVITY

Ask the questions below to check students' understanding of the phrases.

- When you go shopping for clothes, who do you usually go with?*
- What changes at school from year to year?*
(For example: *different classroom / classmates / teachers / subjects; it becomes more difficult. You have more / less homework.*)
- What kind of clothes do you feel good in?*
- What clothes are in fashion at the moment?*

Speaking

- Students tell you what the items of clothing in the pictures are called. They then answer the questions.

FOLLOW-UP ACTIVITY

Students work in groups and discuss the teenagers in the picture further. They have to decide on names and ages for them all and some details of their character, hobbies, relationships between each other, etc. Discuss the ideas each group has come up with as a class.

Situational English

- Ask students what they usually do when they go into a clothes shop. (For example: look at the clothes, ask about the price, try something on.) Put any relevant vocabulary on the board.

Language Awareness

- Ex a/b** Students identify the pairs of antonyms, then complete the sentences.

Vocabulary Expansion

- Ex 1** Students fill in the missing words.
- Ex 2** Ask students to identify whether the words in the box are verbs, nouns or adjectives.

ANSWERS:

fashion – noun; fashionable, comfortable, uncomfortable, interested – adjectives; interest – noun / verb

Tell students to think about grammar and meaning when making their choices.

Lesson Summary

Functions:

- making comparisons
- agreeing / disagreeing

Topics:

- clothes; people's appearance

Structures:

- *older than ... / the oldest of / in ...*
more beautiful than / the most beautiful of / in ...
as ... as / not so / as ... as

Objectives:

- to teach and offer practice (written and oral) in the comparative and superlative form
- to teach vocabulary relating to people's appearance
- to introduce students to phrases for agreeing and disagreeing
- to offer students practice in using phrases for agreeing and disagreeing with their peers about a variety of subjects

WARM-UP

- Hold up pictures of people who look unhappy and ask students to say how each one feels, then to speculate on the reason for this. Write any relevant adjectives / phrases on the board. This activity also serves to practise some of the ways of speculating introduced in Module 4, Lesson 4.

Listen and Read 

- Students look at the picture on page sixty-seven and suggest reasons as to why Mark is so unhappy. They then close their books and listen to the cassette to find out the reason. (*He likes Debbie but she has got a boyfriend, Colin.*)
- Students open their books and read the text out loud (allocate different parts / roles to different students). As students read, make a note of any problems with pronunciation / intonation and address these when students have finished reading.
- Check students' understanding of the text by reading out the statements below and telling students to raise their right hands if the statements is true and their left hands if it is false. This approach to checking understanding allow teachers to check comprehension at a glance.

There aren't many children in the school canteen. (false)

Debbie's boyfriend is good-looking. (true)

Mark is clever. (true)

Rob likes Debbie more than Julie. (false)
- Ask students to look at the text again and work out the meaning of:

school canteen

What's the matter with you?

miserable

agree

Comprehension Check

- Students answer the Comprehension questions.

Grammar

- Choose three students to come to the front of the class; they should all be tall and of different heights. Arrange them in order of height, point to each one in turn and say: (First student's name) *is tall*. (Second student's name) *is taller than* (first student's name). (Third student's name) *is the tallest of all*.

Write the three sentences on the board, one below the other, using a different colour for each sentence. Explain that we use *adjective + than* to compare two things (the comparative form) and *the most + adjective* to compare a person / object with two or more people / objects (the superlative form).

- Follow the same steps but this time with three books and the adjective *interesting*.
- Explain that adverbs can also be used. Give some examples of this. (For example: *You drive more slowly than me. She drives the most slowly of all.*)
- Read through the information in the *Grammar* box with the class and draw their attention to the use of *of all* and *in ...* (the superlative form); *as ... as*, *not so / as ... as* and the two irregular adjectives.
- Refer students to the Grammar Reference (page 163) and read through the information about spelling rules and adjectives that form the comparative and superlative irregularly with them.

FOLLOW-UP ACTIVITY

Students read the text on page sixty-seven again, and underline any examples of the comparative form (*more handsome than; taller and funnier than*) and the superlative form (*the most beautiful girl in ... , the best sister in ... , the silliest thing ...*).

Grammar Practice

- Ex1** Students work out their answers according to the picture on the right.
- Ex2** This exercise practises the various structures used when making comparisons.

Vocabulary Practice

- The three formulaic expressions all appear in the text.

FOLLOW-UP ACTIVITY

Students work in pairs and write three short dialogues; one of the formulaic expressions should occur in each one. This activity can be expanded on by telling students to leave a space where each expression should go and giving their dialogues to another pair of students to complete.

Speaking

- This activity offers free practice in comparing people. Before students start, put the following sentences on the board:

Faye is darker than Lucy.

Faye's hair is darker than Lucy's.

Point out that students' sentences need not all begin ... is ...

SAMPLE ANSWERS:

Jane is prettier than Lucy.

Faye isn't so happy as Jane.

Lucy isn't as tall as Faye.

Lucy is the shortest of them all.

Faye's hair is longer than Lucy's.

Lucy isn't as modern as the others.

Jane is younger than Lucy.

Lucy is the oldest of all.

FOLLOW-UP ACTIVITY

Cut a variety of pictures of people out of magazines. Divide students into groups and give each group three pictures. They should compare the three people in as many different ways as they can, practising the structures learnt in this lesson.

Language Awareness

- Ex 1** Ask students what all four adjectives are used to describe (*appearance*). Then ask which can be used for men and which for women.
- Ex 2** Students fill in the missing colours.

FOLLOW-UP ACTIVITY

Check students' understanding of the idioms by asking:

When did you last feel blue? Why?

Give an example of a situation when somebody might go as white as a sheet.

When did your mum or dad last see red? Why?

Then ask students if they have any idioms which use colours in their own language and, if they do, how they could be expressed in English.

Functional Language

- Read the phrases given and explain that they start with the strongest way of agreeing and finish with the strongest way of disagreeing. Ask which one they would use to express uncertainty. (*I'm not sure about that.*)
- Explain the activity to students and tell them to work with a partner.

FOLLOW-UP ACTIVITY

Expand on this activity by asking students to write a statement (similar to those given in the exercise) on a piece of paper. Help them by putting some possible subject areas on the board (for example: UFOs / aliens; family and friends; singers / actors / films; school subjects; sports). Collect in the statements, then read them out one by one, addressing different students as you do so. Tell students to respond with one of the phrases. For example:

Teacher: *I'm sure that aliens exist. Sophia.*

Sophia: *I think you're wrong there.*

Teacher: *History is an interesting subject. Andrew.*

Andrew: *I quite agree.*

Lesson Summary

Functions:

- describing appearance

Topics:

- best friends, appearance; character

Writing Skills:

- completing a guided description of a friend

Objectives:

- to expose students to the format and content of a description of a friend
- to generate ideas during oral work that can be transferred to complete a piece of written work
- to teach functional language used to describe someone
- to develop students' listening skills

WARM-UP

- Bring in some pictures of different people and ask students to describe them for you. As they do so, write any adjectives / phrases vocabulary that comes up on the board under the headings: *appearance* and *character*. When students talk about character, encourage them to use phrases such as:

She looks / seems ...

He could be ...

She's probably ...

- Ask students which of the words / phrases on the board they could use to describe the person sitting next to them.

Listen and Read

- Read the introductory paragraph and then ask for a description of the girl in the picture. Ask students what kind of person she seems to be.

- Put the three sentences below on the board, then tell students to read the description quickly to find which one best sums up Julie's opinion of her friend (*the first*).

I think she's great – even though she's forgetful.

She's a silly person, but I like her!

She's the funniest and most intelligent person I know.

- Play the cassette; students listen while following in their books. Ask students to work in pairs to find words in the text that mean: *always telling the truth (honest)* and *someone who listens to other people when they talk about their problems (a good listener)*.
- Students answer the question at the end of the text.

Comprehension Check

- Students identify the true sentences. Ask them to correct those that are false.

FOLLOW-UP ACTIVITY

Ask students if there are any similarities between Beth and their own best friend or a friend of theirs in the same class.

Functional Language

- This exercise enables students to ask questions about a person's appearance and character.

FOLLOW-UP ACTIVITY

To check students' understanding of the phrases, ask the questions below:

What does your father look like?

What is your mother like?

What do you like doing?

Language Awareness

Ex 1 This activity focuses on collocations.

Ex 2 Students choose the correct word each time.

Speaking

- Students discuss their best friends with each other. As well as referring to the adjectives in the boxes on the right, students should also look back at the preceding exercises for relevant structures and lexical items.

Writing

- Tell students that the answers to the questions in the *Speaking* activity should form the basis of the description. Read through the plan with the class and ensure that everyone understands what should be included in each paragraph.
- Students can either complete this guided writing task in class or do it at home.

Vocabulary Expansion

- Explain to students that we can add the suffixes *-er* or *-or* to some verbs in order to form nouns.

FOLLOW-UP ACTIVITY

Students work in small groups to come up with examples of verbs or nouns to which *-er* or *-or* can be added to form the person (for example: *photograph* – *photographer*; *travel* – *traveller*; *garden* – *gardener*; *sing* – *singer*).

Listening

- Elicit brief descriptions of the people in the pictures. Students then listen and identify Elizabeth.

Lesson Summary

Project:

- a poster showing people in unusual or interesting clothes

Topics:

- appearance; people around the world; school uniform; shops

Objectives:

- to offer students an opportunity for discussion with peers with the aim of reaching an agreement
- to generate discussion about judging people by appearance
- to allow students practice in locating specific information on a store guide
- to offer opportunity for self-assessment

WARM-UP

- Hold up pictures of people of a variety of ages, social and cultural backgrounds and ask students to speculate about their characters, jobs, interests, etc. Ask questions such as:
What job do you think he / she does?
Do you think this person enjoys sports?
Does he / she look serious?
 Then ask students if they think we can really tell what a person is like from their appearance.
- Briefly revise some of the vocabulary / structures seen in Module 5 so far by asking for descriptions of the people along the top of the page. Ask about appearance and character, then ask students to decide which of these people they would most like to meet and why. You could ask students to indicate their choice by a show of hands to find out who seems the most popular.

- Play the final section (to the end of the cassette); students follow in their books. Ask whether the following statements are true or false.
This woman is a doctor in a New York hospital. (false)
The red dot on her forehead is called a bindi. (true)
This woman isn't married. (false)
- Ask students if the people in the photos seem different now that they have more information about them.

Comprehension Check

- Students read the text again and fill in the missing words.

Vocabulary Check

- Students match the words with their meanings.

FOLLOW-UP ACTIVITY

Students work in pairs to find words / phrases in the text that mean:

very surprised (shocked)
seen everywhere (common)
with nothing over it (uncovered)

Speaking

- Students discuss the questions in this section as a class. Be prepared to help students with vocabulary that they might need for question 2.

Listen and Read

- Play the introductory paragraph; students follow in their books. Ask them to paraphrase the gist in L1. Ask them if they have ever been wrong about someone's character because they decided what they were like based on their appearance.
- Ask students to guess where the three people in the photos are from and what their lives might be like. Play the cassette (first section); students follow in their books. Ask:
Do people in London find tattoos strange? (no)
What did a lot of Chinese people think of this man? (that he was the sort of person who starts fights)
- Play the next section; students follow in their books. Ask students to explain what happened to this girl at school.

FOLLOW-UP ACTIVITY

Students can draw a picture of what their school uniform would be like based on their discussion. This can be labelled (*a light blue sweatshirt, beach trousers, etc.*). When students have finished (there should be a version for both boys and girls), collect in the designs, arrange them on a desk at the front of the class and ask students to decide which one they like best. Vote on this to find out which design is the most popular.

Project

- Collecting the pictures for this project can be done at home by individual students. Students will need to find time to get together to complete their posters (they could take it in turns to do some at home). The completed projects can be displayed for everyone to see.

Language Corner

- Read through this section with students to highlight these common mistakes.

Let's Sing

What's in Fashion?

- Tell students to turn to page 154 of their books and ask them to read the song. Ask them what problem the person has. (She doesn't know what to wear for a party.) Ask students if they ever feel like the person in the song. They then work in pairs to fill in the missing words.
- Play the cassette; students check their answers.

ANSWERS:

*party; choose; friends; advice
suits; think; tried; nothing*

Let's talk

- Ex 1a** Put the word *department store* on the board and elicit an explanation. Then ask students how often they go to department stores and what they usually buy there. Students should attempt this exercise without asking for help with vocabulary.
- Ex 1b** Ask students *Which floor are you on? (the ground floor)*. They then identify all the items they could buy there.
- Ex 2a** Explain the activity to students and ask them who they would most like to sit next to and why. Then ask why the other teenagers were less appealing.

FOLLOW-UP ACTIVITY

Choose one student to come to the front of the class. Say *This is ...* (give the student's name) and *he / she has just moved to this area. He / She is going to tell you something about himself / herself*. Indicate that you want 'the new boy / girl' to do so. Allow them to talk for approximately a minute about themselves. Then choose a student at the front of the class. Tell him / her to introduce / briefly describe the person sitting next to him / her to the new member of class. The student who is introduced / described will be the next person to introduce / describe someone else. Continue around the class until everyone has spoken. For example:

Student 1: *This is George. He's very friendly and clever. He likes playing football.*

Student 2

(George): *This is Helen. She's the most intelligent girl in the class. She likes listening to classical music, etc.*

With large classes, this activity can be done in two groups.

- Ex 2b/c** Students discuss the questions. Expand by brainstorming the advantages and disadvantages of being a model and writing these on the board under two headings.

Are you moving on? Check Yourself

- Read the first statement. Ask for a volunteer to talk for one minute about the clothes / fashions they like. Ask the rest of the class whether their classmate did this very well, quite well or not very well. Encourage them to justify their opinion. (For example: *She did it quite well as it was interesting but she made some grammatical mistakes.*) Do the same for the second, fourth (compare two people in the classroom) and sixth statements. Students tick the boxes they feel represent their ability. Ask if anyone has chosen *not very well*, and discuss their reasons for choosing this and what they could do to improve in this area.

Preparation for Module 6

- ◆ pictures with people in them, showing scenes of poverty, hunger or destruction due to wars or natural disasters (earthquakes, fire, flood, drought, bombed village, etc.)
- ◆ photocopies of Supplementary Teaching Material - pages 109 and 110.



MODULE 6 Problems [1]

Lessons 1-4

- Read the first three points (*Read about ...*) for Module 6 with students. After each point, students speculate as to what might happen. This can be done by asking them to work with a partner to discuss their ideas and write some predictions on a piece of paper. These can be checked at the end of the relevant lessons (1, 2 and 3) to see how accurate students' predictions were.
- Read the rest of the information. Ask students what past tense they have already seen in the book (simple past) and if they know of another past tense used in English (some students may already be aware of the past progressive depending on their background in English). Then ask what the word *disaster* means and what examples they can think of. Make a list on the board. For the third point in the list (*Learn to ...*), ask students what kinds of weather they already know how to describe and what they don't (they can use LI for the latter).

6

Lesson 1

Is Colin a thief?

Lesson Summary

Functions:

- talking about what people were doing at a certain time in the past

Topics:

- theft; sports equipment

Structures:

- past progressive (affirmative, negative, interrogative)

Objectives:

- to introduce students to the formation and use of the past progressive
- to offer practice (written and oral) in the past progressive
- to offer practice in locating information in one text and rephrasing it to complete another
- to introduce a variety of phrases containing the word *time*

WARM-UP

- Take something belonging to someone else (for example, a pencil case, bag) and say to the class *What am I?* to elicit the word *thief*. (Students have seen this word in Module 3.) Elicit the plural form (*thieves*), then ask students what thieves do to elicit the verb *steal* (also seen in Module 3).
- Ask *What kind of things do people steal and why?* to start a short classroom discussion on the subject. Write any useful vocabulary on the board.

Listen and Read

- Students describe the picture and say what they think Colin is doing outside the shop. Teach the word *sportsbag*.
- Students close their books. Write the following on the board. Play the cassette (up to the dialogue) and ask students to find the missing information;
Rob left his classroom at _____. (4.45)
He saw Colin outside the school _____. (*gym*)
Later, Rob saw Colin near some _____. (*shops*)
When Colin came out of the sports shop he had some _____ in his hand. (*money*)

- Check students' answers, then tell them to open their books. Choose someone to read out this part of the text. Ask students what they think the head teacher wants to talk about.
- Play the rest of the cassette; students follow in their books. Ask students *Who do the police think is the thief?* Then ask *Do you think they're right?* and elicit reasons why Colin seems to be the thief.
- Put the following words on the board and ask students to guess their meanings from the context. They can work alone or in pairs.

pleased
count the money
second-hand sports equipment
robbery
speaks in a low voice

Comprehension Check

- Students read the text again to find the answers.

FOLLOW-UP ACTIVITY

Students recreate Colin's actions on the day of the robbery by saying what he did in chronological order. They should add one action each. For example:

Teacher: *Colin went into the school gym.*

Student 1: *He stole the sports equipment. / He put the sports equipment in the sportsbag.*

Student 2: *He came out of the gym.*

Student 3: *He went to some shops.*

Student 4: *He stopped outside the sports equipment shop.*

Students continue in this way, saying what they assume Colin did as well as what they know he did. For example, what happened inside the shop and what happened after he walked away and Rob lost sight of him. To help, you could pretend to do what happened next each time.

Grammar

- Say *At ten o'clock last night, I was watching TV. What were you doing?* Encourage students to try to answer your question even if they are not familiar with the past progressive. Write your question and some of the students' answers on the board. Then explain that we use this tense to talk about an action that was in progress at a certain point in the past.

Make this clearer by explaining that at nine o'clock you turned on the TV and at eleven o'clock you turned it off, so at ten o'clock you were watching TV.

- Put a sentence in the first person singular on the board (for example: *I was reading a book at midnight*). Ask students to tell you the sentence in the second and third persons singular, then in the plural. Write this on the board. Put the original sentence into the negative, interrogative and negative-interrogative forms; ask students to do the same with the rest of the sentences. Give students the short answers.
- Explain that we also use this tense to say what two people were doing at the same time (for example: *Sally was working and Jane was sleeping*.) or in sentences in which a longer action is interrupted by a short one (for example: *I was swimming in the sea when someone stole my mobile phone*.). Point out that this tense cannot be used for past habits. Elicit from students what they should use for this (*the simple past*).
- Refer students to the Grammar Reference (page 163 / 164) and read through the information with them.

Grammar Practice

Ex 1 This exercise offers controlled practice in the past progressive.

Ex 2 Students should fill in the simple past or past progressive.

Vocabulary Expansion

- Students fill in the missing sports. Ask them if they know the name of any of the sports equipment in the pictures

ANSWERS:

*1 net 2 (golf) club 3 skis and ski boots
 4 tennis racquet and tennis ball*

FOLLOW-UP ACTIVITY

Ask students which of the things in the pictures they own or have ever used, and which they would like to have / own.

Speaking

- This oral activity offers controlled practice in using the past progressive.

FOLLOW-UP ACTIVITY

Offer free practice in the use of the past progressive by giving out the worksheet for this lesson (Supplementary Teaching Material – page 109). Tell students to work in small groups to discuss what all the people were doing at midnight.

SAMPLE ANSWERS: *Kay was studying.*

Simon and Jessica were sleeping.

Luke was working.

Kitty was chasing a mouse.

Who stole the sports equipment?

- Read the rubric carefully with the class to make sure the situation is clear to them. For the first part of the activity, students can work in pairs and should refer back to the text on page seventy-eight. For the second part of the activity, ask students to justify their answers.

FOLLOW-UP ACTIVITY

Students act out a conversation between the head teacher of the school and a police officer. The police officer should start the conversation *Do you think one of the students is the thief?* (write this on the board for them) and the head teacher should answer. They should then continue the conversation. Depending on the level of the class, you could put the following prompts on the board for the police officer.

Police officer: *find out if the head teacher thinks it was one of the students
what he / she has learnt
what the students were doing*

Language Awareness

- Students fill in the phrases that are on the clock face.

FOLLOW-UP ACTIVITY

Students write sentences of their own using the phrases.

Lesson Summary

Functions:

- asking and answering questions about people's actions in the past

Topics:

- burglary; people's experiences of crime

Structures:

- articles

Objectives:

- to revise and expand on students' knowledge of the use of definite and indefinite articles
- to offer both controlled and free practice in using articles
- to offer students practice in writing full answers to comprehension questions about a text

WARM-UP

- Revise the past progressive by asking students *What were you doing at seven o'clock this morning?*
- Revise the developments in the storyline by splitting the class into two teams (or more with large classes). Read out the statements below and tell students to decide amongst themselves whether each one is true or false. They should write their answers down to be checked at the end.
 - 1 *Rob left school on time. (false)*
 - 2 *He left his classroom at a quarter past five. (false)*
 - 3 *Colin came out of the school library and Rob saw him. (false)*
 - 4 *Colin had a sportsbag with him. (true)*
 - 5 *Rob wanted to do some shopping. (false)*
 - 6 *Colin went into a sports shop. (true)*
 - 7 *Later, Colin had some money. (true)*
 - 8 *A police officer spoke to the students the next day. (false)*
- Students read the dialogue in pairs. Ask one or two pairs to act it out in front of the class.

Comprehension Check

- Students answer the questions with full sentences.

FOLLOW-UP ACTIVITY

Students use the following words / phrases from the text in sentences of their own.

<i>break into</i>	<i>all over the floor</i>
<i>lock</i>	<i>alarm</i>
<i>a mess</i>	

Grammar

- Read out the examples in the *Grammar* box, then refer students to the Grammar Reference (page 164) and read through the examples there to give students a more informed idea as to how and when we use articles.

Grammar Practice

- Ex 1** This exercise consolidates what students have learnt about articles.
Tell students that when checking their own written work, they should look out for mistakes similar to these.
- Ex 2** This offers more practice in the correct use of articles.

Vocabulary Practice

- Students fill in the prepositions.

Listen and Read 

- Ask students if anyone has ever stolen anything from their school. Then ask about their homes. While discussing these things, try to elicit the phrase *break into*. Write this on the board.
- Play the introductory paragraph; students follow in their books. Ask students how they think Mark feels when he hears Rob's story about Colin.
- Play the rest of the cassette; students follow in their books. Ask *How does Mark feel when he hears the news? (he can't believe it)* Then ask students what the dialogue is about (*an experience Mark's next-door neighbours once had when a thief broke into their house*).

FOLLOW-UP ACTIVITY

Ask the questions below to check students' understanding of the phrases.

- 1 *You are on holiday in Hawaii. What are you doing?*
- 2 *You've got a problem. Do you speak to your best friend or your parents about it?*
- 3 *Have you ever stayed at a hotel? What was it like?*
- 4 *You forgot to do your homework and your teacher was angry. Do you tell your parents about it?*
- 5 *Have you ever climbed into a house through a window? Why?*

Speaking

- Make sure students understand exactly what is required of them before they start this activity. Before they start, remind them of the uses of the simple past and the past progressive. One or two pairs act out the dialogue for the rest of the class.

Vocabulary Expansion

Ex 1a This exercise offers students practice in the use of a number of phrases.

Ex 1b Students work in pairs and take it in turns to provide the information. Encourage students not to give the information as a monologue but to have a short dialogue, rephrasing the prompts as questions
For example:

Student A: *Where were you at the time?*

Student B: *I was at a friend's house. We were watching a video.*

Student A: *What did you see when you got home?*

Ex 2 Students first work out what kind of word is needed (adjective, noun, etc.), then fill in the missing words.

Language Awareness

- The verbs *say* and *tell* are easily confused. Students should try to remember the collocations in this exercise when doing written work or checking it.

Lesson Summary

Functions:

- talking about the weather

Topics:

- floods; bad weather

Writing Skills:

- completing a short story about a flood

Objectives:

- to expose students to a model narrative about a flood
- to develop students' writing skills through guided practice
- to teach the pronunciation of the vowel sounds: /e/ and /ə/
- to offer students practice in listening for specific information and completing sentences

WARM-UP

- Put the word *flood* on the board and brainstorm ideas associated with it. (For example: *flood* - *heavy rain* - *water* - *deep* - *danger*) Ask students if they have ever experienced a flood and what happened.

- Tell students they are going to read something that has been written by Julie's friend Beth. Read out the statements below about Beth and tell students to call out true or false.

Beth is fourteen years old. (false - she's thirteen)

Julie met her a long time ago. (true - on their first day at school)

She's got curly black hair. (false - she's got curly blonde hair)

She often wears jeans. (true)

She sometimes does silly things. (true)

Listen and Read 

- Tell students that Beth wrote this story for her school magazine. Students read the text once and deduce from it how they think Beth, her brother and her mother felt that evening (*worried, scared, they felt they were in danger, etc.*).

- Play the cassette; students follow in their books. Elicit a brief summary of the main events. For example:

Teacher: *Julie's dad left for work. What happened next?*

Student: *The storm started.*

Teacher: *What happened next?*

Student: *Julie felt hungry.*

Teacher: *What happened next?*

Student: *She went into the kitchen.*

- Students look at the text again and identify all the vocabulary / phrases related to bad weather and its consequences.

ANSWERS:

terrible; storm; thunder and lightning; a strong wind was blowing; water; it was raining heavily; come in under the door; water all around us; deep

Comprehension Check

- Students tick the true sentences and find out why the others are incorrect.

Writing

- Tell students they are going to write a story similar to Beth's. Ask someone to read the beginning. Explain that this is the introduction to their story. Students get some ideas for the content of their story by answering the questions. Allow a few minutes for this, then tell students to share their ideas with their partner. Explain that the answers to their questions will form the middle paragraph of their story and that this is where most of the action is related. Finally, someone reads out the end of the story.
- This story can either be written in class, or at home. In either case, remind students to look over their work carefully for any mistakes in spelling, grammar, etc.

FOLLOW-UP ACTIVITY

Explain to students that stories, like other pieces of writing, must be organised in a logical way and easy to understand. Ask them to look at Beth's story again and find any words or phrases that tell us when something happened.

ANSWERS:

it happened when; that night; at about six o'clock; at about seven, suddenly; soon; at about midnight; all night; the next morning

Tell students to use such devices to tell their own stories.

Speaking

- Have a classroom discussion based around the questions in **a**. Write any relevant vocabulary on the board and encourage students to use appropriate collocations (*heavy rain / snow, strong winds, etc.*).
- Before students attempt exercise **b**, put the following structures on the board:
 - In the first picture, ... but in the second, ...*
 - I prefer ... to ...*
 - I like ... more than ... because...*Students should use some of these when answering the questions.

Language Awareness

- Ex 1** Students have already seen some of the collocations connected with weather. This activity reinforces and expands on what they have learnt.
- If students have not written their story yet (*Writing*), tell them to try and use some of these collocations in it.
- Ex 2** Tell students that one of the sentences in each pair contains the kind of mistake often made by learners of their age and level. Once you have checked their answers, ask if they ever make the mistakes in this activity.
- Ex 3** Students read the sentences and fill in the correct idioms.
- Ask if they can think of any idioms connected with the weather in their language and to express them in English.

Vocabulary Expansion

- Students identify the six words connected to the weather then read the radio announcement and fill them in. Alternatively tell them to cover the announcement (but not the words in **1a**). Then read out the announcement and ask students to write down which they think is the missing word for each space. Students then uncover the announcement, read it and check to see if the words they wrote down seem correct now that they have the whole text in front of them.

FOLLOW-UP ACTIVITY

Give out the photocopies for this lesson (Supplementary Teaching Material – page 110). Tell students to work in pairs to complete the weather map for their country. They should first read the text, then extract from it the information which has to be transferred onto the weather map for the coming day. Students must think of what symbols (for example: ☔, ☂) are most appropriate. Make sure students are familiar with the points of the compass in English (*north, south, east, west*). Their completed maps should be similar to the one below (although they may have chosen different symbols for the weather conditions).



Pronunciation

- Play the cassette; students listen and repeat chorally. Students then fill in the words in **b**. Get them to say each one out loud as they do so, and to check which vowel sound it is, for example, *very* or *letter*.

Listening

- Read out each sentence and ask students to call out what they think the missing word is. Then play the cassette twice while students fill in their answers.

Lesson Summary

Project:

- making a poster asking for help for the victims of a natural disaster

Topics:

- The United Nations; charity; natural disasters; war; weather forecasts

Objectives:

- to offer practice in locating specific information in a written text and transferring it to sentences about that text
- to expose students to poetry in English and encourage them to think about / discuss its meaning
- to offer practice in the following oral skills: negotiating; justifying; speculating
- to develop students' self-assessment skills

WARM-UP

- Bring pictures showing scenes of poverty, hunger or destruction (due to war, natural disaster, etc.). Pass them around and ask students to look at them in silence for a while. Then ask questions such as:
How do these pictures make you feel?
Which do you think is the saddest?
Do any of them make you feel angry?

FOLLOW-UP ACTIVITY

Students locate the following words / phrases in the text and try to deduce their meaning.

<i>take a look</i>	<i>teddy bear</i>
<i>too good to be true</i>	<i>rebuild</i>
<i>destroy</i>	<i>peace</i>
<i>tent</i>	

Listen and Read

- Direct students' attention to the title of the lesson and ask if anyone can guess (or knows) the meaning of the expression *a helping hand*. Prompt them by saying things like *I've got to clean my house. Will you give me a helping hand?*
- Play the cassette (the first two paragraphs); students follow in their books. Ask them to read the text again, and identify what exactly the United Nations does according to the text. They can give this information to you in LI. (*helps after earthquakes, fires and floods (natural disasters); helps people who are hungry; it teaches people in poor countries how to grow food, stay healthy and earn money*)
- Play the next paragraph; students follow in their books. Ask them what else the United Nations does (*helps people who leave their homes because of fighting / war; helps those people build new homes and grow food*).
- Play the last paragraph. Ask students if they can think of anyone who needs their help whom they could give a helping hand to (for example: an elderly neighbour) or anyone they have hurt who deserves an apology.
- Ask students where they think a text like this might appear (newspaper / magazine).

Comprehension Check

- Students read the text again and fill in the missing words.

Vocabulary Check

- Students find the Vocabulary items in the text.

Speaking

- Students imagine they are in the situation given. Ask:
How do you feel?
What can you see / hear?
- Students work in pairs to decide which three items they will take with them. They do not have to agree on these, but to discuss each other's choices, justify their own, etc.
- Allow sufficient time for everyone to make up their minds, then ask for feedback. Find out what students decided to take and why. Encourage students to express their approval or disapproval of others' choices, using phrases such as
I agree / disagree.
You're wrong about that.
That would be a mistake.
That's true.

Project

- Revise the different kinds of natural disaster students already know.
- Divide students into groups. Each one chooses a natural disaster and sets about designing a poster asking for help for the victims of the disaster. Tell students that when deciding what kind of help to ask for (food, clothes, money, blankets, etc.), they should think about what would be most helpful and practical (for example: some kinds of food do not travel well).

- Before students discuss their poster, put the following points on the board.

How big is the poster?

What kind of help?

What kind of text? How much?

Any photos? Pictures?

How to get people's attention?

- Students can either get together after school to make their poster or, if impractical, make individual posters. These can be based on the decisions reached in class but obviously variation is acceptable.
- The completed posters are displayed somewhere in the school for everyone to see.

Poem

- Put the following vocabulary items on the board and explain them.

beat down

ground

crops

no matter how

get by

in sight

sigh

- Read the poem; students follow in their books. Then ask them to read it again and say how they think the people feel. Then ask them to come up with answers to the following questions (put them on the board so students can work at their own pace).
 - Why is the ground dry?*
 - Why do the children start to cry?*
 - Who is lying on the ground?*
 - What kind of help comes?*

SAMPLE ANSWERS:

1 *It's very hot. / There probably isn't any rain.*

2 *They're thirsty and hungry.*

3 *People who died or are very weak.*

4 *Help from an organisation like the United Nations.*

- Ask students how the poem makes them feel.

FOLLOW-UP ACTIVITY

Artistic members of the class could be encouraged to draw a picture inspired by the poem. This could represent what is described in a realistic or more abstract way. Other students could comment on the pictures in the following lesson and decide which they feel comes closer to the sentiments expressed in the poem.

Language corner

- Read this section with students.

Let's talk

- Ex 1a** Make sure students understand the situation and what is required of them. They then do the activity in pairs. Put the following structures on the board for them to use:

I think we should ...

Let's have a picnic on ...

That isn't a good idea because ...

Yes. Let's do that.

When students have finished, ask what they have decided and why.


- Ex 1b** This activity reinforces what students have already learnt as far as talking about the weather in English is concerned. Try to elicit as many ways as possible of expressing each symbol in words. (For example: *It will be sunny. It will be hot and sunny. The sun will shine all morning. It will be a hot bright morning.*)

- Ex 2** Students practise some of the vocabulary seen in this module to answer the questions.

Are you moving on? Check Yourself

- Read the first statements here. Ask what tense we use for this (past progressive). Then ask students if they feel they can use this tense well or if they feel like they would benefit from more practice in it. Students decide which box to tick.
- Read the second statement. Ask students if they feel they know enough vocabulary and have had enough practice in this to be able to confidently talk about / describe a burglary. Students decide which box to tick.
- Read the third statement. Ask students if they feel they have had enough practice in this. Then ask whether they feel it would be easier to describe a disaster / difficult situation in speech or writing. Students decide which box to tick.
- Read the fourth statement. Tell students to think back to Exercise 1b and to tell you if they found it easy or not. Students decide which box to tick.

Preparation for Module 7

- different kinds of greeting cards with the messages cut out. (for example: birthday, Valentine's Day, new baby, thank you card) 
- objects or pictures of objects related to different celebrations (for example: birthday cake, birthday hat, birthday cake candle, Christmas decoration, Easter egg, etc.)
- postcards of sights in London
- photocopies of Supplementary Teaching Material - page 111.

MODULE 7 Celebrations

Lessons 1-4

- Direct students' attention to the pictures on page ninety-one and ask them for ideas about what they might learn based on what the pictures depict.
- Students then read about what they will see in this module. Elicit from them which sections they expect to be the most interesting and which they are not really looking forward to doing. Then ask which would be the most useful for someone who is planning to spend six months in England soon (*what to say to people on special occasions; how to buy something at a newsagent's; how to invite somebody to a party; how to refuse / accept an invitation*).



Lesson 1

Hearts and flowers.

Lesson Summary

Functions:

- talking about the future
- making predictions

Topics:

- Valentine's Day; romance; greetings cards

Structures:

- simple future (affirmative, negative, interrogative)
- reflexive and emphatic pronouns

Objectives:

- to expose students to language used in a newsagent's
- to familiarise students with formulaic phrases and messages related to greetings cards
- to enable students to use the simple future to make predictions based on a text
- to offer more practice in agreeing and disagreeing

WARM-UP

- Write *Valentine's Day* on the board and ask:

When is it?

What do people do on Valentine's Day?

What kind of things do we usually see on Valentine's Day cards?

Is it an important celebration in your country?

As students answer the questions, try to elicit the following vocabulary items and write them on the board.

send cards

romantic

roses

newsagent's

- Play the cassette (up to the dialogue); students follow in their books. Ask students to tell you what they have learnt about Valentine's Day in L1 (without translating the text). (*It's on the fourteenth of February; people send cards, flowers or chocolates; you shouldn't sign your name in a card; roses are popular on Valentine's Day.*)

- Play the dialogue; students follow in their books. Ask the following questions:

Has Debbie invited Mark to her party? (no)

Who has a bad idea and a good one? What are they? (Julie – she wants to ask Debbie to invite Mark to her party; she wants to help Mark choose the card)

- Play the last section of the cassette; students follow in their books. Ask:

What kind of Valentine's Day cards are in the newsagents? (romantic and funny ones)

Do you think the card Mark is buying is romantic or funny? (probably romantic as it has a bright red heart on it)

Who is Rob buying the card for? (probably Julie)

How do you know? (he goes red when he sees her)

Listen and Read

- Students look at the picture and answer these questions:

What is Mark doing? (buying a Valentine's Day card)

Who is the card for? (Student's guess)

What is Rob doing? (choosing a card)

Who is it for? (Student's guess)

FOLLOW-UP ACTIVITY

Students make inferences about Mark and Julie's relationship from the text, in particular the dialogue. You may like to prompt them with questions such as:

Do you think Mark trusts Julie?

Does Julie mind when Mark says 'Don't be silly!'?

Do they like helping each other?

Ask students who have siblings in what way their relationship is similar to that of Julie and Mark.

Comprehension Check

- Students read the text again and complete the sentences.

Grammar

- Say *It's Valentine's Day soon. I think I will send my boyfriend / girlfriend / husband / wife a card. I won't buy a romantic one, I'll buy a funny one. Will you come to the newsagent's with me?* Write this on the board with *will / won't + verb* in a different colour. Tell students this is the simple future and it is used to talk about the future. Explain that the auxiliary verb is always *will* regardless of whether it's the first, second or third person and that this is used in short answers (*Yes, he will. / No, he won't.*). Put the sentence below on the board and elicit the negative, interrogative and negative-interrogative forms.

She will take the bus to school.

- Explain that the simple future is often used to make offers. Give them this example:

Man: *It's cold.*

Woman: *I'll close the window.*

Practise this use of the simple future in the following way.

Teacher: *I'm hungry.*

Student 1: *I'll make you something to eat / get you a sandwich.*

Teacher: *It's too hot in here.*

Student 2: *I'll open the window / turn on the air conditioning.*

Other prompts that can be used: *I'm thirsty. Someone's at the door, I can't do my French homework.*

- Tell students *It's my birthday tomorrow. I am going to have a party.* Write the sentence on the board and explain that *am going to + verb* can also be used to talk about the future, especially for something that has been planned. Ask students to put the sentence *I am going to have a party.* into the other forms (*you are ..., he is ..., etc.*) then give them the negative and interrogative forms.
- Turn to the Grammar Reference (page 165) and explain the points next to the warning signs (⚠).

- Take a pair of scissors, pretend to cut yourself on them and say *Ouch! I've cut myself.* Put the sentence on the board and explain that *myself* is a reflexive pronoun.

- Write the following on the board and ask students to supply the missing words.

You've burnt _____ . (yourself)

He's burnt _____ . (himself)

She's burnt _____ . (herself)

It's burnt _____ . (itself)

We enjoyed _____ . (ourselves)

You enjoyed _____ . (yourselves)

They enjoyed _____ . (themselves)

- Explain that in sentences like *I made it myself* the pronoun is used to add emphasis; in other words, to indicate that I did it and not anyone else. Also give the example *I did it by myself* and explain that this means *I did it alone.*

- Refer students to the Grammar Reference (page 165) and read through the information on reflexive / emphatic pronouns with them.

Grammar Practice

- Ex 1** This exercise offers practice in the use and formation of the simple future.

- Ex 2** This exercise practises the reflexive / emphatic pronouns.

Vocabulary Practice

- Students look at the cards and tell you what occasions they are for. (1 *a birthday* 2 *a new baby* 3 *to say thank you* 4 *Valentine's Day*) Ask students when they last sent a card similar to one of these.

Speaking

- This activity offers free practice in using the simple future tense. Students have to give reasons for their opinions. Encourage anyone who disagrees to say so. Put these phrases on the board for them to use:

I disagree with you
I think you're wrong
That won't happen
That's impossible } because ...

FOLLOW-UP ACTIVITY

Divide students into groups. They should sit in a circle and make predictions about each other. For example:

Student 1: *I think Peter will be a famous football player one day.*

Student 2 (Peter): *Mary won't go on a holiday this summer.*

Student 3 (Mary): *Joanna will marry Alex one day.*

Situational English

- Ex a** Ask students what kind of things you can usually buy in a newsagent's (*papers, cards, chocolate, cigarettes, chewing gum, pens, etc.*). Tell them they have to put the dialogue in order. Students look at all the utterances quickly to decide which one comes first (*Good morning, can I help you?*). They then put the rest of the dialogue in order.
- Ex b** Students choose the correct ending.
- Ex c** Students work in pairs to find the synonyms.

Language Awareness

- Ex 1** Students match the formulaic phrases with the situations.

FOLLOW-UP ACTIVITY

Say the following and ask for an appropriate response:

I've just passed my FCE exam! (Well done!)

I'm starting a new job tomorrow! (All the best!)

It's my birthday today! (Best wishes!)

- Ex 2** Choose different students to read out the messages; students then work in pairs to decide which kind of cards they probably appear in.

FOLLOW-UP ACTIVITY

Explain to students that the messages in such cards usually rhyme. Students identify the rhyming words in the three messages (*treats / eat; blue / you; best / test; car / far*).

Students work in small groups to write a message for a card of their choice. Give out greeting cards (of different kinds) to each group with the message cut out. Students should try and write an appropriate message for their card. Tell them to try and make these rhyme. Once the messages have been completed, collect them in. After the lesson, take a large piece of card, stick the greetings cards on one side and the messages (in random order) on the other. This can be displayed in the classroom at the beginning of the next lesson; Students should try to match the cards with the messages.

- Ex 3** Students choose the correct sentence each time. Ask students if they think they often make either of the mistakes focused on here.
- Ex 4** Students fill in the missing prepositions.

Lesson Summary

Functions:

- talking about ability
- asking for permission
- making requests
- expressing possibility
- expressing certainty / uncertainty

Topics:

- romance; a Valentine's Day party; getting ready for a party

Structures:

- *Can you ...? / Can / May / Could I ...? / Will you be able to ...? / It may / might ...*
- question words

Objectives:

- to introduce students to the uses of can / could / may / might
- to offer controlled practice in both the use and formation of modal verbs
- to enable students to express certainty and uncertainty in a conversation with peers

WARM-UP

- Revise the future forms by asking students *What are you going to do this evening / tomorrow / at the weekend / in the summer?* When they answer, respond where possible with a question in the simple future. For example:
Teacher: *What are you going to do this evening?*
Student: *I'm going to do my homework.*
Teacher: *Will your mum help you?*
Student: *No, she won't.*
- Ask students what they think the title of the lesson (*Love is in the air!*) means. Ask if they have a similar expression in their own language and, if so, how it would be expressed in English.

*Which shirt is Mark going to wear? (the blue one)
 What is he going to wear on his feet? (trainers)
 What is he wearing on his feet at the moment? (Julie's socks)*

- Students open their books; choose two to read out the dialogue. Then ask students *What do you think will happen at the party?* to elicit some of their ideas. Play the last section of the cassette to find out.

FOLLOW-UP ACTIVITY

Students read the text again and underline any adjectives / phrases that can be used to describe feelings. (*certain; disappointed; excited; annoyed; upset; over the moon*)

Listen and Read

- Ask students what is happening in the picture. Then ask:
Where Mark is going tonight?
Which shirt will he wear, in your opinion?
- Play the first section of the cassette; students follow in their books. Ask students to work out the meaning of *disappointed*. Help them by saying: *I didn't pass my exam and I'm disappointed.* (looking sad) *John didn't get a new bike for his birthday and he's disappointed.* Then ask *How did Mark feel about the party?* to elicit *excited*. Ask what children usually feel excited about (Christmas, Easter, their birthdays, holidays, etc.).
- Students close their books. Put the following questions on the board and tell students to answer them as they listen. Play the next section of the cassette (the dialogue) and then check their answers.

Comprehension Check

- Students read the text again and decide if the sentences are true or false.

Grammar

- Ask students *Can you ride a bike? Can you speak Russian?* to elicit *Yes, I can. / No, I can't.* Explain that *can* is a modal verb and in these sentences it is being used for ability. Put one of the questions and answers on the board under the heading *ability*. (Your board should be divided into four large sections. See below.)

MODAL VERBS	
<i>Ability</i>	

- Tell students to imagine they want to leave the classroom. Ask them to start their questions with *can I* to elicit *Can I leave the classroom?* Put this on the board under the heading *permission*. Ask students if they *can* substitute *can* with any other modal verbs to elicit *May I leave the classroom?* and *Could I leave the classroom?* Write these on the board too.
- Say *I've got a lot of work to do. Can you help me?* Explain that *can* is being used for a request here and add this to the board. Ask what modal verb could replace *can* to elicit *could*. Write the sentence again, starting with *could*.
- If appropriate, look out of the window and say *It may rain / snow later*. Alternatively, say *I may go to the cinema tonight but I haven't decided yet*. Tell students *may* in such sentences is used to express possibility and write this on the board with the sentence below it. Ask what other modal verb could replace *may* in the sentence to elicit *might*. Write the sentence with *might* on the board too.
- Return to the first box on the board (*ability*). Write *I can swim*. Elicit from students how we would express it in the past (*I could swim*). Then write *I can help you* and elicit how we would express this in the future (*I will be able to help you*).
- Turn to the Grammar Reference (page 166) and read through the information on modal verbs with students.

Grammar Practice

- Ex 1** This exercise checks students' understanding of the different uses of the modal verbs.
- Ex 2** This exercise offers more practice in the use of the modal verbs.

FOLLOW-UP ACTIVITY

Students work in pairs to write short dialogues of their own, using *May I ...? Could you ...? I can't ... We might ... Can I ...?*

Vocabulary Practice

- For each of the question words students make a question. For example:
What's your name?
Who is your best friend?
They should direct these questions to one of their classmates, who should answer in turn. Students then do the exercise.

Speaking

- The speaking activity offers students a chance to practise using *Can you* and *Could you* in questions about ability.
After students have asked each other the questions, they should report back to the class about their findings.

FOLLOW-UP ACTIVITY

Students write three or four extra questions to ask family members and friends at home. They should then write a short paragraph about What they have found out using *can / can't* and *could / couldn't*.

Language Awareness

- Ex 1** Students choose the correct meaning for the two idioms (*over the moon* appears in the text on page ninety-five). Ask them when people usually feel very happy (when they get good news, when someone gives them a nice present, when they win a competition, etc.). Students then work in pairs to write a sentence for each idiom.

SAMPLE ANSWERS:

- 1 *Paul was over the moon when he passed the exam.*
- 2 *Mum and Dad are taking me to Disneyland. I'm on top of the world.*

- Ex 2** Students read the dialogue and fill in the prepositions.

FOLLOW-UP ACTIVITY

Check students' understanding of the phrases by asking the following questions.

- 1 *Do you think Mark is in love with Debbie?*
- 2 *Are you mad about any sports? What are they?*
- 3 *What food are you fond of?*

Functional Language

- Ex a** Ask students questions to elicit some of the functional language practised in this activity. For example:
Will it rain tomorrow?
Are you going on holiday this summer?
Will you go to university when you leave school?
Students read the dialogue in pairs, then answer the two questions.
- Ex b** Students read the dialogue again and underline the relevant words and phrases. Tell them there are eight in all.
- Ex c** Students discuss their answers to the questions.

SAMPLE ANSWERS:

- Yes, because she'll probably talk to her parents about it to night.*
Lucy probably likes Wayne Evans.

- Ex d** Explain the oral activity to students. They can write the dialogue then read it, or act it out without writing it first. This depends on the level of the class / each pair of students. Easy finishers could help weaker pairs by checking what they have written so far and offering help with the use of phrases expressing certainty / uncertainty.

Lesson Summary

Functions:

- extending invitations
- accepting and refusing invitations
- talking about celebrations

Topics:

- celebrations; Christmas

Writing Skills:

- completing an informal letter about Christmas.

Objectives:

- to expose students further to informal letters
- to provide students with the resources to complete an informal letter about Christmas
- to provide practice in understanding spoken language
- to teach the pronunciation of /s/ and /ʃ/
- to enable students to extend invitations to their peers, and to respond to invitations appropriately

WARM-UP

- Show students objects (or pictures of them) related to different celebrations and elicit the kind of celebration. (For example: a *Valentine's Day card*, a *birthday cake candle*, a *Christmas decoration*.) Ask students if they can think of any other celebrations and, for each one, ask what objects are connected to it (for example: *Easter - eggs; the first of May - flowers*).

Question 4: *I'd love to visit you at Christmas sometime.*
(Daphne's letter)

Vocabulary Check

- Students form nouns from the verbs. You could help by telling them that in each case the noun is formed in the same way.

FOLLOW-UP ACTIVITY

Tell students to look at Julie's letter and to find an expression we use when we want to tell somebody something surprising (*guess what*). Practise the expression by giving students situations and asking them to respond in the following way.

Teacher: *I had a maths test yesterday and guess what - I*

Student: *passed / got 100% / got everything right.*

Teacher: *My grandma visited us yesterday and guess what - she*

Student: *gave me a present / 20 euros.*

Other prompts:

We went to the zoo yesterday ...

I played tennis with Susan last week ...

My sister went to Hollywood ...

Listen and Read

- Ask students if they remember who Daphne is (*Julie's penfriend*) and where she lives (*Australia*).
- Play the cassette (the first letter); students follow in their books. Ask students what the letter is about (*what happened on Valentine's Day and what usually happens at Easter*).
- Ask *What does Julie ask Daphne to do? (to write a letter about her favourite celebration)*. Then ask students what they would write about if they were Daphne.
- Play Daphne's letter; students follow in their books. Ask *What celebrations does Daphne describe? (Australia Day and the Chinese New Year)*.

Comprehension Check

- Check students' understanding of the text with the multiple choice exercise.

For each answer, ask students to identify the place in the text that gives that specific information.

Question 1: *Although Valentine's Day is fun, I think I enjoy Easter more.* (*Julie's letter*)

Question 2: *... have a barbecue in the garden ...*
(*Daphne's letter*)

Question 3: *There were lion and dragon dances in the city centre.* (*Daphne's letter*)

Writing

- Ex 1** Students cover up the answer choices. Read out the text and pause at each space for students to supply a possible answer. Do not say which answers are correct and which are incorrect at this stage, but indicate through gestures how acceptable students' guesses are. Students then open their books and do the exercise.

Ex 2 Tell students to imagine that Daphne is also their penfriend and that they are going to write her a letter about Christmas in their country. Read the beginning of the letter with them, then look at the pictures which show some of the things people do at Christmas. Ask students if they do these things, and if there is anything else they would like to tell Daphne about. Supply the relevant vocabulary if necessary.

- Ask students *Why do you enjoy Christmas so much?* and elicit some ideas from them. They can refer to the ideas given in part **c** if necessary. Finally, read the letter ending.
- The letter can either be done in the classroom or set for homework. Tell students to organise the information they include in paragraphs as indicated in this section.

Speaking

- Students practice talking about important days in their country. They can work in pairs first, then tell the rest of the class about the three days. Offer students help with vocabulary / structures that might be required.

Language Awareness

- Students choose the correct answers. The expression *for a while* appears in Julie's letter to Daphne.

FOLLOW-UP ACTIVITY

Students write sentences using the phrases in bold.

Functional Language

Ex a Say *I'm having a party on Saturday evening. Do you want to come?* to elicit from students responses such as *No, I can't.*, etc. Read the phrases given and explain that these can be used to invite someone somewhere, to accept or refuse an invitation. Students put the phrases into the correct box, then use them to complete the sentences.

Ex b Students work in pairs to extend invitations and respond with both an acceptance and a refusal.

FOLLOW-UP ACTIVITY

Give out the photocopies (Supplementary Teaching Material - page 111). Students use the prompts to act out the dialogue. This activity practices functional language connected with invitations and vocabulary connected with celebrations.

Pronunciation

Ex a Write *see* and *She* on the board and ask for a volunteer to say each one. Point out that the sounds at the beginning of each word are different.

Play the cassette; students listen and repeat chorally.

Tell students that the sentence is what is known as a tongue twister, and should be repeated again and again a little faster each time. Let volunteers try this.

Ex b Students say the words out loud and tick the sounds they hear.

Listening

- Before students listen, ask them to tell you some ideas associated with each celebration. Then play the cassette twice while students match the speakers to the celebrations.

Lesson Summary

Project:

- gathering and presenting information pertaining to celebrations that take place in other countries

Topics:

- celebrations; shops; parties

Objectives:

- to motivate students to find out more about celebrations in other countries, using appropriate resources
- to offer more practice in coming to decisions through oral work
- to offer more practice in speculating about a situation
- to generate discussion about students' achievements in their learning

WARM-UP

- If possible, take some postcards of the sights of London into the class and hold them up. Ask students what places they show. Students tell you what they know about London and if they would like to visit / have visited this city.
- Say *London is a multicultural city*. Write the sentence on the board, then say *People from lots of different countries live there*. Elicit from students the meaning of the adjective *multicultural*. Then ask if they live in a multicultural area and if so, what you can find and see there (for example, Italian restaurants, shops selling Asian food).

Listen and Read

- Students look at the text and tell you where it might appear (a magazine). Play the first part of the cassette; students follow in their books. Ask students what facts they learnt about the Chinese New Year from the text. (*Chinese people give money to each other to wish each other health and success; there are lion and dragon dances in the streets; people have a meal; there are fire-works*)
- Play the next section; students follow in their books. Ask:
 - Who is St Patrick? (Ireland's saint)*
 - What did he do? (travelled around Ireland and built schools and churches)*
 - What colour do people wear on St Patrick's Day? (green)*
 - What do they do? (traditional Irish dancing)*
- Play the last part of the cassette; students follow in their books. Ask students what the differences are between this wedding and weddings in their country. Ask different students to read out the texts.

Comprehension Check

- Students read the text again and fill in the months.

Vocabulary Check

- Students do the matching exercise. Tell them to locate the words (a, b, c, d) in the text, then to try to work out their meaning from the context. They should then look at the definitions (1-4) and find which one is the closest to their idea.

FOLLOW-UP ACTIVITY

Students look through the text again and underline any vocabulary they do not understand. Make a list of words on the board and elicit explanation from students. For any words left, tell students to look at the text again to work out the meaning from the context.

Common Mistakes

- Students read the pairs of sentences and decide which is correct. Point out that these are common errors and that students should try to avoid making them in their own oral and written work.

Language Corner

- Students work in pairs to discuss the differences between the pairs of words. Tell them to write sentences to illustrate this.

SAMPLE ANSWERS:

- We're excited about Christmas.
This film is exciting.*
- I'm interested in fashion.
This book is interesting.*
- He didn't pass the test and he was disappointed.
'We're not going on London this year.'
'That's disappointing.'*

Joke

- Direct student's attention to the joke. Ask them to explain it using L1.

Project

- Tell students that this project involves finding out about celebrations that take place in other countries. Ask if they can think of any (for example: Thanksgiving in the USA, the Carnival in Brazil). Then ask what sources they could use to obtain the information needed (for example: the Internet, a library, an encyclopedia, a travel guide, foreign friends).
- Divide students into groups of about four. They should brainstorm to come up with any unusual celebrations they have heard of. Explain to students that for their project they can also write about celebrations such as Easter, Christmas, etc. but from the point of view of another country, not their own.
- Students should each undertake to gather information about one celebration covering the four points mentioned. When the projects are complete, each group should come to the front of the class and share with their classmates what they found out. They can hold up any pictures they have to illustrate what they are saying.
- This project can be elaborated on by asking students to make any of the traditional food they find out about (if the ingredients are available). The finished product should be brought into class for everyone to try. Alternatively, any students from foreign countries can bring in food / traditional clothes / decorations, etc. connected with the celebration.

Let's Sing

Mad about you

- Students close their books. Write the title of the song on the board and ask what kind of song it could be (a love song). Play the cassette; students listen then tell you what the song is about (unrequited love).
- Tell students to turn to page 155 of their books and ask them to read the lyrics and fill in the missing words. Play the cassette once more so they can check their answers.

ANSWERS:

*of, too, out, over
heart, love, feel, think*

Let's Talk

- **Ex 1** Explain the situation to students. Before they start, put the following structures on the board for them to use.

That must go ...

On the label it says ..., so let's put it ...

on the top / bottom shelf

on the left / right

near the till

- **Ex 2** Students look at the picture and decide who is having the party. Encourage them to give reasons for their choice.

Students then answer the rest of the questions about parties.

Are you moving on? Check Yourself

- Read the first statement. Ask students what greeting they would use:
 - before a friend took an exam. (All the best / Good luck, etc.)*
 - on someone's birthday. (Best wishes!)*
 - when someone gets a new job. (Well done!)*
- Read the second statement. Ask what kind of things we can buy at a newsagent's and how we would ask for them.
- Read the third statement. Ask students questions such as:
 - What are you going to do tonight?*
 - What are wearing tomorrow?*
 - Are you going on holiday this year?*
- Read the fourth and fifth statements. Ask three students to come to the front of the class. Give them each a piece of paper with one of the following things written on it: *invite both students to a barbecue at your house; refuse the invitation and say why; accept the invitation and ask a question about it.* Students then act out a short dialogue. Ask the rest of the class if they did it well or not and whether they made any mistakes.
- Read the sixth statement. Ask students what kind of celebrations they feel confident describing. Then ask if it is easier to describe them verbally or in a piece of written work.
- Students read the statements again and decide which boxes to tick.

Preparation for Module 8

- ◆ photos or postcards of a day out (for example: at a museum, zoo, a drive in the country, a different city) or some souvenirs



MODULE 8 Days Out

Lessons 1-4

- Students look at the title and the pictures, and discuss what kind of days out are represented (a day out at a theme park, zoo, etc.).
- Read what is in the *Read about ...* section. Ask students what they think Chessington World of Adventures could be and what a safari park is. Read the rest of the information. Ask students:
 - what ways of talking about future plans they know already. (going to ..., present progressive)*
 - what ways of making suggestions they can think of. (For example: Let's ..., Shall we ...? I think we should ...)*
 - what adverbs of frequency they can think of. (For example: never, usually, often, sometimes.)*
 - whether they think they could manage to ask for tickets at a fair or theme park in an English-speaking country.*
 - what kind of things a visitor to their home town / city / island could do and see on a day out there.*
 - what structures we can use to express preference. (For example: I like ... more than ..., That idea's better than ..., I prefer to ...)*
- Ask what is meant by the term *Working Animals*. Students identify one example of a working animal from the illustrations on this page (the donkey) and talk about what kind of work this animal does (carrying people / things). Ask if they can think of any other kinds of working animals (For example: police dogs, animals used in films / TV programmes)

8

Lesson 1

A great day out.

Lesson Summary

Functions:

- asking and answering questions using the future progressive
- making suggestions

Topics:

- zoos; theme parks

Structures:

- future progressive (affirmative, negative, interrogative)
- *What about...? / Why don't we...? / Let's ... / Maybe we can ...*

Objectives:

- to introduce students to the formation and use of the future progressive tense
- to offer practice (both written and oral) in using the future progressive tense
- to offer practice in identifying and correcting mistakes in written English
- to develop students' oral skills with respect to making suggestion and coming to decisions about plans

WARM-UP

- Show some postcards or photos taken on a day out (at a museum, zoo, different city, etc.) or some souvenirs purchased there. Tell students something about your day out, then ask them to tell you about a place they visited recently.

Listen and Read

- Ask students to tell you what Mark, Julie and Rob are discussing according to the picture (*their day out at a theme park*) Teach the words *roller coaster* and *ride*.
- Students read the text quickly to find out:
 - Where the children are going? (Chessington World of Adventures)*
 - When they are going? (during the Easter break / on Wednesday morning)*

- Play the cassette (up to the dialogue); students follow in their books. Ask them to imagine they are at Chessington World of Adventures and to tell you what they can see and hear. For example:

I can see some wild animals in cages; children are laughing.

I can hear / see the monkeys; they're funny.

I can see a fast food restaurant.

- Play the dialogue; students follow in their books. Ask:
Will it rain on Wednesday? (it might)
Does Julie think Mark and Rob will be scared on the roller coaster? (yes)

Comprehension Check

- Students read the text again carefully and write answers to the questions.

Vocabulary Check

- Students should locate the words in the text, then decide which of the two meanings seems most fitting.

FOLLOW-UP ACTIVITY

Ask students to tell you some of the things they are looking forward to (for example: the summer, their birthday). Then ask students to find words / phrases in the text that mean:

a place with lots of rides (funfair)

liked by a lot of people (popular with)

day out (day trip)

Grammar

- Look at your watch and say *It's ... (give the time) now. At this time on Saturday, I'll be cleaning my car.* Write the sentence on the board in this way:

<i>At this time</i>	} <i>on Saturday,</i>
<i>At ... (the same time</i>	
<i>as given above)</i>	

(with *will be cleaning* in a different colour). Explain that this tense is called the future progressive and that *will be cleaning* indicates the action that will be in progress at a particular time in the future. Write the negative, interrogative and negative-interrogative forms of the sentence on the board too. Then teach the short answers. Explain that this tense is never used with *while*.

- Ask students *What will you be doing at this time on Saturday?* to elicit replies in the future progressive.
- Refer students to the Grammar Reference (page 166) and read through the information with them.

FOLLOW-UP ACTIVITY

Students look at the text on page 106 again and underline all examples of the future progressive. (*they will not be sitting in their classrooms; they will not be having a meal ...; they will be having a hamburger ...; What will we be doing...?; you two boys will be shouting for help...*)

Grammar Practice

- Ex 1** This exercise offers controlled practice in the formation of the future progressive.

- Ex 2** This exercise offers free practice in the future progressive.

SAMPLE ANSWERS:

1 *At 5 o'clock tomorrow, I will be doing my homework.*

2 *On Saturday morning, I will be watching TV.*

3 *I will be playing basketball at midday on Sunday.*

Vocabulary Practice

- Students fill in the prepositions.

Speaking

- This oral activity offers students practice in asking and answering questions in the future progressive. Students can either use the prompts given or ideas of their own based on what they know about Chessington World of Adventures.

FOLLOW-UP ACTIVITY

On small pieces of paper write the names of some places people might go to on a day trip in the students' country (for example: zoos, theme parks, parks). Ask for a volunteer to come to the front of the classroom and take a piece of paper. The student should say what he / she will be doing at various times of the day (three or four sentences). The rest of the class should try and guess the name of the place being visited. For example:

Students 1: *At eleven o'clock on Sunday morning, I'll be sitting on a bus. At half past eleven, I'll be riding on the Pirate Ship. I'll probably be shouting for help as it's quite scary. At one o'clock, I'll be having a soft drink. At two o'clock, I'll be waiting to get on the roller coaster.*

Students 2: *Are you going to the Allou Fun Park?*

Students 1: *Yes, I am.*

Language Awareness

- Students read the message and correct the mistakes.

Vocabulary Expansion

- Read the list of rides on the left. Ask students which of these they know and what they are like. Students then match the rides with their descriptions

Functional Language

- Read the structures given and make sure students know how they are used (for example: What about + ing; Let's + bare infinitive).
- Students work in pairs to decide how to spend their time at the theme park. Then ask students if they managed to agree on this. If so, ask what they will be doing. If not, find out about what they disagreed about.

Lesson Summary

Functions:

- asking and answering questions about how often you do something

Topics:

- theme parks; freetime activities; buying tickets for funfair / theme park rides

Structures:

- adverbs of manner
- adverbs of frequency

Objectives:

- to offer controlled practice in the formation and use of adverbs of manner
- to enable students to use adverbs of frequency correctly to produce both written and spoken language
- to expose students to the language used to buy tickets for funfair or theme park rides
- to offer students practice in understanding signs

WARM-UP

- Revise the future progressive by asking students to imagine they are going to spend the day on the beach and to tell you about some of the things they'll be doing at various times during the day. For example
At ten o'clock, I'll be lying on the beach.
At twelve, I'll be swimming.
- See how much students remember about the storyline by asking them to raise their left hand if the following statements are true and their right hand if they are false.
 - 1 *The children are going to a funfair. (true)*
 - 2 *There is a zoo there too. (true)*
 - 3 *It is the summer holidays. (false)*
 - 4 *They are going there by train. (false)*
 - 5 *They'll have something to eat there. (true)*
 - 6 *The roller coaster there isn't very scary. (false)*

Listen and Read

- Ask students to tell you what they can see in the picture and what they think has just happened. Play the first part of the cassette (up to the dialogue) then ask students to tell you what actually happened. Elicit the meaning of the adjective *pale* (students should be able to work it out from the context).
- Play the rest of the cassette; students follow in their book. Ask students to tell you what the children discuss (*the roller coaster, school / schoolwork, the time*). Then ask whether or not they enjoyed their day out.
- Allocate roles; students read out the dialogue.

FOLLOW-UP ACTIVITY

Students look at the text again and find an expression that means the same as *pale* (*as white as a sheet*). Ask students when people might be as white as a sheet. (For example: *after watching a frightening film, at the top of a tall building if they're scared of heights, before an important exam.*)

Comprehension Check

- Students look back at the text and fill in the names. Ask students why Rob doesn't tell the truth about the time (*to avoid going on the roller coaster again*).

Grammar

- Write the sentences below on the board (with the *adjective* and *adverb* in different colours).
He's a quick runner.
He runs quickly.
 Ask students to tell you which is the adjective and which the adverb. Then write the following sentences on the board:
She's a slow runner.
She runs _____.
 Elicit from students what the adverb is (*slowly*). Then ask *How do we usually form adverbs?* to elicit the rule from students (*by adding -ly to the adjective*).
- Say *I often go to the cinema on Friday evening. Do you often go to the cinema on Friday evening?* Try to elicit from students responses such as *I always / never / sometimes go ...*. Explain that these are adverbs of frequency and write a list of them on the board with students' help.

- Turn to the Grammar Reference (page 167) and read the information about adverbs of manner and adverbs of frequency with students.

FOLLOW-UP ACTIVITY

Students look back at the dialogue and identify all the sentences that contain adverbs of manner (*We've all worked really hard ...; We've done well; I did badly ...; Time goes quickly ...*) and those that contain adverbs of frequency (*I've never had an ...; Time goes quickly sometimes ...*).

Grammar Practice

- Ex 1** Students form adverbs from the adjectives given.
- Ex 2** Explain to students that adverbs of manner usually go after the verb *be* (*She is always late.*), before a main verb (*I never eat fish.*) and after an auxiliary or modal verb (*He can usually help us.*).

Speaking

- This oral activity offers controlled practice in asking and answering questions about a person's habits. Explain to students that they must work in pairs and take it in turns to ask each other the questions. Once they have filled in the table, they can share what they have found out about their partner with the rest of the class.

Situational English

- Ask students who have been to a theme park or funfair recently, how they paid. (Did they pay for each ride or buy a pass?) Explain that at a lot of theme parks, visitors have a choice of ways of paying, as explained in the dialogue. Ask students to read the sentences and decide which one opens the dialogue. (*Two tickets for the pirate ship, please.*) This can be done in pairs. Alternatively, give students the first sentence yourself.

FOLLOW-UP ACTIVITY

Students practice reading the dialogue in pairs.

Language Awareness

- Ex 1** Read the sentences with students and make sure they understand the phrases in bold. Students then write sentences of their own. This activity can be done in pairs.

SAMPLE ANSWERS:

- 1 *We didn't like the food in the restaurant at all.*
- 2 *'Thanks for giving me a lift home from work.'*
'Not at all.'
- 3 *He spent 150 euros in all on food.*

- Ex 2** Students read the signs and work out their meaning.

Lesson Summary

Functions:

- completing an informal letter

Topics:

- theme parks; safari parks; day trips

Writing Skills:

- expressing preferences
- giving opinions

Objectives:

- to offer students practice in discussing a written text orally
- to develop further students' word formation skills
- to expose students to the functional language used to express preferences
- to offer further practice in listening to a text for specific details

WARM-UP

- Tell students they are going to go on a trip at the weekend with their parents. They can go anywhere they want. Ask where they would like to go most, why, and how they would spend their time there.

FOLLOW-UP ACTIVITY

Students give examples of things / places that could be described as:

out of this world
terrifying
crowded

Listen and Read

- Ask students to read the introductory text aloud. Then ask them to look at the leaflet and say what kind of place Alton Towers is (*a theme park*). Ask students what they understand by the sentence *The rides are out of this world* (*amazing, fantastic, etc.*).
- Ask a different student to read out the information on the leaflet. Ask students what we learn about the rides. (*They're terrifying and exciting. There are special rides for children.*)
- Play the cassette; students follow in their books. Ask:
Why is Beth writing to Vicky?
(*to tell her about the trip*)
What doesn't Beth's Mum like?
(*heights / frightening rides*)
Is Alton Towers near Beth's home? (*no*)
Will a lot of people be there? (*probably*)

Comprehension Check

- Students correct all the sentences.

Vocabulary Check

- Students locate the vocabulary items in the text and decide which meaning is correct.

Speaking

- Ex a** Students look at the leaflet (without reading the accompanying text) and say what kind of place they think Woburn Safari Park is and what kind of information might be contained in the text. Choose somebody to read the text aloud.

Tell students to imagine they are planning a visit to Woburn Safari Park and ask *What information in the text is the most important?* (*the animals are free so you have to go around by car - with closed windows - or by the special bus.*)

- Ex b** Students give their opinion and justify it based on what they know about the park.

- Ex c** Direct students' attention to the four phrases at the bottom of the page (*I think so, etc.*) Illustrate their use by putting the following on the board:

Is it going to rain later? { *I think so. Look at all the grey clouds!*
I hope so. I love the rain.
I hope not. We're having a barbecue in the garden tonight.
I don't think so. The sun's shining and there are no clouds in the sky.

Alternatively, after you give the first response, encourage students to supply appropriate sentences to follow the other three phrases to show they understand their use and meaning.

Students work in pairs to ask and answer questions about the park. Early finishers can try to think up additional questions to ask each other.

Writing

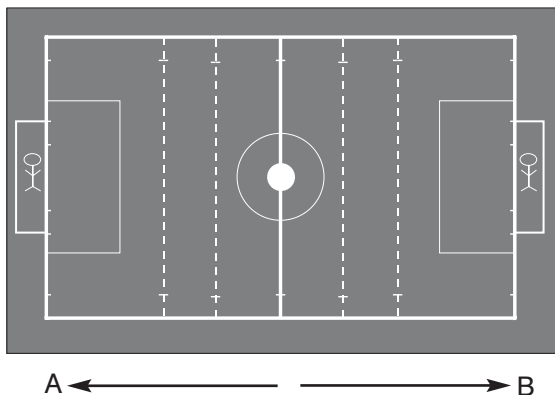
- Read out the rubric, then tell students to fill in the name of the friend they are going to send their letter to in the appropriate place. Then read the questions and elicit answers. For question 3 students should refer back to the text in the *Speaking* section. For question 4, they can look at the leaflet and use their imagination.
- Explain that they should complete the letter by filling in the answers to the questions in the appropriate places. This can be set for homework or completed in class.

Vocabulary Expansion

- Read the sentences one by one and get students to tell you what kind of word (adjective, noun, etc.) is missing from each one. They then fill in the answers.

FOLLOW-UP ACTIVITY

Tell students they are going to play a game which involves forming one word from another. Split the class into two teams and put the diagram below on the board:



Explain to students that you are going to give them a word and they have to form another word from it. For example:

Teacher: *Make an adjective from crowd.*

Team A: *Crowded.*

If their answer is correct, rub out the football and move it one line closer to the opposing team's goal. If they answer incorrectly, however, the ball moves one line in the direction of their own goal. After each goal has been scored, put the ball back in the middle again. Tell teams they can only give one answer each time so they should confer before deciding.

Ask them to form:

- the opposite of *expensive* (*inexpensive*)
- the opposite of *agree* (*disagree*)
- an adjective from *danger* (*dangerous*)
- an adjective from *horror* (*horrible*)
- a noun for a person from *listen* (*listener*)
- a noun for a person from *visit* (*visitor*)
- an adjective from *help* (*helpful*)
- an adjective from *friend* (*friendly*)
- another noun from *neighbour* (*neighbourhood*)
- a noun from *invite* (*invitation*)
- another adjective from *excited* (*exciting*)
- the opposite of *popular* (*unpopular*)

Functional Language

- Students locate the appropriate words / phrases in the dialogue.
- Students read out the dialogue in pairs.

FOLLOW-UP ACTIVITY

Students work in pairs to write a short dialogue using as many of the underlined words / phrases as they can. Tell them to begin by making some kind of suggestion. For example:

Shall we go to the beach tomorrow?

Do you want to come to a football match on Saturday?

Choose some pairs to read out their dialogues.

Language Awareness

- Ex 1** Students read the dialogues and fill in the missing verbs.

FOLLOW-UP ACTIVITY

Ask the following questions to check students' understanding of the expressions.

Did you have to wait long the last time you caught a bus?

Do you take long to get ready to go out?

When was the last time your mum or Dad told you not to be long?

- Ex 2** Students fill in the phrases. Ask them if they can think of anyway of rephrasing *long ago* and *for long* (*a long time ago*; *for a long time*).
- Ex 3** Students choose the correct answer each time.

Listening

- Ask students for a brief description of what they can see in each picture. Then ask which of these things they would expect to be able to do or see at a safari park.

Lesson Summary

Functions:

- gathering and presenting information about interesting or unusual animals

Topics:

- working animals; pets

Objectives:

- to offer students practice in talking about pets and other animals
- to enable students to recognise the function of signs
- to provide practice in drawing conclusions based on visual and written material (leaflets)
- to motivate students to consider the role of animals in our lives
- to develop students' self-assessment skills.

WARM-UP

- Ask students what their favourite animal is and why. For each one, try to elicit some words and ideas that students associate with them. For example: *lion - proud, dangerous, king of the jungle; cat - independent, clever, good pets, hunters.*

Listen and Read

- Students look at the pictures, tell you what animals they can see and if they know what kind of work they do.
- Students close their books. Write the following sentences on the board and tell students to complete them as they listen. Play the first section of the cassette.

Pigs have _____ noses. (strong)

Truffles are _____. (expensive)

We find truffles in the _____. (forest)

- Check students' answers, then put the following sentences on the board. Students should listen and write *yes* or *no* next to each one. Play the last section of the cassette.

Yaks live in the mountains. (yes)

You can make clothes from a yak's hair. (no)

You see lots of yaks on the roads. (no)

Yaks are dangerous animals. (no)

- Check student's answers; they then open their books. Choose students to read out the text, section by section. Ask students why the pig described in the last sentence of the first section will be very happy (*because it will have eaten a truffle*). Then ask which section they enjoyed reading most and why.

Comprehension Check

- Students look at the text again to find the answers.

FOLLOW-UP ACTIVITY

Ask students the following question:

Who do you think would find this text most interesting?

a farmer

a teenager who is interested in animals

someone who is planning to visit the Himalayas

Students justify their choice.

Vocabulary Check

- Tell students to try and fill in the missing letters without referring to the text. If they have any difficulties, however, they should do so.

FOLLOW-UP ACTIVITY

Refer students to the lexical item in sentence 5 (*sense of smell*). Ask how many senses we have (*five*) and what they are (*smell, sight, taste, touch, hearing*). Ask if they know of any animals which have a particularly good sense of smell, sight, etc.

Speaking

- Have a classroom discussion based on the questions in this section. Expand on it by asking students if they feel people treat animals badly and, if so, what examples they can think of.

Project

- Divide students into small groups and read the instructions with them. Ask students where they can find information for this project (the Internet, encyclopedias, wildlife documentaries etc.).
- Ask what the names of the animals in the pictures are (*donkey, buffalo, llama, kangaroo, camel, deer, walrus*) and that they know about them. Then ask them to brainstorm different kinds of unusual or interesting animals. Each group shares its ideas with the rest of the class.
- Tell students they should decide what format their project will take. For example: a large poster / wall display, a booklet, a magazine article, a talk to be given orally.

Joke

- Students look at the jokes, then explain to you why they are funny. Ask if they know any jokes about animals in their own language. If so, they should tell them in English.

Language Corner

- Read this section with students. Ask if they think they make either of these mistakes when writing or speaking English.


Let's talk

- Ex 1a** Students do this activity without asking about any language they don't understand. Once they have finished, check their answers and discuss any new vocabulary / structures.
- Ex 1b** Students work in pairs to decide how the sign should be filled in. Although *Do not feed the giraffes* is what would usually be seen in these circumstances other answers are acceptable, such as *You should / must not feed / give food to the giraffes*.
- Ex 2** Students look at the leaflets and discuss what they might be able to do at each place. They then discuss where they would prefer to go and try to come to a decision regarding this. Remind them of the ways of expressing preference seen on page 114.

Are you moving on? Check Yourself

- Students read each statement in small groups and discuss how well they feel they can achieve it. As they do so, walk around the class to offer help in understanding the statement or reminding them in which lesson / activity they practised it.
- When they have finished, practise doing some of the things in the statements. For example: ask them to tell you what they plan to do at the weekend / in the summer / when they leave school; make some suggestions for them to respond to, etc.

Preparation for Module 9

- ◆ pictures of people who look as though they have problems (for example: family problems, work related problems, problems at school, health problems) 
- ◆ Greek or English magazines aimed at teenagers which have got an advice column or problem page related to health so that students can see the letters
- ◆ a box or container that can be used to draw pieces of paper from
- ◆ photocopies of Supplementary Teaching Material - page 112.

MODULE 9 Problems [II]

Lessons 1-4

- Read the *Read about ...* section. Ask students what problems Mark's friends could have, and what kind of problems teenagers often have.
- Read the *Learn how to ...* section. Ask students who they usually talk to when they have problems (a friend, a parent, etc.). Then ask what ways of asking for and giving advice they know in English. For example: *Can you help me ...? I've got a problem and I need to talk to someone about it. You must I think you should ... What about ...?*
- Read the *Cross-cultural corner* title. Ask students if they can think of any problems people face in other parts of the world. For example:
In Asian countries there is often heavy rain, floods and typhoons.
People in some countries in Africa don't have enough to eat.
- Look at the pictures. Students say how they think the people feel and what problems they could have.



Lesson 1

I've got a problem.

Lesson Summary

Functions:

- asking for advice

Topics:

- problems; asking for advice

Structures:

- first conditional sentences
Do you think I should ... ? / What do you advise me to do? / What can I do?

Objectives:

- to introduce students to functional language used to ask for advice
- to practise the formation and use of first conditional sentences through role-play
- to offer controlled practice in forming first conditional sentences

WARM-UP

- Direct students' attention to the title of the lesson (*I've got a problem.*) and ask *Who's got a problem in this lesson?* to elicit the answer *Debbie*. Hold your book open on page 120 and point to the picture if students need prompting.
- Ask students to give their opinions as to the following questions:
 - 1 *How does Debbie feel?*
 - 2 *Why?*
 - 3 *Who will Debbie talk to about her problem?*

- Play the cassette; Students follow in their books.

Ask:

Why does Debbie think Colin stole the money? (she saw him with a sportsbag on the day of the robbery and he had money the next day)

Why doesn't she want to tell the head teacher? (Colin will be in trouble with the police)

Why doesn't she want to tell her mum? (she'll probably phone the school)

- Play the rest of the cassette: students follow in their books. Elicit from students what Debbie and Mark are going to do, then ask for any reasons why Debbie doesn't want to talk about the problem over the phone. (*She probably doesn't want anyone to overhear.*)

Listen and Read

- Tell students to read the first section of the text (up to the dialogue) quickly to find the answers to the questions above (*1 she feels unhappy 2 she thinks Colin is the thief 3 Mark*).

Comprehension Check

- Students read the text again and answer the questions.

Vocabulary Check

- Students work out the meaning of the vocabulary items from the context. For each one, ask why they made the choice they did. For example:

Colin will be in trouble if Debbie phones the head teacher and we know that he has done something wrong.

FOLLOW-UP ACTIVITY

Check students' understanding of the three phrases by asking these questions:

- 1 *When was the last time you were in trouble with your parents? What happened?*
- 2 *Imagine you know your friend stole a T-shirt from a shop. Do you keep quiet about it?*
- 3 *Do you often decide to do things and then change your mind?*

Grammar

- Look out of the window and make a first conditional sentence with reference to the weather. This sentence should take into account the fact that first conditional sentences refer to something that could happen. Therefore, if it is a fine day, you could say *If it is sunny tomorrow, we will have a picnic by the river* or, if it is a winter's day, *If it snows tomorrow, we will go skiing*. Write the sentences on the board and explain to students how such sentences are formed. Explain that first conditional sentences can also be negative. For example:

If it rains tomorrow, we won't go to the beach.

- Offer practice in the formation of first conditional sentences (and evaluate how well students have understood their meaning) by asking them to complete the sentences you begin. For example:

Teacher: *If it rains later,*

Student 1: *I'll get wet.*

Teacher: *If you are late for school,*

Student 2: *you'll be in trouble.*

Other prompts for the teacher include: *If I go to the library later, ... If I win the race, ... If I have time, ... etc.*

- Explain that we sometimes use *unless* instead of *if*. For example:

If you don't help me, I will be angry.

Unless you help me, I will be angry.

- Explain that modal verbs can also be used in first conditional sentences. Read the examples in the Grammar Reference (page 167) with students and the part next to the warning sign (⚠).

Grammar Practice

- Ex 1** Students practise forming first conditional sentences by filling in the verbs.

FOLLOW-UP ACTIVITY

Offer less controlled practice in the formation of first conditional sentences by giving out the worksheet (Supplementary Teaching Material – page 112). Students can include negative clauses in their sentences.

SOME SUGGESTED ANSWERS:

If it rains, you'll get wet.

If you go on the roller coaster, you'll feel ill.

If I go to the theme park, I'll go on some rides.

If I win some money, I'll buy a nice car.

If you get wet, you'll have a bad cold.

If I don't feel well, I won't go to school.

- Ex 2** This exercise offers controlled practice in the use of *unless* in first conditional sentences.

Vocabulary Practice

- Students fill in the correct form of the words given.

Speaking

- Ex a** Explain the activity to students. Student A (Mark) should form sentences with the modal verb *must* and Student B (Debbie) should respond with *first conditional sentences*. Early finishers can try to continue the dialogue with more advice from Student A and appropriate responses from Student B.

- Ex b** Have a discussion about what will happen next in the story.

Functional Language

- Students read the dialogues and decide which ones involve somebody asking for advice and somebody giving it.

FOLLOW-UP ACTIVITY

Students underline all the phrases in the dialogues that are used to ask for advice (*Do you think I should ... ? What do you advise me to do? What would you do in my position? What can I do?*). Students then think of a problem and ask their partner for advice using one of the structures. For example:

Student 1: *I can't do my history essay. Do you think I should talk to my teacher?*

Student 2: *Yes, that's a good idea. My parents want to move to a different area, but I don't want to. What do you advise me to do?*

Student 1: *I think you should explain how you feel about it.*

Joke

- Refer students to the joke and ask for an explanation of it in L1.

Language Awareness

- Ex 1** All the phrases could be used when discussing problems or confiding. Students match each one with a phrase with the same meaning.

FOLLOW-UP ACTIVITY

Students work in pairs to write a short dialogue containing as many of the phrases on the left (or the right) as they can. They then read them out for the rest of the class to hear.

- Ex 2** Students identify the mistakes in the sentences and correct them. Tell them to look out for similar mistakes in their own written work.

Vocabulary Expansion

- This exercise introduces students to other ways of discussing problems.

Lesson Summary

Functions:

- giving instructions / orders
- giving advice

Topics:

- problems; helping friends

Structures:

- imperative form
You must / should / ought to ...
Shall I ... ?
I'd advise you to ... / I think you should ... / What you need to do is ...

Objectives:

- to equip students with the functional language appropriate for giving advice
- to introduce students to, and offer controlled practice in using, *must, should / ought to* and *shall*
- to introduce students to the formation and use of the imperative form

WARM-UP

- Hold up pictures of people who look as though they have problems and ask students what they think each person's problem is. Elicit advice for some of these.
- Revise first conditional sentences by giving students a statement (for example: *If it snows, I'll go skiing.*) and asking someone to add another first conditional sentence to this. (for example: *If I spend a lot of money today, I won't have any next week.*). Students continue adding sentences for as long as they can. If a problem arises before everyone has had a turn, intervene with an appropriate sentence, then ask the next person to continue.
- Play the last part of the cassette. Ask:
What advice did Mark give Debbie? (she should ask Colin about the sportsbag and the money).
Is Debbie going to see Colin alone? (no, Mark is going with her)

FOLLOW-UP ACTIVITY

Students make some predictions about what will happen when Debbie meets Colin.

Comprehension Check

- Students tick the correct boxes.

FOLLOW-UP ACTIVITY

Ask students what the words / phrases below mean:

park bench
essay
ought to
nervous
help out

Write *Let him leave* on the board and explain the meaning. Give students the negative form too (*Don't let him leave.*).

Listen and Read

- Ask students what they think the title means (*someone you can confide in and get support from when you have a problem*). Ask *Who needs a shoulder to cry on? (Debbie)*.
- Play the first part of the cassette; students follow in their books. Ask who Mark met (*his friend Ben*) and how he seemed (*upset*).
- Play the dialogue. Ask students to correct the following statements:
Ben wants to move. (he doesn't want to)
Ben has only talked to his parents about how he feels. (he's only talked to his teachers)
Ben is going to phone his dad. (he's going to speak to him at home)
Ask students if they think Mark gave Ben the right advice.

Grammar

- Tell students that we use the imperative to give commands, instructions, etc. Give some examples for students to carry out. For example:

Open your books.

Look up.

Don't talk.

Stand up.

- Say *It's a sunny day. Let's go to the beach.* Write this on the board and explain that *Let's* is used to make suggestions. The negative form is *Let's not ...*
- Ask students what modal verbs we use when giving advice (*must* and *should*). Elicit examples from them and write these on the board. Then explain that *ought to* can be used instead of *must*. Explain that we can use *have to* instead of *must*. Write *He has to leave* on the board, then give the past and future forms. Explain that these are used instead of *must*.
- Put the following sentences on the board and ask what we use the modal verb *shall* for in such sentences (*to make suggestions / offers*).

Shall we go to the park?

Shall I help you?

Tell students that the first sentence could be rephrased as *Let's go to the park.*

- Refer students to the Grammar Reference (page 168) and read through the information with them.

Grammar Practice

- Ex 1** Students choose the correct answers to complete the dialogue.

FOLLOW-UP ACTIVITY

Students work in pairs and write the dialogue that they think will take place between Colin and the head teacher. Ask some pairs to read theirs out.

- Ex 2** Students complete the signs, which all contain examples of the imperative form, then decide where they might see each one.

FOLLOW-UP ACTIVITY

Ask students to work in small groups to draw other signs that could be seen in the four places mentioned, using the imperative. Alternatively, they could try to think of signs that might be seen in other places (for example, outside a petrol station '*Do not smoke.*').

Speaking

- This activity offers students practice in using modal verbs (*must, should / ought to*) and the imperative form. Before students start, make sure they understand exactly what is required.

FOLLOW-UP ACTIVITY

Students swap roles. This time Student B has to think of some problems and Student A some relevant advice.

Functional Language

- Ex 1** Students discuss each of the possible solutions in small groups and try to come to a decision as to which is best. Find out what each group has decided and, if there is disagreement, encourage classroom discussion so students can voice their opinions.
- Ex 2** Make sure students understand Darren's problem, then instruct them to work in pairs to discuss what he should do. Students should share their ideas with the rest of the class, providing justification.

Language Awareness

- Ex 1** Students fill in the correct words. As they do so, they should decide which sentence contains the noun and which the verb.
- Ex 2** Tell students that one word can often have a number of meanings and that *good* is an example of this. Students work out the meaning of *good* in each sentence.

FOLLOW-UP ACTIVITY

Play the following game to consolidate what students know about the different uses of modal verbs (and structures that can replace them). Put the diagram below on the board:

can	ought to	may
could	might	be able to
must	shall	should

Students work in two teams (A and B). The game is played like noughts and crosses. In other words, Team A chooses a box and has to make a correct sentence with it. If the sentence is completely correct, put an X in it, if not, leave it as it is. Team B then chooses a box. The object of the game is to get a row of three crosses or three noughts. The row must be horizontal, vertical or diagonal. This game can also be played with verbs, adjectives, prepositions, etc.

Lesson Summary

Functions:

- talking about problems
- offering comfort
- giving advice

Topics:

- magazine problem pages

Writing Skills:

- completing a letter of advice

Objectives:

- to consolidate students' ability to ask for and give advice by producing both written and spoken texts
- to teach the pronunciation of the vowel sounds /u/ and /u:/
- to develop students' listening skills
- to expose students to the format and register of letters to a problem page

WARM-UP

- Take in a number of Greek or English magazines (ones aimed at teenagers in particular) hold them open at their problem pages. Ask students to tell you what kind of problems people write to these magazines about and find out if students enjoy reading them.
- Students work on their own to make full sentences from the prompts. This can be done in pencil first, then they should compare their work to their partners and see what differences there are. These should be discussed and the correct version decided on. Alternatively, this exercise could be done at home.

Listen and Read

- Play each section of the cassette with students' books closed. After they listen to each letter in turn, ask for an explanation of each problem and a possible solution to it.

FOLLOW-UP ACTIVITY

Students work in pairs to work out the meaning of the following words / phrases:

[CLARE'S LETTER]

strict
care about
tell lies

[JENNY'S LETTER]

shoplift
jewellery
lie

[LUKE'S LETTER]

ask her out
make fun of
solve
crazy

Speaking

- Students act out the dialogue, asking for and giving advice. Early finishers can swap roles and act out a dialogue focusing on one of the other problems.

Language Awareness

- Students work in pairs to correct the mistakes in the sentences.

Functional Language

- Ex 1** Read the phrases then explain the verb *comfort*.
- Ex 2** Students read the dialogues (without filling in anything) and tell you what problems the three people have.

ANSWERS:

Rachel broke her dad's computer.

Mrs Simmons is worried about paying a bill.

Someone has stolen Andy's motorbike.

Comprehension Check

- Students decide which person each statement applies to.

Writing

- Explain that the letter here is Penelope's answer to one of the problems. Students complete it by expanding the prompts into full sentences. Tell students to look at these prompts quickly and to work out from them who the letter is for, Clare, Luke or Jenny. If anyone is unsure, they can fill in the missing name once the letter is complete.

- Direct students' attention to the quotation. Read it out and allow students some time to work out what it means. (*It's best to solve a problem when it first comes up, rather than wait.*) Then have a discussion about whether or not students agree with it.

FOLLOW-UP ACTIVITY

Give out some of the letters from the problem pages you showed the class at the beginning of the lesson. Students work in small groups (three or four). Give a different letter to one person in each group and tell him / her that they should read the letter then imagine that they are the person who wrote it. They should then tell the rest of the class what their problem is. The others should give advice. Remind them to use some of the phrases from the table in exercise 1.

Pronunciation

- Ex a** Play the cassette students listen and repeat the words chorally. Play the cassette again and this time ask individual students to repeat.
- Ex b** Students say each word out loud and put them in the correct place.

Listening

- Remind students of Luke's problem (page 126). Tell them they are going to listen to the letter Penelope sent him. Before they listen, ask them to read the four questions here and guess what the answers could be. Then play the cassette twice so students can check / change their answers.

Lesson Summary

Project:

- finding out and writing about foreign children living in student's country

Topics:

- problems faced by teenage children living in a foreign country

Objectives:

- to discuss verbally ideas which appear in a written text
- to offer students a different perspective on teenage problems
- to develop students' ability to work out meaning from context
- to provide practice in simulating a dialogue based on information presented as a notice / timetable

WARM-UP

- Put the following phrases on the board and ask students if they have ever done any of them.

move to a new area

start a school where you don't know anyone

eat at a restaurant that only serves foreign food

Students discuss their experiences of the above. Those who haven't actually experienced these things can contribute by saying what they imagine it must be like.

Listen and Read

- Read out the title of the article. Elicit its meaning from students (*people all over the world have problems*).
- Play the cassette (including the first letter); students follow in their books. Ask students to explain what Akanke's problem is (*her parents don't give her enough freedom*).
- Play the second letter; students follow in their books. Ask what Antonio's problem is (*he doesn't want to return to Portugal*).
- Ask for volunteers to read out the two letters.

Comprehension Check

- Students decide if the statements are true or false.

FOLLOW-UP ACTIVITY

Students work in pairs to find in what way Akanke's experiences are similar to Antonio's. (*They both moved to foreign countries as children. They both feel good about their social life. They both disagree with something their parents have decided. They both like life in their new country.*)

Vocabulary Check

- Students fill in the missing words. If they have any problems doing so, refer them to the two letters on page 129, where all the answers can be found.

Speaking

- Students discuss the questions. Write any relevant vocabulary on the board. If there are any children from other countries in the class, ask them to share some of their experiences with the rest of the class.

Project

- Read through the instructions for the project with the class. Ask students to raise their hands if they know a child / some children from foreign countries who they could talk to. Anyone who doesn't, should be paired with someone who does. Explain that they do not have to include information about all the aspects listed (it depends what they find out) and that they could include other information about the life / experiences of the person in question.
- While most children will probably prefer to present the information in written form, students with access to a video camera could film interviews instead. However, for this to work, the person being interviewed would have to be able to express themselves well in English.

Poem

- Read the poem; students follow in their books. Ask students what problem the person who wrote the poem has and how they would feel if they were in the same position. (*He / She is moving house and doesn't want to, especially as it will include going to a new school.*)

- Put these two questions on the board and tell students to read the poem carefully to answer them.

Why do you think the family is moving? (probably because of one of the parents' – the father's – job)

Have they moved before? (Yes – 'What can I say? It never ends.')

FOLLOW-UP ACTIVITY

Write the names of as many different countries as there are students in the class (make sure they are countries students have some knowledge of already). Put them in some kind of container and ask students to take one each. They look at it to find out what country they are moving to. Ask them to spend a few minutes thinking about two positive and two negative things connected to moving to that country. They should then share their ideas with the rest of the class.

Language Corner

- Read this section with students.

Let's Talk

- Ex 1** Explain to students that they must work in pairs. One of them will play the role of Mr Watson, the head teacher and the other a student who wants to talk to him. They must act out a dialogue in which they try to find a time when they can meet and talk. The times that Mr Watson is available are on the notice on the door, the school timetable gives information about the student.

Put the beginning of the dialogue on the board to get students started.

Student: *Excuse me, Mr Watson. I need to talk to you.*

Mr Watson: *Well, I'm busy at the moment. Let's try and find a time that is suitable for both of us.*

- Ex 2** Students speculate about the problem that Joanne has. They then answer the rest of the questions.

Are you moving on? Check Yourself

- Students read each statement and tick the box they feel is applicable. Then ask which of the four things they can do best and which they think is the most difficult. Ask students if they feel reading the problem pages in English magazines aimed at teenagers would help them improve.

Preparation for Module 10

- pictures of different places, people, animals and objects



MODULE 10 Food & Health

Lessons 1-6

- Students look at the pictures down the side of the page and say what countries they associate them with (Russia, Germany, France, Greece). Ask if they are interested in trying foreign food. Ask them to look at the other pictures, and ask for ideas about what they might learn based on what they can see.
- Read aloud what is covered in this module of the book. Ask students what they think will be the most interesting part of the module and what they are least looking forward to reading / learning about.

10

Lesson 1

Anyone for ice cream?

Lesson Summary

Functions:

- talking about eating habits
- giving cooking instructions

Topics:

- ice cream; cooking; eating habits; menus

Structures:

- passive voice
- question tags

Objectives:

- to introduce students to the formation and use of the passive voice (simple present, simple past, simple future)
- to offer controlled practice in the formation of the passive voice
- to offer controlled practice in the formation and use of questions tags
- to introduce students to language connected with food, its preparation and containers, and menus

WARM-UP

- Ask students what they have eaten so far today and if they think it was healthy food or not. Then ask what their favourite food is and how often they eat it.

Listen and Read

- Students look at the pictures and make predictions about what the text is about.
- Tell students to read the text (up to the dialogue) in order to answer the following questions:
Where does ice cream come from? (China)
What do we need to make ice cream? (eggs, milk, sugar, fruit or chocolate)
- Check students' answers then play the whole cassette; students follow in their books. Ask whether the following statements are true or false.
Julie likes ice cream. (true)
Mark doesn't like chocolate ice cream. (false)
Mark's trousers are too big for him. (false)
Mark had two bowls of ice cream. (true)
- Ask students why they think Mark wants to lose weight. (*Perhaps to impress Debbie.*)

Comprehension Check

- Students read the text again and write answers to the questions.

Vocabulary Check

- Students match the columns. The three expressions all appear in the text.

FOLLOW-UP ACTIVITY

Ask students the following questions to check their understanding of the phrases.

- 1 *Why do people usually put on weight?*
- 2 *What food are you fond of?*
- 3 *Do you know anyone who is on a diet? What kind of food do they eat?*

- Students look at the text again and find words to fit these definitions:

a person who cooks food for others (chef)

something sweet that we eat at the end of a meal (dessert)

a sweet sauce (syrup)

Grammar

- Refer students to the sentences in the *Grammar* box and explain that they are all in the passive voice. Write the sentences below on the board to explain the terms *active voice* and *passive voice*.

They sell concert tickets there. (Active voice)

Concert tickets are sold there. (Passive voice)

(*Sell* and *are sold* should be in a different colour from the rest of the sentence.)

- Ask students what tense the active voice sentence is in (*simple present*). Explain that to form the passive voice, the main verb of a sentence (*sell* in this case) is placed after the verb *to be* in the appropriate tense (in this case the simple present). Point out also that the object of the active voice sentence has become the subject of the passive voice sentence.
- Below the passive voice sentence, write the negative and interrogative forms. Then put the active voice sentences below on the board, elicit the passive form in the affirmative, negative and interrogative.

They finished the work.

Someone will take you to the party.

- Refer students to the Grammar Reference (page 168 / 169) where they can see examples of passive voice sentences in the three tenses. Read through the information with them. Tell them they can look here when doing the exercises in the *Practice* section if they want to check their answers.
- Say *Ice cream is nice, isn't it?* Then write the sentence on one side of the board (divide the board into two halves by putting a line down the middle) with *is* and *isn't it* in a different colour from the rest of the sentence. Then say *Chocolate isn't good for us, is it?* Write this on the other side of the board with *isn't* and *is it* in a different colour from the rest of the sentence.
- Tell students that at the end of these two sentences we have question tags. Explain that we use these in sentences where we are sure of what we are saying and in sentences where we are less sure and want somebody to provide us with an answer. Use these examples to illustrate what you mean:

It's 4°C and you are on the beach with a friend. You say *It's hot, isn't it?* You don't expect a reply.

You think that Rome is the capital of Italy but you're not completely sure. You ask your friend *Rome is the capital of Italy, isn't it?* and expect an answer.

- Put the examples below on the board – those with negative question tags on the left hand side and those with affirmative on the right hand (under their corresponding sentences).

She is crying, isn't she?

They aren't laughing, are they?

You like ice cream, don't you?

He doesn't like ice cream, does he?

He ate all the food, didn't he?

He didn't eat much, did he?

She will help us, won't she?

She won't be there, will she?

- Refer students to the Grammar Reference (page 169) and read through the information with them paying special attention to the note (pertaining to *have*) and the *special question tags*.

Grammar Practice

- Ex 1** Ask students to look at each of the active voice sentences and say which tense is used. Explain that they have to rewrite the sentences in the passive voice. Do the first one with them. Students complete the rest alone.

- Ex 2** This exercise offers controlled practice in the formation of question tags.

FOLLOW-UP ACTIVITY

Hold up pictures of different places, people, animals and objects and invite students to make comments about them using question tags. For example:

Teacher holds up a picture of a smiling woman.

Student: *She looks happy, doesn't she?*

Teacher holds up a picture of an aeroplane flying through the sky.

Student: *It's going fast, isn't it?*

Vocabulary Practice

- Students fill in the missing words.

FOLLOW-UP ACTIVITY

Students work in small groups to think of as many things as they can that could go with the six words in exercise 3. Allow two minutes for this, then see which group has come up with the most correct answers.

SAMPLE ANSWERS:

a bowl of cereal, cornflakes, soup etc., a cup of coffee, hot chocolate, hot milk, etc., a bottle of wine, beer, milk, etc., a carton of milk, grapefruit juice, etc., a packet of sugar, flour, spaghetti, crisps, etc., a glass of water, juice, Coke, lemonade, etc.

Language Awareness

- Ex 1** This exercise focuses on words often confused by students at this level. Ask students if they tend to confuse any of the vocabulary items here.
- Ex 2** Ask students if they like spaghetti bolognese; what ingredients it contains and how it is made. Then read through the five verbs used in this exercise and elicit their meanings. Prompt students by pretending to 'do' some of the verbs (this works with *cut*, *add* and *mix*). For *boil* (students should be familiar with *put* and *cook*), say that this is what we do to *water* when making tea, or eggs at Easter. Students then complete the instructions.

Speaking

- Ex a** For this exercise you could ask a number of students to walk around the class and interview their classmates about their eating habits using the questions provided here. In a class of twenty, for example, choose four people to carry out the interviews and tell them to interview four people each. They then report back to you about what they have found out. Then ask the class whether they think their eating habits are healthy or not, and what they can do to improve them.
- Ex b** Find out from students how the food in the pictures is made and about some of the other things they can cook.

Vocabulary Expansion

- Ex 1** Students read the menu and fill in the missing words. Then ask them what they would choose from the menu (one item from each section).
- Ex 2** This exercise teaches students the names of some basic food stuffs.
- Ex 3** Students fill in the missing words.

Lesson Summary

Functions:

- talking about ways of cheering up a friend

Topics:

- an evening out with friends; cheering up a friend; restaurants

Structures:

- second conditional sentences

Objectives:

- to introduce students to the formation and use of second conditional sentences
- to offer controlled practice in the formation of second conditional sentences
- to enable students to discuss solutions to a problem with a group of peers, using both prompts and ideas of their own
- to teach the language used to order meals in a restaurant

WARM-UP

- Ask a student to come to the front of the class. Tell him / her to look as though they are unhappy. Say ... *is unhappy. He / She has got a problem. How can we cheer him / her up?* Explain the phrase *cheer up* (and write it on the board), then elicit ideas from students.

Listen and Read 

- Ask students what is happening in the picture and *what problem Ben has?* (*his parents are thinking of moving to Liverpool.*)
- Play the opening paragraph of the cassette; students follow in their books. Ask:
What time did Ben get to Pizza Palace?
(*probably 7 p.m.*)
When did the others arrive? (*twenty-five to eight*)
- Play the first dialogue; students follow with their books closed. Ask:
How does Ben feel? (*angry, worried, bad-tempered, etc.*)
- Students open their books. Allocate roles; students read out the dialogue.
- Play the rest of the cassette. Ask:
What does Ben find out when he gets home? (*that they aren't moving*)
How does he feel? (*happy*)

Comprehension Check

Students read the text again and identify the true sentences. Ask them why the others are incorrect.

FOLLOW-UP ACTIVITY

Students locate the following phrases in the text: *turn up*, *made up my mind* and *go on*. Ask which one they would use in these situations:

- 1 *Your friend wants to phone a boy / girl he likes but is scared to.* (*go on*)
- 2 *Your parents have asked you what you want for your birthday and you've now decided* (*made up my mind*)
- 3 *You are asking your cousin what time his friend arrived at his house yesterday.* (*turn up*)

Grammar

- Put the following on the board (under the heading *first conditional*) and ask students to complete it.
If grandma gives me some money on Saturday, I ...

Remind them that this is a first conditional sentence and it is used for something that is possible. Ask for some more examples.


- Under the heading *second conditional*, put the following example (with *had* and *would talk* in a different colour from the rest of the sentence).

If I had a problem, I would talk to my best friend about it.

Explain that in this sentence, the person speaking does not actually have a problem. Then write:

If she was / were rich, she would buy a villa by the sea.

Explain that this sentence is about a person who isn't rich and that in second conditional sentences we can use *If I was / were* and *If he / she / it was / were*.

- Explain that in second conditional sentences we can use modal verbs. Refer students to the examples in the Grammar Reference (page 169) and to the point explained next to the warning sign ().

Grammar Practice

- This exercise offers controlled practice in the formation of second conditional sentences.

FOLLOW-UP ACTIVITY

Offer students free practice by inviting them to talk about what they would do if they won a large amount of money.

Vocabulary Practice

- This exercise uses phrases that appear in the text on page 137.

Speaking

- Students look at the girl in the picture. Tell them her name is Amy. Ask questions such as:
How old do you think Amy is?
What does she like doing in her free time?
Does she enjoy school?
- Read the rubric; make sure students understand what is required. Students work in groups. When they have finished, find out what each group has decided.

Situational English

- Ex a** Explain to students that the dialogue takes place in a restaurant. Students say who they think it takes place between (two customers and the waiter). Students work in pairs to put the dialogue into the correct order.

Students practice reading the dialogue in groups of three.

- Ex b** Students work in groups of three (two are customers and one the waiter). They act out the dialogue, substituting the food / drink with ideas of their own and / or the ideas given.

Vocabulary Expansion

- Before students do this exercise, check their understanding of the verbs by asking these questions:
 - 1 *Have you decided what job you want to do when you leave school?*
 - 2 *When does your English teacher correct you?*
 - 3 *Who directs the traffic when the traffic lights don't work?*
 - 4 *If you had a history test tomorrow, how long would you revise tonight?*

Language Awareness

- Ex 1** The phrases seen here all appear in the text on page 137. Students choose the correct answer.
- Ex 2** Students read the dialogue and correct the sentences.

Lesson Summary

Functions:

- talking about a restaurant

Topics:

- silly mistakes; foreign and traditional food; restaurants

Writing Skills

- completing a composition

Objectives:

- to develop students' oral skills through work with peers
- to teach collocations formed with *do* and *make*
- to teach the pronunciation of the vowel sounds /ɒ/ and /əʊ/
- to develop students' writing skills; and their understanding of the function of sequences in written work
- to offer practice in listening for gist

WARM-UP

- Consolidate what students have learnt about second conditional sentences by asking them the following questions:

What would you do if your Indian friend cooked you a hot curry?

If you had the chance, what country would you visit? Why?

If you went to a French restaurant, would you order snails?

If you went to Britain, what food would you try?

FOLLOW-UP ACTIVITY

Students find words / phrases in the second e-mail that mean:

very hungry (starving)

very big (huge)

burning (on fire)

looking at (staring at)

Writing

- Explain the writing task and read through the ideas given. Make sure students understand what each one means, then tell them to complete the composition with these ideas. This activity can be done at home or in class.

Speaking

- Ex a** Ask students what dishes they can see in the pictures and how they would describe these to a foreigner. Put the vocabulary / phrases below on the board to help them:

It's made of ...

We serve it with ...

The main ingredients are ...

It is sweet / spicy.

Students then do the activity in pairs. When everyone has finished, find out what each pair has decided on.

Listen and Read

- Refer students to the title. Ask if they have made any silly mistakes recently. Then tell them they are going to read about a silly mistake Beth made while cooking. Students try to guess what it could be.
- Ask students what they can see. (*two e-mails*). Find out if they ever send or receive e-mails and, if so, what are they usually about.
- Students close their books. Tell them to listen to the first e-mail to find out what mistake Beth made when cooking. (*She put sugar in the omelette instead of salt.*)
- Play the rest of the cassette. Students listen to find out what mistake Daphne made. (*She ate some really hot curry.*)

Comprehension Check

Students read the text again carefully and fill in the correct names.

Ex b Students read the advertisement for the restaurant. Ask what other dishes they would expect to find on the menu there.

Students work in pairs to ask and answer questions about the restaurant. One of them has to refer to the advertisement; the other asks the questions.

Explain that when answering the questions about what they ate, students can use their imagination. They should not feel restricted by what's in the advertisement.

Vocabulary Expansion

- Students fill in the adjectives.

FOLLOW-UP ACTIVITY

Students write sentences of their own using the adjectives.

Language Awareness

Ex 1 This exercise practices the use of *do* and *make*; two verbs which are often confused.

FOLLOW-UP ACTIVITY

Students write five sentences using some of the collocations given here. They choose those they feel they most often make mistakes with.

Ex 2 Students work in pairs to correct the mistakes.

Ask students if they often make any of these mistakes in their written or oral work.

Pronunciation

Ex a Students listen and repeat chorally. Play the cassette and ask individual students to repeat.

Ex b Students say the words and match them to the correct sound.

Listening

- Tell students that the three people are talking about their experiences with food. Students read the sentences before they listen.

Lesson Summary

Functions:

- talking about the past

Topics:

- relationships and misunderstandings

Structures:

- simple past perfect (affirmative, negative, interrogative)

Objectives:

- to teach the formation and use of the simple past perfect
- to offer controlled and free practice in using the simple past perfect (written and oral)
- to introduce students to the existence of formal and informal register
- to introduce students to, and provide practice in, the language used in making a phone call

WARM-UP

- Write the word *competition* on the board and ask students if they have ever entered a competition, and, if so, what kind it was (*what they had to do, what they could win, etc.*).

Listen and Read 

- Students look at the picture and tell you who they think Julie is talking to and what they are discussing.
- Play the cassette (up to the end of the first dialogue). Students follow in their books. Ask:

*Did Julie and Rob enjoy themselves at the cinema?
(yes)*

*Why do you think Rob spent a long time getting ready?
(he likes Julie)*

- Play the second dialogue; students follow in their books. Ask students to tell you what the girls talked about.
- Play the last part of the cassette. Tell students to look back at the dialogue to see what Mark heard (*Julie's word's only*). Ask how Mark feels.

FOLLOW-UP ACTIVITY

Allocate roles; students act out the dialogues.

Comprehension Check

Students read the whole text again and tick the correct boxes.

Vocabulary Check

- Students locate the three phrases in the text. Ask what happens to verbs used with *Spend a long time*. (*It's followed by the -ing form*).

SAMPLE ANSWERS:

- 1 *I was very busy last night and I didn't have time to do all my homework.*
- 2 *We had a great time at Donna's party.*
- 3 *My room is very untidy, so I'll spend a long time cleaning it tomorrow.*

Grammar

- Write *simple past perfect* on the board with the following example below it.

*I went to the cinema on Saturday but I was late.
By the time I got there, the film had started.*

Explain that *had started* is an example of the simple past perfect and indicates that this happened before the other verb in the sentence. (*got*)

- Put the following examples on the board:
*When my friend arrived, I had finished my homework.
Dad shouted at me because I had broken the living room window.*

Ask students in which order the actions happened.

- Elicit from students what the negative, interrogative and negative-interrogative forms are, and provide the short answers.
- Turn to the Grammar Reference (page 170) and read through the information with students.

FOLLOW-UP ACTIVITY

Students find all the examples of this tense in the text on page 143. (*Before he met her, he had spent ...; I thought you'd said ...; ... what had happened ...; Mark had come in ...; he had realised ...; He had only heard ...*)

Grammar Practice

- Ex 1** This exercise offers controlled practice in the formation of the simple past perfect.
- Ex 2** This exercise offers free practice in the use of the simple past perfect.
- SAMPLE ANSWERS:**
- 1 ... *she had broken her leg.*
 - 2 ... *I hadn't eaten anything all day.*
 - 3 ... *she had just washed it.*
 - 4 ... *he had spent it all on CDs.*

Speaking

- Ex a** Students practice asking and answering questions using the simple past perfect. Point out that the short answers are *Yes, he had.* / *No, he hadn't.* They should take it in turns to ask and answer.
- Ex b** Students now talk about themselves. Ask them to share some of the things they had / hadn't done with the rest of the class.

Situational English

- Ex 1** Ask students if they have ever made a phone call in English and, if so, how well they felt they managed. If not, ask them how they would feel about:
- phoning the train station to ask about train times.*
phoning a hotel to speak to somebody staying there.
- Students read the dialogue and fill in the sentences.
- Students practice reading the dialogue in pairs.
- Ex 2a** Ask students to think about their own language and to decide if they talk in the same way when they are speaking to friends and speaking to their head teacher. Elicit some of the differences.
- Explain that English-speaking people also use different language when talking to different people. Ask if they would greet a friend or a teacher with *Hi!*
- Students work in pairs to choose the correct answers.

- Ex b** Students work in pairs to act out the two dialogues. Some students might prefer to write their dialogues down before acting them out. Others might prefer to only work orally. Before they start, ask which dialogue they will use more formal language for (the first). Early finishers can be asked to try another dialogue:

phone the police station to report a crime you saw

Tell students to refer to the phrases in exercise **2a** and the dialogue in exercise **1**.

Language Awareness

- Ex 1** The exercise focuses on phrases which use the verb *get*.
- Ex 2** Students choose the correct meaning.

FOLLOW-UP ACTIVITY

Students work in pairs to use the phrases in sentences of their own.

- Put these sentences on the board and ask students to work in groups to substitute *get* with another verb / phrase.
 - 1 *What time did you get to Paris? (reach / arrive in)*
 - 2 *I read a newspaper every day. I usually get the Times. (buy / take)*
 - 3 *Have the police got the thief yet? (catch / arrest / find)*
 - 4 *His dog got his slippers for him. (bring)*

Lesson Summary

Functions:

- talking about sports

Topics:

- misunderstandings; sports; sports centers

Structures:

- the bare and full infinitive

Objectives:

- to teach vocabulary associated with sports and to provide the opportunity to use it orally
- to teach the use of the full infinitive and the bare infinitive
- to offer written practice in the use of the full infinitive and the bare infinitive
- to teach language associated with sports centers

WARM-UP

- Ask students how many different kinds of sports they can think of. Make a list on the board and ask which are popular in their country, especially with young people.
- Briefly revise the storyline by asking if the following statements are true or false. Where sentences are false, ask for corrections.

Rob won some money. (false - two cinema tickets)

He went to the cinema with Debbie.

(false - with Julie)

They had a good time. (true)

Julie spoke to Debbie on the phone. (true)

Debbie had seen Colin. (true)

Colin hadn't told the head teacher that he stole the sports equipment. (false - he had told him)

Mark thought that Colin was still Debbie's boyfriend. (true)

- Play the rest of the cassette. Ask students:
How did Mark feel when he heard Debbie's explanation? (embarrassed)

Comprehension Check

- Students read the text and answer the questions using full sentences.

FOLLOW-UP ACTIVITY

Students work out the meaning of the following words / phrases from context. This activity can be done in pairs.

tennis court

conversation

beat

I can't wait

Listen and Read

- Play the first paragraph; students follow in their books. Ask:

Do you think Debbie is a better tennis player than Mark? (probably - she has won lots of matches)

Why does Mark really want tennis lessons? (so he can spend time with her)

Why isn't Mark sure if he wants to see Debbie today? (he thinks she is still going out with Colin)

- Play the first dialogue; students follow in their books. Ask students if they think Mark sounds angry. Then ask what happened when Colin spoke to the head teacher. Ask students how they think Mark felt when he heard Debbie's explanation? (*embarrassed, silly, sorry, etc.*) Teach the word *embarrassed* and write it on the board.

Grammar

- Put the following sentence on the board.
I want to watch TV but I must do my homework first.
Ask students what they notice about the verb *want* and the modal verb *must* to elicit that the former is followed by the infinitive with *to* (*to watch*); the latter by the infinitive without *to* (*do*).
- Refer students to the Grammar Reference (page 170) and read through the information with them.

Grammar Practice

Ex 1 Students choose between the full infinitive or the bare infinitive.

Ex 2 Make sure students understand what is required before they do this exercise.

SAMPLE ANSWERS:

- 1 ... *ask Debbie about Colin.*
- 2 ... *worry too much.*
- 3 ... *to tell Debbie that you're upset.*

■ Ask two students to read out their version. When anyone thinks they hear a wrong answer, they should interrupt by putting up their hand and giving their answer. The rest of the class can be called on then to give their opinion as to who is right.

■ Students practise reading the completed dialogue in pairs.

Vocabulary Practice

Ex 1 This exercise focuses on words which are easily confused by learners of English.

FOLLOW-UP ACTIVITY

Students work in pairs to write sentences of their own using *teach, learn, win, beat, hear* and *listen*.

Ex 2a In pairs, students decide which category each sport should go in. Some can go in more than one place.

Ex 2b POSSIBLE ANSWERS:

Ball games - basketball, table tennis, rugby.

Water sports - water skiing, diving, surfing.

Team games - hockey, basketball, cricket.

Winter sports - ski jumping, ice hockey, snowboarding.

Language Awareness

Ex 1 Students will be familiar with these verbs but not with all their uses.

Ex 2 Students work in pairs to fill in the missing words. The illustrations will help them.

FOLLOW-UP ACTIVITY

Ask students to work in pairs or small groups to come up with logical ideas for the following.

as old as ... (the hills)

as quiet as ... (a mouse)

as dry as ... (a bone)

as busy as ... (a bee)

as strong as ... (an ox)

(The correct answers are given in brackets and can be given to students. But they should not be expected to know these at this stage. The point of the exercise is for them to discuss ideas in pairs and try to find an answer that would be logical.)

Speaking

■ Have a classroom discussion based on the questions. Expand on them by asking students to justify their answers.

Situational English

■ Direct students' attention to the information in the box (about the sports centre). Ask them what it is (*an advertisement*) and where they might see it (*in a local newspaper, as part of a leaflet*). Ask someone to read it out, then elicit the meaning of *work out, environment* and *facilities to suit everyone's needs*.

■ Read the vocabulary items in the box; elicit / explain the meanings. Students work in pairs to read the dialogue and fill in the words.

Lesson Summary

Project:

- producing a menu

Topics:

- foreign food / eating habits; restaurants / cafés; menus

Objectives:

- to offer students further practice in discussing food
- to provide students with the opportunity to develop their communicative skills through groupwork and pairwork
- to offer further practice in speculating about visual material
- to encourage students to become more reflective as far as their learning achievements are concerned

WARM-UP

- Tell students you are going to play a game. You will give them a word and they have to respond with the first thing that comes into their head. For example:

Teacher: *pizza*

Student: *Italy*

Teacher: *chicken*

Student: *delicious*

Teacher: *bread*

Student: *butter*

Give them the following words: *rice, fish, spaghetti, milk, curry, knife, tea, meat, bowl.*

- Ask different students to read out the text (a paragraph each). Students tell you if they would rather have a meal with an Indian, Japanese or Aborigine family, explaining the reasons for their choice.

Comprehension Check

- Students look at the text to find the answers.

FOLLOW-UP ACTIVITY

In small groups, students think of three or four pieces of information that could be included in a similar paragraph on their own country. These could include:

information about the kind of food people generally eat.

any unusual eating habits.

rules relating to what is considered polite.

Listen and Read

- Explain the meaning of the title. (*Food for thought* - something that makes you think.)
- Students look at the article (without reading it) and tell you what they think it is about and what kind of information could be included in each paragraph (for example: *It might be eating habits in India, Japan and Australia.*).
- Students look at the pictures and say what they tell us about each country. (For example: In India people sit on the floor to eat not on chairs.) Explain that the third picture shows an Aborigine and that these people were the original inhabitants of Australia. Students close their books. Write the statements below on the board, then play the cassette. Students tick the true sentences.
 - 1 *In India, people eat a lot of meat.*
 - 2 *In India, people use their hands to eat.* (✓)
 - 3 *In Japan, rice is popular.* (✓)
 - 4 *In Japan, people drink coffee with their meals.*
 - 5 *In Australia, some people eat kangaroo meat.* (✓)

Vocabulary Check

- Students locate the words in the text as the context will help them select the correct meaning.

Jokes

- Students read the jokes, then say whether or not they find them amusing. If students know any jokes relating to food / eating habits in their language, they should try to tell them in English.

Language Corner

- Read this section with students.

Speaking

- Have a classroom discussion based on the questions.

Project

- Divide students into groups of four or five. Read the rubric and make sure students understand what is required of them. Students first decide whether they are going to open a traditional restaurant, café, etc. then choose a name for it.
- Students either work in class to design the menu or arrange a time to meet after school to work on it. Alternatively, each member of the group could undertake part of the menu (starters, main course, etc.). At the beginning of the next lesson, students sit together, look at each other's ideas, then one person undertakes to actually make the menu. Once finished, another student could decorate it another add prices. etc.
- The completed menus can be displayed on the classroom wall and students asked to choose which they would go to:
 - to celebrate a friend's birthday.*
 - with their grandparents.*
 - after they leave the cinema with friends on a Saturday evening.*
 - with their penfriend from another country.*

Let's Sing

Moving On

- Tell students to turn to page 155 of their books and ask them to read the lyrics. Ask them what they understand by the phrase *moving on* (*making progress*). Ask if they agree that *It's so good to learn* and why.
- Students fill in the missing words, then discuss their answers with their partners. Play the cassette; students check their answers.

ANSWERS:

top, good
one, there

Let's talk

- Ex 1** Read the rubric; make sure students understand what they have to do. Explain that they should check that the items they ordered are the same as those on the bill. If not, they should note down the discrepancies.

FOLLOW-UP ACTIVITY

One student takes the role of the waiter, the other the customer. They act out a conversation in which the customer explains the problems with the bill.

Provide the beginning:

Customer: *Excuse me!*

Waiter: *Yes, sir / madam.*

Customer: *I'm afraid there's a problem with the bill...*

- Ex 2** Students answer the questions, then discuss some of the differences between the two places. Put the following structures on the board to help with this.

In the first place you can ... but in the second...

The first is ... and the second ...

The main difference between the two places is that...

- Ex 3** Students answer the questions about the sports.

Are you moving on? Check Yourself

- Read the statements one by one and ask the following questions:
 - 1 Do you think you could follow the instructions on how to cook roast beef in English?
 - 2 What kind of dishes could you give instructions for?
 - 3 What words / structures can you think of that you could use to talk about the food you enjoy?
(For example: *My favourite...*, *I'm fond of ...*, *I like / enjoy ...*, *... is delicious.*)
 - 4 Imagine you are in a restaurant in England with a group of friends. Would you offer to order the food or would you ask someone else to do it? Why?
 - 5 Imagine you are talking to an English speaking visitor to your country. Tell him / her some information about traditional food in your country.
 - 6 Do you think it would be easy for you to understand if you made a phone call to an English-speaking person? Do you think it's easier to talk to somebody face-to-face? Why?
 - 7 What kind of information do people usually want to ask about at a sports centre?
 - 8 Do you think it's easier to talk about the sports you enjoy or to write about them? Why?

Supplementary Teaching Material

Student 1

- play football with friends
- watch TV in the afternoon
- study French
- help my dad
- be very hungry in the evening



Student 2

- play tennis
- watch TV in the evening
- study German
- help my mum
- not be very hungry in the evening

Module 4

Lesson 1

Student A

Describe this photo to your partner.



Now listen to your partner. Which photo is he / she describing?

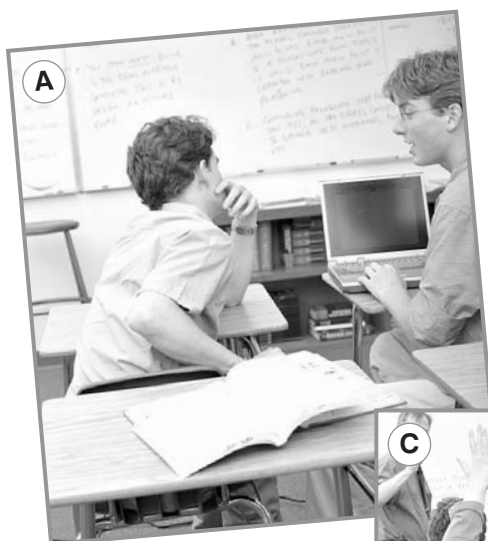


Student B

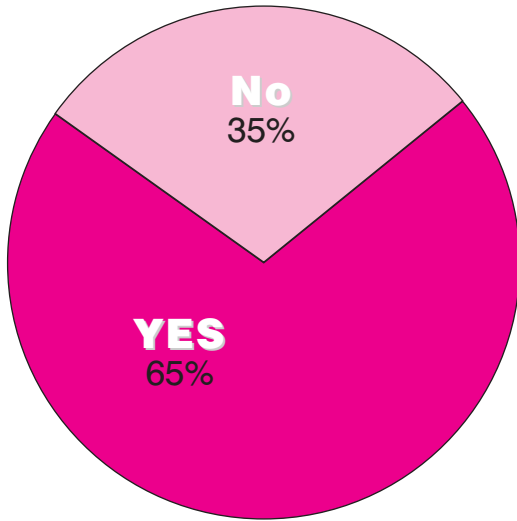
Describe this photo to your partner.



Now listen to your partner. Which photo is he / she describing?



Do you enjoy classical music?



FAVOURITE SINGERS

Name of singer	Number of people
Madonna	5
Britney Spears	1
Eminem	3
Justin Timberlake	1

I
He
It
These jeans
That jacket

am	has(n't) got
is	have(n't) got
isn't	was(n't)
are	doesn't speak
aren't	English

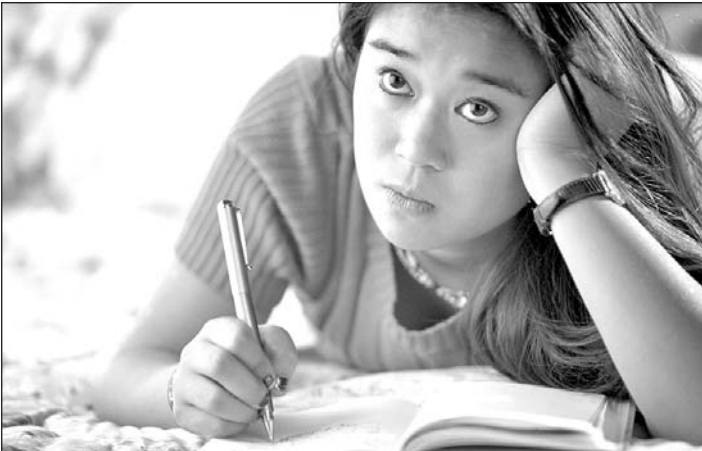
too
enough

young	well
clean	fast
expensive	warm
dirty	

to go to the concert.
to pass the test.
to buy.
to go to school.
to wear for work.
to win the race.
to wear a jacket.

Module 6

Lesson 1



Kay – 18

has an important exam today



Simon and Jessica

6 months old

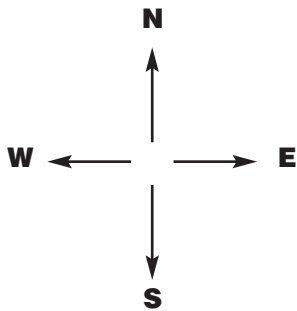


Luke – 21

works as a DJ at a club every night



Kitty – 2



The weather forecast

In the north of the country, the weather has been hot and sunny, but tomorrow there'll be black clouds and heavy rain. It'll be the same in the east with thunder and lightening too.

In the south, the weather will be warmer with temperatures of about 21°C (much warmer than the 11°C we expect for the north of the country). The sun will shine for most of the time but there'll be some clouds too. No rain, though.

In the west of the country, where there has been heavy rain and storms today, things will be drier but windy.



Student A

- ▶ Ask your friend to spend Christmas or Easter with you.
- ▶ If he / she accepts, answer his / her questions.
- ▶ If he / she refuses, invite him / her to come the day before / after and say what you will do.



Student B

- ▶ Respond to your friend's invitation.
- ▶ If you accept, ask:
 - what time you will arrive at his / her house.
 - how you'll spend the day.
 - what kind of food there'll be.
- ▶ If you refuse, explain why you can't go that day, then respond to your partner's next invitation by accepting or refusing.

Module 9

Lesson 1

Work in pairs. Make as many *first conditional sentences* as you can based on the pictures.



ON COURSE is a coursebook series written after extensive research into the latest language learning theory, including the *Common European Framework of Reference for Languages*. It takes learners of English through all levels, from beginner to proficiency.

ON COURSE is a learner-centred course which provides students with the skills necessary to fulfil a variety of communicative goals. The educational objectives of ON COURSE are:

- to provide a supportive framework in which students can develop their **receptive** and **productive skills**.
- to encourage students to become more responsible for their own learning.
- to widen students' knowledge and understanding of different cultures, lifestyles and perspectives.
- to encourage students to work with their peers to exchange ideas, solve problems, plan project work and so on.

The key features of **ON COURSE 2** are:

- ✓ a motivating **storyline** based on realistic situations, reflecting students' own experiences and interests.
- ✓ a wide range of **reading** texts from a variety of sources.
- ✓ **listening** texts that reflect real-life situations and tasks.
- ✓ **writing** sections which aim to develop students' ability to express themselves in English, using a guided approach.
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- | | |
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