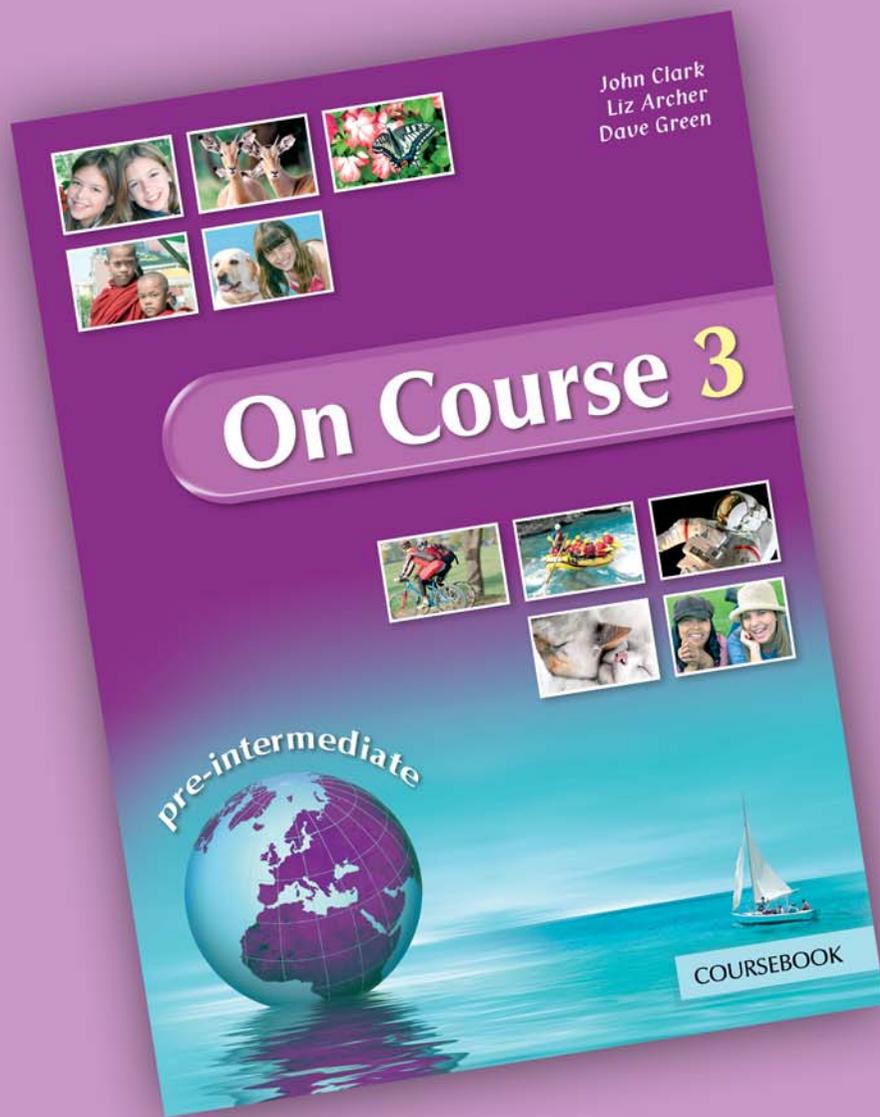
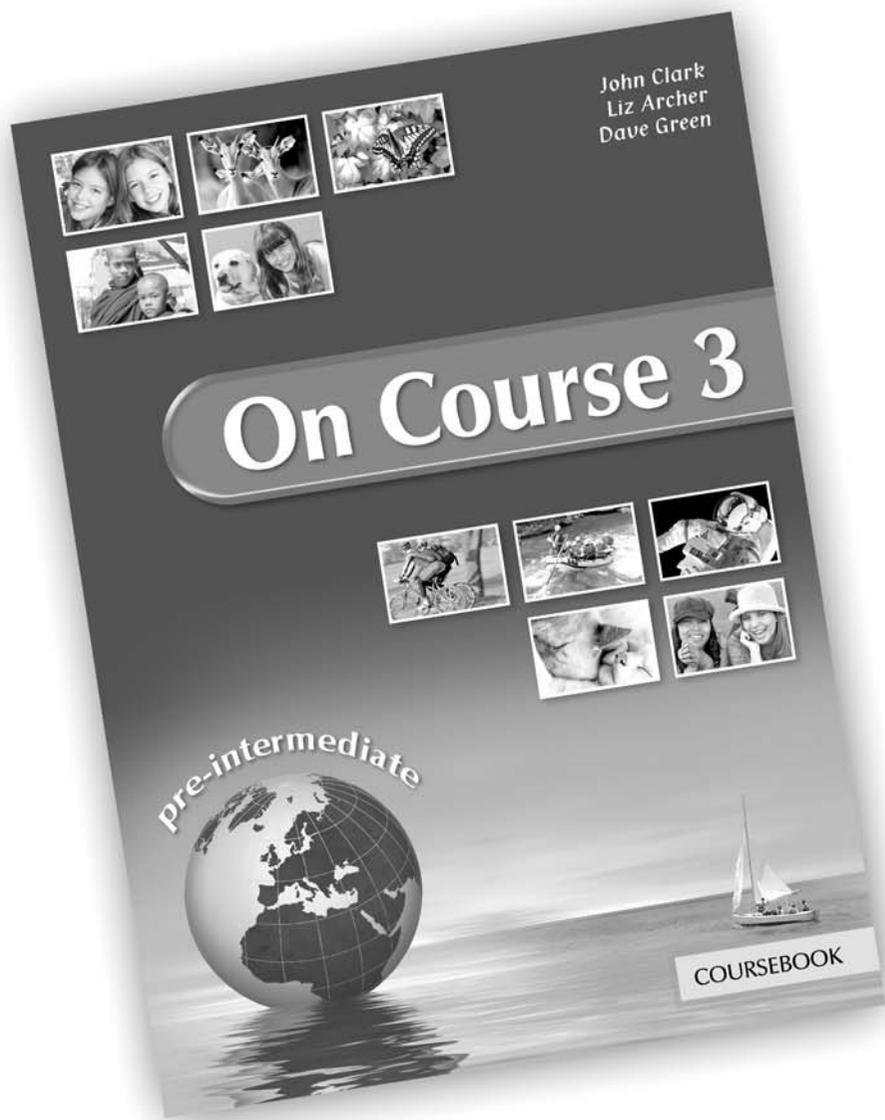


John Clark
Liz Archer
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On Course 3

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 3 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 Travel

Lessons 1-4

- Ask students if they can remember what countries they learnt about in the first two books of the series (**On Course 1 and 2**) and what countries they would like to learn about in this coursebook.
- Read through the information on this page. Ask students the questions below (each one refers to a different point mentioned).

How do you think the Thompsons get to England?
What country in the world would you most like to visit and why?
Have you ever been to an airport? If so, was it because you were travelling somewhere or meeting someone?
Have you ever stayed at a hotel? Where was it?
What's your favourite holiday resort?
Do you ever send postcards when you go on holiday?
Have you ever written about a holiday in English? Was it easy?
Have you ever travelled by train? Where to?
- Ask students which part of the Module they think will be the most interesting.

1

Lesson 1

At Sydney Airport

Lesson Summary

Functions:

- talking about things which happen *always, usually, never*, etc.
- talking about what people are doing at the moment
- talking about plans in the near future

Topics:

- travelling by air; airports

Structures:

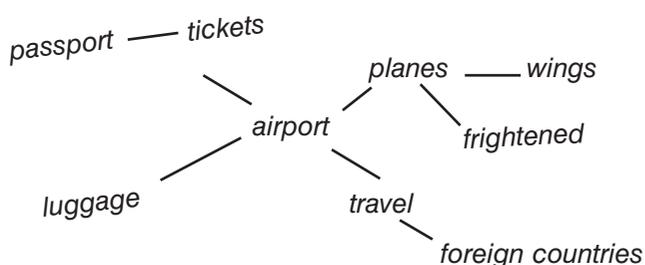
- simple present
- present progressive

Objectives:

- to offer practice in reading a text for specific information
- to revise and consolidate what learners know about the formation and use of the simple present and the present progressive
- to remind students of the difference between the simple present and the present progressive
- to offer practice in using adverbs of frequency

WARM-UP

- Brainstorm vocabulary connected with the word *airport*. Write students' ideas on the board. For example:



- Invite students to tell you something about their own experiences of flying. (For example: *where they travelled to, how long the journey took, if they enjoyed it.*)

Listen and Read

- Students describe the pictures. Ask if anyone can explain what the sign *check-in* refers to (the check-in desk) and what happens there.
- Play the cassette (as far as the dialogue); students follow in their books. Ask whether the following statements are true or false:
 - 1 *Mr and Mrs Thompson often fly.* (true)
 - 2 *Jamie enjoys flying.* (false)
 - 3 *The family have got a lot of suitcases.* (true)
 - 4 *Mr Thompson is carrying the suitcases.* (false)
- Play the rest of the cassette while students follow in their books. Ask:

Does Jamie seem nervous about flying? (yes)
Does his dad help him? (no)

FOLLOW-UP ACTIVITY

In pairs, students read the dialogue. Ask a few pairs to act it out for the rest of the class. Address any problems with pronunciation and / or intonation when students have finished.

Comprehension Check

- Students read the text again and then choose the correct answers.

FOLLOW-UP ACTIVITY

Ask students to locate the following lexical items in the text and to work out their meaning.

<i>regularly</i>	<i>trolley</i>
<i>look forward to</i>	<i>take off</i>
<i>huge</i>	

Grammar

- Read the sentences in the *Grammar* box with students and ask them which sentence refers to:

a future plan. (We're flying to Scotland tomorrow.)

what somebody is doing now. (He's sleeping at the moment.)

a habit in the present. (I often travel by plane.)

- Elicit from students the interrogative, negative and negative-interrogative forms of each of the three sentences. Write these on the board. Elicit the short answers for questions in the two tenses.
- Explain to students that the simple present can also be used for the future when timetables or schedules are involved. Put the two examples below on the board.
The ferry leaves at 7 o'clock tomorrow morning.
When does the match start?
- Revise the position of adverbs of frequency when used with the simple present by putting the sentences below on the board and asking students to come to the front and add the adverb *usually*.
We watch TV in the evening.
He is late.
She doesn't play computer games.
Elicit from students other adverbs of frequency (always, often, seldom, rarely, sometimes, never).
- Tell students to turn to the Grammar Reference (page 154). Read the information marked by the warning sign (⚠).

Grammar Practice

- Ex 1 This exercise offers controlled practice in the formation and use of the simple present and present progressive.
- Ex 2 Students choose the correct answer according to which tense is appropriate for each situation.

Vocabulary Practice

- Tell students that when filling in the missing words, they can also think about what happened in the text on page eight to help them find the answers. When students have finished, ask them to compare their answers with their partner's.

Speaking

- Explain to students that they will use the simple present to ask and answer the questions. Read through the list of adverbs then ask students to arrange them in order of frequency (*never, rarely, sometimes, often / usually, always*).

FOLLOW-UP ACTIVITY

Students share with the rest of the class some of the information they have found out about their partner.

Situational English

- If any students have travelled by plane, ask them what they can remember about airport procedure.
- Students work in pairs to fill in the missing words.

FOLLOW-UP ACTIVITY

Ask students to imagine that a visitor to their country wants to know about the different means of transport available. They should work in small groups to think about what these are and what advice they would give to someone about using them (for example: *if you need to buy tickets in advance, where to buy tickets, if refreshments are available*).

Alternatively, give each group a different destination. They should decide how someone could get from their home town to the destination they have been given and what would be useful for a foreign visitor to know.

Language Awareness

Ex 1 Explain that the answers will be nouns formed from the verbs in bold.

FOLLOW-UP ACTIVITY

Students work in pairs or small groups to think of other verbs from which nouns for people can be formed. This can be turned into a game; the team which comes up with the most correct verb - noun combinations wins.

Ex 2 This exercise focuses on words which are easily confused.

FOLLOW-UP ACTIVITY

Check students' understanding of these vocabulary items by asking them the questions below.

- Do your parents expect you to do any housework?*
- Have you ever had to wait a long time for someone?*
- What happened?*
- Can you keep secrets?*
- Would you mind if your mum or dad tried to hold your hand when you were walking down the street?*
- Do you want to study at university when you leave school?*
- What kind of books do you like reading?*
- Imagine you're going on holiday. Name some of the things in your suitcase.*
- You're travelling to the UK by plane. What's in your hand luggage?*

Lesson Summary

Functions:

- talking about the future
- making offers and suggestions
- checking into a hotel
- checking out of a hotel

Topics:

- hotels; holiday plans; travel

Structures:

- Simple future
Shall I / we ... ?
am / are / is going to + verb
future progressive

Objectives:

- to revise and consolidate the formation and use of the future forms
- to offer oral practice in the use and formation of the future progressive
- to familiarise students with the context of checking in and out of a hotel and the language pertinent to this

WARM-UP

- Ask students what they know about London. Elicit the names of any famous sights they can think of and ask in what ways they think life in London differs from life in their own country. Put the following prompts on the board to help generate discussion:

entertainment *homes* *transport*
food *people* *shops*

- Give out any realia related to London for the class to look at. (postcards, guidebooks, souvenirs, etc.) Ask students if there are any places they would particularly like to visit in London.

- Students close their books. Tell them to listen carefully as you are going to ask them some questions afterwards to see what they remember. Play the dialogue. Then ask:

What kind of rooms do they want? (two double rooms)

What are their room numbers? (104 and 105)

What time do they serve breakfast at the hotel?

(7 a.m. to 10 a.m.)

Students write their answers on a piece of paper. Students then open their books and read the dialogue to check their answers. Ask what they think the difference between a single and a double room is (*a single room is for one person and a double is for two*).

- Play the rest of the cassette while students follow in their books. Ask students to give you a brief summary of what happens (For example: *They go to their rooms. Matt and Jamie decide to go out. Jamie falls asleep but Matt is downstairs. He is waiting for Jamie.*)
- Ask students what they think happens in the story. (For example: *How long does Matt wait for Jamie? What does he do? How does he feel? How long does Jamie sleep for?*) Students then work in pairs to act out a short dialogue between the two brothers that takes place after Jamie wakes up.

Listen and Read 

- Students look at the first picture. Ask *Where are the Thompsons now?* (to elicit *at the hotel*). Teach the phrase *at the reception desk*. Ask students if they know what happens at the reception desk of a hotel (for example: *you can book a room / get the keys to your room / pay*). Then ask how they think Mr and Mrs Thompson feel after their journey from Australia and who the other boy in the picture is. (*Matt*)
- Play the cassette (the first paragraph); students listen and follow in their books. Ask students for the facts relating to the family's trip so far. (For example: *The plane lands at Heathrow Airport. Matt is waiting for them. they take a taxi to the Tower Hotel. They go to the reception desk.*)

FOLLOW-UP ACTIVITY

Refer students to the part of the text where Mr Thompson is asked to fill in a form by the receptionist. Give out the material for this lesson (Supplementary Teaching Material – page 104) and tell students to imagine they too are checking into the Tower Hotel. Explain the phrase *block capitals*. Students fill in their details.

Comprehension Check

- Students read the text again and answer the questions using full sentences.

FOLLOW-UP ACTIVITY

Students locate in the text words and phrases that mean:

very tired (exhausted)

hall (corridor)

walk / drive around a place to see what it's like

(explore)

tired (sleepy)

Grammar

- Divide the board into three sections; write the headings *simple future*, *going to* and *future progressive* in these sections. In the first, write *Matt will be angry with Jamie* (with *will be* in a different colour from the rest of the sentence.). Elicit the negative, interrogative and negative-interrogative forms of this sentence and write these on the board. Point to the interrogative form and elicit from students the short answers *Yes, he will. / No, he won't.*
- Students practise using the simple future by making some predictions about the story. For example:

The Thompsons will visit Buckingham Palace.

The weather won't be very hot.

Jamie will meet Matt's friends.

- In the next section, write *I am going to travel to London next week* (with *am going to travel* in a different colour). Explain to students that we use this form for things that have already been planned (in other words, when we are sure that something is going to happen). Beneath the sentences write

You

He / She

We

They

and ask students to complete the sentences for you. Then elicit the negative, interrogative and negative-interrogative forms of the sentence *You are going to travel to London next week* and the short answers. Write these on the board. Explain to students that *going to* is also used to make predictions based on evidence we can see. For example:

She has gone very white. She's going to faint.

- Students practise using this form by telling you about the following situations:

You've won a lot of money. (I'm going to buy a computer, etc.)

You are on holiday in Crete. (We're going to visit Knossos, go swimming, etc.)

It's your best friend's birthday soon. (I'm going to buy her a present / we're going to have a surprise party, etc.)

- In the third section, put the sentence *At midnight, I will be sleeping*. Explain that the future progressive is used to talk about an action that will be in progress at a certain time in the future. Elicit the negative, interrogative and negative-interrogative forms and write these on the board, then ask for the short answer.
- Ask students what they will be doing at these times tomorrow: *at seven o'clock in the morning; at midday; at three o'clock in the afternoon; in the evening.*
- Remind students that *will* is not used after certain words such as *when*. Give them the example below.

He'll phone us when he arrives.

Ask students if they know any other words / phrases this applies to (*as soon as, if, before, until, while, after*). Refer them to the Grammar Reference (page 155 / 156) and quickly read through the information with them paying particular attention to the information marked by the warning sign ().

Grammar Practice

- This activity focuses on the different uses of the future forms.

Vocabulary Practice

- Students read the dialogue (without trying to fill in the missing words) and tell you where it takes place (*at a hotel reception desk*). They then fill in the correct words / phrases.

FOLLOW-UP ACTIVITY

Students practise reading the dialogue in pairs. They then change roles and substitute some of the information based on the prompts below:

double room

room 535

phone?

Tuesday

Speaking

- This oral activity offers controlled practice in the future progressive. Explain to students what is required of them, then ask what they think the phrase *check into a hotel* means. Prompt them to find the right answer by asking questions such as:

What did the Thompsons do when they arrived at the hotel?

FOLLOW-UP ACTIVITY

Students work in pairs to write prompts to replace those given in this activity. The new prompts should be appropriate for a holiday in a holiday resort or city they know. Each pair swaps prompts with another pair and they repeat the exercise.

Situational English

- Read the rubric with students. Ask if they remember who Tom and Sue are and where they went on holiday. (*Tom and Sue Cole / Spain with parents; Situational English exercise Lesson 1*).
- Read the sentences above the dialogue. Ask for explanations of *bill* and *check out*. Prompt students by giving clues such as:
 - We have to pay phone bills and electricity bills.*
 - What do we do when we arrive at a hotel?*
 - What do you think we do when we leave?*
- Students read the dialogue and fill in the missing phrases. They then compare their answers with their partner's answers and discuss any differences they find.

FOLLOW-UP ACTIVITY

Point out that the receptionist calls Mr and Mrs Cole *Sir* and *Madam* respectively. Explain that these forms of address are used in specific formal situations. Read out the following situations and ask students if they think these forms of address could be used.

A waiter is asking a customer what she wants to order. (✓)

You are talking to your friend's parents. (X)

A police officer is talking to a member of the public. (✓)

Two neighbours are talking. (X)

Language Awareness

- Ex 1** This exercise focuses on words which students often confuse.
- Ex 2** Students fill in the correct word each time.

Lesson Summary

Topics:

- holidays; travel

Structures:

- articles

Writing Skills:

- writing a postcard

Objectives:

- to revise and expand on students' knowledge of the use of definite and indefinite articles
- to enable students to write a holiday postcard
- to offer practice in the difference between the simple present and the present progressive
- to teach vocabulary related to holidays and travel

WARM-UP

- Divide students into groups. Give each group a postcard of, or an advertisement about (from magazines, etc.) different holiday destinations. Each group must talk about the following things in relation to the destination they have been given:

What kind of things people can do and see there.

Whether they would like to go there on a class excursion and why (not).

Listen and Read

- Ask students what they associate with Austria, Jamaica and Iceland. Students then read the three advertisements quickly to find out what the places have to offer. For example:

Austria – fresh air, mountains, amazing views

Jamaica – friendly people, good weather

Iceland – sightseeing, amazing countryside

- Play the first section of the cassette (about Austria) while students follow in their books. Ask students what is meant by *throughout*, *luxurious*, *breathe in* and *active*.
- Play the second section of the cassette while students follow in their books. Ask students what kind of things they imagine holidaymakers can do in Jamaica and what makes it so relaxing.
- Play the last section while students follow in their books. Ask them to find a word in the text that means *interesting* (*fascinating*).

FOLLOW-UP ACTIVITY

Students think up a suitable title for the first advertisement (for example: *Relax in Austria. See the Amazing Austrian Alps.*).

Comprehension Check

- Students look at the texts again to complete the exercise.

Grammar

- Read the sentences in the *Grammar* box with students. Refer them to the Grammar Reference (page 156/157) and read through the information on articles with them. Pay particular attention to the information marked by the warning sign (⚠).

Grammar Practice

- This exercise gives students practice in the correct use of articles.

Writing

- Ex 1 Tell students they are going to write a postcard. Ask them what kind of information people usually include in holiday postcards.

Briefly revise the uses of the simple present (*for habits in the present*) and the present progressive (*for things happening now or future plans*).

Vocabulary Expansion

Ex 2 Students describe the two places in the postcards and say which place they would most like to visit. For each place, elicit from students what kind of things people can do there. Try to come up with at least three ideas for each destination and put these on the board. For example:

Greece – go to the beach
– visit museums
– explore the island
– eat in a taverna

Austria – walk in the mountains
– have a picnic
– go shopping
– have cake in a traditional Austrian café

Students can either complete the postcard at home or in class.

Language Awareness

Ex a Read through the vocabulary list with students and ask for explanations of each item. Students then match the words with the correct meaning.

Ex b Students complete the text using the words given in Ex. a.

FOLLOW-UP ACTIVITY

Ask the following questions to check students' understanding of the lexical items which appear in this activity.

Your school is closing for a fortnight. How will you spend your time?

Would you like to work in a travel agent's? Why?

Would you like to stay at a campsite? What advantages and disadvantages do you imagine there are to this kind of holiday?

What kind of facilities do you think luxurious, 5-star hotels usually have?

What souvenirs do visitors to your country usually buy?

Ex a Before students look at the three words and their definitions, put each word on the board and ask if anyone can suggest sentences using the words. Then read the definition for each one and ask students to complete the sentences in **Ex b**.

Point out to students that it is important to use new vocabulary not only appropriately according to its meaning but also with accuracy as far as the structure of the sentence it appears in goes. For example:

*we can show somebody the way
do something on our way to school
have a good / bad journey
go on / take a trip
enjoy travel*

In addition, make sure they understand that travel is very rarely used in its plural form.

FOLLOW-UP ACTIVITY

Have a brief discussion with students about any journeys or trips they have taken recently. Try to encourage them to use the vocabulary / structures in this exercise by asking questions such as:

Did anything happen on the way to the port?

Was it a tiring journey?

Was it a day or weekend trip?

Speaking

- Each student thinks of a resort they know well. They then take it in turns to answer the questions, which should be asked by other students. The student who guess correctly then takes his / her turn.

Listening

- Ask students what kind of things they would expect to find in adverts for each of the four pictures. Write their ideas on the board.
- Play the cassette. Students listen and match the three adverts with the correct pictures. Play the cassette a second time so that students can check / change their choices.

Lesson Summary

Projects:

- making a poster

Topics:

- travel; Europe; weekend trips; camping; holidays

Objectives:

- to motivate students to find out about different places in Europe
- to offer students practise in working with their peers to discuss travel routes, to speculate about preferences, to express their own preferences
- to encourage students to think about sources for obtaining information about European countries

WARM-UP

- Students work in groups to make a list of as many European countries as they can. Allow about two minutes for this, then ask for what they have found. Make a list on the board and ask students for any information they might have about any of the countries. For example:
- Play the final section of the cassette while students follow in their books. Ask students what they have found out about Istanbul. (*It's a busy, beautiful city, the Blue Mosque is there, you can try Turkish sweets there, the market is noisy and full of people.*)

What the capital city is.

What people eat / drink in that country.

What famous sights it has.

What language is spoken.

FOLLOW-UP ACTIVITY

Put the sentences below on the board and ask students which of the postcards they could come from and where they would go in that postcard.

- 1 *I'll try not to spend too much! (Istanbul – after the sentence that ends: ... but I think it will be interesting.)*
- 2 *It isn't so pretty, of course. (Budapest – after the sentence that ends: ... is a modern area with a lot of offices.)*
- 3 *I hope I don't catch a cold! (Helsinki – after the sentence that ends: ... it feels great!)*

Listen and Read

- Ask someone to read the introductory paragraph; students then skim the three postcards to find out where they were sent from (*Helsinki in Finland, Budapest in Hungary, Istanbul in Turkey*). Ask if students have visited any of these cities and what they know about them.
- Students close their books. Play the first part of the cassette (the postcard from Finland). Put the sentences below on the board and ask students to listen to find out whether they are true or not.
 - 1 *It's dangerous in Helsinki. (X)*
 - 2 *It's snowing in Helsinki. (X)*
 - 3 *Diana is going to Lapland soon. (✓)*
 - 4 *Diana doesn't know any Finnish people. (X)*

Students open their books and read the postcard to check their answers.

- Play the next part of the cassette (the postcard from Budapest). Students follow in their books. Ask students how Diana has passed her time in this city (*sightseeing, a visit to a bath house*) and what she likes eating there (*goulash*).

Comprehension Check

- Students read the text again to find the correct answers. As they do so, ask them to underline the sentences in the text which provide the answers.

FOLLOW-UP ACTIVITY

Ask students which of the following they would most like to do and why.

Have a sauna then roll in the snow to cool down.

Relax in a bath house in Budapest.

Learn to bellydance.

Speaking

- Explain to students exactly what they have to do here and that each route corresponds to a different letter (the colour of the route tells them which one). Before they start, read what is in the speech bubbles, then elicit any other ways of making and responding to suggestions they can think of. Put the most useful on the board. For example:

<i>Why don't we ... ?</i>	<i>Yes, I agree.</i>
<i>I think we should ...</i>	<i>I'm sorry but I disagree / don't agree with you.</i>
	<i>That's a good idea.</i>
<i>It'd be best to ...</i>	<i>It's not a bad idea, but I want to ...</i>

- Tell students that the pictures give them some information about the cities mentioned but that they can also draw on their own knowledge of these places when discussing the routes.
- Students work in small groups to decide on the route they should take. They then tell the rest of the class what they have decided and why.

Project

- As a class, come to a decision as to which country the poster should be about. If students cannot agree, solve the problem by writing the names of all the suggested places in a list (each one numbered), then asking somebody to give you a number. The corresponding country is the one the project will focus on. Ask for volunteers (two or three students) to draw a map of this country on a large piece of card. The rest of the class should decide on three or four places of interest in this country. Once they have done so, divide the class into groups and discuss which of these places each group wants to write about. Discuss also the resources that can be used to find out information and get pictures pertaining to these places (*the Internet, encyclopedias, teachers, parents, guidebooks, etc.*). Students can either gather the information during the lesson if the appropriate resources are available or after school. Once the material has been collected and the short texts written, students can finish making the poster. The finished work can be displayed on the classroom wall.

Countries of the European Union

- Tell students to turn to the map of Europe on page 179 of their books and locate the two countries.
- Find out what students already know about Austria and Belgium and whether any of them have visited these countries. Then ask:

Which famous musicians come from Austria?

(*Mozart, Haydn, Schubert, Strauss*)

Which sport is popular in Austria in the winter?

(*skiing*)

Which dance do people do in Vienna? (*the waltz*)

Which kind of sweets is Belgium famous for?

(*chocolates*)

Let's talk

- Ex 1a** Read the rubric with students and ask what they understand by the term *youth club* (*place where teenagers go to meet other children of their age and do a variety of activities*). In pairs, students discuss the two options available. Then ask what each pair has decided and why.
- Ex 1b** Working in small groups, students discuss the content of each leaflet and how useful it would be. They should then decide which would be the most useful and why. Ask which leaflet would be the least useful.
- Ex 2** Students look at the three extracts from the holiday brochures. Ask them what they think the phrase *Catch the big one!* in the first holiday means. (*It refers to catching a big fish.*) Students then work in pairs to discuss which holiday they would like to go on and what can be done in each place.

Are you moving on? Check Yourself

- Read the statements one by one then ask students the following questions:
 - 1 What information do people sometimes want to find out at an airport? How well could you manage this in English?
 - 2 What do people do when they leave a hotel?
 - 3 Can you describe a popular holiday resort in your country?
 - 4 What information do we usually include in postcards about holidays?
 - 5 What was the last holiday you went on? What was it like? Could you write a short composition about it?
- Students then read the statements again and decide how well they feel they can do each one.
- Ask students if they ticked *not very well* for any of the statements, then discuss how important these particular skills are.

Preparation for Module 2

- ◆ menus from a variety of restaurants
- ◆ photocopies of Supplementary Teaching Material - page 105



MODULE 2 Food and Diet

Lessons 1-4

- Ask students to look quickly at the pictures on page twenty-one. Then ask them to close their books. Write the title of the module on the board and ask what is meant by the word *diet* in this case. Ask students to make some predictions about the content of this module.
- Students open their books. Ask someone to read out the information on the page. Ask students what they think will be the most / least interesting.

2

Lesson 1

In the Hotel Restaurant

Lesson Summary

Functions:

- talking about food preferences
- responding to thanks

Topics:

- English food; healthy and unhealthy food

Structures:

- very - too - enough

Objectives:

- to teach the difference between, and offer practice in the use of *very*, *too* and *enough*
- to offer practice in talking about healthy and unhealthy food, and food preferences
- to enable students to respond appropriately when somebody thanks them for something.

Warm-up

- Ask students to tell you some of their favourite Greek dishes. Make a list on the board, then ask students how they would explain to a foreign friend what these dishes are (what the ingredients are, what they are served with, what kind of taste they have, etc.).

Listen and Read

- Students look at the picture and tell you what Mrs Thompson is having for breakfast and whether or not they would like to try this. Students scan the text to find out what this breakfast consists of (*fried bacon, eggs, tomatoes, mushrooms, toast, fresh orange juice, coffee or tea*).
- Play the cassette (as far as the dialogue) while students follow in their books. Ask:
 - What are the Thompsons going to do today? (go sightseeing)*
 - Who wakes up first? (Mrs Thompson)*
 - Does Mrs Thompson like cooking? (yes)*
 - Why does she always have breakfast? (She thinks it's the most important meal of the day.)*
 - What does she want for breakfast this morning? (a typical English breakfast)*
- Play the rest of the cassette while students follow in their books. Ask why they think Mr Thompson decides not to have the full English breakfast.

Comprehension Check

- Students read the text again to find out which sentences are true.

FOLLOW-UP ACTIVITY

Students work out the meaning of the words below from the context in which they are used.

starving excellent typical fried food

Grammar

- Put the two sentences below on the board (with *very* and *too* in a different colour from the rest of the sentence) and elicit from students the difference between them.
 - It's very cold.*
 - It's too cold.*Then ask students to complete the sentence *It's too cold to ...* (for example: *go swimming, go for a walk*). Put one example on the board (with *too + adjective + to + verb* in a different colour). Ask for other examples of sentences with this structure (*too ... to ...*).

- Write *It isn't warm enough to go swimming* (with *warm enough to go* in a different colour). Ask for examples of similar sentences (give prompts such as *He isn't old enough to ...*, *She isn't rich enough to ...* to help if necessary). Then write *We haven't got enough time to see all the museums* on the board (with *enough time to see* in a different colour). Explain that *enough* can precede a noun as well as follow an adjective, and that the structure can also be used without the infinitive. For example:

There isn't enough food.

There was enough water for everyone.

- Point out to students that *too* and *enough* can be used with adverbs as well as adjectives. Refer students to the Grammar Reference (page 157) and read the sentences next to the warning sign (⚠) with them.

Grammar Practice

- This exercise offers controlled practice in the use of *very*, *too* and *enough*.

Word Building

- This exercise gives students practice in word building. Ask them to read the dialogue once without trying to fill in the missing words and to tell you what the conversation is about (*Mrs Thompson finds out something about British food from the waiter at the hotel*). Students then work in pairs to fill in the missing words.

Vocabulary Expansion

- Students fill in the correct word.

FOLLOW-UP ACTIVITY

Students talk about some of the dishes they can make and give instructions about how to make them. Put vocabulary such as *cut*, *add*, *mix*, *stir* on the board to help them.

Speaking

- Ex a** Put *... is good for you*, and *... is bad for you* on the board. Ask students to complete the sentences with the name of some kind of food or drink (for example: *yoghurt* and *Coke*). Students then do the oral activity in pairs.

FOLLOW-UP ACTIVITY – GAME

Divide the board into two halves with the headings *healthy* and *unhealthy*. Students take it in turns to come to the front of the class to add something under one of the headings, adding to *healthy* and *unhealthy* alternately. Anyone who can not think of an idea, or puts something the rest of the class dispute, is 'out' and can no longer take part. Continue until there is one (or very few) student(s) still playing.

- Ex b** Students talk about what they would like for breakfast and lunch, choosing from the pictures.

FOLLOW-UP ACTIVITY

Students work in groups to plan the perfect dinner for one of these situations:

Your grandparents are coming to visit you.

Four of your closest friends are having a meal at your house.

You want to make a special dinner for your parents' wedding anniversary.

Functional Language

- Ex a** Ask different students to respond to you. Say:

Thanks for the flowers you gave me.

Thanks for helping me clean my car.

to elicit responses such as

You're welcome, or

That's all right.

Then read the rubric aloud and ask students to work in pairs to choose the best responses.

- Ex b** In pairs, students act out the situations. Tell them to adapt the phrases for thanking somebody accordingly. The responses will not need to change.

SAMPLE ANSWERS:

1 *Oh, you shouldn't have. / That's very kind of you.*

2 *It was my pleasure. / Don't mention it.*

3 *It was my pleasure. / Don't mention it.*

FOLLOW-UP ACTIVITY

Students work in pairs to use the incorrect choices in short dialogues. For example:

'In my opinion, that restaurant is too expensive.' *'I quite agree.'*

'Do you think it will rain tomorrow?' *'I hope not'*

'You said you wanted to try snails.' *'Oh, I didn't mean it.'*

'I passed my exam.' *'Congratulations.'*

'I can't come to your party because I'm visiting my grandfather in hospital.' *'I understand.'*

Students read out their dialogues.

Language Awareness

- This exercise focuses on words which students easily confuse.

FOLLOW-UP ACTIVITY

Students write sentences of their own with *even*, *yet*, *still*, *other* and *else*.

Lesson Summary

Functions:

- comparing people / places and things
- deciding where to eat
- deciding what to eat

Topics:

- food; different kinds of restaurants / cuisines

Structures:

- the comparative form; the superlative form
as tall / big as
not as / so tall / big / as
the harder / more you ..., the better / more you ...

Objectives:

- to revise and expand on what students know about ways of comparing people, places and objects
- to offer written and oral practice in different ways of comparing
- to familiarise students with vocabulary used when deciding what to eat
- to offer oral practice in making suggestions, agreeing / disagreeing and expressing preferences

WARM-UP

- Ask students if they have ever tried foreign food and, if so, what the dish was and what they thought of it. Then ask what food they associate with the following countries:

Russia
the USA
India
China
Italy
Mexico.

- Briefly revise what happened in the story in the previous lesson by asking students:

What did Mrs Thompson have for breakfast?
What are the family going to do?

Listen and Read

- Refer students to the title of the lesson (*Too Much Choice!*) and ask what it might refer to. (The picture on this page should give them a clue.)
- Play the introductory paragraph, students follow in their books. Ask students what we find out about London from it (*that there are a lot of different places to eat*).
- Students close their books. Play the rest of the cassette; students write down as many different types of food as they can while they listen.

Answers: *pizza, fish and chips, roast beef,*
Yorkshire pudding

Note: Yorkshire pudding is made with a mixture of eggs, milk and flour and is cooked in the oven).

- Students open their books. Allocate roles and ask students to read out the text.

FOLLOW-UP ACTIVITY

In pairs students work out the meaning of:

brilliant *make up your mind*
filling *spicy food*

Comprehension Check

- Students do the exercise from memory, then look at the text to check / change their answers.

Vocabulary Check

- Students locate and underline the four phrases in the text. They then complete the sentences.

FOLLOW-UP ACTIVITY

Ask students to find a phrase in the dialogue with the same meaning as *What about ... ?* (*How about ... ?*) and a way of asking *What do you feel like?* (*What do you fancy?*)

Grammar

- Put the two sentences below on the board under the heading *comparative form* and ask students to complete them with the adjectives *big* and *exciting*.

London is _____ Madrid. (bigger than)
Is London _____ Madrid? (more exciting than)

Remind students that the comparative form is used when we are comparing two people, places, etc. Ask if they can remember any other structures we can use for this to elicit *is as ... as* and *isn't as / so ... as*. Put examples of these on the board. For example:

Apples are as healthy as oranges.

Bicycles aren't as / so expensive as cars.

- Under the heading *superlative form* put the two sentences below and ask students to complete them with the adjectives *big* and *exciting*.

What's _____ city in the world? (*the biggest*)

New York is _____ city I've visited. (*the most exciting*)

Explain that the superlative form is used to talk about three or more people, things, etc. Remind them that the superlative form is often followed by *in the ...* or *of all*.

- Direct students' attention to the last sentence in the Grammar box (*The harder you study, the better you'll do in the exam.*). Explain the meaning and formation of this kind of sentence to students. Then ask them to look back at the text on page twenty-five to find a similar example (*You know how it is, the more you eat, the more tired you become!*). Practise the structure further by asking students to complete the sentences you start. For example:

Teacher: *The less I eat ...*

Students: *the thinner I become.*

Teacher: *The further I walk ...*

Students: *the more tired I become.*

Teacher: *The colder it gets ...*

Students: *the more clothes I put on.*

- Put the two examples below on the board and explain that these are also ways of comparing:

It's getting colder and colder.

He's much happier today.

- Refer students to the Grammar Reference (page 157 / 158). Read the information about adverbs and go through the spelling rules.

Grammar Practice

- Ex 1** This exercise offers controlled practice in the formation of the comparative and superlative forms.
- Ex 2** Students practise using the comparative form and *isn't so / as ... as*.

FOLLOW-UP ACTIVITY

Students write more sets of sentences about different food / drinks as in this exercise.

Speaking

- This activity offers students oral practice in the comparative and superlative forms, and related structures. Before students begin, put the structures below on the board for them to use where appropriate.

What / How about ... ?

I don't feel like ...

Do you fancy ... ?

I fancy / feel like ...

Let's have ...

- Find out from each group what they have decided and why.

FOLLOW-UP ACTIVITY

Take menus from a variety of restaurants into the class. Divide students into groups (the size of which will depend on the number of menus you have). Give each group two or three menus and ask them to decide which restaurant they would go to for an end-of-term celebration.

Functional Language

- Read the five words given and ask students to explain what they mean. Where appropriate, elicit examples. Students then read the dialogue and fill in the missing words.

FOLLOW-UP ACTIVITY

Give out the material for this lesson (Supplementary Teaching Material – page 105) and ask students to work in pairs to complete the signs, notices, etc., with words from the exercise.

ANSWERS: 1 *speciality* 2 *refreshments* 3 *portions*

4 *snacks* 5 *take-away*

Language Awareness

- Ex 1** Students work in pairs to read the sentences and work out the meanings of the words in bold.

FOLLOW-UP ACTIVITY

Students write six sentences of their own with the words used in the exercise.

- Ex 2** Write the word *mind* on the board and ask students to match the phrases in bold in the exercise with what you have written.

change a decision you have made (*change your mind*)

decide (*make up your mind*)

mad (*out of your mind*)

think about (*on my mind*)

remember something (*keep something in mind*)

Students then match the sentences with the appropriate responses.

Lesson Summary

Topics:

- eating habits; fruit and vegetables

Structures:

- plurals – uncountable nouns
- many / much / a lot of / (a) few / (a) little

Writing Skills:

- completing a report

Objectives:

- to revise and expand on students' knowledge of plurals and uncountable nouns
- to consolidate what students know about many, much, a lot (of), (a) few and (a) little
- to familiarise students with the format of a report
- to offer practice in report writing
- to teach the pronunciation of /æ/ and /ɑ:/
- to provide practice in listening for specific information

WARM-UP

- Allow students two or three minutes to make a list of everything they ate and drank the previous day. Then divide the class into groups of five or six and tell them that you are going to carry out a class survey. Select one person in each group to ask the questions and record the information. This person should copy the table below from the board onto a piece of paper.

QUESTIONS	NUMBER OF STUDENTS
<i>have breakfast?</i>	
<i>eat at least one piece of fruit?</i>	
<i>drink milk or eat yoghurt?</i>	
<i>have salad with a meal?</i>	
<i>have any fresh vegetables?</i>	
<i>drink soft drinks like Fanta?</i>	
<i>eat chocolate or biscuits?</i>	
<i>have something to eat at a fast food restaurant?</i>	
<i>eat a packet of crisps</i>	

The selected students ask their classmates the questions. For example:

Did you have breakfast yesterday?

Did you eat at least one piece of fruit?

They add their own answers to the table. When all the information has been gathered, ask each question yourself and get the spokesperson for each group to tell you the number of students. Have a brief discussion on how healthy / unhealthy the students' diets are.

Listen and Read

- Students read the text quickly, then tell you where they might read such a text (magazine, newspaper, etc.) and whether the purpose of the text is to give information about the eating habits of young people today or to encourage teenagers to stop eating at school. (*the former*)
- Play the cassette; students follow in their books. Refer students back to the first paragraph and ask if they agree with the opinion expressed in the second sentence. (*We also know which food and drinks are good for us and which are bad for us.*) Then ask whether or not the results of the class survey support what is said in this text about teenagers' eating habits or not.

Comprehension Check

- Students read the text again and answer the questions.

Vocabulary Check

- Students infer the meaning of the vocabulary items here from the context.

Grammar

- Write the following two lists of words on the board and ask students if they know what the difference between them is (the first group are countable nouns and the second are uncountable nouns).

desk, cup

cherry, girl

cat, flower

cheese, meat

milk, money

hair, bread

- Refer students to the Grammar Reference (page 158 / 159) and read through the information on plurals and uncountable nouns with them. Pay particular attention to the information marked by the warning sign (⚠).
- Put the following sentences on the board and underline the words *not many*, *many*, *not much*, *much*, *a lot of*.

There are not many chairs in the classroom.
Are there many boys in the playground?
There is not much apple juice left.
Is there much sugar in the bowl?
There are a lot of books on the shelf.
The baby has got a lot of hair.

Ask students to look at the sentences and say when we use *much* and *many* (negative and interrogative sentence) and what we use for alternative sentences (*a lot of*). Remind students 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*). Remind students that *a lot of* can be replaced by *lots of* and also that when answering a question such as *Have you got much lemonade?* the answer is *Yes, a lot* (not *Yes, a lot of*).

- Put the following sentences on the board and ask students to fill in *a little*, *little*, *a few* or *few* to complete the sentences written on the board.

I have _____ butter. I can make a cake. (a little)
I have _____ pens. I can give you one. (a few)
I have _____ butter. I can't make a cake. (little)
I have _____ pens. I haven't got enough for everyone. (few)

Elicit from students that *(a) few* is used with countable nouns (*a little* is used with uncountable nouns. Explain the difference in meaning when *a* is put in front of *few* or *little*.

- Refer students to the Grammar Reference (page 159) and read through the information about *many*, *much*, *a lot of*, etc. with them. Pay particular attention to the information marked by the warning sign (⚠).

- Ex 1 Students read the report (without trying to fill in the missing sentences) and say what it is about. Students then read the report again, filling in the missing sentences. After checking their answers, ask whether the eating habits of British teenagers are similar to those of teenagers in their country.

- Ex 2 Students complete the report. In order to do this, they should refer back to the model report. Before they start, discuss the questions on the left to generate ideas for the content of the report. For the organisation, emphasise that in reports the information should be presented under the appropriate heading (food, drink, etc.). The report can either be written in class or set for homework.

Vocabulary Expansion

- Ex a Students label the pictures.
- Ex b Students decide which of the items are fruits and which are vegetables.

FOLLOW-UP ACTIVITY – GAME

Students close their books. Divide them into small groups (three or four students a group) and explain that together they should try to come up with one kind of fruit or vegetable for each letter of the alphabet. For example:

A - *apple*
 B - *banana*

In order to do this, students should write the alphabet down the left handside of a piece of paper. Allow about five minutes for this. Once the time is up, find out which team has done best by scoring in the following way: 10 points for a correct answer which no other team has; and 5 points for a correct answer which another team has also found. The team with the most points wins. Make sure students understand that they must find only one word for each letter.

Grammar Practice

- Students choose the word that correctly completes the sentence.

Writing

- Put the word *report* on the board and ask students if they have ever written a report before in either their own language or a foreign language. If so, ask what it was about. Explain to the class that reports often give information on a place or group of people and that as they mostly contain facts, the language used in them is more formal than that used in short stories.

Language Awareness

- Write the word *bad* on the board and elicit from students sentences using it. For example:

Junk food is bad for you.
I've just got a bad cold / headache.

Students then work in pairs to decide what the meaning of *bad* is in each sentence.

Pronunciation

- Ex a** Play the cassette; students listen and repeat chorally.
- Ex b** Ask different students to read the words and for the rest of the class to say whether or not the pronunciation was correct. They should then decide which vowel sound each word contains.

Listening

- Students name the things they can see in the pictures, then read the questions so they will be able to listen for the specific information required here.

FOLLOW-UP ACTIVITY

Students work in pairs or small groups to write a shopping list for a party to which fifteen of their friends have been invited. They should decide what food and drink they want to buy and also the quantities. (*four* bottles of Sprite, twenty bags of crisps, etc.) Put the following on the board to help students:

<i>bottle / can of Coke</i>	<i>packet of biscuits</i>
<i>bag of crisps</i>	<i>bar of chocolate</i>
<i>loaf of bread</i>	<i>carton of orange juice</i>

Project:

- poster / advertisement for a new business selling food / drink

Topics:

- street food; foreign food; books about food; healthy and unhealthy lifestyles

Objectives:

- to introduce students to some aspects of different cultures
- to provide an opportunity for discussion with peers in order to make decisions / suggestions, ask and answer questions
- to encourage students to adopt a more reflective attitude to their learning / progress

WARM-UP

- Ask students what kind of food is available in their country to people who:
 - are on their way to work / school in the morning and feel hungry.*
 - are shopping in a town / city centre and want to have something cheap and quick to eat.*
 - have just left a cinema or theatre and feel a bit hungry.*
 - are spending the day on the beach and haven't got any food / drink with them.*

- Play the last section of the cassette. Ask students why you can often be sure that street food in Morocco is fresh.
- Ask students if they would prefer to try street food in Thailand, Mexico or Morocco and why.

Comprehension Check

- Students answer the questions from memory, then refer to the text to check their answers.

FOLLOW-UP ACTIVITY

Students write a short description of the street food that is available in their country, the places it is found, etc.

Listen and Read

- Ask students what they understand by the title of the text (*Street Food*). Ask if they know what kind of street food is popular in any other parts of the world.
- Play the introduction; students follow in their books. Ask:
 - Why don't people always have time to cook food at home? (they are too busy)*
 - What can they do? (eat at a fast food restaurant or buy food from a stall on the street)*
 Students work out the meaning of *stall*.
- Play the section of the cassette about Thailand; students follow in their books. Students close their books. Ask whether the following statements are true or false.
 - People in Thailand eat a lot of food. (false)*
 - You can buy street food in places where it is very busy. (true)*
 - Food is often made in the streets. (true)*
- Play the second section of the cassette. Ask students to rephrase for you what they have found out about food eaten on the streets of Mexico.

Speaking

- This activity can be done by the class as a whole, or with a large class, students can be divided into two or three groups. When it comes to choosing a name for the restaurant, write some of students' ideas on the board; students then vote for their favourite.

Countries of the European Union

- Tell students to turn to the map of Europe on page 179 of their books and locate the two countries.
- Ask students what they know about the Czech Republic, then find out whether they know when this country was formed and which other country it was joined to before (*in 1993, Slovakia*). Tell them that although people say it has one of the most beautiful capital cities in the world, factories have made the country one of the dirtiest in Europe.

- Find out whether any of the students have visited Cyprus. Ask students:

What kind of food does Cyprus grow a lot of? (fruit)

Which side of the road do people drive on in Cyprus? (the left)

What kind of cheese is Cyprus famous for? (Haloumi)

Project

- Read the rubric and make sure students understand exactly what is required of them. Divide them into groups and allow them a few minutes to decide what kind of business they are going to open. Ask each group to share their ideas with the rest of the class; students then continue with their project work.

Let's talk

- Ex 1a** Make sure students understand what is required of them, then read the diary entries with students and explain anything they don't understand. Students then work in pairs to talk about how Gary should change his eating habits.

FOLLOW-UP ACTIVITY

Students play the roles of Gary and his best friend. They then act out a dialogue in which the best friend offers advice and Gary responds appropriately.

- Ex 1b** Students speculate about the contents of each book and decide which two would suit Gary best. Elicit reasons from them for their choices. Then ask which of the books they would buy for:

their grandparents.

their best friend.

their parents.

- Ex 2a** Students describe what they can see in the pictures and talk about how healthy / unhealthy the people's lifestyles are.

- Ex 2b** Explain the activity to students. Allow a few minutes for them to think of three or four questions to ask their partners.

Are you moving on? Check Yourself

- Read the statements one by one and make sure students understand them. Students then consider each one and tick the box they feel most appropriate. Then ask which things students believe they can do best and which worst. Then ask which areas they feel they would most like to improve in and why. For example:

I want to be able to write about people's eating habits better as I think it might be useful to pass an exam one day.

I want to be able to discuss where I'd like to eat and what I'd like to eat as I'm visiting a friend in Britain next summer.

Follow by discussing some ways of achieving this.

Preparation for Module 3

- pictures from magazines or photos of people wearing different kinds of clothes
- fashion magazines, brochures or advertising leaflets showing clothes suitable for different occasions (a mail-order catalogue would be ideal)
- photos of things made of silk, fur or wool or actual items of clothing / accessories made of these materials



MODULE 3 Fashion

Lessons 1-4

- Students look at the pictures and come up with ideas about the content of the module.
- Ask for a volunteer to read out the *Read about ...* section. Students then make predictions about the storyline. (For example: *What happens to Matt and Jamie when they go shopping.*) Ask what they think central London is like and what kind of shops you can find there (*a variety of shops, particularly clothes shops in and around Oxford Street*).
- Someone else reads out the *Learn ...* section and *Cross-cultural corner* title. Ask students which they feel will be most interesting and which most useful for someone thinking of visiting an English-speaking country.

3

Lesson 1

The Pickpocket

Lesson Summary

Functions:

- talking about the past
- asking questions about the London Underground

Topics:

- pickpockets; the London Underground

Structures:

- simple past
- past progressive

Objectives:

- to revise and consolidate what students have learnt about the simple past and the past progressive
- to offer controlled and free practice in the simple past and the past progressive
- to enable students to ask simple questions about how to use the London Underground
- to teach specific phrasal verbs with *look* appropriate to this level

WARM-UP

- Write *pickpocket* on the board and ask students if they know what it means. If nobody does, ask someone to come to the front of the class with his / her wallet or purse in one of their pockets and demonstrate the meaning of the word by picking the student's pocket.
- Students work in pairs to discuss:
What kind of places pickpockets are usually found.
What people can do to protect themselves against pickpockets.
They then imagine you are a foreign visitor to their country and give you advice regarding pickpockets.

- Play the first section of the cassette; students follow in their books. Ask:
Is it easy to use the London Underground? (usually)
Does Matt travel on the Underground a lot? (no)
What happened while they were looking at a map?
(a young man bumped into Jamie)
- Play the rest of the cassette, students follow in their books. Students tell you what happened next using their own words, or simply lifting from the text. Ask students if they think Jamie's wallet will be found.

Listen and Read

- Students look at the sentences in the *Comprehension Check* exercise and try to arrange them in chronological order to find out what happens in the text. Do not give them the correct order at this point.

Comprehension Check

- Students make any changes they feel necessary to the order they put the sentences in prior to reading the text. Find out if anyone had everything correct.

FOLLOW-UP ACTIVITY

In pairs, students read the dialogue between the police officer and Jamie, then continue it, taking into account the information the police officer asks for and gives in the closing paragraph of the text. Two or three pairs act out their dialogues for the rest of the class.

Grammar

- Students look at the text on page thirty-six and find some examples of the simple past (for example: *decided, went, wasn't, stopped, bumped*). They should tell you whether the examples they find are regular or irregular verbs. Revise the irregular verbs in the following way:

Teacher: *go*

Student 1: *went*

Teacher: *put*

Student 2: *put*

Teacher: *do*

Student 3: *did*

- Write the sentence below on the board and invite someone to come to the front of the class to write the negative, interrogative and negative-interrogative forms.

Matt and Jamie went shopping yesterday.

Then elicit the short answers; write these next to the interrogative sentence.

- Ask students what the simple past is used for (*to talk about past actions or past situations*). Elicit examples for each of these. For example:

She left the house, locked the door and walked away.

I lived in France when I was a child.

Explain to students that we can also use *used to + verb* to talk about the past. Put the sentences below on the board:

They used to live in the country.

They didn't use to live in the country.

Did they use to live in the country?

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

Didn't they use to live in the country?

Then give students the sentence below and ask them to supply the other forms (negative, interrogative, short answers and negative-interrogative.)

He used to go fishing every Saturday.

- Ask students what tense we use to talk about an action that was in progress in the past (*the past progressive*). Ask for examples of this from the text on page thirty-six. (*While they were studying..., ... as I was leaving ..., ... two police officers were standing ...*). Put the sentence below on the board and ask someone to write the negative, interrogative and negative-interrogative forms. Then elicit the short answers.

She was working at ten o'clock.

Explain that the past progressive can be used for sentences where one action interrupted another or happened during that time, (for example: *While I was working, Geoff arrived.*) or to explain what two people were doing at a certain time. (*While she was reading, Paul was watching TV.*) Make sure students understand that the past progressive cannot be used for past habits.

- Refer students to the Grammar Reference (page 159 / 160) and read through the information with them.
- Tell students to refer to the Grammar Reference (page 160) for the spelling rules of regular verbs and page 175 / 176 for irregular verbs.

Grammar Practice

- Ex 1** This exercise offers controlled practice in the use of the simple past and past progressive. After checking answers, ask students how they think Jamie felt on hearing the news.
- Ex 2** Students can form a variety of sentences from the prompts given. Obviously, these must be logical.

SAMPLE ANSWERS:

1 *My aunt phoned while I was having lunch.*

2 *He was reading a book when he fell asleep.*

3 *Harry was playing football when it started to rain.*

4 *While the tourist was taking a photo someone stole her bag.*

Vocabulary Practice

- This exercise focuses on pairs of words easily confused by learners of English.

Speaking

- This activity offers controlled oral practice in the use and formation of the past progressive. Students take it in turns to ask and answer the questions.

FOLLOW-UP ACTIVITY

Tell the class that a crime occurred the previous day (*a student's bag / money / mobile phone was stolen*), and that you, as a police officer are going to ask everyone what they were doing at midday yesterday. Ask students in turn. The person who cannot think of an answer is the criminal. Do not start by asking the stronger members of class; let them take a turn later when the most obvious ideas have been used.

Situational English

- Briefly revise ways of giving directions (*walk along ...*, *turn left / right into*, *on the corner*, *walk until you get to ...*, etc.) by asking students: 'Can you tell me the way to ... ? (the bank, post office, your house, etc.)'. Then direct students' attention to the three ways of asking for or about directions above the exercise. Explain that the dialogue takes place in London. Students then fill in the correct sentences.
- Students practice reading the dialogue in pairs.

Language Awareness

- Ex 1** All the phrases appear in the text on page thirty-six, to which students can refer to for help when filling in the missing words.

FOLLOW-UP ACTIVITY

In pairs, students write sentences using *bump into*, *come up to*, *go back*, *walk away* and *write down*.

- Ex 2** Read the list of phrasal verbs and the corresponding explanations with the class. Give examples of when and how the phrasal verbs can be used to help students understand and be able to use them. For example:

When you're ill, your parents look after you.

If you lose something, you have to look for it.

FOLLOW-UP ACTIVITY

Ask students the following questions to check their understanding of the phrasal verbs.

Are you looking forward to Christmas / Easter?

Why?

Who do you look up to? Why?

Have you ever looked after a young child? Was it easy?

When was the last time you had to look for something?

When was the last time you told someone to look out? Why?

Lesson Summary

Functions:

- talking about experiences
- talking about recent actions

Topics:

- shopping; clothes

Structures:

- simple present perfect;
- present perfect progressive

Objectives:

- to consolidate what students know about the simple present perfect
- to introduce and practise the present perfect progressive
- to expose students to language used in a clothes shop

WARM-UP

- Revise what happened in the previous lessons and the simple past and past progressive by asking students:

Where were Matt and Jamie going? (shopping)

*What means of transport did they plan to use?
(the London Underground)*

What did they stop to look at? (a map)

*What happened next? (A young man bumped into
Jamie and stole his wallet.)*

Did the police find the wallet? (yes)

*What happened to the pickpocket? (A car hit him and
he's in hospital now.)*

What is the T-shirt like? (It has red and yellow stripes.)

Do you think Matt likes the sales assistant? Why?

- Play the last part of the cassette. Ask students to explain why Matt feels happy (*because the shop assistant has agreed to meet them later*).

Comprehension Check

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

FOLLOW-UP ACTIVITY

Ask students to explain the following words / phrases from the text using LI.

hold something tightly

just in case

attractive

walk over to

sweatshirt

look good on

stripes

keep somebody company

Listen and Read

- Ask the questions below about the picture to elicit *try on* and *fit* respectively. Write both vocabulary items on the board.

What was Jamie doing?

Is the jacket too small for him?

Then ask students:

Does the jacket suit him?

(Write *suit* on the board with the other words.)

- Play the first section of the cassette (up to the dialogue). Students follow in their books. Ask students to tell you what the two paragraphs are about using LI. (They should avoid attempting to translate the text, but should focus on paraphrasing the most important information.)

- Play the dialogue while students follow in their books. Ask:

*What is Jamie interested in buying? (a jacket, some
T-shirts and sweatshirts)*

What colour suits Jamie? (light green)

*Does the shop assistant think the sweatshirt will suit
Jamie? (yes)*

Grammar

- Put the sentence *I have found a wallet* on the board under the heading *Simple present perfect*. Students tell you what the sentence would be beginning: *you, he, she, we, they*. Then elicit the negative, interrogative and negative-interrogative forms of the sentence as well as the short answers in the first and third person. Remind students that this tense is used for an action that has happened recently and has a connection with the present (for example: *I have found a wallet.*) or for a past experience where the time is not known (for example: *I've been to France.*).

- Practise the second use of the simple present perfect by asking students:

Have you ever been to London?

Have you ever lost your wallet or purse?

Then encourage students to ask each other similar questions using the simple present perfect.

- Refer students to the Grammar Reference (page 160 / 161) and read through the information on the *Simple Present Perfect* with them. Pay special attention to point 2 and the box below it (page 161).
- Under the heading *Present perfect progressive*, put the sentence below:
I have been watching TV all morning.
- Students conjugate the verb *watch* in the present perfect progressive, then put the original sentence into the negative, interrogative and negative-interrogative forms as well as supply the short answers.
- Refer students to the Grammar Reference (page 161) and read the information about this tense (*We use the present perfect progressive ...* to the end of the page).

Grammar Practice

- Ex 1** This exercise offers practice in the formation of the present perfect progressive.
- Ex 2** This exercise helps students better understand the various uses of the two tenses.
- Ex 3** This exercise follows on from the text on page thirty-nine and the dialogue takes place between Matt and the sales assistant. It offers further practice in the use of the two tenses.

FOLLOW-UP ACTIVITY

Students practise the two tenses further by telling you what they have learnt in the dialogue about Matt and the sales assistant.

Speaking

- This oral activity provides controlled practice in the present perfect progressive. Encourage students to vary the dialogues slightly. For example:
Student 1: *You're dirty.*
Student 2: *Yes, I've been playing in the garden all day / afternoon / for hours.*

FOLLOW-UP ACTIVITY

Ask students to call out adjectives that can be used for people. Write on the board any that would be suitable for this activity. (for example: *cold, miserable, wet, tired, angry, worried, hungry, thirsty.*) Students take it in turns to choose an adjective and ask a classmate *Why are you so tired / cold / worried.* The second student must respond using the simple present perfect or the present perfect progressive. For example:

Student 1: *Why are you so tired, Anna?*

Student 2: *Because I've been working all day*

(Anna) *Why are you so worried, Peter?*

Student 3: *Because I've lost my dad's camera!*

(Peter) *Why are you so ...*

Situational English

- Ask students what kind of questions customers in clothes shops often ask the sales assistant. Encourage them, if necessary, by asking questions. For example:

What do you ask if you're not sure if something fits you? (Can I try it on, please?)

What do you ask if an item of clothing is too small? (Have you got it in a bigger size?)

- Allocate roles and ask students to read out the first dialogue. Ask students to explain the words / phrases in bold either in English or LI. Students then work in pairs to complete the second dialogue.

Word Building

- Elicit from students any words they can think of with the prefix *un* or *dis*. Write some of these on the board and explain that these prefixes give a negative meaning of the word. Students then add the prefixes to the words in the exercise.

Language Awareness

- Check students understand the words in brackets by asking them to find examples of flowery, checked, patterned, striped and plain clothes / accessories in the classroom. Tell students that the adjectives go directly before the noun, however, if there is also a colour *plain* goes before the colour and not the noun.

Students then put the words in the correct place in the sentences.

Lesson Summary

Functions:

- describing what people are wearing

Topics:

- clothes; shopping

Structures:

- adjectives

Writing Skills:

- an e-mail to a friend about a party, the guests and their clothes

Objectives:

- to offer students practice in writing informal letters
- to teach students to use adjectives in the correct order in a sentence
- to enable students to talk about clothes, shopping, and what people are wearing
- to teach the pronunciation of /s/ and /ʃ/

WARM-UP

- Hold up photos or pictures of people from magazines and ask students to:
 - describe what the people are wearing.*
 - say where the people might be going based on what they are wearing.*
 - give their opinion of the people's clothes / image.*
- Ask students who they usually ask for an opinion when they are deciding what to wear for a party or other important occasion.

Listen and Read 

- Students imagine they have a job interview tomorrow for a summer job at a local radio station. Ask them what clothes they would wear for the interview and why. Explain that Matt's friend Rachel recently went for such an interview and sent Matt an e-mail all about it.
- Students close their books. They listen to the cassette to find out:
 - what Rachel wore for the interview.*
(*a plain, dark blue suit and a pale blue blouse*)
 - what the man at the radio station was wearing.*
(*jeans and a loose shirt*)
 - what the woman at the radio station was wearing.*
(*a long pink summer dress and flat sandals*)
- Students open their books; ask someone to read out the text. Students follow in their books and underline any words / phrases they do not understand. Discuss these; encourage students to work out the meaning from the context of the e-mail.
- Ask students if they have ever had an experience similar to Rachel's and worn inappropriate clothing.

Comprehension Check

- Students write complete sentences in answer to the questions.

Vocabulary Check

- Students do this vocabulary exercise in pairs.

Grammar

- Put the sentence below on the board and ask students to add the adjective *black* to it.
 - She was wearing a big jumper. (... a big black jumper)*
 Students then add *wool* to the sentence (*a big black wool jumper*). Finally, students add *old*. (*a big old black wool jumper*).
- Students look at the sentence and work out the rule concerning the order of adjectives. Give them the words *material, colour, size, age* to help. Tell them to put these in the correct order based on the order of the corresponding adjectives in the sentence on the board.
- Refer students to the Grammar reference (page 162) and read through the information on adjectives with them.

Grammar Practice

- Students complete the two short descriptions.

FOLLOW-UP ACTIVITY

Students work in pairs to write a short description of what one of their classmates is wearing similar to those in the exercise. Collect these in and read some of them out without giving the name of the person being described. The rest of the class should guess from the content of the description who it is about.

Writing

- Ask students if they ever send e-mails and, if so, who to and what they are about. Find out if they prefer sending e-mails instead of letters and why.
- Read the rubric with students. Invite them to tell you about:
 - the last party they went to.*
 - the clothes they wore.*
 - the last time they went shopping for new clothes.*Write any vocabulary that may be useful when writing their e-mails on the board for students to copy down.
- Ask someone to read the e-mail (supplying a name for their penfriend). When they reach the first blank lines, direct students' attention to the relevant box on the right and read what it says. The student continues reading to *There ...*; read the first part in the box on the right for Paragraph Three. The student continues reading to the next blank space; read the second point in the box on the right. The student then reads the rest of the e-mail. Students complete the e-mail either at home or in class. Before they do so, elicit some ideas as to what they could mention in each paragraph.

Speaking

- Ex 1** Take a number of fashion magazines, brochures or advertising leaflets depicting clothes into class. Divide students into groups of four and give out the material so that students can use it to find appropriate clothes for the occasions mentioned. Alternatively, each student in the group can imagine he / she is going to one of the occasions mentioned. The rest of the group are responsible for choosing suitable clothes from the magazines, etc. (If there are more than four in any of the groups, give them these additional situations: *a day in the mountains in autumn; an appearance on a TV programme.*)
- Ex 2** Discuss the questions about shopping with the class, then ask them what shops / shopping areas they would recommend to:
 - a British teenager visiting their country who wants to buy cheap but fashionable clothes.*
 - a group of tourists who want to buy souvenirs.*
 - someone who has just joined a gym and wants to buy some athletic clothes.*

Language Awareness

- Ex 1** Students decide in pairs which preposition is needed to complete each sentence.

FOLLOW-UP ACTIVITY

Working in pairs, students write sentences using *answer to, feel out of place, great at, in the end* and *dressed in*.

- Ex 2** This exercise introduces students to phrasal verbs with *turn*. When checking answers, ask students to use LI to explain the meaning of each phrasal verb.

Idioms

- Ex a** Students read the idioms and tell you what they have in common (each one mentions an item of clothing). They then match them with their meanings.
- Ex b** Students either work alone or in pairs to write sentences.

SAMPLE ANSWERS:

- 1 *If I was / were in your shoes, I would take the summer job.*
- 2 *'You all need to pull your socks up!' the teacher said when everyone in the class failed the test.*
- 3 *Dad was shouting at me because my bedroom was untidy so I told him to keep his shirt on.*

Pronunciation

- Ex a** Write *she* and *sea* on the board and ask students to say them. Ask what the difference in pronunciation is. Play the cassette; students listen and repeat chorally.
- Ex b** Students say each word out loud to decide where it goes.

Listening

- Student must identify the relationship between the three speakers and Nicole based on what they hear.
- Students close their books; play the cassette.
- Ask students to tell you any keywords they hear that will help them identify the speakers. Write these on the board. Play the cassette again; students choose their answers.

Lesson Summary

Project:

- finding out and writing about a job in the fashion industry

Topics:

- fashion; music; films; jobs in the fashion industry

Objectives:

- to offer students practice in working with peers to discuss advantages and disadvantages
- to expose students to the language of clothes catalogues
- to encourage students to find out more about jobs in the fashion industry
- to develop students' self-awareness through self-assessment.

WARM-UP

- Students work in groups to discuss and make a list of clothes, accessories, hairstyles, etc. that they think are currently in fashion. Each group reads out their list for the rest of the class to comment on, in particular where they disagree. Instruct students to be as descriptive as possible when making their lists, including one or two adjectives as they learnt to do in Lesson 3 of this module.

Listen and Read

- Students look at the article and try to explain what the title (*Followers of Fashion*) means. Play the introductory paragraph while students follow in their books. Based on what they have read and the subtitles, ask them for predictions as to the content of the two paragraphs in the text.
- Play the section of the cassette about Indian films while students follow in their books. Ask students to:
 - explain how Indian clothes and accessories have become fashionable.*
 - say whether or not they like the style of clothes described in the text.*
- Play the last part of the cassette while students follow in their books. Students then tell you:
 - who started hip hop music and where it started.*
 - what kind of lives these people live today.*

FOLLOW-UP ACTIVITY

Students make two lists: one under the heading *Indian films* and the other under the heading *Hip Hop music*. Under each heading, they should write the names of clothes and accessories mentioned in the text.

ANSWERS

Indian films	Hip Hop music
<i>brightly coloured skirts</i>	<i>baggy trousers</i>
<i>brightly coloured tops</i>	<i>sports tops</i>
<i>patterned shirts</i>	<i>expensive jewellery</i>
<i>tight white trousers</i>	
<i>white shoes</i>	
<i>gold bracelets</i>	
<i>bindis</i>	

Ask students whether they wear any of the items in the lists.

Comprehension Check

- Students read the text carefully again to choose the correct answers.

FOLLOW-UP ACTIVITY

Students read the paragraph about Hip Hop music again and find words / phrases that could be replaced by:

- every time (whenever)*
- at the same time as (as)*
- nowadays (today)*
- this is because (the reason is)*

Speaking

Ex 1 Take photos showing things made of *silk*, *fur* and *wool* or actual items of clothing / accessories made of these materials into the class. Students then decide what the items in the list can be made from. They then tell you what other materials they know. (*cotton*, *leather*, *denim*, etc.)

Ex 2 Make sure that students understand the term *advantages and disadvantages* by asking them to think of some of the advantages and disadvantages of school. Put their ideas on the board under the two headings. For example:

Advantages	Disadvantages
<i>make friends</i>	<i>strict teachers</i>
<i>learn</i>	<i>homework</i>
<i>long summer holidays</i>	<i>tests and exams</i>

Then illustrate how certain devices can be used when discussing advantages and disadvantages by putting the following sentences on the board (different colours should be used for the words in bold below):

On the one hand, we can make a lot of friends at school **but on the other**, the teachers are very strict.

Although we can learn a lot at school, we have too much homework.

One advantage of school is that we have long summer holidays. **One disadvantage** is that we have to do a lot of tests and exams.

Encourage students to use these phrases when discussing the jobs in the two pictures. Some ideas are given at the bottom of the page but students should be encouraged to use ideas of their own too.

Project

■ Students close their books. Put the term *fashion industry* on the board and ask students to work in pairs or small groups to come up with as many jobs as they can related somehow to the fashion industry (for example: *model*, *fashion designer*, *journalist for a fashion magazine*, *photographer*.)

■ Students open their books. Read the instructions for the project with them and ask them to think for a while about the job they will base their project on. Discuss their choices, then ask them to consider and make notes regarding:

sources of information.

whether or not the project will have illustrations.

what sections the project will consist of and what titles and subtitles it could have.

the format of the project. (a magazine article, a poster, a careers advice leaflet, etc.)

Joke

■ Students read the joke. Ask them if they know any similar jokes in their own language. If so, they should try and tell them in English.

Countries of the European Union

■ Tell students to turn to the map of Europe on page 179 of their coursebooks and to locate the two countries.

■ Find out what students already know about Denmark and Estonia. Ask:

Which famous writer of children's books came from Copenhagen? (Hans Christian Andersen)

■ Ask students to guess how old the kingdom of Denmark is, then tell them that Denmark is Europe's oldest kingdom, created in the tenth century. Then ask whether anybody knows when Estonia joined the European Union (*in 2004*). Tell students that about 30% of the population lives in or around the capital city, Tallinn.

Let's talk

Ex 1 Students work in pairs to read the information in the extract from a clothes catalogue and answer the questions about it.

Ex 2 This activity offers students practice in speculating about people's lives, intentions, etc. Allow some time for students to discuss the photos in pairs, then ask for their ideas.

Are you moving on? Check Yourself

■ Read the four statements and ask students which they think would be the most important if they:

were visiting England.

wanted to get a summer job in a clothes shop on an island.

■ Students then look at the statements again and decide which boxes to tick.

Preparation for Module 4

◆ postcards of different cities that students are likely to be familiar with

◆ postcards, photos and a guide book on London

◆ photocopies of Supplementary Teaching Material - pages 106 and 107



MODULE 4 Life on the Streets

Lessons 1-4

- Students look at the title of the module and the pictures and talk about what they think *Life on the Streets* means here. Explain that the expression is usually used to refer to homelessness, but that in this module it encompasses the life seen on the streets of a big city like London too.
- Ask for a volunteer to read out the contents of the module. Students tell you what they are most and least looking forward to reading about, and what the *Cross-cultural corner* in this module could be about (*people who play music or sing on the streets in order to get money from passers-by*).

4

Lesson 1

The Cost of Living

Lesson Summary

Functions:

- asking for a part-time job

Topics:

- sightseeing; street performers; part-time jobs; work

Structures:

- the infinitive (with and without *to*)

Objectives:

- to consolidate what students know about the use of the infinitive (with and without *to*)
- to offer oral practice in the use of the infinitive
- to teach and practise the perfect infinitive
- to enable students to ask about a part-time job

WARM-UP

- Put the phrase *street performer* on the board and elicit its meaning from students. Ask:
what kind of street performers they have seen.
what parts of their town / city someone should visit if they want to see street performers.
whether students ever give money to street performers.
whether students would ever consider working as a street performer to earn money.
- Play the dialogue between Jake, Matt and Jamie. Students follow in their books. Ask:
Does Matt like London? (yes)
Why is Jake working at the hotel? (He's a student and he needs some extra money.)
What suggestion does Jamie make? (that Matt finds a part-time job)
- Play the last part of the cassette; students follow in their books. Students explain what kind of place Covent Garden is and what happens in this final section of the text.
- Allocate roles; students read out the text.

Listen and Read

- Students describe the picture. Ask if they would stop and watch a street performer like this one.
- Play the first part of the cassette (the introductory paragraph); students follow in their books. Ask:
Who is Natalie? (the sales assistant from the clothes shop)
Who is Isabelle? (Natalie's younger sister)
Who is Jake? (one of the hotel waiters)
What are Matt and Jamie going to do today? (go sightseeing with the girls)

Comprehension Check

- Students decide whether the statements are true or false.

FOLLOW-UP ACTIVITY

In pairs students look at the text again to find words / phrases that mean:

talking (chatting)

what's your opinion of (what do you think of)

not have enough money to (can't afford to)

leave to go to (set off for)

pleased (glad)

make some extra money (earn some extra cash)

Grammar

- Ask students what verbs / structures they can think of which are followed by the infinitive with or without *to*. Divide the board (as shown below) and put in a few examples to get students started.

Infinitive with <i>to</i>	Infinitive without <i>to</i>
<i>decide</i>	<i>must</i>
<i>too (hot / cold)</i>	

- Encourage students to find all or most of the uses given in the Grammar Reference (page 162). Provide any that they do not know or failed to remember. Then remind students that the infinitive with *to* can also be used in sentences showing purpose. For example:
I went to London to visit an old friend.
- Students turn to the Grammar Reference (page 162). Read the information in the box with them.

Grammar Practice

- Ex 1** This exercise offers students controlled practice in the use of the infinitive with or without *to*.
- Ex 2** This exercise practises both the present infinitive and the perfect infinitive.

FOLLOW-UP ACTIVITY

In pairs, students write between two and four sentences about things that they should have done yesterday and might do today.

Speaking

- The questions in this oral activity are designed to practise what students have learnt about the infinitive. Give out the photocopy for this lesson (Supplementary Teaching Material - page 106). Students should read the questions in their section then think of two more. They then show these to their partner, who gives their opinion about the accuracy and appropriateness of the questions. Students then take their questionnaire, and ask a number of classmates the questions on it. When they have finished, ask some members of the class for feedback. For example:

Susan's parents don't let her go to concerts but Anna's parents let her.

Then ask the class if they feel their parents are too strict or not.

Functional English

- Students look at the sign. Ask them what kind of sign it is (*one that tells us about a job*). They then tell you:
what job it is for. (waiter)
what someone should do if they are interested in the job. (ask about it inside)
whether the job is for eight hours a day, five or six days a week. (no - it's a part-time job)
- Ask someone to read out the rubric and the sentences. Students then read and complete the dialogue.
- Students read the dialogue in pairs.

Language Awareness

- Students match the sentence halves.

Word Building

- Explain the difference between abstract and concrete nouns to students before they complete the table.

FOLLOW-UP ACTIVITY

Put the four sentences below on the board and ask students to complete them with the correct form of the verb given.

- The _____ started singing and dancing. **ENTERTAIN**
- The actor's _____ was very poor. **PERFORM**
- The elderly lady needed some _____ to get off the bus. **ASSIST**
- A lot of _____ have part-time jobs. **STUDY**

ANSWERS: 1 *entertainer* 2 *performance*
3 *assistance* 4 *students*

Lesson Summary

Functions:

- talking about things you like and don't like doing
- expressing interest and disinterest

Topics:

- sightseeing in London; a boat ride on the River Thames

Structures:

- the gerund

Objectives:

- to teach students, and offer practice in, the use of the gerund
- to revise the use of the infinitive (with or without to)
- to offer practice in: talking about likes and dislikes; expressing interest and disinterest

WARM-UP

- Take some postcards of different cities into the classroom. Students work in groups of four or five. One student in each group should be given a postcard. Without showing it (or the back of it) to the rest of the group, he / she should describe the scene (without actually naming any famous buildings). The others should guess which city it is. This activity works best if the postcards are of cities which students are likely to be familiar with.
- As a class, ask students what they know about the cities on the postcards. Then ask which one they would most like to go sightseeing in and why.
- Play the first dialogue; students follow in their books. Ask students if the statements below are correct or not.
 - People all over the world know about Tower Bridge. (yes)*
 - You can learn a lot about the history of London at Tower Bridge. (No - at the Tower of London)*
 - Some birds live in the Tower of London. (yes)*
 - Matt and Natalie like seeing plays. (yes)*
- Play the rest of the cassette while students follow in their books. Ask:
 - When it started to rain could the friends see the sights so well? (no)*
 - Does it often rain in England? (yes)*

Listen and Read

- Read the title of the lesson and ask if anyone in the class has ever taken a boat ride on the Thames. Then ask students if they know any of the sights you would see.
- Students scan the text and find the names of as many sights as they can (*Convent Garden, Tower Bridge, Tower of London, Globe Theatre, Big Ben*). If possible, pass round photos, postcards, a guidebook of London, etc. so students can see what these places are like.
- Play the beginning of the cassette (the introductory paragraph); students follow in their books. Ask:
 - Did the girls find the trip on the Thames interesting? (yes)*
 - Who gave them information about the sights? (the guide)*

Comprehension Check

- Students read the text again and then choose the correct answers.

FOLLOW-UP ACTIVITY

Students locate the vocabulary items below in the text and work out what they mean.

<i>fascinating</i>	<i>in the direction of</i>
<i>original</i>	<i>spoil</i>

Grammar

- Put the two sentences below on the board (with the two gerunds in a different colour from the rest of the sentence). Explain that the gerund is formed by adding *ing* to the verb.

I like skiing.

Smoking is bad for you.

- Refer students to the Grammar Reference (page 163) and read through the information about the gerund with them. Elicit more examples from students for each use.

Grammar Practice

- Ex 1** This exercise offers practice in the use of the gerund and the infinitive with *to*.
- Ex 2** This exercise offers further practice in completing sentences with the gerund or the infinitive with *to*.

FOLLOW-UP ACTIVITY - GAME

Give out the material for this lesson (Supplementary Teaching Material - page 107). Divide students into groups of three. One of the group should open their book at page 163 so that they have access to the information about the use of the infinitive and gerund. The other two students take it in turns to choose a square in the first grid and make a correct sentence with the verb or phrase given, following it correctly with a gerund or infinitive with or without *to*. The object of the game is to get a row of three correct answers (vertical, diagonal or horizontal) and is played in a way similar to noughts and crosses. The students with access to the Grammar Reference can check that the verbs / phrases are being followed by the correct form. If there is any doubt as to the accuracy of a sentence, the teacher should be consulted. The player who loses the first game then takes the Grammar Reference and the other two players have a game.

Speaking

- Students practise using the structures in the box orally by talking about the various activities.

FOLLOW-UP ACTIVITY

Students ask their classmates questions using *Do you like / enjoy ...* and *Are you interested in* For example:

Student 1: *Nick, do you enjoy going to the cinema?*

Student 2: *Yes, I do. Alex, are you interested in seeing (Nick) plays at the theatre?*

Functional Language

- Ex a** Students work in pairs to read the dialogue aloud. They then underline the relevant phrases.
- Ex b** Students complete the table with the phrases they underlined.

FOLLOW-UP ACTIVITY

Read the following statements. Students respond to them in an appropriate manner.

Let's go to the zoo!

Do you want to borrow this book about economics?

There's a documentary about animals on TV tonight.

I'm going to learn how to windsurf this summer.

Do you want to hear any more about the life of the snail?

Language Awareness

- Students fill in the correct prepositions.

FOLLOW-UP ACTIVITY

Students work in pairs to write sentences using *go on a trip, in the world, in the direction of, on the right / left, in the rain / snow* and *what kind of*.

Lesson Summary

Topics:

- homelessness; money

Structures:

- some / any / no

Writing Skills:

- completing a story

Objectives:

- to consolidate and expand on what students know about the use of *some / any / no*
- to enable students to narrate past events
- to teach the pronunciation of /ɜ:/ and /ʌ/
- to offer practice in agreeing and disagreeing with people's opinions

WARM-UP

- Students read the title of this lesson and say what they think it will be about.
- Put the word *homelessness* on the board, explain what it means and ask students to tell you:
 - what problems homeless people face.*
 - how they think people become homeless.*
- Ask students what they think the title of the lesson means and explain that in English, there is an expression *a roof over your head*.

Listen and Read

- Play the introductory paragraph and ask: *According to the text, how do people in London treat homeless people?* to elicit the answer *They don't treat them nicely*. Ask for examples of what this could mean. For example:
 - They don't give them money.*
 - They are rude to them.*
- Students close their books. Explain that you are going to read out the story of Alan slowly and, that every time you stop, students must find a way of finishing your sentence. Read Alan's story, pausing at these points:
 - However, it all ended suddenly when ...*
(2nd paragraph)
 - He had to sleep in ...* (2nd paragraph)
 - He met a man who had his own hotel and needed ...*
(3rd paragraph)
 At each of the above points, pause, allow students to make some suggestions, then continue reading.
- Students open their books; play Alan's story while they follow in their books. Students summarise Alan's story.
- Play Louise's story; students follow in their books. Ask:
 - Why did Louise decide to leave home?*
(*She had an argument with her father.*)
 - What do you think the argument was about?*

How long did Louise stay in London in all?
(*about three days*)

Where did Louise get the money to call her dad?
(*a woman gave it to her to get some breakfast*)

Comprehension Check

- Students refer to the text to do this exercise.

FOLLOW-UP ACTIVITY

In pairs, students discuss and make a list of the similarities between the two stories. For example:

both went to London
both became homeless
both slept in a park
both felt lonely
both had help from a kind stranger

- Students can refer to the *Comprehension Check* exercise for help getting started (the questions where they have answered *both*).

Vocabulary Check

- Students complete the table.

FOLLOW-UP ACTIVITY

In pairs, students find the phrases below in the text, decide what they mean and write sentences of their own with them.

<i>rent a flat</i>	<i>had an argument with</i>
<i>pay the rent</i>	<i>packed a bag</i>
<i>his luck changed</i>	<i>her money ran out</i>
<i>feel sorry for</i>	

Grammar

- Put the following three sentences on the board and ask students to fill in *some*, *any* or *no* and elicit the rules concerning their use.

I have _____ money left. I must find a job. (no)

Are there _____ eggs in the fridge? (any)

Mum's got _____ books for you. They're on the table. (some)

Would you like _____ more cake? (some)

Now write the three words on the board and ask students for their derivatives and some example sentences.

some	any	no
somebody / someone	anybody / anyone	nobody / no one
something	anything	nothing
somewhere	anywhere	nowhere

- Write the following sentence on the board:

No one of the girls ate ice cream.

Ask students to say why the sentence is incorrect and ask them to correct it. (*None of ...*)

Elicit three more sentences using *none of* and three more using *no one*. Then refer students to the Grammar Reference (page 163 / 164) and read through the information on *some*, *any* and *no* with them.

Grammar Practice

- This exercise offers controlled practice in the use of *some*, *any*, *no* and their derivatives.

Vocabulary Expansion

- Ex 1a** Students match the words with their opposites.

- Ex 1b** Students find the two pairs of antonyms to complete the sentences. They should consider not only the meaning of the sentences but also what is needed grammatically.

- Ex 2** *Ways of saying you have no money.*

Explain that the three phrases are different ways of saying that you have no money. Students then read the short text and fill in the correct words.

Elicit from students as many ways as they can think of for saying that someone has money. (For example: *rich*, *well-off*, *wealthy*, *not hard-up* / *broke* / *poor*.)

Writing

- Ex a** Ask someone to read out the introduction to the story. Students then tell you:

what they think Tracey and her parents argued about.

what they think happened when Tracey arrived in London.

Someone reads out the conclusion of the story. Ask students why they think Tracey decided to phone her mum.

- Ex b** Explain to the class that in order to write a story linking words and phrases need to be used. Ask them to look at the two stories on page fifty-six to find the following words / phrases.

however, when, then, firstly, but then, after, the next morning

- In small groups, students tell the story of what happened to Tracey orally. Remind them to use past tenses for this and where relevant, some of the linking devices above. Students write the story at home. Anyone who wants to can add ideas of their own, without departing from the original prompts too much. They could add more adjectives to describe how Tracey felt, give a few details about the hotel Tracey stayed at, etc.

Speaking

- Ex a** Elicit from students ways of agreeing and disagreeing with people's opinions and put these on the board. For example:

I (quite) agree.

I don't agree.

That's silly / wrong / not true.

You're quite right about that.

I'm not sure I agree with you about that.

Students then discuss the opinions in pairs or small groups.

- Ex b** Have a classroom discussion based on the two questions here.

Language Awareness

- Students look at the words in the box and say what meanings of the words they know. They then complete the sentences. When you have checked their answers, students should try to explain the two meanings of each word.

Pronunciation

- Ex a** Play the cassette. Students listen and repeat orally.

- Ex b** Students say the words aloud and decide which sound (/ɜ:/ or /ʌ/) each one contains.

Listening

- Instruct students to read the rubric and the questions that follow. For questions 1 - 4, ask students to guess what the answers could be and say why.

Lesson Summary

Project:

- designing a programme of entertainment for children

Topics:

- street performers; music; children's entertainment; helping people in need; running away from home

Objectives:

- to motivate students to plan a programme of entertainment suitable for children
- to offer students oral practice in: speculating; narrating a story; discussing similarities and differences; making decisions
- to offer students opportunity to discuss and reflect upon their abilities and progress.

WARM-UP

- Put the list below on the board and ask students to explain what each one does. Then ask what they are all examples of (*entertainers or street performers*).
mime artist singer acrobat juggler
guitarist fire eater snake charmer
- Divide students into groups of two or three. Tell them to imagine they are students in need of some extra cash who have decided to become street performers. They should discuss what they could do either as individuals or as a group. Make sure they realise that they can choose to do something different from the list on the board. When everyone has decided, students share their ideas with the rest of the class.

Listen and Read

- Ask students what they understand by the title. They then make some predictions as to the content of the text based on the title and the accompanying pictures.
- Play the first part of the cassette (the first paragraph). Students follow in their books. Ask students to read this paragraph again and then say what they think the next paragraph will be about. (If they need help, refer them to the sentence in the middle of the paragraph (*But buskers, who play ...*) and the sentences that follow, which imply that the main part of the text will be about musicians as opposed to other kinds of street performers.
- Play the rest of the cassette; students follow in their books. Ask:
 - Where is El Salvador? (Central America)*
 - What kind of musicians can you find in the streets of El Salvador? (Mariachi bands)*
 - Do people in El Salvador enjoy listening to these bands? (yes)*
 - What do young men who are in love sometimes do? (Hire a Mariachi band to play for the girl they are in love with.)*
- Ask students where they think this text comes from (probably a magazine / newspaper article).

Comprehension Check

- Students read the text carefully to complete the sentences.

FOLLOW-UP ACTIVITY

Students look at the text again and make a list of all the musical instruments mentioned:

ANSWERS:

guitar, violin, saxophone, drums, flute, trumpet

Speaking

- Read the prompts with students and explain that they can be used as a basis for the discussion about the two pictures.

Countries of the European Union

- Tell students to turn the map of Europe on page 179 of their books and locate the two countries.
- Ask students what they can remember about Finland from Module 1, Lesson 4. If they have trouble remembering, ask:

What animal can you see in the north of Finland? (reindeer)

What do people do after their sauna? (roll in the snow)

Tell students to look carefully at the map and say what there are a lot of in Finland. (*lakes*) Then ask students if they know whether there is something strange about the hours of light and darkness in Finland. If they do, ask them to explain what happens, otherwise offer an explanation yourself (there is no sunlight in the north of the country for two months in winter, while in summer it never goes dark).

Project

- Read the rubric aloud and make sure students understand what is required, Working in pairs, students should discuss and decide:

which school holidays their entertainment programme will be for (Christmas, Easter or summer).

what kind of entertainment to include (at least three different things).

which age group the events will be for.

any other information they could include (date, time, place, price - if any, etc.)

Students then make their leaflets (from a single piece of paper, a folded sheet or something more elaborate if they wish).

The completed leaflets can be displayed on a table and students can have a look at them to decide which entertainment programme they think is the most appealing.

Poem

- Ask for a volunteer to read out the poem while the other students follow in their books. Ask students for different adjectives that describe how they feel (guilty, sad, angry, annoyed, etc.) after reading the poem.
- Have a general discussion about how the writer feels with regard to other people and what his / her life must be like. Then ask students if, after reading this, it might make them consider giving some money to a homeless person begging on the streets.
- Ask students to tell you what they know about France and its capital, Paris. To prompt them, ask the following questions:

What food and drink is France famous for? (cheese, snails, frogs' legs, croissants, wine)

What famous sights are there in Paris? (the Eiffel Tower, Sacré Coeur, Pompidou Centre, The Louvre museum)

Let's Talk

- Ex 1a** Students say without actually reading the texts, what kind of texts they are (advertisements for charities). They then read them more carefully to say what the purpose of each one is (to ask for volunteers to help the homeless over the Christmas period (Helping Hand); to find food and warm clothes (Reach Out); money).

Ex 1b In pairs, students discuss the three different ways of helping people this Christmas. They should try to decide which one thing each of them should do. They can either choose to do the same thing or something different. Ask for reasons.

Ex 2a When students have answered the questions about the pictures, they sit in groups of four and narrate the story. Each student can talk about two pictures. Remind them to use the past tense and some of the linking devices seen in Lesson 3 of this module.

Ex 2b Students complete the speech bubbles with their own ideas and think up an appropriate ending. Ask different students to read their completed stories to the rest of the class.

Are you moving on? Check Yourself

- Read each statement. Students answer the following questions:

Statement 1: What information might you want to know about a part-time job? How would you ask for it?

Statement 2: How many ways of expressing interest / disinterest can you think of? What do you think of the ideas below?

going swimming

seeing a horror film

going shopping

going to a transport museum

Statement 3: What do you like and not like doing in your free time?

Statement 4: Did you find it easy to tell the story in exercise 2a above?

Students then read the statements again and tick the boxes they feel are appropriate.

Preparation for Module 5

- ◆ small pieces of paper with the name of a different animal on each one
- ◆ pictures of pets (or other animals) which seem to be in difficult situations (for example: a stray cat, an animal in a cage, an unhappy looking dog)
- ◆ photocopies of Supplementary Teaching Material - pages 108 and 109



MODULE 5 Animals

Lessons 1-4

- Tell students that the theme of the module is animals, then read out the contents of this module. Ask the following questions:

Where do you think Natalie and Isabelle take Matt and Jamie?

What are stray animals?

How many farm animals can you think of?

What kind of animals do people usually keep as pets?

What animal is 'Man's Best Friend'?

5

Lesson 1

What's a City Farm?

Lesson Summary

Functions:

- talking about things you weren't able to do
- talking about things you will be able to do

Topics:

- farms; farm animals; animals and their young

Structures:

- modal verbs (*can, could, might, may, should / ought to, must*)

Objectives:

- to consolidate and expand on students' knowledge of the use of modal verbs
- to offer written and oral practice in the use of modal verbs
- to teach students ways of sequencing

WARM-UP

- Write the names of different animals on separate pieces of paper and give one to each member of the class. Students take it in turns to come to the front of the class to describe the animal on their piece of paper. Their classmates should guess what animal it is and can ask questions in order to elicit more information. This activity can also be played as a game: divide the class into two teams (A and B). Someone from Team A comes to the front of the class and describes his / her animal to the rest of the team. Then it is the turn of someone from Team B. The teams score a point for each animal found by their teammates.
- Play the first part of the cassette (to the end of the first dialogue). Students follow in their books. Ask students what is meant by the phrase *had other ideas* at the end of the introductory paragraph (*they disagreed with Matt and Jamie*); they then explain why (*it was too nice a day to stay indoors*). Students work out the meaning of *make the most of it* from the context.
- Play the rest of the cassette while students follow in their books. Ask:

How does Matt feel when they get to the city farm? (surprised)

Why do people who work in offices like visiting Eden Farm? (They find it relaxing.)

What animals are mentioned in the text? (lambs, calves and piglets)

Listen and Read

- Ask students the question asked in the title of the lesson. (*It's a place in a city with a lot of farm animals which people can visit.*)
- Students tell you what they can remember about the sightseeing Matt and Jamie have done so far (*Convent Garden, a boat trip on the River Thames*).

Comprehension Check

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

FOLLOW-UP ACTIVITY

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

inside (indoors)
chance (opportunity)
difficult / full of worries (stressful)
perfect (ideal)
worry (anxiety)
give food to (feed)

Grammar

- Revise what students already know about the uses of modal verbs by giving out the worksheet (Supplementary Teaching Material – page 108) and telling students to match each sentence to one of the uses. (These can be used more than once.)

ANSWERS: 1 a 2 e 3 c 4 a 5 g 6 b 7 f 8 c 9 d
10 b 11 b 12 h

- Ask the following questions:
 - Which sentence, 1 or 4, shows ability in the past? (4)
 - How could we rephrase that sentence? (by using *was able to*)

(Explain to students that *could* is used for general ability in the past as in sentence 4 on their worksheets. But for something we managed to do on a specific occasion, we use *was / were able to*. Put the examples below on the board to illustrate this:

I could ski when I was five.
He was able to finish the crossword puzzle.

Explain that *couldn't* and *wasn't able to* can be used in both cases.)

- What do we use instead of 'can' for sentences about the future? (*will be able to*)
- What can be used instead of 'must' to show obligation? (*have to*)

(Give examples in the past and future, and write them on the board. For example: *He had to get up at six yesterday. We will have to buy a new car next year.*)

- What's the difference between these two sentences?
You mustn't talk in the library.
You don't have to come with us.
(*The first shows that something is forbidden, the second that something isn't necessary.*)
- What can we use in sentence 7 on the worksheet instead of *should*? (*ought to*)

(Write sentence 7 on the board with *ought to* instead of *should*, then elicit the negative and interrogative forms and write these below it.)

- Put the sentence below on the board and explain to students that *will / would* can be used to make a request.
Will / Would you let me borrow your new jacket?
Explain that *would* is more polite.
- Put the sentence below on the board. Ask students what *used to live* can be replaced by. (*lived*)
He used to live next door to me.
Elicit the negative and interrogative forms and write these below.
- Refer students to the Grammar Reference (page 164 / 165) and read through the information on modal verbs with them.

Grammar Practice

- Students choose the correct answers to complete the dialogue. This exercise practises what students have learnt about the use of modal verbs and their alternatives.

Vocabulary Expansion

- Students do the matching exercise.

FOLLOW-UP ACTIVITY

Ask students if they know any of the sounds made by the animals in the column on the left.

ANSWERS: sheep - *baa* pig - *oink* dog - *bark / woof*
cat - *miaow* duck - *quack* cow - *moo*
chicken - *cluck*

Word Building

- Students read each sentence and decide whether the missing word is a noun or adjective. They then fill in the words.

Speaking

- Ex a** This oral activity offers controlled practice in the use of the structures *wasn't able to* and *will be able to*.
- Ex b** This oral activity offers controlled practice in using *must* and *should*.

FOLLOW-UP ACTIVITY

For free practice in these structures ask students to:
talk about some other things they weren't able to do yesterday but will be able to do tomorrow.
give advice to a new student at their school.

Functional Language

Ex 1a Direct students' attention to the words in the box and ask what they are used for (*to put events, instructions, etc. in the correct order*). Then read out the rubric. Students read and complete the dialogue.

Ex 1b Students do this oral activity in pairs.

FOLLOW-UP ACTIVITY

In pairs, students write sentences of their own using *first, then, after that, next* and *finally*.

Language Awareness

- Tell students that a lot of different expressions contain the word *take*. Read the ones in the diagram and elicit explanations of those that students are familiar with. They then complete the exercise. After checking answers, ask students to explain what each expression means.

Lesson Summary

Functions:

- talking about animals you like and don't like
- agreeing and disagreeing

Topics:

- pets; animals

Structures:

- *so do I / neither do I*
I do too / I don't either
- *reflexive / emphatic pronouns*

Objectives:

- to teach students to use the structures *so do I*, *neither do I*, *I do too*, *I don't either*
- to consolidate what students know about reflexive / emphatic pronouns.
- to offer oral practice in agreeing and disagreeing with statements using the structures above
- to motivate students to think about the difficulties and responsibilities involved in keeping a pet

WARM-UP

- Ask everyone in the class who has got a pet to raise their hands. Students without pets should then ask them questions such as

What kind of pet have you got?

What's its name? What does it look like?

Encourage them also to ask about the care the pet needs, how difficult / easy it is to look after, why it is a good pet and so on. Put prompts on the board to help students think of / form questions if you consider it necessary. If most or all members of class have got pets, they can work in pairs to ask and answer questions about them.

Listen and Read

- Play the introductory paragraph; students follow in their books. Ask students to paraphrase what happened.
- Students close their books. Tell them to listen to the dialogue and make a list of all the animals that are mentioned.

ANSWERS: *puppies, kitten, goldfish, dog, snake*

- Students open their books and read the dialogue in groups of four. Ask what they think Isabelle's *Ugh!* at the end conveys (*that she doesn't like snakes at all*).

FOLLOW-UP ACTIVITY

Still working in their groups, students look at the dialogue and find out what opinions are expressed in it about the animals mentioned. (For example: *Isabelle thinks the puppies are cute and wants one. Natalie agrees but she says their flat is too small and that their parents don't want a puppy.*)

Comprehension Check

- Students fill in their answers based on what they remember about the text, then refer to it in order to check their answers.

FOLLOW-UP ACTIVITY

Students look at the dialogue and find all the adjectives that are used in it to describe animals.

ANSWERS: *cute, little, sweet, playful, boring*

Grammar

- Put the statements below on the board:

'Joe is happy.' *'So is Sally.'*

'The Browns are moving house.' '_____ the Smiths.'

'I can speak French.' '_____ my brother.'

'Helen likes vanilla ice cream.' '_____ Diane.'

Explain that *So is Sally* is used to agree with the first statement. Elicit how the three incomplete sentences should be finished (*So are the Smiths; So can my brother; So does Diane*).

- Next to the sentence *So is Sally* add *Sally is too*. Explain this has the same meaning. Elicit the same for the other sentences. (*The Smiths are too; My brother can too; Diane does too.*) Make sure students understand that the two structures are used to agree with positive statements.

- Follow the same procedure with the sentences below:

'I won't be at school tomorrow.'

'Nor / Neither will Bill.' 'Bill won't either.'

'Simon doesn't know the answer.'

'_____ Paul.' '_____.'

'Tim and Jane aren't going on holiday.'

'_____ Beth and Adam.'

'_____.'

'She didn't like the film.'

'_____ he.' '_____.'

Explain that *nor / neither ...* and *... either* are used to agree with negative statements.

- Refer students to the Grammar Reference (page 165) and read through the information with them.
- Pretend to hurt yourself by hitting your hand gently against the desk and say *Ouch! I've hurt myself*. Put the sentence on the board and remind students that *myself* is a reflexive pronoun.
- Write the following on the board and ask students to supply the missing words.

She's cut _____ . (herself)

They've cut _____ . (themselves)

It's cut _____ . (itself)

We looked at _____ . (ourselves)

You looked at _____ . (yourself / yourselves)

He looked at _____ . (himself)

- Put the following sentences on the board and explain that in these sentences the pronoun is used to add emphasis. In the first one the pronoun is used to emphasise who did something while in the second one it emphasises the fact that the person did the action completely on their own. Ask for further examples.

She made the dress herself.

He painted the picture by himself.

- Refer students to the Grammar Reference (page 166) and read through the information on reflexive / emphatic pronouns with them.

Grammar Practice

- Ex 1** This exercise offers students controlled practice in agreeing and disagreeing with statements, using the structures taught in the *Grammar* section.

FOLLOW-UP ACTIVITY

Put the following sentences about the text on page sixty-seven on the board.

Isabelle like puppies.

Isabelle really wants a pet.

Natalie's grandmother once had a goldfish.

Isabelle thinks goldfish are boring.

Students work in pairs, taking it in turns to read a statement and respond to it based on the text. For example:

Student 1: *Isabelle likes puppies.*

Student 2: *So does Natalie. Isabelle really wants a pet.*

Student 1: *So does Natalie.*

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

Vocabulary Practice

- This exercise focuses on pairs of words which learners of English often confuse.

FOLLOW-UP ACTIVITY

Students write sentences of their own using all the words in this exercise.

Speaking

- This activity offers oral practice in the structures taught in the *Grammar* section.

Functional Language

- Ex a** Students read the dialogue in pairs then underline the ways of agreeing and disagreeing they find in it.
- Ex b** These questions check students' understanding of the dialogue.
- Ex c** Students do the activity in pairs. Early finishers could act out the following dialogue:
You want to buy a pet snake.

Word Building

- All the answers in this exercise appear in the text on page sixty-seven.

Idioms

- Students fill in the missing animals to complete the idioms. After checking students' answers, ask them what idioms with animals they can think of in their own language and how they would explain to an English-speaking friend what they mean.

Lesson Summary

Topics:

- pets; unwanted animals

Writing Skills:

- writing a story

Objectives:

- to offer students practice in planning and writing a narrative
- to develop students' comprehension of spoken text
- to teach the pronunciation of /ɑː/ and /ɔː/

WARM-UP

- Collect some pictures of pets (or other animals) which seem to be in difficult situations (for example: *a stray cat, an animal in a cage, an unhappy looking dog.*). Divide students into groups and give each group a picture. They should make up a short story about the events that happened to the animal before the photo was taken. A spokesperson for each group then comes to the front of the class, holds up their picture and tells the animal's story. Time permitting, you can expand on the activity by asking for ideas as to what will happen to the animal next. (For example: *Will it find a new home? Will it be set free?*)
- Play the cassette (the short story); students follow in their books. Ask:
 - Did Marie usually like her birthday presents? (yes)*
 - Did the dog Marie found have small eyes? (no)*
 - Do you think the dog was hungry? (yes)*
 - Did the dog push Marie into the river? (no)*
 Then ask students whether they think Marie's parents would have let her keep the dog if the accident hadn't happened.

Comprehension Check

- Students read the text to find out if the statements are true or false.

Listen and Read

- Students read the newspaper article. Put the three communicative aims below on the board and ask students which is the purpose of the text.
 - to give advice*
 - to give information (✓)*
 - to make the reader laugh*
 Then ask what it gives information about (*the situation regarding unwanted dogs*).
- Play the cassette (the article); students follow in their books. Ask:
 - Do people think for a long time before they buy a puppy for their child? (no)*
 - If somebody has a dog, what do they need to do for it? (Give it the right food; take it for long walks; take it to the vet's.)*

Writing

- Ex 1** Students read the short narrative without trying to fill in the missing words and say what happens in it. They then complete it with the words given. After checking students' answers, ask them if they have ever heard about people abandoning kittens or puppies in this manner.
- Ex 2a** Read out the rubric; students then answer the questions to plan their story. Ask some members of the class to share their answers.
- Ex 2b** Explain to students that they should follow the paragraph plan when writing their story. Read through it with them to make sure they fully understand what the content of each paragraph should be. Students write their stories for homework.

Speaking

- As students have already talked in some detail about their pets (*Warm up* for Lesson 2), for question 1 focus on:

what the pet's character is like.

what it offers to its owner.

if it ever causes problems / annoys members of the family.

- For question 2, invite students to give advice to their classmates or make comments regarding their choice. For example:

Student 1: *If I could have any pet I wanted, I'd choose a horse.*

Student 2: *But a horse needs a field to live in and you live in a flat in the city. / If you had a horse, you could go for long rides on it.*

Quiz

- Students will probably be familiar with this kind of quiz. Ask them where we usually see them (in magazines) and if they enjoy doing them. After students have done the quiz, ask everyone who is in the *mostly As* category to raise their hands, and say how valid they feel the result is. Do the same for the remaining two categories.

Pronunciation

- Ex a** Play the cassette; students repeat chorally and individually.
- Ex b** Read out the words one by one. Students put them into the appropriate category.

Listening

- Before students listen ask them which of the three pets they think:
 - is the most dependent.*
 - makes the best friend.*
 - needs the most care.*
 - is the easiest to look after.*

Lesson Summary

Project:

- making a leaflet about a zoo

Topics:

- dogs; zoos; taking care of pets

Objectives:

- to offer students practice in extracting information from leaflets
- to give students a chance to plan a leaflet and discuss its content with their peers
- to offer oral practice in speculating about pictures
- to develop students' self-awareness and self-assessment skills

WARM-UP

- Give out the material for this lesson (Supplementary Teaching Material – page 109). Divide students into groups of five or six and ask them to write a short news bulletin based on the headline of their choice. One volunteer from each group should then come to the front of the class, pretend to be a newsreader and read out the bulletin.

Check students' answers, then tell them to open their books. Ask different students to read out the paragraphs about the Japanese boy and girl.

FOLLOW-UP ACTIVITY

In pairs, students look for similarities between the texts about the boy and girl. (For example: *They both live in a flat / apartment. They both rent puppies. They both enjoy being with the dog.*)

Listen and Read 

- Play the cassette (the introductory paragraph), students follow in their books. Ask them what similarity and difference between Tokyo and Europe are mentioned. (*People in both places love dogs, but in Tokyo a lot of people haven't got enough room for a pet dog.*) Students make predictions about how people in Tokyo manage to spend time with a dog.
- Play the next paragraph while students follow in their books. Ask:
 - What job does the man do? (He works in a shop which rents pets.)*
 - How long do people keep the dogs for? (between an hour and a whole night)*
 - What can customers also get? (a collar, lead and water dish)*
- Students close their books. Tell them that they are going to hear what two Japanese children say about renting dogs. Put the following sentences on the board for students to complete as they listen.
 - The boy rents a puppy on _____ . (Sunday mornings)*
 - He takes her to the _____ . (park)*
 - The dog stays on its _____ in the park. (lead)*
 - The girl lives in a _____ . (small flat)*
 - She doesn't always rent _____ puppy. (the same)*

Comprehension Check

- Students refer to the text again to find the answers.

FOLLOW-UP ACTIVITY

Students look at the text on page seventy-three to find words / phrases that mean:

all different kinds of dogs (dogs of all shapes and sizes)

block of flats (apartment building)

money which parents give to children every week, etc. (pocket money)

sometimes (now and again)

Speaking

- Students answer the questions based on the two leaflets. Students then talk about their experiences of visiting places like these.

Project

- Read out the rubric. Ask students if they have information about a zoo in their own country or another, and, if not, where they could find such information.
- Divide students into groups. If some students in the class already have information about a zoo, organise the groups so that one of these students is in each group. Students then discuss how they are going to divide the work between them.
- The completed leaflets can be displayed on the wall in the next lesson. Students then decide which place:
 - *they would most like to visit.*
 - *would be best for a school excursion.*

Poem

- Read the poem while students follow in their books. Students then work in small groups to discuss what they think the poet wants to communicate to the reader. They then share their ideas and discuss them as a class.

Countries of the European Union

- Tell students to turn to the map of Europe on page 179 of their books and locate the two countries.
- Find out what students know about Germany and whether any of them have ever visited it. Then, ask the following questions:
 - What does Germany make more of than any other country in Europe? [cars]*
 - What food, made from meat, do German people eat a lot of? [sausages]*
 - Which German city held the 1974 Olympic Games? [Munich]*
 - Which German city had a wall between the east and west until 1990? [Berlin]*
- Next, ask students to tell you some facts about Greece (for example: famous sights, people, events, food and drink).

Let's talk

Ex 1a Write RSPCA on the board and explain to students that it is an organisation which helps animals. Then ask them to try and work out what each letter stands for (*Royal Society for the Prevention of Cruelty to Animals*). This can be made easier by supplying some of the words and giving hints as to the others. Alternatively, put the equivalent number of spaces on the board and play the game 'Hangman' to find the words.

Students then look at the leaflet (the front page) and say what they think it is about. (Students should not read all the information on the inside page to do this, but to infer the content of the leaflet based on the titles, pictures, etc.)

Ex 1b Students read the *Checklist* and answer the question. They do not need to understand all the vocabulary, but should just pick out the relevant information they need to give to their friend. (They should tell their friend about the position of the hutch, how to feed and care for the rabbit, and give the telephone number of the vet and a contact number for themselves, if possible. Elicit from students what they know about caring for and feeding a rabbit.)

FOLLOW-UP ACTIVITY

Students work in pairs to role-play a conversation between two friends. One is going away for a week and wants the other to look after his / her pet. Students can talk about whatever pet they like. Instruct the first student to begin by asking whether or not their friend can look after their pet dog, cat, hamster, snake, etc., then giving advice about food, exercise, care of the pet, etc.

Ex 2 Students answer the questions and speculate about the people / animals in the three pictures.

Are you moving on? Check Yourself

- Read the first statement. Ask students what farm animals they can remember and what their young are called.
- Read the second statement. Ask students if they find it easy or difficult to talk about pets and animals that they like / dislike.
- Read the third statement, then give the opinions below to elicit responses from students:
 - I'm going to get a pet crocodile and keep it in the bath.*
 - It's easy to look after a puppy.*
 - I don't like snakes.*
 - I think it's good for young children to have pets.*
- Read the last statement. Ask students how well they feel they can do this and how important they think it is.

Preparation for Module 6

- ◆ a variety of CDs (pop, classical, traditional, jazz, etc.)
- ◆ written material connected with forms of entertainment such as TV, opera, ballet, theatre (for example: theatre programmes, television guides / magazine, leaflets about festivals or performances)
- ◆ photocopies of Supplementary Teaching Material - pages 110 and 111.



MODULE 6 Entertainment

Lessons 1-4

- Ask students to say what they can see in the pictures and, based on these, come up with some ideas about what they might learn in this module.
- Ask someone to read out the *Read about ...* section. Students speculate about:
 - what forms of entertainment (cinema, theatre, etc.) they think Matt and Jamie experienced in London.
 - what forms of entertainment young people usually prefer. (Make a list on the board.)
- Ask someone to read out the *Learn ...* section. Students tell you:
 - if they have ever bought tickets for a concert, or similar event, and where they got them from.
 - which of the items in the list they feel will be the most interesting.
- Direct students' attention to the title of the *Cross-cultural corner* and ask them for ideas about what they think they might read. Ask if they enjoy dancing.

6

Lesson 1

A Night Out

Lesson Summary

Functions:

- talking about the kind of music you like and dislike
- buying concert tickets over the phone

Topics:

- entertainment; concerts; music

Structures:

- passive voice

Objectives:

- to introduce students to the formation and use of the passive voice (simple present, simple future, simple past, simple present perfect)
- to offer controlled practice in the formation of the passive voice
- to practise talking about likes and dislikes
- to familiarise students with language related to buying concert tickets over the phone

WARM-UP

- Take a variety of CDs (pop, classical, traditional, jazz, etc.) into the classroom. Pass them round the classroom one by one so students can familiarise themselves with them, then ask which they would:
 - buy as a birthday present for their best friend.
 - give to their parents.
 - buy for themselves.
 - recommend to foreign visitors to their country.
- Use the CDs to start a list of different kinds of music. Ask someone to come to the front of the class to write on the board. Hold up each CD and ask students what kind of music it is. Then add as many different kinds of music as students can think of to the list.

Listen and Read

- Refer students to the title of the lesson and ask about the last time they had a *night out*. Then ask what they can see in the picture and whether they have ever been to a concert like this.
- Play the first part of the cassette (the first two paragraphs) while students follow in their books. Students summarise what it is about. Ask students to read the last sentence again and to work out the meaning of *they bumped into Jake*. (*Bump into* was introduced in Module 3 to mean *walk into*, but here it means *meet by chance*.)

- Play the first dialogue; students follow in their books. Read the statements below and ask students if they are true or false.

Jamie and Matt don't look very happy. (true)

Jake has already got tickets for the concert. (false)

It costs a lot to go to the concert. (false)

- Play the rest of the cassette while students follow in their books. Ask:

Were there a lot of people at the concert? (yes)

Did the boys enjoy it? (yes)

Comprehension Check

- Students read the text again carefully to answer the questions.

FOLLOW-UP ACTIVITY

In pairs, students work out the meaning of the following words / phrases.

cheerful

a small amount

we'd rather do

charity

at the last minute

stage

Grammar

- Refer students to the three 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 cheap clothes there. (Active voice)

Cheap clothes 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 cleaned the windows.
Someone will send the letter tomorrow.
Someone has locked the door.
- Refer students to the Grammar Reference (page 166) where they can see examples of passive voice sentences in the four tenses. Tell them they can look here when doing the exercises in the *Practice* section if they want to check their answers. Explain points 2 and 3.

Grammar Practice

- Ex 1** This exercise offers students controlled practice in forming sentences in the passive voice.
- Ex 2** Students look at the active voice sentence and say which tense is used. Explain that they have to rewrite this sentence in the passive voice. Do the first one as a class; students do the rest alone.

Vocabulary Practice

- All the phrases here appear in the text on page seventy-eight. Students can refer to this for help.

FOLLOW-UP ACTIVITY

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

How do you usually feel when your summer holiday is over?

Are you usually enthusiastic about doing your homework?

Did you go out with friends last weekend? Where did you go?

Have you ever done anything for charity? Tell the class about it.

Speaking

- Ex a** Before students answer the questions in this section ask what structures they can think of that can be used to express likes and dislikes. Put a list on the board. For example:

am fond of

hate

enjoy (... ing)

don't like / enjoy

like

prefer ... to ...

- Ex b** Students work in pairs to discuss the pictures. Ask what differences they found between the pictures.

FOLLOW-UP ACTIVITY

In groups of four, students imagine they are organising a concert to raise money for a charity. They should decide:

what charity the concert is for.

where the concert will be.

what bands they will ask to play.

Situational English

- Students tell you what kind of questions they might ask and expect to be asked when buying concert tickets over the phone. They then complete the exercise.
- Students practise reading the dialogue in pairs.

Word Building

- Tell students that the same kind of word is missing in all four sentences (adjective). They read the sentences and tell you what kind of word it is. Students then complete the exercise. When they have finished they can refer to the text on page seventy-eight to find the answers.

Language Awareness

- In pairs, students fill in the phrases. After checking their answers, elicit an explanation of each phrase.

Lesson Summary

Functions:

- talking about the best locations for buildings
- giving warnings

Topics:

- ice skating; signs and warnings; leisure centres

Structures:

- passive voice (*is / was being done; must / can be done; was seen heard to do ...*)

Objectives:

- to consolidate what students already know about the passive voice
- to teach and practise the use and formation of the passive voice, in progressive tenses, with modal verbs and with verbs that have two objects
- to provide oral practice in making suggestions, agreeing and disagreeing
- to familiarise students with the language of signs and ways of giving warnings

WARM-UP

- Put the term *Winter sports* on the board and ask students how many they can think of (*skiing, ice skating, ice hockey, snowboarding, etc.*). Students talk about the winter sports they have tried, and those they would like to try. Then discuss possible dangers associated with each one.
- Students look at the picture and make predictions about the content of this lesson.
- Play the rest of the cassette while students follow in their books. Ask students what they think happened when Isabelle and Jamie started to skate around together (*Jamie probably fell over because he says Oh no! Ouch!*) and what they think Isabelle feels about the situation (*she probably finds it amusing*).
- Allocate roles; students read out the text.

Listen and Read

- Teach the term *ice rink*. Students then read the advertisement and find out information about:
 - the size of the ice rink. (It's the biggest in London.)*
 - what is available for children. (Children under eight have got their own ice rink and can have lessons there.)*
 - the competition. (This will be in December. The best skaters will get prizes.)*
 - when the ice rink is open. (It's open every day from eleven in the morning until eleven at night.)*
 - what people with cars can do. (Leave them in the car park, which is free.)*
- Play the cassette (to the beginning of the second dialogue); students listen and follow in their books. Students tell you what happened in the story using between six and eight sentences. These should be simple sentences that focus on the main event in the story. (For example: *Matt, Jamie, Isabelle and Natalie went ice skating. Matt bought the tickets. Matt and Jamie got some ice skates. The girls started skating really well. Somebody pushed Jamie and he fell over. Isabelle went past.*)

Comprehension Check

- Students choose the best answers to the questions. Ask them to underline the parts of the text that give them their answers so they will be able to justify their choices. Explain that if they can't do this, they should reconsider their answer.

Vocabulary Check

- The words here all appear in the text on page eighty-one.

FOLLOW-UP ACTIVITY

Students read the text again and underline any vocabulary items they don't understand. The class then discusses each of these to find out what it means. They should be encouraged to infer meaning from context as far as possible.

Give out the material for this lesson (Supplementary Teaching Material – page 110). In pairs, students read the two texts and make a list of the similarities between the two places advertised.

SAMPLE ANSWERS: *both places offer entertainment, both have swimming pools, both have a children's pool, refreshments are available, both have lifeguard(s) on duty, both open every day, both have waterslides*

Elicit some of the main differences. (For example: *Wonderful World of Water is open only in the summer; Splash has indoor and outdoor pools and offers swimming lessons; Wonderful World of Water has a children's playground.*)

Grammar

- Put the active voice sentences below on the board and elicit the passive voice forms to revise what was covered in the previous lesson.
 - They make chocolates there.*
 - Someone broke the computer yesterday.*
 - Andy will fix the TV.*
 - Someone has painted the kitchen.*
- Write the sentences below to elicit the passive voice form, and then the interrogative and negative forms.
 - They are building a house.*
 - She was cooking dinner.*
- Explain that active voice sentences with modal verbs can also be put into the passive voice. Put the examples below on the board, with the other active voice sentences. Students put these two sentences into the passive voice.
 - You must call the police. → The police must be called.*
 - Someone should feed the dog. →*
 - Everyone can use the computer. →*
- Refer students to the Grammar Reference (page 167) and read points 1 to 5 with them.

Grammar Practice

- Ex 1** Students complete the sign at the ice rink by completing the passive voice sentences as in the example.
- Ex 2** This exercise practises putting active voice sentences into the passive voice. The verbs in the active voice sentences all have two objects. Before students do the exercise, ask them to underline the two objects in each sentence.

Vocabulary Practice

- Students read the signs and decide what they mean.

FOLLOW-UP ACTIVITY

Ask students where they think the signs in the exercise might be seen.

- SAMPLE ANSWERS:** **1** *at a cinema or a supermarket*
2 *at an ice rink or a theme park*
3 *at a swimming pool or restaurant*

Speaking

- Students work in groups of three to four to talk about the advantages and disadvantages of the three suggested sites. Ask them what ways of agreeing and disagreeing they can remember from Module 4. Put these on the board for students to use during their discussion:
 - I quite agree.*
 - I suppose you're right.*
 - I think you're wrong there.*
 - I'm not sure about that.*
 - That's the silliest thing I've ever heard.*

FOLLOW-UP ACTIVITY

Students work in the same groups to discuss the best site for an ice rink to be built in their area.

Functional Language

- This activity introduces students to different ways of giving warnings. Working in pairs or alone, students read the dialogue and fill in the missing verbs.

FOLLOW-UP ACTIVITY

In pairs, students write short dialogues using *make sure*, *mind your head*, *be careful*, *don't hurt yourself*, and *watch out*. For example:

Child: *The ball's under the table. I'll get it.*

Parent: *Mind your head!*

Language Awareness

- Ex a** Students match the phrasal verbs with their meanings.
- Ex b** Students use the phrasal verbs to complete the sentences.

FOLLOW-UP ACTIVITY

Ask the questions below to check students' understanding of the phrasal verbs.

How often do your friends tell you to 'come on'?

How long would you like your summer holidays to go on for?

Name one person you get on with and one person you don't get on with.

When was the last time someone told you to hold on?

Similies

- Ex a** Explain to students that a simile is a kind of expression which compares one thing to another and that they are used to emphasise a quality about a person or thing. Give the example *as quiet as a mouse* (seen in Module 5) to illustrate what you mean.
- Ex b** Students complete the sentences.

FOLLOW-UP ACTIVITY

Students think of similar expressions in their own language. Make a list of these on the board. Students then work in pairs to discuss their meanings in the following way:

Student 1: *What does (reading the first expression in Greek from the board) mean?*

Student 2: *We use it to say that ... It means ...*

Students take it in turns to ask and answer questions.

Lesson Summary

Topics:

- entertainment

Writing Skills:

- writing an informal letter about plans for a friend's visit

Objectives:

- to offer more practice in planning and organising informal letters
- to provide further oral practice in discussing different forms of entertainment
- to teach the correct pronunciation of /ʊ/ and /u:/
- to offer practice in listening for specific information

WARM-UP

- Take any written material connected with forms of entertainment such as TV, opera, ballet, theatre, into the classroom. For example: theatre programmes, television guides / magazines, leaflets about festivals or performances. These can be either in LI or in English. Divide students into groups, give each group some of the items. and ask them to decide what they would like to attend or watch. To an extent, what they do will depend on what they are given. For example: one group could be given a guide to the week's television and asked to decide on one programme the whole group would like to watch on a particular day; another group could be given a programme for a music festival and told to choose a performance to attend; another group gets programmes from a number of theatrical works to choose one to attend, etc.

What is a couch potato? (someone who watches too much TV)

How do people in her town like to spend their free time? (bowling)

(Ben) *According to Ben, do a lot of young people enjoy seeing plays? (no)*

Why does he think this is? (it's expensive)

(Bettina) *Why does Bettina like dancing? (It's fun and it gets rid of stress.)*

What kind of music do you think she listens to after a long tiring day? (probably classical)

(Giovanni) *What two forms of entertainment does Giovanni enjoy? (opera and cinema)*

What does he want to be in the future? (a film director)

Listen and Read

- Students talk about any forms of entertainment they associate with the countries mentioned in the text. For example:

*People in the USA enjoy going to baseball matches
The opera is popular in Italy.*

- Students skim the texts and underline all the forms of entertainment mentioned. Allow about one minute for this.

ANSWERS: *TV, plays, ballet, opera, art galleries, bowling, theatre, listening to music, dancing, cinema*

- Play the cassette while students follow in their books. Stop the cassette after each section and ask the following questions:

(Kelly) *What kind of entertainment does Kelly think most people enjoy? (TV)
Do you think that Kelly is the kind of person who watches TV all day? (probably not)*

Comprehension Check

- Students read the text again to find out if the statements are true or false.

FOLLOW-UP ACTIVITY

Students look at the text to find words / phrases that mean:

look at for a long time (stare at)

a play with music and dancing (musical)

liking music very much (music mad)

friends (mates)

make something go away (get rid of)

something you want to do / be one day (ambition)

Draw students' attention to the phrase *keen on* in the first paragraph. Ask them to find a phrase with the same meaning in the third paragraph. (*fond of*)

Speaking

- Have a classroom discussion based on the questions in this section.

Writing

- Read the rubric with the class. Ask them to make a list of:
the forms of entertainment they could plan for their penfriend.
(They should give some details. For example: *cinema - new Tom Cruise film; theatre - a comedy; pop concert - in a nearby town / outside.*)
what else they could do together.
(For example: *go shopping; spend a weekend on an island.*)
- Ask students to share some of their ideas, then explain that their ideas will form the basis of their letters. Read the incomplete letter and information about paragraph content to make sure everyone understands what is required. The letter can be written at home.

Word Building

- Students complete the sentences.

Language Awareness

- Ex 1** This exercise focuses on lexical items easily confused by learners of English.

FOLLOW-UP ACTIVITY

Students write sentences of their own using all the words in this exercise.

- Ex 2** This exercise focuses on idioms. In pairs, students choose the correct meanings.

FOLLOW-UP ACTIVITY

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

Have you ever made a song and dance about anything? What was it?

You broke the TV while your parents were out.

Do you tell them when they get home and face the music or say nothing?

When was the last time you heard something that was music to your ears?

Pronunciation

- Ex a** Play the cassette; students listen and repeat chorally.
- Ex b** Read the words out one by one. Students then read them again and decide which of the two sounds they contain.

FOLLOW-UP ACTIVITY

In pairs or small groups, students try to write a sentence containing as many of the words included in this exercise as possible. You might like to put this sentence on the board to illustrate what you mean:

He pulled a fool from the huge swimming pool.

Write students' sentences on the board and ask different members of the class to read them out.

Listening

- Before students listen to the cassette, they should read the five sentences and tell you what kind of entertainment Janet and John choose. (*the theatre*)

Lesson Summary

Project:

- leaflet advertising a festival or dance lessons

Topics:

- traditional dance; entertainment

Objectives:

- to provide practice in: understanding and talking about an entertainment guide; speculating about forms of entertainment
- to encourage students to exchange ideas with peers in order to design and produce a leaflet
- to develop students' self-assessment skills

WARM-UP

- Have a brief discussion about the subject of dancing. Ask questions such as:

Do you enjoy dancing?

What kind of music do you like to dance to?

Do you think dancing is good for you?

Do you know any of the traditional dances of your country?

- Students then imagine they are telling an English-speaking friend about the traditional dances of their country. They should talk about the name of the dance, where / when people do it, and so on. Write any relevant vocabulary such as *steps, partner, turn, bow*, etc. on the board.

5 *Rich families in Europe in the nineteenth century often held _____ . (balls)*

6 *Before the dancing starts at the Annual Viennese Ball, a big _____ is served. (meal)*

(Rather than write the sentences on the board, you could photocopy them and distribute them to students.)

- Check students' answers. Then, with books open, they read out the texts.

Comprehension Check

- Students read the texts carefully to answer the questions.

Listen and Read

- Students read the headings and look at the pictures, then say what kind of information they think the article will contain and where it might have appeared (*a magazine, newspaper, etc.*). Ask if anyone has ever seen or tried any of the dances mentioned.
- Ask someone to read out the introductory paragraph. Elicit the meaning of the expression *Dance the night away* (*dance all night*).
- Write the sentences below on the board, then read them out for students. Students close their books, then listen to the cassette and write down the missing words.

1 *The first flamenco schools opened in the _____ century. (eighteenth)*

2 *Traditional flamenco has dancing, singing and _____ music. (guitar)*

3 *Hundreds of years ago, Scottish _____ danced the Highland dances. (soldiers)*

4 *The bagpipes are a musical _____ . (instrument)*

FOLLOW-UP ACTIVITY

Students work out the meaning of the words below:

strength

event

battle

orchestra

annual

four-course

In pairs, students take it in turns to imagine they went to the Flamenco Festival, had Highland dancing lessons or attended the Viennese Ball. They should explain to their partner what the experience was like.

Speaking

- Either discuss the two performances as a class or divide students into groups and tell them to try and decide which performance to go and see as a group.

Project

- Refer students to the leaflets in the text on page eighty-seven. Explain that they must work with a partner to design such a leaflet. Students discuss first what the leaflet will advertise, then decide what details to include in it and what layout it will have. Put these words / phrases on the board to be used if necessary:

will be held at *Tickets available from*
venue
beginners' classes *for more information, phone:*

After the initial decisions have been taken, the leaflets can either be finished in class or after school. The completed leaflets can be displayed in the classroom. Students then decide which they would most like to attend and why.

Countries of the European Union

- Tell students to turn to the map of Europe on page 179 of their books and locate the two countries.
- Ask students what they can remember about Hungary from Unit 1 Lesson 4 (*the capital city is in two parts: Buda, the old part and Pest, the more modern part; it has a lot of bath houses; people eat a dish called goulash – meat and vegetables with tomatoes, onions and hot red pepper*). If they cannot remember, get them to look back at the relevant page. Tell students that Hungary produces about 40% of the hot red pepper used in cooking around the world.
- Ask students what things Ireland is famous for (music, songs, pubs, friendly people).
- Tell students that one particular sport that uses animals is very popular in Ireland and ask them to guess what it is. (*horse racing*)

Let's talk

- Ex 1** This activity familiarises students with the contents of, and language usually used in, an entertainment guide. Before students do the activity, ask:

Do you ever read entertainment guides?
What kind of information do you usually want to find out?
Is there a good entertainment guide that you would recommend to a visitor in your area?

- Ex 2** Students work in pairs to answer the questions about the entertainment guide.

FOLLOW-UP ACTIVITY

Students find phrases in the entertainment guide that tell us:

a place has recently opened. (Now Open - B)
a place is open every day. (Open daily - C)
you can pay less. (... for a 10% discount - F)

- Ex 3** This discussion activity can be done by students working in small groups or as a class. They should speculate as to the relationship between the children and use the details in the picture to help them answer the questions.

Are you moving on? Check Yourself

- Read the statements one by one; for each one, follow the instructions below.
 - 1 Make prompt cards like the ones below and choose two students to do this role-play activity. They should come to the front of the class and act out the dialogue. When they have finished, ask the rest of the class if they think the role-play was done well, if they heard any mistakes, etc. Then ask students to raise their hands if they think they could have done it better.

Student A

You want to see the Eminem concert next Saturday.

Phone to ask about the price of the tickets.

You want three front row tickets.

You don't have a credit card but your parents do.

Student B

You work in the ticket office at a concert hall. On Saturday Eminem is playing there.

These are the ticket prices:

Front row - 55 pounds

Middle - 40 pounds

Back - 25 pounds

When people book tickets over the phone, they must give a credit card number.

- 2 Students tell you what kind of facilities they would expect to find at an ice rink, then say if they would feel confident about visiting an ice rink in an English-speaking country.
- 3 Give out the material for this lesson (Supplementary Teaching Material – page 111) and ask students to give warnings to the people. Alternatively, find pictures of people in danger to hold up for the class to see.

SAMPLE ANSWERS:

- 1 *Be careful! There's oil on the floor and you might slip.*
- 2 *Watch out! The ground is icy today.*
- 3 *Make sure you don't drop the cat.*
- 4 *Be careful when you are driving, or you might have an accident.*
- 5 *Watch out! There's a shark behind you.*
- 6 *Be careful, because bee stings hurt a lot.*
- 7 *Mind that banana skin!*
- 8 *Climb up carefully so that you don't hurt yourself.*
- 9 *Watch out! There's a spider right in front of you.*

- 4 Choose two or three members of the class to come to the front and have a discussion about the entertainment they like / dislike. When they have finished, the rest of the class can comment on how well they managed this and whether they themselves could do better.
- 5 Say *Imagine I'm your Australian aunt / uncle and I'm visiting you for a week. What entertainment have you planned for me?*

- Students think about their own abilities regarding the statements, and decide which boxes to tick.

Preparation for Module 7

- ◆ pictures showing beaches from different countries (including Blackpool, if possible)
- ◆ adverts for health products from magazines (for example: cold remedies, cough syrup, vitamin pills, pain killers, mouthwash)
- ◆ magazines and other printed material, for students to find photos related to health and illness
- ◆ photocopies of Supplementary Teaching Material - page 112



MODULE 7 Health

Lessons 1-4

- Read out the contents of this module. Then ask:
 - *if anyone knows where Blackpool is; if not, what kind of place it could be.*
 - *what health problems they can think of (make a list on the board) and what cures exist for these particular problems.*
 - *what items people might go to a chemist's for and what kind of questions people might ask a chemist.*
 - *who they might ask for advice if they had the following health problems:
toothache, a bad pain in their back, a heavy cold.*
 - *if they know anything about Chinese, or more generally, Eastern medicine.*

7

Lesson 1

A Visit to Blackpool

Lesson Summary

Functions:

- talking about a past action that happened before another in the past
- talking about actions that were in progress before a specific time in the past

Topics:

- the weather; holiday resorts; health

Structures:

- simple past perfect
- past perfect progressive

Objectives:

- to teach the formation and use of the simple past perfect and the past perfect progressive
- to offer written and oral practice in the simple past perfect and the past perfect progressive
- to enable students to describe weather conditions

WARM-UP

- Take a number of pictures showing different types of beaches from different countries into the class (try to include a picture of Blackpool). Ask students to describe what they can see and to guess which part of the world each beach is in. Then ask which they would most like to visit.

Listen and Read

- Students look at the picture, then at the sentences in the *Comprehension Check* section. They then work in pairs to put the sentences in a logical order. Students share their ideas with the rest of the class and justify the order they have chosen. (Do not give them the correct order at this time.)
- Play the first part of the cassette (up to the beginning of the dialogue). Students follow in their books. Ask the following questions:

Why did Jamie and Matt go to Blackpool? (Jake comes from there and he invited them.)

What important event was taking place that weekend that Jake didn't want to miss? (It was his sister's birthday party.)

Was Jake excited about seeing his family again? (yes)

What happened when Jamie went swimming? (The water was cold so he got out quickly.)

- Play the rest of the cassette; students follow in their books. Students explain why Jamie was unlucky that day (*the water was very cold and it started to rain heavily*).
- Students predict what will happen next in the storyline.

Comprehension Check

- Students check the order they put their sentences in prior to reading the text. They make any changes necessary.

FOLLOW-UP ACTIVITY

Students read the text again and underline any words / expressions connected with the weather and feeling cold. Elicit explanations for these.

ANSWERS: *shivering, his lips were blue with cold, freezing cold, the sun had gone in, pour with rain*

Grammar

- Read the first example sentence in the *Grammar* box. Ask students what the simple past perfect is used for (*for an action that finished before another action or specific time in the past*). Elicit the negative, interrogative and negative-interrogative forms of the following sentence as well as the short answers.

Someone had broken her computer.

- Explain to students that the other two example sentences in the box are in the past perfect progressive. Elicit the negative, interrogative and negative-interrogative forms of following the sentence as well as the short answers.

We had been walking for hours.

Explain that this tense is used for actions that had been happening before another action of specific time in the past. Tell students that it is often used to offer explanations. Put the three sentences below on the board and elicit suitable endings for the second and third.

His hair was wet because he had been walking in the rain.

She was tired because ...

There was paint in his hair because ...

- Refer students to the Grammar Reference (page 167 / 168) and read through the information with them.

Grammar Practice

- Ex 1** This exercise offers controlled practice in the formation of the past perfect progressive.
- Ex 2** This exercise focuses on the differences in use between the simple past perfect and past perfect progressive.

Vocabulary Practice

- After students have filled in the prepositions, they can check their answers by finding similar phrases in the text on page ninety-two.

FOLLOW-UP ACTIVITY

Students work in pairs to write sentences of their own using:

blue with cold

in the ... of ...

pour with rain

stay in the water

on the ... coast of ...

Speaking

- This oral activity offers free practice in the use of the simple past perfect and the past perfect progressive. Before students begin, make sure they understand that they can answer the questions in any way they want, and that they should choose the most appropriate tense.

Vocabulary Expansion

- Ex a** Students fill in the adjectives related to weather. They should try this without asking for explanations of the words. Discuss their meanings after checking students' answers.

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

FOLLOW-UP ACTIVITY

Students write a short paragraph about the weather in their own country during the season of their choice. They do not have to confine themselves to the adjectives taught in this section.

Language Awareness

- Students choose the correct answers to complete the sentences.

Similes to do with health

- Students use the pictures to complete the text, then work out the meaning of each simile from the context.

Lesson Summary

Functions:

- talking about completed actions in the future
- asking for advice in the chemist's

Topics:

- colds; the chemist's

Structures:

- simple future perfect
- adverbs

Objectives:

- to introduce students to the formation and use of the simple future perfect
- to practise the formation and use of the simple future perfect both through written exercises and an oral activity
- to offer controlled practice in the formation and use of adverbs
- to enable students to get medicine and ask for advice at the chemist's

WARM-UP

- Pretend to sneeze, then say *I think I've caught a cold*. Write the collocation *catch a cold* on the board, then ask students what symptoms are normally associated with colds. (For example: *a bad cough, a sore throat, sneezing, a runny nose*.) Write these on the board. Then ask students for advice on how to deal with your cold.

Listen and Read 

- Students explain the meaning of the title. If they have problems with this, sneeze exaggeratedly a few times to prompt them.
- Ask someone to recount what happened in Lesson 1. Then elicit predictions for this lesson based on the previous lesson, the title and the picture. Ask what Jake and Matt are holding in their hands in the picture to elicit a thermometer and a box of tissues. Write these on the board.
- Play the first half of the cassette (including the first dialogue) while students follow in their books. Ask students:
 - What problem did Jamie have?*
 - Do you think he'll go to the party?*
- Play the rest of the cassette while students follow in their books. They then close their books. Read out the following statements; students say whether they are true or false.
 - Jamie put on a suit to go to the party. (false)*
 - Jake was worried about being late for the party. (true)*
 - Jake was hungry. (true)*
 - Jamie started to feel better. (false)*
 - Jake went downstairs to get a box of tissues. (false)*
 - Matt didn't go to the party. (true)*
- Allocate roles; students read the text out loud.

Comprehension Check

- Students read the text again and answer the questions.

FOLLOW-UP ACTIVITY

In pairs, students act out the conversation that they think took place between Jake and Sandra when Jake arrived at the hotel late.

Vocabulary Check

- Students fill in the formulaic phrases.

FOLLOW-UP ACTIVITY

In pairs, students write short dialogues using the four phrases.

Grammar

- Read the two example sentences in the *Grammar* box. Explain to students that this tense is used for an action that will have finished before another action or a particular time in the future. Ask the questions below about the two example sentences in the box.
 - (sentence 1) *Will the letter be in Spain by Monday?*
 - (sentence 2) *What will happen first – will the speaker finish what he / she is doing or will the other person come back?*
- Put the sentence below on the board to elicit the negative, interrogative and negative-interrogative forms, as well as the short answers.
 - By six o'clock, he will have left.*
- Explain that *by*, *before* and *by the time* are often used with this tense. Ask students the questions below.
 - Will you have done your homework by ten o'clock tonight?*
 - By the time you get to school tomorrow, will you have seen your friends?*

- Refer students to the Grammar Reference (page 168) and read through the information with them.
- Put the following sentences on the board with the words *slow* and *slowly* underlined.
He is a *slow* driver.
He drives *slowly*.
Elicit the difference between the two underlined words.
(*slow* is an adjective and *slowly* is an adverb)
- Put the following adjectives on the board:
hard, fast, early, late
Explain to students that the *adverbial* form of these words is the same as that of the *adjective*. Ask students to give you example sentences – one for the adjective, one for the adverb.
- Refer students to the Grammar Reference (page 169) and read through the information with them. Pay particular attention to the information marked by the warning sign. (⚠).

Grammar Practice

- Ex 1** This exercise offers controlled practice in the formation of the simple future perfect.
- Ex 2** Students complete the sentences with the adjective or adverb given.

Vocabulary Practice

- Ex 1** Students fill in the correct verbs to complete the collocations.
- Ex 2** Students read the text without trying to fill in the words. Ask for a brief explanation of what happened the day after the party. Students then fill in the missing words.

Speaking

- This oral activity offers practice in the simple future perfect.

Situational English

- Ex 1a** Students fill in the missing words to complete the dialogue. After you have checked their answers, ask them to practise reading the dialogue in pairs.
- Ex 1b** Students act out the dialogues with their partners (taking it in turns to be the chemist).

FOLLOW-UP ACTIVITY

Give out the material for this lesson (Supplementary Teaching Material - page 112). Students work in pairs and take it in turns to explain to each other (using LI if necessary) what the phrases mean.

Language Awareness

- Ex 1** Students fill in the missing words. After checking their answers, ask if they can think of any other words with two meanings.
- Ex 2** This exercise introduces students to more phrasal verbs.

FOLLOW-UP ACTIVITY

Check students' understanding of the phrasal verbs by asking:

Have you ever turned up somewhere late? What happened?

What problems do people face when they are bringing up their children?

What else can we do up apart from a jacket?

You're competing in a marathon but can't keep up with the other runners. What do you do?

Do your parents ever let you stay up late on a school night?

Lesson Summary

Topics:

- health problems; medical treatment

Writing Skills:

- writing an e-mail asking for advice

Objectives:

- to teach students ways of asking for advice
- to enable students to write a letter or e-mail asking for advice
- to develop students' listening comprehension skills

WARM-UP

- Collect adverts for health products from magazines (for example: *cold remedies, cough syrup, vitamin pills, pain killers, mouthwash*). Hold them up one by one and ask students to say how they would explain what these products are to an English-speaking friend who does not know Greek.

Speaking

- Have a classroom discussion based on the questions. Encourage students to speculate on each situation by asking questions. For example:

How did the girl in picture 2 get ill?

How will she feel tomorrow?

Listen and Read

- Read out the introductory paragraph. Ask:
Why do you think Carmen sent the e-mail? (to ask for advice)
Then ask students if they have ever sent an e-mail to a magazine or other kind of publication and, if so, what it was about.
- Play the cassette while students follow in their books. Ask:
Where does Carmen spend a lot of time in the winter? (at the doctor's or in bed)
What does she want to find? (a healthy, natural way of fighting a cold)
What natural remedies does she already know about? (chicken soup)

Writing

- Read out the rubric. Ask students what advice they would give to a friend who had skin problems.
- Read the notes in the box. Explain that they are based on advice given by friends / family. Students have to include this information in the e-mail.
- Read the paragraph plan, then ask somebody to read out the letter. Ask students to tell you what they should include in the second and third paragraphs. Students complete the e-mail at home.

Comprehension Check

- Students read the e-mail carefully to do the multiple choice exercise.

FOLLOW-UP ACTIVITY

Students work out the meaning of the following words / phrases from the e-mail.

<i>suffer from</i>	<i>recommend</i>
<i>doctor's waiting room</i>	<i>apart from</i>
<i>keep me on my feet this winter</i>	<i>concerned about</i>

- In pairs, students write a short reply to Carmen's e-mail.

Language Awareness

- Ex 1** This exercise familiarises students with different ways of asking for advice. Some of these can be used in students' e-mails. After checking students' answers, ask what kind of letters or e-mails the other two sentences could be used in (*Sentence 2 – a letter / e-mail giving advice; Sentence 5 – any informal letter / e-mail*).
- Ex 2** Students read the paragraph to correct the mistakes. Ask if any of them are mistakes they often find themselves making.
- Ex 3** Students complete the prepositional phrases in the sentences.

FOLLOW-UP ACTIVITY

Students write sentences of their own using *except for*, *apart from* and *instead of*.

- Ex 4** Students complete the sentences. Tell them to think about the tenses.

FOLLOW-UP ACTIVITY

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

- 1 *How long does it usually take you to recover from a cold?*
- 2 *What's the best way to get over flu?*
- 3 *What kind of illnesses do young children usually come down with?*
- 4 *Apart from at the doctor's, where else can you make an appointment?*
- 5 *Have you ever had treatment for a health problem at a hospital?*

Listening

- Before listening, students name the four items shown in the pictures.

Lesson Summary

Project:

- producing an information sheet about natural remedies

Topics:

- Chinese medicine; natural remedies; health problems and treatments

Objectives:

- to enable students to talk about health problems and their treatments, including natural remedies
- to encourage students to work with their peers to do project work
- to improve students' ability to use spoken English to: give advice; make decisions; speculate about people and situations
- to improve students' self-awareness

WARM-UP

- Ask students if they know of any natural remedies (for example: *drinking camomile tea for a stomach ache, having honey and lemon for a cold or sore throat*). Ask if they have ever tried any of these and whether or not they were effective.

(Depending on the number of students in the class / groups, you can give more than one group the same combination, or give different ones. For example: *stomach ache and sore throat, cough and cold*.)

- Before students start writing their shopping lists, tell them to look only at the sections of the article where they think the relevant information will be. They should not read the whole text. To encourage this, you could give a time limit, for example, two minutes.
- Check students' answers, then play the cassette section by section while students follow in their books. After each one, ask students to explain using LI, what instructions they would give to a friend suffering from the complaint mentioned.

Listen and Read 

- Play the beginning of the cassette (the introductory paragraph); students follow in their books. Students explain the main points using LI. (*People in China have used food for health problems for hundreds of years; They use them to prevent illness and to cure them; A lot of people in Europe are interested in this, but some think it can't work.*) In order to do this, they should not translate, but rephrase the most important pieces of information.
- Students work in groups of four. They imagine that someone in their family is suffering from the health problems below and that they are going shopping. They should write a shopping list so they can buy what is needed for the natural remedies in the article. Give each group one of the combinations below.

Your brother has a stomach ache and a headache (mushrooms, sugar, spinach, sesame oil)

Your sister has a bad cold and a sore throat (garlic, onion, fresh ginger, mandarin oranges)

Your grandmother has a cough and a sore throat (a grapefruit, wine, honey, mandarin oranges)

Your grandfather has a headache and a cold (spinach, sesame oil, garlic, onion, fresh ginger)

Comprehension Check

- Students skim the text to find the answers.

FOLLOW-UP ACTIVITY

Students look through the text to find any vocabulary items connected to preparing food and cooking.

ANSWERS:

boil, mixture, remove the seeds, cut into pieces, add to, pour on, bake, make into a powder, mix, a spoonful of, liquid

Language Awareness

- All the words in this exercise appear in the text on page 101.

Speaking

- This oral activity practises vocabulary learnt in the Module so far. It also offers practice in giving advice. Elicit from students ways of doing this:
If I were you, I'd ... *You should ...*
Why not ... ? *You need to ...*

For Question 1, students can use the prompts in the box and any ideas of their own.

Joke

- Direct students' attention to the joke on this page. Ask them to explain why it is funny, then to say if the same joke would work in their language.

Project

- Divide students into groups. Read the instructions for the project, then tell students to:
 - *discuss what natural remedies they already know about.*
 - *decide where they could get additional information from (the Internet, their grandparents, etc.).*
 - *decide how the preparation work is going to be divided up between them (will they find out about one remedy or will they use a different approach?).*
- As the research for this project will be carried out away from the classroom, students will need to be allowed time in their next lesson to discuss the information they have found, and to write it up to make the information sheet.
- The completed information sheets could be put together to form a file that students can consult whenever they are feeling unwell. Alternatively, as a class, you could select a number of the remedies (the most useful and / or easiest to prepare perhaps) and produce an information sheet featuring these. Print a number of copies for students to give to family members, neighbours, friends, etc.

Countries of the European Union

- Tell students to turn to the map of Europe on page 179 of their books and locate the two countries.
- Find out what students know about Italy and Latvia. Ask students whether any of them have visited either country and what was it like. Elicit answers to the following questions:
Can you think of any famous Italian singers? (Luciano Pavarotti)
What kind of music is Italy famous for? (opera)
What sights can you visit in Italy? (the Colosseum, the Leaning Tower of Pisa, Pompeii)
- Ask students whether they think Latvia has always belonged to the European Union (*no, it joined in 2004*). Tell students that Latvia was part of another, much bigger country before and ask them which one (*Russia*).

Let's talk

- Ex 1a** Read the words in the box and explain any that students do not understand. Students then work alone or in pairs to do the matching exercise.
- Ex 1b** After answering the question, students can say who wrote / provided the other texts. (*Text 1: a parent; Text 3: the manufacturer of the medicine / the chemist*)
- Ex 2** Students speculate about the situations in the pictures.

FOLLOW-UP ACTIVITY

Take a number of magazines and other printed material into the classroom. In pairs, students look through them to find a picture somehow related to the theme of this module (health, illness, chemist's, etc.). They should cut out the picture and write two or three questions similar to the ones in Exercise 2. Each pair then sits with another pair, shows them their picture and asks their questions.

Are you moving on? Check Yourself

- Read the four statements and ask students:
 - Which they think is the most useful and why.
 - Which is the easiest / most difficult.
- Ask students what they would say in the following situations:

You are at a chemist's. You want to know what to buy for a bad cold.

You are at a chemist's and you want to buy a number of items.

You get a lot of headaches and you want to ask a doctor about them.

Your friend has got stomach ache. Give him / her advice.
- Students then read the statements and decide which boxes to tick.

Preparation for Module 8

- ◆ pictures of electrical appliances such as washing machines, dishwashers, fridges and computers
- ◆ pictures of famous people who are also wealthy (for example: film stars, successful sportspeople) and a container (a box or hat)
- ◆ photocopies of Supplementary Teaching Material - page 113



MODULE 8 Money

Lessons 1-4

- Direct students' attention to the pictures for this module. Ask them for ideas about what they might read about / learn based on what they can see.
- Students close their books. They then work in groups of four and imagine that they are writing a coursebook like this one. They should come up with some ideas for a module about money (for example: *a text about the lives of rich and famous people, a discussion about how we can help poor people*). Discuss students' ideas, then ask them to open their books and read the statements for Module 8. Ask students what they are most and least looking forward to reading or learning about and why.

8

Lesson 1

We've won!

Lesson Summary

Functions:

- expressing disappointment

Topics:

- the lottery; winning and spending money; disappointment

Structures:

- first and second conditional sentences

Objectives:

- to consolidate what students know about first and second conditional sentences
- to offer oral practice in using conditional sentences
- to enable students to express disappointment

WARM-UP

- Students work in pairs to come up with as many ways of obtaining money as they can think of (for example: *playing the lottery, working hard, committing a crime*).
- Students look at the title of the lesson and the picture and make predictions about the storyline.

Listen and Read

- Play the beginning of the cassette (up to the dialogue); students follow in their books. Ask the questions below:
Have the Thompsons bought a lot of lottery tickets in London? (no)
What is Mr Thompson doing? (He is watching the television very carefully.)
(Encourage students to work out the meaning of *glued to*.)
- Play the rest of the cassette while students follow in their books. Ask for a brief summary of what happens.
- Allocate parts; students read the text out loud.

Comprehension Check

- Students choose the correct answers.

FOLLOW-UP ACTIVITY

Students look at the text to find expressions meaning:
wish / hope for good luck (keep your fingers crossed)
I feel lucky. (I feel luck is on our side.)
You can't see at all. (You're as blind as a bat.)

Grammar

- Put the two sentences below on the board. Students tell you which is an example of the first conditional and which is an example of the second conditional.

If it snows, we will go skiing.

If he had time, he would help us.

Remind students of the use of the first and second conditional (for something possible in the present / future; for something less possible in the present / future or something that is not true).

- Ask a student to come to the front of the class to rewrite the first conditional sentence below.

If you don't ask her, she won't help you.

Unless _____ . (you ask her, she won't help you)

- Remind students that modal verbs can also be used in conditional sentences, and that in second conditional sentences it is possible to use *I / she / he / it was* or *were*. (For example: *If she was / were taller, she could be a model.*)
- Refer students to the Grammar Reference (page 169). Read through all the information with them. For each example sentence given, elicit similar sentences from students.

Grammar Practice

- Ex 1** This exercise practises the formation of the first and second conditional sentences.
- Ex 2** Students do the matching exercise.

FOLLOW-UP ACTIVITY

Ask students for alternative endings to the sentence halves (for example: *If Jason goes to the USA, he'll buy a lot of clothes.*).

- Ex 3** Students complete the sentences with their own ideas.

SAMPLE ANSWERS:

1 ... , I'd eat less.

2 ... , I'd join a club.

3 ... , I'd spend the summer in England.

4 ... , I'd buy a hamster.

FOLLOW-UP ACTIVITY

Students ask their classmates for advice about other problems. For example:

Student 1: *I want to get a part-time job.*

Student 2: *If I were you, I'd wait a few years.*

Speaking

- Ex a** This oral activity offers free practice in the second conditional. You can expand on it by showing students pictures of people from different backgrounds and different situations, and asking the same question.
- Ex b** Students discuss the ideas given, and say how they would choose to spend the money.

Functional Language

- Ex a** Elicit from students the meaning of disappointment. Ask for examples of when or why someone might feel disappointed. Read the rubric; students do the exercise.
- Ex b** Students talk about their own experiences and those of people they know.

FOLLOW-UP ACTIVITY

Students act out short dialogues based on one of the following situations:

You thought you had won the lottery, but found out that you hadn't.

You have just found out that you failed an important exam.

Vocabulary Expansion

- Students label the pictures.

Language Awareness

- Read the idioms on the left. Ask students if they can guess the meanings of any of them. After checking students' answers, ask if they can think of any expressions in their own language which contain the words *finger* or *hand*.

Lesson Summary

Functions:

- changing the subject

Topics:

- the rich and the poor; afternoon tea

Structures:

- third conditional sentences

Objectives:

- to teach the formation and use of third conditional sentences
- to offer written practice in third conditional sentences
- to offer oral practice in: contrasting pictures / lifestyles; talking about people's problems
- to enable students to introduce new topics during a conversation

WARM-UP

- Revise what happened in the storyline in the previous lesson by asking students to relate the events. They should take it in turns, adding a new sentence each time. For example:

Student 1: *The Thompsons bought a lottery ticket.*

Student 2: *Mr Thompson felt lucky.*

Student 3: *They put on the TV.*

Vocabulary Check

- All the phrases here appear in the text on page 109.

FOLLOW-UP ACTIVITY

Students find the expressions below in the text and work out when we use them.

This is the life. (used to express that we are very happy in a particular situation)

break your heart (used to say that something is very sad)

Listen and Read

- Students look at the title and the illustration and talk about what they think happens in this lesson.
- Play the introductory paragraph; students follow in their books. Elicit from students the meaning of *wealthy*. Ask for a synonym (*rich*). Then ask: *Why did Jamie feel uncomfortable?* After students give an answer, ask if they have ever been in a similar situation to Jamie.
- Students close their books. Play the dialogue. Then ask students to say what the dialogue was about (*Mr Thompson's mistake with the winning lottery numbers; poor people*).
- Students open their books. Play the last part of the cassette; students follow in their books. Ask what Mr Thompson did and what happened as a result.
- Students practise reading the dialogue in groups of four.

Comprehension Check

- Students read the text again to find out if the sentences are true or false.

Grammar

- Revise the first and second conditional briefly by asking students to end the sentences below in an appropriate way.

If it is a hot day, ...

Unless we take a taxi, ...

If I was rich, ...

If I saw a ghost, ...

- Explain that there is a third kind of conditional sentence and that it is used to talk about something that didn't happen in the past. Students look at the first example sentence in the *Grammar* box. Ask *Did he win?* to elicit *no*. Read the other examples, then ask students to explain how third conditional sentences are formed (*If + past perfect – perfect infinitive*).
- Refer students to the Grammar Reference (page 170) and read through the information with them.
- Practise the formation and use of this kind of sentence by asking students to complete the sentences below in an appropriate way.
 - If I hadn't fallen off my bike, ...*
 - If it hadn't rained, ...*
 - If we had taken a map, ...*
 - If I had remembered my mobile phone, ...*

Grammar Practice

Ex 1 This exercise offers controlled practice in the formation of third conditional sentences.

Ex 2 This activity offers students free practice in using the third conditional form.

SAMPLE ANSWERS:

- 1 ... , I wouldn't have felt so thirsty.
- 2 If I had remembered my umbrella, ...
- 3 ... , I would have had enough for a new leather jacket.

Vocabulary Practice

■ Students complete the dialogue with the expressions given.

FOLLOW-UP ACTIVITY

In pairs, students write short dialogues using the five phrases.

Speaking

■ Put the structures below on the board for students to use when talking about the differences between the two pictures.

- In the first picture, ... , but in the second ...*
One difference between the two pictures is ...
One picture shows ... , but the other shows ...

■ Expand on the third question by asking students to discuss the statement: *Money can't buy happiness.*

Functional Language

Ex a Elicit an explanation of what *changing the subject* means and ask for any ways of doing this that students can think of in their own language. If necessary, give an example in English. (For example:

- Isn't it a nice day today?*
Oh! By the way, did I tell you I'm having a barbecue on Saturday evening?

Ex b After students have answered the question, ask if they can think of any other situations where somebody might quickly change the subject as Paul does in the dialogue. (For example: *Schoolchildren might do so if their parents start questioning them about how well they did in a test.*)

FOLLOW-UP ACTIVITY

Students work in groups of five. Give out the cards for this lesson (Supplementary Teaching Material - page 113). Tell students to imagine they are in a fast food restaurant with a group of friends. They should start a conversation about any subject they like (school, music, the weather, their plans for the weekend, relationships, sports, etc.) As they are talking, they should each try to use the phrase on their card, introducing a new topic of conversation as they do so.

Language Awareness

Ex 1 After checking students' answers, talk about how *poor* is used in the other three sentences.

ANSWERS

In sentence 1, it is used to express sympathy for someone; In sentences 3 and 4, it is used to mean not very good.

Ex 2 Students fill in the nouns to complete the idioms. After checking students' answers ask if they can work out the meaning of the idioms. Then ask if they can think of any idioms about money in their own language and how these could be expressed in English.

Lesson Summary

Topics:

- rich and poor people / countries; problems faced by the poor; winning / spending money

Writing Skills:

- writing a composition about money

Objectives:

- to provide students with the language resources necessary to write a composition about money
- to teach students to plan and organise their written work
- to teach the pronunciation of the vowel sounds /ɜ:/ and /e/
- to provide practice in listening to a conversation and recognising the statements made by different people

WARM-UP

- Show students pictures of electrical appliances such as washing machines, dishwashers, fridges and computers and ask them to raise their hands if they have one at home. Make a list of all the items on the board as you show them and write next to each one how many students (and their families) have this appliance. Then ask students how their lives would be different if they did not own these appliances.

Listen and Read

- Ask students what differences between the lives of rich and poor people they can think of. Make a list on the board. Then play the introductory section of the article to see which of the points on the board are mentioned.
- Play the rest of the cassette while students follow in their books. Ask them what Elizabeth and Gregory agree about (*that they would spend some of the money on themselves and use some to help poor people*).

Comprehension Check

- Students read the text again and choose the correct answers.

FOLLOW-UP ACTIVITY

Students ask another member of class what they would do if they won a large amount of money and then write a short paragraph about that person (similar to the paragraphs in the article). This could be expanded on by asking students to bring in photos of themselves. The work could then be presented as it is on page 112, and displayed on the classroom wall.

Speaking

- In small groups, students discuss the five things in the pictures and try to put them in order of importance. When each group has finished, ask a spokesperson from each one to come to the front of the class to say what their group has decided.

Writing

- Read the rubric and explain to students that they have to write a four-paragraph composition to answer the question. Explain that the language they use when writing their composition should be more formal than when they write, for example, letters and e-mails to friends.
- Put the following words on the board to help students see the difference between informal and more formal language.

don't → *do not*

but → *however*

We decided → *It was decided*

His lips were blue with cold → *He was extremely cold*

- Read the paragraph plan with students. Then tell them to copy the plan below from the board and to make notes for each paragraph. They should refer to the questions in the paragraph plan in their books for this.

Composition Plan

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

- When students have finished, ask the questions again to find out how students have answered them. The composition can be written at home. Students should refer to their plans when doing this writing task.

Language Awareness

- Ex 1** Students fill in the correct words. After checking their answers, ask them to work out the rule concerning *amount of* and *number of* and countable and uncountable nouns (*amount of* is used with uncountable nouns and *number of* is used with countable nouns).
- Ex 2** Students choose the correct meanings for the expressions.

FOLLOW-UP ACTIVITY

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

What was the last thing you splashed out on?

Have you ever borrowed money and forgotten to pay it back?

Are you saving up for anything at the moment?

- Ex 3** This exercise focuses on words which are easily confused by learners of English.

FOLLOW-UP ACTIVITY

In pairs, students write sentences of their own using the words in the exercise.

Word Building

- Students read the sentences and decide whether the missing words are adjectives or nouns (*Sentence 1 – noun; Sentences 2, 3, 4 – adjectives*). Before students fill in the missing words, remind them that the adjectives could be negative. This can be worked out from the meaning of the sentence.

Pronunciation

- Ex a** Play the cassette, students listen and repeat chorally and individually.
- Ex b** Students decide which sound each of the words contains.

Listening

- Students read the statements so that they know what information to listen out for.

Lesson Summary

Project:

- a poster for a charity

Topics:

- money; the advantages and disadvantage of being wealthy; currency; charities

Objectives:

- to offer oral practice in speculating about people and situations
- to motivate students to think about some of the drawbacks that could be associated with wealth
- to motivate students to find out more about charitable organisations
- to develop students' self-assessment skills

WARM-UP

- Collect a number of pictures of famous people who are also wealthy (for example: film stars, successful sports-people) Cut each picture into four or five pieces. (The number of pieces should total the number of students in the class.) Put all the pieces in a container of some kind (for example: a box, a hat). Everyone in the class takes one. Students then have to go around the class and describe what is on their 'picture' but without showing it to anyone. When two or more students think they both have pieces of the same picture, they should show them to each other and try to put them together. They should stay together until approached by another student wanting to describe his / her piece of a picture. They continue until all the pictures have been put back together again.

Listen and Read 

- Play the cassette while students follow in their books. Then have students read out the text. Ask the following questions at the end of each paragraph.

(at the end of paragraph 1)

According to the text, what is true of money all over the world? (It is difficult to get and easy to spend.)

(at the end of paragraph 2)

According to the text, there are two things people do when they get some money. What are they? (They save it or spend it.)

What do credit cards allow us to do? (Spend money that we haven't got with us.)

(at the end of paragraph 3)

According to the text, how do we feel about the rich and famous? (We are jealous of them.)

What signs of poverty can we see in big cities? (Homeless people begging for money.)

(at the end of paragraph 4)

What can money give us? (security, respect, power)

How can money change people? (It can make us into criminals or into better people.)

Comprehension Check

- Students skim the text to answer the questions.

FOLLOW-UP ACTIVITY

Put the statements below on the board and ask students which of them the writer of the text on page 115 would agree with.

Children spend a lot of money. (✓)

If you don't have money, you can't be happy.

Too much money can cause unhappiness. (✓)

Everyone wants more money. (✓)

Students should also give their opinions about the statements.

Vocabulary Check

- All the phrases in bold appear in the text on page 115. Students fill in the prepositions. They can then look at the text to check their answers.

Speaking

- Allow students a few minutes to think about the kinds of problems faced by poor people in rural and urban areas. They should make two lists. In this way, everyone in the class will be able to contribute to the discussion.

Project

- In groups, students discuss any charitable organisations they can think of. Take some leaflets into the classroom to distribute if students need help with this. Alternatively, they can be asked to find out about organisations before the next lesson and to bring leaflets and any other relevant literature into the class themselves.
- Encourage students to contact the organisation of their choice to find out what kind of contributions would be most beneficial. They can then design a poster in line with this. If students are actually hoping to raise money / collect items for the charity, it would be a good idea for them to produce two posters: one in English and one in LI.

Joke

- Students imagine they see this joke in a magazine when they are with a friend who does not understand English. Ask how they would explain the joke to their friend using their own language.

Countries of the European Union

- Tell students to turn to the map of Europe on page 179 of their books and locate the two countries.
- Ask students what they already know about Lithuania and Luxembourg. Ask which country joined the European Union most recently (*Lithuania, in 2004*). Tell students, in their mother tongue, that the city of Luxembourg is the administrative centre for the European Union. Ask students whether they think Luxembourg is a rich or a poor country. Tell them that it is one of the richest states in Europe and that the capital city has a huge number of banks. In their mother tongue, explain to students what *amber* is, then tell them that Lithuania produces 90% of the world's amber, which is used to make jewellery.

Let's talk

- Ex 1a** Students work in pairs to answer the questions about the currencies. Then ask students if they know the currencies of any other countries.
- Ex b** Students decide which of the places change money, then they say what service the other places in the pictures provide.

- Ex 2** Students answer the questions about the pictures. This oral activity can be done as a class, in groups or pairs.

Are you moving on? Check Yourself

- Read the first statement. Ask students if they think this is easy or not. Then ask someone to talk about what they would do if they won a lot of money. Ask the rest of the class how well they think their fellow student did. For example:

Did he / she remember to use the second conditional?

Did he / she use vocabulary accurately and appropriately?

- Read the second statement. Read the statements below; students should respond appropriately.

I wanted to go to the beach yesterday but it rained all day.

I came last in a race.

I didn't get the job I wanted.

Then ask students if they feel they know how to express disappointment in English.

- Read the third statement. Elicit from students some of the differences between the rich and the poor. Then ask if they found this easy or difficult to talk about.
- Read the fourth statement. Ask students how many ways of changing the subject they can remember. If students have not done the *Follow-up activity* from Lesson 2 of this module which practices these, it can be done now.
- Read the fifth statement. Have a brief discussion based on it. Ask students if they think it is an easy or difficult topic for them to talk about in English and why.
- Students read the statements again and tick the appropriate boxes.

Preparation for Module 9

- ◆ pictures of people who have had accidents (just after they have had their accident or some time after, for example, when they are in hospital or have a leg in a plaster) 
- ◆ photocopies of Supplementary Teaching Material - page 114

MODULE 9 Transport

Lessons 1-4

- Students tell you how many different forms of transport they can think of. Ask which they use regularly.
- Ask for a volunteer to read out the *Read about ...* section. Then ask:
 - *what kind of accident do you think Isabelle has?*
 - *where is Natalie going and why is she late?*
 - *what do you think a journey to remember means?*
- Someone reads the rest of the statements about the module. Ask if there is anything there that they know / can do already in English. Then ask what they think the *Cross-cultural corner* for this module could be about.

9

Lesson 1

Isabelle has an accident.

Lesson Summary

Functions:

- making exclamations
- expressing surprise

Topics:

- accidents; parts of the body

Structures:

- exclamations
What (a) ... !
How ... !
- question tags

Objectives:

- to teach students how to make exclamations
- to offer written and oral practice in making exclamations
- to enable students to express their surprise or lack of it
- to consolidate what students know about question tags
- to teach some of the parts of the body

WARM-UP

- Collect pictures of people who have had accidents (these could show people just after they have had their accident or some time after, for example, when they are in hospital or have a leg in plaster). Students work in groups. Each group is given one picture and have to make up a story about the events leading up to the picture. This will be done orally, with students taking it in turns to add to the story while one person in the group writes the story down. This student will then come to the front of the class, show their pictures, then read the whole story to the rest of the class. If necessary, you could give each group a sentence with which to begin their story. Alternatively, you could hold up one picture, write a relevant sentence on the board and ask students to take it in turns to add a sentence to yours orally to recount the events leading up to the picture.

Listen and Read

- Play the cassette (the introductory paragraph and first section of dialogue); students follow in their books. Students tell you, using L1, what this paragraph is about (without resorting to translation).
- Play the rest of the cassette while students follow in their books. Ask:
 - What happened to Isabelle? (she tripped and fell over)*
 - Could she walk? (no)*
 - Who helped Isabelle? (A young doctor who was walking in the park.)*
 - Had Isabelle broken her ankle? (no)*
- Allocate roles; students read out the whole text. Then elicit answers to the question posed at the end of the text (*how could the others get her home?*)

Comprehension Check

- Without referring to the text on page 120, students put the events into the correct order.

FOLLOW-UP ACTIVITY

Students find the words / phrases below in the text on page 120. They then imagine they are explaining their meanings to a friend of theirs who does not know very much English.

had a whole day off work *tripped*
the perfect spot *was in a lot of pain*
spread a blanket *faint*
peaceful

Grammar

- Look out of the window and make an exclamatory comment about the weather (for example: *What a lovely / hot day!*, *What awful weather!*). Write this on the board and explain that we use sentences like this to give our opinion about something. Give students an example beginning with *How* that is relevant to the classroom situation (for example: *How nice!* indicating someone's top or *How cold it is in here!* pretending to shiver with cold). Put these examples on the board too.
- Refer students to the Grammar Reference (page 170) and read through the information about exclamatory structures with them.

- Put the following on the board and ask students to fill in the correct question tag.

She's singing well, _____ ? (isn't she)
They won't arrive early, _____ ? (will they)
Simon knows your phone number, _____ ?
(doesn't he)
You had a shower in the morning, _____ ?
(didn't you)
I am a good student, _____ ? (aren't I)
Let's go shopping, _____ ? (shall we)
Don't buy any more cheese, _____ ? (will you)
There isn't anything in that box, _____ ? (is there)

As students complete the sentences, remind them of the rules concerning the formation of question tags. (We use auxiliary or modal verbs to form them, and the pronoun; affirmative sentences take a negative-interrogative ending and vice versa).

Explain that negative question tags indicate certainty whereas positive question tags indicate uncertainty.

- Refer students to the Grammar Reference (page 170 / 171) and read through the information about question tags with them. Pay particular attention to the information marked by the warning sign (⚠).

Grammar Practice

- Ex 1** This exercise offers controlled practice in using exclamatory structures.
- Ex 2** This exercise offers controlled practice in the use of question tags.

Vocabulary Expansion

- Ex 1** Students fill in the words / phrases.

FOLLOW-UP ACTIVITY

In pairs, students write short dialogues of their own using these words / phrases.

- Ex 2** Students label the picture.

FOLLOW-UP ACTIVITY

Ask for a volunteer to come to the front of the class, point to different parts of his / her body and ask *What's this?* to elicit the names of various parts of the body (for example: *the chin, cheeks, neck, wrist, finger, toe, waist*).

Speaking

- This oral activity practises the exclamatory structures introduced in the Grammar section. Expand on it by holding up a variety of pictures from magazines, etc.

Functional Language

- Ask students to think of situations where people might express surprise (for example: *They bump into an old friend while on holiday. They learn that a relative is going to be on TV.*). Then elicit any ways of expressing surprise students can think of. Prompt them by making statements and asking them to respond. For example:

Teacher: *I saw a UFO last night.*

Student: *How strange!*

Teacher: *I've just won a thousand euros.*

Students: *What a surprise!*

- Students read the dialogue and fill in the missing words / phrases.

FOLLOW-UP ACTIVITY

In pairs, students take it in turns to make statements and respond to them to show either surprise or lack of it. Put the statements below on the board for them to use (they may prefer to use ideas of their own).

The school football team lost the match 5-0.

My aunt and uncle are moving to Japan.

I bumped into Nicole Kidman when I was on holiday.

Mum and Dad got me a computer for my birthday.

My brother passed his FCE exam.

Language Awareness

- Students do the matching exercise. Then ask them if they know the answer to questions 1 and 2. (*Florence Griffith-Joyner; Beijing*)

Word Pairs

- Ex a** Explain to students that sometimes pairs of words go together.
- Ex b** Students read the text (they do not fill in the answers at this point) and tell you what it is about. They then read it again and fill in the missing words.

FOLLOW-UP ACTIVITY

Students write sentences of their own with the word pairs.

Lesson Summary

Functions:

- talking about cause and effect
- buying bus tickets

Topics:

- traffic; means of transport; travelling by bus

Structures:

- clauses of result
It was so ... that / It was such (a) ... that ...

Objectives:

- to enable students to use clauses of result
- to offer written practice in: *so ... that ...*
such (a / an) that ...
- to enable students to find out about bus routes and buy tickets
- to practise talking about advantages and disadvantages

WARM-UP

- See how many different means of transport students can think of. Students take it in turns to come to the front of the class and to write a means of transport on the board. When necessary prompt students with questions. For example:

*What unusual means of transport is used in Venice?
What means of transport could we use to travel into space?*

Listen and Read

- Students describe what they can see in the picture. Elicit the word *traffic jam* and write it on the board. Refer students to the title of the lesson and ask them to tell you about the last time they were late.
- Play the beginning of the cassette (the introductory paragraph); students follow in their books. Ask students why Isabelle can't go with the others and why her ankle is sore (to revise the events in the storyline in the previous lesson).
- Students close their books. Put the questions below on the board and ask students to write down the answers to them as they listen. Play the cassette.
*What means of transport is Natalie using? (bus)
How old was Natalie when she went to San Francisco? (5)
What means of transport does Natalie think is romantic? (gondola)*
- With books open, students practise reading the dialogue in groups of three.

Comprehension Check

- Students decide whether the statements are true or not. Elicit corrections for those that are false.

Vocabulary Check

- Students find the lexical items in the text on page 123 and work out their meanings.

Grammar

- Say to students *I saw a film last night. It was such a boring film that I fell asleep.* Write the second sentence (*It was such ... asleep.*) on the board and below it *The film was so boring that I fell asleep.* Explain that *such* and *so* are used in sentences like this when we want to show the result of something. Elicit from students the cause (*a boring film*) and the result (*somebody fell asleep*) in the sentences on the board. Explain that *so* can be followed by adjectives as in the examples on the board and also by adverbs. Write the sentence below on the board; students supply an appropriate ending.
He was driving so fast that ...
- Refer students to the Grammar Reference (page 171) and read the information about clauses of result with them. Elicit more examples from students.

Grammar Practice

- Ex 1 This exercise offers controlled practice in the *so ... that ...* structure.

FOLLOW-UP ACTIVITY

Students make sentences of their own using the *so ... that ...* structure. Prompt them by suggesting they talk about the following situations:

A meal in a restaurant (for example: *The food was so awful that we didn't eat much.*).

A day at the beach (for example: *The sun was so hot that we only spent an hour on the beach.*).

Seeing a film at the cinema (for example: *The man in front of me was so tall that I couldn't see.*).

A play at the theatre (for example: *The play was so boring that I fell asleep.*).

Ex 2 This exercise offers controlled practice in the use of *such* and *such a(n)*.

FOLLOW-UP ACTIVITY

Students make sentences of their own using the *such (a / an) ... that* about a journey (real or imaginary) they recently took. For example:

It was such a slow train that it took twenty hours to get to Thessaloniki.

It was such a snowy day that the plane couldn't take off.

Vocabulary Practice

Ex 1 All the phrases in the sentences appear in the text on page 123.

Ex 2 Students work in pairs to find the opposites.

FOLLOW-UP ACTIVITY

Ask students which of the adjectives they would use to describe the following means of transport: *helicopters, boats, bicycles, motorbikes, a donkey, hot air balloon*.

Speaking

■ When answering Question 1, students should use the comparative form. If necessary, briefly revise the formation of this (for example: slow - slower, comfortable - more comfortable). Students can refer to the list of adjectives in Exercise 4 in the *Practice* section.

■ For Question 2, give students the following occasions and ask which means of transport they would use:

to travel to the USA.

to get to school.

to visit your grandparents.

to visit a friend in Italy.

Situational English

Ex a Students work in pairs to put the sentences into the correct order. Before they start, tell them that they have to make two dialogues: the first takes place between two people at a bus stop, and the second between one of the two people and the bus driver. Explain that in Britain, it is customary to buy a bus ticket from the driver when you get on the bus and that there are different fares for different journeys.

Ex b Inform students that they may have to change the form of the verbs to complete the sentences.

Language Awareness

Ex 1 This exercise focuses on words which are easily confused by learners of English.

Ex 2 The vocabulary focused on in this exercise is related to travel and transport.

Idioms

■ Students fill in the verbs to complete the idioms. Ask them if they can work out what they mean from the context.

FOLLOW-UP ACTIVITY

Check students' understanding of the idioms by asking the questions below.

When might you and your classmates all be in the same boat? (for example: You all have a lot of homework to do. You all fail a test and get into trouble.)

What kind of thing drives you mad?

Do you know anyone who always likes to be in the driving seat?

Lesson Summary

Topics:

- travel; long and difficult journeys; travelling by taxi

Writing Skills:

- planning and writing a short story

Objectives:

- to offer practice in planning and writing a narrative
- to enable students to order a taxi in English
- to teach the pronunciation of words with silent letters
- to develop students' multiple matching skills when listening to spoken text

WARM-UP

- Students imagine that they are going on a twelve-hour flight but can only take a small bag onto the plane with them. Ask which three of the items below they would choose to take and which one item they think is the least useful.

mobile phone	magazine
big bar of chocolate	pack of cards
bottle of water	notebook and pen
mystery novel	Discman and one CD

Listen and Read

- Students close their books. Play the cassette, pausing at the places indicated below so students can finish the sentences.

She was on her way to ... (paragraph 1)

However, about halfway to the station ...

(paragraph 2)

Once the taxi had parked outside the train station,

Alice jumped out, ... (paragraph 4)

At 10.10 ... (paragraph 6)

'Good morning,' the woman behind the desk said ...

(paragraph 7)

Comprehension Check

- Students read the story carefully and make a list of the problems Alice had on the way to the Seychelles.

FOLLOW-UP ACTIVITY

In groups or pairs, students make a list of three or four more things that could go wrong for Alice during her journey to the Seychelles. For example:

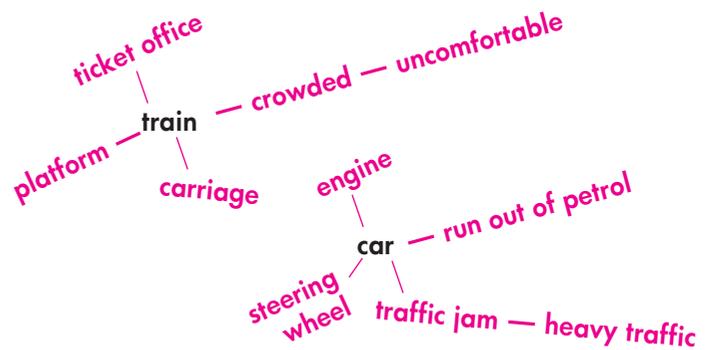
There is such bad weather that the plane can't land in the Seychelles and lands somewhere else.

Her luggage goes missing.

The person sitting next to her on the flight is boring and talks the whole time.

Speaking

- Before students answer the questions, brainstorm vocabulary related to various means of transport. Make diagrams on the board as below.



This speaking activity generates ideas for the writing task that follows.

Writing

- Explain to students that the story they are going to write should have four paragraphs and be about a journey where a lot of things went wrong. Read out the paragraph plan; students then spend five minutes making a plan for their story. For each paragraph, they should make notes and add any vocabulary from the board that they will be able to use.
- Elicit from students which tenses they think are the most important when writing a short story (*the simple past, the past progressive, the simple past perfect*). Ask them to look at the text on page 126 and to find two examples of each of these.
- Explain to students that using time expressions will help them to write better stories. Give out the material for this lesson (Supplementary Teaching Material – page 114). Students complete the activities.

ANSWERS:

- It had stopped raining by the time we found a taxi.
By the time we found a taxi, it had stopped raining.*
- Harry drove off as soon as we got into the car.
As soon as we got into the car, Harry drove off.*
- First she packed her suitcase, then she ordered a taxi.
She packed her suitcase first, then she ordered a taxi.*
- While Emma and Pete were cycling along the road, they noticed a beautiful old house.
Emma and Pete noticed a beautiful old house while they were cycling along the road.*
- Once the bus had stopped at the bus stop, the elderly man got off.
The elderly man got off once the bus had stopped at the bus stop.*
- During the flight to Spain, there was a really bad storm.
There was a really bad storm during the flight to Spain.*
- Before Jane continued on her journey, she rested for a while.
Jane rested for a while before she continued on her journey.*

- Students write their stories at home.

Vocabulary Expansion

- Students do the matching exercise. After checking answers, elicit example sentences from them for each phrasal verb.

Situational English

- Ask students if they have ever booked a taxi and, if so, where they were going.
- Read the rubric; students read the dialogue in pairs, then answer the questions.

FOLLOW-UP ACTIVITY

In pairs, students role-play a dialogue in which one of them books a taxi. Explain that the student who is the *passenger* should substitute new information for the destination (train station, a cinema, friend's address, etc.), the time they want to be picked up and the name and address. The student who is the *taxi driver* should also make the relevant changes to the dialogue.

Language Awareness

- Ex 1** Students fill in the missing colours. After checking students' answers, ask if the colours could be used in the same way in their language.
- Ex 2** Students do the matching exercise.

FOLLOW-UP ACTIVITY

Ask the following questions to check students' understanding of the expressions.

What else could be called heavy work?

Do you enjoy light reading?

What time of day is there heavy traffic in your neighbourhood?

When was the last time you had a heavy cold! What symptoms did you have?

Pronunciation

Ex a Students listen and repeat chorally.

Ex b Students read the words out loud to find the silent letters.

FOLLOW-UP ACTIVITY

Put the words below on the board. Ask different students to say each one; the rest of the class should say if he / she pronounced the word properly and, if so, what the silent letter is.

comb

talk

castle

Listening

- Before doing this listening activity, students predict what the speakers might say about the four means of transport.

Lesson Summary

Project:

- gathering information and writing about different means of transport

Topics:

- bicycles; means of transport; directions; timetables

Objectives:

- to motivate students to gather and present information about means of transport
- to offer practice in using a map and giving and following directions
- to enable students to understand and talk about bus and train timetables and plane schedules
- to develop students' self-assessment skills

WARM-UP

- In pairs, students make a list of reasons: *Why it is better to travel by bike than by car* or *Why it is better to travel by car than by bike*. Allow a few minutes for them to come up with some arguments. Then, in groups of four (two students who are in favour of the bike should work with two students in favour of the car), students discuss which means of transport is best. (Depending on the number of students in the class, groups of three could also be necessary.)

Listen and Read 

- Play the first paragraph of the text; students follow in their books. Ask students what uses of the bike are mentioned (*a means of entertainment for a child, a way of getting to school or work, a way of solving traffic problems, earning money and saving lives*). Students speculate as to what the last three uses mentioned could entail.
- Play the second paragraph; students follow in their books. Ask what two uses of the bike are mentioned (*a means of taking things to market, a way of transporting sick people to a health centre*).
- Play the third paragraph while students follow in their books. Ask what the main topic of this paragraph is (*the rickshaw*) and which other means of transport can be used for a similar purpose (*the taxi*).
- Play the final paragraph; students follow in their books. Ask:
Why is it quicker to use a bike than a car in the centre of London? (Bikes don't get stuck in traffic jams.)
What other advantages do bikes have? (You can leave them in front of a building rather than worry about where to park.)

Comprehension Check

- Students read the text again and do the exercise.

Speaking

- Explain to students exactly what they have to do. Remind them to use a variety of phrases to make suggestions (for example: *How / What about ... ? Why don't we ... ? Let's ...*). When everyone has finished, find out what each pair has decided and why.

Joke

- Students look at the joke, then explain, using L1 if necessary, why it is funny.

Project

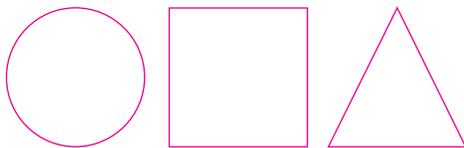
- In groups of four, students have a discussion to decide:
which means of transport they will write about (the more unusual the better).
where they will get the information from (including pictures).
how their project will be presented (as a poster, a booklet, a magazine article, etc.).
- When the projects have been completed, display them on the classroom wall and ask students to decide which means of transport are the most usual and interesting in their opinion.

Countries of the European Union

- Tell students to turn to the map on page 179 of their books and locate the four countries.
- Ask students whether they know anything about Malta, then ask the following questions:
 - Is Malta an island? (Yes, it is.)*
 - What country is Malta close to? (Italy)*
 - Do the people there speak Italian? (No, they don't. They speak Maltese and English.)*
 - What brings the most money to Malta: farming, tourists or factories? (tourists)*
- Ask students to tell you why they think the Netherlands is one of a group of countries called the *Low Countries*. Explain that it is because the country is very flat. Next, ask students what they think of when they hear the name of the capital city, Amsterdam (*bicycles, red flowers called tulips, canals*). Ask the class what the Netherlands has the largest one of in the world (*port - Rotterdam*).
- Tell students that Poland has borders with four other European countries and ask them to guess which ones (*Germany, Czech Republic, Slovakia, Lithuania*). Ask them to tell you anything they know about the country.
- Find out what facts students know about Portugal. Ask the following questions:
 - What important sports event did Portugal hold in 2004? (the Euro 2004 football championship)*
 - What items do tourists often take home from Portugal as souvenirs? (brightly-painted tiles and pottery)*
 Tell students that Portugal produces more corks than any other country in the world. Explain what these are using their mother tongue, and ask them to say what they are used for (*closing wine bottles*).

Let's Talk

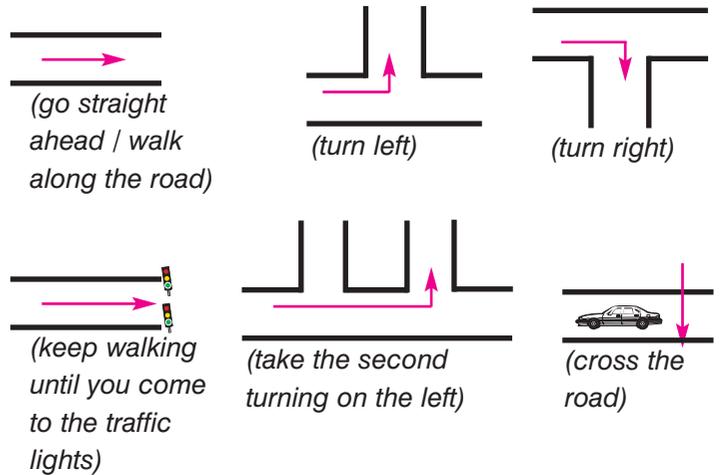
- Ex 1a** Before students do this activity, revise prepositions of place and phrases indicating position by drawing simple diagrams on the board (see below) or using objects (pens, books, etc.).



*The triangle is next to the square.
The circle is on the left of the square.*

Focus on the following:
on the left / right
next to
in between
opposite
on the corner

- Ex b** Before students do the three tasks, draw the diagrams below on the board and ask students how to give these directions in English.



- Ex 2** Students study the timetables and answer the questions.

Are you moving on? Check Yourself

- Students read the statements and tick the boxes they feel are appropriate. Then follow the instructions below for each statement.
 - 1 Point to different parts of the body and ask students to name them.
 - 2 Ask students to write down how many ways of expressing surprise and lack of surprise they can remember. They should then check these with what is taught on page 122.
 - 3 Elicit some of the advantages and disadvantages of a bus, a car, a bike and a boat.
 - 4 Students imagine they are waiting for a bus somewhere in Britain. Use their mother tongue to tell them what information they should ask for:
 - If the bus goes to the train station from there.*
 - How often the buses run to the train station.*
 - A single ticket to the train station.*
 - 5 Ask students if they were satisfied with the short story they wrote for Lesson 3 of this module and whether or not they feel they could do better next time.

- 6 Ask for a volunteer to role-play a dialogue with you. Tell the student that he / she is going to order a taxi to the port to catch a boat which leaves at midday tomorrow. Role-play a dialogue similar to that on page 128.
- Give students time to reconsider the boxes they ticked earlier. If anyone decides to make changes, find out why they have reconsidered their capabilities.

Preparation for Module 10

- ◆ pictures of different kinds of homes
- ◆ photocopies of Supplementary Teaching Material - pages 115, 116 and 117



MODULE 10 Changing Situations

Lessons 1-6

- Ask students to look at the pictures for this module and to come up with some ideas about what they might read about / learn.
- Read out the *Read about ...* section. Ask students:
 - *what problems they think Isabelle might have at school.*
 - *what kind of invitation they think Natalie sends to her friends.*
 - *if they remember where the Johnsons live (a flat).*
 - *what a housewarming party is.*
- Read out the *Learn ...* section. Ask students which section they are most / least looking forward to doing and why.

10

Lesson 1

Bullying

Lesson Summary

Functions:

- repeating what people say
- expressing your intentions

Topics:

- bullying; self-defence classes; school

Structures:

- reported speech

Objectives:

- to enable students to use direct and reported speech
- to offer oral practice in: describing pictures; comparing and contrasting pictures; speculating about situations
- to enable students to express their intentions

WARM-UP

- Ask students what kind of problems school children sometimes face. Make a list on the board. Then discuss some of the possible solutions to the problems.
- Play the rest of the cassette; students follow in their books. Ask students how Isabelle solved her problem.
- Ask if anyone in the class can do judo or any other martial arts. If so, have a short discussion about what the sport entails and why they would recommend their classmates to take it up.

Listen and Read

- Refer students to the title of the lesson and ask what they understand by the term *bullying*. (The first illustration should help them.) Ask students what they would advise a friend who was being bullied to do. Encourage them to use ways of giving advice such as *If I were you, I'd ...* ; *You ought to ...* ; *I think you should ...* ;
- Play the introductory paragraphs; students follow in their books. Ask students:
 - what they understand by the phrase 'school is a nightmare' and why this is, according to the text.*
 - (because of bullies)*
 - what problem Isabelle had.*

Comprehension Check

- To do this exercise, students have to find the reported speech equivalents (in the text) of the direct speech statements / questions. Even if students are not familiar with the rules of reported speech, they will be able to carry out the task, which serves as an introduction to reported speech.

FOLLOW-UP ACTIVITY

Ask students to explain the words / phrases below from the text in their own language.

<i>strict</i>	<i>refuse</i>	<i>self-defence</i>
<i>make fun of</i>	<i>solve</i>	<i>I'm a black belt</i>
<i>fence</i>	<i>take up</i>	

Grammar

- Put the information below on the board. Explain the difference between direct and reported speech, then ask students to supply the missing sentences. If they are not familiar with the formation of reported speech, write the sentence yourself; explaining the tense changes as you go along.

DIRECT SPEECH

'I like classical music,'
he said.

'We made a cake,' she said.

'I have finished my
composition,' Tom said

'It will snow tomorrow,'
I said.

'They are playing football,'
she said.

'It was raining,' he said.

'I have been working,' Bob
said.

'Sally will be sleeping,' he
said.

REPORTED SPEECH

He said he liked
classical music.

She said _____

Tom said _____

I said _____

She said _____

He said _____

Bob said _____

He said _____

- Tell students that we can also change questions into reported speech, and that we use question words in reported speech but for questions without a question word, we use *if* or *whether*. Use the examples below:

'What is the time?' Joe asked. → Joe asked what
the time was.

'Is it snowing?' Mary asked. → Mary asked if /
whether it was snowing.

Point out that in reported speech, we use the same word order as in the affirmative form (rather than the interrogative). Ask students to put the following two direct speech questions into reported speech:

'Where do you live?' Sam asked

'Can you speak English?' she asked.

- Put the examples below on the board.

'Be quiet!' the teacher told the children
teacher told the children
to be quiet.

'Don't shout!' she asked them
She asked them not to shout.
asked them.

Students supply the reported speech form of the direct speech sentence below.

'Sit down!' he told them.

- Refer students to the Grammar Reference (pages 171 / 172) and read through the information with them. Tell them to refer to these pages when doing the exercises in the *Practice* section to check they are making the correct changes.

Grammar Practice

- Ex 1** This exercise offers written practice in the formation of reported speech sentences.
- Ex 2** This exercise focuses on reported questions and commands.

Vocabulary Practice

- Students first read the paragraph without filling in the missing words. Ask for a brief summary of its content.

FOLLOW-UP ACTIVITY

Students write sentences of their own using *talk to*; *tell somebody about*; *share a problem with*; *take up* and *in this way*.

Speaking

- Have a class discussion based on the questions about the four pictures. Supply any relevant vocabulary / structures students need (writing it on the board as you do so). After students have answered all the questions, ask them to tell you about their experiences of being told off by their teachers.

Functional Language

- Ex a** Explain to students the meaning of the phrase *expressing your intentions*, then read the rubric. Students should read the sentences carefully before ticking the correct boxes.
- Ex b** In groups of three, students practise their dialogues. Choose two or three groups to come to the front of the class to act out their dialogues.

FOLLOW-UP ACTIVITY

Talk about situations where the other phrases in the exercise might be used. For example: A shop assistant might say, 'Can I help you?' to a customer. Alternatively, read out the following situations and ask students to match them to the phrases.

A doctor to a patient.

What seems to be the problem? There's nothing to worry about.

A shop assistant to a customer.

Can I help you?

One friend to another on hearing something surprising.

You can't be serious.

Someone who is asked by a neighbour to water their plants for a week while they are on holiday.

That won't be a problem.

Language Awareness

Ex 1 Students do the matching exercise.

FOLLOW-UP ACTIVITY

Students describe to their classmates something that was a nightmare for them.

Ex 2 This exercise focuses on words which are often confused by learners of English.

Lesson Summary

Functions:

- expressing disappointment

Topics:

- school; cheating; punishment; teachers

Structures:

- relative clauses (defining and non-defining)

Objectives:

- to introduce students to the relative pronouns *who*, *which*, *whose*
- to provide controlled written practice in the use and formation of relative clauses
- to enable students to express disappointment

WARM-UP

- Tell students *Today we're doing a test*. Ask them:
how your statement made them feel.
why students don't like tests.
if it is unfair of teachers to give students tests
without warning.
why tests are useful from the teacher's point of view.

FOLLOW-UP ACTIVITY

Students work in pairs and use the following vocabulary items from the text on page 137 in sentences of their own.

get good / low marks (in) *write down*
throw something in the bin *cheat*
pass a test

Before students write their sentences, make sure they understand all the words / phrases.

Listen and Read

- Refer students to the title of the lesson and the illustration. Ask what they think Isabelle does.
- Play the first part of the text (the introductory paragraphs and the first section of the dialogue). Students follow in their books. Ask:
What problem did Isabelle have with history?
(She used to mix up the names and dates.)
What did Isabelle's class have to do one day?
(a history test)
What was Isabelle holding? (a piece of paper)
What do you think was on it? (some notes to help her in the test)
- Students predict what they think will happen next. Then play the rest of the cassette to find out.
- Allocate roles; students read out the text.

Comprehension Check

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

Grammar

- Write the four sets of sentences below on the board. Join the first two as shown, with the relative clause in a different colour from the rest of the sentence. Explain that *who* and *which* are relative pronouns. Elicit from students that *who* is used for people and *which* for things. Explain that it is also used for animals. Ask students to join the second set of sentences in the same way. Write the answers on the board (again with the relative clause in a different colour from the rest of the sentence).

John is the boy. He cheated in the test.

John is the boy who cheated in the test.

That's the watch. It's made of gold.

That's the watch which is made of gold.

That's the woman. She teaches me French.

(That's the woman who teaches me French)

There's the elephant. It has escaped from the zoo.

(There's the elephant which escaped from the zoo)

Explain that *that* can be used instead of *who* and *which* in the sentences above.

- Explain that *whose* is also a relative pronoun and is used to show possession. Put the example below on the board.

That's the girl whose dog bit the postman.

- Put the two sentences below on the board:
There's the dog which / that only has three legs.
The dog which / that he bought is black and white.
Explain that in the second sentence we can leave out *which / that* because they refer to the object of the sentence. (This may be easier to explain by giving the sentence: *He bought a dog. It is black and white.*)
- Refer students to the Grammar Reference (page 173) and read points 2 and 3, and the information next to the warning sign. (⚠)

Grammar Practice

- Ex 1** Students fill in the relative pronouns.
- Ex 2** This exercise offers controlled practice in forming relative clauses.

Vocabulary Practice

- The words in this exercise are all easily confused by learners of English.

FOLLOW-UP ACTIVITY

Each student writes three sentences of their own (one for each set of words). They then give their sentences to their partner to fill in the correct words.

Speaking

- Have a classroom discussion based on the three situations. Supply any relevant words and phrases.

FOLLOW-UP ACTIVITY

In pairs, students write a short dialogue based on the third situation (i.e. student and teacher). Then ask each pair to act out their dialogue. After each one, the rest of the class should give their opinions as to how well the 'student' handled the problem.

Functional Language

- Ex a** Students read the dialogues and locate the relevant phrases.
- Ex b** Students take it in turns to read the statements and offer an appropriate response.

Language Awareness

- Ex 1** With books closed (or without looking at their books), students say what meanings of the word *low* they can think of. Remind them of the expression seen in the text on page 137 (*get a low mark in*). Students then look in their books and do the matching exercise.
- Ex 2** Students complete the phrasal verbs, then work out their meanings from the context.

FOLLOW-UP ACTIVITY

Revise some of the phrasal verbs seen in the book so far by asking students to write an appropriate sentence about each picture on their worksheets (Supplementary Teaching Material – page 115). They can choose from the phrasal verbs given in the box.

SAMPLE ANSWERS:

- 1 *Don't throw that piece of paper away, I need it.*
- 2 *Sometimes sisters don't get on.*
- 3 *Look out! There's a hole in the road.*
- 4 *Please turn that music down, it's too loud.*
- 5 *Paul was running very fast and I couldn't keep up.*
- 6 *He has done his coat up because it is cold outside.*
- 7 *When I grow up, I want to be a teacher.*
- 8 *I am usually nervous when the plane takes off.*

Lesson Summary

Topics:

- invitations; parties

Writing Skills:

- writing a letter accepting an invitation
- phrases for inviting / accepting and refusing invitations

Objectives:

- to enable students to extend invitations, accept and refuse them
- to expose students to a variety of informal letters of invitation
- to offer practice in planning and writing an informal letter accepting an invitation
- to offer practice in listening for specific information

WARM-UP

- Students imagine that they have just moved into a new flat or house and are planning a housewarming party. In groups, ask them to make a list of all the preparations that need to be made, and decide who in the group will undertake to do these things. They should also decide what time the party will start and finish and how many people will be invited. Students could also decide on a theme for the party; for example, black and white (everyone dresses in these two colours), fancy dress, cowboys and Indians.

FOLLOW-UP ACTIVITY

Students role-play a telephone conversation between Natalie and her friend Philip, who lives in Scotland, in which she invites him to the housewarming party. Natalie should give information about the date of the party, and invite him to spend the weekend at her new house.

Vocabulary Check

- Students find the words in the letters.

Listen and Read

- Read the rubric. Elicit from students an explanation of *accept an invitation* and *refuse an invitation*.
- Students skim the three letters to find out:
 - where Natalie will soon be living. (a house)*
 - what kind of party they are having. (a housewarming party)*
 - who is a student. (Dora)*
 - how Anna is going to get to England. (by plane)*
- Play the cassette; students follow in their books.

Comprehension Check

- Students read the letters again and choose the correct answers. Remind them that more than one answer may be possible.

FOLLOW-UP ACTIVITY

Students find and underline phrases in the letters which are used to:

explain why someone is writing a letter. (I'm writing to invite you to ...)

ask somebody to reply to their letter. (Please write back soon... Write to me soon...)

thank somebody for a letter / invitation. (Thanks for your letter. It was nice of you to invite me. Thanks again for asking me. Thanks very much for your letter and the invitation.)

accept an invitation. (I think I will be able to come.)

refuse an invitation. (I'm afraid I won't be able to come.)

Writing

- Ex 1** In pairs, students read the sentences and decide which kind of letter they come from.
- Ex 2** This exercise focuses on mistakes commonly made by learners of English in their written texts.
- Ex 3** Before students do this task, make sure they understand that the underlined phrases are not wrong, but are simply alternatives to those in the box.
- Ex 4a** Students read the letter. Ask them to tell you what kind of invitation it is (*an invitation to visit a friend in Cambridge for a week*) and what suggestions are made in it (*go sightseeing in Cambridge and visit London*).
- Ex 4b** Read the paragraph plan with students, asking them to complete the sentences as you do so (for example: Thanks for your letter and the invitation to *visit you in Cambridge for a week*). Students write the letter at home.

FOLLOW-UP ACTIVITY

In pairs, students write a short letter inviting their penfriend to come and visit them in the summer. In it, they should mention how they will pass the time and some of the places they will visit.

Listening

- Students read the sentences so that they know what kind of information to listen for.

Lesson Summary

Functions:

- talking about advantages and disadvantages
- offering to help

Topics:

- moving house; flats and houses; helping people

Structures:

- conjunctions

Objectives:

- to introduce and offer written practice in the following conjunctions: *both ... and; no sooner ... than; neither ... nor; whether ... or; not only ... but also; either ... or*
- to enable students to discuss the advantages and disadvantages of different homes
- to teach students ways of offering to help

WARM-UP

- Collect pictures of different kinds of homes. Divide the class into groups and distribute the pictures – one for each group. Students should:

describe the exterior of the house.

decide where it is.

discuss what it is like inside (number of rooms, style of furniture, etc.).

A spokesperson for each group then holds up their picture and tells the rest of the class about it. Ask students which of the houses they would most like to move into and why.

Comprehension Check

- Students read the text again and do the multiple choice exercise.

Vocabulary Check

- Students find the words / phrases in bold in the text on page 143 and work out from the context which answer is the correct one.

Listen and Read

- Elicit from students some of the problems associated with moving house (for example: *vases / ornaments could get broken; it could be difficult to get large items of furniture out of the old house and into the new one*).

- Revise the storyline by asking:

Who is moving? (Natalie and Isabelle / the Johnsons)

Where do they live at the moment? (in a small flat)

Where are they moving to? (a large house)

Students then look at the picture and guess what problem Matt, Jamie and Mr Thompson have.

- Students close their books. Play the cassette while students listen. Then ask the questions below to see what they can remember.

Why do Mr and Mrs Thompson want to help the Johnsons move house? (They showed them around London.)

What does Natalie ask Mr Thompson to take downstairs? (her bookcase and desk)

What floor is the Johnson's flat on? (the second)

- Allocate roles; students read out the text.

FOLLOW-UP ACTIVITY

Students work out the meaning of the words / phrases below:

we're off to help

many hands make light work

fit in the lift

pulled up

removal van

Grammar

- Refer students to the example sentences in the *Grammar* box. Explain that *either ... or* and *both ... and* are known as double conjunctions, and that they are used to join two ideas (for example: *We can go to Greece. We can go to Italy.*).
- Refer students to the Grammar Reference (page 173) and read through the list of double conjunctions and example sentences with them. Elicit examples from students for each one and write these on the board.

Grammar Practice

- Students fill in the conjunctions given.

FOLLOW-UP ACTIVITY

Offer more practice in using the conjunctions in the following way. Read the sentences below, pausing at the places indicated. As you do so, point to a student, who should give an appropriate word or phrase. Continue reading, then point to another student to complete the sentence.

Mary is very clever. She cannot only (pause) but also (pause).

I'm hungry. I don't know whether (pause) or (pause).

Paul had a terrible shock yesterday. He had no sooner (pause) than (pause).

I went shopping. I bought both (pause) and (pause).

The house is awful. It's neither (pause) nor (pause).

If you're thirsty I can buy you either (pause) or (pause).

For example:

Teacher: *Mary is very clever. She can not only ...*
(points to Student 1)

Student 1: *speak Chinese*

Teacher: *but also ...* (points to Student 2)

Student 2: *read Arabic*

Vocabulary Practice

- Students read the dialogue and find one word to go in each space.

Speaking

- In pairs, students discuss the advantages and disadvantages of each home. Find out which home each pair thinks would be the most suitable and why.

Functional Language

- Ask students about the last time they offered to help someone or the last time someone offered to help them. They then do the exercise.

FOLLOW-UP ACTIVITY

Tell students when someone offers to help, it is customary to respond by accepting or refusing their help. Put the words below on the board and ask students to put them in the correct order to find different ways of doing this.

1 *you very of that's kind*

(That's very kind of you.)

2 *but can thanks manage I*

(Thanks, but I can manage.)

3 *some would I love*

(I would love some.)

4 *but it thanks I offering can for do*

(Thanks for offering, but I can do it.)

5 *help a that be big would*

(That would be a big help.)

Language Awareness

- Students do the matching exercise. After checking their answers, ask if they can think of any idioms in their own language with words for different kinds of accommodation in them and how they would explain these to an English speaking person.

Talking about helping someone

- Students choose the correct verbs to complete the sentences.

Doing something immediately

- Students complete the dialogues with the prepositions.

Lesson Summary

Functions:

- saying goodbye
- expressing wishes, regrets and preferences

Topics:

- parties; saying goodbye

Structures:

- unreal past; would rather; had better

Objectives:

- to enable students to use the following structures correctly: *I wish ... ; If I ... , I would ... ; It's time ... ; I'd rather (you) ... ; You'd better ...*
- to teach students different ways of saying goodbye
- to offer oral practice in speculating about situations.

WARM-UP

- Give out the material for this lesson (Supplementary Teaching Material – page 116). Students work in pairs to decide which presents are most suitable for the occasions listed and why. Students discuss and justify their choices as a class.

Listen and Read 

- Students skim the text to find out what present the Thompsons take to the Johnsons' housewarming party (a puppy).
- Play the cassette (up to *before the other guests arrive*). Students follow in their books. Read the statements below. Students raise their right hand if the statement is correct, their left if it is incorrect and neither hand if the answer isn't given in the text (in this way, it is easier to check the understanding of all the students in the class).

The Thompsons arrive at the Johnsons' new house at eight o'clock. (don't know)

The living room is full of boxes. (no)

The present Matt gives them is small. (no)

Natalie and Isabelle are pleased with the present. (yes)

Jamie and Matt bought the puppy before they talked to Mr and Mrs Johnson about it. (no)

The Johnsons' new house has got a big garden. (don't know)

- Play the rest of the cassette; students follow in their books. Read the statements below and do the same as with the previous section.

The guests arrived while the others looked for a place for the puppy to sleep. (yes)

There were a lot of people at the party. (yes)

Mr and Mrs Thompson left because they were tired. (no)

The Thompsons have already put most of their clothes into their suitcases. (don't know)

Jamie prefers e-mails to letters. (yes)

- Allocate roles; students read out the text.

Comprehension Check

- Students reread the text and answer the questions.

Vocabulary Check

- The phrases in bold all appear in the text on page 146.

FOLLOW-UP ACTIVITY

Students write sentences of their own using *make a decision, like the idea, look different* and *keep in touch*.

Grammar

- Write a second conditional sentence on the board. (For example: *If I were rich, I would buy a yacht.*) Explain that although *was* is the simple past of the verb *be*, in this sentence it does not refer to the past. Elicit another example of a second conditional sentence from students, then put the sentences below on the board.

I wish I had a lot of money.

She wishes she could go to the beach with them.

If only I knew his phone number.

It's time we left.

Explain that these are all examples of the unreal past as the verbs (*had, could, knew, left*) are in the simple past but refer to the present / future. Sentences with *wish* and *if only* can be easier for students to understand if you explain how they could be continued (for example: *I wish I had a lot of money but I haven't.*).

- Tell students that the past perfect tense can be used to talk about the past. Write these examples on the board.
He wishes he hadn't stolen the money.
If only it hadn't rained the day we went to the beach.
If I had remembered his birthday, he wouldn't have been angry with me.
- Put the dialogues below on the board to explain the use of *would rather* and *had better*. Ask students to supply sentences to complete the second set of dialogues.
'Do you want a glass of Coke?'
'I would rather have orange juice.'
'I was rude to my teacher!'
'You'd better apologise!'
'Let's go to the theatre.'
' _____ (I would rather go to the cinema) _____ '
'I have got a test tomorrow.'
' _____ (You'd better study tonight) _____ '
- Refer students to the Grammar Reference (page 174) and read through the information with them. Elicit sentences from students similar to those given in the book.

Grammar Practice

- Ex 1** Students find the correct endings to the sentences.
- Ex 2** This exercise offers controlled practice in the structure *would rather*.
- Ex 3** This exercise offers controlled practice in the structure *had better*.

FOLLOW-UP ACTIVITY

Read out the situations below; students give the people advice using *had better*.

Your friend is going for a ride on someone's motorbike.

Your friend has got a history exam tomorrow.

Your brother and his friends made themselves something to eat while your parents were out and the kitchen is a mess.

Your sister's puppy has chewed your dad's new slippers.

Speaking

- After students have discussed the two pictures, they share their ideas with the rest of the class.

FOLLOW-UP ACTIVITY

Students make up a story about the couple in the second picture. Give them the first sentence (for example: *Alice and Rick went for a drive.*). Students take it in turns to add one sentence to the story. Remind them that they will mostly use the simple past and past progressive for this.

Functional Language

- Ex a** Without looking in their books, students tell you as many ways of saying goodbye as they can think of. Make a list on the board. Students then do the activity.
- Ex b** Students practise the dialogues. Ask some of them to act out their dialogues for the rest of the class.
- Ex c** In pairs, students decide who is saying the wrong thing and what he should be saying.

Language Awareness

- Students fill in the missing words to complete the expressions. Elicit the meaning of each one.

Lesson Summary

Project:

- collecting and presenting information about the lifestyles of teenagers in different parts of the world

Topics:

- visiting different countries; different lifestyles; renting a room in a house

Objectives:

- to motivate students to find out about and consider the lives of young people in other parts of the world
- to encourage students to see their own country through the eyes of a foreign visitor
- to offer practice in: understanding and discussing rules; making decisions; talking about homes
- to provide an opportunity to discuss students' progress

WARM-UP

- Revise the structures seen in Lesson 5 by giving out the worksheet (Supplementary Teaching Material - page 117) and instructing students to write a sentence for each picture using one of the structures given at the top of the page. They can use the structures to either write a sentence about the picture or what one of the people in the picture is saying / thinking. They do not have to worry about using all of the structures, but about writing accurate sentences. Students can work alone or in pairs. When they have finished, hear some of their sentences, then collect in their worksheets to check their work.

5 At the café, Katie drank her ____ very quickly.
(coffee)

6 At 3 o'clock, Katie wanted to play the ____ .
(violin)

- Students open their books and read the two letter extracts to check their own answers.

FOLLOW-UP ACTIVITY

Students work out the meaning of the following words / phrases from the context.

abroad *a hot bubble bath*
cosy *feel quite at home*

Listen and Read

- Find out if anyone in the class has ever stayed with a penfriend in another country or been on a school exchange to another country. If anyone has, find out which country it was, then ask the other members of the class to suggest some of the things the student in question might have missed about his / her own country or liked / disliked about the country he / she visited. Have a brief discussion based on this.
- Play the introduction to the text; students follow in their books. Tell students that Andreas is a Greek boy who visits a family in England, and that Katie is an English girl who visits a family in Greece.
- Put the sentences below on the board. Students close their books. Play the cassette. Students listen and write down the missing words.
 - Dan's house has got ____ floors. (two)
 - Dan's house has thick ____ on the floor. (carpet)
 - Dan's family usually have dinner at ____ o'clock.
(six)
 - A lot of Anna's relatives came to her flat for a ____ . (meal)

Comprehension Check

- Students refer to the text on page 149 and answer the questions.

FOLLOW-UP ACTIVITY

Students look at the two letter extracts and make a list of the differences between England and Greece.

SUGGESTED ANSWERS:

England is very green; People in England live in houses and in Greece in flats; Greek people's relatives often live nearby; In England, the houses have gardens and in Greece, the flats have balconies; English people prefer baths and Greek people prefer showers; English people eat early in the evening; Greek children go to school early in the morning; Greek people drink cold coffee but English people don't; Greek people also drink coffee very slowly; Greek people often sleep in the afternoon.

Speaking

Ex 1 Students discuss the two questions in pairs and make notes of their ideas so they will be able to share them with the rest of the class.

Ex 2 Put the ideas below on the board for students to refer to if necessary.

food	TV
family	friends
weather	countryside

Poem

■ Read the poem; students follow in their books. Students then read the poem once more and decide what its message is. They can explain this using their mother tongue.

■ Ask students if they agree with the ideas expressed in the poem and what other advantages of foreign travel they can think of.

■ In pairs, students try to come up with a suitable title for the poem. Alternatively, put the three titles below on the board and ask them to decide which is the best and why.

Explore your Planet
What a strange place!
Travel Brings Understanding

Project

■ In groups, students discuss:
which two countries they will find out about.
where they can get information from.
how they will divide up the work (for example: in a group of four, two people could undertake to find out the information and the other two to actually write it up).

(An alternative approach to allowing students to choose the two countries is to write the names of a number of countries on pieces of paper, and ask each group to choose two at random. Allow groups to swap countries if they feel strongly about it and both sides agree.)

■ Tell students not to worry if they cannot find out about all the areas listed. They should cover what they can and add anything else they feel is appropriate.

Countries of the European Union

■ Tell students to turn to the map of Europe on page 179 of their books and locate the five countries.

■ Ask students to tell you what they know about the five countries. Ask the following questions:

Which country has one of the youngest capital cities in the world? (Slovakia - Bratislava)

Which country has more than 300 festivals every year? (Spain)

Which country is famous for being clean and having little pollution? (Sweden)

Which three European countries are next to Slovenia? (Italy, Austria and Hungary)

Which country has four different parts? (The United Kingdom: England, Northern Ireland, Scotland, Wales)

Let's Talk

Ex 1a In pairs, students read the rules and answer the questions.

Ex 1b Students work out which flat would best suit their brother. After checking their answers, ask which one they think would suit themselves best.

Ex 2 Have a classroom discussion based on the questions. Ask students if they have ever been in the same position as the two students in the last picture and, if so, what happened.

Are you moving on? Check Yourself

■ Read the statements one by one. Elicit from students how well they feel they can do these things and how important they feel they are. Students then tick the appropriate boxes.

■ Have a discussion with students about what they can do to improve their English and what areas they find most / least challenging. Then find out what students liked / did not like about the coursebook.

Supplementary Teaching Material

TOWER HOTEL LONDON

Guests must fill in this form and return it to the reception desk.

Please use **BLOCK CAPITALS**

Surname: _____ First name(s): _____

Address: _____

_____ Country: _____

Telephone Number: _____

Length of Stay: _____

Arrive: _____ Depart: _____

Room number: _____

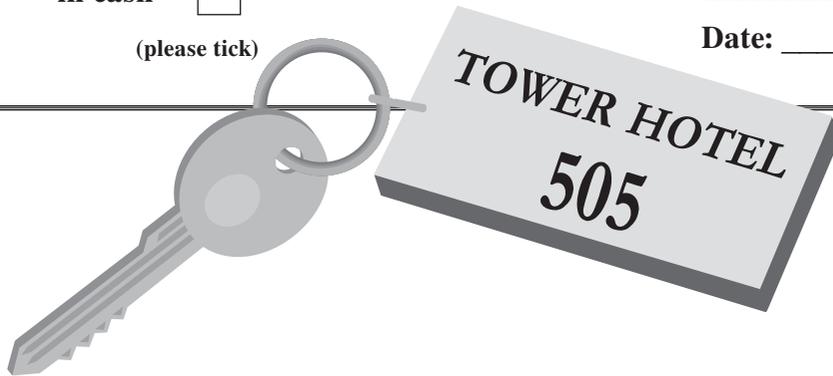
Pay: by credit card

in cash

(please tick)

Signature

Date: _____



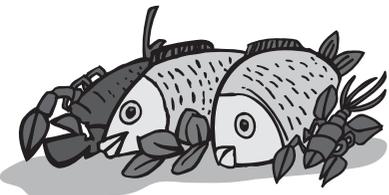
Restaurant in the Park

Menu

<i>Salad</i>	£2.00
<i>Tomato Soup</i>	£2.00
<i>Baked potato</i>	£1.75
<i>Lamb chops</i>	£4.50
<i>Hamburger</i>	£3.00
<i>Chef's (1) _____</i>	£5.00
<i>Seafood pasta</i>	£5.99

- (2) _____
- Coca Cola
 - Fanta
 - Coffee
 - Tea
 - Orange Juice
 - Milkshake
 - Ice cream
 - Sandwiches
 - Crisps
 - Popcorn
 - Hot dogs

**The Jolly Sailor
Seafood
Restaurant**



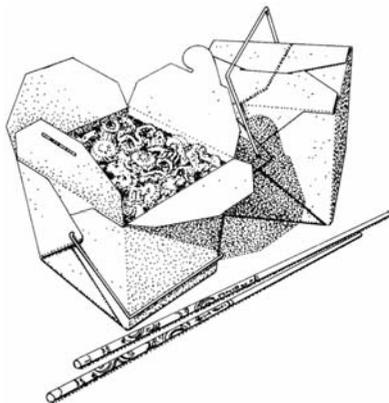
The Best Fresh Fish in Town

Children's (3) _____ available

*Your guide to healthy and
unhealthy (4) _____*

✓	x
Apples	Crisps
Bananas	Pizza
Nuts	Chocolate
Yoghurt	Biscuits

**The Green Dragon
Chinese Restaurant**



(5) _____ available.
Delivery 8pm - midnight

Student A

Do your parents make you ... NAME	do the washing-up?	go to bed early?		



Student B

Do your parents let you ... NAME	stay out late on school nights?	buy the clothes you like?		

Game 1

decide	avoid	make
hope	look forward to	hear
don't mind	want	enjoy

Game 2

see	be used to	promise
agree	be interested in	arrange
would like	plan	let

- 1 Can your brother drive? _____
- 2 You must do your homework. _____
- 3 Could you pass me that pen, please? _____
- 4 I couldn't speak English when I was six. _____
- 5 Shall I do the washing-up for you? _____
- 6 Can I leave the office an hour early? _____
- 7 You should tell your parents about your problem. _____
- 8 Can you help me, please? _____
- 9 We might go to France this summer. _____
- 10 Could I use your phone? Yes, you can. _____
- 11 May I leave now? _____
- 12 Shall we go for a walk? _____

Uses

- a ability
- b permission
- c asking someone to do something
- d possibility
- e obligation
- f advice
- g offer
- h suggestion

**Doberman
brings home
the dinner**



**DOG SAVES
ELDERLY MAN!**



**FIDO RESCUES
FAMILY FROM FIRE!**



**LASSIE AND THE
LOST LAMB!**



**STRAY DOG GIVES HIS LIFE
FOR HOMELESS TEENAGER**



**SPOT STOPS GANG
OF THIEVES**

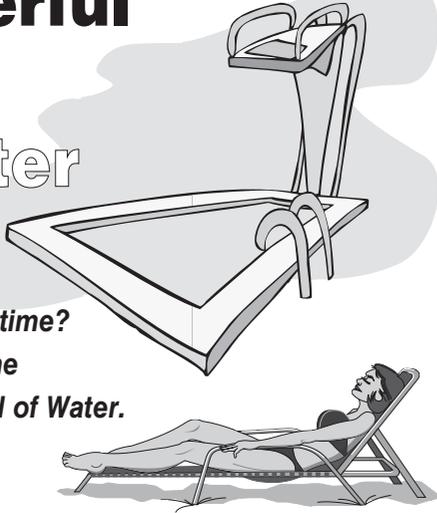


Read the two texts below. Make a list of the similarities between them.

Wonderful World of Water

Want to cool down and have fun at the same time?

Then come to the Wonderful World of Water.



We've got:

water slides (some suit everyone, some are only for the brave!)

swimming pools (including special children's pool)

sunbeds and umbrellas

restaurant / bar

children's playground



Opening Times:

10 am to 8 pm

((Everyday) May to September)

A lifeguard is on duty at all times.



Splash

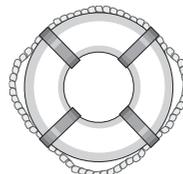
Splash means fun for all the family!

- Two Olympic-sized indoor pools
- Diving boards
- Children's pool
- Heated outdoor pool
- Pool with water slide

Splash! also offers swimming lessons - adults and children (qualified swimming instructors)

Open Daily

8 am - 10 pm



LIFEGUARDS ON DUTY AT ALL TIMES



Imagine your partner does not know English but is in an English-speaking country and has to take some medicine. Explain what the phrases below mean.

1 Do not take on an empty stomach.

5 *This medicine should not be taken by people who are allergic to penicillin.*

2 KEEP OUT OF REACH OF CHILDREN

6 Keep in a cool, dry place.

3 Available with a doctor's prescription only

7 *Not suitable for children under six months.*

4 Take two tablets every three hours.

8 **May cause headaches.**



*Just to change the
subject for a moment, ...*

By the way, ...



Oh! I nearly forgot!

Let's talk about something else.



*Ah! I knew there was
something I meant to tell you.*



Join the sentences using the time expressions given. Make any changes necessary.

- 1 It stopped raining. We found a taxi.

by the time

- 2 We got into the car. Harry drove off.

as soon as

- 3 She packed her suitcase. She ordered a taxi.

first / then

- 4 Emma and Pete were cycling along the road. They noticed a beautiful old house.

while

- 5 The bus stopped at the bus stop. The elderly man got off.

once

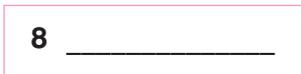
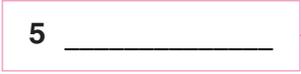
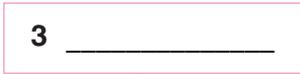
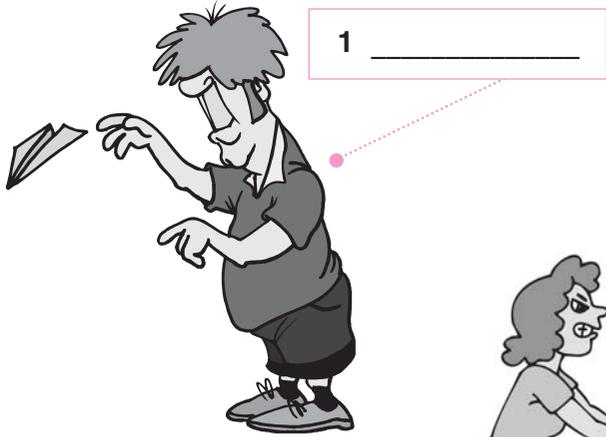
- 6 I was flying to Spain. There was a really bad storm.

during

- 7 Jane rested for a while. She continued on her journey.

before

take off • look out • do up • throw away • keep up • grow up • get on • turn down



Which present would you take to:

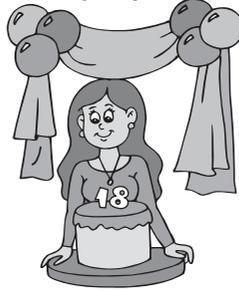
the Johnsons' housewarming party?



Tim and Julie's wedding?



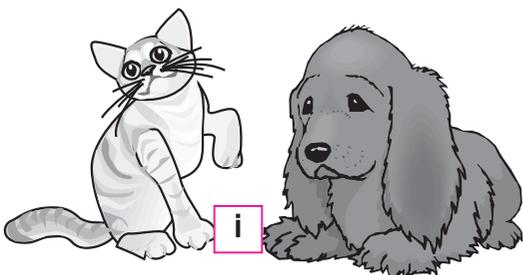
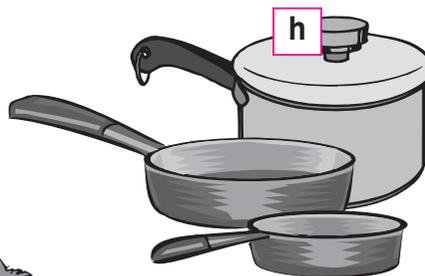
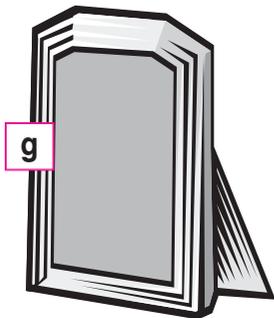
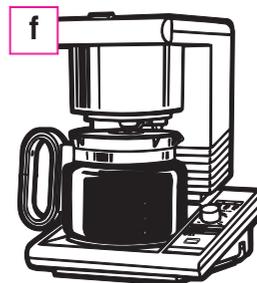
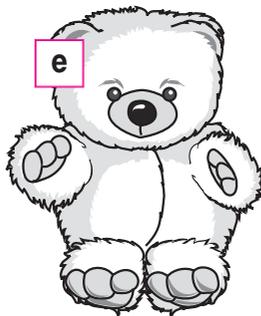
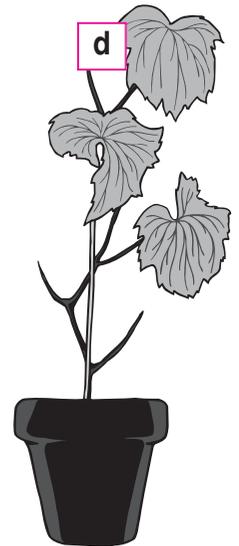
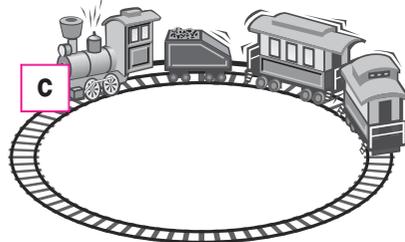
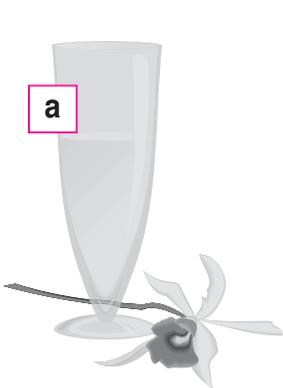
Mandy's 18th birthday party?



David's christening or baptism?



Mr and Mrs O'Donnells' 50th wedding anniversary?



Write a sentence for each picture. Use the structures below.

I wish ...
It's time ...
If ..., I would

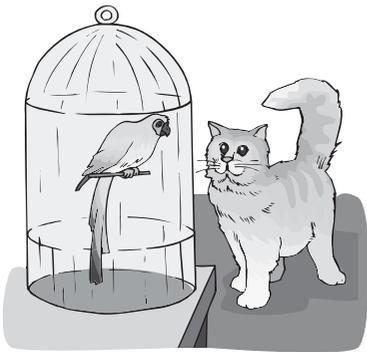
would rather
had better



1 _____



2 _____



3 _____



4 _____



5 _____

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 3** 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.
- ✓ **speaking** activities linked to the topic of the module, and recognising the importance of pair and groupwork in the development of students' oral skills.
- ✓ straightforward presentation of **grammar** points followed by ample practice.
- ✓ challenging exercises designed to build up students' **vocabulary**, as well as **language awareness** sections.
- ✓ **functional** and **situational English** sections.
- ✓ self-assessment sections, poetry and project work.

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- Student's Activity Book*
- Grammar and Companion*
- Teacher's Book
- Test Booklet
- Test Booklet Teacher's
- Test Booklet Grammar & Companion
- Test Booklet Grammar & Companion Teacher's
- IWB Software CD-ROM
- Interactive e-book CD-ROM
- Audio CDs

[*The answers to these books are included in the Teacher's Book.]

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