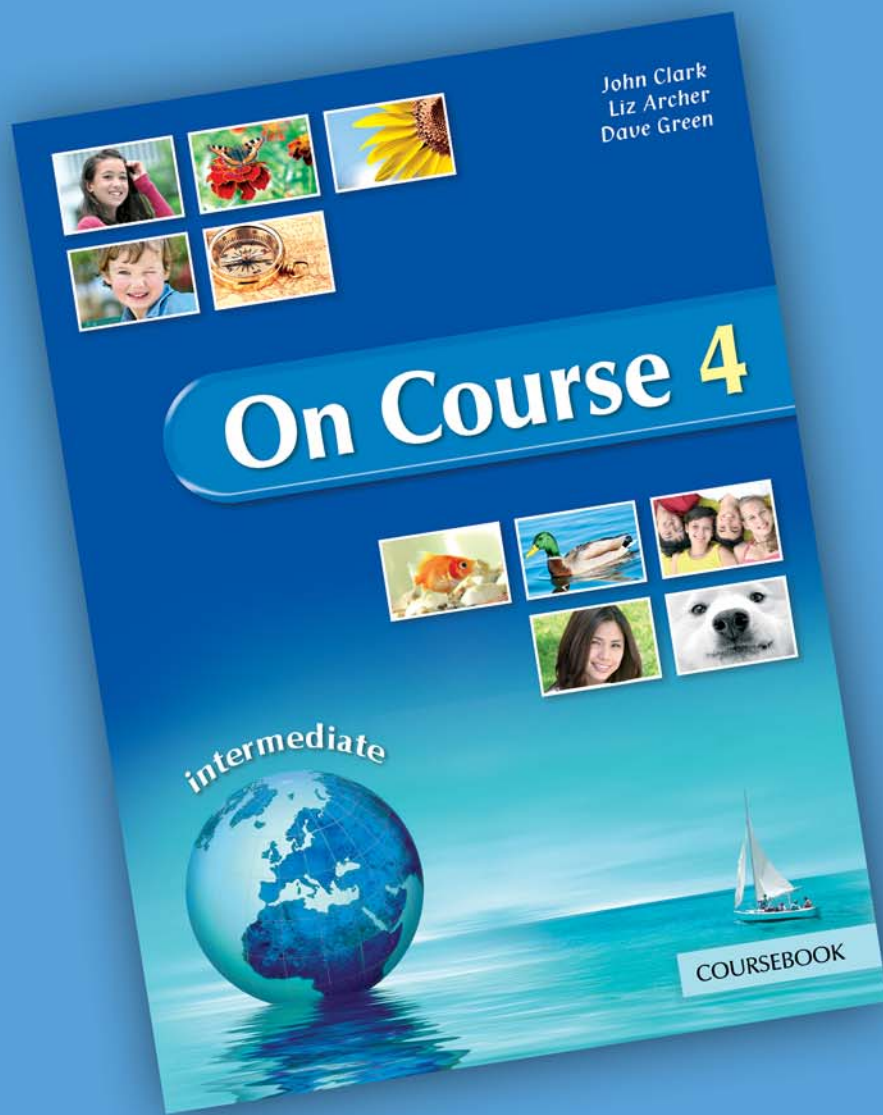
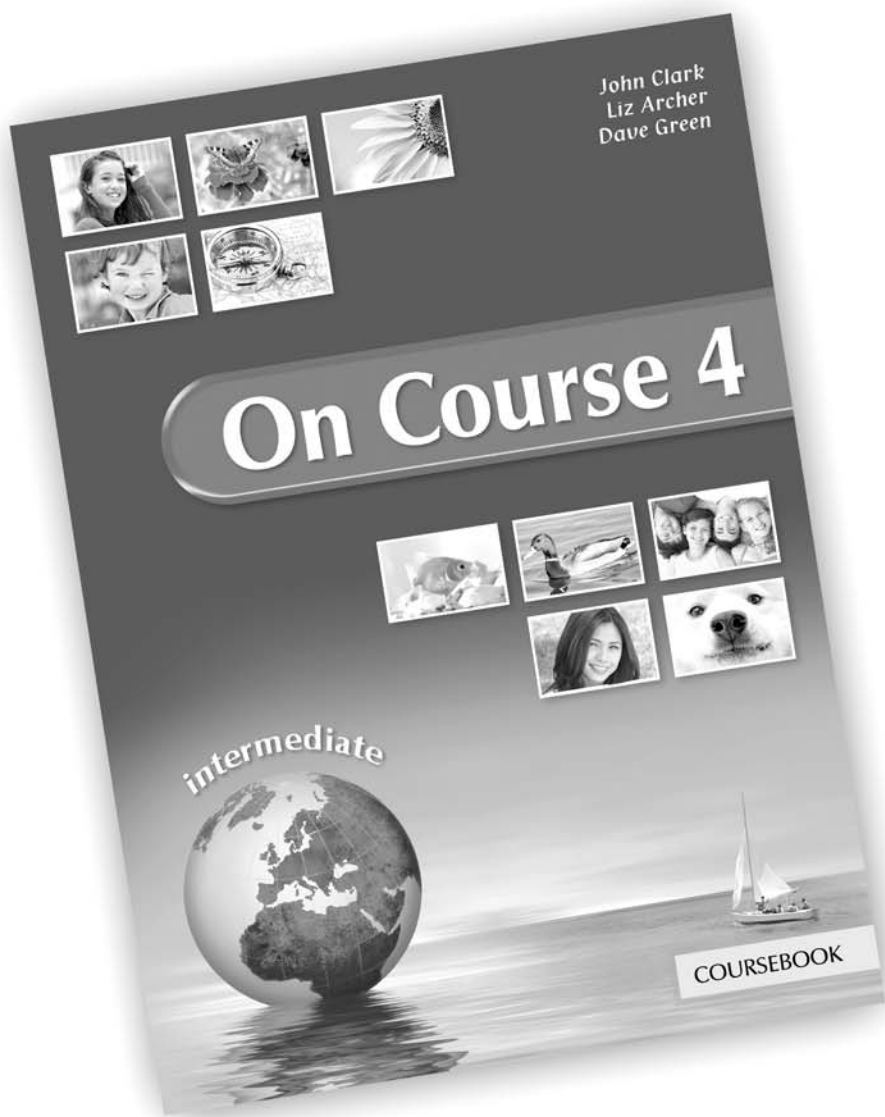


John Clark  
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# On Course 4

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 4** 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 Holidays

## Lessons 1-4

- Students look at page 7 of the coursebook. Explain to them that this page gives information about what they are going to learn in this module. Direct students' attention to the pictures and ask them for ideas about what they might learn.
- Ask students which of the items listed in the *Read about ...* section they think will be the most interesting.
- Discuss the items in the *Learn ...* section by asking which ones students already know something about and which are new to them. Then ask which section they are most / least looking forward to and why.
- Direct students' attention to the box in the bottom right-hand corner. Explain the phrase *across the curriculum* to students.

# 1

## Lesson 1

# Getting Away on Holiday

## Lesson Summary

### Functions:

- making suggestions; raising objections

### Topics:

- holidays; travel; habits and customs

### Structures:

- simple present
- present progressive
- present perfect progressive

### Objectives:

- to consolidate students' knowledge of the use and formation of the simple present, present progressive and present perfect progressive
- to enable students to discuss different kinds of holidays and various aspects of travel
- to familiarise students with the structures needed to make suggestions and raise objections
- to offer practice in understanding the language of signs

## WARM-UP

- In pairs, students brainstorm to come up with as many different kinds of holiday as they can, making a list as they do so. Allow just one-two minutes for this, then ask for their ideas. Write them on the board.
- Have a discussion based on the questions in this section. Write any relevant lexical items and structures on the board.
- Students skim the three short texts (allow only a minute or two for this) to find the following information:
  - where Jennifer went last year (the Austrian Alps)*
  - where Robert works (a busy office)*
  - where Anne is going this year (Italy)*
- Play the cassette (Jennifer's paragraph) while students follow in their books. Ask for an explanation in the students' mother tongue (LI) of the main points mentioned by Jennifer. Do the same with the following two paragraphs.

## Listen and Read

- Refer students to the title of the text. Students make predictions regarding the content of the article. Then play the beginning of the cassette (the introductory paragraph) while students follow in their books. Ask:

*What kind of holiday do people from northern Europe generally enjoy? (a holiday in a hot country by the sea)*

*What kind of holidays do you think the people in the photos prefer? (Students make predictions based on the people's age and appearance.)*

### FOLLOW-UP ACTIVITY

Put the four headings below on the board. Students choose the best one for each paragraph (excluding the introduction). There is one extra heading. Students must justify their choices, making reference to the text.

*Sightseeing suits me better. (Anne)*

*Too hot to handle! (Jennifer)*

*The beach is not for me. Not enough excitement.*

*(Robert)*



## Comprehension Check

Students read the text again to do the multiple matching activity.

### FOLLOW-UP ACTIVITY

Students locate the lexical items and structures below in the text and, in pairs, work out their meaning from the context. This can be expressed in the students' mother tongue (L1).

<i>holiday resort</i>	<i>suntan lotion</i>
<i>put me off</i>	<i>damaging your skin</i>
<i>refreshed</i>	<i>scenery</i>
<i>works of art</i>	<i>I can't wait</i>

## Grammar Practice

- Elicit the two uses of the simple present (*actions that happen every day, always, usually, etc.; a future action that has been planned*) and examples of these. Write some of the examples on the board.

Remind students that when *have* is a main verb, it forms the negative and interrogative with *do* and *does*.

- Revise the position of adverbs by putting the three sentences below on the board and asking students where *never* should go.

*They are late for school.*  
*He has seen a ghost.*  
*She tells lies.*

- Elicit the two uses of the present progressive that students know (*an action in progress; a future arrangement*). Remind students that the first use can be either for something actually happening at the time of speaking or for something a person is doing during that period (looking for a new job, learning a foreign language, etc.). Elicit example sentences and write some on the board.

- Explain that we can use the present progressive with *always* when we want to express annoyance. Write this example on the board.

*He is always forgetting his homework.*

Ask students to make some similar sentences about their friends and members of their families.

- Write the verbs below on the board and ask students what they need to remember about them. (*they are not generally used in the present progressive*)

<i>know</i>	<i>think</i>	<i>like</i>
<i>have</i>	<i>see</i>	<i>want</i>

Remind them that some of these verbs can be used in progressive tenses, but with a different meaning. Give examples with *think*, *see* and *have*.

- Put the sentence below on the board and ask students to complete it with the verb *learn* in the correct tense.

*She \_\_\_\_\_ French for a few years.*  
(*has been learning*)

Remind students that the *present perfect progressive* is used for actions that began in the past and are still continuing. Then put the example below on the board.

*My hair is wet because I've been walking in the rain.*

Explain that here the tense is used for an action that has stopped but has results in the present.

Practise this use by making the statements below and eliciting relevant responses from students.

*You look tired.*  
*Your clothes are covered in paint.*  
*Your eyes are red.*  
*Your shoes are wet.*

- Remind students of the use of *for* and *since* with this tense by asking them to complete the sentences below.

*I have been working here \_\_\_\_\_ a month.*  
*He has been sleeping \_\_\_\_\_ nine o'clock.*

- Ex 1 This exercise offers controlled practice in the formation and use of the three tenses.

- Ex 2 Explain that there are mistakes in some of the sentences with the use of tenses. Ensure that students do not waste time looking for other kinds of mistakes. Depending on the level of the class, you might tell them how many incorrect sentences there are.

## Language Awareness

- Ex 1 This activity focuses on collocation. Students fill in the correct verb / verb + preposition for each group of nouns.

### FOLLOW-UP ACTIVITY

In pairs, students write sentences with each verb / verb + preposition and one of the nouns it can be used with.

- Ex 2 **WORD BUILDING**

Students read the sentences to find out what kind of word is missing from all of them (*adjective*). They then fill in the missing words.

### Ex 3 PHRASAL VERBS

Briefly revise some of the phrasal verbs students already know by putting the verbs below on the board and asking students for any phrasal verbs they can think of that can be formed from them.

e.g.

<u>look</u>	<u>do</u>	<u>turn</u>	<u>put</u>
look after	do up	turn off	put on

Read the list of phrasal verbs and definitions in a. Provide an example sentence for each to help make the meaning and use of the phrasal verb clear.

Students then fill in the missing words to complete the phrasal verbs in part b.

#### FOLLOW-UP ACTIVITY

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

- 1 Why do people like to get away on holiday every year?
- 2 Who do you get on with really well?
- 3 What do you have to do to let the driver know that you want to get off a bus?
- 4 Imagine you are getting on a plane to fly to Australia. How do you feel?
- 5 What should you do before you get out of a taxi?
- 6 How long does it usually take to get over a cold?

### Functional Language

**Ex a** Before students read the dialogue, elicit from them any ways of making suggestions they can remember by asking them to imagine they are in the situation below:

*It is Saturday afternoon. You and your friend are bored. There is a good film on at the local cinema.*

[POSSIBLE ANSWERS: *Shall we go to the cinema?; Let's see a film; What about going to the cinema?; Perhaps we could see a film, etc.*]

Explain the term *objections* by making the suggestions below. Students have to imagine they don't like your idea and to respond accordingly. [For example, *I don't feel like it; That isn't a good idea; I don't want to*]

- Shall we go to the opera?*  
*Let's tidy up your bedroom.*

**Ex b** Students read the dialogue in pairs, then identify and underline any phrases used to make suggestions or raise objections.

Students put the phrases they have found in the text into the correct box. After checking their answers, ask what follows each one (e.g. *infinitive with or without to, gerund*).

#### FOLLOW-UP ACTIVITY

Give out photocopies of the material for this lesson (Supplementary Teaching Material - page 96). Students imagine that they are going away for a week this winter. They make plans using the ideas in the pictures. Explain that they should try to use as many different ways of making suggestions and objections as possible.

### Speaking

**Ex 1a** Read the rubric with students. Elicit the meaning of the term *backpacker*. Students can either give the imaginary backpackers the information they require, or an alternative approach is to match up pairs of students (one pair are the backpackers, the other, local people giving advice). In this case, the backpackers can ask questions to elicit the information they need.

**Ex 1b** Explain the term *local habits and customs*. In pairs, students talk about the habits and customs of their area, using the prompts for guidance.

**Ex 2** Students read the sign, then answer the questions about it.

#### FOLLOW-UP ACTIVITY

In pairs or small groups, students design similar posters with information about a real or imaginary museum. These can be displayed on the classroom wall.

## Lesson Summary

**Functions:**

- talking about the past
- asking for information at the tourist information office

**Topics:**

- sightseeing; European cities

**Structures:**

- simple past
- past progressive
- simple past perfect

**Objectives:**

- to consolidate students' knowledge of the formation and use of the simple past, past progressive and simple past perfect
- to enable students to ask for information at a tourist information office
- to offer oral practice in making decisions, solving problems, agreeing and disagreeing

**WARM-UP**

- Divide students into teams of five or six people. Explain that you are going to do a quiz to find out which team knows the most about the cities of Europe. Read out the questions below. Each team discusses to find the answer and writes it down. Check answers after asking all the questions.

1 What's the name of the river that flows through Budapest in Hungary? (*the Danube*)

2 In which city can you visit Buckingham Palace? (*London*)

3 What's the capital city of Romania? (*Bucharest*)

4 In which city can you see the Mona Lisa? (*Paris*)

5 Copenhagen is the capital city of which country? (*Denmark*)

6 What's the capital city of Bulgaria? (*Sofia*)

7 In which city can you take a ride on a gondola? (*Venice*)

8 Vienna and Salzburg are both cities of which country? (*Austria*)

9 Is the city of Strasbourg in France or Germany? (*France*)

10 In which city did Anna Frank hide and write her famous diary during the second world war? (*Amsterdam*)

- After finding out which team has won, ask the questions in the Warm-up section.

- Play the rest of the cassette (the dialogue) while students follow in their books. Read the statements below. Students say whether they are true or false.

*Dan enjoys travelling by plane. (False)*

*Dan was frightened as he went up the Eiffel Tower. (True)*

*Dan cycled around Amsterdam. (True)*

*Dan liked Cologne and Vienna best of all. (False)*

*Dan got lost in Venice. (True)*

- Students practise reading the dialogue in pairs.

**Comprehension Check**

- Students refer to the text again to do the multiple choice exercise.

**Vocabulary Check**

- Students work out the meanings of the words from the context.

**FOLLOW-UP ACTIVITY**

Students look at the text to find words / phrases to fit the definitions below.

*a place outside where you can have coffee (open-air café)*

*next to each other (side by side)*

*someone who doesn't enjoy travelling by plane (nervous flyer)*

*walk around (wander around)*

*got lost (lost my way)*

**Listen and Read**

- Play the first part of the cassette (the itinerary for the European Tour) while students follow in their books. Ask students which cities they would like to visit most / least based on what is said about each one.

## Grammar Practice

- Put the two sentences below on the board to elicit from students the two uses of the simple past.

*We went to London last year. (an action that happened in the past)*

*I got up at dawn every day (a repeated action in the past)*

- Elicit similar examples from students. Then ask if they can think of another way to express *got up* in the second sentence on the board so as to elicit *used to get up*. Write *I used to get up at dawn every day* on the board, then ask someone to come to the front of the class to write the negative and interrogative forms. Point out the difference between *I used to get up at dawn* and *I am used to getting up at dawn*.
  - Ask students for sentences using the past progressive. Write some on the board, then elicit the use of this tense (*an action that was happening at a certain time in the past*). Make sure they understand that it cannot be used for repeated actions in the past.
  - Put the sentences below on the board and ask students to complete the second and third for you.

*As soon I had taken off my coat, I sat down and turned on the TV.*  
*By the time we got to the airport, \_\_\_\_\_.*  
*By ten o'clock, \_\_\_\_\_.*
  - Explain that the simple past perfect is used for actions that happened before another action or time in the past. Put the examples below on the board to show how this tense can be used with certain expressions.

*It was the first time that she had ever seen a tiger.*  
*It was the funniest book I had ever read.*
- Ex 1** This exercise practises the use and formation of the three tenses.

### FOLLOW-UP ACTIVITY

To practise these three tenses further, give out photocopies of the material for this lesson (Supplementary Teaching Material - page 97). Students use the verbs to write sentences using the three tenses and *used to*. Point out that sentences can use more than one verb.

## Language Awareness

### Ex 1 WORD BUILDING

Students read the sentences and, in pairs, decide what kind of word is missing from each one. (*sentence 1 - adjective; sentence 2 - adjective; sentence 3 - noun; sentence 4 - plural noun*)

### Ex 2a PHRASAL VERBS

Read the phrasal verbs and definitions. Supply an example for each one.

Students then fill in the correct phrasal verbs to complete the exercise.

### FOLLOW-UP ACTIVITY

In pairs, students write sentences of their own using the three phrasal verbs.

## Situational English

**Ex a** Elicit from students what a tourist information office is and what kind of information people go to one for. In pairs, students read the dialogue aloud.

**Ex b** Students do the matching exercise.

### FOLLOW-UP ACTIVITY

Students work in pairs. One of them (the tourist information office employee) has to think of a place (preferably a holiday resort or city) that he / she knows something about. They then act out a dialogue between the tourist information office employee and a visitor to the resort / city.

## Speaking

**Ex a** Students answer the questions about their own experiences.

**Ex b** Divide students into groups of three or four. After reading the information, students try to decide which five cities they would like to visit. Before they begin their discussions, put the following structures on the board and ask students whether we use them to make a suggestion, agree or disagree.

*Why don't we visit ...? (make a suggestion)*

*That's a great / good idea (agree)*

*I'm sorry, but I disagree / don't agree (disagree)*

*I think we should ... (make a suggestion)*

*Let's go to ... (make a suggestion)*

*Sorry, but I don't feel like visiting ... (disagree)*

*What about ...? (make a suggestion)*

*You're right about that. (agree)*

When each group has decided which five cities they will visit, ask them for their choices to see which cities are the most popular overall in the class. Take the five most popular cities and ask students which order they would like to visit them in and how they would travel between each one. Students could also decide how many days they would spend in each city if their tour was going to last ten days.

## Lesson Summary

### Writing Skills:

- planning and writing an e-mail about a holiday

### Topic:

- different kinds of holidays

### Objectives:

- to enable students to write an e-mail describing a holiday
- to teach the correct pronunciation of /æ/, /aɪ/ and /ʌ/
- to develop students' listening comprehension skills
- to offer oral practice in discussing the suitability of holiday destinations, expressing preferences, making decisions

## WARM-UP

- Collect pictures of people on holiday engaged in different activities (for example, making sandcastles on a beach, sailing, riding a camel / elephant). Students describe what they can see in each picture and speculate as to the location. Ask students if they have ever done any of these things.
- Have a classroom discussion based on the questions in this section.

## Listen and Read

- Ask a student to read the introduction to the text aloud. Students then look at the four titles (*Family Safari in Tanzania, etc.*) and think of possible advantages and disadvantages to each holiday as far as families with young children are concerned.
- Play the cassette (about the first two holidays) while students follow in their books. Refer students to the first sentence of the first text. Ask why they think some people might think that a safari is too dangerous for children. Then read the first sentence of the second text and ask why they think such a holiday might not be suitable for very young children.
- Play the rest of the cassette while students follow in their books. Ask students why they think children would enjoy these two holidays.

### FOLLOW-UP ACTIVITY

In pairs, students read the four texts to find similarities between them. [*For example, you can see animals on the first three holidays; children under five can go on holidays 1 and 3; you can do an outdoor activity on holidays 3 and 4*]

## Comprehension Check

- Students read the questions one by one, scanning the texts to find the answers each time.

## Vocabulary Check

- Students locate the words / phrases in the texts indicated.

### FOLLOW-UP ACTIVITY

Students work out the meaning of the words / phrases below, and explain them using their mother tongue (L1).

- nothing beats seeing one live* (Text 3)
- fortunate* (Text 3)
- the majority of* (Text 4)
- holiday destination* (Text 4)
- what's more* (Text 4)
- without a word of complaint* (Text 4)

## Writing

- Ex 1** Students look at the e-mail to see which of the four holidays it is about (*the one described in text two*). Students read the e-mail, choosing the correct answers. After checking their answers, ask them in which paragraphs of the e-mail Victoria concentrates on giving details of the holiday. (*the second and third paragraphs*)
- Ex 2** Read the rubric and the paragraph plan aloud. Students decide which of the holidays they want to write about, then write a short plan for their e-mail. This will involve making notes for each paragraph, in particular paragraphs 2 and 3. Students write their e-mails at home on the writing sheets at the back of their activity books.

## Pronunciation

- Ex a** Play the cassette. Students listen and repeat chorally.
- Ex b** Play the cassette. Students listen and tick the box that contains the appropriate vowel sound. Check students' answers, then ask individuals to read the words aloud to check their pronunciation.

## Listening

- Make sure students understand exactly what is required of them here. Before listening, students should read the five sentences.

### FOLLOW-UP ACTIVITY

Students work in pairs to suggest suitable holiday destinations for each of the speakers.

## Speaking

- Ex 1a** Elicit from students the meaning of *holiday brochure*. Ask what kind of information they would expect to find in one. Explain the activity to students. After, they have completed the discussion activity in pairs, they should share their ideas with their classmates.
- Ex 1b** Students should justify their choice.
- Ex 2** Students spend a few minutes considering the kind of holidays they would go on, then share the information with their partners.

### FOLLOW-UP ACTIVITY

Take a number of holiday brochures into the classroom. These can be either in English or in students' mother tongue (L1). Students work in pairs or small groups, depending on the number of holiday brochures available. Give one to each pair / group and allow them a few minutes to look through it to find out:

*what parts of the world it is about*  
*what kind of holidays it has information on (beach holidays, cruises, safaris, guided tours, etc.)*  
*what information is included (about accommodation, prices, etc.)*

Students then tell the rest of the class about their brochure. If the brochure is in English, they should use their mother tongue (L1) to give the information and vice versa.

## Lesson Summary

### Project:

- producing a phrasebook

### Topic:

- foreign languages

### Objectives:

- to motivate students to find out more about foreign languages so as to produce a short phrasebook
- to provide an opportunity to consider and discuss the difficulties involved in, and the importance of, learning a foreign language

## WARM-UP

- In pairs, students make a list of all the reasons for learning a foreign language that they can think of. Allow about three minutes for this, then discuss their ideas as a class.
- Ask the questions in the *Warm-up* section.

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

*What form of Arabic is used on TV and for newspaper articles? (Modern Standard Arabic)*

*When someone is writing something in Arabic, what side of the page will they start on? (the right)*

## Listen and Read

- Students look at the pictures and say which two languages they can see (*Chinese and Arabic*). Then refer them to the title of the text and ask for an explanation of the expression. Ask students how they would express this idea in their own language and how they would rephrase this in English for the benefit of an English-speaking friend.
- Play the cassette (the first paragraph) while students follow in their books. Refer to the last sentence and ask what difficulties someone from the students' country might have if they decided to learn Chinese or Arabic. (*For example, different characters / letters; little opportunity to practise the language; could be more difficult to pronounce than European languages*)
- Play the cassette (the second and third paragraphs) while students follow in their books. Ask:

*What did Chinese people used to use to show objects and actions when they were writing? (pictures)*

*What are the simple pictures they use today called? (characters)*

*Do the Chinese write across the page from left to right as we do? (No, they write in columns)*

## Comprehension Check

- Students read the text again and decide whether the statements are true or not.

### FOLLOW-UP ACTIVITY

Students write a short paragraph about their own language, mentioning anything that somebody trying to learn it may find difficult or strange. Some relevant points will have been raised during the *Warm-up* section.

## Vocabulary Check

- Students locate the nouns in the text, and work out which definition is the correct one each time.

### FOLLOW-UP ACTIVITY

Students find the words below in the text and work out what they mean. They should explain them using their own language (L1).

*syllable*  
*dialect*  
*horizontal lines*  
*consonant*  
*vowel*  
*multi-cultural society*

## Quiz

- Students do the quiz in pairs or small groups.

### FOLLOW-UP ACTIVITY

Revise the names of foreign languages in English by giving students the country names and asking for the language. For example:

**Teacher:** *England*

**Students:** *English*

**Teacher:** *Denmark*

**Students:** *Danish*

The following countries could be used: *Italy, Turkey, Finland, Russia, Japan, Thailand, Norway, Albania, Hungary, Poland, Bulgaria, Iceland.*

## Project

- While this project involves producing a phrasebook that has words / phrases in a number of languages, the title, subtitles, meanings of words / phrases, etc. will all be in English. When students are in their groups, pass around a phrasebook, or guidebook with a section dealing with useful vocabulary / phrases, so that students can familiarise themselves with what is required. Although their own phrasebooks will not be so sophisticated, suggest that they divide it up into sections dealing with different areas (food / eating out, accommodation, etc.).
- Students can make a list of words / phrases to be included in their phrasebook in class and add to it later. Any native speakers of other languages in the class could be consulted.
- The completed phrasebooks, with covers and titles, can be displayed in the classroom.

## Let's Talk

- This speaking exercise is typical of the second task in the FCE oral examination. Students use the structures and vocabulary given in the *Helpline* to compare the pictures. They should also refer to the similarities and differences in the boxes. Students then give answers to the question below.

## Are you moving on? – Check Yourself

- Read the statements one by one with students to make sure they understand each one. Students then work on their own to tick the boxes they feel are most appropriate. Ask students to volunteer information about which things they feel they have difficulties with. Talk about the importance of each of these and what students could do to improve their language.



# MODULE 2 Sports

## Lessons 1-4

- Direct students' attention to the pictures for this module and ask them for ideas about what they might learn.
- Ask a student to read the *Read about ...* section aloud. Ask students which items they already know something about.
- Ask for a volunteer to read the *Learn ...* section. Ask students which of the items are new to them and which they already know something about.
- Direct students' attention to the *Using English across the curriculum* box. Ask students if they have sports lessons at school, and if so, what kind of things they do in these lessons.

## 2

### Lesson 1

## The Olympic Games - Now and Then

### Lesson Summary

#### Functions:

- asking about joining a leisure centre

#### Topics:

- the Olympic games; sports; sporting venues, equipment and facilities

#### Structures:

- simple present perfect
- past perfect progressive

#### Objectives:

- to consolidate what students know about the use of and differences between the simple present perfect, simple past, past progressive and past perfect progressive
- to enable students to ask for information at a leisure centre
- to develop students' oral skills through peerwork
- to familiarise students with the names of sports, sporting equipment, venues and facilities

### WARM-UP

- In groups, students come up with the names of sports. Give each group a different category to focus on (for example, winter sports, water sports, extreme sports, team games, athletics, ball games). Allow three to four minutes for students to brainstorm, then make lists on the board under the relevant category headings.
- Ask the questions in the *Warm-up* section.

### Listen and Read

- Students read the text once without trying to fill in the missing sentences. Ask students which of the following are included in the text:

*a brief history of the Games (✓)*

*a discussion of the similarities and differences*

*between the ancient and modern Games (✓)*

*a discussion of some of the problems caused by drug use in sports (X)*

- Students read the five sentences and use the correct four to complete the text. Play the cassette so students can check their answers.

### FOLLOW-UP ACTIVITY

Students write two lists: one with the similarities between the ancient and modern Games and the other with the differences. [*similarities: they take place every four years; it is a friendly competition that brings different people together; the Olympic flame comes from Olympia; there are opening and closing ceremonies; some of the sports are the same; it is an event for the best athletes whether amateur or professional; they encourage peace, friendship and fair competition; athletes play the most important role; people look forward to watching the games* *differences: they don't honour Zeus; the competitors speak different languages and have different religions; they are held in different countries; women can now compete and watch; there are drugs tests; the Games cost a lot of money*]

### Word Building

- Students choose the correct words to complete the sentences.

## FOLLOW-UP ACTIVITY

Students look at the text again and find words / phrases that mean the following:

again - paragraph 1 (*revive*)

people who watch a sports event - paragraph 2 (*spectators*)

make better - paragraph 2 (*improve*)

something that takes place at the beginning and end of an event - paragraph 3 (*opening and closing ceremonies*)

buildings, equipment, services, etc. - paragraph 4 (*facilities*)

## Grammar Practice

- Put the examples below of the *simple present perfect* on the board.

*I have visited that museum.*

*Have you lost your umbrella?*

Elicit the use of this tense. (*for something that happened at some time in the past but we don't know or say why*)

- Put the two sentences below on the board to show other ways how this tense can be used.

*He is the nicest person I've ever met.*

*It is the first time they have stayed in a hotel.*

Give students the following prompts and ask them to complete the sentences. *It is the best film ...; This is the second time I...; This is the worst meal ...; It is the only time we ...*

- Refer students to page 169 of their books (Grammar Reference). Read through the information on that page about the *simple present perfect* with them. Where examples are given, elicit more from them.
- Write the sentences below on the board and ask students what tense is used (*past perfect progressive*).

*By nine o'clock, he had been reading for six hours.  
It had been snowing all night and everything was white.*

Elicit the use of this tense. (*for an action that was in progress before another action or time in the past*)

- Ex 1** This exercise focuses on the difference in use between the *simple past* and the *simple present perfect*.
- Ex 2** This exercise focuses on the difference in use between the *past progressive* and the *past perfect progressive*.

## Language Expansion

- Ex 1a** Students label the pictures with the correct sports.
- Ex 1b** In pairs, students make a list of as many Olympic sports or events as they can.
- Ex 2** Students complete the table.

## FOLLOW-UP ACTIVITY

Give out photocopies of the material for this lesson (Supplementary Teaching Material - page 98) and ask students to unscramble the names of the sports equipment. Then ask when each piece of equipment is used. [*1 hurdle - athletics 2 saddle - horseriding 3 baton - athletics (relay race) 4 javelin - athletics 5 shot - athletics (shotput) 6 discus - athletics 7 bat - cricket 8 golf club - golf 9 trampoline - gymnastics 10 goalpost - football*]

## Ex 3 PREPOSITIONS

Students fill in the correct prepositions.

## FOLLOW-UP ACTIVITY

Students write sentences using: *compete in, test for, change in, similar to, spend on*. This can be done individually or in pairs.

## Situational English

- Ask students what they think a leisure centre is and what kind of facilities one could have. Students then read the dialogue and fill in the missing words.
- After checking students' answers, ask them to practise reading the dialogue in pairs.

## Speaking

- Ex 1** In pairs, students discuss the best location for each of the facilities listed. They then share their ideas with the rest of the class, justifying their decisions.
- Ex 2** Students act out the telephone conversation in pairs. Before they start, elicit ways of beginning and ending a phone call and write them on the board. (*For example: Hello / Hi, it's ...; Hello, 555 43 20; I'm just calling to tell you about ...; See you later; I'll call you tomorrow; Keep in touch*)

## FOLLOW-UP ACTIVITY

Still working in pairs, students design a similar leaflet for an imaginary sports club. They should include information about the opening hours, membership, facilities, etc. Each pair of students can swap their completed leaflet with another pair; they can then repeat the speaking activity, this time swapping roles.

# 2

## Lesson 2

# Football Crazy

### Lesson Summary

#### Functions:

- talking about the future
- making offers and requests

#### Topics:

- football fans; football; sports

#### Structures:

- simple future
- future progressive
- simple future perfect
- future perfect progressive

#### Objectives:

- to consolidate what students know about the *simple future*, *future progressive* and *simple future perfect*
- to teach the *future perfect progressive* tense
- to enable students to make offers and requests
- to offer practice in talking about the results of a survey

### WARM-UP

- Write the term *Football Crazy* on the board. Ask students what it means and if they have a similar term in their own language. Ask how somebody who is football crazy might behave.
- Ask the questions in the *Warm-up* section. Write any relevant words / phrases on the board.

### Listen and Read

- Explain that the text is about someone called Matthew, who is football crazy. Students predict some of the reasons why Matthew might be called football crazy.
- Play the cassette (the first paragraph) while students follow in their books. Ask what they think the phrase *Whatever the weather, come rain or shine* means. Students tell you what they have found out about Matthew so far.
- Students close their books. Write the sentences below on the board for students to copy. (Alternatively, make photocopies with the questions). Students listen to the rest of the cassette and tick the sentences which are correct.
  - 1 *Liverpool will be playing in Spain at the weekend.* (✓)
  - 2 *Matthew will stay at a hotel.*
  - 3 *Matthew works in a factory.*
  - 4 *Matthew hasn't got much money left.* (✓)
  - 5 *Matthew will soon stop following Liverpool to all their matches.*

### Comprehension Check

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

#### FOLLOW-UP ACTIVITY

In pairs, students come up with ideas for a title for the text. [For example, *Is he football crazy or just crazy? I love Liverpool*, etc.] Make a list of all the titles on the board and have a vote to find out which one students like best.

### Vocabulary Check

- Students locate the lexical items in the text, look at the context in which they are used, then choose the correct answer.

#### FOLLOW-UP ACTIVITY

In pairs, students act out a dialogue between Matthew and a friend of his. The friend should try and persuade Matthew to give up his way of life and get a job. Put the phrases below on the board for them to use if required (they all appear in the text).

*attend a match*  
*follow the team around the country*  
*support the team (at international matches)*  
*be unemployed*  
*the money is running out*  
*intend to*

## Word Building

- Students read the sentences and choose the correct words to complete them.

## Grammar Practice

- Put the sentences and tenses below on the board and ask students to match them.

<i>I won't be late.</i>	<i>future progressive</i>
<i>At midnight tomorrow, we will be dancing at the new club.</i>	<i>simple future perfect</i>
<i>All the guests will have gone home by eleven.</i>	<i>simple future</i>

- Students turn to pages 169-170 of their books (Grammar Reference). Read through the information about the three tenses above and *be going to* with them, eliciting more examples as you do so.
- Write the sentences below on the board and tell students that they are examples of the *future perfect progressive*.

*By midday they will have been working for four hours.  
By the time he gets back to England he will have been travelling for six months.*

Explain the use of this tense (*to say how long something will be in progress for by a certain point in the future*). Practise this tense further by giving students the situations below and asking them to make some sentences about them. (Give them some examples to show what is required.)

*You are on the beach with your friends (e.g. By midday, Kathy will have been sunbathing for two hours.)*

*You are at a party. (e.g. By midnight, the music will have been playing for two hours.)*

*You are working as a waiter / waitress. (e.g. By the time the restaurant closes, I will have been serving food for eight hours.)*

- Read the rest of the information about this tense on page 170 with students.
- Ex 1** This exercise practises the difference in use between the simple future and the future progressive.
- Ex 2** Explain to students that extra words are the only kind of mistake they should look out for in the sentences.

## FOLLOW-UP ACTIVITY

Offer oral practice in the future forms by asking students to work in pairs to make some plans for the coming weekend. They should write sentences about their weekend using the future forms. [*For example, On Saturday, we're going to go shopping. By eleven o'clock on Saturday night, we will have watched three DVDs. We'll probably visit Jennifer on Sunday*]

## Functional Language

- Ex a** Write *offer* and *request* on the board. Say to students *Can I help you with your English homework?* Then elicit whether this is an offer or request. Do the same with *Can you help me with the housework, please?* Elicit any other ways of making offers and requests students can think of. Students read the dialogue in pairs. They then decide whether the underlined phrases are used for offers or requests. [*Is there anything I can do to help? (offer); If you like, I could ... (offer); Do you think you could ... (request); Would you mind if... (request); Could you do me a favour and ...? (request)*]

- Ex b** Students do the matching exercise.

## FOLLOW-UP ACTIVITY

Students practise using some of the phrases by writing a short dialogue in pairs about one of the situations below (write these on the board for students to choose from).

*You are going away at the weekend and want your friend to look after your dog.*

*You have got a project to do and need some information from the Internet. You want to use your friend's computer.*

*You are planning a birthday party and are worried that you haven't got time to do everything.*

Allow students time to write their dialogues. They then take it in turns to come to the front of the class and read them out.

## Language Awareness

- Ex 1** This exercise focuses on collocations related to the subject of football.

## FOLLOW-UP ACTIVITY

Students talk about football matches they have seen using some of the collocations.

### Ex 2 PHRASAL VERBS

Read each phrasal verb and its definition. For each one, write an example on the board for students to copy. [For example: *That new cake shop is giving away free cakes; I borrowed my friend's jacket and forgot to give it back; Our teacher gave out our compositions; You should give up smoking as it's bad for you.*]

Students then complete the sentences in part b.

### Ex 3 CONFUSABLE WORDS

The words / phrases in this exercise are easily confused by learners of English. Students complete the exercise.

#### FOLLOW-UP ACTIVITY

Students write sentences of their own with the confusable words. This can be done individually or working in pairs.

## Speaking

**Ex a** Read the rubric with students and explain what a survey is. Then read through the phrases to make sure students understand each one. Students then talk about the results of the survey.

#### FOLLOW-UP ACTIVITY

Carry out a similar survey in class. Tell students they are going to attend a sporting event and should each decide which sport they would like to see (they can choose whatever they want). Ask for everyone's preferences and draw a pie chart on the board to reflect these. (It isn't necessary to work out the exact percentages.) Students then practise further, using the structures given, by writing sentences about the results of the survey.

**Ex b** In pairs, students discuss the advantages and disadvantages of introducing each of the sports in **Ex a** to the school timetable. They should then decide which one to introduce. Students share their ideas, justifying their choices. Find out which sport is the most popular choice.

# 2

## Lesson 3

# Unusual Sports

### Lesson Summary

#### Writing Skills:

- planning and writing letters asking for information
- ways of asking for information

#### Topics:

- unusual sports; activity centres

#### Objectives:

- to enable students to plan and write a formal letter requesting information
- to teach the correct pronunciation of words with silent letters
- to practise listening for specific information
- to offer oral practice in speculating about pictures and situations

### WARM-UP

- Students answer the questions in this section.
- Discuss with students the possible dangers connected with each of the sports in the pictures. Ask which one they would most like to try and why.

### Listen and Read

- Play the cassette while students follow in their books. Ask the comprehension questions below.

*What safety equipment do you need to do bungee jumping? (safety harness, helmet)*

*What kind of person does jet-skiing suit? (someone who is brave, loves speed and taking risks)*

*What equipment do you need for rock climbing? (a rope, some chalk)*

*Does a paragliding holiday cost a lot of money? (Yes)*

*Are the scuba diving instructors experienced divers? (Yes - they've dived in all the oceans of the world)*

### FOLLOW-UP ACTIVITY

Students explain the meaning of the following words / phrases from the text.

<i>are provided</i>	<i>fearless</i>
<i>nerves of steel</i>	<i>worth every penny</i>
<i>daredevil</i>	<i>up close</i>
<i>challenge</i>	<i>reasonable price</i>
<i>steep rock face</i>	

### Comprehension Check

- Students read the text again to do the matching exercise.

### FOLLOW-UP ACTIVITY

Ask for five volunteers to come to the front of the class. The rest of the class have to have a discussion in which they try to decide which of the five sports mentioned in the text each volunteer should try. This can either be carried out as a discussion involving the whole class (with the exception of the five volunteers) or by dividing students into groups to come to a decision.

### Writing

**Ex 1** After reading the rubric aloud, ask students whether they expect Luke's letter to be formal or informal and why. [*Formal, as it is for someone he doesn't know.*] Students read the letter and fill in the missing words / phrases.

- Ask students what features of Luke's letter show that it is formal (rather than the type of letter written to relatives, penfriends, etc.). (*it starts with Dear Sir / Madam; it ends with Yours faithfully; Luke put his full name when signing the letter; he avoids using contracted forms*)
- Students look at the letter again to find different pieces of information Luke asks for (*if the holiday is only suitable for these experienced in paragliding, what kind of accommodation is arranged, how many hours a day are spent paragliding, whether shorter holidays can be arranged*). Point out that each of Luke's requests is introduced with a relevant word / phrase (First of all, Secondly, etc.).

**Ex 2** Students do the matching exercise.

**Ex 3a** Students read the advertisement, then look at Ralph and Stephanie's questions. Ask how they would introduce each question in a letter asking for information (to remind them of the words / phrases seen in Ex. 1)

**Ex 3b** Explain the writing task to students. Read through the plan with them to make sure they understand what the content of their letter should be and how it should be organised. Remind students that indirect questions are useful when writing this kind of letter. Put the sentences below on the board. Students rewrite them beginning with the words given. Remind them to be careful with word order.

- 1 *Can we stay for a fortnight?*  
*I would like to ask \_\_\_\_\_.*  
(if / whether it is possible to stay for a fortnight)
- 2 *Are any other outdoor activities available?*  
*I would like to know \_\_\_\_\_.*  
(if / whether any other outdoor activities are available)
- 3 *How often would we go paragliding?*  
*I am interested to learn \_\_\_\_\_.*  
(how often we would go paragliding)
- 4 *What kind of weather can we expect?*  
*Could you tell me \_\_\_\_\_?*  
(what kind of weather we could expect)

## Listening

- Before listening, students should read the notes. Ask them to guess what words could fill the gaps.

## Speaking

- Students answer the questions about the pictures. This can be carried out as a classroom discussion, group-work or pairwork. Put the structures below on the board for students to use when necessary.

*they might be ...*                      *perhaps he / she ...*  
*they might have ...*              *in my opinion, ...*  
*they probably ...*

### FOLLOW-UP ACTIVITY

Working in groups, students make up a story about one of the pictures. Students sit in a circle; one student starts off by giving the first sentence (for example, *One day, Jane decided to go rock climbing*). Students continue around the circle, each adding a sentence to the story. One member of each group can be assigned the role of writing down the story. When each group has finished, this person stands up and reads the story. This activity could also be done with other pictures (from magazines, etc.) which show people engaged in dangerous sports.

## Pronunciation

- Play the cassette. Students listen and repeat chorally.
- Ask individuals to read the words aloud to check their pronunciation.

# 2

## Lesson 4

# A Window on Sport

### Lesson Summary

**Project:**

- producing a sports newspaper

**Topics:**

- the paralympic games; sports

**Structures:**

- articles

**Objectives:**

- to motivate students to write material for a sports newspaper
- to revise the use of the definite and indefinite articles, and cases where no article is needed
- to offer oral practice in giving opinions, agreeing and disagreeing

### WARM-UP

- Find out if anyone in the class has ever attended an event at the Paralympics or a similar competition. Ask for a description of the experience.
- Ask the questions in the *Warm-Up* section.
- Ask students what words come to mind when they look at the pictures on this page (for example, courage, bravery, etc.)

### Listen and Read

- Play the cassette (the first paragraph of the text) while students listen and follow in their books. Ask:

*When did the Paralympics start? (1960)*

*Where were they held for the first time? (Rome)*

*How many people take part nowadays? (over 4,000)*

- Before playing the next part of the cassette (*Athletics*), ask students what athletics events they can think of that are part of the Paralympics. Play the cassette. Ask for events (not necessarily confined to the Paralympics) that can be classed as track, throwing and jumping (for example, *relay race, 100/200 metres, hurdles / discus, javelin, shotput / high jump, long jump, pole vault*). Then ask what most people go and see at the Paralympics (*athletics events*).
- Ask students if they know what goalball or wheelchair rugby are. Then play the next two sections. Students follow in their books, then give you a brief explanation of what these sports involve.
- Students close their books. Tell them to listen to the text about Louise Sauvage to find out:

*where she's from? (Australia)*

*what sport she did when younger? (swimming)*

*when she first took part in the Paralympics? (1992)*

*how many medals she won then? (3)*

### Comprehension Check

- Students read the text again to do the multiple choice exercise. When answering each question, instruct them to underline the part of the text which gives the answer so that they will be able to justify their choice. Warn them that if they cannot do this, they should reconsider their answer.

### FOLLOW-UP ACTIVITY

In pairs, students find words / phrases in the text that mean:

*someone who takes part in something - paragraph 1 (participant)*

*problems that people can have (e.g. blindness) - paragraph 2 (disabilities)*

*unusual / special - paragraph 3 (unique)*

*the ability to see - paragraph 3 (sight)*

*stop someone - text about Louise Sauvage (prevent from someone)*

### Grammar Practice

- Say the words below: students tell you whether these nouns take *a* or *an*.  
*euro (a), egg (an), hour (an), horse (a), uniform (a), umbrella (an)*
- Remind students that the indefinite article can also be used in expressions such as *ten miles an hour, one euro a kilo, once a week*.
- Put the nouns below on the board. Ask students what they all have in common. (*a / an are not used with them*)

*weather*

*water*

*traffic*

*information*

*luggage*

*work*

*bread*

*advice*



- For the definite article, either turn to page 171 (Grammar Reference) and read through the information about when *the* is and is not used, or give out the worksheet for this lesson (Supplementary Teaching Material - page 99) and ask students to complete it. When checking how students have filled in the table, explain for point 6 in the left-hand column, that we can say *the Greeks, the Italians, the Australians* and also *Greeks, Italians, Australians*. For point 5 in the right-hand column explain that with some illnesses (for example, flu) we can use the definite article if we choose. Then turn to page 171 (Grammar Reference) and read point 6 (under the heading *We do not use the before*) and the following notes.
- If possible, make sure that at least one member of each group has access to a computer scanner and printer. The newspaper can then be compiled on the computer and printed out. Students can then sell their paper to friends, relatives and teachers. In this case, a decision should be made beforehand about the price of the paper and what the money raised could be used for.

**Ex 1** Students fill in the definite article where necessary.

**Ex 2** Students choose the correct answer.

### Speaking

- Before students carry out this oral activity, elicit the names of the four sports in the pictures. Find out what each pair decides to see and which event is most popular with the class overall.

#### FOLLOW-UP ACTIVITY

Tell students to imagine that you are the teacher responsible for arranging the trip to the sporting event. Students should try to persuade you why the event of their choice is the best one to attend. Respond by finding reasons why they should not attend this particular event but another.

### Project

- Discuss the kinds of items that can be found in a sports newspaper (articles about events / games, interviews with players, football results, crosswords, etc.). Make a list on the board.
- Divide students into large groups (eight to ten students per group). Explain that they must work as a group to produce a sports newspaper. In their groups, they should decide:
  - on a name for their newspaper
  - how many pages it will consist of
  - what the contents will be
  - who is going to do what
  - where suitable pictures can be found

#### FOLLOW-UP ACTIVITY

Write the names of as many different sports as there are students in the class on separate pieces of paper. Students take it in turns to come to the front of the class and to choose a piece of paper. They should then describe the sport written on it to their classmates, who try to guess which sport it is.

### Let's Talk

- This speaking task is typical of what students will encounter in the Michigan ECCE. Explain to students that they will often be given a situation where someone has a problem to which there are two solutions. They are expected to give advice based on the information they are given. Before students attempt the task, read through the instructions with them to make sure they have understood properly. Put the following structures on the board to help them. They can all be used when offering advice.
  - If I were you, I would ...*
  - In my opinion, you should ...*
  - I believe it would be best to ...*
  - A good idea would be to ...*
 Students complete the task.

### Are you moving on? – Check Yourself

- Read the statements one by one. For each one, follow the instructions below.
  - 1 Students talk about their activities today, yesterday and tomorrow.
  - 2 Tell students to imagine they are having problems with their homework. They should ask for help in several different ways.
  - 3 Students now imagine they want to help a friend with their homework. They find different ways to offer their help.
  - 4 Students tell you what information they would ask for if they went to a new leisure centre.
  - 5 Give students different sports and ask them to talk about them.
  - 6 Ask students how easy or difficult they found it to write a formal letter asking for information.
  - 7 Ask students if they think it would be easy to understand a recorded message and take notes.

# MODULE 3 Food and Health

## Lessons 1-4

- Direct students' attention to the pictures and ask them for ideas about what they might learn.
- Ask a student to read the *Read about ...* section aloud. Elicit explanations for the terms *get in shape* and *genetically modified foods*.
- Someone reads the *Learn ...* section. Students look at the list again and tick any items which they already have some experience in. For each of these, ask them how well they think they can do that thing and whether or not they feel they need more help with it.
- Direct students' attention to the *Using English across the Curriculum* section. Ask students if they enjoy this particular school subject and what they have been learning about it recently.

### 3

#### Lesson 1

## A Long, Healthy Life

### Lesson Summary

#### Functions:

- talking about likes and dislikes

#### Topics:

- food; healthy eating habits; cooking meals for people

#### Structures:

- plurals; uncountable nouns; plural nouns; collective nouns

#### Objectives:

- to consolidate what students know about singular and plural nouns
- to enable students to use a variety of phrases to express their likes and dislikes
- to offer practice in understanding food packaging and talking about food

### WARM-UP

- For the first question, hold your book open on page 40, point to each item of food in the picture and ask what it is. For each item, students raise their hands if they eat that particular kind of food at least once a week. Invite a member of the class to come to the front and keep a record of numbers, filling in a table (see below) on the board as they do so. For example:

	<i>no. of students who eat this every week</i>
<i>fresh fish</i>	12
<i>hot dogs</i>	9
<i>chocolates</i>	23

Students look at the completed table and give their opinions on the general eating habits of the class.

- Discuss the second question. During the discussion, try to elicit words / phrases such as *diet*, *balanced diet*, *eating habits*, *high in ...*, *low in ...* (these all appear in the text on this page).

### Listen and Read

- Read the two multiple choice questions with students. Tell them to read the text quickly with the aim of answering these two questions.
- Play the cassette while students follow in their books. Ask students to work in pairs to make two lists: one of all the foods / drinks mentioned that could contribute to a longer and healthier life [*olive oil, bread, pasta, pulses, fruit, vegetables, fish, garlic, lemon juice, wine, rice*], the other of anything mentioned that could be harmful to our health if eaten in large quantities [*meat, milk, dairy products, hamburgers, pizzas, hot dogs*]. Ask students if they feel they have a traditional Mediterranean diet and, if not, what aspects of their eating habits they should perhaps change.

### Comprehension Check

- Students read the text once more to do the multiple choice exercise.

## FOLLOW-UP ACTIVITY

Give out photocopies of the material for this lesson (Supplementary Teaching Material - page 100). Working in pairs or small groups, students look at the pictures to see what Charlie usually eats, and then plan a more balanced diet for him. To do this, they should refer to the text on page 40 and try to think up dishes that Charlie should eat at mealtimes, as well as including some healthy snacks. The aim should be not only for Charlie to eat healthily each day, but also for his weekly diet to contain a variety of healthy food.

## Word Building

- Look at the word groups on the right. Elicit from students the grammatical function of each one. [*strengthen (verb), strong (adjective), strength (noun), believe (verb), believable (adjective), belief (noun), scientist (noun), scientific (adjective), science (noun)*] Students then read the sentences and fill in the missing words.

## Grammar Practice

- Elicit from students the plurals of the nouns below:

<i>tooth</i>	<i>woman</i>	<i>mouse</i>
<i>foot</i>	<i>person</i>	<i>goose</i>

Then turn to page 171 (Grammar Reference) and read through the information about plurals (points 1-7).

- On the board, write the term *uncountable nouns* and elicit examples. Write these on the board (making sure the list includes *advice, information, furniture, jewellery, luggage, knowledge* and *rubbish*). Ask students whether we use *much* or *many* with these nouns. Revise with students ways of referring to some of the uncountable nouns by reminding them that it is possible to say *two glasses of orange juice*. Students give examples with *bottle*, [*for example, three bottles of water*], *cup, carton, can, loaf, slice, packet, jar, piece, kilo, bowl, bar* (make sure they supply uncountable nouns not, for example, *a packet of biscuits*). Put the examples below on the board to point out the use of singular and plural nouns.

*The advice was useful.*

*The pieces of advice were useful.*

- Read out the nouns below and ask whether they are singular or plural nouns.

<i>hair</i>	<i>news</i>	<i>thunder</i>
<i>money</i>	<i>mathematics</i>	<i>lightning</i>
<i>people</i>	<i>police</i>	

- Turn to page 172 (Grammar Reference). Read the information about nouns in the plural and collective nouns.

**Ex 1** This exercise focuses on singular and plural nouns often confused by learners of English.

**Ex 2** This exercise offers practice in recognising countable and uncountable nouns, forming the plural of words, and the use of *much* and *many*.

## Functional Language

**Ex a** Elicit from students any ways of expressing likes and dislikes that they can think of. Write these on the board. Students then read the dialogue in pairs and tell you what Louise and Simon are discussing.

**Ex b** Students answer the questions. Before they do Question 2, remind them that each of these structures should be followed by a noun (including gerunds).

[SAMPLE ANSWERS (for Question 2):

*a I can't stand fast food.*

*b I'm not really keen on cooking.*

*c I'm quite fond of making cakes.*

*d There's nothing I enjoy more than going to an expensive restaurant for a meal.]*

## Language Awareness

### Ex 1 IDIOMS

Students do the matching exercise (a). They then replace the underlined phrases with the idioms (b). After checking their answers, ask if they can think of any idioms in their own language that use parts of the body and, if so, how they would explain these to an English-speaking friend.

## FOLLOW-UP ACTIVITY

Students write sentences of their own using the idioms.

**Ex 2** The pairs of words in this exercise are all easily confused by learners of English. Students complete the exercise.

## Speaking

- Ex 1** Students answer the questions about the product pictured. Ask what products they can think of which are supposed to be healthier than others (*for example: skimmed milk, low-fat cheese, diet Coke*) and whether they ever consume these.
- Ex 2a** In pairs, students decide what they are going to serve. They then write a shopping list, in which they include quantities (*for example: two packets of spaghetti, three kilos of potatoes*). Students should decide between them whose family they will be catering for.
- Ex 2b** Have a classroom discussion based on the two questions.

## FOLLOW-UP ACTIVITY (Game)

Students copy the table (see below) from the board onto a piece of paper. Give them a letter of the alphabet and instruct them to quickly fill in one item that begins with that letter for each category. Whoever fills in all the categories, should raise their hand. At that point, everyone stops writing. The person who finished first reads out the fruit they have written down. If this is correct, ask how many people have the same, then what other answers they have found. Continue in this way for each category. Scoring is done as follows: 10 points for a correct answer that no one else has, 5 points for a correct answer that someone else has, 0 points for an incorrect answer / no answer. Give students another letter and they play again.

For example:

	<i>fruit</i>	<i>vegetable</i>	<i>drink</i>	<i>something sweet</i>
<i>c</i>	<i>cherry</i>	<i>cabbage</i>	<i>coffee</i>	<i>chocolate cake</i>

# 3

## Lesson 2

# Feeling Under the Weather

### Lesson Summary

**Functions:**

- talking about how you feel

**Topics:**

- illnesses; colds; the flu; medicine

**Structures:**

- some - any - no
- no - no one - none - either - neither

**Objectives:**

- to consolidate and expand on what students know about the use of *some - any - no; no - no one - none - either - neither*
- to enable students to talk about the symptoms and treatment of everyday illnesses
- to familiarise students with language used in a doctor's surgery
- to practise reading and understanding the labels of different kinds of medicine

### WARM-UP

- Elicit from students the meaning of the title of the lesson. Students then make predictions about the content of the text based on the title of the lesson and the pictures. Revise vocabulary connected with colds and flu by putting the following terms on the board and asking students to pretend to do them / act them out.
  - to sneeze*                      *to take someone's temperature*
  - to cough*                      *to have a sore throat*
  - to shiver*                      *to blow your nose*
- Have a discussion based on the questions in this section.

### Comprehension Check

- Students read the text again to decide if the sentences are correct or not.

**FOLLOW-UP ACTIVITY**

In pairs, students fill in the table below (write it on the board for them to copy).

	SYMPTOMS
COLDS	
THE FLU	

[colds: runny nose, sore throat, blocked nose, sneezing, slight temperature; flu: temperature, aching body, appetite loss]

### Listen and Read

- Read the introduction to the text. Ask students what symptoms are connected with both colds and the flu, and if they can think of any symptoms which are only connected with one or the other.
- Play the cassette while students follow in their books. Read the following and ask which the dialogue focuses on.
  - cold and flu symptoms* (✓)
  - how to avoid catching a cold* (✓)
  - how to avoid catching the flu* (X)
  - what happens in our bodies when we have a cold* (✓)
  - what happens in our bodies when we have the flu* (X)

### Vocabulary Check

- Students do the matching exercise.

**FOLLOW-UP ACTIVITY**

Students imagine a friend of theirs who doesn't speak English has got to find out about what happens in the body when someone has a cold. They should find the relevant information in the text and explain it using their mother tongue (L1).

- Draw students attention to the cartoon and ask them to explain why it is funny. Ask if the same joke would work in their mother tongue.

## Grammar Practice

- Put the sentences below on the board, then elicit from students when we use *some*, *any* and *no*, and their derivatives.

*There is someone in the room.*

*I've got some good DVDs.*

*Is there any milk left?*

*We haven't got any history books.*

*There are no tickets left.*

*I've got nowhere to go.*

Then turn to page 172 (Grammar Reference) and read the information on *some*, *any* and *no* with students, eliciting further examples.

- Read the information about *no*, *no one*, *none*, *either* and *neither*. Again, elicit further examples from students.

**Ex 1** Students rewrite the sentences to practise some of the structures included in the grammar reference.

**Ex 2** Students read the text without trying to fill in the words. Ask them what it is about. Students then reread it and fill in the words.

## Language Awareness

### Ex 1 WORD BUILDING

Students discuss the answer to question 1 in pairs.

Elicit the meanings of all the verbs in the table (2a). Students then fill in the missing words.

Students read the sentences in 2b and decide what the missing words are grammatically. They then complete the sentences.

### Ex 2 PHRASAL VERBS

Read the phrasal verbs and their definitions. Give examples for each one.

Students then complete the dialogues.

#### FOLLOW-UP ACTIVITY

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

- 1 Do you ever go back to the same place for your holiday?
- 2 Do the prices in shops ever go down?
- 3 Do bombs often go off in your country?
- 4 If you heard people shouting in the street in the middle of the night, would you go to see what was going on?
- 5 What's the best thing to do if your temperature keeps going up?

### Ex 3 PREPOSITIONS

All the phrases in bold in the sentences are connected with medical matters in some way. Students choose the correct preposition to complete them.

#### FOLLOW-UP ACTIVITY

Either in pairs or individually, students write sentences using the phrases in bold. Tell them that the first three should be used with the verb *be* and the fourth with *feel*.

## Situational English

- Ask students what happens when someone visits a doctor's surgery. Make a list on the board of the various stages (for example: make an appointment, wait in the waiting room, go into the doctor's surgery, the patient tells the doctor about his / her symptoms, the doctor examines the patient, the doctor writes a prescription). Students then read the dialogue and fill in the responses below to complete it. After checking students' answers, tell them to practise reading the dialogue in pairs.

## Speaking

- Working in pairs, students read the labels on the two containers. They then work through the tasks given (points 1-6) and decide what information / advice they should give.
- Choose two students to come to the front of the class to pretend to be the parent and younger brother / sister mentioned in the rubric. Then ask different members of class to give them the advice / information required by each point (1-6). The rest of the class should say whether or not the advice / information given is correct.

#### FOLLOW-UP ACTIVITY

Collect packaging from medicine (boxes / cartons, etc.). Students work in groups. Give out one piece of packaging (without the medicine itself) to each group and ask them to do one of the following:

- if the information on the packaging is in English, decide what you would tell a friend who doesn't understand English about it (use LI).
- if the information on the packaging is in LI, say what you would tell an English-speaking friend who doesn't understand the language used on the packaging (use English to do this). [If packets, boxes, etc. have information in both languages, these can be cut in half and given to different groups.]

## Lesson Summary

### Writing Skills:

- writing an article about ways to solve a problem

### Topics:

- losing weight; diets; exercise

### Objectives:

- to provide practice in article writing
- to equip students with the language skills required to produce a written text about ways of losing weight
- to practise the pronunciation of /s/ and /ʃ/
- to develop students' listening comprehension skills
- to provide oral practice in talking about graphs and comparing and contrasting pictures

## WARM-UP

- Collect magazine articles that feature diets or information about other ways of losing weight and getting fit. (These should be in LI.) Divide students into groups and give each group an article. Students should have a look at their article, and then talk about its content and what kind of person might be interested in it. They then tell the rest of the class in English what the article deals with, what kind of advice it gives and who might read it.
- Have a discussion based on the questions in this section.

## Listen and Read

- Students look at the text and say where we usually see texts of this kind (*magazines*). Ask students:  
*if they ever read magazine problem pages.*  
*if they would ever consider writing a letter to one.*  
*who they usually ask for advice when they have a problem.*
- Read the introduction to the text. Ask students what they understand by the phrase *a problem shared is a problem halved* and whether or not they agree with it.
- Play the cassette (*the first letter*) while students listen and follow in their books. Ask what the writer's problem is. Elicit suggestions as to how she could solve her problem. Make a list on the board.
- Play the the cassette (*Ruth's reply*) while students follow in their books. Ask which of the suggestions on the board are the same as those made by Ruth, and, if appropriate, what other suggestions she makes.

## Comprehension Check

- Before students do this exercise, make sure they understand what is meant by *not stated* in the context of this reading comprehension activity.

## Vocabulary Check

- Students find the lexical items in the text on page 46 and work out which meaning is the correct one.

### FOLLOW-UP ACTIVITY

Put the following phrasal verbs and collocations on the board (they are all used in the text on page 46). Students write sentences using each one.

*put on weight*

*get fit*

*lose weight*

*follow somebody's advice*

*cut out*

*set off*

*give up*

## Writing

- Ex 1** Collect pictures of people doing different forms of exercise (for example: working out in a gym, jogging, swimming, playing a sport). Hold up each one and ask students the name of the activity and whether they ever do this activity. Then ask how important they think it is for people of their age to keep fit.

Students read the text without filling in the missing words. Ask what two things are important for keeping fit, according to the text (*diet, exercise*). Students then reread the text and select the correct answers to complete it.

**Ex 2** Read the rubric with students. Elicit ideas from them as to the best and safest ways to lose weight. Make a list on the board. Read the first part of the paragraph plan aloud (paragraph one). Explain to students that it is a good idea to try and begin an article of this kind with a question. Then read the rest of the plan.

- Before they start the task, remind students that the article is going to be read by young people, so should not be too formal. Students write the introduction to their article in class. Check their work to make sure it is appropriate. Point out any errors for students to correct themselves. The article should be finished at home. Remind students to include the title (see the rubric) and encourage them to stick on any pictures that will make their work resemble an article of the kind found in magazines aimed at young people.

#### FOLLOW-UP ACTIVITY

Everyone in the class takes a piece of paper and writes a problem on it. Collect all the pieces of paper, mix them up, then redistribute them. Students read the problem and spend one or two minutes giving advice about it. Redistribute the pieces of paper two more times so that each problem has three pieces of advice. Then give each piece of paper back to the person who wrote the problem for them to decide which piece of advice is best.

#### Pronunciation

- Ex a** Play the cassette. Students listen and repeat chorally and individually.
- Ex b** The pairs of words in this exercise all sound similar, the main difference being the /s/ and /ʃ/ sound. Play the cassette. Students decide which word they hear.

#### FOLLOW-UP ACTIVITY

Give individual students a number (1-8). They then say aloud one of the two words next to that number in the pronunciation exercise. The rest of the class must say which of the two words they heard.

#### Listening

- Ex a** Before listening, students read the statements.
- Ex b** Students listen and choose an answer to each question. They then listen once more to check their answers.

#### Speaking

- Ex 1** This oral activity offers practice in understanding graphs and talking about them.
- Ex 2** For this oral activity students should focus on pointing out the similarities and differences between the two pictures rather than simply describing them.



# 3

## Lesson 4

# A Window on Biology

### Lesson Summary

#### Project:

- design a leaflet with advice about healthy eating

#### Topics:

- genetically modified food; healthy eating habits

#### Structures:

- many - much - a lot of - lots of - plenty of - a great deal of - (a) few - (a) little
- very - too - enough

#### Objectives:

- to develop students' reading comprehension skills
- to motivate students to design a leaflet about healthy eating
- to consolidate and expand on what students know about *many - much - a lot of - lots of - plenty of - a great deal of - (a) few - (a) little*
- to revise the meaning and use of *very, too* and *enough*

### WARM-UP

- Take a variety of items of food into the classroom (bars of chocolate, packets of biscuits, crisps, etc.). Pass them around and ask students to look at the ingredients. Find out if there are any ingredients they do not understand and what kind of additives there are.
- Ask the first questions in the *Warm-up* section. Students can start by finding out where the products they are looking at come from. Ask the other questions in this section.

### Listen and Read

- Read the title. Explain its meaning to students, then ask if they have an equivalent expression in their own language.
- Students read the first paragraph of the text. Ask:
  - What are genetically modified foods? (Foods made from plants that scientists have created by adding genes.)*
  - Do there seem to be advantages and disadvantages to GM foods? (Yes)*
- Students read the opinion of Emma Green (without trying to fill in the missing sentences). Ask:
  - Does Emma think GM food could have benefits? (Yes)*
  - The population of the world is getting bigger. What problem could there be? (There might not be enough food.)*
  - What can we already do to crops? (Modify them so they aren't so easily ruined by insects and disease.)*
  - What problem is there with the diets of people in poor countries? (People do not always eat all the vitamins they need to stay healthy.)*
- Ask students to read the four sentences that have been

removed from the text (page 51). Explain any unknown words / phrases. Students then read the second paragraph again and fill in the missing sentences.

- Students read the rest of the text. Ask:
  - What problem does he mention? (Eating GM food may make us ill in the future.)*
  - Can people in Europe find out which food is genetically modified? (Yes)*
- Students fill in the third and fourth missing sentences.
- Play the cassette while students follow in their books to check their answers.

### FOLLOW-UP ACTIVITY

Students find synonyms of the following words in the text.

- made - paragraph 1 (created)*
- advantages - paragraph 2 (benefits)*
- quickly - paragraph 2 (rapidly)*
- period with no or very little rain - paragraph 2 (drought)*

### Grammar Practice

- Elicit the rules concerning the use of *much, many* and *a lot of* by putting the sentences below on the board.
  - There are a lot of people in the room.*
  - Are there many children on the beach?*
  - We haven't got many friends.*
  - There isn't much time.*
  - Is there much water left?*

- Ask students what can be used instead of *a lot of* to elicit *lots of*. Then put the sentences below on the board and ask students which structure can be used with both countable and uncountable nouns (*plenty of*) and which with uncountable only (*a great deal of*).

*There was a great deal of rubbish in the street.*

*Are there plenty of sandwiches?*

*I've got plenty of homework tonight.*

*He hasn't got a great deal of money.*

- Ask students to give you sentences using *few*, *a few*, *very few*, etc. and *little*, *a little*, *very little*, etc.
- Turn to page 173 (Grammar Reference). Read the information about *many*, *much*, *a lot of*, etc. with the class.
- Ask students to give you sentences using *very*, *too* and *enough*. Try to elicit examples equivalent to those in points 1, 2 and 3 of the Grammar Reference (page 174). Then write the sentence below on the board and ask students what is wrong with it.

*This coffee is too hot to drink it. (the 'it' should be omitted)*

- Point out the difference between *too much* + *uncountable noun* and *much too* + *adjective* with the examples below.

*There's too much salt in this soup.*

*This soup is much too salty.*

Ask students to think of examples of their own.

- Ex 1** This exercise practises the structures covered in this lesson.
- Ex 2** Make sure students know that not all of the sentences are incorrect.

## Project

- Divide students into small groups. Students discuss the points listed, making notes for each one. They then design their leaflet. If possible, distribute magazines so that students can find relevant pictures to illustrate their leaflets. Alternatively, they may want to draw their own illustrations.
- If students have access to a computer, encourage them to scan the leaflets, then print a number of them. In this way, they could distribute the leaflets to people of the age-group for which they have been designed.

## Let's Talk

- This speaking exercise is typical of what students might encounter in the FCE oral examination. Here, they are expected to speculate as to what advice Mr Philips may be given. Before students do the task, read through the instructions with them to make sure they have understood. Students then use the structures and vocabulary in the *Helpline* to complete the task.

## Are you moving on? – Check Yourself

- Read the statements one by one. Students then tick the box they feel is appropriate. Ask students if there are any items on the list that they feel they can't do and why they find these particularly difficult. Talk about ways in which students can improve their language use in these areas.

# MODULE 4 Animals

## Lessons 1-4

- Direct students' attention to the pictures for this module and ask them for ideas about what they might learn.
- Ask for a volunteer to read the *Read about ...* section aloud. Ask students which of the items they think will be most / least interesting.
- Ask for a volunteer to read the *Learn ...* section. Ask students which items they have already had some practice in.
- Direct students' attention to the *Using English across the curriculum* box. Ask students what they have studied recently in their geography lessons.

## 4

### Lesson 1

## Pets are good for you.

### Lesson Summary

#### Functions:

- persuading

#### Topics:

- the benefits of having a pet, looking after a pet, the role of animals in our lives

#### Structures:

- modal verbs (can, could, must)

#### Objectives:

- to consolidate, and expand on, what students know about the use of *can*, *could* and *must*
- to enable students to persuade people to do things
- to provide oral practice in discussing pictures and making decisions

### WARM-UP

- In pairs or small groups, students brainstorm to make a list of pets. Allow about two minutes for this, then find out who has the longest list. Ask students which of the pets they have thought of are the most popular and why.
- Students answer the questions in the *Warm-up* section. For the second question, try to elicit the following lexical items: *stroke*, *take for a walk*, *friendship*, *fluffy*, *cute*, *guide dogs*, *loyal*. (These are all used in the text on this page).

### Listen and Read

- Play the cassette. Students follow in their books and underline all the examples of ways in which animals can help people [*if we want to feel calm, we should ... watching fish (paragraph 1); If you have a dog ... healthier and fitter; ... is good for people with heart conditions, while the ... with depression (paragraph 2); When the children have a small animal ... more quickly (paragraph 3); They can protect your home ... bombs and drugs; There are guide dogs ... around the house (paragraph 4)*]
- Refer students to the last paragraph of the text. Students summarise Susan's story.

## Comprehension Check

- Students read the text again carefully to decide if the statements are correct or not.

### FOLLOW-UP ACTIVITY

Students work in pairs to provide a fitting title for the text. Write their ideas on the board. Students then vote for the one they like best.

## Vocabulary Check

- Students choose the correct meaning for each word.

### FOLLOW-UP ACTIVITY

Students look at the text on page 56 again and underline any words / phrases they do not understand. Discuss these as a class, eliciting meanings where possible and providing them yourself where necessary.

## Word Building

**Ex a** Students work in pairs to complete the table.

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

## Grammar Practice

- Elicit from students the uses of *can* that they know and put sentences on the board to illustrate each one [*ability, permission, request*]. For the sentence illustrating ability, ask for the past forms [*could / was able to*].
- Ask students what other uses of *could* they know [*permission, request, possibility*] and elicit sentences to illustrate each one. Ask for the difference between *can* and *could* when used to ask for permission or to make requests.
- Turn to page 174 (Grammar Reference) and read the information on *can* and *could*, paying special attention to *could* + perfect infinitive.
- Write the sentence below on the board and ask students to put it into the simple past, simple future and simple present perfect.  
*She must work hard.*  
[*She had to work hard; She will have to work hard; She has had to work hard*]
- Ask for the difference between the two sentences below.  
*You mustn't lock the door. [It is forbidden.]*  
*You don't have to lock the door. [It isn't necessary.]*

- Explain to students that *must* can also be used to make a logical assumption about a situation. Use the examples below.

*It's midnight. They must be sleep.*

*He's taking an aspirin. He must have a headache.*

Explain that in the past, the form is *must have*.

*He's not at home. He must have gone to work.*

- Read the information about *must* in the Grammar reference (pages 174 - 175), paying special attention to *must* + perfect infinitive and ways of expressing negative logical assumption.

**Ex 1** Before students start this exercise, make sure they understand that they should not change the form of the word in capitals.

**Ex 2** Students do the matching exercise.

### FOLLOW-UP ACTIVITY

Practise logical assumption (about the present and past) further by giving out photocopies of the material for this lesson (Supplementary Teaching Material - page 101) and instructing students to write sentences for the pictures using *must* + *present infinitive*; *could / must / can't / couldn't* + *perfect infinitive*.

## Functional Language

**Ex a** Students read the dialogue in pairs. They then make two lists; one with the reasons Alex's mum gives for not getting a dog and one with Alex's solutions to these problems. [*Alex's father doesn't want a dog - He'd get used to it; They need a lot of attention - Alex would look after it properly; It's expensive to feed a dog - They could get a small one that doesn't eat much; The garden is small - They could put away the garden furniture*]

Ask students what they understand by the term *animal shelter* and whether or not they think Alex will be able to persuade his parents to get him a dog.

**Ex b** Students act out the dialogues in pairs.

## Language Awareness

### IDIOMS

Students do the matching exercise (a). After checking their answers, elicit explanations of the idioms, giving examples to make this easier if necessary.

**Ex b** Students complete the sentences. After checking students' answers, ask them if idioms exist in their own language which express the same ideas as the ones mentioned here. If so, ask how they would explain these to an English-speaking friend.

## Speaking

**Ex 1a** Students can work in pairs or small groups to answer the questions in this section.

**Ex 1b** Allow students some time to think about their answer, then ask for their ideas. Students must justify their choices.

**Ex 2a** Before students do this oral activity in pairs, make sure they understand exactly what is required. For the three pictures, they should discuss what role the animals play in our lives (*for example, the guide dog helps people, the cows provide food, the dog provides companionship*)

**Ex 2b** After discussing what other kinds of pictures could be included in the book, pass around magazines and ask students to look through them to see if they can find anything suitable. Alternatively, they can look for pictures at home.

## FOLLOW-UP ACTIVITY

Write the names of different kinds of pets (including a number of unusual ones such as snake, rat, lizard) on separate pieces of paper. There should be enough for half of the class to take one each. Students have to imagine that the animal on their piece of paper is their pet. In pairs (one student in each pair has a pet), students have a dialogue in which the pet owner asks their friend to look after his / her pet while they are on holiday. They should give advice on the pet's diet, exercise, home, and any other relevant information. The friend can ask any questions they like about this. The pet owner should NOT mention what kind of pet they have at all. At the end of the conversation, the friend should guess what the pet is, having drawn their conclusion from the kind of care needed.

## Lesson Summary

**Functions:**

- expressing willingness or refusal to do something

**Topics:**

- pets; cruelty to animals

**Structures:**

- modal verbs (may, might, shall, should, ought to, will, would, need)

**Objectives:**

- to consolidate, and expand on, what students know about the use of *may, might, shall, should, ought to, will, would* and *need*
- to enable students to express willingness or refusal to do something
- to offer practice in understanding leaflets, and oral practice in discussing their content

**WARM-UP**

- Have a discussion based on the questions in this section.
- Students describe what they can see in the two pictures. Ask them which one they think would be most effective on a poster for a charity which raises money for animals.

**Listen and Read**

- Students look at the text. Ask them where they think this text appeared and what they think it will be about.
- Play the first part of the cassette (the introduction). Students follow in their books. Ask what they have found out about the two people in the pictures. (*They both helped animals in some way.*)
- Play the next part of the cassette (*Madeleine's story*) while students follow in their books. Read the statements below. Students tell you whether they are true or not.

*José is happy now. (Yes)*

*A car almost hit José. (No)*

*José was too weak to eat the dog food. (No)*

*Madeleine took José straight back to her country. (No)*

*José now lives with Madeleine's best friend. (No)*

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

*What was wrong with the baby fox?*

*(It had a wound on its leg.)*

*How did the cub feel when Ray picked it up?*

*(frightened)*

*Did the cub want to drink the milk at first?*

*(No, it was reluctant.)*

*What is Ray's job? (He runs an animal rescue shelter.)*

**Comprehension Check**

- Students read the text again to do the multiple choice exercise.

**FOLLOW-UP ACTIVITY**

Put the table below on the board (or make photocopies to distribute). Students look at the text again to fill in the missing information.

	MADELEINE	RAY
ANIMAL	dog	① _____
FOUND WHERE?	at the roadside	② _____
ANIMAL'S PROBLEM(S)	③ _____	injured
WHEN DECISION WAS MADE	④ _____	didn't decide to help it straight away
TODAY	the dog is her pet	⑤ _____

[Answers: 1 fox 2 in a field 3 hungry, tired thirsty 4 decided straight away to help 5 has his own animal shelter]

**Vocabulary Check**

Students do the matching exercise.

**FOLLOW-UP ACTIVITY**

In pairs, students make up sentences using the four phrases.

## Grammar Practice

- Put the sentences below on the board and ask students what they show.

*The bus might be late. (possibility)*

*You may leave now. (permission)*

Explain to students that *might* and *may* can be used with the perfect infinitive to refer to the past. Put these examples on the board to illustrate this.

*He's disappointed. He might have failed the exam.*

*She's late. She may have got lost.*

*Why did you go mountain climbing alone? You might have fallen!*

Tell students that the last example refers to something that was possible but didn't actually happen.

- Ask for examples of the three uses of *shall* (*offer, suggestion, asking for advice*) and write these on the board. Do the same for the two meanings of *should / ought to* (*advice, obligation*). Write the examples below with *should / ought to + perfect infinitive* to illustrate its use.

*You should have told the police the truth.*

*He ought to have stolen the money.*

Practise this form further by making the following statements and eliciting a response with *should(n't) have* from students:

*I feel sick.*

*My electricity has been cut off.*

*I failed my exam.*

*I was late for work yesterday.*

For example:

**Teacher:** *I feel sick*

**Student:** *You shouldn't have eaten all that chocolate.*

- Students turn to page 175 (Grammar Reference). Read the information about *will / would* and *need*. For each of the examples given in the book, elicit another sentence from students.

**Ex 1** Make sure students understand that some of the sentences are correct.

**Ex 2** Students choose the correct answers.

## Language Awareness

### Ex 1 ADJECTIVES

The adjectives in the box all appear in the text on page 60. Students can look at the words in context to complete exercise a.

Students then fill in the nouns in exercise b.

### FOLLOW-UP ACTIVITY

Students look at the list of adjectives in the box again and come up with synonyms and antonyms for as many as they can.

### Ex 2 WORD BUILDING

This exercise offers more practice in the formation of nouns.

### Ex 3 PHRASAL VERBS

Read the list of phrasal verbs and their definitions. Give examples of the use of each phrasal verb.

Students fill in the correct phrasal verbs to complete exercise b.

### FOLLOW-UP ACTIVITY

Students write sentences of their own using these phrasal verbs.

## Functional Language

**Ex a** Elicit from students the meaning of *willingness* and *refusal*, then ask them to read the dialogue to find and underline the relevant phrases.

After checking students' answers, ask them to tell you which phrases indicate willingness (*I don't see why not; I'd be only too happy to; it shouldn't be a problem*) and which refusal (*I'm afraid I can't; I'd rather not do that*).

**Ex b** For this exercise, students make up their own answers (expressing either willingness or refusal).

### SAMPLE ANSWERS:

1 *I'd rather not do that because you might lose it.*

2 *I'm afraid I can't as my car has broken down.*

3 *It shouldn't be a problem if you leave me a key.*

4 *I'd be only too happy to. I'm going to the post office later anyway.*

5 *I don't see why not. It doesn't make any difference to me.*

## Speaking

- Students look at the leaflet and its extracts carefully to answer the questions.

### FOLLOW-UP ACTIVITY

Ask students to imagine they are going to adopt animals this Christmas as presents for their family and friends. Ask which animals they would choose to adopt for each person (they can choose any kind of animal they want) and why. (For example, students could choose animals which resemble their relatives / friends in some way.)

## Lesson Summary

### Writing Skills:

- tenses for narratives
- planning and writing a short story

### Topics:

- dangerous animals and situations; feelings

### Objectives:

- to revise the use of tenses when narrating a past event

- to enable students to plan and write a short narrative
- to offer practice in understanding the language of signs
- to teach students to recognise rising and falling intonation used when asking questions.
- to practise gap filling while listening
- to provide oral practice in speculating about a situation

## WARM-UP

- Students answer the questions in this section.
- Students make up a story about a dangerous animal as a class. Start the story by saying *One day I went for a walk in the jungle*. Write this on the board, then invite a student to add a sentence of their own. Each student in the class adds one sentence to the story apart from one whose job is to record the story by writing it down. When everyone has contributed a sentence, this student should read the story aloud. This activity could also be done by using a tape recorder to record each sentence, then playing it back to the class.

(paragraph 4)

*I must have been halfway across when all of a sudden*  
(pause)

(paragraph 4)

*My friend shouted* (pause)

## Comprehension Check

- Students read the story carefully and decide which order the writer of the story experienced the things listed.

## Vocabulary Check

- The adjectives in the box all appear in the story. Remind students that the use of adjectives in a narrative is very important.

### FOLLOW-UP ACTIVITY

Students work out the meaning of the words / phrases below (they explain them using LI).

*fresh air*  
*couldn't resist*  
*hesitate*  
*peace and quiet*  
*out of breath*

*country lane*  
*set off*  
*took off as fast as I could*  
*paid no attention*

## Listen and Read

- Play the introduction to the text while students follow in their books. Ask students:  
*what kind of animal they might see while exploring the plains of Africa.*  
*if they would expect to meet a dangerous animal in their own country, and if so, where.*
- Students close their books. Play the cassette, pausing at the places indicated below. At each of these, students should complete the sentence themselves.

(paragraph 2)

*After we had been walking for about two hours along a country lane, we saw* (pause)

(paragraph 2)

*and in the field was* (pause)

(paragraph 3)

*When I saw that the bull paid absolutely no attention to him, I decided* (pause)

## Writing

**Ex 1a** Students put the adjectives and phrases into the correct boxes according to meaning.

- Ask students when they last felt *thrilled*, *furious*, *over the moon*, etc. and why.



**Ex 1b** Students read the story quickly without filling in the adjectives / phrases to find out what dangerous animal is involved and what happened. Elicit a summary of the main event; they then fill in the missing words.

**Ex 2a** Students fill in the missing tenses.

**Ex 2b** If necessary, briefly revise the formation of each of the three tenses before students complete the paragraph.

### FOLLOW-UP ACTIVITY

Put the sentence below on the board. Working in pairs or small groups, students write a paragraph beginning with the sentence given. They should try to include each of the three tenses practised at least once. When everyone has finished, students come to the front to read their paragraph aloud. The rest of the class should listen carefully to see if the three tenses are being used correctly.

*The sun was already high in the sky when we set off that day.*

**Ex 3** Read the rubric and plan with students. As you read the plan, invite students to give ideas and write some of these on the board (see below). They then spend five minutes planning their story by writing notes for each paragraph. Students write their stories at home.

#### [SAMPLE ANSWERS:

- ① When? *early in the morning*  
*at night*  
*last summer*
- Where? *the Amazon*  
*Africa*
- Who? *my best friend / me*  
*Mum / Dad / me*
- ② doing? *wanted to explore*  
*went swimming in the river*  
*were having a picnic*
- feeling? *happy and relaxed*  
*bored*  
*tired*

### Pronunciation

**Ex a** Before playing the cassette, read the two sentences below aloud and ask students what difference in the intonation there is.

*Can you speak Italian?*  
*[voice rises at the end of the question]*

*What's your name?*  
*[voice falls at the end of the question]*

**Ex b** Students work out the rule.

### FOLLOW-UP ACTIVITY

Write a number of simple questions on the board similar to those seen in this exercise. Students take it in turns to read one aloud with the appropriate intonation.

### Listening

**Ex a** Before playing the cassette, tell students to read the paragraph to familiarise themselves with what happens. They should make guesses as to what the missing words might be.

**Ex b** Students answer the multiple choice question. Explain that the answer isn't based on specific words, but on what the speaker infers.

### Speaking

**Ex 1** Students discuss where the signs shown might be seen and what they mean.

**Ex 2** Students speculate about the situation in the picture.

### FOLLOW-UP ACTIVITY

Play the game *twenty questions*. Divide the class into two teams (Team A and Team B). A student from Team A comes to the front of the class and takes a piece of paper on which the name of an animal is written (prepare these beforehand). Their teammates can ask twenty questions to find out what animal it is. These must be questions that can be answered with *Yes* or *No*. (No other kind of questions are allowed). Once Team A has asked their twenty questions, they should discuss what animal they think their teammate has described. They get only one guess. If they guess correctly, their team scores a point. If not, Team B can guess (and score a point if they guess correctly). A student from Team B then comes to the front. The game continues until all students have had a go (or an equal number from each team).

## Lesson Summary

### Project:

- producing a guide about wild animals in your country

### Topics:

- rainforests; the Amazon; wildlife

### Structures:

- adjectives
- adverbs
- comparative form
- superlative form

### Objectives:

- to motivate students to find out more about the wildlife of their country
- to consolidate, and expand on, what students know about the use of adjectives, adverbs and ways of comparing
- to offer oral practice in discussing posters.

## WARM-UP

- Ask students the first question in this section. Then ask them to imagine they are in a rainforest and to close their eyes. They should sit in silence for a minute or two and think about what they can hear, smell and see in the rainforest. Students then open their eyes and discuss their ideas. [*For example, they can see lots of trees, a snake; they can hear birds, the buzzing of insects; they can smell the scent of unusual flowers, smoke coming from a fire somewhere in the forest*]
- Students answer the next two questions in this section.

## Listen and Read

- Play the cassette (the first paragraph). Elicit from students the meaning of the phrase *are home to at least half the world's animal species*. Students then scan the rest of the text and make a list of any animals mentioned. [*birds, crocodile, anaconda, snakes, insects, butterflies, lizards, spiders, scorpions, cat, jaguar, frogs*]
- Play the cassette (until the final paragraph) while students follow in their books. Ask:
  - Where is the writer in the first paragraph?*  
(*in a canoe on the river*)
  - Who is with him / her?* (*a native guide*)
  - Why can it be so dark in the jungle?* (*The trees block out the light.*)
  - How did the guide know that a jaguar had been hunting in the jungle?* (*They saw its tracks.*)
  - What happens in the last paragraph?* (*It starts to rain heavily.*)
- Play the last paragraph while students follow in their books. Ask students to tell you about the problems faced by the rainforest and how this is affecting the animals.

## Comprehension Check

- Students read the text and answer the questions.

### FOLLOW-UP ACTIVITY

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

*type of animal* – paragraph 1 (*species*)

*see* – paragraph 2 (*catch sight of*)

*wonderful* – paragraph 3 (*magnificent*)

*environment* – paragraph 4 (*surroundings*)

*heavy rain* – paragraph 5 (*downpour*)

*in danger* – paragraph 6 (*threatened*)

## Grammar Practice

- Students turn to page 176 (Grammar Reference) and study the table in point 1. Ask them to describe objects (clothes, furniture, etc.) in the classroom using two or three adjectives before the noun. Then read the information in point 2 and point 3 about adjectives. For point 3, elicit more examples.
- Write the adjectives below on the board and ask students to write the adverbial forms.
 

<i>wonderful</i>	<i>terrible</i>	<i>public</i>	<i>friendly</i>
<i>happy</i>	<i>good</i>	<i>dramatic</i>	

For *friendly*, elicit that the phrase *in a friendly manner / way* would be used instead.
- Students look at page 177 again. Read points 2, 3, 4 and the information about adverbs of frequency.
- Elicit from students sentences using the comparative and superlative forms (with different kinds of adjectives). Make this easier by asking them to compare countries, cities, mountains, etc.

[For example, China is bigger than France; Mount Everest is the highest mountain in the world; New York is the most exciting city of all]

- Ask students if they can remember any other ways of comparing so as to elicit *not as ... as; the ... , the ... ; more and more ...*)
- Read through the information on page 169 with students.
- Students do the exercise in this section.

#### FOLLOW-UP ACTIVITY

Write the names of a variety of animals on the board. Students write sentences comparing the animals to practise the comparative and superlative forms and other ways of comparing. [For example: *Snakes are more dangerous than lizards. Dolphins are much more intelligent than mice.*]

#### Speaking

- Ask students what they understand by the term *under threat*. Have a classroom discussion based on the questions.

#### FOLLOW-UP ACTIVITY

Tell students to imagine that they are going to raise money to help an animal under threat. Students work in groups to decide which animal they want to help and how they plan to raise the money.

#### Project

- Ask students the names of some of the wild animals in their country. Read the instructions for the project and make sure students understand what is required. Talk about the sources of information they could use to gather the material required (encyclopedias, the Internet, etc.) and what kind of visual material could be included (maps, charts, graphs, pictures, etc.). This could be carried out in groups or even as a class, each student contributing information about one animal.

#### Let's Talk

- This speaking exercise is typical of what students may encounter in the Michigan ECCE. Here, they have to choose between two options, rather than give advice. Read through the instructions with students to make sure they have understood properly. Students then complete the task.

#### Are you moving on? – Check Yourself

- Read the statements one by one. Ask students which they think would be most useful if they were planning to spend some time in an English-speaking country and why. Students then read the statements again and tick the appropriate boxes.

# MODULE 5 Technology and Work

## Lessons 1-4

- Direct students' attention to the pictures for this module and ask them for ideas about what they might learn.
- Ask for a volunteer to read the *Read about ...* section. Students tell you what jobs they can see in the pictures on this page and in what way they rely on technology. Then ask which of the topics listed here students are most looking forward to learning more about.
- Ask for a volunteer to read the *Learn ...* section. Ask students which of these they can already do, and which they think would be important if they were planning to visit an English-speaking country on holiday.
- Direct students' attention to the *Using English across the curriculum* box. Ask their opinions on this subject.

## 5

### Lesson 1

## Computers in the Workplace

### Lesson Summary

#### Functions:

- expressing certainty, probability and doubt

#### Topics:

- computers; technology; the workplace

#### Structures:

- the infinitive with or without *to*

#### Objectives:

- to consolidate, and expand on, what students know about the use of the infinitive with and without *to*
- to enable students to express certainty, probability and doubt
- to offer practice in understanding and talking about an instruction manual
- to offer oral practice in giving instructions

### WARM-UP

- Ask the first question in this section. Ask students about their personal feelings as far as computers are concerned.
- Students answer the second question, then make a list of all the jobs they can think of where people use computers. Ask students about the jobs they would like to do in the future and whether or not they will need to know how to use a computer for them.

### Listen and Read

- Read the rubric with students so that they understand what they have to do. Someone reads the introductory paragraph of the text aloud. Ask students what they are going to read about (*two people's opinions about technology*). Students read the information about the two people in the photographs to decide who is in favour of modern technology and who is not.
- Students read what Dr Wright has to say about the subject without trying to fill in the gaps. Ask what advantages are mentioned. (*They save time, effort and money; You don't have to wait in queues; You can use the*

*Internet to communicate with people all around the world; You can find information on any subject; Computers are useful in education*) Students do the same with Clara Richards' opinion, this time looking for the disadvantages. (*People lose their jobs; Computers isolate people and they stop talking; They can be bad for the health, especially the eyes; Some of the information on the Internet is unsuitable for children; A lot of computer games aren't suitable for young people; Children can become addicted to them and lose interest in other things*)

- Students read the text carefully and complete the sentences. Tell them to make sure the sentence part they choose each time fits grammatically and that it makes sense. The latter can be checked by considering what comes after the gap as well as what comes before.
- Play the cassette while students check their answers. Refer students to the question asked at the end. Ask if they consider themselves to be a supporter or opponent of the computer and why.

## FOLLOW-UP ACTIVITY

Students work out the meanings of the words / phrases below. Ask how they would express each of them in LI.

<i>progress</i>	<i>unemployment</i>
<i>turn into</i>	<i>isolate</i>
<i>work miracles</i>	<i>eye strain</i>
<i>ignorance</i>	<i>violent</i>
<i>detailed information</i>	<i>become addicted to</i>

## Grammar Practice

- Remind students about some of the verbs and structures that are followed by the infinitive with or without *to* by giving students the prompts below and asking them to complete the sentences.

*We're going to the supermarket ...*  
*I advise you ...*  
*You must ...*  
*He's learning ...*  
*My parents don't let me ...*  
*She wants ...*  
*I was surprised ...*  
*My parents always make me ...*  
*It's too cold ...*  
*Someone saw him ...*

- Students turn to pages 177-8 (Grammar Reference). Read through the information with them.
- Students complete the exercise.

## Functional Language

- Ex a** Before students read the dialogue, make sure they understand the terms *certainty*, *probability* and *doubt* by putting the three dialogues below on the board and asking what each one illustrates.

*'What's the weather going to be like tomorrow?'*  
*'It'll probably rain.'* (probability)  
*'Jane lives in Silver Street, doesn't she?'*  
*'I'm not sure.'* (doubt)  
*'Do you think Jack will get the job?'*  
*'Of course he will.'* (certainty)

- Ex b** Students read the dialogue in pairs. Ask what it is about. (*how mobile phone technology might change in the future*)

- Ex c** Students make statements as instructed. Expand on this exercise by expressing the opinions below for students to respond to.

*People will live on Mars one day.*  
*We'll be going to the moon on holiday in fifty years' time.*  
*Aliens will invade Earth at some time in the future.*  
*People will soon have robots to do all their housework for them.*  
*All the rainforests of the world will disappear.*

## Language Awareness

### Ex 1 CONFUSABLE WORDS

This exercise focuses on words related to technology and work which can easily be confused by learners of English.

### Ex 2 WORD BUILDING

Check students' understanding of the four verbs in the left-hand column. They then complete the table. Tell them that *educate* forms two adjectives.

Students then practise choosing the correct derivative by filling in the missing words in exercise *b*.

### Ex 3 PHRASAL VERBS

Students close their books. Read the definitions and ask them for the phrasal verb (they should be familiar with all of them with the exception of *turn over*). Students then open their books to match the phrasal verbs with their meanings.

Exercise *b* practises the use of these phrasal verbs.

## FOLLOW-UP ACTIVITY

Revise some of the other phrasal verbs seen in the book so far by asking students to work in pairs to write similar dialogues using *get off*, *take up*, *give back*, *come out* and *take after*.

## Speaking

- Ex a** Read the rubric. Students work out the meaning of the telephone instruction manual by looking at the illustration / information shown.
- Ex b** If students are unfamiliar with mobile phones, give them some basic instructions in LI before they do the task.

## Lesson Summary

**Functions:**

- leaving a telephone message
- talking about advantages and disadvantages

**Topics:**

- jobs; telephone messages

**Structures:**

- the gerund
- the infinitive with or without *to*

**Objectives:**

- to consolidate, and expand on, students' knowledge of the use of the gerund
- to revise the use of the infinitive
- to enable students to leave a telephone message
- to offer oral practice in discussing advantages and disadvantages, and talking about jobs

**WARM-UP**

- Students talk about the jobs in the pictures by answering the questions in this section.
- Put the words below on the board. Students spend a few minutes deciding which are the most important things about a job. They should rank them in order of importance. Discuss students' answers.
  - *hours of work*
  - *money*
  - *workplace*
  - *colleagues*
  - *duties*

**Listen and Read** 

- Students skim the texts to decide which job each of the people does.
- Play the cassette (the introductory paragraph); students follow in their books. Elicit from students the meaning of *stressful*, then ask in what ways the four jobs here could be stressful. Students also make predictions concerning what the people say they like and dislike about their jobs.
- Play each section of the cassette while students follow in their books. After each one, pause the cassette and ask what advantages and disadvantages of the job each person mentions.

[1 Advantages: *it's a challenge; she likes working with numbers; she earns quite a lot and has a high standard of living* Disadvantages: *it's hard work; has to deal with difficult customers* 2 Advantages: *none mentioned* Disadvantages: *demanding; he works long hours, which is exhausting* 3 Advantages: *can travel* Disadvantages: *tiring; stressful; is responsible for the lives of hundred of people* 4 Advantages: *she likes helping animals* Disadvantages: *it's stressful looking after sick animals; it's hard to give their owners bad news*]

**Comprehension Check**

- Students read the text again to do the multiple matching exercise.

**Vocabulary Check**

- Students do the matching exercise

**Word Building**

- Students look at the groups of words on the right-hand side and tell you if they are verbs, nouns or adjectives. They then do the exercise.

**Grammar Practice**

- Revise what students already know about the gerund by asking them what verbs and structures it is used with. For each one, elicit an example sentence and write it on the board. Try to elicit as many of the uses mentioned in the Grammar Reference (page 178) as you can in this way.
- Ask students if they can think of any verbs which can be followed by the gerund or the infinitive with *to* without a change in meaning so as to elicit *like, love, hate, start*, etc. Then put the sentences below on the board and ask students to explain the difference between them.

*I remember seeing him.*

*I usually remember to call her.*

*I'll never forget meeting my favourite singer.*

*I forgot to tell her.*

*They stopped singing.*

*He stopped to have a rest.*

- Students turn to pages 178-179. Read through the information, eliciting example sentences from students.
- Students complete the letter by choosing the correct answers.

### Situational English

- Ex a** Students read the dialogue. Ask:
- What do you think 'Goldwick and Sons' is? (some kind of company)*
- Is Mrs Truman in her office? (yes)*
- Who do you think Tim Truman is? (her husband or son)*
- Ex b** Students practise reading the dialogue in pairs, making the changes as instructed.

#### FOLLOW-UP ACTIVITY

Students work in pairs. Give out photocopies of the material for this lesson (Supplementary Teaching Material - page 102). They read the dialogues and leave messages as required. Explain that whoever reads the part of Joe in the first dialogue, should be Chris in the second. When everyone has finished, choose students to read their messages aloud.

*[1 Samantha, Rex called. He'll phone you later. 2 Martin, Chris Parker phoned. He wants you to meet him at 8.00, not 7.00. If you can't, phone him on his mobile.]*

### Speaking

- Ex a** Direct students' attention to the *Useful words and phrases* box and tell them to try and use the structures when discussing the advantages and disadvantages of the jobs.
- Ex b** In pairs, students discuss what they would like to do when they leave school. As well as talking about the reasons for their choice, they should also talk about the qualifications they will need. When students have finished their discussions, ask them what jobs their partners have chosen and whether or not they feel they are suitable. Students can suggest more suitable careers if they want.

#### FOLLOW-UP ACTIVITY

Play the following game. Students take it in turns to come to the front of the class. They should think of a job and do a brief mime that shows them doing this job. Their classmates should then ask Yes / No questions to try and find out what the job is. Whoever guesses correctly has the next go. To make sure there is an interesting variety of jobs, write the names of them on small pieces of paper for students to pick when they come to the front of the class to take their turn.

### Language Awareness

#### IDIOMS

Students read what each person says, then match the idioms with the pictures.

## Lesson Summary

### Writing Skills:

- writing a letter of application

### Topic:

- applying for a job

### Objectives:

- to familiarise students with the content and organisation of a letter of application in order for them to write one themselves
- to practise listening for specific information
- to practise listening and differentiating between vowel sounds
- to offer oral practice in asking and answering questions about job advertisements

## WARM-UP

- Students answer the questions in this section. Ask what other summer jobs they can think of.
- In pairs, students make a list of all the advantages and disadvantages of working in a café at a holiday resort during their school holidays.

## Listen and Read

- Play the cassette (the job advertisement). Ask students which of the duties listed (*The job involves:*) they feel they could cope with and which of the criteria listed (*Applicants must:*) they meet.
- Play the cassette (the first letter) while students follow in their books. Ask:
  - Can Vanessa use a computer? (Yes, she's done a course.)*
  - Does she know any foreign languages? (Yes – she speaks French fluently and knows some Italian and Spanish.)*
  - Does she have any work experience? (Yes – at a travel agency.)*
- Play the second letter and ask the same questions about Dale.
  - [Yes – a basic knowledge; can speak French well; Yes – in the university library.]*
- Students read the two letters again to decide which applicant they think should get the job. They must justify their choice.

## Comprehension Check

- Students scan the letters to do the exercise.

## Vocabulary Check

- Students locate the words in the text and work out from the context what the correct meaning is.

### FOLLOW-UP ACTIVITY

Students find words / phrases in the letters that mean:

Vanessa's letter

*job (position)*

*worked at (was employed at)*

*I work hard (I am hard-working)*

*sports and similar things that we do outside (outdoor activities)*

Dale's letter

*a job that lasts for a short period of time (temporary job)*

*someone who is good at talking to others (good communicator)*

*when I have some free time (in my spare time)*

## Writing

- Ex 1** In order to do this exercise, students should refer to the two letters on page 80. After checking students' answers, ask if they think letters of application should be formal or informal.
- Ex 2a** Students fill in the missing words. Tell them that the sentences given are all suitable for use in a letter of application.
- Ex 2b** Students do the matching exercise.
- Ex 3** Read the job advertisement with students. Ask what is necessary for someone applying for the job. (*they must be between 18 and 24; they must enjoy working with people; they must have previous experience of this kind of work; they must speak English well*) Ask students if they fit any of these criteria. Then ask what ability would help someone get this job. (*a knowledge of other foreign languages*)



- Tell students they are going to write a letter of application for this job (imagining themselves to be slightly older and to meet the criteria). Remind them that applicants must enjoy working with people and elicit some adjectives and phrases that could be used. [*For example: sociable, friendly, outgoing, confident, a good communicator, pleasant*]
- Read the paragraph plan with students, then ask them to use it (and some of the phrases in Exercise 2 on page 81) to write the opening and closing paragraphs (paragraphs one and four). Students complete the letter at home.

### Pronunciation

- This exercise focuses on vowel sounds.

### Listening

- Before doing the exercise, read the rubric with students and instruct them to read through the application form to familiarise themselves with it.

### FOLLOW-UP ACTIVITY

Students practise filling in a form by filling in the application form for the job advertised (Supplementary Teaching Material - page 103).

### Speaking

- Before students do the role-play activity in pairs, read through the job advertisements as a class to make sure they understand everything. Then turn to the role cards on page 167. Explain that the points listed under *Find out* are the things that the student taking that role should ask during the conversation, and the points listed under *Information* will be needed by the second student when answering his / her partner's questions. On completion of the first conversation, students should swap roles, then do the second task.

## Lesson Summary

**Project:**

- gathering and presenting information about an inventor and his / her invention

**Topics:**

- technology; inventions; inventors

**Structures**

- exclamatory structures
- emphatic structures

**Objectives:**

- to teach students how to use a range of exclamatory and emphatic structures
- to motivate students to gather information about an inventor and his / her invention
- to offer students an opportunity to carry out an oral presentation of their project work

**WARM-UP**

- Ask the first question in this section and make a list on the board based on students' answers.
- For the second question, students take it in turns to choose an appliance from the list on the board and to describe its function. Put the structures below on the board for them to use:

*We use it to ...*

*It is used to ...*

*We use it for (+ ing)*

*It is used for (+ ing)*

- Ask the third question in this section.

**Listen and Read**

- Direct students' attention to the title (*Sparks of Genius*), then ask them to look at the pictures to decide what the text might be about. Play the cassette (the first paragraph); students follow in their books. Ask:

*What two inventions are mentioned? (the TV and the vacuum cleaner)*

*How have people's lives changed because of inventions like these? (They are easier and more enjoyable.)*

- Students close their books. Put the questions below on the board; ask students to listen and answer the questions. Play the paragraph about the vacuum cleaner, pause and check students' answers to questions 1-4. Then play the section about the television.

1 *What was Hubert Booth's job? (engineer)*

2 *When was the vacuum cleaner invented? (1901)*

3 *What was used to take the vacuum cleaner from house to house? (horses and a cart)*

4 *Was it quiet or noisy? (noisy)*

5 *Where did John Logie Baird come from? (Scotland)*

6 *When did Logie Baird show his TV in a shop in London? (1926)*

7 *How many TV sets had he sold by 1934? (more than 10,000)*

**Comprehension Check**

- Students rewrite each sentence correctly (in terms of content).

**Grammar Practice**

- Hold up a picture of an object or a person. Ask students to make exclamations about it beginning with *What a / an* and *How*. Hold up another picture of objects or people to elicit examples in the plural, then ask students to make exclamations about the weather. Write some of the sentences given on the board so that there are a variety of examples to cover all the structures possible (*What + (a / an) + (adjective) + singular noun*, *What + (adjective) + uncountable noun*, *What + (adjective) + plural noun*, *How + adjective / adverb*).
- Remind students that exclamations can also be formed using the negative-interrogative form. Provide some examples about people in the class (for example: *Doesn't Anna have lovely hair! Don't Chris and Alex look handsome today!* etc.). Elicit some more examples from students.
- Students turn to page 179 (Grammar Reference). Read through points 4 and 5 with them. Practise the structures in point 5 further by holding up more pictures and asking students to make relevant exclamations.
- Explain to students what emphatic structures are used for, then read the sentences in point 1 on page 179 (Grammar Reference). Put the sentence below on the board and ask students to make the same changes to it.  
*Elizabeth baked a cake for Harry yesterday.*
- Read the rest of the information on emphatic structures with students, eliciting more examples as you do so.

**Ex 1** This exercise checks students' understanding of the formation of exclamatory structures.

**Ex 2** This exercise practises rewriting a sentence to emphasise different aspects.

### Speaking

**Ex a** Ask students what they can see in the pictures. They then discuss their answers to the questions in pairs.

**Ex b** Students think about an area of their lives that could be improved by a new invention, and what that invention would be. Time permitting, they could draw a labelled diagram of it.

### Project

■ Divide the class into small groups. Each group must spend some time deciding which invention to find out more about. They then either use classroom resources (Internet, encyclopedias, etc.) to find out the relevant information or decide who is going to research each area. Students should then decide exactly how they will present the information (i.e. who will say each part, whether they will show any pictures or examples, whether they will act out a scene, etc.) The presentations should be given during the next lesson.

### Let's Talk

- Students use the structures and vocabulary given in the *Helpline* to compare the two photos. They should also refer to the similarities and differences in the boxes.

### Are you moving on? – Check Yourself

- Read the statements one by one to make sure students understand them. Ask students which they feel are the easiest and which the most difficult. Students then look at the statements again and tick the boxes.

# MODULE 6 The Environment

## Lessons 1-4

- Direct students' attention to the pictures for this module and ask them for ideas about what they might learn.
- Ask a student to read the *Read about ...* section aloud. Discuss the items by asking which ones students already know something about and which are new to them.
- Ask a student to read the *Learn ...* section. For each item, ask students how well they think they can do that thing and whether or not they feel they need any help with it.
- Direct students' attention to the *Using English across the curriculum* box. Ask their opinions on this subject.

## 6

### Lesson 1

## The Weather

### Lesson Summary

#### Functions:

- calling the emergency services
- expressing wishes and regret

#### Topics:

- the weather; emergencies; weather forecasts

#### Structures:

- unreal past

#### Objectives:

- to consolidate what students know about the unreal past
- to expose students to language used when calling the emergency services
- to revise and expand on lexical items related to weather conditions
- to offer practice in understanding and discussing a weather forecast

### WARM-UP

- Students answer the questions in this section.
- In pairs, students make a list of the problems that are sometimes caused in their country when the weather is: *very hot; very cold; very wet.*
- Discuss the items on their lists as a class. Then ask students who has to work extra hard when there are problems such as forest fires, icy roads and flooded houses so as to elicit the terms *emergency services, fire brigade* and *ambulance service.*

*What happened to Stan Barret? (He couldn't walk up a steep icy road to his home and the police had to help him.)*

- Play the next paragraph while students follow in their books. Ask students to imagine they are Adam and to explain what happened that day and how they felt.
- Play the last part of the text while students follow in their books. Ask them about the weather forecast.

### Listen and Read

- Students read the title of the text and decide where a text like this might appear (*a newspaper*). Play the cassette (the first two paragraphs) while students follow in their books. Ask:

*What kind of accidents did many elderly people have? (they slipped and broke bones)*

*What caused them to slip? (ice)*

### Comprehension Check

- Explain to students that newspaper and magazine articles often have headings (hold up an example if possible to show them) and that these are missing from the article they have just read. Students then reread each paragraph of the text carefully to find the most appropriate heading. Make sure it is understood that the heading summarises the content of the whole paragraph, and doesn't simply refer to something mentioned in it.

## Vocabulary Check

- Students find the words / phrases in the text and work out from the context which is the correct meaning.

## Grammar Practice

- Revise what students already know about expressing wishes by asking them to complete the sentences below. For example:

*I haven't got any money. I wish I ... (e.g. had some money)*

*I lied to my best friend. I wish I ... (e.g. had told her the truth)*

Ask students what structure could replace *I wish* in the sentences to elicit *If only*.

- Put the two examples below on the board:

*It has been raining all day, I wish it would stop raining.*

*I wish you wouldn't make so much noise.*

Students then make three wishes about their lives to practise the forms above.

Explain to students that *wish* + *would* is used when we want to express the wish that somebody's behaviour or a situation will change.

- Explain that *wish* can also be followed by the past progressive in sentences like:

*Everyone is going to the cinema tonight, but I can't go. I wish I was going with them.*

- Put the sentences below on the board and elicit suitable endings.

*It's midnight. It's time you ... (e.g. went to bed)*

*I don't want you to come with me. I'd rather you ... (e.g. stayed at home)*

*They gave me a book for my birthday. I'd rather they ... (e.g. had given me a CD)*

*You would be frightened if you ... (e.g. saw a ghost)*

*He would have won the race if he ... (e.g. had tried harder)*

- Ask students to rewrite the first sentence using *for* so as to elicit *It's time for you to ...*
- Explain that we can add emphasis to the structure *It's time you* + *simple past* by using *It's high / about time you ...*

### FOLLOW-UP ACTIVITY

Practise some of the structures further by holding up pictures (from magazines, etc.) of people in different situations and asking students to make sentences that the people could be saying. For example:

**Teacher:** (holding up a picture of a man with a bad cold) *What's he thinking?*

**Student:** *If I hadn't gone for a walk in the rain, I wouldn't have caught a cold.*

## Situational English

- Elicit from students some situations in which someone might call the emergency services. Then ask if they would know what number to dial if they wanted to call the emergency services in Great Britain (999). Students then read the dialogue and fill in the missing sentences.
- Check students' answers, then ask them to work out the meaning of the following words / phrases used in the dialogue.  
*I'll put you straight through*    *conscious*  
*don't hang up*    *please hold for a*  
*casualty*    *moment*
- Students practise reading the completed dialogue in pairs.

## Language Awareness

### Ex 1 IDIOMS

Students complete the idioms.

### FOLLOW-UP ACTIVITY

Students work in pairs to write four short dialogues, each one including one of the idioms.

### Ex 2 WORD BUILDING

Read the words on the right hand side and elicit whether they are verbs, nouns or adjectives. Students then complete the sentences.

**Ex 3a** Students decide which word goes in which category.

**Ex 3b** Students do the matching exercise.

### FOLLOW-UP ACTIVITY

In pairs, students write a short news bulletin about extreme weather conditions and some of the problems caused. The finished bulletins should be read out to the whole class.

## Speaking

**Ex a** Students look at the map, the weather symbols and temperature table to answer the questions.

**Ex b** Students discuss the questions in pairs.

### FOLLOW-UP ACTIVITY

Cut out weather forecasts (written in LI) from a variety of newspapers (or from one and make photocopies). In groups, students study the weather forecasts, then imagine they have to explain to an English-speaking friend what the weather is going to be like in the area they are in over the next few days.

# 6

## Lesson 2

# A Changing Climate

### Lesson Summary

#### Functions:

- expressing preferences and giving advice
- expressing past regrets

#### Topics:

- climate; global warming; regrets

#### Structures:

- would rather - had better

#### Objectives:

- to consolidate, and expand on, what students know about the use of the structures *would rather* and *had better*
- to enable students to express past regrets orally
- to enable students to discuss problems associated with global warming
- to encourage students to consider and discuss their own behaviour as far as preventing climate change is concerned

### WARM-UP

- Ask students the questions in this section. During the discussion, try to elicit the terms below. Write them on the board.

*the greenhouse effect*                      *desert*  
*coastline*                                      *dry out*  
*rising sea levels*

[All the terms above appear in the text in the *Listen and Read* section.]

- Play the next part (*Deserts in the Amazon*). Students follow in their books. Ask students to explain the possible results of the following:

*the dry season in the Amazon gets longer (the forests become drier)*  
*the rainforests become drier (more fires will break out)*  
*the forest can't recover from the fires (it will become something like a desert)*

- Play the last section (*Animals with nowhere to go*). Students follow in their books. Ask:

*Can animals survive if changes in the climate take place slowly? (Yes)*  
*What animals are facing problems because of the greenhouse effect? (mountain gorillas, Bengal tiger, a species of bear in the Andes)*

### Listen and Read

- Direct students' attention to the title and headings of the text. Ask what kind of 'worrying predictions' they are going to read about based on these.
- Play the cassette (the first paragraph) while students follow in their books. Read the statements below. Students say whether they are true or false.

*Temperatures were low in 1998. (False)*  
*The 1900s were warmer than the 1800s. (True)*  
*Temperatures were higher after 1950. (True)*  
*The greenhouse effect is making temperatures go down. (False)*

- Play the cassette (*Disappearing coastlines*). Read out the statements below. Students correct them.

*About 25% of people in the world live by the sea. (about 50%)*  
*If the sea level goes up by one metre, 120,000 square metres of land altogether will be flooded. (120,000 square metres in Asia)*

### Comprehension Check

- Students read the text on page 92 again to do the multiple choice exercise.

### Word Building

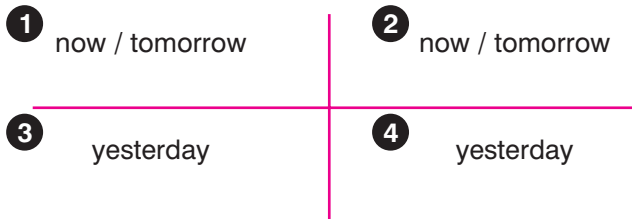
- Students read the sentences, decide what kind of word is missing (noun, verb, etc.), then chose the correct answer.

### FOLLOW-UP ACTIVITY

Students write sentences using: *worry* (as a verb and a noun); *predict*; *appear*; *disappearance*.

### Grammar Practice

- Divide the board into four sections, as shown below.



In the first, write the sentence: *I'd rather leave*. Elicit from students what the negative form would be to elicit *I'd rather not leave*. (write this on the board too). In the second section, write *I'd rather he left* and elicit the negative (*I'd rather he didn't leave*). Ask students what the difference between the sentences in these two sections of the board is (*in the first two, there is no change of subject*). Follow the same steps with the third and fourth sections and the same sentence (e.g. *I'd rather have waited, I'd rather not have waited*, etc.)

- Turn to page 180 (Grammar Reference). Read the information on *had better*. Tell students to imagine their friend is flying to England tomorrow, leaving early in the morning. They should give this friend advice using *had better*. (For example: *You'd better get up early; You'd better not forget your passport; You'd better pack some warm clothes*)
- Students choose the correct answers to complete the sentences in the exercise.

### Language Awareness

#### Ex 1 PREPOSITIONS

Students fill in the prepositions to complete the sentences.

#### FOLLOW-UP ACTIVITY

In pairs, students write sentences of their own using the words and prepositions / prepositional phrases.

#### Ex 2 PHRASAL VERBS

Students close their books. Put the phrasal verbs on the board and ask which ones they know already and how they are used. With books open, read the definitions given.

Students complete exercise *b* to practise the use of the phrasal verbs.

### FOLLOW-UP ACTIVITY

Check students' understanding of the phrasal verbs further by asking the questions below.

- 1 *What do people do when their car breaks down?*
- 2 *Has anyone ever broken into your home? What happened?*
- 3 *Why does violence sometimes break out at football matches?*
- 4 *Is it easy for prisoners to break out of prison? How do they do it?*
- 5 *How do you feel when school breaks up for the summer?*

### Functional Language

- Ex a Revise ways of expressing past regrets that students already know (*I wish / If only + past perfect*) by asking them to imagine they are in the situations below and eliciting what they might say / think.

- 1 *You copied your friend's homework and your teacher found out. (e.g. I wish I'd done my own homework.)*
- 2 *You cooked a meal for some friends and set the kitchen on fire. (e.g. If only I'd been more careful.)*
- 3 *Your brother has broken his arm. (e.g. I wish he hadn't climbed that tree.)*
- 4 *You wanted to go to the beach yesterday, but the weather wasn't very good. (e.g. If only it hadn't rained all day.)*

- Students read the dialogue in pairs. Ask what problem the two men are discussing.

- Ex b Students underline the relevant phrases.

- Ex c This activity offers students the opportunity to practise using some of the phrases.

### Speaking

- Ex a Students look at the poster and discuss their own habits. Then ask them how they think each of the five ways highlighted can help prevent climate change.

- Ex b Students answer the questions about the poster.

#### FOLLOW-UP ACTIVITY

In groups, students come up with some other ways of saving energy. (For example, *turn off the tap when cleaning your teeth; put on an extra jumper instead of turning up the heating; turn off the lights when you leave a room; walk or cycle instead of driving*) They can then design a similar poster.

# 6

## Lesson 3

# Are you green enough?

### Lesson Summary

#### Writing Skills:

- using linking words and phrases
- writing a composition giving solutions to a problem

#### Topics:

- the environment; pollution; recycling

#### Objectives:

- to offer practise in planning and writing a discursive composition
- to enable students to discuss environmental problems and their solutions both orally and in written text
- to teach the correct pronunciation of a number of easily mispronounced words
- to practise listening for specific information

### WARM-UP

- Ask students what they understand by the title of this lesson and if they consider themselves to be green enough. Elicit what kind of things they do.
- Students discuss the questions in this section. Write on the board any relevant vocabulary items and ask students to copy these down as they may be useful for their writing task.
- Ask students what they know about air and water pollution.

### Listen and Read

- Play the first part of the cassette. Ask:  
*What causes air pollution? (gases in the atmosphere)*  
*What can air pollution cause? (acid rain)*  
*How does water become polluted in some areas?*  
*(it's caused by factories)*
- Direct students' attention to the title of the composition. Ask for their own opinion on this subject. Students then skim the text to underline all the solutions mentioned.  
*[Governments need to pass laws ... and special filters should be used to stop the gases escaping; If there were better public ... buses and trains to get around; would be to introduce stricter laws; by making sure ... on beaches for people to use; governments should provide bottle banks ... public.]*
- Play the rest of the cassette while students follow in their books.

### Comprehension Check

- Students read the text on page 96 again carefully to answer the questions.

### Vocabulary Check

- Students complete the sentences using the verbs.

#### FOLLOW-UP ACTIVITY

Put the verbs below from the text on the board. In pairs, students write sentences of their own which use the four verbs in the exercise and the four verbs below.

*harm*                      *produce*  
*prevent (from)*        *recycle*

### Writing

- Ex 1 Students choose the correct prepositions to complete the sentences.
- Ex 2 Students arrange the linking words / phrases under the correct headings.

#### FOLLOW-UP ACTIVITY

Give out photocopies of the material for this lesson (Supplementary Teaching Material - page 104). Students complete the paragraphs with the words / phrases in this exercise. [1 Firstly / To begin with; Secondly 2 because of / as a result of; What is more / Moreover 3 To sum up / Finally 4 In fact / The truth is 5 Therefore; Moreover / What is more 6 Finally]

- Ex 3 After checking students' answers, find out which of the things they do themselves (from both the negative and positive columns).
- Ex 4 Read the composition title. Students then brainstorm for ideas in pairs or small groups. Discuss their ideas, providing the appropriate vocabulary where necessary.



- Explain to students that the first paragraph of their composition should introduce the subject. Write the two sentences below on the board and ask students which they think is the most appropriate for the first sentence of their composition. (*the second one*)

*Ordinary people should recycle all their paper, bottles and cans.*

*People have been harming our planet in a number of ways for years now.*

Explain that in this introduction it is necessary to say something about ordinary people protecting the environment. Students try to think of a way to complete the introduction with this in mind (one or two more sentences should suffice). Check what they have written, making suggestions and corrections where necessary.

- Read the paragraph plan with students. Make sure they understand that they should not list their ideas, but justify each one. When reading about paragraph four, ask students to supply suitable endings to the sentences given. Tell them to base the conclusions of their own compositions on this. Students complete their composition at home.

## Speaking

**Ex a** Elicit from students what each illustration shows. They then discuss the points with a partner. When everyone has finished, have a brief classroom discussion based on their ideas.

**Ex b** Ask the questions about the symbol.

**Ex c** Put the phrases below on the board before students do this oral activity.

*(only) ten per cent of people ...*

*about half of the people ...*

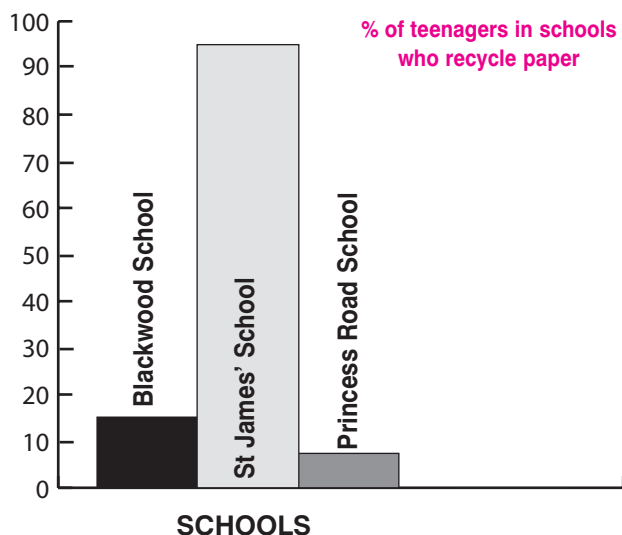
*approximately a quarter / a third of the people ...*

*(very) few people ...*

*fewer than / more than / over twenty per cent of people ...*

## FOLLOW-UP ACTIVITY

Give out photocopies of the material for this lesson (Supplementary Teaching Material - page 105). Students read the information, then complete the graph. The completed graph should look something like this:



## Pronunciation

- Ask for three or four volunteers to read each of the words aloud. The rest of the class should comment on the students' pronunciation of these words and offer corrected versions where they feel it is necessary.
- Play the cassette while students listen and repeat. Play the cassette again, this time choosing different students to repeat individually.

## Listening

- Students read the questions through once before you play the cassette.

# 6

## Lesson 4

# A Window on Geography [II]

### Lesson Summary

#### Project:

- a leaflet with information about what to do in case of an earthquake

#### Topic:

- natural disasters

#### Structures:

- conjunctions
- verbs with two objects
- structures with *it*

#### Objectives:

- to enable students to talk about natural disasters and their effects
- to teach and practise the use of conjunctions, verbs which take two objects and structures beginning with *it*
- to offer practice in producing a leaflet giving instructions

### WARM-UP

- Students answer the questions in this section. For the second questions elicit the natural disasters below and write them on the board.

<i>earthquake</i>	<i>flood</i>
<i>volcanic eruption</i>	<i>landslide</i>
<i>hurricane</i>	<i>tsunami</i>
<i>tornado</i>	<i>forest fire</i>

- Ask students what they know about the causes of the natural disasters listed and what happens when they occur.

### Listen and Read

- Elicit from students an explanation of the phrase *Out of the Blue*. Ask students what connection there could be between the title and natural disasters. (*some of them happen out of the blue*)
- Play the cassette (the first paragraph); students follow in their books. Ask:
 

*How many serious natural disasters happened in 2003? (5)*

*Why do some countries have more natural disasters than others? (because of their geographical position)*
- Students close their books. Write the sentences below on the board for students to complete. Pause after playing the text about the earthquake, check students' answers, then play the next section.

- 1 *The earthquake happened in the month of \_\_\_\_\_ . (December)*
  - 2 *It happened in \_\_\_\_\_ . (Iran / Bam)*
  - 3 *The man's house fell down and his \_\_\_\_\_ was buried. (wife)*
  - 4 *\_\_\_\_\_ of people died in the earthquake. (Thousands)*
  - 5 *\_\_\_\_\_ people lost their homes. (3,000)*
- 1 *Hawaii is situated in an area people call the Ring of \_\_\_\_\_ . (Fire)*
  - 2 *A tsunami is an enormous \_\_\_\_\_ . (wave)*
  - 3 *This woman experienced a tsunami in \_\_\_\_\_ . (1946)*
  - 4 *The woman and her \_\_\_\_\_ were pulled out to sea by the wave. (mother)*
  - 5 *The woman now lives in the \_\_\_\_\_ . (mountains)*

[The sentences could also be given out to students as photocopies.]

### Comprehension Check

- Students read the text carefully to do the matching exercise.

### Vocabulary Check

- Elicit from students explanations in LI for the verbs listed. They then complete the sentences.

## FOLLOW-UP ACTIVITY

In pairs, students work out the meaning of these words / phrases which are used in the text. Students use LI for this.

<i>devastating</i>	<i>camp</i>
<i>frantically</i>	<i>relief workers</i>
<i>rescue workers</i>	<i>slamming the door</i>
<i>trapped</i>	<i>wreckage</i>

## Grammar Practice

- Write the conjunctions below on the board and elicit example sentences from students. Write some of these on the board too.

<i>both ... and</i>	<i>whether ... or</i>
<i>either ... or</i>	<i>not only ... but also</i>
<i>neither ... nor</i>	<i>no sooner ... than</i>

For *both ... and* write up three examples; see page 180 (Grammar Reference) for the three different examples given there. For *neither ... nor* point out that in a sentence like *Neither chicken nor fish is on the menu*, the verb could also be in the plural form (*are*). Explain that if both nouns are plural, the verb will be plural too (for example: *Neither lemons nor oranges grow in that country*). Also explain that if the first noun is plural and the second singular, we still have a plural verb (for example, *Neither biscuits nor chocolate are sold in this shop*).

- Students turn to pages 180-181 (Grammar Reference). Read through the information under the heading *Two Objects*. For point 1, elicit example sentences with *bring, buy, send, lend, write* and *pay*. Write these on the board, then, after reading point 2, students rewrite them, putting the direct object first. Then read point 3.
- Read the information under the heading *It* with students. Practise the first structure by giving students adjectives: they make sentences with them beginning with *It was + adjective ...*

For example:

**Teacher:** *nice.*

**Student:** *It was nice of her to help me with my homework.*

[Use: nice, generous, nasty, unfriendly, polite, mean, etc.]

Practise *It + take + indirect object* by asking students how long it takes them to:

- get ready for school in the morning*
- get to school*
- write a composition in English*
- walk to the nearest shop from their house*

**Ex 1** This exercise practises the use of conjunctions.

**Ex 2** This exercise focuses on verbs with two objects and structures beginning with *it*.

## Speaking

- Students speculate about the situations depicted. Encourage them to use structures such as *must / might / can't + perfect infinitive* to talk about what preceded the moment when the photo was taken.

## Project

- If possible, take a similar leaflet into class to pass around so students can familiarise themselves with this kind of publication.
- Before students work with their partners to actually design their leaflet, have a brief discussion about what people should do when an earthquake occurs.
- Students look at the rubric to see exactly who the leaflet is being produced for (visitors to their country). Ask what countries in the world these visitors might come from. Draw students' attention to the fact that these visitors may not know English very well. For that reason, the leaflets must be very easy to understand with clear, simple instructions, as well as helpful diagrams for people who may not know English at all.
- Students produce their leaflets. Remind them the imperative form is used to give instructions, as are the modal verbs *must* and *should*.

## Let's Talk

- This speaking exercise is typical of what students might encounter in the FCE oral examination. Here, they are expected to prioritise. Before students do the task, read through the instructions with them to make sure they have understood. Students then use the structures and vocabulary in the *Helpline* to complete the task.

## Are you moving on? – Check Yourself

- Read the statements one by one. For each one, follow the instructions below.
  - 1 Students find different ways to tell you they regret not having studied harder for an exam.
  - 2 Students tell you what they would do if they wanted to phone for an ambulance.
  - 3 Students tell you what the weather is like today.
  - 4 Ask students how easy or difficult they found it to write a composition suggesting solutions to a problem.
  - 5 Ask students if they think it would be easy to understand a weather report in English.

# MODULE 7 Crime

## Lessons 1-4

- Direct students' attention to the pictures for the module and ask them for ideas about what they might learn.
- Students read the first section (*Read ...*). Ask them what different kinds of crimes they can think of and whether or not a lot of crimes occur in their country.
- Students then read the second section (*Learn ...*). Ask which of the items listed would be most useful for someone visiting Britain.
- Direct students' attention to the *Using English across the curriculum* box. Elicit the meaning of the term *literature* and ask students whether or not they enjoy reading.

## 7

### Lesson 1

## A Nasty Trick

### Lesson Summary

#### Functions:

- reporting a crime; giving an account of an event

#### Topic:

- crimes and criminals

#### Structures:

- questions tags
- *nor / neither did I; I didn't either; so did I; I did too*

#### Objectives:

- to enable students to produce written and oral text about crime and criminals
- to consolidate what students know about the use and formation of questions tags
- to consolidate what students know about the structures *neither / nor did I; I didn't either; so did I; I did too*, etc.
- to enable students to report a crime

### WARM-UP

- Students do the matching activity, then rank the crimes in order of seriousness.
- In pairs or small groups, students choose one of the pictures and discuss (using their imagination):

*the name(s) of the criminal(s)*

*why they committed the crime*

*what happened just after the moment shown in the picture*

*if the criminal(s) was (were) ever caught*

Students then share their ideas with the rest of the class.

- Read the two questions and their answer choices aloud. Students then scan the text to find the answers.
- Ask students what kind of crime the text is about and if their home has ever been broken into.

### Listen and Read

- Play the cassette (the introductory paragraph and the following three paragraphs) while students follow in their books. Ask:

*Who approached Mary Wilson in the town centre?  
(A nice lady)*

*How did she feel when she found out she'd won the competition? (very happy / over the moon)*

*When the Wilsons got to the hotel in London did they realise the real reason why there was no room for them? (No)*

- Play the rest of the text. Ask:

*When did they realise what had happened?  
(When Mr Wilson put his key in the lock)*

*What was missing? (money, jewellery, TV, video, stereo, microwave, food)*

*Had the burglars left any clues? (No)*

*Did the Wilsons move house? (No)*

Then ask students to explain what the burglars' trick was and to speculate on why they left a note in the fridge.

## Comprehension Check

- Students decide whether the sentences are correct or not according to the text.

## Vocabulary Check

- Students locate the words / phrases in the text, then work out the correct meaning from the context.

## Grammar Practice

- Revise what students already know about the formation of question tags by putting the following incomplete sentences on the board. Students provide the question tag each time.

*They're leaving today, ...*

*He won't complain, ...*

*Tim made a mistake, ...*

*Sarah doesn't live in that house, ...*

*You can speak Japanese, ...*

*They weren't laughing, ...*

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).

- Read out sentences from page 181 point 2 (Grammar Reference) without the question tags. Ask students to try and complete them (some they might know, others they may not). Students then turn to page 181; read the note about *have* with them and the information in points 3 and 4.
- Revise the structures *neither / nor do I; I don't either; So do I; I do too*, etc. by putting the sentences below on the board and asking students to complete them.

'Sean is taking an exam.'

' \_\_\_\_\_ Tim.' 'Tim \_\_\_\_\_.' (So is ... / ... is too)

'I went to Spain last summer.'

' \_\_\_\_\_ I.' 'I \_\_\_\_\_.' (So did ... / ... did too)

'He hasn't seen that film.'

' \_\_\_\_\_ she.' 'She \_\_\_\_\_.' (Neither / Nor has ... / ... hasn't either)

'They can't answer the question'

' \_\_\_\_\_ Joe.' 'Joe \_\_\_\_\_.' (Neither / Nor can ... / ... can't either)

- Read the information under the heading *So do I - Neither / Nor do I* in the Grammar Reference.

- Ex 1** This exercise offers controlled practice in the formation of question tags.

- Ex 2** This exercise offers practice sentences with *neither / nor, either, so, too*.

## Language Awareness

### Ex 1 WORD BUILDING

Elicit sentences with the four verbs in the table to check students understand them. They then fill in the missing words. This can be done individually or in pairs.

Students choose the correct form of the word from the table to complete the sentences in exercise b.

### Ex 2 CONFUSABLE WORDS

This exercise focuses on words often confused by learners of English.

## Situational English

- Read the rubric. Ask students to explain using LI what happened to the elderly lady. Then ask students what they imagine will happen at the police station and what kind of questions the police will ask her.
- Students read the dialogue and fill in the missing words.
- Students then practise reading the dialogue in pairs.

### FOLLOW-UP ACTIVITY

Students act out a similar dialogue to the one in this section. One takes the role of a police officer, the other is the victim of the crime. The victim will substitute the information in the dialogue in the exercise with information of their own. The police officer should make any relevant adjustments. Students can stick closely to the dialogue in the book or depart from it at times if they wish.

## Speaking

- Students look at the pictures and think of answers to the questions. Once everyone has finished this, choose a student and ask him / her the questions to elicit their answers. Then ask someone else to relate their version of the story to the rest of the class.

### FOLLOW-UP ACTIVITY

Give out photocopies of the material for this lesson (Supplementary Teaching Material - page 106). Students work in small groups to complete the signs. Explain that they all refer to things which are against the law in Britain. Students should decide what each one means and what punishment might be given for breaking the law in these cases.

# 7

## Lesson 2

# An eye for an eye?

### Lesson Summary

#### Functions:

- giving opinions, asking for opinions, agreeing and disagreeing with people's opinions

#### Topics:

- crime and punishment; the death sentence

#### Structures:

- passive voice

#### Objectives:

- to consolidate students' ability to use the passive voice
- to enable students to give, ask for, agree and disagree with opinions
- to enable students to choose and justify fitting punishment for crimes
- to offer oral practice in speculating about situations

### WARM-UP

- Direct students' attention to the title of the lesson and ask what it means. (*that we should be punished for something we have done by having the same thing done to us*)
- Students discuss their answers to the questions in this section. For the second question, make two lists on the board with the reasons given by students for and against the death penalty.

### Listen and Read

- Play the first part of the cassette. Ask students what crime Alan Thatcher committed and what punishment he received. Get students' opinions on his sentence.
- Students scan the text to find out which of the people think Alan Thatcher deserves the death penalty. (*Michael Carlton and Beth Brown*)
- Play the rest of the cassette while students follow in their books.

### Comprehension Check

- Students read the text again carefully to do the matching exercise. After checking students' answers, ask them whose opinion is closest to their own and why.

### Vocabulary Check

- Students try to complete the sentences without asking about the meaning of the verbs. These can be elicited / explained after you have checked students' answers.

### FOLLOW-UP ACTIVITY

Students practise using the verbs in these exercise by answering the questions below.

- 1 *Someone has run over your neighbour's dog. How should the car driver pay for his / her crime?*
- 2 *How many years should someone be sentenced to for kidnapping a child?*
- 3 *Have you ever seen anyone commit a crime?*
- 4 *Do you believe that murderers should never be released from prison? Why?*
- 5 *Do you know anyone who has served a prison sentence?*

### Word Building

- Students read the sentences and complete them with words from the box.

### FOLLOW-UP ACTIVITY

In pairs, students write four sentences to test the words that are not included in the exercise. They should swap sentences with another pair in the class. Students then fill in the missing words.

### Grammar Practice

- Revise the formation of the passive voice with students by putting the active voice sentences below on the board. Ask different students to come to the front of the class and rewrite them in the passive voice.

*They make clothes at that factory.  
Inspector Brown solved the crime.  
Someone will send the fax.*

*They have built a new bridge.*  
*They had unlocked the door.*  
*Someone will have posted the letter.*  
*They are cooking the food.*  
*Mary was fixing the TV.*

[For the second and last sentences, students should include *by + agent*.]

- Revise the formation of passive voice sentences with modal verbs and *be going to* with the sentences below.

*You mustn't enter that room.*  
*They should change the law.*  
*Someone is going to clean the windows.*

- Explain that instructions given in the imperative can also be changed into the passive voice. Put the sentences below on the board; students put the second one into the passive voice.

*Close the door! The door must be closed.*  
*Repair the computer! \_\_\_\_\_ .*  
*(The computer must be repaired.)*

- Students turn to pages 182-183 (Grammar Reference). Read the information in points 5, 6 and 7 with them. Then put the sentences below on the board for students to change from the active to the passive voice.

*I'd love them to choose me. (I'd love to be chosen.)*  
*I don't like people criticising me.*  
*(I don't like being criticised.)*  
*They saw Paul get on the motorbike.*  
*(Paul was seen to get on the motorbike.)*  
*She made us help. (We were made to help.)*  
*He doesn't let us use his computer.*  
*(We are not allowed to use his computer.)*

## Language Awareness

### PHRASAL VERBS

Read the four phrasal verbs and their definitions. Students then complete the sentences.

### FOLLOW-UP ACTIVITY

To revise the phrasal verbs seen in the book so far, give out photocopies of the material for this lesson (Supplementary Teaching Material - page 107). Either working as individuals or in pairs, students write sentences using as many phrasal verbs as they can find. The phrasal verbs which can be found (and which appear in the book) are: *get on, get over, get away, take after, give away, give back, go back, go down, go on, come across, come out, come round, turn down, turn over, break down, break out*. Other phrasal verbs may be possible.

## Functional Language

- Ex a** Elicit from students any ways of giving their opinions that they can think of. (*For example: In my opinion, I believe*) Do the same for ways of asking for an opinion (*For example: What do you think? Do you agree?*), agreeing (*For example: You're right, I quite agree*) and disagreeing (*For example: I think you're wrong, I can't agree with you about that*).

- Students read the dialogue in pairs. They then tell you what kind of crime the woman witnessed.

- Ex b** Students match the phrases with their uses.

- Ex c** Students do the matching exercise.

### FOLLOW-UP ACTIVITY

Read out the statements below. Students agree or disagree with them using some of the structures taught here.

*Teenagers who shoplift should be sent to prison.*  
*Prisoners don't learn how to be better people; they learn how to be better criminals.*  
*People usually commit crimes because they are poor.*

## Speaking

- Ex a** In pairs, students read the newspaper headlines and answer the questions.

- Ex b** Students discuss the pictures, speculating about what happened previously and what is going to happen.

### FOLLOW-UP ACTIVITY

In pairs, students act out a dialogue in which a police officer interviews an eye-witness about one of the crimes.



# 7

## Lesson 3

# A Murder Mystery

### Lesson Summary

#### Writing Skills:

- planning and writing a short crime story

#### Topics:

- crime novels; mystery stories

#### Objectives:

- to teach students to plan and write a narrative about a crime
- to teach students the correct intonation for sentences ending in question tags
- to practise listening for specific information
- to offer oral practice in speculating about a crime

### WARM-UP

- Ask the first question in this section. Students talk about some of the crime novels they have read and why they enjoyed / disliked them.
- Ask the second question in this section. Elicit from students the plot of some of their favourite films about crimes. Alternatively, ask some members of the class to talk about the plot of their favourite films about crime while the rest of the class have to guess which film it is.

### Listen and Read

- Students look at the book cover and say whether or not they would like to read it.
- Tell students that they are going to read the first page of this novel. Play the cassette while students follow in their books. Ask:

*Who is Walter? (Crawford's assistant)*

*Who did Crawford see from his window?*

*(Patrick Brown, the gardener at Bingley Hall)*

*Where was he?*

*(at the locksmith's - elicit the meaning of locksmith)*

*Who has been murdered? (Lord Bingley)*

*Who do you think Inspector Henshaw is?*

*(a detective in the local police force)*

- Ask students what they think Miles Crawford looks like and what kind of character he has. Elicit the same information about Walter.

### Comprehension Check

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

### FOLLOW-UP ACTIVITY

In pairs, students write a short summary of the events of the first page of the book.

### Vocabulary Check

- Students find the words / phrases in the text and choose the correct meaning.

### FOLLOW-UP ACTIVITY

In pairs, students work out the meanings of the phrases below and express them using LI.

*as white as a sheet*

*drew the conclusion*

*call on somebody for help*

*puzzled look on somebody's face*

### Writing

**Ex 1a** In pairs, students look at the pictures and discuss what happens in this crime story. Ask for their ideas.

**Ex 1b** Students read through the story once without trying to fill in the missing words. Ask if it is similar to the version of events they constructed during the precious activity. Students then read the story again to fill in the missing words. Advise them to fill in the easy words first, then to go back and read it again to fill any gaps that are left.

- Students think of a fitting title for the story. *(For example: The Mystery of the Gold Trophy; Inspector Collins solves another crime; Crime at the School)*

- Ex 2** The phrases in this exercise are all connected with the subject of crime and could be useful when writing a story about crime.

### FOLLOW-UP ACTIVITY

Students write sentences of their own using these phrases.

- Ex 3** Tell students that they are going to write a story of their own about a crime. They should look at the three ideas given, then spend about five minutes making notes about the content of each paragraph. The plan on the right-hand side of the page should be used for this. As students finish, check their plans to make sure they have not included too many events or made the story too complicated. Elicit from students what the main three tenses used for telling stories are. (*simple past, past progressive, simple past perfect*) Students look at the short story on page 107 for examples of these. (*for example: A gold trophy had been stolen; It was raining heavily; when he arrived at the school*) Students write their stories at home. Tell them to include a suitable title.

### Pronunciation

- Read aloud the sentence below twice, once with rising and once with falling intonation. Ask students whether your voice rises or falls at the end of each sentence.

*You can't speak French, can you?*

Read the information in the book with students. Explain that in the first example, the speaker is uncertain and therefore expects an answer, whereas in the second example, this is not the case.

- Play the cassette. Students tick the appropriate boxes.
- After checking students' answers, choose individuals to read the sentences with the correct intonation.

### Listening

- Students read the questions and answer choices before carrying out the listening task.

### Speaking

- Briefly revise the events of the murder mystery extract on page 112 by asking students simple comprehension questions about the main events and characters. Alternatively, if students have carried out the Follow-up Activity after the Comprehension Check section, they can refer to this.
  - Students spend a few minutes reading about the characters and discussing, in pairs or small groups, who is the most likely suspect. Students then share their ideas with the rest of the class.
- Ex b** Students talk about Crawford's actions on arrival at Bingley Hall (look for clues, question suspects, etc.).

### FOLLOW-UP ACTIVITY

In pairs, students act out a dialogue in which Inspector Crawford questions one of the suspects (they can select which one).

# 7

## Lesson 4

# A Window on Literature

### Lesson Summary

#### Structures:

- passive voice

#### Topics:

- books; authors; murder mysteries

#### Project:

- writing the plot for a crime novel or film

#### Objectives:

- to motivate students to work out a plot for a crime book or film, and provide them with the lexical items and structures necessary to achieve this
- to offer oral practice in discussing books and students' reading habits
- to consolidate, and expand on, students' knowledge of the formation and use of the passive voice

### WARM-UP

- Take a variety of books into the classroom (they could be in English or LI). Hold up each one and elicit from students what kind of book they think it is and what they think it is about. Make a list of different genres on the board (for example, *mystery, romance, comedy, thriller, ghost story, adventure, children's book, autobiography, biography, historical novel, science fiction*, etc.).
- Students answer the questions in this section.
- Play the last part of the cassette (about James Ellroy). Students follow in their books. Ask students what they have found out about Ellroy's life. (*mother was murdered, became interested in crime fiction as a child, has studied the history of the LA Police Department, employs two researchers to check the facts that go in his books, interested in writing about political history*)

### Comprehension Check

- Students look at the text again to do the multiple choice exercise.

### Grammar Practice

- Briefly revise what students learnt in the previous lesson about the formation of the passive voice by putting the sentences below on the board and inviting different students to come to the front of the class and put them into the passive voice.

*A car hit the dog.*

*They are doing the work at the moment.*

*You must iron all the clothes.*

*I love people to give me presents.*

*They heard the couple argue.*

*Our maths teacher made us stay late.*

- Write the questions below on the board; students try to put them into the passive voice.

*What did they break? (What was broken?)*

*What caused the problem? (What was the problem caused by? / By what was the problem caused?)*

*Who wrote the poem? (Who was the poem written by? / By whom was the poem written?)*

### Listen and Read

- Students scan the text to find the names of the two authors it is about and when and where they were born. [*Agatha Christie, born in England, in Torquay in 1890; James Ellroy, born in Los Angeles in 1948*] Ask students if they have ever read books by either of these writers, seen films based on their books or know the name of Agatha Christie's famous detective, shown in the photograph (*Hercule Poirot*).
- Elicit from students the meaning of the title, then play the cassette (the first paragraph). Students follow in their books. Ask students what the main point made in this paragraph is. (*that all crime fiction is not similar as crime writers have different styles*)
- Play the next part of the cassette (about Agatha Christie) while students follow in their books. Ask students what information they have found out about her works. (*both books and plays, more than 80 of them, translated into 45 languages, some set in fictional location based on Torquay, complicated plots, clues for the reader, lots of suspense*)

- Remind students that some verbs can take two objects. Students say which of these they can remember (*give, send, offer, bring, etc.*). Explain that a sentence in the active voice with two objects can be rewritten in the passive voice in two different ways. Put the sentences below on the board. Students supply the missing sentences.

*They gave Jack a watch. → Jack was given a watch / A watch was given to Jack.*

*They bought Thomas a bike. → \_\_\_\_\_  
(Thomas was bought a bike / A bike was bought for Thomas.)*

- Write the sentence below on the board.

*People think she is a good poet.*

Explain that this can be rewritten in two ways:

*It is thought (that) she is a good poet.*

*She is thought to be a good poet.*

Turn to page 183 (Grammar Reference) and read the information in point 3 with students. Then put the sentence below on the board for students to rewrite in two ways.

*They believe that he lives in that old tower.*

*[It is believed (that) he lives in that old tower.*

*He is believed to live in that old tower.]*

- Read the remaining information in the Grammar Reference (points 4 and 5) with students.

**Ex 1** This exercise checks students' ability to differentiate between where the active and passive form is appropriate.

**Ex 2** This exercise offers practice in changing active voice sentences into the passive voice.

## Speaking

- Students answer the questions about the books.

## Project

- In small groups, students work out a plot for either a crime novel or film. After deciding on the characters and plot, they can write the opening paragraph or page (for a novel) or the script for the opening scene (for a film). Once these are ready, students can either read the novel extract or act out the opening scene.

## Let's Talk

- Read through the instructions with students before they do the task to make sure they have understood properly. Students then complete the task.

## Are you moving on? – Check Yourself

- Read the statements one by one with students to make sure they understand them. Ask students to comment on how difficult each thing is. Students then read the statements again and tick the appropriate boxes.

# MODULE 8 Transport

## Lessons 1-4

- Direct students' attention to the pictures for this module and ask them for ideas about what they might learn.
- One student reads the *Read about ...* section aloud. Ask students what they already know about the items.
- Ask another student to read the *Learn ...* section. Ask students which of these they think would be important if they were planning to visit an English-speaking country on holiday.
- Direct students' attention to the *Using English across the curriculum* box. Ask students what they are currently learning about in their history lessons at school and how interesting it is.

## 8

### Lesson 1

## Moving Around

### Lesson Summary

#### Functions:

- asking for information at a train station

#### Topics:

- means of transport; travelling by train

#### Structures:

- conditional sentences

#### Objectives:

- to revise and practise first, second and third conditional sentences
- to enable students to ask for information at a train station
- to offer oral practice in comparing and contrasting pictures
- to enable students to understand and talk about a bus timetable

### WARM-UP

- Before students answer the *Warm-up* questions, get them to think of as many different means of transport as possible. Do this by playing the following game. Divide students into groups of four or five. Each group appoints somebody to do the writing. This person takes a sheet of paper and writes the alphabet down the side of it. Students have to think of one means of transport for each letter. Allow a limited time for this (for example: three to four minutes). The person responsible for writing in each group then reads out the answers for each letter. For correct answers no one else has found, they score ten points and for correct answers another group has found, they score five.
- Students answer the two questions in this section.

- TEXT 1** (students answer the questions)
- 1 What do learner drivers need to know apart from how to drive a car, park it, etc.? (what to do in case of an accident or a flat tyre)
  - 2 What information should a driver get from another driver when an accident happens? (their registration number, insurance details)

- TEXT 2** (students say whether the statements are true or false)
- 1 Gary Richards drives a train. (False)
  - 2 Travelling to work by car can be difficult. (True)
  - 3 It isn't always expensive to travel train. (True)

- TEXT 3** (students answer the questions)
- 1 What kind of people are described in the first sentence? (nervous flyers)
  - 2 What does Amy Smith try to do? (help people who are afraid of flying)

- TEXT 4** (students correct the sentences)
- 1 Tony Poole used to be a taxi driver. (is still a taxi driver)
  - 2 Taxis are cheap. (expensive)
  - 3 Buses are often crowded. (underground trains)

### Listen and Read

- Play the cassette (the introductory paragraph) while students follow in their books. Ask students what they understand by the phrase *getting from A to B*.
- Play each section of the text while students follow in their books. After each one, follow the procedures suggested below.

## Comprehension Check

- Students read the texts again to do the matching exercise.

### FOLLOW-UP ACTIVITY

Working in pairs or small groups, students think of a title for the text (*For example, What the experts say; It's not just about getting from A to B; People who work in transport and their opinions*), and headings for each of the four short texts. (*For example, Text 1: New drivers don't know it all; What to do if you have an accident; Get the details; Text 2: Try commuting, Go by train; Text 3: Don't be afraid to try; Up, up and away; Text 4: Take a taxi, One taxi driver's opinion*)

## Vocabulary Check

- Elicit explanations of the lexical items from students before they do this exercise.

## Grammar Practice

- Revise what students know about the formation and use of the three main kinds of conditional sentences in the following ways:

- 1 Remind students that first conditional sentences are used for something that is possible in the present or future. Students talk about their plans for the weekend using first conditional sentences. Put an example on the board to get them started and to remind them of the structure of first conditional sentences. Write the verb forms in this example sentence in a different colour from the rest of the sentence. Students then make up their own sentences. (*For example, If I've got time, I'll tidy my room; If I finish all my homework, Mum and Dad will take me to the cinema on Sunday*) Write some of their sentences on the board. Remind them that we can also use modal verbs in this kind of sentence. Provide and elicit examples (e.g. *If the weather is good, I might go swimming*).
- 2 Remind students that the second conditional is used for things which are not likely to happen or something which is not true now. Write the following second conditional sentence on the board with the verbs in a different colour.

*If he lost his job, he would be very upset.*

Give students the prompts below and ask them to provide logical endings. Remind them that they can use modal verbs.

*If I had more money, ...*

*If it snowed at the weekend, ...*

*If I was famous, ...*

*If he lived by the sea, ...*

Then ask students to imagine a friend of theirs is worried about an exam and to give advice beginning with *If I were you ...*

- 3 Remind students that third conditional sentences are used to talk about things that did not happen in the past. Write the example below on the board with the verbs in a different colour.

*If I had had more time, I would have finished my essay.*

Students then imagine they are in the following situations and make relevant statements using the third conditional. Remind them to use modal verbs where appropriate.

*You have had a big meal and feel sick.*

*You have got a broken leg.*

*Your teacher was angry with you yesterday.*

- Turn to pages 183-184 (Grammar Reference). Read the information by the warning sign and the note below.

**Ex 1** This exercise offers practice in the formation of first, second and third conditional sentences.

**Ex 2** This exercise offers free practice in the use of conditional sentences.

### FOLLOW-UP ACTIVITY

Hold up pictures of people in different situations and ask students to say what the people are saying or thinking using third conditional sentences.

- Draw students' attention to the joke at the bottom of the page and elicit an explanation as to why it is funny. Ask students if the same joke would work in their language.

## Language Awareness

### WORD BUILDING

Students choose the correct form of the words to complete the sentences.

## Situational English

**Ex a** Ask students what kind of questions people might ask at a train station. (*For example, what time the train for a particular station leaves; what platform a particular train leaves from*) Students then complete the dialogue.

**Ex b** Students answer the questions based on the dialogue.

## FOLLOW-UP ACTIVITY

Students practise reading the dialogue in pairs.

### Speaking

**Ex 1a** Students use the structures given in the *Useful Language* box to compare the two photos. They should also refer to the similarities and differences in the boxes.

**Ex 1b** Before students answer the questions, put the following structures on the board.

*The main advantage / disadvantage is that ...*

*Another / A further advantage / disadvantage is that ...*

*The good / bad thing about ... is that ...*

**Ex 2** Students study the bus timetable and answer the questions about it in pairs.

## Lesson Summary

**Functions:**

- making complaints

**Topics:**

- air travel in the past, today and in the future; complaints about a train journey; road safety; road signs

**Structures:**

- conditional sentences with *unless*, *supposing*, *provided*, *should*, etc.
- mixed conditionals

**Objectives:**

- to teach students about, and practise, structures used in conditional sentences such as *supposing*, *provided*, *in case*, *if I should*, etc.
- to introduce students to mixed conditionals
- to enable students to make complaints
- to offer practice in understanding posters and road signs

**WARM-UP**

- Students answer the first question, also saying which they would most like to travel by and why.
- Expand on the second question by asking students to sit in groups and come up with a design for a means of transport that might be used in the future. They should present their design to the rest of the class, explaining all its functions.
- Students look at the text and say what three means of transport they can see. If they do not know what these means of transport are called, they should scan the text to find out.
- Ask someone to read the introduction aloud. Ask for examples of means of transport that are *fast*, *slow*, *safe* and *dangerous*.
- Students read the whole text quickly without filling in the missing sentences. Ask:
  - What happened to the Hindenburg? (a fire broke out on it)*
  - When did the space shuttle make its first journey? (12th April 1981)*
  - From where? (Kennedy Space Centre)*
  - According to the writer, will people travel by the Moller Skycar one day? (it is unlikely)*
- Explain to students what they have to do to complete this text. They should read the sentences on page 125 before they read the text. Elicit from them the meaning in LI of:
  - a cross between a plane and a rocket* (sentence C)
  - take off and land vertically* (sentence D)
  - interest had dropped* (sentence E)
- Students read the text carefully to fill in the sentences. Remind them to make sure that the sentence they choose fits grammatically and that the meaning is logical based on what precedes and follows it.
- Play the cassette so students can check their answers. Then ask which of the three means of transport students would most like to take a trip in and why.

**Vocabulary Check**

- Students choose the correct answers.

**FOLLOW-UP ACTIVITY**

Working individually or in pairs, students find words / phrases in the text that mean:

- journey across the Atlantic [the past] (transatlantic voyage)*
- went well / without any problems [the past] (went smoothly)*
- was delayed by [the past] (was held up by)*
- a new age [the present] (a new era)*
- goes round a planet [the present] (orbits)*



## Grammar Practice

- Revise the three main types of conditional sentences by eliciting one or two examples of each type and writing them on the board. Ask students what situations we use them for.
- Turn to page 184 (Grammar Reference). Read points 1 and 2 with students. Practise these structures using the prompts below. Students complete the sentences in a logical way.

*unless we leave now, we ... ; I'll help you provided ... ; You can you go to the cinema as long as ... ; Suppose you saw a ghost, what ... ; Take a bottle of water with you in case ...*

- Read points 3 and 4 on page 184. Practise these by putting the sentences below on the board and asking students to complete the second one.

*If the weather wasn't bad, we would go for a walk.*

*But for (the bad weather, we would go for a walk.)*

*If you hadn't lent me the money, I couldn't have bought the bike.*

*But for (the money you lent me, I couldn't have bought the bike.)*

*If you speak to her, tell her the news.*

*Should (you speak to her, tell her the news.)*

*If I were you, I would buy the jacket.*

*Were (I you, I would buy the jacket.)*

- Read point 5 with students. Elicit similar examples.
- Students complete the exercise to practise the structures further.

## Language Awareness

### Ex 1 WORD BUILDING

Elicit from students whether the words in the box are nouns, adjectives or verbs. They then complete the sentences.

### Ex 2 PREPOSITIONS

Students fill in the prepositions to complete the sentences.

### FOLLOW-UP ACTIVITY

Students write sentences of their own with the phrases.

- Ex 3 This exercise practises collocations related to travel.

## Functional Language

- Discuss places where people might make complaints, and the reasons for them. [*For example, in a restaurant because the food is cold; at a hotel because the room is too small; at an airport because a plane is delayed*] Ask students if they have ever complained and, if so, what happened.
- Students read the dialogue to find all the things the man complains about. (They do not fill in the missing phrases at this stage). [*The train was late. The journey was slow. The train was dirty.*]
- Students fill in the missing phrases. Check their answers. They then practise reading the dialogue in pairs.

### FOLLOW-UP ACTIVITY

Students imagine they have travelled by one of the means of transport below and that they have a number of complaints to make about the journey. They should think of what these are themselves (three or four complaints will suffice). They then act out dialogues in pairs in which one is the passenger complaining at the end of the journey, the other an employee. After acting out one dialogue, they swap roles and do the same again.

<i>bus</i>	<i>coach</i>
<i>train</i>	<i>taxi</i>
<i>ferry</i>	<i>plane</i>

## Speaking

- Ex a Explain the term the *Green Cross Code* (road safety advice for children). In order to answer the questions in this activity, students must draw on their own experience and knowledge of the world.
- Ex b Students discuss the meanings of the road signs.

### FOLLOW-UP ACTIVITY

Students come up to the board, draw any road sign or other kind of sign they can think of on the board. The rest of the class try to work out what it means.

## Lesson Summary

**Writing Skills:**

- planning and writing a report

**Topic:**

- public transport

**Objectives:**

- to familiarise students with the correct format for a report

- to prepare students to write a report about means of transport
- to teach students to recognise the vowel sounds /æ/ and /ʌ/
- to practise listening to announcements
- to practise asking for information about travelling on the railway system

**WARM-UP**

- Students answer the three questions about the forms of transport in the pictures.
- Students take it in turns to choose one of the means of transport and, without saying what it is, they imagine they are using it and describe what they can see and feel. The rest of the class have to guess which means of transport is being described.

**Listen and Read**

- Refer students to the title of the text and elicit what improvements cities might need as far as public transport is concerned. [*For example, there should be more buses; there's no underground train system; fares are too expensive*]
- Play the cassette (the introductory paragraph) while students follow in their books. Elicit the meaning of *densely populated*, *cope with* and *improvements are being made*. Ask students for examples of densely populated cities in their country or other countries.
- Explain to students that they are going to read a report. Ask what they can remember about the format of reports. (*they are usually divided into sections with headings; each of these deals with something different*)
- Play the cassette (up to and including the section headed *Trains and Stations*); students follow in their books. Ask students to tell you:

*why the report was written (to describe the metro and give an opinion about how efficient it is)*

*what can be seen at some stations (objects of archaeological interest)*

*what good things are said about the trains (they're fast, efficient, reliable, comfortable, have automatic doors and air conditioning)*

*what good things are said about the stations (they have lifts and escalators)*

As students answer the questions, use it as an opportunity to discuss the meaning of words / phrases such as: *the purpose of; efficient; complete; fully; on display; reliable; escalators*.

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

*how often there are trains at the busiest time of day (every three minutes)*

*how the metro helps people travelling to work (they get there more quickly and more cheaply)*

*why the city is cleaner and quieter now (people use the metro instead of their cars)*

*in what two ways the metro has been a success (life is better for people living in the city; people in other countries are more likely to visit Athens now)*

As students answer the questions, discuss the meaning of words / phrases such as: *rush hour; commuters; shortened; rely on; a reduction in; the city's image overseas*.

**Comprehension Check**

- Students read the sentences one by one and look at the text to see if the points are mentioned.

**Vocabulary Check**

- Students do the matching exercise

## Language Awareness

- Ex a** Explain to students that the same prefix can be added to all three adjectives.
- Ex b** Students read through the list of adjectives to make sure they understand them. They then fill in the prefixes.

### FOLLOW-UP ACTIVITY

Write *people*, *means of transport* and *journeys* on the board and ask students which of the adjectives should go in which category. Write them on the board under the relevant heading as students give their answers. Make sure they realise that some can go in more than one category. [*People: reliable, pleasant, healthy, pleased, efficient, honest, patient, responsible, organised. Means of transport: reliable, comfortable, pleasant, regular, efficient, adequate (the transport system) Journeys: comfortable, pleasant, possible*]

## Writing

- Ex 1a** Students read the model report to familiarise themselves with its content and register.
- Ex 1b** Students match the words / phrases in the report with their alternatives. Point out that such words / phrases are very important when writing reports.
- Ex 2** Explain to students that they are going to write a report similar to that on page 128. They should think of the three means of transport they want to write about, then make notes for each one including some basic information and a number of good and bad points. As students do this, they can refer to the report on page 128 to get ideas. Check students' plans to make sure they have been done properly.
- Read the lexical items in the box to make sure students understand them all. Provide example sentences where necessary so students can see how they are used. Students write their reports at home.

## Pronunciation

- This exercise focuses on recognising vowel sounds.

### FOLLOW-UP ACTIVITY

On small pieces of paper, write the following words:

*fun fan sung sang hut hat  
drunk drank much match cup cap  
run ran swum swam cut cat*

Students take it in turns to come to the front of the class and take one of the pieces of paper. They say the word on it aloud. The rest of the class say what word they heard (*fun or fan; drunk or drank, etc.*).

## Listening

- This listening activity focuses on understanding the messages contained in announcements.

## Speaking

- Students take it in turns to ask and answer questions about the different journeys listed. Put the structures below on the board for students to use.

*take the ... line towards (name of station) for two / three stops  
get off at the first / second stop  
get off at (name of station)  
change at (name of station)  
get on the train going to (name of station)*

## Lesson Summary

### Project:

- making a poster with information about means of transport used in the past

### Topics:

- the Vikings; means of transport from the past

### Objectives:

- to motivate students to collect information about means of transport used in the past and to present it in the form of a poster
- to provide oral practice in talking about means of transport

## WARM-UP

- For the first question, students brainstorm in pairs to come up with different means of transport used about a thousand years ago (remind them to include animals). Allow a few minutes for this, then make a list on the board.
- Students talk about the difficulties and dangers of people's journeys in those days. Then ask if they can think of any parts of the world today where it is still difficult and dangerous to travel around.

## Listen and Read

- Students read the title, then tell you what they know about the Vikings.
- Students scan the text to find out:
  - what countries the Vikings came from (Norway, Denmark, Sweden)*
  - what the word Vikings meant in old Scandinavian languages (pirate)*
  - what places they travelled to (Europe, Central Asia, Iceland, Greenland, America, England)*
  - how long they stayed in England (200 years)*
- Play the cassette while students follow in their books.

## Comprehension Check

- Students read the sentences carefully to correct the mistakes.

## Vocabulary Check

- Students do the matching activity.

### FOLLOW-UP ACTIVITY

Students read the text again and underline any words connected with travel by boat. [*longships, pirate, sailor, shallow rivers, sail, crew, ocean, voyage, icy sea, stormy seas, sails, oars*]

## Speaking

- In small groups, students discuss the different forms of transport by answering the questions. They then share their ideas with the rest of the class.

## Project

- In groups of three, students should:
  - decide which three means of transport their project should focus on
  - discuss where they can find information.
  - decide which means of transport each person is going to find out about.
- When students have gathered the relevant information and written their contributions, the poster can be made and illustrated.

## Let's Talk

- This speaking exercise is typical of what students might encounter in the FCE oral examination. Here they are expected to look at the map and then plan something. Before students do the task, read through the instructions and make sure they have understood properly. Students then use the structures and vocabulary in the *Helpline* to complete the task.

## Are you moving on? – Check Yourself

- Read the statements one by one. For each one, follow the instructions below.
  - 1 Ask students to imagine they are having an awful meal in an awful restaurant. They should make as many complaints as they can.
  - 2 Students tell you what information they would ask for if they wanted to travel by train from London to Edinburgh (in Scotland).
  - 3 Give an unusual means of transport (for example, helicopter) and invite students to talk about its advantages and disadvantages.
  - 4 See what students can remember about collocations connected with travel by asking what you can: *catch, miss, drive, get on / off, ride, get in / out of*.
  - 5 Ask students how easy or difficult they found it to write a report.
  - 6 Ask students if they think it would be easy to understand announcements at train stations and airports in an English-speaking country.

# MODULE 9 Social Problems

## Lessons 1-4

- Direct students' attention to the pictures for this module and ask them for ideas about what they might learn.
- Ask students what they understand by the term *social problems*; elicit examples. Then ask students what kind of social problems they would be most interested in reading about.
- Read the contents of the module. Ask students which of the topics in the *Read about ...* section they think seem the most interesting and which of the items in the *Learn ...* section they have already had some practice in.
- Look at the *Using English across the curriculum* box. Ask students if they have art lessons at school, and if so, what kind of things they do in these lessons.

## 9

### Lesson 1

## Parents and Teenagers

### Lesson Summary

#### Functions:

- giving advice; reassuring people

#### Topics:

- the generation gap; teenagers' problems

#### Structures:

- the 'causative' use of have

#### Objectives:

- to introduce students to, and offer controlled practice in, the causative form
- to enable students to talk about problems, give advice and reassure people who have problems
- to offer oral practice in discussing teenager's problems and interests

### WARM-UP

- Students speculate about what is happening in the picture. Choose one of the ideas provided by students and ask for two volunteers to act out a dialogue between the woman and the teenager.
- Students discuss the second question in pairs, then share their ideas with the rest of the class.

### Listen and Read

- Refer to the title and ask students to explain the term *generation gap*.
- Play the cassette (the first paragraph) while students follow in their books. Ask:  
*what they think 'Teen World' is*  
*who 'them' in the first sentence refers to (parents)*  
*what a love-hate relationship is*
- Students make predictions as to what the teenager in the article will say. Play this part of the cassette while students follow in their books. Students then say what

the gist of this part of the article is. (*that parents of teenagers don't allow their children to be independent or really listen to them*) Ask what examples of problems he gives. (*his friend who wanted his ear pierced and his friend who had a really short haircut*) Students say whether they themselves or any of their friends have had similar experiences.

- Students make predictions about what the woman is going to say in the next section. Play the cassette while students follow in their books. Ask:

*Why is it good for parents to respect their children's opinions? (it helps them develop their personalities)*  
*What happens when parents criticise their teenage children's clothes? (they destroy their self-confidence)*  
*Why do parents try to control their children so much? (they want to protect them)*

Ask students whether they agree with this woman's opinions and how they feel when their parents criticise their clothes, etc. Then ask what the solution to the problem is according to the woman (*communication*), and how far they agree with her.

## Comprehension Check

- Students read the text again carefully to do the multiple choice exercise.

## Vocabulary Check

- Students fill in the adjectives.

### FOLLOW-UP ACTIVITY

Students express these phrases from the text on page 136 in LI.

<i>make somebody's life a misery</i>	<i>develop their personalities</i>
<i>show respect for</i>	<i>build their self-confidence</i>
<i>go mad</i>	<i>fall in with a bad crowd</i>
<i>gain independence</i>	<i>get into trouble</i>

## Grammar Practice

- Put the two sentences below on the board and explain what the difference in meaning is.

*She fixed the TV.*      *She had the TV fixed.*

Write the examples of the causative form below on the board. Students work out a rule for its formation. [have + object + past participle]

*He is having his hair cut.*

*They had their windows cleaned.*

*I have had my eyes tested.*

- Students turn to pages 184 - 185 (Grammar Reference) and read the example sentences in point 1. Practise the formation of the causative form by putting the sentences below on the board and asking different students to come to the front of the class and rewrite them in the causative form.

*Someone cuts her grass once a week.*

*Someone repaired my computer yesterday.*

*A designer will make her wedding dress.*

*Someone has pierced her ears.*

*The doctor had taken her temperature.*

*Someone will have painted the house by then.*

- Read the information in point 2. Then ask students to imagine they are having their house / flat redecorated and to make causative sentences about what is happening. (*For example, I'm having the kitchen painted; we're having new carpets put down*)
- Read the rest of the information in the Grammar Reference section. Students practise the causative form with modal verbs further by responding to statements in the following way.

**Teacher:** *My hair's getting really long.*

**Student:** *You must have it cut.*

**Teacher:** *My car is always breaking down.*

**Student:** *You should have it fixed.*

Other prompts to use: *The walls in my living room are bright purple; My son can't see the board very well even though he sits at the front of the class; It gets really hot in my house in the summer; These trousers are too long.*

- Students do the exercise to practise writing sentences in the causative.

## Language Awareness

### Ex 1 WORD BUILDING

Students work in pairs to complete the table.

Exercise *b* checks students' understanding of the adjectives.

### FOLLOW-UP ACTIVITY

Ask the following questions to practise using these adjectives further.

*When was the last time you felt guilty?*

*Do you feel confident that you'll pass all your school exams this year?*

*How do you feel when one of your teachers is critical of your work?*

*At what age do you think young people should leave home and become independent?*

*What's your personal opinion about teenagers getting tattoos?*

### Ex 2 CONFUSABLE WORDS

This exercise focuses on lexical items that are easily confused by learners of English.

## Functional Language

- Ex 1a** Elicit an explanation for the verb *reassure*, then ask students:

*who they usually talk to when they have a problem.*

*what kind of things their friends ask them for advice about.*

- Students read the dialogue in pairs. They then say what Simon's problem is (*he wants to go camping with his friends but doesn't think his parents will let him*) and what advice his brother gives him (*to reassure his parents that he'll be more careful and that nothing will go wrong*).

- Ex b** Students complete the boxes.

### FOLLOW-UP ACTIVITY

Put the situations below on the board:

*All your friends are going to a pop concert, but you don't think your parents will let you go.*

*You had your ears pierced without asking your parents and now you're worried about going home.*

*You are having trouble with one of your teachers this year and with the subject he / she teaches. You just failed a test and know your parents will be upset.*

*You borrowed your parents' camera when you went on a school trip today and broke it. You don't want to go home.*

Divide the class into two groups. The students in one group must each choose one of the situations on the board and think for a while about this problem and what details they might include in a conversation with somebody about it.

Meanwhile, the rest of the class think about what kind of advice they would give to somebody with these problems. Students then work in pairs; one student talks about his / her problem and the other gives advice and reassurance.

### Speaking

- Ask students if they would buy this magazine if they saw it in their local newsagent's. They then answer the questions.

### FOLLOW-UP ACTIVITY

Give out photocopies of the material for this lesson (Supplementary Teaching Material - page 108). Students refer to the contents pages of the two magazines to answer the questions. [1 page 21; 2 Teenager; 3 page 16; 4 page 13 (Teenager), page 9 (Cool!); 5 Cool! page 12; 6 Cool!; 7 pages 5, 8, 16, 25, 29, 35 (Teenager) and page 10 (Cool!); 8 the latest fashions / why people do extreme sports; 9 page 26; 10 They give advice on getting rid of spots.]



# 9

## Lesson 2

# How lucky we are!

### Lesson Summary

#### Functions:

- apologising; making excuses

#### Topics:

- the role of parents; well-off and less fortunate children; charities

#### Structures:

- reported speech

#### Objectives:

- to consolidate, and expand on, what students know about reported and direct speech
- to enable students to apologise and make excuses
- to provide oral practice in discussing a web page, ways of raising money for charity

### WARM-UP

- To prepare for the first question, put the following ideas on the board and ask students to talk about how important each one is in their opinion.

*cook and clean for us*

*give us advice and support*

*teach us the difference between right and wrong*

*give us pocket money*

Students then answer the first question.

- Put the following on the board and ask students to think back over the last week and to say which of these things they have done.

*do the washing-up*

*asked Mum or Dad for money*

*take the rubbish out*

*argue with Mum or Dad*

*tidy my bedroom*

*leave my clothes lying all over the floor*

Students then answer the second question. Ask them for ways they can think of to show their parents that they appreciate them. (*for example, buy them a present, make them a cup of coffee, wash the car*)

*What problem did she have?*

*(the children were spoilt and she couldn't get close to them)*

*What made the children change?*

*(a meeting with some poor children)*

### Comprehension Check

- Students read the text again carefully and decide whether the sentences are true or not.

#### FOLLOW-UP ACTIVITY

In small groups, students write a summary of the short story. They must attempt to write it in less than seventy words. Tell them not only to focus on the main events, but also to make sure that their summary is coherent. Students read out their completed summaries.

### Grammar Practice

- Elicit from students what the difference between direct and reported speech is. Then revise what they have already learnt by putting all or a selection of the sentences below on the board and asking them to report what the people are saying.

*'It is raining,' said John.*

*'It was raining heavily,' she said.*

*'I know the answer,' said Paula.*

*'My grandad gave me a watch for my birthday,' said Andy.*

*'Mr Black has forgotten to give us any homework,' the children said.*

*'I will help you tomorrow,' Mrs Green said.*

*'The plane will be landing at this time next week,' Sarah said.*

### Listen and Read

- Students look at the title of the lesson and the illustration and discuss what the text could be about.
- Play the cassette while students follow in their books. Ask:

*What had the writer of the story been doing before she went to Brazil? (training to be a teacher)*

*What did her job in Brazil involve? (looking after three children)*

Remind students that the *past progressive* does not always change to the *past perfect progressive* in reported speech and that the *simple past perfect* and *past perfect progressive* do not change at all.

- Find out what students remember about the changes concerning modal verbs by asking whether or not the following modal verbs change, and if so, what they change to.

<i>can (could)</i>	<i>may (might)</i>
<i>must - for obligation (must / had to)</i>	<i>must - for assumption (no changes)</i>
<i>shall (should)</i>	<i>could (no change)</i>
<i>needn't (needn't / didn't have to, didn't need to)</i>	<i>should / ought to (no change)</i>
<i>would (no change)</i>	<i>mustn't (no change)</i>
	<i>might (no change)</i>

Students then turn to page 180 (Grammar Reference) and read the information in points 3 and 4.

- Before reading points 5 and 6, put the questions / statements below on the board for students to put into reported speech.

*'Where does he work?' she asked.*  
*'How old are you?' he asked.*  
*'Is it raining?' I asked her.*  
*'Did you buy a new dress?' Joe asked Susan.*  
*'Stop talking!' the teacher ordered the children.*  
*'Don't forget to pick me up at the train station,' she told her husband.*

- Read the rest of the information in the Grammar Reference section for this lesson.
- Students complete the sentences in the exercise to practise reporting direct speech.

#### FOLLOW-UP ACTIVITY

Collect pictures from magazines which show two people talking. Stick these onto large pieces of paper. Divide students into small groups and give a picture to each group. Students should decide what the two people in the picture are saying and draw speech bubbles in which they write this. Collect in all the complete pieces of work and then distribute them to different groups. Students should write in reported speech what the people are saying (based on what is in the speech bubbles). They will have to choose names for the people in the pictures to be able to do this.

### Vocabulary Check

- Students do the matching exercise.

### Language Awareness

#### Ex 1 WORD BUILDING

Students complete the sentences with the correct form of the word.

#### Ex 2 PREPOSITIONS

Students fill in the prepositions.

#### FOLLOW-UP ACTIVITY

Revise some of the prepositions seen in the book so far with photocopies of the material for this lesson (Supplementary Teaching Material - page 109).

[1 on an empty stomach; 2 experience in; 3 beginning of; 4 on board; 5 on time; 6 off colour; 7 In fact; 8 in pairs; 9 chance of; 10 change in; 11 out ... danger; 12 off work; 13 at risk; 14 on a trip]

### Functional Language

- Ex a** Ask students about the last time they had to apologise about something and how they felt beforehand and afterwards. Students then read the dialogue in pairs. Ask why the mother is angry with her daughter and what excuses Kerry makes for being late and not answering her mobile phone. (*the bus didn't come and she had to walk / the battery on her phone ran out*) Ask students how their parents react if they are late.

- Ex b** Students put the phrases into the correct category according to function.

#### FOLLOW-UP ACTIVITY

In pairs, students write a short dialogue based on one of the two situations below. They should use as many phrases for apologising and making excuses as they can. Students then come to the front of the class and act out their dialogues.

*You had arranged to meet your friend outside the cinema at 7.30, but you arrived at 8.00. Apologise to your friend.*

*Your parents left you at home all day last Sunday. When they got back, the kitchen was in a mess and the CD player was broken. Apologise to them. You promised to take your ten-year-old cousin to the zoo, but you went shopping with your friend instead. Apologise to your cousin.*

### Speaking

- Ex a** In pairs, students look at the web page and discuss their answers to the questions.
- Ex b** In groups, students come up with some ideas for fund-raising events. Students can then either design a poster for their event or write a programme for it.

# 9

## Lesson 3

# Teenage Dilemmas

### Lesson Summary

#### Functions:

- writing an article giving advice

#### Topics:

- peer pressure; problems at school; giving advice

#### Objectives:

- to prepare students to plan and write an article giving advice
- to practise listening for specific information and filling in a timetable
- to offer oral practice in discussing leaflets

### WARM-UP

- Before students answer the first question, read out the statements below and ask students to raise their hands if they have ever thought / felt in this way.

*I've got too much to do and not enough time.  
I wake up at night thinking about schoolwork and can't get back to sleep again.  
Our teacher gives us too much homework.  
My parents expect too much.  
I'll have to stay up until midnight to revise for tomorrow's test.*

Discuss possible solutions to these and other problems that students may bring up.

- Discuss the second question. Ask students what advice they would give to a friend who was nervous about taking an exam. Remind them to use structures such as: *If I were you, I'd ...; You should / ought to ...; Why don't you ...?; How about ...?*

ever had any problems similar to those mentioned in the article, and if so, how they coped. Elicit also any other examples of peer pressure they can think of. Refer them to the last line of the article and ask whether they agree.

- Play the first half of the second article (up to and including *They will definitely be sympathetic and in a position to offer you help*). Ask:

*What problems might young people have at school?  
(They might have trouble with some subjects. / They could have too much homework.)*

*Why don't some students want to talk to their parents?  
(Because they might be angry.)*

*Why might students not want to talk to their teacher?  
(They think they're very strict and might not be understanding.)*

Ask students how they feel about talking to their teachers about problems with schoolwork.

- Play the rest of the cassette. Ask:

*What must you do if you have too much schoolwork?  
(talk to someone)*

### Listen and Read

- Students look at the text and scan the introductory paragraph to find out where the article appeared. (*in a magazine for teenagers*)
- Refer students to the titles for the two articles. Ask them what kind of problems each article probably deals with (you may have to explain the term *peer pressure*).
- Play the cassette (up to the end of the first paragraph of *Peer Pressure Problems*). Students follow in their books. Ask what two problems are mentioned here. (*when friends try to persuade you to smoke or to play truant*)
- Play the rest of the article while students follow in their books. Ask what other problems are mentioned here. (*a friend wants you to break a school rule, stay out late without asking your parents or shoplift*) Ask students if they have

### Comprehension Check

- Students read the text again carefully to find the answers. When checking students' answers, ask if they agree with the advice given.

### FOLLOW-UP ACTIVITY

In pairs, students decide what the main point of each article is. (*Article 1: Don't let your friends make you do things you feel are wrong. Article 2: When you have problems at school, find someone to talk to.*)

## Vocabulary Check

- Before completing the sentences, students look at the context in which each of these phrases is used in the text on page 144 (*play truant* - line 7; *talk (somebody) into* - line 9; *change one's mind* - line 14; *have (something) in common* - line 19) and work out their meaning.

### FOLLOW-UP ACTIVITY

Students work out the meaning of the following words / phrases from the second article.

- come up (line 25)*
- private tutor (line 26)*
- discouraged (line 30)*
- essential (line 33)*
- on your behalf (line 38)*

## Writing

- Ex 1** Students do the matching exercise. After checking students' answers, ask if they can think of any other advice to give in these situations.
- Ex 2a** Students tick the advice they feel is appropriate. Should they tick any 'wrong' advice, ask them to justify their choice. Their classmates should also give their opinion.
- Ex 2b** Students discuss their answers to the questions.
- Ex 3** Read the rubric. Students then decide what kind of advice they want to include in their article. Tell them that they should include four pieces of advice and that as there are two parts to the title of the article (*get over your exam nerves / do well*), it would be a good idea to focus on exam nerves in one paragraph (including two ideas) and doing well in a separate paragraph (including two ideas). Students can refer to exercise 2 (page 145) for help.
- Check that students have found suitable ideas to include, then read through the paragraph plan with them. Time permitting, students could write the introduction to their article in class.

## Pronunciation

- Put the three dialogues below on the board. Choose two students to read each one.
  - ① 'Do you want to go to the beach?'  
'Mm. Let's go.'
  - ② 'What the time?'  
'Mm?'  
'I asked what the time is.'
  - ③ 'Look at that pizza!'  
'Mmmm. It looks delicious.'

Help students with the pronunciation of *Mm* and explain what it means each time. Then read the information given.

- Play the cassette. Students listen and decide which kind of *Mm* they hear each time.

### FOLLOW-UP ACTIVITY

Students practise reading the three dialogues in pairs.

## Listening

- Ex a** Students should take some time to study the timetable before listening to the cassette.
- Ex b** Students read the question. Play the cassette again. Make sure they understand they will find the correct answer through inference rather than specific information.

## Speaking

- In pairs, students look at the leaflets and decide which one would help in each situation described. After checking students' answers, ask them which of the leaflets they would be interested in themselves.

### FOLLOW-UP ACTIVITY

In small groups, students design a leaflet for one of the following:

- A centre that helps people to give up smoking.*
- A phonenumber for teenagers wanting careers advice.*
- A club for teenagers who want to make new friends.*

The finished leaflets should be displayed in the classroom.

## Lesson Summary

**Project:**

- gathering and presenting information about a famous artist

**Topics:**

- graffiti; art; social problems

**Structures:**

- reported speech

**Objectives:**

- to motivate students to find out more about a famous artist
- to enable students to report direct speech using verbs such as advise, apologise, suggest, complain, promise
- to provide an opportunity for students to practise discussing different styles of art

**WARM-UP**

- Students answer the two questions in this section. Try to elicit some of the words / phrases below during the discussion and write them on the board. [They all appear in the text.]

<i>create a bad atmosphere</i>	<i>graffiti artist</i>
<i>community</i>	<i>paint images</i>
<i>vandalism</i>	<i>brighten the place up</i>
<i>damage private property</i>	<i>spray can</i>
<i>spray on walls</i>	

- Ask about the kinds of places where graffiti is commonly seen and how students feel about graffiti on school buildings.

**Listen and Read** 

- Refer to the title of the text. Ask students what they think *painting away problems* could mean.
- Students close their books. Instruct them to listen to the cassette to find out what the Signal Project group is. Play the cassette (the first part of the text.)
- With books open, students listen to the next part of the cassette. Ask them to tell you how Taz got involved in Signal Project and how he feels about it. (*He got into trouble with the police, was grounded and agreed to get involved in the project to get out of the house. / He feels a sense of achievement now.*)
- Play the last part of the cassette while students follow in their books. Ask students how May Frost feels about Signal Project and how their neighbourhood has changed. (*She thinks the project was a good idea. The neighbourhood has improved because of it.*)

**Comprehension Check**

- Students read the text again to answer the questions.

**FOLLOW-UP ACTIVITY**

Students work in pairs to find words / phrases in the text on page 140 that mean:

*towns and cities* - paragraph 1 (*urban areas*)

*in a poor condition* - paragraph 1 (*run-down*)

*name given to somebody by their friends* -

paragraph 3 (*nickname*)

*people walking past a place / person on the street* -

paragraph 3 (*passers-by*)

*made somewhere look nicer ...* - paragraph 4

(*brightened ... up*)

*annoying* - paragraph 4 (*frustrating*)

**Grammar Practice**

- Ask students what verbs we usually use when reporting direct speech (*say, tell, ask, order, beg*). Explain that there are other verbs which can be used for reported speech. Put the example below on the board and ask students to complete the second sentence.

*'Let's have a party!' Julie said.*

*Julie suggested ... (having a party).*

Explain to students that with reporting verbs such as *suggest*, it is important to know what kind of structure follows.

- Students turn to page 186 (Grammar Reference). Read the examples given.
- Students practise using the reporting verbs by doing the exercise.

## Speaking

- Students answer the questions about the paintings. Expand on the discussion by asking students if they have got a favourite artist or style of art, and whether or not they enjoy going to art galleries.

### FOLLOW-UP ACTIVITY

In small groups, students think up titles for each painting.

## Project

- As a class, brainstorm for the names of famous artists and make a list on the board. In groups, students then decide:
  - which artist to do their project on
  - which resources they will use to gather the relevant information
  - how they will present it to the class (will they take it in turns to tell the class about different aspects of the artist's life, career and works? Will one member of the group present the information? etc.)

## Let's Talk

- Before students attempt the task, read through the instructions with them to make sure they have understood correctly. Students then complete the task.

## Are you moving on? – Check Yourself

- Read the statements one by one. Ask students which they think would be most useful if they were planning to spend some time in an English-speaking country and why. Students then read the statements again and tick the appropriate boxes.

# MODULE 10 The Arts

## Lessons 1-4

- Direct students' attention to the pictures for this module and ask them for ideas about what they might learn.
- Ask students what they understand by the term *the arts*; elicit examples. Ask which of the arts they enjoy most.
- Ask students which of the items in the *Read about ...* section they already know something about and which they think will be most interesting.
- Students read the *Learn ...* section. Ask which items they are familiar with and which are new to them.
- Look at the *Using English across the curriculum* box. Ask students if they have music lessons at school, and if so, what kind of things they do in these lessons.

# 10

## Lesson 1

# Entertainment

## Lesson Summary

### Functions:

- booking theatre tickets

### Topics:

- entertainment; the theatre; Shakespeare

### Structures:

- relative clauses
- clauses of contrast

### Objectives:

- to consolidate and expand on what students already know about relative clauses
- to teach and practise the use of clauses of contrast
- to familiarise students with the language used when asking for information about, and buying, theatre tickets
- to offer oral practice in talking about theatrical productions

## WARM-UP

- Students tell you what forms of entertainment are available in their area and which they particularly enjoy.
- Ask the questions in this section.

## Listen and Read

- Ask students if they have ever heard of the Globe Theatre in London. If so, find out what they know about it. Explain that plays by Shakespeare are often put on there. Students tell you which of Shakespeare's plays they think is being performed in the picture (*Romeo and Juliet*). Find out what students know about the story of *Romeo and Juliet*.
- Play the cassette (the first three paragraphs) while students follow in their books. Ask:  
*What shape was the original Globe Theatre?*  
(circular)

*What happened to it? (It burnt down.)*

*Why did it open again? (It was very popular.)*

*What happened in 1642? (It closed down forever.)*

*Is the new Globe Theatre similar to the old one?*

(Yes)

*Where can people who buy tickets for the Globe Theatre sit? (in one of the galleries)*

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

*Where else can people watch the play from?*  
(the yard)

*Do they have intervals at the Globe Theatre nowadays? (Yes)*

*At the Globe Theatre, did they put on plays after it got dark? Why? (No, because they didn't have artificial lighting)*

## Comprehension Check

- Students read the text again to do the multiple choice exercise.

## Vocabulary Check

- Students find the words / phrases in the text and decide what they mean.

## Grammar Practice

- Revise what students already know about relative clauses by putting the sentences below on the board and asking them to fill in the missing relative pronouns.

- That's the film \_\_\_\_\_ is really funny. (which)*
- Mr Bram is the man \_\_\_\_\_ lives in the flat above. (who)*
- The book \_\_\_\_\_ I bought was a waste of money. (which)*
- The woman \_\_\_\_\_ I met was very friendly. (who)*
- There's the man \_\_\_\_\_ dog bit the post lady. (whose)*

- Ask what word can replace the relative pronouns in sentences 1, 2, 3 and 4 (*that*). Then ask if they know another word that can be used in sentence 4 in very formal English (*whom*). Explain that this is not very common. Then ask in which sentences the relative pronoun can be omitted altogether and why (*sentences 3 and 4 - they refer to the object of the sentence*).

- Put the sentences below on the board and ask students to rewrite them in three different ways.

- The woman to whom I spoke wasn't very helpful. (The woman who I spoke to ... / that I spoke to ... / I spoke to ...)*
- The hotel in which we stayed was luxurious. (The hotel which we stayed in ... / that we stayed in ... / we stayed in ...)*

Explain that sentence 2 can be rewritten in a fourth way:  
*The hotel where we stayed was luxurious.*

- Ask if students can remember the two different kinds of relative clauses (with and without commas). Put the examples on the board to illustrate the difference.

*Children who cheat in tests must be punished.*  
*London, which is a large city, is the capital of England.*

Ask which of the two sentences above gives extra unnecessary information (*the second*). Explain that this is called a non-defining relative clause and that the first example is known as a defining relative clause. Students then turn to page 187 (Grammar Reference). Read the information in point 5 with them.

- Read the information about clauses of contrast. Practise their use with students by reading out the sentence beginnings below and asking students to complete the sentence in a logical way.

*She enjoys tennis, but ...*

*(e.g. she isn't a very good player.)*

*Although I felt ill, I ... (e.g. went to the party.)*

*He wasn't born in Great Britain. However, he ...*

*(e.g. speaks English very well.)*

*My sister is tall, whereas ... (e.g. my brother is short.)*

*We went for a walk despite ... (e.g. the rain.)*

- Ex 1** This exercise offers controlled practice in the formation of relative clauses.

- Ex 2** This exercise checks students' understanding of words / phrases used in clauses of contrast.

## Language Awareness

### Ex 1 WORD BUILDING

Elicit the meanings of the four verbs in the left-hand column of the table. Students then complete the table.

Students read the sentences in exercise **b** and say what kind of word (verb, noun, adjective) is missing from each one. They then fill in the missing words.

### Ex 2 PHRASAL VERBS

Write the four phrasal verbs on the board and ask students if they know the meaning of any of them. If so, elicit example sentences. If not, do not supply explanations until after students have completed the exercise.

### FOLLOW-UP ACTIVITY

Students write sentences of their own using the four phrasal verbs.

### Ex 3 CONFUSABLE WORDS

The words in this exercise are easily confused by learners of English.



## Situational English

- Elicit from students the meanings of the words in the box. They then complete the dialogue. After checking students' answers, ask them to read the dialogue in pairs.

### FOLLOW-UP ACTIVITY

Give out photocopies of the material for this lesson (Supplementary Teaching Material - page 110). Students act out a dialogue as instructed.

## Speaking

- Students work in pairs to answer the questions about the play advertised in the leaflet.

### FOLLOW-UP ACTIVITY

Collect leaflets or adverts (from newspapers, magazines, etc.) for plays in LI. Students work in pairs or small groups. Give each pair / group one of these and ask them to imagine they went to see this performance and want to tell an English-speaking friend what kind of play it is, where and when it is being performed, who stars in it, etc.

## Lesson Summary

**Functions:**

- extending invitations
- accepting and refusing invitations

**Topics:**

- the cinema; invitations; famous actors, actresses, etc.

**Structures:**

- clauses of result, reason, time and purpose

**Objectives:**

- to teach students how to understand and use clauses of result, reason, time and purpose
- to enable students to extend, refuse and accept invitations
- to offer oral practice in talking about films, actors and actresses

**WARM-UP**

- Students answer the questions in this section. Try to elicit the words and phrases below and write them on the board. (They all appear in the text.)

*the film industry*

*camera operators*

*behind the scenes*

*screenwriters*

*box-office hit*

*film crew*

*costume and set designers*

- Students look at the scenes from films on the right hand side of the page and say what films they are from.

*[Catch Me If You Can; Schindler's List; Jurassic Park]*

- Play the rest of the cassette. Ask:

*Who starred in Saving Private Ryan? (Tom Hanks)*

*Why did the Navy give an award to the director and star of this film? (They made the public understand better how brave those fighting in the Second World War were.)*

- Ask students what other directors they can think of and what films they have made. (For example, George Lucas – *Star Wars*; Tim Burton – *The Planet of the Apes*; Ridley Scott – *Gladiator*)

**Listen and Read**

- Refer students to the title and ask what they understand by the phrase *spotlight on*.
- Play the cassette (the first two paragraphs) while students follow in their books. Ask:

*What is unusual about Spielberg according to the first paragraph? (He's as famous as the film stars in his films.)*

*Why do people want to see his films as soon as they are on at the cinema? (Because he always makes films that are box-office hits.)*

Ask students if they have seen any of the films mentioned in the second paragraph and if they agree with the opinion expressed in the last sentence of this paragraph. Ask what other films they can think of by Spielberg.

- Play the next paragraph while students follow in their books. Students summarise orally what they learn here about Spielberg's life and career (paraphrasing, not simply reading aloud sentences from this paragraph).

**FOLLOW-UP ACTIVITY**

Students look through the text again to underline any words / phrases they do not understand. Go through these as a class, encouraging students to work out the meanings themselves or with the help of others as far as possible.

**Comprehension Check**

- Students read the text again to underline the correct answers.

**FOLLOW-UP ACTIVITY**

In pairs, students imagine they are journalists who are going to interview Steven Spielberg. They should write down between six and eight questions that they will ask him. (Students could choose to do an imaginary interview with another famous director.)

## Word Building

**Ex a** In pairs, students fill in the missing words. They then compare their answers with another pair of students and discuss any differences there may be between them.

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

## Grammar Practice

- Revise clauses of result with students by asking them to complete the following sentences with structures with *so* or *such*.

It was \_\_\_\_\_ film that I fell asleep.

(e.g. *such a boring / an awful*)

They were \_\_\_\_\_ shoes that my feet hurt all evening. (e.g. *such uncomfortable*)

There was \_\_\_\_\_ traffic that I was an hour late for work. (e.g. *such heavy / a lot of / so much*)

It was \_\_\_\_\_ that I kept the central heating on all night. (e.g. *so cold / such cold weather*)

He had been working \_\_\_\_\_ that he was exhausted. (e.g. *so hard*)

Turn to page 188 (Grammar Reference). Read the information about clauses of result to consolidate what students know.

- Read the information about clauses of reason (section 2). Elicit other examples for *because*, *because of*, *as* / *since*.
- Read the information about clauses of time (section 3). Then practise further by reading the following sentence beginnings and asking students to complete the sentences in a logical way.

I finished my homework before ...

(e.g. *I went to my friend's house.*)

We have known each other ever since ...

(e.g. *we started school.*)

Whenever I see her, she ...

(e.g. *asks me to help her with her homework.*)

He had no sooner got home than ...

(e.g. *his son phoned him.*)

We didn't leave the hospital until ...

(e.g. *we knew he was all right.*)

They will have eaten all the food by the time ...

(e.g. *we get to the party.*)

- Read the information about clauses of purpose (section 4). Ask students the questions below so they can practise using clauses of purpose.

Why did you:

- \* *go to the supermarket?*
- \* *take an umbrella with you?*
- \* *get up at six o'clock?*
- \* *open the fridge?*
- \* *save your pocket money each week?*

- Students do the transformation exercise to practise using clauses of result, reason, time and purpose.

## Language Awareness

### Ex 1 PREPOSITIONS

The phrases with prepositions in this exercise all appear in the text on page 156.

#### FOLLOW-UP ACTIVITY

Students write sentences of their own using *star in*; *the bravery of*; *a reputation for*; *at least*; *aware of*.

### Ex 2 CONFUSABLE WORDS

Students choose the correct word to complete each sentence.

## Functional Language

**Ex a** Students talk about the last time they invited someone somewhere, the last time they received an invitation, and whether they accepted or refused it. Students then read the dialogue in pairs. Ask who accepts Gary's invitation (*Sally*) and who refuses it (*Eve*).

**Ex b** Students do the matching exercise.

#### FOLLOW-UP ACTIVITY

Divide students into groups of three. (Have groups of four if necessary. In this case Gary will be with a friend, Tom and they will take it in turns to speak. Students will make any other changes necessary.) Students read the dialogue again, substituting the information below and using the phrases in exercise b.

*the theatre*

*a new comedy*

*starts at 8 pm*

*Eve / a concert*

*meet at 7.30 / have a coke before*

## Speaking

- Students read the information about the three film stars, then answer the questions.

#### FOLLOW-UP ACTIVITY

Students take it in turns to think of a famous film star and to come to the front of the class. They should give some information about the film star (the films they have starred in, where they are from, what they look like, etc.). Their classmates try to guess which film star is being described. Whoever guesses correctly has the next go.

## Lesson Summary

### Writing Skills:

- writing a film review

### Topics:

- films; film reviews

### Objectives:

- to enable students to plan and write a film review
- to offer students practice in reading words transcribed using the phonetic alphabet
- to practise answering questions about short monologues and dialogues
- to enable students to understand information given about films at a cinema

## WARM-UP

- Students answer the questions in the *Warm-up* section. For the first one, ask students for the names of as many different kinds of films as they can think of. (*For example: thriller; horror film; science fiction film; adventure; romance; romantic comedy; mystery; western*) Make a list on the board.
- Students look at the four humorous characters from films at the top of the page and, in pairs, decide on a name for each character and a name for the film they are starring in.

- Play the next review while students follow in their books. Ask students what the film is about. (*a seven-foot-tall boy starts at a new school; some of his classmates make fun of him; he tries to fit in; he is in love with one of the girls at the school*) Which of the actors give good performances (*Brett Chambers, Heather Hurley*)
- Play the last part of the cassette while students follow in their books. Ask:
  - what the film is about (two lawyers who argue a lot but are attracted to each other)*
  - what is good and bad about it (good – the lead actor is good-looking; bad – the plot is silly, the stars don't give good performances)*

## Listen and Read

- Students look at the text, read the title and introductory sentences and say where this text could be found (*a magazine or newspaper*). Elicit an explanation for *on the silver screen*.
- Read the names of the three films. Students say what kind of film they think each one is. They then scan the three reviews to see if they are right. (*The Last Knight – adventure; Standing Out – comedy; The Laws of Love – romance*)
- Play the cassette (the first review) while students follow in their books. Read the following statements about the film and ask students if they are true or false.
  - The hero of the story is in love. (True)*
  - Two knights are in love with the same woman. (True)*
  - Chad Radlett plays the Black Knight. (False)*
  - Women watching the film will probably fall in love with Paul Belmare. (True)*
  - The story is very clever. (False)*

- Students say which film they would prefer to see and why.

## Comprehension Check

- Students read the comments and decide which film each one must be about. Tell them they should be prepared to justify their choice, for example, by referring to the relevant parts of the reviews.

## Vocabulary Check

- Students fill in the adjectives.

### FOLLOW-UP ACTIVITY

Students write sentences about films they have seen using the four adjectives.

## Writing

- Ex 1** Students answer the questions about the last film they saw. This oral activity helps prepare for the writing task. (Exercise 4, page 162)
- Ex 2** The phrases in this exercise are all connected to the subject of films and could be used in a film review.

### FOLLOW-UP ACTIVITY

Students talk about films that they know using the phrases in bold.

- Ex 3** Students do the matching exercise.
- Ex 4** Explain to students that they are going to write a film review about a film they saw recently (it could be the one they talked about in exercise 1, page 161). Read the paragraph plan with students. Make sure they understand that in the paragraph focusing on the plot they should not go into too much detail. Time permitting, students could write this part of their film review in class. The film reviews should be written / completed at home.

## Pronunciation

- Ex a** Students work in pairs to try and find out what the words are.
- Ex b** Play the cassette so students can check their answers.

## Listening

- For this exercise, the questions and answer choices are all recorded, so it is not necessary to allow students any time to read the questions and answers beforehand.

## Speaking

- Ex a** In pairs, students answer the questions about the films being shown at the cinema complex.
- Ex b** Students act out a short dialogue in pairs. One asks whether or not there is a romantic comedy on, the other gives the relevant information.

### FOLLOW-UP ACTIVITY

Give out photocopies of the material for this lesson (Supplementary Teaching Material - page 111). Students read the two reviews, then say what the main similarities and differences between them are.

*[Similarities: they are both comedies; they are both set in the nineteenth century; some of the actors give good performances; the plots aren't especially good in either film]*

*[Differences: the first is funny, the second isn't; the first is set in Transylvania, the second in New York; the critic recommends the first film, the critic recommends the second film only to certain people]*

## Lesson Summary

**Project:**

- designing a poster for an entertainment event

**Topics:**

- music; composers; entertainment

**Structures:**

- participles

**Objectives:**

- to motivate students to plan and design a poster for an entertainment event.
- to teach and practise the use of the present and past participle
- to offer oral practice in discussing music

**WARM-UP**

- Elicit from students as many different kinds of music as they can think of (*for example, classical, jazz, pop, hip-hop, techno, heavy metal, folk*). Make a list on the board.
- Students answer the questions in this section.
- Write the lyrics from an English song (one which you also have on a cassette / CD) that is likely to be popular with members of the class on a piece of paper with a number of words missing. Photocopy this and distribute it to students. They should read the lyrics and try and fill in the missing words (this can be done either individually or in pairs). Play the song while students listen and check / change their answers.

5 *20,000 people were out on the streets for his funeral.* (✓)

6 *Liszt was born in the nineteenth century.* (✓)

7 *He wasn't very popular with women.*

- Students open their books. Play the rest of the cassette. What point does the writer want to make here? (*that the appeal of today's stars may not last as long as that of musicians like those mentioned in the text*)

**Listen and Read**

- Students explain what they understand by the title of the text. They then share any information they might have about the three composers on the right-hand side, and say whether or not they ever listen to their music.
- Play the first paragraph while students follow in their books. Ask them in what way the composers mentioned are similar to today's popstars. (*they could fill concert halls as well*)
- Students close their books. Put the sentences below on the board, then play the next three paragraphs. Students tick the sentences that are correct.
  - Mozart was born in 1765.*
  - He wasn't always very polite.* (✓)
  - Beethoven was Austrian.*
  - He stopped writing music when he started to become deaf.*

**Comprehension Check**

- Students read the six headings, then read each paragraph of the text carefully to choose the appropriate heading. In pairs, students work out the meaning of the following words / phrases from the text on page 164.

*gifted*

*passionate*

*popular worldwide*

*incredibly difficult*

*charming*

*elegant*

*impressed*

**Grammar Practice**

- Explain to students that there are two types of participles: the present participle and the past participle. Give examples of each.
- Turn to pages 188-189 (Grammar Reference). Read the information about the use and meaning of the present participle. For points 1-6, ask students to make similar sentences to those given.

- Read the information about the past participle. Practise further with the oral drill below.

**Teacher:** *The painting which was stolen last night was valuable.*

**Student:** *The painting stolen last night was valuable.*

Other prompts include: *The house which was built by my uncle collapsed during the earthquake; The question which was asked by the reporter was interesting; The music which is played at that club is awful; The clothes which were worn by the guests were very formal.*

- Students do the exercise to practise the use of participles.

## Speaking

- Question 1 and 2 of this oral activity can be discussed by students in pairs or small groups. Ask some members of the class to share their answers to question one with the rest of the class, then talk about question two. Students then answer the third question.
- Draw students' attention to the joke at the bottom of the page and elicit an explanation as to why it is funny. Ask students if the same joke would work in their language.

## Project

- Divide students into groups to discuss:
  - what kind of event they are going to put on*
  - where / When it will be held*
  - what acts it will include*
- Once students have designed their posters, they could plan and release one of the acts for their event. Each group (or member(s) of it) then take it in turns to come to the front of the class to perform their act.

### FOLLOW-UP ACTIVITY

Everybody in the class writes the name of a famous person (from the past or present) connected in some way with entertainment (for example, singers, composers, artists, actors, playwrights, etc.) on a small piece of paper. These are folded up and placed in some kind of container (a hat, box, etc.). Divide the class into two teams (Team A and Team B). Someone from Team A takes one of the pieces of paper, reads the name on it and says as much as they can about this person. Their teammates try and guess who it is. If they guess correctly, the same student draws another piece of paper from the container and describes this person.

Allow the student three minutes in all to take a piece of paper, describe the person, put it to one side if his / her classmates guess correctly, take another piece of paper, and so on.

Once the time is up, say 'stop'. The student must return whatever piece of paper may be in his / her hand to the container at that point, but keep the ones his / her teammates have found. The container is then passed to Team B and one student takes their turn at describing. Again, allow three minutes. Should teammates have difficulty finding the name of the first person drawn, the student doing the describing has no choice but to continue for the whole three minutes trying to describe this person.

The game continues (with the container being passed backwards and forwards between the two teams and different students having a go at drawing names / describing people for as long as you want. At the end, the team which has collected the most pieces of paper wins.

## Let's Talk

- Students use the structures and vocabulary given in the *Helpline* to compare the two photos. They should also refer to the similarities and differences in the boxes.

## Are you moving on? – Check Yourself

- Read the statements one by one. Students then tick the box they feel is appropriate. Ask students if there are any items on the list that they feel they can't do very well and if so, why these are particularly difficult. Discuss ways in which students could improve their skills in these areas.

# Supplementary Teaching Material



FOLLOW-UP ACTIVITY

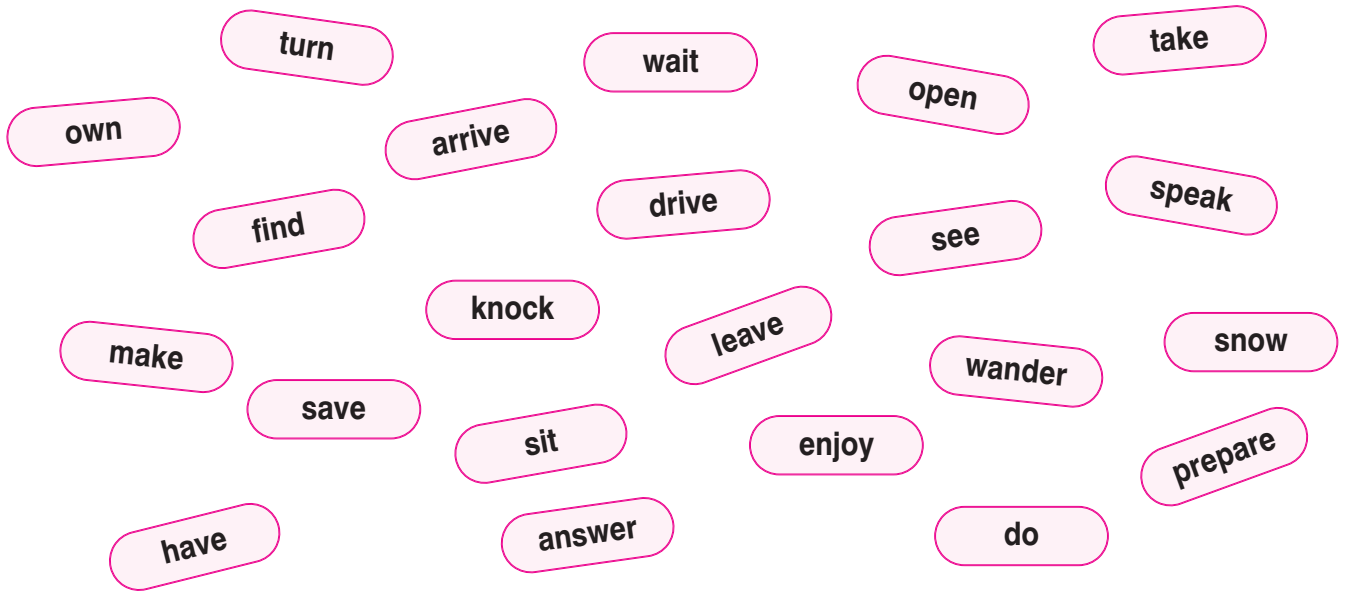
You and your friend are going away for a week this winter. You haven't decided where to go yet. Make some plans. The ideas below will help.



# Module 1

## Lesson 2

### FOLLOW-UP ACTIVITY



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#### used to

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#### past progressive

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#### simple past perfect

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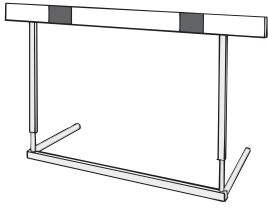
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FOLLOW-UP ACTIVITY

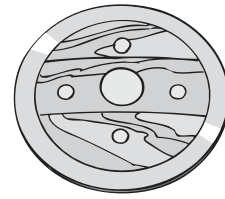
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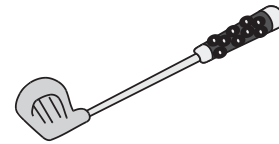
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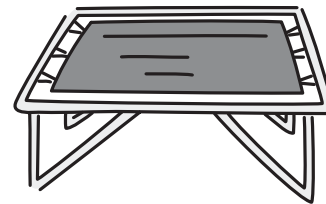
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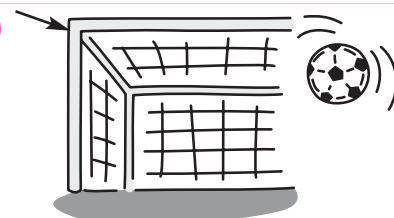
5



htos

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10



paoglots

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**FOLLOW-UP ACTIVITY**

Fill in the table using the information below.

Arabic is difficult	the sun, the moon, the Parthenon	the names of meals, colours, games
the names of diseases	the names of hotels, ships, theatres, cinemas and museums	
the names of rivers, seas, oceans, deserts	the Welsh, the Japanese, the Spanish	
the names of streets, squares, parks, stations, bridges		Ghana, Kiev, Malta, Mount Olympus, Lake Como
the United Kingdom, the Cyclades, the Andes, the Smiths		the names of musical instruments, dances and inventions

**We use *the* with:**

- 1 \_\_\_\_\_  
the Seine, the Mediterranean, the Pacific, the Sahara
- 2 the names of countries, groups of islands, mountain ranges, families  
\_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
the Intercontinental, the Titanic, the Globe, the Odeon, the Louvre
- 4 nouns which are unique  
\_\_\_\_\_  
\_\_\_\_\_
- 5 \_\_\_\_\_  
the saxophone, the waltz, the telescope
- 6 plural nationality names that do not end in -s  
\_\_\_\_\_  
\_\_\_\_\_

**We do NOT use *the* with:**

- 1 Bond Street, Syntagma Square, Green Park, Paddington Station, Golden Gate Bridge  
\_\_\_\_\_  
\_\_\_\_\_
- 2 the names of countries, cities, islands, mountains and lakes  
\_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
Lunch is ready. / I hate red. / Do you play chess?
- 4 languages  
\_\_\_\_\_  
\_\_\_\_\_
- 5 \_\_\_\_\_  
malaria, asthma

FOLLOW-UP ACTIVITY

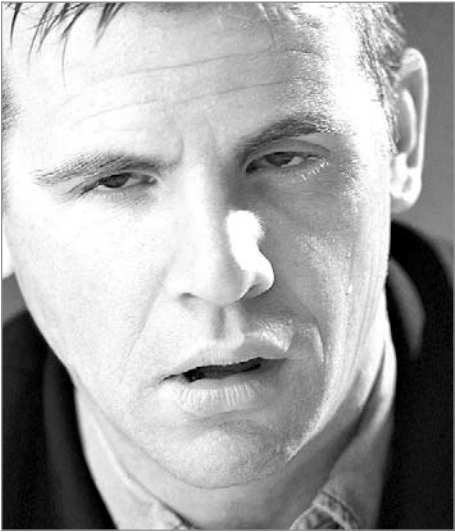


**CHARLIE'S HEALTHY EATING PLAN**

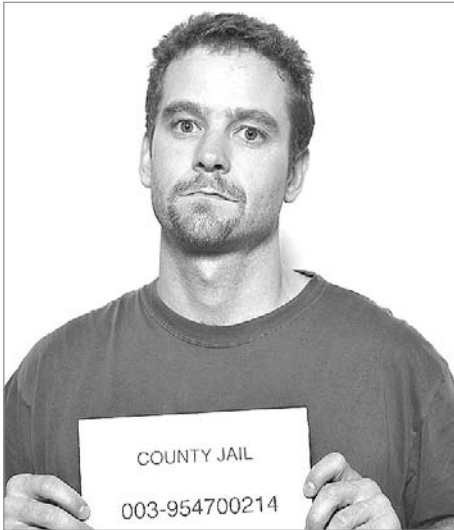
DAYS OF THE WEEK	BREAKFAST	LUNCH	EVENING MEAL	SNACKS
<i>Monday</i>				
<i>Tuesday</i>				
<i>Wednesday</i>				
<i>Thursday</i>				
<i>Friday</i>				
<i>Saturday</i>				
<i>Sunday</i>				

FOLLOW-UP ACTIVITY

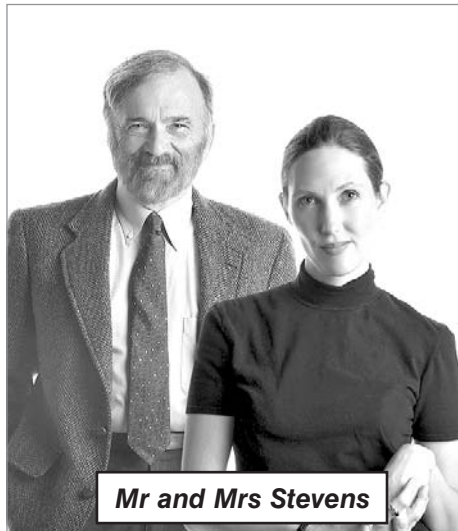
Write sentences about the pictures. Use *must* + present infinitive, *must* / *could* / *couldn't* / *can't* + perfect infinitive.



1 \_\_\_\_\_



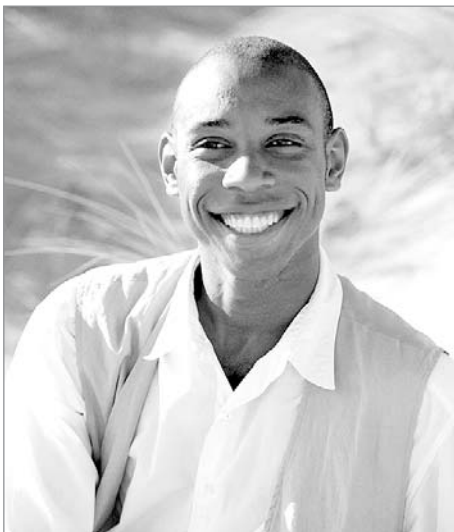
2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

FOLLOW-UP ACTIVITY

In pairs, read the dialogues below. 'Joe' and 'Pat' should take messages.

1

**Joe:** Hello.

**Rex:** Hello. Can I speak to Samantha, please?

**Joe:** I'm afraid she isn't here. Do you want to leave a message?

**Rex:** Er ... yes, okay. Can you tell her that I called and that I'll phone her later this evening.

**Joe:** Okay ... but, what's your name?

**Rex:** Oh ... sorry, I forgot to say. It's Rex.

**Joe:** I'll see she gets the message as soon as gets in.

**Rex:** Thanks.



2

**Pat:** Good morning.

**Chris:** Hello. Er, is Martin there?

**Pat:** No, he's not. He's playing football this afternoon.

**Chris:** I see. Well, could you tell him that Chris Parker called?

**Pat:** I won't see him, but I could leave him a message if you want.

**Chris:** That'd be great.

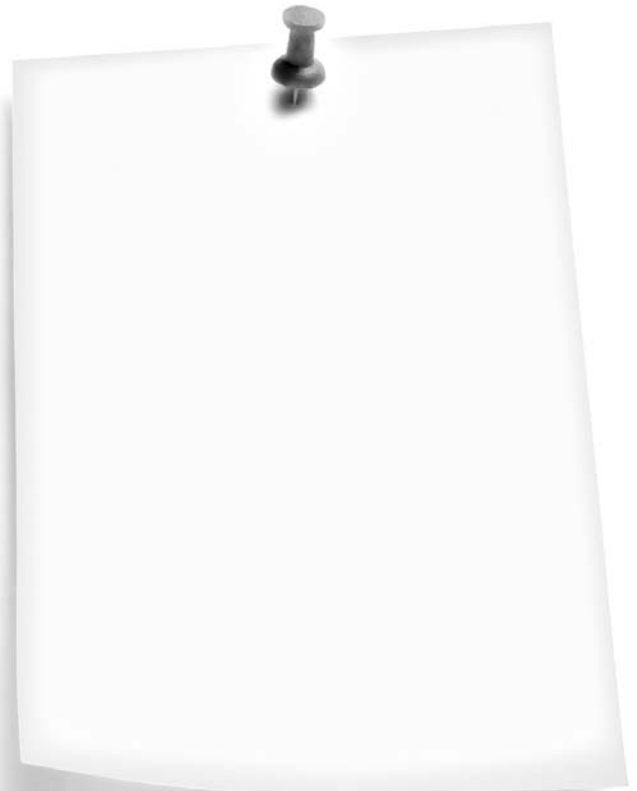
**Pat:** Shall I tell him you'll call him back?

**Chris:** Er, no, that's not necessary. Just tell him to meet me at eight tonight, not seven like we said.

**Pat:** Okay.

**Chris:** Thanks ... Oh, and if he can't be there at eight, he can phone me on my mobile. He's got the number.

**Pat:** Okay. Bye.



FOLLOW-UP ACTIVITY

**TV EUROPE**

Young people from around Europe wanted to present a new TV programme about the lives of teenagers around the world. Age: 13 - 18

**Applicants must:**

- have a knowledge of English
- be confident and hard-working

A knowledge of other foreign languages is useful.  
No experience necessary.

**TV EUROPE  
APPLICATION FORM**

[This form should be completed in English. Please use BLOCK CAPITALS.]

**First Name(s):** \_\_\_\_\_

**Second Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_ **Place of Birth:** \_\_\_\_\_

**Nationality:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Telephone number:** \_\_\_\_\_

**E-mail address:** \_\_\_\_\_

**Position (please tick):** TV presenter       Research assistant       Office staff

**Foreign languages:** (1) \_\_\_\_\_ (2) \_\_\_\_\_

very good

quite good

basic

very good

quite good

basic

(3) \_\_\_\_\_

very good

quite good

basic

(4) \_\_\_\_\_

very good

quite good

basic

**Work experience:** (Give details of any work experience you have had)

\_\_\_\_\_

\_\_\_\_\_

**Interests:** \_\_\_\_\_

\_\_\_\_\_



FOLLOW-UP ACTIVITY

## Writing

Complete the paragraphs with words / phrases from page 97 (Exercise 2). You can use some of the words / phrases twice if you want.

1

There are a number of different kinds of pollution. \_\_\_\_\_, there is air pollution. This is caused by dangerous gases which are produced by factories and vehicles. \_\_\_\_\_, there is water pollution.

2

Unfortunately, many animals lose their lives \_\_\_\_\_ forest fires. \_\_\_\_\_, experts believe that some rainforests may disappear altogether.

3

\_\_\_\_\_, there are many things that ordinary people can do to protect the environment. But we all need to make an effort to do something before it is too late.

4

While some people make the effort to recycle everything that can be recycled, unfortunately, not everyone cares so much. \_\_\_\_\_, there are a lot of people who never bother.

5

The water that the fish live in is contaminated. \_\_\_\_\_ it would be dangerous to eat them. \_\_\_\_\_, cows or sheep that drink from the rivers could become ill.

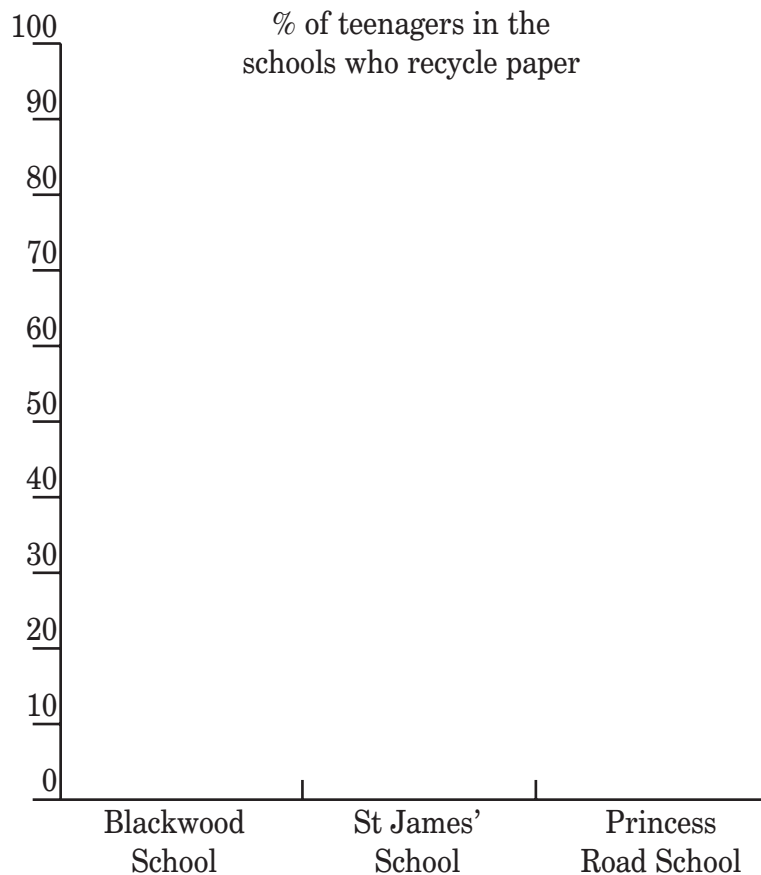
6

One thing we can do is to cycle to work instead of going by car. We can also avoid using plastic shopping bags when we go to the supermarket or market. \_\_\_\_\_, we can stop leaving litter on the pavement, beach, and so on.

FOLLOW-UP ACTIVITY

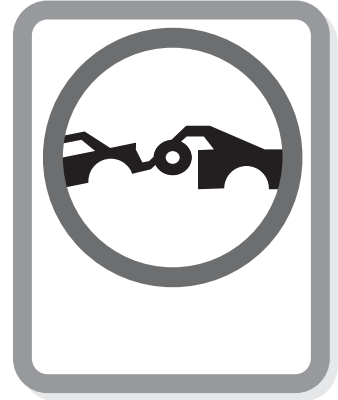
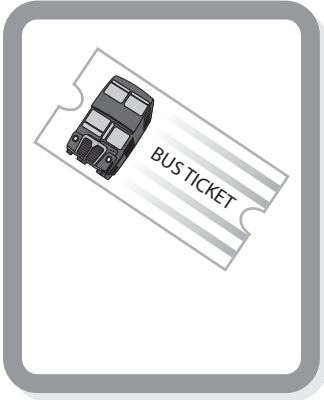
Speaking

Students from three schools, Blackwood School, St James' School and Princess Road School were asked whether or not they recycle paper (books, magazines, rough paper used for schoolwork, etc.). The results showed that only a quarter of the students from Blackwood School recycle paper as there are few recycling facilities in the area. At St James' School, however, where there are recycling facilities in the school playground, just over ninety-five per cent of students recycle paper. At Princess Road School, very few students do any recycling at all. In fact, fewer than ten per cent (eight to be exact) actually bother to recycle paper.



FOLLOW-UP ACTIVITY

1 Complete the signs with the phrases below.



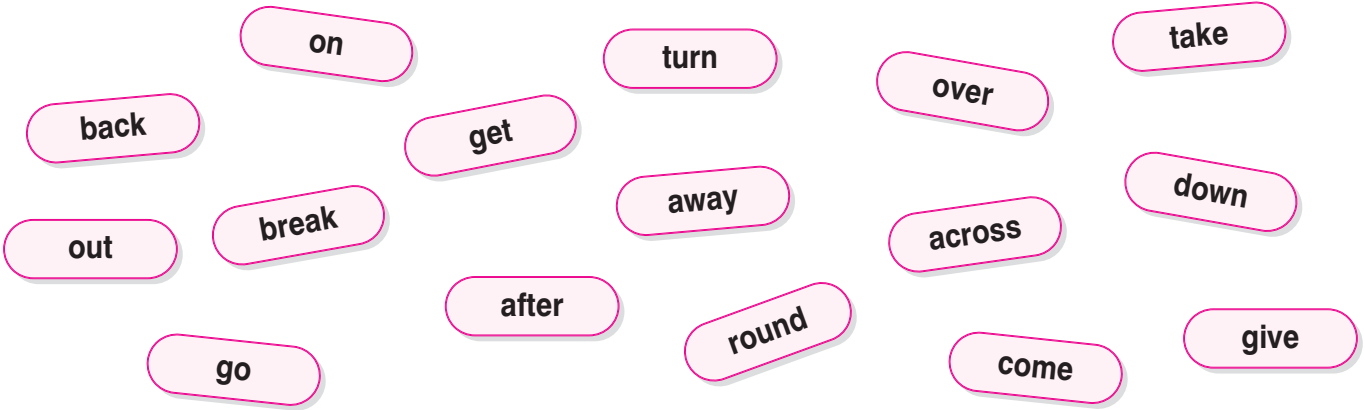
- a Vehicles parked here will be towed away.
- b Passengers travelling without a ticket will have to pay three times the ticket price.
- c Anyone who serves alcoholic drinks to people under 18 faces possible imprisonment.
- d No cycling on the pavement.
- e Anyone dropping litter will be fined £50.

2 All the signs refer to something which is against the law. Talk about what each one means.

# Module 7

## Lesson 2

### FOLLOW-UP ACTIVITY



A large rectangular box with a pink border, containing 15 horizontal lines for writing.

**FOLLOW-UP ACTIVITY**

Below are the contents pages for two teenage magazines, one aimed at teenage boys, the other at teenage girls. Use them to answer the questions.

inside **TEENAGER** this week ...

*True Stories*

- 5 The day we broke up
- 8 I'll never get over Dan
- 16 I wish I'd never taken the nail varnish!
- 25 Babysitting Blues
- 29 Together Forever
- 35 Romance in the sun

*Health and Fitness*

- 3 Change your diet and clear up your skin
- 13 20 ways to have fun and slim down
- 21 To dye or not to dye?
- 33 Don't let your school worries keep you awake at night

*Fashion*

- 4 This week's best buys
- 11 On the catwalk
- 22 Help! We show five teenagers with no fashion sense what to wear

*Regular Features*

- 2 Your letters
- 31 Aunt Annie's problem page
- 37 What's on: the week's best films and TV
- 38 Celebrity gossip

*Special Features*

- 6 Do your bit to save the planet
- 18 Teenager meets Colin Farrell

In this week's issue of **COOL!**

- 2 Readers' letters
- 4 Interview with Wayne Rooney
- 6 Extreme sports – why take the risk?
- 8 Ask the Doctor
- 9 Work out to keep the kilos down!
- 10 The day that changed my life: ten readers talk about their experiences – good, bad and funny
- 12 5 easy recipes to impress the girl of your dreams
- 13 What to wear: our special ten-page guide to this season's new looks
- 23 Film reviews
- 24 Health: get rid of spots for good
- 26 We help you to sort out your relationship problems
- 29 Surfing the Net
- 30 Sports round-up: all the latest action and info
- 33 Exam preparation dos and don'ts: five teachers give their advice
- 35 Five-minute fiction: Murder at the Ad Agency

- 1 On which page of Teenager can you find advice on changing the colour of your hair?
- 2 Which magazine could you buy if you were interested in protecting the environment?
- 3 On which page of Teenager can you read about someone who shoplifted?
- 4 Where – in both magazines – can you find advice on losing weight?
- 5 In which magazine can you find cooking advice? Which page?
- 6 Which magazine should someone buy who enjoys crime stories?
- 7 On which pages of both magazines can you read about readers' experiences?
- 8 What do you think the articles on page 11 of Teenager and page 6 of COOL! are about?
- 9 Which page of COOL! could you write to if you had a problem with a girlfriend?
- 10 What do the articles on page 3 of Teenager and page 24 of COOL! have in common?

**FOLLOW-UP ACTIVITY**

Complete each sentence with a preposition from the box on the left and a noun / phrase from the box on the right.

in	danger	fact
out	board	pain
off	work	an empty stomach
of	chance	beginning
at	risk	experience
on	time	a trip
	change	colour

- You shouldn't go to school \_\_\_\_\_ . Have a bowl of cornflakes or something before you leave.
- I think she'll get the job. She has a lot of \_\_\_\_\_ dealing with the public.
- The \_\_\_\_\_ the film is really exciting, but then it becomes boring.
- Fortunately, only fifty people were \_\_\_\_\_ the ship when it sank and all of them got into lifeboats.
- The buses never run \_\_\_\_\_ . That's why I'm always late for school.
- 'You don't look well.'  
'I know. I'm feeling a bit \_\_\_\_\_ today.'
- It's freezing cold today. \_\_\_\_\_ , I think it might snow.
- 'Are you \_\_\_\_\_ ?'  
'Yes. I think I've broken my arm.'
- 'Is there any \_\_\_\_\_ you deciding to come to the concert with us?'  
'No. I hate that band's music.'
- There has been a(n) \_\_\_\_\_ the climate over the last hundred years. The planet is getting warmer.
- He was seriously hurt, but he's \_\_\_\_\_ of \_\_\_\_\_ , thank goodness.
- Trisha isn't in the office today. She's \_\_\_\_\_ .
- Isn't it sad that the rainforests are \_\_\_\_\_ ? If only we could do something to protect them.
- 'Do you want to go shopping on Saturday?'  
'I can't. I'm going \_\_\_\_\_ with my brother and his girlfriend.'

FOLLOW-UP ACTIVITY



**STUDENT A**

You want to buy theatre tickets for a play called 'Summer's End' for tonight (Friday). You are busy tomorrow evening, but free tomorrow afternoon.

You want:

- to know what time the plays starts
- three tickets for the circle



**STUDENT B**

You work in the theatre box office.

Name of play: Summer's End

Tickets available: Friday – sold out

Saturday – matinee and evening performance, some tickets still available

For the matinee (starts 3.00) – tickets in stalls only row A, seats 20-22 and 45-46

For the evening performance (starts 8.00) in circle only row F, seats 15-20

FOLLOW-UP ACTIVITY

Read the two film reviews. What are the main similarities and differences between the two films?

1

**A Hair-raising Night!**

This is a hilarious film set in nineteenth-century Transylvania. A group of travellers run into a mysterious Count and accept an invitation to spend the night at his castle. Of course, it isn't long before it becomes obvious that their host is no ordinary person – this is the point where things might get scary, but instead they get funny!

The plot isn't particularly clever or original of course, but there are plenty of laughs and some great special effects – in particular in the scene where the Count turns into a bat. Actor Johnny Wilde is fantastic as the Count and Helena Browning gives a good performance as his first victim, the rather silly but beautiful Melinda.

A **Hair-raising Night** promises an evening of entertainment, surprises and laughs. Don't miss it!

2

**New York! New York!**

Το **New York! New York!** είναι μια αισθηματική κωμωδία που διαδραματίζεται - τι έκπληξη! - στη Νέα Υόρκη στα 1800. Είναι η ιστορία της Kathleen και του Sean, οι οποίοι, έχοντας αφήσει ο καθένας το σπίτι και την οικογένειά του πίσω στην Ιρλανδία, φθάνουν σ' αυτήν την πόλη για να ξεκινήσουν μια νέα ζωή. Κατά τη διάρκεια του μακρινού τους ταξιδιού θα πέσουν πολλές φορές ο ένας πάνω στον άλλο, πράγμα άκρως ενοχλητικό και για τους δύο. Φθάνοντας στη Νέα Υόρκη ορκίζονται ν' ακολουθήσουν χωριστούς δρόμους, όμως αυτά που τους επιφυλάσσει η μοίρα έρχονται σε αντίθεση με τα σχέδιά τους.

Αν και ο Michael Harris ως Sean και η Claire Curly ως Kathleen είναι εξαιρετικοί στους ρόλους τους, η ταινία είναι μάλλον απογοητευτική. Η πλοκή είναι αδύναμη, οι κωμικές σκηνές σχεδόν ανύπαρκτες, ενώ η αδικαιολόγητα μεγάλη της διάρκεια (150') κουράζει το θεατή. Προτείνεται μόνο για τους φανατικούς θαυμαστές των δύο πρωταγωνιστών.





**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 4** are:

- ✓ 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 and project work.

The wide variety of real-life situations gives students a strong practical base in communicative English. Paired with a systematic and thorough development of grammar and vocabulary, this will ensure students move seamlessly through all stages of the language learning process, from beginner to proficiency.

### COMPONENTS

- Student's Coursebook\*
- 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.]

The **ON COURSE** series covers all types of *texts, grammatical and vocabulary items, listening, writing and oral tasks* encountered in examinations.