

Motivate 2

Teacher's Guide

Introduction

Traditionally, the emphasis in language teaching has been on presenting targets clearly at the beginning of a lesson. In *Motivate*, it is the students who work out the rules and sense the patterns for themselves.

A *Motivate* unit is a series of puzzles, and the language targets of each unit are the keys that solve these puzzles. It is the students' interest in finding solutions that motivates them to search for the language targets.

Another traditional tendency has been for teachers to use fun activities for a change of feeling or on special occasions, but not in "real" lessons. Fun activities have been gaining more respect, but there is still a tendency for them to be used for practicing language that has previously been introduced by more conventional methods.

In *Motivate*, the aim is for the students to be fully involved and having a lot of fun at every stage of a lesson, and particularly when new language targets are introduced. If students encounter new targets in motivating, student-centered activities, they are much more likely to produce this language spontaneously in the activities that follow and in real-life situations.

The primary aim of *Motivate* is to motivate the students to feel personally involved in the learning of the basic structures, functions, and themes they need to communicate effectively. All new language is presented in a clear and achievable sequence, but in contrast with conventional courses, the students feel they are learning what **they** want and need to express themselves, not simply what the teacher wants to teach. The students can also relax, have fun, and sense and feel English, rather than just understand it rationally.

One of the most fundamental problems we face as English teachers is that so many English language students fail to learn to communicate. *Motivate* is a course that attempts to address this problem head on.

Having said this, there is no 'right' way to use *Motivate*. Every teacher has a different style and every learning situation has its own unique requirements. The following way of teaching each section of a unit provides suggestions for teachers using the course for the first time. The aim is not to be prescriptive, but to suggest methods that can be successfully adapted to individual teaching styles and students' needs.

Warm-Up Activities

We put the students in situations where they either need the target words and structures in to express themselves, or they need to guess what these words and structures mean. They should either be thinking *How on earth do I say **that** in English?!* or *What on earth does **that** mean?!*, where the answers to these questions are today's language target.

The idea is to start with mystery, not clarity. The more involved the students feel in solving the puzzles

we put in front of them, the more deeply they will learn. We never need to "teach," explain, or expect

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the students to completely understand in the early stages of a unit.

To do this effectively, it is important to select an appropriate warm-up activity. When making this selection, one key question to ask ourselves is *Will this activity help the students feel they are learning*

what they want to learn, or will they simply feel they are learning what we want to teach?

The ten types of activities outlined below are not comprehensive, but they should provide a quick reference and help you design your own alternative warm-up activities if you think the ones suggested in the Student Book are not appropriate for your class.

Focused approach

Ask leading questions.

e.g. Target: **Have to**

T: *What time do you usually get up on Sunday?*

S: *Nine o'clock.*

T: *What time do you usually get up on Tuesday?*

S: *Six-thirty.*

T: *Six-thirty. Why not nine o'clock?*

S: *I . . . (searching for how to say I have to go to school/work).*

If one student answers using *have to*, the others can try and guess what *have to* means from this student's answer. If not, help one of the students use the pattern when he/she is trying to express him/herself. The students then ask each other similar questions, either in pairs or around the class.

Disguised approach

Lead a simple, casual conversation towards a situation where the students need the target language to express themselves.

e.g. Target: **Have to**

Begin by talking about how nice the weather is, and suggest doing things that some students probably can't do because of other plans.

Say things like:

Let's go to the beach tomorrow morning.

or: *Let's go to a movie on Wednesday morning.*

The aim is to generate feelings like "I'm sorry I have to go to school." If none of the students use *have to*, help one of them use this pattern when he/she is trying to express him/herself. The students then make and accept/refuse similar suggestions, either in pairs or around the class.

Questioning

Ask the students questions that include the new language.

e.g. Target: **Have to**

T: *What do you have to do in the morning?*

S1: *Huh?*

T: *What do you have to do every day?*

S2: *I . . .* If none of the students guess how to answer, encourage them to ask you the questions and guess what *have to* means from your answers. The students then ask and answer similar questions, in pairs or around the class.

Using the target in context

Make statements that include the target language, and encourage the students to guess what you mean.

e.g. Target: **Have to**

T: *Oh no! I have to teach you again!*

I have to get up at six o'clock in the morning!

I have to come to school!

I want to have breakfast, but I have to teach you!

Groan whenever you say "have to," and use a lot of humor. The students then talk about the things they have to do every day, either in pairs, in groups, or as a class.

Mime and pictures

The students make guesses about pictures or somebody miming.

e.g. Target: **Present continuous**

Mime some actions badly. The students try to guess what you are doing, saying things like "Are you swimming?" (If the students say things like "swim," help them use the tense correctly.) Alternatively, half-draw or gradually draw a picture of a person performing an action. The students can guess things like what a person is doing, is going to do, or did yesterday. The students then mime or draw pictures in front of the class, in groups, or in pairs.

Quizzes

Use the target language in a quiz, and see if the students can guess how to answer the questions.

e.g. Target: **Occupations**

T: *He gets up at six-thirty every day.*

He wears a school uniform.

What does he do?

T: *She works in a hospital.*

She helps sick people.

What does she do?

If the students can't guess, give them two or three answers to choose from. They then try to think up similar quiz questions, and do the activity as a class or in pairs.

Word puzzles

Build up the students' curiosity with a word puzzle.

e.g. Target: **All of us, most of us, some of us, none of us**

Write the following on the board:

noses
study hard
don't do homework
gorillas

See if the students can solve the puzzle. If it is too difficult, ask questions like "How many of you are gorillas?" The class may decide that none of them do their homework or that some of them are gorillas, but that just adds to the fun.

The students then make their own sentences about the class, their family, their club, etc. using the four sentences *All of us . . .*, *Most of us . . .*, *Some of us . . .*, *None of us . . .*

Brainstorming

The students say whatever they like about a subject.

e.g. Target: **Past simple**

Ask questions like:

Who was Napoleon?
or: *Who was George Washington?*

Help the students use the past tense to tell you what they know about these people. Encourage the students not to worry about making mistakes. Help a little less each time you introduce a new historical figure. If it's not too difficult, the students can then try

the activity among themselves, either as a class, in groups, or in pairs.

Games

All the Warm-up activities here are games, but there are some activities that are games in the more conventional meaning of the word.

e.g. Target: **possessives (-'s)**

Ask one or more students to leave the room. While they are outside, get some or all of the other students to place one thing of theirs in a central place. When the students come back they have to guess who each thing belongs to. The first time, pick up one of the things and gesture to various students to hint who it might belong to. When the students who left the room are trying to say things like *I think it's Mario's*, help them say this.

Translation

Some teachers may find themselves in situations where they have to teach in the students' native language. In this case, the students can be given a series of sentences to translate into English. (It is best if they write these sentences individually.) Start with an easy sentence, and end with sentences that require the target language.

e.g. Target: **Past simple**

Write or say the following sentences in the students' language. The students translate them one by one.

I play tennis every day.
I can play tennis very well.
Yesterday, I played tennis for three hours.
(Give the students the English word *yesterday*).

Let the students make guesses, and then give the correct answer (without saying why.) Give them other, similar sentences to translate. Continue until the students are beginning to recognize how the past simple is formed.

Dialogs / Texts

The students can listen to these sections, read them, or do both.

Listening

The students can listen to the anticipation questions on the CD, or you can ask the same or similar

questions or write questions on the board. These questions are for the students to focus on while listening. After finishing the dialog/paragraph, the students listen to the questions again and try to answer them.

After the students have listened to the dialog, they can also answer the follow-up questions on the CD, or you can ask the same or similar questions.

Both the anticipation and follow-up questions are designed to encourage the students to focus on the messages being conveyed by the dialog/text, not only on individual language points.

Reading

The anticipation questions can also be used as pre-reading questions. The students can listen to the questions on the CD, or read them from the board. They answer the questions after they finish reading.

When the students read a dialog or text, it is usually best to let them read it silently by themselves. An option is for the students to time themselves when reading, and then read again and try to improve their time.

After the silent reading, you can ask some students to take roles and act out the dialog, either reading the dialog as they do so or trying to remember it with the help of your prompts.

Checking Comprehension

One option is for the students to do the comprehension/personalization tasks in the worksheets that can be downloaded from the website. These can either be done in pairs, with the students asking and answering the questions orally before writing down the answers, or individually. It is best if the students try to do these tasks without looking at the dialogs/texts.

Alternatively, use the comprehension/personalization activities suggested in each unit of this Teacher's Guide or use your own favorite techniques. Use a lot of humor and give the students as many chances as possible to relate their answers to their own daily lives.

There are five basic methods of checking comprehension that are used in this Teacher's Guide. These can be adapted to each teacher's style and the students' ability.

Question – personalization

Either you or one of the students asks a comprehension question, and then immediately asks the same student and/or other students one or more personalized questions using the same pattern.

e.g.

T: *What does Sunee do?*
S1: *She runs an import business.*
T: *What do you do?*
S2: *I . . .*

The students can ask each other these questions around the class, varying the question slightly when possible. It is often a good idea for you and/or the students to then use the pattern to ask about other people the students are likely to be interested in (usually famous people or friends).

e.g.

S3: *What does . . . do?*
S4: *She's an actress . . .*

The students can also ask each other these kinds of questions around the class or in pairs or groups.

Description - personalization

Ask the students to describe something in the dialog/paragraph, and then ask them to describe something similar that they are familiar with in their daily lives.

e.g.

T: *Tell me about Sunee's job.*
S1: *She imports a lot of goods from India, etc . . .*
T: *How about your job?*
S2: *I sell cars, so I travel around a lot visiting customers.*

The students can ask each other similar questions around the class or in pairs or groups. This kind of technique can be used to get the students talking about things they own, people they know, things in their neighborhood, places in their city or country . . . etc.

False statements

Make false statements about the dialog/ paragraph, and encourage the students to correct you. Use as much humor as possible so as to encourage the students to react with as much feeling as possible. Ideally the students should shout out the corrections, but not all classes will feel comfortable enough to do this.

e.g.

T: *She goes to Kolkata fifty times a year.*
Class: *No! She goes to Kolkata a few times a year!!*
T: *Kolkata is a very boring city.*
Class: *No! It's a very interesting city!*

Encourage the students to stress the words that have been corrected. (These are underlined in the examples above.) The students can also make other untrue statements for other students to correct. This can be done in pairs or as a class. Encourage them to make absurd statements and have a lot of fun.

Negative answer patterns

Compare the following:

A

T: *What's does Sunee do?*

S1: *She runs an import business.*

B

T: *Does Sunee run an import business?*

S1: *Yes, she does.*

C

T: *Does Sunee work in a restaurant?*

S1: *No, she doesn't.*

T: *What does she do?*

S2: *She runs an import business.*

In A and B, the teacher is at the center of the conversation and talking as much as the students. In C, the teacher is beginning to move away from the center. This process can be taken a stage further:

D

T: *Does Sunee work in a restaurant?*

S1: *No, she doesn't.*

What does she do?

S2: *She runs an import business.*

T: *You.*

S2: *What do you do?*

S3: *I'm a university student.*

T: *(name of a famous person)*

S3: *What does (famous person) do?*

S4: *He's a soccer player.*

Once the students are used to this approach, they can be encouraged to ask the starting questions, and the teacher hardly needs to say anything at all.

Recalling a Dialog

It is often a good idea to see if students can recall a dialog. This can be done just after the students have

listened to or read a dialog, later in the same lesson or in a future lesson.

It can be particularly useful to do this in future lessons so as to ensure that students don't forget the target language of earlier units. The students are generally most willing to do this for the follow-up dialogs because of the humor. One technique that works well is to have a section of a lesson devoted to recalling one or two dialogs from earlier units. These can be either chosen at random, because the language is particularly useful, or because the students are attracted to the humor in the dialogs.

Techniques that can be used for recalling a dialog include:

From prompts

Write the dialog on the board with some words missing. The students try to complete the dialog individually, or act it out in pairs or as a class. The number of words that are missing can be increased each time the dialog is reviewed.

An alternative is to provide oral rather than written prompts. This works best when the whole class is trying to recall the dialog together (if there are two characters in the dialog, half the class can play the role of one character and the other half can play the other character). You and/or the class can mime or make gestures to accompany the dialog, and, after a while, it may no longer be necessary to have oral prompts – the mimes/gestures will be enough.

Personalized blanks

Write the dialog on the board with spaces for students to give their own answers to questions, make their own suggestions etc ... This technique doesn't work with all dialogs, but when it does work it can be particularly effective.

Disappearing dialog

Write a dialog or the framework of a dialog on the board. The students act it out in pairs or in groups, either recalling the original dialog exactly or making personalized sentences. Get them to do this a number of times, either one after the other or with breaks to do other activities, and erase part of the dialog after each time they practice it. If possible, continue until they can do the dialog without any prompt

Personalization

Personalization is used extensively throughout *Motivate*, and particularly after each of the dialogs/texts.

To personalize language means to use it to refer to subjects that feel personally meaningful. For example, when practicing the pattern “. . . like/likes . . .”, the students do not say “*John likes bananas*” if they have no idea who John is, and they also do not say “*I like bananas*” if they do not particularly like them. Instead they make sentences like “*I like baseball*”, “*My sister likes ice cream*” or “*My dog likes me*” when they really mean these things.

Personalization is not something the students only do during the personalization sections of a lesson, though these sections clearly focus on ensuring that the students are able to connect the target language of a unit with their personal feelings, opinions, and daily lives. In *Motivate*, the students personalize language in every section of a unit.

Some teachers may be accustomed to first practicing a language target in a controlled way, then in a semi-controlled way, and finally to personalize it. The approach in *Motivate* is different. In *Motivate*, the students first personalize the language target, then personalize it again, and finally personalize it yet again.

Examples of personalization include:

Personal sentences

The students make meaningful sentences about themselves.

e.g.

I like playing soccer.

They are not expected to do artificial exercises such as looking at a picture of somebody playing soccer and practice saying “*I like playing soccer.*” They are only expected to say “*I like playing soccer*” if they really do like playing soccer. If they don't like playing soccer, they say something else.

People and places

The students make meaningful sentences about their family, friends, neighborhood, etc ...

e.g.

My brother likes swimming.

If it is not important for a student whether his/her brother likes swimming, then to say “*My brother likes swimming*” is not really personalization.

This means that the ideas for personalizing language that are suggested in the Student Book or Teacher's Guide are given tentatively. They will be appropriate for some classes but not for others. One of our major roles as teachers is to discover the world our students feel emotionally involved in. They can then be helped and prompted to give as many examples as possible from this world.

Famous people

The students make meaningful sentences about famous people, etc.

e.g.

I think (name of a famous person) likes dogs.

The students can be encouraged to guess or imagine what their favorite actors / sports players / musicians / cartoon characters . . . may like/think/do on Sundays / in summer, etc. If these famous people matter to the students, then making sentences about them *is* personalization.

Opinions

The students give opinions about topics they are genuinely interested in.

e.g.

I think the price of food is increasing.

If a topic matters to a student, then giving an opinion about it *is* personalization.

Language Builder

The students read the sentences and try to guess the meaning of the key words and expressions (marked in blue). They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

e.g. For the Unit 6 practice exercise:

In my country, there are too many cars.
In my country, there's too much pollution.

In my country, there aren't enough jobs.
In my country, there isn't enough oil.

If you correct the sentences, pay particular attention to usage. If they find a word/pattern difficult, encourage them to make more sentences and learn by trial and error - there is no need to explain.

Controlled Practice

In this section, one of the new structures is focused on and practiced through the controlled use of picture prompts. The students look at the pictures in turn, and ask and answer questions or make statements using the structure.

There is sometimes more than one possible answer, and even though the language practice in this section is deliberately controlled, it is important not to discourage creative answers.

The students can do this section individually or in pairs. If they practice in pairs, it is best if they make both questions and answers about each of the pictures wherever this is possible.

e.g. S1: *What was she doing at ten o'clock?*
 S2: *She was having breakfast.*
 S1: *What was she doing at ten o'clock?*
 S2: *He was having shaving.*

In some units, there are words for the students to choose from below the picture prompts. These are included if a controlled practice section might otherwise be too difficult. If the picture prompts in another unit are difficult for your students, you can provide similar help by writing words on the board.

The language targets in the controlled practice sections are practiced further in the practice sections that follow them. These questions can be done individually or in pairs.

Communication Activities

The first two activities in this section can be done without special equipment. The third activity requires material that can be downloaded from the website. There are explanations of each activity at the back of the Student Book and in the Teacher's Guide to each unit.

One of the best ways to adapt *Motivate* to the needs of your students or the timing of your course is to vary the number of Communication Activities. It may not be necessary to do all three of the activities suggested. On the other hand, it may sometimes be appropriate to do activities from a previous unit.

The aim is to encourage the students to use the new words and structures in activities where they are completely relaxed and having a lot of fun. The target words and structures of the unit have been

discovered in the warm-up activities and dialogs/texts, focused on in the word building and controlled practice sections, and personalized extensively. The Communication Activities focus on free and spontaneous practice in fun activities. Encourage the students to relax and have fun.

Introducing an activity

Encourage the students to relax from the moment an activity is introduced. One of the best ways to introduce a new activity is simply to get the students to look at the picture in the Student Book, and then start playing, picking up detailed rules as they go along and maybe doing the activity in a different way. If possible, try to avoid teacher-centered explanation.

Flexibility

Many of the Communication activities can be used to

practice a wide variety of language targets. This is particularly true of the third activity on each page, especially those that include prompt cards, since the cards can be changed as the course progresses. In fact, most games that prove a success can be modified to practice other structures introduced later in the course.

Also, games from past units can be used to review past targets. If you feel that the students need to review a past structure, instead of giving them a test or doing some conventional language practice, why not just play an appropriate game?

Review

It is best if the answers to the review exercises are first written individually by the students to ensure that all of them are searching for and trying to recall words and structures. The exercises can then be done orally in pairs, in groups, or as a whole class.

The review exercises cover language targets from all the units so far. These targets are deliberately mixed up together so that the students need to continually switch between the targets of one unit and the target of another unit. This helps them bring the targets together into a cohesive whole.

One of the biggest weaknesses of many courses is that students learn one target, then another target in a step-by-step way, and end up with a collection of bits of knowledge. Good communicators have a more holistic view of English and move smoothly from one language structure to another. In order to learn to communicate effectively in English, the students need constant practice in switching between language targets from different stages of a course.

There are various types of activities in these sections:

Words and structures

During the activities, the students will sometimes come across words and structures that they do not know. It is best to avoid explaining these words and structures before the students encounter them. It is much more effective to wait until the students encounter them while doing the activity, and are interested in discovering what they mean. If necessary, you can give hints to help them work out the meaning of the words.

Role plays

The students fill in their own personalized answers in a dialog from a previous unit.

Picture prompts

The students make sentences using picture prompts from previous units.

Mixed questions

The answers to these questions come from the current unit and from previous units.

Puzzle sentences

The students need to put the words in the correct answer. The sentence patterns are from the current unit and from previous units.

You

The students make personalized sentences using patterns from the current or previous units.

Crosswords

The crosswords review vocabulary from all the units so far.

Personal Record

This section focuses on the language targets of the current unit. It is best if the students write their answers to the questions individually, though they can also practice them orally before or after writing. The questions consolidate the answers the students will have given when personalizing the language orally in activities earlier in the unit.

As an extension, encourage the students to look back through the unit and write down any words or patterns they find difficult. You can then ask the

students to input each of these words or patterns into flashcard or flip card software or make physical flashcards or flip cards. The important thing is that they can carry the cards around with them on a mobile electronic device or as physical cards.

Encourage the students to periodically flip through these cards and try to recall the meaning and usage of the words/patterns. They can do this on the train, at home, or in any other spare moment.

1 We Used to Be So Happy

Used to

Target patterns:	... <i>used to</i> <i>didn't use to</i> ... <i>Did ... use to ... ?</i>
Communication skills:	Talking about our past lifestyles Comparing the present and the past
Language sets:	Household words Routines

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Warm Up Guess Who

Either think of a famous person who is no longer alive or of somebody who is very different from when they were younger. Make “*He/She used to*” sentences about the person, and pause after each sentence to see if the students can guess who the person is. Encourage them to ask questions. The students then do the activity in pairs, in groups, or as a class.

You Used to Help Me!

The students can listen to the dialog, read it, or do both.

Anticipation questions

What did Manuel use to wash?
Why doesn't Manuel help Carmen these days?

Follow-up questions

Who did Manuel use to help?
Who did you use to help?

What did Manuel use to have a lot of?
What did you use to have a lot of?

Comprehension – personalization

T: *What did Manuel use to do?*
S1: *He used to help Carmen.*
S2: *He used to cook dinner.*
S3: *He used to wash the dishes.*
S4: *He used to do a lot of housework.*
T: *What did you use to do?*

S5: *I used to . . .*
T: *(name of a famous person)*
S6: *He she used to . . .*
(name of a different famous person)
S7: *He she used to . . .*

Continue in a chain.

Personalization

The students talk about their past, using the pattern “*I used to . . .*” They can do this in pairs, in groups, or as a whole class.

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Warm Up Talking About Your Childhood

Talk about your childhood with a succession of “*I used to*” sentences. The students then do the activity in pairs, groups, or as a class. Encourage students to talk about things they used to do, used to like, used to dislike, etc. and also describe where they used to live or go to school.

I Didn't Use to Work So Hard

The students can listen to the dialog, read it, or do both.

Anticipation questions

What didn't Manuel use to do?
Why does Manuel stay out late?

Follow-up questions

How hard did Manuel use to work?
How hard did you use to work/study?

What does Manuel have to do in the evening?
What do you have to do in the evening?

Comprehension – personalization

T: *They used to spend more money together.*
All students:
No! They used to spend more money together.
T: *Manuel didn't use to study so hard.*

All students:

No! He didn't use to work so hard!

T: *Manuel didn't use to eat breakfast so late.*

All students:

No! He didn't use to stay out so late.

T: *What didn't you use to do?*

S1: *I didn't use to . . .*

What didn't you use to do?

S2: *I didn't use to . . .*

Continue in a chain.

Personalization

In pairs, in groups, or as a class the students contrast their past with the present, using the pattern “*I used to . . . , but . . .*” or “*I didn't use to . . . , but . . .*”

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

I used to play in the park near my house.

I used to like watching baseball games.

I used to have a lot of money.

Controlled Practice

Used To

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *He used to get up early, but now he always gets up late.*

3. *She used to wear a school uniform, but now she usually wears jeans.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

I used to live in the countryside, but now I live in a big city.

My mother used to work in a factory, but now she teaches children at home.

My cousin used to be a good soccer player, but now he doesn't do any exercise.

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Warm Up Follow-Up Questions

Ask individual students a “*What (time) did you use to . . . ?*” question and follow it up with a succession of quick “*What did you use to do after . . . ?*” questions. The students then do the activity in pairs, groups, or as a class. Encourage them to keep the conversations going with plenty of natural follow-up questions.

I Used to Wear a Brown Belt

The students can listen to the dialog, read it, or do both.

Anticipation questions

What color belt did he use to wear before the brown belt?

Why did his pants use to fall down?

Follow-up questions

What did he use to wear before the black belt?

What did you use to wear?

What didn't he use to wear before the white belt?

What didn't you use to wear?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, one student makes a sequence of “*I used to . . .*” statements. The other student asks “*What . . . before . . . ?*” after each statement. Encourage the students to try and keep going for as long as possible.

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Communication Activities

A. True/False

The students are in teams. A student from one team makes a *used to* sentence. The students from the other team(s) have to guess whether the sentence is true or false. Teams/Students get one point for every correct guess. For an alternative version, don't use

teams but eliminate students when they make an incorrect guess.

B. Who Was He?

One student thinks of a famous person from the past. The other students take turns to ask *yes/no* questions that include *use to*. If the answer to a student's question is "Yes," the student can try and guess who the person was.

C. Time Travel

Cut out and shuffle the *Quest* and ? cards and put them face down on the board. Each student (or team) places a counter on *Start*. It also helps to have other counters, one color for *Holy Grails* and another to indicate how many sentences a student has made.

1. The students take turns to roll a dice and race around the board.
2. When a student lands on a square with a word or number prompt (e.g. *China, 1 . . . , 100 years ago* etc.), he/she makes a "used to" or "didn't use to" sentence using that prompt (e.g. "100 years ago people didn't use to use computers.").
3. When a student has landed on three different squares and makes three correct sentences, he/she picks up a *Quest* card, and must follow the instructions (e.g. *Miss a turn*).
4. If a student lands on a ? square, he/she picks up a ? card, and has to answer the question in order to move on the next turn.
5. If he/she lands on *Start*, he/she gets a *Holy Grail*.
6. The winner is the first person to collect an agreed number of *Holy Grails* and pass *Start*.

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Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Role play

Interviewer: *I'd like to ask some questions about*

your childhood. What sports did you use to play a lot?

You: *What TV show did you use to watch?*

Interviewer: *Are you enjoying it?*

You: *I used to watch the sports highlights a lot.*

Interviewer: *What used to be your favorite school subject?*

You: *I used to like history.*

Interviewer: *What sports team did you use to support?*

You: *I used to support my local soccer team.*

Interviewer: *Thank you.*

Picture prompts – sample answers

She used to play a lot of tennis.

She used to study very late.

He used to play baseball.

He used to work in a restaurant.

He used to rob banks.

He used to play the piano very well.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

2 You're Marc Delon, Aren't You?

Tag Questions

Target patterns: Forming tag questions
Tag questions as real questions
Tag questions for emphasis

Communication skills: Asking for confirmation
Expressing anger

Language sets: Personal information

Page 16

Warm Up

Checking Information

Ask individual students questions with question tags such as “*You are from Shanghai, aren't you?*” or “*You can drive, can't you?*” When you are sure the answer is “Yes,” use falling intonation at the end of your question. When you are not sure, make it clear with your facial expression or gestures, and use rising intonation at the end of your question. The students then do the activity in pairs or groups, asking questions in turn. Encourage them to ask questions quickly and just use the first question that comes to mind.

You Live on Bay Street, Don't You?

The students can listen to the dialog, read it, or do both.

Anticipation questions

What did he do on July 25th?
How fast did he drive home?

Follow-up questions

He lives on Bay Street, doesn't he?
You live in an apartment, don't you?

He drove home at ninety miles per hour, didn't he?
You went home after midnight last night, didn't you?

Comprehension – personalization

T: *He's George Washington, isn't he?*
S1: *No! He's Marc Delon.*
You're Donald Duck, aren't you?
S2: *No. I'm . . .*

You're . . . , aren't you?

S3: . . .
Continue in a chain.

T: *He lives in the park, doesn't he?*

S4: *No! He lives on Bay Street.*
You live under the sea, don't you?

S5: *No! I live . . .*
You live . . . , don't you?

S6: . . .
Continue in a chain.

T: *He went to New York on July 25th, didn't he?*

S7: *No! I went . . .*

T: *You . . . on . . . , didn't you?*

S8: *No! I . . .*
You . . . on . . . , didn't you?

S9: . . .
Continue in a chain.

Personalization

One student asks another student about his/her friends using tag questions. For example: “*You have a good friend in Hawaii, don't you?*” “*You have a friend who used to live in France, don't you?*”

Page 17

Warm Up

Scolding

Scold students playfully about real or imaginary things they have done wrong. You can use realistic examples such as “*You were late today, weren't you?*” or absurd examples such as “*You robbed a bank yesterday, didn't you?*” The students either accept or deny the criticism. The students then do the activity in pairs or groups, taking turns to scold each other.

You Weren't Wearing a Seat Belt, Were You!

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why didn't he stop at the traffic signal?

How much will he have to pay?

Follow-up questions

He wasn't wearing a seat belt, was he?

You weren't wearing socks yesterday, were you?

He'll have to pay \$2,000, won't he?

You'll have to pay a lot of bills this month, won't you?

Comprehension – personalization

T: *He didn't stop at the traffic signal, did he?*

S1: *No, he didn't.*

You didn't (do your homework) did you!

S2: *Yes, I did! / No, I didn't.*

You didn't (shave this morning), did you!

S3: *Yes, I did! / No, I didn't.*

You didn't . . .

S4: . . .

Continue in a chain.

T: *He's never been to court before, has he?*

S5: *No, this is his first time.*

You've never (been to Los Angeles), have you?

S6: *Yes, I have! / No, I haven't.*

You've never . . .

S7: . . .

Continue in a chain.

Personalization

One student thinks of a historical figure he/she is interested in. Another student uses tag questions to ask about the historical figure. For example, "He was born in Italy, wasn't he?" "He discovered America, didn't he?"

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

You don't eat enough, do you?

You have too free time, don't you?

You didn't prepare your lesson, did you?

Controlled Practice

She's Late

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *She got up late, didn't she?*

3. *She missed the bus, didn't she?*

4. *She can't drive, can she?*

5. *She'll have to take a taxi, won't she?*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

You haven't contacted me, have you?

You can't swim, can you?

You like Manchester United, don't you?

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Warm Up Interrogating

Play the role of a detective and interrogate one or more of the students. Encourage the students to argue with you. The students then do the activity in pairs or groups. Encourage them to use humor.

You Didn't Call Me, Did You?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why did the princess kiss the frog?

What is the princess going to become?

Follow-up questions

What did the princess wish she could do?

What do you wish you could do?

What did the princess hope the frog will become?

What does the frog hope the princess can do?

What do you hope will happen?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

A is a famous person or historical figure. B is an

interviewer and interviews B. They can have access to the Internet or reference books.

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Communication Activities

A. Don't Say "Yes" or "No"

A group of students try to make one student answer "Yes" or "No." The student must avoid answering "Yes" or "No" for an agreed amount of time.

B. Alibis

The class decides on details of a crime. Two students leave the room and agree on their alibi. They return to the room one at a time, and the students interrogate them using tag questions. The two lose points for every difference in their stories (or every difference could mean one year in prison).

C. Smugglers

This activity can be done as a class or in groups.

1. One or more students are customs officers, and the others are smugglers. The smugglers are dealt out about two cards each. These cards represent suitcases.
2. As a smuggler takes a suitcase through customs, the customs officer either lets the suitcase through unchallenged or challenges the smuggler to open the suitcase, using a tag question (e.g. "You have gold in this suitcase, don't you?").
3. The customs officer gets the points on the card if the suitcase that he/she has challenged contains contraband of any kind, and double points if he/she guessed the right kind of contraband. The smuggler loses the same amount of points.
4. The customs officer loses the points (and the smuggler gains them) for any suitcase with contraband which gets through.
5. If a customs officer looks at a card which has no contraband, he/she loses (and the smuggler gains) ten points.

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Review Exercises

It is best if the students first write their answers

individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Tag Questions

He's a lawyer, isn't he?
She's playing the piano, isn't she?
You play baseball, don't you?
You didn't see her, did you?
She's been to Canada, hasn't she?
He'll be late, won't he?
He won't like it, will he?
I'm your friend, aren't I?

Puzzle sentences

I used to have a lot of spare time.
You didn't use to stay out so late.
My pants used to fall down.
We used to spend more time together.
He used to study hard on Sunday, but now he usually goes to the beach.

You

He sailed around the world, didn't he?
He was president of America, wasn't he?
He was Emperor of France, wasn't he?
He discovered the law of Gravity, didn't he?
He wrote Romeo and Juliet, didn't he?

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

3 Congratulate Us When We Win

Time Clauses 1

Target patterns:	<i>When</i> clauses Connecting simultaneous events Connecting consecutive events
Communication skills:	Talking about the past At the doctor Describing health problems
Language sets:	Health words

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Warm Up Board Prompts

Write a word puzzle about you on the board similar to the one in the illustration. The numbers mean your age, and the word next to it indicates something connected with you at that age, for example, *You liked playing with toys when you were two.* Encourage the students to guess the answers to the puzzle, and help them use a *when* clause when they are trying to express themselves. The students then do the activity in pairs, in groups, or as a class, making similar puzzles about themselves.

When I Was a Child, I Played in the Local Park

The students can listen to the dialog, read it, or do both.

Anticipation questions

Where did Carmen play tennis when she was a child?
Who have the just beaten?

Follow-up questions

How many tennis lessons has Carmen had?
About how many English lessons have you had?

When did Emel start playing tennis?
When did you start learning English?

Comprehension – personalization

T: *What did Carmen do when she was a child?*
S1: *She played tennis in the local park.*
What did you do when you were a child?

S2: *I . . .*
Continue in a chain.

T: *When did Emel start playing tennis?*
S3: *She started when she was in high school.*
When did you start (playing the piano)?

S4: *I . . .*
Continue in a chain.

Personalization

In pairs, groups, or as whole class, the students talk about their past, using the patterns “When I . . .” or “I . . . when . . .” Encourage them to talk as freely and naturally as possible.

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Warm Up Age Prompts

Encourage the students to call out an age that is older than your current age. Each time they call out an age, say “*I’m going to . . . when I’m (age).*” The students then do the activity in pairs, in groups, or as a class, taking turns to call out an age for another student to make a sentence about.

When We Win, We’re Going to Have a Big Party

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who is taking part in the tournament?
Do you think Carmen thinks they will win?
Do you think the reporter thinks they will win?

Follow-up questions

When should the reporter congratulate them?
When should your friends congratulate you?

What are they going to do when they win?
What are you going to do when you speak English fluently?

Comprehension – personalization

T: *Who does Carmen think will win the*

tournament?

S1: *She thinks she and Emel will win.
Who do you think will win (the Premier
League)?*

S2: *I think . . .*

Continue in a chain.

T: *What are they going to do when they win?*

S3: *They are going to have a big party.
What are you going to do when (you pass
your exam)?*

S2: *I . . .*

Continue in a chain.

Personalization

In pairs, groups, or as whole class, the students talk about their future, using the patterns “*When I . . .*” or “*I . . . when . . .*” Encourage them to talk as freely and naturally as possible.

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

*When I was in elementary school, I went to
Canada with my parents.*

*When I go home very late, my wife gets
angry.*

I often go to the movies when I'm bored.

Controlled Practice

Her Future

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *She'll probably get married when she's about
twenty-seven.*

3. *She'll probably have a baby when she's
about thirty.*

4. *She'll probably climb Mount Everest when
she's about thirty-five.*

5. *She'll probably sail around the world when
she's about forty.*

6. *She'll probably write a book about her life*

when she's about forty-five.

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

*I will probably get married when I'm about
thirty.*

*I will probably travel around Europe when I'm
about thirty-five.*

*I will probably retire when I'm about sixty-
five.*

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Warm Up Problems

Mime having aches and pains or other problems and talk about them using *when* clauses, for example, “*My legs hurt when I walk too much*” and “*My wife gets angry when I come home late.*” The students then do the activity in pairs, in groups, or as a class, taking turns to talk about real or imaginary problems.

My Eye Hurts When I Drink Coffee

The students can listen to the dialog, read it, or do both.

Anticipation questions

Does his eye hurt when he drinks orange juice?

How often should he take the tablets?

Follow-up questions

When does his eye hurt?

When does your eye hurt?

Where does he sometimes get a pain?

Where do you sometimes get a pain?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, one student is a doctor and the other student is a patient. The students have a natural conversations. Encourage them to use *when* clauses whenever possible. For example, “*I often have a*

headache when I wake up in the morning.” “Do you leave the air conditioner on when you are sleeping?”

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Communication Activities

A. Newspaper Reporters

Write prompts on the board (e.g. *tired, happy, bored*, etc.). The students ask each other questions using the pattern “*What do you do when you are tired/happy/bored, etc.?*” They take notes of each other’s answers and report their findings to the class.

B. Tennis

The game can be played as singles or doubles. One student serves by making a statement that contains a *when* clause and has both halves in the present tense (e.g. “*When I’m tired, I go to bed*”). The opposing student hits back by starting a new sentence with the second part of the previous sentence (e.g. “*When I go to bed, I sleep*”). The rally continues until one player cannot make a sentence or hesitates too long.

C. Mime

Divide the class into two teams. Place the mime cards in a pile the same distance from each team. One student from each team hurries to the cards, turns over a card, hurries back to his/her team, and mimes what was written on the card. After the team has guessed correctly, another member of the team hurries to look at the next card. The winning team is either the one which guesses the most number of times within a fixed time limit, or the one which first guesses an agreed number of times.

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Review Exercises

Crossword

DOWN

2. too
3. spare

4. aren’t
5. hurts
6. lost
8. didn’t
10. use
12. on
13. bit
14. fallen
15. wrong
16. days
17. no
18. all
19. get

ACROSS

1. at
3. straight
6. local
7. ever
9. per
10. used
11. to
13. before
15. we
16. don’t
18. along
20. well
21. seat

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

4 I Couldn't Play Well Until I Was Fifteen

Time Clauses 2

Target patterns:	Combining <i>when</i> and <i>used to</i> <i>Until</i> <i>As soon as</i>
Communication skills:	Talking about past ability Talking about future ability
Language sets:	Abilities

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Warm Up Age Prompts

Encourage the students to call out an age that is younger than your current age. Each time they call out an age, say “*I . . . when I was (age).*” The students then do the activity in pairs, in groups, or as a class, taking turns to call out an age for another student to make a sentence about.

When I Was a Child, I Used to Play on the Beach

The students can listen to the dialog, read it, or do both.

Anticipation questions

When did he start playing soccer?
Why did he need to take a bath?

Follow-up questions

What sport did he use to play when he was a child?
What sport did you use to play when you were a child?

What did he use to do when he couldn't play soccer on the beach?
What did you use to do when you couldn't play outside?

Comprehension – personalization

T: *How long has David been able to play soccer?*

SI: *Since he was about five.*
How long have you been able to ... ?

S2: *Since . . .*
Continue in a chain.

T: *Who did he use to play soccer with when he*

was a child?
S3: *He used to play with his older brother and his friends.*

Who did you . . . with when you were a child?

S4: *I used to . . .*

Continue in a chain.

T: *What did he use to do when he couldn't play soccer on the beach?*

S3: *He used to play in a field*

What did you use to do when you couldn't (go outside/play in the park/watch television/etc. ?

S4: *I used to . . .*

Continue in a chain.

Personalization

In pairs, in groups, or as a class, students talk about their past, starting with “*When I . . . , I used to . . .*”, and then have a short, natural follow-up discussion.

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Warm Up Until

Ask individual students whether they still do things that they probably or definitely don't do anymore, for example, “*Do you still wear a school uniform?*” If they answer “*No,*” help them say “*No. I (wore a school uniform) until I was (seventeen).*” The students then do the activity in pairs, in groups, or as a class, taking turns to ask the questions.

I Didn't Play Any Sports Until I Was in High School

The students can listen to the dialog, read it, or do both.

Anticipation questions

What was Sachiko terrible at?
Who were her friends?

Follow-up questions

When could David play soccer well?
When could you swim well?

What sports did Sachiko play at school?
What sports did you play in high school?

Comprehension – personalization

T: *David couldn't play soccer well until he was in college.*

All students:

No! He couldn't play soccer well until he was about fifteen.

S1: *Sachiko didn't study English until she was in high school.*

All students:

No! She didn't play any sports until she was in high school.

T: *Sachiko was terrible at mathematics.*

All students:

No! She was terrible at baseball and rugby

Personalization

In pairs, in groups, or as a whole class, the students talk about their past, starting with “*I didn't/couldn't/wasn't . . . until . . .*,” and then have a short, natural follow-up discussion.

Page 30

Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

*I used to live in Algeria when I was a child.
I didn't like eating fish until I was at university.
I started working as soon as I left school.*

Controlled Practice

A Caveman's Childhood

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *He could ride a bicycle when he was four..*
3. *He could make fire when he was six.*
4. *He could play soccer when he was eight.*
5. *He could hunt when he was ten.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

*I could read when I was four.
I could swim when I was six.
I could understand French when I was ten.*

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Warm Up

What Were You Doing When . . . ?

Suddenly do something such as sneeze, drop something on the floor, hit your head, etc. and quickly ask, “*What were you doing when I was (sneezing)?*” If necessary, help individual students say “*I was . . . -ing . . .*.” The activity is more fun if you do something unexpected or amusing. The students then do the activity in pairs, groups, or as a class, taking turns to do sudden actions and ask the question.

How Did You Burn Your Ears?

The students can listen to the dialog, read it, or do both.

Anticipation questions

*What sports do they do?
What do they eat for dinner?*

Follow-up questions

*What does she miss?
What do you miss?*

*What is she fed up with?
What are you fed up with?*

*What can't she stand?
What can't you stand?*

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, one student is a doctor and the other student is a patient. The students have a natural conversations. Encourage them to include “*when,*” “*able to,*” and “*as soon as*” (write these words on the board).

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Communication Activities

A. Name an Age

In pairs, one student says an age (e.g. “two”). The other student has to make a series of sentences about what he/she *could do, used to do*, etc. when he/she was two, using each of the prompts on the board.

B. What Do You Say?

One team challenges another using a “*What do you say when . . . ?*” question (e.g. “*What do you say when somebody hits you?*”). Each member of the other team has to give a different possible answer. They get one point for every correct alternative.

C. Snakes and Ladders

1. Shuffle the prompt cards and place them in a pile. Turn over the top card.
2. Each of the students (or teams) places a counter on the *Start* square.
3. The students take turns to roll a die and move their counters around the board. If a counter lands at the bottom of a ladder, it is moved to the top. If a counter lands on the tip of a snake’s tail, it is moved to the head.
4. When a student’s counter lands on a light-colored square, he/she makes a sentence with a time clause. The sentence should include the prompt on the card which has been turned over and the number on the square (e.g. “*I hope I’m going to be rich when I’m thirty*”).
5. Whenever a student slides down a snake, the top prompt card is put to the bottom of the pile, and the next card is turned over.

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Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Role play

- Doctor: *What’s the matter?*
 You: *I get a headache when I use my computer.*
- Doctor: *When did this problem start?*
 You: *It started when my teacher gave me boring homework.*
- Doctor: *You don’t get enough sleep, do you?*
 You: *No. I sleep a lot. I fall asleep when I do the homework.*
- Doctor: *Well, I’ll give you some medicine. You’ll feel better soon..*

Picture prompts – sample answers

1. *She’s late, isn’t she?*
2. *She missed the bus, didn’t she?*
3. *She can’t drive, can she?*
4. *She’ll probably get married when she’s about thirty-five.*
5. *She’ll probably have a baby when she’s about forty.*
6. *She’ll probably sail around the world when she’s about forty-five.*

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

5 Did You Hear What He said?

Content Clauses

Target patterns: Content clauses with *what*, *who*
Know, wonder . . . + content clauses

Communication skills: Describing people/animals
Wondering

Language sets: Know, remember . . .

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Warm Up I Wonder Who

Look like you are thinking about something, and say something like “*I wonder who (wrote Hey Jude)*” or “*I wonder who likes Manchester United.*” It is best to say things that some students are likely to know and want to tell you. The students then do the activity in pairs, in groups, or as a class, taking turns saying “*I wonder who . . .*”

I Wonder What He’s Doing Here

The students can listen to the dialog, read it, or do both.

Anticipation questions
Who is Roger Feather?
What does he know?

Follow-up questions
What didn’t Emel hear?
What did you hear recently?

What does Carmen think is going to happen?
What do you think is going to happen?

Comprehension – personalization

T: *What does Emel know?*
S1: *She knows who the man was. / She knows the man was Roger Featherer.*
What do you know?
S2: *I know . . .*
Continue in a chain.

T: *What is she wondering?*
S3: *She’s wondering what Roger Feathers is doing there.*
What are you wondering?

S4: *I’m wondering . . .*
Continue in a chain.

T: *What does Roger Feather know?*
S5: *He knows where to find a good coach.*
T: *What do you know?*
S6: *I know ...*
Continue in a chain.

Personalization

In pairs, in groups, or as a class, the students make “*I wonder . . .*” and “*I know . . .*” statements about friends and family members. They have short follow-up conversations after each statement.

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Warm Up Board Puzzle

Write a puzzle on the board similar to the one in the illustration, where each item is something you know/remember/understand/are wondering / have decided/ etc. about. See if the students can guess the connection with you. If necessary, give hints. When the students are trying to express themselves, help them say things like “*You have decided where to go for your vacation.*” The students then do the activity in pairs, in groups, or as a class, taking turns to write similar puzzles about themselves.

I Know What You Mean

The students can listen to the dialog, read it, or do both.

Anticipation questions
What does Sachiko like doing?
Who does Michelle want to help?

Follow-up questions
What has Michelle been thinking about?
What have you been thinking about recently?

What has Michelle been wondering about?
What have you been wondering about recently?

Comprehension – personalization

T: *Michelle’s been thinking about what Sunee was eating the other day.*

All students:

No! She's been thinking about what Sunee was saying the other day.

T: *She's been wondering what they can cook for dinner.*

All students:

No! She's been wondering what they can do to help.

T: *Sachiko likes lying on the floor and going to the supermarket*

All students:

No! She likes lying in the sun and going to parties.

T: *Sachiko doesn't know what they can eat.*

All students:

No! She doesn't know what they can do.

Personalization

In pairs, in groups, or as a class, the students use content clauses to talk about what friends/family/famous people/etc. have been thinking/wondering about.

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

I know when it's time to get up.

I can't understand how some people work seven days a week.

I don't remember if I locked the door.

Controlled Practice

A Superstar's Vacation

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *She's wondering when to go.*

3. *She's wondering how long to go for.*

4. *She's wondering if she should take a lot of money.*

5. *She's wondering who to go with.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

I wonder where my sister is.

I wonder what I should wear tonight.

I wonder if it's going to rain this afternoon.

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Warm Up

General Knowledge

Ask the students general knowledge questions using patterns such as "Do you know . . . ?" and "Can you remember . . . ?" Try to ask questions that some of the students will know the answer to or can easily find out the answer from the Internet or other reference material. The students then do the activity in pairs, in groups, or as a class.

He Can Play Poker

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why isn't the dog a good poker player?

Who has found him?

Follow-up questions

What does Juliet's dog look like?

What do you look like?

What does the police officer think Juliet should do?

What do you think Juliet should do?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, one student works in a lost and found office and the other student has lost something. The students have a natural conversations. Encourage them to include content clauses.

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Communication Activities

A. Do You Remember?

In pairs, the students ask each other “*Do you remember who/what/where . . . ?*” questions. They write down any particularly interesting answers and report them to the whole class.

B. Occupations

One team says the name of an occupation. Each member of the other team has to make a sentence about the occupation, using the pattern “*A . . . has to know . . .*” The team gets one point for each answer. No answer can be the same as any previous answer, unless you decide to start a new round.

C. Hidden Treasure

1. Choose ten of the *Who?* cards. Make two copies of each of the *Who?* *What?* and *Where?* cards.
2. Cut one set of cards into separate pieces, and keep the other so that the students can see the total list.
3. Put the separated *Who?* *What?* and *Where?* cards in three piles and shuffle them. Secretly remove a card from each pile.
4. Shuffle the remaining cards together and deal them all out.
5. One student looks at his/her cards and makes a guess, using the patterns “*I know what it is—it’s . . .*” “*I know where it is—it’s . . .*” and “*I know who hid it—it was . . .*”
6. Another student who has one of these cards can say “*No!*” and take a card at random from the guessing student’s hand. He/She then makes a guess.
7. The game continues until somebody guesses correctly (nobody says “*No!*”). Students can either interrupt to say “*No!*” or wait until the guessing student has finished, so as not to reveal which card they have. The first student to say “*No!*” has the next turn.

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Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Mixed questions

*My favorite food was cottage pie.
I used to dislike swimming.
I think the economy is getting worse.
I couldn’t find my umbrella.
I want to be able to play the guitar well.*

Puzzle sentences

*You went to a party on July 25th, didn’t you?
I used to play on the beach with my brother and his friends.
I couldn’t play well until I was about fifteen.
There aren’t many frogs in the telephone book, are there?
My husband says it disturbs him when he’s writing.*

You

*I started driving when I was eighteen.
I often shout when I’m angry.
I have lived in Cairo since I was in high school.
When I graduate, I’m going to travel around the world.
As soon as I finish breakfast, I have to run to catch my bus.*

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

6 If You Play, a Lot of People Will Come

Conditionals 1

Target patterns: *If . . . will . . .*

Communication skills: Talking about probable consequences
Using *if* to persuade
Using *if* to make promises

Language sets: Music

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Warm Up Making Connections

Write a puzzle on the board similar to the one in the illustration. One column contains the first part of a conditional sentence (without the *if*) and the other column contains the second part with the order mixed up. The students need to guess the puzzle, match the correct first and second parts, and put them in correct *if* sentences. The students then do the activity in pairs, in groups, or as a class, taking turns to make puzzles.

If Many People Come, We'll Raise a Lot of Money

The students can listen to the dialog, read it, or do both.

Anticipation questions

What would Michelle like Marc to do?

What will they be able to do if they raise \$10,000?

Follow-up questions

What will happen if Marc plays?

What will happen if you play?

What does Marc never do?

What do you never do?

Comprehension – personalization

T: *If Marc plays, a lot of animals will come.*

All students:

No! If Marc plays, a lot of people will come.

T: *What will happen if you play in the concert?*

S1: *If I play, . . .*

What will happen if you play on the concert?

S2: *If I play, . . .*

Continue in a chain.

T: *If they raise \$10,000, they'll be able to buy a lot of socks.*

All students:

No! If they raise \$10,000, they'll be able to buy a lot of food.

T: *What will you do if you raise \$10,000 dollars for charity?*

S3: *If I raise \$10,000, I'll . . .*

What will you do if you raise \$10,000 dollars for charity?

S4: *If I raise \$10,000, I'll . . .*

Continue in a chain.

Personalization

In pairs, in groups, or as a whole class, the students use the pattern "*If . . . , . . . will . . .*" to talk about their future plans, and have short follow-up conversations.

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Warm Up Brainstorming

Write the first part of conditional sentences (without the *if*) similar to the ones in the illustration of the board. Students think of a variety of ways to make conditional sentences that include each of the statements on the board. The students then do the activity in pairs, in groups, or as a class, taking turns to make puzzles. Either write new statements on the board or encourage the students to come up with their own starting statements.

If You Sing, It'll Be a Great Concert

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who is probably going to play bass?

What will be bad for Marc's image?

Follow-up questions

What does Michelle hope Sachiko will do?

What do you hope you will do?

Who will never agree?

Who never agrees with you?

Comprehension – personalization

T: *If Marc sings and plays lead guitar, it'll be a terrible concert.*

All students:

No! If Marc sings and plays lead guitar, it'll be a great concert.

T: *What will happen if you sing and play lead guitar?*

S1: *If I sing and play lead guitar, . . .*

What will happen if you sing and play lead guitar?

S2: *If I sing and play lead guitar, . . .*

Continue in a chain.

T: *If Marc plays with Paula, Jin-Woo, and Sachiko, it'll be bad for his blood pressure.*

All students:

No! If Marc plays with Paula, Kim, and Sachiko, it'll be bad for his image.

T: *What will you do (it's a nice day tomorrow/ eat too much tonight/etc.)?*

S3: *If I . . . , I'll . . .*

What will happen if (the student's own idea)?

S4: *If I . . . , I'll . . .*

Continue in a chain.

Personalization

In pairs, in groups, or as a class, the students take turns making incorrect "If . . . , . . . will . . ." statements. The others try to guess the correct statements.

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

If I eat a lot of fried food, I will have a stomachache.

If I sleep too much, I won't finish my work.

If I become sick, I'll have to stay in bed.

Controlled Practice

If They Study Hard . . .

The students make two sentences about each

picture.

Sample answers

(The students may come up with good alternative answers.)

- If he studies hard, he will pass the exam.*
- If he passes the exam, he will graduate from college.*
- If he graduates from college, he will get a job and work very hard.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

If I study hard, I will speak English fluently.

If I don't study hard, my teacher will be angry.

If one of my friends studies hard, she will get a scholarship.

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Warm Up

Miming Consequences

Mime a sequence of conditional sentences similar to the ones in the illustration. Encourage the students to guess the sentences. The students then do the activity in pairs, in groups, or as a class, taking turns to mime sentences.

If You Marry Me, I'll Work Very Hard

The students can listen to the dialog, read it, or do both.

Anticipation questions

What will Romeo buy for Juliet?

If Romeo and Juliet marry, who will cook dinner?

Follow-up questions

What will happen if Romeo works very hard?

What will happen if you work very hard?

If Romeo marries Juliet, how much housework will he do?

If you marry (again), how much housework will you do?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board

with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, in groups, or as a class, the students take turns to propose to each other, make promises, and have follow-up discussions. Encourage the students to use humor.

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Communication Activities

A. Vacations

The teacher or students decide on a place (e.g. Hawaii, the Moon, Mount Everest). One student makes a sentence using the pattern "*If I go to (Hawaii), I'll take a (swimsuit).*" The next student says what the first student said and adds another item, so the pattern becomes "*If I go to (Hawaii), I'll take a (swimsuit) and a (frisbee).*" The chain continues, each student adding a sentence.

B. Prompts

In pairs, students make "*If . . . , . . .*" sentences from board prompts or prompts given by other students. The activity can be done in groups if the name of a student or famous person is also given as a prompt. For example, "*If Manuel hits me, I'll hit him back.*" (In this case, the prompts would have been "*Manuel*" and "*hit.*")

C. Complete the Sentence

One student takes a card from the top of the pile, reads it out, and then secretly writes down his/her idea for the first part of the sentence. The other students try to guess what the student has written down. The student can help by saying "*You're getting warmer*" or "*You're getting colder.*"

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Review Exercises

Crossword

DOWN

1. take

2. are
3. ear
4. used
6. home
7. able
8. wonder
11. long
12. away
14. raise
16. other
17. music
19. been
20. know
21. why
24. so

ACROSS

1. teenager
5. as
6. hear
9. do
10. could
13. where
15. don't
17. my
18. disturb
22. since
23. else
25. only
26. wags

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

7 If It Isn't Raining, I Ride My Bike

Conditionals 2

Target patterns: *If/When* with two present tenses
It depends on + content clause + *if*

Communication skills: Answering questions with “*If . . .*”
Talking about daily routines

Language sets: Daily routine words

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Warm Up

Routines and Lifestyles

Ask individual students a question about their daily routine or lifestyle, for example, “*What time do you go to bed?*” or “*What sport do you like?*” If necessary, follow up with other questions so that it's natural for students to qualify their initial answer with “*If . . .*” For example, say “*Always?*” “*Every day?*” etc. When a student is trying to express himself/herself, help him/her make a conditional sentence. The students then do the activity in pairs, in groups, or as a class, taking turns to ask the questions.

If I Leave Home Early, It Takes About Forty Minutes

The students can listen to the dialog, read it, or do both.

Anticipation questions

How does Emel get to school?
How long does it take if it isn't raining?

Follow-up questions

What does Emel do if it isn't raining?
What do you do if it isn't raining?

What happens if Emel is late in the morning?
What happens if you are late in the morning?

Comprehension – personalization

T: *How . . . Emel . . . school?*
S1: *How does Emel get to school?*
S2: *If it isn't raining, she rides her bike.*
How do you get to school/work?
S3: *If . . .*
Continue in a chain.

T: *How long does it take Emel to get to school?*
All students (helping each other):
If she leaves home early, it takes about forty minutes. But if she's late, there's too much traffic and it takes longer.

S4: *How long does it take you to get to school/work?*

S5: *If . . . But if . . .*
Continue in a chain.

Personalization

In pairs, in groups or as a class, the students ask each other about things they do at various times of the year. They answer starting with “*If . . .*”

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Warm Up

Stating Conditions

Invite students to do things with you, for example, “*Would you like to play tennis tomorrow?*” After doing this a few times, get the students to invite you to do things, and answer using the pattern “*Only if . . .*” The students then do the activity in pairs, in groups, or as a class, taking turns to ask the questions.

Only if You Play in Michelle's Concert

The students can listen to the dialog, read it, or do both.

Anticipation questions

Does Emel want to dance with Marc?
Why is Marc going to play in the concert?

Follow-up questions

What does Emel have to do?
What do you have to do?

What will Emel do next week if Marc gives a lot of money to charity?
What will you do next week if you are not busy?

Comprehension – personalization

T: *Does Emel want to dance with Marc?*
S1: *Only if he plays in Michelle's charity concert.*
Do you want to dance with Marc?
S2: *(Only) if . . .*
Continue in a chain.

T: *What will Emel do if Marc gives all the money from his next album to charity?*

All students (helping each other):

If Marc gives all of the money from his next album to charity, Emel will go dancing with him every night next week.

T: *What will you do if (you pass your exam/your soccer team wins the league/etc.)?*

S1: *If . . . , I'll . . .*

What will you do if (the student's own idea)?

S2: *If . . . , I'll . . .*

Continue in a chain.

Personalization

In pairs, groups, or as a class, the students ask each other about the interests and daily routines of their family members and friends. They answer questions starting with "If . . ."

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

*When I get up early, I have a big breakfast.
If I go to bed late, I'm very sleepy the next day.
We will win the soccer game only if we train hard.*

Controlled Practice

What Do They Do on Sunday?

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

- It depends on what season it is. If it's winter, he goes skiing. If it's summer, he goes surfing.*
- It depends on whether he's busy. If he's busy, he washes an elephant. If he's not so busy, he washes his car.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

It depends on how busy I am. If I'm busy, I use my computer all day. If I'm not so busy, I relax with my family.

It depends on when I get home. If I get home early, I have dinner at about seven o'clock. If I get home late, I sometimes have dinner at nine or ten o'clock.

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Warm Up It Depends

Encourage the students to ask you questions about your routine or lifestyle, for example, "*What do you do on Sunday?*" or "*What kind of food do you like?*" Answer using the pattern "*It depends on . . .*" The students then do the activity in pairs, in groups, or as a class, taking turns to ask the questions.

It Depends on How Tired I Am

The students can listen to the dialog, read it, or do both.

Anticipation questions

What does he usually do on Sunday?

What does he usually hunt?

Follow-up questions

What does Boris do when he's tired?

What do you do when you are tired?

What does Boris do if he feels like fresh food?

What do you do if you feel like fresh food?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, one student asks the other about his/her daily routine or interests. The other student answers using the pattern "It depends on . . . If . . . , . . . (But) if . . . , . . ."

Communication Activities

A. Tennis

The game can be played as singles or doubles. One student serves by making a conditional sentence which has both halves in the present tense (e.g. “*If I’m hungry, I eat a lot*”). The opposing student hits back by starting a new conditional sentence with the second part of the previous sentence (e.g. “*If I eat a lot, I feel sick*”). The rally continues until one player cannot make a sentence or hesitates too long.

B. Answering “If . . .”

Students either ask each other questions in pairs, or a group of students ask one student questions. Answers have to start with “*If . . .*” The student gets one point for each question answered. An alternative is for the same student to continue answering questions until he/she hesitates to answer.

C. It Depends on . . .

The students are in pairs. One student picks up a question card. The other student picks up an answer card and has to complete the sentence using the pattern “*If/When But if/when*”

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Role play

You: *If you marry me, I’ll work very hard and buy a big house.*
 Dream partner: *Sorry. That’s not enough.*
 You: *If you marry me, I’ll do all the housework.*
 Dream partner: *I need more than that.*
 You: *If you marry me, we can travel around the world together.*
 Dream partner: *That sounds nice. Let’s get married tomorrow.*

Picture prompts

He could talk when he was two.
He could play soccer when he was eight.
He could hunt when he was ten.
She’s wondering where to go.
She’s wondering when to go.
She’s wondering if/whether she should take a lot of money / She’s wondering how much money to take.

Personal Record

Tennis

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Answering “If . . .”

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

8 It Helps Me Think

Giving Reasons

Target patterns:	<i>Because if . . .</i> <i>It helps/stops . . .</i>
Communication skills:	Asking/Giving reasons Explaining
Language sets:	Helps, makes, gives . . .

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Warm Up

Because

Get the students to ask you lots of “*Why . . . ?*” questions and always answer starting with “*Because if . . .*”. The students then do the activity in pairs, in groups, or as a class, taking turns to ask the questions.

If I Can Speak English . . .

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why is Sunee learning English?
Why does she want to work for a multi-national company?

Follow-up questions

What may Sunee be able to do if she can speak English well?
What may you be able to do if you can speak English well?

What does Sachiko think is tiring?
What do you think is tiring?

Comprehension – personalization

T: *Why is Sunee learning English?*
S1: *Because If she can speak English well, she may be able to work for a multi-national company.*
Why are you learning English?
S2: *Because if . . .*
Continue in a chain.

T: *Why does Sunee want to work for a multinational company?*
S3: *Because if she works for a multi-national company, she'll probably get a lot more*

chances to travel.
Why do you want to . . . ?

S4: *Because if . . .*
Continue in a chain.

Personalization

In pairs, one student plays the role of a famous person that he/she is interested in. The other student is an interviewer. The interviewer asks as many “*Why?*” questions as possible, and the student playing the role of a famous person answers these questions with “*Because if . . .*”.

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Warm Up

Things We Do

Make a statement about your habits, routine, things you like, etc., for example, “*I check email every day*” or “*I often eat Italian food.*” After each statement, encourage the students to ask “*Why . . . ?*” and answer using “*. . . helps/keeps/stops/makes/gives . . .*.” The students then do the activity in pairs, groups, or as a class, taking turns to make statements about themselves.

It Keeps Me Awake

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why does Marc drink so much?
What does Emel think of Marc's smoking and drinking?

Follow-up questions

What keeps Marc awake?
What keeps you awake?

What does Emel think is bad for our health?
What do you think is bad for our health?

Comprehension – personalization

T: *Why does Marc smoke?*
S1: *It helps him think.*
T: *Do you ...?*
S1: *Do you smoke?*

S2: *Yes, I do/No, I don't.*
 S1: *Why?*
 S2: *...*
 Continue in a chain.

T: *Why does Marc drink a lot?*
 S3: *It helps him relax.*
 T: *Do you . . . ?*
 S3: *Do you drink a lot of coffee/tea/etc.?*
 S4: *Yes, I do/No, I don't*
 S3: *Why?*
 S4: *...*
 Continue in a chain.

Personalization

In pairs, in groups, or as a whole class, the students ask each other “Why?” questions. Encourage them to answer using the pattern “. . . *helps/makes/stops/gives* . . .” If necessary, write these words on the board.

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

I listen to music a lot because it helps me relax.
I don't eat much fried food because it makes me feel bad.
I drink black coffee because it keeps me awake.

Controlled Practice

Why?

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

- It stops him (from) putting on weight.*
- It gives him a headache.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

Going to a beauty salon helps me feel young.

Chatting online stops me feeling lonely.
Eating too much gives me a stomachache.

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Warm Up

Asking “Why?” Questions

Ask individual students a question about their habits, routines, things they like, etc., and ask a succession of follow-up “Why . . . ?” questions based on the students’ answers. The students then do the activity in pairs, in groups, or as a class, taking turns to ask the questions. Encourage them to keep going with the successive “Why . . . ?” questions as long as they can.

Why Do You Train So Hard?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why is Bruce so strong?
What does Juliet think of Bruce?

Follow-up questions

Why does he train so hard?
Do you train? Why?/Why not?

Why does he want to win an Olympic medal?

Do you want to win an Olympic medal? Why?/Why not?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher’s Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, one student asks another student “Why . . . ?” questions and then a succession of follow-up “Why . . . ?” This activity also works well with a group of students asking questions and one student replying.

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Communication Activities

A. Why?

One student asks another a question. Once the first question is answered, the questioning student asks

“Why?” The students can do this in pairs, or a group of students can ask one student until he/she cannot think of an answer to a question.

B. Why Don't You . . . ?

One student thinks of a problem. Another gives advice followed by a reason. The reason should be in the form of a conditional sentence. Students (or teams) try to think of as many pieces of advice as they can. They get points for each piece of advice they give.

C. City Planning

The students pick cards, or are dealt cards, to determine which role they play. Each member of a group plays the role of a member of a committee trying to spend ten million dollars to improve the city. An extension of this activity is for the committee to discuss other local issues, such as where to locate the new airport, how to get rid of traffic jams, etc. The students can also assume different roles and discuss national or international problems.

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Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Mixed questions

If it rains on Sunday, I'll stay home and read a book.

I used to live in Istanbul when I was a child.

I know how to drive a car.

Watching TV helps me relax.

Puzzle sentences

*I've been wondering what we can do to help.
If many people come, we'll raise a lot of money.*

As soon as I hung up, the telephone rang again.

I'll have to stay home and do all the housework.

If I feel like fresh food, I hunt for something in the supermarket.

You

If I get up early, I go jogging.

If I sing, everybody covers their ears.

My back hurts when I walk upstairs.

I wonder why my brother quit his job.

When I speak English well, I will be able to talk with people in many other countries.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

9 Ask Them if They Are Tired

Reporting

Target patterns:	Say/Tell (+ that) Ask/Tell + if/when/why . . . Tell/Ask/Invite . . . + to
Communication skills:	Reporting a story Reporting a conversation
Language sets:	Say, tell, ask, invite . . . Feelings Math

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Warm Up

Reporting Short Speeches

Get individual students to make short speeches about topics they are interested in. After a student finishes a speech, ask the other students, “*What did he/she say?*” and, if necessary, help students say “*She/He said . . .*” when they recall points made in the speech.

Carmen Told Us They Would Win

The students can listen to the dialog, read it, or do both.

Anticipation questions

What is the sensational news?
When did Carmen say they would win the tournament?

Follow-up question

What did they report?
What did the TV report recently?

What didn't they believe?
What didn't you believe recently?

Comprehension – personalization

T: *What did they report last week?*
S1: *They reported that Carmen and Emel had beaten last year's champions.*
T: *What news did you hear last week?*
S2: *The TV reported that there was (had been) a big earthquake.*
S3: *The TV reported that unemployment is (was) increasing.*

Continue with other students.

T: *What did Carmen tell them?*

S1: *She told them they would win the tournament.*
T: *What did somebody tell you last week?*
S4: *My sister told me she is (was) getting married.*
S5: *My father told me to stop playing loud music.*
Continue with other students.

Personalization

In pairs, groups, or as a class, the students tell each other what their teacher/boss/mother/etc. said to them recently, using “*would.*”

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Warm Up

Ask Me

Say “*Ask me if . . .*” to individual students, and, if necessary, help them make the appropriate question. After you answer, encourage students to ask natural follow-up questions. Then, do the same with the pattern “*Ask me what/where/why/which/who/when . . . ?*” The students then do the activity in pairs, groups, or as a class, taking turns to say “*Ask me . . . ?*”

Ask Carmen Why She Isn't Pleased

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who is tired?
Who isn't pleased?

Follow-up questions

Why are they tired?
Are you tired? Why?/Why not?

Why isn't Carmen pleased?
Are you pleased? Why?/Why not?

Comprehension – personalization

T: *Ask (name of a student) if Carmen and Emel are tired.*
S1: *Are Carmen and Emel tired?*
S2: *Yes, they are.*
T: *Ask . . .*
S2: *Ask (name of a student) if she is hungry?*
S3: *Are you hungry?*
S4: *Yes, I am.*

Continue in a chain.

- T: *Ask (name of a student) if Carmen is pleased.*
 S1: *Is Carmen pleased?*
 S2: *No, she isn't.*
 S1: *Why isn't she pleased?*
 S2: *Because she's tired, and they are asking too many questions.*
 T: *Ask . . .*
 S2: *Ask (name of a student) if she is happy?*
 S3: *Are you happy?*
 S4: *Yes, I am.*
 S3: *Why are you happy?*
 S4: . . .

Continue in a chain.

Personalization

In groups of three, one student is an editor, another is a reporter and the third student is himself/herself. The editor says "Ask . . . if/what/when/why/etc. . . .", and the reporter asks the third student the question. Encourage the students to keep the activity going as long as they can. After a while they can switch roles.

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

- One of my friends told me that he would go to New York.*
My boss asked me if I could work overtime.
My teacher told me to study harder.

Controlled Practice

Reporting Verbs

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *He agreed to sign the contract.*
3. *He promised to love her forever.*
4. *She advised him to stop fighting monsters.*
5. *She invited him to dance with her.*
6. *She reminded him to go to the supermarket.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

- I have decided to change my job.*
I have agreed to sell my car.
I have promised to go home early today.

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Warm Up

Giving Instructions

Give instructions to individual students using the pattern "Ask/Tell/Remind/Invite/Promise/Advise . . . to" and, if necessary, help them carry out the instructions. The students then do the activity in groups, or as a class, taking turns to give instructions.

Tell Them to Park in the Parking Lot

The students can listen to the dialog, read it, or do both.

Anticipation questions

- Where is the parking lot?*
Why did the aliens ask a difficult question?

Post-listening questions

- How did the aliens get into the living room?*
How did you get to where you are now?

- Where did the aliens say they come from?*
Where did one of your friends say he/she comes from?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In groups of three, one student asks the second student to advise/promise/invite/remind the third student to do something. After a while they can switch roles..

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Communication Activities

A. Interviewing a Superstar

The students are in groups of three. One student is an editor, another is a reporter, and a third is a superstar (chosen by the student). The editor asks the reporter to ask the superstar questions, using the pattern “Ask him/her if/what/why” The reporter asks the questions, and reports the answers to the editor.

B. Drawing by Remote Control

The students are in groups of three or more. One student either draws a picture or describes one from a magazine or book. He/She secretly looks at the picture and using the pattern “Tell . . . to” whispers to another student what they should tell the other(s) to draw.

C. Commands

1. Shuffle the command cards and place them in a pile upside down on the board. Place the question sheet next to the board.
2. Each student (or team) places three counters on the circles near each starting square.
3. Students take turns to roll a dice and move one of their counters around the board in a clockwise direction. They can choose which of their counters to move.
4. If a student’s counter lands on a ! square, he/she picks up a command card.
5. If a counter lands on a ? square, the student has to answer a question from the question sheet. The number the student rolled to move indicates which section of the question sheet to look at. The student rolls again to find which question to answer.
6. If two of a student’s counters are on the same square, other students’ counters cannot pass.
7. If one student’s counter lands on another student’s counter, the counter is sent back to Start.
8. When a counter completes one circuit, it is moved up the ladder towards Home. The exact number must be rolled to land on Home.
9. The first student to move all three counters onto his/her Home square is the winner.

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Review Exercises

Crossword

DOWN

1. chances
2. us
4. look
5. give
7. makes
8. stay
11. soon
12. would
14. leave
17. helps
19. told
20. lost
23. get
24. ran

ACROSS

1. could
3. miles
6. ambitious
9. now
10. keeps
13. only
15. stops
16. when
18. at
19. tell
21. do
22. longer
25. stop
26. don’t
27. sent

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

10 If I Were the President, I'd Cut Taxes

Conditionals 3

Target patterns: *If . . . would . . .*

Communication skills: Unlikely/Impossible conditions
Hoes and dreams

Language sets: Interests

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Warm Up Famous People

Ask "What would you do if you were the president/prime minister?" to individual students. If necessary, help them use the pattern "If I were . . . , I'd" The students then do the activity in pairs, in groups, or as a class, taking turns to ask questions. Encourage them to think of a variety of things they would do.

What Would You Do If You Had a Long Vacation

The students can listen to the dialog, read it, or do both.

Anticipation questions

What would Sunee tell Jin-Woo to do if she were his boss?

Where would Jin-Woo go for a long vacation?

Follow-up questions

Would Jin-Woo increase or decrease taxes?

Would you increase or decrease taxes? Why?

Would Jin-Woo hike in the mountains or relax on the beach?

Would you hike in the mountains or relax on the beach? Why?

Comprehension – personalization

T: Jin-Woo . . . President?

S1: What would Jin-Woo do if he were the president?

S2: He'd reduce taxes by at least fifty percent.
What would you do if you were the president?

S3: If I were the president, I'd . . .

Continue in a chain.

T: Jin-Woo . . . long vacation?

S4: What would Jin-Woo do if he had a long vacation?

S5: He'd go back to Jeju Island, relax on the beach, and forget about taxes.

S5: What would you do if you had a long vacation?

S6: If I had a long vacation, I'd . . .

Continue in a chain.

Personalization

In pairs, in groups, or as a class, the students talk about what they would do if they had a long vacation. Encourage them to give details, and encourage other students to ask questions.

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Warm Up If I Had . . .

Ask "What would you do if you had . . . ?" questions to individual students, for example, "What would you do if you had a sports car/big house/crocodile . . . ?" The students then do the activity in pairs, in groups, or as a class, taking turns to ask questions.

What Would You Do If You Had a Lot of Money?

The students can listen to the dialog, read it, or do both.

Anticipation questions

What does David think about much of the time?

Why is Sachiko a bit angry?

Follow-up questions

What would David buy if he had a lot of money?

What would you buy if you had a lot of money?

How many tickets would Sachiko buy for a round-the-world cruise?

How many tickets would you buy for a round-the-world cruise? Why?

Comprehension – personalization

- T: *David . . . lot of money?*
 S1: *What would David do if he had a lot of money?*
 S2: *If David had a lot of money, he'd buy a professional soccer team*
 T: *Sachiko?*
 S2: *What would Sachiko do if she had a lot of money?*
 S3: *If Sachiko had a lot of money, she'd buy two tickets for a round-the-world cruise,*
 T: *You.*
 S3: *What would you do if you had a lot of money?*
 S4: *If I had a lot of money, I'd . . .*
 Continue in a chain,

Personalization

In pairs, in groups, or as a class, the students ask each other a series of “*What would you do if . . . ?*” questions. Encourage them to keep going for as long as they can.

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

- If I could fly, I'd be able to go to school much more quickly.*
If I had a time machine, I'd travel back in time and meet my ancestors.
If I lived on the Moon, I'd be very lonely.

Controlled Practice

If They Were . . .

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

- If he was/were a vegetable, he'd like to be a carrot.*
- If he was/were an animal, he'd like to be a gorilla.*
- Is she was/were a country, she'd like to be*

Italy.

- If he was/were a fruit, he'd like to be a banana.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

- If I were a flower, I'd like to be a daffodil.*
If I were an animal, I'd like to be a kangaroo,
If I were a woman, I'd like to wear a skirt.

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Warm Up In Another Place

Write a list of places on the board. These should be places that seem far away to the students. Ask “*If you were in/at/on (one of the places), what would you like to do?*” When a student answers, ask a natural follow-up question. The students then do the activity in pairs, groups, or as a class, taking turns to ask questions.

If You Were on a Desert Island

The students can listen to the dialog, read it, or do both.

Anticipation questions

- Why would Shakespeare like a helicopter?*
Why would Boris like a TV?

Follow-up questions

- Why would Shakespeare like a computer?*
Would you like a computer? Why?

- Why would Romeo like a yacht?*
Would you like a yacht? Why?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, groups, or as a class, the students discuss the things they would like to have with them on a desert island and give reasons. It may help if each

student first makes a list of an agreed number of things.

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Communication Activities

A. Sentence Building

The students or you suggest a starting sentence which contains the pattern “*If I . . . , I’d . . .*.” Nominate the next student who repeats what the first student says and adds another thing he/she would do in this situation. The chain continues, each student adding another thing they would do.

B. Elimination

The students or you decide on a place you are unlikely to go to (e.g. the Moon, the Arctic). Either individually or in teams, the students think of sixteen things they would take to this place and write them down in a 4x4 grid. Each student/team reads out their list and students cross out any item that is also on their list. The items each team/student have left have to be justified by that team/student, using the pattern “*If I had a . . . , I’d . . .*.” Teams/students get one point for every item that hasn’t been crossed out and has been justified. There are bonus points for getting whole lines crossed out in any direction.

C. Guess the Situation

A student picks up a situation card and makes sentences about what would happen. The other student(s) try to guess what the situation is. The student can help by saying “*You’re getting warmer/colder*” etc.

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Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Role play

- Man: *I’m doing a survey, and U have a few questions. What did your parents ask you to do when you were a child?*
- You: *They asked me to clean my room.*
- Man: *What did your teacher tell you to do when you were a child?*
- You: *My teacher told me to always do my homework.*
- Man: *What did your friends advise you to do when you were a child?*
- You: *They advised me to pass the ball more when I played soccer.*
- Man: *What did you promise to do when you were a child?*
- You: *I promised to go to bed early and get up early.*
- Man: *Thank you very much.*

Picture prompts – sample answers

He agreed to sign the contract.

He promised to love her for ever.

She invited him to dance with her.

If he was/were a vegetable, he’d like to be a carrot.

If he was/were an animal, he’d like to be a gorilla.

If she was/were a country, she’d like to be Italy.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

11 The House Was Built in 1845

Passives

Target patterns:	The passive form of simple tenses
Communication skills:	Talking about famous people Complaining
Language sets:	Achievements Invented, discovered . . .

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Warm Up

Who Did It ?

Write the patterns in the illustration on the board and throw out “*Who was . . . written/painted/discovered/composed/directed/sung by?*” questions to students. The students then do the activity in pairs, groups, or as a class, taking turns asking questions.

It Was Designed by a Famous Architect

The students can listen to the dialog, read it, or do both.

Anticipation questions

When was the third floor added?

Why does Andy want to sleep downstairs?

Follow-up questions

Who was the book written by?

Who was a book that you like written by?

Who was the house designed by?

Who was a painting that you like painted by?

Comprehension – personalization

T: *Who was Paula's book written by?*

S1: *It was written by a local historian.
Who was (name of a famous book) written by?*

S2: *It was written by . . .*

Continue in a chain (each student asking about a different book).

T: *When was their house built?*

S3: *It was built in 1845.
When was (this school/your house/a famous building) built?*

S4: *I think it was built in about . . .*

Continue In a chain (each student asking about a different building they know well).

Personalization

In pairs, in groups, or as a class, the students talk about buildings, statues, works of art, etc. in their city or in another place they know well. Encourage them to talk freely but try to include patterns such as “. . . designed by . . .” “. . . painted by . . .” and “. . . built . . .” If necessary, write these patterns on the board.

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Warm Up

Questions from Prompts

Write the patterns in the illustration on the board and throw out “. . . was . . . killed/taught/discovered/beaten/attacked/loved by?” questions to students. The students then do the activity in pairs, in groups, or as a class, taking turns asking questions.

He Was Murdered in This Room by His Wife

The students can listen to the dialog, read it, or do both.

Anticipation questions

When was the third floor added?

Why does Andy want to sleep downstairs?

Follow-up questions

Who was murdered in 1877?

Is there a famous person in your country who was murdered? Who was he/she?

How many husbands were killed by their wives in that room?

Can you think of a famous person that was killed by a member of his/her family or a good friend? Who was he/she?

Comprehension – personalization

T: *The third floor was added by a crazy alien in 1876.*

All students:

No! It was added by a crazy owner.

T: *He was murdered by his dog.*

All students:

No! He was murdered by his wife.

T: *Since then, ten husbands have been killed by their dogs in the room.*

All students:

No! Since then, three husbands have been killed by their wives in the room.

T: *Who was (name of a famous person) killed/murdered/assassinated by?*

S1: *I think he/she was killed/murdered/assassinated by . . .*

Who was (name of a famous person) killed/murdered/assassinated by?

S2: *I think he/she was killed/murdered/assassinated by . . .*

Personalization

In pairs, in groups, or as a class, students take turns making incorrect statements using “. . . was . . . by . . .” Other students try to correct the statements.

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

One of my favorite books was written by Herman Hesse.

Dynamite was invented by Alfred Nobel.

The 1812 Overture was composed by Tchaikovsky.

Controlled Practice Inventions and Discoveries

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *Tess of the D'Urbervilles was written by Thomas Hardy.*

3. *The telephone was invented by Bell.*

4. *Star Wars was directed by George Lucas.*

5. *Swan Lake was composed by Tchaikovsky.*

6. *Penicillin was invented by Fleming.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

Tutenkhamun's tomb was discovered by Howard Carter.

The Water Lillies were painted by Monet.

The Lord of the Rings was directed by Peter Jackson.

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Warm Up Discussing Changes

Ask students, “How do you think this room should be changed?” and encourage students to make suggestions. The students then do the activity in pairs, in groups, or as a class. They can then ask each other how they think other rooms in the school or at their homes should be changed.

My Egg Should Be Fried

The students can listen to the dialog, read it, or do both.

Anticipation questions

What should happen to the egg?

What shape will the hamburger be?

Follow-up questions

What are they short of?

What are you short of?

What should happen to the hamburger?

What should happen to you when you are late for school/work?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, in groups, or as a class, students discuss how they think the school/city/world/etc. should be changed. Encourage them to use the pattern “. . . should be . . . (-ed).” If necessary, write this pattern on the board.

Communication Activities

A. Leaving the Room

One student leaves the room. The others change an agreed number of things in the room (e.g. they move the position of a chair, or they turn a picture upside down). The student comes back and tries to guess what has been changed, using the pattern “. . . has been”

B. What's Going to Happen?

The students or teacher decide on a subject (e.g. science, the USA, etc.). In teams, they make a list of passive sentences that show how they think that subject will develop in the future and then read them out. They get one point for each idea the other teams haven't thought of.

C. Quiz

In pairs, the students take turns to ask and answer the questions in the quiz. They can be encouraged to ask follow-up questions after each quiz question (e.g. “*Who were the Harry Potter books written by? Have you read any of them?*”). They compare their answers with those of the other students in the class.

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Mixed questions

My dog's barking keeps me awake.

I think I will live in a quiet place when I am older.

I used to play soccer, but I don't play these days.

If I had a helicopter, I'd do a lot of

sightseeing.

My wife reminded me to buy some milk.

Puzzle sentences

It depends on what I want to eat.

I've been thinking about what she was saying the other day.

You drove home at ninety miles per hour, didn't you?

Tell them to park in the parking lot down the street.

The only thing you ever think about is soccer.

You

I don't know if I will continue living here much longer.

If I become rich, I'll give a lot of money to charity.

My brother makes me laugh.

I invited one of my friends to stay with me.

If I were a gorilla, I'd eat a lot of bananas.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

12 I Don't Like People Who Are Strict

Relative Clauses

Target patterns:	Relative clauses that define a noun
Communication skills:	Describing people, animals, jobs Defining words
Language sets:	Relative pronouns

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Warm Up What's My Job?

Secretly think of an occupation and then ask the question "What's my job?" Encourage the students to ask *yes/no* questions. When they are trying to express themselves, help them say "Are you somebody who . . . ?" If you answer "Yes," the student who asked the question can try to guess your occupation by asking, for example, "Are you a doctor?" If your answer is "No," another student (or team) asks the next question. The students then do the activity in pairs, in groups, or as a class.

I Want to Be Coached by Somebody Who's Kind

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who is Sam Stapleton?
What's Sam Stapleton like?

Follow-up questions

What is Sam Stapleton interested in doing?
What are you interested in doing?

What kind of person would Carmen like to be coached by?
What kind of person would you like to be coached by?

Comprehension – personalization

T: *Who's Sam Stapleton?*
S1: *He's the tennis coach who's trained three Wimbledon champions.*
Who's (name of a famous person)?
S2: *He/She's . . . who . . .*

Who's . . . ?

S3: *He/She's . . . who . . .*
Continue in a chain.

T: *What kind of people doesn't Carmen like?*
S4: *She doesn't like people who are too strict.*
What kind of people don't you like?
S5: *I don't like people who . . .*
Continue in a chain.

T: *What kind of person does Carmen want to be coached by?*
S6: *She wants to be coached by somebody who's kind and patient.*
T: *You - taught by.*
S6: *What kind of person do you want to be taught by?*
S7: *I want to be taught by somebody who . . .*
Continue in a chain.

Personalization

In pairs, in groups, or as a class, students make "I like people who . . ." statements and have short follow-up conversations.

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Warm Up Guess the Place

Secretly think of a place such as a library, museum, school, park, or beach, and then ask "What place am I thinking of?" Encourage the students to ask *yes/no* questions. When they are trying to express themselves, help them say "Is it a place where . . . ?" If you answer "Yes," the student who asked the question can try to guess the place, for example, "Is it a forest?" If your answer is "No," another student (or team) asks the next question. The students then do the activity in pairs, in groups, or as a class.

He Has Tennis Courts Where You Can Practice

The students can listen to the dialog, read it, or do both.

Anticipation questions

What does everybody say about Sam Stapleton?
Who has Manuel found?

Follow-up questions

What kind of tennis club would Carmen like to join?
What kind of club would you like to join?

What is Manuel going to do from now?
What are you going to do from now?

Comprehension – personalization

T: What kind of tennis school would Carmen like to go to?

S1: She'd like to go to a school where she can learn the latest techniques.

T: You – English school.

S1: What kind of English school would you like to go to?

S2: I'd like to go to a school where . . .

Continue in a chain.

T: What kind of tennis courts does he have?

S3: He has tennis courts where she can practice as much as she likes.

T: Hometown.

S3: What kind of beaches/parks/shops/restaurants/etc. does your hometown have?

S4: It has . . . where . . .

Continue in a chain.

T: What can't they afford?

S7: They can't afford Sam Stapleton's tennis school.

What can't you afford?

S8: I can't afford . . .

Continue in a chain.

Personalization

The students talk about their city, neighborhood, or a place they know well, using the pattern “. . . where . . .”

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

I like people who understand my jokes.
I like animals that are friendly.

I like places where I can relax.

Controlled Practice**Dislikes**

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *She doesn't like people who/that smoke.*
3. *He doesn't like animals which/that are too noisy.*
4. *She doesn't like people who/that talk too much.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

I don't like people who are arrogant.

I don't like animals that smell bad.

I don't like places where there are too many neon signs.

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Warm Up**Which Animal Am I?**

Secretly think of an animal and then ask “*What animal am I?*” Encourage the students to ask *yes/no* questions. When they are trying to express themselves, help them say “*Are you an animal that/which . . . ?*” If you answer “*Yes,*” the student who asked the question can try to guess which animal you are, for example, “*Are you a panda?*” If your answer is “*No,*” another student (or team) asks the next question. The students then do the activity in pairs, in groups, or as a class.

What's a Getaway Car?

The students can listen to the dialog, read it, or do both.

Anticipation questions

What's a bank robber?

What did the bank robber hit the police officer with?

Follow-up questions

What's a getaway car?

What's a sports car?

What's a bank?
What's a post office?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

Students describe things used in a sport or hobby that they are interested in, using the pattern ". . . *which/that* . . ." They can describe bats, balls, goal posts, corner flags, nets, things we wear, etc.

Page 80

Communication Activities

A. Switch Chairs

The students sit in a circle on chairs except one who stands in the middle. The student in the middle calls out, using the pattern "*Everybody who . . .*" and all the students who fit the description stand up and run to another chair. The student in the middle also tries to sit down. The new student in the middle then calls out the next instruction.

B. Making Crosswords

Individual students or teams make crosswords, using as many nouns as possible. They then make clues wherever possible using the pattern "*It's/He's/She's . . . which/who/where . . .*" and give the crossword to other students/teams to solve. An alternative is only to allow the students to use nouns. This means all the clues must use the target pattern.

C. Find Somebody Who . . .

The students have cards that tell them who they have to find. They move around the room asking questions. When they find a student who fits one of the descriptions, they write that student's name on their card.

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Review Exercises

Crossword

DOWN

1. but
2. last
4. until
5. spare
7. together
8. if
9. ever
12. cut
15. only
16. that's
17. there
18. since
19. short

ACROSS

1. built
3. sound
6. strict
10. too
11. place
13. believe
14. to
17. these
20. he
21. after
22. nobody
23. some
24. least

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

13 You Should Have Telephoned

Should/Would + Be/Have

Target patterns: *Could/Might/May/Can't*
+ *have*
Could/Might/May/Can't
+ *be*

Communication skills: Criticizing
Expressing regret
Speculating

Language sets: Problems

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Warm Up What's the Matter?

Look sad or worried, get the students to ask you "What's the matter?" and state some real or imaginary problem (use as much humor as possible). Encourage the students to comment. While they are commenting, write "You should have" and "You shouldn't have" on the board, and encourage the students to use these patterns to make comments. If the students cannot guess how to use the patterns, help by using the patterns yourself to criticize some of the students (with humor). The students then do the activity in pairs, groups, or as a class, either taking turns to think of problems or using problems you have written on the board.

We Should Have Started Practicing Hours Ago!

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why is March late?
What should he have done?

Follow-up questions

How long have they been waiting?
Did you wait for something today? How long for?

What should they have started doing hours ago?
What should you have done a long time ago?

Comprehension – personalization

T: *What shouldn't Marc have done?*
S1: *He shouldn't have stayed up so late last night.*

What shouldn't you have done?

S2: *I shouldn't have . . .*

Continue in a chain.

T: *What should he have done?*

S3: *He should have telephoned them*
What should you have done?

S4: *I should have . . .*

Continue in a chain.

Personalization

In pairs, groups, or as a class, the students talk about things they regret, starting with ". . . *should/shouldn't have . . .*". Encourage them to follow-up each statement with a short, natural discussion.

Page 83

Warm Up Stories

Tell a real or imaginary story about yourself using a succession of "If I had . . . , I would(n't) have" in a similar way to the illustration. The students then do the activity in pairs, in groups, or as a class. If necessary, help them by suggesting starting points, for example, "If I had gone to bed earlier," "If I hadn't eaten so much," and "If I had stayed home today,"

I Would Have Been Here on Time

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who did Cleopatra go to Rome with?
Why did Cleopatra kill herself?

Follow-up questions

Why did Marc get up late this morning?
Did you get up late this morning? Why?/Why not?

What wouldn't Marc have done if he had known they had sold a lot of tickets?

What wouldn't you have done if you had known what would happen?

Comprehension – personalization

T: *If Marc's alarm had gone off, he would have turned it off and gone back to sleep.*

All students:

No! If Marc's alarm had gone off, he would have been there on time.

T: *If he hadn't studied so much last night, he would have remembered to set the alarm.*

All students:

No! If he hadn't partied so much last night, he would have remembered to set his alarm!

T: *If Marc had known they had sold a thousand tickets, he wouldn't have studied so much last night.*

All students:

If Marc had known they had sold a thousand tickets, he wouldn't have partied so much last night.

Personalization

Students talk about things they regret, starting with the pattern "If . . . had . . . ," Encourage them to follow up each statement with a short, natural discussion.

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

If I had married my girlfriend, we would have been very happy.

If I hadn't had a good coach, I wouldn't have become good at soccer.

If my friend hadn't written such a good book, he wouldn't have become famous.

Controlled Practice

They Should Have . . .

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *He should have learned how to open a parachute.*
3. *He should have exercised more.*
4. *He should have remembered the date of his wedding.*
5. *He should have been more careful.*
6. *He should have remembered to bring a gun.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

I should have studied harder for the exam.

I shouldn't have eaten so much last night.

My teacher should have prepared his lesson.

Page 85

Warm Up

Guessing Reasons

Write *could*, *couldn't*, etc. on the board in the same way as in the illustration, and then state a problem, something that is happening now or has happened recently, something in the news, etc. (e.g. "The president is going to resign"). Encourage the students to speculate on reasons, using each of the words on the board. The students then do the activity in pairs, in groups, or as a class.

It Could Be a Spaceship

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why can't it be a car?

What does Glug think of simple designs?

Follow-up questions

What does Glug think humans might have discovered how to do?

What do you think aliens might have discovered how to do?

How are they going to get home?

How are you going to get home tomorrow?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

Students look at things around them and discuss alternative possibilities for what they are. For example, classroom objects, things they can see through a window, things they can see in a picture, things others are wearing, etc. Encourage them to use the patterns ". . . could be . . ." ". . . might be . . ."

“... may be ...” and “... can't be ...” If necessary, write these patterns on the board.

Page 86

Communication Activities

A. Pirates

The students choose a place (e.g. the school, a city, a country). One student plays the role of a pirate and writes down where in that place he/she has hidden some treasure. The other students guess where it is. Each student makes three sentences using the patterns “*You could have hidden it . . .*” “*You might have hidden it . . .*” and “*You can't have hidden it . . .*” The student who is closest with one of the first two patterns gets the points, and decides where to hide the treasure next. A “*You could have . . .*” sentence gets them ten points, and a “*You might have . . .*” sentence five. A student who is closest with a “*You can't have . . .*” sentence loses five points. Alternatively, if the students don't know a place well, use maps of a country, a city, or a treasure island.

B. If I'd Been Born in . . .

One team thinks of a place (generally a country or a city). The other team has to think of an agreed number of “*If I'd been born in . . . , I would/wouldn't have . . .*” and an agreed number of “*If I'd been born in . . . , I would/wouldn't . . .*” sentences. No team can use an answer that has already been used by either team.

C. Unusual Views

The students look at the shapes and try to guess what they are, using the pattern “*It could/might be . . .*” Each student (or team) could have an agreed number of guesses.

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Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs,

in groups, or as a class.

Sample answers

Role play

Alien: *Excuse me. What's a car?*

You: *It's a thing that we drive.*

Alien: *OK. I see. And what's a doctor?*

You: *It's a person who takes care of sick people.*

Alien: *And what's a hospital?*

You: *It's a place where doctors work.*

Alien: *Just one more question. What's an alien?*

You: *It's a being that comes from another planet.*

Alien: *This planet is very difficult to understand. Thank you very much.*

Picture prompts

Tess of the D'Urbervilles was written by Thomas Hardy.

The telephone was invented by Bell.

Swan Lake was composed by Tchaikovsky.

He should have exercised more.

He should have been more careful.

He should have remembered to bring a gun.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

14 You Must Have Worked Very Hard!

Impressions–Must/Seems

Target patterns:	<i>Must/Seems + be/have</i> <i>It looks like . . .</i> . . . <i>like . . .</i> (similes)
Communication skills:	Talking about impressions Making comparisons using similes
Language sets:	Seems, looks like . . .

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Warm Up

Looking at Pictures

Look at pictures of people with the students. These pictures could be photographs, pictures from magazines, works of art, pictures on the Internet, etc. Encourage the students to comment freely on the people in the pictures. Help them use “seems” and “must” when appropriate. The students then do the activity in pairs, in groups, or as a class. Encourage them to use “seems” and “must.”

Everybody Seems to Be Enjoying It

The students can listen to the dialog, read it, or do both.

Anticipation questions

How much money have they raised?
Who has worked hard?

Follow-up questions

What seems to be going well?
What seems to be going well around you?

How must Michelle feel?
How must one of your friends feel at the moment?

Comprehension – personalization

T: *The concert seems to be going badly.*
All students:
No! The concert seems to be going well.
T: *Your English course,*
S1: *How is your English course going?*
S2: *It seems to be going . . .*
How is (your Chinese course, your new job, your relationship etc.) going?
S3: *It seems . . .*
Continue in a chain.

T: *Michelle looks pleased. She must have stayed in bed a lot.*
All students:
No! She must have worked very hard!
S4: *You look (tired, happy, excited, etc.) You must have . . .*
S5: . . .
You look (tired, happy, excited, etc.) You must have . . .
S6: . . .
Continue in a chain.

Personalization

In pairs, in groups, or as a class, students talk about their impressions of the people in photos of other students' family or friends. Encourage them to use “seems,” “must,” and “look.”

Page 89

Warm Up

Tic-Tac-Toe

Draw a tic-tac-toe grid on the board and write *can't have, might have, seems to have, must have, may have, could be, must be, seems to be, looks like* or other similar patterns in the squares in a similar way to in the illustration. Divide the class into two teams and call out the name of a person or famous character. A student from one team chooses a square, makes a sentence using the pattern in that square, and draws a O on the square. A student from the other team then does the same thing with another square, but draws a X. The aim is to get a complete row, column, or diagonal of Os or Xs. The students then do the activity in pairs, groups, or as a class. Teams/Students can take turns to choose topics and draw blank grids on pieces of paper (making sentences with the patterns in the corresponding squares in the master grid on the board).

He Seems to Have Changed Quite a Bit

The students can listen to the dialog, read it, or do both.

Anticipation questions

What does Marc never do?
What has he given up doing?

Follow-up questions

Who seems to have changed quite a bit recently?
Who else do you think has changed quite a bit recently?

What does it look like Marc is going to do?
What id does it look like is going to happen to you?

Comprehension – personalization

T: What must have been difficult to do?

S1: It must have been difficult to persuade Marc to play.

T: One of your friends.

S1: What must have been difficult for one of your friends to do?

S2: It must have been difficult for one of my friends to get into Harvard University.
What must have been difficult for one of your friends to do?

S3: . . .

Continue in a chain.

T: In which ways does Marc seem to have changed?

S4: He's given up smoking and drinking.

T: One of your friends.

S4: In which way does one of your friends seem to have changed recently?

S5: One of my friends seems to have stopped worrying about things. He seems much happier than before.
In which way does one of your friends seem to have changed recently?

S6: . . .

Continue in a chain.

T: What does it look like Marc is going to do?

S7: It looks like he's going to give all the money from his next album to charity.

T: One of your friends.

S7: What does it look like one of your friends is going to do?

S8: It looks like one of my friends is going to get married soon.

What does it look like one of your friends is going to do?

S9: . . .

Continue in a chain.

Personalization

In pairs, in groups or as a class, the students talk about their friends or family and try to use many of the patterns from the warm-up activity. If necessary, write the patterns on the board.

Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

My father must have worked very hard when he was young.

*My sister seems very busy at the moment,
My dog seems to have become much lazier recently.*

Controlled Practice

It Looks Like . . .

The students make two sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

- It looks like the elephant is going to win.*
- It looks like he's going to be very sore.*
- It looks like they are going to be eaten.*
- It looks like he's going to walk into the sign.*
- It looks like she's going to dive into the pool.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

*It looks like I will have to work late tonight.
It looks like it's going to snow this afternoon.
It looks like my friend has met a nice boyfriend.*

Warm Up Board Puzzle

Write two columns of words on the board. The words in one column are verbs, and the words in the other column are animals or objects. Say the puzzle is about you, encourage the students to guess which verbs go with which animals/objects, and help them say things like "You sing like a bird." An alternative is to make a similar puzzle about somebody else. After putting the verbs and animals/objects together, the students try to guess who the person is. The students then do the activity in pairs, in groups, or as a class.

They take turns to make puzzles about themselves.

Your Hair Is Like Silk

The students can listen to the dialog, read it, or do both.

Anticipation questions

What does her hair feel like?
Why are her teeth like stars?

Follow-up questions

What does she dance like?
What do you dance like?

What's her hair like?
What's your hair like?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character

Personalization

In pairs, groups, or as a class, the students make “. . . like . . .” similes about friends or famous people.

Page 92

Communication Activities

A. Pictures of People

The students look at pictures of people from different countries around the world, and imagine things about them using patterns such as “*He/She looks/seems . . .*” and “*I think he/she must be . . .*” If necessary, write prompts on the board to help (e.g. “*He/She looks . . .*” “*He/She seems to be . . .*”)

B. Like/Look Like

One team/student makes a sentence about a person, describing what the person does, can do, etc. (e.g. “*(Name) can sing well/never studies/eats too much*”). The opposing member of the other team has to use a simile to say the same thing.

C. Must/Must Have

In pairs or groups, one student picks up a card and reads out the situation. All students try to guess the reason for the situation, using *must* or *must have*.

Alternatively, the student who picked up the card could secretly write down the real reason.

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It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Mixed questions

Drinking coffee stops me from falling asleep.
I would like my office to be modernized.
I shouldn't have gone to work this morning.
I heard that one of my friends went to the hospital.
I decided to study English harder.

Puzzle sentences

If you marry me, I'll buy you beautiful clothes and expensive jewelry.
If I were the president, I'd cut taxes by at least fifty percent.
Humans might have discovered how to break the light barrier.
He has tennis courts where you can practice as much as you like.

You

I like animals that aren't too noisy.
If I had known it would rain today, I would have brought my umbrella.
I might have broken one of my teeth.
One of my friends asked me to take care of his daughter for a few days.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.

15 In Brazil, We Think Rhythm Is Important

Cross-Cultural Discussions

Target patterns:

Communication skills: Comparing countries and customs
Talking about global issues
Impressions of people/places

Language sets: Customs
Global issues

Page 94

Warm Up Brainstorming

Call out the name of a country and encourage the students to say anything they know about that country. If necessary, give prompts such as “food” or “cities.” The students then do the activity in pairs, in groups, or as a class. They take turns to call out the names of countries. Encourage them to talk freely about anything related to that country.

If You Look for Differences, You Will Find Them

The students can listen to the dialog, read it, or do both.

Anticipation questions

What does Paula think pianists in Brazil think is important?

What does Marc feel it's important to understand?

Follow-up questions

What does Marc think is different between musicians in France and musicians in Brazil?

What do you think is different between people in America (or Britain) and people in your country?

What does Jin-Woo think will happen if we look for differences between cultures?

Do you tend to look for similarities or differences between people from different countries? Why?

Comprehension – personalization

T: *What does Marc think of French musicians?*

SI: *He thinks French pianists play with soul.*

T: *(Name of a band or singer).*

S1: *What do you think of (name of a band or singer)?*

S2: *I think ...*

What do you think of (name of a band or singer)?

S3: *I think ...*

Continue in a chain.

T: *What does Paula think is important in Brazil?*

S4: *She thinks rhythm is important in Brazil.*

What do you think is important in (Japan)?

S5: *I think (patience) is important in (Japan).*

Continue in a chain, asking about different countries.

T: *What does Marc think it's important to understand?*

S6: *He thinks it's important to understand cultural differences.*

What do you think it's important to understand?

S7: *I think it's important to understand (English/world problems/my jokes/economics/etc.).*

What do you think it's important to understand?

S8: ...

Continue in a chain.

Personalization

In pairs, in groups, or as a class, the students discuss cultural differences a visitor to their country might face. Encourage the students to talk freely. It may help if they make a list or a mind map of key points before having the discussion.

Page 95

Warm Up Researching a Country

Write headings on the board such as *writer, sport, scientist, event, food, musician*, etc. and call out the name of a country. The students use the Internet, reference books, or their own general knowledge to think of writers, sports, scientists, etc. from that country, and say something about them. The students then do the activity in pairs, in groups, or as a class. They take turns to choose the countries.

Raw Octopus!

The students can listen to the dialog, read it, or do both.

Anticipation questions

What doesn't David understand?

What did Sachiko pick up with the chopsticks?

Follow-up questions

What does Sachiko want David to do?

Would you like to work in another country?

Why?/Why not?

What Japanese custom does David think may be difficult for him?

What custom from another country do you think may be difficult for you?

Comprehension – personalization

T: Why is David worried about working in Japan?

S1: He doesn't speak Japanese.

S2: He doesn't understand Japanese customs.

T: Which other country would you like to work in?

S3: I would like to work in . . .

T: Why?

S3: . . .

Which other country would you like to work in?

S3: I would like to work in . . .

T: Why?

S4: . . .

Continue in a chain.

T: Which other country wouldn't you like to work in?

S5: I wouldn't like to work in . . .

T: Why?

S5: . . .

Which other country wouldn't you like to work in?

S6: I wouldn't like to work in . . .

T: Why?

S6: . . .

Continue in a chain.

T: How do you use chopsticks?

S4: You put them in the same hand like this (demonstrating). Then you pick things up like this.

T: How do you (boil an egg/drive a car/use your favorite software/etc.)?

S5: . . .

How do you (boil an egg/drive a car/use your favorite software/etc.)?

S6: . . .

Continue in a chain.

Personalization

In pairs, in groups, or as a class, the students explain about customs or famous events in their country.

Encourage the students to talk freely. It may help if they make a list or a mind map of key points before having the discussion.

Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

I feel that the area where I'm living is not very international.

I'm sure the world will become more peaceful.

I'm not sure what to do this weekend.

Controlled Practice

In Some Cultures, . . .

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *Men and women are more equal.*
3. *Table manners are very important.*
4. *Families are very close.*
5. *People often bow.*
6. *People are more traditional.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

In my country, we don't usually hold hands in public.

In Britain, I think table manners are very important.

In America, I think being frank is important.

Warm Up Impressions

Ask, "What's your impression of . . . ?" about famous people or people/places the students know. Encourage the students to talk freely. The students then do the activity in pairs, in groups, or as a class. They take turns to ask the questions. Encourage them to talk freely.

You Aren't Very Intelligent

The students can listen to the dialog, read it, or do both.

Anticipation questions

*What problem does Zork want humans to solve?
What does Zork want humans to do after solving Earth's problems?*

Follow-up questions

*What's Zork's impression of the Earth?
What do you think will happen to the Earth in future?*

*What's Zork's impression of humans?
What do you think will happen to humans in future?*

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

In pairs, groups, or as a class, the students talk about their impression of other countries around the world. Encourage the students to talk freely. It may help if they make a list or a mind map of key points before having the discussion.

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Communication Activities

A. Local Customs

The students or you think of headings for customs that might vary from country to country, and write headings on the board. The students then use these to describe customs in their own country. They can do this either in pairs, groups, or as class.

B. Similarities and Differences

The students or you think of two countries to compare. Each team/student has to think of an agreed number of similarities and an agreed number of differences between the customs in these countries. The other team/student asks questions.

C. Questionnaire

In pairs, the students ask each other the questions in the questionnaire. Encourage them to ask natural follow-up questions after each answer.

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Crossword

DOWN

1. must
2. have
3. were
5. should
6. danger
10. before
11. against
15. feels
16. room
17. listen
19. hurts
21. make
24. do

ACROSS

1. might
4. used
7. per
8. so
9. soon
10. beaten
12. lie
13. if
14. afford
18. enough
20. seems
22. at
23. for
25. never
26. looks

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.