

Motivate 1

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 order 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 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?

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.

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:

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 What Are You Doing These Days?

Meeting a Friend

Target patterns: *I'm still . . .*
I heard that . . .
I'm thinking of . . .
I'm looking forward to . . .

Communication skills: Exchanging and reacting to news
 Arranging to keep in touch
 Talking about work

Language sets: Occupations
 Work words

Page 10

Warm Up

Catching Up with News

Say "Hello. What are you doing these days?" to a few students one by one. Encourage them to talk about their general situation (e.g. "I'm still a university student" "I'm playing a lot of baseball"). The students then do the activity in pairs, groups, or as a class.

It's Good to See You Again

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

Anticipation questions

What's Sachiko doing these days?
 What's Michelle doing these days?

Follow-up questions

What's Michelle thinking of doing?
 What are you thinking of doing?

Comprehension – personalization

T: What's Sachiko doing these days?
 S1: She's still working as a stewardess.
 T: You.
 S1: What are you doing these days?
 S2: I'm . . .

The students can ask each other the same question.

T: (name of a person who used to be famous)
 S3: What's . . . doing these days?
 S4: I think he/she's . . .

T: Is Michelle thinking of going to China.
 S5: No, she isn't.

What's she thinking of doing?
 S6: She's thinking of going back to Switzerland.
 What are you thinking of doing?
 S4: I'm thinking of . . .

Personalization

The students ask each other what friends or family members or famous people are doing these days. The activity can be done in pairs, groups, or as a whole class.

Page 11

Warm Up

Gossip About Famous People

Tell the students some gossip about famous people and then encourage them to tell you gossip or recent news that they have heard. The students then do the activity in pairs, groups, or as a class. Encourage them to talk freely.

That's Great News!

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

Anticipation questions

What happened to Paula and Andy?
 What happened to Manuel and Carmen?

Follow-up questions

What is Sachiko looking forward to doing?
 What are you looking forward to doing?
 What's the great news?
 Do you know some great news?

Comprehension – personalization

T: Sachiko's looking forward to fighting with everybody again.

All students:

No! She's looking forward to seeing everybody again!

T: She heard that Paula and Andy have a pet gorilla.

All students:

No! She heard that Paula and Andy got married!

T: *She heard that Manuel and Carmen aren't playing tennis with each other.*

All students:

No! She heard that Manuel and Carmen aren't speaking to each other.

Personalization

In pairs or groups, the students exchange real or imaginary gossip about people around them. Encourage them to use humor.

Page 12

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'm still a university student.

I'm looking forward to going to the beach next week.

I'm thinking of getting a new job.

Controlled Practice

These Days

The students make sentences about each picture.

Sample answers

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

2. *He's working in a restaurant every night.*
3. *He's playing baseball a lot.*
4. *They're looking for a new house.*
5. *He's taking care of his mother.*
6. *He's going to the gym a lot.*

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

Sample answers

These days, I'm working hard every day.

These days, I'm playing soccer a lot.

These days, one of my friends is working in the same office as me.

Page 13

Warm Up Follow-Up Questions

Bring a student to the front of the class and role play meeting him/her by chance in the street. Ask what he/she is doing these days and then ask natural follow-up 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.

The Pay's Good

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

Anticipation questions

Why is the robber healthy?

When is he usually home?

Follow-up questions

Why does the robber like his job?

What does the police officer think of his job?

What do you think of your job/school?

What's a good time to call the robber?

What's a good time to call you?

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, group or as a whole class, the students ask each other a series of questions about each other's work/school. Encourage them to ask many questions, and keep the conversation going.

Page 14

Communication Activities

A. Telling Lies

Each of the students makes statements about himself/herself. The other students try to guess whether a statement is true or a lie. If they think it's a lie, they try to guess the truth. If there is scoring, the student who challenges can get a point for each successful challenge and a minus point for an unsuccessful challenge.

B. Interviewing a Superstar

One student plays the role of a well-known superstar. The other students ask him/her questions.

C. Who Am I?

The names of famous people are pinned on the students' backs. The students move around the room asking *yes/no* questions to try to find out which famous person they are.

Page 15

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

Sachiko: *What are you doing these days?*
 You: *I'm still working for the same company.*

Sachiko: *Are you enjoying it?*
 You: *Not very much.*

Sachiko: *What are your plans?*
 You: *I'm thinking of moving to Brazil.*

Sachiko: *That's great!*
 You: *And I'm looking forward to meeting a lot of old friends this summer.*

Sachiko: *That's very nice! I have to be going*

now. It was good to see you again!

Picture prompts – sample answers

These days, she's studying very hard.
 These days, he's playing tennis a lot.
 These days, he's going fishing every weekend.
 These days, he's going camping a lot.
 These days, he's eating a lot of hamburgers.
 These days, he's fighting a lot of monsters.

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 I'm Going to Study Hard

Plans, Hopes, and Dreams

Target patterns:	Going to, <i>-ing</i> , will (<i>future</i>) I hope . . . / I wish . . . Probably, may, might
Communication skills:	Discussing future plans Talking about hopes and dreams
Language sets:	Probably, may, might, won't Future events

Page 16

Warm Up

Natural Conversation

Have a natural conversation with the students about what they are planning to do tonight, tomorrow, etc. Slip the patterns “*Do you think you’ll . . . ?*” and “*I think I’ll . . .*” naturally into the conversation. The students do the activity in pairs. If necessary, you can write some times on the board (*tonight, tomorrow, . . .*) for them to talk about.

Do You Think You’ll Win?

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

Anticipation questions

How much tennis is Emel going to play?
Does Emel think they will win the tournament?

Follow-up questions

What are Emel and Carmen going to do this summer?
What are you going to do next week?
Who is a good player?
Who do you think is a good soccer player?

Comprehension – personalization

T: *What’s Emel going to do this summer?*
S1: *She’s going to study hard and play a lot of tennis.*
T: *You.*
S1: *What are you going to do this summer/winter?*
S2: *I’m going to . . .*
Continue in a chain.

©2012 David Paul

T: *Does Emel think she and Carmen will win the tournament?*
S3: *She doesn’t know.*
T: *What do you think you are you going to do this weekend?*
S4: *I’m going to (go to the beach a lot).*
T: *Do you think (it’ll rain? / you’ll do well / . . .)?*

Personalization

The students ask each other about their plans for each of the next seven days, using the question “*What are you doing on Monday/Tuesday/etc.?*” They can do this in pairs, groups, or as a whole class and can take turns asking the questions.

Page 17

Warm Up

Talking About Future Sporting Events

Have a natural conversation with the students about upcoming sports events that they are likely to be interested in. Slip “*probably*”, “*may*” and “*might*” naturally into the conversation. Write the words *probably*, *may*, and *might* on the board. In pairs, groups, or as a class, the students make personalized sentences using these words.

I’ll Probably Go Back to Korea

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

Anticipation questions

What is Jin-Woo not going to do?
Where will he probably go?

Follow-up questions

What won’t Jin-Woo have time to do?
What won’t you have time to do?
Where might Jin-Woo go?
Where might you go?

Comprehension – personalization

T: *Question . . . Jin-Woo . . . study hard.*
S1: *Is Jin-Woo going to study hard?*
S2: *No, he isn’t.*
T: *Why?*

Compass Publishing

S1: *Why?*
S2: *He won't have time.*

T: *You*
S3: *Are you going to study hard?*
S4: *Yes, I am. / No, I'm not.*
S3: *Why?*
S4: *...*
Continue in a chain.

T: *What is Jin-Woo probably going to do?*
S5: *He's probably going to go back to Korea.*
What are you probably going to do?
S6: *I'm probably going to . . .*
Continue in a chain.

Personalization

The students take turns stating real or imaginary plans and inviting each other. When they state their plans, they use the pattern “*I'm . . . -ing . . .*.” For example, “*I'm going to the beach on Sunday,*” “*I'm going to an Italian restaurant with some friends tonight,*” “*I'm climbing Mount Everest next week . . .*”

Page 18

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'm going to work hard next week.
I'm meeting some friends next week.
I will be very busy next week.

Controlled Practice

What Are They Going to Do?

The students make sentences about each picture.

Sample answers

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

- He's going to dive into a pool.*
- He's probably going to fall over. / He will probably fall over.*
- She may marry him.*
- She might kiss the frog.*
- He isn't going to jump. / He won't jump.*

The students then do the practice exercise. They can

ask each other the questions in pairs or write their answers individually.

Sample answers

I'm probably going to take a vacation next month.
I may go to a baseball game on Sunday.
I might go to an Indian restaurant tonight.

Page 19

Warm Up

Hopes and dreams

Write a list of things you hope to do. Then, write a list of your dreams. Give hints to help the students solve the puzzle. When they see the answer, help them say “*You hope you can*” and “*You wish you could*” The students then use the patterns “*I hope I can*” and “*I wish I could*” to talk about their hopes and dreams.

I Hope You Can Swim

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

The students make “*hopes*” and “*wishes*” sentences about people family, friends or famous people. Encourage them to use humor and make sentences about a variety of different people.

Communication Activities

A. Gradual Pictures

One student draws a picture little by little. After each partial drawing, the other students guess what the drawing is going to be.

B. Future Trips

One student makes a statement about a place he/she is planning or hoping to go to. This could be somewhere near, like a beach, or somewhere far away, like a different country. The other students ask questions about what he/she is going to do/eat/see there. The student answers using the board prompts: *probably, may, might*. Each prompt must be used once.

C. Fortune Telling

Each student follows the instructions and makes the fortune teller. They then use it to tell other students' fortunes. They can then make their own fortune tellers with new sentences that should include at least one example of each of the following: *going to, probably, may, might* (write these as prompts on the board). They then use these to tell each other's fortunes.

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

Reacting to news

1. *That's terrible!*
2. *That's wonderful!*
3. *That's fantastic!*
4. *That's impossible!*

Puzzle sentences

*I have to be going now.
They aren't speaking to each other.
I'm looking forward to seeing everybody again.
I might go to a conference in Australia.
What's a good time to call you?*

You

*I'm going to watch TV tonight.
I'm still living with my parents.
I heard that one of my old friends got married.
I have to cook dinner every day.
I'm usually late for work.*

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 It's Too Expensive

Too/Enough

Target patterns: *Too/Enough* with adjectives
Too/Enough with verbs
 How about . . . ?
 Why not . . . ?

Communication skills: Making suggestions
 Criticizing
 Shopping

Language sets: How about . . . ?
 Why not . . . ?

Page 22

Warm Up

Giving Reasons Using "Too"

Ask the students if they can do things that they obviously cannot do such as "Can you touch the ceiling?" "Can you swim across the Pacific Ocean?" Help them answer using "It's too . . ." or "I'm too . . ." The students then take turns to ask about things the other student obviously cannot do, and answer using *too*.

Don't Worry Too Much

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

Anticipation questions

What's wrong with the expensive house?
 What's wrong with the cheap house?

Follow-up questions

Which house is too expensive?
 What do you think is too expensive?
 Which house is too cheap?
 What do you think is too cheap?

Comprehension – personalization

T: How many rooms does the house have?
 S1: It has a large living room and six bedrooms?
 T: Your house/this school etc.
 S1: How many rooms does your house have?
 S2: It has . . .
 Continue in a chain.

T: What does Paula think of the house?
 S3: She thinks it's too big and too expensive.
 T: Your house/your school/your day/your

teacher/the president, etc.

53: What do you think of . . . ?

54: I think it's too . . .

Continue in a chain.

Personalization

The students ask each other about people and places, and answer using "too".

Page 23

Warm Up

Giving Reasons Using "Enough"

Ask the students if they can do things that they obviously cannot do, such as "Can you buy a Ferrari?" Help them answer using "It isn't (They aren't) . . . enough" or "I'm not . . . enough." The students take turns asking about things the other student obviously cannot do, and answer using *enough*.

You Don't Practice Enough

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

Anticipation questions

What's wrong with Carmen's tennis?
 Why doesn't she practice enough?

Follow-up questions

What isn't good enough?
 What do you think isn't good enough?
 What doesn't Manuel do enough?
 What don't you do enough?

Comprehension – personalization

T: What does Carmen think is wrong with her tennis?
 S1: She thinks her backhand isn't good enough and her serve isn't powerful enough.
 T: What sports do you play?
 S2: (Volleyball) and (basketball) .
 T: What do you think is wrong with your . . . ?
 S2: I think . . .

Continue in a chain.

T: What should Carmen do?

- S3: *She should (practice more) .*
 S4: *She should . . .*

Personalization

The students take turns to state personal problems using “*enough*”. The other students give advice.

Page 24

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 think there are too many magazines in my bedroom.*
I think there aren't enough jobs in this city.
I think I eat too much.

Controlled Practice

Too much / Enough

The students make sentences about each picture.

Sample answers

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

3. *He eats too much.*
4. *She doesn't eat enough.*
5. *He studies too much.*
6. *He doesn't study enough.*

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

Sample answers

- I work too much.*
I don't relax enough.
One of my friends plays video games too much.

Page 25

Warm Up Shopping

Ask a few students to contribute one object to be sold in a store. Get one student to role play being a storekeeper and one a customer. Just see what

©2012 David Paul

happens, and help them express what they want to say. The students can then role play storekeeper/customer dialogs. They can sell each other their possessions, pictures of animals, toy objects, etc.

How About Some Golf Clubs?

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

Anticipation questions

- What is she looking for?*
Why doesn't she want to buy a computer?

Follow-up questions

- Why doesn't she want to buy golf clubs for her husband?*
What are you too lazy to do?

- Why doesn't she want to buy a jacket?*
Would you like to buy a jacket?
Why?

- Why does she want to buy a notebook and pencils?*
Would you like to buy a notebook and pencils?
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, one student is a clerk in a general store and the other student is himself/herself or a famous person wondering where to go for a vacation. The students have natural conversations. Encourage them to use ‘*too*’ and ‘*enough*’.

Page 26

Communication Activities

A. Identical Pictures

One student uses a picture from a magazine or book or draws a picture. He/She then describes the picture for the other students to draw, gently criticizing what they are drawing, using *too* or *enough*.

B. Tennis

The game can be played as singles or doubles. One student serves by asking a “*Why can't you . . . ?*” question. The opposing student has to include *too* or

Compass Publishing

enough in his/her answer, and hits back by asking a different “*Why can’t you . . . ?*” question. The rally continues until a player cannot ask or answer a question or hesitates too long.

C. Haunted Castle

1. Each player (or team) places a counter on the knight (start) square.
2. The players take turns to roll the die and move through the corresponding opening as indicated by the die (e.g. if they roll 1, 2, 3, or 4 they move straight ahead, 5 to the left, and 6 to the right).
3. On entering a new square, the player rolls again to determine which question to answer (e.g. if the player moves with a 5 and then rolls a 3, he/she answers question 5-3 from the question sheet). Failure to answer the question means the player misses a turn.
4. If a player lands on a ghost square, the class can decide the penalty. They can ask the player to answer three questions (roll the dice six times), miss a turn, or perform some difficult English task.
5. If a player lands on the vampire or werewolf square, he/she is either out of the game or starts again. The winner is the first to make it to the castle exit.

Page 27

Review Exercises

Crossword

DOWN

1. have
2. might
4. time
5. days
7. heard
9. give
10. too

12. probably
14. win
15. pays
17. trips
18. dont
20. wish
22. the

ACROSS

3. study
6. again
8. may
9. get
11. hope
13. forward
16. haunted
19. away
21. still
23. put
24. these
25. yes

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 She's Tired of Windsurfing

Adding *-ing/to*

Target patterns: Adding *-ing*: hate, feel like, tired of . . .
Adding *to*: forget, try, learn . . .

Communication skills: Talking about feelings
Talking about what we miss

Language sets: Sports
Feelings

Page 28

Warm Up

Conversation Including Patterns

Write the patterns in the illustration (or other similar patterns) on the board. Talk to students naturally about what they are doing and how they feel about it. Try to elicit or use the patterns on the board. Put the students into pairs or groups, and encourage the students to make personalized sentences with each of the patterns on the board.

She Wants to Try Parasailing

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

Anticipation questions

What does Sachiko want to do?
What would David like Sachiko to do?

Follow-up questions

What does Sachiko hate doing?
What do you hate doing?

What is Sachiko getting used to doing?
What are you getting used to doing?

Comprehension – personalization

T: *Sachiko is tired of learning English*

All students:

No! She's tired of windsurfing!

T: *She hates doing her homework.*

All students:

No! She hates lifting up the heavy sail and falling in the water.

T: *She wants to try mountain climbing instead.*

All students:

No! She wants to try parasailing instead!

T: *David doesn't want to give up playing the bagpipes.*

All students:

No! He doesn't want to give up windsurfing.

T: *He's just getting used to controlling his students.*

All students:

No! He's just getting used to controlling the sail.

T: *He wants Sachiko to have dinner by herself.*

All students:

No! He wants her to go parasailing by herself.

Personalization

Each student writes (or says) one personalized sentence for each of the patterns used in the warm-up activity or dialog.

Page 29

Warm Up

Conversation Including Patterns

Write the patterns in the illustration (or other similar patterns) on the board. Talk to students naturally about what they are doing and how they feel about it. Try to elicit or use the patterns on the board. Put the students into pairs or groups, and encourage the students to make personalized sentences with each of the patterns on the board.

I Want to Learn to Windsurf

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

Anticipation questions

What does Sachiko want to learn to do?
What didn't David mean to do?

Follow-up questions

What does David think it's nice to do?
What do you think it's nice to do?

What doesn't Sachiko feel like doing?
What doesn't David feel like doing?

Comprehension – personalization

T: Question . . . David . . . learn to?
 S1: What does David want to learn to do?
 S2: He wants to learn to windsurf.
 T: You.
 S2: What do you want to learn to do?
 S3: I want to . . .
 Continue in a chain.

T: Question . . . David . . . didn't mean to?
 S4: What didn't David mean to do?
 S5: He didn't mean to upset Sachiko.
 T: You

S6: What didn't you mean to do?
 S7: I didn't mean to (be late this morning).
 Continue in a chain.

T: Question . . . Sachiko . . . doesn't feel like?
 S8: What doesn't Sachiko feel like doing?
 S9: She doesn't feel like parasailing.
 T: You.
 S9: What don't you feel like doing?
 S10: I don't feel like . . .
 Continue in a chain.

Personalization

Each student writes (or says) one personalized sentence for each of the patterns used in the warm-up activity or dialog.

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'm tired of getting up early every day.
 I'm getting used to living in my new apartment.
 I'm trying to do study English every evening.*

Controlled Practice

. . . -ing / . . . to

The students make sentences about each picture.

Sample answers

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

2. *He's getting used to living on an island.*
3. *He's trying to tell jokes.*

4. *They're looking forward to being married.*
5. *He's learning to ride a horse.*

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

Sample answers

*I forgot to go to a meeting today.
 I'm looking forward to meeting a friend tonight.
 I'm learning to play the guitar.*

Page 31

Warm Up Tic-Tac-Toe

Draw a tic-tac-toe grid on the board. Each square should contain a word/phrase that is followed by *-ing* or *to*. The students make personalized sentences with the word in a square before they can mark a O or a X. The students then play tic-tac-toe in pairs with the words on the board. You can make the words more difficult (include new words) each time they play.

I'm Fed Up with Eating Flies

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

Write any words from the dialog (or other sections of this unit) on the board. The students make personalized sentences with each of these words.

Page 32

Communication Activities

A. Adding Sentences

The teacher or students decide on one of the target patterns (e.g. “*fed up with*”). One student makes a sentence about himself/herself using this pattern (e.g. “*I’m fed up with studying*”). The next student says what the first student said and adds his/her own sentence (e.g. “*(Name)’s fed up with studying*” “*I’m fed up with getting up early*”). The chain continues.

B. Telepathy

The teacher or students write four sentences on the board about people the students know well. Each sentence includes a different target pattern. One student secretly chooses one of the sentences, closes his/her eyes, concentrates on the sentence, and tries to transmit it to the other students. The other students close their eyes, and try to receive the message. The teacher can gradually change the sentences each time the student transmitting a sentence changes. The new sentences can include different target patterns or similar patterns that the students have not learned yet.

C. Questionnaire

The students complete the questionnaire. Then, in pairs, they ask each other the questions in the photocopied list. Encourage them to ask follow-up questions after each answer.

Page 33

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: *I’m looking for a present for my brother.*

Clerk: *How about a briefcase?*

You: *No. Briefcases are too boring.*

Clerk: *How about a computer?*

You: *No. Computers aren’t cheap enough.*

Clerk: *How about a pet crocodile?*

You: *No. Crocodiles are too dangerous.*

Picture prompts – sample answers

1. *He’s going to fall over.*
2. *She may marry him.*
3. *She might kiss the frog.*
4. *He sleeps too much.*
5. *He eats too much.*
6. *She doesn’t eat enough.*

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 What's Your Job Like?

Opinions and Beliefs

Target patterns: What's . . . like?
 What do you think of . . . ?
 (good point) but (bad point)
 I believe in . . .

Communication skills: Giving balanced opinions
 Expressing beliefs
 Discussing work/school

Language sets: Work words
 Global issues

Page 34

Warm Up

Describing People and Places

Ask the students "What does he/she look like?" and "What's he/she like?" about people they know. Then, ask "What's . . . like?" about places they know. The students then do the activity in pairs, asking each other about people and places they know.

I Have to Do a Lot of Overtime

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

Anticipation questions

What are there a lot of chances to do?
 Who trusts Jin-Woo?

Follow-up questions

What does he have to do?
 What do you have to do
 What does his boss worry about?
 What do you worry about?

Comprehension – personalization

T: What's Jin-Woo's job like?
 S1: The pay's good.
 S2: There are a lot of chances to travel.
 S3: He has to do a lot of overtime.
 T: Your job.
 S4: What's your job like?
 S5: It's . . .
 Continue in a chain.

T: What's Jin-Woo's boss like?
 S6: She's easy to work with.

S7: She trusts Jin-Woo.
 S8: She always worries about money.
 T: Your boss/teacher
 S9: What's your boss/teacher like?
 S10: He/she's . . . etc.
 Continue in a chain.

Personalization

The students ask each other "What's . . . like?" questions. They can ask about each other's family, home, work, hometown, friends, school, country . . .

Page 35

Warm Up

What Do You Think of . . . ?

Ask individual students "What do you think of . . . ?" questions such as "What do you think of Bangkok?" Ask follow-up questions such as "Why?" "Why not?" "Why do you think so?" and "What do you mean?" The students then ask each other similar questions. Encourage the students to think of their own questions to ask, and also ask follow-up questions.

What Do You Think of Your English Lessons?

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

Anticipation questions

Which would Sunee like to talk about?
 Which topics does Sunee think are not so interesting?

Follow-up questions

What does Sunee think of her English lessons?
 What do you think of your English lessons?
 What topics does Sunee think are important?
 What topics do you think are important?

Comprehension – personalization

T: What would Sunee like to do in her English lessons?
 S1: She'd like more chances to talk about more serious topics.
 S2: She'd like to talk about third world problems

and education.

T: You.

S3: What would you like to do in your English lessons?

S4: I'd like to . . .

Continue In a chain.

Personalization

The students talk about what they would like to study in their English lessons. Encourage them to talk freely and make specific suggestions.

Page 36

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 documentaries.

It's very small and has very few shops.

I'm tall and have long brown hair.

Controlled Practice

What Do They Believe In?

The students make sentences about each picture.

Sample answers

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

2. *She believes in Santa Claus.*

3. *He believes in ghosts.*

4. *He believes in aliens.*

5. *He believes in vampires.*

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

Sample answers

I believe in ghosts.

I don't believe in Santa Claus.

One of my friends believes in vampires.

Page 37

Warm Up

Talking About SF and Horror Stories

Have a natural conversation about science fiction movies and get the students to tell you what happens in movies they know. Introduce the idea of whether aliens, UFOs, etc. exist. The students discuss the same topic freely in pairs. Encourage them to give reasons for their beliefs.

Do You Believe in Humans?

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

Anticipation questions

How many of them believe in humans?

Where does the Earth's pollution come from?

Follow-up questions

What do they think humans are like?

What do you think humans are like?

What do they think Earth is like?

What do you think Earth is 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

The students ask each other whether they believe in UFOs, ghosts, Santa Claus . . . Encourage them to give reasons and discuss each opinion as much as they can.

Page 38

Communication Activities

A. Broken Telephone

The students sit in a circle. The teacher or students decide on a general topic (e.g. school, world problems, sports). Each student secretly writes down an opinion that has some connection with the topic. Each student then simultaneously whispers his/her opinion to the student on his/her left. The opinions are passed around the circle (e.g. "Akiko thinks . . .") until they come to the last student before the one

who originally gave the opinion. Each of the students then says the opinion he/she has just heard, and they are compared with the opinions that were written down.

B. Debating

The teacher or students decide on a proposal for the debate (e.g. men and women should get the same salaries). Divide the class into two teams or an even number of teams. Half are in favor of the proposal, and half are against. Each student writes down about ten points either in favor or against, depending on what team he/she is on. The teams then debate. The first student from one team makes a point in favor, the first student from the other team responds and makes a point against, etc.

C. Computer Dating

The students ask and answer the questions on the forms in pairs or groups. They fill in the answers for themselves and for their ideal partner. They then tear off the section for their ideal partner and write their name on it. The forms are passed around the class, each student counting the number of selected boxes on each form that are also selected on his/her form. The larger the number, the more suitable the partner.

Page 39

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

Between six o'clock and nine o'clock in the evening.

I'm fed up with getting up early every day.

I would like to stay home and sleep.

I miss some of my old friends.

I think math is too difficult.

Puzzle sentences

I wish I could meet a handsome prince.

He wants Sachiko to go parasailing by herself.

I'll probably go back to Korea for a few days.

It's nice to have different interests.

Why don't you give him a computer?

You

I often forget to set my alarm.

I'm probably going to watch TV tonight.

I hope I can go to the beach on Sunday.

I feel like going swimming.

I can't buy a house because I don't have enough money.

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 There Are Too Many People

Describing Places

Target patterns: . . . too much/many . . .
. . . isn't/aren't enough . . .

Communication skills: Describing cities
Describing neighborhoods
Describing our home

Language sets: City words
Neighborhood words

Page 40

Warm Up

Guess the Place

Secretly, think of a famous city. Write a series of words on the board, one at a time, connected with that city. After guessing the city, the students make sentences for each word, explaining the connection with the city. The students do the same activity in pairs. They take turns to think of cities.

What's Chiang Mai Like?

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

Anticipation questions

Who is friendly?

How many temples are there in Chiang Mai?

Follow-up questions

Where is Chiang Mai?

Where is your hometown?

What are the stores and restaurants like in Chiang Mai?

What are the stores and restaurants like in your hometown?

Comprehension – personalization

T: *Which part of Thailand is Sunee from?*

S1: *She's from Chiang Mai.*

T: *What's it like?*

S2: *It's an old city about 700 kilometers northwest of Bangkok.*

S3: *The people are very friendly.*

S4: *The stores and restaurants are very good.*

S5: *It has about 300 temples.*

T: *Which part . . . ?*

S6: *Which part of . . . are you from?*

S7: *I'm from . . .*

S6: *What's it like?*

S7: *It's . . .*

Continue in a chain.

Personalization

The students ask each other about places they know. Encourage them to talk about each place for as long as they can.

Page 41

Warm Up

The Bad Points of Places We Know

Ask students whether they like cities such as New York, Seoul, Paris, . . . When a student says "No," ask "Why not?" Help them answer using one of the four patterns on the board below. The students then ask each other about famous places. When they say they don't like a place, they give reasons using one or more of the patterns.

What's Kolkata Like?

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

Anticipation questions

What does Sunee's business import?

What's Kolkata like?

Follow-up questions

What does Sunee do?

What do you do?

How often does she go to Kolkata?

How often do you go to . . . ?

What social problems are there in Kolkata?

What social problems are there in your hometown?

Comprehension – personalization

T: *Kolkata . . . like?*

S1: *What's Calcutta like?*

S2: *There are too many people, and there's too*

much pollution.

S2: *What's (a place S3 knows) like?*

S3: *There are too many . . . , and there's too much . . .*

Continue in a chain.

T: *Social problems?*

S4: *What social problems are there?*

S5: *There aren't enough houses, and there isn't enough work.*

Say the name of a city. Ask the whole class for ways of completing the four sentences:

There are too many . . .

There's too much . . .

There aren't enough . . .

There isn't enough . . .

Personalization

Put prompts such as “*your country, the world, your neighborhood, your school, your office, the Earth, your bedroom, the universe . . .*” on the board. Students talk about each one using the four target patterns.

Page 42

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

In my country, there are too many busy roads.

In my country, there's too much poverty.

In my country, there aren't enough nice beaches.

In my country, there isn't enough food.

Controlled Practice

In Big Cities

The students make two sentences about each picture.

Sample answers

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

2. *There aren't enough parks.*

3. *There are too many people.*

4. *There isn't enough green.*

5. *There isn't enough traffic.*

6. *There isn't enough fresh air.*

7. *There are too many tall buildings.*

8. *There aren't enough places for children to play.*

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

Sample answers

In the countryside, there are too many insects.

In the countryside, there is too much mud.

In the countryside, there aren't enough shops.

In the countryside, there isn't enough public transport.

Page 43

Warm Up

Describing Neighborhoods

Each of the students has a pencil and paper, and they draw your neighborhood from your description. They then take turns describing their neighborhoods for the other students to draw. They can do this in pairs, groups, or as a whole class.

May I Ask You Some Questions?

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

Anticipation questions

Does she live in a house or an apartment?

Where does she usually eat?

Follow-up questions

What's her neighborhood like?

What's your neighborhood like?

Who does she live with?

Who do you live with?

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 make sentences about themselves, their family etc., using each of these four patterns:

There are too many . . .
 There is too much . . .
 There aren't enough . . .
 There isn't enough . . .

Page 44

Communication Activities

A. What Place Is It?

One student thinks of a place (e.g. a city, a country, an ocean, a building). The other students ask general *yes/no* questions to try and find out what place it is. If an answer is "Yes," the student asking can try to guess the name of the place.

B. Tour Guides

One student plays the role of a tour guide, guiding the other students around a place he/she knows well. The other students play the role of tourists and ask the tour guide questions.

C. Challenge

In pairs or teams, one student picks up a card and challenges the other to make four sentences about the subject on the card. There needs to be one sentence for each of the following patterns: "*There are too many . . .*" "*There's too much . . .*" "*There aren't enough . . .*" "*There isn't enough . . .*" For a card worth four points, each answer is worth one point; for a card worth eight points, each answer is worth two points; for a card worth sixteen points, each answer is worth four points. A more exciting version of the game is for a student to roll a die after making the sentences and multiply his/her score by the number on the die.

Page 45

Review Exercises

Crossword

DOWN

1. much
2. so
4. over
5. tired
7. thinking
9. enough
11. feel
12. an
14. like
15. fed up
16. heard
17. call
18. for
19. win

ACROSS

1. miss
3. wont
6. its
8. home
10. herself
12. around
13. well
17. chances
18. few
20. polluted
21. run

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 Jin-Woo Was Working in His Office

Past Continuous

Target patterns: Past continuous
I was . . . -ing at (time)
I was . . . -ing to (purpose)

Communication skills: Talking about what you were doing
Giving reasons

Language sets: Routine words

Page 46

Warm Up

What Was I Doing?

Write a puzzle on the board similar to the one in the illustration. The sentences refer to things you were doing at specific times on one day recently. Give a series of hints—for example, “*It’s about me.*” (pause) “*Yesterday.*” Then, in pairs or groups, the students make similar puzzles for each other to solve.

He Was Falling Asleep

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

Anticipation questions

Where was he working?
What was he drinking?

Follow-up questions

What was Jin-Woo doing at eleven o’clock?
What were you doing at eleven o’clock last night?

Why was he falling asleep?
Why was he drinking coffee?

Comprehension – personalization

T: *Bedroom?*
S1: *Was Jin-Woo working in his bedroom?*
S2: *No, he wasn’t.*
S2: *Where was he working?*
S3: *He was working in his office.*
T: *You . . . three o’clock.*
S3: *Where were you working/studying at three o’clock this afternoon?*
S4: *I was . . . (I wasn’t working/studying).*
Continue in a chain.

©2012 David Paul

T: *Was he drinking coffee to lose weight?*
S5: *No, he wasn’t.*
Why was he drinking coffee?
S6: *To stay awake.*
T: *Why were you . . . (something that happened in the class a bit earlier)?*
S7: *To . . .*
Continue in a chain.

Personalization

The students ask each other what they were doing at particular recent times, and follow each question with “*Why?*”

Page 47

Warm Up

Purpose

Ask the students why we do something, for example, “*Why do we work?*” “*Why do we get married?*” etc. Encourage the students to give as many answers as possible starting with “*To.*” The students then do the activity in pairs or groups. If possible, the students can think of their own questions, but, if necessary, you can write questions on the board.

Marc Was Playing in a Rock Concert

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

Anticipation questions

Where are Manuel and Carmen going to go?
Why is Michelle going to study hard?

Follow-up questions

What were Marc’s fans doing at eleven o’clock?
What were you doing at eleven o’clock yesterday morning?

Why was Carmen eating a lot?
What do you do a lot?
Why?

Comprehension – personalization

T: *Marc was playing in the park.*
All students:
No! He was playing in a rock concert!

Compass Publishing

T: *His fans were sleeping.*

All students:

No! They were shouting and screaming.

T: *They were climbing onto the stage to hit him.*

All students:

No! They were climbing onto the stage to touch him.

T: *Carmen – dreaming about?*

S1: *What was Carmen dreaming about?*

S2: *She was dreaming about being a famous tennis player.*

T: *Why was she eating a lot?*

S3: *To try to forget that she was lonely.*

T: *Do you . . . a lot?*

S4: *Yes I do/No, I don't.*

T: *Why?*

S5: *To . . .*

Continue in a chain.

T: *What were you doing at six o'clock in the evening on July 15th 2011?*

S1: *I think I was . . .*

T: *Why?*

S1 *To . . .*

Continue in a chain.

Personalization

The students ask each other “*Why do you . . . ?*” questions. The student answering tries to give more than one answer, starting with “*To . . .*”

Page 48

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 went shopping.

I was having breakfast.

I was waiting at a bus stop.

Controlled Practice

At Ten O'clock

The students make sentences about each picture.

Sample answers

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

2. *He was shaving.*

3. *He was exercising.*

4. *She was reading a magazine.*

5. *He was robbing a bank.*

6. *She was flying a plane.*

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

Sample answers

I was working in my office at four o'clock yesterday afternoon.

I was driving my car at six o'clock yesterday evening.

I was watching a movie at ten o'clock last night.

Page 49

Warm Up Making Accusations

Make humorous accusations against students—for example, “*At eight o'clock last night, you were having dinner with . . .*” Encourage them to deny the accusations and say what they were really doing. The students can then do the activity in pairs or groups. They can take turns making accusations about what the other student(s) were doing at a particular time.

The Dog Was Tired

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

Anticipation questions

Why did she get into Bruce's car?

Why did she go home so late?

Follow-up questions

Why was she walking in the park with Bruce?

What were you doing at three o'clock yesterday afternoon?

Why?

Why was she holding Bruce's hand?

What were you doing at eight o'clock last night?

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, one student asks the other what he/she was doing at a particular time, is suspicious about his/her answers, and asks follow-up questions. The students then exchange roles.

Page 50

Communication Activities

A. Witnesses

A student from one team flashes a picture for a fixed amount of time (one or two seconds for a simple picture). The picture should include some people performing actions. He/She then asks the other team a fixed number of questions about what people in the picture were doing. The other team gets a point for each correct answer.

B. Last Sentences

Put the class in teams. A student from one team asks "Why do we/people . . . ?" (e.g. "Why do we get up in the morning?") The students take turns giving different answers starting with "To." The aim is to be the team that makes the last sentence.

C. What Was Happening?

1. Cut one set of *Who?* *What?* and *Where?* cards into separate cards and place another set where all the students can see it.
2. Shuffle the *Who?* *What?* and *Where?* cards separately, and secretly remove one card of each type (these cards show what crime has been committed, where it was committed, and who the villain was).
3. Mix the other cards together and deal them out.
4. The students look at their cards and take turns making guesses (e.g. "I think Robin Hood was assassinating the president in Chicago"). Another student who has one of these cards can say "No, he wasn't!" taking a card at random from the guessing student's hand, and then making his/her own guess. The game continues until someone guesses

correctly.

Page 51

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: *What problems are there in your neighborhood?*
- You: *There are too many cars, and there aren't enough good restaurants.*
- Man: *What problems are there in your city?*
- You: *There are too many people, and there isn't enough green.*
- Man: *What problems are there in your country?*
- You: *There's too much crime, and there aren't enough jobs.*

Picture prompts

- He's getting used to living on an island.*
- He's learning to ride a horse.*
- He's trying to tell jokes.*
- She believes in Santa Claus.*
- He believes in ghosts.*
- He believes in vampires.*

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.

8 It Isn't as Exciting as the City

Comparatives – . . . as . . . as . . .

Target patterns: I'm not as tall as her.
I'm as quiet as a mouse.
More than / Not as much
as . . .

Communication skills: Making comparisons
Making guesses

Language sets: City words
Countryside words

Page 52

Warm Up

Putting Lists in Order

Write a puzzle with a list of things on the board. Each thing in the list should be larger than the one before it. Give hints so that the students notice the solution to the puzzle, and help them answer using the pattern ". . . aren't as . . . as" Give the students other adjectives (*fast, delicious, etc.*), ask them to rearrange the order to fit the adjective, and justify the order (e.g. "*Bananas aren't as fast as spiders. . . .*"). They can then each choose new words and do the same thing in pairs or groups.

It Isn't as Convenient

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

Anticipation questions

Why is David happy?
Why is Sachiko not so happy?

Follow-up questions

Why does David like the countryside?
Why does Sachiko like the city?
Which do you like better, the city or the countryside?
Why?

Comprehension – personalization

T: *What does David think is good about the countryside?*
S1: *It's quieter than the city.*
S2: *It's more peaceful than the city.*
S3: *It's more relaxing than the city.*
S4: *It's cleaner than the city.*

T: *What does he think is bad?*
S5: *It isn't as exciting as the city.*
S6: *It isn't as convenient as the city.*

T: *Compare (name of a place) and (name of a place).*

S7: *. . . isn't as . . . as . . .*
S8: *. . . isn't as . . . as . . .*

Personalization

In pairs, in groups, or as a whole class, the students compare places, using the pattern ". . . isn't as . . . as" They can look at maps, the Internet or reference books to get information about places. They can compare cities, countries, sports teams, oceans . . .

Page 53

Warm Up

Similes

Say things such as "*My cat is as dangerous as a tiger. . . .*" Then, help one or two students make the same kind of statements about people or things around them. Introduce common patterns of this kind, such as "*as blind as a bat.*" Then, in pairs or groups, the students can use ". . . as . . . as" to talk about people and things around them. Encourage them to use as much humor as possible.

There's Nothing to Do

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

Anticipation questions

Where is Sachiko?
How boring is the countryside?

Follow-up questions

Where are they spending the weekend?
Where are you spending the weekend?

How beautiful is the countryside in Wisconsin?
How beautiful is the countryside near your home?

Comprehension – personalization

- T: What does Sachiko think of Wisconsin?
 S1: She thinks it's almost as beautiful as the Japan Alps.
 S2: She thinks it's as boring as Tokyo on New Year's Day.
 S3: What do you think of (the name of the place the student is from)?
 T: I think it's as . . . as . . .

Personalization

In pairs, in groups, or as a whole class, the students talk about places they know using the pattern “. . . as . . . as . . .”

Page 54

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'm shorter than my sister.
 I'm more intelligent than my dog.
 I'm not as serious as my brother.*

Controlled Practice

. . . as . . . as . . .

The students make sentences about each picture.

Sample answers

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

- Oxford isn't as modern as New York.*
- Oxford isn't as busy as New York.*
- Oxford doesn't have as many tall buildings as New York.*
- Oxford doesn't have as much traffic as New York.*

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

Sample answers

*My hometown isn't as big as London.
 My hometown doesn't have as many shops as London (does).
 My hometown doesn't have as many parks*

as London (does).

Page 55

Warm Up

Guess How Often/Much . . .

Get the students to ask you questions such as “Do you go to the movies once a week?” and answer “No, more than that . . .” or “No, not as much as that” until they guess the correct amount. Finally, say “Yes, that's about right.” In pairs, groups, or as a class, the students take turns to guess how often another student does something. The student answers using one of the three patterns on the board.

Do You Miss Me?

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

Anticipation questions

*How often does Juliet miss Romeo?
 How often does she hit him?*

Follow-up questions

*Does Juliet miss Romeo every night?
 Does Juliet miss Romeo once a week?
 Who do you miss?
 How often do you miss him/her?*

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 whole class, the students try to find out how much the other students study, watch TV, etc. Students answer with “No, more than that” or “No, not as much as that.”

Page 56

Communication Activities

A. What Is It?

One student thinks of an object, country, thing, animal, person, etc. and says which of these it is. The other students try to guess what it is by asking yes/no questions. The student answers using the

pattern “No, it isn’t as . . . as” until somebody guesses correctly.

B. Pairs

Put the class in teams or pairs. One student/team thinks of two nouns and challenges the other student/team to compare them, using the pattern “. . . isn’t/aren’t as . . . as”

C. Word Derby

1. Students place pieces on the starting line and take turns to roll two different colored die. The number on one die indicates how much to move forward, and the number on the other die indicates which lane to move to (1/2=inside lane, 3/4=center lane, 5/6=outside lane).
2. If a student moves a piece from a square with a word in it to another square with a word in it, he/she compares the words using the pattern “. . . isn’t/aren’t as . . . as”
3. The students cannot use an adjective more than once during the same lap.
4. If a student lands on a fence or in the water, he/she misses a turn.

Page 57

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

I’m looking forward to taking a vacation next month.

It’s a small town near the coast. It’s not very exciting, but it’s a nice place to live.

*I worry about my exams.
I was using my computer.
I’m playing baseball a lot.*

Puzzle sentences

*May I ask you some questions?
He was drinking coffee to stay awake.
I go to Kolkata a few times a year.
I was taking the dog for a walk.
I’d like to talk about more serious topics.*

You

*I’m getting used to working in an office.
I believe in ghosts.
I live with my wife and dog.
I’m fed up with getting up early every day.
I think there aren’t enough Mexican restaurants in my country.*

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 It's Becoming Too Difficult

Describing Trends

Target patterns:	... getting/becoming ... The number/amount/ price of ...
Communication skills:	Describing trends Assessing/Suggesting what to do
Language sets:	Rising, increasing, going up, falling, decreasing, fluctuating Getting, becoming

Page 58

Warm Up

Learning English

Have a natural conversation about how the students study English and whether the class is too easy or difficult. Introduce questions such as “*Do you think your English is getting better?*” In pairs or groups, the students then have natural conversations about whether their English is getting better and how they study. They can give each other advice.

My English Is Getting Worse

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

Anticipation questions

How hard is Paula studying?

Is David going too fast or too slowly?

Follow-up question

What's getting worse?

What do you think is getting worse?

What's becoming more difficult?

What do you think is becoming more difficult?

Comprehension – personalization

T: *Emel's English ... better? worse?*

S1: *Is Emel's English getting better or worse?*

S2: *It's getting worse.*

T: *Your English?*

S2: *Is your English getting better or worse?*

S3: *It's getting ...*

Continue in a chain.

©2012 David Paul

T: *Emel ... her English class?*

S4: *What does Emel think of her English class?*

S3: *It's becoming too difficult.*

T: *You?*

S3: *What do you think of your English class?*

S4: *It's becoming ...*

Continue in a chain.

Personalization

Write *getting* and *becoming* on the board. The students talk naturally about work/school and try to include the words. They can talk about school subjects, the work they have to do, a particular class, the business situation ...

Page 59

Warm Up

Talking About Prices

Have a natural conversation about the prices of various things. Elicit or use the patterns on the board in the illustration. The students then do the same activities in pairs. Encourage them to use the words on the board.

The Price of Our Cars Is Rising

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

Anticipation questions

What is falling?

What will they have to improve?

Follow-up questions

What is rising?

What do you think is rising?

What will they have to spend more money on?

What do you want to spend more money on?

Comprehension – personalization

T: *Business is very good at the moment.*

All students:

No! Business isn't very good at the moment!

T: *The price of American submarines is falling.*

Compass Publishing

All students:

No! The price of American cars is falling!

T: *Jin-Woo thinks his company will have to spend more money on hamburgers.*

All students:

No! He thinks his company will have to spend more money on marketing.

Personalization

Write *rising, falling, increasing, decreasing* on the board. The students talk naturally about things around them. They can talk about prices, the weather, their neighborhood, television shows, demographics, local shops . . .

Page 60

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

*The number of whales is decreasing.
The amount of pollution in the local rivers is rising.
The price of bread is falling.*

Controlled Practice

Graphs

The students make sentences about each picture.

Sample answers

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

2. *The number of car accidents is falling/ decreasing/going (coming) down.*
3. *The amount of pollution is staying the same/ not changing.*
4. *The value of the dollar is changing all the time/fluctuating.*

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

Sample answers

*The amount of electricity we need is increasing.
The value of online sales is decreasing.
The price of gasoline is fluctuating.*

Page 61

Warm Up Fashion

Have a natural conversation with the students about fashionable clothes, music, etc. Help the students use patterns such as “. . . *is/are becoming popular/ going out of fashion.*” The students can then have the same kind of conversation in pairs. Write topic prompts on the board such as the ones shown in the illustration. Let the students say anything they want.

Omelets Are Becoming Popular

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

Anticipation questions

*Where is the first contestant from?
Why is Atchoo's shirt so special?*

Post-listening questions

*What does Hic look like?
What does one of your friends look like?*

*What is Atchoo wearing?
What are you wearing?*

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

Write *going up, coming/going down, becoming popular, more, less, going out of fashion, better than before* on the board. The students talk naturally about things around them. They can talk about prices, unemployment, the business situation, fashions, their work/school, their hobbies/interests . . .

Page 62

Communication Activities

A. Warmer or Colder?

A student thinks of a thing in the room or a place in the city. The others make guesses to try to find out

what it is. The student answers “*You’re getting warmer*” if a guess is nearer than the previous guess, and “*You’re getting colder*” if the guess is further away.

B. Three Sentences

The class are in teams or pairs. One student/team names a subject (e.g. the weather, Europe, this book,) and challenges another to make three trend sentences about it (e.g. “*It’s getting colder,*” “*The amount of pollution is increasing*”). Nobody can use a sentence that has been used before.

C. Concentration

All the cards are put face down on a table. The students take turns turning over two cards. If these cards fit logically together (e.g. *The temperature . . . decreases in winter*), the student says the sentence, takes the pair, and has another turn. If not, the turn passes to the next student. It is usual to use more than one set of cards.

Page 63

Review Exercises

Crossword

DOWN

1. forgot
3. spend
4. there
6. wont
8. worse
9. do
12. nobody
13. were
14. may

15. amount
16. need
17. want
20. up

ACROSS

2. upset
5. few
7. of
8. weekend
10. out
11. over
12. now
14. mean
16. number
17. why
18. used
19. you
21. trusts

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 I'm the Best Guitarist in France!

Superlatives

Target patterns: . . . best / worst . . .
 . . . -est . . .
 . . . most . . .

Communication skills: Comparing people
 Comparing places
 Talking about world geography

Language sets: Deepest, longest . . .
 Geography words

Page 64

Warm Up Superlative Puzzle

Write a word puzzle on the board. Each word should be the longest, tallest, largest, . . . of its kind in the world, in the students' country/city, etc. Help them say ". . . is the longest/tallest/largest . . . in" Then, give the students general knowledge questions to work out in pairs or groups (e.g. "What's the smallest country in Asia?" "Who's the richest person in the world?"). Use the Internet if possible.

I'm the Richest Rock Star in France

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

Anticipation questions

How successful are Marc's albums?
 Why isn't he learning English in Paris?

Follow-up questions

How rich is Marc?
 Who do you think is the richest superstar in the world?

How popular is Marc?
 Who do you think is the most popular superstar in the world?

Comprehension – personalization

T: Marc's the best soccer player in France.

All students:
 No! He's the best guitarist in France!

T: Who do you think is the best guitarist in (the

student's country)?

S1: I think . . .
 Who do you think is the best guitarist/soccer player/baseball player/etc. . . . in . . .

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

T: He's the dirtiest rock star in France.

All students:
 No! He's the richest rock star in France.

T: Who do you think is the richest star in (the student's country)?

S1: I think . . .
 Who do you think is the best richest/tallest/fastest star in . . .

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

T: Why isn't Marc learning English in Paris?

S3: He's the most popular superstar in Paris.

T: Who do you think is the most popular superstar in (the student's country)?

S4: I think . . .
 Who do you think is the most popular/exciting/intelligent superstar in . . .

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

Personalization

The students make sentences about themselves that include . . . -est or most. Encourage them to compare themselves with other members of their family, class, company, sports team, or other groups they belong to without putting others down.

Page 65

Warm Up Connect the Words

Write a group of nouns and the same number of adjectives on the board. The students decide which of the group of nouns is the tallest / most delicious / fastest, etc. Then, in pairs, one student makes a list of five things, and the other makes a list of five adjectives. They then reveal their lists to each other

and do the activity.

It's the Most Exciting City in the World

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

Anticipation questions

*How many houses does Marc have?
What does Marc think of Paris?*

Follow-up questions

*Which city does Marc think has the best art galleries in the world?
Which city do you think has the best art galleries in the world?*

*What did Manuel think of Marc's album?
What did you think of an album you heard recently?*

Comprehension – personalization

- T: *Which city does Marc like best?*
 S1: *He likes Paris best.*
 T: *Why?*
 S2: *It's the most exciting city in the world.*
 S3: *It has the best art galleries.*
 S4: *It has the best concerts.*
 S5: *It has the most exciting new fashions.*
- T: *Which do you think is the most exciting city in the world?*
 S6: *I think . . .*
Which do you think is the most exciting city in the world?
 S7: *I think . . .*
 Continue in a chain.

Personalization

The students talk about the cities they think are the most exciting/beautiful/fashionable/boring/popular/largest/richest . . . in the world. If necessary, write a list of adjectives on the board.

Page 66

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 am the laziest person in my family.
I am the most fashionable student in this class.
I am the worst soccer player in my team.*

Controlled Practice Geography

The students make sentences about each picture.

Sample answers

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

2. *Vatican City is the smallest state in the world.*
3. *The Nile is the longest river in the world.*
4. *Russia is the largest country in the world.*
5. *Everest is the highest mountain in the world*
6. *The Pacific Ocean is the deepest ocean in the world.*

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

Sample answers

*. . . is the largest city in my country.
. . . is the highest mountain in my country.
. . . is the longest river in my country.*

Page 67

Warm Up Class Puzzle

Write a list of superlatives on the board. The students decide who they think is the quietest/happiest/most famous . . . student in the class. Be careful not to include words that might hurt any of the students. Then, in pairs or groups, the students can talk about other groups of people in the same way—their family, a famous sports team, their teachers . . .

I Don't Agree

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

Anticipation questions

*Who is the most intelligent person in the cave?
What's Frank's idea?*

Follow-up questions

What did Ivan discover?
What did Newton discover?

What can't Ivan do?
What can't 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

The students ask each other "What do you think is the *best/most/-est* . . . in the *class/office/city/country/world/etc.?*" If necessary, write prompts on the board to help.

Page 68

Communication Activities

A. Hands

The students compare hands, either in groups or as a class. They try to find something special about each hand, for example, the longest life line, the coldest hands, the shortest fingers.

B. Sets of Three

The class is in teams or pairs. One student/team thinks of three things and challenges the other student/team to make a superlative sentence for each of the things relative to the other two. A round continues until one student/team cannot make a sentence. Adjectives cannot be repeated in the same round.

C. Quiz

In pairs, students take turns asking and answering the questions in the quiz. They can also be encouraged to ask follow-up questions after each answer. Finally, the students compare their answers with those of the other students in the class.

Page 69

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

Police Officer: *What were you doing at two o'clock on Sunday afternoon?*

You: *I was playing baseball.*

Police Officer: *Who were you with?*

You: *I was with some friends.*

Police Officer: *What were you doing at four o'clock on Sunday afternoon?*

You: *I was driving home.*

Police Officer: *Who were you with?*

You: *I was with my sister.*

Police Officer: *O.K. I will check your story.*

Picture prompts – sample answers

At ten o'clock, he was robbing a bank.

At ten o'clock, she was reading a magazine.

At ten o'clock, he was shaving.

The price of bananas is going up.

The amount of pollution is staying the same.

The number of car accidents is decreasing.

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

I've Already Seen It Three Times

Present Perfect – Experiences & Achievements

Target patterns: Present perfect
Have you (ever) . . . ?
. . . already / yet / before . . .

Communication skills: Saying what we've done
Saying what we haven't done yet

Language sets: Already, yet, before . . .
Free time

Page 70

Warm Up

Have You Been to . . . ?

Ask students "Have you been to . . . ?" questions. When a student answers "Yes," encourage the others to ask follow-up questions such as "When did you go?" "What did you do there?" etc. Keep the conversation natural. Then, in pairs or groups, the students ask each other "Have you been to . . . ?" questions, and follow-up questions.

I've Been There Twice with David

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

Anticipation questions

Does Sachiko want to go with Marc?
Where is the Mexican restaurant?

Follow-up questions

How many times has she seen the new SF movie?
About how many times have you seen SF movies?

How many times has she been to the new Mexican restaurant?
About how many times have you been to a Mexican restaurant?

Comprehension – personalization

T: Spielberg movie . . . five times?
S1: Has Sachiko seen the new Spielberg movie five times?
S2: No, she hasn't.
How many times has she seen it?
S3: Three times.
T: You.
S3: How many times have you seen . . . ?

©2012 David Paul

S4: . . .
Continue in a chain.

T: Marc's car . . . two hundred times?

S5: Has she been in Marc's car two hundred times?

S6: No, she hasn't.
How many times has she been in his car?

S7: About ten times.

T: You.

S7: How many times have you been . . . ?

S8: . . .
Continue in a chain.

Personalization

In pairs, groups, or as a class, students ask each other "How many times have you . . . ?" questions. Encourage them to use a variety of verbs – for example "How many times have you eaten . . . ?" "How many times have you played . . . ?" etc.

Page 71

Warm Up

To-Do Lists

Write a to-do list of the things you were hoping or planning to do this month/week on the board. Mark the ones you have done and say "I've . . ." Mark the ones you haven't done and say "I haven't . . . yet." The students then make their own to-do lists and say which things they have done and which things they haven't done yet.

I Haven't Visited Paula's Exhibition

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

Anticipation questions

Who is tired?
How do you think Carmen is feeling?

Follow-up questions

Has she bought a drum kit?
What expensive thing have you bought?

What hasn't she started?
Would you like to write a diary in English?

Compass Publishing

Comprehension – personalization

T: *What has Sachiko done?*

S1: *She's been to the new SF movie.*

S2: *She's been to the new Mexican restaurant.*

S3: *She's bought a drum kit.*

T: *Write down five things you have done.*

(The students can then compare lists. If appropriate, they could get a point for any sentence that isn't on another student's list.)

T: *What hasn't Sachiko done (yet)?*

S4: *She hasn't bought a birthday present for David (yet).*

S5: *She hasn't visited Paula's exhibition (yet).*

S6: *She hasn't started a diary in English (yet).*

T: *Write down five things you haven't done.*

(The students can then compare lists. If appropriate, they could get a point for any sentence that isn't on another student's list.)

Personalization

Students make to-do lists with things they have done and things they haven't done, and then talk about each item on the list. Encourage them to chat freely about each item

Page 72

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've been to Paris.

I've met (name of a star).

I've seen the Great Wall of China.

Controlled Practice

Experiences/Achievements

The students make sentences about each picture.

Sample answers

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

2. *He has swum 30 km.*

3. *She has driven a truck.*

4. *He has read Quantum Physics For Dummies.*
5. *She has climbed Mount Everest.*
6. *He has seen a ghost.*

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

Sample answers

I've run in a marathon.

I've been to a Manchester United game.

I've flown in a glider.

Page 73

Warm Up

Have You Ever . . . ?

Ask students “*Have you ever . . . ?*” questions, such as “*Have you ever ridden a horse?*” “*Have you ever been to Paris?*” etc. Help them give answers such as “*Yes, I have,*” “*No, I haven't,*” “*Yes, many times,*” etc. Write a list of verbs on the board (such as the one in the illustration), and get the students to ask each other “*Have you ever . . . ?*” questions for each verb.

Have You Ever Broken a Bone?

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

Anticipation questions

Whose leg has he broken?

Has he broken his own hands and feet?

Follow-up questions

Has he ever hurt his hand?

Have you ever hurt your hand?

Has he ever broken a bone?

Have you ever broken a bone?

What bones have you broken?

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

The students ask each other “*Have you ever . . . ?*”

questions, and ask natural follow-up questions to find out more information. Encourage the students to ask a series of follow-up questions if possible.

Page 74

Communication Activities

A. Crossword

The students take turns writing words that say something about things they have done. These words should fit together to make a crossword. The students have to justify the words they write, using an "I've" sentence.

B. Have You Ever . . . ?

Each student thinks of a "Have you ever . . . ?" question to ask, and moves around the class trying to find people who answer "Yes." Each student reports what he/she has found to the class. The class, or groups of students, ask follow-up questions to some or all of the students who answered "Yes."

C. Concentration

All the cards are put face down on the table (it's usual to use more than one set). The students take turns turning over two cards. If a student turns over an infinitive and participle of the same verb, he/she makes a sentence using the participle, takes the cards, and has another turn. If not, the turn passes to the next student.

Page 75

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

I'm a student.

I was watching television.

My father is the tallest person in my family.

Long skirts are becoming popular.

My dog isn't as intelligent as me.

Puzzle sentences

He was very tired so he was falling asleep.

It's much quieter and more peaceful.

There's a large park just around the corner.

We'll have to spend more money on marketing.

Oxford doesn't have as much traffic as New York.

You

I miss my dogs.

I'm lazier than my sister.

There isn't enough milk in my fridge.

I believe in ghosts.

I'm the best chess player in my family.

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 Have You Been Here Long?

Present Perfect – Recent Situations

Target patterns:	Present perfect simple / continuous How long . . . ? . . . for/since . . .
Communication skills:	Situations that have just finished Recent situations that are continuing
Language sets:	For, since

Page 76

Warm Up

Natural Conversation

Talk naturally with the students about how they are today. Ask questions such as “*Have you been busy today?*” or “*What have you been doing?*” to individual students, and help them answer using the pattern “*I’ve been . . .*” Then, in pairs, the students can ask each other “*What have you been doing?*” Encourage them to give a number of answers to the question.

How Long Have You Had This Car?

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

Anticipation questions

What does the patrolman want to see?
What has he had for just over a year?

Follow-up questions

How long has he been there?
How long have you lived in your home?

How long has he had his car?
How long have you had your textbook?

Comprehension – personalization

T: *Has Marc been there for five years?*
S1: *No, he hasn’t.*
How long has he been there?
S2: *About two or three months.*
How long have you been here?
S3: *About . . .*
Continue in a chain.

T: *Has Marc had his car for ten years?*
S1: *No, he hasn’t.*
How long has he had his car?
S2: *Just over a year.*
How long have you had your . . . ?
S3: . . .

Personalization

The students ask each other “*How long have you had . . . ?*” questions, and follow-up questions. They can ask about things the other students have with them or things they have at home. Encourage them to follow up each question with a series of natural questions.

Page 77

Warm Up

Recent Activities

Ask the students questions such as “*What have you been doing this morning / today / this week?*” for time periods that are still continuing. Help the students when they are trying to express themselves. The students then do the activity in pairs or groups. It may help to write prompts on the board such as in the illustration.

We’ve Been to a Party

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

Anticipation questions

Where have they been?
How fast has the patrolman been driving?

Follow-up questions

What has Marc been drinking?
What have you been doing today?

How fast has he been driving?
How fast can you run?

Comprehension – personalization

T: *Have they been playing baseball this evening?*
S1: *No, they haven’t.*

- T: *What have they been doing this evening?*
They've been to a party.
What have you been doing this evening/morning . . . ?
- S2: *I've . . .*
 Continue in a chain.

- T: *He's been drinking coffee.*
 All students:
No! He's been drinking orange juice.
- T: *He's been driving at five miles per hour.*
 All students:
No! He's been driving at ninety miles per hour.

Personalization

The students ask each other what they think friends or famous people have been doing this morning / today / this week, etc.

Page 78

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've been using my computer all evening, but now I'm going to take a bath.
I've been studying English for two years, and I'm going to continue studying until I graduate.

Controlled Practice

What Have They Been Doing?

The students make sentences about each picture.

Sample answers

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

- He has been driving for hours, but now he's going to go swimming,*
- She has been studying math all day, and she's going to study all evening, too.*

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

Sample answers

©2012 David Paul

I've been working for eight hours today, but now I'm going to watch television.

I've lived in San Francisco for five years, and I'm going to stay here for another two years.

Page 79

Warm Up Follow-Up Conversation

Ask the students questions such as "*What have you been doing recently / this morning, etc.?*" After each answer, ask natural follow-up questions such as "*How long have you / did you / were you . . . ?*" "*I didn't know you could . . .*" Encourage the students to answer with "*for*" or "*since*" whenever it is appropriate. Then, in pairs or groups, the students take turns asking each other "*What have you been doing recently/today/etc.?*" and then follow-up questions.

What Have You Been Doing Recently?

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

Anticipation questions

How long has he been there?
Why couldn't he leave?

Follow-up questions

What has Nessie been doing recently?
What have you been doing recently?

What has he tried to do?
What have you tried to 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

Students ask "*What have you been doing recently/today/etc.?*" questions, and follow each question with a "*How long . . . ?*" question.

Communication Activities

A. Leaving the Room

One student leaves the room. The others change one or more things in the room. The student comes back and tries to guess what has been changed, using the pattern “*Have you . . . ?*”

B. How Long Have I Had . . . ?

One student asks the others to guess how long he/she has had something. If there is scoring, the student whose guess is closest can get a point.

C. What Has Happened?

One student picks a card and reads it to the others. He/She then writes down what has happened just before the comment on the card. The others try to guess what has happened.

Review Exercises

Crossword

DOWN

1. asleep
2. agree
3. yes
4. I've
6. to
8. in
9. going
11. recently
12. was
15. might

16. try
17. large
19. star

ACROSS

1. already
4. idea
5. later
7. seeing
10. before
13. can
14. price
15. most
18. rising
20. as
21. how
22. long
23. worry

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 I Visited Seoul Earlier This Year

Contrasting Tenses

Target patterns: Present perfect vs. present simple
Present perfect vs. past simple

Communication skills: Explaining how places have changed
Comparing the present and the past

Language sets: Polluted, unsafe . . .

Page 82

Warm Up

Mixing Tenses Naturally

Get the students to ask you “*What have you been doing today / this week, . . . ?*” Sometimes answer using a present perfect tense (“*I’ve worked / been working hard*”) and sometimes a past tense (“*I played / was playing tennis at three o’clock / for two hours*”). The students then ask each other “*What have you been doing today / this week, . . . ?*” in pairs or groups, and give some answers with a present perfect tense and some answers with a past tense.

I’ve Been Visiting Some Relatives

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

Anticipation questions

When did Jin-Woo come back?
What does he think of Jeju Island?

Follow-up questions

What has Jin-Woo been doing?
What have you been doing?

What did he do on Friday?
What did you do on Friday?

Comprehension – personalization

T: *Thailand?*
S1: *Has Jin-Woo been visiting some relatives in Thailand?*
S2: *No, he hasn’t.*
What has he been doing?
S3: *He’s been visiting some relatives in Korea.*
T: *You?*

S3: *What have you been doing?*
S4: *I’ve . . .*
Continue in a chain.

T: *Earlier this week?*
S5: *Did Sunee visit Seoul earlier this year?*
S6: *No, she didn’t.*
When did she visit Seoul?
S7: *Earlier this year.*
T: *You?*
S7: *Did you visit (place) (time)?*
S8: . . .
Continue in a chain.

Personalization

In pairs, groups, or as a class, students talk about what their friends or family have been doing recently. Encourage them to ask follow-up questions using other tenses.

Page 83

Warm Up

Personalizing Irregular Verbs

Write a list of irregular verbs on the board (such as the ones in the illustration), showing both their past simple and past participle forms. Use some of them naturally to talk about yourself. Then, the students write down the list of words and talk about themselves in pairs or groups. They cross out each word when they have used it.

Jeju’s Changed a Lot

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

Anticipation questions

What has become commercialized?
What’s happening all over the world?

Follow-up questions

What is Jeju like these days?
What is your hometown like these days?

What is unspoiled?
What do you think is unspoiled?

Comprehension – personalization

- T: *How has Jeju changed?*
 S1: *There are a lot more foreign tourists.*
 S2: *Some areas have become commercialized.*
 S3: *Some of the local customs have been disappearing.*
 T: *How do you think (place) has changed?*
 S4: . . .

Personalization

The students ask each other “*How do you think . . . has changed?*” about places or people they know. Encourage them to vary the tenses they use when they ask follow-up questions.

Page 84

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 have been to Argentina.*
Last year I went to Mexico.
I have played golf a few times.
Last week I played soccer.

Controlled Practice Changes

The students make sentences about each picture.

Sample answers

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

2. *The beach has become polluted.*
3. *The room has become crowded.*
4. *The forest has become unsafe.*

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

Sample answers

- I think the river near here has become polluted.*
I think my favorite campsite has become commercialized.
I think the city center has become unsafe.

Page 85

Warm Up Things We Haven't Done

Write a word puzzle on the board. Each word indicates something you haven't done. When the students have solved the puzzle, help them say “*You've never . . .*” for each word, and let them ask you follow-up questions. Then, each of the students makes a list of keywords that indicate something they haven't done, and they have a short conversation related to each word.

I've Never Flown in a Plane Before

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

Anticipation questions

- What did Boris try doing?*
How is he feeling?

Follow-up questions

- What has Boris never seen?*
What have you never seen?

- What haven't they done yet?*
What haven't you done yet?

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 an “*I've never . . .*” statement. The other student comments and asks follow-up questions. Encourage them to have natural conversations.

Page 86

Communication Activities

A. Adding Sentences

One student makes a sentence about himself/herself using the pattern “*I've never . . .*” The next student says what the first student said and adds his/her own

"I've never" sentence.

B. Challenge

One student says a verb. The other students have to make a sentence with the verb in the past simple tense, and another sentence with the verb in the present perfect tense. The activity can be done in pairs or groups.

C. Mime

Divide the class into teams. Place the mime cards in a pile an equal distance from each team. A student from each team turns over a card, hurries 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.

Page 87

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: *May I ask you some questions?*
 You: *Sure.*
 Man: *Who is the most intelligent person in your family?*

You: *I am, of course.*
 Man: *Who is the noisiest person in your family?*
 You: *My mother.*
 Man: *Who works hardest in your family?*
 You: *I think my brother works hardest.*
 Man: *Thank you very much.*

Picture prompts

She has been to Australia.
She has climbed Mount Everest.
He has seen a ghost.
The town has become commercialized.
The beach has become polluted.

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 Said It Had a Fantastic View

Reported Speech

Target patterns: Reporting by switching tenses
Reporting by not switching tenses

Communication skills: Reporting what others say
Describing buildings
Negotiating

Language sets: Math words

Page 88

Warm Up

What Did I Say?

Say something naturally, such as “*It’s a beautiful day*” and then suddenly “*What did I say?*” If necessary, help the students say “*You said it was a beautiful day.*” Make other statements and ask “*What did I say?*” Then, in pairs or groups, students take turns to make statements and then ask “*What did I say?*”

You Said It Had a Beautiful Yard!

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

Anticipation questions

*Do Andy and Paula think the house is wonderful?
When will it have a nice yard?*

Follow-up questions

*What did the agent say about the house?
What did your parents say about you?*

*What does the agent think of tall apartment buildings?
What do you think of tall apartment buildings?*

Comprehension – personalization

T: *He said the house had a beautiful kitchen.*

All students:

No! He said the house had a beautiful yard!

T: *He said it would have a nice yard after they plant some trees.*

All students:

No! He said it would have a nice yard after they plant some flowers.

T: *He said it had a fantastic library.*

All students:

No! He said it had a fantastic view.

Personalization

In pairs, groups, or as a class, students tell each other things others have said to them recently. They can report things said by their friends, teacher, boss, members of their family, etc.

Page 89

Warm Up

Fortune Telling

Pretend to be a fortune teller (read palms or look into a crystal ball) and make a sentence with *will*, such as “*You will have six children!*” Then, suddenly say “*What did I say?*” Help the students say “*You said I would have six children.*” Then, in pairs, the students take turns pretending to be fortune tellers, making sentences with “*will*” and asking “*What did I say?*” after each sentence.

You Said It Would Be \$80,000!

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

Anticipation questions

*How old is the house?
What much will it cost?*

Follow-up questions

*How old does the house look?
How old does your home look?*

*How is the agent feeling today?
How are you feeling today?*

Comprehension – personalization

T: *He said they would love the modern bathroom.*

All students:

No! He said they would love the modern design!

T: *He said it would be \$1,000,000.*

All students:

No! He said it would be \$80,000!

Personalization

In pairs, groups, or as a class, the students talk about things a fortune teller or horoscope has said will happen to them.

Page 90

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 said to my mother that I was very busy today.
I said to my boss that I would finish my report this week.
I said to my teacher that the class is too difficult for me.*

Controlled Practice

What Did They Say?

The students make two sentences about each picture.

Sample answers

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

2. *He/She said he's/she's playing Bach. He/She said he/she was playing Bach.*
3. *He/She said he/she forgot his/her key. / He/She said he/she had forgotten his/her key.*
4. *He/She said he'll/she'll probably be late. / He/She said he/she would probably be late.*
5. *He/She said he's/she's on the way to Florida. / He/She said he/she was on the way to Florida.*
6. *He/She said he's/she's been walking all day. / He/She said he/she had been walking all day.*

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

Sample answers

*My friend said she will meet me on Saturday.
My friend said she would meet me on Saturday.*

©2012 David Paul

*My friend said he's enjoying his new job.
My friend said he was enjoying his new job.*

Page 91

Warm Up

Who Said What?

Make a list of things people have said to you and a mixed-up list of who said them. The students try to guess who said what. Encourage them to make one sentence switching the tense and one without switching. The students then tell each other about things others have said to them. They make two sentences each time—one switching the tense and one without switching.

There Is Life on Earth!

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

Anticipation questions

*Who are the three aliens?
How many of them do Glug and Zork think are intelligent?
How many of them do you think are intelligent?*

Follow-up questions

*What did the frog say he had read?
What did one of your friends say he/she had read?*

*What did the dog say about Bach?
Where did one of your friends say he/she was born?*

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, A is an editor, B is a reporter, and C is a friend or a famous person. A tells B what questions to ask C, using the pattern, "Ask him/her . . ." B asks C the question and then reports C's answer back to A. The three students can switch roles sometimes.

Page 93

Communication Activities

A. Mixed Sentences

Each student writes a sentence on a piece of paper about something somebody said to him/her, and the pieces of paper are mixed up. The sentences are then read out one by one, and the students write down who they think wrote each sentence. Finally, they say what they think in complete sentences (e.g. "I think Michelle said she would probably go to Australia next year").

B. Reporting an Interview

A student or the teacher interviews another student in front of the class. The students can give true answers or play the role of a famous person. After the interview has finished, the other students try to remember what the student who was interviewed said.

C. Long Sentences

Students are in groups. Photocopy three sets of cards for each group. The cards are dealt, and each student holds his/her cards so others cannot see what they are. One student touches a card in the next student's hand. The student who owns the card reads out the sentence quickly, and the student who touches the card has to say "You said . . ." without looking at the card. If he/she reports the sentence correctly, he/she gets the card. The students take turns, and when a student gets three of a kind, he/she puts them down on the table in front of him/her.

Page 92

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

I would like to learn to play the guitar.

*The longest river in my country is the Severn.
I'm tired of cooking dinner every day.
Long hair is going out of fashion.
I haven't been to the bank yet.*

Puzzle sentences

*I've already seen it three times.
It's been good for the local economy.
Omelets are becoming very popular.
I've never felt so nervous in my life.
There aren't enough places for children to play.*

You

*I wish I could travel around the world.
I think there are too many fast food restaurants in this city.
I hate washing the dishes.
I've never eaten caviar.
These days, I'm becoming busier and busier.*

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 I'm Not Frightened of Ghosts!

-ed and -ing

Target patterns: I'm interested/bored.
It's interesting/boring.

Communication skills: Describing feelings
Giving opinions

Language sets: Depressed, frustrated
Tiring, exciting . . .

Page 94

Warm Up Tic-Tac-Toe

Draw a tic-tac-toe grid on the board. Put the *-ed* and *-ing* words from the dialog in the grid and add a few other words. The students play the game and try to make sentences with the word in a square when they choose it. Then, the students play a number of times in pairs. They draw blank grids and make sentences with the words on the board that are in the corresponding squares. You can gradually make the words on the board more difficult.

It's So Frustrating

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

Anticipation questions

Why are they frustrated?

Why does Paula want to buy the haunted house?

Follow-up questions

What is Andy tired of?

What are you tired of?

How does Paula feel about ghosts?

How do you feel about ghosts?

Comprehension – personalization

T: *Is Andy tired of looking for his contact lenses?*

S1: *No, he isn't.
What's he tired of?*

S2: *He's tired of looking for a house.
What are you tired of?*

S3: *I'm tired of . . .*

Continue in a chain.

T: *What does Andy think is frustrating?*

S4: *He thinks looking for a new house is frustrating.*

What do you think is frustrating?

S5: *I think . . .*

Continue in a chain.

T: *What isn't Paula frightened of?*

S6: *She isn't frightened of ghosts.*

What aren't you frightened of?

S7: *I'm not frightened of . . .*

Continue in a chain.

Personalization

Write *tired, tiring, frustrated, frustrating, frightened, frightening* (and maybe other similar pairs of words) on the board. The students talk about their friends or family and try to use these words.

Page 95

Warm Up What Do You Think is . . . ? What Makes You . . . ?

Ask individual students “*What makes you tired/depressed/disappointed, . . . ?*” and “*What do you think is boring/tiring/interesting, . . . ?*” Then write *-ed* and *-ing* words on the board (such as in the illustration). In pairs, the students ask each other “*What makes you . . . ?*” or “*What do you think is . . . ?*” using each word.

I'm Not Satisfied with My Teaching

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

Anticipation questions

Why is David depressed?

What does Sachiko think of David's classes?

Follow-up questions

What is David not satisfied with?

What are you not satisfied with?

Why are Paula and Emel disappointed?

What makes you disappointed?

Comprehension – personalization

T: *Is David happy or depressed?*

S1: *He's depressed.*

T: *Why?*
 S1: *He's not satisfied with his teaching.*
Are you happy or depressed?
 S2: *I'm . . .*
 S1: *Why?*
 S2: . . .
 Continue in a chain.

T: *What does Sachiko think is great?*
 S3: *David's classes.*
What do you think is great?
 S4: . . .
 Continue in a chain.

T: *Are Paula and Emel feeling satisfied or disappointed?*
 S5: *They are feeling disappointed.*
 T: *Why?*
 S5: *Their English isn't getting better.*
Are you feeling satisfied or disappointed?
 S6: *I'm . . .*
 S5: *Why?*
 S6: . . .
 Continue in a chain.

Personalization

In pairs, groups, or as a class, the students talk about their genuine feelings at the moment. Encourage them to use *-ed* and *-ing* words.

Page 97

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 think writing reports is tiring.
Using a computer makes me tired.
I think many TV shows are boring.
Watching baseball makes me bored.

Controlled Practice

How Are They Feeling?

The students make sentences about each picture.

Sample answers

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

2. *She's depressed.*
3. *He's disappointed.*
4. *He had to order dinner.*
5. *He's frightened.*
6. *He's frustrated.*

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

Sample answers

Studying math makes me frustrated.
Living by myself makes me depressed.
Failing exams makes me disappointed.

Page 96

Warm Up

Pictures of People

Look at pictures of people with the students. Say things such as *"He looks depressed"* or *"She looks disappointed."* After each statement, ask the students why they think the person is depressed/disappointed/etc. Then, in pairs or groups, the students comment on pictures using the pattern *"He/She looks . . ."* and then suggest why the people might feel that way.

You Look Tired

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

Anticipation questions

Who has Romeo been chasing?
What did the doctor say?

Follow-up questions

Why is Romeo tired?
What makes you tired?

Why is Romeo depressed?
What makes you depressed?

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, students take turns saying, “*You look bored/tired/depressed/frustrated/excited/etc.*” The other student gives real or imaginary reasons. Encourage them to have natural conversation before moving on to the next “*You look . . .*” sentence.

Page 98

Communication Activities

A. Guessing Letters

The teacher or one of the students writes a sentence on the board, putting a dash instead of each letter. These sentences should include an adjective that the teacher would like the students to learn (chosen from a list). The students take turns guessing letters. When one of the letters is in the sentence, the teacher (or the student who made the sentence) writes it in all the correct spaces. After successfully guessing a letter, a student can try to guess the whole sentence.

B. Cards

Write a list of playing cards (*ace, king, etc.*) on the board, putting a target adjective next to each card. The students choose any card game they like, with the added rule that when they play a card, they make a sentence that includes the corresponding adjective.

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.

Page 99

Crossword

DOWN

1. top
2. with
3. lonely

4. best
8. local
10. get
11. be
12. getting
14. used
16. right
17. since
19. sold

ACROSS

1. too
5. to
6. improve
7. plant
9. highest
11. back
13. try
15. life
18. satisfied
20. got
21. tiring
22. dream

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.