

# 30

# Lesson

# Plans

With teacher notes and student hand-outs

These 30 Lesson Plans were compiled by our Head Online Tutor, Tim West. Tim has many years experience teaching English and training and has been living and working in Spain for the past 20 years.

The lesson plans cover a range of levels and aim to give you a variety of aims and target language.

You will see tenses, functional language, topic based lessons and skills lessons such as writing, reading, speaking and listening. Giving you such a range of plans and helping you to devise your own.

Each lesson plan has a teacher sheet and a student sheet. The teacher sheet gives you the aims and methodology while the student sheets can be used as hand-outs. The lesson plans contain many different activities which can be adapted and used for other lessons.

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## Beginner: Adverbs

### 1. Warmer:

Tell your classmates the following.

- What was your worst school report?
- What was your best one?

### 2. Reading:

Read the conversation and fill in the spaces with words from the box.

### SCHOOL REPORT

Name: Ewan McGregor

SUBJECT	GRADE	COMMENTS
English	A	Ewan is a very good 1 _____. He writes very clearly and his imagination is wonderful.
German	B-	Ewan doesn't 2 _____ German very well. However, he tries hard in the lessons.
Mathematics	B+	I'm pleased with Ewan's grades this year. The 3 _____ are often difficult, but he thinks carefully.
History	C	This year was terrible! He doesn't do homework properly and often 4 _____ mistakes.

# Student

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## 3. Language check #1:

Look at the language table and complete the exercise below. Use the words below the task.

- 1) Bill drives very \_\_\_\_\_. He'll have an accident one day!
- 2) Steve doesn't write \_\_\_\_\_. I can't read his handwriting.
- 3) Cyril speaks too \_\_\_\_\_ on the phone. I can't hear him!
- 4) Snails move very \_\_\_\_\_.
- 5) Jack works really \_\_\_\_\_. He often stays in the office all night!
- 6) Janice speaks Spanish \_\_\_\_\_ because she lived in Avila for three years.

FLUENTLY

SLOWLY

DANGEROUSLY

HARD

QUIETLY

NEATLY

## 4. Language check #2:

Say the opposite, using adverbs...

- 1) Jean is playing a CD very loudly. \_\_\_\_\_
- 2) Harold types quite slowly. \_\_\_\_\_
- 3) Amelia speaks Russian well. \_\_\_\_\_
- 4) Angus entered the data carefully. \_\_\_\_\_
- 5) Clinton drives really dangerously. \_\_\_\_\_
- 6) Sarah spoke to me rather politely. \_\_\_\_\_

# Student

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## 5. Language check #3:

Choose the correct form.

- 1) Luis cooks really good/well. He makes wonderful/wonderfully pasta!
- 2) Johnny is a bad/badly driver. He drives too quick/quickly.
- 3) Jimmy tried very hardly/hard in all his lessons.
- 4) Your flat is really nice/nicely.
- 5) DVDs are expensive/expensively, but you can buy them online cheap/cheaply.
- 6) I always listen careful/carefully to my teacher's advice.

## 6. Speaking:

Choose one of the phrases below and say a sentence using an adverb.

- What can you cook well?
- Do you drive dangerously?
- Do you work hard in the lessons?
- Do you write clearly?
- Do you always do your English homework properly?
- How well do you sing?
- Can you type quickly?
- What do you do badly?

## 7. Homework:

Write a minimum of 7 sentences about a member of your family or a friend using adverbs.  
Then tell your classmates in the next lesson.

## Beginner: Adverbs

### 1. Warmer: (5 mins)

Encourage sts to talk and note take for sts to correct errors after this task.

### 2. Reading: (5 mins)

Pre-teach any vocabulary you think they may have difficulty with. Then ask sts to read the school report quietly and quickly. Then elicit answers to gaps.

ANSWERS:

1. STUDENT
2. SPEAK
3. LESSONS
4. MAKES

### 3. Language Check #1 (10 mins)

Follow the instructions and elicit answers from sts. Then drill the sentences for pronunciation and intonation.

ANSWERS:

- 1) Bill drives very **DANGEROUSLY**. He'll have an accident one day!
- 2) Steve doesn't write **NEATLY**. I can't read his handwriting.
- 3) Cyril speaks too **QUIETLY** on the phone. I can't hear him!
- 4) Snails move very **SLOWLY**.
- 5) Jack works really **HARD**. He often stays in the office all night!
- 6) Janice speaks Spanish **FLUENTLY** because she lived in Avila for three years.



# Teacher

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## 4. Language Check #2 (10 mins)

Follow the instructions and elicit the answers.

ANSWERS:

- 1) Jean is playing a CD very loudly. VERY QUIETLY
- 2) Harold types quite slowly. FAST/QUICKLY
- 3) Amelia speaks Russian well. BADLY
- 4) Angus entered the data carefully. CARELESSLY
- 5) Clinton drives really dangerously. SAFELY
- 6) Sarah spoke to me rather politely. RUDELY

## 5. Language Check #3 (10 mins)

Follow the instructions and elicit the answers.

ANSWERS:

- 1) Luis cooks really good/**well**. He makes **wonderful**/wonderfully pasta!
- 2) Johnny is a **bad**/badly driver. He drives too quick/**quickly**.
- 3) Jimmy tried very hardly/**hard** in all his lessons.
- 4) Your flat is really **nice**/nicely.
- 5) DVD's are **expensive**/expensively, but you can buy them online cheap/**cheaply**.
- 6) I always listen careful/**carefully** to my teacher's advice.

# Teacher

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## 6. Speaking (10 mins)

Follow the instructions and get sts to use as many questions as you have time for. This is where they get to speak the target language freely. Note take and ask sts to correct mistakes after this task.

**\*Ask sts what they have done in class today. (3 mins)**

## 7. Homework: (2 mins)

Write a minimum of 7 sentences about a member of your family or a friend using adverbs. Then tell your classmates in the next lesson.

1. Lead in:

- Do you know any of these films?
- Which ones did you like/dislike?
- What's your favourite/least favourite film of all time?
- What was the last film you saw?



Scene: Pat and Margaret are talking about films.

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**Pat:** Do you go to the cinema often?

**Margaret:** I go to the cinema once or twice a week, and you?

**Pat:** I rarely watch films in the cinema. I prefer to watch films at home.

**Margaret:** I've got the new George Clooney film on my PC. Do you want to watch it with me?

**Pat:** Yeah!

## 3. Check

Ask and answer these questions with a partner/your teacher.

- 1) How often does Margaret go to the cinema?
- 2) Does Pat watch films at the cinema very often?
- 3) How does Pat usually watch films?

## 4. Presentation 2:

100%

• Always

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

• never

0%

never

sometimes

hardly ever

always

occasionally

often

usually

almost never

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## Frequency Adverbs - ALWAYS / USUALLY / OFTEN

<b>Other Verbs</b> (play, do, study, work, etc.)	<b>Frequency Adverbs come BEFORE other verbs.</b>
	I <u>always</u> help the other students. My brother <u>usually comes</u> late to school. Jenny and Susan <u>often study</u> in the library after class.
<b>BE Verb</b> (am, is, are, was, were, etc.)	<b>Frequency Adverbs come AFTER a BE verb.</b>
	I <u>am always</u> a good student. My brother <u>is usually</u> late to school. Jenny and Susan <u>are often</u> in the library after class.

## 5.Practice (controlled):

**Instructions:** Insert an adverb of frequency into each sentence. Choose from *always, almost always, usually, often, sometimes, seldom, rarely, almost never* or *never*.

*often*

Example: My father <sup>^</sup> goes on business trips.

1. Our teacher teaches on Tuesday.
2. Our teacher goes swimming at the university pool.
3. Our teacher is absent.
4. Our teacher gives homework for the weekend.
5. Our teacher is impatient with students who don't pay attention.
6. Our teacher is energetic in class.
7. Our teacher tells funny stories.
8. Our teacher gives exercise pages to students.
9. Our teacher comes to class on time.
10. I am late for class.
11. I do the homework on Sunday.
12. Our teacher is in class before six o'clock.

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13. I don't want to do the homework.
14. I go on trips on the weekend.
15. My classmates are interested in what the teacher says.
16. I buy lottery tickets.
17. I am tired at the end of class.
18. My street is noisy.
19. I give money to people who beg on the street.

## 6. Production: ask your partner

Ask follow-up questions, where appropriate.

	How often?	Extra Information
Get your hair cut		
Go to the beach		
Take the train		
Do English homework		
Go dancing		
Eat fruit		
Clean the house		
Open your email		
Exercise		

## 7. Homework:

Write a short text about a famous person and say things he/she does:

i.e. she usually sings on the telly.

Use as many of the adverbs of frequency as possible. Then in the next lesson tell your classmates/teacher (without saying who the famous person is) who has to guess the famous person.

## Beginner: Adverbs of frequency

### Pre-plan info:

**Objective:** Using adverbs of frequency in speaking and writing.

**Target Language:** always, usually, often, sometimes, occasionally, seldom, rarely, hardly ever, almost never & never.

**Assumed Knowledge:** How often do you....? Basic questions forms.

**Anticipated Problems:** Positioning of adverbs in a sentence.

**Possible solution:** Peer correction and/or revise rules box in the sentence.

Sts settle down and get sts into the classroom arrangement. (2 mins)

\*Check homework and ask some questions to revise last day's lesson.  
(5 mins)

Follow the instructions and ask sts to do in pairs. (11 mins)

### 1. Warm Up: (5 mins)

Ask sts to look at the photo and discuss in pairs/with you the questions:

- Do you know any of these films?
- Which ones did you like/dislike?
- What's your favourite/least favourite film of all time?
- What was the last film you saw?

### 2. Presentation 1: (5 mins)

Teach any vocabulary that you think they will have problems with. Then ask sts to quietly read the dialogue. Then drill the sentences for intonation and ask pairs to say it out loud.

Practice with a partner/your teacher.

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## 3. Check! (2 mins)

ANSWERS:

Ask sts to ask and answer each other the questions.

- 1) Once or twice a week.
- 2) Rarely.
- 3) At home.

## 4. Presentation 2: (7 mins)

Again, ask them to read the box quietly and then elicit the answers for the grid.

ANSWERS:

100%

- always
- usually
- often
- sometimes
- occasionally
- seldom
- rarely
- hardly ever
- almost never
- never

0%

You may have to explain meaning to some. Remember to elicit any corrections/answers from sts first.

Asks one or more sts to read the box information out loud.

## 5. Practice: (12 mins)

Ask sts to do this in pairs/small groups. Elicit from sts the corrections and appropriate answers for the sentences. This also provides practise of the positioning of the adverbs.



# Teacher

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## 6. Interview your partner: (15 mins)

Ask sts in pairs to interview each other. Note take for mistakes and error correction after this task. Remember, ask sts to correct any errors. Encourage them to ask follow up questions. If one pair are asking the question while the others listen, throw follow-up questions open to all so no one gets bored.

Encourage them to use the target language “adverbs of frequency” from this lesson.

**\*Ask sts what they have done in class today.**

**(5 mins)**

## 7. Homework: (2 mins)

Write a short text about a famous person and say things he/she does:

i.e. she usually sings on the telly.

Use as many of the adverbs of frequency as possible. Then in the next lesson tell your classmates/teacher (without saying who the famous person is) who has to guess the famous person.

## Beginner: Present Continuous

### 1. Lead in:

- a) Do you like sports?
- b) What sports do you like?

Look at the pictures. Which sports do you prefer? Why?



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## 2. Presentation

Scene: Jack is at the sports centre with his friends. Grace is calling him on his mobile.

**Jack:** Hello?

**Grace:** Hi, Jack. It's Grace here. Are you at work?

**Jack:** No ... at the sports centre in the town.

**Grace:** Really? Are your ..... with you?

**Jack:** Yes, though Carla and Paul are buying some water  
.....

**Grace:** You're so lucky because I am ..... in the office!  
What are you doing right now?

**Jack:** Well I am playing squash and Thomas is ..... a  
coffee in the canteen

Now put the words below in the correct spaces:

at the moment      friends      I'm      working      having

## 3. Presentation

Present continuous

Tell your teacher when we use the present continuous.

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i.e. We use the present continuous to talk about habits and things that we always do (this is not the correct answer).

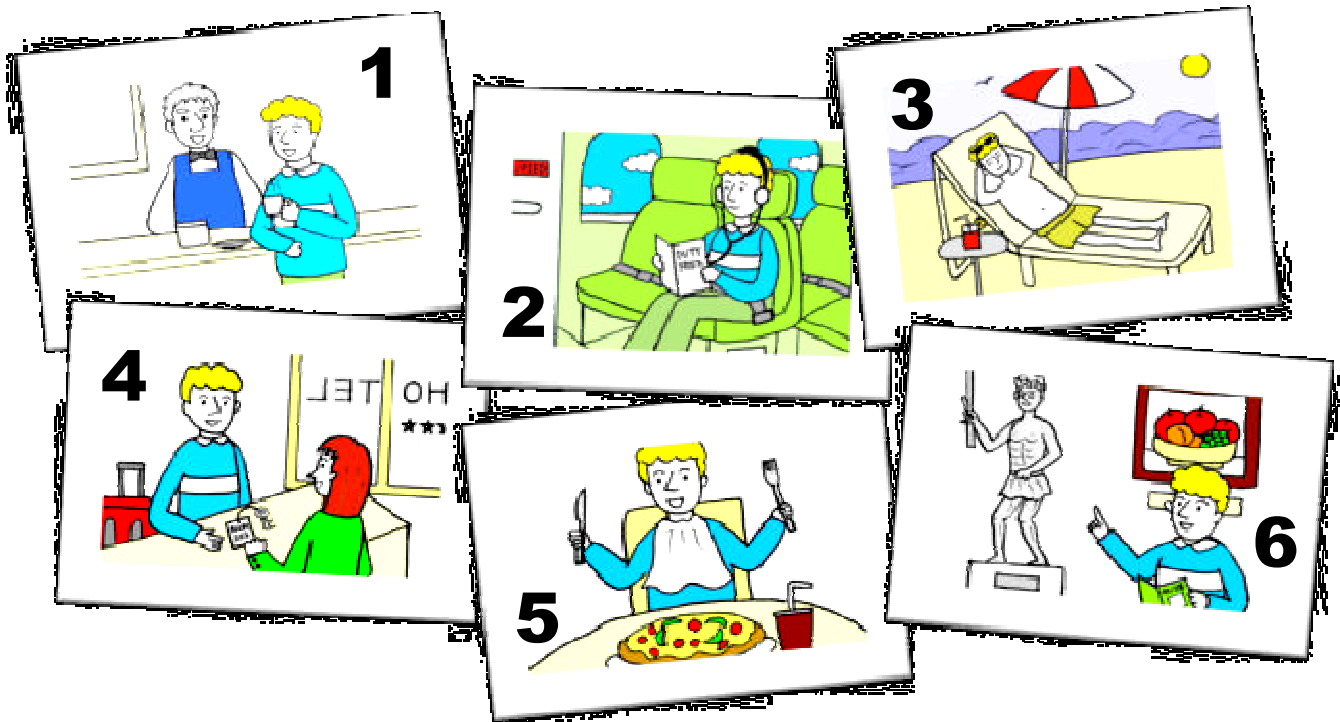
Why is it different to the present simple?

## 4. Practice (controlled):

Practice:

- a) What are you doing right now?
- b) What are you wearing?
- c) What are you holding at the moment?
- d) Are you having fun?

Eddie went on a trip around the world. Look at the pictures:



What is Eddie doing in each picture? Say a sentence for each picture, using words from the boxes A and B.

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A

sunbathe  
eat  
go around  
drink  
fly  
check in

B

a cappuccino  
on the beach  
economy class  
at the hotel  
a museum  
a pizza

## 5. Practice (controlled)

Tick the correct sentences and tell your teacher why:

I am having a shower every morning / I have a shower every morning

Where are you usually going at the weekend? / Where do you usually go at the weekend?

I am looking for Dee / I look for Dee

What a wonderful day, the sun is shining! / What a wonderful day, the sun shines!

Sorry, I am not understanding. / Sorry, I don't understand

## 6. Production

- In pairs, students have 3 minutes to complete and write as many things that are going on in the classroom or out the window. The winner is the pair who have the most correct examples.
- In pairs, students mime whole Present Continuous sentences until the other students say the whole correct sentence. It is important they don't stop until people guess to give the idea of an action in progress.

## 7. Homework

Close your eyes and imagine you are in a wonderful place. In writing, describe the place and write all the things you are doing right now. Write at least 15 sentences.

## Beginner: Present Continuous

**Pre-plan info:**

**Objective:** Things happening right now.

**Target Language:** Present continuous.

**Assumed Knowledge:** Present simple tense.

**Anticipated Problems:** Confusing of meaning with present simple tense.

**Possible solution:** Peer correction and/or repeat rules.

**Class settle and tell them their seating arrangements. (3 mins)**

**\*Check homework and ask some questions to revise last day's lesson. (10 mins)**

### 1. Lead In (5 mins):

Ask sts the two questions and then the questions from the picture. Try to elicit more from the picture so they are engaged in the language. If you have more than one sts then get them to ask each other.

### 2. Presentation (5 mins):

Ask the sts to read this quietly. Give them about 30 seconds for this. Then ask them to fill in the gaps. Best to do this speaking so things don't get too quiet. Check answers, drill and then ask sts to read out loud to focus on intonation.

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**Jack:** Hello?

**Grace:** Hi, Jack. It's Grace here. Are you at work?

**Jack:** No **I'm** at the sports centre in the town.

**Grace:** Really? Are your **friends** with you?

**Jack:** Yes, though Carla and Paul are buying some water  
**at the moment .**

**Grace:** You're so lucky because I am **working** in the office!  
What are you doing right now?

**Jack:** Well I am playing squash and Thomas is **having** a  
coffee in the canteen.

## 3. Presentation (5 mins)

Ask sts to tell you the answer.

Answer: When we are talking about temporary things we are doing right now.

## 4. Practice (controlled) (10 mins)

Possible answers:

1. Eddie is drinking a cappuccino.
2. He is flying economy class.
3. He is sunbathing on the beach.
4. He is checking-in at the hotel.
5. He is eating a pizza.
6. He is going around a museum.

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## 5. Practice (controlled) (5 mins)

Tick the correct sentences and tell your teacher why:

You could pin sets of these on the wall and sts have to run up and take the right ones back to their desks.

- a) I am having a shower every morning / **I have a shower every morning**
- b) Where are you usually going at the weekend? / **Where do you usually go at the weekend?**
- c) **I am looking for Dee** / I look for Dee
- d) **What a wonderful day, the sun is shining!** / What a wonderful day, the sun shines!
- e) Sorry, I am not understanding / **Sorry, I don't understand**

## 6. Production (13 mins)

- In pairs, students have 3 minutes to complete and write as many things that are going on in the classroom or out the window. The winner is the pair who have the most correct examples.
- In pairs, students mime whole Present Continuous sentences until the other students say the whole correct sentence. It is important they don't stop until people guess to give the idea of an action in progress.

\*Ask sts what they have done in class today. (3 mins)



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## 7. Homework (1 min)

Close your eyes and imagine you are in a wonderful place. In writing, describe the place and write all the things you are doing right now. Write at least 15 sentences.

## Beginner: Relaxing

### 1. Warm Up:

Look at the picture below and discuss what it is.



Now discuss these questions:

- Do you like coffee? Why/not?
- Do you like to have coffee in a coffee shop? Why/not?

### 2. Conversation #1

Scene: Colin is ordering at a coffee shop.

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**Trish:** Good morning! Can I take your order?

**Colin:** Yes. Could I have a white coffee please?

**Trish:** Of course. What size would you like?

**Colin:** Err...a big one please. And I'll have a chocolate muffin too please.

**Trish:** Ok. That'll be 6 pounds and fifty pence please.

**Colin:** Here's ten pounds.

**Trish:** And here's your change. You can pick up your order over there.

## 3. Language work:

Cover the conversation. Can you order these questions?

- 1) order you can take I ?
- 2) please a white could have I coffee?
- 3) you size what like would?

## 4. Language check:

Practice the conversation again, using the cues below.

### Role Play Card 1

- A white coffee (s)
- A slice of apple pie
- Six pounds and fifty pence.

### Role Play Card 2

- A white coffee (s) and a cappuccino (l)
- A muffin
- 8 pounds and ninety pence.

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## Role Play Card 3

- An espresso (double)
- A caramel slice
- 5 pounds and ninety nine pence

## Role Play Card 4

- An iced coffee (l)
- A cinnamon role
- Eight pounds and ten pence.

## 5. Conversation #2

How well do you remember? Fill in the spaces.

**Trish:** Good morning! \_\_\_\_\_?

**Colin:** Yes. \_\_\_\_\_ a white coffee please?

**Trish:** Of course. \_\_\_\_\_?

**Colin:** Err...a large one please. \_\_\_\_\_ chocolate muffin too, please.

**Trish:** Ok. \_\_\_\_\_ 6 pounds and fifty pence please.

**Colin:** \_\_\_\_\_ ten pounds.

**Trish:** And \_\_\_\_\_ your change. You can pick up your order over there.

# Student

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## 6. Speaking:

Role play with a partner/your teacher.

### Coffee Express Menu

Beverages	S	L	Double Food	
Iced coffee	3.40	4.00	4.60	Apple Pie 3.50
White coffee	3.40	4.00	4.60	Muffin 2.20
Black coffee	3.50	4.10	4.70	Cinnamon role 3.50
Cappuccino	3.60	4.20	4.80	Chocolate slice 3.90
Espresso	2.40	3.00	3.90	Caramel slice 3.90
Tea	3.10	3.50	3.90	
Orange Juice	2.40	3.10	3.60	

- Use this menu to make your order
- Take turns playing the customer and waiter/waitress
- Try not to look at the worksheet when speaking

## 7. Discussion:

- How often do you drink coffee?
- Do you drink at a “chain” coffee shop or café? Which ones do you go to, and why?
- Has coffee become more or less popular in your country?
- Do you drink coffee at home?
- Do you have a coffee making machine at home?
- Now, ask your own questions!

## 8. Homework:

Write a dialogue using the menu in stage 6. Then send it to your teacher.

## Beginner: Buying a coffee

**\*Check homework and ask some questions to revise last day's lesson. (5 mins)**

### 1. Warm Up:

Get sts engaged in the language straight away and get them all talking. Don't spend too much time here as there is plenty of talking at the end of this lesson.

You could monitor and note take for sts to correct mistakes after this task. But don't spend too much time on this.

### 2. Conversation #1 (10 mins)

Pre-teach any vocab you think they will have difficulty with. Then ask sts to read the text quietly and as quickly as possible.

Then get them to speak it out loud in pairs. Focus on intonation and the musical sound of English. Correct when they say it flat. Then ask them to swap roles.

Elicit the different ways to ask for things in the text.

### 3. Language work (5 mins)

Follow the instructions and elicit the answers. Get them all to take part.

ANSWERS:

1. Can I take your order?
2. Could I have a white coffee please? OR Please....?
3. What size would you like?

Elicit other ways to ask for things politely. Tell sts to note them into their note books.

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## 4. Language check (10 mins)

Follow the instructions. Ask sts to read the role cards. Then encourage sts to speak the role plays. Monitor and note take. Sts correct mistakes after this task. Remember, ask them to use as much of the language from this lesson as possible.

(s) = small

(l) = large

## 5. Conversation #2 (8 mins)

Sts should cover the conversation in ex 2. Then follow the instructions. Elicit the answers.

**Trish:** Good morning! **Can I take your order?**

**Colin:** Yes. **Could I have** a white coffee please?

**Trish:** Of course. **What size would you like?**

**Colin:** Err...a large one please. **And I'll have a** chocolate muffin too, please.

**Trish:** Ok. **That'll be** 6 pounds and fifty pence please.

**Colin:** **Here's** ten pounds.

**Trish:** And **here's** your change. You can pick up your order over there.

# Teacher

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## 6. Speaking (13 mins)

This is where sts get to speak the new language in a freer practice. Encourage them to talk as much as possible. Monitor and note take for sts to correct mistakes after this task.

Ask them to read the menu quickly and then get them to take turns to be the customer and waiter/waitress.

## 7. Discussion (8 mins)

This is a free discussion. Make sure all sts speak and you monitor and correct. You can either correct on the spot or ask them to correct mistakes after the task.

*\*Check homework and ask some questions to revise last day's lesson.*

## 8. Homework (2 mins)

Write a dialogue using the menu in stage 6. Then send it to your teacher.



# Student

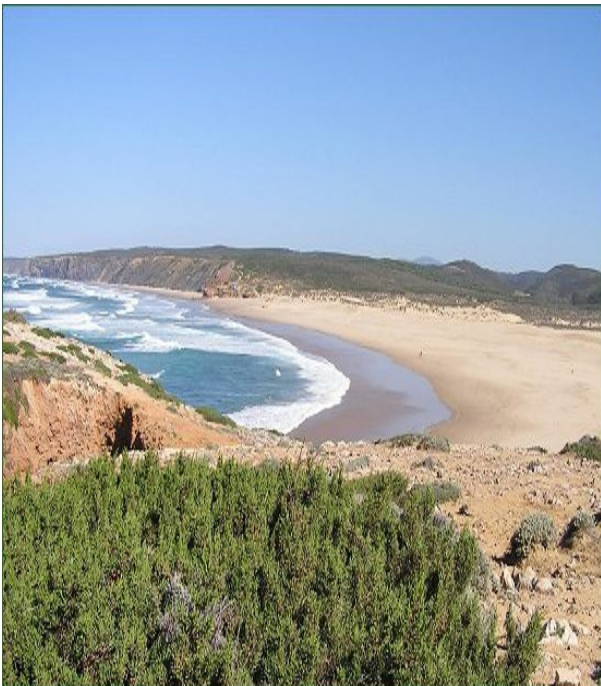
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## Beginner: Travel

### 1. Warmer:

- a) What do you like doing on holiday?
- b) Where do you like to go?

Look at the pictures. Which holiday do you prefer? Why?



### 2. Read this dialogue with your teacher:

Scene: Jack is on holiday with his family. Grace is calling him on his mobile.

Put the words below in the correct spaces:

kids

family

shining

week

# Student

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**Jack:** Hello?

**Grace:** Hi, Jack. It's Grace here. Are you at work?

**Jack:** No, I'm on holiday this ..... in Scotland.

**Grace:** Really? Is your ..... with you?

**Jack:** Yes, Carla is buying some souvenirs with the .....  
at the moment.

**Grace:** You're so lucky! The weather here is terrible. Are you  
at the hotel now?

**Jack:** Yes, I'm sitting by the pool. It's wonderful! The sun is  
..... and I'm having a cold drink. How are you?

## 3. Language Check:

### Present continuous

Tell your teacher when we use the present continuous.

i.e. We use the present continuous to talk about habits and things that we always do (this is not the correct answer).

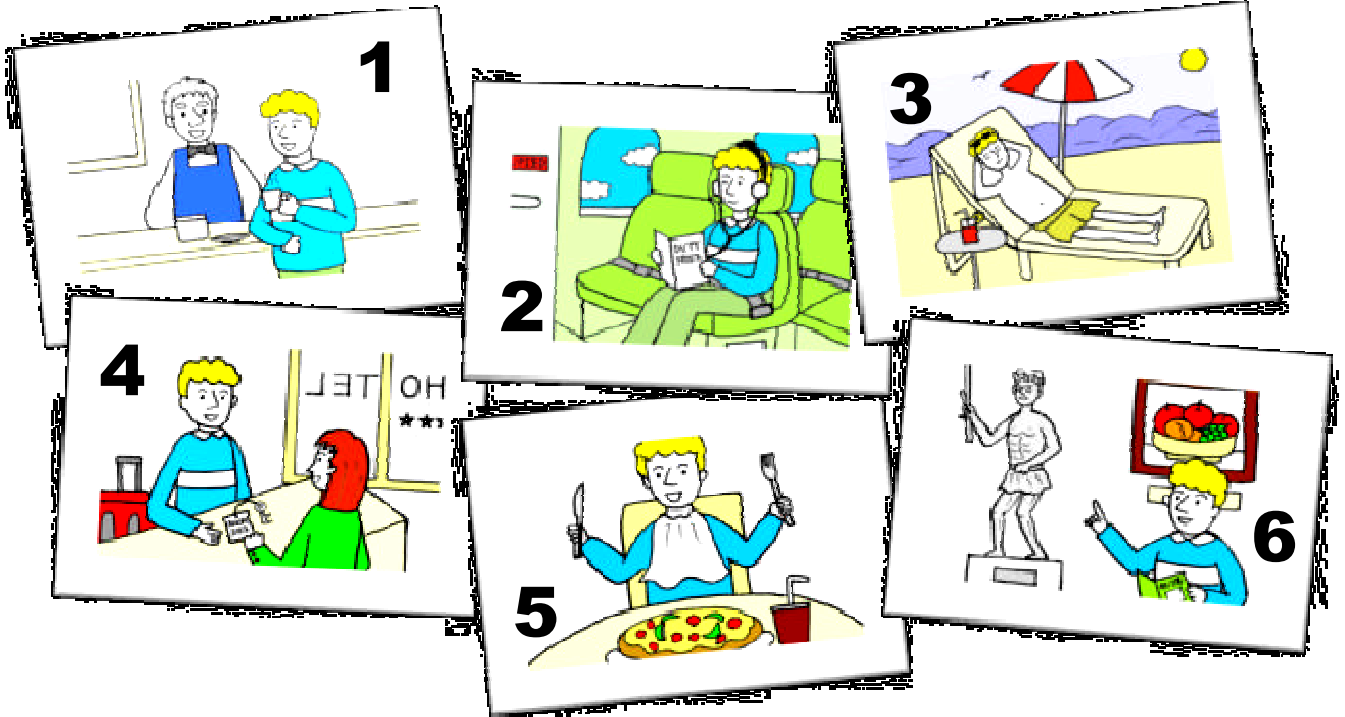
Practice:

- a) What colour of shirt or skirt are you wearing?
- b) Are you sitting or standing?
- c) What are you holding at the moment?
- d) Are you enjoying this lesson?

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Eddie went on a trip around the world. Look at the pictures:



What is Eddie doing in each picture? Say a sentence for each picture, using words from the boxes A and B.

## A

sunbathe  
eat  
go around  
drink  
fly  
check in

## B

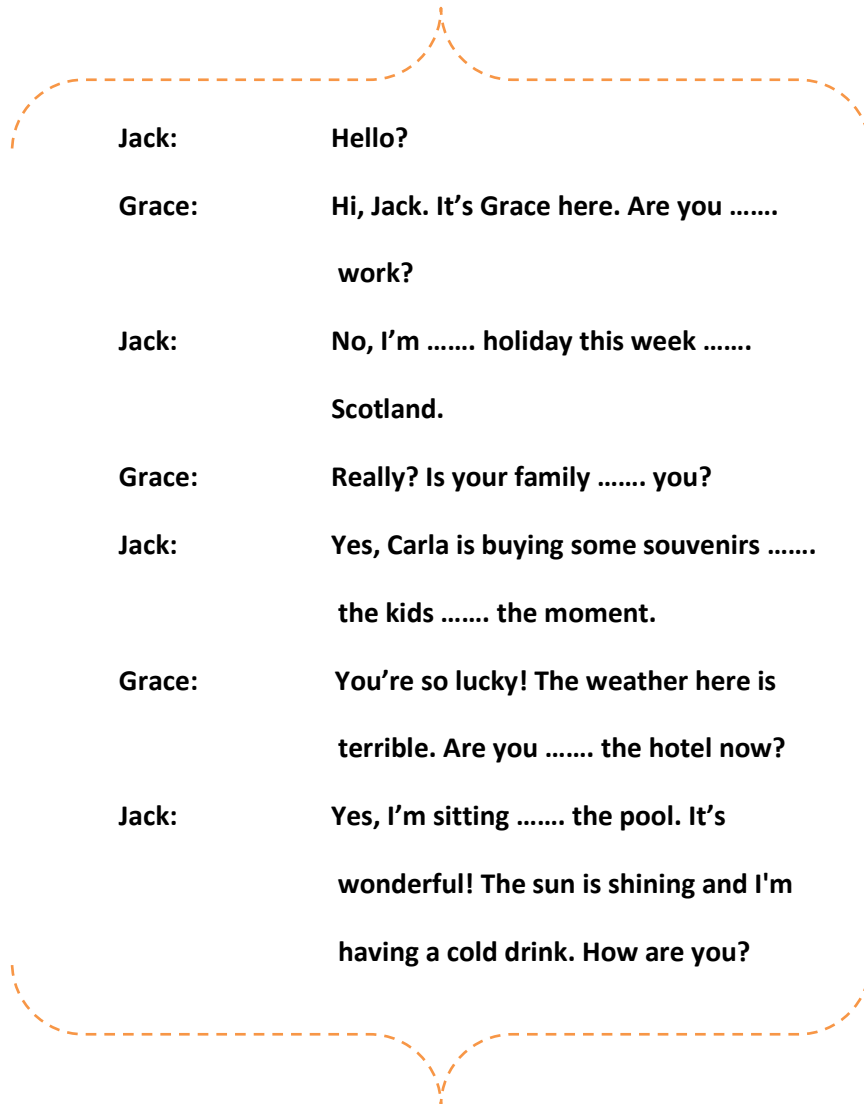
a cappuccino  
on the beach  
economy class  
at the hotel  
a museum  
a pizza

# Student

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## 4. Preposition Check:

Fill in the blanks using a word from the list below. Some words are used more than once.



**Jack:** Hello?

**Grace:** Hi, Jack. It's Grace here. Are you .....  
work?

**Jack:** No, I'm ..... holiday this week .....  
Scotland.

**Grace:** Really? Is your family ..... you?

**Jack:** Yes, Carla is buying some souvenirs .....  
the kids ..... the moment.

**Grace:** You're so lucky! The weather here is  
terrible. Are you ..... the hotel now?

**Jack:** Yes, I'm sitting ..... the pool. It's  
wonderful! The sun is shining and I'm  
having a cold drink. How are you?

with

by

at

of

in

on

# Student

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## 5.Role Play:

### Student A

You are on holiday with your family or some friends.

Student B is going to call you.  
Talk about what you and your family or friends are doing.

### Student B

You are at home. You are going to call Student A for a chat.

Ask him/her lots of questions about what they are doing now!

## 6.Homework:

Close your eyes and imagine you are in a wonderful place. In writing, describe the place and say all the things you are doing right now. Then send your work to your teacher by email.

# Teacher

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## Beginner: Travel

Warmer: (5 mins)

Check homework: (5 mins)

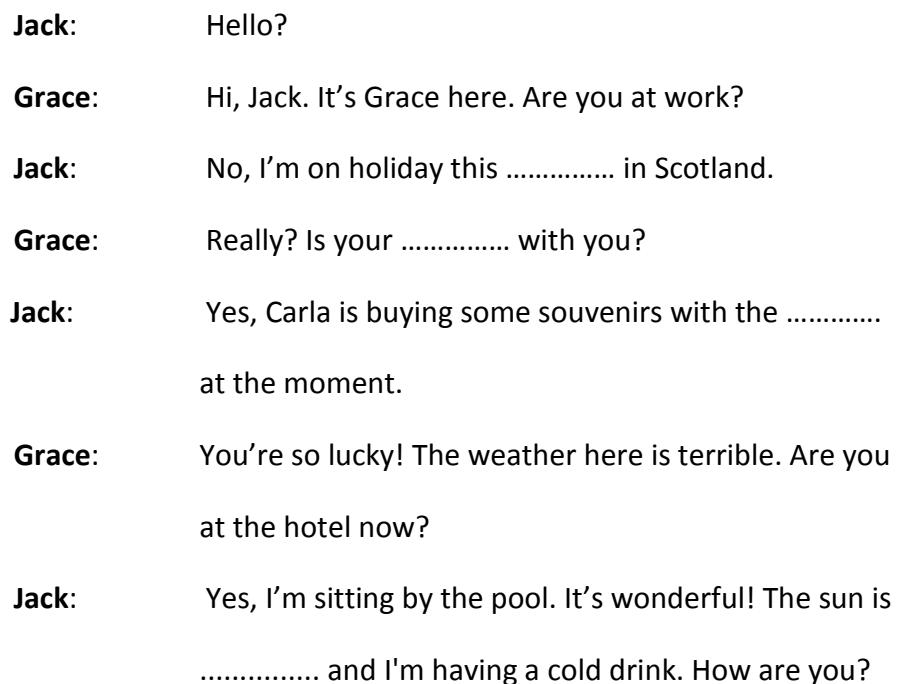
\*Spend a few minutes asking them about their holidays and what they remember most from the last term of English classes. (5 mins)

### 1. (10 mins)

Ask sts the two questions and then the questions from the picture. Try to elicit more from the picture so they are engaged in the language. If you have more than one sts then get them to ask each other.

### 2. (5 mins)

Ask the sts to read this quietly. Give them about 30 seconds for this. Then ask them to fill in the gaps. Best to do this speaking so things don't get too quiet. Check answers, drill and then ask sts to read out loud to focus on intonation.



**Jack:** Hello?

**Grace:** Hi, Jack. It's Grace here. Are you at work?

**Jack:** No, I'm on holiday this ..... in Scotland.

**Grace:** Really? Is your ..... with you?

**Jack:** Yes, Carla is buying some souvenirs with the .....  
at the moment.

**Grace:** You're so lucky! The weather here is terrible. Are you  
at the hotel now?

**Jack:** Yes, I'm sitting by the pool. It's wonderful! The sun is  
..... and I'm having a cold drink. How are you?

# Teacher

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## 3. Language Check (5 mins)

Ask sts to tell you the answer.

**Answer:** When we are talking about temporary things we are doing right now.

**Possible answers:**

1. Eddie is drinking a cappuccino
2. He is flying economy class.
3. He is sunbathing on the beach.
4. He is checking-in at the hotel.
5. He is eating a pizza.
6. He is going around a museum.

## 4. Preposition Check:

Ask sts to fill in the prepositions below – without looking at the text before - for the answers. Then drill the lines to them and again ask them to say them out loud and focus on intonation.

## 5. Role Play (17 mins)

Get the sts to do this role play in pairs and swap roles. You could take part as well. Provide error correction after the first wave of role plays and get them to do them again and focus on mistakes. Change roles for this. Tell them to focus on the language you have covered so far in this lesson. Remember intonation.

Ask sts what they have learned today and give them the homework.

## 6. Homework (3 mins)

Close your eyes and imagine you are in a wonderful place. In writing, describe the place and say all the things you are doing right now. Then send your work to your teacher by email.

## Elementary: Film and Cinema

### 1. People in the film industry:

Match the people in A with what they do in B.

#### A

directors                  producers                  actors cameramen/women

#### B

1. They provide the money to make films.
2. They make films. They tell the actors what to do.
3. They control the camera.
4. They pretend they are other people.

Who is your favourite film actor & actress? Tell your teacher about them. Describe him/her to your partner. Can your partner guess who it is?

### 2. Types of films:

Match the types of film below with the titles.

Who done it  
horror  
animated  
sci-fi film  
comedy  
drama  
western  
musical

Star Wars  
Dracula  
The Sound of Music  
The Good the Bad and the Ugly  
Beauty and the Beast  
Great Expectations  
Police Academy  
Murder on the Orient Express

### 3. A Visit to the Cinema:

Read the story. Complete the spaces with the words below.



# Student

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Last week, we went to see the new Pedro Almodovar. It was \_\_\_\_\_ at the new cinema near my house. We bought tickets at the \_\_\_\_\_ and \_\_\_\_\_ from the sweet shop. We sat in the \_\_\_\_\_. There were a lot of advertisements and \_\_\_\_\_ for other films before the film started. The film was really good though not many \_\_\_\_\_ because the film was not created by Computers. So there were no dangerous \_\_\_\_\_, like people falling out of buildings. This cinema has a very big \_\_\_\_\_, so we could see ok.

special effects  
cinema

popcorn  
trailers

showing stunts  
back row

screen

box office

## 4. Film vocabulary

Look at the words in *italics*. In each sentence which one is correct?

1. I would love to *make/do* a film.
2. Last Saturday, I *saw/looked* a film at the cinema.
3. Daniel Craig is *starring in/playing* in a new film next month.
4. They have opened a *theatre/cinema* near my house.

## 5. Likes and dislikes:

**Ask your teacher the following questions**

1. When did you last go to the cinema?
2. What did you see?
3. What type of film was it?
4. Who directed it? Which film stars were in it?
5. What was it about?
6. Did you enjoy it? Why?

# Student

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## 6. Make a TV advertisement for your favourite film:

In small groups make a 1 minute TV advertisement for your favourite film. You need to use as many of the new words you have learned as possible. So, write the words and then play it out in front of the class. Vote for the best one!

If you are shy, you can make a poster for your film!

## 7. Homework:

Think of a film, and explain why you like/dislike it. Please write about 15 words.

## Elementary: Film and Cinema

### Warmer (5 mins)

### Check Homework (7 mins)

#### 1. People in the film industry (10 mins)

Follow instructions and sts do this in pairs.

ANSWERS:

Match the people in A with what they do in B.

A

directors (2)      producers (1) actors (4)      cameramen/women (3)

Follow these instructions:

Who is your favourite film actor & actress? Tell your teacher about them. Describe him/her to your partner. Can your partner guess who it is?

Elicit if anyone guessed the actor/actress.

#### 2. Types of films (5 mins)

In pairs, match the types of film below with the titles. You could make these into coloured card sets for sts to match. Or, to get them moving, pin them on the wall so sts have to get up.

#### 3. A visit to the cinema (7 mins)

Get sts to read the story. Complete the spaces with the words below.

Last week, we went to see the new Pedro Almodovar. It was **SHOWING** at the new cinema near my house. We bought tickets at the **BOX OFFICE** and **POPCORN** from the sweet shop.

We sat in the **BACK ROW** There were a lot of advertisements and **TRAILERS** for other films before the film started.

# Teacher

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The film was really good though not many **SPECIAL EFFECTS** because the film was not created by Computers. So there were no dangerous **STUNTS** like people falling out of buildings. This cinema has a very big **SCREEN** so we could see ok.

## 4. Film vocabulary (5 mins)

Look at the words in italics. In each sentence which one is correct?

ANSWERS:

1. I would love to **make** a film.
2. Last Saturday, I **saw** a film at the cinema.
3. Daniel Craig is **starring in** a new film next month.
4. They have opened a **cinema** near my house.

## 5. Likes and dislikes (5 mins)

**In pairs ask your partner the following questions**

1. When did you last go to the cinema?
2. What did you see?
3. What type of film was it?
4. Who directed it? Which film stars were in it?
5. What was it about?
6. Did you enjoy it? Why?

## 6. Make an advertisement for your favourite film (14 mins)

In small groups make a 1 minute TV advertisement for your favourite film. You need to use as many of the new words you have learned as possible. Write the words and then play it out in front of the class. Vote for the best one!

If you are shy, you can make a poster for your film!

## 7. Homework (2 mins)

Think of a film, and explain why you like/dislike it. Please write about 15 words.

## Elementary: Getting to know you

1. Briefly intro yourself to students
2. Ask your teacher these questions 1 to 8 and then make two of your own:



### Getting to Know your Teacher

1. Where / from?  
\_\_\_\_\_?
2. ... married?  
\_\_\_\_\_?
3. ... children?  
\_\_\_\_\_?
4. ... (job)?  
\_\_\_\_\_?
5. ... hobbies?  
\_\_\_\_\_?
6. ... ambitions / goals?  
\_\_\_\_\_?
7. ...last holiday?  
\_\_\_\_\_?
8. ...most exciting thing?  
\_\_\_\_\_?

Now the teacher will ask you the same questions.

# Student

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## 3. Telephoning Expressions:

Tell your teacher what you would say in the following situations.

1. You phone a company and ask to be connected to Mr Smith. What do you say?
2. Someone calls you mistaking your number for the bank. What do you say?
3. What do you say when you answer the phone?
4. What do you call the prefix you need for an area or country?
5. Someone phones you. Ask for their name.
6. Ask if you can return your caller's call.
7. If you phone someone and they are already connected to a call, what do you say?

## 4. The teacher will ask you:

1. Can you please spell your name?
2. Can you spell the vowels in English?
3. What is your date of birth?
4. What is your phone number?

5. The teacher will dictate some numbers to you. Write them then say them back to the teacher to check:

# Student

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- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

6. Now you dictate these to your teacher:

1. 2<sup>nd</sup> March 1999
2. 2003
3. 1920
4. 91 379 0639
5. 70
6. 13
7. 1.015
8.  $\frac{1}{2}$
9. \$100,000
10. Euros 10.99

7. Your teacher will dictate some words to you. Write them below and then read them back to the teacher to check:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

# Student

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## 8. Speaking:

### Booking a room

You telephone the Grosvenor Hotel in London to book a double room for two nights. Read through the following information and then roleplay the situation with your teacher.

**NAME:** Sebastian Cruff  
**ADDRESS:** 87 Leceister Street, Brighton,  
**POST CODE:** BH3 7DR  
**PHONE NUMBER:** 0191 876 3029  
**CREDIT CARD NUMBER:** 3459 3110 5920 7376  
**EXPIRY DATE:** 08/2005  
**DATE OF STAY:** 13<sup>th</sup> and 14<sup>th</sup> February

Remember to use the telephone expressions from task 3.

## 9. Homework

Try to remember the dialogue between you and the Grosvenor Hotel and write it!



## Elementary: Getting to know you

1. Introduce yourself to your sts making a little small talk. Spell your name and ask sts to spell their name and surnames. (5 mins)
2. The student has to ask you 8 questions. Using the prompts given below, s/he has to form 6 questions (**written in bold**).

Questions 9 and 10 are open for him to invent. (10 mins)

### 3. Telephoning expressions (10 mins)

Ask your student to tell you what s/he would say, or what telephone expressions s/he would use in the following situations. Read out the example.

(Remind sts that they don't have to write anything, only the phrases they did not know, or have problems with. They have a copy of these expressions in their **Student Reference**.)

Example:

You need to interrupt your telephone conversation for a moment.

"Can you hold for just a moment?"

1. You phone a company and ask to be connected to Mr Smith. What do you say?  
**Can you put me through to Mr Smith, please?**
2. Someone calls you mistaking your number for the bank. What do you say?  
**I'm sorry, you must have the wrong number.**
3. What do you say when you answer the phone?  
**This is---/--- speaking.**
4. What do you call the prefix you need for an area or country?  
**A country or area code.**
5. Someone phones you. Ask for their name.  
**Who's calling?**
6. Ask if you can return your caller's call.  
**Can I call you back later?**
7. If you phone someone and they are already connected to a call, what do you say?  
**The line's busy.**

# Teacher

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## 4. Ask your students the following questions: (5 mins)

1. Can you please spell your name?
2. Can you spell the vowels in English?
3. What is your date of birth?
4. What is your phone number?

## 5. Dictate the following numbers to your student, then ask him/her to repeat them back to you. (7 mins)

1. 19/6/2002
2. 1984
3. 1066
4. 00 44 181 455 392
5. 60
6. 17
7. 0.25
8.  $\frac{1}{3}$
9. £10.4 billion
10. Euros 17.29

## 6. Your student will dictate the following numbers to you. Then repeat them to him/her. (7 mins)

1. 2<sup>nd</sup> March 1999
2. 2003
3. 1920
4. 91 379 0639
5. 70
6. 13
7. 1.015
8.  $\frac{1}{2}$
9. \$100,000
10. Euros 10.99

# Teacher

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**7.** Dictate the following words to your student then ask him/her to spell them back to you. (5 mins)

1. Bryson
2. Rowling
3. Windsor
4. Anna
5. Streisand
6. Potter
7. Polansky

## 8. Speaking (5 min)

### Booking a Room

The teacher is the receptionist at the hotel. Use & elicit the telephone expressions by asking for the relevant info and make sure you ask the customer to spell key information.

## 9. Homework (1 min)

Try to remember the dialogue between you and the Grosvenor Hotel and write it!

# Student

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## Elementary: Reading

### 1. Warmer

Ask your partner the following information:

- Name
- Where born
- Hobbies
- Likes & dislikes

### 2. Pre-teach vocab

Discuss these words with your teacher:

- to peel
- truck
- house wife
- high marks
- archery
- a pen friend

### 3. Read these two texts and answer these two gist questions:

- 1). What are they about?
- 2). Which one do you prefer? Why?

# Student

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Carlos is fourteen and he is the Spanish potato peeler champion.

He was born in Madrid and lives there now with his mother, father, two brothers and two sisters. They live in a five bedroom flat near the city centre in an area called San Blas.

Carlos's father is a truck driver and his mother is a house wife. She is always busy and has lots of work at home.

Carlos practices potato peeling everyday, and his mother is happy because he peels the potatoes for her. He also practices at weekends. Three hours on Saturday, and three hours on Sunday.

Carlos is also good at English, and always has high marks in his exams. He practices at home with his mother but his father doesn't speak English.

Nuria is fifteen and comes from Seville and is the Spanish archery champion.

She was born in Badajoz and moved to Seville with her family when she was eight years old. She has two brothers and a dog called Maja.

Nuria started archery when she was five years old at her grandfather's farm. She soon became an excellent archer and won a local archery competition. Now she is the Spanish champion!

Nuria also likes to speak Chinese. She takes Chinese lessons twice a week. On Monday and on Wednesday from 5pm to 7pm. She has a Chinese pen friend called Lee who lives in Shanghai.

# Student

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## 4. With your partner, answer the following questions:

- 1). How old is Carlos?
- 2). Where was he born?
- 3). Who does he live with?
- 4). What does his mother & father do?
- 5). What is he the champion of?
- 6). Where was Nuria born?
- 7). Where did she learn archery?
- 8). How often does she have Chinese lessons?
- 9). What is her pen friend called?
- 10.) Where does he live?

## 5. Speaking:

With your partner: one is Carlos and the other Nuria. Ask and answer questions about your lives:

i.e. How old are you?

Use the information in the texts.

## 6. Now do the same again but this time choose a famous person. Don't let your partner know who you are. You have to guess by asking questions.

## 7. Homework:

Write your own personal story giving information like: where you were born, how old you are etc. Make it into a small poster with pictures. Your teacher will pin it on the classroom wall.

## Elementary: Reading

Class settle down & warmer (5 min)

Check homework (5 mins)

### 1. Warmer (5 mins)

Get sts in pairs and tell them to follow the instructions. Monitor and ask class to correct any mistakes after the task.

### 2. Pre-teach vocab (5 mins)

Use pictures and ask sts to match the vocab. Ask them to do this in pairs.

### 3. Ask sts to read the texts and elicit question answers. As this is gist reading give them 4 mins only. (8 mins)

### 4. Ask sts to read again but for detail. Give them more time. Then answer the detailed questions. (10 mins)

### 5. Speaking (10 mins)

Change partners here. Monitor and ask sts to correct mistakes after the task. After that you could even get them to swap roles to focus on improving on any mistakes.

### 6. Get them to choose a famous person but keep it secret. They write it on a slip of paper to show you first. That way you can check they don't repeat the same person and it is a famous person. Tell them they have to ask at least 12 questions before they can guess the person.

(10 mins)

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## 7. Homework (2 mins)

Write your own personal story giving information such as: where you were born, how old you are etc. Make it into a small poster with pictures. Your teacher will pin it on the classroom wall.



## Elementary: Work

### 1. Warm up:

Work with a partner (student/teacher) and answer the following questions:

- What time do you have to get up for work?
- What time do you get to work?
- What time do you get home from work?
- Do you like your work?

### 2. Conversation

Work with a partner/your teacher:

Angela and Paul have both just started new jobs. They are talking while having a coffee.

**Angela:** So, how's your new job going?

**Paul:** Well, it's ok, I suppose. But I'm really busy.

**Angela:** Yeah?

**Paul:** Yeah. I have to start work really 1. \_\_\_\_\_. And I have to go to endless meetings. How about you?

**Angela:** Well, it's not so bad. I don't have to go to many meetings. But I have to use a 2. \_\_\_\_\_ all day – and I never talk to anyone.

**Paul:** Well, why don't we go for a 3. \_\_\_\_\_ this Sunday? We can talk all day!

**Angela:** Sunday? I'd 4. \_\_\_\_\_ to, but I can't. I have to work overtime!

COMPUTER

LOVE

EARLY

DRINK

# Student

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## 3. Language practice

What does Bill have to do? Say sentences:



give presentations



**X** go on business trips



attend meetings



work overtime



**X** serve coffee

1) Bill has to \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

## 4. Speaking

Look at the sentences and say questions.

1) Mary has to meet someone tomorrow. Who \_\_\_\_\_?

2) Today, Sean has to do overtime. Why \_\_\_\_\_?

3) Tomorrow, Rob has to start work early. What time \_\_\_\_\_?

4) Irene has to go on business trips. How often \_\_\_\_\_?

5) Jean doesn't have to work tomorrow. Why \_\_\_\_\_?

# Student

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## 5. About you

Say sentences about yourself, using “have to” and “don’t have to”.

- 1) Work on Sundays \_\_\_\_\_
- 2) Get to work early in the morning \_\_\_\_\_
- 3) Do a lot of overtime \_\_\_\_\_
- 4) Travel abroad on business \_\_\_\_\_
- 5) Meet clients socially \_\_\_\_\_
- 6) Go to endless meetings \_\_\_\_\_

## 6. Conversation

Work with a partner/your teacher.

- Think about your job. What things do/don’t you have to do?
- Interview your partner/teacher, and find out about his/her job.

Then tell your group/teacher about your partner’s/teacher’s job.

## 7. Homework

Think about your dream job and make a list of things you have to/don't have to do. Tell your groups/teacher in the next class.

## Beginner: Have to

Check homework (5 mins)

### 1. Warm Up:

Ask sts to ask each other/you the following questions:

- What time do you have to get up for work?
- What time do you get to work?
- What time do you get home from work?
- Do you like your work?

Monitor and note take of errors. Ask sts to correct errors after this task. Don't spend too much time on this section as the main speaking comes up later on.

### 2. Conversation (10 mins)

Before reading, pre-teach any vocab you think they may have difficulty with. i.e. endless & overtime.

Ask sts to read this quietly for one minute and try to put the correct word in the space. Check answers.

Drill the sentences with intonation focus. Then get them to do the dialogue in pairs/with you.

Answers:

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**Angela:** So, how's your new job going?

**Paul:** Well, it's ok, I suppose. But I'm really busy.

**Angela:** Yeah?

**Paul:** Yeah. I have to start work really 1. **EARLY**. And I have to go to endless meetings. How about you?

**Angela:** Well, it's not so bad. I don't have to go to many meetings. But I have to use a 2. **COMPUTER** all day – and I never talk to anyone.

**Paul:** Well, why don't we go for a 3. **DRINK** this Sunday? We can talk all day!

**Angela:** Sunday? I'd 4. **LOVE** to, but I can't. I have to work overtime!

## 3. Language practice (15 mins)

Ask sts to look at the pictures and in pairs/with teacher say sentences using the first clue below.

ANSWERS:

1) Bill has to give presentations.

2) Bill doesn't have to go on business trips.

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3) Bill has to attend meetings.

4) Bill has to work overtime.

5) Bill doesn't have to serve coffee.

Now drill the sentences with intonation focus and get them to say them alone with intonation focus. Elicit the meaning of “have to” and the negative “don’t have to” to check they understand it ok.

## 4. Speaking (10 mins)

Ask sts to read the sentences quietly. Then ask sts to read them out loud. Check pronunciation.

Ask sts to tell you the questions using the available clues. If anyone makes a mistake, ask the other sts to correct it.

### ANSWERS:

- 1) Mary has to meet someone tomorrow. **Who does Mary have to meet tomorrow?**
- 2) Today, Sean has to do overtime. **Why does Sean have to do overtime?**
- 3) Tomorrow, Rob has to start work early. **What time does Rob have to start work tomorrow?**
- 4) Irene has to go on business trips. **How often does Irene have to go on business trips?**
- 5) Jean doesn't have to work tomorrow. **Why doesn't Jean have to work tomorrow?**

# Teacher

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## 5. About You (15 mins)

Ask sts to say true sentences about themselves using “have to/don’t have to”. Help them if they have difficulties here.

## 6. Conversation (15 mins)

This stage gives your sts the opportunity to use everything they have learned today and expand on that. Ask sts the first question and then get them to ask each other the second one. Remember to note errors and ask sts to correct them after this task. Best not to correct on the spot as you don’t want to break fluency.

*\*Ask sts what they have done in class today. (5 mins)*

## 7. Homework (3 mins)

Tell them the homework:

Think about your dream job and make a list of things you have to/don't have to do. Tell your groups/teacher in the next class.

## Pre-intermediate: Email writing

1. In pairs, brainstorm as many ways as possible of “referring to contact” with an indirect or polite question:

- Example: I was given your name by Johnny Reed (referring to contact), who believes you may be able to help us. We would like to know if you have any tickets to Munich left. (polite question)

2. With a partner read the following questions and complete the unfinished sentences

Asking indirect or polite questions for information.

1a). Where can I find the British Airways check in?

1b). Could you tell me \_\_\_\_\_

2a). What time is the connection flight to Perth?

2b). Do you know \_\_\_\_\_

3a). Does the boarding pass look alright?

3b). Could you tell me \_\_\_\_\_



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## 3. Look at questions 1 to 3 and answer the questions below

Which questions are more polite, a or b?

What happens to the verb –be in sentence 1b?

What happens to the auxiliary does in 3b?

Which word do you have to add to the yes/no question in 3b?

## 4. Now rewrite these questions in the correct order

1. could / is / me / next / tell / the / flight / when / you?
2. to / centre / the / is / there / transport / you / if / do / know?
3. hotel / do / is / know / nearest / the / where / you?
4. document / you / to / tell / could / me / if / this / head office / goes?

## 5. Some other phrases we often use for indirect or polite questions are:

- We would like to know.....
- Could you let me know.....?
- We need to know.....
- You wouldn't happen to know.....
- I am not sure.....

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- I wonder.....
- I have no idea.....

Try to finish off the sentences with your partner.

Can you and your partner think of any more?

## 6. In pairs, read these e-mails and follow the instructions

- These e-mails are rather direct. Identify the direct questions and make them more indirect/polite.
- Underline phrases referring to “referred contact”.
- Check the “thanking” and discuss if it is appropriate or too informal/neutral/formal.

1. In response to your promotion18 April about two seats on Concorde; London – NY – London 8 May 2003. I want to know the closing date. Please tell me what the price is?

Thank you very much for your assistance.

2. Robert Baxter in our Barcelona office suggested I contact you about my trip to New York next month. Tell me the best form of transport to the city centre, please.

I would like to take this opportunity to thank you for your efforts.

3. I am contacting you in connection with your new travel card visa. I want you to send me some information as soon as possible.

Looking forward to hearing from you,

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I very much appreciate your help in this matter.

4. Your manager Sandra White has informed us of your facilities and prices. I would like a discount.

Many thanks,

5. We were given your name by George Black from Burns & Co, who said you may be able to help us. We are having problems with our new electronic travel ticket and George said you had the same problem two weeks ago. Can you help us?

I look forward to receiving your comments,

6. We are writing to inquire about your travel brochure for autumn 2011. Is it out yet?

Thank you in advance for your prompt attention

## 7. In pairs, read the following situations and write appropriate e-mails

1. You want to know about flight details (flight number, date and time of arrival).
2. You want to travel from London to Paris by the Channel. Send an email to the railway information website and ask for the following information;
  - The time of the first train to Paris.
  - The arrival time in Paris.
  - If it is necessary to reserve a seat.
  - The station the train leaves from.
  - The station the train arrives at.
3. Send an email to the London Tourist Board and ask for the following information;
  - Transport from Heathrow to Prince Richard Hotel, Curzon Street, Mayfair.

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- Best and most economical way to travel around the city for a week.
- Excursions.

Now swap and answer.

## 8. Homework: write the email and the answer

Send an email to the London Tourist Board and ask for the following information;

- Transport from Heathrow to Prince Richard Hotel, Curzon Street, Mayfair.
- Best and most economical way to travel around the city for a week.
- Excursions.

## Pre-Intermediate: Past Continuous

### 1. Warmer:

Try to say sentences in the past, using the pictures below using the past continuous tense.



10.00 am

hoover the living room



11.00 pm

have a bath



6.30 pm

make dinner



5:15 pm

working on the  
computer

### 2. Presentation:

Tell your teacher the difference between the past simple & the past continuous.

What's the form of the past continuous?



### 3. Practice:

Underline the present continuous forms:

1. It was raining when they called.
2. The phone rang when I was having a bath.
3. I was reading the report when the boss arrived.
4. My shop was doing well till the crisis.
5. My teacher was happy when he passed the test.
6. We were waiting for the bus when the storm came.

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7. They were dancing when the music stopped.
8. When you were sleeping, I was working.

Discuss the meanings of these sentences.

## 4. Semi-controlled practice:

Say a sentence using the Past Continuous and Past Simple. Use your imagination!

- You found something. *e.g. When I was shopping, I found ten euros.*
- You hurt yourself. \_\_\_\_\_
- You won something. \_\_\_\_\_
- You stole something. \_\_\_\_\_
- You bought something. \_\_\_\_\_
- You saw someone. \_\_\_\_\_

➤ If you have more time make up some sentences of your own.

## 5. Production:

Make up a chain story with your groups. The first student starts with:

I was travelling by bus when...

Use a mix of the past simple and past continuous. Your teacher will help you.

## 6. Homework:

Write a short adventure starting with:

They were running to the airport when ...

Then tell your classmates in the next class.

## Pre-Intermediate: Past Continuous

**Pre-plan info:**

**Objective:** Speaking about past actions.

**Target Language:** Past continuous.

**Assumed Knowledge:** Present simple/continuous, Past simple and maybe present perfect.

**Anticipated Problems:** Confusing of when and verb form. Confusion with past simple.

**Possible solution:** Peer correction and/or repeat rules.

Class settle and tell them their seating arrangements. (3 mins)

\*Check homework and ask some questions to revise last day's lesson. (10 mins)

### 1. Warmer (5 mins)

Follow the instructions and encourage sts to make sentences. Correct as you go along.

### 2. Presentation (5 mins)

Ask sts to brainstorm in small groups and elicit meaning and write answers on the board. Highlight the time line and explain:

Elicit the answers.

ANSWERS: The past simple is a single event that happened in the past and is now finished. It is more permanent. The past continuous is a temporary event that happened for a period in the past. We often use it together with the past simple when we talk about two past events, one interrupting the other.

### 3. Practice (controlled) (7 mins)

Ask sts to do this in pairs, then correct as a class and ask why to reinforce the meaning of the tense and the difference to past simple.

## 4. Semi-controlled practice (12 mins)

Change pairs. Sts to say and/or write these. Monitor and take notes for whole class correction on the board after the task. Also, elicit correct answers as well.

## 5. Production (freer) (14 mins)

Follow the instructions and encourage them to use the grammar from this lesson. Note take and ask sts to correct errors afterwards. You could provide pictures as visual prompts so they don't run out of ideas.

\*Ask sts what they have done in class today.

## 6. Homework (1 min)

Write a short adventure starting with:

They were running to the airport when...

Then tell your classmates in the next class.



## Pre-intermediate: Present Perfect

### 1. Speak for yourself!

Find out if these statements are true or false by doing a class survey. If they are false, change them so that they are true.

- a) Some of us have sent a fax recently.
- b) A few of us have written an e-mail this week.
- c) Most of us write letters regularly.
- d) We all send birthday cards to family & friends.
- e) One of us has received a postcard recently.
- f) Nobody has ever used a videophone.
- g) A lot of us made more than ten calls last week.

### 2. Look at these sentences:

A:

- This week we've had three sunny days.
- Sorry I haven't been in touch this week.
- Have you ever been to Rome?

B:

- My computer crashed last week.
- Yesterday wasn't very nice.
- In January I went to Brazil.

What tense is used in the sentences in A?

What tense is used in the sentences in B?

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## 3. Complete this rule and the table:

We make the present perfect with h\_\_\_\_\_ or h\_\_\_\_\_ & a  
\_\_\_\_\_ participle.

+	-	?
I've seen Paul today.	I _____ Paul  today.	_____ you  _____ Paul  today?
He's been to Madrid.	He _____ to  Madrid.	_____ he _____  to Madrid?

In pairs, discuss and note the rules of the present perfect, & compare with the rules of the past simple.

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## 4. In pairs. Correct the mistakes in these sentences. (There may be more than one possible correction)

- I've written two letters yesterday.
- Do you have been to Holland?
- She phoned me four times this week.
- He haven't lived here for long.
- They've been to France ten years ago.
- Never I haven't broke my leg.
- We've had breakfast two hours age.
- I've worked there until 1997.

## 5. Pronunciation: what happens to have and has? What happens to been?

John's gone on holiday.

Work's been terrible.

I haven't seen you for ages.

Have you ever been to the States?

How many books have you read?

Copy the stress & intonation & try to sound exactly the same.

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6. What are the past participles of these verbs?

<b>Ride</b>	<b>write</b>	<b>be</b>	<b>meet</b>	<b>break</b>
<b>See</b>	<b>sing</b>	<b>speak</b>	<b>live</b>	<b>eat</b>
<b>Understand</b>	<b>give</b>	<b>win</b>	<b>forget</b>	<b>buy</b>
<b>Come</b>	<b>teach</b>	<b>make</b>	<b>ring</b>	<b>send</b>

7. Match verbs in exercise 6 with these things:

Example: forget – your mother's birthday.

- your mother's birthday
- in an expensive restaurant
- a sunrise from a mountaintop
- your leg
- abroad
- a politician
- a motorbike
- to a newspaper
- in public
- dinner for more than ten people

8. Imagine you meet a friend that you haven't seen for 6 months. Tell him/her what you've done and ask questions about what he/she's done.

Think about these things:

**Work**

**Relationships**

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Things you've bought

Holidays

**Start the conversation like this:**

A: Hello! I haven't seen you for ages! How are you?

B: I'm fine. It's been a busy few months.

A: Why? What's happened?

B: Well .....

## 9. Homework

In the next class, you are going to interview a famous person and ask about his/her past experiences. Prepare 15 questions: i.e. have you ever worked in a fast food restaurant? etc

## Pre-intermediate: Present perfect

### Warmer (5 mins)

### Check Homework (5 mins)

#### 1. Speak for yourself! (5 mins)

Ask sts to mingle and do a class survey and follow instructions.

- a) Some of us have sent a fax recently.
- b) A few of us have written an e-mail this week.
- c) Most of us write letters regularly.
- d) We all send birthday cards to family & friends.
- e) One of us has received a postcard recently.
- f) Nobody has ever used a videophone.
- g) A lot of us had more than ten calls last week.

#### 2. Look at these sentences (5 mins)

Get sts to do this in pairs

A:

- This week we've had three sunny days.
- Sorry I haven't been in touch this week.
- Have you ever been to Rome?
  
- My computer crashed last week.
- Yesterday wasn't very nice.
- In January I went to Brazil.

What tense is used in the sentences in A? Present perfect

What tense is used in the sentences in B? Past simple

#### 3. Complete this rule and the table (3 mins)

We make the present perfect with **have** or **has** & a **past** participle.  
Get sts to do this in pairs.

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+	-	?
I've seen Paul today.	I haven't seen Paul  today.	Have you  seen Paul  today?
He's been to Madrid.	He has been to  Madrid.	Has he been  to Madrid?

In same pairs, discuss and note the rules of the present perfect, & compare with the rules of the past simple.

4. In pairs. Correct the mistakes in these sentences.  
(There may be more than one possible correction).  
(5 Mins)

- a) I've written two letters yesterday.
- b) Do you have been to Holland?
- c) She phoned me four times this week.

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- d) He haven't lived here for long.
- e) They've been to France ten years ago.
- f) Never I haven't broke my leg.
- g) We've had breakfast two hours age.
- h) I've worked there until 1997.

5. Drill these with sts and follow instructions. What happens to have & has? What happens to been?

ANSWER: contraction. (5 mins)

- John's gone on holiday.
- Work's been terrible.
- I haven't seen you for ages.
- Have you ever been to the States?
- How many books have you read?

Copy the stress & intonation & try to sound exactly the same.

<b>Ride</b>	<b>write</b>	<b>be</b>	<b>meet</b>	<b>break</b>
<b>See</b>	<b>sing</b>	<b>speak</b>	<b>live</b>	<b>eat</b>
<b>Understand</b>	<b>give</b>	<b>win</b>	<b>forget</b>	<b>buy</b>
<b>Come</b>	<b>teach</b>	<b>make</b>	<b>ring</b>	<b>send</b>

Ridden, written, been, met, broken, seen, sung, spoken, lived, eaten, understood, given, won, forgotten, bought, come, taught, made, rung & sent.



## 6. Match verbs in exercise six with these things (8 mins)

Using the verbs, sts have to make sentences. They have to speak them while you monitor and correct for accuracy.

Example: forget – your mother's birthday.

- your mother's birthday
- in an expensive restaurant
- a sunrise from a mountaintop
- your leg
- abroad
- a politician
- a motorbike
- to a newspaper
- in public
- dinner for more than ten people

## 7. Follow instructions, monitor and correct after the task (10 mins)

Think about: work, relationships, things you've bought, holidays.

**Start the conversation like this:**

A: Hello! I haven't seen you for ages! How are you?

B: I'm fine. It's been a busy few months.

A: Why? What's happened?

B: Well .....

## 8. Homework (1 min)

In the next class, you are going to interview a famous person and ask about his/her past experiences. Prepare 15 questions: i.e. have you ever worked in a fast food restaurant? etc

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## Pre-intermediate: Listening

Topic: United Europe

### 1. Warmer:

Your teacher will ask you the following questions.

1. Do you agree with a united Europe?
2. What do you think are the advantages and disadvantages (of a united Europe)?
3. Do you think countries are at risk of losing their identity?

### 2. Listen to the text and tell your teacher whether you agree or not:

Also, do you think every town/city looks the same in your country?

### 3. In pairs listen again, tick the sentences below, and match them to the name of the tense used:

1. **I study** international trade at university

PRESENT SIMPLE

2. **I'm being** difficult

PRESENT CONTINUOUS

3. **I've been** here for three months now.

PRESENT PERFECT

4. I absolutely **detest** this!

PRESENT SIMPLE

# Student

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5. Even in my home town they have built a burger bar where my favourite restaurant **was**.

PAST SIMPLE

**4. In pairs say when we use each tense. What are the rules:**

PRESENT SIMPLE

PRESENT CONTINUOUS

PAST SIMPLE

PRESENT PERFECT

**4. In pairs/small groups ask each other the following questions to practise the tenses. Use as much detail as possible.**

- Tell me about your daily routine. (For example I get up at 7 am everyday, etc)
- What are you doing at the moment?
- What are you wearing?
- Where did you live when you were a child?
- What did you used to do at weekends?
- What have you done today?
- Which countries have you visited?

**5. Speaking: In pairs/small groups discuss what you think about a united Europe. You must discuss the advantages and disadvantages and put them onto a poster. Then you must collectively present the poster to the rest of the class. Vote for the most interesting one!**

**6. Homework:**

Look at task 4, and write a profile of yourself based on the questions. You must write at least 100 words.

## Pre-intermediate: Listening

### Topic: United Europe

Class settle down: **(3 mins)**

Check Homework: **(5 mins)**

#### 1. Warmer (3 mins)

Ask your students the following questions.

1. Do you agree with a united Europe?
2. What do you think are the advantages and disadvantages (of a united Europe)?
3. Do you think countries are at risk of losing their identity?

#### 2. GIST: Get someone to say this on a tape/cd so your sts are exposed to other accents/ways of speaking English. (5 mins)

**I feel it is a good thing to have a united Europe for business. In fact, I study international trade at university in London and I've been here for three months now. However, European culture is a different thing. Wherever you go in Europe there are burger bars where the food tastes the same, disco bars where you listen to the same music and people wear the same clothes. I understand that we need progress, but not if it costs too much. Even in my home town they have built a burger bar where my favourite restaurant was. In my eyes, all town centres look the same nowadays. I absolutely detest this! Maybe I'm being difficult, but I want countries and regions to keep their identity. I think Europe is in danger of being taken over by multinational companies.**

Ask your student if s/he agrees with the text. Does s/he think every town looks the same in their country?

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3. DETAIL: In pairs ask students to listen again. Tick when they hear the below sentences, and match them to the name of the tense used. (7 mins)

1. I **study** international trade at university

PRESENT SIMPLE

2. I'm **being** difficult

PRESENT CONTINUOUS

3. I've **been** here for three months now.

PRESENT PERFECT

4. I absolutely **detest** this!

PRESENT SIMPLE

5. Even in my home town they have built a burger bar where my favourite restaurant **was**.

PAST SIMPLE

4. In pairs work out the rules for each tense. Then elicit and correct. (10 mins)

PRESENT SIMPLE

- routine or regular repeated actions.

- permanent situations

Infinitive verb

PRESENT CONTINUOUS

- temporary situations

- activities happening now

Verb to be + -ing (present participle)

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## PAST SIMPLE

- events in past that have now finished

Past verb

## PRESENT PERFECT

- situations that have continued from some time in the past until now

- Past experiences

Have + past participle

## 5. Speaking: (19 mins)

In pairs/small groups ask sts to discuss what they think about a united Europe. They must discuss the advantages and disadvantages and put them onto a poster. Then they must collectively present the poster to the rest of the class.

## 6. Homework (1 mins)

Look at task 4, and write a profile of yourself based on the questions. You must write at least 100 words.

## Pre-intermediate: Senses

### 1. Warm up:

Discuss the following:

- Do you like shopping? Why / not?
- Have you got a favourite shop? `Why?

### 2. Lead-in:

Practice this together.

Scene: Timothy and Judy are shopping.



**Timothy:** Do you like this?

**Judy:** Hmm...looks ok!

**Timothy:** It's made from cashmere.

**Judy:** Really! It feels great but I don't like the style.

**Timothy:** Yes, but feel the quality. And it smells nice too!

**Judy:** I think we should shop around more.

**Timothy:** Yes, ok let's go!



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## 3. Presentation:

Read the sentence patterns below.

The five senses

A) Sense + Adjective

It looks great

It feels nice

It sounds exciting

It smells fabulous

It tastes awful

B) Sense + noun

It looks like Robert

It feels like silk

It sounds like a party

It smells like cinnamon

It tastes off

## 4. Practice (controlled)

Fill in the spaces using suitable language from exercise 3.

- 1) Charles \_\_\_\_\_ his dad.
- 2) This food \_\_\_\_\_ awful!
- 3) My new expensive towels \_\_\_\_\_ really soft.
- 4) The noise upstairs \_\_\_\_\_ a party!
- 5) You \_\_\_\_\_ terrible, have you got a hangover?
- 6) I \_\_\_\_\_ dirty, I'm going for a shower.

## 5. Practice (controlled):

Now you will see the phrases from 4 pinned around the classroom in. In your groups, go to each one and write at least two examples on the poster at each station.



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## 6. Discussion:

Discuss the following.

### Using the language in conversation

- 1) Who do you look like most in your family?
- 2) What is the strangest place you have ever been to? What did it look like?
- 3) How do you feel at the moment?

### Questions based on the conversation topic

- 1) Which shops do you like/dislike? Why?
- 2) Do you like all styles? Why/not?
- 3) Who is the most famous designer in your country? Why?

## 7. Homework:

Think of something or someone and write some sentences (using the new language from this lesson), and say them to your classmates in the next lesson. They have to guess what/who it is.

## Pre-intermediate: Senses

**Pre-plan info:**

**Objective:** Talking about senses.

**Target Language:** sense + adjective & sense + noun

**Assumed Knowledge:** A range of nouns and adjectives.

**Anticipated Problems:** May confuse “looks like” and “looks” etc.

**Possible solution:** Peer correction and/or brief explanation from the teacher.

Class settle down and arrange groups etc. (2 mins)

\*Check homework and ask some questions to revise last day’s lesson. (10 mins)

### 1. Warm up (3 mins)

Follow the stages and encourage sts to talk. Note take and ask sts to correct errors after this task.

### 2. Lead in (3 mins)

Pre-teach any vocabulary you think they will have difficulties with. Then ask them to read quietly for a few seconds. Ask a gist question: What are they talking about? Elicit an answer.

Drill for intonation/pronunciation, and ask sts in pairs to read the dialogue out-loud. Correct any inappropriate pronunciation or intonation.

### 3. Presentation (2 mins)

Ask sts to read this quietly for a few seconds. Deal with any questions.

### 4. Practice (controlled) (5 mins)

Follow the instructions and elicit the answers.

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## ANSWERS:

- 1) Charles LOOKS LIKE his dad.
- 2) This food TASTES awful!
- 3) My new expensive towels FEEL really soft.
- 4) The noise upstairs SOUNDS LIKE a party!
- 5) You LOOK terrible, have you got a hangover?
- 6) I FEEL dirty, I'm going for a shower.

## 5. Practice (controlled) (15 mins)

Puts sts into pairs or groups of 3. Pin the target language in stations around the room with A4 paper for sts to write examples on. Follow the instructions and elicit sts own examples, which they write on the A4. Note take and ask sts to correct mistakes. After, whole class feedback to check answers.

## 6. Discussion (15 mins)

This is where sts get to talk as much as possible. Get them to do this in pairs/small groups while you monitor. Remember to prompt them to use the target language when possible. Note take and ask sts to correct any mistakes.

\*Ask sts what they have done in class today. (3 mins)

## 7. Homework (2 mins)

Think of something or someone and write some sentences (using the new language from this lesson), and say them to your classmates in the next lesson. They have to guess what/who it is.

## Intermediate: Agreeing and disagreeing

### 1.

- Compare: syllable timed language and stress timed language
- Sentence stress
  
- English is a stress timed language and Spanish is a syllable timed language. A stress timed language sounds very musical and has lots of rhythm. Should a Spaniard talk English as a syllable timed language then he/she will sound boring and drone. The real meaning of the sentence may even change.
  
- *The schwa:* / / is the shortest phoneme in English. It is never stressed. Remember to stress the sounds around it so that it has unstressed!
  
- *Word stress:* to mark the most important words in the sentence, this can even change the meaning.

#### **SCHWA:**

Say these examples out loud to each other:

- a) It seems to me that you are on the wrong track.
- b) As far as I'm concerned that's too expensive.
- c) Do you have any good ideas?
  
- Mark where the schwa is in each of the examples above.

### 2. Sentence Stress:

- Look at the following:
  
- a) Could you tell me your views about the global recession?

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b) Could you tell me your views about the global recession?

- Mark sentence stress.

- Now say sentence pairs out loud to other pairs and see if they can work out the difference in meanings.

- In pairs, read the following extract from a meeting and mark the schwa and sentence stress.




RICARDO: I'm sorry I had to call this meeting at short  
notice. Did you all get a copy of the latest  
sales figures?

KENNETH: Yes, thank you.

RICARDO: Good, so you'll have seen from my memo that  
there are two areas I'd like to look at here  
today.

KENNETH: I think we should also take a look at last years  
figures.



## 3. Homework:

Choose 5 more examples from the language list below and mark the schwa and stress.

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## **USEFUL LANGUAGE TO CHOOSE FROM**

### **ASKING FOR AN OPINION**

What's your opinion about...?

What do you think of/about...?

What's your position about...?

Are you in favour of...?

Do you agree with...?

Could you tell me your views on/about...?

Tell me your opinion.

Do you have any (good) ideas

### **GIVING OPINIONS**

I firmly believe that...

I'm absolutely convinced that...

It's my belief that...

There's no doubt in my mind that...

It's quite clear that....

I'm certain that...

It's my considered opinion that...

I think that...

In my opinion...

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It's my opinion that...

As I see it...

As far as I'm concerned...

From my point of view...

It seems to me that...

I would say that...

As far as I'm able to judge...

I think it would be fair to say that...

I couldn't care less.

I think you could be right but...

## Intermediate: Agreeing and Disagreeing

### Warmer (5 mins)

### Check Homework (7 mins)

1.

- Compare: syllable timed language and stress timed language
- Sentence stress
- Write on w/b “Hello, how are you?”
- Elicit how we say this. Some sts may get this right but focus on sts saying this as a syllable timed language. Elicit why it is inappropriate.
- Now TCH say it and elicit difference.
- Explain difference between “stress timed language and syllable timed language” and why the difference is important. Talk about sounding boring and droning, sometimes even change of meaning. Talk about the following features of “connected speech”.
  - Explain what the schwa is.
  - Word stress to mark the most important words in the sentence, which can even change the meaning.

#### **SCHWA:**

- OHP these examples and ask pairs to say these out loud to each other:
  - a) It seems to me that you are on the wrong track.
  - b) As far as I’m concerned that’s too expensive.
  - c) Do you have any good ideas?
- Elicit where the schwa is.
- Drill.

**(20 mins)**




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## 2. Sentence Stress (25 mins)

- Write the following on the w/b:
  - a) Could you tell me your views about the global recession?
  - b) Could you tell me your views about the global recession
- Ask pairs to think about how to change the meaning of these sentences without changing the sentences.
- Elicit sentence stress, and mark where appropriate.
- Hand out a language sheet of all the language for “asking for opinion & giving opinion”, and ask pairs to choose two sentences and experiment with the sentence stress.
- Now say sentence pairs out loud to other pairs and see if they can work out the difference in meanings.
- In pairs, read the following extract from a meeting and mark the schwa and sentence stress.




**RICARDO:** I'm sorry I had to call this meeting at short  
notice. Did you all get a copy of the latest  
sales figures?

**KENNETH:** Yes, thank you.

**RICARDO:** Good, so you'll have seen from my memo that  
there are two areas I'd like to look at here today.

**KENNETH:** I think we should also take a look at last years  
figures.



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## 3. Homework (3 mins)

Choose 5 more examples from the language list and mark the schwa and stress.

## Intermediate: Colours



**“I’m feeling blue.” – What does it mean?**

### 1. Idioms and colours:

In English, there are many idiomatic phrases associated with colours.

Match the phrases in *italics* with their definitions below:

- a. Nowadays with the global crisis, many people are often *in the red* as they have had to borrow a lot of money from the bank.
- b. Emma has been *feeling blue* since her boyfriend friend left her.
- c. You’re dating George Clooney! You’re so lucky. I’m *green with envy*.
- d. After falling down the stairs, Rosie was *black and blue* all over. She looked awful.
- e. You don’t believe me! There it is *in black and white*. It says here in the newspaper that the government is decreasing taxes by 10%!
- f. The dog just appeared *out of the blue*. We don’t know where he came from.
- g. Well, Carlos just *saw red*. He started shouting at the rude waiter..

**Sad / depressed**

**Suddenly get very angry**

**Very clear – you can’t doubt it**

**Unexpectedly**

**Covered in bruises / badly hurt**

**Owe money to the bank**

**Jealous**

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## 2. Guess the colour:

**Read the descriptions and decide which colours they are describing:**

- a. In advertising, they use this colour to catch people's attention. If somebody's face is this colour, then they are angry, embarrassed or possibly exhausted. People with this hair colour are considered fiery and emotional. It often means danger or a warning. We use it to tell people to stop or watch out.
- b. It's the colour of a cloudy, rainy day, the colour of an industrial town, the colour of a boring life. It's a sad colour. It makes you feel miserable and depressed.
- c. It's a feminine colour. Little girls are often dressed in this colour, and the walls of their bedroom are painted this colour. It's also a healthy colour. People from cold countries go this colour on the first day of their summer holidays.
- d. It's a clean, calm, natural colour. It can be deep and rich, suggesting wealth, heat and sensuality. Or it can be light, pure and bright. People often paint their kitchens and bathrooms this colour because it makes them feel bright and clean. It is also the colour of cowardice in some cultures.

**Write a short description to describe either green or blue. What does blue (or green) mean to you?**

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## 3. Black or white:

**Complete the phrases with the words black or white:**

a \_\_\_\_\_ look                      a \_\_\_\_\_ lie  
\_\_\_\_\_ hot                              a \_\_\_\_\_ eye  
the \_\_\_\_\_ market                      the \_\_\_\_\_ sheep of the family  
a \_\_\_\_\_ wedding

Practice: Now complete the sentences with the phrases above:

- a** You can't buy valium legally. You'll have to get it on the \_\_\_\_\_.
- b** I must have said something stupid because my husband gave me a \_\_\_\_\_.
- c** Iron needs to be \_\_\_\_\_ before you can bend it.
- d** I walked into the glass door and got a \_\_\_\_\_.
- e** We didn't want to upset him by telling the truth, so we told him a \_\_\_\_\_.
- f** All his family are married with kids and have a mortgage. But he travels around the world doing odd jobs with lots of different partners. He's the \_\_\_\_\_ of the family.
- g** I am going to get married in a church because I'd like to have a \_\_\_\_\_.

## 4. Story

Use all the new language learned today. In groups order the cards the way you think best. Then make up a story using this order. Tell another group your story.

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## 5. Homework: Newspaper article

As a follow up, your group have to tell your friend some gossip in a letter.

## Intermediate: Colours

### Warmer (5 mins)

### Check Homework (7 mins)

#### 1. Lead in (3 mins)

Ask students in pairs to guess this idiomatic expression (before looking at sheet). Then elicit answers. Compare answers with the correct answer when they do the relevant task

#### 2. Ask the students to match phrases in italics with their definitions (3 mins)

- a. in the red - owe money to the bank
- b. feeling blue - sad/depressed
- c. green with envy - jealous
- d. black and blue - covered in bruises/badly hurt
- e. in black and white - very clear – you can't doubt it
- f. out of the blue - unexpectedly
- g. saw red - suddenly get very angry

#### 3. Ask students to read the descriptions and decide which colours they are describing (5 mins)

- a. red b. grey c. pink d. yellow

Ask the student to write a short description to describe either *green* or *blue*.

This could be set for homework.

#### 4. Ask the student to complete the phrases with the words black or white (10 mins)

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## Answers:

a black look - a white lie - white hot

a black eye - the black market - the black sheep of the family

a white wedding

Then ask the student to complete the sentences with the phrases.

## Answers:

a. You can't buy valium legally. You'll have to get it on the black market.

b. I must have said something stupid because my husband gave me a black look.

c. Iron needs to be white hot before you can bend it. (*also common to say 'red hot'*)

d. I walked into the glass door and got a black eye.

e. We didn't want to upset him by telling the truth, so we told him a white lie.

f. All his family are married with kids and have a mortgage. But he travels around the world doing odd jobs with lots of different partners. He is the black sheep of the family.

g. I am going to get married in a church because I'd like to have a white wedding.

## 5. (20 mins)

Tch hands out all the new language on separate cards. One set per groups of 3. Ask sts to negotiate an order and make a relevant story, using all the new language. They can take notes and each group tells another group their story, collectively. The tch monitors and takes note for errors after the task.

Write errors on the board and ask sts in their groups to correct them, then elicit corrections.

## 6. Homework (2 mins)

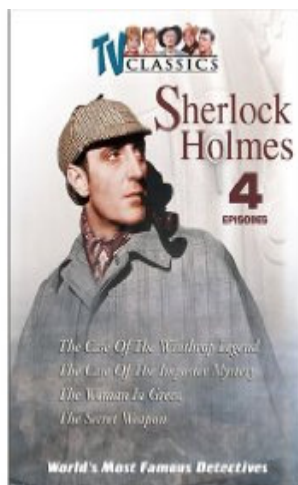
Ask the student to write a letter to their friend. Tell him/her some work/school gossip using all the new language from this lesson.



## Intermediate: Deduction

### 1. Warm up:

Look at the picture and discuss the questions with a partner/your teacher:



- Who are these people in the pictures?
- Approximately what year are they from?
- Do you know any other famous detectives?

### 2. Lead in:

Practice the below conversation with a partner/your teacher.

Scene: Two police officers arrive at the scene of a crime. They are investigating the murder of Timothy West, a local bingo hall owner.

- |                         |  |
|-------------------------|--|
| <b>Inspector McKay:</b> | Well, what do you think happened?  |
| <b>Sergeant Burns:</b>  | Hmm...none of the doors are broken. I think he might have known the killer.  |
| <b>Inspector McKay:</b> | Hmm...look at these two empty tea cups. He might have had a cup of tea with his killer. Hey, and look at that cup! It's got lipstick on it. The killer must have been a woman! |

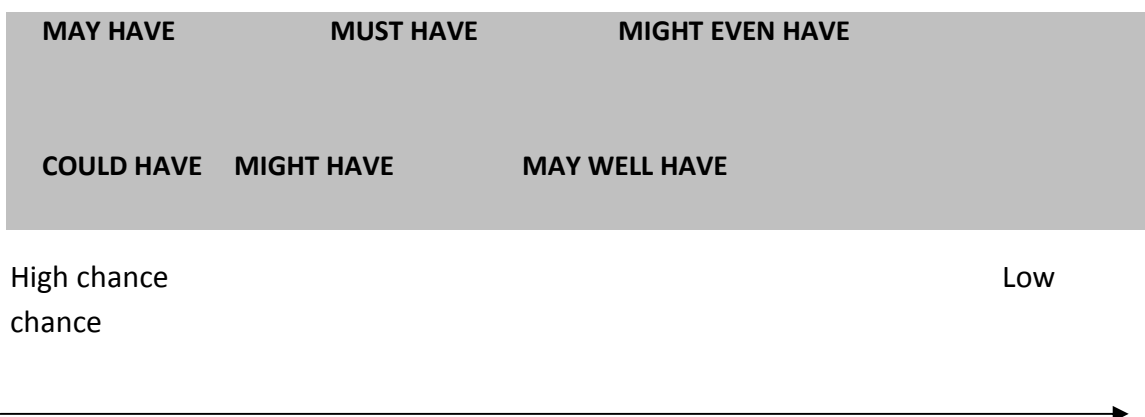
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1. What do you think is happening here? What is the case?

## 3. Presentation:

Tell your teacher the correct position of the phrases in the line.



## 4. Practice (controlled):

Say these sentences using the word in brackets.

- 1) He was not liked by the local people. (might) \_\_\_\_\_
- 2) A painting was stolen. (could) \_\_\_\_\_
- 3) He knew the killer. (may) \_\_\_\_\_
- 4) There was lipstick on the cup (must) \_\_\_\_\_

## 5. Production (freer):

What might have happened? Look at the evidence below and say some suggestions.

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- ✓ There's a painting missing.
- ✓ Mr. West's nose is broken.
- ✓ There's a strange smell from one of the tea cups.
- ✓ There's an engagement ring on the floor.

## 6. Production (freer):

Your teacher will give you details of a famous crime. Using the grammar from task 3, with your group try to see if you can guess what happened. Then your teacher will give you the solution.

## 7. Homework:

Check out the internet for a famous "unsolved" crime and write as many sentences as you can about it, using the grammar from task 3. Then in the next class tell your partners and see if they can guess the crime.

## Intermediate: Deduction

**Pre-plan info:**

**Objective:** Solving a crime

**Target Language:** Modal verbs (past)

**Assumed Knowledge:** Knowledge of modal verbs and tenses.

**Anticipated Problems:** Confusion of grading of the modal verbs.

**Possible solution:** Peer correction/point to graph in task 3

Class settle and tell them their seating arrangements. (3 mins)

\*Check homework and ask some questions to revise last day's lesson.(10 mins)

### 1. Warm up (6 mins)

In pairs/with the teacher, ask sts to look at the pictures and discuss the questions. The teacher monitors and take notes for sts to correct errors after this task.

### 2. Lead in (6 mins)

Pre-teach any vocabulary from the text they may have difficulty with: i.e. murderer. You can elicit the answers first.

Then ask sts to quietly read the text, then you drill for intonation and ask sts to read in pairs. (focus on intonation)

Ask sts to ask each other questions about the text and elicit appropriate answers.

# Teacher

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## ANSWERS:

High chance

Low chance

—————→

MUST HAVE      MAY WELL HAVE      MAY HAVE/MIGHT HAVE      MIGHT EVEN HAVE      COULDN'T HAVE

### 3. Practice (controlled) (5 mins)

Elicit the answers and ask sts to say the correct sentences below using the language in brackets. Ask sts to correct each other's sentences.

### 4. Production (freer) (6 mins)

This is where they get to use the target language in a freer practice. Remember to ask sts to use the target language of modal verbs from above. They can do this in pairs/small groups and elicit answers afterwards.

**Here are "possible" answers:**

- The murderer may well have been a woman, because there was lipstick on the cup.
- There must have been a fight, because his nose was broken.
- He might have been poisoned because there's a strange smell from one of the cups.
- The motive might have been jealousy because there is a ring on the floor.

### 5. Production (freer) (12 mins)

The tch gives out some details to each group of, say, 3 or pairs. Then give the solution after this task. Feedback to see who was closest to the solution. Then whole class correct any mistakes made during the task.

\*Ask sts what they have done in class today. (3 mins)

### 6. Homework (2 mins)

Hand out homework.

## Intermediate: Listening

### Topic: The Year 2030

#### 1. Introduction:

Work in pairs and discuss what you think you'll see in the future. Here are some ideas:

<i>communication</i>	<i>traffic/transport</i>	<i>food</i>
<i>medical science</i>	<i>technology</i>	<i>homes</i>

#### 2. Listening:

You are going to listen to an article about Bill Gates. Before you start what ideas for the future do you think he has?

With a partner, make a list of all Gates's ideas for the future.

Discuss the following with your partner:

- Which of Bill Gates's ideas do you think will become reality? (focus on "will/won't be able to").
- Do you agree with Gates's ideas?
- With reference to the article, what do you think Bill Gates is like?

#### 3. In pairs ask sts to make a poster about what our lives will be like in 20 years.

Then present this to the class who vote for the best one!

#### 4. Homework:

Write an 200 word article for your work/school newspaper about what cities will be like in 2100. Remember to:

- Give your article a catchy headline
- Make sure the first paragraph catches the reader
- Divide the article into clear topics and paragraphs.
- Don't be afraid to use dramatic and emphatic vocabulary to make the article more interesting.

## Intermediate: Listening

**Topic: The year 2030**

### Check Homework (7 mins)

1.

**Warmer** i.e. sts in pairs brainstorm what they did in the last class. Elicit and write on board. (8 Mins)

**Check homework** (10 Mins)

Encourage sts to interact. Tch monitor and encourage them to talk.

### 2. Listening (20 mins)

PRE-TEACH any vocab you think your sts will find difficult.

PREDICTION: Ask sts to discuss in pairs: What ideas for the future do they have? Then elicit answers and write some on the board.

GIST: Now play the listening and when finished ask sts to compare their ideas with it. See how many they got right.

\*(you can get someone to record this for you and play it to sts)

#### THE ROAD AHEAD:

**Staying ahead for Bill Gates means looking ahead, craning further and further into the unknown. He is bored by the temporal; he spends his life in the future, and he can't wait to get there, racing through his questions, talking over the slow responses of people around him.**

**He details the miracles of the future in his book: the wonder of the wallet-sized PC that will make cash redundant; of telecommuters and video-conferencing; of hiring entertainment, ordering shopping, making friends,**

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**playing games without meeting other people; of pen-based computers that recognise handwriting and software that can “remember” like an assistant.**

**“I think this is a wonderful time to be alive”, says Gates. “There have never been so many opportunities to do the impossible. It is the best time ever to start new companies and advance sciences”.**

**The most dramatic change of our lives will be the wallet PC, a combination of wallet, credit card, universal entry ticket and best friend. We will not need to carry keys, cash, cameras, concert tickets or a mobile phone.**

**This new technology will eliminate queues at airports or indeed anywhere where one is expected to show a ticket.**

Information taken from Gates’ book “The Road Ahead”.

DETAILED LISTENING: Play for second time and ask sts to answer the following detailed questions:

- a. Which of Bill Gates’ ideas do you think will become reality? (focus on “will/won’t be able to”).
- b. Do you agree with Gates’ ideas?
- c. With reference to the article, what do you think Bill Gates is like?

FEEDBACK: Elicit answers and correct.

3. In pairs ask sts to make a poster/presentation about what our lives will be like in 20 years.

Then present this to the class who vote for the best one! (20 Mins)

## 4. Homework (2 mins)

Write a 200 word article for your work/school newspaper about what cities will be like in 2100. Remember to:

- Give your article a catchy headline
- Make sure the first paragraph catches the reader’s attention
- Divide the article into clear topics and paragraphs.
- Don’t be afraid to use dramatic and emphatic vocabulary to make the article more interesting.



## Intermediate: Prepositions

### 1. Prepositions:

Put these adjectives into the appropriate column of the table below. Some adjectives can go in more than one column.

in	of	to	at	with	for

Qualified	good	experienced
Responsible	aware	typical
Expert	sensitive	hopeless
Keen	afraid	interested

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## 2. Pronunciation:

In English we normally stress the important “grammar words” (nouns, verbs and adjectives) but sometimes we put extra stress on words or syllables to express emphasis. E.g. I’d **love** to go but I’m **shattered**.

In the following sentences put the correct preposition in the space then underline the stressed words and syllables:

- a. I’m absolutely **fed up** \_\_\_\_\_ my boss.
- b. I’m **tired** \_\_\_\_\_ studying every night.
- c. He’s **mad** \_\_\_\_\_ the girl.
- d. I’m not very **keen** \_\_\_\_\_ football.
- e. He’s very **fond** \_\_\_\_\_ his cat.
- f. They were **fascinated** \_\_\_\_\_ the film.
- g. He’s very **interested** \_\_\_\_\_ gardening.
- h. My wife’s **obsessed** \_\_\_\_\_ her new diet.
- i. I’m completely **hooked** \_\_\_\_\_ cigarettes.
- j. He’s **addicted** \_\_\_\_\_ coca cola.

Now repeat the words after the teacher, then in pairs make your own chants for each one. Then say your chants to other pairs and the class vote for the best one!

## 3. “Preposition bingo”:

Your teacher will hand out bingo cards with the above sentences, then call out prepositions. Put the prepositions in the correct space. When you have a full house, shout BINGO!

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## 4. Speaking: snap

Your teacher will give each pair a set of cards each. One student has prepositions and the other words. Then play snap and shout “snap” when you have a matching pair! When you do that, take all the cards used in that game. The winner is the student who has the most cards at the end of the time!

## 5. Homework:

You have to write a story using as many of the words + prepositions above as possible. In class you will present your work to each other in groups and vote for the best one.

## Warmer (5 mins)

## Prepositions (9 mins)

- Put these adjectives into the appropriate column of the table below. Some adjectives can go in more than one column. Here are the most common example answers.

in	of	to	at	with	for
Qualified Expert Experienced Typical interested	Aware afraid typical	Qualified Keen afraid experienced	Qualified Responsible Expert Good Experienced Hopeless	Expert Good Sensitive Experienced Typical Hopeless	Qualified Responsible Good afraid typical

In English we normally stress the important “grammar words” (nouns, verbs and adjectives) but sometimes we put extra stress on words or syllables to express emphasis. E.g. I’d **love** to go but I’m **shattered**.

In the following sentences put the correct preposition in the space then underline the stressed words and syllables:

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The words in black are the most common ways to stress these sentences. But of course it depends on meaning and mood.

- a. I'm absolutely **fed up** \_\_\_\_\_ with \_\_\_\_\_ my **boss**.
- b. I'm **tired** \_\_\_\_\_ of \_\_\_\_\_ studying **every night**.
- c. He's **mad** \_\_\_\_\_ at/for \_\_\_\_\_ the **girl**.
- d. I'm not very **keen** \_\_\_\_\_ on \_\_\_\_\_ **football**.
- e. He's very **fond** \_\_\_\_\_ of \_\_\_\_\_ his **cat**.
- f. They were **fascinated** \_\_\_\_\_ at/with \_\_\_\_\_ the **film**.
- g. He's very **interested** \_\_\_\_\_ in \_\_\_\_\_ **gardening**.
- h. My wife's **obsessed** \_\_\_\_\_ with \_\_\_\_\_ her new **diet**.
- i. I'm completely **hooked** \_\_\_\_\_ on \_\_\_\_\_ on **cigarettes**.
- j. He's **addicted** \_\_\_\_\_ to \_\_\_\_\_ **coca cola**.

Now drill this with sts and ask them in pairs to make their own chants. They then have to say them to groups and vote for the best one!

## 3. "Preposition bingo" (10 mins)

Hand out bingo cards with the above sentences, then call out prepositions. Sts put the prepositions in the correct space. When you have a full house, shout BINGO!

## 4. Speaking (10 mins)

play snap. Give each pair a set of cards each. One student has prepositions and the other words. Then play and shout "snap" when you have a matching pair! When you do that, take all the cards used in that game. The winner is the student who has the most cards at the end of the time!

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## 5. Homework (1 mins)

You have to write a story using as many of the words + prepositions above as possible.  
In class you will present your work to each other in groups and vote for the best one per group.

## Intermediate: Reading

### Topic: Who is?

#### 1. Introduction:

Why do you think children often work in the same jobs or professions as their parents?

Would you like to do the same job as either of your parents? Why? Why not?

#### 2. Reading:

The teacher will show you some family names. Try to guess why you think they are famous.

Now read the texts to check your answers:

**The Greer family**, father Joseph, daughter Paula and son Stephen is one of the few family acting dynasties in the British film industry. Joseph Greer, who died in 1984, had a long and distinguished acting career, making over 90 screen appearances. In 1983, he won La Palme d'Or for best actor for his performance in "Sleepy Willow". His daughter Paula, was once as well known for her outspoken views in animal rights issues as for her films. She has received three Oscars for best actress, one in 1974 for "The Iron Flute", another in 1976 for "Forever", and a third for "Get off" in 1980. That same year she published her own books and videos on aerobics and exercising, which have been very successful. Her twin brother Stephen Greer is still best known for his performance in the cult sixties film "Ride Easy", which he also directed and produced. His son Paul appeared in his first play in 1995 in the Apollo Theatre, London.

**The Burns Family** achieved a prominence which was unique in Australian politics. Robert Burns, whose Grandparents were poor Scottish immigrants, was head of the Burns clan. Although he never ran for election himself, he and his wife Mo had great political ambitions for their sons. In 1961 their first son, Richard James Burns, was elected President of Australia therefore becoming the youngest person to hold that office. However, his achievement was short lived. On 23 December 1962 he was killed in a boating accident off the coast of Tasmania. Five years later while campaigning for the presidency, his brother Edward was robbed and murdered in a shopping Mall in Melbourne. In 1964 Ian burns was elected to the senate. In 1978 he was forced to withdraw as a presidential candidate,

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following a plane crash in which his personal hairdresser was drowned. Although he was still influential, his involvement in this scandal was the reason why his political ambitions were never fulfilled.

## 3. Detailed questions:

Make 5 detailed questions and ask your partner them.

## 4. Feedback and speaking

Do you know any Spanish families like these? Who are they?

Do you think it's good for parents to be ambitious for their children?

Discuss these questions with a partner.

Did your parents have ambitions for you? Have you achieved them? Has this affected your relationship with them?

## 5. Speaking:

You are going to role-play an interview between one of the characters in the reading and a television interviewer.

- a. Work in pairs to prepare the role-play. First read the articles again and make a note of the important points.
- b. Choose a character and who will be the interviewer. Now write a dialogue. Try not to use the exact words and sentences of the article.

As this is a T.V. show, you will be videoed by your teacher for a group discussion afterwards.

## 6. Homework:

You are going to write an article for your class magazine.

Investigate on the internet and find the history of a famous family/person. Then write it in 250 words. You can add picture cut outs if you like.



## Intermediate: Reading

**Topic: Who is?**

**Warmer (5 mins)**

**Check Homework (5 mins)**

### 1. Introduction (10 mins)

Elicit these from the class and get the sts engaging in the language as much as possible.

Why do you think children often work in the same jobs or professions as their parents?

Would you like to do the same job as either of your parents? Why? Why not?

### 2. Reading (8 mins)

Ask sts to do this in small groups. Lots of STT and get them predicting. This is a sub-skill of reading. Write any ideas on the board so when they read you can compare these with the real info.

Now read the texts to check your answers:

**The Greer family**, father Joseph, daughter Paula and son Stephen is one of the few family acting dynasties in the British film industry. Joseph Greer, who died in 1984, had a long and distinguished acting career, making over 90 screen appearances. In 1983, he won La Palme d'Or for best actor for his performance in "Sleepy Willow".

His daughter Paula, was once as well known for her outspoken views in animal rights issues as for her films. She has received three Oscars for best actress, one in 1974 for "The Iron Flute", another in 1976 for "Forever", and a third for "Get off" in 1980. That same year she published her own books and videos on aerobics and exercising, which have been very successful.

Her twin brother Stephen Greer is still best known for his performance in the cult sixties film "Ride Easy", which he also directed and produced. His son Paul appeared in his first play in 1995 in the Apollo Theatre, London.

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**The Burns Family** achieved a prominence which was unique in Australian politics. Robert Burns, whose Grandparents were poor Scottish immigrants, was head of the Burns clan. Although he never ran for election himself, he and his wife Mo had great political ambitions for their sons. In 1961 their first son, Richard James Burns, was elected President of Australia therefore becoming the youngest person to hold that office. However, his achievement was short lived. On 23 December 1962 he was killed in a boating accident off the coast of Tasmania. Five years later while campaigning for the presidency, his brother Edward was robbed and murdered in a shopping Mall in Melbourne. In 1964 Ian burns was elected to the senate. In 1978 he was forced to withdraw as a presidential candidate, following a plane crash in which his personal hairdresser was drowned. Although he was still influential, his involvement in this scandal was the reason why his political ambitions were never fulfilled.

## 3. Detailed Questions (13 mins)

Ask sts to read again and do this while you monitor and help. Get sts to ask and answer each other.

## 4. Feedback and Speaking (12 mins)

Get sts to speak about these in pairs and then elicit answers:

Do you know any Spanish families like these? Who are they?

Do you think it's good for parents to be ambitious for their children?

Discuss these questions with a partner.

Did your parents have ambitions for you? Have you achieved them? Has this affected your relationship with them.

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## 5. Speaking (10 mins)

Follow the instructions:

You are going to role-play an interview between one of the characters in the reading and a television interviewer.

- a. Work in pairs to prepare the role-play. First read the articles again and make a note of the important points.
- b. Choose a character and who will be the interviewer. Now write a dialogue. Try not to use the exact words and sentences of the article.

As this is a T.V. show, you will be videoed by your teacher for a group discussion afterwards.

## 6. Homework (2mins)

You are going to write an article for your class magazine.

Investigate on the internet and find the history of a famous family/person. Then write it in 250 words. You can add picture cut outs if you like.

## Writing: Omitting subject pronouns

1. When we refer to a previous communication the correct use of pronouns is important

- Do we always need to use a pronoun?
- What happens when we remove pronouns from these sentences?
- Do they still make sense?
- Do the sentences sound more formal or less formal?

We usually write: *As agreed in your e-mail* not *As **we** agreed ..*

*As requested in your letter..* not *As **you** requested ..*

This is more formal and impersonal. It refers to the communication not the individual.

2. Discuss how the following sentences can be changed in the same way.

- I'm enclosing the figures (that) you requested in your letter.
- Here is the report (that) you requested.
- As we agreed at our meeting of 31 June, we have reviewed the schedules.
- As you required in your instructions, I enclose the draft audit report.

3. Discuss how the following e-mails can be changed in the same way

**Dear Sonia,**

Re your e-mail this morning. Just to confirm that the invoice was sent to you last week. I hope that you will receive it soon as I'd like you to settle this situation ASAP.

Regards,

Charles.

# Student

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**Dear Charles,**

Thanks for your memo re the missing invoice 003. Sorry that I haven't received it yet. Perhaps you could send me a copy. I would be grateful if you could tell when you are going to send it, so we can keep a look out for it.

Best wishes,

Sonia.

**Dear Sonia,**

Thanks for your e-mail at 5pm re Invoice 003. I have called the finance department and they will send you a copy tomorrow. I will send it by messenger and you should get it at 1.30pm. If you have any difficulties with this, please let me know soonest.

Kind regards,

Charles.

## 4. Emailing:

Use slips of paper as if they were emails. Each email is written on a slip of paper. Then put it on the desk for your partner to see it. Then put the response under it and so on, till you have a chain list.

Here's the situation:

**Student A**

Write an email to a colleague. You need the end of the year account one week before the deadline.

**Student B**

You are really busy and have a tight schedule. There is not much room for any changes.

\*So make sure you "bounce" emails back and forth so there is communication. Also, remember to focus on cutting out the unneeded pronouns.

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## 5. Homework:

Think of a problem/email at work and respond to it in English for homework.

## Writing: Omitting subject pronouns

### Warmer (5 mins)

### Check Homework (7 mins)

1. Get sts to discuss this in pairs/small groups for a few mins. Then elicit answers. Remember to discuss formality and use of pronouns
2. Get them to do this in pairs and elicit answers afterwards. Write correct ideas on the board. Then provide these answers: **(8 mins)**

- I enclose the figures requested in your letter.
- Here is the report as requested.
- As agreed at our meeting of 31 June, we have reviewed the schedules.
- As required in your instructions, I enclose the draft audit report.

3. Change pairs and follow the instructions. Elicit from sts and correct. Then provide these possible answers on hand outs for sts to read and check. (17 mins)

### **POSSIBLE ANSWERS:**

**Dear Sonia,**

Re your e-mail this morning. Just to confirm the invoice was sent last week. Hope it arrives soon as I'd like this situation settled ASAP.

Regards,

Charles.

# Teacher

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**Dear Charles,**

Thanks for memo re missing invoice 003. Sorry, haven't received it yet. Please send another copy and let me know when you are going to send it, so we can keep a look out for it.

Best wishes,

Sonia.

**Dear Sonia,**

Thanks for your e-mail at 5pm re Invoice 003. Finance department will send copy tomorrow by messenger. Should arrive at 1.30pm. If you have any difficulties please let me know soonest.

Kind regards,

Charles.

4. Sts in pairs follow the instructions. Check understanding before they begin. Monitor and correct. (17 mins)

5. Homework (3 mins)

Hand out homework.



## Intermediate: Travel

\*Spend a few minutes asking them about their holidays and what they remember most from the last term of English classes.

### 1. Talk about it!

Ask them what they think the picture is about. See if they can use their imagination a little here. They need to engage in the language.

Then in the questions, get them to engage again and ask each other and answer. You could monitor and note take for errors. Remember to have an error correct focus after this task. You could mention the mistakes and see who can correct them.

You may even want to develop these questions and get them talking as much as you can.

### 2.

Ask sts to read this out loud (taking turns) and stop at the gap. Elicit the missing word from the sts. Help if necessary by giving them a letter at a time. Then get them to read it out loud again but this time asking them to focus on intonation and the rhythm and musical sound of English. Give an example by saying a phrase or two from the text out loud.

ANSWERS:

At an airport, departing **PASSENGERS** go to the **CHECK** -in desk to get a seat number and **BOARDING** pass. They leave any **BAGGAGE** that they will not take into the cabin. They can then go through **SECURITY**. Usually, there is a **METAL** detector that everyone must walk through. From there, they proceed to **PASSPORT** control and on into the **DEPARTURE** lounge and boarding **GATE** for their flight. Passengers on international flights can visit **DUTY** - **FREE** shops before departure.

At the destination, passengers enter the terminal building and go to **IMMIGRATION** where they show their passports. They collect their baggage from the baggage **RECLAIM** and proceed to **CUSTOMS**, where passengers can have their baggage searched for illegal goods. Finally, they can go through to the **ARRIVALS** hall where friends, relatives or colleagues may be waiting for them.

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## 3.

Encourage sts to speak as much as possible here and ask them to use the vocabulary from 4. Brainstorm as much language as possible.

Then ask them to do the gap fill out loud. Then check the answers and drill for intonation and politeness. You could provide a couple of ways where intonation makes things sound polite/impolite.

### ANSWERS:

- a) Did you **PACK** these bags yourself?
- b) Has anyone asked you to **KEEP /PACK** anything for them?
- c) Have you left the bags **UNATTENDED** at any time?
- d) Are there any **ELECTRONICALLY**-operated devices inside?

## 4.

Ask them in pairs/with you to do the role play. Maybe give a demo first. Make sure you ask them to use the language above. Take notes of mistakes and provide an error correction after this first wave of role plays. Ask them to correct the errors.

Then swap roles and ask them to do it again focusing on previous errors.

## 5.

Before starting this, get them to read the language on the table quietly and deal with questions. Then you could drill the phrases for pronunciation. Again the aim here is to engage in the language and use the words/phrases from this lesson and the table. You could get them to ask each other while you monitor and correct. That way they are also practising question forms.

To finish off: ask them what they have learned today.

# Teacher

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## 6. Homework:

Invent a funny or disaster story about you or a friend at the airport and “tell” it in your next lesson. Try to use new phrases you have learned from this lesson.

## Intermediate: Travel

### 1. Talk about it!

Look at the picture below and discuss what you think has happened.



"Does anyone here know how to  
land a Boeing 747?"

Discuss the following questions with your partner.

- What is the name of your nearest international airport?
- What do you think about it?
- What is the best/worst international airport you have visited?
- Where have you flown to?
- Where would you like to fly to?

# Student

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## 2. Read the following and complete the sentences explaining procedures at an airport, using the clues provided:

At an airport, departing p\_\_\_\_\_ go to the c\_\_\_\_\_ -in desk to get a seat number and b\_\_\_\_\_ pass. They leave any b\_\_\_\_\_ that they will not take into the cabin. They can then go through s\_\_\_\_\_. Usually, there is a m\_\_\_\_\_ detector that everyone must walk through. From there, they proceed to p\_\_\_\_\_ control and on into the d\_\_\_\_\_ lounge and boarding g\_\_\_\_\_ for their flight. Passengers on international flights can visit d\_\_\_\_\_ - f\_\_\_\_\_ shops before departure.

At the destination, passengers enter the terminal building and go to i\_\_\_\_\_ where they show their passports. They collect their baggage from the baggage r\_\_\_\_\_ and proceed to c\_\_\_\_\_, where passengers can have their baggage searched for illegal goods. Finally, they can go through to the a\_\_\_\_\_ hall where friends, relatives or colleagues may be waiting for them.

## 3. From your own experience. What questions does security frequently ask?

Here are some examples which you need to complete:

- a) Did you \_\_\_\_\_ these bags yourself?
- b) Has anyone asked you to \_\_\_\_\_ anything for them?
- c) Have you left the bags \_\_\_\_\_ at any time?
- d) Are there any \_\_\_\_\_ -operated devices inside?

## 4. From the information above and from the clues below, role play a check-in. Take it in turns to be the passenger and the check-in agent. Remember to be as polite as possible.

**AISLE /  
WINDOW  
SEAT**

**SMOKING /  
NON-  
SMOKING**

**AIR MILES  
POINTS**

**ON-TIME /  
DELAYED**

# Student

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## 5. Talk about your worst and/or best experiences when flying. Ask your teacher about theirs too.

Before you start, look at these useful phrases below and use them when you tell your story.

Start the story	Example situation
A really funny thing happened to me the other day...	I saw Michael Jackson in a restaurant.
You'll never guess what's just happened to me...	A complete stranger asked me for my autograph.
Something very, very strange and unexpected happened yesterday...	I went to the park and it was full of clowns on bicycles.
How to tell the story	Example
Well, I was...	in a restaurant with my friend.
What happened was...	I looked over my friend's shoulder and saw Michael Jackson sitting there.
Add a comment at the end of the story	
It was really unexpected, just a really odd experience.	
Can you believe it?	

## 6. Homework:

Invent a funny or disaster story about you or a friend at the airport and “tell” it in your next lesson. Try to use new phrases you have learned from this lesson.

## Upper Intermediate: Futures

1. Go round the posters on the wall and make as many future examples as possible.

2. Match the sentences in the box to its function.

Then write a sentence for each of the following.

1. A plan they have for the future (it may or may not happen).
2. An arrangement for the future.
3. An activity that will be in progress at some point in the future.
4. Something that will have been done by sometime in the future.
5. A prediction.

**1. I'm going to stop smoking**

**2. We're meeting next week to discuss the launch.**

**3. This time next week I will be lying on the beach.**

**4. By summer I will have finished my English course and I will have passed my exams.**

# Student

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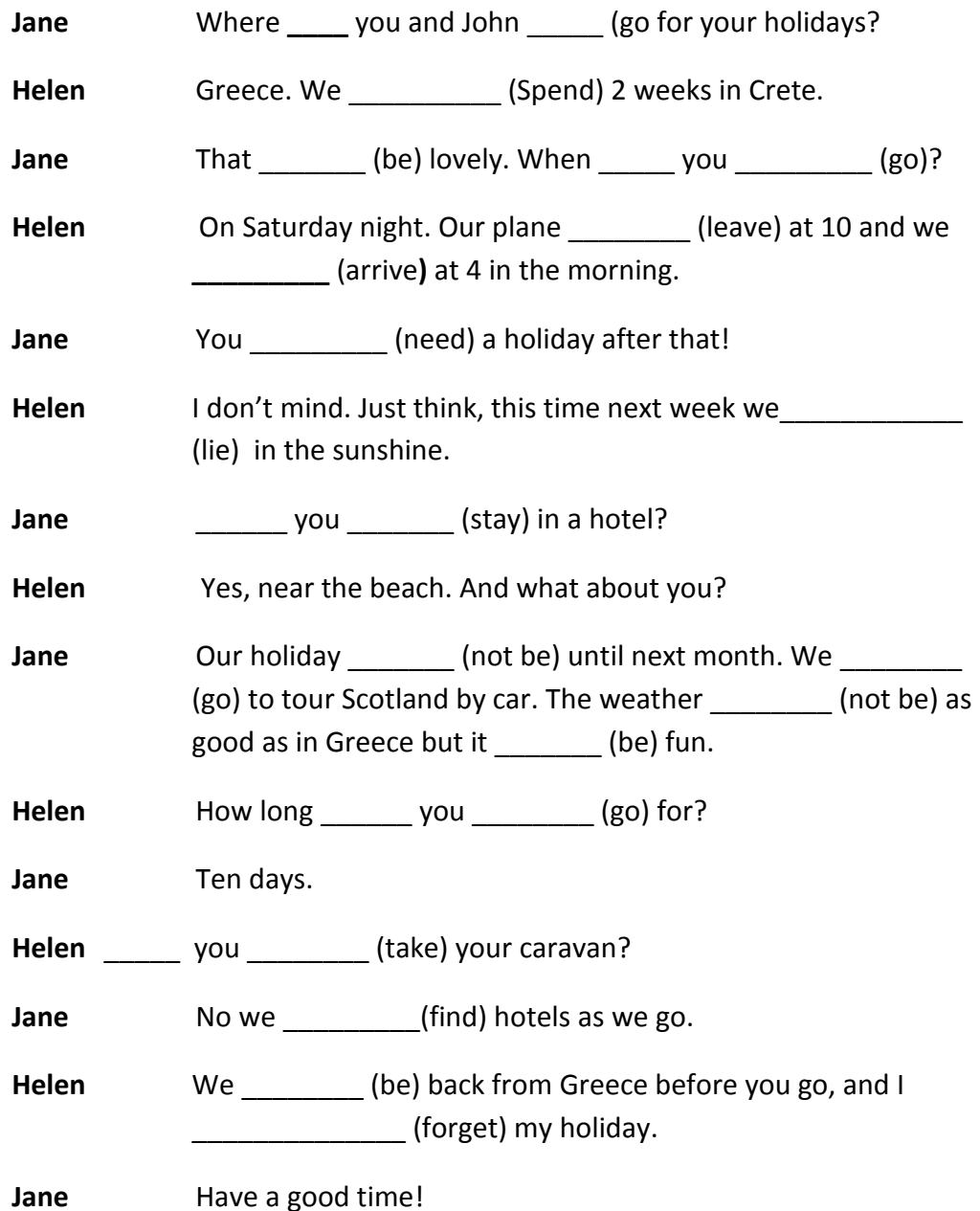
<b>5. Real Madrid will win the cup.</b>
<b>6. The plane leaves at 3 pm on Saturday.</b>
a. Something that will be in progress at a definite time in the future.
b. Something that will be completed by a specific time in the futures.
c. An arrangement.
d. A plan or intention.
e. A programme or timetable in the future.
f. A prediction.

3. With a partner complete the following conversation using one of the future forms you have seen.



# Student

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- 
- Jane** Where \_\_\_\_ you and John \_\_\_\_ (go for your holidays?)
- Helen** Greece. We \_\_\_\_ (Spend) 2 weeks in Crete.
- Jane** That \_\_\_\_ (be) lovely. When \_\_\_\_ you \_\_\_\_ (go)?
- Helen** On Saturday night. Our plane \_\_\_\_ (leave) at 10 and we \_\_\_\_ (arrive) at 4 in the morning.
- Jane** You \_\_\_\_ (need) a holiday after that!
- Helen** I don't mind. Just think, this time next week we \_\_\_\_ (lie) in the sunshine.
- Jane** \_\_\_\_ you \_\_\_\_ (stay) in a hotel?
- Helen** Yes, near the beach. And what about you?
- Jane** Our holiday \_\_\_\_ (not be) until next month. We \_\_\_\_ (go) to tour Scotland by car. The weather \_\_\_\_ (not be) as good as in Greece but it \_\_\_\_ (be) fun.
- Helen** How long \_\_\_\_ you \_\_\_\_ (go) for?
- Jane** Ten days.
- Helen** \_\_\_\_ you \_\_\_\_ (take) your caravan?
- Jane** No we \_\_\_\_ (find) hotels as we go.
- Helen** We \_\_\_\_ (be) back from Greece before you go, and I \_\_\_\_ (forget) my holiday.
- Jane** Have a good time!

There may be more than one possibility for some.

# Student

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## 4. The teacher will ask you:

1. Can you please spell your name?
2. Can you spell the vowels in English?
3. What is your date of birth?
4. What is your phone number?

## 5. Future chairs:

Put four chairs at the front of the class and label them ***will/shall, present continuous, present simple*** and ***to be going to***. Your teacher will give you a piece of paper with a use of the future written on it, e.g. *to make an arrangement*. You write a sentence to illustrate that use on a piece of paper. You can make it funny if you like. When everyone has written one sentence, the teacher will collect the pieces of paper, shuffle them and leave them on the desk face down. You then take turns to pick up a piece of paper. Sit on the chair which represents the future form used in the sentence, e.g. *present continuous for future arrangements*, and say the sentence, e.g. *I'm meeting a blind date tonight!* The others must guess who wrote the sentence.

Now do it again but this time with music and an extra sentence. When the music finishes everyone rushes to sit down on the right chair. Anyone still standing or on the wrong chair is out. Take a chair away each time a new game starts. The winner is the last student.

## 6. Homework:

You have to make a dialogue using all the 5 functions of future. They could do this using speech bubbles and cutting out the characters from magazines and gluing them on to a sheet with the bubbles.

Vote for the funniest one!

## Upper Intermediate: Futures

Warmer (5 mins)

Check homework (5 mins)

### 1. (15 mins)

Take 5 poster size sheets of paper. Title each one with one of the 5 futures in 2. One for each sheet. Then pin them on the wall round the classroom. Groups sts into groups of three. Tell each group to go to a poster and write (on the poster) as many sentences as possible focus on the title of the poster: i.e. If the poster is "A prediction" they can write examples like - It will rain tomorrow. Tell them they have to write as many as possible and time them for say 1 min. When the time is up you shout "change" and they move clockwise to the next poster, read the last group's examples and add to them in the time given, and so on till they have visited all the posters.

Ask the sts to correct any incorrect ones. They have to explain to you why they are wrong. Help when needed.

### 2. (6 mins)

Cut up the sentences in the box and ask sts to match each sentence to its function.

Discuss tenses, forms and usage.

Then ask sts to write sentences for each of the following

1. A plan they have for the future (it may or may not happen).
2. An arrangement for the future.
3. An activity that will be in progress at some point in the future.
4. Something that will have been done by sometime in the future.
5. A prediction.

Key: 1d, 2c, 3a, 4b, 5f, 6e

### 3. (8 mins)

Ask sts in pairs to complete the following conversation using one of the future forms you have seen.

# Teacher

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**Jane** Where **are** you and John **going** for your holidays?

**Helen** Greece. We **are spending** 2 weeks in Crete.

**Jane** That **will be** lovely. When **are** you **going**?

**Helen** On Saturday night. Our plane **leaves** at 10 and we **arrive** at 4 in the morning.

**Jane** You **will need** a holiday after that!

**Helen** I don't mind. Just think, this time next week we **will be lying** in the sunshine.

**Jane** **Are** you **staying** in a hotel?

**Helen** Yes, near the beach. And what about you?

**Jane** Our holiday **isn't** until next month. **We're going** to tour Scotland by car. The weather **won't be** as good as in Greece but it **will be** fun.

**Helen** How long **are** you **going** for?

**Jane** Ten days.

**Helen** **Are** you **taking** your caravan?

**Jane** No we **will find** hotels as we go.

**Helen** We **will be** back from Greece before you go, and I **will have forgotten** my holiday.

**Jane** Have a good time!

## 4. (20 mins)

Put four chairs at the front of the class and label them ***will/shall, present continuous, present simple*** and ***to be going to***. Your teacher will give you a piece of paper with a use of the future written on it, e.g. *to make an arrangement*. You write a sentence to illustrate that use on a piece of paper. You can make it funny if you like. When everyone has written one sentence, the teacher will collect the pieces of paper, shuffle them and leave them on the desk face down. You then take turns to pick up a piece of paper. Sit on the chair which represents the future form used in the sentence, e.g. *present continuous for future arrangements*, and say the sentence, e.g. *I'm meeting a blind date tonight!* The others must guess who wrote the sentence.

Now do it again but this time with music and an extra sentence. When the music finishes everyone rushes to sit down on the right chair. Anyone still standing or on the wrong chair is out. Take a chair away each time a new game starts. The winner is the last student.

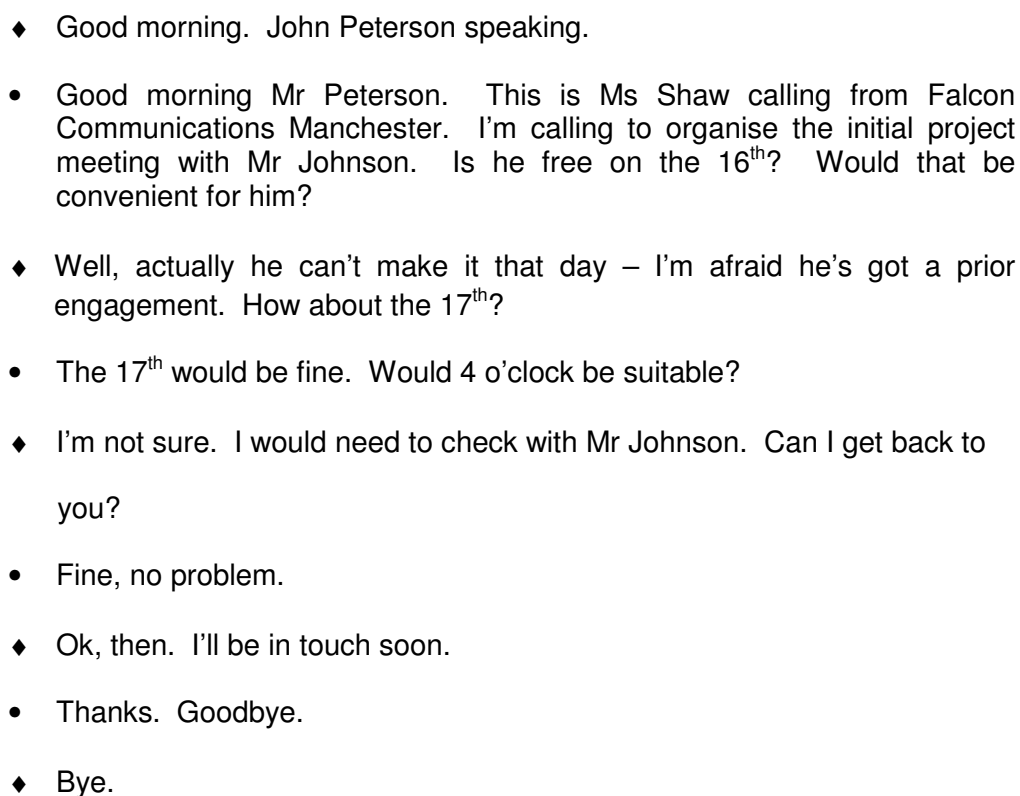
## 5. Homework (1 min)

Sts have to make a dialogue using all the 5 functions of future. They could do this using speech bubbles and cutting out the characters from magazines and gluing them on to a sheet with the bubbles.

The class vote for the funniest one!

## Upper Intermediate: Arranging Meetings

1. Read the telephone conversation and underline the functional language used for making arrangements. Put the phrases into the table below according to function and formality. One has been done for you.

- 
- ◆ Good morning. John Peterson speaking.
  - Good morning Mr Peterson. This is Ms Shaw calling from Falcon Communications Manchester. I'm calling to organise the initial project meeting with Mr Johnson. Is he free on the 16<sup>th</sup>? Would that be convenient for him?
  - ◆ Well, actually he can't make it that day – I'm afraid he's got a prior engagement. How about the 17<sup>th</sup>?
  - The 17<sup>th</sup> would be fine. Would 4 o'clock be suitable?
  - ◆ I'm not sure. I would need to check with Mr Johnson. Can I get back to you?
  - Fine, no problem.
  - ◆ Ok, then. I'll be in touch soon.
  - Thanks. Goodbye.
  - ◆ Bye.

# Student

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	Informal	Neutral
Arranging & Suggesting alternatives		
Agreeing to times/dates		
Declining	<i>I am afraid I can't make it for 10.00 as . . . .</i>	

2. Your teacher will give some cards containing similar phrases. In pairs add the language to the table above.
3. John Peterson leaves a message for his boss, Mr Johnson. Read the telephone message and fill the gaps.

## TELEPHONE MESSAGE

**To:** *Frank Johnson*

**Taken by:** *John Peterson*      **Date:** *5 May*

**From:** *Fiona Shaw*

**Company:** *KPMG Manchester*

**Telephone:** *+44 (0)161 873 9365*      **E-mail:**  
*fionashaw@falcon.co.uk*

### MESSAGE:

*I've confirmed the date of the meeting in Manchester for 17 May.  
Please e-mail him, confirming and giving your preferred time.*

# Student

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From:	Frank Johnson	<a href="mailto:frankjohnson@falcon.co.uk">frankjohnson@falcon.co.uk</a>
To:	Fiona Shaw	<a href="mailto:fionashaw@falcon.co.uk">fionashaw@falcon.co.uk</a>
At:	6 May	
Re:	Proposed meeting	

Dear Sarah,

My assistant John Peterson informed me of the arrangements for 17 May. I am afraid ..... as my flight does not arrive until 7p.m.  
..... 18 May at 10.00 a.m.?  
Please let me know as soon as possible.

Regards,

Frank Johnson

4. In pairs write Fiona's reply to Frank:

5. Focus on the future:

Look at the information about the annual general meeting (AGM) and the memo, and answer the questions below.

Falcon AGM	3rd May 10.00 am	Falcon Crest Hotel	
10.00 a.m.	Opening address	Rees Powell	Partner
10.30 a.m.	Financial report	Paul Greer	Senior Manager
11.00 a.m.	Appointment of Partners	Rees Powell	Partner
11.15 a.m.	Open forum	Dennis Mitchell	Senior Manager



# Student

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## MEMORANDUM

**To:** Rees Powell

**From:** Dennis Mitchell

**Date:** 15 April 19...

Rees,

Just to keep you up to date on plans for the AGM. We think there will be about 200 senior managers attending, but of course there might be more. Unfortunately, Paul Greer is flying to Paris on the 2nd May, and he thinks he's going to be late getting back because he's got a lot of business to attend to while he's there, so I'm going to ask Karen Faulkner to take his place. I think we should include a short report on international developments. Shall I invite Bob Yule to prepare something?

On a slightly different note, I'm meeting Nigel Hall from JPB tomorrow, so I'll give him our latest fees then.

See you on Thursday. Dennis

1. When does the meeting start?
2. Who is giving the opening address?
3. How many shareholders will there be?
4. Where is Paul Greer flying to on the 2nd?
5. Does Paul think he is going to be back in time?
6. Who is Dennis going to ask?
7. What does Dennis offer to do?
8. What is Dennis doing tomorrow?

# Student

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6. Find examples of different future forms from Exercise 5. The first one is already done for you.

FUNCTION	FORMS USED	EXAMPLE
Talking about time-tabled events	Present Simple	The meeting starts at 10.00 a.m.
Talking about plans and arrangements		
Talking about intentions		

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<b>Predicting</b>		
<b>Reacting</b> (offering, deciding, promising etc.)		

## 7.Homework: Writing Task

A colleague from Germany is visiting your office in two weeks time. You are going to introduce her to the director of the Spanish branch of an important international client in order to discuss an important company policy. You will need to timetable the meeting. Since she will be spending two days in Spain, you should also make arrangements for dinner with her. The deadline is in two weeks from today.

Write an email to your colleagues outlining the proposed timetable for their visit and stressing the importance of the reporting deadlines. Use appropriate time expressions to make your message as clear as possible.

## Upper Intermediate: Arranging Meetings

Warmer (5 min)

Check homework (5 mins)

1. Sts do the exercise individually then check in pairs. (8 mins)
2. Pairs / small groups. Tch uses OHP (if have one) to make checking answers easier. (10 mins)

	Informal	Neutral
<b>Arranging or suggesting alternatives</b>	<i>Would you be able to make it at 10.00? How would 10.00 suit you? Lucía Gómez has suggested that we meet to discuss . . . .</i>	<i>Would Monday 10 November be suitable / convenient for you ? Would you be able to attend a meeting . . . . Mr. Smith would like to know if 10.00 would suit you / be convenient.  Would it be possible to arrange the meeting for 5.00?</i>
<b>Agreeing to times/dates</b>	<i>Monday at 10.00 in your offices would suit me / be fine.</i>	<i>I would / will be able to attend the meeting at 5.00</i>
<b>Declining</b>	<i>I am afraid I can't make it for 10.00 as . . . .</i>	<i>I am afraid I will not be able to attend the meeting at 10.00 due to a prior engagement</i>

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3. Do and check. Accept any reasonable answers. (5 mins)
4. Ask sts to read again but for detail. Give them more time. Then answer the detailed questions. (10 mins) Sts write short e-mail individually. Encourage pairs to correct each other. Tch monitor and correct (10 mins).

## 5. Do and check (8 mins)

### Answers

1. The meeting starts at 10.00 a.m.
2. Dr Rees Powell is giving the opening address.
3. They think about 200 shareholders will come.
4. He's flying to Paris.
5. No. He thinks he's going to be late.
6. He's going to ask Karen Faulkner.
7. He'll invite Bob Yule to prepare something.
8. He's meeting Nigel Hall.

6. Correct and elicit why different futures are used. (8 mins)

### Looking at the future

In English we can use different forms and functions of the future to show that we are looking at the same event in different ways.

e.g. The meeting **starts** at 3.00 p.m. (timetable event)

Mr Fujita **is coming** to the meeting. (fixed arrangement)

**I'm going to ask** Mr Fujita about the contract during the meeting. (intention)

Look at this agenda! **We're going to be** in this meeting for hours! (prediction with immediate evidence)

I expect about ten people **will come** to the meeting. (prediction)

**I'll come** to the meeting tomorrow. (deciding/offering/promising).

Tch elicits one or two answers orally from the class before Sts write the answers in the table. Tch then checks Sts' answers. **Answers:**

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FUNCTION	FORMS USED	EXAMPLE
Talking about time-tabled events	Present Simple	The meeting <b>starts</b> at 10.00 a.m.
Talking about plans and arrangements	Present Continuous	Dr Rees Powell <b>is giving</b> the opening address. Paul Greer <b>is flying</b> to Paris on the 2nd May. <b>I'm meeting</b> Nigel Hall from JPB tomorrow.
Talking about intentions	going to	I'm <b>going to</b> ask Karen Faulkner to take his place.
Predicting	going to will	He thinks he's <b>going to</b> be late getting back. We think there <b>will</b> be about 200 shareholders attending.
Reacting (offering, deciding, promising, etc.)	will shall	<b>I'll give</b> him our latest prices then. <b>Shall I</b> invite Bob Yule to prepare something ?

T refers Sts to intranet for practice exercises.

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## 7. Homework (1 min)

Students write an e-mail to consolidate functional language. The sts sheet is an example, but you can change this depending on the sts work/needs. (1 mins)

RESOURCES:

Cards for Exercise 2

Would you be able to make it at 10.00?	How would 10.00 suit you?	Would Monday 10 November be suitable / convenient for you ?
Lucía Gómez has suggested that we meet to discuss . . . .	Would you be able to attend a meeting . . . .	Mr. Smith would like to know if 10.00 would suit you / be convenient.
Monday at 10.00 in your offices would suit me / be fine.	I would / will be able to attend the meeting at 5.00.	I am afraid I can't make it for 10.00 as . . . .
I am afraid I will not be able to attend the meeting at 10.00 due to a prior engagement.		Would it be possible to arrange the meeting for 5.00?

## Upper-intermediate: Phrasal verbs

### 1. Verbs and prepositions:

Make up as many phrasal verbs as possible, by using a verb from the first box and a preposition from the second box.

be	make	
turn	<b><u>VERBS</u></b>	look
get		

	off		
	into	in	out
up	<b><u>PREPOSITIONS</u></b>	down	
	for	through	at
	away		

Now make up some example sentences.



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Decide which of these sentences are correct (c) or incorrect (i).

We **brought** the meeting **forward**.    C  
 We **brought forward** the meeting.    C  
 We **brought forward** it.    I

1. We've **sent off** the catalogue to the printer's. \_\_\_\_\_
2. We've **sent** it **off** to the printer's. \_\_\_\_\_
3. We've **sent off** it to the printer's. \_\_\_\_\_
4. She wants to **put off** the meeting until next week. \_\_\_\_\_
5. She wants to **put** it **off** until next week. \_\_\_\_\_
6. She wants to put the meeting **off** until next week. \_\_\_\_\_
7. Could you **go over** the report again for me? \_\_\_\_\_
8. Could you **go** the report **over** for me? \_\_\_\_\_
9. Could you **go** it **over** for me? \_\_\_\_\_
10. We're trying to **break into** a new market. \_\_\_\_\_
11. We're trying to **break** a new market **into**. \_\_\_\_\_
12. We're trying to **break** it **into**. \_\_\_\_\_
13. We're going to **phase out** the old model. \_\_\_\_\_
14. We're going to **phase** the old model **out**. \_\_\_\_\_
15. We're going to **phase** it **out**. \_\_\_\_\_

# Student

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## 3. With or without an object:

Discuss with your partner which of the following sentences need an object. If it does, choose an appropriate sentence ending from the right.

- |   |                                 |
|---|---------------------------------|
| 1. Neither of the parties would <b>give in</b>      | a. a lot of abuse.              |
| 2. Our policy is never to <b>turn away</b>          | b. a new name for the company.  |
| 3. She's <b>thought up</b>                          | c. a customer.                  |
| 4. A number of reasons <b>account for</b>           | d. a meeting with the director. |
| 5. She <b>came in for</b>                           |                                 |
| 6. I was completely <b>taken in</b>                 | e. the change                   |
| 7. I wonder when it will <b>turn up</b>             |                                 |
| 8. I don't understand what you're <b>getting at</b> |                                 |
| 9. Crowds of people were <b>turned away</b>         |                                 |
| 10. Try to <b>fix up</b>                            |                                 |

## 4. Now play phrasal verb snap!

## 5. Homework:

Write a telephone dialogue and use at least 10 of the phrasal verbs from this lesson.

## Upper-intermediate: Phrasal verbs

**Warmer (6 mins)**

**Check Homework (6 mins)**

### 1. Verbs and prepositions (15 mins)

Put sts into pairs and ask them to follow the instructions.

be    make  
turn    **VERBS**    look  
get

off  
into    in    out  
up    **PREPOSITIONS**    down  
for    through    at  
away

Monitor and support. Make sure you check their examples and write down any major mistakes on the board and encourage the pairs to correct them. Then elicit corrections.

# Teacher

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## 2. Separable or inseparable(10 mins)

Change pairs and ask sts to follow the instructions:

Example:-

We <b>brought</b> the meeting <b>forward</b> .	<u>C</u>
We <b>brought forward</b> the meeting.	<u>C</u>
We <b>brought forward</b> it.	<u>I</u>

- |   |   |
|---|---|
| 1. We've <b>sent off</b> the catalogue to the printer's.    | C |
| 2. We've <b>sent</b> it <b>off</b> to the printer's.        | C |
| 3. We've <b>sent off</b> it to the printer's.               | I |
| 4. She wants to <b>put off</b> the meeting until next week. | C |
| 5. She wants to <b>put</b> it <b>off</b> until next week.   | C |
| 6. She wants to put the meeting <b>off</b> until next week. | C |
| 7. Could you <b>go over</b> the report again for me?        | C |
| 8. Could you <b>go</b> the report <b>over</b> for me?       | I |
| 9. Could you <b>go</b> it <b>over</b> for me?               | I |
| 10. We're trying to <b>break into</b> a new market.         | C |
| 11. We're trying to <b>break</b> a new market <b>into</b> . | I |
| 12. We're trying to <b>break</b> it <b>into</b> .           | I |
| 13. We're going to <b>phase out</b> the old model.          | C |
| 14. We're going to <b>phase</b> the old model <b>out</b> .  | C |
| 15. We're going to <b>phase</b> it <b>out</b> .             | C |

# Teacher

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## 3. With or without an object (11 mins)

Follow the instructions:

Discuss with your partner which of the following sentences needs an object. If it does, choose an appropriate sentence ending from the right.

- |   |                                 |
|---|---------------------------------|
| 1. Neither of the parties would <b>give in</b>      | a. a lot of abuse.              |
| 2. Our policy is never to <b>turn away</b>          | b. a new name for the company.  |
| 3. She's <b>thought up</b>                          | c. a customer.                  |
| 4. A number of reasons <b>account for</b>           | d. a meeting with the director. |
| 5. She <b>came in for</b>                           | e. the change.                  |
| 6. I was completely <b>taken in</b>                 |                                 |
| 7. I wonder when it will <b>turn up</b>             |                                 |
| 8. I don't understand what you're <b>getting at</b> |                                 |
| 9. Crowds of people were <b>turned away</b>         |                                 |
| 10. Try to <b>fix up</b>                            |                                 |

## 4. Now play phrasal verb snap! (10 mins)

Pre-prepare two piles of cards. One with verbs (from this lesson) on separate cards, and the other with prepositions on separate cards. Give each pair a set: i.e. sts A the verbs sts B the prepositions. They play snap, and every time they get a matching pair, they have to say the phrasal verb with a correct sentence. If a sts gets it right then he/she takes the pile of cards that has been used up. The sts with the most cards at the end is the winner.

## 5. Homework (2 mins)

Write a telephone dialogue and use at least 10 of the phrasal verbs from this lesson.

## Upper Intermediate: Reading

### Topic: Great achievements!

#### 1. Introduction:

Use three separate pieces of paper and complete these sentences:

The greatest achievement in my life has been...

What I hope to achieve in my life is...

Some of the people I admire the most for their achievements are...

Hand your sentences to your teacher, who will shuffle and leave them face down on the desk. Everyone should pick up one piece of paper and walk around the class asking questions to find out who wrote the sentence. When you have found the writer, take another piece of paper.

Discuss which achievements were the most interesting or unusual.

#### 2. Reading:

You are going to read an article about a young boy called Gupta. Before you read, in pairs discuss different types of achievements, e.g. scientific, medical, financial etc. Then when reading think about the following “gist” question:

What’s the article about?



# Student

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Gupta was born in a mud hut and learned to survive in the jungle by fishing and hunting. If he had told the elders of his village that he'd soon be studying at a top British university, they'd have thought he

was possessed by evil spirits. Twenty-six year old Gupta Seth has just won a scholarship to Cambridge to study politics and economics.

Gupta is the first of a 65,000 group of nomadic tribe ever to leave the isolated jungles in the north of India to study abroad. A nun left a copy of National Geographic magazine when visiting the village. That's when Gupta first saw what the outside world looked like. Pictures of skyscrapers and life in the West were a great attraction to him and he wanted more.

So he set off on a six day journey through the jungle to the nearest town of Imphal to find a school. He studied there for two years then went to the great city of Calcutta, where missionaries helped him study. He lived with the missionaries and he cleaned and cooked to contribute toward his education. He won a scholarship to study in Edinburgh where he met his wife, Linda. They now have a two year old son Shankar.

When Gupta first arrived in the U.K. he suffered badly from culture shock. In the jungle he had eaten nuts, fruits, fish, monkeys and animals that he hunted. When he was offered his first taste of British food he was disgusted. Money was a fascination to him. His tribe had never seen money and had always bartered for things they needed.

Now Gupta is starting his one-year scholarship at Cambridge. His fellow students will no doubt be fascinated to hear about his life in the jungle. So what does Gupta think about all this? He's over the moon. It's his dream come true and his chance in ten million.

"Detailed" questions:

Work with a partner and discuss these questions about the article:

- What made Gupta leave his tribe?
- How did he pay for his education in Calcutta?
- Which aspects of culture shock were mentioned in the article?
- Do you think this was a great achievement? Why?

Discuss these questions:

- Have you ever suffered from culture shock?
- How did you feel?
- What aspects of culture shock would someone from the Indian jungle have when coming to Madrid?
- What aspects of culture shock would you suffer if you went to the Indian jungle?
- Tell your partner about an achievement you are proud of.

# Student

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## 3. Homework:

Think of a real adventure you had in another country or make one up. Then write your story for a local newspaper.



## Upper Intermediate: Reading

**Topic: Great achievements!**

**Warmer (5 mins)**

**Check Homework (7 mins)**

### 1. Introduction (10 mins)

Follow the sts instructions and make sure the sts participate. Monitor and support when needed.

### 2. Reading

Discussion: get sts in pairs/small groups to discuss. (5 Mins)

GIST READING

Then write the gist question on the board. Give 4 mins to read for gist and after elicit the answer. (7 Mins)

DETAILED READING

Now give sts 15 mins to read and answer questions in pairs. Sts write answers in note books. Elicit answers from whole class after task (15 Mins)

FOLLOW UP (10 mins)

Sts in pairs or small groups discuss the questions while tch monitors. Take notes for error correction after task. Ask sts to correct mistakes.

Make sure all sts interact: Then ask groups to present their best one to the class. Whole class vote for the best one.

# Teacher

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Discuss these questions:

- Have you ever suffered from culture shock?
- How did you feel?
- What aspects of culture shock would someone from the Indian jungle have when coming to Madrid?
- What aspects of culture shock would you suffer from if you went to the Indian jungle?
- Tell your partner about an achievement you are proud of.

## 3. Homework (1 min)

Give out homework

## Upper Intermediate/Advanced: Writing

### Giving good or bad news

1. Read the letter below. What is the function of each of the three paragraphs? Which phrase is used to introduce bad news?

Mr. Steve Coolios

Your ref: 889 8580

22 Bush Drive

Our ref: 8910

Surrey

Contact: P. Von Trapp

14 January 2011

Dear Pete,

We regret to inform you that we will not be able to send the schedules by the deadline, tomorrow, as we are pending receipt of the breakdown of trade debtors. This listing has not yet been provided by the Company due to a fault in their computer system.

We will send you the schedules as soon as we receive the necessary information, hopefully before the end of the week.

We apologise for any inconvenience this may cause, although I am sure you will appreciate that the delay is due to circumstances beyond our control.

Regards,

2. How would you present the good and bad news in the following situations?

A. You are unable to attend an important meeting due to a previous engagement. You will, however, be able to send your assistant who has been fully briefed on the agenda.

B. A new Financial Manager has been appointed.

# Student

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## 3.

When delivering bad news, it is usual to give a reason and apologise. Look back to the introductory e-mail. Which 2 words or phrases are used to present the reason?

Your teacher will give you some cards. Sort these into three groups – reasons, results and contrasting ideas.

## 4. Match the two parts of the sentences below. More than one answer is possible for some of the sentences.

- |  |   |
|--|---|
| 1. As certain details do not comply with legal requirements, | a. we have returned the document to the client.           |
| 2. The text contains a number of errors                      | b. and consequently they have not achieved their targets. |
| 3. Since the information is inaccurate,                      | c. they have decided to withdraw this product.            |
| 4. Because of discrepancies in the balance sheet,            | d. it must be adjusted accordingly.                       |
| 5. Due to the delay in producing the advertising material,   | e. and therefore it must be corrected.                    |
| 6. Demand has been much lower than anticipated               | f. progress has been slower than expected.                |
| 7. As a result of changes in market strategy,                | g. the product did not reach the shops on time.           |
| 8. Owing to a series of problems in distribution,            | h. they will have to re-write the proposal.               |

## 5. Using one of the words or expressions from the cards, fill the gaps in the following sentences

1. Thank you for your instructions of 14/1/11. Unfortunately, \_\_\_\_\_ the level of funds in your account, this transaction is not possible and \_\_\_\_\_ the transfer has not been carried out.

\_\_\_\_\_, as soon as adequate funds are made available, we will gladly proceed with your request.

2. \_\_\_\_\_ our efforts to keep changes to a minimum, a certain number of changes will be effective from January 2012. \_\_\_\_\_ increases in costs, annual charges will be increased accordingly. Please refer to the enclosed guide for details.

3. \_\_\_\_\_ a computer error, there has been a disruption in our normal services. \_\_\_\_\_, you may have experienced a short delay concerning certain transactions and we apologise for any inconvenience caused. \_\_\_\_\_, normal services should now be resumed.

4. \_\_\_\_\_ changes in tax regulations, your investment policy will not be affected. \_\_\_\_\_, we need to submit certain information regarding your account and \_\_\_\_\_ we request that you complete the attached form and return it to us as soon as possible.

5. \_\_\_\_\_ there have been a number of significant changes in the exchange rate recently, we are pleased to note relatively few fluctuations in last month's figures. \_\_\_\_\_, the overall position has weakened and we should monitor the situation carefully.

# Student

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## Practice

You are a manager at Robledo Network PLC writing to your client to give them a progress report. Write a letter based on the following notes, using linking words where appropriate.

## Notes

- Nearing completion of fieldwork
- Experiencing delays
- Pending receipt of statement of profit and loss
- Hope to complete by deadline
- Meeting to discuss findings so far?

# Student

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## SIGNPOSTING - HANDOUT

**SINCE**                      *Since* they could not agree on the terms of the contract, they did not sign.

**OWING TO**              *Owing to* the delay in receiving the necessary information, we were not able to meet the deadline.

**AS**                          As the terms of the contract were very attractive, we signed immediately.

**AS A RESULT**              We have not been provided with all the necessary documents. *As a result*, we are unable to progress further.

**AS A RESULT**              Sales in the luxury car sector have increased dramatically *as a result of* growing national optimism.

**HENCE**                      Share prices have fallen, *hence* the lack of confidence

# Student

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**NEVERTHELESS** Sales have been disappointing. *Nevertheless*, we believe they will pick up in the next quarter.

**THEREFORE** The value of the pound has fallen. *Therefore*, our suppliers in England have been having problems.

**HOWEVER** The conference was a success overall. *However*, there were a number of complaints.

**BECAUSE OF** The packaging material should be changed *because of* the growing trend for 'green' products.

**CONSEQUENTLY** The results show that this product no longer corresponds to clients' needs. *Consequently*, it will be withdrawn next month.

**DUE TO** The decrease in sales has arisen *due to* the number of new competitors.

**ALTHOUGH** *Although* the takeover was friendly, many of the shareholders were opposed to the deal.

**DESPITE** *Despite* the results of the marketing survey, he decided to go ahead with the product trials.



## Upper Intermediate/Advanced: Writing

### Warmer (5 mins)

### Check Homework (7 mins)

#### 1. Suggested answers (10 mins)

Para 1 – Introducing bad news and giving reason

Para 2 – Suggesting / promising action

Para 3 – Apologizing

#### 2. Whole group. T could put correct suggestions on board (5 mins)

#### 3. In pairs, Sts sort cards into three groups. There are three heading cards (5 mins)

**Reasons, Results and Contrasting ideas.** In feedback emphasise again the importance of using these words to hold together parts of a text.

#### Answers

**Reasons:** as, since, because (of), as a result of, due to, owing to

**Results:** consequently, therefore, as a result, thus, hence

**Contrasting ideas:** however, nevertheless, although, in spite of, despite

T will need to make clear the use of each connector, particularly ***in spite of***, ***despite***:

***In spite of*** the problems / ***despite*** the problems (followed by a noun)

***In spite of*** losing the contract / ***despite*** losing the contract (verb ending in -ing)

# Teacher

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***In spite of the fact*** that we lost the contract / ***Despite the fact*** that we lost the contract (*the fact that + verb*)

4. Sts do the matching exercise individually then feedback. Some of the sentences have numerous possibilities, which could lead to some discussion (5 mins)

## Suggested answers

1. c/d 2. e 3. a/h 4. a/h 5. f 6. b 7. c 8. g

T elicits alternative answers and discusses whether other connectors can be used in the same way.

5. Sts do the exercise individually then feed back to compare answers (10 mins)

## Suggested answers

1.	due to	therefore	however
2.	despite	due to	
3.	due to	therefore	however
4.	despite	however	therefore
5.	although	nevertheless	

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## 6. Practice (15 mins)

Students can do the exercise in class and provide another one (depending on their business) for homework

Give handout.

# Teacher

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## RESOURCES TO HAND OUT to 3:

REASONS	CONTRASTING IDEAS
RESULTS	<i>Since</i> they could not agree on the terms of the contract, they did not sign.
<i>Owing to</i> the delay in receiving the necessary information, we were not able to meet the deadline.	<i>In spite of</i> the delay, we were still able to present the report on time.
As the terms of the contract were very attractive, we signed immediately.	We have not been provided with all the necessary documents. <i>As a result</i> , we are unable to progress further
Sales in the luxury car sector have increased dramatically <i>as a result of</i> growing national optimism.	Share prices have fallen, <i>hence</i> the lack of confidence.

# Teacher

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<p>Sales have been disappointing. <i>Nevertheless</i>, we believe they will pick up in the next quarter.</p>	<p>The value of the pound has fallen. <i>Therefore</i>, our suppliers in England have been having problems.</p>
<p>The conference was a success overall. <i>However</i>, there were a number of complaints.</p>	<p>We plan to reduce waste and <i>thus</i> cuts costs.</p>
<p>The packaging material should be changed <i>because</i> of the growing trend for 'green' products.</p>	<p>The results show that this product no longer corresponds to clients' needs. <i>Consequently</i>, it will be withdrawn next month.</p>
<p>The decrease in sales has arisen <i>due to</i> the number of new competitors.</p>	<p><i>Although</i> the takeover was friendly, many of the shareholders were opposed to the deal.</p>
<p><i>Despite</i> the results of the marketing survey, he decided to go ahead with the product trials.</p>	

## Advanced: Business Idioms

### Power and influence:

#### 1. Literal meanings:

Here is some information to help you understand some of the idioms in this unit:

- a) A puppet is a kind of doll with strings. When you “pull the strings” the puppet moves.
- b) People with a lot of influence are often called the “movers & shakers”. They are the people who make decisions and have new ideas.
- c) “Beck” is an old word meaning a silent signal. Today we only use it in the expression “to be at someone’s beck and call” – at their command, ready to do anything they wish.

#### 2. Movers and shakers:

Fill in the following words and expressions in the dialogues below:

- a) friends in high places
- b) put in a good word for you
- c) twist my arm
- d) movers and shakers
- e) get the upper hand
- f) throw his weight around
- g) at your beck and call
- h) lay down the law

1. You’ve met John before, haven’t you?

#Yes, you’re one of the \_\_\_\_\_ in English teaching aren’t you?

Well, I’m not so sure about that – more like a big fish in a small pond!

2. There’s no way we’ll get visas with only four weeks to go before we leave.

#Don’t worry. I’ll speak to my friend Jill in the Foreign Office. She’s got

\_\_\_\_\_.

# Student

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3. Go on, have another chocolate.

#All right then, if you \_\_\_\_\_.

4. When you've done the washing up, could you go down to the shops. We need milk.

#"Do this, do that." I'm not \_\_\_\_\_ you know. I'm not your servant

5. I see your company are advertising for more staff. I'm thinking of applying.

#Good idea. If you do, I'll \_\_\_\_\_.

6. David's just arrived late again.

#Has he? That's the third time this week. I'm going to have to \_\_\_\_\_ and give him a final warning.

7. What are you watching? Football? Who's winning?

#Nobody. It's nil – nil but Glasgow Rangers are starting to \_\_\_\_\_. They nearly scored a minute ago.

8. I wish Bob would stop upsetting people in the office.

#Yes, I wish he wouldn't \_\_\_\_\_ so much.

In pairs, choose four of the idioms above and discuss a situation for them, then make example sentences.

# Student

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## 3. Hold the fort:

In small groups complete the following idiomatic expressions with these verbs:

<b>hold</b>	<b>take</b>	<b>take</b>	<b>eat</b>
<b>pass</b>	<b>carry</b>	<b>call</b>	<b>pull</b>

- a. \_\_\_\_\_ the shots
- b. \_\_\_\_\_ a lot of weight
- c. \_\_\_\_\_ the buck
- d. \_\_\_\_\_ a few strings
- e. \_\_\_\_\_ the trousers
- f. \_\_\_\_\_ the fort
- g. \_\_\_\_\_ out of the palm of my hand.
- h. \_\_\_\_\_ a tough line
- i. \_\_\_\_\_ someone around your little finger.
- j. \_\_\_\_\_ advantage of someone

Work with a partner & try to guess the meanings of the above idiomatic expressions.

Now use them in their correct form in the following sentences:

1. I'm just leaving the office for a couple of hours. Can you \_\_\_\_\_ till I get back?
2. Everyone in my office is terrified of the caretaker, Mr Simkins, but I get on with him like a house on fire. I have him \_\_\_\_\_!



# Student

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3. One piece of advice – arrive on time in the mornings. The company \_\_\_\_\_ on people who are late.
4. If you're interested in that job at Plessey's, I know the Managing Director. Maybe I could \_\_\_\_\_ and get you an interview.
5. I've just met Robert's wife. Poor man! She never stops talking. It's obvious who \_\_\_\_\_ in that house!
6. My daughter's only four but she knows how to get what she wants. She can \_\_\_\_\_ me \_\_\_\_\_!
7. I think we should try to get Dr Hodges to support our plan. People respect him and his name would \_\_\_\_\_ with the Board.
8. You may not like it, but I'm the boss and I \_\_\_\_\_ around here. So, I would like that report on my desk before 5 o'clock today.
9. It's your responsibility. You're in charge, so stop trying to \_\_\_\_\_.
10. Once you discover someone's weakness, it's up to you whether you \_\_\_\_\_ of them or not.

In groups of three, make up a story. The group to use the most idiomatic expressions from this unit is the winner!

Good luck!

## 4. Homework

Choose 4 idioms and make a visual for each one. That is a visual memory hook for you. It could be a drawing, cut out etc.

## Advanced: Business Idioms

### Warmer (5 mins)

### Check Homework (5 mins)

### Power and influence:

#### 1. Literal meanings (5 mins)

Put this on an OHP and ask sts which one they prefer and why:

- a) A puppet is a kind of doll with strings. When you “pull the strings” the puppet moves.
- b) People with a lot of influence are often called the “movers & shakers”. They are the people who make decisions and have new ideas.
- c) “Beck” is an old word meaning a silent signal. Today we only use it in the expression “to be at someone’s beck and call” – at their command, ready to do anything they wish.

#### 2. Movers and shakers (20 mins)

Fill in the following words and expressions in the dialogues below:

- a) friends in high places
- b) put in a good word for you
- c) twist my arm
- d) movers and shakers
- e) get the upper hand
- f) throw his weight around
- g) at your beck and call
- h) lay down the law

1. You’ve met John before, haven’t you?

#Yes, you’re one of the \_\_\_\_\_ in English teaching aren’t you?

Well, I’m not so sure about that – more like a big fish in a small pond!

2. There’s no way we’ll get visas with only four weeks to go before we leave.

# Teacher

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#Don't worry. I'll speak to my friend Jill in the Foreign Office. She's got  
\_\_\_\_\_.

3. Go on, have another chocolate.

#All right then, if you \_\_\_\_\_.

4. When you've done the washing up, could you go down to the shops. We need milk.

#"Do this, do that." I'm not \_\_\_\_\_ you know. I'm not your servant

5. I see your company are advertising for more staff. I'm thinking of applying.

#Good idea. If you do, I'll \_\_\_\_\_.

6. David's just arrived late again.

#Has he? That's the third time this week. I'm going to have to  
\_\_\_\_\_ and give him a final warning.

7. What are you watching? Football? Who's winning?

#Nobody. It's nil – nil but Glasgow Rangers are starting to \_\_\_\_\_.  
They nearly scored a minute ago.

8. I wish Bob would stop upsetting people in the office.

#Yes, I wish he wouldn't \_\_\_\_\_ so much.

In pairs, choose four of the idioms above and discuss a situation for them, then make example sentences.

# Teacher

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## 3. Hold the fort (24 mins)

In small groups complete the following idiomatic expressions with these verbs:

<b>hold</b>	<b>take</b>	<b>take</b>	<b>eat</b>
<b>pass</b>	<b>carry</b>	<b>call</b>	<b>pull</b>

- a. \_\_\_\_\_ the shots
- b. \_\_\_\_\_ a lot of weight hand.
- c. \_\_\_\_\_ the buck
- d. \_\_\_\_\_ a few strings little finger.
- e. \_\_\_\_\_ the trousers someone
- f. \_\_\_\_\_ the fort
- g. \_\_\_\_\_ out of the palm of my
- h. \_\_\_\_\_ a tough line
- i. \_\_\_\_\_ someone around your
- j. \_\_\_\_\_ advantage of

Work with a partner & try to guess the meanings of the above idiomatic expressions.

Now use them in their correct form in the following sentences:

# Teacher

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1. I'm just leaving the office for a couple of hours. Can you \_\_\_\_\_ till I get back?
2. Everyone in my office is terrified of the caretaker, Mr Simkins, but I get on with him like a house on fire. I have him \_\_\_\_\_!
3. One piece of advice – arrive on time in the mornings. The company \_\_\_\_\_ on people who are late.
4. If you're interested in that job at Plessey's, I know the Managing Director. Maybe I could \_\_\_\_\_ and get you an interview.
5. I've just met Robert's wife. Poor man! She never stops talking. It's obvious who \_\_\_\_\_ in that house!
6. My daughter's only four but she knows how to get what she wants. She can \_\_\_\_\_ me \_\_\_\_\_!
7. I think we should try to get Dr Hodges to support our plan. People respect him and his name would \_\_\_\_\_ with the Board.
8. You may not like it, but I'm the boss and I \_\_\_\_\_ around here. So, I would like that report on my desk before 5 o'clock today.
9. It's your responsibility. You're in charge, so stop trying to \_\_\_\_\_.
10. Once you discover someone's weakness, it's up to you whether you \_\_\_\_\_ of them or not.

In groups of three, make up a story. The group to use the most idiomatic expressions from this unit is the winner!

Good luck!

# Teacher

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## 4. Homework (1 min)

Choose 4 idioms and make a visual for each one. That is a visual memory hook for you. It could be a drawing, cut out etc.

## Advanced: Buying

### 1. Warmer:

Discuss:

What is the main business story at the moment?

### 2. Reading:

Read and fill in the spaces with the words below.

Hipicorp 1. \_\_\_\_\_ today plans to sell off its remaining 30% stake in the Timwest Leisure Group.

A spokesperson said that the sell-off would leave Hipicorp "leaner & fitter" and would allow the company to expand on its core products.

The dollar rose sharply on Monday against both the euro and sterling. Despite the turmoil in the US 2. \_\_\_\_\_ markets, analysts say that the dollar is still seen as the currency that offers the best long-term security

Stock markets remained volatile yesterday, with rumours that both the German and Brazilian governments would step in and nationalise ailing banks.

The Dow Jones 3. \_\_\_\_\_ by 5.1% in early morning trading, but rallied slightly in afternoon trading.

ScotTech is set to unveil a new line-up of sub-portable computers at the Tokyo Technology Fair this week. Photographs and specification leaked in recent days suggest that ScotTech is seeking to expand its grip on the high-end 4. \_\_\_\_\_ PC market.

Financial

Portable

Announced

Fell

# Student

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## 3. Headlines

With your classmates, negotiate a headline for each story. Use no more than five words for each one.

## 4. How well do you remember?

Are these sentences true or false?

- 1) Hipicorp is selling all its stock in the Timwest Leisure Group.
- 2) The US dollar fell against the euro and sterling.
- 3) The US dollar is currently seen as a risky investment.
- 4) Banks in Germany and Brazil may be privatised soon.
- 5) The Dow Jones rose slightly yesterday afternoon.
- 6) ScotTech wants to become the leading high-end portable PC manufactures.

## 5. Collocations #1:

Match the two halves of the collocations

- |                           |               |
|---------------------------|---------------|
| 1. stock markets remained | stake         |
| 2. the Dow Jones          | a new line-up |
| 3. a 30%                  | a company     |
| 4. to nationalise         | rallied       |
| 5. long-term              | volatile      |
| 6. to unveil              | security      |



# Student

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## 6. Collocations #2

Say these sentences again using a collocation from exercise 5. Make grammatical changes where necessary.

- 1) The Nikkei went up and down a lot in early morning trading.
- 2) XYZ Corp owns 65% of Manoli Tech.
- 3) The government is going to take over ailing financial institutions.
- 4) FlonkaPhone has announced a new set of mobile phones.
- 5) Some people think government bonds offer financial safety in the future.
- 6) The FTSE went up in afternoon trading.

## 7. Discussion:

Ask your partner/s these questions. Ask follow-up questions.

### Stock Markets

- Has your country's stock market experienced volatile trading recently?
- How has your stock market performed in recent years?
- Do you have any stock? What advice do you have for someone wanting to invest?

### Foreign Exchange Markets

- Is your country's currency in a strong or weak position at the moment?
- Can you remember any particular periods of strength or weakness for your currency?
- Do you think that currency union like the euro is a good idea?

# Student

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## Government Intervention

- How do governments try to influence world markets?
- Has your government stepped in to rescue any ailing companies?
- Do you think governments should rescue failing companies? Why / not?

## 8. Homework:

Write a short news item like in exercise 2 and add a headline. Then email it to your teacher. Try to use as many of the new words as possible.

## Advanced: Buying

**\*Check homework and ask some questions to revise last day's lesson. (5 mins)**

### 1. Warmer (5 mins):

Encourage all sts to talk and note take for sts to correct errors after this task.

### 2. Reading (10 mins):

Pre-teach any difficult vocabulary. Ask one sts to read 1 out loud, then another 2, and so on. Correct inappropriate pronunciation.

Then elicit answers in spaces:

ANSWERS:

1. ANNOUNCED

2. FINANCIAL

3. FELL

4. PORTABLE

Ask each sts to ask a question about 1 of the text. The other sts answer. This is to check their detailed understanding of the texts.

### 3. Headlines (10 mins)

Follow the instructions and make sure the headlines they choose are suitable. Help them if needed.

### 4. How well do you remember?

Ask sts to read the first one quietly and then ask if it's true or false. Then the second one and so on.

ANSWERS:

1. TRUE

4. TRUE

2. FALSE

5. FALSE

3. FALSE

6. TRUE

# Teacher

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## 5. Collocations #1 (5 mins):

Elicit the answers.

### ANSWERS:

1. stock markets remained volatile
2. the Dow Jones rallied
3. a 30% stake
4. to nationalise a company
5. long-term security
6. to unveil a new line-up

## 6. Collocations #2 (7 mins)

Ask sts one by one to say these.

### ANSWERS

- 1) The Nikkei was volatile in early morning trading.
- 2) XYZ Corp owns a 65% stake Manoli Tech.
- 3) The government is going to nationalise ailing financial institutions.
- 4) FlonkaPhone has unveiled a new line-up of mobile phones.
- 5) Some people think government bonds offer financial safety in the future.
- 6) The FTSE rallied in afternoon trading.

# Teacher

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## 7. Discussion (10 mins):

This is where they get the chance to speak as much as possible. Try to get them to use the new vocabulary. Remember to take notes and ask them to correct their errors at intervals.

You don't have to do all the questions. Choose the ones you think are more useful for your sts and also think about the time you have left.

**\*Ask sts what they have done in class today. (5 mins)**

## 8. Homework (3 mins):

Write a short news item like in exercise 2 and add a headline. Then email it to your teacher. Try to use as many of the new words as possible.

## Advanced: Ellipsis and Substitution

1. Read this dialogue. Look at the underlined sections. How could they be shortened? You may have to change some words.

**PAUL:** Have you finished with the magazine?

**ALICE:** Hang on. I'm just reading an article about a new truth drug.

Apparently **you** can tell someone's lying because **they** put their hand to their mouth.

**PAUL:** Do they realise they are doing it?

**ALICE:** No, I don't think they realise they are doing it. Tell me, do you ever put your hand to your mouth when you are talking to me?

**PAUL:** No, of course I don't ever put my hand to my mouth when I talk to you. That's because I never lie to you.

**ALICE:** Is that true?

**PAUL:** Of course it's true. I never lie to you, and you never lie to me, agreed?

**ALICE:** So, why are you putting your hand to your mouth now?

**L**  
**isten & check your answers.**

Who do **you** and **they** refer to in the dialogue?

Could you substitute these with any other pronouns?

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## 2. For your information:

Read and fill in the spaces with the words below.

### A: Ellipsis:

**“Ellipsis” means leaving out a word or words when they are obvious from the context.**

In informal speech, it is common to miss out the beginnings of certain phrases when it is clear *who* or *what* is being referred to. This often happens with:

- Imperative *be*: (Be) *careful!* (Be) *quiet!*
- Pronouns: (we) *don't think so.* (you) *don't know.*
- Pronouns + *be*: (It's) *good to see you.* (I'm) *sorry.*
- Pronouns + *be* + articles: (It's a) *wonderful day.* (It's a) *shame.* (It's a) *good thing I was here to help you.*
- Auxiliary verbs + pronouns: (Have you) *got any money for me?* (Are you) *leaving?* (Have you) *finished?*

**Words are often missed out after an auxiliary verb to avoid repetition.**

*(Are you) leaving?*

*(Have you) finished?*

**If a verb is followed by an infinitive with *to*, we include the *to* but omit the verb.**

*There's no need to go if you don't want **to** (go).*

# Student

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## B. Substitution:

Substitution is when a single word is used to replace a word or phrase, often to avoid repetition.

*I brought these t-shirts home from our trip. Would you like **one**?*

*Does this train go to the station? I think **so**.*

*We're going to the Canary Islands for our holidays. **So** are we!*

*I'm not taking an Easter break this year. **Neither/Nor** am I!*

## 3. Practice Ellipsis and Substitution:

Match a sentence from a-h with a response from 1-8, then cross out any words or phrases which can be left out because they are obvious from the context.

- a) Can you lock up?
- b) Have you got a light, mate?
- c) What time does the film finish?
- d) Have you phoned Auntie Gracie yet?
- e) It was lovely to see Carlos again, wasn't it?
- f) It's very dark out here.
- g) Here you are, sir, two pints of lager.
- h) How many times have I told you not to leave the car door open?

- 1. No, I'm just going to phone Auntie Gracie.
- 2. Yeah, it's a good thing I brought a torch.
- 3. No, we only ordered one pint of lager.
- 4. I have no idea, I'm sorry.
- 5. I'm sorry, I don't smoke.
- 6. I have already locked up.
- 7. I didn't leave the car door open, it was Tony.
- 8. Yeah, it's a shame he couldn't stay a while longer.



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4. Cross out the necessary words in the dialogue. The number of words to be crossed out is shown at the end of each line. Hyphenated or contracted forms count as two words. On some cases you may need to add a word.

**JANICE:** Be careful! You nearly knocked over that poor jogger. (-1)

**BOB:** I'm sorry. It's not easy to look at the road and the GPS at the same time. (-1)

**JANICE:** Well, I did offer to map read but you wouldn't let me map read. (-2)

**BOB:** Because you always get us lost. Or you did get us lost last time, anyway. (-3)

**JANICE:** No, I didn't get us lost! You wouldn't listen to me! (-3)

**BOB:** Never mind. Is there anything else to drink? Can I have a drink? (-2)

**JANICE:** No, you can't have a drink. You drank the last can of drink an hour ago. (-6)

**BOB:** It's a shame we didn't get some more cans of drinks when we stopped for diesel. (-5)

**JANICE:** Just a minute. Did that sign say Paisley twenty miles?

**BOB:** I think it said Paisley twenty miles. Why? (-5)

**JANICE:** Because it means we're going in the wrong direction!

## Advanced: Ellipsis and Substitution

Warmer (7 mins)

Check homework (7 mins)

**PAUL:** Have you finished with the magazine?

**ALICE:** Hang on. I'm just reading an article about a new truth drug.

Apparently **you** can tell someone's lying because **they** put their hand to their mouth.

**PAUL:** Do they realise they are doing it?

**ALICE:** No, I don't think they realise they are doing it. Tell me, do you ever put your hand to your mouth when you are talking to me?

**PAUL:** No, of course I don't ever put my hand to my mouth when I talk to you.  
That's because I never lie to you.

**ALICE:** Is that true?

**PAUL:** Of course it's true. I never lie to you, and you never lie to me, agreed?

1. Follow the instructions and ask sts to do in pairs. (11 mins)

Now read it out loud and sts check their answers. Ask them:

Who do **you** and **they** refer to in the dialogue?

Could you substitute these with any other pronouns?

Ask sts if they know what Ellipsis means and try to elicit the following info. Then ask them to read the below:

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## 2. (10 mins):

### A: Ellipsis:

**“Ellipsis” means leaving out a word or words when they are obvious from the context.**

In informal speech, it is common to miss out the beginnings of certain phrases when it is clear *who* or *what* is being referred to. This often happens with:

- Imperative *be*: (Be) *careful!* (Be) *quiet!*
- Pronouns: (we) *don't think so.* (you) *don't know.*
- Pronouns + *be*: (It's) *good to see you.* (I'm) *sorry.*
- Pronouns + *be* + articles: (It's a) *wonderful day.* (It's a) *shame.* (It's a) *good thing I was here to help you.*
- Auxiliary verbs + pronouns: (Have you) *got any money for me?* (Are you) *leaving?* (Have you) *finished?*

**Words are often missed out after an auxiliary verb to avoid repetition.**

*(Are you) leaving?                      (Have you) finished?*

**If a verb is followed by an infinitive with *to*, we include the *to* but omit the verb.**

*There's no need to go if you don't want **to** (go).*

### B. Substitution:

Substitution is when a single word is used to replace a word or phrase, often to avoid repetition.

*I brought these t-shirts home from our trip. Would you like **one**?*

*Does this train go to the station? I think **so**.*

*We're going to the Canary Islands for our holidays. **So** are we!*

*I'm not taking an Easter break this year. **Neither/Nor** am I!*

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## 3. Practice Ellipsis and Substitution (10 mins)

Sts do this in pairs and you provide a hand out with the answers:

- a) Can you lock up?
- b) Have you got a light, mate?
- c) What time does the film finish?
- d) Have you phoned Auntie Gracie yet?
- e) It was lovely to see Carlos again, wasn't it?
- f) It's very dark out here.
- g) Here you are, sir, two pints of lager.
- h) How many times have I told you not to leave the car door open?

- 1. No, I'm just going to phone Auntie Gracie.
- 2. Yeah, it's a good thing I brought a torch.
- 3. No, we only ordered one pint of lager.
- 4. I have no idea, I'm sorry.
- 5. I'm sorry, I don't smoke.
- 6. I have already locked up.
- 7. I didn't leave the car door open, it was Tony.
- 8. Yeah, it's a shame he couldn't stay a while more.

## 4. Sts change pairs and follow instructions: (15 mins)

Then put up an OHP or give out hand out with answers. Then do choral drilling focusing on the pronunciation and intonation.

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**JANICE:** Be careful! You nearly knocked over that poor jogger. (-1)

**BOB:** I'm sorry. It's not easy to look at the road and the GPS at the same time. (-1)

**JANICE:** Well, I did offer to map read but you wouldn't let me map read. (-2)

**BOB:** Because you always get us lost. Or you did get us lost last time, anyway. (-3)

**JANICE:** No, I didn't get us lost! You wouldn't listen to me! (-3)

**BOB:** Never mind. Is there anything else to drink? Can I have a drink? (-2)

**JANICE:** No, you can't have a drink. You drank the last can of drink an hour ago. (-6)

**BOB:** It's a shame we didn't get some more cans of drinks when we stopped for diesel. (-5)

**JANICE:** Just a minute. Did that sign say Paisley twenty miles?

**BOB:** I think it said Paisley twenty miles. Why? (-5)

**JANICE:** Because it means we're going in the wrong direction!

# Teacher

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## ANSWERS

### Practise Ellipsis & substitution:

Match a sentence from a-h with a response from 1-8, then cross out any words or phrases which can be left out because they are obvious from the context.

1. No, I'm just going to phone Auntie Gracie. **D**
2. Yeah, it's a good thing I brought a torch. **F**
3. No, we only ordered one pint of lager. **G**
4. I have no idea, I'm sorry. **C**
5. I'm sorry, I don't smoke. **B**
6. I have already locked up. **A**
7. I didn't leave the car door open, it was Tony. **H**
8. Yeah, it's a shame she couldn't stay a while longer. **E**

Cross out the necessary words in the dialogue. The number of words to be crossed out is shown at the end of each line. Hyphenated or contracted forms count as two words. On some cases you may need to add a word.

**JANICE:** Be careful! You nearly knocked over that poor jogger. (-1)

**BOB:** I'm sorry. It's not easy to look at the road and the GPS at the same time. (-1)

**JANICE:** Well, I did offer to map read but you wouldn't let me map read. (-2)

**BOB:** Because you always get us lost. Or you did get us lost last time, anyway. (-3)

**JANICE:** No, I didn't get us lost! You wouldn't listen to me! (-3)

**BOB:** Never mind. Is there anything else to drink? Can I have (one) a drink? (-2)

**JANICE:** No, you can't have a drink. You ate the last can of drink an hour ago. (-6)

**BOB:** It's a shame we didn't get some more cans of drinks when we stopped for diesel. (-5)

# Teacher

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**JANICE:** Just a minute. Did that sign say Paisley twenty miles?

**BOB:** I think (so) it said Paisley twenty miles. Why? (-5)

**JANICE:** Because it means we're going in the wrong direction!