Unit overview: The main topics of unit 3 are the weather, months, present continuous (for both present and future uses), time expressions (tomorrow morning, next week, etc.) and making offers. The topics are introduced and practised through the contexts of weather forecast, phone conversations, talking about what celebrities are doing in photos taken by paparazzi, the routine of the members of the British Royal Family. Sts also answer a questionnaire about the reasons why they're learning English and how they feel about it and role-play a dialogue with informal language / chunks for making simple offers.

What's the weather like?

Lesson Aims: Sts continue to practise verb *be* to learn to ask and answer about the weather.

Function	Language
Talking about the weather.	How's the weather in ___? What's the weather usually like in ___? It's usually hot and windy.

Vocabulary: Weather words – hot, warm, cool, cold, sun, sunny, rain (verb / noun), rainy, fog, foggy, snow (verb / noun), snowy, cloud, cloudy, wind, windy.
Grammar: What's the weather like?
Skills: Analysing your English.

Warm-up *Books closed.* Write the lesson **Song line** *Here comes the sun. Here comes the sun and I say it's all right.* on the board. Check if sts know the song / band. Draw (or quickly mime) the 'sun,' 'rain,' 'wind,' 'cloud' and 'snow' and elicit all items.

Song line:

♪ Here comes the sun.
Here comes the sun and I say it's all right. ♪

Song: 'Here Comes the Sun'
Band: The Beatles (UK)
Year: 1969

1 Vocabulary: *The weather*

A *Books closed.* Ask **When do we use the letter S at the end of words in English?** Elicit examples of the four uses in World of English. There are two more uses too (*Let's*, where *'s* = us, and *She's gone*, where *'s* = has), but we suggest you avoid mentioning these at this stage.

Read World of English with the whole class. Highlight the -y endings of the three adjectives and ask if sts know other adjectives that have the same ending (early, military, easy, ready). Remind them that of course not all adjectives end in -y by any means! Elicit examples they already know (colours, new, old, good, great, big, etc). Elicit the correct adjective for sun (sunny). Point to the weather table. Sts complete the table with the correct adjective under each noun. Paircheck. Play ▶ 3.1 for sts to check. Drill pronunciation using opposing pairs of words so sts spot the differences: sun – sunny, cloud – cloudy, etc.

▶ **3.1** Notice the sentence stress.
T = teacher   C = class
T   Today, let's look at the weather symbols. This yellow circle means the sun, or sunny weather. A cloud means cloudy,

obviously, and this symbol means wind or windy. The next symbol is for fog or foggy weather. The cloud with these little lines means rain or rainy weather. And the white cloud with stars means snow or snowy conditions. OK?
C   Yes, Miss!
T   And for temperature, we usually just say hot, warm, cool or cold. Any questions?
C   No, Miss!

🔑 cloudy, windy, foggy, rainy, snowy

B   Point to the thermometer on the left top of p. 28. Use it to teach *warm*, *cool*, *cold* and *hot*. Exemplify with the day's local weather. Write all the words on the board and draw sts' attention to last consonant sounds – correct them if sts add extra vowel sounds to the end of those words as they might follow the adjective pattern presented in **A** (rainy, cloudy, etc).

Cultural note   In some tropical regions, the concept of 'cold' may vary according to the inhabitants' perspective. If you teach in a tropical climate region, your sts are likely to think (and argue) that 15 degrees means 'cold' – but make sure they understand that in most English-speaking countries that would be considered 'cool'.

🔑 (a) cold   (b) cool   (d) hot   (c) warm

C   In pairs, sts cover **A** and **B** and refer to the thermometer and the photos on pp. 28-29. They test each other and see how many weather words they can come up with by looking at the photos from the lessons. Monitor closely. Classcheck.

Stronger classes   Prompt / teach any new words sts feel like expressing (e.g. dry, wet, humid, etc).

D Sts hear two people talking about two different photos (from pp. 28-29). They have to listen and guess which two photos are being described. Paircheck. Classcheck. Tell sts to remember the words that made them guess the photos. There is more than one possible correct answer for this exercise. The important aspect to take into consideration is how sts justify their choice.

▶ **3.2**
A OK, in this photo, the weather is beautiful.
B Yes, it's hot and very sunny.
A Perhaps it's Cancun?
B And in this photo it's hot.
A Yes, and it isn't raining. It's very dry.

Photos 1, 2 or 6 are possible answers.

E In pairs, sts perform the task about photos **1-10**. Ask sts to refer to AS ▶ **3.2** on p. 157 in case they have a specific doubt or feel they need a model. Classcheck by playing a guessing game with the whole class: a pair of sts talk about a photo. The rest of the group listens and tries to guess which photo is being described. For small groups, repeat the procedure three times. For larger groups, repeat the procedure for five different photos in order to get more sts to participate.

Weaker classes Write some prompts on the board: *In this photo, the weather is… / It's (hot) and (dry). / Perhaps it's (city). / Yes, I agree., etc.*

2 Listening

A Focus on the five places from the table and elicit where they are (the Alps: Europe; the Amazon forest: South America; the Atacama Desert: Chile; Cancun: Mexico; Chicago: the USA) and what sts think the weather is usually like in each of them. Play ▶ **3.3** and ask sts to number the places in the order they hear them. Paircheck. Classcheck. Ask sts: *Why do they say the weather is mad?*

▶ **3.3** Notice the s endings.
B = Bob M = Mary J = Joe
B Everywhere, the weather is… mad! Take the Amazon Rainforest, for example. It's usually very rainy there, but now… no rain for three months! The Amazon river is down by ten metres. It's mad!
From the forest to the desert: the Atacama Desert is usually hot and sunny 350 days a year. This year, the days and nights are cool and cloudy. It's mad!
And how's the weather in Chicago, the Windy City? Mary, tell us. What's the weather like in Chicago?
M Well, Bob, no wind for us! This month, every morning, it's cool and foggy. It's mad!
B Thanks, Mary. Let's go to the Alps. Those beautiful mountains. What's the weather usually like there? It's snowy, right? And what's it like this year? Tell us, Joe?

J Uh-huh. It's warm and there's absolutely no snow. Skiing is impossible. It's mad!
B How about Cancun, that fantastic beach? Well, tourists go to Cancun to enjoy the hot weather, but this summer: it's cold. Really cold. It's mad!
What's the weather like where you are? Any mad weather stories? Write to us at globalwarming.org.

(4) The Alps – it's warm and there's absolutely no snow.
(1) The Amazon rainforest – no rain for three months.
(2) The Atacama Desert – the days and nights are cool and cloudy. (5) Cancun – it's cold.   (3) Chicago – no wind.

Extra Internet / Smartphone activity If you have an IWB and / or mobile phones with Internet in the classroom, ask sts to guess (and write on a piece of paper) the temperature and weather conditions in a distant city at a certain month of the year (e.g. Moscow, Chicago, etc). Collect the slips of paper and redistribute them to sts so they can check their classmates' guesses about the current weather conditions in that place. The winner is the one who gets closer to the real weather conditions.

B Now sts listen to ▶ **3.3** again and fill in the table in **A** with the adjectives used to describe the weather (Usually / Now) in the five different places. Paircheck. Classcheck with answers on the board. Ask sts: *Is the weather mad in your / our country too? Why? / Why not?*

	Usually	**Now**
the Alps	snowy	warm, no snow
the Amazon rainforest	very rainy	no rain for three months river down by ten metres
the Atacama Desert	hot and sunny	cool and cloudy
Cancun	hot	really cold
Chicago	the Windy City	no wind, cool and foggy

C Ask: *Do you remember the questions from the weather forecast?* (▶ **3.3**) Elicit the missing word in the first question (how). Individually, sts complete questions **1-3**. Paircheck. Classcheck with answers on the board.

Weaker classes Real beginners might need to read the audio script and look for questions 1-3 in it.

Ask sts to read the Ⓚ **box** and elicit what the weather is like now / is usually like in (your city).

1. And **how**'s the weather in Chicago?   2. **What**'s the weather usually like there?   3. What's it **like** this year?

D ⟮ MAKE IT **PERSONAL** ⟯ Ask sts to read the speech bubbles. Drill the questions 'What's the weather like?' / 'How's the weather now in…?' before sts perform the activity. In pairs, sts take turns asking and answering about the weather in their city and / or the photos from pp. 28-29. Classcheck.

⟮ **IDEAL** ⟯
Workbook p. 14
ID Online Portal
Grammar p. 122

Are you busy at the moment?

Lesson Aims: Sts continue to practise verb *be* to talk about the seasons and months. Sts learn the present continuous through the context of routine activities.

Function	Language
Talking about seasons and months.	What's your favourite season?
Describing actions which are happening at the moment.	What are you doing?
	Are you busy?
	I'm cooking dinner now.
Vocabulary: Months, seasons, actions (buying food, cooking dinner, doing homework, riding a bike, running in the park, talking on a landline). Key phrases: Are you busy? Call you later. No problem. **Grammar:** Present continuous.	

Warm-up Display some weather photos around the class or on the IWB and have sts ask and answer 'What's the weather like?' / 'It's…' Monitor closely for accuracy.

Tell sts to open their books to p. 31 and have them read the lesson **Song line**. Check if sts know the song / band and when it was recorded.

Song line:

♫Just about half past ten,
for the first time in history
it's gonna start raining men!
It's raining men! Hallelujah!♫

Song: 'It's Raining Men'
Band: The Weather Girls (USA)
Year: 1982

3 Reading

A *Books open.* Sts read the months and, with the aid of the pink syllables, try to pronounce them in pairs. Ask them to write **S** if word stress is the same in their mother tongue and **D** in case word stress is different. The words with no pink syllables have only one syllable. Classcheck with ⏵**3.4**. Play the track again and have sts repeat all the months.

⏵**3.4**
January, **Fe**bruary, March, **A**pril, May, June, Ju**ly**, **Au**gust, Sep**tem**ber, Oc**to**ber, No**vem**ber, De**cem**ber.

B Focus on the encyclopedia text title and elicit / pre-teach the four seasons of the year. Go over tasks **1-5** and make sure sts understand what they have to do. In small groups, sts read the text and help each other. Walk around the class and offer help when needed. Sts check their answers in **C**.

1. July, February, October, March, May, June, August.
2. winters, autumns, springs.   3. dry season, rainy season.
4. *Continents*: Europe, North America, South America, Central America. *Countries*: India, Australia.   5. North, West, South.

C Sts read the text in **B** and try to guess how to pronounce the words. Then, they listen to ⏵**3.5** to check their answers. Classcheck.

Tip When checking answers to numbers **2-3** (seasons), get sts to read the ⟨ World of English ⟩ section.

Cultural note There are various definitions of a continent. In English-speaking countries, North and South America are considered to be separate continents. However, they are considered as one continent in Spanish and Portuguese-speaking countries.

⏵**3.5**
Four seasons or two?
Countries with a temperate climate, like the ones in Europe and North America, have four very defined seasons: hot summers in June, July and August; cold winters in December, January and February, with heavy snow in some countries; cool, windy autumns in September, October and November and warm springs in March, April and May.

In contrast, tropical regions, especially around the equator, have only two seasons: the dry season and the rainy season. So, in places like India, West Africa, Central America, the north of South America and the north coast of Australia, the rainy season is in their winter calendar (June, July and August), and it's accompanied by very high temperatures.

D Sts focus on ⟨ Common Mistakes ⟩. Encourage them to practise saying a few sentences about their country. Write on the board: *It's usually cool / cold / hot / warm / rainy in (month) in (country).* Sts use the prompts on the board and create their own sentences. Classcheck.
MAKE IT PERSONAL Assign different groups – make sts work with classmates they do not usually sit near. In small groups, sts take turns asking and answering questions **1-4**. Round off the activity by asking a student of each group to report group answers.

4 Grammar: *Present continuous*

A Explore photos **1-6** and guide sts to the correct activity / actions. Use gestures, mime some of the actions, e.g. running, cooking, riding a bike and doing homework. Drill the pronunciation of each phrase. Sts match photos **1-6** to the correct actions. Play ⏵**3.6** and ask: *Which action was not in the audio?* (You don't hear the action in photo 2 – doing homework.)

▶ **3.6** Notice s = /s/ or /z/.

E = Eli   M = Maddie   R = Rita
Mi = Michael   S = Susan   P = person

E   Hello?
M   Eli? This is Maddie. Are you busy?
E   Actually, yes. I'm cooking dinner. What's up?
M   Oh, no problem. Phone you later.
E   OK, bye.

S   Susan
M   Hi, Susan. This is Maddie.
S   Oh, hi, Maddie. Sorry, I'm running in the park. I can't hear you. Shall I phone you later?
M   Sure, Susan. Talk to you later.
S   Bye.
M   OK, er, bye. Not my day today, is it? Let me try Michael.

Mi   Michael Rogers speaking.
M   Hey, Michael!
Mi   Maddie, darling. How are you doing?
M   Great.
Mi   Are the tomatoes fresh? Sorry, darling. I'm buying some food. What's up?
M   Well, I have…
Mi   These tomatoes here? Fresh? Really? Er, sorry, Maddie.
M   Oh, you're busy now. Don't worry. Bye.
Mi   Bye, darling. Lovely talking to you.
M   So, Michael is busy, too. Perhaps Rita Marques? Let me try her. Er… the phone's busy…

M   Oh, someone is calling. Perhaps one of my friends is finally free now. Hello?
P   Gregory Hanes, please?
M   Er, I'm sorry, this is not his number.
P   Oh, sorry. Wrong number.
M   Humph. Typical! Well, let me phone Rita again.

R   Hi, Maddie.
M   Hi, Rita. Are you running?
R   No, I'm not running! I'm riding a bike and my battery's dying. Phone you later?
M   Of course… Bye

(6) buying food   (3) cooking dinner   (5) riding a bike   (4) running in the park   (1) talking on a landline
(2) doing homework is not mentioned.

B   Sts listen to ▶**3.6** again and tick the phrases in ⟨**World of English**⟩ they hear. Paircheck. Classcheck. Drill pronunciation of all phrases in ⟨**World of English**⟩.

Caller phrases (all spoken by Maddie except the last one): Are you busy? No problem. Phone you later. Don't worry. The phone's busy. Sorry, wrong number. **Receiver phrases:** I can't hear you. My battery's dying. Phone you later.

C   Point to photo **1** in **A**, say *Look at Maddie. Is she happy?* (No.) *Why not? No company? Who is she calling?* and let sts speculate a bit. Focus on **C**, read the rubrics with sts and ask question **1** (What does Maddie want company for?) and the three options (to have dinner, to go to a sport event, or she's feeling lonely) and elicit possible answers. Do the same for question **2** and its three options.

Play ▶**3.7**. Sts listen and tick the correct answers for **1** and **2**.

▶ **3.7** Notice the connections for similar sounds.

M = Maddie   S = Sean

M   I don't believe this. One more call. That's it.
S   Hey, Maddie. Long time no see. How are things?
M   Good! Er, Sean, are you busy?
S   Erm, well, I'm doing my homework.
M   Oh, never mind…
S   But I'm just finishing. What are your plans?
M   I have two tickets to today's match: Sanford Stars and Killburn Kicks. It starts at three o'clock.
S   So we have thirty minutes! Let's go!
M   Are you saying yes?
S   Of course! Why are you surprised?
M   You have no idea… Meet you outside the underground. Let's go!

1. To go to a sport event.   2. She finally finds a friend.

Grammar box – **Present Continuous**

Sts complete number **1** with the correct forms of *be*. Write the first sentence on the board *She is talking on the telephone.* Ask a few concept-check questions, e.g.: *Is it past / present or future?* (present) *Is it about an action that happens every day, now or sometimes?* (now). Sts cross out the wrong options in **2**. Read the pronunciation tip with them and drill the pronunciation of 'doing,' 'talking,' 'cooking' in isolation and within sentences / context.

1 ⊕ is   ⊖ am not   ❓ are
2 every day   at the moment   sometimes

For further practice, refer sts to **Grammar** on p. 122.

D   Sts look back at pp. 18-19 (Jim's morning routine) and now talk about what is happening in each picture. Have sts follow the model given in the speech bubbles in **D**, p. 31.

Stronger classes   Learners can use photos from their mobile phones. Although that leads to freer practice and is therefore bound to bring up verbs they still do not know, it can be interesting for stronger groups to have more challenge at this stage.

Jim is: waking up / getting up / making the bed / exercising / having a shower / shaving / getting dressed / having breakfast / brushing his teeth / leaving home.

E   ⟨**MAKE IT PERSONAL**⟩ Sts role-play Maddie's conversation and give different excuses.

Weaker classes   Sts will need to refer to either a model on the board or the AS on p. 158.

⟨**IDEAL**⟩

Workbook p. 15
ID Online Portal
Grammar p. 122

What are you doing?

Lesson Aims: Sts learn how to ask and answer questions about jobs. Sts learn present simple vs present continuous through the context of routine activities.

Function	Language
Asking and answering questions about jobs.	What does she do? She's an actress.
Talking about what people are doing.	Liv Tyler's walking her dog. Piqué and Shakira are watching a football match.
Reading / Talking about a journalist's timetable.	What does he usually do at 8am? What's he doing today?
Listening to / Talking about British Royal family members' daily life.	What does Prince William do? Kate's visiting a public place at the moment.

Vocabulary: Celebrities. Daily routine: walk the dog, ride a bike, carry shopping bags, etc. Time expressions: at the moment, right now, usually.

Grammar: Present simple vs present continuous.

Warm-up Show some pictures of different people doing certain actions. You can mime some actions as well. Make sure you also clarify that the actions are happening at the moment you are miming them. You can reinforce the use of words such as *now* and expressions such as *at the moment* so that sts clearly understand that the actions are happening at that moment.

5 Listening

A Play ▶3.8 and ask sts to take notice of how many times the same question is asked.

▶3.8
This is Brad.
What are you doing?
What are you doing?
Just watching the market re-cap, drinking an import.
That is correct. That is correct.
What are you doing?
What are you doing?
Hey Brad, who's that?
Hey Chad. Pick up the cordless.
Chad here.
What are you doing?
What are you doing?
What are you doing?
Ahhhhh!

They ask 'What are you doing?' seven times.

B Sts listen again and number the phrases in the order they hear.

(6) Chad here.   (4) Hey Brad, who's that?   (5) Hey Chad. Pick up the cordless.   (2) Just watching the market recap, drinking an import.   (3) That is correct. That is correct.   (1) This is Brad.

C Sts listen to the special effects in ▶3.9 and, in pairs, guess what the people are doing. Classcheck.

▶3.9
1   person cooking
2   person having a shower
3   person driving
4   person drinking something noisily
5   person cleaning the house
6   person eating something noisily

1. person cooking   2. person having a shower   3. person driving   4. person drinking   5. person cleaning the house   6. person eating

D Sts play a mime game. Hand out some slips of paper with present continuous sentences, e.g. 'You're doing homework.' 'You're talking on the phone.' and other actions from the previous lesson.

6 Grammar: *Present simple vs present continuous*

A Sts read (**World of English**). Have sts ask each other in small groups 'What do you do?' 'I'm a / an…' At the end, ask sts to tell the rest of the class what their partners do. Ask: **What does he / she do?**

Focus on one of the celebrities in the photos and elicit who he / she is. Ask sts: **Who's this?** (Sts: I think he / she is…), **What does he / she do?** (Sts: He / She is a…). In pairs, sts do the same. Ask them to refer to the speech bubbles in **A** as a model and ask and answer about the celebrities in each photo. Classcheck.

1. Liv Tyler is an actress.   2. Cristiano Ronaldo is a football player.   3. Justin Timberlake is a singer and Jessica Biel is an actress.   4. Hugh Jackman is an actor.   5. Piqué is a football player and Shakira is a singer.   6. Pink is a singer.

B Point to Liv Tyler in **A** (photo **1**) and ask *What is she doing?* Sts match photos **1-6** to actions in **B**. Sts paircheck by asking each other 'What's Pink / Liv Tyler / etc. doing?' and answering 'He / She is…' Classcheck.

(1) walk her dog   (6) ride a bike   (5) watch a football match
(4) carry a shopping bag   (3) run   (2) talk on the phone

C Grammar box – **Present simple vs present continuous**

Draw a two-column table on the board, each column under one of these headings: *Present simple (PS) / Present continuous (PC)*. Elicit time expresions and where they go in the table, e.g. now, at the moment, every day, sometimes, always, usually, etc. Sts decide whether the sentences in number **1** are in the PC or PS tense. Paircheck. Classcheck.

In pairs, sts reflect and decide about the rules in number **2** for PS vs PC use. Classcheck with answers on the board.

1. a PS   b PC   c PS   d PC

2. b, a, a, b

For further practice, refer sts to **Grammar** on p. 122.

D Use the dialogue in the speech bubbles as a model. Ask a student to read the ones in blue and another to read the ones in green. In pairs, sts do the same dialogue for the other times (12.00, 2.00, etc.) and swap roles at each time. Monitor closely for the correct use of Present Simple and Present Continuous. Classcheck by asking a pair of sts to act out the dialogue for two diferent times from the table.

E Point to the photo and ask *Who's she?* (Kate Middleton.) Sts read the text and cross out the wrong forms of the verbs. Do the first one as an example and ask sts to cross out the other wrong answers by themselves, individually. Paircheck. Play ⏵3.10 so sts can check their answers. Ask sts to circle six time expressions. The AS is the answer key for this task.

⏵3.10
Kate Middleton has a famous beauty ritual, and our reporters are following her today. At the moment, she is going into her favourite hairdresser's, where she gets her hair done every morning. She washes and dries her hair here every day after she runs in Hyde Park. Our photographers are registering every moment of her routine today and our reporters are talking to her hairdresser. Read a full review of all this tomorrow on our site.

7 Listening

A Tell sts they will hear an interview about Kate. Elicit what sts know about her, asking *Does she have a job? What's her routine like? / What does she do every day?* Have sts read sentences **1-4** and write T (true) or F (false) as they listen. Paircheck. Classcheck with answers on the board.

⏵3.11 Notice /h/.
Rep = reporter   F = friend
Rep Today on Shhh! *Top Secret*, we're talking with an intimate friend of Kate Middleton's. Shhh! No names, remember! So, Miss X, welcome to our show.
F   Thank you.
Rep So, what's the routine of the royal couple? Shhh!
F   William is a helicopter pilot, and he works and trains at a base in Wales. Kate doesn't have a paid job, but she goes to the supermarket and helps her husband like any other wife. Shhh!
Rep That's interesting. And do you know what they are doing now? Shhh!
F   Yes! This afternoon Kate is visiting a hospital near the base and William is flying a helicopter to Scotland on a military mission. Shhh!
Rep Well, thank you for talking to us!
F   You're welcome. Shhh!

1. F   2. F   3. T   4. T

B Before sts listen to ⏵3.11 again, in pairs, they ask and try to answer questions **1-4** with what they can remember from the interview. Play the track so they can check their answers. Classcheck with answers on the board.

1. William is a helicopter pilot.   2. William is flying a helicopter to Scotland on a military mission.   3. She goes to the supermarket.   4. Kate is visiting a hospital.

Extra activity Round off the lesson by focussing on the **Song line** on top of p. 33. Check if sts know the song / band. Ask sts to underline all verbs in it and in pairs, decide if they are in the Present Simple or Present Continuous. Classcheck.

Song line:

♪Don't stop me now.
I'm having such a good time.
I'm having a ball.♪
Song: 'Don't Stop me Now'
Band: Queen (UK)
Year: 1978

IDEAL
*Workbook p. 16
ID Online Portal
Grammar p. 122*

What are you doing tomorrow night?

Lesson Aims: Sts learn to talk about future arrangements using the present continuous.

Function	Language
Talking about future arrangements.	What are you doing tomorrow / after the lesson / next week?
Reading a TV guide.	I'm filming the storm.
	I'm studying.

Vocabulary: Recycle weather vocabulary (tornado, storm, etc.) and time expressions (tomorrow morning / afternoon, next week, next Monday, etc).

Grammar: Present continuous for future arrangements.

Warm-up **Before the lesson:** Prepare cards / slips of paper with different *go* activities Recycle adverbs of frequency and *go* activities. Distribute slips of paper with several *go* activities from unit 2 (go to a café, go to school / university, go to work, go to church, go to the gym, etc.) and have sts work in pairs. Sts take turns saying how often they go to each place. Write prompts on the board to help them: *I always / usually / often / sometimes / never go to….* When sts finish, ask them to report three sentences about their partners.

8 Reading

A *Books open*. Ask sts: **Do you know the TV programme Storm Chasers? Which channel is it on?** (Discovery channel.) **Is this the type of show you like to watch?**

Ask sts to listen (▶ **3.12**) and read the text and find the season that is mentioned (spring). Drill the pronunciation of 'tornado' and elicit the pronunciation of the other words with pink stressed syllables (objective, document, survive). Sts read the text again. Ask **What's a storm?** and elicit the correct answer for sentence **1** (wind and rain). Sts circle the correct option in **2** and **3**. Paircheck. Classcheck.

1. A storm is very strong wind and rain.   2. A chaser is a person who is trying to capture something.   3. A plain is a large area of flat land.

B Focus on the text title, 'What's happening in tonight's episode?', and elicit some answers / guesses from the sts. Sts listen to ▶ **3.13** while they read the text and match **1-7** to the second column. Paircheck. Classcheck with answers on the board.

Stronger classes Ask sts to explain the uses of 'What's happening' and 'What happens' in the text.

(6) their next destination   (5) the number of people they're evacuating   (7) a famous American singer   (1) their location   (2) the class of the tornado   (4) a storm chaser   (3) their vehicle's weight

C Refer to the text in **B** again and ask: **What are they doing today?** (They're studying the weather conditions in Tuscaloosa, Alabama.) Ask sts to underline that sentence in the text. Ask: **What about tomorrow? What are they doing?** (They're helping to evacuate a population of about…) In pairs, sts underline and copy the

sentences into the table in **C**. Classcheck with answers on the board.

Focus on the answers on the board. Ask: **What verb tense is this?** (present continuous) **What's happening tomorrow? Is it present, past or future?** (future). Ask the same questions for the last two answers (after filming the action / next week). Ask the whole group: **What do you think about their activities? Do you think they're mad? Brave?**

Today they are studying the weather conditions in Tuscaloosa and reporting a strong tornado for tomorrow. Tomorrow they are evacuating a town and filming the action. After filming the action they have to cut and edit the footage into a program.

Next week they are travelling to Missouri.

9 Grammar: *Present continuous for future*

A Read the lesson **Song line** and check if sts know the song / band. Focus on the last sentence, 'Girl, I'm leaving you tomorrow', and ask **What verb tense is it?** (present continuous) **Is it about the present or the future?** (Future – 'tomorrow').

Song line:

I know it sounds funny,
but I just can't stand the pain.
Girl, I'm leaving you tomorrow.

Song: 'Easy'
Band: The Commodores / Lionel Richie (USA)*
Year: 1977

*Also recorded by the band Faith No More (USA, 1993).

Sts go back to the text in **8B** and underline seven examples of Present Continuous. In pairs, they discuss whether the sentences refer to a present or future action. Classcheck.

What's happening in tonight's episode? (future) Today the teams of meteorologists are studying the weather conditions in Tuscaloosa, Alabama. (present) They're reporting a really strong tornado for tomorrow morning. (present) Tomorrow we're helping to evacuate a population of about 2,000 inhabitants and we're filming all the action. (future) Next week, they're travelling to Missouri (future) The answer, my friend, is blowing in the wind! (present)

B Elicit time expressions from sts to expand the list in **9B**. Briefly conduct repetition of the expressions and a few questions (What are you doing tomorrow morning /

tomorrow night / next Monday?) and encourage sts to come up with their own Present Continuous example sentences.

> tomorrow afternoon / evening
>
> next month / year / lesson

C Tell sts Reed, Chris and Joel work as Storm Chasers. Read sentences **1-3** with sts and encourage them to guess who is doing what, asking *Who do you think is filming the storm, Reed, Chris or Joel?* Sts listen to ▶**3.14** and write their initials (R, C or J). Paircheck. Classcheck.

For further practice of present continuous for future arrangements, go to **Grammar** on p. 122.

▶**3.14** Notice the word stress.

Rep = reporter   R = Reed   C = Chris   G = the guys

Rep Today we're interviewing one of the teams from the TV show Storm Chasers. Hi guys.

G   Hi.

Rep What's the name of your team?

R   Dominator.

Rep Dominator, right. And you are…?

R   My name's Reed Timmer, this is Chris Chittick and this is Joel Taylor.

Rep So, what are your plans for tomorrow?

R   We're travelling to Mississippi tomorrow.

C   We're predicting a big storm there.

Rep And who's filming the action?

R   Chris. He's our videographer.

Rep And what are you and Joel doing?

R   Well, we're meteorologists, so we're studying the photos from the satellite to get to the centre of the storm.

Rep Well, good luck.

G   Thanks.

---

1. Reed, Chris and Joel are travelling to Mississippi tomorrow. 2. Chris is filming the storm. 3. Reed and Joel are studying the photos from the satellite.

D Sts work in pairs. St **A** is the reporter / interviewer and st **B**, one of the Storm Chasers, e.g. Reed. St **A** interviews Reed and also asks questions about his two other colleagues (Joel and Chris). Refer to the model in the speech bubble and elicit more possible answers. Monitor closely for the correct use of present continuous. Sts swap roles. **B** is the interviewer and **A** plays the role of another Storm Chasers team member, who answers a question about his / her own plans and the rest of the team's.

[**Cyber English**] Point to Joel's notes and elicit the present continuous sentence for 'email the information to the TV station'. Some sts are likely to say 'He's sending an email…' but remind them that 'email' is now a common verb in English. Read [**Cyber English**] with them and ask *How often do you email your friends? Are you emailing them today?*, etc.

E [MAKE IT **PERSONAL**] Give sts a couple of minutes to think about their diary and write down notes in **E**. Do the same for yourself and have the class ask you 'What are you doing…?' questions. Answer with present continuous so sts have a clear model from their teacher. In pairs, sts interview each other. Monitor closely. Classcheck with reported answers.

(**IDEAL**)
Workbook p. 17
ID Online Portal
Grammar p. 122

Why are you learning English? / Are you thirsty?

Lesson Aims: Sts learn to talk about the reasons they are learning English. Sts learn to use *Do you want…?* and *Would you like …?* in the context of making offers.

Function	Language
Reading the introduction of a questionnaire.	Why are you learning English?
Answering a questionnaire.	I'm learning English for several reasons.
	I'm going abroad next year.
Listening to two friends talking.	What's the time?
	What's Linda working on?
	When does she have to finish it?
	How many more pages does she have to write?
	Is she tired?

Vocabulary: Informal English: You tired? Wanna go home?

Grammar: Use of *have got* to express obligation, use of *to + verb* and *for + noun*, questions (Are you bored?), offers (Would you like to go home?) and responses (Yes, please. / No, thanks.)

WB Song line: 'I want to break free, I want to break free.'

⏺ Skills: *Analysing your English*

A *Books open.* Sts focus on the website photos and see if they can recognise what they are about (New York City, a woman / university student, London). Ask: **Why do people learn English?**

Focus on the title question but do not ask your sts just yet, as they will talk about their own reasons for learning English in **B**. Play ⏺3.16 for sts to listen and read the introduction. In pairs, sts mark T (true) or F (false) for sentences **1-2**. Classcheck.

> 1. F   2. T

B Individually, sts take the questionnaire in **A**. In pairs, they interview / read the questionnaire to each other and compare their answers. Classcheck by asking sts to report their partner's answers to the whole class. Take this moment to get to know your sts' needs as much as possible.

C Sts read the ⬚Common Mistakes section and the ⏺box and, in pairs, try to explain the uses of 'to' and 'for' in question **1** from the questionnaire in **A**.

> *Want / need / have* are verbs usually followed by *to. To communicate / to pass an exam / to travel / to emigrate*: we use *to* to introduce a **verb** as a reason or purpose. *For my job / for school / for university / for pleasure*: we use *for* to introduce a **noun** as a reason or purpose.

⏺ in Action: *Making offers*

A Sts listen to Linda and Mark and answer questions **1-5**. Paircheck. Classcheck with answers on the board.

> ⏺**3.17** Notice *have to* /**f**/ and *kind of* /**v**/.
> M = Mark   L = Linda
> M Hey Linda, what are you doing? It's half past 12 in the morning.
> L Oh, it's you, Mark. Erm… I'm working on this report. I have to finish it by tomorrow.
> M Ah. Is it a big one?
> L Yep, I still need to do three more pages.
> M Ooof. You tired?
> L Yeah, kind of.

> 1. 12:30.   2. She's working on a report.   3. Tomorrow.
> 4. Three pages.   5. Yes, she is. / Yes, kind of.

B Sts will hear the conversation again and write down Mark's three questions. Play ⏺3.17. Paircheck. Play the audio again if necessary. Classcheck with answers on the board. Elicit what sts think is going to happen next. Ask: **Is Linda going home? Is she finishing the report today?**

> What are you doing? / Is it a big one? / You tired?

C Play ⏺3.18 for sts to check their guesses. Paircheck. Classcheck.

> ⏺**3.18** Notice the connecting sounds.
> M = Mark   L = Linda
> M Wanna go home?
> L No, I've really got to finish this tonight.
> M OK, so would you like a coffee?
> L Are you having one?
> M Yes.
> L Yes, please, then. Black, no sugar.
> M Do you want a sandwich too?
> L No, thanks.
> M Biscuit?
> L Uh-uh, I'm really not hungry.
> M OK. One coffee, coming up.
> L Thanks. You're great!

> She wants a coffee.

D Read ⬚World of English with the whole class and drill the pronunciation of all the phrases. Ask: **Did Mark and Linda use 'grammatical' or informal phrases?** (Informal.) Play ⏺3.18 again and ask sts to write L (Linda) or M (Mark) next to the informal phrases they say in the audio in ⬚World of English. Paircheck. Classcheck.

> Mark: Wanna go home? / Biscuit?

E Play ►3.18 again, pause after each line and have sts repeat all the phrases. Elicit the dialogue from the pictures in the table and check how much sts can remember. In pairs, sts role-play the dialogue. Swap roles. Monitor closely for accuracy and intonation. Ask a pair of sts to act out the dialogue for the whole group.

Weaker classes Ask sts to refer to AS ►3.18 on p. 158 in case they have difficulty role-playing the dialogue with the aid of the pictures only.

F Individually, sts match the first two columns (questions and offers) in the table. Paircheck. Play ►3.19 for sts to check their answers. Classcheck. Ask the class *Are you thirsty?*, *Would you like a drink?*, point to the 3rd column (responses) and elicit possible answers.

In pairs, sts role-play minidialogues using the questions, offers and responses from the table. Monitor closely for accuracy and appropriateness. At the end, ask three pairs of sts to act out different dialogues to the whole class.

Tip Encourage sts to use informal versions of the questions and offers, e.g. 'You hungry? Wanna a sandwich?'.

As an extra activity, ask sts to notice the silent letters (marked in grey here) and write the words down as they listen to ►3.19.

►**3.19**
1 Are you bored? Wanna go out for a drink?
2 Are you cold? Do you want a jumper? Do you want my jacket?
3 Are you hot? Do you want a cold drink? Do you want an ice-cream?
4 Are you hungry? Do you want a sandwich? Want a biscuit?
5 Are you thirsty? Would you like a drink?
6 Are you tired? Would you like a coffee? Would you like to go home?

G Mime you are tired / thirsty / hungry and elicit the correct adjectives. For each case, elicit the appropriate question and offer, e.g.: mime tired. Question: Are you tired? Offer: Would you like a coffee? Give sts a positive or negative response from the table in **F**, e.g. 'No, really, I'm fine.'

Swap partners. Write the words *bored / cold / hot / hungry / thirsty / tired* on the board. In pairs, st **A** mimes an adjective from the board. St **B** asks a question and makes an offer from the table in **F**. St **A** replies with one of the responses from **F**. Sts swap roles and mime and act out another dialogue.

Round off the lesson by asking volunteers to mime adjectives to the whole class and have the group as a whole ask questions and make offers.

IDEAL
Workbook p. 18
Phrase Bank p. 65
ID Online Portal
Grammar p. 122
ID Café Video p. 140
Writing p. 149