

**Unit overview:** The main topics of unit 3 are the use of the present perfect to talk / ask about past experiences, completed actions and unfinished past; vocabulary related to travelling, the use of 'for' and 'since' and suffixes for vocabulary expansion.

## Do you get stressed when travelling?

**Lesson Aims:** Sts learn how to talk about what they like and don't like when travelling using the verbs *love, like, enjoy, hate* and *don't mind*. They also find out their level of travel stress by doing a quiz and comparing their answers with peers.

### Function

Talking about travel stress.  
Talking about feelings when travelling.  
Responding and listening to a quiz about travel stress.

### Language

I don't think I'm impatient.  
I don't mind travelling long distances by car.  
There are a lot of things you forgot to declare. What do you do?

**Vocabulary:** Booked, missed, crowded, queuing, boarded, packed, exhausted, customs, impatient, balanced, calm, control.

**Grammar:** *Enjoy / don't mind* + verb + *-ing*, *love / like / hate* + verb + *-ing* or verb + *to*.

**Warm-up Books closed presentation.** Write *On the road* on the board and elicit meaning. Have sts in pairs brainstorm words and expressions related to travelling. Write sts' suggestions on the board and if possible leave them there during the whole lesson. Possible words include *airport, plane, cars, coach, bus, highway, hotel, guest house, hostels, holiday, check in, check out, arrival, departure*, etc.

**Cultural note 1** A coach is a type of bus used in excursions and long-distance trips. Buses are used in cities for shorter distances.

**Cultural note 2** Hotels are usually bigger, more comfortable and more expensive accommodation. Guest houses are simpler hotels and sometimes are similar to hostels and bed and breakfast inns (B&Bs) which are other kinds of simple accommodation.

### 1 Vocabulary: Travelling expressions

**A Books open.** Ask sts to look at the seven pictures on p. 26 and guess what kind of travel problem each one is describing. Have them listen to extracts from a man's holiday and match the pictures to the extracts. Play 3.1. Ask sts to check their answers in pairs. Were their guesses correct?

1. d 2. f 3. c 4. e 5. b 6. a 7. g

**B** Focus attention on the **Ⓚ** box. Tell sts they have to work in pairs and compare their feelings and opinions about travelling using the verbs given. Review the items in the exercise and clarify vocabulary and pronunciation. Draw their attention to the speech bubbles as an example dialogue. Are there any differences in opinion? Elicit answers.

**Optional activity** Ask sts to report what their partners said to the whole class. E.g.: *Daniel likes hitchhiking. He likes adventures and he thinks this is a very cheap way of travelling.*

Tell students to read the **Song line** on p. 27 and ask them if they are familiar with the song and the singer.

### Song line:

♪ On the road again, going places that I've never been,  
seeing things that I may never see again. ♪

Song: 'On the Road Again'  
Singer: Willie Nelson (USA)  
Year: 1980

**C** Draw sts' attention to the words in the quiz. Tell them to cover the second column and match the words to pictures **a-g**. Paircheck and classcheck. Pay special attention to the pronunciation of *-ed* in *boarded /ɪd/* and *crowded /ɪd/*, and in *missed /t/*, *booked /t/* and *packed /t/*.

a – boarded b – missed c – queuing d – booked  
e – crowded f – packed g – customs

**Tip** Situations two, three and four in the quiz are great opportunities to review the phrase *I'm stuck* from lesson 2.8.

**Optional activity** Practice *-ed* endings and linking using verbs related to travelling. Draw a table on the board similar to the one below and add one example for each sound.

/d/	/t/	/ɪd/
saved a	booked an	exhausted after
dreamed of tried all phoned a arrived at	packed all stopped at switched off	crowded and boarded an

Ask sts to work in pairs and find similar examples for each sound in the text. Classcheck. Drill with the whole class and then ask sts to practise in pairs. Tell them to choose one or two verbs from each column and write a sentence. Ask sts to practise saying the sentences aloud. If possible, they can record their own voice using a smartphone and listen to the recording to check their pronunciation.

**D** Draw sts' attention to the title of the quiz. Tell them they have to work in pairs or in trios and say what they would do in the situations listed (1-4: before the journey; 5-6: during the journey; 7-8: after the journey). Encourage them to infer meaning of unknown words, but help if necessary.

**Weaker classes** Allow enough time for this activity. Weaker sts will need more preparation and thinking time. However, this is a great opportunity for them to practise the target language in a less controlled way. Do not correct sts while they are talking. If necessary, write down mistakes and correct them later.

**Stronger classes** Stronger sts tend to speak more, so if they get very involved in the activity, it is worth allowing them some extra time to compare answers.

## 2 Listening

**A Books open.** Have sts listen to a complete version of the quiz and write the option that best applies to them: **A**, **B** or **C**. Play 3.2. Pause briefly after each question so as to allow sts some thinking time.

### 3.2 Notice the connections.

What's your level of travel stress? Take our quiz and find out.

Before the journey

- You've saved a lot of money and booked an expensive hotel online. The kind you've always dreamed of. When you get there, you discover the place is not what you saw on the site. It's not even finished! What do you do? A. Ask for your money back immediately. B. If there's enough time, look for another one. C. Nothing. You'll only sleep there. But you ask for a discount!
- It's 4pm. You've tried all you could, but you couldn't get to the station on time and missed your train. Now you have to wait five hours for the next one. All the shops at the train station are closed. What do you do? A. Walk up and down in the station and check the clock every ten minutes. B. Try to find something to do outside the station. C. Sit down and relax.
- It's the 23<sup>rd</sup> of December. You're at a crowded and cold bus station, queuing. The ticket agent says there are no more tickets available. You won't be home on 24<sup>th</sup> December. What do you do? A. Sit down and cry. B. Try to hire a car and go anyway. C. Phone your parents and explain.
- It's time to go to the airport. You've packed all your bags, switched off the lights and phoned a taxi. On the way to the airport, the car breaks down and stops in the middle of the road. What do you do? A. Start to cry. B. Pay the driver and try to find another taxi. C. Help the driver fix the car and hope there will be time to get to the airport.

During the journey

- You've boarded an old and crowded plane. All you want to do is get some sleep. You hope there's no one sitting next to you, but you see a mother and a very young child. What do you say? A. Ask the flight attendant to find you a new seat. B. You say nothing. Sit down and close your eyes immediately to make sure that the mother knows you want to sleep. C. Introduce yourself to the family and play peek-a-boo throughout the flight to keep the child quiet.
- You're on the plane. The flight attendant has dropped a cup of coffee on your laptop. You switch it on, but it isn't working. You don't know if the problem is permanent. What do you say? A. I want a new one! Do you hear me? B. Hmm... Who can I ring about this? C. Don't worry. These things happen.

After the journey

- You've arrived at the hotel and checked in. You're exhausted after your journey. The three lifts are out of order and your room is on the tenth floor. What do you say? A. This is ridiculous! I want my money back! B. Do you know what time they're going to repair them? C. Well, no problem. It's nice to get some exercise.
- You've just come back from a shopping trip to Miami. You're stopped at customs. In your suitcase, there are lots of things you forgot to declare. What do you do? A. Sit down and cry. B. Try to convince the customs officer to let you go. C. Say you're sorry and pay the extra tax.

**Tip** Before listening, ask sts to work in pairs and anticipate some options for the questions in the quiz. This will help them to preview what kind of vocabulary they are likely to hear.

**Note** There are several words associated with travelling, such as *journey*, *trip*, *voyage*, *travels*, *excursion* and *tour*.

A *journey* is a trip from one place to another, often one that is long and difficult.

A *trip* is an occasion when you go somewhere and come back, such as a fishing trip.

A *voyage* is a long trip, either by sea or in space.

*Travels* are a series of trips made over a period of time, especially to a place that is far away.

An *excursion* is an organised trip for a group of people and a *tour* is a trip to a place to see specific things of interest.

Source: *Macmillan English Dictionary for Advanced Learners* (2002).

**B** Draw sts' attention to the scoring for the quiz, i.e., A = 3 points, B = 2 points and C = 1 point. Tell them to calculate their score and read what it means. Do they agree with the result? Tell sts to share with a partner, following the example in the speech bubble.

**C MAKE IT PERSONAL** Draw sts' attention to pictures a-g. Tell them to use the pictures (not necessarily all of them) to remember a funny / unusual / stressful / surprising travel story. Have sts work in pairs and share their stories orally. Are there any similar experiences? Who has the best story? Draw sts' attention to the speech bubble as an example.

**Tip** Don't worry about sts making mistakes. The focus is to get their message across, so encourage them to speak freely. Remember that weaker sts will probably need more preparation time. You may allow them to take notes, but make sure they do not write the whole story.

**Optional follow-up activity** Ask sts to write a short narrative about their trip. Help them plan what kind of information they could include and what language they should use. For instance:

- |                           |                              |
|---------------------------|------------------------------|
| 1. Where did you go?      | 5. What did you do there?    |
| 2. How did you go?        | 6. Did you have a good time? |
| 3. Who did you go with?   | Why / Why not?               |
| 4. How long did you stay? | 7. What happened?            |

Remind them that, when we write stories, we usually use past tenses, such as the past simple and the past continuous.

### IDEAL

Workbook p. 14  
ID Online Portal  
Grammar p. 120

# Have you ever been to Australia?

**Lesson Aims:** Sts talk about their and other people's past experiences, particularly those related to travelling.

Function	Language
Conduct a class survey about past experiences.	Have you ever seen the Statue of Liberty? Yeah, twice.
Giving advice about travelling problems.	I think he should be honest with Cathy.

**Vocabulary:** Past participle (*been / seen / travelled / tried / sold / played / died / met*).

**Grammar:** Past continuous in affirmative, interrogative and negative forms.

**Before the lesson:** Bring photos of places you have visited, tickets for shows, concerts, circuses, and other souvenirs from places you have visited, pictures of regional food and other small objects that may refer to trips. If possible, display them in the classroom before you start.

**Warm-up** **Books closed.** If you have displayed your souvenirs and photos, ask sts: **What are these things? Why are they here?** If you have not displayed them in the classroom beforehand, show your souvenirs and photos to the class and ask: **Where do you think this is from?** In both situations, ask sts a follow-up question: **Have you ever been to Disney World? / eaten sushi? / travelled abroad? / seen the Eiffel Tower?**, etc. Don't expect full answers. At this stage, Yes and No answers are acceptable.

**Books open.** Draw sts' attention to the pictures of the kangaroo and the Sydney Opera House on p. 28. Ask them the question in the title **Have you ever been to Australia?** Briefly elicit answers.

**Tip** You may use an IWB instead of realia and photos. Make sure you take into consideration your group's ages, interests and backgrounds. For example, there is no point in showing souvenirs from different countries if your sts are unlikely to have been abroad.

## 3 Listening

**A** Draw sts' attention to the photo of the two men talking. Read the instructions for the exercise aloud and go through the four items with the whole class. Play 3.3. Paircheck and classcheck.

1. girlfriend
2. Australia
3. travel to Australia to see her
4. business

**Tip** Draw sts' attention to the difference between the pronunciation of *Australia* /ə'streɪliə/ and other words with **au**, such as *auditorium, audience, audio, August, author*, etc.

### 3.3 Notice the intonation in questions.

P = Patrick H = Harry

P So, how's Cathy, anyway?

H Fine, fine. Have you seen her photos?

P Yep, I saw them on Facebook. She's really pretty. Congratulations!

H She's seen your photos too.

P Really? Did she like me?

H Anyway, she, er, she says she wants to meet me.

P Oh, finally! I mean, two years dating online, come on... That's like... eternity. So, when is she coming to the UK?

H Er... she's not. She wants me to go to Australia... next month.

P That's great. I've been to Australia twice.

H Oh yeah? Did you go on business?

P Mmm-hmm. Zero fun. Just work, work, work. How about you?

H Nope. Never been there.

P So... Have you started packing?

H Hmm...

P What?

H Well...

**Optional activity** If time allows, let sts listen to and read the AS on p. 158 so as to notice rising and falling intonation in questions.

**Tip** Sts may notice the exception to the general rule of falling tone for *Wh* questions. Tell them that intonation can indicate emotion, in this case, excitement. To practise this, try drilling one phrase with different emotions.

**B** Organise sts in pairs and tell them to think of possible reasons for Harry to be hesitant. Draw sts' attention to the speech bubble as an example. Tell sts to listen to part two. Play 3.4. Did anybody guess the answers correctly?

He's afraid of flying.

### 3.4 Notice /d/ and /t/ for -ed endings.

P So... Have you started packing?

H Hmm...

P What?

H Well... The thing is... I don't know if I'm actually going.

P How come? I mean, you love Cathy, right?

H I do, I really do. I've never loved anyone that much.

P So...?

H You see... The thing is... I'm, er...

P What?

H I'm afraid to fly. There. I've said it.

P Hmm... Like a phobia or something?

H Yeah.

P But, er, have you ever travelled by plane?

H Once. Mum took me to Disney World when I was five... I screamed all the way there. No, seriously, I was terrified. And all the other passengers were shocked, of course. They thought Mum was killing me or something.

P Oh man, I had no idea... So what are you gonna do?

**Optional activity** If time allows, let sts listen to and read the AS on p. 158 so as to notice the pronunciation of *-ed* endings.

**C Books open.** Tell sts they are going to listen to part three of the conversation and then mark if sentences **1-3** are true (T) or false (F). Have sts read the statements and play **3.5**. Paircheck and classcheck.

1. F 2. F 3. F

**3.5** Notice how the /h/ sound in *her* almost disappears in fast speech.

- P Oh man, I had no idea... So what are you gonna do?  
 H I don't know.  
 P Well, easy... Tell her to come to London. Problem solved.  
 H Nope, can't do that.  
 P Why not?  
 H She lost her job and doesn't have much money, you know... and she really wants me to meet her parents.  
 P Well, then tell her you're afraid to fly.  
 H Are you mad? I'm too embarrassed to admit I'm like a six-year-old.  
 P Hmm... Have you ever tried therapy? Maybe it can help you get...  
 H Twice. It didn't work. I really don't know what to do.  
 P Hey, I have an idea. Why don't...

**Stronger classes** Encourage sts to justify the answers in **3C**. Paircheck and classcheck.

**Optional activity** If time allows, have sts listen to and read the AS on p. 158 so as to notice rising and falling intonation in questions and in the linking sounds.

**D** Ask sts to work in pairs and answer questions **1-3**. Draw sts' attention to the speech bubble as an example. Elicit answers from the group.

**Tip** Set a time limit for sts to share their opinions (e.g., three minutes).

#### 4 Grammar: *Present perfect 1 – past experiences*

**A** Ask sts: *Have you ever been abroad?* Elicit answers. This time insist on sts responding 'Yes, I have' or 'No, I haven't'. Ask more questions using different verbs, e.g., *Have you ever seen a French movie? Have you ever travelled by boat? Have you ever tried Thai food?* Once sts grasp the idea, provide the clues for a quick drill, making sure you do whole-class repetition and individual repetition:

T: *seen the Sugar Loaf*

Sts: Have you ever seen the Sugar Loaf?

T: *drunk champagne*

Sts: Have you ever drunk champagne?

T: *played handball*

Sts: Have you ever played handball?

Write a few clues similar to the ones you did in the drill. Ask sts to work in pairs, asking and answering questions. Encourage them to add a comment, for example:

St 1: Have you ever seen Cirque du Soleil?

St 2: Yes, I have. And it's wonderful. Have you ever seen The Rolling Stones?

St 1: No, I haven't, but I'd love to. Have you ever tried Chinese food?

**Cultural note** The Sugar Loaf is a mountain in Brazil with a distinctive shape like a loaf or mould of sugar. Portuguese traders gave it this name in the 16<sup>th</sup> century.

**Tip** Do not use too many different participles in this first exercise. The idea is to get sts to understand the use of the present perfect to talk about past experiences. We suggest no more than six verbs, regular and irregular.

Keep sts in pairs and ask them to match sentences **1-5** to the responses. Play **3.6** and classcheck.

3 – 2 – 5 – 1 – 4

Ask sts to answer questions in **Grammar** box – *Present Perfect 1* individually. Paircheck. Allow them enough time to come to a few conclusions. Classcheck and offer extra explanation. Write more examples and leave them on the board throughout the lesson.

1. a. Y b. Y c. N d. Y e. N

2. The past simple.

**Note** The main focus here is to make sts familiar with the use of the present perfect to talk about past experiences. This verb tense, just like the present perfect continuous, is considered difficult to master because its function, rather than its form, is almost unique to English. Source: <[www.ihbristol.com/blog/present-perfect-continuous](http://www.ihbristol.com/blog/present-perfect-continuous)>. Accessed on 2<sup>nd</sup> June 2014.

Read **Common Mistakes** with sts and ask: *Why is the first sentence wrong?* Do the same thing for the second and third sentences. You may want to contextualise the explanation by offering other examples. However, make sure you don't get into too many details about present perfect vs. past simple. Use cognates and short sentences.

Tell sts to go to **Grammar** on p. 120. This could be assigned as homework or done in class if you feel sts need more guided practice before the written and oral exercises in the lesson.

Refer sts to the **ID** Online Portal for the list of irregular verbs in the participle form. Whenever possible, draw sts' attention to the use and form of the present perfect to talk about past experiences.

Tell sts to look at the **Song line** on p. 29 and ask them if they like the song. You may tell them it's the theme song of a famous film called *Don Juan de Marco*.

**Song line:**

♪ So tell me have you ever really, really,  
really ever loved a woman?♪

Song: 'Have You Ever Really Loved a Woman?'

Singer: Bryan Adams (Canada)

Year: 1995

**B** Ask sts to work in pairs and orally make as many sentences they can about Patrick, Harry and Cathy. Draw sts' attention to the speech bubble as an example. Monitor and help if necessary.

Harry hasn't been to Australia before.

Harry has been on a plane once.

Harry has been to Disney World once / before.

Harry has tried therapy twice.

Patrick has been to Australia twice.

Patrick has seen Cathy's photos.

Cathy has seen Patrick's photos.

**Weaker classes** You may want your sts to write down the sentences, but encourage them to practise them orally first. If necessary, allow them an extra minute to make up sentences.

**Stronger classes** Allow sts two more minutes and ask them to use verbs other than the ones in the exercise. The sentences can be speculations about Patrick, Cathy and Harry. E.g., *I think Harry has been to many other countries.*

Elicit sentences and write them on the board. Underline or use different colours for the auxiliary *have / has* and the verb in the participle.

**Optional activity** Ask sts to put the sentences in negative and interrogative forms. You may choose to ask sts to do this individually or in pairs, in spoken or written form. Classcheck.

Draw attention to **Common Mistakes**. Make sure sts understand the use of *been to* and insist that they use this correctly. Focus on **World of English** and read the box aloud with sts. You can also point out the difference between *gone to* and *been to* by eliciting or offering other examples. For instance:

**St A:** *Where is Lucas?*

**St B:** *He's gone to the club.* (= He's still there.)

*Sofia's been to the club today.* (= She went to the club and came back. She's not there anymore.)

**C** Ask sts to work individually and write questions **1-8** using the cues. Draw their attention to the slash (/), meaning one word. Read the first example with the whole class. Paircheck and classcheck, paying close attention to pronunciation and intonation.

2. How long did you stay there?

3. What places did you visit?

4. How was the weather?

5. Did you stay in a hotel?

6. Did your wife go with you?

7. How much work did you do?

8. Would you like to go again?

**Weaker classes** Allow sts to write the questions first and monitor to make sure they are using the right verb tense. Next, have sts cover their answers and ask the questions in pairs. Monitor and correct if necessary.

**Stronger classes** These students may not feel the need to write questions beforehand. Ask them to work in pairs and do the questions orally. However, monitor closely and make sure they are using the right verb tense.

**Optional activity** Ask sts to do a role-play. One student asks the questions and the other plays Patrick's role. If you have more females than males in your group, ask them to substitute *wife* in question **6** with *husband*.

**D** Ask sts to match sentences **1-6** to each photo before completing the statements. Paircheck. Ask them to remain in pairs and complete the sentences with the verbs in the box. Ask students to pay attention to the use of *has* or *have* as in *No one / Everyone has* and *Most of the students have*. Note that *be* is used twice. Classcheck.

1. d    2. f / have travelled    3. a / has met

4. c / have seen    5. e / has tried    6. b / have been

**E** **MAKE IT PERSONAL** Organise sts in pairs. Have them look at the photos in exercise **4D** and interview their partner. Tell them to ask one follow-up question each time. Draw sts' attention to the speech bubbles as examples. Tell them to take notes as they will have to report answers back to the class or to another student.

**Tip** If you have a large group, ask sts to report back just to another partner instead of the whole class. This ensures more participation and involvement in the activity.

**IDEAL**

Workbook p. 15

ID Online Portal

Grammar p. 120

# Have you visited London yet?

**Lesson Aims:** Sts ask and talk about finished and unfinished actions using *yet*, *already* and *just*.

Lesson 3.3

## Function

Talk about travelling with a friend (positive and negative experiences).

Listening and reading about travel experiences.

## Language

They are getting tired of each other.

We've just checked in!

Yes, but we haven't paid yet.

**Vocabulary:** Regular and irregular past participle (*changed / stayed / checked / paid / told / spent / read / started / finished / written / swum / ridden*, etc.).

**Grammar:** Present Perfect with *just*, *yet* and *already*.

**Before the lesson:** Write on the board *Travelling with a friend is...*

**Warm-up** **Books closed.** Ask sts to think of a possible ending to the sentence previously written on the board. Ask them to stand up and mingle, saying how they have completed the sentence. Then ask sts to sit down and elicit a few answers. Write them on the board.

## 5 Reading

**A Books open.** Ask sts to read the beginning of the article and decide which of tips 1-4 is the most important when travelling with a friend. Ask them to work in trios and share their answers. If they disagree, they have to try to convince their partners by justifying their answers. Draw sts' attention to the speech bubbles as an example dialogue.

**Tip** Encourage sts to justify their answers by using some impact phrases when they speak, for instance: *It depends on who is travelling with you; In some ways doing things separately is more fun; Personally, I don't like to discuss money; Above all, plan carefully.* You can write these phrases on the board and tell sts to copy them to build a 'useful phrases' bank.

**B** Ask sts to read the rest of the article and match each tip in 5A to paragraphs a-c (there is an extra tip). Paircheck. Play 3.7. Clarify vocabulary and pronunciation and classcheck.

- a. Discuss money.   b. Be prepared to compromise.  
c. Do things separately sometimes.

**C** Ask sts to work in pairs and answer the two last questions in each paragraph. They have to find out if they would be compatible travellers or not. Encourage them again to justify their answers by using impact sentences. Include sentences to express opinion as well, such as *In my opinion...*, *I think...*, *I guess...*, *I believe...*, etc. Don't forget to draw sts' attention to **Common Mistakes**.

## 6 Listening

**A** Draw sts' attention to the photo. Ask them to work in pairs and describe it. Ask: **Where are the girls? What are they doing? Why do you think they look so happy?**

**Optional activity** Ask sts to look at the photo for 15 seconds and memorise as many details as they can. Next, tell them to close their books and work in pairs, saying what they remember. Have them open their books again and check.

Draw sts' attention to the title of the lesson. Ask them: **Have you visited London yet? If so, did you like it? If not, would you like to go?** Tell them they are going to listen to Lisa and Meg, who are spending a few days in London. They are having a few problems travelling together. Tell sts they have to match each tip in 5A to days 1-3 (there is an extra tip). Play 3.8. Paircheck and classcheck.

- Day 1: tip 2 (discuss money)  
Day 2: tip 3 (do things separately sometimes)  
Day 3: tip 1 (be prepared to compromise)

**Weaker classes** Sts may have some difficulty with this exercise. Remind them that they do not have to understand details, but play 3.8 twice if necessary. Alternatively, you can ask them to work in pairs. Pause after each day and tell them to decide on the right tip together.

**B** Tell sts to listen to the dialogues again and identify who said what, Lisa (L) or Meg (M). Go through sentences 1-4 with them and play 3.8. Paircheck and classcheck. Elicit who they would prefer to travel with and why.

1. L   2. M   3. L   4. M

**3.8** Notice the long pauses and the short pauses.

L = Lisa   M = Meg

Day 1

L ... Wow... this place has changed... a lot.

M Have you ever stayed here before?

L Oh yeah. A few years ago. But now... I mean, what kind of room is this? Look at these walls and this carpet... Oh my God! A mouse!

M Where? Where?

L There! There! Oh, it's gone, thank God. Meg, listen, we've got to get out of here.

M But... we've just checked in!

L Yeah, but we haven't paid yet. I'll tell you what, let's stay at the Ibis near the station.

M Wait a second. How much money are we talking about?

- L Well, I guess it's a little more expensive, but...  
 M Lisa, I can only spend \$100 a night. I've already told you.  
 L Well, no, not really. You spent a lot of money shopping for clothes yesterday, so I didn't think money was a problem.  
 M Well, it is, actually.

Day 2

- L I'm going to the National Gallery today. Julie's been there and she says it's fantastic. What are you going to do?  
 M Well, I haven't been to the West End yet and I really want to go. We could meet up for coffee at around three o'clock. What do you think?  
 L Yeah, but look... the weather has changed. It's really cloudy, a perfect day to go to the National Gallery.  
 M Well, I really don't want to see old paintings today. Sorry.  
 L Well, if you're sure. I'll see you at three and then I can tell you all about the Gallery.

Day 3

- L Oh! That was a loooong day. I am exhausted.  
 Good night, Meg.  
 M Lisa, I just want to read a little before I go to bed.  
 L Oh Meg...  
 M I'm reading *101 Things To Do Before You Die*. It's a book with lots of suggestions of cool, exciting ideas of things to do, things that can change your life! Have you read it yet?  
 L Er... No, I haven't. And I'm really, really tired.  
 M I started when we got on the plane and I've already read the first 20 ideas. It's fascinating.  
 L Look, Meg. We woke up really early this morning, I'm exhausted and I can't sleep with the lights on. Sorry.  
 M OK, OK, sorry, Lisa. I'll read downstairs in the lobby, then.  
 Good night.

## 7 Grammar: Present perfect 2 – completed actions

Draw sts' attention to the **Song line** at the top of p. 31. Ask sts if they like the song and the singer.

### Song line:

♪ And I promise you, kid, that I give so much more than I get, I just haven't met you yet.♪

Song: 'Haven't Met You Yet'

Singer: Michael Bublé (Canada)

Year: 2009

**A** Ask sts to work in pairs and match each extract 1-5 on the left to the present result on the right. Classcheck.

4 – 3 – 5 – 1 – 2

**Optional activity** Ask sts to underline the auxiliary and the verb in the participle in each extract 1-5.

Ask sts to focus on **Grammar** box – Present Perfect 2 and cross out the wrong rules in items a-d. Paircheck and classcheck.

Words to be crossed out:

- a. less b. negative c. affirmative d. Use

Draw sts' attention to **Common Mistakes**. Read the sentences aloud and focus on the use of *yet* at the end of a negative statement and *already* after the auxiliary *have* in affirmative sentences.

Write more sentences to illustrate the use of *yet*, *already* and *just* on the board. Ask sts to personalise the structure, writing one sentence for each adverb.

Tell sts to go to **Grammar** on p. 120. This could be assigned as homework or done in class if you feel sts need more guided practice before doing **7B** to **7F**.

**B** Ask sts to write the verbs in brackets in the correct form. Tell them to check the list of Irregular Verbs on pp. 136–137 if necessary. Paircheck. In the same pairs, ask sts to match each sentence from rules a-d in **Grammar** box – Present Perfect 2. Classcheck by playing **3.9**. Drill pronunciation of verbs, reminding sts of the correct pronunciation of -ed endings as in *changed* /d/, *started* /ɪd/ and *finished* /t/.

1. has been (a)
2. have not been (c)
3. spent (d)
4. has changed (a)
5. Have you read (a) or (c)
6. started (d)
7. have already read (b)

**Optional activity** Have sts pronounce the sentences using the contracted form of the auxiliary verbs *have* and *has* in the affirmative and negative statements in **7B**. Ask them to practise in pairs and, if possible, to record their own voice using a smartphone.

**C** Tell sts to go to p. 26 and look at the pictures. Ask them to work in pairs and say what has just happened in each picture. Their partner has to guess which picture they are talking about. Refer to the speech bubbles as an example dialogue.

**Tip** You can make this activity more challenging by asking sts to look at the pictures for 30 seconds and, then, close their books. How much can they remember?

**D** Ask sts to read the list and guess which six activities Meg and Lisa have not done yet. They should compare answers with a partner. Draw sts' attention to the speech bubbles as an example dialogue. Play **3.10** and classcheck.

- ✓ do volunteer work ✓ donate blood ✓ have a child
- ✓ learn to dance ✓ plant a tree ✓ swim with dolphins

### 3.10

L = Lisa M = Meg

- M Hey Lisa, have you seen this website – ambitionlist.com?  
 L No, what is it?  
 M It's a kind of bucket list. People write their ambitions online, and, er, then when they have, er, achieved them they tell everyone about it.  
 L Oh, like that movie, with Jack Nicholson.  
 M Yeah, it's kind of like that book I'm reading, you know, *101 Things To Do Before You Die*.  
 L Oh yeah. Let me see. Oh look! Visit London! We've both done that so, yup, obviously, we have both been abroad too.  
 M Yeah. And there are lots of more cool ideas here too. Look at these ones – see? I've never swum with dolphins, er, or ridden an animal. I'd love to ride a camel or an elephant.  
 L Oh, I've already done that. I used to ride horses when I was a girl. But I haven't swum with dolphins yet!  
 M And look at his one – learn to dance. Ah! I've never learned to dance, er, I have two left feet.  
 L Oh! I can't dance either, I want to learn tango.  
 M Me too! Daradaradara...  
 L OK, so what else have you done?  
 M Hmm. Well, I've made lots of birthday cakes... oh, and I've just fallen in love.  
 L No way! Who with?  
 M With London.  
 L Ha ha, very funny.  
 M Oh, sorry. Er... I've been a DJ a few times, so that's another one, and, er, I've already tried extreme sports.  
 L Yeah?  
 M I went snowboarding in Colorado last year.  
 L Nice one!  
 M Yeah, awesome! But you know what, I've never done volunteer work, or planted a tree, or donated blood. Oh my god, I'm so selfish!  
 L Look at this one – have a child. Have you had a child yet?  
 M Lisa! Of course I haven't!

**E** Ask sts to work in pairs and look at the activities in **7D**. Tell them to say what Meg and Lisa have *already done*, *have just done* and *haven't done yet*. Play **3.11** and check.

### 3.11

- 1 Meg has already been a DJ.
- 2 They haven't done volunteer work yet.
- 3 They haven't donated blood yet.
- 4 Meg has just fallen in love.

- 5 Both of them have already been abroad.
- 6 They haven't had a child yet.
- 7 They haven't learned to dance yet.
- 8 Meg has already made a birthday cake.
- 9 They haven't planted a tree yet.
- 10 Lisa has already ridden an animal.
- 11 They haven't swum with dolphins yet.
- 12 Meg has already tried an extreme sport.
- 13 Both of them have already visited London.
- 14 They haven't written a story yet.

**Optional activity** Ask sts to write the sentences if you feel they need extra grammar / writing practice.

**F MAKE IT PERSONAL** Ask sts to list ten things they consider important in life, following the suggestion in **7D** from the book *101 Things To Do Before You Die*. Tell them to include things they have already done, they have just done and have not done yet. In pairs / trios, sts compare lists. Who's got a more exciting list? Draw their attention to the speech bubbles as an example.

**Optional activity 1** Ask sts to work in different pairs / trios and report what their classmates said. E.g., *Sam's just come back from a safari. Paula hasn't been to a rock concert yet.*

**Optional activity 2** Ask sts to list things they have already done and have not done yet, but some sentences have to be true and other sentences have to be false. Ask them to work in pairs or small groups and try to guess which sentences are true and which are not. Who's more convincing? For example:  
**St A:** I've already flown in a balloon!  
**St B:** I think that's false. I think you are afraid of heights.  
**St A:** Yes, you're right.

**Tip** Allow enough time for this activity. Weaker sts will need more preparation and thinking time. However, this is a great opportunity for them to practise the target language in a less controlled way. Do not correct sts while they are talking. If necessary, write down mistakes and correct them later.

#### IDEAL

Workbook p. 16  
 ID Online Portal  
 Grammar p. 120



# How long have you had that hairstyle?

**Lesson Aims:** Sts ask and talk about actions in the past that are unfinished using *how long*, *for* and *since*.

## Function

Ask and talk about unfinished actions in the past using *how long*, *for* and *since*.

Reading about gap year experiences.

**Grammar:** Present perfect with *for* and *since*.

**Before the lesson:** Ask sts to bring photos of their childhood or of many years ago. The photos can be of themselves, friends, houses, etc.

## Language

How long have you lived in Birmingham?

He's had the same hairstyle since he was 15.

I've been in Scotland for six months.

**Warm-up Books closed.** Play Hangman with two or three words and / or collocations related to gap years taken from the text in **8C** (e.g., *waste of time*, *work abroad*, *time of your life*). Make sure you include *gap year* as it will be the link to the reading exercise in **8A**.

**Cultural note** A **gap year** is an expression associated with taking time out to travel between life stages. It is also known as a **sabbatical**, **time off**, **time out** and a **year out**, referring to a period of time (not necessarily 12 months) in which people disengage from curricular education and / or work and undertake activities such as travelling, volunteering or working abroad. Source: <[http://en.wikipedia.org/wiki/Gap\\_year](http://en.wikipedia.org/wiki/Gap_year)>. Accessed on 2<sup>nd</sup> June 2014.

## 8 Reading

**A Books open.** Draw sts' attention to the definition of *gap year* in the book. Ask them to work in pairs and answer questions **1-3**. Draw their attention to the speech bubble as an example. Tell them to be prepared to report their answers back to the class. Elicit answers from a few sts, particularly on question **3**, as it is the link to the article.

**B** Draw sts' attention to the magazine article. Tell them to read only the first paragraph to find out the answer to question **3** in **8A**. Who guessed it correctly?

3. They are more popular in Europe.

**Optional activity** Read the first paragraph out to the class, paying special attention to the pronunciation of new words (whose stressed syllables are highlighted in pink). Clarify vocabulary if necessary.

**C** Draw sts' attention to the **World of English** box. Do they know different informal English terms for a father as well? (It's usually Dad, but also sometimes Daddy, Pa, Papa or Pop.) Words for grandmother include Nan, Nanna, Granny, Grandma, Grams. Tell sts they have to read the rest of the article in three minutes and mark if the four experiences mentioned are positive or negative. Do not deal with vocabulary at this stage. Paircheck. Do not play **3.12** in class because this recording has an inbuilt activity for Review **2**. You could choose to read the article, paragraph by paragraph. Clarify vocabulary if necessary.

Derek – positive   Ross – positive   Rita – positive  
Tina – negative

**Weaker classes** Instead of checking vocabulary with the whole class, you may make the activity more dynamic by selecting a few words you believe sts will have difficulty with beforehand. Provide sts with the definitions and ask them to find the words in the text. E.g., **a family with kings, queens, princes and princesses (first paragraph)** – *royal family*; **timid, not willing to interact (second paragraph)** – *shy*.

Ask sts to work in pairs and answer the questions in **8A** orally. Draw sts' attention to the speech bubble as an example.

**Tip** If time allows, tell sts to report their partners' answers to another student. E.g., *Sandra would love to take a gap year because this would help her decide what career she would like to have in the future.*

**D** Ask sts to re-read the paragraphs and decide who is still taking the gap year. Tell them to mark *present* or *past* next to each paragraph. How did they come to that conclusion? Elicit answers.

Derek – present   Ross – past   Rita – past   Tina – present

**E** Tell sts they are going to listen to Rita and Tina talking. They have to underline the two incorrect details in each paragraph. Play **3.13**. Paircheck and classcheck. This reading / listening activity helps sts listen for details. It is also a useful practice for dealing with subtitles and closed captions, which are often not exactly the same as the audio. Ask sts if they have noticed differences between the subtitles and the audio in films and encourage them to look out for them in future.

Rita: I lived and worked as an au pair in Barcelona for ~~nine~~ seven months. I decided I didn't want to be a ~~doctør~~ lawyer, but a primary school teacher.

Tina: I've been in Scotland for six ~~months~~ weeks. I have worked there for only ~~two~~ three weeks.

**3.13** Notice how the /h/ sound is pronounced.

Rep = reporter   R = Rita   T = Tina

Interview 1

Rep ... really true, isn't it? So, Rita, how long did you live in Barcelona?

R I lived there for, er, seven months...

Rep Did you have a job?

R Yep. I worked as an au pair for four months.

Rep How was the experience?  
 R Well, when I first looked at Raul and Ricardo, I thought...  
 Rep Who?  
 R The twins.  
 Rep Oh, OK.  
 R So, when I first saw them, I said to myself: 'I'm going to get on the next plane and get back home now.' But after a while... well, I fell in love with the boys... And I realised that I was born to be around kids. Period. So that's how I decided to be a teacher, not a lawyer.  
 Rep Oh, so you wanted to study law?  
 R Well, Mom and Dad insisted for a long time – they really wanted me to be a lawyer. But now they don't talk about it anymore. Thank God. So what I really...  
 Interview 2  
 Rep ... absolutely right. So, Tina, how long have you been in the UK?  
 T Er, I've been in the UK since September, so... yeah, that's six months... But I arrived in Scotland six weeks ago.  
 Rep How do you like it?  
 T Honestly?  
 Rep Uh-huh.  
 T I hate it. Life sucks here. Yeah, I thought it was going to get better when I got a job, but...  
 Rep Oh, so you're working?  
 T Yeah, I got a job at Sainsbury's and...  
 Rep What's that?  
 T Oh, some big supermarket.  
 Rep How long have you worked there?  
 T Three weeks. The longest weeks of my life.  
 Rep Have you made any friends?  
 T No, not yet. But my sister's just come to visit. I haven't seen her for a long time.

Draw sts' attention to the **Song line** at the top of p. 33 and ask them if they have ever been to a U2 concert.

### Song line:

♪ But I still haven't found  
 what I'm looking for.♪

Song: 'I Still Haven't Found What I'm Looking For'

Band: U2 (Ireland)

Year: 1987

## 9 Grammar: Present perfect 3 – unfinished past

Draw sts' attention to **Grammar** box – *Present Perfect 3* and the topic of unfinished past.

- 1 Tell them to look back at the underlined sentences in **8C**. Ask sts to identify which sentences are about activities that started and finished in the past and which sentences are about activities that started in the past and still continue in the present. Paircheck and classcheck.

The action or state <b>started</b> and <b>finished</b> in the past. Use <i>for</i> , not <i>since</i> .	The action or state <b>started</b> in the past and still <b>continues</b> . Use <i>for</i> or <i>since</i> .
3, 4	1, 2, 5, 6

**Tip** Draw sts' attention to the fact that we use *for* to refer to an action (or state) that **started** and **finished** in the past. We use *since* or *for* to refer to an action (or state) that **started** in the past and still **continues**.

- 2 Tell sts to remain in pairs and complete each expression with *for* (when we talk about how long an activity has been in progress) or *since* (when we refer to a specific time). Classcheck and drill pronunciation, paying special attention to linking, as in *since\_was born* and *for\_a while*. Ask sts to add two more expressions to the list.

for a long time   for a few weeks   since I moved here  
 for many years   since 2011   since April   since I met you  
 for a period of time   since a point in time

**Optional activity** Draw two columns on the board, write **For** at the top of the first column and write **Since** at the top of the other column. Write the time expressions in exercise **2** in **Grammar** box – *Present Perfect 3* on slips of paper and give them out to sts. Ask them to stand up and tape the expressions in the appropriate column. Classcheck and drill pronunciation.

Tell sts to go to **Grammar** on p. 120. This could be assigned as homework or done in class if you feel sts need more guided practice before doing the written and oral exercises in the lesson.

Point sts' attention to **Common Mistakes** and read the sentences out to class before moving on to the next exercise. Ask sts to write two more sentences similar to the ones in the box. This may help sts personalise the information.

**Tip** You can vary your lessons by doing **Common Mistakes** before or after a production exercise. If you prefer to head off mistakes by anticipating them, do it before the activity. If you prefer sts to make mistakes and then correct them, do it after the activity.

**A** Ask sts to close their books and tell them they are going to do a dictation. They have to listen to four questions and write them down. Play **3.14**. Paircheck and decide who answered them (Tina or Rita) based on **8C**. Classcheck and write questions on the board. Drill pronunciation and pay special attention to intonation.

Did you have a job? / How do you like it? / Have you made any friends? / How was the experience?

Then, ask sts to work individually and complete questions and sentences **1-8** about Tina's and Rita's gap years. Paircheck and play **3.14**. Classcheck and drill pronunciation, paying special attention to intonation.

1. How long have you been in UK?
2. I've been in the UK since September.
3. How long have you worked there?
4. I haven't seen her for a long time.
5. How long did you live in Barcelona?
6. I lived there for seven months.
7. I worked as an au pair for four months.
8. Mom and Dad insisted for a long time.

**B** Draw sts' attention to the pictures. Tell them to work in pairs and say what they think about Sam. Explain that Sam does not like change very much. Draw their attention to the first picture and read the example with the whole class. Ask them: **How long has Sam lived in the same house?** Encourage them to provide the full answer using *for*, i.e., *Sam's lived in the same house for... years.*

Ask sts to work in pairs and talk about Sam using the clues in the exercise. Monitor carefully for the correct use of the present perfect and the correct form of the participles. Elicit answers. Insist on the use of the contracted form *He's*.

He's lived in the same house since 1980.  
 He's had the same hairstyle for many years.  
 He's studied a foreign language since he was 20.  
 He's had the same TV set for 15 years.  
 He's been with his girlfriend since 1985.  
 He's listened to the same kind of music for many years.

**C** **MAKE IT PERSONAL** If you haven't already done so, focus on the lesson title **How long have you had that hairstyle?** If sts have brought their photos, they can use them now to show their partners. Ask them to work in pairs and share information about them, similar to what they did when talking about Sam. Draw sts' attention to the speech bubbles as an example dialogue.

**Weaker classes** Prepare a few slips of paper with clues for sts to ask questions with *how long*. E.g.: *know your best friend, have a car, have a dog, live here, study English, have this book, be married*, etc. Provide one or two examples of questions:

**St A:** How long have you studied here?

**St B:** I've studied here for one year.

Tell them to mingle and ask questions of other sts. Monitor and correct the mistakes after the activity if necessary.

**Optional activity** Have sts swap partners. Ask them to report what their previous partner said. E.g., *Pedro said he's lived in the same house since he was a child.*

Focus on **World of English** and read the sentences aloud with sts. Elicit other examples and write them on the board. Draw sts' attention to the contracted forms *He's / She's / It's*. How do we know what 's means? Elicit that only the context will tell us what verb is being contracted (i.e., *He's a lawyer = He is; He's lived here for a long time = He has*).

**IDEAL**

Workbook p. 17  
 ID Online Portal  
 Grammar p. 120  
 Writing Bank p. 149

# Have we really been to the moon? /

## How much personal information have you got online?

**Lesson Aims:** Sts consolidate the functions of giving and justifying opinions as well as identifying relevant information in a text. They also learn / revise how to react to unexpected information and expand their vocabulary by using suffixes.

Function	Language
Finding relevant information (reading for gist). Reacting to unexpected information. Identifying words in a text (scanning).	I don't understand. Please explain. That is not logical.
<p><b>Vocabulary:</b> Words forms with suffixes <i>-ic</i>, <i>-ment</i>, <i>-al</i> and <i>-ion</i>, such as <i>dramatic</i>, <i>announcement</i>, <i>factual</i> and <i>collection</i>; expressions to react to unexpected information.</p> <p><b>Grammar:</b> Suffixes, particularly <i>-ic</i>, <i>-ment</i>, <i>-al</i> and <i>-ion</i>.</p> <p><b>Before the lesson:</b> Show the video of the first moon landing in 1969 (1 min 44 sec). Suggestion: &lt;<a href="http://www.youtube.com/watch?v=RMINS7MmT4">www.youtube.com/watch?v=RMINS7MmT4</a>&gt;. Accessed on 2<sup>nd</sup> June 2014.</p>	

**Warm-up** *Books closed.* Tell your sts they are going to watch a short video. **What is the video about?** Next, ask sts to work in pairs and say what they know about the USA first landing on the moon. Elicit a few ideas.

**Variation** If you cannot show the video, ask sts to work in pairs / trios and list four things they know about the USA first landing on the moon.

### ID Skills: Finding relevant information

**A** *Books open.* Draw sts' attention to the picture. Ask them to answer questions 1-2 and then match the bold words in the text to items a-g in the picture. Classcheck.

- a. rocks   b. landing   c. shadows   d. flag   e. Earth  
f. moon   g. threw

- Personal answers, but these are some ideas:  
Some people used to think the moon was made of cheese.  
A walk in the moonlight is romantic.  
The moon affects the tides.  
Apollo 11 landed on the moon in 1969.  
In some cultures, the moon is linked to fertility.
- Some people believe that the 1969 moon landings were filmed (faked).

**B** Now, ask sts to read the text in three minutes and answer 1-3. Tell them not to concentrate on unknown vocabulary, but on general understanding. Paircheck and classcheck.

1. humour   2. fake   3. Conspiracy Theories Convince Armstrong that Moon Landing Never Happened

**Weaker classes** Weaker sts will have more difficulty finding information in a text. To help minimise this problem, one useful technique is to ask them to number the lines (in this text it would be lines 1–28). Then, ask them to mark the line(s) where they found the information. This helps sts focus on less information and they have a better chance of understanding the text.

**C** Ask sts to read the text again and cross out the three sentences that are irrelevant in the text. Tell them there

is one in each paragraph. Ask them to circle the unknown words (meaning and pronunciation). Play 3.15 and let sts confirm their answers. Pause after each paragraph to classcheck and clarify vocabulary / pronunciation.

Armstrong likes surfing the Internet. / Armstrong's hotel has 24 floors. / Armstrong decided he wanted to be an astronaut when he was seven.

**Tip** Identifying irrelevant information can sometimes be difficult. To help sts, you can give an example before they do the task. Write a short paragraph on the board with five sentences about yourself.

E.g. *My name is Paula Vieira. I am 32 years old. My mother loves ice cream. I am married, but I don't have any children.* Ask sts to identify the irrelevant sentence (*My mother loves ice cream*) and say why it is unimportant: **It is not related to the topic. / It doesn't add any important information.**

**D** Ask sts to work in pairs and answer questions 1-3. Draw their attention to the speech bubble as an example. Remember that this kind of exercise creates a great opportunity for sts to practise the target language in a less controlled way. Do not correct sts while they are talking. If necessary, write down mistakes and correct them later.

**Cultural note** There are many websites with interesting and unusual conspiracy theories. One of them is 'The 30 greatest conspiracy theories – parts 1 and 2' at <[www.telegraph.co.uk/news/newsttopics/howaboutthat/3483477/The-30-greatest-conspiracy-theories-part-1.html](http://www.telegraph.co.uk/news/newsttopics/howaboutthat/3483477/The-30-greatest-conspiracy-theories-part-1.html)> and <[www.telegraph.co.uk/news/newsttopics/howaboutthat/3483652/The-30-greatest-conspiracy-theories-part-2.html](http://www.telegraph.co.uk/news/newsttopics/howaboutthat/3483652/The-30-greatest-conspiracy-theories-part-2.html)>. Accessed on 2<sup>nd</sup> June 2014.

### ID in Action: Reacting to unexpected information

**A** *Books open.* Focus on **World of English**. Read the text out to class. Ask sts to work in pairs and underline the 12 Latin terms. Classcheck.

per cent, Latin, origin, native, Spanish, Portuguese, etc, limited, article, for example, contains, approximately

**Stronger classes** Ask sts to add three more Latin-based words to the list. Tell them to work with a partner and share.

**B** Draw a table similar to the one in **B** on the board. Ask sts to look at the table in the book and tell them to scan the text and find the words ending with the suffixes *-ic*, *-ment*, *-al* and *-ion*. Paircheck. Play 3.16 and classcheck, writing the words on the board. Replay 3.16 and drill words, paying special attention to the stressed syllables. Ask sts to work in pairs and add one or two more words to the list.

<b>-ic</b>	<b>-ment</b>	<b>-al</b>	<b>-ion</b>
dramatic	announcement	emotional	mission
historic	government	factual	confusion
symbolic	disappointment	mental	collection
[bombastic, academic, etc]	[department, movement, etc]	[abnormal, bilingual, etc]	[abbreviation, accommodation, etc]

Note: suggested extra words are in square brackets.

**Tip** If you need to save time, you may ask one student to find words for two suffixes and another student for the other two suffixes. Then, they can get together and share answers.

**C** Draw sts' attention to  box. Ask them to complete the box individually and classcheck.

1. *-ment* – *-ion* 2. *-ic* – *-al* 3. aren't

**D** Ask sts to complete questions 1-7 with the correct form of the words. Classcheck and drill questions with sts, paying special attention to pronunciation. Then, ask sts to work in pairs and ask the questions of one another. Draw their attention to the speech bubbles as an example dialogue.

2. entertainment 3. intellectual 4. information  
5. musical 6. romantic 7. typical

**Note** Some adjectives can end in *-ic* or *-ical*, but they have different meanings. The four most common are:

- a) **Economic / Economical:** **Economic** refers to the field of economics, as in the example 'The meeting will concentrate on the economic issues surrounding the project.' **Economical** refers to savings to be made, e.g., 'Travelling by bus is more economical than taking the car.'
- b) **Historic / Historical:** **Historic** refers to an event of great importance in history and is most likely well known. **Historical** refers simply to an event that took place during the course of history. The first therefore places a value judgment on the event being described.
- c) **Comic / Comical:** **Comic** retains its direct link with the idea of comedy, e.g., 'He recited a comic poem.' **Comical** often has the meaning of something that is ludicrous or unintentionally funny.
- d) **Classic / Classical:** **Classic** is used to refer to items of the highest quality and which are outstanding in their category, such as 'a classic children's novel' or again 'classic management styles'. **Classical** is used to describe literature, art, etc, in the style of ancient Greece or Rome, or the particular style of music going by this name.

Source: Translation Directory at <www.translationdirectory.com/article152.htm>. Accessed on 2<sup>nd</sup> June 2014.

**E** Have sts listen to two conversations and decide which question in **D** each one is about. Play 3.17. Pause briefly after each conversation to allow sts time to answer.

▶ **3.17** Notice the repetition to express surprise / ask for clarification / correct information.

B = Barry L = Linda M = Miguel

Conversation 1

B ... exactly, and that's when I wrote my very first song.

L What? Wait a second. Did I hear you say that you wrote a song, Barry?

B Mmm-hmm. I called it 'The moon and the stars.' Granny still cries when she hears it.

L Wow! Really? How old were you at the time?

B Oh, about nine or ten, I guess. I learned how to play the piano when I was four, so...

L You're joking! When you were four? Wow. You've never told me that.

B Really? I thought you knew. Anyway, when I got into university, I had to...

Conversation 2

L ... much, much better when I was a child. These days, there's nothing good on – absolutely nothing.

M What? What do you mean, *nothing*?

L Well, maybe one or two programmes, but they're either late at night or on satellite.

M Hmm... I don't know... I think the late-night news is good, and some of the documentaries... come on... they're just fantastic.

L Oh, come on, fantastic? Well, I don't agree, Miguel. I think they're just stupid. That's why I don't let the kids watch TV at home.

M But, er, then you let them spend hours on the Internet, don't you?

L Well, not hours, but... you know, I have no problem with them surfing the web.

M No way! But that makes no sense, Linda. You see...

Conversation 1. Were you a musical child?

Conversation 2. Do you think TV is still good entertainment?

**F** Play 3.17 again for sts to complete the gaps in sentences 1 and 2. Pause briefly after each conversation to allow them time to answer.

1. the piano – was four – (he) wrote his – or ten – The moon  
2. are few/aren't many/aren't any/are no – at night – her kids – them use/surf

**G** Ask sts to work individually and complete the sentences in the table. Paircheck. Play 3.17 again to let sts check. Drill pronunciation of sentences in the second and third columns. Next, tell sts to cover the second column and test one another. Can they remember the expressions?

1. mean 2. told 3. second 4. sense 5. agree

**H** **MAKE IT PERSONAL** Tell sts to swap partners and answer the questions in **D** using the expressions in **G**. Encourage them to use the right intonation, but avoid correcting at this stage.

**IDEAL**

Workbook p. 18  
Phrase Bank p. 64, 66  
ID Online Portal  
Grammar p. 120  
ID Café Video p. 140