

3

Unit overview: In unit 3, sts learn past perfect and past perfect continuous in the contexts of getting to know new places and cultures, discussing urban problems and understanding, explaining and questioning rules.

Which city would you most like to visit?

Lesson Aims: Sts learn and practise adjectives and expressions to describe places.

Lesson 3.1

Function

Reading about famous cities.
Identifying different text types.
Describing cities you'd like to visit.
Using alliteration to memorise words.

Language

You're in the heart of the city.
In a cybercafe, waiting for the rain to stop.
Well, I'd really like to visit Sydney.
Ancient, Asian, skyscraper.

Vocabulary: Landmark, skyline, smog, slums, square, upmarket, tourist spots, harbour. Expressions: 'It's the place to go', 'find my way around', 'in the heart of'.

Grammar: Review *such, so*, prepositions of place, *some* and *any*.

Warm-up Have sts look back through pp. 14-23 and, in pairs, take turns asking and answering the lesson question titles ('How green are you?' on p. 14, 'How long have you been studying here?' on p. 16, and so on). Monitor sts' performance and take notes of any mistakes for delayed correction. Classcheck.

1 Vocabulary: Cities

A Books closed. Ask: **Which city would you most like to visit?** Elicit as many answers as possible and write the city names on the board.

Books open. Start off with the **Song line** on the top of p. 27. Ask: **Do you remember this song? What's the name of the band? Is that your idea of a 'paradise city'?**

Song line:

♪ Take me down to the Paradise City,
where the grass is green
and the girls are pretty.♪

Song: 'Paradise City'
Band: Guns N' Roses (USA)
Year: 1988

Point to photos **a-g** on pp. 26-27 and the city names on the board. Ask: **Do you recognise any of your favourite cities in the photos? Can you guess where these photos were taken?**

Draw sts' attention to texts **1-4** on p. 26. Say: **You can read about four different cities here. Read the texts briefly and try to guess which cities these people are describing.** Pair sts up and allow them a few minutes to read the texts and discuss their guesses with their partners. Play **3.1** and have pairs test their guesses for the names of the cities. Allow pairs to make changes to their guesses if they wish. Then, classcheck sts' guesses, but don't tell them the answers just yet.

Have sts focus on the words in bold in texts **1-4**. Ask them to match these words to photos **a-g**. Paircheck. Classcheck. Then ask: **What else can you see in the photos?**

square – B skyscrapers – C harbour – D slums – G
fashionable neighbourhood – A skyline – E smog – F

B Point to text **2** in **A** and ask: **What type of conversation is this? Is it an email?** Point to the answer choices and have sts write '2' next to 'Friends talking on Skype'. Have sts match the rest of the texts in **A** to the correct text types. Point out that there is one extra option that will not be used. Paircheck. Classcheck.

- (2) Friends talking on Skype.
- (4) A guide talking to tourists.
- (3) A holiday blog post.
- (1) Friends playing a guessing game.

Not used: Introduction to a guidebook.

Read **Common Mistakes** with sts and help them compare singular and countable forms of the same structure, e.g., 'It has such a beautiful view' and 'He's such a friendly person'.

C Have sts look at the underlined words and phrases in the texts in **A**. Model the activity. Ask: **Which phrase means 'in the most important place'?** Instruct sts to copy the phrases next to the correct definitions in the box. Paircheck. Classcheck.

in the heart of
landmark
tourist spots
find my way around
it's the place to go
upmarket

D Have sts look at photos **a-g** again. Say: *I'm going to describe a photo, and then you're going to try to guess which photo it is.* As an example, describe photo **d** by saying: *There are many buildings in the background. You can see a bit of water, it might be the sea or maybe a river...* Keep describing more details in the photo until sts correctly identify it.

Refer sts to the model in the speech bubble. Have sts repeat the activity in pairs. St **A** should describe a photo and st **B** should try to guess it. Tell partners to alternate roles. Monitor sts' work closely and offer help if necessary. Classcheck by having a few sts describe photos for the whole class to guess.

Personal answers.

E Point to the texts in **A** again and ask: *What about now? Have you already guessed which cities they're talking about?* Have sts recall the guesses they made earlier in pairs and write them down, if they have not done so already. Then play **3.2** so sts can check their answers. At the end, ask: *Any pronunciation surprises?*

1. Beijing 2. New York 3. Rio de Janeiro 4. Mexico City

F Focus on the pronunciation symbol and illustrations (a plane, a train). Ask: *What sound is this?* Next, elicit the pronunciation for *Asian* and ask: *Has it got the /eɪ/ sound?* Then, point to the word *fashionable* and ask: *How about 'fashionable'? Has it got the sound /eɪ/?*

Explain that sts should cross out words in the box which do not have the sound /eɪ/. Paircheck. Play **3.3** so sts can check their answers. Pause after each word if necessary.

3.3

/eɪ/ train, plane. Asian, chaotic, dangerous, skyscraper, stadium, sunbathe, volcanoes.

/æ/ man, fan, fashionable, flat, statue, traffic.

fashionable
flat
statue
traffic

Drill pronunciation for all the words in the box. Read **World of English** with the whole group and have sts come up with a sentence using at least four words from the box. Classcheck.

G MAKE IT PERSONAL Pair sts up, or have them swap partners. Explain that st **A** should describe a city without mentioning its name and st **B** should try to guess it. Partners should alternate roles.

Ask partners to tell each other about a city they'd like to visit. Encourage them to give as many details as possible, including tourist spots, weather, nightlife, the people, the food and everything else they know about the city.

Monitor closely throughout the activity and offer help as needed. At the end, invite volunteers to tell the whole class the reasons why they'd like to visit one of the cities they chose.

IDEAL

Workbook p. 14
ID Online Portal
Grammar p. 120

Was your weekend as fun as you'd hoped?

Lesson Aims: Sts learn and practise the past perfect via the contexts of visiting a place for the first time, experiencing different social conventions and tweeting.

Function	Language
Doing a quiz and watching a video about a different culture.	It's usual for people to shake hands and bow slightly.
Reading tweets about a visit to Hong Kong.	He hadn't told me about bowing!
Reading about an exchange student in London.	By the time my stay was over, I'd learned my way around the city.
Delivering a one-minute monologue about a place you've visited.	Last year, I went to this amazing place, you know? I'd never been there before and...

Vocabulary: Shake hands, bow slightly, push your way through, pour, blow on your soup.
Grammar: Past perfect; *by* + past expression + past perfect.
Before the lesson: Prepare sets of cards with vocabulary from lesson 3.1, using the words and phrases below:

<i>square</i>	<i>smog</i>	<i>find your / my way around</i>
<i>upmarket</i>	<i>harbour</i>	<i>in the heart of (the city)</i>
<i>slums</i>	<i>landmark</i>	<i>tourist spots</i>
<i>skyline</i>	<i>It's the place to go.</i>	

Warm-up Divide the class into groups of three. Give each group a set of pre-made cards (see *Before the lesson*). Have sts take turns selecting a card and explaining its meaning in their own words for the rest of the group to guess. Instruct sts to begin by telling the group whether their card has a word or an expression. Monitor closely and offer help when necessary. At the end, ask: **Which word or phrase was the most difficult to guess? Which was the hardest to describe?**

2 Reading

A Explore photos **a-h** and elicit as many details from them as sts can supply. Ask: **What are people doing in photo a? What about photo c?** Use the photos and descriptions to pre-teach vocabulary sts will see in the quiz: *hug, pour, blow on your soup, leave a tip, chopsticks, bow and shake hands*. Have sts match photos **a-h** to the underlined words in the quiz. Classcheck.

Then ask: **How much do you know about Hong Kong? Are customs there very different to here? What about the people?** Read the quiz title with the whole class and ask: **Has anyone ever been to Hong Kong?**

Elicit the correct option for sentence **1**, but don't give sts the answer just yet. Have sts work in pairs to guess what the customs in Hong Kong are and to circle the best options for **1-9**. Then, play 🎧 3.4 so sts can check their answers. Classcheck.

▶ 3.4 Notice the short and long pauses.

While people in Hong Kong are very familiar with Western culture, there are still unique social etiquettes that tourists should observe. When greeting someone in Hong Kong, a handshake is common, but do it with a slight bow. Kissing on the cheek (and hugging) is not practised. It is OK to gently push your way through the crowd as Hong Kong is so densely packed; in fact, if someone says they're sorry while navigating the crowd, it's considered impolite. When giving gifts, always give them with two hands. Do not give clocks as the Chinese associate clocks with death. And gifts are never opened in

front of the person that gave them. When eating with others, it's important to be aware of important table etiquette. As a courtesy, fill the tea cups of others before pouring your own cup, even if their cups are not empty. When you need a refill, keep the lid of the teapot half open, and the waiter will get the hint. Blowing on the soup is considered OK to cool down the soup. After you're done, don't leave your chopsticks standing straight up, as this signifies death. Leave them flat on the table. Tipping is customary – a service tip of 10% is expected – and tip the server directly, as leaving a tip on the table is considered impolite. Now you know a little bit more about Hong Kong. This is Rosanna Wilcox, informing you about Hong Kong.

🔑 Photos:

shake hands and bow – g
 hug – a
 kiss them on the cheek – c
 push your way through – h
 pour – b
 blow on your soup – d
 chopsticks – f
 leave a tip – e

Quiz:

1. usual
2. shouldn't
3. say nothing
4. later
5. bad
6. friend's
7. blow on your soup
8. bad
9. shouldn't

B Point to the quiz in **A** and ask: **If you were going to Hong Kong, which of these social conventions would be hard for you to adapt to?** Have sts read the model in the speech bubble. If necessary, write a model on the board: **I think I'd find it hard (not) to...**

Pair sts up and have them discuss the question, using the model in the speech bubble or the sentence starter on the board. Classcheck by having sts tell the class which social conventions would be difficult for their partners to adapt to. Also, ask partners: **What did you have in common?**

🔑

Personal answers.

C **MAKE IT PERSONAL** Say: *What about social conventions here in (your city)?* Have sts read the example sentence in the speech bubble and refer them to the ideas in the box that could help them write down their local social conventions.

Split the class into groups of three or four and ask sts to think of 'rules' for tourists who are visiting their city. Walk around the classroom to monitor their work and offer help as needed. Classcheck.

Personal answers.

3 Grammar: Past perfect

A Start off reading **Cyber English** with sts. Ask: *Do you use Twitter? What do you tweet about?*

Tell sts that they are going to read Rita's tweets. Say: *She's in Hong Kong for the first time.* Ask them to read the rubrics and find out why she's there (to meet her in-laws).

Explain that Rita is tweeting about her experiences in Hong Kong. Point to the text, and elicit what 'OMG' means (Oh my God).

Point to options 1-5 and have sts complete the text with them. Paircheck. Play 3.5 so sts can check their answers. Classcheck by writing the answers on the board.

He hadn't told me she'd made I'd never seen anyone do that
I'd left on the table I'd said sorry

B Do task 1 with the whole class. Point to and read the sentence 'Hue's mom gave me a gift that she'd made.' and ask: *What happened first?* Have sts tick the correct answer. Classcheck.

Draw a timeline on the board and pinpoint the two actions happening in the past, as below:

She made the gift. → *She gave me the gift.* → Now

Read the rule for the past perfect with the whole class. Focus on form, then elicit and write more example sentences from **A** on the board (*I had never seen...*, *He hadn't told me...* and so on).

Draw sts' attention to the contracted form of *had* and help them compare contractions with *had* and *would*, as in 'I'd never visited Hong Kong before' vs 'I'd like to visit Hong Kong.'

Have sts do task 2 individually and match pictures **a-b** to the correct sentences. Classcheck.

Grammar box: She made the gift.
a b

Read the **Song line** on the top of p. 29 with sts and ask if they know the song or the singer who recorded it.

Song line:

I knew you were trouble
when you walked in,
so shame on me now.
Flew me to places I'd never been.

Song: 'I Knew You Were Trouble'

Singer: Taylor Swift (USA)

Year: 2012

C Read **Common Mistakes** with sts and explain the difference between the sentences. Have sts complete Rita's tweets with the verbs from the box, using the past perfect. Paircheck. Classcheck.

Go over **World of English** with the class. Ask sts if, in their first languages, it's possible to find the same verb twice, as in, for example, 'I had had too much to eat'.

had / 'd been had / 'd read hadn't told had / 'd finished
had / 'd committed had / 'd made

D Find out if any sts have been to or would like to visit London. Tell them they are going to read about Bruno's experience as an exchange student in London. Have sts read 1-7 and underline the correct verb tenses. Paircheck. Classcheck by writing the answers on the board. When checking the answer for number 6, read the **box** with the whole class.

1. thought 2. 'd got 3. spoke 4. 'd learned 5. were
6. 'd learned 7. 'd never driven

E **MAKE IT PERSONAL** Tell sts that they are going to play a game called 'Mystery monologue'. Ask sts to prepare a one-minute monologue. Have a student read the model in the speech bubble. Read questions 1-6 with sts and explain that they should use the answers to these questions in their monologue. Allow sts time to work individually to answer the questions and plan what they are going to say.

Pair sts up. Have st **A** deliver his / her one-minute monologue, ask st **B** to wait until the end of the monologue to guess the place or ask more questions. Then, sts should swap roles. Monitor sts closely and offer help, especially during individual planning. At the end, have a few volunteers recite their monologues and ask the whole group to guess the mystery places.

Personal answers.

IDEAL

Workbook p. 15

ID Online Portal

Grammar p. 120

Does the traffic drive you mad?

Lesson Aims: Sts learn and practise the contrast conjunctions *although* and *though* in the context of urban problems in New York City and in sts' own city.

Function	Language
Reading and talking about urban problems.	People honk all the time... I think the worst problem by far is all the thieves.
Contrasting ideas.	Although I love this city, I can't stand the crime.
Listening to people talk about problems in their hometowns.	I don't mind the pollution. I think I'm used to it.
Surveying people about how they feel about urban problems.	Does the traffic drive you mad?

Vocabulary: Urban problems: roadworks, thieves, litter, queues, finding a parking space, going through red lights, potholes, security checks, traffic jams. Expressions: 'It drives me mad', 'I can't stand...', 'I don't mind...', 'It doesn't really bother me'.

Grammar: *Although, though.*

Before the lesson: Write the following sentence starters on the board:
I did not have any money because...
We couldn't get a cheap hotel room because...
She'd already _____ by the time I _____.

Warm-up Divide the class into pairs or small groups and have sts brainstorm endings for the sentence starters you wrote on the board (see *Before the lesson*). Give groups a point for each ending, and an extra point for each one that is original (i.e., an ending no other group came up with). Remind sts to use the past perfect for an event that happened before something else in the past.

4 Vocabulary: Urban problems

A Explore the photos with sts and use the photos as a visual aid to elicit the vocabulary in them. Point to one image at a time and ask: **What's this? What are these people doing? What can you see in this photo?** For example, point to the photo of the woman honking and ask: **What's she doing?** If sts don't know the word *honking*, write or say: **She's honking (at somebody or something).** Present the term with a gesture and drill pronunciation.

Point to the photo of a man robbing a woman and ask: **What's happening? What do we call this man?** Elicit or say: **He's a thief.** Have sts repeat *thief* after you. Then ask: **Is that a common urban problem?**

After covering all the photos and introducing as many new words as possible, draw sts' attention to the words in bold in **1-10**. Have sts match the words in bold to the photos. Paircheck. Classcheck and drill pronunciation of all the words in bold.

1. roadworks – e
2. thieves – f
3. litter – d
4. security checks – i
5. potholes – a
6. stuck in traffic jams – h
7. go through red lights – g
8. parking space – j
9. honk – c
10. queues – b

Read the **Song line** on the top of p. 31 and find out whether sts know the song or the band which recorded it. Ask: **What does 'jungle' refer to?** (a big city).

Song line:

♪ It's like a jungle, sometimes it makes me wonder
how I keep from going under.
A-huh-huh huh-huh.♪

Song: 'The Message'

Band: Grandmaster Flash and the Furious Five (USA)

Year: 1982

B **MAKE IT PERSONAL** Read **Common Mistakes** with the whole class. Then ask: **Did you know that New York City had all these problems? What about our city?** Have sts read the model sentences in the speech bubbles.

Have sts work in pairs, looking at the photos in **A** and listing the five most serious problems in their city. Instruct pairs to discuss and decide on the order of importance or relevance of the five problems. Closely monitor sts' discussions for accuracy and correct any mistakes on the spot. Classcheck by comparing pairs' lists of problems and the order in which they listed the problems.

Personal answers.

5 Reading

A Ask: **Are there many foreigners living in New York City?** Tell sts that they are going to read about the experiences of non-native New Yorkers.

Read the speech bubbles from the Statue of Liberty with the whole class. Have a look at what each foreign-born New Yorker said and complete the gaps with sentences **1-10** from **4A**. Tell sts to complete the gaps with the numbers only.

Paircheck. Play **3.6** so sts can check their answers.

Classcheck.

9 and 7
6 and 8
2
4
5 and 1
3 and 10

B Point to the texts in **A** and ask the whole class: **Which writers (or writer) described a problem that has got worse?** Classcheck and have sts write the answer to item **1**. Then, have sts identify the writers in **A** who described problems **2-4**. Paircheck. Classcheck.

1. Rosa and Takako
2. Anton
3. Kurt
4. Jean Pierre and Lucy

C Ask: **What's your opinion about the impression of these writers? How do they feel about living in New York City?** Point to options **1-3** and have sts discuss in pairs. Classcheck.

Personal answers.

D Read **World of English** with the whole class. Have sts find five examples in **A** and work in pairs to answer the question 'What are they contrasting?'. Classcheck.

Examples:

Jean Pierre: 'Well, not that different from Paris, though.'
This sentence contrasts driving manners in New York and Paris.
Lucy: 'You know what really drives me mad, though?'
This sentence contrasts heavy traffic, which she is used to, and parking space, which is something that bothers her a lot.
Kurt: 'Although I love this city, I can't stand the crime.'
This sentence contrasts the person's feelings regarding the city.
Rosa: 'Even though the post 9/11 trauma has passed, the police have been in a constant state of alertness...'
This sentence contrasts the end of the 9/11 trauma with the fact that there are still constant security checks.
Takako: 'Not anymore, though.'
This sentence contrasts the fact that streets used to be cleaner and now there is rubbish everywhere.

E **MAKE IT PERSONAL** Tell sts to complete **1-4** using their imagination. Refer them to the model dialogue in the speech bubbles. When they have finished, ask them to work with new partners to share and compare ideas. Classcheck by having sts talk about their partners' sentences.

Personal answers.

6 Listening

A Tell sts that they are going to listen to three international students talking about their hometowns. Point to the table and ask sts to pay attention to where the

international students are from and what problems they mention. Play **3.7**. Paircheck. Replay **3.7** if necessary. Classcheck by writing the answers on the board.

3.7 Notice /l/, /r/ and /h/.

T = teacher R = Raul To = Tomiko A = Andre
T Wow! Raul, how about you? Where are you from?
R I'm from Lima.
To Oh, I have been there!
T And how do you like living there?
R Well... it's a huge city, you know... The traffic jams drive me mad.
T Well, London has them too, you know... Get ready!
R But I don't need to drive here, so... you know...
T Lucky you. And... is Lima a very polluted city?
R Oh, yes! But... I don't mind the pollution. I think I'm used to it. But the traffic jams... they make me want to scream.
T I see... Tomiko, traffic's a big problem in Tokyo too, I imagine.
To Yes, but I'm not from Tokyo. I'm from Osaka.
T Osaka? Really? I lived there for a year. I love that city!
To Me too. And yes, Osaka has a lot of traffic and, you know, people... how do you say that? They, er... you know, beep beep...
T Honk?
To Yeah, drivers honk all the time.
R They do that in Peru too, especially the taxi drivers.
To But I live on the 45th floor, so... I'm OK with the noise. But I can't stand the long queues. They are too much... ah, too many people and everywhere you go. You always have to wait for everything.
T Yes, it is annoying, isn't it? And Andre, how about Barcelona?
A Well, Barcelona... It's... er...
T Yes?
A It's a beautiful city... But... er... it's full of tourists and where there are tourists, there are thieves.
T Oh, come on!
A It's true. The thieves make me so angry. I can't stand the crime. But I find the tourists really annoying too. They throw paper everywhere...
T You mean there's a lot of litter in the streets?
A Mmm-hmm. But my neighbourhood is really clean, so... the litter – is that the word?
T Yes.
A The litter doesn't really bother me.
T Right. OK. Guilherme, how about you...

Raul Lima a. traffic jams b. pollution
Tomiko Osaka a. honking b. queues
Andre Barcelona a. thieves b. litter

B Play **3.7** again and have sts draw sad (frowning) or 'don't-mind' (straight-mouthed) faces next to problems in **A**, according to how annoying each speaker describes it to be. Paircheck. Classcheck.

Raul a. traffic jams ☹ b. pollution ☹
Tomiko a. honking ☹ b. queues ☹
Andre a. thieves ☹ b. litter ☹

C Read the lesson title on the top of p. 30 and ask the whole class: **Does the traffic drive you mad?** Point to the words in the box and have sts complete sentences **1-6** with suitable options. Paircheck. Play ▶ **3.8** to classcheck sts' answers.

▶ **3.8**

- 1 The traffic jams drive me mad.
- 2 I don't mind the pollution.
- 3 I'm OK with the noise.
- 4 I can't stand the crime.
- 5 I find the tourists really annoying.
- 6 The litter doesn't really bother me.

1. drive
2. mind
3. 'm
4. stand
5. find
6. bother

Not used: stand

D Read **(Common Mistakes)** with the whole group. Then, ask sts to circle the best choices in sentences **1-4**. Classcheck by writing the answers on the board.

1. drives
2. annoy
3. go
4. doesn't

E (MAKE IT PERSONAL) Create a class survey. Have sts individually prepare three questions about urban problems. Ask them to use vocabulary from this lesson and expressions from **C**. Draw their attention to the prompts in the speech bubbles, which they can use as a model.

Walk around the classroom, monitoring sts' work and offering help as needed. Then, ask sts to stand up and mingle, interviewing as many classmates as possible with the questions they prepared. Monitor and take notes for delayed correction.

Classcheck by asking sts what kinds of answers were most common for each of the questions they asked. Provide sts with feedback on their performance and language use.

Personal answers.

IDEAL

Workbook p. 16
ID Online Portal
Grammar p. 120

Have you ever missed any important dates?

Lesson Aims: Sts learn and practise the past perfect continuous through the context of narratives, especially stories of missing important events due to traffic jams.

Function	Language
Listening to sad stories about traffic jams.	A bus had gone through a red light and crashed into three cars.
Listening actively.	What do you mean? No wonder!
Retelling stories.	When we finally got to the stadium, they'd been playing for well over an hour.
Telling a story about being stuck in a traffic jam.	... I was going to the airport. We'd been away for two weeks...

Vocabulary: Expressions for listening actively: 'Oh, no!', 'What do you mean?', 'You're joking!', 'No wonder!'.
Grammar: Past perfect continuous.
Before the lesson: Write the following prompts on the board:

- _____ in this city drives me mad.
- I can't stand people who _____.
- _____ doesn't really bother me.
- What annoys me the most is _____.
- I find _____ a bit annoying.
- I believe the best solution for _____ is _____.

Warm-up Review urban problems. Direct sts' attention to the sentence starters on the board (see *Before the lesson*) and invite volunteers to complete the sentences with their own opinion about urban problems in their city. Monitor closely for accuracy and offer help if needed. Then, have sts work in pairs and tell each other their sentences. Ensure that sts pair up with classmates they don't usually work with. At the end, classcheck similarities by asking partners: **What did you two find in common?**

7 Listening

A Point to the pictures and ask: **What's his name? What's her name? Where are they from?** Tell sts to work collaboratively in small groups and make up one story for Juan and another for Sandra, using what they can see in the pictures. Classcheck their stories. Then play 3.9. Ask: **Were your guesses close to the real stories?**

3.9 Notice how the similar sounds link.

Story 1

R = Rachel J = Juan

R You look a little bit depressed, Juan. What's wrong?

J Yeah, well, last Thursday I had a job interview – the third in a week.

R You poor thing!

J You see, I'd been trying to find a job as an architect for months, without success, of course, but I was really optimistic about that particular interview. Anyway, the big day finally came, and, hmm, guess what – there was a massive, massive traffic jam on the main avenue.

R Oh, no!

J Yep, but, you know, I wasn't too worried, since I'd woken up at 5 and left home at 6... you know, just to be on the safe side.

R Right. What time was the interview?

J 7:30.

R Seems more than enough, doesn't it?

J Well, that's what I thought. At 6:30, though, I was still stuck in exactly the same place, so I turned on the local traffic radio to see what was going on.

R And...?

J Apparently, a bus had gone through a red light and crashed into three cars. On the day of my interview!

R Oh, no! Did you make it in time for the interview?

J Hmm... Guess what time I got there. 8:50!

R You're joking! Argh! And how did it turn out?

J Surprise, surprise... I didn't get the job I'd been dreaming of since school! Darn it!

R Well, I'm sure something better will come along... and next time be sure to hire a helicopter on the day of the interview.

J Ha, ha, very funny.

Story 2

S = Sandra E = Ethan

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

E I didn't know you liked U2.

S Oh, I'm a huge fan. I'm crazy about Bono.

E Really? Have you ever seen them live?

S Yep. Well, sort of.

E Eh? What do you mean?

S Well, when I heard they were coming to São Paulo, I bought two tickets straight away. Incredibly expensive, but I didn't care. Anyway, I spent the next two months anxiously waiting for the big day – the day I'd been waiting for since I was sixteen.

E Wow!

S On the day of the show, my friend and I left work two hours earlier – you know, just in case – and took a taxi.

E OK, go on...

S Well, after an hour we realised that the taxi had only moved a few blocks, so both of us started to freak out.

E No wonder! Just a few blocks in one hour!

S Yeah, I know... People were honking like mad, but there was nothing we could do – even the bus lanes were jammed. You see, it'd been raining nonstop, which kind of explains all the chaos.

- E So what happened in the end?
 S Well, we abandoned the taxi, ran like mad and, by the time we finally got to the stadium, they'd been playing for well over an hour. Thank God the security guards let us in.
 E So you only caught – what – the last ten minutes of the show?
 S Only the last six songs! But that was the best half hour of my life. I swear.

Juan had been trying to find a job as an architect for months and he was going to his third job interview that week. He was particularly optimistic about that interview, but on the 'big day' there was a massive traffic jam – a bus had gone through a red light and hit three cars. Juan arrived late and missed the interview.

Sandra had bought two tickets to see U2 and had been waiting anxiously for two months to see them live. On the day of the concert, she and her friend left work two hours earlier and got a taxi to the stadium. They couldn't make it on time, though. It had been raining nonstop and the traffic jam was huge. They got out of the taxi and ran to the show, but when they arrived, U2 had already been playing for over an hour. She only saw the last six songs of the gig.

B Have sts work in pairs to decide whether sentences 1-4 are true (T) or false (F). Play 3.9 again so sts can check their answers. Classcheck.

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

C Ask sts to go to AS 3.9 on p. 159 and copy the underlined expressions next to their meanings in the table. Paircheck. Classcheck.

2. You poor thing!
 3. No wonder.
 4. ... how did it turn out?
 5. You're joking!

8 Grammar: Past perfect continuous

A Go over the **Grammar** box with sts and have them answer questions **a** and **b** on their own. Paircheck. Classcheck.

- a. Yes. b. No.

B Ask sts to complete the gaps in items 1-7 with the verbs from the box. Ask them to use the past perfect or the past perfect continuous where appropriate. Remind them to use contracted forms. Paircheck. Classcheck by writing the answers on the board.

1. 'd been trying
2. 'd woken up
3. 'd gone through
4. 'd been dreaming of
5. 'd been waiting for
6. 'd / moved
7. 'd been raining nonstop

C Have sts study **World of English** on their own. Then, ask them to form new pairs. Point to the pictures in 7A and explain that sts will retell both stories in pairs, using a variety of past tenses. Before sts start, refer them to the model in the speech bubbles.

Monitor closely for accuracy and correct any mistakes on the spot. At the end, invite volunteer pairs to collaboratively retell stories 1 and 2 to the whole class.

Refer to the answer key in 7A.

D Have sts revisit AS 3.9 on p. 159 to notice the prepositions and articles in the highlighted expressions. You may wish to write them on the board. Then, read **Common Mistakes** with the whole class.

E **MAKE IT PERSONAL** Ask: *Have you ever missed anything important because of traffic?* Ask each student to write down notes about the story with the aid of questions 1-5.

Divide the class into small groups and have them share stories and respond / listen actively to other group members' stories using expressions from 7C. Go over **Common Mistakes** before sts begin. Classcheck. Ask: *Which was the saddest story? Which was the funniest?*

Finish the lesson with the **Song line** on the top of p. 33. Ask whether sts know the song or the singer who recorded it. Ask: *Do you agree with these words?*

Song line:

You only get one shot,
 do not miss your chance to blow.
 This opportunity comes once in a lifetime, yo.:

Song: 'Lose Yourself'
 Singer: Eminem (USA)
 Year: 2002

Personal answers.

IDEAL

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

How many pets have you owned? / When did you last break a rule?

Lesson Aims: Sts use language involving rules and regulations and practise narrative tenses by talking about a rule they've broken.

Function	Language
Understanding rules and regulations.	Please fasten seat belt while seated.
Listening to people explain and question rules.	I'm afraid you can't park here.
Reading confessions.	My wife used to get into trouble all the time at school for not wearing the right uniform.
Confessing rules you've broken.	I was crossing the road when these police officers suddenly stopped me and tried to give me a fine for crossing in the wrong place!

Vocabulary: Refrain from, clean up after, tow away, fasten, lifeguard, trespasser, under surveillance, on duty, at owner's expense, at your own risk.
Grammar: Review narrative tenses.
Before the lesson: Write the following questions on the board:

*Which animal(s) would you consider keeping as a pet?
Which one would you 'adopt' (i.e., give money to charity to help)?* *Which one would you sponsor in a zoo?
Why?*

Warm-up Show sts the questions on the board and have pairs of sts discuss them. Classcheck by having sts report their partner's answers.

ID Skills: Understanding rules and regulations

A Books open. Focus on the lesson title question, 'How many pets have you owned?'. Have sts take turns asking and answering the question in pairs. Classcheck.

Point to and read the sign 'Speed limit 5 mph' with the whole class. Point to photos **a-j** and elicit the corresponding photo for this sign. Ask sts to read the rest of the signs and match the remaining photos to these signs. Paircheck. Play **3.10** to classcheck.

Have sts work in pairs to think of at least two possible places where they might see each of the signs. Classcheck. At the end, ask the class: *Which four signs are intended to be funny? Do you find them funny?*

3.10

W = woman M = man

- a W No! No, no, no, please, not my car. I only parked for a few minutes. I only went to the shop.
M Don't even think about parking here. Unauthorised vehicles will be towed away at the owner's expense.
- b M1 Hey! You can't come in here, this is private property! Get him, Samson!
M2 Ahhhh!
M3 Trespassers will be prosecuted. If the dogs don't get you first.
- c M Smile! This building is under 24-hour surveillance.
- d W Come on Harry. No Harry, not here. Come on Harry. Not here. Oh Harry, OK then, here.

- M Attention dog owners! Please clean up after your dog. Thank you. Attention dogs! Grrrr woof. Good dog.
- e M Swim at your own risk. The sharks will be delighted! By the way, no lifeguards on duty here.
- f M In order to maintain a relaxing environment, please refrain from mobile phone use.
- g M1 Welcome aboard flight AA735 for Los Angeles.
M2 Please fasten seat belt while seated. Life vest under your seat.
- h M Speed limit five miles per hour.
- i W Here boy. Here Harry. Here Harry. Harry!
M Dogs must be on lead.
- j M Drink or smoke here and you will end up in jail!

- Funny signs:** b, c, d, e
- a. Don't even think about parking here! Unauthorised vehicles will be towed away at owner's expense.
b. Trespassers will be prosecuted (if the dogs don't get you first).
c. Smile! This building is under 24hr surveillance.
d. Attention dog owners! Please clean up after your dog. Thank you. Attention dogs! Grrrr woof. Good dog.
e. Swim at your own risk – the sharks will be delighted! By the way, no lifeguards on duty here.
f. In order to maintain a relaxing environment, please refrain from mobile phone use.
g. Please fasten your seat belt while seated. Life vest under your seat.
h. Speed limit 5 mph.
i. Dogs must be on lead.
j. Drink or smoke here and you will end up in jail!

B Ask sts to match the verbs, people and expressions in the first column to their meanings in the second column. Paircheck. Play **3.11** to classcheck.

Verbs:

Refrain from = avoid

Clean up after = tidy someone's mess

Tow away = remove someone's car using another vehicle

Fasten = close securely

People:

A lifeguard = someone who helps swimmers in trouble

A trespasser = someone who enters private property without permission

Expressions:

Under surveillance = monitored

On duty = working

At owner's expense = whoever owns it will pay the costs

At your own risk = although you know it's dangerous

C Ask sts to look at **B** and choose two words or phrases they wouldn't expect to see written in (1) a cybercafe, (2) a hospital, (3) their favourite beach, (4) their English school and (5) a zoo. Walk around the class and offer help if necessary. Classcheck.

Personal answers.

D **MAKE IT PERSONAL** Point to the rules in **A** again and ask the class: *Which rules are the most important?* Pair sts up and have them discuss important rules by taking turns asking and answering these questions: 'Have you ever broken any of these rules?' and 'Would you ever break any of these rules?'. Classcheck.

Personal answers.

ID in Action: *Explaining and questioning rules*

A Tell sts that they are going to hear four conversations about the signs in **ID Skills A**. Instruct sts to listen and circle the correct signs as you play **3.12**. Paircheck. Classcheck.

3.12 Notice the intonation on questions ↗↘.

Conversation 1

A Excuse me...

B Hang on a second, Julie. Yes?

A Oh, hi... er... Meditation 102 is about to begin.

B Yeah, I know. I'm in that group. Can't wait!

A Well, you see, we like to keep the school as quiet as possible, so... er... I was wondering... could you continue your conversation outside?

B Oh, I'm sorry. Was I speaking too loud?

A I'm afraid so.

B I'm sorry. I didn't realise that. Julie, gotta go, I'll catch up with you later.

Conversation 2

C Excuse me... Excuse me, miss.

D Yes?

C Are you shopping with us?

D Well, no, not now. Why?

C Er... I'm afraid you can't park here.

D What do you mean I can't park here? Says who?

C Just look at the sign over there.

D Oh, come on. Be reasonable. The car park's nearly

empty and I... and I just need to cash a cheque at the bank. Can I park here for just ten minutes?

C I'm afraid not.

D But I'm starving. I can bring you a muffin on my way back; how about that?

C I'm sorry, miss. Our parking area's for patrons only. There's another car park just over the road and...

D Well, I want to speak to the manager...

Conversation 3

E How may I help you sir?

F What do you mean 'how may I help you'? Can't you see I'm going for my morning run?

E I'm afraid this is private property sir. You can't go beyond this point.

F Since when?

E Since yesterday. Mr Polachek just bought this whole area. You see the gate?

F Well, I've been jogging here since 1999, so this is my area too. They can't just close it off like that.

E Sir, I'm afraid I'm going to have to ask you to step back.

Conversation 4

G Hmm... excuse me.

H Yes?

G I was er... I was walking right behind you and I saw... Well, there's a little something you might have forgotten to do.

H What do you mean?

G Well, ask your dog.

H What? Oh... Oh! I'm sorry. Did I forget to clean up after Alfred?

G I'm afraid so.

H Whoops! Sorry again. How embarrassing. Well, thanks for the heads up.

G No problem. Bye!

H By the way, I'm Bruce. Your face looks familiar. Do you...

1. In order to maintain a relaxing environment, please refrain from mobile phone use.
2. Don't even think about parking here. Unauthorised vehicles will be towed away at owner's expense.
3. Trespassers will be prosecuted (if the dogs don't get you first).
4. Attention dog owners! Please clean up after your dog. Thank you. Attention dogs! Grrrr woof. Good dog.

B Ask sts: *Which speakers don't accept the regulations easily?* Replay **3.12**. Classcheck.

2, 3

C Elicit answers for sentence **1**. Then, have sts complete the gaps for sentences **2-7**. Play **3.13** so sts can check their answers. Replay **3.13** and have sts listen and repeat, copying the intonation.

3.13

1 I'm afraid you can't park here.

2 I'm sorry. I didn't realise that.

3 Whoops! Sorry again.

4 What do you mean I can't park here? Says who?

5 Oh, come on! Be reasonable!

6 I'm afraid so.

7 I'm afraid not.

1. afraid / can't
2. realise
3. Whoops
4. mean / Says
5. come
6. so
7. not

Finally, have sts read **Common Mistakes** and go over the sentences with them.

D Introduce photos **1-4** and have sts briefly describe details they can see in each of them. Tell sts to read the confessions and match them to photos **1-4**. Play **3.14** so sts can check their answers. At the end, ask: **What rules had these people broken?**

3 1 2 4

E Have pairs of sts role-play a situation about one of the signs in **A**. Instruct sts to read the model dialogue in the speech bubbles first. Allow pairs some time to plan what they will say, if necessary. Encourage sts to act out

as many situations and signs as they can. Monitor pairs closely and offer help whenever needed.

At the end, invite volunteer pairs to role-play situations for the whole class. Ask the class to guess which sign is being acted out.

Personal answers.

F **MAKE IT PERSONAL** Divide the class into small groups of three or four and have sts in each group share stories about breaking rules and getting in trouble for it (or not). Monitor sts' stories closely and take notes for delayed correction. Classcheck by asking the groups to report the funniest stories to the whole class. Provide sts with language feedback at the end.

Personal answers.

IDEAL

Workbook p. 18
 ID Online Portal
 Grammar p. 120
 ID Café Video p. 140