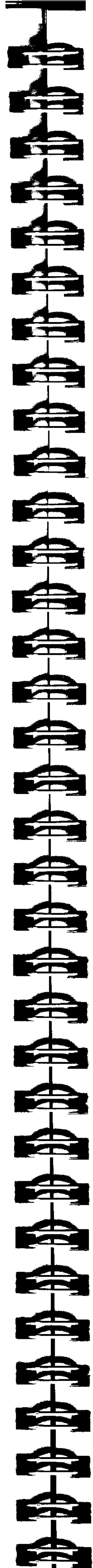


Instant Lessons Book 2

Level 3 and Level 4

Mary Tomalin





Pearson Education Limited

Edinburgh Gate, Harlow,
Essex CM20 2JE, England
and Associated Companies throughout the world.

ISBN 0582 505119

First published 2002

1 3 5 7 9 10 8 6 4 2

Copyright © Mary Tomalin 2002

Designed by Cathy May (Endangered Species Design)
Illustrations by Peter Gray (Graham-Cameron Illustration)
Printed in Spain by Mateu Cromo. S.A. Pinto (Madrid)

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the Publishers.

Photocopying notice

The pages in the book marked:

PENGUIN READERS INSTANT LESSONS BOOK 2 by MARY TOMALIN © Penguin Books 2002

PHOTOCOPIABLE

may be photocopied free of charge for classroom use by the purchasing individual or institution. This permission to copy does not extend to branches or additional schools of an institution. All other copying is subject to permission from the Publishers.

Published by Pearson Education Limited in association with Penguin Books Ltd, both companies being subsidiaries of Pearson Plc

Photograph acknowledgements:

Corbis: page 71

For a complete list of the titles available in the Penguin Readers series please write to your local Pearson Education office or to: Marketing Department, Penguin Longman Publishing, 80 Strand, London, WC2R 0RL.

Contents

Topic	Skills*	Function/Language	Page
Introduction			5
Level 3			
1 Humour 1	R, S, W, L	Telling a story; Past continuous	6
2 Humour 2	R, S, W	Telling a story; Verb + infinitive; intention and obligation	8
3 The weather 1	R, S, W, L	Prediction; Possibility; Future – will, going to; May + base verb	10
4 The weather 2	R, S, W	Using abstract and uncountable nouns	12
5 Describing places 1	R, S, W	Describing scenery; There is/are (+ noun + ing)	14
6 Describing places 2	R, S, W, L	Describing buildings; There is/are...; It's got... (a room <i>with</i> ...)	16
7 Britain 1	R, S, W	Talking about royalty; Word order	18
8 Britain 2	R, S, W, L	Generalizing; They say that...; Adjective + preposition (e.g. <i>keen on</i>)	20
9 Science fiction 1	R, S, W	Talking about possibility; First conditional	22
10 Science fiction 2	R, S, W	Discussing possibilities; Present simple passive	24
11 Films 1	R, S, W	Talking about films; 'Would' for imaginary situations	26
12 Films 2	R, S, W, L	Talking about films; Present perfect	28
13 Horror stories 1	R, S, W	Talking about the past; Past simple passive	30
14 Horror stories 2	R, S, W, L	Describing physical appearance; To have...; To look...	32
15 Detective stories 1	R, S, W, L	Asking for information; 'Who' as subject and object	34
16 Detective stories 2	R, S, W	Checking information; Question tags	36
17 Animals 1	R, S, W	Talking about ability; To be able to	38
18 Animals 2	R, S, W	Making general statements; Plurals without 'the'; Both; All	40
19 Feelings 1	R, S, W, L	Describing feelings; -ed/-ing adjectives	42
20 Feelings 2	R, S, W	Talking about love; Relative pronoun as object	44
21 Heroes 1	R, S, W, L	Talking about interactions; Adjective + preposition	46
22 Heroes 2	R, S, W	Defining; Relative pronoun as subject	48
23 Fairy tales	R, S, W	Telling a story; Purpose phrases with 'to'	50

Topic	Skills*	Function/Language	Page
Level 4			
24 Ghosts 1	R, S, W, L	Telling a story; When + past + past	52
25 Ghosts 2	R, S, W	Telling a story; Past perfect	54
26 Business 1	R, S, W, L	Discussion; Giving an opinion; Should; Ought to	56
27 Business 2	R, S, W	Talking about necessity; Giving an opinion; To need to; To have to; Should; Ought to	58
28 Family 1	R, S, W	Talking about relationships; Phrasal verbs	60
29 Family 2	R, S, W, L	Describing resemblances; To look like; To be like; to like	62
30 Dangerous situations 1	R, S, W, L	Talking about possibilities; Second conditional	64
31 Dangerous situations 2	R, S, W	Relative pronoun as subject and object	66
32 War 1	R, S, W, L	So... that... (We were so hungry that...)	68
33 War 2	R, S, W, L	Reporting what has been said; Reported speech: statements	70
34 Marriage 1	R, S, W	To make (someone) + verb/adjective	72
35 Marriage 2	R, S, W, L	Verb + object + to	74
36 Shakespeare and the theatre 1	R, S, W	Comparison; Whereas; More/less (than); As... as; Present perfect	76
37 Shakespeare and the theatre 2	R, S, W, L	Biography; Time phrases/clauses: In (1588); By (1600); Until	78
38 Childhood 1	R, S, W, L	Talking about past habits; Used to + base verb	80
39 Childhood 2	R, S, W	Talking about memories; The gerund	82
40 People 1	R, S, W, L	Describing people's characters; To look/sound + adjective; Supposition; To look/sound as if + base verb	84
41 People 2	R, S, W	Talking about probability; Must/can't/might/could + base verb	86
42 Crime 1	R, S, W	Telling a story; Clause: Past + present participle	88
43 Crime 2	R, S, W	Reporting what has been said; Reported speech – questions	90
44 Famous scenes 1	R, S, W	Although + clause	92
45 Famous scenes 2	R, S, W, L	Talking about possibility; First and second conditional	94



Introduction

Penguin Readers Instant Lessons Book 2 contains 45 one-hour lessons based on the Penguin Readers – Levels 3 and 4. All lessons and Teacher's Notes are photocopiable. The book aims to provide stimulating, enjoyable lessons with definite language aims. No other material is needed and preparation is minimal. The book will be most successful when it is used alongside the Penguin Readers themselves.

How the book is organized

This is a book of *practice* lessons. The assumption is that students have some acquaintance with the language points focused on. However, it is possible to use the lessons to introduce a language point.

The book is divided into two levels. Lessons 1–23 are at Level 3 (pre-intermediate). Lessons 24–45 are at Level 4 (intermediate). Each lesson is based on a student's one-sided A4 worksheet. Facing each worksheet is one page of Teacher's Notes. These notes contain everything the teacher needs: guidance on how to present each exercise, answer keys and tapescript for the listening passages. The lessons are organized by topics that come in pairs, but each lesson can be used independently of its partner. However, if you do choose to use the second lesson as follow-up this can only be beneficial for the student. At the head of the Teacher's Notes for each lesson is a summary box of teaching aims and skills practised.

How the lessons are organized

Each lesson is based on one or more of the Penguin Readers and is used in a variety of ways. Students may be asked to read or listen to an excerpt from a Reader or an outline of a Reader. In general, each lesson focuses on a grammatical point and follows the formula of Presentation, Practice and Further Practice. Within this formula, lessons are very varied – there is great emphasis on all four language skills, most have a specific grammatical function and vocabulary exercises, there are communicative games, role-plays, quizzes – all are aimed at providing variety, interest and enjoyment. The Teacher's Notes always end with a suggestion for a **Follow-up** activity, so that you can revise work done in the lesson. To introduce the lesson, you should tell students what the topic is and what the aims of the lesson are.

Classroom organization

The book assumes that classes will vary from about ten to thirty students (however, lessons can be adapted for use with fewer students). If it is possible to move chairs and tables for pair and group work, this should be done. Where you have an uneven number of students, most pair work activities can be done with groups of three students.

The Teacher's Notes often suggest that exercises be done in pairs. Briefly explain to your students how the exercise is

done, put them in pairs and then walk round, listen and help as they work. Afterwards, as a whole class activity, elicit answers or ask some pairs to work in front of the class. This is an effective teaching method since it encourages students to communicate in English. However, it does lengthen the time taken to do an exercise. If, therefore, you wish to shorten the time taken, do the exercise as a class activity, eliciting answers from individual students. In the same way, where the Teacher's Notes suggest that you do an exercise as a class activity you may decide to do it as pair work instead.

Preparation and timing

All you need to do before a lesson is read the Teacher's Notes in conjunction with the worksheet. You should look through the worksheet and tapescript (if used), pick out vocabulary that you may need to pre-teach and photocopy the worksheet – no further preparation is necessary.

A rough timing guide for each part of the lesson is given in brackets in the Teacher's Notes. Some exercises are headed with the phrase **Optional activity**. This signals that you may or may not have time to do this exercise within the allotted hour – you may want to extend the lesson, or use the exercise as a follow-up activity.

Vocabulary

In the reading and listening passages, there are two methods for teaching vocabulary. Firstly, students can use their dictionaries to look up new words – this gives practice in study skills. Secondly, you can look through a passage, pick out any new vocabulary you feel students need to know and pre-teach it before starting on the passage itself. The Teacher's Notes suggest one or the other method – you may of course use the alternative method to the one suggested.

Writing

When new language is introduced or when you wish to reinforce a point, it is good practice to write model sentences on the board. The Teacher's Notes do not give instructions on this and it is assumed that you will do this where necessary.

Further notes

- There are twenty lessons with listening exercises. A cassette containing the listening material accompanies this book.
- Some excerpts are in US English. These are flagged in the Teacher's Notes.
- Some omissions have been made to Penguin Readers in these lessons. Where phrases have been omitted this is indicated by three dots (...) in the text.

Teacher's Notes

Level:	3
Skills:	All four skills are practised
Function:	Telling a story
Language:	Past continuous tense
Vocabulary:	Phrases connected with humour


Important note:

Before the start of the lesson, prepare for Exercise 5 by cutting up the worksheets along the dotted lines. Keep the four jokes in sets.

Presentation (15 minutes)

- 1 Go through the example with students. Ask what the tense is in the first part of the sentence (Answer: *The past continuous tense.*) Elicit the fact/explain that the past continuous is used in the example because *you were in the middle of dreaming when you woke.* Emphasize that we use this tense when we want to say that someone was *in the middle of doing something.* Point out the form of this tense: *was/were + base verb + ing.* Students ask and answer the questions in pairs. Check answers orally and give explanations where necessary.

Practice (20 minutes)

- 2  **a** Look through the tapescript below and pre-teach any vocabulary you think necessary. Ask students: *What is surprising about this story?* Play the passage once or twice and elicit answers. Play relevant sentences again where necessary.
- b** Play the passage again while students correct the mistakes in the sentences. Check answers orally and play relevant sentences again where necessary. Point out the use of the past continuous tense in sentences 1, 2 and 4.
- 3 **(Optional activity)** Put students into pairs to do this exercise. Encourage them to use their dictionaries to look up new vocabulary. Check answers orally and give explanations where necessary.

Further practice (25 minutes)

- 4 Use the cartoon to teach the word *yeti* (A kind of half-bear, half-man that people say lives in high mountains in Asia.) Check that students know the terms *mobile phone* and *climber*. Put students into pairs to tell the story. Encourage them to use the past continuous tense. They should begin with the words: *A climber was . . .* Walk round and give help where necessary. Then, as a whole class activity, ask some students to take turns to tell the story. Correct major errors.
- 5 Have the four sets of jokes that you have cut out ready for this exercise. Put students into pairs. Hand each student in a pair two different jokes. The

students in a pair should not have the same jokes as each other. Students then silently read their two jokes, using their dictionaries to look up new vocabulary. They should not show their jokes to their partners. Walk round and help students with vocabulary where necessary. Each student then takes turns to tell his/her partner his/her two jokes. Remind students to use the past continuous where it is used in the story. Finally, ask students to write down one of the jokes without looking at their slips of paper.

Key

- 2 **a** When a young man tries to rob a seventy-four-year-old woman, she really hurts him and he runs away.
- b** 1 . . . of about twenty . . . 2 . . . walking through the town . . . 3 . . . held the man's arm behind his back. 4 I was carrying my shopping bag . . . 5 . . . in our living-room.
- 3 1 funny 2 understand 3 She is able to understand and enjoy things that are funny. Perhaps also she makes people laugh. 4 He said something funny/amusing. 5 A funny film or TV programme.
- 4 **Suggested answer:** A climber was standing at the top of a mountain. He was talking into a mobile phone when a yeti saw him. The yeti crept up behind him. He took/grabbed/seized the phone from the man. The man was frightened and ran away. The yeti smiled happily and used the phone/made a phone call.

Follow-up

Put students into pairs. Ask them to write the story that they listened to in Exercise 2.

 **Tapescript**

- 2 In 1978 Sussex police were looking for a 'tall, dark-haired young man of about twenty' who failed to rob a small, seventy-four-year-old grandmother.
- The young man jumped on Mrs Ethel West while she was walking through the town of Chichester. It seemed easy – he was so much bigger than her. Surprisingly, when Mrs West held the robber's wrist, he started to shout, 'No! Oh no! Stop! Please stop!'
- Feeling stronger now, Mrs West held the man's arm behind his back. He shouted, 'Oh no!' and ran away.
- 'I was carrying my shopping bag, so it was difficult to throw him on the ground,' said Mrs West. When she was younger, she practised judo.
- 'Before my husband died I practised throwing him in our living-room,' she explained.

(*The Book of Heroic Failures*. p.17. Level 3.)

1 Work in pairs. Ask and answer, as in the example below.

Example: What were you dreaming about when you woke this morning? I was dreaming about the sea.

- 1 What were you dreaming about when you woke this morning?
- 2 What were you doing at three o'clock yesterday afternoon?
- 3 What were you doing this time last month?
- 4 What were you thinking about when you got to school today?
- 5 What were you wearing when you went home yesterday?

2 a  Listen to the passage. What is surprising about this story?

b Listen again. Correct the mistakes in the sentences below.

- 1 In 1978 Sussex police were looking for a 'tall, dark-haired young man of about thirty' . . .
- 2 The young man jumped on Mrs Ethel West while she was walking through the city of Chichester.
- 3 Feeling stronger now, Mrs West held the man's arm on the ground.
- 4 'I was carrying my handbag, so it was difficult to throw him on the ground,' said Mrs West.
- 5 'Before my husband died I practised throwing him in our dining-room,' she explained.

3 Work in pairs. Explain the meaning of the words in **heavy type**.

- 1 That was very **amusing**.
- 2 I don't **get** that joke.
- 3 My sister has a great **sense of humour**.
- 4 He **made a joke** and everyone laughed.
- 5 I'd like to watch a **comedy**.

4 Work in pairs. Look at the cartoon and tell the story. Begin: A climber was . . .



5 Your teacher will give you two slips of paper with a joke on each slip. Read the jokes. Use your dictionary to look up new words. Then tell your partner the jokes.

1 A man was sitting in a cinema when a bear came and sat next to him. The man turned to the bear and said, 'Aren't you a bear?' The bear nodded, so the man said, 'So what are you doing at the movies?' The bear answered, 'Well, I liked the book.'

2 A policeman was walking down the street when he saw a woman and a tiger in a car. The policeman said, 'You can't have that tiger in your car on the street! Take him to the zoo.' The next day the police officer saw the same woman in the same car with the same tiger. 'I told you to take that tiger to the zoo,' he said. The woman replied, 'I did. He loved it. Today we're going to the beach!'

3 A nurse was asking a patient some questions. 'Name?' asked the nurse. 'Sandra Brown,' said the patient. 'Address?' asked the nurse. '106 Main Street.' 'Flu?' asked the nurse. 'No, I walked. It's just round the corner.'

4 A woman was sitting in a park when two workers came along. One man dug a hole, then the second man filled it up again. After they had done this five or six times, the woman asked: 'Why are you digging holes and then filling them up again?' One of the men replied, 'Well, usually there's a third man here who puts in the tree, but he's off sick today.'

Teacher's Notes

Level:	3
Skills:	Reading; speaking; writing
Function:	Telling a story
Language:	Verb + infinitive
Vocabulary:	Intention and obligation

Presentation (20 minutes)

1 a Put students into pairs. Tell them that this passage tells an amusing story. Explain that the word *to* has been omitted in this passage. Students read the passage, using their dictionaries to look up new vocabulary. They write *to* in where necessary in the passage. Check answers orally and give explanations where necessary.

b Check students understand the questions. For question 7, you will need to explain that a *twist* in a story is when something happens that you do not expect. Students read the passage again. Elicit answers to the questions and give explanations where necessary. For question 8, explain that there are a number of verbs in English that are followed by the infinitive – some examples of which are in the story (for example, *want to*, *decide to*, *choose to*). Also point out that the passage has examples of adjectives followed by the infinitive (*foolish*, *glad*). Encourage discussion for question 9.

Practice (20 minutes)

2 Explain that all the sentences in this exercise contain verbs that are followed by the infinitive. Go through the sentences with students and check they understand them. Make sure that students understand that sentences 1 and 3 ask them to say something to their partner. If you feel students need the help, go through the sentences, eliciting answers. Students should speak in complete sentences. Students then do the exercise in pairs. Walk round and give help where necessary. When students have completed the exercise, as a whole class activity, elicit answers from them and correct where necessary.

Further practice (20 minutes)

3 a Look through the passage and pre-teach any vocabulary you think necessary. Students read the passage and choose the ending they like best, A or B. Ask a number of students which ending they like best. Ask them to explain why.

b Elicit answers and explanations. (B is the real ending.)

c Ask two students to each tell part of the story. Other students can help if necessary. Then put students in

pairs to tell the story, choosing the ending they like best. Give help where necessary.

Note: If time is short, omit part **c** and do it as a follow-up activity.

4 Look through the exercise and pre-teach any vocabulary you think necessary. Students tell the story in pairs. Point out that a dash (–) does not necessarily mean that students must put in a word. Walk round and give help where necessary. As a whole class activity, elicit the story from students and correct where necessary. If time allows, students can then write the story.

Key

1 a . . . his girlfriend did not **want to** marry him. He **decided to** kill himself for love. He **chose to** jump in front of . . . He was not seriously hurt and **was able to** leave hospital after a few hours. . . . the doctors **asked him to talk to** someone about his problem. Finally, Mr Ruiz agreed that it was **foolish to** kill himself. He **decided to** go on living and look for a new girlfriend. **Glad to** be alive, he left the hospital . . . They took him **back to** the hospital for the third time that day . . .

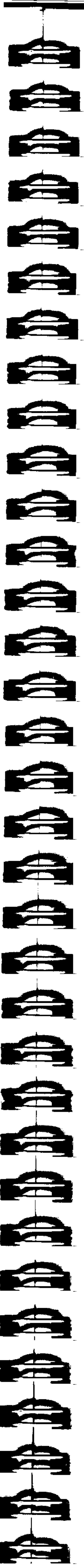
b 1 Because his girlfriend did not want to marry him.
2 He tried twice. 3 The first time he jumped in front of a train. The second time he jumped in front of a lorry. 4 The train went safely over him. When he jumped in front of a lorry he only got a few knocks. 5 Ruiz decided to go on living and find a new girlfriend. But when he left the hospital, a horse knocked him down and he was seriously hurt.

6 Six (*want, decide, choose, be able to, ask someone to, talk to*) 7 Open answer

4 Seventy-five prisoners agreed to try to escape from prison in Northern Mexico. They planned to dig a tunnel under the prison wall. They started to dig the tunnel in November 1975 and managed to finish it in/by April 1976. They went through the tunnel and came up in a courtroom. The judges were very surprised. They sent the prisoners back to prison.

Follow-up

Write a list of the verbs followed by the infinitive practised in this lesson. In pairs, students write sentences using seven of these verbs.



- 1 a** Work in pairs. The word 'to' has been omitted from this passage. Put 'to' in the passage where necessary.

In 1978 Señor Abel Ruiz of Madrid found out that his girlfriend did not want marry him. He decided kill himself for love. There are many ways of dying for love. He chose jump in front of the fast Gerona to Madrid train. But when he jumped, he landed between the railway lines and the train went safely over him. He was not seriously hurt and was able leave hospital after a few hours.

Later that day Ruiz tried again. This time he jumped in front of a lorry, but only got a few knocks. When they saw him back at the hospital so soon, the doctors asked him talk someone about his problem. Finally, Mr Ruiz agreed that it was foolish kill himself. He decided go on living and look for a new girlfriend. Glad be alive, he left the hospital and a horse knocked him down in the street. They took him back the hospital for the third time that day, seriously hurt this time.

(*The Book of Heroic Failures*. pp.32-34. Level 3.)

- b** Read the passage again. Answer the questions.

- 1 Why did Ruiz decide to kill himself?
- 2 How many times did he try?
- 3 How did he try?
- 4 What happened each time?
- 5 What is the 'twist' at the end of this story?
- 6 How many verbs are there in this passage that have 'to' after them? What are these verbs?
- 7 What would you like to say to Ruiz?

- 2** Work in pairs. Answer the questions below or follow the instructions. Talk in complete sentences.

- 1 Make a promise to your partner. (I promise to . . .)
- 2 Do you intend to keep your promise?
- 3 Ask your partner to do something impossible.
- 4 What did you ask your partner to do? Did he/she refuse to do it?
- 5 What are you trying to do at the moment?
- 6 What do you aim to do after this lesson?
- 7 Do you want to do it or is it something you have to do?
- 8 Is there anything that you planned to do in the last week but didn't manage to do? What was it?

- 3 a** Work in pairs. Read this story. Which ending do you like best, A or B? Explain why.

- b** This is a true story. Which is the real ending, do you think? Why do you think this?

- c** Tell the story.

In 1969 Mrs Beatrice Park decided to take her driving test – for the fifth time. During the test she managed to drive into the River Wey at Guildford. She and her examiner climbed on to the roof of the car and waited for someone to come and save them. The examiner went home feeling ill. He was still holding his test paper and pencil.

A Mrs Park decided to take her test again. She had the same examiner as the last time. When he saw her, he fainted. He then refused to sit in the same car as Mrs Park. She agreed to have another examiner.

B Mrs Park wanted to be sure: Was that all right, she asked, or did she have to take the test again? They told her, 'We cannot say anything until we have seen the tester's report.'

(Based on *The Book of Heroic Failures*. p.14. Level 3.)

- 4** Work in pairs. Tell the story outlined below. Put the verbs into the correct tense.

Seventy-five prisoners – agree – try – escape – prison – Northern Mexico. Plan – dig – tunnel – under – prison wall. Start – dig – tunnel – November 1975 and – manage – finish it – April 1976. Go through – tunnel – come up – courtroom. Judges – very surprised. Send – prisoners – back – prison.

(Based on *The Book of Heroic Failures*. pp.22-24. Level 3.)

Teacher's Notes

Level:	3
Skills:	All four skills are practised
Function:	Talking about the weather; Prediction; Possibility
Language:	'Will' future; Going to; May + base verb
Vocabulary:	Weather

Presentation (25 minutes)

1 a Use the map to elicit/teach these vocabulary items: *weather chart, north, south, England, Scotland, the Midlands* (the area in the middle of England). In pairs, students read the passage and guess the meaning of the words in italics. Check answers orally.


b Students read the passage again, using their dictionaries to look up new vocabulary. Encourage students to use *will* and *going to* in their answers, and explain that we use these verbs when we make predictions. Check that students understand the modal verb *may* used in the passage (*it may rain. . . /the rain may clear . . .*) Elicit the fact/point out that we use *may* when something is a possibility – we are not sure if it will happen. In pairs, students then look at the map and correct the mistakes, writing in their corrections on the chart. Check answers orally. (See Key below.) Encourage students to use the word *won't* (*will not*) (for example: *The temperature won't be around 20°C in the south.*). Students will need to draw in a symbol for the windy weather in Scotland.

c As students do this part of the exercise, walk round and give help where necessary. Finally, as a whole class activity, ask some students to give the weather forecast looking at the chart alone.

Practice (20 minutes)

2 Put students into pairs. Go through the example with students. Point out how the adjective is formed by adding *y* to the noun *cloud*. Elicit sentences from students using the word *cloudy* (for example: *It's a cloudy day./It's cloudy weather.*). Students then complete the exercise in pairs. Check answers orally.

3 Point out that the word *following* means *next*. Students complete the exercise in pairs. Check answers orally.

4  Look through the tapescript below and pre-teach any vocabulary you think necessary. Play the passage once or twice. Students tick the phrases that they hear. Check answers orally. Play relevant sentences again where necessary. Elicit the fact/point out that the conversations are intended to be amusing! Then ask students to read the sentences aloud. Point out that the word *weather* is uncountable – we do not use the word *a* with it.

Further practice (15 minutes)

5 Put students into pairs to do the exercise. Walk round and give help where necessary. When students have completed the exercise, elicit descriptions of the weather from some students and correct where necessary. Students then write a description of the weather according to the chart.

6 Read through the introduction to the exercise with students (*In England . . .*). Elicit suggestions from students as to what they could say (for example: *What a lovely day!/What lovely weather! Beautiful, isn't it?/What awful/terrible weather!*). Students then do the exercise in pairs. Walk round and give help where necessary. Ask some pairs to make the conversations for the class. Correct major errors.

Key

1 a around = about, approximately; shower = short period of rain; clear = stop.

b Example answer: In the south of England, the temperature will be around 19°C, not 21°C. It's not going to be sunny in the Midlands. In the north, the temperature won't be around 14°C, it will be around 13°C. It's not going to be sunny in the south of Scotland, it's going to rain a lot.

2 1 rainy 2 windy 3 sunny

4 2, 3, 4, 6, 9

Follow-up

Put students into pairs, preferably of the same nationality. Ask them to draw an imaginary weather chart for their country. They should put in the temperatures, weather symbols and write the caption: *Tomorrow's weather*. Each pair then gives their chart to another pair who must then describe the weather. Walk round and give help where necessary.

 Tapescript

4 Examples of conversation

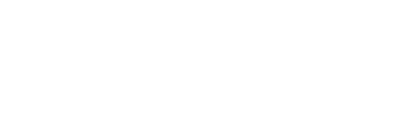
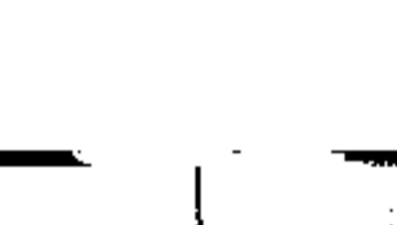
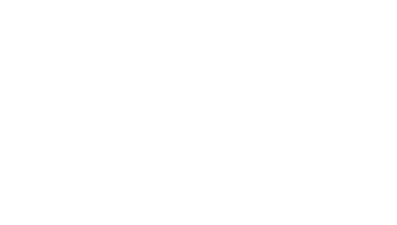
For Good Weather

'Nice day, isn't it?' 'Isn't it beautiful?' 'The sun . . .'
'Isn't it wonderful?' 'Yes, wonderful, isn't it?' 'It's so nice and hot . . .'
'I think it's so nice when it's hot, isn't it?' 'I really love it, don't you?'

For Bad Weather

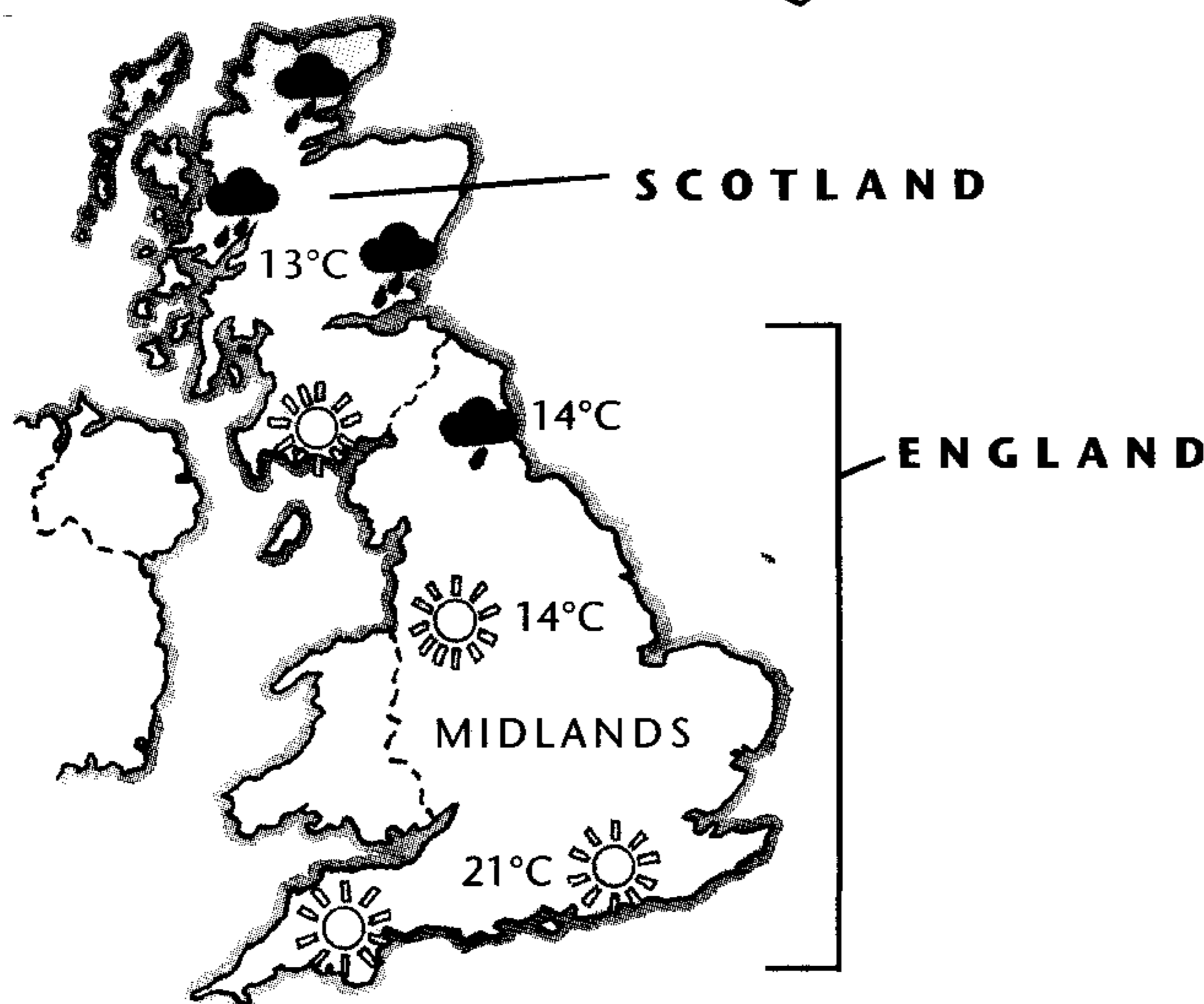
'Terrible day, isn't it?' 'Isn't it unpleasant?' 'The rain . . . I don't like the rain.'
'Just think – a day like this in July. It rains in the morning, then a bit of sun and then rain, rain, rain, all day.'
'I remember the same July day in 1936 . . .'
'Yes, I remember too.'
'Or was it 1928?' 'Yes, it was.'
'Or in 1939?' 'Yes, that's right.'

(*How to be an Alien*. pp.7-8. Level 3.)



- 1 a Work in pairs. Read the weather forecast. Guess the meaning of the words *in italics*.

It's going to be warm and sunny all day tomorrow in the south of England, with temperatures *around* 19°C. The Midlands, however, will be cooler, with temperatures no higher than 14°C, and it may rain towards the evening. The north will have cloudy weather all day with some *showers*. Temperatures will be around 13°C. Unfortunately, the bad weather in Scotland is going to continue, and there will be heavy rain in many areas with winds coming in from the west. Temperatures will be around 13°C. But the rain may *clear* towards the evening and we can hope for better weather the following day.



b The weather chart has some mistakes in it. What are they? Correct the chart.

c Read the weather forecast again. Then cover the passage and look at the corrected chart. Give the weather forecast for tomorrow. Use this language:
will going to may

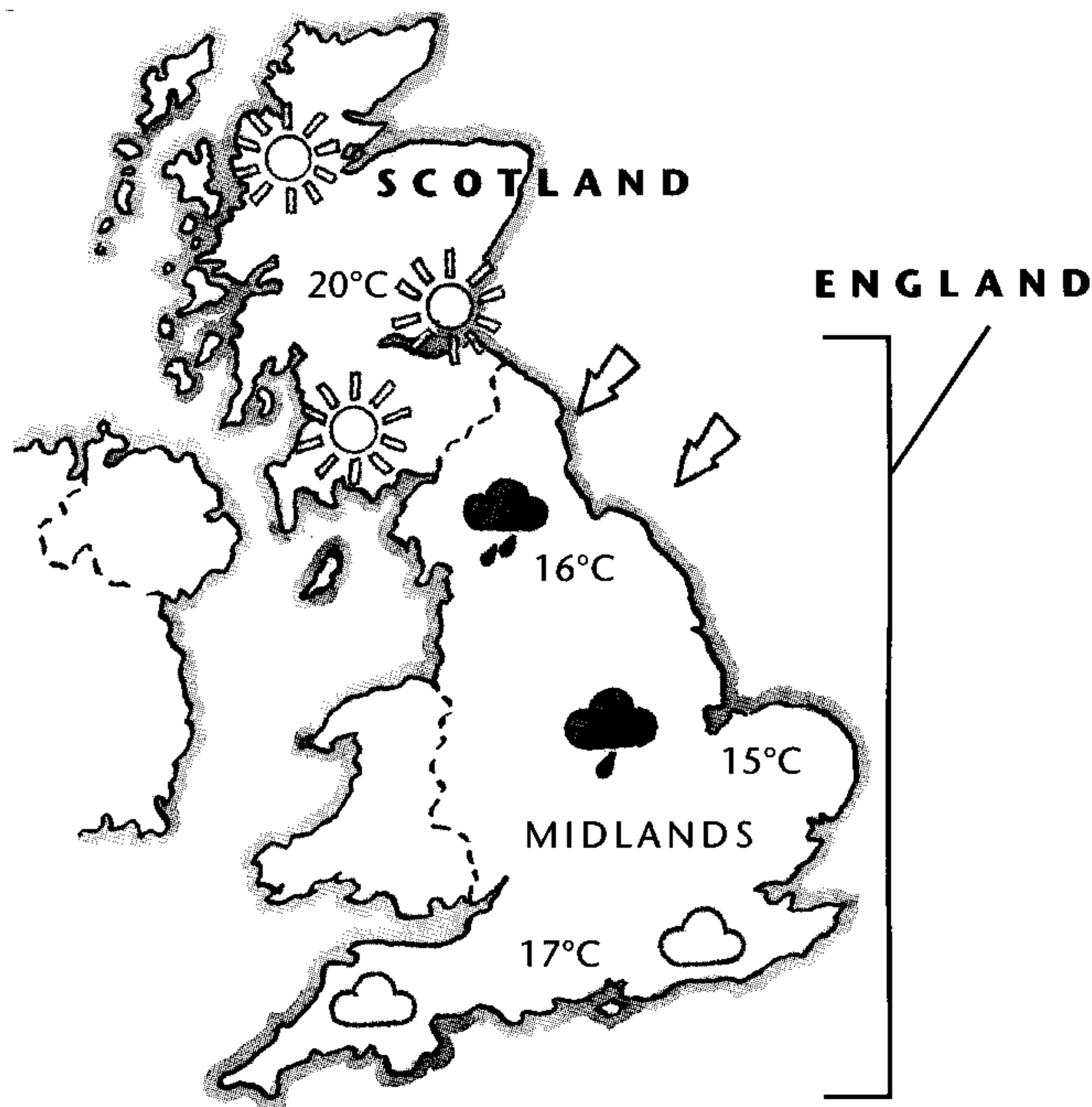
- 2 Work in pairs. Complete these sentences. Example: There are a lot of clouds. It's very cloudy.
- 1 It's going to rain tomorrow. Tomorrow will be _____.
 - 2 There's a strong wind. It's very _____.
 - 3 We've had sunshine all day. It's very _____.

- 3 Work in pairs. Complete these sentences.
- 1 Tomorrow I may . . .
 - 2 The following day I may . . .
 - 3 Next week I may . . .
 - 4 Next year I may . . .

4 Listen to these 'British' conversations about the weather. Tick (✓) the expressions you hear.

- 1 What wonderful weather!
- 2 Nice day, isn't it?
- 3 Isn't it beautiful?
- 4 It's so nice and hot . . .
- 5 Yes, wonderful weather we're having.
- 6 Isn't it unpleasant?
- 7 What terrible weather!
- 8 Not very nice, is it?
- 9 The rain . . . I don't like the rain.

5 Work in pairs. Look at the weather chart below. Describe the weather for tomorrow.



6 'In England, the weather is always an interesting, exciting subject and you must be good at talking about it.'
(How to be an Alien. p.7. Level 3.)

Work in pairs. Pretend you are English. Talk about the weather described below.

- 1 It's a hot, sunny day.
- 2 It's horrible weather – cold and wet.

Teacher's Notes

Level:	3
Skills:	Reading; speaking; writing
Function:	Using abstract and uncountable nouns
Language:	Uncountable nouns; Use of definite article with certain nouns
Vocabulary:	Weather

Presentation (20 minutes)

- 1 a** Put students into pairs. Ask: *What's the weather like?* Elicit answers (for example: *It's warm/hot/quite cold.*). Briefly get students to ask and answer this question. Then say: *Now ask about the weather yesterday.* Elicit the question: *What was the weather like yesterday?* Again, students ask and answer (for example: *It was good.*). Ask students for words that you cannot use *a* with, e.g. *water, bread, rice*, etc. Write these words on the board and ask them to use these words in sentences, thus making the point that they are used with the zero article (for example: *Everyone needs water.*) and with *the* and *some*. Remind students that these words are called *uncountable*, because you cannot *count* them. Students then read the passage, using their dictionaries to look up new vocabulary. They look at the words in italics and underline the uncountable words. Check answers orally and correct where necessary. Point out that things you cannot touch – abstract nouns – are often uncountable. Elicit examples (for example: *anger, advice*).* Also elicit the fact/point out that some of the words in italics – *the sea, the weather* – are used with *the* (in other words we say *I swam in the sea* not *I swam in sea*, and *The weather is good* not *Weather is good*.) Ask students for examples of other words that must be used with *the*, e.g. *the sky, the sun, the earth, the grass, the ground, the floor, the ceiling*.

b Students answer the questions in pairs. Check answers orally. For question 6, encourage students to explain why they like a particular extract.

***Note:** At this level, it is probably better not to explain that many nouns can be used both countably and uncountably. But you may wish to point out that the seasons (*spring, summer*, etc.), when used in a general sense (*Spring is beautiful*.) are uncountable, but when used to talk about a specific year (*It was a beautiful spring*.), are countable.

Practice (15 minutes)

- 2** Put students into pairs. Ask students to look at the first sentence – *The weather affects how I feel, I know that for sure.* Check students understand/teach the word *affect*. They then do the exercise, completing the gaps with *a, the* or nothing (-). Encourage them to use

their dictionaries. A good EFL dictionary will tell you if a word is countable or uncountable (usually by putting the letters (C) or (U) in brackets). Check answers orally. Point out that when we talk generally about types of weather (for example, *hot/cold weather*), we do not use *the*.

Further practice (25 minutes)

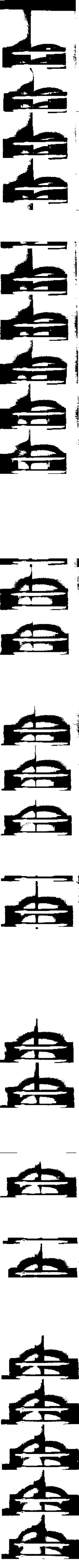
- 3** Check students understand the questions. Put students into pairs or small groups to discuss the questions. Walk round and give help where necessary. As a whole class activity, elicit answers to the questions and encourage discussion. Finally, ask students to write answers to some of the questions, depending on the amount of time available. Choose the answers that have provoked most discussion.
- 4** In this game, one student says a word connected with the weather, for example, *the sun*. The next student must then say the first word that comes into their head – in other words, whatever word or phrase they immediately associate with this word. This might be *warmth*, or *happiness*, for example. The same student must then try and explain the connection between these words (for example: *The sun is warm* or *When it's sunny I feel happy*). To make clear how the game is played, play the game with the whole class for about five minutes. Remind students to be careful about their use of the article. Then put students into pairs to play the game. If students are enjoying the game, after some minutes of playing the game with one partner, they could then work with a different partner. Walk round and give help where necessary.

Key

- 1 a** spring*, winter*, snow, grass, ice, rain, weather, summer*, sea. The words *cloud* and *wind* are countable and therefore can be used with 'a'.
- b** 1 Because there were no flowers on the trees, snow covered the grass and ice covered the trees. 2 It was cold in the day and colder at night. There was a lot of cloud and there was a cold wind from the south. 3 Because there were beautiful yellow flowers in the grass and the sky was cloudless and bright blue. 4 He thinks of the deep pink wild roses against the bright blue sea. The weather was really hot. 5 Autumn. 6 Open answer
- * See **Note** at the end of Exercise 1.
- 2** 1 The 2 – 3 – 4 the 5 the 6 the 7 – 8 the/- 9 – 10 The 11 a 12 – 13 the 14 – 15 – 16 – 17 a 18 the

Follow-up

Students play the game in Exercise 4 again.



- 1 a** Work in pairs. Read these extracts from Level 3 Penguin Readers. They describe different kinds of weather. Look at the words in *italics*. Which words can't you use 'a' with? Underline these words.

A

The *spring* came, and there were flowers and little birds; all over the country. But in the garden of the selfish giant, it was still *winter*. The birds did not sing in it because there were no children. The trees forgot to grow flowers. *Snow* covered the *grass*, and *ice* covered the trees with silver. The north wind came, and the *rain*.

(*'The Selfish Giant'*, from *The Young King and other Stories*. p.50. Level 3.)

B

It was cold in the day, and colder at night. The *weather* was different now. There was a lot of *cloud*, and a cold wind was coming from the south. Every day we hoped to see the mountains, but there was no sign of them.

(*The White Mountains*. p.74. Level 3.)

C

It was early spring. The small trees growing along the stream still had no leaves but there were beautiful yellow flowers in the grass near the water. The *wind* was cold and the tops of the mountains were white with snow but the sky was cloudless and bright blue.

(*Ring of Bright Water*. p.3. Level 3.)

D

We finally arrived at Camusfeàrna in early June. We had several weeks of really hot weather. When I think about early *summer* there, I remember the wild roses – deep pink ones – wonderful to look at against the bright blue *sea*.

(*Ring of Bright Water*. p.22. Level 3.)

b Answer these questions.

- How do we know it is winter in the garden of the selfish giant?
- How is the weather 'different' in extract B? What was the weather like?
- How do we know it is early spring in extract C?
- When he thinks of early summer in Camusfeàrna, what does the writer in extract D think of? What was the weather like?
- What season(s) is/are not mentioned in the extracts?
- Which extract interests you most? Try and explain why.

2

Work in pairs. Fill in the gaps below using 'a' or 'the'. If no word is needed leave the gap blank.

(1) _____ weather affects how I feel, I know that for sure. When there's (2) _____ snow or (3) _____ ice on (4) _____ ground and (5) _____ temperature is below 0°, I just don't want to go out. When (6) _____ sky is full of (7) _____ clouds and (8) _____ rain is pouring down, I am not at my best. I like (9) _____ water, but in the right place. (10) _____ sea or (11) _____ river is where I want to see (12) _____ water – not pouring down on my head from (13) _____ sky. It's true I'm English, but that doesn't mean I have to like English weather. I don't like (14) _____ cold weather – and English weather is much too cold. I like days filled with (15) _____ sunshine, (16) _____ warmth in the air, (17) _____ warm wind – that's (18) _____ weather for me! I'm a different person then, happy and full of life. When's the next plane to the south of France?

3

Work in pairs or small groups. Discuss these questions.

- What's the weather like today? What was it like yesterday?
- What is your favourite season? Explain why.
- Does the weather affect how you feel?
- Which country has the best climate, in your opinion? Explain why?
- Do you think people who live in hot countries are different to people who live in colder countries? If so, how are they different?
- When you go on holiday, is the weather important to you? If so, how?

4

Work in pairs. Play this game.

Student A says a word connected with the weather. Example: Snow.

Student B must immediately say the first word s/he thinks of. Example: Cold.

Student B must then explain the connection between snow and cold. Example: Snow is cold.

Teacher's Notes

Level:	3
Skills:	Reading; speaking; writing
Function:	Describing scenery
Language:	There is/are . . . (with); There is + noun + present participle; It has/has got . . .
Vocabulary:	Scenery

Presentation (30 minutes)

1 a Put students into pairs to do the exercise. Encourage them to use their dictionaries to look up new vocabulary. Walk round to check answers and correct where necessary. Point out that we say *the sea, the coast, the countryside*.

b Go through the example with students and point out that we use the *ing* form of the verb after the noun. Students look at the pictures and find more examples of the structure. Teach the word to *sunbathe*. Check answers orally and correct where necessary.

2 a Students read the passage and draw the landscape it describes. Encourage them to use their dictionaries to look up new vocabulary.

b Put students into pairs. Go through the example in the worksheet. Point out the use of *with* (*There's a beach with rocks . . . /a house with glass in its windows . . .*). Also point out the use of *to have/to have got* (*The beach has rocks at one end.*). Students then describe their drawings to one another. (See Key.) As a whole class activity, ask one or two students to come to the board and draw the landscape the passage describes. Encourage other students to correct these students if there are errors. Ask students to describe the drawing on the board. Correct major errors.

c and **d** Check students understand the questions. Students discuss the questions in pairs. Walk round and give help where necessary. Then as a whole class activity, ask some students for their answers. Encourage students to use *could* in answer to the second question (*I could/couldn't live there because . . .*). Give the simple explanation that *could* = *it is possible*. Teach new vocabulary where necessary.

Practice (10 minutes)

3 Elicit answers to question 1 from students. They may not be able to answer the question, in which case tell them yourself. (For example: *The countryside around here is beautiful. But we say: I love the country = not the city.*) Students do the exercise in pairs. Encourage them to use their dictionaries to look up new vocabulary. Students may find it helps to do a drawing to show some differences. Walk round and give help where necessary. As a whole class activity,

elicit answers, inviting students to draw on the board where necessary. Certain questions (for example questions 2, 6 and 7) are more easily explained through drawings. Give explanations where necessary. If students have difficulty understanding differences between certain words, give examples of their use in sentences and write these examples on the board.

Further practice (20 minutes)

4 a Put students into pairs. Ask students to imagine the most beautiful place in the world. It must be by the sea, in the mountains or in the country. Ask them to describe this place, in pairs. They should then write a description of it. Walk round and give help where necessary.

b Each pair now listens to three other pairs describe their 'most beautiful place'. Each student then chooses the place he/she likes best from these three places. He/she then tells the pair who described this place why they have chosen it. Go through the example given in the worksheet. Then students do the exercise. They should listen to the descriptions of the three pairs nearest them. While students are working, walk round and note major errors. Point these out at the end of the exercise.

Key

1 a 1 mountain 2 peak 3 snow 4 valley 5 lake
6 stream 7 grass 8 field 9 wood 10 tree 11 hill
12 sea 13 wave 14 beach 15 sand 16 cliff 17 rock

b Suggested answers: There are some cows eating the grass. There's a bird singing in a tree. There are some people swimming in the sea. There are some people sunbathing. There's a man climbing a cliff.

2 b Suggested answer: There's a house in a big field. There's a stream going round the house – the stream then goes down to the sea. There are some sheep eating the grass near the house. Past the field there's a beach with rocks at the end. In the sea there's a small group of islands lying in a line. Further away there's another island with beautiful mountains. There are two stone buildings without roofs near the house. The house has glass in its windows and a roof.

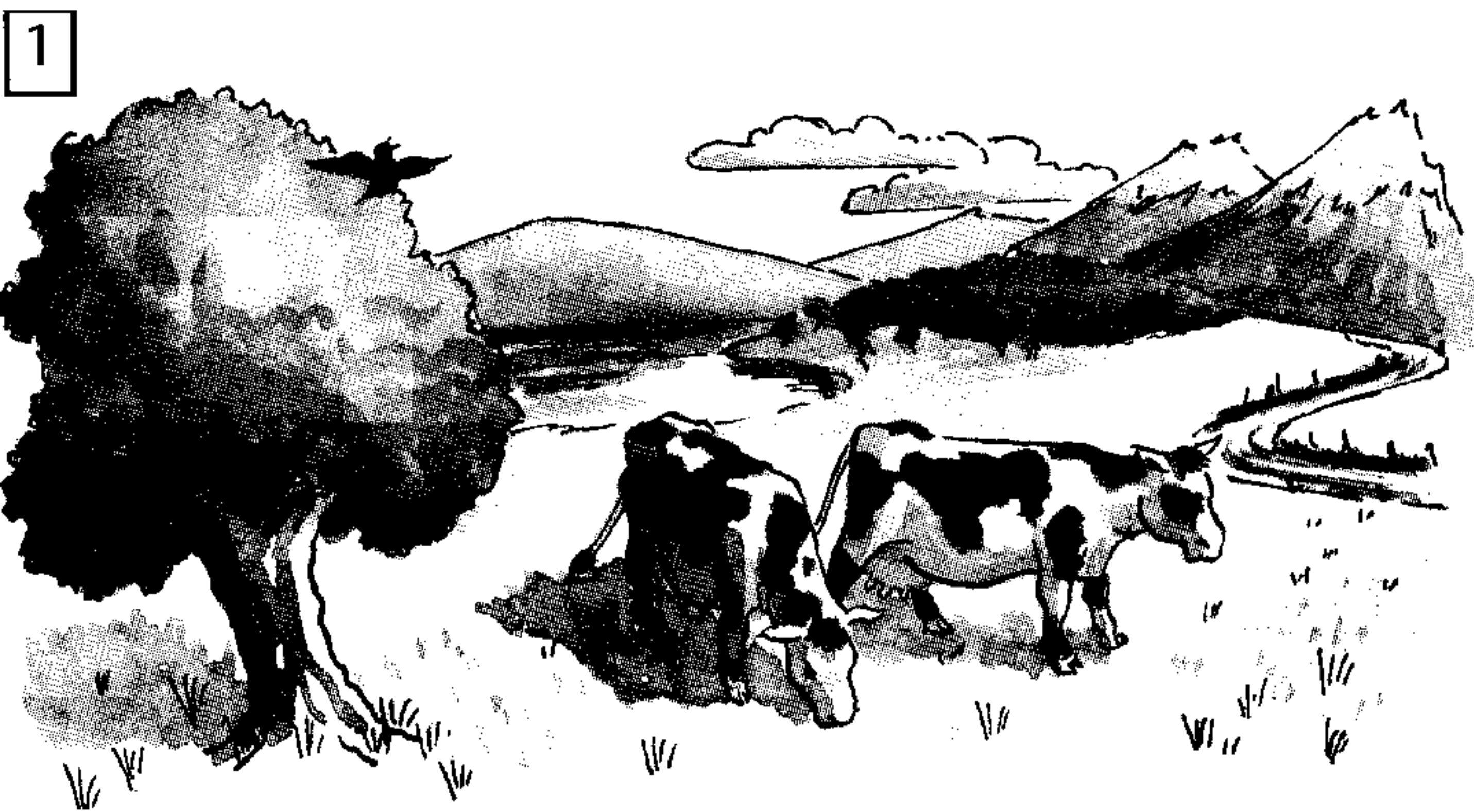
3 1 The countryside is a particular place in the country.
2 The coast is the place where the sea meets the land. A beach is an area of sand or small stones by the sea.
3 They are both groups of trees but a forest is much larger than a wood. 4 A river is much wider and longer than a stream. 5 The sea is salt water. The seaside is all the places by the sea. 6 A cliff is a high steep rock, usually near the sea. A mountain is a very high hill. 7 A bush is much shorter than a tree.

Follow-up

Students write a description of the most beautiful place they know.

- 1 a Work in pairs. Write the words below in the correct places in the two pictures.

wood sand mountain sea tree cliff snow field
stream wave peak lake rock grass beach hill



- b Look at this sentence: There's a stream coming down the hill. Make more sentences like this about the pictures.

- 2 a Read the passage. Draw the landscape it describes.

We turned a corner and suddenly we could see below us the sea and the line of the coast and Camusfeàrna.

The house stood in a wide grassy field that was almost an island because the stream makes a half-circle round it before it runs into the sea. A few sheep were eating the grass near the house. Past the field I could see a beautiful white beach with rocks at each end and after the beach was the sea. In the sea there was a group of little islands lying in a line about half a mile long. Far away across the sea I could see the island of Skye with its wonderful mountains and valleys, blue-grey in the sunlight. At the side of the field there were two other stone buildings without roofs, one of them very near the water. But my eyes were on Camusfeàrna, a house with glass in its windows and a roof on its walls. I began to walk faster. At the bottom of the mountain the stream became wider as it ran past the field to meet the sea. Jonnie and I crossed it and a minute later I turned the key in the door of my new home for the very first time.

(*Ring of Bright Water*. pp.3-4. Level 3.)

- b Describe your drawing to another student.

Example:

There's a house in the middle of a field. There's a stream going round the house. . .

- c Would you like to have a holiday in a place like this? Say why/why not.

- d Could you live in a place like this, as the author did? Say why/why not.

- 3 Work in pairs. Look at the words below and explain the differences. What is the difference between:

- 1 the countryside and the country?
- 2 the coast and a beach?
- 3 a wood and a forest?
- 4 a river and a stream?
- 5 the sea and the seaside?
- 6 a mountain and a cliff?
- 7 a bush and a tree?

- 4 a Work in pairs. Imagine the most beautiful place in the world. It must be by the sea, in the country or in the mountains. Describe this place. Then write a description of it.

- b Listen to three other pairs describe their 'most beautiful place in the world'. Choose the place that you like best. Tell the pair who described it why you have chosen their place.

Example: I chose your place because I love mountains. There are flowers and a quiet place to stay. It's perfect.

Teacher's Notes

Level:	3
Skills:	All four skills are practised
Function:	Describing houses and flats
Language:	There is/are + noun (+ with); To have/To have got
Vocabulary:	Parts of a house

Presentation (20 minutes)

- Put students into pairs. Encourage them to use their dictionaries to look up new vocabulary. If necessary, point out the difference in meaning between *floor (of a room)* and *first/second floor (of a building)*. Also point out that British English uses the term *ground floor* while American English uses the term *first floor*. Point out that we say **the ceiling/the floor/the roof**. Walk around and check answers and correct where necessary.
- Look through the tapescript below and pre-teach any vocabulary you think necessary. Ask students to read through the sentences in the worksheet and teach the word *cottage* if necessary. Play the passage once or twice while students choose the correct answer. Check answers orally and play relevant sentences again where necessary.
 - Elicit descriptions of the cottage from students. Encourage them to use these structures: *There is/are . . . /It has/has got . . .* Also encourage them to use *with* (for example: *There's a garden with a fence round it.*).

Practice (20 minutes)

- Look through the tapescript below and pre-teach any vocabulary you think necessary. You may want to teach the word *loom*, used in extract 4 (*a loom is used to make cloth*). Check students understand the rubric. Play the extracts once or twice. Students identify the place described and write the extract letter in the appropriate box. Check answers orally and play relevant sentences again where necessary.

Further practice (20 minutes)

- Put students into pairs. One student describes the place where they live while the other draws it. When the exercise is completed, the student who has described his/her home looks at the drawing and makes verbal corrections, if necessary. Walk round and give help where necessary. As a whole class exercise, ask some students to describe their home. Correct major errors.
- Ask students for suggestions as to the kind of home an elderly person who cannot move about much would need. You will probably need to teach new vocabulary. Students then design the home in pairs.

After this, they describe it to another pair, using the language practised in earlier exercises. As a whole class activity, ask students to describe their design. The class can discuss the designs and vote for the one they like best. Correct major errors. Students then write a description. Walk round and give help where necessary. If time allows, ask some students to read out their descriptions.

Key

- 2 1b 2b 3b 4b 5a 6a
3 3, 2, 1, 4

Follow-up

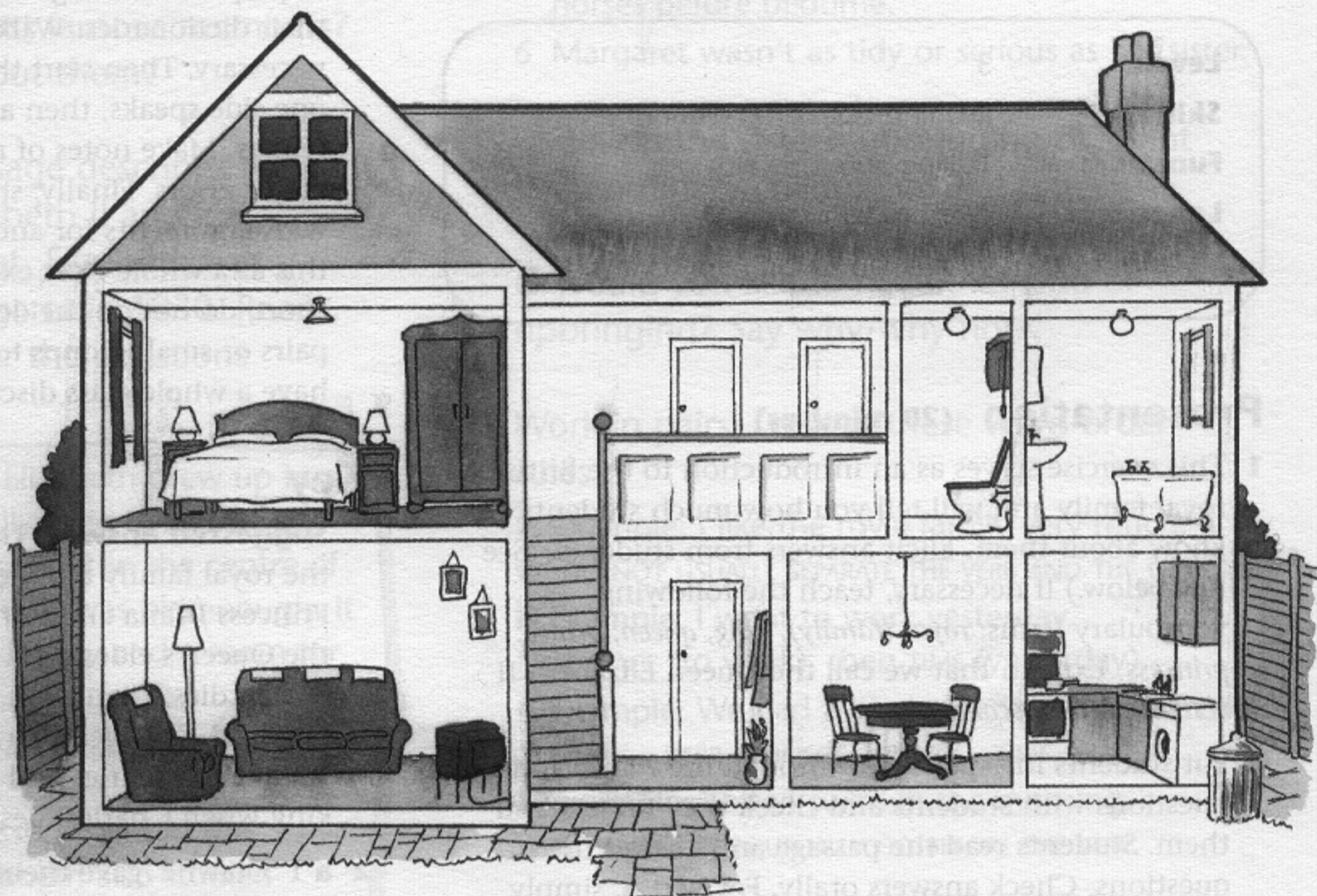
Students write a description of their perfect home


 Tapescript

- My husband and I live in a two-storey cottage in a small village. Both the house and the garden are quite small, but it's got everything we need. The garden is very pretty with a low fence round it. On the ground floor, when you come into the house, there's a small hall with the kitchen on the left and the sitting room on the right. We haven't got a dining room. There are two bedrooms on the first floor and there's also a bathroom. There's a separate toilet on the ground floor. It's an attractive-looking house and we like it a lot. The only problem is that because the house is two hundred years old, it's got low ceilings. Also the windows are small – I would like larger windows.
- I could see the house quite well. It was a red stone building with large windows. There was a garden all round the house, and the British flag was flying from a tall post!
(*The Thirty-nine Steps*. p.67. Level 3.)
 - . . . everybody knew about Mr Vitalis' house. It was the biggest house on the island, and it had a high electric fence around three sides of the garden.
(*The Climb*. p.5. Level 3.)
 - One winter afternoon, Godfrey was alone in a dark room in his father's house. Clothes lay on chairs or on the floor. Dirty silver cups stood on the table and the fire was smoking.
(*Silas Marner*. p.9. Level 3.)
 - Dunstan pushed the door hard. To his great surprise it opened. There was a bright fire inside. He could see every corner of the room – the bed, the loom, the three chairs and the table.
(*Silas Marner*. p.17. Level 3.)

1 Work in pairs. Write the words below in the correct places in the picture.


- ground floor
- first floor
- roof
- hall
- fence
- stairs
- window
- wall
- toilet
- bathroom
- sitting room
- bedroom
- dining room
- kitchen
- ceiling
- floor

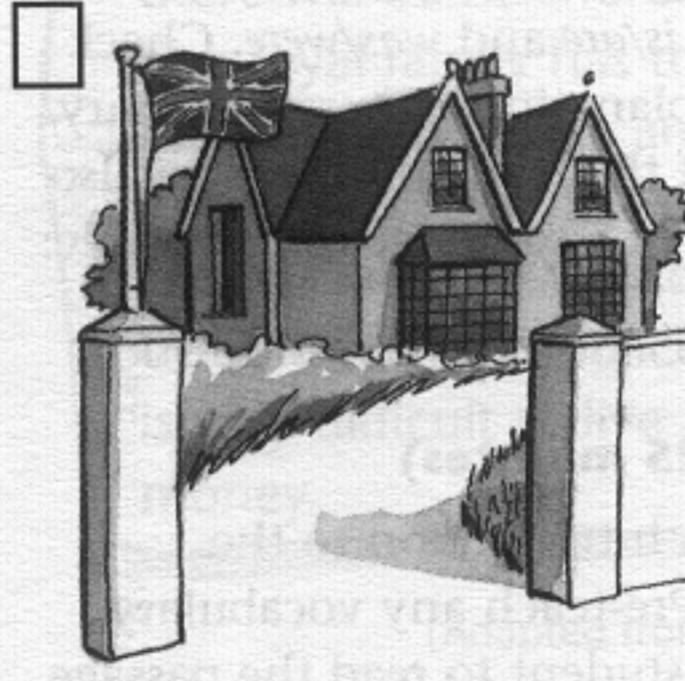
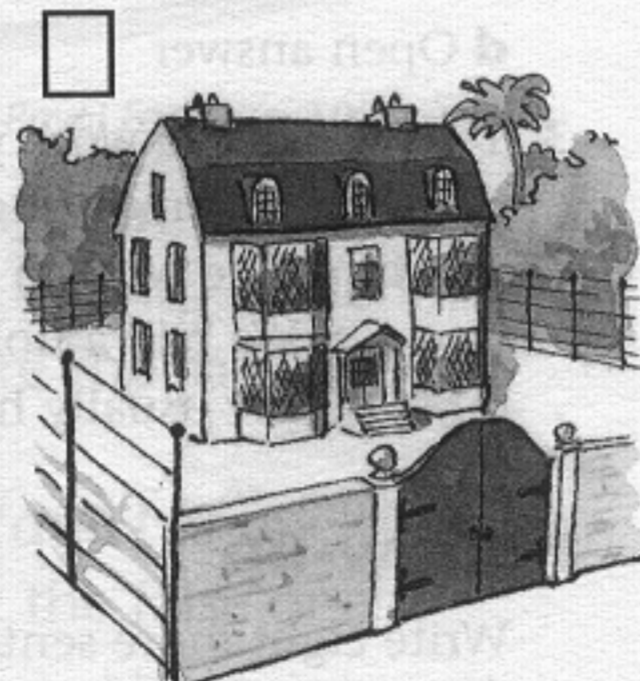
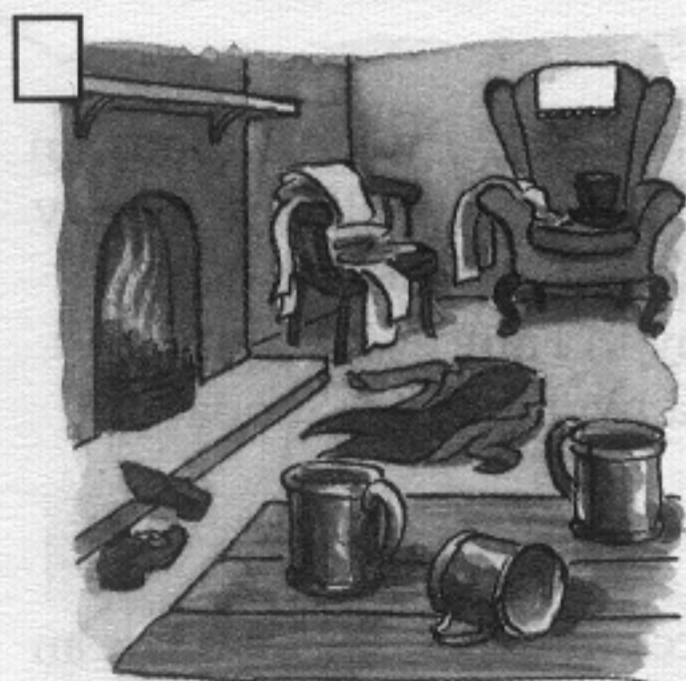


2 a  You will hear a passage in which someone describes their home. Listen and choose the correct answer.

- 1 The cottage has a) one floor b) two floors.
- 2 The garden has a) a wall round it b) a fence round it.
- 3 The kitchen is a) next to the sitting room b) next to the hall.
- 4 On the first floor there are a) two bedrooms and a separate toilet b) two bedrooms and a bathroom.
- 5 There's a toilet a) on the ground floor b) next to the dining room.
- 6 The house is two hundred years old with a) low ceilings b) low windows.

b Describe the cottage.

3  You will hear four very short extracts from Level 3 Penguin Readers. They describe either the inside or the outside of a building. Listen and choose the right picture. Write the number of the extract in the box beside the picture.



4 Work in pairs. Describe your home to your partner. Your partner must draw your home.
Example: It's got two bedrooms. It has high ceilings. There's a small garden with two apple trees.

5 Work in pairs. Design a home for an old person who cannot move about much. Then describe your design to another pair.



Teacher's Notes

Level:	3
Skills:	Reading; speaking; writing
Function:	Talking about royalty
Language:	Word order
Vocabulary:	Words connected with royalty

Presentation (20 minutes)

- This exercise serves as an introduction to the British royal family and will tell you how much students know about them. Elicit answers from students. (See Key below.) If necessary, teach the following vocabulary items: *royal (family), king, queen, prince, princess*. Explain that we call the Queen Elizabeth II (*Elizabeth the second*).
- Put students into pairs. Go through the rubric and the questions with students and check they understand them. Students read the passage and answer the questions. Check answers orally. For part **a**, simply point out that we do not usually separate a verb and its object. Tell students that they will do more on this in the next exercise. Encourage discussion for part **d**, and use the opportunity to teach new vocabulary.

Practice (15 minutes)

- Go through the examples with students. Make sure that students understand what a *verb* is. A simple explanation is that a *verb* is a doing word. Elicit examples of verbs from students and write them on the board. Also make sure that students understand what the object of a verb is. Give a lot of examples e.g. *I like you, the dog ate the food, the man opened the door, she washed the clothes, the child kissed her mother*. Ask: *Like who? Ate what? Opened what? Washed what? Kissed who?* Students then do the exercise in pairs. For point D, you may want to point out that the frequency adverbs go after *is/are* and *was/were*. Check answers orally and give explanations where necessary. You may want to point out that time phrases can also be placed at the beginning of a sentence (for example: *Yesterday I went to work.*).

Further practice (25 minutes)

- Use the short passage as an introduction to the questions to be discussed. Pre-teach any vocabulary you think necessary. Ask a student to read the passage aloud. Then read through the questions with students. Elicit some answers.

If you wish to do the exercise as a debate, divide the class in half. Write this question on the board: *Should Britain have a monarchy?* (*monarchy = king/queen/royal family*). Divide the class in half, with one half answering *No* to the question and the other half

answering *Yes*. Put students into pairs or small groups to prepare their arguments. Encourage students to use their dictionaries. Walk round and give help where necessary. Then start the debate: first a student from one side speaks, then a student from the other side replies. Make notes of major errors. End by correcting major errors. Finally, students write up the discussion with arguments for and against. You may want to do this as a whole class exercise on the board. If time is short, do not do the debate, simply put students into pairs or small groups to discuss the questions. Then have a whole class discussion on the subject.

Key

- Suggested answer:** The most famous members of the royal family are the Queen, Prince Charles, Princess Diana and Prince William. Prince Charles is the Queen's eldest son. He will be king when the Queen dies. Diana was Charles' wife, but they divorced. She died in a car accident in 1997. Prince William is Charles and Diana's elder son. He will be king when Charles dies.
- 'Crawfie' gave them at home every morning their lessons. **Correct sentence:** 'Crawfie' gave them their lessons at home every morning.
 - She tried to put each night very tidily her clothes and her shoes by her bed. **Correct sentence:** She tried to put her clothes and her shoes very tidily by her bed each night.
 - Both girls loved from an early age horses. **Correct sentence:** Both girls loved horses from an early age.
 - True.
 - False. It was not a palace.
 - Don't know – probably not. The passage says that Miss Crawford taught the children every morning. It does not say she taught them in the afternoons.
 - True.
 - False. They used to pretend to play with horses.
 - True.
 - The children lived in a house with twenty-five bedrooms. They had their own special teacher. All their friends were from rich and important families. They hardly ever travelled on the underground.
 - Open answer
 - He walked to work yesterday.
 - I read the book on the train this morning.
 - The Queen likes dogs very much.
 - She wrote a long letter to her sister last week.
 - We had a holiday in France this summer.
 - My family usually has a big lunch on Sundays.

Follow-up

Write eight more sentences in which the verb has an object and also place and time adverbials. Put the words in the wrong order, as in Exercise 3. Ask students to reorder the sentences correctly.

- 1 Work in pairs. Talk about the British royal family. Who are the most famous members? What do you know about them?
- 2 Work in pairs. This passage describes the early childhood of Elizabeth II and her younger sister, Margaret. Elizabeth was born in 1926 and Margaret in 1930. Read the passage and answer the questions below.

The Princesses Margaret and Elizabeth grew up in a warm, loving home. The family lived in a large house on Piccadilly, a famous street in the centre of London. It wasn't a palace, but it was big enough. It had twenty-five bedrooms, a library and a room for dances and parties!

The girls had their own private teacher, Miss Crawford, a Scottish woman. 'Crawfie' gave them at home every morning their lessons, and in the afternoons Margaret and Elizabeth also studied dancing, art and music. The girls had a happy life, but they didn't know much about the lives of ordinary people. Once they went on the underground train in London, and this was a great adventure!

Elizabeth was always a serious little girl. She liked to be tidy. She tried to put each night very tidily her clothes and her shoes by her bed; then she sometimes got out of bed in the night and made them even tidier. Margaret was wilder and funnier than her sister. Both girls loved from an early age horses, and they played with 'horses' every night in their bedrooms – not real ones, of course!

The girls were popular in public even before their father was king. Little Elizabeth knew that she already had an important job.

(Based on *The Royal Family*. p.10. Level 3.)

- a There are three sentences in the passage where the word order is wrong. Underline these sentences. What are the mistakes?
- b Write 'true', 'false' or 'don't know' beside these sentences. Correct the false ones.
 - 1 The two children were loved by their parents.
 - 2 The family lived in a palace.
 - 3 Miss Crawford taught the children in the afternoons.
 - 4 The girls only once travelled on the Underground.

- 5 Elizabeth and Margaret used to play with real horses before bedtime.
- 6 Margaret wasn't as tidy or serious as her sister.

c How is the sisters' upbringing different from ordinary children of that time?

d Would you like to have that kind of upbringing? Say why/why not.

- 3 Work in pairs. Look at these word order rules.

A Example: I like the royal family very much.

WE DO NOT USUALLY SEPARATE THE VERB AND THE OBJECT.

B Example: I went to work yesterday.

First PLACE (to work), then TIME (yesterday).

C Example: We had a big lunch in the garden on Sunday.

VERB – OBJECT – PLACE – TIME.

D Example: I often swim in the morning.

WORDS LIKE OFTEN USUALLY GO BEFORE THE VERB.

Put these sentences in the right order. It will help if you look for the verb first.

- 1 walked yesterday work he to
- 2 train read this the the book morning on I
- 3 very the dogs Queen likes much
- 4 week she letter sister to wrote last a long her
- 5 summer a we France holiday this had in
- 6 a usually lunch Sundays family my has on big

- 4 Read this passage.

In 1992 a very funny novel called *The Queen and I* was published, written by Sue Townsend. In this story, a new government decides that there will be no more kings or queens in Britain. The royal family has to move out of Buckingham Palace and live in an ordinary house in a poor part of the country. The Queen has to learn how to cook. Charles gets into trouble with the police ... They all learn that it is very difficult to live in Britain without much money.

(Adapted from *The Royal Family*. p.31. Level 3.)

What do you think? Do you think that Britain should have a royal family? Or do you think that Sue Townsend's novel is right? There should be no royal family and the Queen and her family should live ordinary lives as ordinary people.


Teacher's Notes

Level:	3
Skills:	All four skills are practised
Function:	Making generalizations
Language:	They say that . . . ; Adjective + preposition (e.g. keen on)
Vocabulary:	Nationalities

Presentation (20 minutes)

- 1 Check that students understand the phrases *the British* and *the countryside*. Go through the example with students. Elicit the fact/point out that *they* means people (*People say . . .*). Explain that we can say *that* (*They say that*) or omit it – it doesn't matter. Explain that *they say that . . .* is a phrase we often use. Elicit some more answers from students for the example. Students then do the exercise in pairs.
- 2 **a** Do sentence 1 with the whole class. If necessary, explain that *to be fond of* means *to like*. Explain that certain adjectives can be followed by prepositions. Students do the exercise in pairs. Check answers orally. For part **b**, tell students that they will find out if their answers are correct in the next exercise.

Practice (25 minutes)

- 3  Look through the tapescript below and pre-teach any vocabulary you think necessary. Go through the rubric with students and check they understand it. For part **a**, there is one statement in Exercise 3 that is not mentioned in the listening passage. Ask students to identify this sentence. Ask students: *What is 'the great British breakfast'?* They may or may not know. For part **b**, ask them to listen and say if the listening passage tells them what it is. If students don't know what a *British breakfast* is, tell them (*bacon and egg often including tomatoes, sausages, mushrooms, fried bread*). Elicit answers to the last two questions.
- 4 Go through the example with students. Point out that with all these phrases (*good at, keen on, etc.*) if we want to use a verb after them, we must add *-ing* (*the gerund*). Students do the exercise in pairs.
- 5 **(Optional activity)** If students know little about Britain, do this exercise with them. If they can do it on their own, students work in pairs. Ask students to look at the map. Check students understand the rubric. For part **b**, students will see what the UK is from the Key beside the map. The term *Britain* may need to be explained. Check answers orally and give explanations where necessary.

Further practice (15 minutes)

- 6 Check students understand the rubric. For part **b**, ask

the class to choose two nationalities to discuss and write these on the board. For part **c**, explain that we often use the colloquial expression *Brits* rather than *British people* or *the British*. Elicit some answers from students – since they are making general statements, they should be using the present simple. Put students into small groups (of the same nationality, if possible) to discuss the question. Encourage discussion about the questions. Finally, students can write their answers.

Key

- 2 **a** 1 of 2 for 3 at 4 about 5 for 6 in
b 1 False 2 True 3 False 4 True 5 False 6 True.
- 3 **a** Statement 4 (The British are crazy about football) is not mentioned.
b 'The great British breakfast' is not described in the passage.
- 5 **a** 1 England 2 Scotland 3 Wales 4 Northern Ireland 5 Ireland
b 1 England, Wales, Scotland and Northern Ireland.
2 England, Scotland, Wales and both parts of Ireland.
3 England, Scotland and Wales.

Follow-up

Give students the listening passage in Exercise 3 as a gap passage.

 Tapescript

- 3 Foreigners have ideas about what is 'British'. But some of these things are not part of most ordinary people's everyday life. The great British breakfast and afternoon tea, for example, are mostly found in hotels and 'bed and breakfast' places for tourists. And the British do not only drink tea these days. Coffee is popular too. They drink, on average, 3.39 cups of tea each day and 1.65 cups of coffee.

Pubs are also very popular. There are over 60,000 pubs in the UK.

It takes time to know a British person well. British people are generally quite shy, and they do not make friends easily with strangers. Perhaps this is because they live on an island! And they are not good at learning foreign languages.

The British are traditionally a nation of animal lovers. This is clear from the large number of animal programmes on TV. There are programmes about wildlife in Britain and other countries, and about pets at home . . . There is a pet in nearly 50% of the 24.2 million homes in Britain.

There are 300 professional theatres in Britain. Some are owned privately, but most are not. Every large town in Britain has at least one theatre. London has about a hundred.

(Adapted from *British Life*. pp.4, 27, 32, 38. Level 3.)

- 1 Work in pairs. Ask and answer as in the example below. Use these phrases:

British food British weather
the British the British and tea
the British countryside London


Example: What do they say about British food?
They say (that) it's better than it was.

- 2 a Work in pairs. Read these statements about the British. Complete the gaps with one of these prepositions:

at in of about for

- The British are fond _____ tea. On average, they drink about five cups a day.
- Britain is famous _____ its pubs. There are over 60,000 pubs in the UK.
- The British are good _____ learning foreign languages.
- The British are crazy _____ football. In 1998, almost 24 million people watched the World Cup game between England and Argentina.
- The British are famous _____ their love of animals. There is a pet in nearly 30% of British homes.
- The British are very interested _____ the theatre. London has about a hundred theatres.

b Are the statements true or false, do you think?

- 3 a  Listen to this passage about British life. Look at the statements in Exercise 2 again. The passage will tell you which statements are true and which are false. Were your answers right or wrong? There is one statement that is not mentioned in the passage. Which one is it?

b What is 'the great British breakfast'? Does the passage tell you? Have you ever had a 'British breakfast'? Did you like it?

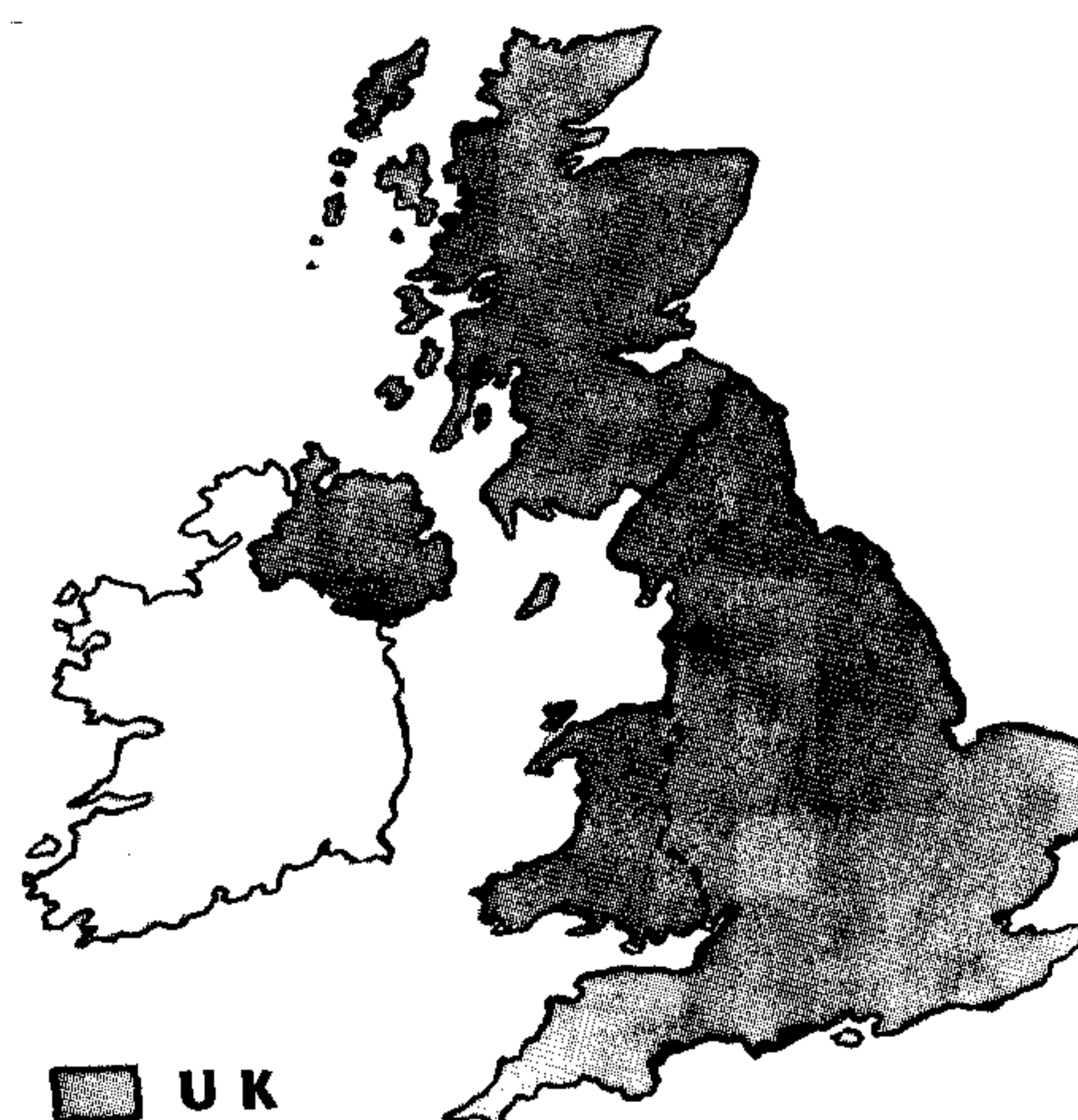
- 4 Work in pairs. Ask and answer, as in the example below.

Example: What are you good at? I'm good at swimming and tennis.

- What are you good at?
- What are you frightened of?
- Is there anything you are crazy about?
- Name something your country is famous for.
- Name something you are keen on.
- Name something you are interested in.
- What kind of music are you fond of?
- How are the British similar to Americans?
- How are they different to Americans?

- 5 a Work in pairs. Write the names of the places below in the right places on the map:

England Scotland Wales
Northern Ireland Ireland



b Look at the map and the Key. Explain the difference between:

- the UK (United Kingdom)
- the British Isles
- (Great) Britain

- 6 a Work in small groups. What do they say about your countrymen? What is your country famous for? Do you think these things are true?

b Choose two other nationalities to discuss. What do they say about them? What are these countries famous for? Do you think these things are true?

c What is your opinion of the British? Have you met any Brits? Did you like them?

Teacher's Notes

Level:	3
Skills:	Reading; speaking; writing
Function:	Talking about possibility
Language:	First conditional tense (If they find them, they will kill them.)
Vocabulary:	'Science fiction' words

Presentation (15 minutes)

- a** Look through the sentences and pre-teach any vocabulary you think necessary. Check that students understand the meaning of the term *science fiction* (*Books and stories about life in the future*). Go through the rubric with students and check they understand it. Check that students understand the meaning of *may* (*A possibility that something is true or will happen*). In pairs, students tick the sentences that they think may happen. Elicit answers from students.

b Go through the rubric and example with students. Underline the first part of the example sentence. Ask: *Will this happen?* (Answer: *Maybe*). Underline the second half. Ask: *Will this happen?* (Answer: *Yes, if the first part happens*). Students then do the exercise in pairs, using the sentences they have ticked in part **a** as the basis for first conditional sentences. Elicit answers. Teach any new vocabulary that arises.

Practice (25 minutes)

- Look through the passage and sentences and pre-teach any vocabulary you think necessary. Put students into pairs. Students read the passage and answer the questions. Elicit answers from students. For question 1, see Key below. You will probably need to teach the words *nuclear bomb* and *radiation*. Some students may want to use the word *mutation*. (*The radiation causes mutations in living things. In Waknuk they call these mutations 'Deviations'*.) You may want to explain that the real meaning of *Deviation* is *something that is different from what is normal in a strange or bad way*. For questions 3 and 4, encourage students to use complete sentences. Encourage discussion for questions 5 and 6.
- Put students into pairs. Students read the passage, using their dictionaries to look up new vocabulary. They answer the questions. Check answers orally. For question 2, encourage students to speak in complete sentences.

Further practice (20 minutes)

- Put students into pairs. Go through the role-plays and check students understand them. Ask each pair to choose one of the role-plays and perform it.

If you feel students need the help, elicit suggestions as to what each character in the role-play could say. It should be possible to use the first conditional quite naturally in these conversations. (Example: 1 *David's father: If we don't destroy the Deviations, there will be more and more of them.* 2 *Sophie's father: The community leaders will hurt us if we stay. If we leave secretly, it will be better.*) Walk round and give help where necessary. Then as a whole class activity, ask some pairs to perform their role-play for the class. Finally, ask students to write down the conversation they had in the role-play.

- This vocabulary game reinforces vocabulary taught in the lesson in a fun way.

If you think students need the help, put students into pairs and ask them to agree on ten words they have learnt during the course of the lesson. They should write down these words. Then choose a pair to play the game. Student A thinks of one of his/her ten words and writes it down. Student B tries to telepathically guess what the word is. He/she can have three tries.

Example

Student B: deviation Student A: No.

Student B: cure Student A: No.

Student B: telepathy Student A: Yes. That's the word.

Key

- 1 A 'Deviation' is a person, animal or plant that is not normal – that is different in some way. There are so many deviations because nuclear bombs have destroyed a lot of the world. The radiation from the bombs has caused 'Deviations'. 2 David has strange powers. He can communicate telepathically. He meets a girl who has six toes. 3 If people discover David's special powers, they will send him out of the country. 4 If they find out about Sophie's feet, they will send her out of the country. 5 & 6 Open answers

3 1 They are sent to live in the wild and dangerous 'Badlands'. 2 If they stay, the community leaders will probably kill them.

Follow-up

In pairs, students perform the role-play that they did not do in Exercise 4.

- 1 a** Work in pairs. Which of the predictions below are science fiction and will never happen? Which of them may happen in the next hundred years, in your opinion? Tick (✓) these sentences.

- | | |
|------------------------------------|---------------------------------------|
| 1 People will live on the Moon. | 4 We will travel to the Sun. |
| 2 There will be a Third World War. | 5 The sea level will rise. |
| 3 People will live forever. | 6 We will communicate telepathically. |

- b** Work in pairs. Look at the things that you think may happen. What else do you think will happen **if** these things happen?

Example: If people live on the moon, they will need water.

- 2** The passage below describes the beginning of a Penguin Reader called *The Chrysalids*. Read the passage and answer the questions.

In this science fiction story, there has been a terrible world war. Some parts of the world are dead and black. In other areas, there are plants and animals and people, but they are not 'normal' and grow in strange shapes. In the country of Waknuk, the people have a religion that says that their plants and children must be normal. If they are not normal – for example, if a child has an extra toe or very long arms – they are called 'Deviations'. Then the plants are destroyed, babies are killed and 'Deviations' and their families are sent out of the country. David is a boy whose father is one of the leaders of the Waknuk community. David has strange powers. He can communicate telepathically with a group of other children. He knows this is a 'Deviation' and does not tell any adults. One day he meets a young girl called Sophie. He discovers that she has six toes. He promises her that he will not tell anyone.

- 1 What is a 'Deviation' in this story? Why do you think there are so many Deviations?
- 2 David has two secrets. What are they?
- 3 What will happen if people discover David's special powers, do you think?
- 4 What will happen if people find out about Sophie's feet?
- 5 Do you think the people of Waknuk are right to treat Deviations in this way? Say why/why not.
- 6 What do you think will happen next?

- 3 a** Read this passage and find out what happens next. Then answer the questions below.

The Waknuk community leaders find out about Sophie, and her family leave secretly at night. But people go after them and catch them. Sophie and her family are sent away to live in the wild and dangerous 'Badlands'. Years pass. The community leaders find out about the telepathic powers of David and his friends. David knows the leaders will probably kill them all. He and his friends decide to secretly leave the country.

- 1 What happens to Sophie and her family?
- 2 What will happen if David and his friends stay?

- 4** Work in pairs. Choose one of these role-plays and act it out.

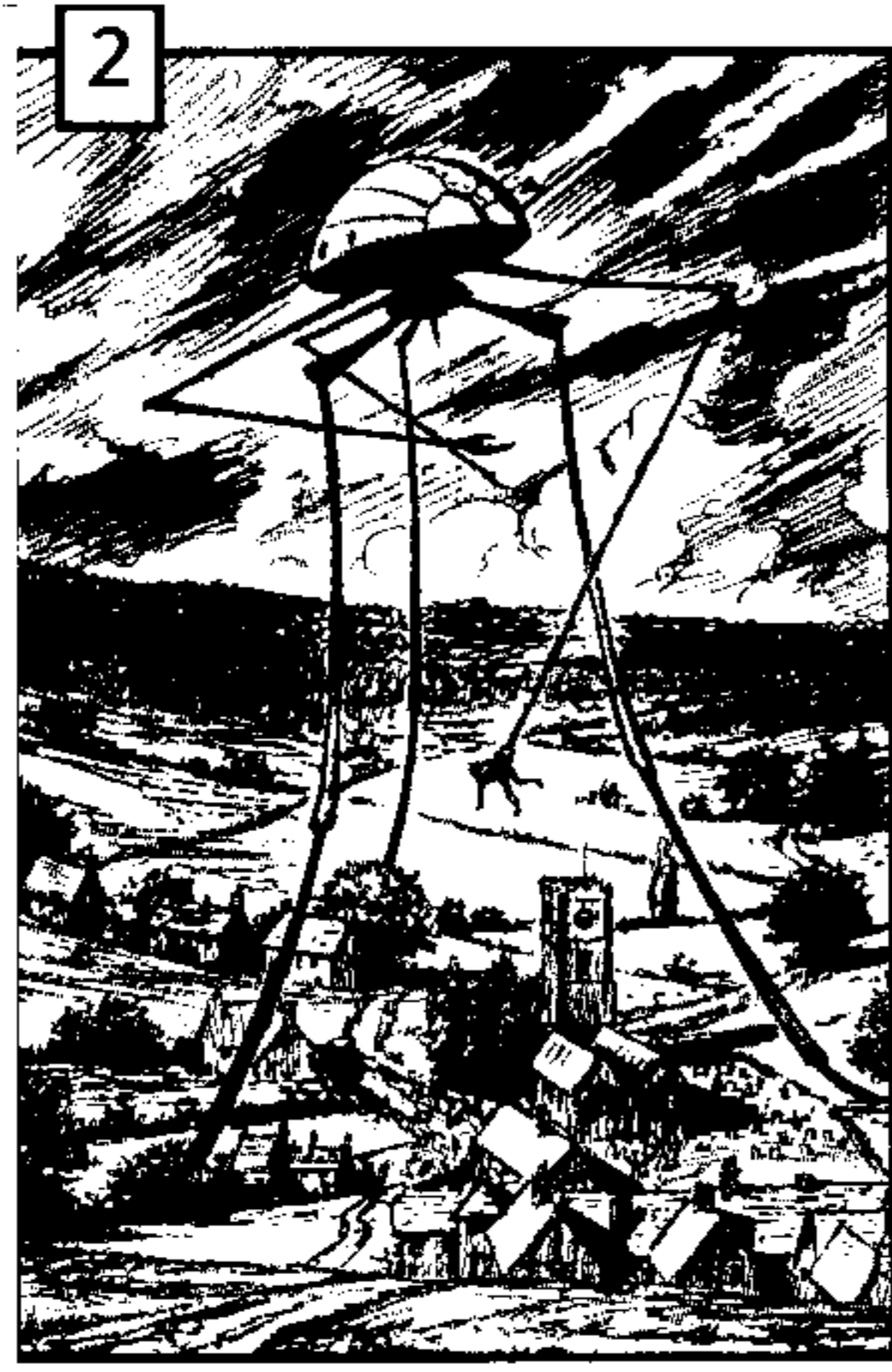
- 1 Student A: You are David's father. Explain to David why animals, plants and children must be normal and not Deviations. Explain why you destroy, kill them or send them away if they are not normal.
Student B: You are David. Your father does not know about your telepathic powers. Ask your father about Deviations. Ask him why he destroys or kills them. Tell him you think it is wrong.
- 2 Student A: You are Sophie's father. Imagine that you have learnt that the community knows the truth about Sophie. Now you must decide what to do. Discuss the situation with your wife.
Student B: You are Sophie's mother. Listen to your husband's news and discuss the situation.

- 5** How telepathic are you? Play this game in pairs. Write down ten new words you have learnt this lesson. Do this together. Then:

Student A: Think of one of these words and write it down. Student B must not see it.

Student B: Close your eyes and try and 'telepathically' see or hear this word. Say what you think the word is. You can have three tries.

1 These pictures are each taken from a different Penguin Reader science fiction story. What do you think the books could be about? Which picture looks most interesting? Explain why you think this.



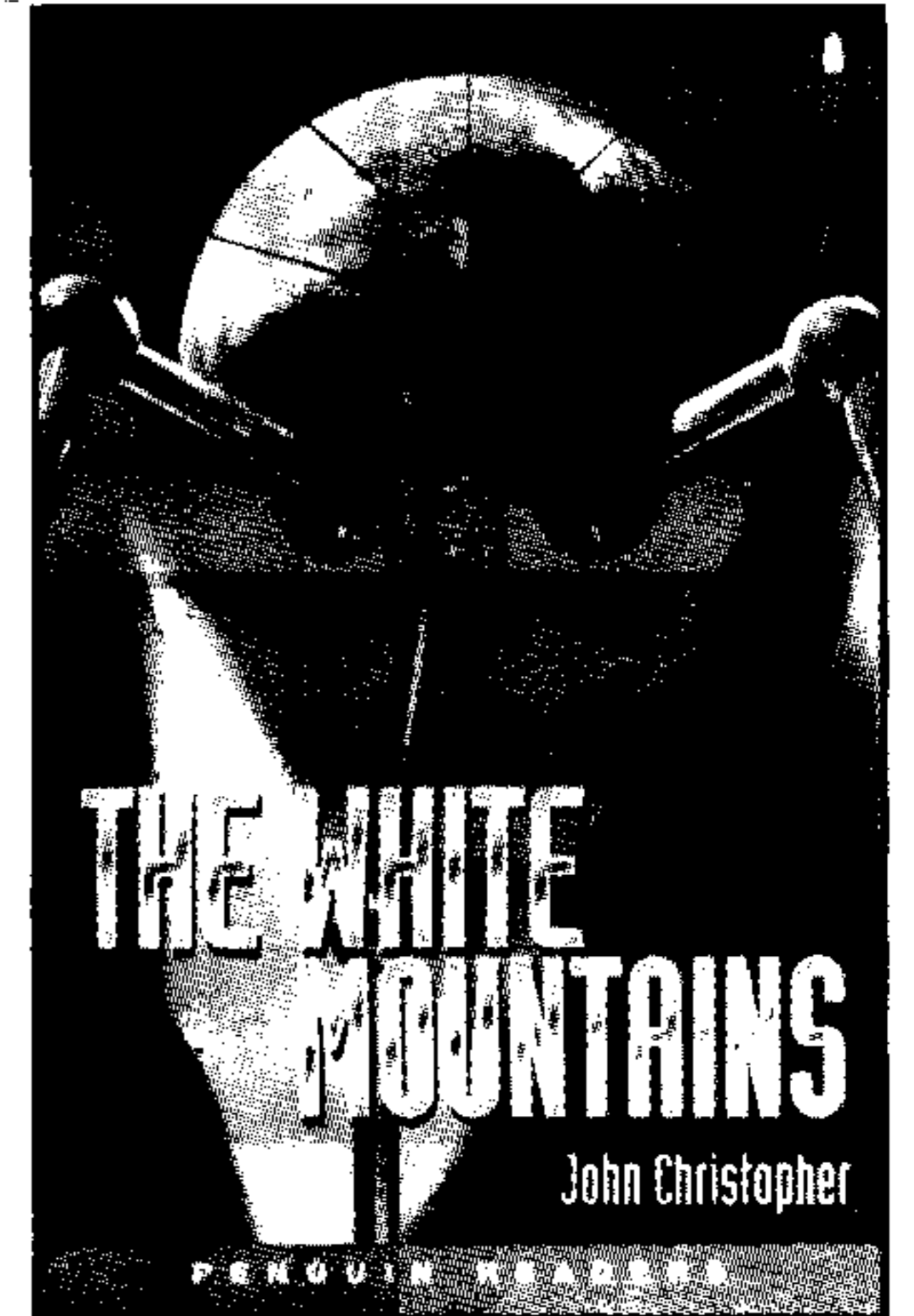
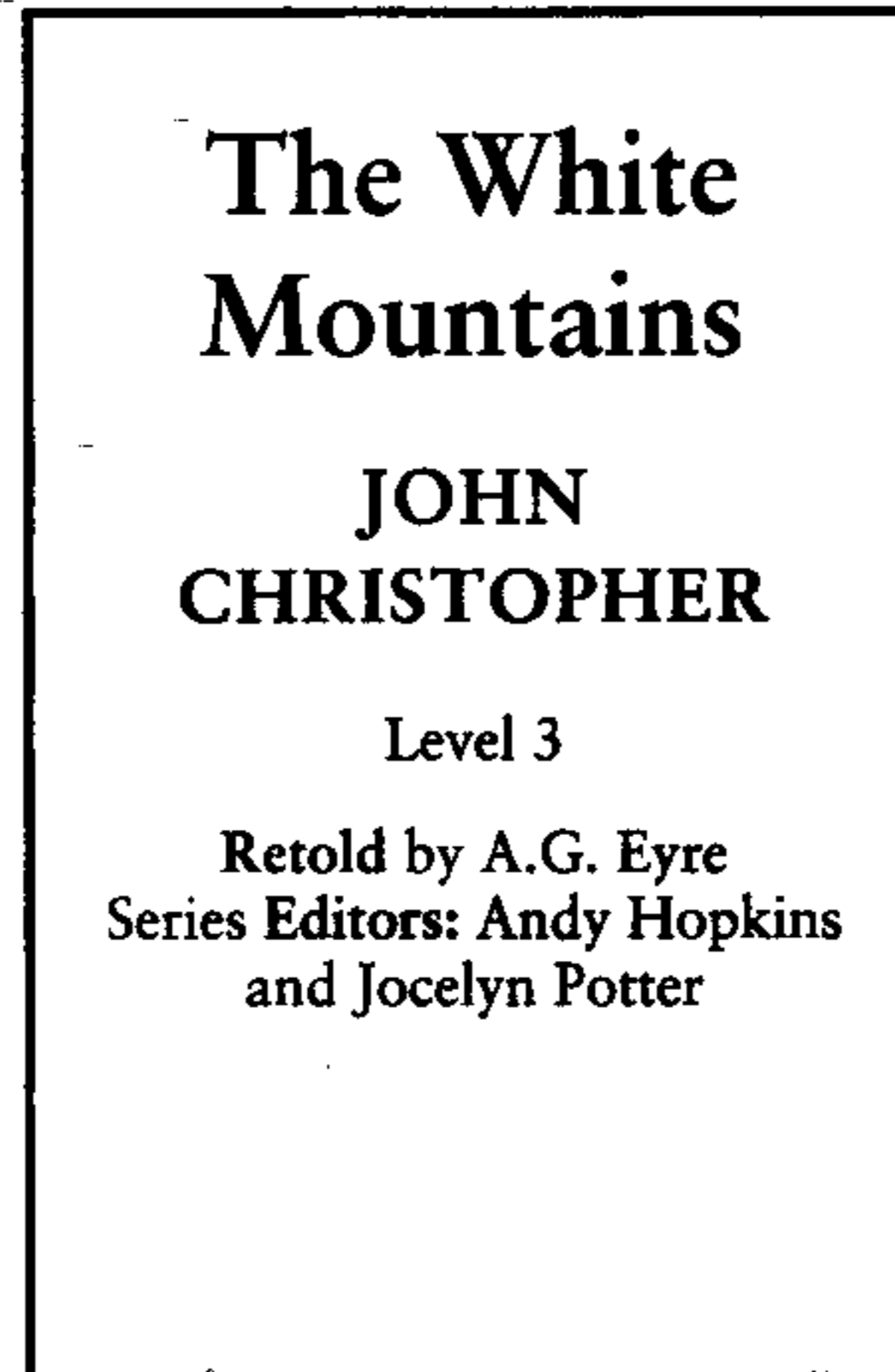
2 a Work in pairs. Read the gap passage. What is the name of the machine in Exercise 1, picture 2?

In this science (1) _____ story, there has (2) _____ a war between human beings and machines, and the machines have won. The planet (3) _____ now entirely controlled by the machines, which are called 'Tripods'. The Tripods are very tall with long thin (4) _____. When people reach the age of thirteen, they are (5) _____ into the Tripods. A metal cap is (6) _____ in their head and from that point on their thoughts (7) _____ controlled by the cap. But the 'capping' does not always (8) _____. Sometimes a person's mind is too weak or too strong for the cap and then their (9) _____ is destroyed and they are unable to think clearly. But most of the time, the (10) _____ is successful and (11) _____ are happy to have the Tripods as their masters.

(Based on *The White Mountains*. Level 3.

b Read the passage and complete each gap with one word.

3 a Work in pairs. Look at the pictures. What do the words 'retold' and 'editor' mean?.



b Ask and answer, as in the example below.

Example: 1 Who is the book published by?
It is published by Penguin Readers.

- 1 Who/published by?
- 2 Who/read by?
- 3 Who/written by?
- 4 Who/retold by?
- 5 Who/edited by?
- 6 Where/sold?

4 a Work in pairs. Read these descriptions of three famous science fiction novels or films. How are they the same? What are the authors saying? Do you agree? Do you think any of these scenarios are possible?

Brave New World

In this story, humans are created in test-tubes and are given a drug that makes them happy. As a result, they have no real feelings.

Jurassic Park

A scientist finds a way to create dinosaurs. He invites guests to his 'dinosaur' park. But the dangerous dinosaurs escape . . .

The Matrix

Machines completely control the minds of human beings. Humans are connected to machines. These machines make humans think they are living real lives – but they are not.

5 Work in pairs. Imagine you are a visitor from another planet. People from your planet do not eat animals. Describe what happens to animals on planet 'earth'. Describe your feelings about this.

Example: Chickens are kept in cages. They are ...

Teacher's Notes

Level:	3
Skills:	Reading; speaking; writing
Function:	Talking about films
Language:	'Would' for imaginary situations
Vocabulary:	Films

Presentation (25 minutes)

- a** Put students into pairs. Students read the description, using their dictionaries to look up new vocabulary. Check answers orally.

b Elicit the questions for answers 1–4 and then tell students what the questions are. (See Key.) Students then go through 1–4 in pairs, asking questions. Check answers orally.
- In pairs, students read the stories, using their dictionaries to look up new vocabulary. Ask: *Which story would make the best film, do you think?* Elicit answers from two or three students using the word *would*. Ask: *Why do we use 'would' here?* Elicit the fact/point out that it is used because students are talking about an imaginary situation. If students have encountered the second conditional tense, point out that this is the second conditional (*If someone made this film, it **would** be good.*) Students then discuss the question in pairs. Then as a whole class activity, elicit answers from students. Encourage them to give specific answers referring to the stories. Use the opportunity to teach new language where necessary. (For example: *I think The White Mountains would make a good film. The Tripods sound frightening and I think the boy's dangerous journey to the mountains would be exciting.*)

Practice (15 minutes)

- a** Look through the stories and pre-teach any vocabulary you think necessary. Put students into pairs. They read the stories, then discuss the questions. Elicit answers. The stories that became films are A (*Rain Man*) and C (*Madam Doubtfire*. The film was called *Mrs Doubtfire*.) Encourage students to give reasons for their opinion (for example: *I know A is a film because I saw it. It's called Rain Man. Tom Cruise and Dustin Hoffman were in it.*)

b Students read the stories again and answer the questions. Check answers orally and give explanations where necessary. For question 5, encourage students to answer in complete sentences, using the word *would*.

Further practice (20 minutes)

- Briefly play the game as a whole class activity before students play the game in small groups. Ask a student to think of a film that he/she thinks most people know. Other students then ask questions (for example: *Who directed it?/Who was in it?*) and the student replies. (If a student asks *What's the film about?*, the person being questioned must try **not** to give an answer that immediately tells students the name of the film.) Students should then be able to work out the name of the film. Students then play the game in small groups.
- In pairs or small groups, students discuss these questions. Walk round and give help where necessary. Encourage students to use the word *would*. Then as a whole class activity, elicit answers and encourage discussion. Use the opportunity to teach any new vocabulary that arises. Finally, in pairs, students write their answers to these questions.
- (Optional activity)** In pairs or small groups, students briefly describe their favourite film. They explain why they like it so much.

Key

- a** *Titanic*

b 1 When was *Titanic* made? 2 Who directed *Titanic*?/Who was *Titanic* directed by? 3 Who starred in *Titanic*?/Who was in *Titanic*? 4 What was/is *Titanic* about?
- a** A is a film called *Rain Man*. C is a film called *Mrs Doubtfire*.

b 1 A and C 2 A 3 B 4 A and C 5 Open answers

Follow-up

Students describe a book that they have read that they think would make a good film. They explain why it would make a good film.

- 1 a** Read this description of a film. Can you name the film?

This film starred Leonardo DiCaprio and Kate Winslet. It was made in 1997 and was directed by James Cameron. It's about a huge ship that sank, but it's also a love story.

- b** These are the answers. What are the questions?

- | | |
|------------------|---------------------------------------|
| 1 1997. | 3 Leonardo DiCaprio and Kate Winslet. |
| 2 James Cameron. | 4 A huge ship that sinks. |

- 2** Work in pairs. Which story do you think would make the best film? Explain why.

A Karana and her people live happily on their small island in the Pacific Ocean. Then one day dangerous men arrive and Karana's people have to leave their island. But by mistake, Karana is left alone on the island. She lives there for many years, her only friend a wild dog. She lives through a tidal wave and an earthquake. Then one day a boat comes to the island. The men in the boat take Karana to California.

(Based on *Island of the Blue Dolphins*. Level 3.)

B A poor fisherman finds a very large pearl in the sea. He knows that this pearl will make him and his family rich. But evil people in the village want the pearl. They try to steal it from him. He and his family leave their village to sell their pearl in the nearest town. But people follow them and their baby is killed. With broken hearts, the man and his wife return to their village. The man throws the pearl deep into the sea.

(Based on *The Pearl*. Level 3.)

C Many years in the future, most of the world is controlled by Tripods – terrible metal machines that can control people's thoughts. Thirteen-year-old Will Parker goes on a dangerous journey to a land where people are free – in the White Mountains. The Tripods follow Will, but he reaches the mountains safely.

(Based on *The White Mountains*. Level 3.)

- 3 a** Work in pairs. Which of these Level 3 Penguin Reader stories are films, do you think? Explain why you think this.

A A young man learns that he has an autistic brother. This brother lives in a special home. Their millionaire father has left all his money to the autistic brother. The young man kidnaps his brother. He says, 'I'm keeping him until I get my money.' He doesn't get the money. Instead he learns to love his brother.

B A young man in a small fishing village goes mad. People think it is because the girl he loved ran away with a soldier. But after many years, a visitor to the village starts asking questions and discovers the true story. The young man had decided to kill the soldier. He planned a terrible death for him – to be eaten by sharks. But the plan went wrong and the sharks ate the girl he loved. And so the young man went mad.

C A husband and wife divorce and the husband is not allowed to see his children. He dresses as a nanny and gets a job looking after his own children! In the end, his wife finds out and the man is allowed to see his children.

- b** Read the stories again. Answer these questions.

- | | |
|---|--|
| 1 Which stories have a happy ending? | 4 Which stories are about a man's family? |
| 2 In which story does a man become a better person? | 5 Which would not make a good film? Why/why not? |
| 3 In which story does a man kill someone? | |

- 4** Work in small groups. One student thinks of a film. The other students ask questions to find out the name of the film.

- 5** Work in pairs or small groups. Look at Exercise 2 again. Chose a story that would make a good film. Discuss these questions.


- 1 Who would you choose to star in the film? Explain why.
- 2 Who would you choose to direct it? Explain why.

- 6** Work in pairs. Briefly describe your favourite film. Explain why you like it so much

Teacher's Notes

Level:	3 (American English excerpts)
Skills:	All four skills are practised
Function:	Talking about films
Language:	Present perfect tense (present period of time)
Vocabulary:	Film; the Oscars

Presentation (20 minutes)

- This exercise introduces the subject matter of the lesson – *the Oscars*. Elicit answers to the questions. If students know very little about the object in the picture, tell them the following: *The picture shows the 'Oscar' statuette (small statue). This is a prize/award that is given every year in Hollywood for the best film actors, directors and writers.*
-  **a** Look through the tapescript below. Pre-teach any vocabulary you think necessary. The passage begins by talking about *the Academy*. Explain that *the Academy is the group of film people who choose the Oscar winners*. The passage also talks about *the Oscars*. Explain that *this is the ceremony in which the winners are given their Oscars*. Check students understand the rubric. Check they understand the half-sentences on the right. Read through the names of the films on the left with them. Then play the passage once or twice. Check answers orally.

b Briefly go through the incomplete sentences with students. Explain that each year one film wins the Best Picture award. Play the passage once or twice while students complete the sentences. Check answers orally. Play relevant sentences again where necessary.

c Elicit answers or give the answer yourself if necessary: *The present perfect tense is used because the period of time continues up to the present.*

Practice (20 minutes)

- Pre-teach any vocabulary you think necessary. Go through the example with students. Elicit answers to the first three or four questions. Students should answer in complete sentences. Point out that when we talk about a *particular* event we use the past simple (for example, sentence 6: *Yes, I have met someone really famous. When I was sixteen I met . . .*). Students then do the exercise in pairs. Walk round and give help where necessary.
- Students do the exercise in pairs using their dictionaries to look up new vocabulary. Check answers orally and give explanations where necessary.

Further practice (20 minutes)

- Put students into small groups to discuss these

questions. Then as a whole class activity, elicit answers. For example: *People love to find out about the lives of film stars. Their speeches when they win are interesting and often funny. The clothes that people wear at the Oscars are very beautiful.* Use the opportunity to teach any new vocabulary that arises. Correct major errors.

- Write the categories on the board. For each category, ask each student for their vote and their reason for voting (for example: *I think . . . should win Best Actor for the film . . . because he was so funny*). Write the name/film each student has chosen on the board. Count up the number of votes for each actor/film. Announce the winners. Correct major errors.

Key

- a** a 5; b 3; c 1; d 4; e 6; f 2

b 1 have ever been 2 have been about famous people
3 have won 4 have not done well 5 have done badly
- 1 directors 2 awards 3 receive 4 ceremony 5 famous
6 winners

Follow-up

Give students the listening passage in Exercise 2 as a gap passage.

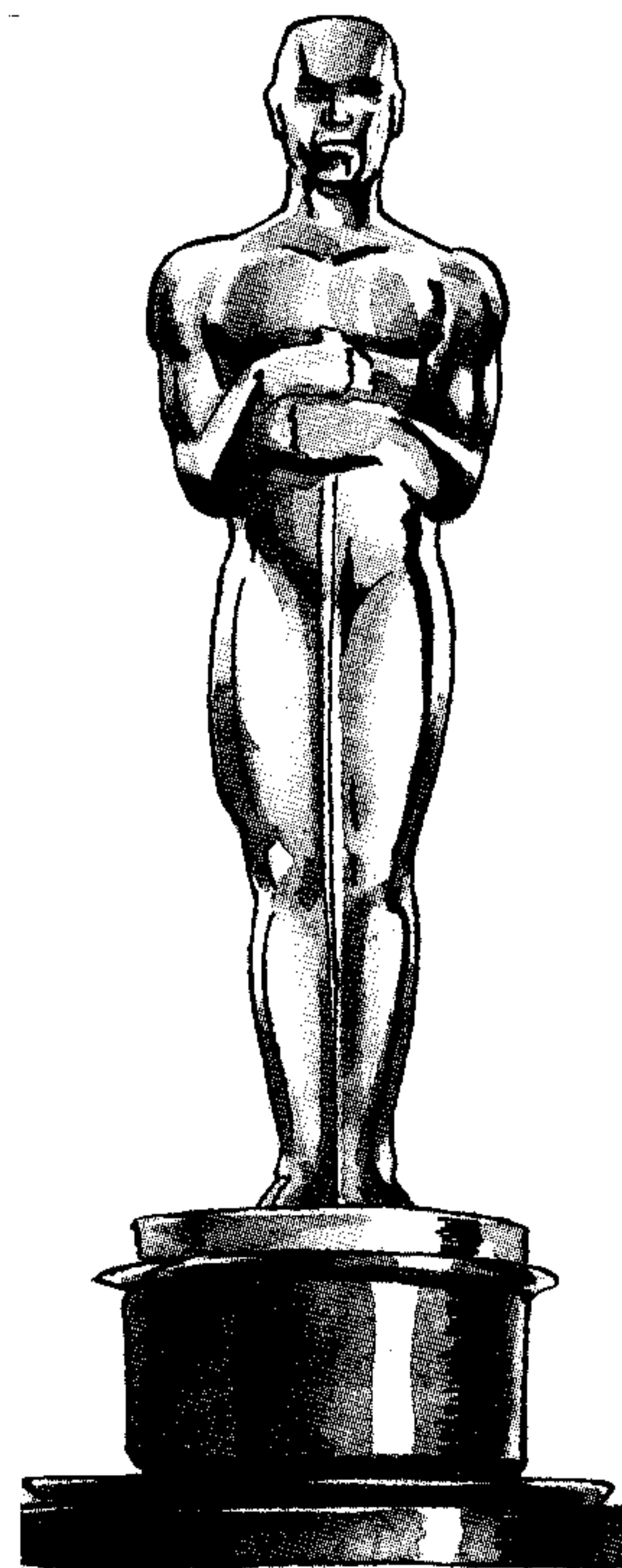
Tapescript

- How can you guess which movies are going to win? It is not easy, but winners from the past can give you some ideas.


The Academy often likes movies that are about serious subjects. *Driving Miss Daisy* was about the history of race problems in the United States. *American Beauty* questioned modern life in the United States. Two movies about the Vietnam war – *The Deer Hunter* and *Platoon* – have won Best Picture. One thing is true for many Oscar winners: they are long. Only two Best Pictures have ever been under 100 minutes. A lot of Best Picture winners have been about famous people from history: *Gandhi*, *Braveheart*, *The Last Emperor*, *Lawrence of Arabia*, *Amadeus*. But not all of these true stories are very serious: the cowboy movie *Butch Cassidy and the Sundance Kid*, with Robert Redford and Paul Newman, had a lot of laughs and action . . .

Not many comedies have won Best Picture Oscars. Many winners have funny parts, but they are not really comedies. The last winning comedy was probably *Annie Hall*. Musical comedies have not done well for a long time either. In the 1960s, four musicals won. But the day of the musical movie seems to be at an end. Horror movies have done badly at the Oscars. *The Exorcist* was nominated, but it did not win. *The Silence of the Lambs* is the closest. It scared a lot of people, but it was not exactly a horror movie.

(Adapted from *The Oscars*, pp.30-31. Level 3.)



1 Look at the picture. What does it show? What do you know about the object in the picture?

2 a  Listen to this passage about the kind of movie that wins an Oscar. Match the films on the left with the second part of the sentence on the right.

a Driving Miss Daisy	was	1 about the Vietnam War.
b American Beauty		2 not exactly a horror movie.
c The Deer Hunter		3 about modern life in America.
d Braveheart		4 about a famous person in history.
e Annie Hall		5 about race problems.
f The Silence of the Lambs		6 a comedy.

b Listen again. Complete these sentences.

- 1 Only two Best Pictures _____ under 100 minutes.
- 2 A lot of Best Picture winners _____ from history.
- 3 Not many comedies _____ Best Picture Oscars.
- 4 Musical comedies _____ for a long time either
- 5 Horror movies _____ at the Oscars.

c What tense is used in the sentences in part b? Explain why it is used in these sentences.

3 Work in pairs. Answer these questions. Talk in complete sentences.

Example: The largest city that I've been to is Paris.

- | | |
|--|--|
| 1 Name the largest city that you have been to. | 5 How often have you fallen in love? |
| 2 Have you ever done anything really dangerous? | 6 Have you ever met anyone famous? |
| 3 State three things you have learned this year. | 7 How many films have you seen this month? |
| 4 State two good things you have done this week. | 8 How much money have you spent this week? |

4 Work in pairs. Complete the passage. Use these words:

receive winners ceremony directors awards famous

The film industry includes actors, (1) _____, producers, writers, cameramen. Once a year, these people give (2) _____ for the best film work done that year. The winners (3) _____ an Oscar – a small gold statuette 34 centimetres high. Over 100 million people all over the world turn on their televisions to watch the Oscars (4) _____. The most (5) _____ awards are the ones for Best Picture, Best Actor, Best Actress, Best Director. These awards make a lot of money for the (6) _____.

(Based on *The Oscars*. Level 3.)

5 Work in small groups. Discuss these questions:

- 1 Why are people so interested in the Oscars, do you think?
- 2 For people in the film industry, the Oscars are very important. Why is this, do you think?

6 In this exercise, each student in the class votes for: Best Actor, Best Actress, Best Film. Each student must give a reason for choosing that person or film. The winner is the actor, actress or film with the most votes.

Teacher's Notes

Level:	3
Skills:	Reading; speaking; writing
Function:	Talking about the past
Language:	Past simple passive tense
Vocabulary:	Science and horror

Presentation (20 minutes)

- Put students into pairs. They read the passage, using their dictionaries to look up new vocabulary. Elicit answers to the questions (*to clone = to use science to create an exact copy of a plant or animal*). Do not encourage much discussion for question 2 as it will be discussed in more depth in Exercise 4.
- Read through the rubric with students. Elicit answers to the question: *When do we use the passive?* (*We use the passive when we want to make **the object** of the first sentence (the telephone) the most important part of it.*) Also ask students: *How do you make the past simple passive tense?* (Noun + *was/were* + past participle.)
 - Check students understand the vocabulary in the table. Make sure that students understand the difference between *to invent* and *to discover*. (*When you invent something you create it. When you discover something you find something that was already there.*) In pairs, students make sentences. Check answers orally.

Practice (25 minutes)

- Look through the passage and pre-teach any vocabulary you think necessary. In pairs, students read the passage and answer the questions. Check answers orally. Encourage discussion for the questions asking *why*.
 - Students put the sentences into the past simple passive tense. If necessary, do the first sentence with the whole class. Check answers orally and give explanations where necessary. Point out that for questions 2 and 3 we do not really need to say *by people*, as it is obvious that this is the case.

Further practice (15 minutes)

- Check students understand the questions. Put students into small groups to discuss the questions. Then as a whole class activity, have a discussion about the questions. (See Key below for suggested answers.)

Key

- Electricity was discovered in the early nineteenth century. Cars were invented/first used in the late nineteenth century. Cloning was invented in the late twentieth century. Books were invented/first used in the second century AD. Computers were invented in the mid-twentieth century.
- 1 He created a monster. He was very frightened – the monster was very large and ugly. 2 Because people rejected him. They hated and feared him. 3 He asked Frankenstein to give him a wife – to create a female monster. He did this because he was lonely. 4 Frankenstein's brother and his new wife. The monster killed Frankenstein's brother because he had learnt to hate people; and Frankenstein's wife because he hated Frankenstein.
 - 1 Electricity was used (by Frankenstein) to create the monster. 2 The monster was attacked (by people). 3 The monster was feared (by people). 4 A little boy was killed by the monster. 5 A female monster was created by Frankenstein. 6 Frankenstein's new wife was killed by the monster.
- Suggested answers:** 1 Passage 1 is about scientists who want to create a human being. Frankenstein tried to create a human being./They are both about scientists who want to create human beings. 2 Yes. Today, science will very soon be able to create human beings. But, like Frankenstein, we do not yet know enough about the people science can create. 3 Perhaps scientists will create monsters. Perhaps scientists will try to control human beings. If scientists are able to clone people, what kind of people will they create? And will this be good for the world? 4 Open answer

Follow-up

Students write answers to the questions in Exercise 4.

- 1 Work in pairs. Read this passage. Then answer the questions.

Three Italian scientists have said that they plan to try and clone human beings. They plan to start work in December of this year. Scientists have already successfully cloned a sheep. There was anger and shock when the Italian scientists announced their plans.

- 1 What does 'to clone' mean, do you think? 2 Do you think it is a good idea to clone human beings?

- 2 a Look at this sentence: They invented the telephone in the twentieth century. This is the past simple active tense. We can also say: The telephone was invented in the twentieth century. This is the past simple passive tense. When do we use the passive?

- b Work in pairs. Make true sentences from the table below.

Electricity	was/were	first used	in	the mid-twentieth century.
Cars		discovered		the late twentieth century.
Cloning		invented		the early nineteenth century.
Books				the late nineteenth century.
Computers				the second century AD.

- 3 Read the nineteenth-century story of *Frankenstein*.

A young scientist called Frankenstein started trying to create life. He used electricity to do this. After some years he succeeded – but he created a monster! The monster was very large and ugly. When it woke up and started to move, Frankenstein was very frightened and ran away. For many months the monster lived a terrible, lonely life. When people saw him, they were afraid of him and attacked him. He tried to make friends with people but they rejected him. People hated and feared him. The monster wanted love, but he learned to hate people. Then one day he killed a little boy. The monster did not know it, but the child was Frankenstein's brother. The monster and Frankenstein met. The monster asked Frankenstein to create a female monster and give him a wife. Frankenstein agreed and created a female monster – but at the last moment he destroyed it. The monster then killed Frankenstein's new wife. Frankenstein decided he must kill the monster – he followed him all over Europe and up into the far north. There Frankenstein died and the monster disappeared into the ice.

(Based on *Frankenstein*. Level 3.)

- a Work in pairs. Answer these questions.

- 1 What did Frankenstein create? How did he feel about it and why?
- 2 Why was the monster lonely?
- 3 What did the monster ask Frankenstein to do? Why do you think he did this?
- 4 Why did the monster kill two people that Frankenstein loved? Who were they?

- b Put the following sentences from the passage into the past simple passive tense.

- 1 Frankenstein used electricity to create the monster.
- 2 People attacked the monster.
- 3 People feared the monster.
- 4 Then one day the monster killed a little boy.
- 5 Frankenstein created a female monster.
- 6 The monster killed Frankenstein's new wife.


- 4 Work in small groups. Discuss these questions.

- 1 What is the connection between the passage in Exercise 1 and *Frankenstein*?
- 2 Do you think the story of *Frankenstein* has meaning for us today? If so, how?
- 3 What are the dangers of cloning?
- 4 How do you feel about the story of *Frankenstein*?

Teacher's Notes

Level:	3
Skills:	All four skills are practised
Function:	Describing a person's physical appearance
Language:	To have (a strong face) with (dark brown hair); to look (about twenty-five)
Vocabulary:	Facial features; Adjectives describing appearance

Presentation (25 minutes)

1  **a** Look through the tapescript below and pre-teach necessary vocabulary. Check students understand sentences in part **b**. Play the passage once or twice and elicit answers to the questions in **a**. Play relevant sentences again where necessary. Ask students: *What is a vampire? (Someone who lives on human blood.)*

b Play the passage again and elicit answers. Play relevant sentences again where necessary. Point out the language used to describe Dracula.

2 **a** Put students into pairs. Encourage them to use their dictionaries. Check answers orally and give explanations where necessary. Point out that we can say both: *She has a thin face* and *She's got a thin face*. Ask students: *Tell me another way to say these sentences: His face is round (He has a round face)/She has blue eyes (Her eyes are blue)*. Also point out the use of *to look* (*he looks strong/she looks about twenty-five*).

b Check answers orally.

Practice (15 minutes)

3 Go through the categories. (*Facial features, etc.*) and check students understand them. Students do the exercise in pairs on a separate sheet, using their dictionaries for new vocabulary. Check answers orally and give explanations where necessary. Ask students to use the more difficult vocabulary items in sentences: *medium-length, medium-height, lined* (for example: *He has a lined face./His face is very lined.*)

Further practice (20 minutes)

4 Students do the exercise in pairs, taking turns to describe the physical appearance of someone they know well. Encourage them to use the vocabulary in Exercise 3. Walk round and give help where necessary. Then as a whole class activity, elicit descriptions from students. Correct where necessary. Write one or two descriptions on the board.

5 **a** and **b** Students do the exercise in pairs or small groups. Walk round and give help where necessary. Then as a whole class activity, elicit descriptions from students. Correct where necessary. For part **b**, encourage discussion. Students then write descriptions of two of the faces. Walk round and give help where necessary.

Key

1 **a** It describes the famous character Dracula, from the book and film of the same name. Dracula was a vampire. We know this because of his sharp teeth and because he drinks blood.

b 1 False. The man was dressed in black. 2 False. His face was pale and mysterious. 3 True. 4 True. 5 False. His breath smelt terrible. 6 True. 7 True.

2 **a** 1 with 2 is 3 There 4 height 5 has 6 is/looks 7 with 8 medium 9 about 10 skin 11 are 12 got 13 attractive

b James and Maria in 1 and 4 are brother and sister. They are both fair/have fair hair. They are both overweight. Rebecca and Mike in 2 and 3 are brother and sister. They are both dark and slim.

3 1 chin, lips, eyebrows, cheeks, neck, beard, moustache 2 fair, dark, lined 3 tall, medium-height, short, small 4 long, fair, medium-length, straight, blond(e), dark brown, short, black, dark, curly 5 long, big, attractive, large, pretty, thin, goodlooking, small, lined 6 fair, attractive, overweight, slim, thin, goodlooking, dark


Follow-up

- 1 In pairs, students describe Dracula's physical appearance.
- 2 Students think of a teacher they once had and describe his/her physical appearance.

 Tapescript

He was a tall man who always dressed in black. He had an unusual face. It was very pale and mysterious with a long, well-shaped nose, cold, red eyes and a thin mouth filled with pointed white teeth. He had long, sharp fingernails and there was hair on both sides of his hands. His breath smelt terrible. When he saw blood, a strange hungry look came into his eyes. His eyes shone red and he began to shake. After he had drunk blood, his face became fatter than usual and his skin became the colour of red wine.

(Based on *Dracula*. Level 3.)

1 a  Listen to this passage. What famous character does this passage describe? Why do you think this?

b Are these sentences true or false? If they are false, correct them.

- 1 The man was dressed in white.
- 2 His eyes were pale and mysterious.
- 3 His teeth were sharp and white.
- 4 His hands were hairy.
- 5 His breath smelt of blood.
- 6 When he saw blood his expression changed.
- 7 After drinking blood, his skin became red.

2 a Below are descriptions of two brothers and sisters. Complete the gaps, using the words below.

about has height are got attractive skin is with (2) looks there medium

- 1 James is tall and fair (1) _____ brown eyes. His body is quite heavy and he looks strong. His face (2) _____ round, and his nose and mouth are quite small. (3) _____ are lines around his eyes and mouth. He looks about forty.
- 2 Rebecca is medium (4) _____ and very slim, with long, dark brown hair. She (5) _____ a thin face, a large nose and big brown eyes. Her skin is quite dark. She has a beautiful smile. She (6) _____ about twenty-five.
- 3 Mike is short and is quite thin. He looks Italian or Greek, (7) _____ his dark skin and clear brown eyes. His hair is (8) _____ length for a man and he has a small beard. He looks (9) _____ twenty-eight.
- 4 Maria has short blonde hair and a fair (10) _____. Her eyes (11) _____ blue and smiling. She has (12) _____ a wide mouth and a strong chin. She's not slim – she's a little overweight, in fact, but she's very (13) _____. She looks about thirty-five.

b Match the brothers and sisters. Give reasons for your opinion.

3 Work in pairs. Put the words in the box above into the right categories below. Some words can be put in more than one category.

long fair chin big attractive lips large medium-length eyebrows straight
blond(e) overweight dark brown cheeks tall slim neck short beard thin
black goodlooking moustache medium-height dark small curly lined pretty

- 1 **Facial features:** nose,
- 2 Words describing **skin:**
- 3 Words describing **height:**
- 4 Words describing **hair:**
- 5 Words describing the **face** and **features:**
- 6 Words describing **general appearance:** pretty,

4 Work in pairs. Describe the appearance of someone you know well.

5 a Work in pairs or small groups. Describe one of these faces. The other students must say which face it is.



b Which face is most frightening? Which face is least attractive? Try and explain why.


- 1 Work in pairs. Read this passage. Imagine you are a detective investigating Sir Michael's death. What questions will you ask? What ideas do you have about how Sir Michael died?

The date: November 17th The time now: 10.15 The place: A large country house in England
 Sir Michael had dinner with four . . . people at eight o'clock this evening. Then he went to his study. The time was nine o'clock. *He locked the door from the inside* (1). He shut the window, too, and locked it from the inside. At 9.30, *the housekeeper, Mrs Flack, took some coffee to his room* (2). *She knocked at the door* (3). Sir Michael didn't answer. She knocked again and shouted. He didn't answer, so she called three of the other people. They knocked at the door, too, and shouted, but Sir Michael didn't open it. *They broke down the study door* (4) and went in. *They saw Sir Michael's body on the floor* (5). Sir Michael was dead. *Lady Elizabeth called the police* (6). The time was 9.40.

(Adapted from *K's First Case*. p.3. Level 3.)

- 2 a Look at this sentence: A thief killed an old man. Now write answers to these questions:
 (i) Who killed an old man? _____ (ii) Who did the thief kill? _____

b Work in pairs. Look at the sentences in italics in Exercise 1. Make questions about these sentences beginning with *who* and *what*. Use the patterns in the example in 2a.

- 3 a  You will hear some more information about Sir Michael's death. You also need to know these things: Sir Michael was not poisoned. There was a fridge in Sir Michael's study. When they found his body, there was a whisky glass near his right hand. Listen and complete the gaps.

Sir Michael's (1) _____ was in front of the fridge. His (2) _____ were near the fridge. He was on the carpet, face down. The whisky glass was almost empty. I smelt it. It was in Sir Michael's right hand at the time of the (3) _____. There was blood and water on Sir Michael's (4) _____ – over his heart. Sir Michael was killed with something sharp. There was blood and water on the carpet. X killed Sir Michael with something sharp, so there was blood on Sir Michael's shirt and on the carpet. But why was there water on Sir Michael's shirt and water on the carpet? Sir Michael locked the (5) _____ from the inside and the (6) _____ from the inside. There were fingerprints on the desk, on the fridge and on the whisky glass, but they were only Sir Michael's fingerprints. There aren't any secret ways into the room. There wasn't a (7) _____ or a gun in the room. Sir Michael's dictaphone was on.

(*K's First Case*. p.8. Level 3.)

b Still as a detective, what questions do you want to ask now? Do you have any answers?

- 4 a Work in pairs. The sentences below describe the things that happened when Sir Michael was killed. Ask each other questions to get the answers that complete the gaps.

- 1 They broke down
- 2 came into the room and killed Sir Michael with something sharp. Then X left.
- 3 (Sir Michael) went to the drinks cupboard. He poured a and drank some.
- 4 (Sir Michael) sat at his desk and wrote. Then he used the
- 5 knocked at the door and then called three of the other people.
- 6 (Sir Michael) went to the fridge because he wanted some

(*K's First Case*. pp.9-10. Level 3.)

b Put the events in part a in the right order.

- 5 Work in small groups. Take turns to say what you know about Sir Michael's death. Say how you think Sir Michael died.

Level:	3
Skills:	Reading; speaking; writing
Function:	Checking information
Language:	Positive and negative question tags

Important note

Before the lesson, cut along the dotted line on the worksheet. The text entitled *James McCarthy's story* should be handed out to half the class at the start of Exercise 4 (see below).

Presentation (15 minutes)

1 a Write the sentence in the example on the board. If necessary, explain that the phrase at the end of the sentence – *don't you?* – is called a question tag. Elicit answers to the question: *Why do we use the question tag 'don't you'?* (*We use it because we expect the listener to agree with us.* In other words, the sentence is not really a question*.) Point out that we use a negative question tag with a positive sentence (for example: *You speak some English, don't you?*) and a positive question tag with a negative sentence (*You don't speak perfect English, do you?*). If necessary, give more examples.

b Put students into pairs. They add question tags to the sentences. Check answers orally and give explanations where necessary.

c Pick some students and ask them to tell other students a few things they know about them, using question tags. The students addressed must say whether or not this is true. Students then do the exercise in pairs. (for example: *You live very near this college, don't you? Yes, I do.*)

* Question tags can also be used to ask a real question, however this use is not practised here.

Practice (20 minutes)

2 Look through the passage and questions and pre-teach any vocabulary you think necessary. Check students understand the rubric. Put students into pairs. They read the passage and discuss question 1. Elicit answers from students and write the answers on the board. (See Key below.) For question 2, elicit answers from students and encourage discussion.

Further practice (25 minutes)

3 Look through the cut-out section entitled *James McCarthy's story*. Pre-teach any vocabulary you think necessary. Divide the class into half. Tell one group that they are detectives. Their task is to question James McCarthy because they believe that he killed his father. Put this group into pairs to prepare their

examples of questions. Encourage students to use question tags from time to time. Hand out the section entitled *James McCarthy's story* to each student in the second group. Tell them that their task is to play James. Tell them that this is James' story – it is what he will tell the detective who questions him. Ask these students to read the story. When both groups are ready, put them in pairs, one detective with one 'suspect'. The detectives question 'James'. Walk round and give help where necessary. Finally, ask some pairs to perform the role-play for the class. Correct where necessary. If time, ask students to swap roles. (If necessary, the detectives can read James' story.)

4 Put students into small groups to discuss the question. Then as a whole class activity, have a class discussion about the question. If time is short, omit the group work. Finally, ask students to write down their opinion on the question. Tell students that you will tell them the answer in the next lesson (see follow-up exercise).

Key

1 b 1 ... isn't it? 2 ... do you? 3 ... haven't you?
4 ... won't he/she?

2 1 James McCarthy followed his father to the pool. We know that because two people saw him. He had a gun. The wounds in his father's head were made by something thick and heavy, like the wooden part of a gun. James' gun was lying in the grass near Charles McCarthy's body. He had a quarrel with his father and seemed ready to hit him. We know that because a young girl saw this. 2 Open answer

Follow-up

Look through the passage below and pre-teach any new vocabulary. Give students the following as a dictation.

Then ask comprehension questions.

James' story was true. The murderer was McCarthy's neighbour, a man called Turner. Charles McCarthy had blackmailed Turner for years. The two had arranged to meet at the pool at three o'clock. Turner watched from the trees as father and son quarrelled about his daughter. He was so angry that when James left he came out of the trees and killed McCarthy. He dropped his coat and hid again when James returned. While James was holding his dying father, Turner picked up the coat and hid again. Turner's name had once been 'Black Jack of Ballarat' and McCarthy knew this.

- 1 a** Look at this sentence: You speak some English, **don't you?** Why do we use the 'question tag', 'don't you'?

b Work in pairs. Add question tags to the following sentences.

- 1 This is an English lesson, _____ ? 3 You've done some English before, _____ ?
2 You don't come from London, _____ ? 4 Your teacher will speak English, _____ ?

c Write down three things you know about two students in your class.

Example: Maria has been to England twice.

Check these facts with the two students. Use question tags.

Example: You speak French, don't you?

- 2** Work in pairs. Read this passage about the murder of a man called Charles McCarthy. McCarthy was murdered by a lake called Boscombe Pool on his farm in England.

Just before three o'clock, McCarthy left the farmhouse and walked down alone to Boscombe Pool. Two different people saw him as he walked alone. One was an old woman and the other was a manservant called William Crowder. The servant also says that, a few minutes later he also saw the son, Mr James McCarthy, going the same way with a gun under his arm. A girl of fourteen, Patience Moran, was picking flowers among the trees that afternoon. She also saw McCarthy and his son close to the lake. They both seemed to be very angry. Young Mr McCarthy seemed ready to hit his father. She ran home and told her mother about the quarrel. Just as she was speaking, young Mr McCarthy came running up to their house. 'I have just found my father by the pool,' he shouted. 'He is dead. We must get help.' He looked very excited, without either his hat or his gun. His right hand was red with blood. Immediately, Patience's parents went with him to the pool, where they found his father's dead body lying on the grass. There were many wounds in his head, made by something thick and heavy like the wooden part of the young man's gun. They found this gun lying in the grass not far from the dead man.

(Based on *Sherlock Holmes and the Mystery of Boscombe Pool*, pp.4-6. Level 3.)

- 1 You are a detective. What is the evidence that James McCarthy killed his father?
2 Do you think that he committed this murder? Say why/why not.

- 3** The class divides into two groups.

Group 1: You are detectives. Write down the questions you want to ask James. Use some question tags.

Group 2: You are James. Read James' story. A detective will question you about the day of the murder.

- 4** Work in small groups. Do you think James is telling the truth – or do you think he killed his father? Say why/why not.

JAMES McCARTHY'S STORY

I looked out of the window and saw my father walking away from home. I did not know where my father was going. I took my gun and went for a walk. I wanted to go shooting on the other side of Boscombe Pool. About a hundred yards from the pool I heard someone shout 'Cooee!' My father often used this call. I hurried to the pool and saw my father there. He seemed surprised to see me and seemed quite angry. We began to argue. My father wanted me to marry our neighbour's daughter. Although I loved her, I felt we were too young to marry. We both got very angry and started shouting. I felt ready to hit him but decided to leave. I turned and left. After 150 yards I heard a terrible scream. I ran back to the pool and found my father on the ground. He had terrible head wounds and was dying. I dropped my gun and held him in my arms. He tried to say something – something about a rat – just before he died. After a few minutes I got up to go for help. A few minutes before I had noticed something on the ground nearby – a grey coat, I think. When I got up, I looked for it again, but it had gone.

Teacher's Notes

Level:	3
Skills:	Reading; speaking; writing
Function:	Talking about ability
Language:	To be able to
Vocabulary:	Animals

Presentation (30 minutes)

- Put students into pairs. They match the animals on the left with the facts about the animals on the right. Elicit the fact/explain that the word *creature* is used because it means *all living moving things – insects, birds, animals, fish*. Encourage students to use their dictionaries to look up new vocabulary. Check answers orally.
- Put students into pairs. Go through the rubric with students and check they understand it. Students read the passage, using their dictionaries to look up new vocabulary. They answer the questions. Encourage them to guess the meaning of the word *eels* from the context of the passage. Check answers orally. Encourage students to explain how the eels migrate.
 - Write the verb *to be able to* on the board. Ask students to find examples of *to be able to* in Exercise 1. Ask: *What else can we say in these sentences?* Elicit the fact/explain that one can use the word *can*. Explain that the two mean the same but we more often use *can* rather than *to be able to*. However, there are times when we cannot use *can*. Underline the words *to be* on the board and elicit from students how the present tense (*I am able to*), and past tense (*I was able to*) is formed. Students then complete the gaps in the passage with a form of the verb *to be able to*. Check answers orally and give explanations where necessary.
 - Check that students understand the phrases *running water* and *migrate*. Students answer the questions in pairs. Check answers orally, encouraging discussion for question 5.

Practice (10 minutes)

- Ask students for the future simple and present perfect forms of *to be able to* and write these on the board. Explain that usually we can say *can* instead of *to be able to* but we cannot do this with the present perfect – we must use *has/have been able to*. Students then complete the sentences in pairs. Check answers orally and give explanations. Explain to students that we use *could* for **general ability** (*He could swim very well.*). However, we use *was/were able to* when we want to say what happened in a **particular situation** (*Because he worked hard he was able to do his job well.*). At this level however, an explanation rather than more practice is all that is

Further practice (20 minutes)

- Go through the questions with students and check they understand them. You may wish to elicit from/teach students the names of animals (and peoples such as *Eskimos*) who are able to survive in these areas. Have a brief session with students where they brainstorm the vocabulary they might need to answer the questions (they may not know the word but they will be able to give you a good indication of what it is.) **Some suggestions:** polar bears/seals/penguins/Arctic foxes/snakes/foxes/pigeons/sparrows/fur/cold-blooded/igloo/tent/oasis/well. Put students into small groups to discuss the questions. Walk round and give help where necessary. Then, hold a class discussion on the subject. Encourage students to use the verb *to be able to* from time to time. Finally, correct major errors.
- Go through the rubric with students and check they understand it. Question 5 of Exercise 2c should have helped prepare students for this exercise. If you feel students need the help, elicit suggestions as to how the author might live. Put students into pairs to write the letter. Tell students to put the date in the upper right-hand corner of the page. Elicit from them/remind them that one begins a letter with the word *Dear (John)*. Elicit suggestions as to how one should end a letter to a friend – *Cheers/Take care/Love*. Walk round and give help where necessary. If time allows, ask some students to read their letter out. Correct major errors.

Key

- (i)(b); (ii)(c); (iii)(a)
- Eels are long thin fishes. There are some baby eels that migrate from the Atlantic Ocean to hill streams in places like Scotland.
 - (1) was able to (2) are able to
 - 1 He got water from a part of the stream where the water was clean. Eight years later he was able to bring running water to the house. 2 Storms can blow up/happen very suddenly. 3 The Atlantic Ocean. 4 Many types of birds migrate. 5 Open answer
- 1 are able to/will be able to 2 Will you be able to/Are you able to 3 was not able to 4 have not been able to 5 were you able to
 - 1 can 2 could

Follow-up

Ask students to write an answer to this question: *How are mountaineers able to climb and survive in very high mountains?*

- 1 Work in pairs. Match the animals on the left with the facts on the right.
- | | |
|----------------|--|
| (i) pig | (a) This creature is able to jump 130 times its own height. |
| (ii) butterfly | (b) In the Pacific, this farm animal is able to swim and find food in the sea. |
| (iii) flea | (c) Many of these creatures are able to travel 1,000 km without stopping for food. |

- 2 a In pairs, read this passage about a writer's home (called Camusfeàrna) in northern Scotland. Look at the word in **bold type**. Describe these creatures. What do we learn about them?

Eight years after I first came to Camusfeàrna, I (1) _____ bring running water to the house. Until then, I had to get water from the stream. I took it from a place near the crossing, where the water was very clean. One winter there was so much rain that the stream became a river and broke up the wooden crossing, carrying the pieces out to sea. After that I used a line as a way of getting across the stream but it wasn't very safe . . .

I caught and ate a lot of fish and other kinds of seafood. At first I did not have a boat because I couldn't find a place with deep water near the beach. Now I have two boats and I can move up or down the coast when I want. But storms blow up very suddenly in the West Highlands. In a minute or two, smooth blue water becomes great angry waves and the wind drives small boats like mine onto the rocks. Sailing here can be a dangerous business.

Every year something very strange happens. The mouth of the stream is full of baby **eels**, making their way up the stream from the sea. There are millions of them, each one eight centimetres long, born two thousand miles away across the Atlantic Ocean and moving to new homes in fresh water all over Scotland. Many die and many more become the food of seabirds; but some (2) _____ climb over the rocks and get past all the waterfalls. It's a mystery how they do it but I have seen them in rivers six hundred metres above the sea.

(Adapted from *Ring of Bright Water*. pp.8-9. Level 3.)

- b Read the passage again. Complete the gaps with the correct tense of the verb 'to be able to'.

c Answer these questions.

- | | |
|--|---|
| 1 How did the author get water? | 4 What other animals migrate? |
| 2 Why can sailing in this area be dangerous? | 5 Would you like to live this kind of a life? |
| 3 Where do the eels come from? | |

- 3 a Complete these sentences. Use the correct tense of 'to be able to'.

- Many children _____ walk by the time they are one.
- He worked hard, but he _____ not _____ pass the exam.
- I've tried all day, but I _____ not _____ speak to her.
- How _____ you _____ get here so quickly yesterday?

b In which of these sentences can you also use 'can' or 'could'?

- 4 Work in pairs or small groups. Discuss these questions.

- Which animals are able to survive in the places below? How do they do it?
 - the polar regions
 - the desert
 - cities? How do they do it?
- How are people able to live in:
 - the polar regions
 - the desert?

- 5 Work in pairs. Imagine that you live in a remote cottage in Scotland, like the author in Exercise 2. Write a letter to a friend explaining how you live.

Teacher's Notes

Level:	3
Skills:	Reading; speaking; writing
Function:	Making general statements
Language:	Plurals without 'the'; Both; All; Present simple tense
Vocabulary:	Animals; Sounds animals make

Presentation (15 minutes)

1 This exercise gives students practice in the use of countable plural nouns (for example: *lions, tigers*) when we make general statements (for example: *Lions are dangerous animals.*). It also practises the position of *both* and *all* in sentences. Students' task is to put the animals in pairs or groups according to what they have in common. Go through the names of the animals and teach new vocabulary. Go through the example with students. Point out that because we are talking generally, we use the plural (for countable nouns) without the definite article. Point out the position of *both* and *all* in the sentences, that is: before the main verb (. . . *both hop, . . . all eat*) but after the verb to be in the present and past tenses (. . . *are all dangerous*). Put students into pairs to do the exercise. Tell them that they can group the animals in any way they want, but they must be able to explain why. When students have completed the grouping, ask them to say how they have grouped the animals and to explain why, as in the example. Correct where necessary, but at this level, do not worry too much about the position of *both* and *all* in the sentence.

Practice (30 minutes)

- 2** Ask students: *What do you know about these animals?* Elicit answers, encouraging students to use the present simple tense. They will almost certainly be unable to identify the animal in picture 4. Explain that it is a *sea elephant*, also known as an *elephant seal*. Tell students that it has no ears and has a long *snout* (nose) like an elephant's *trunk*.
- 3 a** and **b** Go through the rubric with students and check they understand it. Put students into pairs. They read the passage and answer the questions, using their dictionaries to look up new vocabulary. Check answers orally and give explanations where necessary.
- 4 a** Go through the rubric and example with students and check understanding. Explain the difference between *to roar* and *to growl*. (The best way to do this is by demonstrating yourself!) Go through the verbs in the list, teaching new vocabulary. Students do the exercise in pairs, asking and answering the questions. Encourage students to use their dictionaries to look

up new vocabulary. Check answers orally and give explanations where necessary.

b Demonstrate to students how one can *bark* or *growl* something at someone by saying something in a particular tone of voice (for example, say 'Get out!' in a loud, sharp, angry tone of voice). As a whole class activity, ask individual students to *bark, growl, purr, roar* or *hiss* something. Their words should be appropriate (for example: 'I like you,' she purred.). Students then take turns to do the exercise with their partner. It should be amusing!

Further practice (15 minutes)

5 Put students into groups of three or four. Explain that their task is to choose – as a group – ten animals to remain on earth. All the rest must go! Explain that because humans are animals, groups can choose **not** to have humans among their final ten choices! The whole group must agree on their final ten choices. Before the exercise begins, elicit some opinions from students (for example: *We must/should have cows. We need to eat meat.*). Students then do the exercise. Walk round and give help where necessary. Then as a whole class activity, ask groups for their choices and write them up on the board. Finally, students write down their ten choices and explain why they chose them.

Key

- 2 Suggested answers:** 1 Dolphins are mammals. They live in the sea. They leap in and out of the sea. They are very friendly. 2 Whales are mammals and live in the sea. They are very large mammals. 3 Foxes live in fields and woods. They can also live in cities. They are red-brown in colour and have long bushy tails. They catch small animals, for example, chickens, and eat them. 4 Sea elephants are large seals. They live by the sea. They have large noses, like an elephant's trunk.
- 3 a** Pictures of the animals in Exercise 2 are cut into the stone walls of Karana's cave.
- b** 1 Because she is afraid of the dogs. They have been chasing her. 2 She finds pictures of dolphins, whales, sea elephants, birds, dogs and foxes cut into the stone walls. There are also bowl-shaped places in the rock for water. 3 She makes shelves for shellfish and dried plants. She keeps her bow and arrows in the cave. She makes a bed there and keeps dry wood for fires there. She fills the mouth of the cave with stones. At the top she makes a hole for an entrance. 4 She wants its teeth because they are very long and sharp. She makes these teeth into spearheads. She wants to attack the dogs with them.
- 4** 1 They roar. 2 They bark. 3 They purr. 4 They growl. 5 They hiss. 6 They hop.

Follow-up

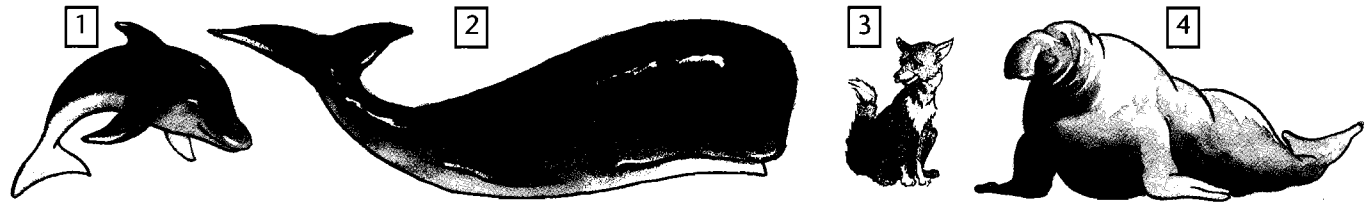
Do Exercise 1 again using the names of different animals.

- 1 Work in pairs. Look at the names of the animals below. Put them in pairs, or groups of three or four. Explain why you have grouped them in this way.

Example: Squirrels and kangaroos – Squirrels and kangaroos both hop.
 Crocodiles, tigers and lions – Crocodiles, tigers and lions are all dangerous. They all eat people.

dolphins giraffes monkeys parrots crocodiles rats lions flies whales
 squirrels eagles elephants rabbits mice tigers bees kangaroos foxes

- 2 Say what you know about these animals.



- 3 a Work in pairs. Read this passage about an island girl called Karana. Then answer this question: What is the connection between the pictures in Exercise 2 and the passage?

I reached the cave and went in. From above I heard the dogs' feet running through the grass. I was safe. The dogs came back in the evening, but they did not come close to the cave.

It was very cold without a fire. I stayed there for six days until my leg was better. I cleaned the cave and made it comfortable. 'This place can be my second home,' I thought. 'Perhaps I shall need it.'

The cave was once used by my people. Pictures of dolphins, whales, sea elephants, birds, dogs and foxes were cut into the stone walls. There were also two bowl-shaped places in the rock for water.

I made shelves where I kept shellfish and dried plants. Later I took my first bow and arrows to the cave. I made a bed there and collected dry wood for fires. Finally I filled the mouth of the cave with stones. At the top I made a hole for an entrance. It was all hard work, man's work perhaps. But I thought that it was necessary.

Then I went back to the place where the sea elephants lived. The body of the old male was lying high on the cliff shelf. Birds were eating the last of the meat. But I found the things that I wanted. Some of the teeth were as long as my hand. I took them home and worked on them. Soon I had four beautiful spearheads, and I made two new spears. I was ready at last to go to the cave of the dogs.

(Island of the Blue Dolphins. p.34-36. Level 3.)

- b Answer the questions below.

- | | |
|-------------------------------------|--|
| 1 Why does Karana stay in the cave? | 4 What does Karana want from the body of the sea elephant and why? What is her plan, do you think? |
| 2 What does she find in the cave? | |
| 3 What does Karana do to the cave? | |

- 4 a Work in pairs. Ask and answer the questions below. Use the verbs in the list in your answers.
 Example: What do lions do when they are angry? They growl or roar.

to hiss to hop to bark to growl to purr to roar

- | | |
|--|---|
| 1 What do lions do when they are angry? | 4 What do dogs do when they are angry? |
| 2 What do dogs do when they are excited? | 5 What do snakes do when they are frightened? |
| 3 What do cats do when they are happy? | 6 How do rabbits move? |

- 5 Work in small groups. Imagine that ten animals can remain on the earth. Working as a group, choose these animals and explain why you have chosen them. You must all agree about your final choices.

Teacher's Notes

Level:	3 (American English/British English)
Skills:	All four skills are practised
Function:	Describing feelings
Language:	-ed/-ing adjectives (e.g. excited/exciting)
Vocabulary:	Words describing feelings

Presentation (30 minutes)

- Use the headline in the exercise to teach the word *headline*. Check students understand the headlines and teach any new vocabulary and the adjectives. Then students do the exercise in pairs, saying how they feel about each headline.
- Look through the tapescript below and pre-teach any vocabulary you think necessary. Write the word *Titanic* on the board. Ask students: *What do you know about the Titanic?* Elicit the fact/tell students that it was a very large ship that hit an iceberg and sank in 1912. Play the passages straight through once. Play the tapescript again, this time pausing after each passage. Students say which picture goes with which passage. Ask them to explain why. Ask students to say what the mistake is in each picture.
 - Write these sentences on the board: *The passage was amusing. I was amused (by the passage).* Beside the sentences write the verb *to amuse*. If you feel students need more examples of the *-ed* adjective, go back to the headlines in Exercise 1. Then as a whole class activity, invite students to ask and answer about passages 2 and 3.

Practice (15 minutes)

- Look through the passage and pre-teach any vocabulary you think necessary. Check students understand/teach the meaning of the four new *-ed* adjectives at the head of the exercise. You may want to write the infinitive form of the verb beside each adjective. Explain that students' task is to read the story and at each stage say how the person in bold type feels about what has happened. Go through section 1 with students and the example given. Students then do the exercise in pairs. Walk round and give help where necessary.

Further practice (15 minutes)

- Put students into pairs. Go through the description of the role-play with students and check they understand it. If you feel students need the help, choose two students and ask them to act out the role-play. Encourage the two students to sometimes use *-ing/-ed* adjectives (for example: *This is frightening. I feel frightened.*). Students then perform the role-play in pairs. Walk round and give help where necessary. If

time allows, choose some pairs to perform their role-play for the class. Correct major errors. Students then write the conversation between Katy and her sister.

Key

- Passage 1/picture b; passage 2/picture c; passage 3/picture a. Picture a mistake: The title of the book is *From the Old World to the New*. Picture b mistake: It is the man who says these words. Picture c mistake: The woman has a silver knife in her hand.

Follow-up

In pairs, students tell the story of *Ghost in the Guitar* (Exercise 3). Encourage them to use *-ing/ed* adjectives.

Tapescript

- 1 . . . The English have no soul. Instead, they say less than they mean. For example, if a European boy wants to tell a girl he loves her, he goes down on his knees and tells her she is the sweetest, most beautiful and wonderful person in the world. She has something in her, something special, and he cannot live one more minute without her. Sometimes, to make all this quite clear, he shoots himself. This happens every day in European countries where people have soul. In England the boy puts his hand on the girl's shoulder and says quietly, 'You're all right, you know.' If he really loves her, he says, 'I really quite like you, in fact.' If he wants to marry a girl, he says, 'I say . . . would you . . . ?'

(Adapted from *How to be an Alien*. pp.10-11. Level 3.)

2 Marion didn't hear the bathroom door as it quietly opened. She didn't see the old woman who was slowly crossing the floor. She was facing the wall when the woman's hand pulled the plastic curtain open. She turned quickly and could see, through the water in her eyes, a face. A terrible white face with long grey hair and mad, shining eyes. And above the woman's head, in her hand, there was a large, silver knife.

(*Psycho*. p.16. Level 3.)

3 Can some people see the future? Can dreams ever show what is going to happen? A few strange things happened before the *Titanic* sailed for the first time in 1912. In 1898, Morgan Robertson wrote a book called *Futility*, or *The Wreck on the Titan*. The book told the story of a ship crossing the Atlantic. It hit an iceberg and sank. Almost all of the passengers died because there weren't enough lifeboats. Six years earlier, in 1892, William T. Stead wrote *From the Old World to the New*. In that story, too, a ship hit an iceberg and sank. Another ship picked up the survivors. The captain's name was E. J. Smith – the name of the *Titanic's* captain. Twenty years later, Stead travelled on the real *Titanic*. He didn't survive.

(*Titanic*. p.6. Level 3.)

- 1 Work in pairs. Read the newspaper headline below. How do you feel about it? Choose from the words below.


SCIENTISTS FIND CURE FOR CANCER

exciting interesting boring frightening surprising depressing amusing astonishing

Now look at this list of headlines and say how you feel about them.

FIRST PEOPLE TO LIVE ON THE MOON
PEOPLE WITH BIG EARS ARE HAPPIER
CHILD SPEAKS WELL AT SIX MONTHS

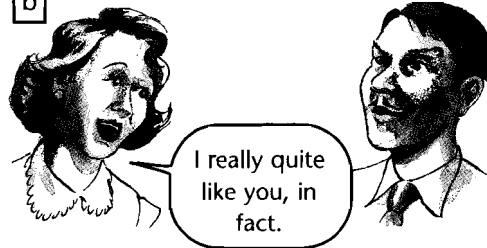
PRIME MINISTER VISITS JAPAN
IN 100 YEARS, THE SEA WILL COVER NEW YORK
2000 TO LOSE JOBS

- 2 a  You will hear three passages. Listen and match the pictures with the passages. Explain the connection between the pictures and passages. There is one mistake in each picture. What is it?

a



b



c



- b What did you think of each passage? Ask and answer in pairs.

- 3 Read the story (Penguin Readers, *Ghost in the Guitar*) below. At each stage, say how the person named in bold type feels. Explain why you think this. Here are some adjectives that you can use:

pleased relieved worried scared frightened excited surprised astonished

Example: 1 Tom feels excited. Perhaps his band will win and make a CD. Perhaps he'll become a pop star!

- 1 Tom plays guitar in a band. He is not very good but he loves playing. His band is going to play in a big competition. The best band will make a CD. **Tom**
- 2 Tom drops his guitar and breaks it. He doesn't have any money to buy another one. **Tom**
- 3 Katy, Tom's girlfriend, gives him the money to buy a second-hand guitar. It plays very well. **Tom**
- 4 Tom changes. He becomes cold and quiet. But he plays his new guitar brilliantly. He gets angry with the others in the band. He says they don't play well enough. **Katy**
- 5 Katy tries to play Tom's new guitar. It will not play for her. **Katy**
- 6 Katy visits the woman who owned the guitar. The woman says that a brilliant guitar player owned the guitar twenty years ago. His name was David. David's band played in a competition. They won but David was angry. He didn't think the band played well. That night, he died in a car accident. **Katy**
- 7 Katy finds a photo of David in an old newspaper. He looks cold and angry. Tom loses his job. Katy learns that David also lost his job just before the competition. Katy starts to think that David's ghost is controlling Tom. Tom has become very cold and angry. Katy starts to worry. **Katy**
- 8 On the night of the competition Tom plays brilliantly. But then he goes on stage to play alone. This is what happened with David twenty years ago. **Katy Tom**
- 9 Katy runs on stage and breaks the guitar. Tom changes and becomes 'Tom' again. **Katy Tom**

- 4 Work in pairs. Act out this role-play.

Student A: You are Katy. It is two days before the competition. Tom has lost his job. Talk to your sister about Tom. Tell her your fears. Discuss what you could do.

Student B: You are Rachel, Katy's sister. Listen and discuss the situation with her.

Teacher's Notes

Level:	3
Skills:	Reading; speaking; writing
Function:	Talking about love
Language:	Defining relative pronoun as object
Vocabulary:	Words describing feelings

Presentation (10 minutes)

- Go through the example with students. Do the exercise as a whole class activity, with students substituting the words above the example. Point out that you can either say the word *that* or *which* or omit it. Students then do the exercise in pairs. Walk round and give help where necessary. Then write this sentence on the board: *Name the town you like best.* Ask: *Can you make this two sentences?* Elicit/write on the board these two sentences: *Name the town. You like this town best.* Cross out the words *this town* in the second sentence and show how this has now become one sentence: *Name the town (that) you like best.*

Practice (25 minutes)

- Put students into pairs. Teach the word *nightingale* (= *A small wild bird that sings beautifully, especially at night*). Check students understand the question. Tell students that they should treat the nightingale in the second story as a *character*. They read the outlines of the novels, using their dictionaries to look up new vocabulary. They answer the questions. Elicit answers from students, giving explanations where necessary. Correct major grammatical errors. (See Key below.)
 - Students complete the sentences with the name of one of the characters. Check answers orally. Take sentences 1 and 2 and analyze them in the same way that you did with the example sentence in Exercise 1.
 - Students briefly discuss this question in pairs. Elicit answers and encourage discussion. Teach any new language that arises and correct major errors.
- (Optional activity)** Go through the example with students as a whole class activity, with individual students asking and answering. Check that students understand the vocabulary and if necessary, teach it. Point out that when talking about people we can say *who* as well as *that*. But you do not have to use these words. Encourage students to give reasons for their answers. Students then do the exercise in pairs. Walk round and give help where necessary. Teach any new vocabulary that arises from the exercise.

Further practice (25 minutes)

- Go through the rubric and examples with students. Point out that the sentence *There's the love that we feel for our parents* is an example of the structure practised in the first three exercises. Elicit some more suggestions, then put students in small groups to discuss the question. As a whole class activity, elicit suggestions and write them on the board. The exercise should end with a list of *the different types of love*.
- Invite ideas from the class for a love story they would like to write about. If you feel students need the help, choose a story that everyone knows and briefly get students to outline the story. Teach any new vocabulary that arises. Students then do the exercise in pairs. Walk round and give help where necessary. If you feel students can do the exercise with less help, simply allow them to choose their own story and write about it, using their dictionaries where necessary.

Key

- Jane Eyre** Jane shows her love for Rochester by returning and marrying him when he is blind. Rochester hurts Jane because he asks her to marry him when he cannot marry her because he is already married. **The Nightingale and the Rose** The student shows his love by trying to find a red rose for the woman he loves. The nightingale shows her love for the student by creating a red rose and dying because of it. The girl hurts the student when she says she does not want the red rose. **Sense and Sensibility** Marianne shows her love by telling everyone how she feels about the man she loves. Her heart is broken when she learns that he is engaged to someone else. The man Marianne loves hurts her when he promises to marry her and then leaves her for a richer woman. Eleanor shows her love for the man she loves by forgiving him when he returns to her and then marrying him.
 - 1 Marianne 2 the student 3 Jane Eyre 4 the nightingale 5 Rochester 6 Eleanor
- Suggested answer:** There's romantic love. There's married love, which is different. There's the love we feel for our friends. There's religious love, the love we feel for God. There's a general love we can feel for all human beings – all living things in fact. We can also feel love for places and even things like cars.

Follow-up

Put students into pairs. Ask them to describe one of the stories they read in Exercise 2. Write the names of the stories on the board.

- 1 Work in pairs. Ask and answer as in the example below. Use these words:

country	film	book	fruit	vegetable
animal	colour	person		

Example: Student A: Name the town (that/which) you love/like best.

Student B: London.

Student A: Why do you like it so much?

Student B: Because the night life is great.

- 2 Work in pairs. Read the descriptions of the novels below. Answer the questions below.

Jane Eyre A young woman called Jane Eyre starts work as a teacher to a young girl in a large country house. She and the owner of the house, Mr Rochester, fall in love, and Rochester asks Jane to marry him. But on her wedding day Jane discovers that Rochester is already married – to a mad woman whom he has kept hidden away. Jane leaves and only returns after some years. Then she learns that Rochester's wife burned the house down and died in the fire. Rochester tried to rescue her and went blind. Jane still loves him and the two marry and live happily together.

The Nightingale and the Rose In this fairy tale, a poor student is in love with a beautiful girl. There is going to be a dance at the palace. The girl tells the student that she will dance with him if he brings her a red rose. But the student cannot find any red roses. A nightingale decides to help the student because she believes in love. There are no red roses anywhere but the nightingale creates a red rose by pressing her heart against the thorn of a white rose tree. As she does this, she sings. The student finds the 'red' rose and gives it to the girl. But the girl does not want it and the student decides that 'love is a silly thing'.

Sense and Sensibility In this nineteenth-century story, two sisters each fall in love. Marianne, the pretty younger sister, falls deeply in love with a goodlooking young man. She tells everyone how much she loves him. But the young man suddenly disappears. Marianne learns that he is engaged to a much richer woman and this breaks her heart. Eleanor, the elder sister, also learns that the man she loves is engaged to someone else. But Eleanor tells no one about her feelings for this man. In the end, he returns to her and the two marry. Marianne marries an older man she has learnt to love.

a How do the characters in each of these stories show love for each other? How do they hurt each other?

b Complete these sentences with the name of one of the characters.

1 The man _____ loves leaves her for a richer woman.

2 The girl _____ loves does not want his red rose.

3 The man _____ intends to marry is already married.

4 The rose _____ creates is red with her blood.

5 The woman _____ has married is mad.

6 The man _____ loves returns to her in the end.

c Which story do you like best? Explain why.

- 3 Work in pairs. Ask and answer, as in the examples below. Use these phrases:

the funniest	the most intelligent
the most sensible	the most charming

Student A: Who is the most lovable person you know?

Student B: The most lovable person (who/that) I know is my best friend. Everyone loves her because she's so kind.

- 4 Work in small groups. Discuss this question: How many different types of love are there? Describe them.

Example: There's the love (that) we feel for our parents. There's a mother's love for her child . . .

- 5 Think of a love story – either a film or a novel – that you have really enjoyed. Write the story. Write 8–10 lines.

Teacher's Notes

Level:	3
Skills:	All four skills are practised
Function:	Talking about interactions
Language:	Adjective + preposition
Vocabulary:	Gender nouns

Presentation (25 minutes)

- Elicit answers to the questions. (Students will find the answers in the next exercise.)
- Ask students: *What do you know about the film Braveheart?* Tell students that the passage that follows is about William Wallace, the man called Braveheart in the film. Pre-teach any vocabulary necessary. In pairs, students match the picture with the relevant sentence in the passage. Check answers orally.
 - Do the first example with the whole class. Explain that many adjectives (for example, *frightened*) must be used with a particular preposition. Students then do the exercise in pairs. Check answers orally.
 - Check students understand the questions. What things actually happened and what things were invented to make a good story for the film? Students discuss this in pairs. Elicit answers, encourage discussion and ask them to give reasons.

Practice (20 minutes)

- Pre-teach any vocabulary you think necessary. Check students understand the questions. Play the passage and elicit answers.
 - Elicit answers to this question and if necessary, play the passage or relevant parts of it again.
 - Give students time to read the sentences. Play the passage again. After each relevant sentence, pause to give students time to write the sentence down.
- Pick out the adjectives in the exercise (frightened, jealous, cruel, angry, excited, pleased, surprised, polite) and write them on the board, followed by their prepositions. Ask students to make sentences using these adjectives and prepositions. Students can then do the exercise in pairs. Check answers orally.

Further practice (15 minutes)

- If possible, put students into pairs or groups of the same nationality to do this exercise. Ask students to prepare a two-minute talk about the person they have chosen. Encourage students to use adjective and preposition combinations they have practised. Choose some students to talk in front of the class.

Key

- Five men have surrounded three soldiers. The soldiers look very surprised. The men have swords and knives. They are going to attack the soldiers. (It's the thirteenth century, and it takes place in Scotland.)
- His men were good at trapping and killing groups of English soldiers.
 - 1 of 2 to 3 of 4 with 5 at 6 by
 - Open answer
- William Wallace was a farmer's son . . . The English killed his father and brother, and many years later, the woman he loved . . . Shocked by England's defeat, the King of England sent his son's wife, Isabella, to talk to Wallace. The young man and woman were very attracted to each other . . . Once again the English King sent Isabella to talk to Wallace. The King wanted to trap Wallace but Isabella secretly told him and he got away . . . As he died he cried, 'We will be free!'
 - At that time, Scotland had no king. The battle of Stirling was in 1297. The battle of Falkirk was in 1298. The Scots remember Wallace as their first great leader.
 - 1 They treated the Scots very cruelly. 2 The Scottish nobles did not fight together against the English but instead fought each other. 3 Wallace's army of two thousand men defeated an English army of ten thousand. 4 But in 1298, in the battle of Falkirk, the English won against the Scots.
 - 1 . . . of flying. 2 . . . of each other. 3 . . . to me. 4 . . . with his son. 5 . . . about the party. 6 . . . with your work. 7 . . . by/at his words 8 . . . to him.

Follow-up

In pairs, students say what they know about the real William Wallace.

 Tapescript

- During the thirteenth century, the English sent their nobles and soldiers to Scotland to take land from Scottish people. They treated the Scots very cruelly. At that time, Scotland had no king. The Scottish nobles did not fight together against the English but fought each other. William Wallace was not a nobleman but he was a brave man. He fought against the English and many Scotsmen came to join him. He and his men trapped small groups of English soldiers and killed them. In 1297, at Stirling, Wallace's army of two thousand men defeated an English army of ten thousand. As a result, Wallace was made Guardian of Scotland by the Scottish nobles. But in 1298, in the battle of Falkirk, the English won against the Scots. This was because many Scottish nobles fought with the English! The English killed Wallace with great cruelty in 1305. But the Scots remember him as their first great leader.

(Based on *Braveheart*. Level 3.)

- 1 Work in pairs. What is happening in this picture? What century is it, do you think? What country could it be?



- 2 a What do you know about the film *Braveheart*? The passage below tells the story of the novel and film *Braveheart*. The story is based on the life of William Wallace. Read the passage and match the picture in Exercise 1 with a sentence in the passage.

During the thirteenth century, the English wanted to control Scotland. The Scots were frightened (1) _____ the English, who were very cruel (2) _____ them. The Scottish nobles were jealous (3) _____ each other and fought each other, not the English. William Wallace was a farmer's son. The English killed his father, his brother, and many years later, the woman he loved. Wallace was very angry (4) _____ the English. He started fighting the English and many Scots came to fight with him. His men were good (5) _____ trapping and killing groups of English soldiers. Then the English sent an army of ten thousand men to Stirling in Scotland. With an army of only two thousand men, Wallace defeated the English. Because of this, he was made Guardian of Scotland by the Scottish nobles. Shocked (6) _____ England's defeat, the King of England sent his son's wife, Isabella, to talk to Wallace. The young man and woman were very attracted to each other. Then, in a second battle at Falkirk, the English defeated Wallace and the Scots army. This was because many Scottish nobles fought with the English! Once again the English King sent Isabella to talk to Wallace. The King wanted to trap Wallace, but Isabella told the Scotsman and he got away. The English finally killed Wallace with great cruelty in 1305. As he died he cried, 'We will be free!'

(Based on *Braveheart*. Level 3.)

- b Complete the gaps in the passage with these prepositions:

by of (2) with to at

- c Which parts of the story are true, do you think? Which parts do you think are probably untrue and are there to make a good story?

- 3 a Listen to this passage about William Wallace. It gives you the facts that we know are true. Were you correct in your answer to Exercise 2, part c? What parts of the story in Exercise 2 are not included in this passage?

- b Listen again. What new things do we learn in this passage?

- c Write down the sentences in this listening passage that have the same meaning as the sentences below.

- 1 The English were very cruel to the Scots.
- 2 The Scottish nobles fought each other, not the English.
- 3 With an army of only two thousand men, Wallace defeated the English.
- 4 In a second battle at Falkirk, the English defeated Wallace and the Scots army.

- 4 Complete the second sentence so that it has the same meaning as the first. Use these prepositions:

at about by to with of

- 1 He is afraid of flying. He is frightened _____ .
- 2 Jealousy is often a problem with brothers and sisters. Brothers and sisters are often jealous _____ .
- 3 Please don't treat me so cruelly. Please don't be so cruel _____ .
- 4 He spoke angrily to his son. He was angry _____ .
- 5 The idea of the party is exciting. I feel excited _____ .
- 6 Your work really pleased me. I was pleased _____ .
- 7 His words surprised everyone. Everyone was surprised _____ .
- 8 Please be polite when you talk to him. Please be polite _____ .

- 5 Work in pairs or small groups, if possible, of the same nationality. Choose a national hero or heroine and prepare a short talk about his/her life.

Teacher's Notes

Level:	3
Skills:	Reading; speaking; writing
Function:	Defining
Language:	Defining relative pronoun 'who' as subject
Vocabulary:	Gender nouns

Presentation (10 minutes)

- 1 Ask students: *What is happening in these two pictures?* Elicit answers. (For example: *A house is on fire. A little girl is at a window. She can't get out of the house. A man goes into the house and rescues/saves her.*) Teach any vocabulary that arises. Then ask: *What can we call the man?* Elicit/give the answer: *A hero.* Ask: *Why can we call him a hero?* Elicit answers. (*Because he did something very brave and good.*) Elicit the fact/tell students that the feminine form of hero is *heroine*, and also that the plural of hero is *heroes*. Finally, ask students to complete the sentence in question 3. Elicit answers or give students the answer yourself (for example: *A hero is someone who does something brave and good.*). Point out that the sentence is actually two sentences (*A hero is someone. He does something brave and good.*). On the board, show students how the *He* of the second sentence is replaced by the word *who*. Explain that this is because *someone* and *he* refer to the same person.

Practice (35 minutes)

- 2 **a** Put students into pairs. Students read the descriptions, using their dictionaries to look up new vocabulary. Students discuss the questions. Elicit answers and encourage discussion.
- b** Write sentence 1 on the board. Ask students to complete the sentence. Then in pairs, students complete the remaining sentences. Check answers orally.
- 3 This exercise tests students' general knowledge as well as practising the relative pronoun as subject. For this reason, it is probably helpful to put students in groups of three or four as they can then pool knowledge. Pre-teach any vocabulary you think necessary (for example, the word *apartheid* = *the South African system of separating white and black people*). Go through the example with students. Students then write answers to the exercise in pairs. Check answers orally.
- 4 **(Optional activity)** Tell students that there are some words in English – only a few – that have masculine and feminine forms. As an example, write the word *king* on the board and elicit/give students the word *queen*. Put students into pairs. They do the exercise,

using their dictionary to look up new vocabulary. Check answers orally.

Further practice (15 minutes)

- 5 Explain that a *role model* is someone you admire and would like to resemble. The meaning is different from *hero* because they do not have to be especially brave and good (for example, pop stars are role models for a lot of young people). Put students into groups of three. (Alternatively, put them into pairs. In that case, they must select two role models from a total number of four. This will make the exercise shorter.) For step 3, make sure that students understand that they must try and persuade the group to choose their role models. Walk round and give help where necessary. Finally, ask groups/pairs to say which role models they finally selected and why.

Key

- 2 **a Suggested answers:** All of them are heroes/heroines. Swanson is a hero because he saves nuns and children from Apache Indians. This is very brave of him. Charlie Babbitt is a hero because he gives up a lot of money because he loves his brother. This is a very good thing to do. Princess Diana is a heroine because she did a lot of work with the sick and poor.
- b Suggested answers:** 1 . . . have come to kill him. 2 . . . have surrounded their wagons. 3 . . . lives in hospital. 4 . . . did a lot of work for the poor and the sick.
- 3 2 It was Nelson Mandela who ended apartheid in South Africa. 3 It was John Kennedy who was murdered in 1963. 4 It was Mao Tse-tung who wrote *The Little Red Book*. 5 It was Mikhail Gorbachev who ended communism in Russia. 6 It was Adolf Hitler who started the Second World War.
- 4 heroine, waitress, uncle, goddess, prince, king, bride

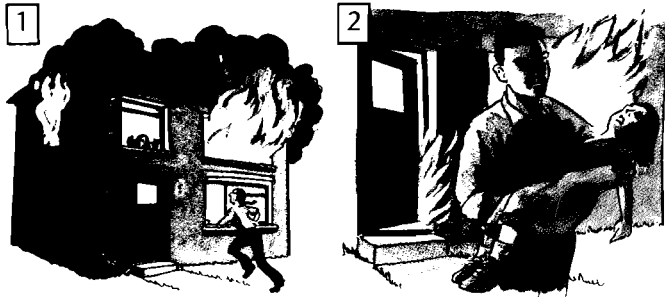
Follow-up

Ask students to complete the following sentences in three different ways:

I like people who . . .

I dislike people who . . .

- 1 Answer these questions.
- 1 What is happening in these two pictures?
 - 2 What can we call the man?
 - 3 Complete this sentence:
A hero is a man who . . .



- 2 a Work in pairs. Read these descriptions of three Level 3 Penguin Readers. Which of these people are heroes or heroines, in your opinion? Explain why you think this:
Charlie Babbitt Swanson Princess Diana

St Agnes' Stand Swanson has killed a man and is running away from the dead man's friends. As he crosses the desert, he sees that nine Apache Indians have surrounded two wagons. Inside are three nuns and seven children. Swanson saves the nuns and the children. Then a nun saves Swanson from the men who have come to kill him.

Rain Man Charlie Babbitt thinks he will get a lot of money when his father dies. But the money goes to a stranger – an autistic man who lives in hospital. Then Charlie finds out that this man is his brother! Charlie kidnaps him. He says he will not return his brother to the hospital until he (Charlie) gets the money. But Charlie learns that love is more important than money.

Princess Diana The beautiful princess Diana became famous all over the world when she married Prince Charles of Britain. Diana's marriage ended, but millions of people loved her because of her work with the poor and the sick. In the last year of her life, she worked to stop the use of landmines. The world will not forget her.

- b Try not to look at the descriptions. Complete these sentences.
- 1 Swanson is escaping from men who . . .
 - 2 Swanson saves the nuns from Indians who . . .
 - 3 Mr Babbitt's money goes to a man who . . .
 - 4 Diana was a princess who . . .

- 3 Work in pairs or small groups. Look at the names of the famous people below. Write sentences as in the example.

Mikhail Gorbachev John Kennedy
Adolf Hitler Nelson Mandela
Gandhi Mao Tse-tung

Example: 1 This politician made the British leave India. It was Gandhi who made the British leave India.

- 1 This politician made the British leave India.
- 2 This politician ended apartheid in South Africa.
- 3 This American politician was murdered in 1963.
- 4 This politician wrote *The Little Red Book*.
- 5 This politician ended communism in Russia.
- 6 This German politician started the Second World War.

- 4 There are a few words in English that have masculine and feminine forms. Fill in the gaps below.

Masculine form	Feminine form
hero	_____
waiter	_____
_____	aunt
god	_____
_____	princess
_____	queen
bridegroom	_____

- 5 Work in groups of three.
- 1 Each student writes down on separate slips of paper the names of two famous people who are role models for them. One of these role models must be a man and the other a woman.
 - 2 The slips of paper are then placed in the middle of the group. One student then reads out all the names of the role models on the slips of paper.
 - 3 From these six role models, the group must agree on two.

Teacher's Notes

Level:	3
Skills:	Reading; speaking; writing
Function:	Telling a story
Language:	Infinitive 'to' used to express purpose
Vocabulary:	Fairy tales and magic

Important note

Cut along the dotted line at the bottom of the student's worksheet. The slips of paper will be used at the end of Exercise 3a.

Presentation (20 minutes)

- 1 Check that students understand the word *fairy tale* (a story for children in which magical things happen). Students read the words, using their dictionaries to look up new vocabulary. Elicit answers, encouraging students to give reasons for their answers.
- 2 Students read the passage in pairs, using their dictionaries to look up new vocabulary. Explain that the beginning and ending of this story are the traditional way of starting and finishing a fairy tale. For question 1, write the complete answer on the board: *She leaned down to look at herself in the water.* Ask: *What did she want to do? Why did she lean down?* Explain that when we want to show someone's purpose we use *to*. (*She leaned down because she wanted to look at herself in the water.*) Point out that we can answer questions asking *why* using either *to* or *because*. Students read the passage again and answer the questions. Check answers orally. Questions 3 and 6 also practise *to* used for purpose. Encourage students to answer in both short and long sentences. (For example: *Why did the princess put out her hand? To pick up the frog./She put out her hand to pick up the frog.*) Encourage discussion for question 7.

Practice (25 minutes)

- 3 **a** Look through the passage and pre-teach vocabulary. Students read the passage. Ask some questions to check students understand the story: *Where did the young king live before he came to the palace? Why did he live there, do you think? What did the young king plan to wear for the coronation? Describe his dreams. What did the young king wear when he went to the church?* In pairs, students then write the beginning and ending of the story (about 3–5 lines each.) Walk round and give help where necessary. If time allows, ask some pairs to read out their work. Then hand out the slips of paper you cut out from the worksheet. These slips give the beginning and ending of the story. Ask them how similar or different their beginnings and endings were to the real ones.
- b** Students write five questions about the story beginning with the word *why*. Elicit some questions

from students. Students then ask their partner these questions. Students will probably find that some questions elicit an answer beginning with *because* while others elicit an answer beginning with *to*. (See Key below.)

- c** Encourage discussion for this question.

Further practice (15 minutes)

- 4 If you think students need the help, ask the whole class to choose a fairy tale. Choose individual students to tell the story and give help with language where necessary. In pairs, students then write the story. Alternatively, put students in pairs. They choose and write a fairy story without help from you, using their dictionaries to look up new vocabulary. Encourage students to use one or two purpose phrases with *to* in their story. If time allows, ask some students to read out their story.

Key

- 1 witch, giant, princess, king, dragon, gold, forest, frog, prince, palace
- 2 1 She leaned down to look at herself in the water. 2 She saw a big black frog. 3 She put out her hand to pick up the frog. 4 Because she didn't like to see an animal cry. 5 The frog turned into a handsome prince. 6 To meet her parents. 7 Because it is about things that cannot really happen. A frog cannot turn into a prince. And fairy tales are about princes and princesses. 8 Open answer
- 3 **b Example questions and answers:** Why did the old king send his men to the forest? To bring his grandson to the palace. Why were people working night and day? To make the young king a gold coat and a jewelled crown. Why were men diving from the ship? To find pearls. Why were men digging in a dry river? To find jewels for a king's crown. Why did people shout angrily at the young king? Because he was wearing an old coat and a rose in his hair.
- c Suggested answer:** It is our thoughts and feelings that make us beautiful. Because of his dreams, the young king understood that poor people worked hard for him and he did not want this. He wore an old coat and a rose because he felt so sorry for them. He wanted to show people that he did not want them to kill themselves for him. He became very beautiful inside and so a miracle happened and his outside became beautiful too.

Follow-up

In groups, students take turns to tell part of a fairy story that they all know.

- 1 Work in pairs. Which of these words might you find in a fairy tale?

witch giant airport princess king passport dragon post office
gold forest hotel frog phone prince palace electricity

- 2 Work in pairs. Read this fairy tale. Answer the questions below.

Once upon a time there was a beautiful princess. One day the princess was sitting by the palace lake. She leaned down to look at herself in the water. (She liked to look at herself, you see.) But instead she saw a big black frog. The frog jumped out of the water. 'Pick me up!' it said in a sad little voice. The princess was a kind girl and she put out her hand to pick up the frog. The frog hopped up her arm to her shoulder. 'Ugh!' said the princess. 'Please kiss me,' said the frog and started to cry. The princess didn't like to see an animal cry. So she kissed the frog. Suddenly the frog turned into a handsome prince. The princess took the prince to the palace to meet her parents. The king and queen liked the prince a lot – he was very rich. The prince and princess married and lived happily ever after.

- | | |
|--|---|
| 1 Why did the princess lean down? | 5 What happened next? |
| 2 What did she see in the water? | 6 Why did the princess take the prince to the palace? |
| 3 Why did the princess put out her hand? | 7 In what way is this story a fairy tale? |
| 4 Why did the princess kiss the frog? | 8 What do you think this story is trying to teach us? |

- 3 a Work in pairs. Read this fairy tale by Oscar Wilde, a famous English dramatist. The beginning and ending of the story is missing. Write the beginning and the ending.

But when the king was old and dying he felt terrible about what he had done. He sent his men to the forest to bring his grandson back to the palace. The old king died and the boy was told that he was now the king. They prepared the young king for his coronation. He knew that people were working day and night to make him a gold coat and jewelled crown. That night the young king dreamt that he was in a long low room. Thin, pale men and children were working in this room, making gold cloth for his coat. 'Why do you work so hard?' asked the young king. 'Rich men own us. We work to live but they pay us too little and we die,' they answered. Then the young king dreamt about a ship. Men were diving from the ship to find pearls. The young king learnt that the pearls were for his crown. The young king had another dream. Poor men were working in a dry river, breaking the rocks with tools. 'They are digging to find jewels for a king's crown,' he was told. The next morning was the day of the coronation. But the young king did not wear his beautiful gold coat and jewelled crown. He went to the church dressed in an old coat, with a rose in his hair. People shouted angrily at him. In the church, the young king turned to face the people. Then the sunlight shone down through the coloured glass of the church windows.

(Based on 'The Young King' from *The Young King and Other Stories*. Level 3.)

- b Read the story again. Write five questions about the story. Begin the questions with the word 'why'. Ask your partner these questions.

- c What is this story trying to teach us, do you think?

- 4 Work in pairs or small groups. Think of a fairy tale you know and tell the story.

The Young King


Beginning: A king's daughter married an ordinary man, a painter, and had a son by him. The king was very angry and secretly killed the painter. He ordered his men to take the baby to a forester and his wife. They had no children and they took the child in.

Ending: His coat became more beautiful than gold cloth. The rose in his hair shone brighter than any jewel. Everyone fell on their knees. They saw that he was truly a king.

Teacher's Notes

Level:	4
Skills:	All four skills are practised
Function:	Telling a story
Language:	To see/hear someone (walking); When + past simple + past simple

Presentation (20 minutes)

- Use the picture to elicit/teach the words *ghost/chains*. In pairs, students describe the ghost. Give help with vocabulary where necessary.
-  **a** Look through the tapescript below and pre-teach any vocabulary you think necessary. Check students understand the rubric and the question. Play the passage once or twice. Elicit answers to the question. The questions that follow in part **b** will elicit fuller answers.
b Go through the questions with students and check they understand them. Play the passage again and check answers orally.
c Check students understand the part-sentences. Explain they are sentences from the passage and students must listen and complete them. Play the passage once or twice while students complete the sentences. Check answers orally.
d Elicit answers and encourage discussion.

Practice (20 minutes)

- Go through the introduction to the exercise with students. Check that students understand that *the ghost was in the middle of standing in the moonlight when Mr Otis saw him*. Students work in pairs. Check answers orally and correct where necessary.
- Go through the introduction and point out that sentence 2 happens immediately after sentence 1. Students do the exercise in pairs. Check answers orally and correct where necessary.

Further practice (20 minutes)

- Put students into pairs. Go through the rubric with students and check they understand it. If you feel students need the help, elicit some ideas. Students then work on their ideas in pairs. Walk round and give help where necessary. Then, as a whole class activity, elicit ideas from students. Use the opportunity to teach any new vocabulary that emerges. Choose five of the best ideas and ask students to write them up on the board. The class then votes for the best idea.
- Students write their ghost story in pairs or small groups. Walk round and give help where necessary.

Key

- a** His eyes are red, his hair is grey, and his chains are rusty. The ghost feels shocked and angry after meeting Mr Otis. When two 'little figures in white' throw a pillow, the ghost is frightened, so he disappears.
b 1 A bottle of oil. 2 Because the ghost's chains are rusty. 3 He feels shocked and angry. Perhaps he feels like this because Mr Otis isn't frightened of him. 4 They are children. 5 Because the children throw a pillow at him and frighten him.
c 1 a terrible old man 2 really must put some oil 3 if you need it. 4 the bottle of oil 5 a deep and terrible cry 6 a door opened. 7 into the wall.
- I heard the children laughing loudly. 2 John watched her walking down the street. 3 I can see them talking. 4 She saw the old man leaving the house. 5 We heard him talking on the phone. 6 She thinks she saw them going into a restaurant.
- 1 When he saw them, they ran away. 2 When they arrived, everyone stood up. 3 When Mrs Brown told her daughter, her daughter laughed. 4 When the tree fell down, it killed two people. 5 When I looked up, she smiled at me. 6 When Michael finished his meal, he went upstairs.


Follow-up

Students write the story of the ghost in Exercise 2.

 Tapescript

- He saw a terrible old man facing him in the pale moonlight. The old man's eyes were as red as fire, and he had long grey hair which fell over his shoulders. His clothes were in the style of an earlier century, and they were dirty and full of holes. Heavy, rusty chains hung from his arms and legs.
'My dear sir,' said Mr Otis, 'you really must put some oil on those rusty chains. For that purpose I'm giving you a small bottle of Smith's Rising Sun Oil. According to the makers, you only have to use it once. It's quite famous in America. Everybody uses it, and you will see that there are letters from well-known Americans printed on the bottle.'
Mr Otis put the bottle down on a small table. 'I'll leave it there for you,' he said. 'I'll be happy to give you more if you need it.' Then the Ambassador went back to his bed.
For a moment the Canterville Ghost did not move. He was shocked and angry. Then he knocked the bottle of oil violently on to the floor and hurried away down the passage. A strange green light shone from his body, and he screamed – a deep and terrible cry – into the night. When he reached the top of the stairs, a door opened. Two little figures in white appeared out of the darkness, and a large pillow flew past his head! The ghost quickly did the only thing that appeared safe. He disappeared into the wall.

(The Canterville Ghost and Other Stories. p6. Level 4.)

- 1 Work in pairs. Describe this picture.
- 2 a  Listen to this passage. An American ambassador called Mr Otis meets the ghost in the picture on the left. What new information do we learn about the ghost from the passage?

b Answer these questions.

- 1 What does the Ambassador give the ghost?
- 2 Why does he do this, do you think?
- 3 How does the ghost feel about this? Why do you think he/it feels like this?
- 4 Who or what are the 'two little figures in white', do you think?
- 5 Why does the ghost disappear?

c Listen again. Complete these sentences.

- 1 He saw _____ facing him in the moonlight.
- 2 You _____ on those rusty chains.
- 3 I'll be happy to give you more _____.
- 4 Then he knocked _____ violently on to the floor . . .
- 5 . . . and he screamed – _____ – into the night.
- 6 When he reached the top of the stairs, _____.
- 7 He disappeared _____.

d Do you like this story? Say why/why not.



- 3 Look at these two sentences: Mr Otis saw the ghost. The ghost was standing in the moonlight. We can make them one sentence: Mr Otis saw the ghost standing in the moonlight. Do the same with the sentences below.
- 1 I heard the children. They were laughing loudly.
 - 2 John watched her. She was walking down the street.
 - 3 I can see them. They're talking.
 - 4 She saw the old man. He was leaving the house.
 - 5 We heard him. He was talking on the phone.
 - 6 She thinks she saw them. They were going into a restaurant.
- 4 Look at these two sentences: He reached the top of the stairs. A door opened. We can make them one sentence: When he reached the top of the stairs, a door opened. Do the same with the sentences below.
- | | |
|--|--|
| 1 He saw them. They ran away. | 4 The tree fell down. It killed two people. |
| 2 They arrived. Everyone stood up. | 5 I looked up. She smiled at me. |
| 3 Mrs Brown told her daughter. Her daughter laughed. | 6 Michael finished his meal. He went upstairs. |
- 5 After his meeting with Mr Otis and the two children, the ghost is very upset. The job of a ghost is to frighten people and this family were not frightened at all. The ghost decides to make the family sorry and really frighten them . . . Work in pairs. What do you think the ghost does to really frighten the family? Think of one or two ideas . . .
- 6 Work in pairs or small groups. Write a ghost story. Use the language you practised in Exercises 3 and 4.

Teacher's Notes

Level:	4
Skills:	Reading; speaking; writing
Function:	Telling a story
Language:	Past perfect tense

Key

2 a 1 had died 2 had come 3 had disappeared
4 dreamt/dreamed 5 woke 6 passed 7 invited
8 looked 9 were standing 10 had

3 (v) (iv) (iii) (vi) (ii) (i)

Follow-up

In pairs, students tell the ghost story from Exercises 2 and 3. Encourage them to use the past perfect tense.

Presentation (15 minutes)

1 a Ask students to look at (i) and (ii). For each example, they must decide which event happened first. Elicit answers. Elicit/point out the fact that we use the past perfect tense when we need to make it clear (as in example (ii)) that one event happened before another. In (i), the second event happens after the first. This is shown by the order of the sentences and the use of the past simple in both sentences. In (ii), the use of *had* in the second sentence shows that the second event happens **before** the first. Point out that we only use the past perfect when we are talking about the past. Point out that the past perfect is formed by using *had* + past participle.

b Students complete the sentences in pairs. Tell them that many different endings to the sentences are possible but they must use the past perfect tense. Check answers orally and correct where necessary.

Practice (25 minutes)

2 a Look through the passage and pre-teach any vocabulary you think necessary. Put students into pairs. Students read the passage, which narrates the first half of a ghost story. Students put the verbs in brackets into the correct past tense – either the past simple, past perfect or past continuous. Check answers orally and give explanations where necessary.

b Ask: *How do you think the story ends?* In pairs, students discuss the answer to this question. Elicit suggestions from students.

3 a In pairs, students put the sentences telling the second half of the story in the correct order. Encourage students to use their dictionaries to look up new vocabulary. Check answers orally and correct where necessary.

b Check students understand the questions. Students discuss the questions in pairs. Then as a whole class activity, elicit answers and encourage discussion.

Further practice (20 minutes)

4 Put students into pairs. If you feel students need the oral practice, ask them to tell the story before they write it. Walk round and give help where necessary. If time allows, ask some students to read their story out to the class. Correct major errors.

- 1 a Which action happened first in (i) and (ii) below? In which sentence is the past perfect tense used and why?

(i) I arrived late. I missed my bus.

(ii) I arrived late. I had missed my bus.

b Work in pairs. Complete these sentences using the past perfect tense.

1 I got up late because _____.

5 I _____ so I couldn't afford to buy anything.

2 I didn't have much for dinner because _____.

6 We couldn't understand why they _____.

3 I was very late for a meeting. When I got there everyone _____.

7 She was very upset. Her son _____.

4 Yesterday I met a man who _____.

8 Mr Jones was angry with his wife because she _____.

- 2 a This passage tells the first half of a ghost story. Put the verbs in brackets into the correct past tense.

In September 1811, a boy called Stephen Elliot, whose parents (1) (to die) _____, went to live with his elderly cousin, Mr Abney. One November evening, Mr Abney's housekeeper, Mrs Bunch, told Stephen about two other children who (2) (to come) _____ to live with Mr Abney. Strangely, both children (3) (to disappear) _____. That night, Stephen (4) (dream) _____ that he saw a thin boy lying in the bath with his hand pressed over his heart. When Stephen (5) (to wake) _____, he was standing outside the bathroom. But there was no one in the bath. Time (6) (pass) _____. In March, 1812, Mr Abney (7) (to invite) _____ Stephen to come to his library that night. That evening Stephen (8) (to look) _____ out of his window. Two children (9) (to stand) _____ in the garden, a young girl and the boy from his dream. There was a large black hole in the boy's chest. The girl (10) (to have) _____ her hands over her heart.

(Based on 'Lost Hearts', from *The Locked Room and Other Ghost Stories*. Level 4.)

b Work in pairs. How do you think the story ends?

- 3 a The sentences below tell the second part of the story in Exercise 2. Put the sentences in the right order.

(i) They might try to take the heart of the person who had killed them . . .

(ii) The only danger was that the children might return.

(iii) An old book was open on the table and Stephen went to read it.

(iv) Mr Abney was lying dead in his chair and there was a large hole in his chest.

(v) Stephen was badly frightened but he went down to the library.

(vi) It explained how a person could control the world if they took out the hearts of three children.

b Work in pairs. Answer these questions.

1 Did you expect the story to end like this? Say why/why not. Is the ending very different to your ending?

2 Do you like the way the story ends? Try and explain your feelings.

- 4 Choose one beginning and one ending from the sentences below and write a short ghost story. Try and use the past perfect tense once or twice.

Beginning

I woke because I heard a strange sound.

I knew that the house had a ghost.

They told me not to do it.

Ending

I had never been more frightened in my life.


They didn't believe me.

I never went there again.

Teacher's Notes

Level:	4
Skills:	All four skills are practised
Functions:	Discussion; Giving an opinion
Language:	Should; Ought to
Vocabulary:	Business phrases

Presentation (25 minutes)

- For question 3, explain that *to run* in this sense means *to manage*. Students do the exercise in pairs. Check answers orally.
-  **a** Look through the tapescript. Pre-teach vocabulary and check students understand the rubric. Ask the questions in part **a** and elicit/give answers. (*Greenpeace is an organization/a group that works to protect the environment. The Body Shop sells cosmetics made from natural materials.*)

b Check students understand the sentences. Play the passage once or twice, while students do the exercise.

c Elicit answers to the question (see Key below). Encourage students to use both structures in their answers. Point out that *should* and *ought to* mean the same. However, we use *should* more often than *ought to*. Remind students to say the *to* in *ought to*. Point out that we use *should/ought to* when we want to say that something is a good idea and/or when we want to say that something is someone's duty.

Practice (15 minutes)

- This exercise practises affirmative forms of *should* and *ought to* and the negative form of *should*. It also teaches the layout of a letter. Check students understand the rubric and go through the example with them. Explain that we do not often use *ought to* in the negative form. Explain that the title *Ms* does not tell us whether a woman is married or single. Students do the exercise in pairs.

Further practice (20 minutes)

- Check students understand the questions and vocabulary. Put students in groups to discuss the questions. Then elicit answers from the whole class and encourage discussion. In pairs, students then write answers to the questions.

Key

- 1 homework 2 success 3 a family 4 a mistake 5 surprised
- b** 1 True. 2 False. In 1985 Anita worked with a group called Greenpeace to stop companies putting waste and poisons into the sea. 3 True. 4 True. 5 False. In 1989 Anita ran a campaign to stop the burning of

trees. We do not know if she actually stopped the burning of trees. 6 True. 7 False. Many business people were surprised by Anita's campaigns. They were only interested in profit. 8 True.

c Suggested answer: Anita thinks companies should try and make the world a better place. They ought to look after the environment.

- You shouldn't write your name above your address. Your address ought to be on the right-hand side of the page. You should put the name of the town and the postcode. You shouldn't end the letter 'Your friend'. You should/ought to put 'Yours sincerely'. You shouldn't write your name on the same line. Your name should/ought to be on the next line.
- Suggested answers:** 1 A multinational is a company that has branches in a number of countries. 2 Multinational companies create jobs for many people. They often sell a very good product. Their products are often cheaper than other smaller companies. 3 Workers in developing countries make products for multinationals, but they are very badly paid for their work. They create a lot of waste and this waste is not good for the environment. 4 They should pay workers in developing countries more. They ought to take care of the environment. They should be very careful with waste and where they put it. They make millions of dollars and they ought to give a lot of money to charity.

Follow-up

Ask students to write a letter to Anita Roddick telling her what they think of her company and her campaigns.

Tapescript


- ... Anita wanted to do more than just run a responsible business. She thought that business could give her the opportunity to make the world a better place. So in 1985, she started working with a group called Greenpeace to stop companies putting waste and poisons into the sea. As part of the campaign to keep the seas clean, The Body Shop paid for advertising and gave its customers information about the problem. Over the next few years, The Body Shop worked with other groups on campaigns to save rare animals and to help people who had been wrongly put in prison. In 1989, Anita ran a campaign to stop the burning of trees in the forests of Brazil. The campaigns were a chance for The Body Shop's employees to learn about these problems, and they were all expected to help Anita to make them successful. Other business people were surprised by Anita's campaigns. The 1980s was a time when many business people were only interested in profit.

'Why does she spend so much time trying to save the world?' they asked. 'She should be in her office, running her business like a normal businesswoman.'

(Women in Business. pp.34-35. Level 4.)

- 1 Work in pairs. In each line on the right, there is a word that **cannot** be used with the verbs on the left. Underline these words.

1 to make	a profit	a mistake	homework
2 to give	information	success	help
3 to run	a family	a business	a campaign
4 to save	a person	a company	a mistake
5 to have	an opportunity	surprised	a chance

- 2 a  You will hear a passage about Anita Roddick, the businesswoman who started The Body Shop. Before you listen to this passage, answer these questions:

What is Greenpeace, do you think? What do you think The Body Shop sells?

b Listen to the passage. Are these statements true or false?

- Anita wanted to make the world a better place.
- In 1985 Anita stopped Greenpeace putting waste and poisons into the sea.
- The Body Shop told its customers that companies were poisoning the sea.
- The Body shop has tried to save rare animals.
- In 1989 Anita stopped the burning of trees in Brazil.
- Anita thought her employees should help her with her campaigns.
- Many business people agreed with Anita and wanted to help her.
- Other business people thought Anita Roddick ought to spend more time on her business, The Body Shop.

c How does Anita Roddick think companies should/ought to behave?

- 3 Work in pairs. A customer who does not know Anita Roddick writes a letter to her. Correct the mistakes in the letter.

Example: You shouldn't say/put Dear Roddick. You should/ought to say Dear Ms Roddick.

Mr Peter Morris
25 Blakes Road.

Dear Roddick,
I want to say how much I admire you and your company. I think you are doing wonderful work. Well done!

Your friend, Pete

- 4 Work in pairs or small groups. Discuss the questions below. These words may help you:

create product developing countries waste the environment charity

- What is a multinational company?
- In what ways are multinational companies good for the world?
- In what ways are they bad for the world?
- How **should** multinational companies behave?

Teacher's Notes

Level:	4
Skills:	Reading; speaking; writing
Functions:	Talking about necessity; Giving an opinion
Language:	To need to; To have to; Should + base verb; Ought to + base verb
Vocabulary:	Business phrases

Presentation (15 minutes)

- Go through the questions with students checking understanding and explaining meaning where necessary. Check that they understand that *should* and *ought to* mean the same – the idea that something is a good idea or that it is your duty. Explain that we use *should* more often than *ought to*. We don't usually use *ought to* in questions. Elicit the fact/point out that *to need to* means that it is necessary to do something. Also elicit the fact/point out that *to have to* means that a situation outside oneself makes something necessary. Sometimes *need to* and *have to* mean more or less the same. Point out that the negative form of *to have to* (*I don't have to . . .*) means that something is not necessary. If you feel students need the help, briefly elicit answers to the questions. Make sure that students say the *to* in *ought to*. Students then do the exercise in pairs. Elicit answers and correct major errors.

Practice (30 minutes)

- a** Put students into pairs. Students match the ideas of the management consultants with the dates of their year of birth and death. Encourage students to use their dictionaries to look up new vocabulary. Check answers orally. Encourage students to explain why they matched the passages and dates as they did.

b Students answer the questions in pairs. Encourage them to use the structures practised in Exercise 1. Then as a whole class activity, elicit answers and encourage discussion. Correct major errors.
- This exercise practises the negative use of *to have to* meaning that something is not necessary. Go through the rubric and questions with students, checking understanding. Do the first question with the whole class. Encourage students to answer in complete sentences. (Example answer: *I travel a lot so I don't have to start work at the same time each day.*) Students then ask and answer the questions in pairs. Elicit answers from students and correct major errors.
- (Optional activity)** This exercise practises the question form of the structures. Point out that Exercise 3 shows how to form the question form of *to have to* and *to need to*. Do the first question with the

whole class. Check answers orally and give explanations where necessary.

Further practice (15 minutes)

- Check that students understand the question. Put students into small groups to discuss the question. Encourage them to use the structures practised in the lesson. Walk round and give help where necessary. Then as a whole class activity, have a class discussion about the question. Use the opportunity to teach any vocabulary that arises. Elicit ideas from students and put the best ideas on the board. The class then votes for the three most important 'ingredients'. Finally, students write their answer to the question.

Key

- a** A(iii) B(iv) C(i) D(ii)
- 1 What does a manager need to understand? 2 Who should governments sell their businesses to? 3 What should directors and managers do? 4 Why do we have to accept that we know nothing? 5 What do companies need to be prepared to do? 6 How should companies do their work? 7 What do managers need to study? 8 What shouldn't workers have?

Follow-up

Ask students to write answers to Exercise 2, part b.

- 1 Work in pairs. Answer the questions below.
- 1 Name four things you **should** do this week. Explain why you **ought to** do them.
 - 2 Imagine that you own a small company. One night, someone breaks into your office and steals all your word processors. What do you **need to** do?
 - 3 What kind of work do you do? What are the things that you **have to** do in your work?
 - 4 Is there anything you don't **have to** do today, but **have to** do by the end of the week?

- 2 a Work in pairs. Below are the ideas of four important management consultants. Match each passage with one of the dates below. The dates give the year of birth and year of death of the consultants. Explain why you have matched the passages and dates in this way.
- (i) 1942– (ii) 1856–1917 (iii) 1909– (iv) 1875–1966

A The ideas of Peter Drucker: The purpose of modern businesses is to serve society – businesses should use their power responsibly. A manager needs to understand where he wants to go – the idea of 'management by objectives'. Workers are the most important part of a company and they ought to help manage the company. Information and ideas have a higher value than oil, wood and iron. Governments should sell their businesses to private companies.

B The ideas of Alfred P Sloan: Managers at all levels should take responsibility. Directors and managers should really listen to people before taking decisions. Competition is good for business. A new product creates a new market.

C The ideas of Tom Peters: Companies ought to put their workers first. Things change so fast we have to accept that we know nothing. Companies need to be prepared to think in new ways. Companies should do their work as well as possible – the idea of excellence.

D The ideas of Frederick Taylor: Management is a science. Managers need to study the way workers do things and find ways to make them faster and better at their job. Machines come first and people come second. Managers should control and workers should obey. The boss's word is law. Workers should not have responsibility.

(Based on *Management Gurus*. Level 4.)

b Answer these questions.

- 1 What are the five management ideas described above that you most agree with? Give reasons for your opinion. Try and use some of these structures in your answers:
should ought to to need to to have to
- 2 Are there any of these management ideas that you don't agree with? What are they? Explain why you don't agree.

- 3 Work in pairs. Imagine that you are a sales representative (sales rep) for a publishing company. You travel all over the country visiting bookshops. Ask and answer these questions.
- 1 Do you have to start work at the same time each day? Explain why/why not.
 - 2 Do you have to sit at a desk every day?
 - 3 Do you have to sign in and out?
 - 4 What kind of qualities do you need to have for your work?
 - 5 Do you put in expenses? Do you need/have to explain what they are?

- 4 Below are the answers to some questions about the passage in Exercise 2. Write the questions.
- | | |
|----------------------------------|------------------------------|
| 1 Where he wants to go. | 5 To think in new ways. |
| 2 Private companies. | 6 As well as possible. |
| 3 Really listen to people. | 7 The way workers do things. |
| 4 Because things change so fast. | 8 Responsibility. |

- 5 Work in pairs. Discuss this question:
In your opinion, what are the three most important ingredients for a successful business?

Teacher's Notes

Level:	4
Skills:	Reading; speaking; writing
Function:	Talking about relationships
Language:	Phrasal verbs
Vocabulary:	Family and relationships

Presentation (30 minutes)

1 a Put students into pairs. They read the passages and answer the questions, using their dictionaries to look up new vocabulary. (You may need to explain *stepmother/stepchildren*. Elicit further stepfamily and family vocabulary – perhaps by drawing a family tree on the board.) Elicit answers and encourage discussion for question 3.

b 1 Elicit the fact/point out that the verbs listed are *phrasal verbs* (verbs followed by an adverb or preposition.) Choose one or two of the phrasal verbs (for example: *to come round, to turn into*) and elicit/teach their meaning (to visit, to become). Point out that the verb and adverb take on a new meaning when put together. If you feel students need the help, go through all the phrasal verbs teaching their meaning. Students then do the exercise in pairs. Alternatively, students do the exercise without further explanation from you, using their dictionaries to look up the phrasal verbs. Check answers orally and encourage students to repeat sentences from the passage using the phrasal verbs.

(Optional activity) Point out that in passage B, the phrasal verbs in the passage are *in italics*. If you feel students need the help, do the exercise as a whole class activity. Go through the passage, inviting students to guess the meaning of the phrasal verbs and to replace them with one of the verbs below. Give explanations where necessary. Alternatively, students do the exercise in pairs, using their dictionaries. Check answers orally and give explanations where necessary.

Practice (10 minutes)

2 a Do the exercise as a whole class activity, going through the questions and inviting students to say which phrasal verb should be substituted. Explain meaning where necessary and give other examples. Make sure that students say the whole question using the phrasal verb. You may wish to point out that where the phrasal verbs introduced in this lesson have an **object** (for example: *My family stood by me*), the object almost always follows the phrasal verb. However, there are many phrasal verbs where the object can also be placed in between the verb and particle. The only example of this type of phrasal verb

in this lesson is the verb *to bring up* (*She brought up her family* or *She brought her family up*.) Explain that there is no method to distinguish between these two groups of phrasal verbs. One simply has to learn which group a phrasal verb belongs to.

b (Optional activity) Students ask and answer the questions in pairs, replacing the phrases in italics with phrasal verbs. Encourage students to talk in answer to the questions.

Further practice (20 minutes)

3 Look through the role-play and pre-teach any vocabulary you think necessary. Go through the rubric with students and check they understand it. Put students into groups of four and assign each student one of the roles. Ask students to silently read all four roles. Briefly ask check questions to make sure they understand. Briefly elicit suggestions from students as to what each character might say. Put students into groups of four to do the role-play. Walk round and give help where necessary. If time permits, choose one or two groups to act out the role-play for the class. Correct major errors.

4 (Optional activity) Ask students to write about ten lines describing their childhood.

Key

1 a 1 She loves him very much. When she and Mr Knightley marry, the couple choose to live with Emma's father because Emma cannot bear to leave him. **2** She does not love her or treat her well. She does not give Adeline pretty clothes or presents. She does not allow her to receive visits or letters at her boarding school. **3** Open answer. But students might be interested to know that excerpt A is based on *Emma*, a fictional story by Jane Austen; and excerpt B is based on *Falling Leaves*, an autobiography by Adeline Yen Mah. Both books are Level 4 Penguin Readers.

b 1 (i) comes to live at (ii) takes care of (iii) dies (iv) admires (v) are raised by (vi) becomes (vii) visits the house (viii) have left

2 (i) put up with (ii) to turn to (iii) get on with (iv) brings up (v) grow up

2 a 1 . . . fallen out? **2** . . . look forward to seeing **3** . . . stand by **4** . . . look up to **5** . . . fed up with

Follow-up

Write seven of the phrasal verbs on the board. Ask students to write sentences using these verbs.

1 a Work in pairs. Read these descriptions of the family life of two girls. Answer the questions below.

A Emma's mother dies when Emma is five. Emma and her sister are lovingly raised by their father and Miss Taylor, a woman who comes to live at the family home. By the time Emma is seventeen, both Miss Taylor and her sister have left to get married. Emma becomes a beautiful young woman and takes care of the house for her father. A neighbour, Mr Knightley, often visits the house. Emma admires him and it is a long time before she realizes that she is in love with him. The two marry. But Emma cannot bear to leave her father and Mr Knightley comes to live with Emma and her father.

B Adeline Yen Mah is the fifth child of a Chinese businessman. Adeline's mother dies soon after Adeline's birth and her father marries again. But Adeline's stepmother does not *get on* with her stepchildren. She has two children of her own and they are brought up in luxury. Her stepchildren, however, *grow up* without such things as pretty clothes and presents. Poor Adeline has no one to *turn to*. She is sent to boarding school and is not allowed to receive visits or even letters. But Adeline becomes a clever young woman and realizes she cannot *put up with* her home situation any longer. Eventually she starts a new life in America as a doctor, and *brings up* her own family, a happy one.

- 1 Describe Emma's relationship with her father. How do we know this?
- 2 How does Adeline's stepmother feel about Adeline? How do we know this?
- 3 One of these stories is true. Which one is it, do you think? Give reasons for your opinion.

b 1 Find words/phrases in passage A that mean:

(i) to move in (ii) to look after (iii) to pass away (iv) to look up to (v) to be brought up by (to bring up) (vi) to turn into (vii) to come round (viii) to move out

2 Find phrasal verbs in passage B that mean:

(i) to tolerate (ii) to ask for help (iii) to have a good relationship with (iv) to raise (v) to grow from childhood to adulthood

2 a Work in pairs. Replace the phrases in italics below with a phrasal verb from the list below.

to look up to to fall out to look forward to to stand by to be fed up with

b Ask and answer the questions, using the phrasal verbs.

- 1 Have members of your family ever *quarrelled badly*?
- 2 Do you *feel happy when you know you are going to see* your family?
- 3 Would your family *support* you if you had a serious problem?
- 4 Is there anyone in your family you really *admire*?
- 5 Do you ever get *annoyed and bored with* members of your family?

3 Work in groups of four. Act out this role-play about a family. The father has decided that the whole family must talk together about their problems. Everyone is very truthful to each other. Finally, for the first time, the two children understand that their stepmother really does love them.

The stepmother: You have married a man whose first wife died. He has two children, a boy aged seven and a girl aged ten. You try very hard to be kind to them but sometimes, when they are rude to you, you get angry. You want them to trust and love you as you love them.

The father: You have two children. Your first wife died in a car accident. After three years, you married again. The atmosphere at home is often not very happy. You try not to take sides but it is difficult.

The daughter: You are eleven. You remember your mother very clearly and do not want anyone to take her place. You don't like your stepmother although she is kind and loving to you. You want her to leave.

The son: You are eight. You don't have clear memories of your mother. Your sister doesn't like your stepmother so you don't either.

4 Write about ten lines describing your childhood.


Teacher's Notes

Level:	4
Skills:	All four skills are practised
Function:	Describing resemblances
Language:	To look like; To be like; To like
Vocabulary:	Characteristics and physical features

Presentation (15 minutes)

- Elicit the fact that this is a family photograph. Ask students: *Who does Rebecca look like? (She looks like her father.)* Then ask: *Who does Jonathan look like? (He looks more like his mother.)* You might want to pre-teach the words *character*, *extrovert* and *colouring*. Students then do the gap passage in pairs. Students may well have a problem with gap number 4 as this asks them to use the verb *to be like*. Do not give them the answer until they have completed the exercise. Then go through the answers with them and explain that we only use the verb *to look like* for physical resemblances. When we are talking about other kinds of resemblances we use *to be like*. Give explanations where necessary for the other gaps – for example, remind students that we always say *the same*.

Practice (25 minutes)

-  Look through the rubric and the tapescript below and pre-teach any vocabulary you think necessary. Go through the rubric and questions with students and check they understand them. Play the passage once or twice and elicit answers to questions. Play relevant sentences again where necessary. Encourage discussion for question 2. When students have finished discussing this question, tell them that at the end of *Oliver Twist*, it is discovered that the woman in the picture was Oliver's mother.
- Go through the words/phrases above the sentences, teaching their meaning where necessary. Students do the exercise in pairs. Check answers orally and give explanations where necessary.
- Teach the word *inkblot*. Go through the examples with students. Ask students: *What can you see in inkblot 1?* Elicit answers using all three structures. Students then do the exercise in pairs. As a whole class activity, ask more students to say what they can see in the inkblots and correct mistakes. Use the opportunity to teach any new vocabulary that arises.

Further practice (20 minutes)

- Go through the questions with the class, eliciting answers. Students do the exercise in pairs or small groups, asking and answering. Walk round and give help where necessary. As a whole class activity, correct major errors.

- Go through the rubric and examples with students. Play the game as a whole class activity. Students then play the game in pairs or small groups. Walk round and give help where necessary.

Key

- 1 looks 2 the 3 same 4 is 5 like 6 like 7 as 8 like
- 1 It is a picture of a lady. She has a beautiful face but her eyes are sad. Oliver feels that her eyes follow him when he moves. Mr Brownlow notices that Oliver looks like the woman in the picture – the eyes, the head and the mouth are exactly the same. Mrs Bedwin moves the picture because she thinks it upsets Oliver, but Oliver tells her that he likes it. Mrs Bedwin says she will hang the picture up again when Oliver is better. 2 Open answer
- 1 I take after my grandfather in character. 2 I resemble my sister. 3 I like you. 4 My aunt is the relation I like best. 5 My sister and I have a good relationship. 6 What was the weather like in Paris?

Follow-up

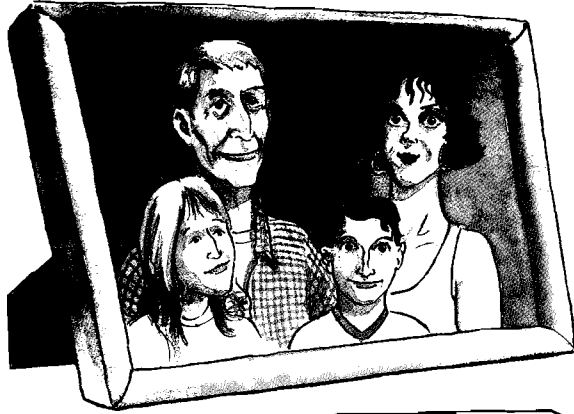
Students write a brief description of their family, saying who they resemble in looks and character.

Tapescript


- Oliver stayed in bed in Mr Brownlow's house for several weeks. He was quite ill. When he was a little better, he was able to sit in a chair and talk to Mrs Bedwin. She was an old lady who looked after the house for Mr Brownlow.
His new friends were very kind to him. Mrs Bedwin smiled at him and she fed him well.
One day he was carried downstairs to Mrs Bedwin's room. He stared at a picture of a lady on the wall. 'Are you fond of pictures, dear?' said Mrs Bedwin. 'I don't know,' said Oliver. 'I have seen very few. That lady has a beautiful face. But her eyes look so sad and they follow me when I move.'
'Oh!' cried the old lady. 'Don't talk in that way, child. You are weak after your illness. Let me move your chair, and then you won't see it.'
Then Mr Brownlow came down to see Oliver. As they were talking, Mr Brownlow looked at the picture. 'Mrs Bedwin!' he cried suddenly. 'Look there!' As he spoke, he pointed to the picture above Oliver's head and then to the boy's face. The eyes, the head, the mouth – they were exactly the same.
The next day, when Oliver came down to Mrs Bedwin's room for breakfast, the picture had gone. 'Why have they taken it away?' he asked. 'It seemed to upset you, child,' said Mrs Bedwin. 'Oh, no, it didn't upset me,' said Oliver. 'I liked it.' 'Well,' said the old lady, 'we will hang it up again when you are better.'

(*Oliver Twist*. p.24. Level 4.)

- 1 Work in pairs. Look at this family picture. Complete the gaps in the passage.



Rebecca (1) _____ like her father. She has (2) _____ same nose and mouth and her hair is the (3) _____ colour. But she (4) _____ not like her father in character. Her father is very extrovert and Rebecca is quieter, (5) _____ her mother. Jonathan looks more (6) _____ his mother than his father. He has the same colouring (7) _____ his mother. In character he is (8) _____ his mother.

- 2  Listen to this passage. It is taken from the Penguin Reader of a famous nineteenth century novel called *Oliver Twist*. In this episode, a poor young orphan called Oliver Twist goes to stay in the house of a kind old gentleman called Mr Brownlow. Listen and answer the questions below.

- 1 What do we learn about the picture?
- 2 How do you think the picture might be important to the story of *Oliver Twist*?

- 3 Rewrite the phrases *in italics* below so they have the same meaning. Use one of these words or phrases in each sentence:

to like relationship to be like
to take after to resemble relation

- 1 *I'm like* my grandfather in character.
- 2 *I look like* my sister.
- 3 *I'm fond of* you.
- 4 My aunt is the *member of our family* I like best.
- 5 My sister and I *get on very well*.
- 6 *How was the weather* in Paris?

- 4 Work in pairs. What can you see in these inkblots? Make sentences as in the examples below.

This one looks like a ship. This one's like a bird. I can see a dog in this one.




- 5 Work in pairs or small groups. Ask and answer these questions.
Who do you look like/resemble in your family?
Who are you like in character? Who do you take after? How are you like them?

- 6 Work in pairs or small groups. We use the verb 'to be like' when we compare things. Play this game. One student thinks of an object but does not say what it is. He/she compares it to something and gives reasons for this. The other students ask questions.
Example: Student A: I'm thinking of an object.
Student B: What's it like?
Student A: It's like a cow.
Student B: Why is it like a cow?
Student A: Because it's got four legs. It's also like a tree.
Student C: Why is it like a tree?
Student A: Because it's made of wood.
Student C: OK, it's got four legs and it's made of wood. Is it a chair?
Student A: Yes, it is.

Teacher's Notes

Level:	4
Skills:	All four skills are practised
Function:	Talking about possibilities
Language:	The second conditional (e.g. If they found you here they would kill us.)

Presentation (15 minutes)

- 1  **a** and **b** Look through the tapescript below and pre-teach any vocabulary you think necessary. Go through the rubric and questions with students and check they understand them. Play the tape and elicit answers to the questions. Play relevant sentences again where necessary.

c Elicit answers from students. (*No, it is impossible or very unlikely that they will happen.*) Ask: *How do we know this?* Elicit the fact/remind students that this is the second conditional structure – *If + past simple + would + base verb*. When this structure is used, we know that the speaker thinks that something is unlikely or impossible. It is an **imaginary** situation.

Practice (35 minutes)

- 2 In this exercise, a description of an episode is divided into sections A–E. After each section, students are asked questions using the second conditional. Look-through the narrative and pre-teach any vocabulary you think necessary. Put students into pairs. They read a section and then answer the questions that follow it. If you feel students need the help, do section **A** with the whole class. When students have completed the exercise, as a whole class activity, elicit answers from students and encourage discussion. Correct where necessary.
- 3 Go through the example with students. Students do the exercise in pairs. Elicit answers and correct where necessary.

Further practice (10 minutes)

- 4 Go through the vocabulary with students. Go through the example also. Point out that *would* is used (*I wouldn't go scuba diving*) because we are talking about an **imaginary** situation. If you feel students need the help, elicit answers from them. In pairs or small groups, students discuss the questions. As a whole class activity, elicit answers from students.

Key


- 1 **a** 1 He thinks she is sweet and beautiful. 2 They are in 'the Doone valley'. This is a valley owned by the Doone family.
- b** 1 Lorna 2 John 3 John 4 Lorna

Follow-up

Students write answers to the questions in Exercise 2.

 Tapescript

- 1 'When I opened my eyes, I saw a little girl by my side. 'Oh, I'm so glad,' she whispered softly, as I looked at her. 'You will be all right now, won't you?'
- I had never heard a sweeter voice. I had never seen anything as beautiful as her dark eyes and thick dark hair. I thought of her then as a beautiful spring flower. Now, when I see a spring flower, I still think of her. Perhaps she liked my face too. She told me afterwards that she did. I sat up.
- 'What's your name?' she asked. 'How did you come here? And what have you got in your bag?'
- 'They're fish for my mother, but I'll give you some if you want.'
- 'Oh, you've hurt your feet!' she cried. 'And you have no shoes. Is your mother very poor, boy?'
- 'No', I answered crossly. 'We could buy this whole field if we wanted to. My shoes are in this other bag. But who are you? I've never seen anyone like you before. My name's John Ridd. What's your name?'
- 'Lorna Doone.'
- Doone! To me the name was terrible! She was one of the Doones who had killed my father. But her voice touched my heart and I could not hate her. Her beautiful hair fell down on to her shoulders. There were lights and shadows in her eyes like sunlight in a deep forest.
- I stood up and touched her hand and tried to make her look at me. But she turned away and started to cry; she was so ashamed of her name.
- 'Don't cry,' I said. 'I'm sure you've never hurt anyone. I'll give you all my fish, Lorna, and catch some more for Mother. But don't cry.'
- 'Why did you come here?' she asked. 'The Doones would-kill us both if they found you here with me.'
- (*Lorna Doone*. pp.8-10. Level 4.)

1 a  Listen to this passage, in which a boy called John Ridd meets a little girl called Lorna Doone. Answer these questions.

- 1 What does John Ridd think of Lorna Doone?
- 2 Where are they?

b Listen again. Who says these things?

- 1 How did you come here?
- 2 We could buy this whole field if we wanted to.
- 3 I'm sure you've never hurt anyone.
- 4 The Doones would kill us both if they found you here with me.

c Look at sentences **b** 2 and 4. Will these things happen, do you think? How do you know?

2 Read this description of an episode in the Penguin Reader, *King Solomon's Mines*. The story takes place in the nineteenth century.

A Answer the questions.

A 55-year-old hunter called Alan Quatermain meets a rich man called Sir Henry Curtis, who is looking for his brother. Alan Quatermain tells Sir Henry that he believes his brother was looking for King Solomon's Mines. These are mines deep in the African desert. Only one man has ever reached the mines, which are full of uncut diamonds. No one has ever returned from the mines alive. Sir Henry asks Quatermain to accompany him to the mines. He says he will pay him very well and he can keep all the diamonds he finds. Quatermain does not have much money.

What would you do if someone offered you this job? If you decided to go, what would you take with you on the journey?

B

After many adventures, Quatermain and his companions reach King Solomon's Mines. An old witch called Gagool accompanies them to the mines. The men know she wishes them harm. They travel deep down into the mine and finally come to a rock wall. Part of the wall moves and the men can see into the treasure room, which is a room about ten feet square. There are three stone boxes against the wall.

What would you do if you were Quatermain? What would you do if you were Gagool? What do you think is in the boxes?

C The men go into the room. The boxes are full of uncut diamonds.

What would you do if you saw those diamonds?

D Suddenly the rock door starts closing. Gagool is trapped and killed by the door, but the men are trapped inside.

What would you do if this happened to you? What would you say? What would you think?

E After twenty-four hours in the room, the men find a stone ring in the floor.

What would you do if you found a stone ring in the floor? What do you think happens next?

3 Work in pairs. What would you do in these situations? Write complete sentences.

Example Situation 1: If I saw someone really famous in the street, I would smile at them.

- 1 You see someone really famous in the street.
- 2 Your best friend wins a million dollars.
- 3 Someone gives you a dog for your birthday.
- 4 A colleague tells lies about you at work.
- 5 You know your best friend has killed someone.

4 Work in pairs. Do you think the sports below are dangerous? Say why/why not. Would you do any of them?

Example: Scuba diving is dangerous and there are dangerous animals in the water. I wouldn't go diving. But it sounds very exciting.



Teacher's Notes

Level:	4
Skills:	Reading; speaking; writing
Language:	Defining relative pronoun as object and subject; relative pronouns 'whose' and 'where'

Presentation (10 minutes)

- 1 a** Go through the examples with students. Ask students to complete the sentences or complete them yourself if necessary. Show students how, in each case, the relative pronoun replaces the words in **bold type** in the second sentence. Point out that we use the relative pronoun *where* when we mean *in* or *to a place*. Point out that in examples 3 and 4, *who/that* refers to the **subject** of the second sentence. In examples 5 and 6, *who/that* refers to the **object** of the second sentence. Point out that we need not say the relative pronoun in examples 5 and 6. For example 5, point out that *whom* is formal and not often used.

Practice (30 minutes)

- 2** Put students into pairs. Students read the situations, using their dictionaries to look up new vocabulary. They complete the gaps with the pronouns. Check answers orally, giving explanations where necessary.
- 3** Students do the exercise in pairs. Check answers orally and give explanations where necessary.
- 4 (Optional activity) a** Look through the text and pre-teach any vocabulary you think necessary. For each situation in Exercise 2, two different endings are given in this exercise. In pairs, students match the paired endings with the situations in Exercise 2. Check answers orally.

b In pairs, students discuss which of the two endings is the real ending in the book. (For each pair of endings, there is a mistake in one of them. Do not tell students this – allow them to discover it as they read.) Elicit answers from students. (For example: *The first ending talks about the young man's 'uncle'. It is not his uncle, it is his father who is in hospital.*) Correct major errors.

Further practice (20 minutes)

- 5** Students should write three or four lines for each situation. Encourage them to use a relative pronoun if they can. Walk round and give help where necessary. If time allows, ask some students to read out their work to the class.
- 6** Play this game as a whole class activity so students understand how to play it. Students take turns to choose any noun from Exercises 2 and 4 and define that noun using a relative pronoun. (The only relative

pronoun that the game does not practise is the word *whose*). Students then play the game in pairs or groups. Walk round and give help where necessary.

Key

- 1** 1 . . . first name is 'Love'. 2 . . . everyone knows everyone else. 3 . . . always tells the truth. 4 . . . goes everywhere with me. 5 . . . really liked you. 6 . . . we are discussing.
- 2** (1) who (2) where (3) whose (4) that
- 3** 1 I really enjoyed the book (that) you gave me. 2 London is a city where you can disappear. 3 He is someone (who/whom) I shall never forget. 4 He is the man whose sister lives near you. 5 Where's the child who got lost in the park? 6 I know a place where we can walk for miles.
- 4 a** 1C; 2B; 3A; 4D
- b** 1(ii). The first ending talks about the young man's 'uncle'. It is not his uncle, it is his father who is in hospital. 2(i). The second ending says the girl rides away from 'the mountain'. She is in a valley, not a mountain. 3(i). The second ending talks about a 'window'. There is no window in this room. 4(ii). The first ending talks about a 'school'. They are not in a school, they are in a house.

Follow-up

In pairs, students describe another 'dangerous situation' that they have read about or seen in a film. Encourage them to use a relative pronoun if possible.

- 1 Look at these examples of the relative pronoun. Complete these sentences.
- 1 WHOSE: I have a **friend**. **Her** first name is 'Love'. I have a friend **whose** _____.
 - 2 WHERE: We live **in a town**. **In this town** everyone knows everyone else. We live in a town **where** _____.
 - 3 'WHO' AS SUBJECT: He is a **man**. **The man** always tells the truth. He is a man **who** _____.
 - 4 'THAT' AS SUBJECT: I have a **book**. **The book** goes everywhere with me. I have a book **that** _____.
 - 5 'WHO/THAT/WHOM' AS OBJECT: You met **people**. **They** really liked you. The people (**who**) you met _____.
 - 6 'THAT/WHICH' AS OBJECT: It is **a subject**. We are discussing that **subject**. It is a subject (**that**) _____.

- 2 Below are four descriptions of dangerous situations from Penguin Readers stories. Complete the gaps with these words:

whose	where	that	who
-------	-------	------	-----

- A** A private detective goes to see a psychiatrist (1) _____ may know something about a murder. While they are talking, someone knocks the detective out and he wakes to find himself in a small room with no window.
- B** A young girl rides her horse into a valley (2) _____ she and her horse become trapped by a herd of wild horses. A huge white stallion attacks the girl's horse while she hides by the rocky wall of the valley.
- C** A young man (3) _____ father is a Mafia chief hears that his father has been shot by members of another Mafia family. He goes to visit his father in hospital and finds that his father's guards have been sent away. The young man stands guard over his father, knowing that men may come to kill his father at any moment.
- D** A man and his family are trapped in a house by birds (4) _____ have suddenly become very dangerous. The birds fly against the windows and break them with their sharp beaks.

- 3 Write each pair of sentences below as one sentence, as in the examples in Exercise 1.
- 1 I really enjoyed the book. You gave me the book.
 - 2 London is a city. You can disappear in this city.
 - 3 He is someone. I shall never forget him.
 - 4 He is the man. His sister lives near you.
 - 5 Where's the child? He got lost in the park.
 - 6 I know a place. We can walk for miles in this place.

- 4 **a** Work in pairs. For each situation in Exercise 2, two endings are given below. Match the endings with the situations.
- 1 (i) Members of the other Mafia family arrive and succeed in killing the young man's uncle.
(ii) The police arrive. They hit the young man and try to take him away, but he resists them until his own family arrive.
 - 2 (i) An older man who the girl is staying with rescues her and the horse. But he gets killed in doing so.
(ii) The girl manages to ride her horse away from the mountain and escape to safety.
 - 3 (i) He shouts 'Fire'. He hits the man who comes to the door, and is able to escape.
(ii) He is able to open the window and escape.
 - 4 (i) They escape at night when the birds are sleeping. They drive away from the school to a safe place.
(ii) The story ends here. But we know the birds will kill them.


b Which ending is the real ending in the book, do you think? Why do you think this?

- 5 Work in pairs. Choose two situations from Exercise 2. Write the ending that you would like to see.
- 6 Work in pairs or small groups. Play this game. Choose a noun from the situations in Exercise 2 or 4. Define that noun.
Example: A hospital is a place where sick people are treated.

Teacher's Notes

Level:	4
Skills:	All four skills are practised
Language:	So . . . that . . . (e.g. We were so hungry that we ate everything.)
Vocabulary:	Phrases associated with war

Presentation (15 minutes)

1 a  Look through the tapescript and pre-teach any vocabulary you think necessary. Ask students: *Have you heard of The Diary of Anne Frank?* If they have, ask students to tell you what they know. If they haven't, go through the rubric with students and elicit background information about the position of Jews in the war. Play the passage once or twice while students complete the chart. Check answers orally and play relevant sentences again where necessary.

b Write the incomplete sentence on the board. Play the target sentence again so that students can give you the completed sentence. Ask students: *Why did Anne and Margot go downstairs again? (Because the guns were very loud and this frightened them.)* Now write two sentences on the board: *The guns were very loud. They went down.* Say: *We can write this as one sentence.* Elicit the target sentence again and write it beneath the two sentences: *The guns were so loud that they went down.* Point out that we sometimes omit that in the sentence.

c Ask students to listen to the passage again and complete the sentences. Explain that they will not find the exact sentence in the passage but the meaning will be there. Check answers orally. Play relevant sentences again where necessary.

d Students will probably be able to answer this question without hearing the passage again. (See Key below.)

Practice (30 minutes)

- 2** Check students understand the rubric and example. They do the exercise in pairs. Check answers orally.
- 3 a** Check students understand the rubric. (*Annexe = separate building added to a larger one.*) In pairs, students read the passage and explain the humour in it. Elicit answers and encourage discussion. Go through the same procedure with part **b**. Correct major errors.

Further practice (15 minutes)

- 4** Put students into pairs. Elicit suggestions as to what students could write. They may want to invent an imaginary incident. Encourage students to use the structure *so . . . that . . .* at least once. If time allows, ask some students to read out what they have written.

Key

1 a 1 A terrible bombing raid started. 2 The planes flew away. 3 There was another raid. 4 More planes came. Anne ran to her father's bed. 5 Anne fell asleep in her own bed. 6 They heard the news that Mussolini had gone and the King of Italy was leading the government.

b . . . we went down again.

c 1 . . . her legs shook. 2 . . . she ran to her father's bed.

d Probably not. She sounds so frightened. It sounds new to her. She describes it in a lot of detail.

2 1 She was so happy that she sang all day. 2 The children were so tired that they slept all day. 3 It was so dark that they could not see anything. 4 It was so difficult that I could not do it. 5 It was so cold that we did not go out. 6 Sarah is so kind that everyone loves her. 7 The story was so funny that people could not stop laughing. 8 His accent is so bad that people can't understand him.

3 a Suggested answer: Anne makes the annexe sound like an unusual hotel, one that is free, with slimming food, where you take exercise, study and even sing. The problems are presented as interesting features.

b Anne has a sense of humour and is full of life. The family must keep very quiet at certain times. There is not much food (low fat). The place is damp and they can only bathe once a week.


Follow-up

Give students the listening passage as a dictation.

Tapescript

1 There was a terrible bombing raid yesterday. It started at about two-thirty in the afternoon. Margot and I were upstairs, but the guns were so loud that we went down again. The house shook, and the bombs kept falling. I was holding my 'escape bag'. But walking on the streets is as dangerous as an air raid on the Annexe. I know that I can't really leave. After half an hour the planes flew away, and the smell of fire was everywhere. There was thick smoke over the city, like fog. Later, after dinner, there was another raid. The bombs came down again like rain, and we heard from British reports that Schiphol Airport was bombed. We could hear the noise of the planes all the time, and we were very frightened. My legs were still shaking when I lay in bed that night. At midnight, more planes! I ran to father's bed and did not fall asleep in my own bed until half past two. But at seven o'clock in the morning we heard some wonderful news about Italy! Mussolini has gone, and the King of Italy is leading the government there now.

(*The Diary of a Young Girl*. pp.20-21. Level 4.)

- 1 a**  This passage is taken from the Penguin Reader, *The Diary of a Young Girl: Anne Frank*. Anne Frank was a Jewish teenage girl living in hiding in Amsterdam during the Second World War. She kept a diary which became very famous. Listen to this passage. Write down the events that happened at the times given in the chart below.

- 1 2.30 p.m: _____
- 2 3.00 p.m: _____
- 3 After dinner: _____
- 4 Midnight: _____
- 5 2.30 a.m: _____
- 6 7.00 a.m. _____

- b** Listen and complete the sentence:

Margot and I were upstairs, but the guns were so loud that _____.

- c** Complete these sentences. You will not find them in the passage.

- 1 Anne was so frightened by the second raid that _____.
- 2 Anne was so frightened by the third raid that _____.

- d** Do you think Anne has experienced a bombing raid before? Say why/why not.

- 2** Rewrite the sentences below as one sentence, as in the example below.

Example: We were very hungry. We ate everything. We were so hungry (that) we ate everything.

- 1 She was very happy. She sang all day.
- 2 The children were very tired. They slept all day.
- 3 It was very dark. They could not see anything.
- 4 It was very difficult. I could not do it.
- 5 It was very cold. We did not go out.
- 6 Sarah is very kind. Everyone loves her.
- 7 The story was very funny. People could not stop laughing.
- 8 His accent is very bad. People can't understand him.

- 3 a** Anne and her family could not leave their hiding place, the 'secret annexe'. They knew that if they left, they would be caught by the Nazis. Read Anne's humorous guide to the secret annexe below. Explain the humour.

- b** What can we learn about Anne from this passage? What do we learn about her family's life in the annexe?

GUIDE TO THE SECRET ANNEXE

For Jews and other people without homes

Open all year round: Near to the centre of Amsterdam, but in a quiet street with trees.

Price: Free.

Food: Low Fat.

Water: In the bathroom (sorry, no fixed bath) and also on some of the walls . . .

Rest hours: From 10 p.m. to 7.30 a.m.; 10.15 a.m. on Sundays. This is for your safety . . .

Use of language: Speak softly at all times and not in German.

Exercise: Every day.

Lessons: Offered in English, French, and other subjects.

Singing: Only softly, and after 6 p.m.

Mealtimes: Breakfast 9 a.m. (11.30 a.m. on Sundays and holidays.)

Lunch: A light meal from 1.15 p.m. to 1.45 p.m.

Dinner: Sometimes a hot meal, sometimes not. The time of dinner changes because of radio news broadcasts.

Bath: The moveable bath can be used by all guests after 9 a.m. on Sundays. You may take your bath in the bathroom, kitchen, private office or front office.

(Adapted from *The Diary of a Young Girl*. p.15. Level 4.)

- 4** Imagine that you are Anne Frank. Use what you have learnt about her life to write an imaginary diary entry for her.


Teacher's Notes

Level:	4
Skills:	All four skills are practised
Function:	Reporting what has been said
Language:	Reported speech: statements
Vocabulary:	Phrases associated with war

Presentation (35 minutes)

- 1 Ask students the questions and elicit answers. Teach any new vocabulary.
- 2 Put students into pairs. Tell students that the passage they are going to read is taken from a famous *novel* and *film* called *Dr Strangelove*. Tell them to ignore the italics and numbers beside certain sentences. (Explain that they refer to Exercise 5.) Students read the passage and answer the questions. Encourage them to use their dictionaries to look up new vocabulary. Elicit answers to the questions and give explanations where necessary. Encourage discussion for question 4.
- 3 **a** Put students into pairs. They briefly discuss the difference between the two sentences. Elicit answers and if necessary, explain that sentence (i) is *direct speech* and gives us the actual words of the speaker. Sentence (ii) reports what the person said but does not give us the actual words. To make the difference absolutely clear, illustrate the difference by asking a student a question (for example: *What's the time?*), eliciting an answer (*Three o'clock*) and asking a second student: *What did he/she say? (He/she said it was three o'clock.)*. Explain that this is *reported speech*.
b Point out that in reported speech, when the main verb (the first verb) is in the past, the second verb goes one step back into the past: *I have* becomes *I had*. If you feel students need the help, do this exercise as a whole class activity, writing the changes on the board. If not, students can do the exercise in pairs. In that case, check answers orally and give explanations where necessary.

Practice (10 minutes)

- 4  Look through the tapescript below. Pre-teach any vocabulary you think necessary. Go through the rubric with students and check they understand it. Play the passage once or twice. Students put the sentences in the correct order as they listen. Check answers orally and play relevant sentences again where necessary.

Further practice (15 minutes)

- 5 Do the first sentences with the whole class. Write the beginning of the sentence on the board: *Kivel said (that) . . .* Elicit the answer and complete the sentence.

Point out that we can either say *that* or leave it out. Students then do the exercise in pairs. Check answers orally and correct where necessary.

Key

- 1 1 It shows a nuclear bomb explosion (the mushroom cloud). 2 A nuclear bomb is different because it is very powerful and kills a lot of people. Also it creates harmful radiation.
- 2 1 They are talking about a target and bomb doors. So perhaps they are going to drop a nuclear bomb like the bomb in the picture. 2 Zogg can't open them. He thinks they must be damaged. 3 He decides to go down and look at the doors.
- 3 **b** (i) I worked (ii) I was working (iii) I could work (iv) I was going to work (v) I would work (vi) I had worked (vii) I had worked (viii) I had worked (ix) I had to work (x) I might/could work
- 4 (ii), (vi), (v), (i), (iv), (iii)
- 5 1 Kivel said they had about nine minutes before they reached the target. 2 King told the boys that they were going to get there. 3 Kivel said that they had fuel for twelve minutes. 4 Zogg told King that there was something wrong with the bomb doors. 5 Zogg said he couldn't open the doors. 6 King said that was impossible. 7 Zogg said he had tried everything. 8 King said he was going down there. 9 Zogg told King that was dangerous. He said that if the doors opened, King might fall out. 10 King said that was a chance he had to take.

Follow-up

Find another passage with dialogue in it and ask students to put the statements into reported speech

Tapescript

- 4 King pulled back on the controls and the bomber started climbing. He said, 'OK, Dietrich, now you take her up to three thousand metres while I go down again to the bomb doors.'
Dietrich sat down again, and King went back down to the bombs. He remembered a problem with the doors he had experienced once before. This time he knew how to solve the problem. With some difficulty, he climbed on to Dear John and found a broken connection. He made the connection and sat down on Dear John. Zogg looked down at him anxiously. He said, 'Are you all right, King?'
'Sure,' said King. He looked carefully at his watch. When he thought they were over their target, he pressed a switch. Nobody ever knew what went through King's mind in the next few seconds. The bomb doors opened and Dear John began to fall. King fell with it, shouting and holding on to his hat. Three minutes later, Dear John exploded.
(*Dr Strangelove*. pp.52-53. Level 4.)



- 1 Look at this picture. Answer the questions.
 - 1 What does this picture show?
 - 2 How is it different from other bombs?
- 2 Work in pairs. The passage below is taken from the Penguin Reader of a famous novel and film called *Dr Strangelove*. Read the passage and answer the questions below.

'We've got about nine minutes before we reach the target,' said Kivel. (1)

'That's good,' said King. 'We're going to get there, boys.' (2)

'We've got fuel for twelve minutes,' said Kivel. (3)

King thought about what he should do. He was thinking about this when Zogg spoke.

'King, there's something wrong with the bomb doors . . . I can't open them.' (4) (5)

'That's impossible!' (6)

'I've tried everything. Come and see for yourself.' (7)

King said, 'Dietrich. Do you think you can fly this on two-eight-zero and not hit any trees?'

'Sure,' said Dietrich. He came forward and moved into King's seat. He knew enough to keep the plane in the air. He looked ahead anxiously as King went down to see Zogg.

Zogg moved to the left to let King see the equipment.

'Try it,' he said.


King pressed the switch which controlled the bomb doors. Nothing happened.

'I'm going down there,' he said. (8)

'That's dangerous, King,' said Zogg. 'If those doors open, you might fall out.' (9)

'That's a chance I've got to take,' said King. (10)

(Adapted from *Dr Strangelove*. p.51. Level 4.)

- 1 What's the connection between this passage and the picture in Exercise 1, do you think?
 - 2 What is the problem with the doors?
 - 3 What does King decide to do about it?
 - 4 What is your reaction to this passage?
- 3 a Work in pairs. Look at these two sentences. Explain the difference between them.
 - (i) We've got fuel for twelve minutes,' said Kivel.
 - (ii) Kivel said that they had fuel for twelve minutes.
 - b Write in the changes from direct speech to reported speech below. Example: I have = I had
 - (i) I work = I _____
 - (ii) I am working = _____
 - (iii) I can work = _____
 - (iv) I'm going to work = _____
 - (v) I will work = _____
 - (vi) I worked = _____
 - (vii) I have worked = _____
 - (viii) I had worked = _____
 - (ix) I must work = _____
 - (x) I might/could work = _____
 - 4  In this listening passage, you will hear how the story in Exercise 2 continues. The pilots have given the bomb a name. It is called Dear John. Listen and put these events in the right order.
 - (i) The bomb doors open.
 - (ii) King mends a broken connection.
 - (iii) The bomb explodes.
 - (iv) King holds on to his hat.
 - (v) He presses a switch.
 - (vi) He sits down on the bomb.
 - 5 Work in pairs. Imagine you are in the bomber control room. You can hear the conversation of the bomber pilots in Exercise 2 on radio. Look at the sentences in italics. Report what is said. Remember the rules about reported speech.

Teacher's Notes

Level:	4
Skills:	Reading; speaking; writing
Function:	Talking about emotions
Language:	To make someone + verb/adjective
Vocabulary:	Adjectives describing emotions

Presentation (15 minutes)

- 1 Put students into pairs. Students read the passage, using their dictionaries to look up new vocabulary. They answer the questions. Elicit answers from students. Questions 1–3, to some extent, ask students to make inferences about the passage (in other words, to decide that facts not mentioned in the passage must be true because of information in the passage). However, the passage is taken from the end of the Penguin Reader of the very famous book *Gone with the Wind*. Students may have read the book or seen the film. In this case they will know the story and will not be relying so much on inference to answer the questions. For questions 4 and 5, encourage students to use the structure *to make someone + verb/adjective* (*Rhett thought he could make Scarlett care. He wanted to make her happy.*). Elicit the fact/point out that the structure means *to cause something to happen/to cause someone to do something*. For question 5, encourage students to express their feelings. For question 6, perhaps some of the class have seen the film or read the book. Encourage these students to say what they know about it and about the heroine, Scarlett.

Practice (20 minutes)

- 2 **a** Look through the sentences and pre-teach any vocabulary you think necessary. Go through the model sentences with students. Point out that the second example has the meaning of *forcing someone to do something*.
- b** Tell students that a number of answers are possible for each question. Students complete the exercise in pairs. Check answers orally and correct where necessary.
- 3 Put students into pairs to do the exercise. They should use their dictionaries to look up new vocabulary. Elicit answers from students, encouraging them to explain why they chose the words they did. In this way you will discover whether students really understand the meaning of the adjectives. Students may wish to use adjectives other than the ones in the box. Encourage them to do so.

Further practice (25 minutes)

- 4 Check that students understand the question. Elicit/teach the word *couple*. If you feel they need the

help, elicit some suggestions from students (for example: *The couple must have similar interests.*). Students then discuss the question in pairs. Walk round and give help where necessary. As a whole class activity, elicit answers from students and encourage discussion. Teach any new vocabulary that arises. Write students' suggestions on the board. Finally, ask students to vote for each suggestion in turn. Tell them that they are allowed three votes. In this way students can discover what the majority opinion of the class is.

- 5 Elicit suggestions from students as to what Scarlett could say in the letter. Encourage students to try and express Scarlett's feelings – in this way, they will naturally use some of the adjectives they have learnt in Exercise 3. Put students into pairs to write the letter. Walk round and give help where necessary. Ask some students to read out what they have written. Correct major errors.

Key

- 1 1 They are married but it has not been a happy marriage. Scarlett was in love with another man. Rhett thought he could change this and make Scarlett love him. But now he doesn't care any more and has decided to leave Scarlett. This is very sad, because Scarlett has at last realized that she loves Rhett. 2 Mr Wilkes' first name is Ashley. Scarlett thought she loved him. 3 Bonnie was Rhett and Scarlett's daughter ('... there can be other babies...') but she died. 4 He thought he could make Scarlett care. He wanted to make her happy. 5 Open answer. 6 *Gone with the Wind* is a very famous novel by Margaret Mitchell. It was made into a very famous film. The story takes place in the deep south of America during the American Civil War. The heroine, Scarlett O'Hara, is beautiful, passionate and selfish.
- 2 **b Suggested answers:** 1 ... me laugh. 2 ... me cry/sad. 3 ... her eat it. 4 ... you sorry/pay. 5 ... me very nervous/more careful. 6 everyone work hard/nervous. 7 him ill/feel ill the next day. 8 us very angry/want to call the police.
- 3 **Suggested answers:** 1 He feels bitter, bored, disappointed. 2 She feels brokenhearted, desperate, passionate. 3 He feels brokenhearted, devastated. 4 I feel curious, interested.

Follow-up

Write the adjectives in Exercise 3 on the board. Students write sentences using these words. The sentences should show that students understand the meaning of the words.

- 1 Work in pairs. Read the passage. Answer the questions below.

'You're tired,' he said. 'You'd better go to bed.'
 'But I must tell you!' she cried.
 'Scarlett,' he said heavily, 'I don't want to hear.'
 'But you don't know what I'm going to say!'
 'My dear, it's written plainly on your face.
 Something *made you realize* that you don't love the
 unfortunate Mr Wilkes after all. And that same
 something made me seem more attractive
 suddenly.' He shook his head. 'But it's useless to talk
 about it.'
 'But, Rhett!' she said. 'Oh, I love you so much! I
 was a fool not to know it! Rhett, you must believe
 me!'
 'Oh, I believe you,' he said. 'And did you ever
 know that I loved you as much as a man can love a
 woman? But I couldn't let you know it. You're so
 cruel to those who love you, Scarlett. I knew you
 didn't love me when you married me, but I was a
 fool and I thought I could *make you care*. I wanted
 to *make you happy* – the way I made Bonnie happy.
 But there was always Ashley. Every night I sat across
 the table from you, and knew that you were
 wishing Ashley was sitting in my place. But then
 Bonnie came, and she was like you – brave and
 pretty and full of life – and I gave her the love that
 you didn't want. But when she died . . . she took
 everything.'
 'Rhett, there can be other babies –'
 'Thank you, no . . . I'm going away,' he said . . .
 'But if you go – what will I do?' she cried.
 He looked at her and there was pity in his eyes.
 'My dear,' he said, softly, 'I don't care what you do.'

(Adapted from *Gone with the Wind. Part 2. pp.55-56. Level 4.*)

- 1 What do you understand from this passage about Scarlett and Rhett's relationship?
- 2 What do we learn from this passage about Mr Wilkes?
- 3 Who is Bonnie, do you think? What happened to her?
- 4 What did Rhett think he could do when he first married Scarlett? What did he want to do?
- 5 How does this passage make you feel? Try and explain why.
- 6 Perhaps you have seen the film *Gone with the Wind* or read the book. What do you know about it? What do you know about the heroine, Scarlett?

- 2 a Work in pairs. Look at how the word 'made' is used in these sentences.

The news was good. It made me happy. It made me feel happy.

The boy was rude to the teacher. The teacher made the boy stand in front of the class.

- b Complete the sentences below.

- 1 I saw a really funny film last week. It made _____ .
- 2 It was a very sad story. It made _____ .
- 3 The child didn't want to finish her meal, but her parents made _____ .
- 4 You made a big mistake when you did that. I'm going to make _____ .
- 5 I had a bad car accident some time ago. It has made _____ .
- 6 My boss is very hardworking. He makes _____ .
- 7 Peter ate and drank too much at the party. It made _____ .
- 8 Our neighbours play loud music all the time. They make _____ .

- 3 Work in pairs. Read the passage in Exercise 1 again. Then look at the adjectives in the box. Choose adjectives to describe:

bitter	brokenhearted	desperate
bored	upset	disappointed
angry	devastated	interested
		curious

- 1 how Rhett feels about Scarlett.
- 2 how Scarlett feels about Rhett.
- 3 how Rhett feels about Bonnie.
- 4 how you feel about the passage.


- 4 Work in small groups. Discuss the following question. Give reasons for your opinion.
 What are the three most important ingredients for a successful marriage?

- 5 Work in pairs. Imagine that Scarlett writes a letter to Rhett in which she tries to get him back. Write that letter.

Teacher's Notes

Level:	4
Skills:	All four skills are practised
Language:	Verb + object + to ... (e.g. He asked her to marry him.)
Vocabulary:	Phrases connected with marriage

Presentation (30 minutes)

1  **a** Look through the tapescript below. Pre-teach any vocabulary you think necessary. Say to students: *You will hear two short passages. In what way are they similar?* Do not let students see the worksheets at this point or they will answer the question by looking through the exercise. Play the passage once or twice and elicit answers.

b Check students understand the summaries. If necessary, play the passages again. Elicit answers from students and play relevant sentences where necessary.

c Encourage students to guess the meaning of the word *propose* (to ask someone to marry you). Elicit answers – tell students the answer if necessary. (*Will you marry me?*)

2 **a** Check students understand the meaning of the verbs *in italics*. Teach their meaning if necessary.

b Say to the class: *Stand up*. When they have done this, say: *What did I tell you to do?* Elicit/give students the answer: *You told us to stand up*. Point out that the verb *to tell* must have an object. Now say: *Can you open the window, (Maria)?* When Maria has opened the window, say: *What did I ask Maria to do?* Elicit the answer: *You asked her to open the window*. Make a few more requests, using *can/could/will* and elicit the infinitive structure from students. Say that when we ask someone to do something or give an order we use this structure. Then point out the italicized verbs in the exercise and explain that they all have the same structure: verb + object + to. Students then do the exercise in pairs. Check answers orally.

Practice (15 minutes)

3 Students ask each other to perform an action, as in the examples in the worksheet. These actions can be easy to perform or impossible. The student they ask can choose to perform the action or refuse to do it, as in the examples. After five minutes or so, as a whole class activity, ask students to say what they were asked to do. (Example: *Mina asked me to take her dog for a walk. I refused to do it.*)

4 Students do this exercise in pairs, using their dictionaries to look up new vocabulary. Check answers orally and give explanations where necessary. Point out that when we talk about *getting married*, we mean the actual ceremony.

Further practice (15 minutes)

5 Check students understand the questions. Explain that the word *ideally* means 'in a perfect world'. Put students into pairs or small groups to discuss the questions. Walk round and give help where necessary.

Key

1 **b** 1 (ii); 2 (ii)

2 1 ... Sandra to help with the shopping. 2 ... the boy to go and see the headteacher. 3 ... me to try for the job. 4 ... me to ask for my money back. 5 ... everyone to enjoy themselves. 6 ... her flatmate to buy some washing powder. 7 ... the boys not to do that again. 8 ... him to pass his exam. 9 ... Mrs Dawson to the party. 10 ... everyone to go to the end of the road. 11 ... you to turn over your worksheets. 12 ... Nick not to leave her.

4 1 b, 2 a, 3 a, 4 a, 5 a, 6 b, 7 a, 8 b

Follow-up

Students choose five questions from Exercise 5 and write answers to them.

 Tapescript

1 1 Farmer Oak had had no practice in asking girls to marry him, and he did not quite know how to begin. 'I've just been down to your house, Miss Everdene,' he said. 'I came to ask if you'd like to marry me.' He paused. 'But perhaps you've got a young man already.'

'Oh no!' The girl shook her head quickly. 'I haven't got a young man at all.'

Gabriel looked pleased. 'I'm truly glad to hear that,' he said, smiling one of his long, special smiles. He held out his hand to take hers, but she hurriedly put her hand behind her back.


'I'm not sure if I want to marry anyone,' she said, her face a little pink.

(*Far from the Madding Crowd*. p.3. Level 4.)

2 There was suddenly a great difference in Mr Knightley. He held her hand tightly. 'Emma, might there be a chance for me?' Emma was so surprised she could not speak. 'If your answer is "No", please tell me now, Emma. I cannot tell you everything I feel for you. If I loved you less I might be able to talk about it more,' he continued. 'But you know what I am, everything I say to you is true. And I tell you now, my dear, that I have always loved you.'

Emma had never been happier. She told him then that she loved him too.

(*Emma*. p.49. Level 4.)

1 a  You will hear two short passages. In what way are they similar?

b Choose the best summary of each passage.

- 1 (i) Gabriel Oak asks Miss Everdene to marry him and she refuses.
(ii) Gabriel Oak asks a young woman to marry him but she's not certain that she wants to marry.
- 2 (i) Mr Knightley asks Emma to marry him and she accepts.
(ii) Mr Knightley tells Emma that he loves her and she answers that she feels the same.

c What do people usually say when they propose?

2 a Work in pairs. Check you know the meaning of the words *in italics* below.

b Complete these sentences so that they have the same meaning as the first sentence.

- 1 'Will you help me with the shopping, Sandra?' Pete asked _____.
- 2 'Go and see the headteacher,' the teacher told the boy. The teacher told _____.
- 3 I didn't want to try for the job but my husband persuaded me. My husband *persuaded* _____.
- 4 'You should ask for your money back,' my brother said. My brother *advised* _____.
- 5 I hope everyone enjoys themselves. I want _____.
- 6 'Don't forget to buy some washing powder,' Sarah said to her flatmate. Sarah *reminded* _____.
- 7 'Don't do that again, boys.' The policeman *warned* _____.
- 8 I'm sure you will pass your exam, Mike,' said his teacher. Mike's teacher *expected* _____.
- 9 We hope you can come to the party, Mrs Dawson,' Mrs Brett said. Mrs Brett *invited* _____.
- 10 'Go to the end of the road,' the firemen told everyone. The firemen *ordered* _____.
- 11 'Please turn over your worksheets.' I'd like _____.
- 12 'Please, please don't leave me, Nick!' She *begged* _____.

3 Play this game. Ask different students to do something. It can be something easy or something impossible.
Examples: Smile, please. Can/Could you smile, please?/Will you give me all your money, please?

Students can perform these actions, or refuse to do them.

Example: OK, I'll do that if you want. (Student smiles.) OR No, I don't want to do that./No, I won't.

As a whole class activity, students then say what they were asked to do.

Example: Ahmed told/asked me to smile. So I smiled./I refused to do it.

4 Work in pairs. Choose the correct word or phrase and underline it.

- 1 When is the a) marriage b) wedding?
- 2 Where are you going on your a) honeymoon b) marriage holiday?
- 3 At last Douglas asked Catherine to a) marry him b) get married to him.
- 4 I'm a) getting married b) marrying in the morning.
- 5 They're very happy together. They have a very good a) marriage b) wedding.
- 6 a) The bridegroom b) the bride wore white. She looked beautiful.
- 7 We've been a) engaged b) married for three months. The wedding is next week.
- 8 The a) wedding band b) wedding ring was rather expensive.

5 Work in pairs or small groups. Discuss your answers to these questions about the 'perfect' marriage.

- 1 Ideally, should your husband/wife be your first boyfriend/girlfriend?
- 2 What's the best age to get married? Is it the same for a man and a woman?
- 3 Who should propose, the man or the woman?
- 4 Ideally, how long after the wedding should you have your first child?
- 5 Is it necessary to have children to have a 'perfect' marriage?
- 6 How many children would you have in the 'perfect' marriage?
- 7 Should the husband be prepared to look after the children if the wife has a bigger income?

Teacher's Notes

Level:	4
Skills:	Reading; speaking; writing
Function:	Comparison
Language:	Whereas; More/Less than: As . . . as; Present perfect tense
Vocabulary:	Theatre/plays

Presentation (25 minutes)

- Put students into pairs. Write the word *Shakespeare* on the board and ask students: *Who was Shakespeare?* Students will almost certainly know that he wrote plays although they may not be able to express this clearly. Teach them: *Shakespeare wrote plays. He was a playwright.* Then put students into pairs to do the Shakespeare quiz. If necessary, pre-teach the words *century* and *character*. Check answers orally. Encourage students to say what else they know about Shakespeare. Perhaps they have seen a Shakespeare play. In that case, ask them to say a little about the play.
- Students do the exercise in pairs. Check answers orally, pointing out that *less* is the opposite of *more*. However, point out that you cannot use *less* with countable words – we must use the word *fewer* (for example: *I have fewer books than you.*).
- a** and **b** Put students into pairs. Explain that these are both pictures of Shakespeare and that picture 2 is very famous. Go through the example using *whereas* with students. Explain that we use *whereas* when we want to compare things or people. Ask students: *How has Shakespeare changed in picture 2?* Elicit answers using *more/less/not as*. Also encourage students to use the present perfect tense and in particular the verbs *to become* and *to get* (for example: *He's become/got more serious.*). Elicit the fact that we can use the present tense because we can see the result in the present. Put students into pairs to do the exercise. Encourage them to use their dictionaries to look up new vocabulary. Elicit answers from students and correct where necessary.

Practice (15 minutes)

- Look through the two passages and pre-teach any vocabulary you think necessary. Explain that these two passages are both from a famous Shakespeare play called *King Lear*. Write the words *King Lear* on the board. Go through the rubric with students and check they understand it. Explain that passage B takes place some time after passage A. Go through the questions with students. Put students into pairs. They read the passages and answer the questions. Elicit answers from students and encourage discussion, particularly

for the question: *What has (Lear) learnt do you think?* Encourage students to use the present perfect tense.

Further practice (20 minutes)

- This exercise gives more practice in the present perfect tense. Ask some students the questions: *How have you changed in the last year? What have you learnt?* Encourage some use of the present perfect. Students then do the exercise in pairs. Walk round and give help where necessary. Then, as a whole class activity, ask students for their answers. Make corrections where necessary.

Key

- 1 William 2 English 3 The last half of the sixteenth century and the first part of the seventeenth (1564–1616) 4 Poems 5 and 6 Open answers
- 1 I have less money than him. 2 Yesterday is not as hot as today. 3 Michelle has more friends than Jennifer. 4 Your English is better than mine. 5 Cats are less intelligent than dogs. 6 Peter is not as tall as Danny.
- a** Whereas in picture 1, Shakespeare has a beard, in picture 2 he has no beard. Also, Shakespeare's moustache is longer in picture 1. Shakespeare looks quite a lot older in picture 2. He doesn't have so much hair and his hair is less curly/isn't as curly. Shakespeare looks less attractive in picture 2.
b Shakespeare has lost some of his hair. He's got lines/bags under his eyes. He's put on weight and his face has got rounder. Perhaps he looks more interesting in picture 2. He's become more serious.
- Suggested answers:** 1 Open answer 2 Lear is angry because he wanted Cordelia to say that she adored him. He says that he will not have her as a daughter any more. He does not give her her share of his kingdom. 3 He is obviously very unhappy. His two daughters have treated him badly (*Your sisters were bad to me.*) Lear feels so bad that he says that he will kill himself if he can. (*If you have poison for me, I will drink it.*) Lear has learnt not to trust his children, who accepted part of King Lear's kingdom and then treated their father badly. He has learnt that Cordelia, on the other hand, truly loves him. That is why she spoke the truth in passage A.

Follow-up

Students write their answers to Exercise 5.

- 1** Work in pairs. How much do you know about Shakespeare? Do this quiz.
- 1 What was Shakespeare's first name?
 - 2 What nationality was Shakespeare?
 - 3 What century did he live in?
 - 4 Shakespeare wrote plays. What else did he write?
 - 5 Name one of Shakespeare's plays.
 - 6 Name one of the characters in Shakespeare's plays.
- 2** Rewrite the sentences below using the words in brackets to give the same meaning.
- 1 He has more money than me. (less)
 - 2 Today is hotter than yesterday). (not . . . as)
 - 3 Jennifer has fewer friends than Michelle. (more)
 - 4 My English isn't as good as yours. (better)
 - 5 Dogs are more intelligent than cats. (less)
 - 6 Danny is taller than Peter. (not . . . as)
- 3** **a** Work in pairs. These are both believed to be pictures of Shakespeare. Compare them.
Example: Whereas in picture 1, Shakespeare is wearing a hat, in picture 2 his head is bare.
- b** Picture 2 was painted when Shakespeare was an older man. How has he changed in this picture?
- 4** Work in pairs. Read these two passages from Shakespeare's play, *King Lear*. In passage A, King Lear is dividing his kingdom among his three daughters. He has asked his youngest daughter, Cordelia, to say how much she loves him. Time passes before Lear and Cordelia meet again in passage B. Read the passages and answer the questions below.



A

Then it was Cordelia's turn to speak. 'Now,' said her father, 'what do you say? Shall I give you the richest part of my kingdom? Shall I give you more than I gave your sisters? Speak!'

Cordelia answered, 'I can say nothing, my lord.' . . .
'Nothing will bring you nothing. Speak again.'

'I cannot put my feelings into words,' Cordelia said. 'I love you as much as any daughter can love her father. You are my father: you gave me life, cared for me, loved me. So of course I love you. I obey you. I honour you. Why do my sisters have husbands if you have all their love? When I marry, I will give my husband half my love.'

'Do you really mean that?' Lear asked. 'You are very young and unkind.'

'I am young, my lord, but I am telling you the truth.'

'Truth? Then you will only receive truth. From today I will not be your father. You will be a stranger to me and to my heart. Cornwall and Albany, you can have Cordelia's share of my kingdom . . .'

B

'Sir,' Cordelia said to her father, 'do you know me?'

'You have come from heaven,' Lear said. 'When did you die?'

'Oh, look at me, sir. Take my hand and give me your love. No! You must not fall to your knees!'

'I think I know you, but I am not sure,' Lear cried. 'Do not laugh at me. I think that this lady is my child, Cordelia.'

'She is! She is!' Cordelia wept.

'Do not weep! If you have poison for me, I will drink it. I know you cannot love me. Your sisters were bad to me. You have a reason to hate me, but they have not.'

'No, no! I do not hate you! . . . Will you let me help you?'

'Yes, yes, dear daughter. Please forgive me. I am old and foolish.'



(Adapted from *King Lear* from *Three Great Plays of Shakespeare*, pp.38-39 and p.56. Level 4.)

- 1 What do you think of Cordelia's answer in Part A? What do you learn about Cordelia?
 - 2 Why is Lear so angry with Cordelia? What is the result of Cordelia's answer?
 - 3 What has happened to King Lear in Part B? What has Lear learnt, do you think?
- 5** Work in pairs. Answer these questions: How have you changed in the last year? What have you learnt?

Teacher's Notes

Level:	4
Skills:	All four skills are practised
Function:	Biography
Language:	Time phrases/clauses: In (1598); By (1600 he had become . . .); Until
Vocabulary:	Theatre

Presentation (35 minutes)

- Students work in pairs, using their dictionaries to look up new vocabulary. Check answers orally.
-  Look through the tapescript below and pre-teach vocabulary. Check students understand the rubric. Play the passage twice. Students then complete the drawing. Ask some students to describe what they have drawn.
-  **a** Look through the tapescript below and pre-teach vocabulary. Check students understand the rubric and chart. Ask: *Who was Shakespeare? (He was a famous English dramatist.)* Play the passage at least twice, while students complete the chart. Check answers orally and play relevant sentences again where necessary.
b Put students into pairs to do the exercise. Elicit answers from students and write examples of sentences on the board. Point out that, informally, we often say *till* instead of *until*.

Practice (10 minutes)

- Check students understand the rubric and vocabulary. Point out that short words are omitted in the chart. (For example, it should be *First book of poems was published.*) In pairs, students use the chart to talk about Wilde's life, using the prepositions. Elicit sentences from students and correct where necessary.

Further practice (15 minutes)

- In this activity the students who are listening write notes next to the dates as their partners talk about their lives. Students should use their notes to write/talk about their partners' lives.

Key

- 1 stage 2 seat 3 audience 4 actor 5 costume
- The objects and people that students should draw in are underlined in the tapescript below.
- a** (1) Shakespeare was born (2) 1582 (3) Went to live in London (4) Had become the leading dramatist of his time (5) theatre (6) 1600 (7) Wrote last play (8) Died in Stratford

b Suggested sentences: Shakespeare was born on 22 April, 1564. He left school when he was fifteen./He stayed at school until he was fifteen. Shakespeare married in 1582. By 1598 Shakespeare had become the leading dramatist of his time. By 1603 or 4 Shakespeare had given up acting. Shakespeare remained in Stratford until his death in 1616.

Follow-up

Students write about Shakespeare's life.

 Tapescript

- The theatre was outdoors and some of the audience stood around the stage in the open air. People could pay more money for seats at the sides. If they wanted to be seen, not to see the play, they could pay to sit on the stage itself.

There were only two entrances, both at the back of the stage, but there was a special door in the floor where characters like ghosts and devils could suddenly appear. But although the actors had some simple pieces of furniture, the audience had to imagine where the scene was taking place. The dramatist also had to remember that the actors would not always perform in a theatre. They often performed at court. If there was plague in the city, and they had to go on tour, they had to act in any building that they could find.

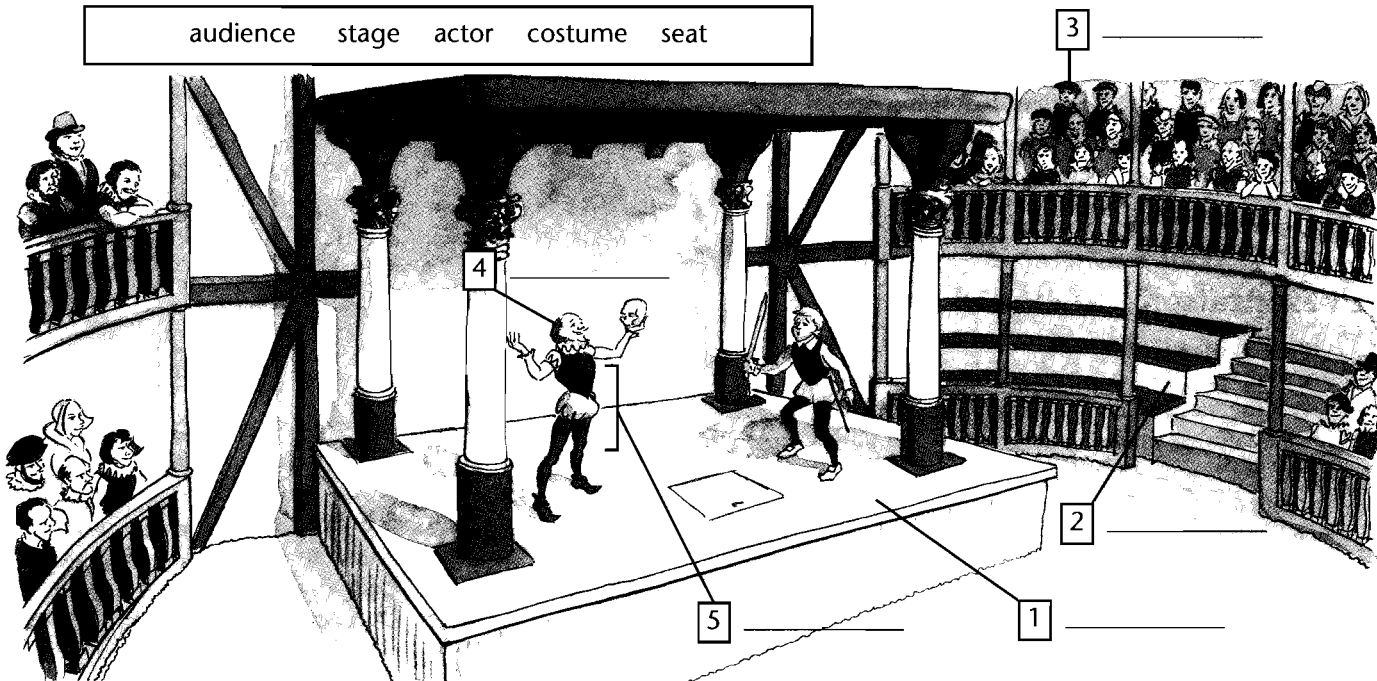
(Shakespeare: *His Life and Plays*. p.27. Level 4.)

- On or about 22 April 1564, William Shakespeare was born in Stratford-upon-Avon. The third child of a successful businessman, William went to a good school in Stratford and stayed there until he was fifteen. We do not hear of him again until 1582, when he married Anne Hathaway. Shakespeare was only eighteen and Anne was twenty-six. They quickly had three children, two of whom were twins. We know that soon after 1585 Shakespeare went to live in London. He joined a theatre company and started acting and writing plays. By 1598 Shakespeare had become the leading dramatist of his time. Shakespeare's success made him a rich man. But in 1596 his only son, Hamnet, died and Shakespeare experienced real tragedy. In 1599 Shakespeare's company built a new theatre, the Globe, which immediately became very popular. *Hamlet*, probably Shakespeare's greatest play, was written in 1600. Shakespeare probably gave up acting around 1603 but he continued to write and direct plays. The playwright wrote his last play in 1611. He returned to Stratford and lived quietly there until 1616. He died just after his fifty-second birthday.

(Based on Shakespeare: *His Life and Plays*. Level 4.)

1 Work in pairs. Look at this picture of a theatre in the time of Queen Elizabeth I of England (1533–1603). Write the words below in the correct places in the picture:

audience stage actor costume seat



2 Listen to this passage. It describes an Elizabethan theatre. Listen and draw the things and people that the passage describes in the picture, above.

3 a Listen to this passage about William Shakespeare's life. Complete the chart below.

- 22 April 1564: (1) _____
- Aged 15: Shakespeare left school
- (2) _____: Shakespeare married Anne Hathaway
- Soon after 1585: (3) _____
- 1596: Shakespeare's son, Hamnet, died
- By 1598: (4) _____
- 1599: A new (5) _____, the Globe, was built
- (6) _____: Wrote *Hamlet*
- Around 1603: Shakespeare gave up acting
- 1610: Returned to Stratford
- 1611: (7) _____
- 1616: (8) _____

b Use the chart to talk about Shakespeare's life. Use these words:

in until by on when

4 Work in pairs. The chart below tells us about the dramatist, Oscar Wilde. His brilliant, amusing plays are often performed today. Use the chart to talk about Wilde's life. Use these words:

in until by when


- 1854: Born in Dublin, Ireland
- 1881: First book of poems published, aged 27
- 1884: Married, aged 30
- 1888: A book of fairy stories published, written for his son
- 1891: Wilde's only novel published, *The Picture of Dorian Gray*
- 1892: First successful play, aged 38: *Lady Windermere's Fan*. Two more famous plays follow.
- 1895: *The Importance of being Earnest*: Wilde's greatest play. He became very famous.
- 1895: Imprisoned
- 1897: Released from prison, went to France
- 1898: Long poem: *The Ballad of Reading Gaol*
- 1900: Died in Paris

5 Work in pairs. Write down important dates in your own life. Give these dates to your partner. Talk about your life, mentioning these dates. Your partner must take notes as you talk. Then he/she must tell you about your life.

Teacher's Notes

Level:	4
Skills:	All four skills are practised
Function:	Talking about past habits
Language:	Used to + base verb
Vocabulary:	Childhood and school

Presentation (20 minutes)

- Put students into pairs to do the exercise. Elicit answers from students. You will probably need to teach the words *a bully/to bully* (The older, bigger boys are bullying the smaller, younger boy). For part **b**, accept anything that is appropriate. For part **c**, encourage students to talk (for example: *I'd like to see a really big man picking up the two bullies.*)
-  Look through the transcript below. Pre-teach any vocabulary you think necessary. Go through the rubric and questions with students. Play the passage once or twice. Students listen and decide whether the sentences are true or false. Check answers orally. For question 1, check that students understand the meaning of *used to* (something that happened regularly in the past but does not happen now). Ask concept questions: *Does Lydia bully Adeline now? Did she do it more than once?*
 - Play the passage again if necessary. Elicit answers from students, encouraging them to use *used to*.

Practice (15 minutes)

- Go through the rubric and examples with students. Explain that for the question and negative form of *used to*, the form *used* (with a *-d*) is often used. Tell students that we do not use the question and negative form very often.
- Ask students to think back to their first school. Elicit examples of questions that students could ask each other using *used to*. Write these questions on the board. In pairs students write five questions about his/her partner's first school. Three of these questions should contain the structure *used to*. Students then take turns to ask and answer questions about their first school. As a whole class activity, ask some pairs to repeat their conversation for the class.

Further practice (25 minutes)

- Draw students' attention to question 2: *How can teachers prevent bullying?* Point out the use of the noun/gerund *bullying* and give more examples (for example: *There is a lot of bullying in schools. Bullying often happens in schools.*). Students then discuss the questions in pairs. For question 2, elicit ideas from students and write them on the board, as these suggestions will be useful for Exercise 5.

 Transcript

- I remember Lydia as a rather frightening figure. Six and a half years separated us in age. We were in different worlds. Lydia liked to show her power over me. She questioned me on my homework, especially religion. When I did not know the answer to a question, she hit me hard with her powerful right hand and called me stupid. My eldest brother Gregory was a happy boy, full of life and with a good sense of fun. He was an eldest son, a favourite of Father as well as of our grandparents. Gregory was always surrounded by friends of his own age and was not very interested in me. I feared Edgar most. He was a bully, and hit James and me. He ordered us to do things for him and took our toys and sweets. My brother James was my only friend. We used to play together for hours and became very close. We told each other all our dreams and fears. We were both bullied by Edgar, but perhaps James suffered more because he shared a room with our two eldest brothers. When he was pushed around, he did not fight back. If he saw Edgar hitting me, he used to escape quickly and silently. When Edgar had finished and gone, James came back to me, whispering his favourite words, 'Suan lei' ('Let it be!')

Follow-up

Students write about their first school, based on Exercise 3b.

- 1 False. 2 False. 3 False. 4 True. 5 False. 6 True.
 - Lydia used to question Adeline on her homework, especially on religion. She used to hit Adeline hard and call her stupid when she did not know a question. Edgar used to hit Adeline. He used to order her to do things for him and take her toys and sweets. James was Adeline's only friend. They used to play together for hours. He used to tell her his dreams and fears. When Edgar had finished hitting Adeline, James used to come back and be kind to her.

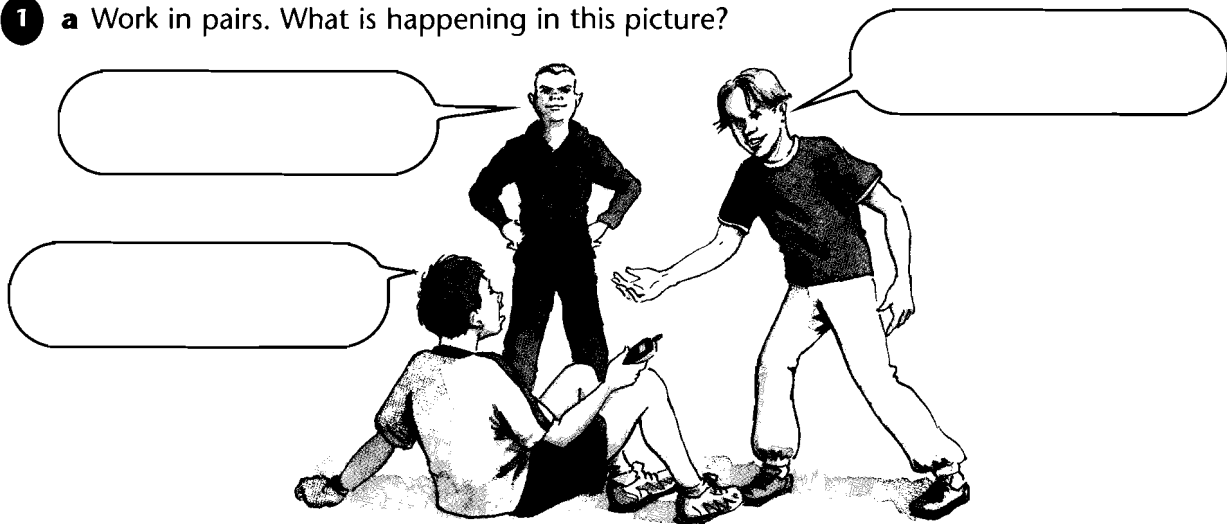
Key

- Two older, bigger boys are bullying the smaller, younger boy. They are trying to make him give them his mobile phone.
 - Open answers
- Go through the role-play and elicit suggestions as to what the head teacher should say to the boy and how the boy might react. Use the opportunity to teach new vocabulary. Students then perform the role-play in pairs. Walk round and give help where necessary. Ask some students to act out their role-play for the class. Students then write down their conversation.

My brother James was my only friend. We used to play together for hours and became very close. We told each other all our dreams and fears. We were both bullied by Edgar, but perhaps James suffered more because he shared a room with our two eldest brothers. When he was pushed around, he did not fight back. If he saw Edgar hitting me, he used to escape quickly and silently. When Edgar had finished and gone, James came back to me, whispering his favourite words, 'Suan lei' ('Let it be!')


(*Falling Leaves*, p.11, Level 4.)

- 1 a Work in pairs. What is happening in this picture?



b What do you think the boys are saying? Write in their words.

c What would you like to happen next?

- 2 a  Listen to the passage. In the passage, a Chinese woman called Adeline Yen Mah writes about her brothers and sisters. Are the sentences below true or false?

- 1 Lydia and James used to bully Adeline.
- 2 Edgar was older than Gregory.
- 3 Gregory was a bully.
- 4 Lydia, Gregory and Edgar were all older than Adeline.
- 5 Lydia was the only one who actually hit Adeline.
- 6 Edgar made his younger brother and sister do things for him.

b Describe how these children used to behave towards Adeline: Lydia Edgar James

- 3 a We use 'used to' when we want to say that something happened often or regularly in the past but doesn't happen now. Look at these examples of how we make the question form and the negative form of 'used to'.

Examples: Did you use/used to walk to your first school? No, we didn't use/used to walk. It was too far.
My mother used to drive us.

b Work in pairs. Write down five questions to ask your partner about his/her first school. Use 'used to' in three of the questions. Take turns to make the conversation below.

Student A: Talk about the first school you went to.

Student B: Ask your partner questions about the first school he/she went to. Use the questions that you wrote down.

- 4 Work in pairs or small groups. Discuss these questions.

- 1 Why do children bully other children, do you think?
- 2 How can teachers prevent bullying?

- 5 Work in pairs. Act out this role-play.

Student A: You are the head teacher of a school. A fourteen-year-old boy has been bullying a ten-year-old boy. Talk to the older boy about this problem.

Student B: You are a fourteen-year-old boy. You have been bullying a ten-year-old boy. Now you have been called to see the head teacher. Explain that children used to bully you in your last school.

Teacher's Notes

Level:	4 (American English extract)
Skills:	Reading; speaking; writing
Function:	Talking about your memories
Language:	The gerund
Vocabulary:	Phrases describing stages of growth

Presentation (20 minutes)

1 a and b Pre-teach the words *brush* (An area covered with bushes and small trees) and *slingshot* (American name for a catapult. A catapult is a small stick in the shape of a Y. Children use it to throw stones.). Students read the passage, using their dictionaries to look up new vocabulary. Check answers orally, giving explanations where necessary.

c Elicit the fact/explain that a **gerund** is a verb used as a noun. Explain the following: we form the gerund by adding *-ing* to the base verb (for example: *going*, *working*). However, not every *-ing* form is a gerund. Very often, it is part of a verb. Elicit answers to the question. (He fancied **killing** a bird. He went on **walking**. In the passage: Stop **bothering** that dog . . . He continued **walking**.) Explain that after some verbs, if you use another verb you must use the gerund.

d Elicit answers to the question and encourage discussion.

Practice (25 minutes)

2 Go through the vocabulary, explaining where necessary. Do the first sentence with the whole class. Explain that these sentences about Jody should be based on the passage if possible, as in the example. Students do the exercise in pairs. Elicit answers and correct where necessary.

3 a Students do the exercise in pairs. Check answers orally. For sentences 1 and 3, show students that the words *shopping* and *being* are used as nouns. Demonstrate this by showing that you can substitute other nouns in place of these words (for example: **Money** makes me feel good. **Love** is happiness.). Point out that *playing* in sentence 2 is a verb. Similarly, the word *singing* in sentence 5 is not a gerund (It means: He was singing.).

b Check that students understand the meaning of the word *childhood* (The time when you are a child). Go through the example with students, pointing out how the gerund is used because we want to use a verb as a noun. Point out how the negative is formed (*Childhood is not worrying* . . .). Elicit sentences from students about childhood, using the gerund, as in the example. In pairs, students then write five sentences.

Further practice (15 minutes)

4 a Ask students to think back to their early memories. Go through the example with students, pointing out that when we talk about what we remember from the past, the verb *remember* is followed by the gerund. The phrase *I have a memory of* . . . is also followed by the gerund. Ask some students to talk about their early memories using these phrases. Students then talk about their memories in pairs or small groups.

Key

1 a (ii), (iii), (iv)

b (i) Stop bothering that dog . . . (ii) He wanted to kill a bird. (iii) searching for food . . . (iv) One little bird paused . . .

3 a 1 Shopping makes me feel good. 3 Love is being there for someone.

Follow-up

1 Write up on the board the verbs practised in this lesson that are followed by the gerund. Ask students to write a short story using three or four of these verbs with the gerund.

2 Students write a paragraph about their early memories.

1 Read the passage below about a little boy called Jody. Then answer the questions below.

In the quiet heat of a summer afternoon, the little boy Jody looked lazily about the ranch for something to do. He had been to the barn and had thrown rocks at some old bottles. Then at the ranch house, he had put some old cheese in a rat-trap and put it near Doubletree Mutt, that good, big dog. Jody liked Doubletree, but he was bored with the long, hot afternoon. The dog put his stupid nose in the trap and got it caught. He cried in pain and then hid under the porch.

When Mutt cried out, Jody's mother called from inside the house, 'Jody! Stop bothering that dog and find something to do.'

Jody felt mean then, so he threw a rock at Mutt. Then he took his slingshot from the porch and walked up toward the brush line. He wanted to kill a bird. He

had often shot at birds, but he had never hit one. On the way, he found a perfect slingshot stone. It was round and flat and very smooth. He put it in his pocket and continued walking.

For the first time that day Jody felt awake and alive. In the shadows near the brush he could see some little birds working in the leaves, searching for food. Jody put the stone in his slingshot and walked slowly and silently towards the brush. One little bird paused and looked at him. When he was twenty feet from the bird, he carefully lifted the slingshot and aimed. The stone sailed through the air; the bird started up and flew right into it. And down the little bird went with a broken head. Jody ran to it and picked it up. 'Well, I got you,' he said.

(The Red Pony. p.23. Level 4.)

a Look at the list below. Tick (✓) the things that Jody does or has done.

- | | |
|---------------------------------------|--------------------------------------|
| (i) He puts his dog's nose in a trap. | (iii) He finds a smooth stone. |
| (ii) He breaks a bird's head. | (iv) He throws something at the dog. |

b Find phrases in the passage that mean the same as the phrases below.

- | | |
|--------------------------------------|---|
| (i) Leave that dog alone . . . | (iii) looking for food . . . |
| (ii) He fancied killing a bird . . . | (iv) One little bird stopped what it was doing for a moment . . . |

c Which of the phrases above use **the gerund**? Are there any examples of the gerund in the passage?

d Do you like Jody? Do you think he is a normal little boy?

2 Work in pairs. Complete the sentences about Jody below. Use the gerund.

Example: Jody enjoyed hunting birds.

- | | |
|---|------------------------------|
| 1 Jody enjoyed _____ . | 4 Jody stopped _____ . |
| 2 Jody denied _____ the bird to his mother. | 5 Jody avoided _____ . |
| 3 Jody's friend suggested _____ . | 6 Jody didn't regret _____ . |

3 **a** Work in pairs. A gerund is a verb used as a noun. Underline the gerunds in the sentences below.

Example: For many people, hunting is very exciting.

- | | |
|---|---|
| 1 Shopping makes me feel good. | 3 Love is being there for someone. |
| 2 The children were playing when their mothers arrived. | 4 I remember lying in my mother's arms. |
| | 5 He walked along, singing happily. |

b Work in pairs. Write five sentences about 'childhood' using the gerund. Begin: Childhood is . . .

Example: Childhood is not worrying about anything. Childhood is playing with mud in the garden.

4 Work in pairs or small groups. The passage in Exercise 1 is about a small boy. Talk about your childhood and your early memories.

Examples: I remember going on a picnic with my parents. I was about three, I think. It was a big family picnic. I remember feeling very happy in my mother's arms.


Teacher's Notes

Level:	4
Skills:	All four skills are practised
Functions:	Describing a person's character; Supposition
Language:	To look/sound + adjective; To look sound as if + base verb
Vocabulary:	Adjectives describing character

Presentation (25 minutes)

- Go through the rubric and example with students. Students do the exercise in pairs, using their dictionaries to look up new vocabulary. As a whole class activity, elicit answers from students.
- Go through the questions and examples with students. Point out when we say *he/she looks as if . . .* it's how the person *seems* from their appearance. Also point out that we say *to look + adjective* or *to look as if + base verb*.
 - Check answers orally and correct where necessary.

Practice (25 minutes)

- Go through the rubric and example with students. They then do the exercise in pairs, using their dictionaries to look up new vocabulary. Elicit answers from students.
 - Check answers orally. For phrase 5 (*to tend to*) give other examples of the phrase (for example: *I tend to get up early.*). Elicit sentences from students.
-  **a** and **b** Look through the tapescript below and pre-teach vocabulary. Check students understand the rubric. Play the passage and check answers orally. Play relevant sentences again where necessary.
 - Check students understand the rubric. (*Impression = the way someone seems to you.*) Play the passage once more. Elicit answers from students and encourage discussion.

Further practice (10 minutes)

- a** and **b** Encourage students to use the adjectives they have practised during the lesson. Ask some students to read out their descriptions. Elicit reactions to the descriptions from the class. Correct major errors. Students then read their descriptions to each other and give their reactions.

Key

- (i)3; (ii)4; (iii)1; (iv)5; (v)2; (vi)6
 - (i) unrealistic (ii) amusing (iv) focused (v) anxious

- If he says he will do something, you know he will do it.
 - He doesn't have much of an imagination.
 - He says what he thinks.
 - practical
 - tends to
- Passage 1** Philip Tulliver is angry with Maggie because she has been meeting a young man who is the son of her father's enemy. **Passage 2** Mr Knightley is angry with Emma because she has been cruel to a woman who is not rich or clever.
 - Passage 1** Description (ii) **Passage 2** Description (i)

Follow-up

Ask students to write a description of their character.

 Tapescript

- Passage 1** 'Where are you going?' he asked, coldly, and from his face Maggie could see that he knew. In a quiet voice, she told him about her meetings with Philip, and their love. She could not lie, although he was obviously very angry. When she had finished, Tom spoke. 'There are two possibilities for you now, Maggie,' he said. 'Either you promise on your father's Bible that you will never see Philip Wakem again without informing me first, or I shall tell Father that you have made friends with the son of the man who wrecked his life. Choose!' Maggie was silent for a moment. 'Tom, I know it was wrong of me, but I was so lonely – and I felt sorry for Philip. And it is wrong, too, to hate people.' 'Choose!' Tom ordered. Maggie put her hand on the Bible and promised. They went together to that last meeting in the woods. Maggie stood in tears while Tom insulted Philip and his crippled body, and shouted that Philip must leave his sister in peace.

(*The Mill on the Floss*. pp.13-14. Level 4.)

Passage 2 As Emma was waiting for her carriage, Mr Knightley joined her. He looked around to see if they were alone, then said, 'Emma, I must speak to you. How could you be so cruel to Miss Bates?' Emma remembered and was sorry but tried to laugh about it. 'It was not so bad and she probably didn't understand me,' she said. 'She certainly did. You were very rude to her and you have hurt her.' 'Miss Bates is a very good woman, but you know that she is also rather silly.' 'She is not your equal, Emma. She is not rich and clever like you and I was ashamed of you for speaking to her like that. And it was worse because you said it in front of other people. Badly done, Emma. Very badly done.'

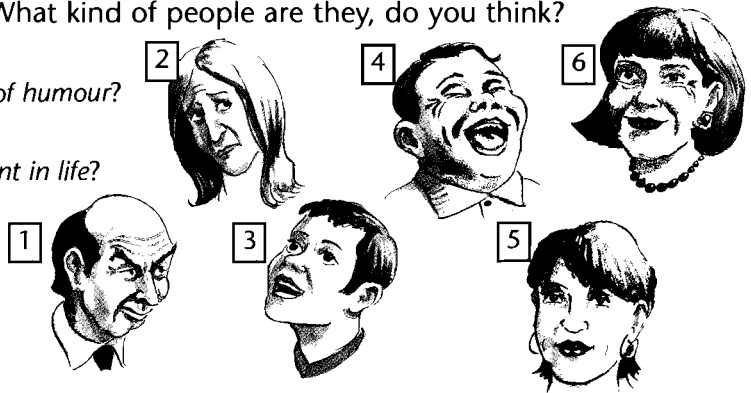
(*Emma*. p.42. Level 4.)

- 1 All the adjectives in the box below describe a person's character.
- a Choose the five that describe you at your very best and the five that you most dislike.
- b Talk about your choices with your partner.

arrogant extrovert sensitive introvert confident balanced anxious warm talkative
 cold manipulative direct selfish amusing lively creative boring practical sensible
 unrealistic repressed shy intelligent focused sociable cruel caring lazy

- 2 a Look at these six pictures of people. What kind of people are they, do you think?

- (i) Who looks *a bit of a dreamer*?
 (ii) Who looks as if they *have a great sense of humour*?
 (iii) Who looks rather arrogant?
 (iv) Who looks as if they *know what they want in life*?
 (v) Who looks as if they *worry a lot*?
 (vi) Who looks as if they like people?



- b Match the phrases in italics with four of the adjectives in Exercise 1.

- 3 a Read these descriptions of two very different men's characters. Do you know anyone like either of these men? If so, say how they are similar and how they are different.

Example: One of my father's friends is rather like the man in number 1. He's very direct and honest. He's also very kind. But he's not very practical.

- (i) This man is kindhearted and considerate. He says what he thinks. He is also intelligent and practical. If he says he will do something, you know he will do it.
 (ii) This man is not cruel but he has fixed ideas. He doesn't have much of an imagination. He doesn't worry about other people's feelings. He does what he wants and tends to believe that he is always right.

- b Find phrases in the descriptions above that mean the same as these phrases:

1 reliable 2 unimaginative 3 direct 4 down-to-earth 5 is likely to/often does this

- 4 a You will hear two short passages. There is a man called Philip Tulliver in passage 1. There is a man called Mr Knightley in passage 2. Answer this question: In each case, why are the men angry?

- b Match the descriptions in Exercise 3 above with Philip Tulliver and Mr Knightley.

- c Listen to the two passages again. What is your impression of the women in these passages?

- 5 a Write 4–6 lines describing someone you know well.

- b Work in pairs.

Student A: Read your description to your partner.

Student B: Describe your reaction to this person.

Example: He sounds interesting. I'd like to meet him.

Teacher's Notes

Level:	4
Skills:	Reading; speaking; writing
Function:	Talking about probability
Language:	Must/can't/might/could + base verb
Vocabulary:	Professions

Presentation (25 minutes)

- Put students into pairs. Students match up the two halves of the sentences, using their dictionaries to look up new vocabulary. Check answers orally and give explanations where necessary.
- Put students into pairs. They match the sentences with the explanations. Check answers orally and give explanations where necessary. Elicit/point out the following:
 - This is a different use of *must*.
 - The negative form of *must*, in this context, is *can't*, not *must not*.
 - When we are talking about present situations, we often use *could/might*, meaning *it is possible*.
 - When we are talking about future situations, *could* and *might* have slightly different meanings, as shown in the explanations. *Could* = *theoretically possible*. *Might* = *maybe it will happen, maybe it won't*. For example: *I could go to Spain tomorrow/this year. (Because I've got the money.) I might get a car this year. (I'm not sure, but maybe I will.)* This lesson concentrates for the most part on *must/can't*, with some practice of *could/might* for situations in the present.

Practice (20 minutes)

- Look through the passage and pre-teach any vocabulary you think necessary. Go through the rubric and the questions with students and check they understand them. For part **b**, encourage students to use the structures practised in Exercise 2. Students do the exercise in pairs. Elicit answers and encourage discussion. Encourage discussion for part **c**.

Further practice (15 minutes)

- Put students into pairs. Check that students know/teach the vocabulary items in the picture. Elicit some examples from students. (For example: *It can't be a man's desk, because there's a handbag on it and also a lipstick. It must belong to a woman. She must be busy because she's got so many papers. I don't agree. She could be lazy. She doesn't do her work on time and that's why she has such a big pile of papers.*) Students then do the exercise in pairs. Elicit sentences from students and encourage discussion. (See Key below.)

Key

- (i)c (ii)e (iii)f (iv)a (v)d (vi)b
- 1d 2c 3e 4a 5b
- a** If Gaz can't find £700 to give to Mandy, he won't be allowed to see his son any more, and Gaz really loves his son. The problem is Gaz is unemployed and can't find a job, so he has no money to give Mandy.

b Suggested answers: 1 Gaz must feel terrible. He doesn't know how he's going to find the money. 2 He must hate Mandy and Barry. He can't feel good about Barry because Barry has taken Mandy away. 3 She must be angry with him. She might really need the money. 4 He might feel rather guilty. On the other hand, he might dislike him. We can't really know. 5 He might feel very upset. It depends how much he knows.

c Open answer
- Suggested answer (continued from the examples above):** She must be married. That must be a photo of her husband. No, I don't agree. It could be her brother. Yes, but there's also a photo of two children. They must be her children. She must work in an office. And she must be quite important because she's got three telephones. She must be busy because her diary is full of appointments. She can't be very well – look at all those bottles of pills. Maybe she's healthy. She might just like to take a lot of vitamins. She must be ambitious – look at the title of that book. Yes, but she could have problems in her job and that's why she's reading the book. She must play tennis because there's a tennis racket by the desk.

Follow-up

- Students write six or seven lines in answer to the questions in Exercise 3.
- Put students into pairs. Ask them to name three jobs they feel they could do if they had the training. Then they name three jobs they feel they could not do. Example: *I could be a gardener. I love gardening. I could never be a doctor because I faint when I see blood.*

1 Work in pairs. Match the jobs on the left with the descriptions on the right.

- | | |
|----------------------------|--|
| (i) A surgeon | a writes for a newspaper. |
| (ii) A pilot | b fits and repairs electrical equipment. |
| (iii) A business executive | c operates on people. |
| (iv) A journalist | d designs roads, bridges and machines. |
| (v) An engineer | e flies planes or helicopters. |
| (vi) An electrician | f is an important manager in a company. |

2 Work in pairs. Match the sentences with the explanations.

- | | |
|---|--|
| 1 My sister has five cats. She must like cats! | a Future situation: It is possible for me to do this. |
| 2 Is that man Mr Harding? No, it can't be. Mr Harding has a beard. | b Future situation: Maybe I will do this, maybe I won't. |
| 3 There's someone at the door. It could/might be the postman. | c I feel sure this is not true. |
| 4 I've got a lot of work. I could stay late and finish it. | d I feel sure this is true. |
| 5 I've got a lot of work. I might stay late and finish it. | e Possible present situation. |

3 Work in pairs. This passage is about Gaz Schofield, a man who has lost his job because the steel factory where he worked has closed. He has tried hard, but cannot find another job. Read the passage and answer the questions.

(Gaz) was thinking about Nathan's mother, Mandy. He had gone round to see her the night before. Mandy lived with her boyfriend, Barry, in Barry's house. Barry had a good job in computers and his house was modern, warm and comfortable – not cold and untidy like Gaz's small flat. For most of the time, Nathan lived with Mandy and Barry, but for two days a week he was allowed to stay with Gaz. Now, though, perhaps everything was going to change. Gaz was supposed to pay Mandy some money every month to help her buy things for Nathan. But for a long time, he hadn't been able to afford to pay her. Gaz was unemployed and received only a small amount of money from the government every week.

Mandy was now waiting for seven hundred pounds from him, and last week he had received a letter from the court, ordering him to pay it. If he didn't, said the letter, he wouldn't be able to spend time with Nathan any more. The boy would live with Mandy and Barry all the time, and Gaz wouldn't be allowed to see him. This was very serious for Gaz. He loved Nathan more than anything in the world and would do anything to continue seeing him.

(The Full Monty. p.13. Level 4.)

- a What is Gaz's problem?
- b 1 How must Gaz feel, do you think? Explain why.
- 2 How do you think he feels towards
a) Mandy? b) Barry?
- 3 How do you think Mandy feels towards Gaz?
- 4 How do you think Barry feels towards Gaz?
- 5 How do you think Nathan feels?
- c What do you think Gaz should do?

4 Work in pairs. Look at the desk in the picture. What can you say about the person it belongs to? All the things on the desk belong to that person. Use these words:

must can't might should



Teacher's Notes

Level:	4
Skills:	Reading; speaking; writing
Function:	Telling a story
Language:	Past + present participle (e.g. He looked up, laughing loudly.); He stood up, took out his gun and fired.
Vocabulary:	Crime

Presentation (20 minutes)

- 1 a–c** Put students into pairs. Ask them what they know about *The Godfather*. (*The Godfather* is a famous novel and film about a Mafia family in America. The film, directed by Francis Ford Coppola, starred Marlon Brando and Al Pacino.) Tell students that they are going to read a famous scene from the story. Go through parts **a–c**, checking that students understand what they must do. Students then read the passage, using their dictionaries to look up new vocabulary. They then answer the questions. Check answers orally and give explanations where necessary. For part **c** 1, point out that in sentence A, the repeated use of the past tense means that one action happens after another. Point out that two actions happen at the same time in sentence B. Explain that the present participle (*smoking*) shows that the action is happening at the same time as the first sentence. For **c** 2 explain that for sentence B, one could also say *Sollozzo was sitting with his back to him. He was smoking a cigarette.*

Practice (15 minutes)

- 2** Check that students understand that they should rewrite the sentences as one sentence only, using one of the structures in Exercise 1, **c** 1. To help students, write both sentences on the board. Beneath sentence A, write: *Happening at the same time*. Beneath sentence B write: *These actions happen one after another*. Point out that the subject of the sentence (Michael) is only used once in the sentence. Point out that a comma is used to link the first two sentences; the word *and* is used in the final clause. Do the first sentence in the exercise with the whole class (*He walked into the room, laughing.*). Point out that the use of *as* shows that the two actions were happening at the same time. Students do the exercise in pairs. Check answers orally and give explanations where necessary.

Further practice (25 minutes)

- 3** Put students into pairs. If you feel students need the help, choose two students to perform the role-play in front of the class. Encourage other students to help them and make suggestions. Students then perform the role-play in pairs. If time allows, they can then

swap roles. Walk round and give help where necessary. Choose some pairs to perform their role-play for the class. Correct major errors.

- 4** Teach any unknown words from the box. Students write the story in pairs. Encourage them to use the structures practised in Exercise 2. Walk round and give help where necessary.

Key

- 1 a** Michael walked back to his chair and sat down. Sentence 1. He wasn't listening . . ./to talk above the noise of the train. Sentence 2. Now! . . ./The shot was bad. Sentence 3. He dropped his fork . . .
- b** Michael shoots and kills two men, first **Sollozzo and then McCluskey**. He fires **three** shots, then **walks quickly** out of the restaurant, **leaving his gun there**, and **is driven** away.
- c** 2 Sentence A: Michael pulled the gun from his trousers. Then he pointed it straight at Sollozzo's head. He fired. Sentence B: Sollozzo was sitting with his back to him. He was smoking a cigarette.
- 2** 1 He walked into the room, laughing. 2 He stopped, picked up the coin and walked on. 3 Melissa turned on the TV, sat down and put her legs on the sofa. 4 The children were running round the garden, laughing wildly. 5 Mr Simpson opened his word processor, sighing deeply. 6 The man looked around, opened the window and climbed in.
- 4 Suggested answer:** A rich woman was coming out of a hotel, talking to her husband. She was wearing a diamond necklace. Suddenly a man ran up to her, grabbed the necklace from her throat and ran off with it. The thief climbed into a car that was waiting for him and the car drove off. As the car left, he held the necklace up to the woman and waved to her. The woman's husband ran after the car, shouting angrily.

Follow-up

Students write the conversation in Exercise 3.

- 1 a** Work in pairs. Read this famous scene from the film and novel *The Godfather*. The three sentences below belong somewhere in the passage. Write the number of the sentence in the place where you think it should be.

- 1 Sollozzo began talking again in Italian, but Michael couldn't understand a word.
- 2 Now was the moment.
- 3 It hit McCluskey in the throat.

Sollozzo was sitting with his back to him, smoking a cigarette. McCluskey looked at Michael out of the corner of his eye, but went on eating. Sollozzo turned round. Michael walked back to his chair and sat down. He wasn't listening. All he could hear was the sound of his heart, the thunder of blood between his ears. Somewhere behind the restaurant there was the sound of a train. It was getting louder. McCluskey went on eating greedily. Sollozzo moved his face closer to Michael's to talk above the noise of the train. Now!

Michael jumped to his feet, pulled the gun from his trousers, pointed it straight at Sollozzo's head and fired. The bullet hit Sollozzo between the eyes. McCluskey stared at Sollozzo in surprise, as if

watching something far away. He did not seem to realize his own danger. His fork was half-way to his mouth. He was just beginning to understand what was happening when Michael fired at him. The shot was bad. He dropped his fork, put his hands to his neck and began to cough up food and blood. Very carefully, very coolly, Michael fired the next bullet straight into the policeman's brain. McCluskey stared at Michael for a second then fell forward, his head hitting the table with a crash.

Michael turned away. He let the gun fall from his hand and, looking straight in front of him, he walked quickly out of the restaurant, round the corner and into the car where Tessio was waiting to drive him away.

(*The Godfather*. pp.29-31. Level 4.)

- b** Correct this summary of the passage.

Michael shoots and kills two men, first McCluskey and then Sollozzo. He fires two shots, then runs out of the restaurant, taking his gun with him, and drives away.

- c** Look at these sentences.

- A Michael . . . pulled the gun from his trousers, pointed it straight at Sollozzo's head and fired.
 B Sollozzo was sitting with his back to him, smoking a cigarette.

- 1 In which sentence are two actions happening at the same time? In which sentence does one action follow another?
- 2 Write sentence A as three sentences. Write sentence B as two sentences.

- 2** Work in pairs. Rewrite these sentences using one of the structures in Exercise 1c.

- 1 As he walked into the room, he laughed.
- 2 He stopped and picked up the coin. Then he walked on.
- 3 Melissa turned on the TV. She sat down. She put her legs on the sofa.
- 4 The children were running round the garden. They were laughing wildly.
- 5 Mr Simpson was sighing deeply as he opened his word processor.
- 6 The man looked around. Then he opened the window. He climbed in.

- 3** Work in pairs. Act out this role-play.

Student A: You were a customer at the restaurant where Sollozzo and McCluskey were killed. You were sitting at the next table. Describe what happened to a detective.

Student B: You are a police detective. You arrived at the restaurant ten minutes after the murders. You are questioning a witness.

- 4** Use these words as a basis to write the story of a robbery.

diamond necklace thief to seize/grab hotel wealthy couple

Teacher's Notes

Level:	4
Skills:	Reading; speaking; writing
Function:	Reporting what has been said
Language:	Reported speech – questions
Vocabulary:	Crime

Important note

This lesson assumes that students understand how the tenses change in reported speech. The unit gives students practice in making these changes and also in the word order of reported speech. Before you do this lesson, you may want to do the lesson on reported speech statements (Lesson 33).

Presentation (25 minutes)

- Put students into pairs. They describe what is happening in the two sets of pictures. Elicit answers. Ask students how the two sets of pictures are different. Teach any new vocabulary that arises.
- a** Pre-teach these vocabulary items: *cop* (slang for policeman), *911* (The number in the USA for the emergency services). In pairs, students read the passage using their dictionaries to look up new vocabulary. Elicit answers to the question about the pictures. (*The first picture shows how the policeman thinks things happened. The second picture shows Mark's story.*) Ask students to give reasons for their opinion. (*The cop asks, 'Did you see the man before he shot himself?' Mark answers 'No'. The cop says, 'I think you saw the whole thing.' By 'the whole thing' he means the man shooting himself.*)

b Tell students that you want them to put the questions in italics into reported speech. Go through the examples with them. Point out the following:

In reported speech:

- The word order changes and becomes that of a statement, not a question.
- The tenses change in the same way as for statements in reported speech.
- If the question begins with a question word (*What/Where*, etc.), as in the example, we use the question word.
- If there is no question word, we use the word *if*, as in sentence 2.

In pairs, students do the exercise. Check answers orally and correct where necessary.

Practice (20 minutes)

- a** Put students into pairs. They read the passage. If you feel it is necessary, ask questions to check comprehension: *Who is Mark meeting at twelve? (The FBI: An American government investigation department.)*

Why has Mark gone to see a lawyer? (He wants advice. He has an important secret.) Students then put the sentences in italics into reported speech. Check answers orally and correct where necessary.

b Check students understand the word *secret*. In pairs, students discuss their ideas and write three or four lines. Ask some students to read out what they have written. Ask other students to briefly say what their ideas are on the subject. Encourage discussion. Correct major errors.

Further practice (15 minutes)

- If you feel students need the help, elicit ideas from them as to what the mother might ask. (*What's happened? Why do you both look so frightened? Where have you been?*) Students then do the exercise in pairs. Walk round and give help where necessary. Ask some pairs to read out their questions. As they do this the pairs they worked with can read out the same questions in reported speech.

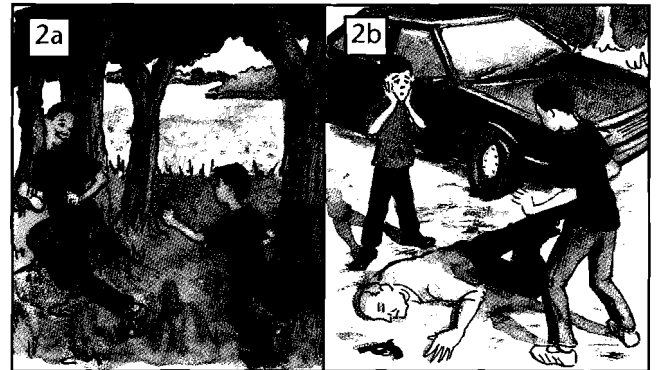
Key

- Suggested answers: Set 1: Picture a** Two young boys are playing among some trees. **Picture b** A car arrives near the trees. A man gets out, puts a gun to his head and shoots himself. The boys watch the scene from behind the trees. They are terrified. **Set 2: Picture a** The same as in Set 1. **Picture b** When the boys come out of the trees, they find a man lying dead on the ground beside a car. There is a gun by his side. It looks as if he has shot himself. **The difference:** The second pictures in each set are different. In the first set the boys see the man shoot himself. They do not see this in the second set. They only see the dead man.
- a** Set 1 shows the policeman's story. Set 2 shows Mark's story.
 - The cop asked Mark how he had found the body.
 - The cop asked if Mark had seen the man before he had shot himself.
 - The cop asked if Mark had ever seen a dead body before.
 - The cop asked what had happened to Mark's face.
 - The cop asked why Mark hadn't given his name to 911.
 - Mark asked if the cop thought he was lying.
- a** 1 Reggie asked if he would like something to drink. 2 She asked Mark how old he was. 3 She asked Mark why he wasn't in school that morning. 4 She asked Mark if it was true. 5 Mark asked Reggie if he could ask her something. 6 He asked if she would ever repeat it if he told her something.

Follow-up

- Find another passage with questions and ask students to put the questions into reported speech.
- Ask students to try and reconstruct the first conversation between Mark and the policeman.

- 1 Work in pairs. What is happening in these sets of pictures? How are the two sets different?



- 2 a Work in pairs. Read this passage in which a policeman questions a young boy about the death of a man. Look at the pictures above. Which set shows Mark's story? Which shows how the policeman thinks things happened?

'Well, Mark, let's go and get those hamburgers,' said the cop . . . 'How did you find the body, Mark?' (1)
 'My brother and I were playing in the trees.' . . . (2)
 'Did you see the man before he shot himself?' (2)
 'No, sir.' (2)
 'So you just found him dead. Have you ever seen a dead body before?' (3)
 'Only on TV.' (3)
 The cop smiled. Kids saw everything on television these days. 'What happened to your face?' he asked. (4)
 'I got in a fight at school. The other kid started it.' (4)
 'Well, I might want to talk to him,' said the cop. 'Now tell me, why didn't you give your name to 911? . . . (5)
 'I don't know. Afraid, I guess.' Mark tried to look very young and innocent. 'Do you think I'm lying?' (6)
 'I don't know, kid. Your story is full of holes,' said the cop. ' . . . I think you saw the whole thing.
 That's why your brother's in shock, isn't it? That's why you're afraid'

(Adapted from *The Client*. p.7. Level 4.)

- b Put the numbered sentences *in italics* into reported speech.

Example: 'What did you see, Mark?' the cop asked. The cop asked Mark what he had seen.

- 3 a Work in pairs. In this passage, Mark goes to see a lawyer called Reggie. Put the numbered sentences *in italics* into reported speech.

'Would you like something to drink?' she asked him. (1)
 'No, ma'am.' (1)
 She crossed her legs. 'Mark Sway, right? . . . How old are you, Mark? Tell me a little about yourself.' (2)
 'I'm eleven. I go to school at Willow Road.' (2)
 'Why aren't you in school this morning, Mark?' (3)
 'It's a long story.' (3)
 'Clint said you have to meet the FBI at twelve today. Is this true?' (4)
 'Yes,' said Mark . . . 'Can I ask you something, Reggie?' . . . (5)
 'Sure,' she said with a smile. (5)
 'If I tell you something, will you ever repeat it?' (6)

(Adapted from *The Client*. p.22. Level 3.)

- b What do you think Mark's secret might be? Write three or four lines about this.

- 4 Work in pairs. Imagine that Mark and his brother come home from the scene in Exercise 1, picture 2b. They are very frightened and Mark's younger brother is in shock. Write down their mother's questions. Then give the questions to another pair to put into reported speech.

Teacher's Notes

Level:	4 (American English excerpts)
Skills:	Reading; speaking; writing
Language:	Although + clause
Vocabulary:	Ways of using the voice; Ways of looking

Presentation (25 minutes)

- Use the picture to elicit/teach the words *gladiator*, *arena*, *Roman emperor*. In pairs, students say what they think is happening in the picture. Ask students to explain what the *thumbs up* gesture means (*This person can live.*). Elicit students' ideas as to what the people may be thinking.
- In pairs, students put the paragraphs in the right order. Encourage students to use their dictionaries to look up new vocabulary. Check answers orally.
 - Ask students: *What do you know about Commodus and Maximus?* If students have seen the film, they will be able to give you a lot of information. If they have not seen the film, they will still have learnt a lot from the passage. Ask those students who have seen the film: *What do we learn about these two men from the passage?*
 - Ask students to complete sentence 1. (*Although Commodus hated Maximus, he allowed him to live = Commodus hated Maximus, but he allowed him to live.*) Explain the use of *although* in this way. Students then complete sentences 2 and 3. Check answers orally.

Practice (20 minutes)

- Go through the example with students. They do the exercise in pairs. Check answers orally. If time allows, point out that you can write the same sentences in a different way (for example: *He completed the work although he was tired.*).
- Check that students understand the question: *In what situation would you do these things?* Put students into pairs to do this exercise. Encourage them to use their dictionaries to look up new vocabulary. Elicit answers, encouraging the use of *would* for imaginary situations (for example: *I would cheer at a football match if my team won.*).

Further practice (15 minutes)

- Put students into pairs. Put students who have seen the film together, if possible. Students then recount the story. If they have not seen the film, then they have the opportunity to invent a story about Maximus. Elicit their stories from students. If some have seen the film and some haven't, it will be interesting to compare stories.

b Students do this in pairs. Allow each pair to choose whether they tell the story from Maximus's point of view or Commodus's. If time allows, ask some students to read out their work.

Key

- A Roman emperor is in an arena with a gladiator. The emperor is turning his thumb up. This means the gladiator can live. Maybe the crowd is cheering.
- B, A, E, D, C
 - From the passage: Maximus is a slave and gladiator who has performed very well in the arena. The crowd want him to live. He does not want Commodus to know who he is. We learn that he was once a general of the Roman army. We also learn that he hates Commodus because the Emperor killed his son and wife. Maximus wants to kill Commodus, who is the Emperor of Rome. He recognizes Maximus and does not want him to live. But he allows him to live because the crowd want him to and Commodus is afraid of the crowd.*
 - 2 . . . is a slave and gladiator. 3 . . . turned his back on him.
- Suggested answers:** Commodus: He will live today but I will make sure he dies tomorrow. Maximus: I will find a way to kill him. Spectator 1: Maximus has made the Emperor look stupid. Spectator 2: So General Maximus has become a gladiator! Why?
- Suggested answers:** 1 Although we drove all night, we did not get there on time. 2 Although he listened carefully, he could not understand. 3 Although they are kind to me, I do not like them. 4 Although my son eats a lot, he never puts on weight.

- Suggested answers:** **a** (i) I would cheer if my team won a football match. (ii) I would scream if I saw a snake. (iii) I would moan if I was in pain. (iv) I would whisper if I didn't want someone to hear me. (v) I would stare at someone if they were doing something very strange. (vi) I would glance out of the window to see what the weather was like. (vii) I would glare at someone if I was angry with them.

*The 'back story' of *Gladiator*.

General Maximus won a great battle for the Emperor Marcus Aurelius. The Emperor asked Maximus to be Emperor of Rome after his death. The Emperor did this because he knew his son, Commodus, was not a good man. Learning of this, Commodus murdered his father and declared himself Emperor. He ordered his soldiers to kill Maximus, but Maximus escaped. Commodus also had Maximus's family killed. Maximus became a slave and after some time returned to Rome as a gladiator. Commodus did not know that Maximus was still alive . . .

- 1 a Work in pairs. Describe what is happening in this picture.



- 2 a Work in pairs. Read this scene from the Penguin Reader novel *Gladiator*, based on the film. The paragraphs are not in the right order. Put them in the right order.

A "My name is Gladiator," Maximus said. Then he turned and walked away. It was a great insult to turn his back on the Emperor. The crowd were shocked. Commodus was very angry. He made a sign to Quintus, who moved the royal guards into the arena. They stood at the gate, swords ready, and did not let Maximus pass.

Commodus spoke calmly and clearly. "Slave," he said, "you will remove your helmet and tell me your name."

Slowly, Maximus turned to face him. He knew he had no choice now. He took off his helmet.

B Maximus turned and saw the Emperor walking out onto the sand, smiling at him . . .
"Stand, stand," said Commodus to Maximus. "Now, why doesn't the hero tell us his real name?" Maximus stood and said nothing. "You do have a name?" asked Commodus.

C Commodus looked around at his people and with great difficulty he forced himself to smile. He slowly lifted his own thumb.
The crowd cheered. "Maximus! Maximus!" they shouted.

D Commodus gave a sign to his guards and they moved closer. The crowd shouted out. They had seen enough deaths for one afternoon and they did not want their hero to be the next one. They reached out a forest of thumbs, pointing up to the heavens. Their meaning was clear – Let him live!

E Commodus stared. Quintus could not believe his eyes. . . Maximus spoke in a clear, proud voice. "My name is Maximus Decimus Meridas, Commander of the Armies of the North, General of the Western Armies, loyal servant to the true Emperor, Marcus Aurelius." The Colosseum was completely silent. Then he turned to Commodus and spoke more quietly. "I am father to a murdered son, husband to a murdered wife, and I will punish their killer, in this life or the next."

(Adapted from *Gladiator*. pp.48-49. Level 4.)

- b Say what you know about these people:
Maximus Commodus

- c Complete these sentences:

- 1 Although Commodus hated Maximus, he _____.
- 2 Although Maximus had been a general, now he _____.
- 3 Although it was dangerous to insult the Emperor, Maximus _____.

- 3 Complete these sentences as in the example.

Example: _____ he was tired, _____
Although he was tired, he completed the work.

- 1 _____ we drove all night, _____.
- 2 _____ he listened carefully, _____.
- 3 _____ they are kind to me, _____.
- 4 _____ my son eats a lot, _____.

- 4 Work in pairs. Look at these sentences from the passage in Exercise 2:
Commodus stared. The crowd cheered.

In what situations would you do these things? (i) cheer (ii) scream (iii) moan (iv) whisper (v) stare (vi) glance (vii) glare


- 5 a Work in pairs. How did Maximus, once a general, become a gladiator? Tell the story.

b Write the story of the meeting in Exercise 2 from the point of view of either Maximus or Commodus.


Teacher's Notes

Level:	4
Skills:	All four skills are practised
Function:	Talking about possibility
Language:	First conditional; Second conditional

Presentation (15 minutes)

- 1  **a** Pre-teach tapescript vocabulary. Check students understand the rubric. Play the passage once or twice. Elicit answers from students.
- b** Play the passage again, pausing after the relevant sentences. Check answers orally.
- c** Elicit answers. Explain that the sentences 1, 3 and 4 use the first conditional (*if* + present simple + *will* + base verb). When we use this structure, we think that something *may* happen. Point out that sentence 2 uses the second conditional (*if* + past simple + *would* + base verb). We use this structure when we think something is impossible or unlikely.

Practice (35 minutes)

- 2 Students do the exercise in pairs and write their answers.
- 3  **a** Pre-teach tapescript vocabulary. Play the passage once or twice. Elicit answers.
- b** In pairs, students write Romeo's message. Walk round and give help where necessary.
- 4 Go through the example with students. Play the game with the whole class for five minutes or so. Students then play the game in pairs or groups.

Further practice (10 minutes)

- 5 Check students understand the rubric. In pairs, students act out the conversation.

Key

- 1 **a** Romeo says that Juliet is as beautiful as the sun. He says her eyes are brighter than the stars. He says the birds will see her eyes and think it is daytime. Romeo says that stone walls cannot keep out love. He promises by the moon that he loves her.
- b** 1 . . . you cannot, I will leave the Capulets. 2 . . . had another name, it would smell as sweet. 3 . . . see you here, they will kill you. 4 . . . ends my life . . . then I will die.
- c** Sentences 1, 3 and 4 may happen. Sentence 2 is impossible.
- 3 **a** 1 Juliet will send someone to collect the message. 2 She wants him to say where and when he will marry her. 3 **Suggested answer:** Yes, he is in love with her. 4 **Suggested answer:** Juliet's family would

punish Juliet. They would try and kill Romeo.

Follow-up

Students complete the following sentence in five different ways: If I have enough time this week I . . .


 Tapescript

- 1 Romeo was standing below Juliet's lighted window when he saw her there.
- 'It is Juliet!' he said quietly. 'Oh! It is my love! She is as beautiful as the sun in the sky. She is looking up at the stars but her eyes are brighter than they are. The birds will see them and think it is already daytime.'
- Juliet looked out of her window and rested her face on her hand. She was thinking of Romeo. She did not know that he was there, listening.
- 'Oh, Romeo, Romeo, why is your name Romeo?' she said. 'Leave your family and change your name. If you cannot, I will leave the Capulets. It is only your name that is my enemy. But what is important about a name? If a rose had another name, it would smell as sweet. Change your name so we can be together.'
- 'Call me "Love",' Romeo called up to her. 'That will be my name. I will never be Romeo again. I hate my name because it is your enemy.'
- 'How did you get there?' Juliet asked. 'The walls are high.'
- 'Stone walls cannot keep out love,' Romeo said.
- Juliet was afraid. 'If my family see you here, they will kill you,' she said.
- 'If their hatred ends my life,' said Romeo, 'then I will die. I do not care. I do not want to live without your love.'
- 'Do you love me? I know that you will say "yes". But tell me the truth.'
- 'Lady, I promise by the moon that touches the tops of those fruit trees with silver.'

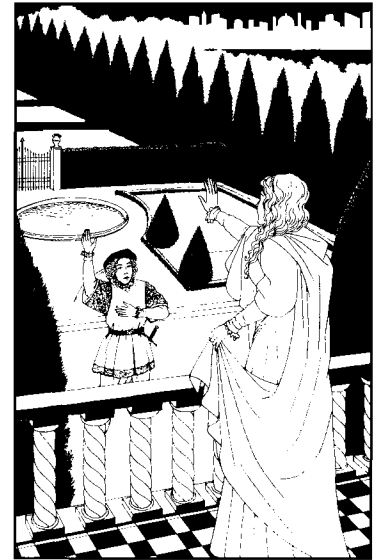
(*Romeo and Juliet* from *Three Great Plays of Shakespeare*. pp.5-7. Level 4.)

- 3 She went inside, but soon she returned.
- 'Dear Romeo,' she said, 'If you truly love me and wish to marry me, send a message tomorrow. I will send someone to collect your message. Tell me where and at what time you will marry me and my life will be yours. I will follow you, my lord, across the world.'
- The nurse called again. Juliet went in and then came out again. 'Romeo!'
- 'My sweet?'
- 'At what time tomorrow shall I send someone to you?' she asked.
- 'At nine o'clock,' Romeo replied.
- 'My messenger will find you. It is almost morning, so I must let you go. Good night! Good night! I am sad to leave you, but it is a sweet sadness. I will not stop saying 'Good night' until tomorrow.' She went back into her room.

(*Romeo and Juliet* from *Three Great Plays of Shakespeare* p.7. Level 4.)

- 1 a**  Listen to this passage. It is a famous scene from the Shakespeare play, *Romeo and Juliet*. In this scene, the two young people, Romeo Montague and Juliet Capulet, have met and fallen in love, but their rich families are enemies. Desperate to see Juliet, Romeo goes to stand under Juliet's balcony at night . . . What is said about these things?

the sun the stars the birds stone walls the moon



b Listen again. Complete the sentences below.

- 1 'Leave your family and change your name. If _____ .
- 2 But what is important about a name? If a rose _____ .
- 3 Juliet was afraid. 'If my family _____ ,' she said.
- 4 'If their hatred _____ ,' said Romeo, '_____ .


c Look at the 'if' sentences in 1– 4. Which events does the speaker think may happen? Which does the speaker think are unlikely to happen or impossible?

- 2 a** Work in pairs. Look at the situations below. Which situations may happen, in your opinion? Tick (✓) these situations. Which are unlikely or impossible? Put a (X) beside them.

b Make sentences about these situations using 'if'.

Example: Rain (tomorrow) (✓) If it rains tomorrow, I won't go out.

- | | |
|-------------------------------------|------------------------------------|
| 1 Rain (tomorrow) | 6 Go to the supermarket (tomorrow) |
| 2 Leave your job/school (this year) | 7 Phone a friend (tonight) |
| 3 Go to a party (this weekend) | 8 Become prime minister |
| 4 Buy a car (this year) | 9 Become famous |
| 5 Go skiing (this year) | 10 Eat fish (in the next week) |

- 3 a**  Listen to how the scene in Exercise 1 ends. Answer these questions.

- 1 What will happen if Romeo sends Juliet a message tomorrow?
- 2 What does Juliet want Romeo to say in the message?
- 3 Do you think he will send it?
- 4 What would happen if someone found the message, do you think?

b Imagine it is the next day. Write Romeo's message.

- 4** Romeo compares Juliet's eyes to the stars. Play this comparison game below. (See the example below.) Work in pairs or small groups. Choose from these categories:

an animal a fruit a food a flower a car a bird a drink

Example:

Student A: If you were an animal, what would you be? Student B: I'd be a gazelle.

Student A: Why? Student B: Because I'm slim and graceful!

- 5** Juliet tells her nurse about Romeo and their plans. Imagine that the nurse warns Juliet about possible problems. Act out the conversation.