

1

WRITING DESCRIBING YOURSELF

Lesson plan

This is the first of eight Writing lessons, one at the end of Files 1–8. In today's world of e-mail communication, being able to write in English is an important skill for many SS. We suggest that you go through the exercises in class, but set the actual writing (the last activity) for homework. In this first lesson SS consolidate the language they have learnt in File 1 by writing an informal e-mail about themselves.

- Focus on the e-mail. Ask SS *Who's it to? Who's it from? Do they know each other?* and elicit that Daniel and Alessandra are probably Internet penfriends.
- Focus on the instructions. Point out that the ten mistakes are underlined. Give SS, in pairs, five minutes to decide whether each mistake is grammar, punctuation, or spelling and correct them.

Extra idea

Tell SS to mark the mistakes G, P, or Sp (= Grammar, Punctuation, Spelling).

- Check answers.

italian	P	Italian
have 19 years old	G	am 19 years old
studing	Sp	studying
foto	Sp	photo
greens	G	green
frendly	Sp	friendly
mean	G	means
dont	P	don't
becuase	Sp	because
friday	P	Friday

- Remind SS that countries, nationalities, language, days of the week, and months all begin with a capital letter in English.
- Focus on the instructions. Set a time limit for SS to read the e-mail again. Then either get SS to cover the text and answer the questions in writing, or get them to close their books and ask the questions round the class. Check answers.

Extra idea

SS could also ask and answer orally in pairs.

- 1 From Argentina.
- 2 Because her grandmother was Italian.
- 3 In Mendoza.
- 4 Her parents and two brothers.
- 5 She's a student. She's studying computer science.
- 6 Green.
- 7 No, she's quite extrovert.
- 8 Reading and going to the cinema.
- 9 On Friday afternoon.

Write a similar e-mail about you

Either give SS at least fifteen minutes to write the e-mail in class, following the instructions, or set it for homework. If SS do the writing in class, get them to swap their e-mail with another student to read and check for mistakes before you collect them all in.

- ▲ Tell SS to set their e-mail out in paragraphs as in the model e-mail.

Extra idea

Tell SS that there are many websites on the Internet where learners of English can find penfriends to practise their English and meet people from other countries. Encourage them to find a penfriend.

- Finally, focus on the Information box and check that SS know the meaning of these verbs in their own language.

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CEF Assessment materials

File 1 Writing task assessment guidelines

1

REVISE & CHECK

The File finishes with two pages of revision. The first page, **What do you remember?**, revises the grammar, vocabulary, and pronunciation. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your SS and the class time available. If SS do them in class, check which SS are still having problems, or any areas which need further revision. The second page, **What can you do?**, presents SS with a series of skills-based challenges. First, there is a reading text (which is of a slightly higher level than those in the File) and two listening exercises. Finally, there is a speaking activity which measures SS' ability to use the language of the File orally. We suggest that you use some or all of these activities according to the needs of your class.

GRAMMAR

1 b 2 c 3 a 4 c 5 b 6 a 7 c 8 a 9 c 10 b

VOCABULARY

a 1 How 2 mean 3 to 4 on 5 Have
 b 1 niece (female family member)
 2 shy (personality, not appearance)
 3 generous (positive adjective)
 4 fingers (normally ten, not two)
 5 fair (not a part of the body)
 c 1 hard-working 2 post office 3 musician 4 drink
 5 pasta

PRONUNCIATION

a 1 J 2 work 3 heart 4 hear 5 give
 b address university extrovert stomach example

CAN YOU UNDERSTAND THIS TEXT?

a Space invaders D Small children A
 Conversation makers B Nervous fliers C
 b 1, 3
 c 1 a 2 b 3 b 4 b 5 a

CAN YOU UNDERSTAND THESE PEOPLE?

1.19

CD1 Track 20

- 1
 A When are you having your party?
 B Well, my birthday's on the sixth. But it's a Wednesday, so I'm having my party on the ninth.
 A Is that Friday?
 B No, it's Saturday.
- 2
 A Your mother looks really young. How old is she?
 B Nearly 60.
 A Wow, she looks more like 50.
 B Well, in fact she's 59.

3

- A Hello, Mr Jarvis. What's the problem?
 B It's my leg – well, my knee to be precise. It's very painful. I can't move my leg at all.
 A Is it the left or the right knee?
 B Just the right knee, the left one's fine.
 A Let's have a look.

4

- A Oh John, look at that painting. It's wonderful!
 B Which one?
 A The one of the woman combing her hair.
 B Do you really like it? I don't. I don't like the way he paints women. I prefer the one of the boy playing the guitar. The blue one.

5

- A Can I help you?
 B Yes, I'm look for a thing which connects my camera to the computer.
 A Is it a digital camera?
 B Yes.
 A So you need a USB cable. Is your computer a PC?
 B Yes.
 A Right. Here you are. One USB cable.

a 1 b 2 a 3 b 4 a 5 c

1.20

CD1 Track 21

- A Who's that?
 B That's my brother, Gary. He's 19 now, but he was a lot younger there.
 A Is he at university?
 B No, he's travelling in the States. He's going to university next year.
 A Do you get on well?
 B Quite well. He's OK – but he's really lazy, which annoys me sometimes.
 A Who are they?
 B They're my favourite cousins. Serena lives in France – she's a journalist – and Alice is a student.
 A What's she studying?
 B Economics. At Sussex University.
 A Are they family or friends?
 B They're friends. That's Martin and that's Bill, the one with dark hair and glasses.
 A Martin's tall! Is he a basketball player?
 B No, in fact he hates sport! He and Bill work in a software company. I met them through work.

a 1 Alice 2 Serena 3 Bill 4 Martin 5 Gary

CAN YOU SAY THIS IN ENGLISH?

b 1 do 2 Is 3 do 4 Does 5 are

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File 1 Quicktest

File 1 Test

R I'm sorry, ma'am. I'll send someone up to look at it right now.

A Thank you. (repeat)

RS Room service. Can I help you?

A Hello. This is room 419. Can I have a tuna sandwich, please? (repeat)

RS Whole wheat or white bread?

A Whole wheat, please. (repeat)

RS With or without mayo?

A Without. (repeat)

RS With french fries or salad?

A Salad, please. (repeat)

RS Anything to drink?

A Yes, a Diet Coke. (repeat)

RS With ice and lemon?

A Just ice. (repeat)

RS It'll be there in five minutes, ma'am.

A Thank you. (repeat)

c 2.18

- Now focus on the **YOU SAY** phrases. Tell SS they're going to hear the dialogue again. They repeat the **YOU SAY** phrases when they hear the beep. Encourage them to copy the rhythm.
- Play the tape/CD, pausing if necessary for SS to repeat the phrases.
- d • Put SS into pairs, **A** and **B**. **A** is the receptionist and room service, **B** is Allie. Tell **B** to close his/her book and try to remember the phrases. Then **A** and **B** swap roles.

Extra support

Let SS practise the dialogue first in pairs, both with books open.

SOCIAL ENGLISH coffee before the conference

a 2.19

- Focus on the picture. Ask SS *Where is it?* (in the hotel cafeteria) and elicit who the other man in the photo might be.
- Focus on the instructions and get SS to read the T/F sentences. Elicit that Brad in 4 is the other man in the photo. Play the tape/CD at least twice.
- Check answers and elicit why the F ones are false.

1 F (tomorrow night) 4 F (the Los Angeles office)
2 F (on Wednesday) 5 T
3 T

2.19

CD1 Track 40

(tapescript in Student's Book on p.119)

M = Mark, A = Allie, B = Brad

M Here you go, Allie. A cappuccino – see, I remembered!

A Well done! Thanks.

M Did you sleep well?

A Yes, very well. How are things?

M They're fine.

A What are the plans for the week?

M Well, today we don't have any free time. But tomorrow I'm going to take you to this great little restaurant I know.

A That sounds good.

M And then on Wednesday night there's a cocktail party here at the hotel, and then a conference dinner on Thursday. Is there anything special you want to do?

A Well, I'd like to see the bay and the Golden Gate Bridge. And I'd like to go shopping if there's time.

B Hi Mark, how are you doing?

M Hi Brad. I'm fine, just fine.

B Aren't you going to introduce me?

M Oh sure. Allie, this is Brad Martin. Brad works in the Los Angeles office. Brad, this is Allie Gray from the London office.

A Hello.

B Hi Allie, great to meet you. Mark told me you were very nice but he didn't tell me you were so beautiful. So, is this your first time in San Francisco?

A Yes. Yes, it is.

B Has Mark shown you the sights?

A Well, not yet.

B Then maybe I can show you round. I love this city.

M Allie, it's time to go. Excuse us, Brad.

B Well, great to meet you, Allie. See you round.

A Yes. Nice to meet you too. Goodbye.

B Bye.

Extra support

If there's time, you could get SS to listen again with tapescript on p.119 so they can see exactly what Mark, Allie, and Brad said, and see how much they understood. Translate/explain any new words/phrases.

- Get SS to speculate a bit about the story, and what will happen next. Ask *Do you think Allie likes Brad? How do you think Mark feels?*, etc.
- b • Focus on the **USEFUL PHRASES**. Get SS to see if they can remember any of the missing words. Play the tape/CD again and check answers (see tapescript above). Remind SS that we use *This is ...* to introduce somebody, not *He is ...* or *She is ...*.

c 2.20

- Play the tape/CD pausing after each phrase for SS to repeat. Encourage them to copy the rhythm.
- In a monolingual class get SS to decide together what the equivalent phrase would be in their language.

2.20

CD1 Track 41

A = Allie, M = Mark

A Well done!

M Did you sleep well?

A How are things?

M They're fine.

A What are the plans for the week?

M Allie, this is Brad Martin.

M It's time to go.

Extra challenge

Get SS to roleplay the conversation between Mark, Allie, and Brad using the tapescript on p.119. Let SS read their parts first and then try to act it from memory.

HOMEWORK

Study Link Workbook p.21

2

WRITING THE STORY BEHIND A PHOTO

Lesson plan

This second writing task links to the topic in lesson 2B. The writing consolidates the use of the past simple and continuous and revises *in, at, on*. If you want to do both the preparation and the writing in class, you may want to ask SS in the previous class to bring in a favourite photo.

- a • Tell SS to cover the text and look at the photo. Ask *What's the man doing? Where do you think he is?* Tell SS to quickly read the text to find out if their guesses were right. Get feedback.
- Focus on the questions. Give SS a few minutes to match them to the paragraphs. Check answers.

What was happening when you took the photo?	3
Where do you keep it? Why do you like it?	5
What's your favourite photo?	1
Who took it? When? Where?	2
Tell me more about who or what is in the photo.	4

- b • Focus on the instructions. Set a time limit for SS to complete the gaps. Check answers.

2 on 3 in 4 on 5 on 6 On 7 at 8 in

Extra idea

Get SS to cover the text and look at the photo and questions. In pairs they try to answer the questions from memory.

- Focus on the Information box and go through it. Ask SS where the writer of the article keeps his photo, and elicit *on the wall*. Ask SS where they keep a favourite photo to elicit answers using the different prepositions.

Write about a favourite photo

Either give SS at least fifteen minutes to write the text in class, following the instructions, or set it for homework. Ask SS to attach a copy of the photo if they can.

▲ This task would be best done for homework when SS have had time to choose a photo. Alternatively you could ask them to choose a favourite photo before you do this lesson and get SS to bring it to class for this lesson. If SS do the writing in class, get them to swap their texts with another S's to read and check for mistakes before you collect them all in.

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CEF Assessment materials

File 2 Writing task assessment guidelines

2

REVISE & CHECK

For instructions on how to use these pages, see p.27.

GRAMMAR

1 b 2 c 3 c 4 a 5 b 6 b 7 c 8 b 9 b 10 b

VOCABULARY

a 1 take 2 go 3 stay 4 spend 5 have
b 1 at 2 on 3 in 4 on 5 at
c 1 When 2 Who 3 How many 4 What 5 Which

PRONUNCIATION

a 1 wrote 2 found 3 choose 4 when 5 argue
b incredible horrible photographer suddenly although

CAN YOU UNDERSTAND THIS TEXT?

a 1 F 2 T 3 T 4 F 5 DS 6 T 7 F 8 F

CAN YOU UNDERSTAND THESE PEOPLE?

2.21

CD1 Track 42

1

A Where did you go on holiday?

B Well, we booked tickets to go to Spain. But then I got a new job and we couldn't go.

A Oh, what a pity.

B Well, we went to Scotland for a weekend – that was nice. And we're going to go to Portugal for a week at Christmas.

2

A Did you have good weather in Italy?

B Well, it was good for December. It was cold but sunny.

A Did it rain?

B No, it didn't. It was dry.

3

A Where did you take this photo of Tom Cruise?

B It was in New York. I was coming into the hotel and I saw him coming down the stairs. There were a lot of journalists waiting in reception. Everybody was shouting. So I went outside and I waited until he was getting into his car.

4

A What's your favourite photo?

B This one, I think. I really like this photo because it's not the usual way you see a top model. She was waiting with the other girls for the fashion show to begin. The other girls were all talking but she was just quietly reading a book.

A It's a great photo.

5

They made what we all *thought* was their last album in 2001, and they did a world tour the same year. Everybody said that that was the end but suddenly they made another album – their last one – the next year.

a 1 b 2 c 3 c 4 b 5 b

2.22

CD1 Track 43

- A Anna, tell Jane about what happened to you that time.
- B Well, I was driving home from work. It was a Friday evening, about half past five. It was winter and the weather was horrible – it was pouring with rain. I live in the country and to get to my house you have to go along a road where there are a lot of trees and very little traffic. Suddenly I saw a car stopped in the middle of the road and there was a man standing there waving his arms. He wanted me to stop.
- C So did you stop?
- B I didn't know what to do, but in the end I stopped and got out of my car and said, 'What's the problem?' Then suddenly another man ran from behind a tree and got into my car and drove away.
- C Oh no!
- B And then the first man got back into his car and drove away too! So I was just left standing there in the rain with no car.
- C What did you do?
- B Luckily I had my mobile and I rang my friend Pete, and he came and found me.

b 1 F 2 T 3 T 4 F 5 F

CAN YOU SAY THIS IN ENGLISH?

b 1 do 2 were 3 was 4 were 5 –

Test and Assessment CD-ROM

File 2 Quicktest

File 2 Test



G going to, present continuous (future arrangements)

V look (after, for, etc.)

P sentence stress

Where are you going?

File 3 overview

The focus of File 3 is future tenses. In the first three lessons SS revise *going to*, learn the future use of the present continuous and the use of *will/won't* to make predictions, promises, and instant decisions. The final lesson revises present, past, and future tenses and consolidates Files 1–3.

Lesson plan

In this lesson SS revise *going to* which they learnt at Elementary level to talk about plans and predictions, and also learn a new use of the present continuous: to talk about fixed plans and arrangements. The context is a reading and listening text based on interviews with people arriving in the UK at Heathrow airport in London. Three visitors are questioned about their plans and arrangements and each has a story to tell. In **Vocabulary** SS are introduced to some common phrasal verbs (*look for*, *look after*, and *look forward to*). (Phrasal verbs are focused on in detail in lesson 8C.) The pronunciation focus is on stress in questions.

Optional lead-in (books closed)

Write AIRPORT on the board. Put SS into pairs and give them two minutes to think of five things people do at an airport, e.g. *catch a plane*, *leave*, *arrive*, *meet somebody*, *check in*, *board*, *fly*, etc. Elicit answers and write some of their suggestions on the board. Then do exercise 1a.

1 READING

- a • Books open. Focus attention on the questions and elicit answers from the class.
- b • Now focus on the article and the photos. Read the introduction aloud (or get a student to read it) and establish that these are interviews with passengers arriving at the airport.
 - Give SS two minutes to read the whole article and match A–I with gaps 1–9. Tell SS not to write the questions in the text until they have checked the answers. Get SS to compare their answers with a partner's and then check answers.

1 C 2 H 3 A 4 F 5 G 6 B 7 I 8 D 9 E

- c • Get SS to read the text again and complete sentences 2–6 with the correct initial letter.

2 R 3 J 4 M 5 J 6 R

Extra support

To check comprehension, ask some more questions on each text, e.g.
What kind of job does Rima want? Why does she want to improve her English? Why does she want to find a job quickly?

Why is Jonathan going to Wales? When did he last see his dad? Why can't his father fly to Australia? Why are Maki and Koji in London? When did they get married? How long are they staying in London? Where are they staying?, etc.

Extra challenge

Put SS into pairs, A and B. Get As to re-read Rima's text and Bs Jonathan's. Then get A (book open) to interview B (book closed) using Jonathan's questions. Then B interviews A with Rima's questions.

2 GRAMMAR going to, present continuous

- a • In pairs, SS cover the text and together try to remember three of Rima's plans and three of Jonathan's plans. Get them to say their sentences orally and to write them down. Feedback sentences from the class and write them on the board.

Possible answers

Rima

She's going to look for a job (maybe as an au pair).
She's going to improve her English.
She's going to stay for six months or a year.
She's going to stay with a friend.

Jonathan

He's going to see his father.
He's going to go to his father's birthday party.
He's going to stay for a month.
He's going to see all his family and friends.

- b • Now SS focus on using the present continuous with a future use to talk about plans and arrangements.
- Focus on the interview with Maki and Koji. Tell SS to focus on the first question *Where are you staying in London?* and the answer. Elicit from SS that they are present continuous. Then give SS a minute or so to highlight seven more examples. Check answers. Ask SS if the sentences refer to the present or the future (SS will see from the context that they refer to the future).

What are you planning to do?

Tomorrow we're doing a tour of London.
In the evening we're seeing a show.
On Tuesday we're going to Oxford and Cambridge.
On Wednesday we're flying to Edinburgh.
When are you leaving?
We're going to Paris next.

- Explain briefly that the present continuous has two main uses:
 - 1 To talk about actions happening now (e.g. *It's raining*). SS revised this use in lesson 1C.
 - 2 To talk about future actions (*I'm leaving tomorrow*).

(tapescript in Student's Book on p.121)

W = waiter, M = Mark, A = Allie

W Your check, sir.

M Thanks.

W Thank you.

A Thank you, Mark. That was a lovely dinner.

M I'm glad you enjoyed it.

A How's your daughter?

M Jennifer? She's fine. She's with her mother in Los Angeles.

A Mark?

M Yeah.

A Can I ask you something? Something personal?

M Sure. What?

A How long were you married?

M Three years.

A Why did you break up?

M There were a lot of reasons. We were very young when we had Jennifer. We were both working very hard. We didn't spend much time together ... the usual story. What about you, Allie?

A Well, there was someone. I met him when I was at university. We were together for two years. We broke up.

M Why?

A I don't know. Usual story!

M Thank you. Listen, it's early – it's only nine o'clock. Shall we go for a walk?

A Good idea. Where shall we go?

M There's a place called Fisherman's Wharf, it's right on the bay. There are lots of cafés and bars. We could have another cup of coffee.

A Fine. Let's go.

Extra support

Get SS to listen again and answer these questions.

Where does Jennifer live? Who with?

How long were Allie and her boyfriend together?

Why did they break up?

What time is it?

Where's Fisherman's Wharf?

If there's time, SS can listen again with the tapescript (p.121).

- b** • Focus on the **USEFUL PHRASES**. Play the tape/CD again and check answers. Highlight the use of *Shall we?* to make a suggestion.

c 3.19

- Play the tape/CD pausing after each phrase for SS to repeat. Encourage them to copy the rhythm.

A = Allie, M = Mark

A That was a lovely dinner.

M I'm glad you enjoyed it.

A Can I ask you something?

M Shall we go for a walk?

A Where shall we go?

M We could have another cup of coffee.

HOMEWORK

Study Link Workbook p.30

Lesson plan

In this third writing lesson SS practise writing an informal letter. SS use a letter as a model, but the content of their writing is based on SS own answers to questions asked in the letter. The writing consolidates the future tenses taught in File 3. The focus is on the conventions and layout of an informal letter which are contrasted with an e-mail.

- a** • Focus on the letter, the instructions, and the phrases in the box. Give SS, in pairs, five minutes to complete the letter with the phrases in the box. Check answers.

2 Brighton BN3 1HJ
3 14th April 2005
4 Dear Ivan
5 Looking forward to hearing from you
6 Best wishes
7 PS

Highlight that:

– the address and the date go in the top right corner.

– the date can also be written 14/4/2005.

– all letters begin *Dear* + the name.

– *Looking forward to hearing from you* is a very useful phrase for ending a letter or e-mail (if you hope the recipient is going to reply).

– PS (*Post scriptum* in Latin) is for anything you have forgotten or want to add to the end of a letter.

- b** • Focus on the instructions. Set a time limit for SS to re-read the letter. Then get SS to answer the questions in pairs. Check answers.

1 In August.
2 By plane.
3 8
4 a
5 So that he will recognize them at the station.

- c** • You could elicit the differences by focussing on 1–7 in **a** and asking if SS would use them in an e-mail or not and how they would change them in an e-mail. The two main differences are:

– you don't usually put your address or the date on an e-mail.

– you can start an informal e-mail *Hi* + name instead of using *Dear* + name.

Write a letter using your own information

Either give SS at least fifteen minutes to write the letter in class, following the instructions, or set it for homework.

- If SS do the writing in class, get them to swap their letter with another S's to read and check for mistakes before you collect them all in.

Test and Assessment CD-ROM

CEF Assessment materials

File 3 Writing task assessment guidelines

For instructions on how to use these pages, see p.27.

GRAMMAR

1 b 2 b 3 b 4 b 5 a 6 b 7 c 8 c 9 b 10 a

VOCABULARY

a 1 about 2 after 3 forward 4 for 5 with

b 1 D 2 C 3 A 4 E 5 B

c 1 win a match 2 forget to pay 3 sell a car

4 teach Spanish 5 send a letter

PRONUNCIATION

a 1 home 2 good 3 won't 4 down 5 borrow

b pessimist prediction remember important interesting

CAN YOU UNDERSTAND THIS TEXT?

b 1 T 2 T 3 DS 4 F 5 F 6 F 7 F

CAN YOU UNDERSTAND THESE PEOPLE?

1

A Would you like to come to the beach with us this afternoon?

B No, thanks. I don't like the beach – I can't swim. I think I'll stay at home.

A We aren't going swimming – it's too cold. We're going to play volleyball.

B Oh, OK, I'll come then.

2

A Who do you think's going to win the League this year?

B Manchester United. They've got the best team.

A But they're not playing very well. Arsenal are first at the moment, and they're playing really well. Liverpool are good too.

B I still think United will win in the end.

A Yeah, you're probably right.

3

A Are you going away for the weekend?

B Yes, we're going to the mountains. We want to go for long walks.

A I hope you have good weather.

B Me too. It rained a lot last week but on TV they said this weekend it's going to be cold but sunny and dry.

4

A Which one are you going to get?

B I can't decide. I love the red one, but the black one would be more practical.

A What about the blue one?

B No, I don't like blue. I think I'll get the red one.

A Yes, go on. Red suits you better than black.

5

A You look awful. Didn't you sleep well?

B No. I woke up in the middle of the night.

A Why?

B I had a nightmare. I dreamt I had an exam – but I hadn't studied at all.

A That doesn't surprise me!

a 1 c 2 b 3 b 4 a 5 a

A Hello, Supertravel. How can I help you?

B I'd like some information about flights.

A Where do you want to go?

B To Rome. I want to leave on Tuesday the 6th of May and come back on Saturday the 10th.

A It'll be much cheaper if you stay the Saturday night and come back on Sunday the 11th.

B OK then, I'll go from the 6th to the 11th. I'd like to fly early in the morning if possible.

A There's a flight leaving London at 8.30 on the 6th, getting to Rome at 12.00, and then for the return flight there's one leaving at 9.00 getting to London at 12.30. Is that OK?

B Yes, that's fine. Did you say I'll get to Rome at 12.30 on the 6th of May?

A No, at 12.00. You leave at 8.30.

B And the flight back gets in at 12.30?

A That's right.

B How much does it cost?

A €195.

B OK, I'll have it.

A Can I have your name please?

B Yes, Robert Brown.

A And your credit card details.

B Yes, it's a Visa card ...

b 1 Rome 2 Sunday 11th 3 12.00 4 9.00 5 Brown

CAN YOU SAY THIS IN ENGLISH?

b 1 What are you doing this weekend?
2 Are you going to study English next year?
3 Who do you think will win the next elections?
4 Do you think it will rain tomorrow?
5 How often do you remember your dreams?

Test and Assessment CD-ROM

File 3 Quicktest

File 3 Test