

6 Let me explain

6.1

Goals: give advice
talk about how you manage money

Core language:

VOCABULARY Linking expressions
Multi-word verbs: managing money

Saving money

VOCABULARY Linking expressions

Optional introduction

If you know your class well enough, ask them how much money they have in their pockets or bags today. Ask them if that's enough for the day. Compare the value of some of the amounts to a British pound. Then continue with 1.

- 1 *Reading for main idea.* Draw attention to the headline of the article and the picture of Kath Kelly in the continuation of the article on p47. Check understanding of *a pound*. Then learners read the introduction to the article and answer the question. Discuss the relative value of a pound in learners' own currencies so they understand the context. Ask learners what they think of Kath's idea.

In order to save money to buy a wedding present for her brother.

- 2 a / Learners brainstorm ways of saving money. If you write their ideas onto the board, this will help learners when they write tips in 3b.
- b Focus learners on the tips and the pictures. Learners do the matching and compare their ideas with Kath's.

A 3 B 5 C 2 D 1 E 4 F 6

- c Discuss the tips with the class. Find out if anyone does or has done any of these things to save money.

Language note: Linking expressions

Learners should be familiar with *if*, *when* and *after*, but you'll need to check understanding of *instead of* (= in the place of somebody or something), *in case* (= because something might happen) and *whenever* (= at any time). You could give learners these extra tips and elicit the linking words from the class:

- 1 I recycle containers ... I can. (*whenever*)
- 2 I read the news online ... buying newspapers. (*instead of*)
- 3 Never hurry when you're shopping ... you miss bargains. (*in case*)

- 3 a *Focus on form.* Draw attention to the patterns so learners can use the linking expressions productively.

a *if, when, whenever, in case*
b *instead of*
c *after*

- b *Practice.* Write *Cycle* or *hitchhike ...* on the board and elicit different endings from the class. Learners then complete the advice with their own ideas and write three more tips. Remind them to use their ideas from 2a and encourage them to be creative (but not necessarily too serious!). Walk round and help with ideas or language as necessary.

Alternative

Learners work in A/A and B/B pairs. Learner As complete tips 1–3, Learner Bs complete tips 4–6 with their own ideas on a piece of paper. Walk round and check learners' sentences while they're writing. Learners close their books and change to A/B pairs. A says their sentences to B, without saying the linking expressions. B guesses the linking expressions. Then change roles. A/B pairs write three new tips together. In 4, you could focus only on learners' own tips.

- 4 Each pair chooses their top five tips from the lesson and tells the class. You could listen to all the tips, then vote as a class. Alternatively, with a big class, you could ask the class to choose the best one from each pair, put that tip on the board, then choose the top five at the end.



You could use photocopiable activity 6A on the Teacher's DVD-ROM at this point.

Living cheaply

READING

- 1 *Reading for main idea.* Point out that this is the rest of the article about Kath Kelly. Learners read the questions before they start reading.

1 *She made sandwiches and soup instead of going out to lunch. She bought fresh food at the end of the day when small shops were selling it cheaply. She picked fruit from bushes and trees and looked out for free buffets. She went to see her friends or left notes if they were out instead of phoning them. She used the library for free internet access. She picked up coins in the street.*

2 *yes*

3 *It changed her outlook on life. She used to enjoy spending money on treats, but after her year of saving, she didn't want expensive things and so didn't spend much money at all.*

- 2 *Reading for detail.* Learners read the article again to find more detailed information. They can work individually before comparing ideas with a partner. Check as a class.

1 *She used them to make soup.*

2 *She couldn't afford to take her friends out, so she took them to public events which were free.*

3 *It was her emergency fund, but she didn't need it.*

4 *She wanted to visit her brother in France.*

5 *She had to go to the dentist.*

6 *She moved in with Bruce Taylor, who she'd formed a relationship with.*

- 3 *Discussion.* Learners discuss the question in groups, or talk about it with the class to round off the topic.

VOCABULARY Multi-word verbs: managing money

- 4 *Focus on multi-word verbs.* Tell learners to close their books and do the matching from memory. Then they read to check.

2 e 3 a 4 f 5 d 6 b

- 5 Learners complete the questions in pairs or individually before comparing with a partner.

1 saved up 2 keep to 3 look out for 4 given up
5 keep to / survive on

SPEAKING

- 6 *Speaking: Personalisation.* Learners ask and answer the questions in pairs or groups. Walk round and check use of the new language.

Round-up. Find out who is good with money in the class. Then go through any problems learners had with the language.



You could use photocopiable activity 6B on the Teacher's DVD-ROM at this point.

6.2

Goals: give detailed instructions
give advice

Core language:

VOCABULARY Using equipment
PRONUNCIATION Linking consonants and vowels
GRAMMAR Verb + *-ing*

What do I do next?

READING

- 1 *Reading for main idea.* These two short true stories introduce the topic of following instructions. Although the texts are short, the vocabulary is quite challenging, but encourage learners to read them through and answer the question in pairs, before going through problems with the class. Make sure learners understand *building site*, *baggage chute* and *luggage belt* and model pronunciation of /'bægɪdʒ/, /'lɑːɡɪdʒ/ and /'ju:t/. The stories may prompt learners' own stories of similar events in the news.

Optional extra

The stories include two lexical sets of words about driving and travelling by plane. Divide learners into As and Bs. Learner As underline all the words in the first story about driving (*motorist, satellite navigation system, drove, 4x4, crashed*). Learner Bs underline all the words about flying (*baggage chute, airport, check-in signs, boarding, international flight, departure lounge, suitcase, luggage belt*). They discuss the meaning of all the words, and divide up the unknown words to look up in dictionaries between them. Encourage them to record new words in their vocabulary notebooks.

- 2 a Check understanding of *assembling flat-pack furniture*. Learners discuss what their approaches would be to these problems. In feedback, find out what different learners would do.
b *Speaking: Personalisation.* Learners talk about their own experiences of not understanding instructions. Find out if different learners have had similar experiences.

LISTENING

- 3 a *Listening for main idea.* Look at the questions and ask learners to guess what is happening and who Vishal is talking to. Then play recording 2.1. Learners answer the questions in pairs. Check as a class.

1 He can't get online. 2 no

Alternative for weaker classes

You may want to pre-teach some of the technical vocabulary from the conversation, e.g. *router, icon, screen, socket*.

- b Learners try to put the stages in order from memory but also using their knowledge of computers. Point out that it is fine to guess at this stage. Don't go through the answers, as this will pre-empt c.

e suggests turning the computer off and on again.
d gives Vishal some advice about his router.
a tests the signal and says it's OK.
b explains how Vishal can check his internet connection.
c tells Vishal to test his equipment using a different socket.

- c Play recording 2.1 again so learners can check their ideas. Go through any problems with the class.

Alternative for weaker classes

If your group is put off by the technical topic or complexity of the listening, let them read the script while they listen and check the order.

VOCABULARY Using equipment

- 4 a *Focus on verbs for using equipment.* Read through the sentences with the class, then give learners a few minutes to try to complete them with the verbs. Draw attention to the example – *switching everything off* – and point out that the multi-word verbs are separated in the same way (which narrows down the options in the sentences). Don't go through the answers yet, as this will pre-empt b.

2 press 3 turned; off 4 check 5 Click on; open
6 plugged; in 7 shut; down 8 Unplug

- b Play recording 2.2 to check the answers.
c *Focus on meaning.* Learners can discuss this in pairs. Then check as a class.

1 switch on – switch off; turn on – turn off; plug – unplug
2 switch on/off = turn on/off

Language note: Multi-word verbs

The multi-word (or phrasal) verbs in the set are all separable: *switch it on/off; turn it on/off; plug it in; shut it down. Click (on)* is not a multi-word verb, and the particle cannot be separated from the verb in the same way. Draw learners' attention to the fact that *click on* acts in a different way from the multi-word verbs above.

- d Talk about this with the class and encourage learners to use the new vocabulary if appropriate.

PRONUNCIATION Linking consonants and vowels

- 5 a *Focus on linking consonants and vowels.* Write *turn it on* on the board. Model it for the class and ask learners which sounds between words are linked. Elicit or teach the rule. Tell learners to say all the expressions to a partner and mark the links in pairs.

1 *turn_it_on*
2 *switch_it_off*
3 *plug_it_in*
4 *shut_it_down*
5 *click_on_it*

- b Play recording 2.3 or say the expressions for learners to check. Stop after each one so learners can repeat the expressions.




SPEAKING

- 6 a *Listening for main idea.* Set the context for the class, then play recording 2.4. Play it several times if necessary and let learners discuss their ideas with a partner before checking as a class.

It's an MP3 player.


Alternative

Read the description instead of playing recording 2.4. Learners will find this easier to understand because you can repeat or emphasise key words and even provide some visual clues while you're talking (as we often do in real life). This will also demonstrate what learners have to do in b.

- b  Learners can use script 2.4 as a model for their own instructions. Walk round and help as necessary. Point out that learners should not say what the equipment is in their instructions.
- c  /  Change pairs, or join pairs together, or ask pairs to read their instructions for the class to guess.

Have you thought about ...?

GRAMMAR Verb + -ing

- 1 a  Remind learners that they have heard all these sentences in Vishal's conversation to the helpline. Point out that the matching depends on context, not form, i.e. grammatically, there are a number of possibilities. Learners do the matching. Check as a class.

2 c 3 a 4 f 5 b 6 e

- b *Focus on meaning.* Give learners a few moments to discuss this before going through it with the class.

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

- 2 a *Practice.* Let learners try doing this individually before comparing with a partner. This gives you a chance to check that they have understood the expressions. Point out to learners that they need to put the verbs in the correct form. Don't check the answers at this stage.

1 *can't face going* 2 *keeps asking* 3 *tried talking*
4 *avoid going* 5 *considered telling*

- b *Listening to check.* Play recording 2.5 so learners can check their answers. Give them an opportunity to repeat the gapped sentences to practise saying the verbs in context. Ask a few learners what they would do in Vishal's situation.

Note: Grammar practice

You could do the grammar practice on p139 at this point.




Optional extra: Disappearing dialogue

A different way to get learners to practise saying the expressions is to project the gapped dialogue onto the board. Learners close their books or cover their answers and role play the dialogue, but have to remember the expressions. When they have done this, gap out more words and expressions, learners swap roles and try again. Continue as appropriate, encouraging learners to pay attention to intonation and fluency. If learners are enjoying the activity, you could delete everything but the first few words of each line as prompts. Get a few learners to act it out for the class. This should help improve learners' fluency and build confidence for learners' own conversations in 4.





You could use photocopiable activity 6C on the Teacher's DVD-ROM at this point.

SPEAKING

- 3  *Preparation.* Give learners time to think of some things they aren't happy about and to work out how to talk about them. Walk round and help with ideas or language.
- 4  /  *Speaking: Personalisation.* Either refer learners to Vishal and Nicky's conversation or demonstrate by talking to a confident learner yourself. Then learners discuss their problems in pairs or groups and give each other advice. Monitor while they are talking and check for any problems that impede communication.

6.3 Target activity

Goals: give advice 
talk about how you manage money 
give reasons for advice

Core language:

TASK VOCABULARY Giving reasons
6.1 VOCABULARY Linking expressions
6.1 VOCABULARY Multi-word verbs: managing money
6.2 GRAMMAR Verb + *-ing*

Give expert advice

TASK LISTENING


- 1 *Pre-listening discussion.* Learners look at the pictures and the question. They talk in pairs or discuss the question as a class. This will set the context for the listening.

Intercultural note

In multilingual/multicultural classrooms, there are likely to be very different attitudes towards money and how it should be handled in a couple. The advice in the listening is typical of a Western European viewpoint, but not all learners will agree with Jörg. Encourage the class to be open to different opinions and try to help people to feel comfortable expressing their ideas.


- 2 a *Listening for main idea.* Focus learners on the context and ask what kind of radio show it is and if they listen to this kind of show. Then play recording 2.6. Learners put the advice in the correct order.

d, a, c, b

- b  *Listening for detail.* Give learners a minute to think about this with a partner before playing recording 2.6 again. Discuss whether it's good advice with the class (see *Intercultural note* on the previous page).

- 4 *Because money is a source of conflict, and often relationships fail because couples don't communicate about money.*
1 *Because couples often share the payment for lots of things, e.g. household expenses.*
2 *So you can pay your bills but also have enough for holidays and emergencies.*
3 *So you can buy nice things occasionally.*

TASK VOCABULARY Giving reasons

- 3 a  Learners read the sentence beginnings from the recording and complete Jörg's advice with a partner. Play recording 2.6 again for them to check or allow them to check their ideas in the script on p152.

- 1 *the consequences can be very serious.*
2 *a big issue ...*
3 *online.*
4 *financial issues.*
5 *resentment about money.*
6 *negotiate these payments every month ...*
7 *buy yourself something from time to time.*

- b Draw attention to the pairs or groups of sentences, pointing out that each group has a similar meaning or function, apart from 6 and 7. Focus learners on the form, then give them time to answer the questions in pairs before going through it with the class.





- 1 *nouns: because of, due to; subject + verb: because, since, as, so, so that*
2 *In sentence 7, you can use 'so' and 'so that'.*

Language note: so and so that

So has two different functions in the two sentences: in 6, it gives a result and in 7, it explains purpose. *That* is optional, but if you **can't** include *that* (as in 6), the function is giving a result. If learners don't understand this point, focus on the first part of the sentence and ask *Why?* If the second part answers the question, the function is purpose, not result.

- 4 a *Writing sentences.* Learners think of their own advice about managing money and write four sentences using the prompts. Walk round while they're writing and help as necessary.
b *Discussion.* Learners discuss their ideas in groups. Find out if there are different opinions in the class.

TASK

- 5 a  *Preparation: Ideas.* Focus learners on the list of options, but point out that they can give advice about any topic they know about. Learners choose their topic. Walk round and help with ideas if any learners are having trouble thinking what to talk about.
b  *Preparation: Language.* Give learners time to think about what they want to say and how to say it, looking back through the unit for ideas and language. Help as necessary.
6 a  *Giving advice.* Learners take turns to explain how to do something to the group. Remind learners to ask questions to find out more information or clarify things. Point out that they will have to explain what they have found out to a new group in the next stage. Monitor while groups are talking and take a note of good and incorrect language for a feedback session. You could focus on learners' language before b or at the end of the task.
b  *Speaking.* In new groups, learners explain what they found out from people in their first group.
Round-up. Ask if anyone found out something completely new or unexpected from someone in the class.

6 Explore

Keyword: *mean*

Goal: raise awareness and practise different uses of *mean*

Core language:

I mean: to add or correct information; to give yourself time to think

Patterns with *mean*

Softening expressions with *mean*

I mean

- 1 a *Listening for main idea.* This section focuses on three frequent uses of the expression *I mean*: to add information to something you've said, to correct or clarify information, and to give yourself time to think. Focus learners on the picture and ask them to guess information about Felipe and Sabrina, e.g. *What's their relationship? What are they looking at?* Then play recording 2.7. Learners discuss the questions in pairs before checking as a class.

*They were students together.
Felipe is in Italy for work.*

- b Learners look through the script for *I mean* and underline the four examples. Point out the uses and look at the examples with the class.

Language note: *I mean*

The different uses of *I mean* are rather similar and can be difficult for the listener to categorise. However, by looking carefully at the script, it is possible to narrow down the meaning of each expression. For instance:

- I wish I was a student here again! I mean, it's too bad I've got to work! (adding/clarifying)
- I'm at the Arezzo Palace, no, sorry, I mean the Arezzo Hotel. (correcting)
- It's OK. It's a bit quiet. I mean, there's nobody else staying there! (adding/clarifying)
- Erm, well, we've got the whole afternoon ... I mean ... we could just walk around. (thinking time)

Patterns with *mean*

- 2 a This section focuses on three different patterns with *mean* (*mean* + infinitive with *to*; *mean* + *-ing*; *mean* + *a lot*, *everything*, *nothing* + *to* somebody) and their functions. Learners do the matching.

1 a 2 c 3 b

- b Learners complete the questions in pairs, or individually before comparing with a partner. They then discuss the questions. Walk round and help if learners are having problems with the language.

1 changing 2 a lot 3 to do

Softeners with *mean*

- 3 a *Listening for main idea.* Look at the picture and ask the class to predict possible problems with Felipe's passport and Burger World. Then play recording 2.8. Learners answer the questions in pairs, before checking as a class. Check understanding of *falling apart*.

a *Felipe's passport is not in good condition (i.e. it is falling apart).*
b *Felipe would rather eat somewhere Italian.*

- b Look at the expressions with the class and point out the use of *mean* in expressions to 'soften' opinions, questions or facts. Learners do the matching. Check as a class, focusing on the intonation and pointing out how this differs according to meaning. Give learners an opportunity to practise saying the sentences focusing on the intonation.

1 d 2 a 3 c 4 b

- c Talk about this with the class.

intention

- d Learners work together to complete the sentences.

1 *I don't mean to worry you, but I can smell gas.*
2 *I've been meaning to ask you, are you driving to Emily's party on Saturday?*
3 *I don't mean to sound rude, but I really don't like your dress.*
4 *I'm sorry I shouted. I didn't mean to upset you.*

Optional extra

Tell learners to write sentences or endings like the ones in 3d, e.g. *Have you got the five euros I lent you the other day?* They swap and complete or add expressions to soften the sentences, e.g. *I've been meaning to ask you, have you got ...?*

- 4 a Give learners a few minutes to think of some ideas for each category.
b Learners work in pairs and do the role play. Monitor and help as necessary, ensuring that learners are using the language from 3b appropriately.

Preparation for Explore speaking

If you're planning to do the Explore speaking section in the next class, tell learners to think of a board game, card game or sport they know well, in advance of the lesson. The lesson will work best if learners can physically look at the games that are being explained, but what is possible will depend on learners' circumstances. Here are some possibilities:

- Learners bring a suitable game into class.
- Learners don't have the game, but can access the rules and pictures of the game on the Internet. Tell them to find the rules and pictures on a website and print them out if possible.
- Bring in a popular board game yourself, which you can explain to the class. Also bring in several packs of cards, if possible, for any learners who haven't got anything to bring in or are short of ideas.

Explore speaking

Goals: say you don't understand
ask for help
explain something

Core language:

Expressions for talking about understanding
Expressions for asking for clarification or clarifying

- Learners talk about different games in groups or as a class. Find out what games are common in learners' countries, and which they play or used to play. Learners could explain one of these games in greater detail later in the lesson.
- Learners look at the photos of people playing Mahjong (a Chinese game). Find out if any learners know the game. If they do, you can make use of them during the class. It's worth pointing out that Mahjong is similar to many card games, but using tiles rather than cards.

1 B 2 C 3 D 4 A

- Listening for main idea.* Look at the questions with the class, then play recording 2.9. Let learners discuss the questions in pairs. Check understanding of: *shuffling* (= mixing up), *face down*, *score*, *get rid of* (= throw away). These words will help learners describe their own games later.

1 No. Jen doesn't know how to play.
2 You win by having the highest score when the game ends.

- Learners read the script under the photos to check their ideas. Go through any problems with the class.
- Learners look at the highlighted expressions in the script. In pairs, they categorise the expressions. Don't go through the answers at this stage.

1 say you don't understand: 1, 5
2 say you partly understand: 7
3 explain something: 2, 3, 4, 6

- Play recording 2.10 so learners can check their ideas. Stop after each expression so learners can practise saying the expressions.
- Practice.* Learners read the continuation of the conversation and choose suitable expressions to complete it. Check as a class.

1 I'm lost. / I don't get it.
2 I get that bit.
3 The idea is to
4 It's like

- Vocabulary expansion.* Learners substitute their answers in the conversation with the new expressions. Go through it with the class, dealing with any problems that come up.

1 I don't know what you mean.
2 I think I've got that.
3 You're supposed to ...
4 It's similar to ...

Optional extra

Learners practise the extract using the new expressions.

- Preparation.* This activity will work best if learners have the game or pictures of the game and a copy of the rules in class (see preparation above). This replicates the way we normally explain a game to other people. Give learners time to plan how to explain the rules of a game or sport. Walk round and help with ideas and language as necessary.
 - Explaining rules.* It would be good to demonstrate this by explaining a game you know well. Keep the explanations as simple as possible and use the props you have with you to illustrate what you mean. Then put learners in groups to do the same thing. Walk round and keep an eye on how the groups are coping. If they are having problems, identify whether the problems are due to language or to complex rules, and help if necessary.
- Round-up.* Get learners' opinions on the different games they have talked about and find out which games they'd like to try playing.

Optional extra

If you have time and have access to enough of the games, groups can choose a game to play, either in the current or in a future (designated) class. This would be a good way to practise the language in a real-life context and would be a satisfying outcome to the lesson.

6 Look again

Review

GRAMMAR verb + -ing

- Learners match the beginnings and endings in pairs, or individually before comparing with a partner.



1 e 2 c 3 b 4 d 5 a
 - Write the underlined sentence beginning on the board and elicit different endings from the class. Learners continue individually or in pairs.
 - Learners work with a new partner or in groups to compare their ideas.

VOCABULARY Multi-word verbs: managing money

- Learners read through the email. Ask a few comprehension questions to check understanding, e.g. *What did the person's son want to do? Could he afford it? What did he do? Did he have enough money? What didn't he do?* Then they complete the sentences individually or in pairs.

1 240,000 pesos.
2 going to the fitness centre.
3 1,500 pesos a day.
4 on one or two days.
 - / Give learners a moment to think of a story and to work out how to use the multi-word verbs to talk about it. Then they talk together. Check their use of language.

CAN YOU REMEMBER? Unit 5 – Future in the past

- 3 a  *Preparation.* Give learners a time limit to write their diaries and cancel a few arrangements.
- b  *Making arrangements.* Point out that the day learners are talking is Wednesday. Remind learners how to talk about failed plans and arrangements (*I was meant to be -ing, but .../I was supposed to be -ing, but ...*). Learners have their conversations.
- Round-up.* Find out what learners have arranged.

Extension

SPELLING AND SOUNDS /ɔ:/

- 4 a Play recording 2.11 for learners to underline the /ɔ:/ sounds. Check as a class.

orchestra, morning, door, ordinary, award, resource, wardrobe, score, forty, law, four, drawing, warm, before, poor

- b Learners complete the four spelling patterns.



1 or 2 ar 3 or, our, aw 4 or, ore, aw, oor

- c *Vocabulary expansion.* Elicit more words from the class.
- d *Spellcheck.* Play recording 2.12 or say the words. Learners write them down, then check their own spelling in a dictionary. Remind them to make a note of any difficult words in their notebooks.

NOTICE Collocations

- 5 a Focus learners on the table and ask what a *collocation* is (words that often go together). Point out to learners that they have seen all these collocations in the article about Kath Kelly, but not to check in the article until they've done the exercise.

N + N: wedding present, internet access
Adj + N: mobile phone, free events
Vb + N: pick fruit, see friends
Vb + Adv: change dramatically, live together

- b Elicit a question from the class for *wedding present*. They can ask you the question or someone else in the class. Then learners write questions in pairs or individually. Walk round and help as necessary.
- c  /  Learners ask and answer each other's questions.
- Round-up.* Ask what one or two learners found out about someone in their group.

Self-assessment

Go through the list of goals, eliciting language from the unit for each one. You may need to remind learners of the contexts for the goals and let them look back through the unit if necessary. Then they circle the appropriate number for each goal. Walk round while they are doing this and talk to learners about their progress. Remind learners about the extra practice opportunities under the box, and ask where they can find things.

Unit 6 Extra activities on the Teacher's DVD-ROM

Printable worksheets, activity instructions and answer keys are on your Teacher's DVD-ROM.

6A English adviser 2

Response 1

6A English adviser 1

English adviser
A new forum for sharing your language-learning problems and tips!

Author Mary | **Topic Medicine and** | **Posted: July 10th 10:48 pm**
Hello! I've been studying English forever! Right now, I feel like I'm not making any progress and I want to give up. I have lots of books and notes from my classes, but... I don't get time to study because I'm really busy at college and do sports most weekends. How can I motivate myself and feel enthusiastic again about learning this language? What do you do?

Author Neeraj | **Topic Going home** | **Posted: September 28th 9:10 am**
Hi! I'm a new student on this site. I have a question. I've been studying at an English language school in the States for nine months and now it's time for me to go back home to Korea. I'm really worried that I'm just going to 'lose' my English when I go home! I don't know any native English speakers back home, so I might not get the chance to speak any more... All this hard work will be for nothing! What can I do to keep up my studies when I get home? Any suggestions very welcome! Thanks

Author Sal | **Topic Vocab notebook** | **Posted: October 7th 4:13 pm**
When I put new words in my notebook, I usually just write the word and then the Italian translation. My classmates told me it's not a very good idea, but I don't know any other way to do it. How do you write new words in your notebook? What's the best way to help remember the words? My friend told me that dictionaries are good when you learn a new word... is that true, and how can I use one properly?

Author MarthaC | **Topic Too shy!** | **Posted: November 20th 7:01 am**
Hi, I've got a big problem. I'm learning English for my job because I will need to travel a lot for work in the future and have meetings in English, so speaking is really important to me. The problem is I'm really shy and find it very difficult to speak in a foreign language. I'm afraid I'll make lots of mistakes, people won't understand my pronunciation and they'll laugh at me. What can I do to overcome this fear? Also, I really love reading in my language and would like to practise more in English. I bought some novels, but find it too difficult to read a whole book! What other things can I read in English to improve my skills? Thanks for your help!

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6A English adviser

Activity type: Reading, writing and vocabulary – Giving tips/advice – Pairs

Aim: To practise using linking expressions to give tips

Language: Linking expressions – Use at any point from 6.1.

Preparation: Make one copy of both worksheets for every pair of learners.

Time: 45 minutes

6B A weekend away

Role play
The three of you are planning a weekend trip away to the capital city together. You need to decide:

- how you're going to travel
- where you're going to stay
- which activities you're going to do over the weekend
- where and what you're going to eat.

However, you all have different budgets to keep to and different things that you want to see and do. You are going to plan the weekend together and make sure that everyone is happy. You must try to stay together as much as possible on this weekend, so you will need to compromise.

STUDENT A
You are excited about the trip! However, you have a limited budget to keep to, so you can't spend a lot of money on transport, accommodation and shopping. You think it's possible to have a great time on a budget, though!

STUDENT B
To save money on travel and accommodation, you'd rather travel on Saturday morning by coach, as the tickets are much cheaper.

Accommodation
You've been looking out for cheap accommodation and you've found a nice, clean-looking youth hostel which is a little out of the centre of the city – but bus tickets are quite cheap.

Things to do
You haven't got enough money to spend on shopping, so you'd rather spend your time going to the free museums and art galleries. You love the theatre, though, and have saved up enough money to go to a musical show.

Food
You don't really mind what you do over the weekend, so you've been to the capital many times before. However, you would like to see a musical while you're there and do some shopping so you can look out for some bargains.

Food
You love eating out, but do have a budget to keep to, so you have picked up some restaurant vouchers which offer two meals for the price of one at various different pizza and pasta restaurants.

STUDENT C
You have never been to the capital before, so you want to see and do as much as possible! Luckily, you don't have a strict budget to keep to, but you understand that your friends may not have as much money to spend on the weekend as you.

Transport
You'd like to travel by train on Friday afternoon and return on Monday morning, but you'd be willing to drive everyone there in your car and share the cost of petrol.

Accommodation
You've seen some nice bed and breakfast accommodation on the internet. It's very central, so you won't need to spend more money on transport around the city, and breakfast is included in the price of the room.

Things to do
You don't really mind what you do over the weekend, so you've been to the capital many times before. However, you would like to see a musical while you're there and do some shopping so you can look out for some bargains.

Food
You love eating out, but do have a budget to keep to, so you have picked up some restaurant vouchers which offer two meals for the price of one at various different pizza and pasta restaurants.

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6B A weekend away

Activity type: Speaking, reading and vocabulary – Role play – Groups

Aim: To practise using multi-word verbs for managing money

Language: Multi-word verbs: managing money – Use at any point from 6.1.

Preparation: Make one copy of the worksheet for every three learners. Cut up each worksheet to make one Role-play card and one Role card each for Students A, B and C.

Time: 20 minutes

6C Tell us about ...

START

A money you've been saving
Something you're looking forward to
Why you started learning English
Somewhere you'll always remember visiting as a child
What you enjoy doing on Saturdays
What you do if you can't sleep
Something you always avoid doing if possible
A kind of food you've tried eating recently
A TV programme you can't help watching
Something you fancy doing this weekend
Something you read in a magazine that you really like
A place you dream going to
A job you could never imagine doing
What you do to practice reading and listening in English
Something you fancy having for lunch/dinner today
Something you keep putting off doing
When you think you'll finish learning English
Another language you've thought about learning

FINISH

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6C Tell us about ...

Activity type: Speaking – Board game – Groups

Aim: To practise using verb + -ing

Language: Verb + -ing – Use at any point from 6.2.

Preparation: Make one copy of the board game (enlarge to A3 size if possible) for every three or four learners. You will also need a die for every group and a counter for every learner.

Time: 30 minutes

Unit 6 Self-study Pack

In the Workbook

Unit 6 of the *English Unlimited Intermediate Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and two whole pages of listening and speaking tasks to use with the Documentary video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Linking expressions; Multi-word verbs: saving money; Using equipment; Giving reasons
- **Grammar:** Verb + -ing
- **Time out:** 'Satnav' stories
- **Explore writing:** Leaving a note
- **Documentary:** The chef manager

On the DVD-ROM

Unit 6 of the *English Unlimited Intermediate Self-study DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and grammar:** Extra practice activities
- **Pronunciation:** Linking consonants and vowels
- **Explore speaking:** Adding, correctly
- **Explore listening:** Calling the bank
- **Video:** Documentary – The chef manager