

10 Impressions

10.1

Goals: talk about memory
talk about what you remember

Core language:

VOCABULARY Remembering an event
GRAMMAR Verb patterns

Witness

LISTENING

- 1 Focus learners on the question and the list of ideas. They can discuss this in pairs or you could talk about it as a class. In feedback, find out if learners have any special techniques for remembering different types of information.
- 2 a Make sure learners understand *witness* (= someone who sees a crime being committed, or evidence of a crime, and later gives a report of what they saw to the police). Find out if anyone thinks they would be a good witness (and why). If anyone wants to tell a story of a crime they have witnessed, tell them they will have a chance to do this later in the lesson. Check understanding of *CCTV*, then focus attention on the CCTV image of a crime. 🧑 Learners study the image in silence for 30 seconds and try to remember as much important information as they can. 👥 After time is up, learners close their books, listen to recording 2.36 and take notes.

Optional extra: Live listening

To give the remembering activity more focus, tell learners to close their books and read out the following list of questions. Learners listen and take notes, then do 2b. Afterwards, find out if anyone could answer all the questions (or none of them!).

- 1 What was the crime?
A teenager broke into someone's home and stole some things.
- 2 Where was the crime?
It was in a street of flats.
- 3 What was the criminal wearing?
A top with a hood over his head and a number '3' on the back. He was tall, thin and young.
- 4 Were there any witnesses?
There were two witnesses. A man getting into his car and a woman walking past on the street.
- 5 What did the witness or witnesses look like?
The man was quite old and was wearing a dark jacket. The woman on the street was young; she was wearing a hat and carrying a shoulder bag.

- b 👥 Learners check their ideas against the image and discuss what they did and didn't remember. In feedback, find out who thinks they remembered all (or none) of the important information. The question previews the vocabulary item *notice*. Listen to see if learners understand it, but it's not necessary to explain the word at this stage unless learners cannot answer the question.

- 3 a *Listening for main idea.* Play recording 2.37, then discuss whether Hiromi's recollection was accurate or not.

Not very good, as she missed some things and got some details wrong.

- b *Listening for detail.* Focus learners on the image again and tell them to listen carefully to Hiromi's account once more to spot the four details she got wrong. Play recording 2.37 again if necessary. Learners compare ideas in pairs. Then go through the answers with the class.

She got the following details wrong:

*The boy's shirt had a number '3' on it, not a number '1'.
The boy was wearing a top with a hood, not a baseball cap.*

*It was a young woman who was passing, not a man.
She said there was nobody else around, but there was also a man getting into a car.*

- 4 *Discussion.* Talk about this with the class. If you have a story, tell it to the class first, which may prompt their memories of similar incidents. Encourage learners to ask questions to find out more information.

VOCABULARY Remembering an event

- 5 a *Focus on expressions.* Learners match the beginnings and ends of the sentences from Hiromi's account. They can do this in pairs, or individually before comparing with a partner. Learners look at the script on p156 to check their answers.

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

Language note: Expressions for remembering an event

The vocabulary section focuses on high-frequency expressions for remembering events. Learners will focus on the grammar and how to generate new sentences with the various verbs later. Encourage learners to practise saying the expressions and focus on the stress in *I can't remember ... but I can remember ...*, pointing out that *can* is pronounced /kæn/ in this context (rather than the more common use of the weak form) because it is contrasted with what Hiromi can't remember.

- b 👥 / 👥 *Practice.* Give learners a minute to think about their answers and how they can express them using the target language, before they talk together. In feedback, ask different learners the questions and focus on how the expressions from a are used in their responses.



You could use photocopiable activity 10A on the Teacher's DVD-ROM at this point.

False memories

READING

- 1 Talk about the first question with the class to check understanding of the four words and pronunciation of: *judge* /dʒʌdʒ/, *jury* /ˈdʒʊəri/ and *lawyer* /ˈlɔːjə/. Then learners can continue in pairs or groups. In feedback, find out what different learners think are the most difficult things they have to do and why.

1 *The judge has to decide what sentence to give for crimes committed.*
The jury has to listen to all the evidence and make a decision about whether they think the person is guilty or not.
A lawyer has to present the facts for or against the defendant (the person accused of the crime) to the judge and jury.
A witness has to explain what they saw of the crime as accurately as they can.

Alternative



Books closed. Bring in or project a picture of a courtroom onto the board (you can find a selection in Google images). Elicit who is who in the picture, then learners discuss their roles in pairs or groups and discuss question 2.

- 2 *Reading for main idea.* Focus learners on the gist question before they read the article. Encourage them to read quickly at this stage. (It's helpful to give a time limit, say two minutes.) Let them know they will have time to read in more detail in a minute.

The problem with using witnesses in court is that it is difficult to be sure that their evidence is accurate.

- 3 *Reading for detail.* Check understanding of *rely on* in the question and see if learners know *reliable*. Give learners plenty of time to read the article in detail to find three reasons. Learners compare ideas with a partner first, then check as a class.

1 *People often forget details of things that have happened.*
2 *People remember things that didn't happen at all, e.g. if they hear false information, it can change their memories of something.*
3 *Once we tell a story or give an account of something (which may include incorrect details or leave out facts), that account replaces the original event in our minds.*

- 4  /  *Discussion.* Learners discuss their opinions about witnesses and the problems of using witnesses in response to the article. In feedback, find out if they came up with any possible solutions to the problems.

Note: Building confidence in discussions

This topic is rather abstract and so more difficult for intermediate learners to discuss. Give learners the opportunity to talk first in pairs or small groups before talking together as a class, so they have time to collect and express their thoughts to a few peers before talking in front of the whole group. Encourage learners to try to express what they mean, without focusing on the language they use. If necessary, reformulate their ideas or ask questions to help them express what they want to say.

GRAMMAR Verb patterns

- 5 a Tell learners to cover the article and focus them on the four sentences with *remember* in the box. If they can, they complete the sentences from memory, first individually, then with a partner. They check their own answers against the article and script.

1 *what* 2 *that* 3 *to* 4 *wondering*

- b *Focus on form.* Learners match the four patterns to the example sentences.

a 4 b 3 c 1 d 2

- 6 a Focus learners on the dictionary entry for *forget*. All good learner dictionaries highlight the patterns which follow verbs, although different dictionaries may present the same information in different ways. Depending on how familiar your learners are with monolingual dictionaries, give them enough time to look through the entry and check the patterns against the previous exercise.

It has all four patterns in 5b: -ing, to infinitive, question word and that.

Language note: Patterns and meaning

Some verbs change their meaning depending on whether they are followed by *-ing* or *to* infinitive.

This is the case with *remember* and *forget*. It's a good idea to point out the difference in meaning to your learners. One way to do this is to write on the board:

- 1 *remember/forget* + *-ing* refers forward / backward in time. (back)
2 *remember/forget* + *to* infinitive refers forward / backward in time. (forward)

Ask the class to look at the example sentences with *-ing* and *to* infinitive in the grammar box and to decide which pattern refers forward and which one refers back in time. You can also refer learners to the Grammar reference, which gives more information on this point.


- b *Vocabulary expansion.* Point out that many verbs in English are followed by these and similar patterns and that it is important to get in the habit of checking the patterns when learning and recording new verbs. Tell learners to look up the list of verbs on p130 and to record the patterns in their vocabulary notebooks, using example sentences to show the meanings.

remind: to + infinitive, question word, + object + of
know: question word, that
understand: that, question word
find out: question word, that

Note: Grammar practice

You could do the grammar practice on p141 at this point.

SPEAKING

- 7 a  *Writing.* Ask the class to complete the first question together and write various possibilities on the board to demonstrate the activity. Learners continue individually or in pairs. Walk round and help as necessary.

Alternative for weaker groups

Learners complete the sentences in pairs for more support. They then change partners for the next activity.

- b *Personalisation.* Learners talk in pairs. Monitor while they are talking and take a note of good and incorrect language use for a feedback session later.

10.2

Goals: talk about complaining
complain about goods or services
ask for a refund or replacement and explain why

Core language:

VOCABULARY Problems with things you've bought
PRONUNCIATION Intonation in questions
GRAMMAR Present perfect simple and progressive

It's scratched

LISTENING

- 1 *Pre-listening discussion.* Look through the questions with the class. Check understanding of *annoys* and *queue* /kju:/ and elicit a few examples of rule-breaking on public transport, e.g. putting feet on seats or smoking in non-smoking areas. Learners talk about them in pairs or groups. In feedback, ask a few learners what they do and if they think their behaviour is typical of people in their countries.
- 2 *Listening for main idea.* Focus on the question, then play recording 2.38. Learners discuss the answer in pairs. Learners read the script to check their answers. In feedback, focus on the sentence: *They might sigh and moan about it to someone they're with, but often they won't actually say anything directly to the person, even though they're angry about it.* Check understanding of *sigh* and *moan (about something)* and use this to spark learners' responses to the text, i.e. would they say something directly to someone or not?

Tariq says that in Paris, people will express their anger directly to someone if they break the rules on public transport or go to the front of a queue, whereas he's not sure that people would say something in the UK. He mentions that people do complain when it comes to poor service or business transactions, either by phone or in writing.

VOCABULARY Problems with things you've bought

- 3 a Focus learners on the pictures. They do the matching in pairs. In feedback, go round the class checking the answers, but ask learners to say what the object is (rather than saying 1C, for example).

1 C The T-shirt's the wrong size.
2 E The colour's faded.
3 A The mug's chipped.
4 G The MP3 player doesn't work.
5 H The car's dented.
6 D The paper's torn.
7 B The mug's cracked.
8 F The screen's scratched.

- b Learners cover the expressions and test each other on the expressions using the pictures. Focus on the pronunciation of the *-ed* endings by putting three columns on the board (see below). Tell learners to put the five adjectives ending in *-ed* into the correct column according to the pronunciation of the ending. Make sure they say the words out loud to themselves and a partner.

(-ed) /t/	(-ed) /d/	(-ed) /ɪd/
cracked, chipped	scratched	faded, dented

- c *Extension.* You could brainstorm this with the class, or give learners a few moments in groups to think of more examples, before going through their ideas together.
- 4 *Personalisation.* Give learners a minute to think about problems and how to explain what they did. They can then talk about their experiences in pairs or small groups. Ask one or two learners to explain their problems to the class.



You could use photocopiable activity 10B on the Teacher's DVD-ROM at this point.

Making a complaint

LISTENING

- 1 *Pre-listening.* Focus learners on the picture of Mariah and her email of complaint. Talk through the complaints with the class.

The book she bought was damaged. The company hasn't replied to her earlier email.

- 2 a Ask learners to predict what will happen in Mariah's phone call. Accept all sensible suggestions offered by the class, but don't comment on their ideas at this stage.
- b Play recording 2.39 so learners can check to see if their predictions were correct.
- 3 *Listening for detail.* Learners read the questions, then play recording 2.39 again. They compare ideas with a partner before checking as a class.

1 Mariah's cross that no one has been in touch with her about the problem.
2 The customer services person puts Mariah on hold while he speaks to his supervisor, and he orders Mariah another copy of the book.

PRONUNCIATION Intonation in questions

- 4 a Introduce this by giving a few simple example questions that demonstrate the intonation patterns. For example, *What's your father's name?* (falling intonation) *Is this your book?* (pointing to book: rising intonation). Then play recording 2.40 or say the questions yourself (though you have to be careful if you do this).

↘ intonation: B
↗ intonation: A

- b Learners complete the rules about intonation in questions.

yes/no questions = rising ↗ intonation
wh- questions = falling ↘ intonation

- c Learners practise saying the questions with the appropriate intonation patterns. It is common for learners to transfer intonation patterns from their L1s, so it's worth comparing L1 and L2 to either confirm that they're the same or notice the differences if they're not. So ask learners to translate the questions and think of short responses in their own language, and to find out if the rising and falling patterns are the same in L1 and English.

Language note: Rising and falling intonation patterns

There is evidence that these patterns are similar in many languages: in research, 14 languages (including English) were found to use a falling intonation for *wh-* questions, and three to use a rising intonation. For *yes/no* questions, 37 languages used a rising intonation, against four using a falling intonation. (Cruttenden, A. 'Falls and Rises: Meanings and Universals' *Journal of Linguistics* 17, 1981)

- 5 a *Writing*. Look at the items and ask the class which ones are checking information (the order number and date). Point out that learners can write the first three items either as genuine or checking questions, e.g. *What's your name?* or *Is your name Wendy Barham?*, but remind them to make sure they have a mix of *wh-* and *yes/no* questions so they can practise the rising and falling intonation patterns.
- b *Asking and answering*. Monitor while learners are talking in pairs and help out if any learners are having problems.

GRAMMAR Present perfect simple and progressive

- 6 Focus on the example sentences and discuss the questions with the class. This will allow you to draw attention to relevant information in the sentences and so direct learners more efficiently to the correct answers.

- 1 • *how long something takes* = B (the present perfect progressive)
 • *the result of a finished activity* = A (the present perfect simple)
 2 The present perfect simple (A)

- 7 a Walk round while learners complete the email individually and find out if anyone is having problems. Refer learners back to the rules above to help with their decisions.

Alternative for weaker groups

Learners can complete the email in pairs, talking through the reasons for their choices. They then swap partners and compare their ideas.

- b Learners compare their answers and give reasons for their choices. Go through the answers with the class.

- 1 've written 2 haven't had 3 've been phoning
 4 haven't got 5 has provided 6 've had
 7 've been buying 8 've arrived 9 haven't complained

Note: Grammar practice

You could do the grammar practice on p141 at this point.



You could use photocopiable activity 10C on the Teacher's DVD-ROM at this point.

SPEAKING

- 8 a *Preparation*. Explain the scenario for the role play and direct learners to the correct pages to complete their role cards. Learners fill in the gaps with their own ideas. Walk round and help if necessary. Give them a few moments to plan what they need to say.
- b *Role play*. Monitor while learners are talking and take a note of use of the target language and of any language that impedes communication. You may want to feed back on this before learners do the second role play.
- c Learners prepare for the second role play in the same way, then have another conversation.
- d *Round-up*. Learners work in groups of four and repeat one of their conversations while the other pair listen. They discuss their responses in groups, then get some feedback from the different groups. Find out how easy learners found it to follow each other's conversations and answer the two questions. Also raise awareness of register, by asking for reactions to the customer services people, i.e. were they polite? helpful? how easily or skilfully did they deal with the customer's complaint(s)?

10.3 Target activity

Goal: make a complaint politely

Core language:

TASK VOCABULARY	Softeners
10.1 GRAMMAR	Verb patterns
10.2 GRAMMAR	Present perfect simple and progressive

Resolve a dispute

TASK LISTENING

- 1 a Focus learners on the picture and brainstorm a list of possible problems between neighbours.
- b / *Pre-listening discussion*. Learners discuss the questions. Feed back as a class, finding out what differences in attitude exist among learners.

Note: Multicultural groups

In mixed-nationality classes, there are likely to be substantial differences in attitude for dealing with disputes and dealing with neighbours (note *Across cultures*, p75). Remind learners of the language they covered for dealing with conflict and encourage them to think about cultural similarities and differences in talking about this topic.

- 2 *Listening for main idea*. Play recording 2.41 and ask learners what the problem is between the two neighbours.

The neighbour's son keeps kicking his ball into next door's garden, and it's ruining the plants and flowers as well as often going near the window.


TASK VOCABULARY Softeners

- 3 a *Focus on expressions*. Learners match the sentence beginnings and ends from the conversation. Play recording 2.41 again to check. Ask learners what the person complaining is using the highlighted expressions for. Find out if learners' L1s have similar expressions or not.

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

- b Refer learners to the script on p157 to find two sentences with similar meanings to 1 and 6. Check as a class.

same as 1: *I've been wanting to speak to you for some time about this.*
same as 6: *If you could ask him to try not to kick the ball into our garden, I'd really appreciate it.*

- c  Learners discuss which expressions best complete the complaints. Check as a class.



1 to be honest 2 it's just that 3 I'd be grateful
4 a bit 5 I've been meaning to talk to you.

TASK

- 4 a *Preparation.* Explain the scenario for the role play and direct learners to the appropriate role cards. Walk round and help with ideas and vocabulary as necessary.

Alternative for weaker groups

Learners can prepare their roles in A/A and B/B pairs, then swap partners for the role play.

- b  Learners change roles and prepare for a second role play. Monitor and take a note of learners' use of softeners for a feedback session.
- 5  *Round-up.* Put learners into different groups to report back on their conversations. In feedback, find out if everyone resolved their disputes, and if not, why not.

10 Explore

Keyword: of

Goals: use of in two common patterns
use of in a variety of expressions

Core language:

Adjectives with of
Verbs with of

Adjectives with of

- 1 Learners look at the picture of two neighbours. Ask them what they can remember about Hiromi (she recently moved into a flat opposite a house that was burgled by a teenager). Read the question, then play recording 2.42.

They seem to have made a good impression on each other because they compliment each other quite a lot.

- 2 a *Focus on adjectives with of you.* Learners match the sentences with the responses from the neighbours' conversation. They can work in pairs, or individually before comparing with a partner.

1 b 2 c 3 a

- b Learners can continue to work in pairs, or you could do this quickly with the class. Brainstorm more adjectives in this pattern together, which give compliments or thank someone, e.g. *clever, sweet, helpful.*

1 a 2 b, c

- c Play the first sentence of recording 2.43 and ask the class to agree on a response with a partner to demonstrate the activity. Play the rest of the recording, stopping after each one so learners can respond in pairs initially before checking as a class.


Possible answers

That's/How:

- 1 *kind of you / nice of you / thoughtful of you.*
2 *nice of you*
3 *kind of you / thoughtful of you.*
4 *kind of you / helpful of you.*
5 *brave of you.*

- 3 a Learners complete the gaps with the adjectives. Check as a class and brainstorm more adjectives that go with *of* (e.g. *tired of, full of, aware of*).

1 *afraid* 2 *capable* 3 *fond* 4 *proud* 5 *sick*

- b  *Personalisation.* Give learners time to think of sentences about themselves before they talk together. Encourage them to respond (as in the example) or to ask questions to find out more information about each other.

Alternative for weaker groups

Learners write their sentences. When they talk together, tell them to cover their sentences and discuss their ideas in pairs.



Verbs with of

- 4 Direct learners' attention to the headline and ask what they think a *first impression* is. Give learners a few minutes to read the article to find four things you can do to give a good first impression.

- 1 *Be open and confident. Be positive and use confident body language.*
2 *Avoid nervous habits.*
3 *Give the person your attention and remember to switch your phone off.*
4 *Prepare by thinking of some questions to ask the other person.*

- 5 a *Focus on verbs with of.* Learners cover the article and try to complete the sentences in pairs. Don't go through the answers, as this will pre-empt b.
- b Learners check their own answers in the article. Afterwards, ask learners to think of more verbs which go with *of*, e.g. *talk of, accuse (sb) of, rob (sb) of.*


Everybody's heard of the power of positive thinking. Get rid of any negative thoughts. Remind yourself of any nervous habits you have. Think of some interesting questions.

- 6  /  *Speaking.* Learners talk together. Feed back as a class.

Explore speaking

Goal: add comments to say how you feel

Core language:
which comment clauses

- 1  *Pre-listening discussion.* Talk about this with the class.
- 2 *Listening for main idea.* Learners look at the picture of Mariah and Pat. Ask the class what they can remember

about Mariah. (She ordered a book and complained about its condition: see p80.) Then learners read the questions. Play recording 2.44, stopping after each conversation so learners can discuss the answer with a partner, before checking with the class.

Conversation 1: *They decide to take Friday off so they can have a long weekend together because Mariah's essay will be finished.*
 Conversation 2: *They only get Saturday free. (They're seeing Pat's parents on Sunday.)*

- 3 a *Listening for detail.* Learners read the statements before listening to recording 2.44 again. Don't go through the answers, as this will pre-empt b.

Alternative for stronger groups

Learners read the statements and discuss whether they're true or false with a partner before listening again to check.

- b Learners read the scripts to check their own answers.

1 false 2 false 3 true 4 true 5 false 6 true

- 4 *Focus on meaning.* Learners discuss what the comments refer to and whether each one is a positive or negative comment.

1 1 *Mariah's essay*
 2 *how she feels about finishing her essay by Wednesday evening*
 3 *taking a day off on Friday (rather than earlier in the week)*
 4 *driving to university*
 5 *being stressed while driving*
 6 *not doing much on his day off*
 7 *having the rest of the weekend free*
 2 positive feelings: 3, 6, 7
 negative feelings: 1, 2, 4, 5

Language note: Comment clauses

Comment clauses are the most frequent relative clauses in spoken language. In addition to *which is/was* + adjective or noun phrase, we often use a range of words and expressions embedded in the clause to emphasise our attitude. For instance, note the use of the following in the clauses in the script: *I think, a bit, probably, actually.*

- 5 a Ask learners to read the conversation and tell you who is talking and what about (two friends talking about the weekend). Then learners choose which expressions to use to complete the conversation. Point out that there are no 'right' answers, but some are more likely than others.
 b Learners talk about their choices with a partner. Feed back as a class.

Possible answers
 1 *which was great / nice*
 2 *which was unfortunate / a shame*
 3 *which was great / excellent / nice*
 4 *which was tricky / unfortunate / a shame*
 5 *which was understandable / unfortunate*

- c Give learners time to think of a suitable ending to the conversation, helping them to fit in two more *which* expressions as necessary.
 d Learners work in groups of four to listen to each other's conversations. Ask several pairs to report back to the class on their favourite ending.

Alternative for stronger groups

Point out the speakers' use of these extra words and expressions to emphasise attitude in the scripts: *I think, a bit, probably, actually.* (See language note above.) In 5b, tell learners to add some of these words and expressions to the *which* clauses in the conversation to add attitude to the conversation and make it more interesting, e.g. *Erin wasn't very well, which was a bit unfortunate; they got in a mess, which actually was understandable, but ...*

- 6 *Speaking.* Draw attention to the two underlined questions at the beginning of both conversations. Give learners a moment to think of some ideas to answer the questions using comment clauses. Monitor while learners are talking and take a note of good and inappropriate uses of comment clauses in learners' conversations. Incorporate this into a feedback session later.

10 Look again

Review

GRAMMAR Present perfect simple and progressive

- 1 a Learners read through the conversation before filling in the gaps. Quickly elicit the uses and forms of the present perfect simple and progressive, and refer learners back to the relevant page if they can't remember. Learners can complete the conversation alone, before comparing with a partner.

1 *'ve been missing* 2 *'ve had* 3 *'ve been having*
 4 *has been going on* 5 *'ve had* 6 *'ve been doing*

- b Play recording 2.45 so learners can check their ideas. Only go over the answers if there are problems. Ask the class what advice they would give to the couple.
 c *Preparation.* Give learners a moment to think about their answers to the questions and remind them to think about what language to use in expressing their ideas. Walk round and help as necessary.
 d *Speaking.* Monitor while learners talk about their week and take a note of their use of both verb forms, to inform you as to what further work needs to be done, at either an individual or class level. In feedback, find out what advice several learners gave to their partners.

VOCABULARY Problems with things you've bought

- 2 a Give learners a moment to complete the words alone, before comparing with a partner.

1 *size* 2 *faded* 3 *chipped* 4 *work* 5 *dented* 6 *torn*
 7 *cracked* 8 *scratched*

- b *Speaking.* Draw attention to the list of products. Learners talk together about problems they've had with any of the products in the list. In feedback, ask several learners to tell the class about one of the problems.

CAN YOU REMEMBER? Unit 9 – Decision-making

- 3 a Learners match the verb–noun collocations. Check as a class.

hold a meeting, solve a problem, brainstorm ideas, look at the facts, trust your intuition, make a decision, come up with a new plan

Alternative for stronger groups

Do the matching activity as a class. Tell learners you're going to call out a noun and they have to think of an appropriate verb to make a collocation about decision-making. Learners can work in pairs or small groups, and you can give a point to the first group to raise their hand. To raise the level of challenge, you could also give an extra point to the first group if they can say the complete collocation correctly (with appropriate pronunciation and linking).

- b *Writing*. Learners write sentences about things they've done, using the collocations. Walk round and help while they're writing.
- c / *Speaking*. Learners talk together. In feedback, ask which collocations they think are most useful for them and make sure they have recorded these in their vocabulary notebooks.

Extension

SPELLING AND SOUNDS /u: /

- 4 a Model *balloon* for the class and ask which letters make the /u:/ sound. Then play recording 2.46 or say the rest of the words yourself. Learners underline the correct letters, then compare with a partner.

balloon, afternoon, June, route, threw, choose, moon, include, rule, super, group, flew

- b Remind learners to say the words out loud while they're working together. Feed back as a class, checking that learners use the same sound to say all the spelling patterns in these words.

1 *balloon, afternoon, choose, moon*
2 *route, group*
3 *threw, flew*
4 *June, include, rule, super*

- c *Vocabulary expansion*. Brainstorm more words for each pattern with the class. Write the words on the board, or ask different learners to come up and write the words on the board.
- d *Spellcheck with books closed*. Play recording 2.47 or say the words yourself, stopping after each one and giving learners plenty of time to think and write down each word. Learners check their own answers in a dictionary.

NOTICE Noun phrases with of

- 5 a Focus learners on the two sentences with *of* from the unit. You could ask learners how they say the highlighted expressions in their L1 (i.e. does it translate or do they use a different preposition?).
- b Learners complete the questions either in pairs or alone before comparing with a partner. In feedback, point out that in two of these expressions the article is fixed: *the front of, a couple of*, but in the remaining expressions it can be *a/an* or *the*, depending on the context. Draw attention to the linking in the expressions and encourage learners to practise saying the expressions before they move on to the questions.

1 *part* 2 *impression* 3 *copy* 4 *picture* 5 *front*
6 *couple*

- c *Asking and answering*. Learners talk about the questions together.
- Round-up*. Ask a few learners to tell the class their partner's most interesting answer.

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 10 Extra activities on the Teacher's DVD-ROM

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

10A CSI memory

Picture 1

Picture 2

English Unlimited Intermediate Teacher's Pack Photocopiable © Cambridge University Press 2011

10A CSI memory

Activity type: Speaking – Memory game – Pairs/Groups

Aim: To practise memory language

Language: Remembering an event – Use at any point from 10.1.

Preparation: Make one copy of the worksheet for each pair. Cut up each worksheet to make two pictures.

Time: 15–20 minutes

10B Not as described

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10B Not as described

Activity type: Writing – Writing in response to cues – Individuals/Pairs

Aim: To practise complaining and explaining problems with things you've got

Language: Problems with things you've bought – Use at any point from 10.2.

Preparation: Make one copy of the worksheet for each learner/pair.

Time: 10–15 minutes

10C Simple and progressive

Sentence anagrams

1 I haven't	been	sleeping	well	lately.
2 I've been	to	the UK	three	times.
3 I haven't	had	pizza	for	ages.
4 I've been	playing	guitar	since	I was 14.
5 I still haven't	done	my	tax	form.
6 I've never	forgotten	my	mother's	birthday.
7 I've been	thinking	about	buying	a car.
8 I've been	learning	English	for	ten years.
9 I've always	wanted	to go	to	South America.
10 I've visited	three	continents.		

Skeleton sentences

I haven't _____ing lately.

I've _____ times.

I haven't _____ for ages.

I've been _____ing since _____.

I still haven't _____.

I've never _____.

I've been thinking about _____ing _____.

I haven't been _____ing lately.

I've been _____ing for _____.

I've always wanted to _____.

I've _____.

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10C Simple and progressive

Activity type: Speaking – Sentence anagrams and personalisation – Pairs/Groups

Aim: To practise common uses of present perfect simple and progressive

Language: Present perfect simple and progressive – Use at any point from 10.2.

Preparation: Make one copy of the worksheet for every pair or group. Cut up each worksheet to make one set of ten Sentence anagrams and one set of ten Skeleton sentences.

Time: 20–30 minutes

Unit 10 Self-study Pack

In the Workbook

Unit 10 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 a whole page of listening and speaking tasks to use with the Interview video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Remembering an event; Problems with things you've bought; Softeners
- **Grammar:** Verb patterns; Present perfect simple and progressive
- **Time out:** Crossword: Problems in the home
- **Explore writing:** Review on a travel website
- **Interview:** Witnessing a crime – Carlos and Aurora

On the DVD-ROM

Unit 10 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:** Intonation in questions
- **Explore speaking:** A softener with *of*
- **Explore listening:** Returning an item
- **Video:** Witnessing a crime