

# 12 Any questions?

## 12.1


**Goal:** give a talk about an interest or activity

**Core language:**

VOCABULARY Organising a talk  
PRONUNCIATION Groups of words 3

## Stuntman

### READING


- 1 Draw attention to the headline of the article about Rocky, the photo and caption.  Then allow learners to write their questions. Walk round and suggest topics for questions if learners need help.
- 2 *Reading for main idea.* Learners read the article and answer as many of the questions they wrote in 1 as they can in pairs or small groups. In feedback, tell everyone to select one question that can be answered by the article, then learners take turns to ask and answer their questions in open pairs. Find out if anyone has seen any of the films mentioned in the article or caption about Rocky, and if they can remember the types of stunt in the film.

#### Optional extra: Further research

If learners have unanswered questions and are interested in Rocky's story, you could direct them to his website <http://www.actionstuntsrockytaylor.com/> (at the time of writing) or put his name into Google, which will direct readers to his website.

- 3 *Reading for detail.* Learners read the questions, then read the article again in more detail. They discuss the answers with a partner, then feed back as a class.

- 1 He went to teach judo to an actor in a film.
- 2 They wear special gel and a fireproof suit under their clothes. There are always two or three people there to put them out with fire extinguishers if they're on fire. For longer fire burns, they have to wear breathing apparatus, bottles called 'breathers' inside their suit.
- 3 He was doing a fire job, jumping out of an exploding building, but the crew made a mistake.
- 4 They feel anxious, but they don't try to stop him. He says he doesn't do it much any more because it's a young man's job.

- 4  *Guessing meaning from context.* Do the first one together as an example and point out the paragraph references in red (e.g. 2) and parts of speech (e.g. *adj*) to help learners find the words and match them with the definitions. Learners continue in pairs. Check pronunciation of *alight* /ə'laɪt/, *extinguishers* /ɪk'stɪŋgwɪʃəz/, *re-ignite* /rɪ:ɪg'naɪt/ and *burnt* /bɜ:nt/.

- 1 fireproof 2 set on fire 3 alight 4 fire extinguishers  
5 re-ignite 6 put (the fire) out 7 a bonfire 8 burnt

- 5 *Discussion.* Talk about the questions with the class and get their reactions to the article and their opinions about this type of job.

## Giving a talk


### LISTENING

- 1 Focus learners on the picture and caption and ask who Mike Caxton is and what he's doing. Then look at the questions with learners before they listen to the introduction to the talk. Play recording 3.11 and give them time to compare answers with a partner. Play the recording again if necessary before checking as a class.


- To perform a fire burn safely, everything must be carefully choreographed, rehearsed and timed to the second.
- Fire is like wind. If there is an opening, it will find its way in.
- It's probably the most challenging course at the centre, but also very exciting.

- 2 a *Listening for main idea.* Let learners read the questions, then play the rest of the talk (recording 3.12). Learners compare, then check as a class.


There are three parts to the talk.  
People in the audience ask how long the course is and what qualifications the instructors have.

- b  *Listening for detail.* Play recording 3.12 again, while learners make notes of the key details of the course. Remind them not to write everything they hear (which would be impossible), but to write key words that will remind them about the important information. At the end, they discuss their notes with a partner. Play the recording again if necessary, before checking as a class.

The first part covers everything about preparing for a fire burn, e.g. what equipment will be needed. In the second part, students will learn how to use the fire products properly. In the third part, students will practise doing a full and partial body burn.

- c  *Round-up.* Get learners' reactions to the course and find out if anyone would like to do it. Ask them to give reasons for their answers and extend this into a class discussion on dangerous or risky jobs if possible.

### VOCABULARY Organising a talk

- 3 a *Focus on expressions.* Focus learners on the highlighted expressions in sentences from the talk.  Learners put them in the order he says them. Don't go through the answers at this stage.
- b Direct learners to the script to check their own answers.

- 4 Today, I'm going to talk about the fire courses at our training centre.
- 5 To start with, there are three things you need to know.
- 7 First of all, it's important to remember that when you watch a movie ...
- 2 Secondly, fire is like wind: if there's an opening, it will find a way in.
- 3 And finally, you need to know that the fire course is our most challenging course.
- 8 I'm going to move on now to talk about the different parts of the course ...
- 6 Before I move on to enrolment, are there any questions?
- 1 Any further questions?



You could use photocopiable activity 12A on the Teacher's DVD-ROM at this point.

### PRONUNCIATION Groups of words 3

- 4 a Learners read the two sentences from the beginning of the talk. Ask learners what the // mark indicates (where the speaker divides up groups of words, depending on meaning and emphasis). Then play recording 3.13 while learners read and notice the groups of words.
- b *Practice.* Learners practise saying the sentences in groups of words.
- c Look at the script with the class and project or write a few sentences onto the board. Accept learners' suggestions by marking the groups they suggest, then saying them (or inviting learners to say them) to see if they are possible. Encourage learners to contribute by pointing out that even 'wrong' suggestions are helpful in showing how incorrect divisions can change meaning. When learners are comfortable with the idea, let them continue in pairs.
- d Play recording 3.14 and go through the groups of words together, marking them onto the board if possible. Play the recording again if necessary, before learners practise the talk together.

*First of all, // it's important to remember // that when you watch a movie that has a stunt performer on fire, // you're seeing exactly that, // a body that is fully on fire. // This type of stunt work // is extremely dangerous // and must be done // in the safest way possible. // The stunt performer // must use the highest-quality safety products. // But you have to remember one thing: // nothing is completely fireproof. // Everything will eventually burn // if it stays on fire long enough. // To perform a fire burn safely, // everything must be carefully choreographed, // rehearsed, // and timed to the second.*

### SPEAKING

- 5 a *Preparation.* Put learners into groups to prepare their talks. Walk round and help as necessary.
- b Remind learners to use the language in 3a to organise their talks and to think about how they might divide their sentences into groups of words.
- c Check learners understand that they need to think of several questions to ask while listening to each talk. Monitor during the talks to see how clearly learners structure their talks and take a note of any problems for feedback at the end. Remember to give learners lots of encouragement to build up their confidence in speaking for longer turns in front of a group.

### Possible answers

*A full answer is given for Course A. For Courses B–D, the information could be organised logically as shown.*

#### *A Mountaineering courses*

*Today, I'm going to talk about the Technical Mountaineering Course (known as TMC). This is an alpine mountain climbing course that we offer in our very popular training centre in New Zealand. Lots of famous climbers have started their careers here, such as X and Y. To start with, there are three things you need to know. First of all, anyone can do the course. No previous experience of alpine mountain climbing is necessary, but participants must be fit and ready to learn and have basic rope skills, so that would include experience of rock climbing, caving or other similar activities. Secondly, you will learn all the new skills you need on the course and practise in real alpine terrain. And finally, at the end of the course, you will be able to climb almost all alpine terrain safely and with confidence. Before I move on, are there any questions? OK, I'm going to move on now to talk about the details of enrolment. It's a ten-day course and costs only NZ\$3,150 per person. This includes all meals, transport, accommodation and the technical gear you'll need. Any further questions?*

#### *B Bungee jumping*

- an unforgettable experience!*
- bring friends, good opportunity for photos!*
- professional and experienced staff*
- staff do safety checks before jump*
- the jump with preparation takes 30 minutes*
- arrive an hour before*
- weather can prevent jumping*
- wear casual and comfortable clothes*
- glasses and contact lenses MUST be removed*
- no skirts or dresses*
- participants must be in good health*
- minimum age: 14*
- book on website*
- NZ\$75 per person per jump*

#### *C Photography courses*

- we will help you turn good photographs into great ones*
- professional and passionate photographers to teach you all the skills you need*
- learn about what camera equipment to buy*
- learn how to get the most from your camera*
- learn how to use Photoshop to adjust, edit and improve your photos*
- never have a fuzzy picture again*
- never have 'red-eye' flash photographs*
- learn how moving just centimetres can turn 'dull' into 'drama'*
- learn why moving yourself is better than moving your subject*
- one-day courses from €50, including field trips with transport provided*
- no more than ten students per tutor*
- access to your own computer and work area*

#### *D Web design courses*

- perfect for those who wish to learn the skills to progress into the world of web design*
- locations: available internationally including the UK, the Middle East and Africa*
- you need some experience of the Internet and HTML*
- 16-hour course*
- 7 lessons*
- learn how to design and manage your own website*
- introduction to the following computer software:*
  - Photoshop: to learn how to create and edit images*
  - Dreamweaver: to learn how to create a website*
  - FrontPage: to learn how to design a web page*

- 6 *Round-up.* Find out which activity learners found most interesting and which they would most like to do.

## 12.2

**Goals:** make polite requests  
ask polite questions

**Core language:**


VOCABULARY Polite requests and questions  
GRAMMAR Indirect questions

## Talking to strangers


### LISTENING

- 1 a *Listening for main idea.* Focus learners on the picture and ask if they think the people know each other or not and why / why not. Draw attention to the picture and caption of Mariama and read the questions together. Then play recording 3.15. Learners compare their ideas, then check as a class.

1 *It's easier to talk to strangers in Nigeria, because people are more open to speaking to people.*  
2 *She mentions being in the street and waiting in a queue for a taxi.*  
3 *It would be strange not to talk to someone (because everyone does).*

- b  *Discussion.* Walk round and listen to learners' conversations so you can direct feedback at the end, or talk about the questions as a class.
- 2 a *Listening for main idea.* Play recording 3.16 so learners can do the matching. Give them a moment to check with a partner before going through the answers with the class.

1 E 2 D 3 B 4 C 5 A

- b  Learners share what they can remember about the requests and questions in each conversation. Then play recording 3.16 again so they can check their ideas.

A *to send them something*  
B *to look after something*  
C *to answer some questions*  
D *to tell them about their past*  
E *for an opinion*

### VOCABULARY Polite requests and questions

- 3 a Do this with the whole class, dealing with any problems as they come up.

a 7, 8  
b 4, 5  
c 2 (send something), 3 (answer some questions), 6 (look after a case)  
d 1

#### Language note: Question stems

For polite questions and requests, *Could I ask you* can be used with all the endings in 3–7, but this is not the case with *Could you tell me*, which can only be followed by a noun or noun phrase (... *the time?*), a question word (... *what the time is?*) or *if/whether* (... *if this room is free?*).

#### Alternative for weaker groups



You could focus only on *Would you mind* and *Could I ask you*; learners would still be able to achieve the same communicative outcomes for the lesson.

- b Find out if learners can remember how the people in the conversations responded, then direct them to the script to check their answers.



You could use photocopiable activity 12B on the Teacher's DVD-ROM at this point.

### SPEAKING


- 4 a  *Preparation.* Walk round while learners are preparing their ideas and help as necessary.
- b  *Mini role plays.* Monitor while learners have their conversations and note down problematic uses of indirect questions for a feedback session at the end.

## Survey

### GRAMMAR Indirect questions

- 1 Ask the class what is happening in the picture (someone is doing a survey). Find out what they think the survey might be about (focus them on the rubbish in the street if necessary). Then talk about the questions as a class, asking learners why the questions in B are more polite (they are longer and less direct, which distances the speaker from the other person).

#### B (indirect)

- 2  Project or write the questions onto the board. Give learners a moment to answer the questions in pairs, then go through 1–3 with the class, highlighting relevant information for each one.

1 *Word order is the same as in sentences, not questions, i.e. subject, verb.*  
2 *It's not used.*  
3 *if*


- 3 Focus learners on the six different survey topics and elicit a question for the first topic (shopping) with the class. Remind them to think about whether the question requires a yes/no answer or if it is asking for specific information (*wh-* question). Learners continue in pairs. Check as a class.

*Could I ask you / Could you tell me ...*  
*if you go shopping alone or with someone else?*  
*if you've had any problems with public transport?*  
*what your favourite café or restaurant is in your area?*  
*where you go in your area for entertainment?*  
*if you've used the local parking facilities?*  
*if you're happy with how clean your area is?*

#### Note: Grammar practice

You could do the grammar practice on p143 at this point.



## SPEAKING

- 4  *Writing.* Groups choose a topic and write more questions. Remind learners to start with an indirect question but continue with direct questions. This reflects how both question types are commonly used.
- 5 a *Survey.* Learners mill around the class asking their questions and answering other learners' questions. Encourage them to take a note of responses so they can feed back on what they found out at the end.  
b Learners regroup and compare their findings. Allow them time to collate and plan their report.
- 6 *Round-up.* Go round the class and ask learners to report back on what they found out in response to different questions. Encourage learners to respond to any surprising (or incorrect) information.



You could use photocopiable activity 12C on the Teacher's DVD-ROM at this point.

## 12.3 Target activity

**Goals:** give a talk about an interest or activity   
ask polite questions   
take questions in a talk

### Core language:

TASK VOCABULARY Answering questions at a talk  
12.1 VOCABULARY Organising a talk  
12.2 VOCABULARY Polite requests and questions  
12.2 GRAMMAR Indirect questions

## Deal with questions in a talk

- 1 *Pre-listening discussion.* Ask the class what the man in the picture is doing (*he is using a metal detector to find things on the beach*). Learners then talk about the questions together or you can discuss them with the class.

## TASK LISTENING

- 2 a *Listening for main ideas.* Read through the context and topics with the class, then play recording 3.17. Give learners a moment to compare answers before checking as a class.

d why Martin started treasure hunting  
a the value of a vase  
b the law about treasure hunting  
f where to start  
e finding valuable things  
c where to look for gold


- b *Listening for detail.* Focus learners on Martin's responses to the questions, then play recording 3.17 again. Learners discuss their answers first, then check as a class.

1 He can't answer how much the vase is worth or where to look for gold. He suggests the owner of the vase emails him a photo and more information, and for enthusiasts to join a treasure hunting club in their area if they want to look for gold.  
2 See script on p160.



## TASK VOCABULARY Answering questions at a talk

- 3 *Focus on expressions.* Give learners a moment to sort the questions into the three groups with a partner, then go through them with the class. Draw attention to the intonation and give learners an opportunity to repeat the questions until they can produce them fairly fluently.

a 2 b 1 c 3


- 4 a  Elicit a general-knowledge question from the class or come up with an idea of your own to get learners started. Pairs then write general-knowledge questions for other people in the class. Walk round while they are writing and help as necessary.  
b *Asking and answering.* Learners take turns to ask and answer questions in open pairs. If the learner addressed doesn't know the answer, remind them to use an appropriate expression to delay answering, but then find out if anyone else in the class knows the answer.

## TASK

- 5  *Preparation.* Give learners time to prepare their talks, but point out that they only need to speak for one minute. Remind them to think about word groups and walk round and offer any help learners need with vocabulary or ideas.
- 6  Go through the stages of the activity with the class, then learners give their talks. Monitor the question-and-answer sessions to see how learners deal with the questions.

### Performing

If your group is not too big, this is a good opportunity for learners to give their talks to the whole class. Indicate when each speaker has talked for a minute, so that they can quickly round up their talk, and limit questions to a sensible number, e.g. three per talk. This will allow learners to perform a longer turn in front of more people while talking about a topic that is very familiar to them.

- 7  Learners assess the question-and-answer sections of their talks with a partner. Get some feedback from different learners, then pass on any useful information you noted while monitoring their talks in 6.

### Optional extra: Recording talks

If you (or learners) have the facilities, suggest that learners record their talks and the questions. They can do a number of useful things with the recordings:

- Play them back to inform their self- and peer assessment in 7.
- Listen to them at home and transcribe either the talk or the questions and answers (or both), and try to improve what they said (in writing). Give feedback as appropriate.
- Rather than giving the written improvements to you to mark, learners can re-record themselves speaking and answering the questions. You can listen to learners' recordings and give feedback as appropriate.



## 12 Explore

### Keywords: *other, another*

**Goal:** to use *other* and *another* in a range of expressions

**Core language:**

Uses of *other* and *another*  
Linking expressions

#### Uses of *other* and *another*

- 1 a Focus learners on the picture and ask what the woman is doing and what problem she is having. Learners read through the speech bubbles and answer the question with a partner. Feed back as a class.

1, 2, 4

- b *Focus on form and meaning.* Project the sentences onto the board or use an OHT and go through the questions with the class, dealing with any problems as you go along. To answer question 2, elicit the answers from the class, then circle the words that *another one* and *others* refer to (*laptop, photos*). You could write *an other laptop* on the board and ask what the problem is, in order to draw learners' attention to the meaning of *another*.



1 always singular: *another*; singular or plural: *other*  
2 *another one = the laptop; others = photos*

- 2 a Learners can do this in pairs or individually before comparing with a partner. Feed back as a class.

2 *I need to look for another one.*  
3 *I haven't got any others.*  
4 *I've got other things to do which are more interesting.*  
5 *There's always another chance to do better.*

#### Alternative: Dictation


Read the sentences to the class, one at a time, giving them enough time to write down what you say and then to decide which word to add to each sentence. Check their ideas at the end.

- b  /  *Personalisation.* Learners talk about the sentences together. In feedback, find out which sentences were true for learners.

#### Linking expressions

- 3 a *Listening for main idea.* Ask learners what they think the boy is doing (*giving a presentation*) and whether they ever had to do this at school. Learners read the questions, then listen to recording 3.18. Check as a class.


*Juan Carlos thinks it's a good idea. Kan doesn't.*

- b  Learners decide which expressions complete each extract. Check as a class, or learners can check their own answers in the script on p160. Point out that most of the expressions form clear word groups, apart from *Another point // is* and *Another thing // is that* and give learners an opportunity to practise saying the expressions.

1 d 2 e; a 3 b 4 c


- c Do this with the class, dealing with any problems as you go along.

1 d 2 b, c 3 a, e

- 4 a  *Preparation.* Walk round while learners are preparing their ideas and help as necessary.

#### Alternative for weaker groups

Learners can prepare their topics in A/A, B/B and C/C pairs. Learners do 4b in A/B/C groups.

- b  *Discussion.* Monitor while learners are talking and take a note of their use of the new expressions for a feedback session at the end.

*Round-up.* Find out which topics learners couldn't agree on and why.

## Explore speaking

**Goal:** give yourself time to think

**Core language:**

Sounds, words and expressions to give thinking time

- 1 *Listening for main ideas.* Focus learners on the picture and ask them how Jasmina might be feeling. Find out how learners would feel if they had to give a presentation to colleagues or strangers (or how they do feel if they have to do this). Then explain that they will hear a conversation between Jasmina and her husband before she gave the presentation. Play recording 3.19. Learners discuss the answers with a partner. Then feed back as a class.

1 *She's a bit nervous, but she thinks she's well prepared.*  
2 *be well prepared, don't get too nervous, look people in the eye at the start*

- 2 a Draw attention to the sounds, words and expressions in the box. Then play recording 3.19 again while learners tick items as they hear them. Ask why we use the items and point out that they're all extremely frequent (see Language note below). Ask learners why they think that is.

1 *er* (x2) 2 *erm* (x1) 3 *like* (x1) 4 *sort of* (x1)  
5 *kind of* (x1) 6 *you know* (x2)

#### Optional extra

*Books closed.* To check answers, play the recording again, and get learners to call STOP when they hear one of the words or expressions.

#### Language note: Frequency

These items are all extremely frequent in spoken English. *Er* (or *uh*) is the fifth most frequent 'word', and *erm* (or *um*) is 34th. *Like* is the 14th most frequent word. *You know* is the 2nd most frequent two-word expression and *sort of* the 12th, while *kind of* is 34th (*sort of* is more frequent in British English and *kind of* in American English).

source: Cambridge International Corpus word lists (one-gram and two-gram lists)

- b Look at the topics with the class, but point out to learners that they shouldn't plan their mini-talks but should use the sounds, words and expressions in a where necessary. Monitor while learners are talking and notice how effectively they use the language. Feed back at the end.

- 3 *Listening for main idea.* Learners read the question, then play recording 3.20. Learners answer in pairs, then check as a class.

*how many people they recruited in Japan; last month's results*

- 4 Learners mine the script in order to complete the expressions individually before checking with a partner. Remind them to record all the words and expressions in their notebooks. Check understanding of the communicative function of the expressions (to give yourself time to think).

2 *If you hold on a minute.*  
3 *Bear with me a moment.*  
4 *Let me check.*  
5 *Let me think.*  
6 *Let me just have a look.*

- 5 a *Writing.* Divide the class in half and tell one half they are As and the other half they are Bs. Point out the example questions and tell learners to look through the unit to write two more questions each for their section. Walk round and help as necessary.
- b *Asking and answering.* Learners talk together. Point out that they can look back at relevant parts of the unit to find the answers, and that they should use the expressions to give themselves time when necessary.

## 12 Look again

### Review

#### GRAMMAR Indirect questions

- 1 a Say the first question to the class and ask how to say it more politely to a stranger. Learners continue in pairs. Check as a class.

##### Possible answers

- 1 *Could you tell me / Could I ask you which bus I should take for the station?*  
2 *Could you tell me / Could I ask you where the nearest bank is?*  
3 *Could you tell me / Could I ask you if there's a post office near here?*  
4 *Could you tell me / Could I ask you when the shops normally close?*  
5 *Could you tell me / Could I ask you what the best way to get to the town centre is?*  
6 *I was wondering if you have a map?*  
7 *Could you tell me / Could I ask you where I can buy a guidebook?*

#### Alternative: Question tennis with books closed

'Serve' the questions out one at a time to different learners, who should 'volley' back an indirect question. Make sure you ask all the learners at least one question, but tell them that they can't use the same stem twice for the same question.

- b Learners think of some more questions. It is not necessary for them to write them down. Walk round and help as necessary.

#### Alternative for weaker groups

Tell learners to write their questions. Walk round and help if anyone is having problems forming indirect questions.

- c *Asking and answering.* Learners mill round the class asking different people their questions. Monitor to see how learners manage the indirect questions.

#### VOCABULARY Polite requests and questions

- 2 a Learners complete the expressions individually before comparing with a partner.

1 *ask* 2 *favour* 3 *something* 4 *to* 5 *mind*  
6 *sending*

- b *Writing.* Point out that learners should write questions that can really be responded to by other people in the class. Walk round and help as necessary while they are writing.
- c *Milling.* Learners walk round the class and ask different people their questions. Encourage learners to respond and extend the conversations where possible.

#### CAN YOU REMEMBER? Unit 11 – Exchanging news

- 3 a Point out that 1–5 are in the order of an unfinished conversation. Learners do the matching. Check as a class, then learners continue the conversation together.

1 *b* 2 *d* 3 *c* 4 *e* 5 *a*

- b *Writing.* Learners write their own conversations. Walk round and help as necessary.
- c Put two pairs together to act out their conversations and listen to each other.

*Round-up.* Ask someone from each group what news people were exchanging in their conversations.

### Extension

#### SPELLING AND SOUNDS /ɔɪ/

- 4 a Say two words with the /ɔɪ/ sound, e.g. *boy* and *boil*. Elicit the spellings, write both words on the board and ask which letters make the /ɔɪ/ sound. Play recording 3.21 so that learners can complete the list of words with *oi* or *oy*. Learners then check their answers in a dictionary.

*point, destroy, royal, oil, joints, noise, employer, avoid, enjoy, voyage*

- b Learners work out the spelling patterns with a partner. Check as a class.



1 *oi* 2 *oy* 3 *oy*

- c *Spellcheck.* Play recording 3.22 or say the words yourself. Direct learners to the end of the book to check their own answers.

### NOTICE Patterns with *in*

- 5 a Allow learners to read through the sentences, then ask them if they can remember what the first four sentences are about (1, 4: treasure hunting; 2, 3: doing fire stunts). Focus on the patterns in the first two sentences and ask the class to match them to a) or b). They continue in pairs or individually before comparing with a partner.

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

- b  /  *Discussion.* Walk round while learners discuss the questions and call on some learners to tell the class some interesting information about their partners in feedback to round up the lesson.

### 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 12 Extra activities on the Teacher's DVD-ROM

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

### 12A One other thing ...

Hello everyone \_\_\_\_\_, Clare Brown, I'm a teacher at the English college here in town. \_\_\_\_\_ learning English, and try to give you some ideas about how you can get the most from your English course.

My name's \_\_\_\_\_ make sure you come to your classes ready to study! Make sure you bring the things you'll need: a notebook and pen, your coursebook, perhaps a dictionary your teacher can probably recommend a good one.

Today, I'm going to talk about \_\_\_\_\_ And when you're in class, there are a few things you can do to make sure you get the most from the classes. \_\_\_\_\_ try to talk as much as you can – it doesn't matter if you make mistakes, just try to say what you mean. \_\_\_\_\_ listen and ask questions when there are things you're not sure about.

Firstly, \_\_\_\_\_ It's also important that you organise the English that you learn. Have different sections in your notebook for grammar and vocabulary and useful functional language. Remember to think about how you organise your vocabulary section – have different pages for key words and the patterns they make.

Secondly, \_\_\_\_\_ But learning is not just something for class time – \_\_\_\_\_ how you can work on your English outside the classroom. Do regular homework, of course, but there's much more you could do. Even if you don't live in an English-speaking country, there is still probably English all around you, in advertisements, in films and television, in music and on clothes. Look for English and, if you can, make notes. \_\_\_\_\_ you could do is listen to an English-language radio station – you can find lots of them on the Internet – or join an English-language chat room.

Finally, \_\_\_\_\_ learning a language should be fun, so whatever you do, try to enjoy your classes.

Are there any questions? \_\_\_\_\_

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### 12B Revenge questions

- 1 Which sock do you put on first in the morning?
- 2 How much is a house in your country?
- 3 If you could have a second home anywhere in the world, where would it be?
- 4 What are the initials of the most annoying person you know?
- 5 What was the best holiday you've ever had?
- 6 What's your favourite TV programme?
- 7 Where would you take a visitor to your country?
- 8 Describe your boss.
- 9 What was your favourite pop group when you were a teenager?
- 10 What would you like to do if you call your first child?
- 11 What is your favourite colour?
- 12 Which is the worst political party in your country? Why?
- 13 When and where were you happiest?
- 14 Where did you get your watch?
- 15 What is your favourite season? Why?
- 16 Would you rather be too hot or too cold?
- 17 What is your favourite word in your language?
- 18 What's the best film you've ever seen?
- 19 How much is a cup of coffee in your country?
- 20 Where is the most beautiful place you've ever seen?
- 21 What do you hate most about English (language)?
- 22 In what song is the town you are studying in better than your home town?
- 23 What makes you most annoyed?
- 24 How often do you get a haircut/have your hair done?
- 25 Are women more intelligent than men?
- 26 Which would you rather have, a job you liked with terrible pay, or a boring but well-paid job?
- 27 If you had to lose one, would you prefer to lose a hand, an eye or a leg?
- 28 What's the best meal you can cook?
- 29 What are you most proud of?
- 30 What's your favourite article of clothing?
- 31 Who's wearing the nicest shoes in the class?
- 32 What's your favourite place in the town where you are studying?
- 33 Would you prefer to eat at home or in a nice restaurant?
- 34 What songs did your parents sing to you when you couldn't sleep?
- 35 What's your favourite word in English?
- 36 What's the best thing you do when you can't sleep?
- 37 How did you sleep last night?
- 38 What's your idea of a perfect evening?
- 39 What's or who's?
- 40 Who's the funniest person you know?

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### 12C If you don't mind me asking ...

In your culture, who would you be happy to ask ...	
'How old are you?'	
'Are you in love?'	
'Have you put on weight?'	
'What's your job?'	
'How much do you earn?'	
'How much did X cost?'	
'How much is your house worth?'	
'What school did you go to?'	
'What football team do you support?'	
'What do your parents do?'	
'Did you go to university?'	
'What's your (clothes) size?'	

Who would you be happy to talk about these subjects with?	
Religion	
Politics	
Relationships	
Problems in your family	
Your friends' problems	

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## 12A One other thing ...

**Activity type:** Speaking and writing – Mini-presentations – Groups / Whole class

**Aim:** To practise preparing and giving a short, informal talk

**Language:** Organising a talk – Use at any point from 12.1.

**Preparation:** Make one copy of the worksheet for each group of four learners. Cut up the worksheet to make a set of ten organising expressions and six sections of the talk.

**Time:** 20–40 minutes

## 12B Revenge questions

**Activity type:** Speaking – Pair interviews – Individuals/Pairs

**Aim:** To practise asking questions politely using indirect questions

**Language:** Polite requests and questions / Indirect questions – Use at any point from 12.2.

**Preparation:** Make one copy of the worksheet for every learner.

**Time:** 20 minutes

## 12C If you don't mind me asking ...

**Activity type:** Speaking – Questionnaire – Pairs/Groups

**Aim:** To raise awareness of when topics or questions need to be handled sensitively and politely

**Language:** Polite requests and questions / Questions (direct/ indirect/ 'circular' and 'taboo') – Use at any point from 12.2.

**Preparation:** Make one copy of the questionnaire for every pair or group.

**Time:** 15–20 minutes

# Unit 12 Self-study Pack

## In the Workbook

Unit 12 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:** Organising a talk; Polite requests and questions; Answering questions at a talk
- **Grammar:** Indirect questions
- **Time out:** Jokes
- **Explore writing:** Preparing slides for a presentation
- **Interview:** Making presentations – Andrés and Ehinomen

## On the DVD-ROM

Unit 12 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:** Groups of words
- **Explore speaking:** Respond to requests
- **Explore listening:** Town hall meeting
- **Video:** Making presentations