

KNETE

HOSSA

MALZEIT

GET OUT THERE

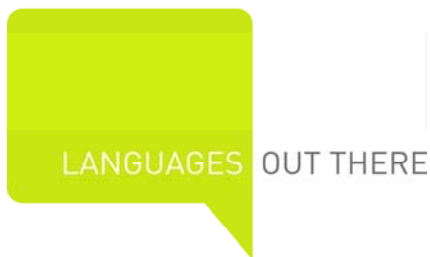
AND

LEARN

HEINT

IN YOUR FACE





English Out There™

English Out There (<http://www.languagesoutthere.com>) is a set of innovative and effective online and print language teaching and learning materials for young adult and adult learners of English. The materials are the result of eight years of teaching, testing, refinement, and development by teacher writers, with thousands of paying students (approximately 250,000 hours of testing).

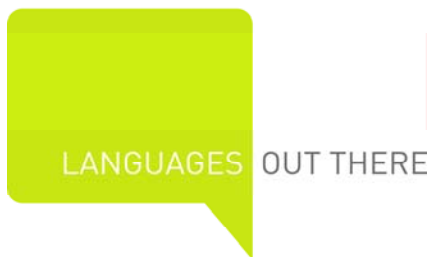
Product Description

English Out There is a set of modern English courses incorporating social interaction with fluent and native English speakers. Each course consists of 60 hours of lesson plans and student worksheets. The courses are designed to give students opportunities for real practice of pre-taught target language—in the real world with native English speakers (in English-speaking countries) and online (in non-English speaking countries).

The easy-to-use lesson plans and worksheets enable teachers (both experienced and inexperienced) to effortlessly teach English without worrying about planning, pacing, materials, and fillers. The *English Out There* materials are also available for self-study. The materials inspire students, boost their confidence, and maintain their motivation levels. It is about a process of noticing, teaching, drilling, manipulating, forming questions, and getting the students comfortable and confident enough to speak to someone using the target language.

The whole design of the materials and their implementation makes them highly affordable and ideal for use in all markets, including the developing world. The worksheets are the real practice or 'activity' element of the *English Out There* courses. The worksheets, which can be available online in PDF form or as printed books, prepare students before they go online to speak to their practice partners using the language they have learned.

English Out There encompasses approximately 600 hours of teaching and learning materials that can comprise 22 separate 60- hour course books.



The *English Out There* teaching and learning materials currently consist of:

Self Study	Teacher Delivered
	Beginner A1
	Elementary A2
	Pre-Intermediate B1
	Intermediate B2
	Upper-Intermediate C1
	Advanced C2
	Complete Course A1 - C2

The first two levels of Self-Study materials (A1 and A2) have instructions translated into Chinese, Japanese, Korean, Russian, and Spanish.

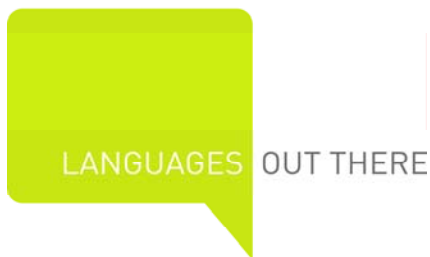
A 'One to One' suite of courses for tutors to use with students has just been created from the Self-Study materials. That brings the total number of 60-hour courses ready for e-book and print publication to 38 in total, approximately 840 hours of teaching and learning materials.

Product Review

English Out There was reviewed in June 2009 by TEFL.net. Here is an excerpt:

"There is a growing market for online language teaching and learning. Do a Google search for online materials and you'll find a motley collection of grammar overviews, games and ideas. What online teachers, myself included, are looking for are easy to access, easy to use, informative and well structured worksheets.

Languages Out There has provided this. There are level specific, topic based lessons downloadable at the click of a button or two, using real life language and themes that would appeal to both teenagers and adults looking to improve their general English.



If you're a busy teacher looking for a balanced site which provides a general overview of the main language to cover at each level presented through everyday 21st century vocabulary and situations, then Languages Out There could well be what you're after!"

(TEFL.net, June 2009)

The complete review can be found at:

<http://edition.tefl.net/reviews/web-sites/languages-out-there/>

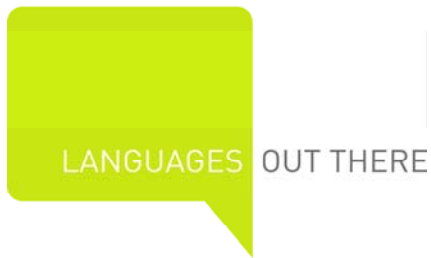
Innovative

The product is innovative because, to our knowledge (Google: 'social media English course'), it is the first English course that is specifically designed for use with online social media such as www.Italki.com (500,000 users), www.Livemocha.com (3 million users), and a host of online language exchange websites and free Internet telephony (i.e. Skype).

English Out There facilitates focused real practice of targeted language with fluent and native speakers in two distinct and challenging environments, the real world and online. This authentic practice happens as part of every single lesson, immediately after the students have been taught the language. By using their new knowledge instantly, language will be linked to a place, people, faces, sounds, smells and feelings, and will become a memorable and highly individual social experience... students will be able to recall and reproduce the language again in the future. They'll get a buzz from making themselves understood, and the session will introduce them to new language not in the materials but relevant to the whole experience.

In situations in which budgets are an issue, the worksheets can be copied and used to teach a whole class and that class can get free, real, and focused practice for the cost of a seat in an Internet café.

English Out There is based upon modern psycholinguistic research (Skehan. P. 'A Cognitive Approach to Language Teaching', Krashen, S 'Theory of Second Language Acquisition', Dornyei + Cziiser 'Ten commandments for motivating language learners: Results of an empirical study'. Language Teaching Research + Constructivist Learning Theory and the Theory of the Computational Mind + Pinker, S. 'Words and Rules', 'The Language Instinct', The Stuff of Thought', Kuhl. P 'A new view of language acquisition', and most recently, 'Exposure to Meaning Threats Improves Implicit Learning of an Artificial Grammar', Travis Proulx and Steven J. Heine, amongst others) that to our knowledge, has not been implemented before in a commercial English language program.



It also uses technology in an integrated, innovative, and practical way. Michael Boezi, Editorial Director of Flatworldknowledge.com, one of the leading lights of the revolution in educational publishing, has said, "I love that you are using Skype as a tool here—it's so obvious that I can't believe that no one's thought of this already. Kudos to you guys for making it happen".

Effective

Successful use of targeted language with a fluent or native speaker immediately after studying it is proven to boost confidence and motivation levels and can also contribute to greater fluency and acquisition. The *English Out There* product has been developed as a result of constant teaching and testing with paying students before experienced writers and an experienced ELT editor, Tim Bowen, got the materials ready for publication.

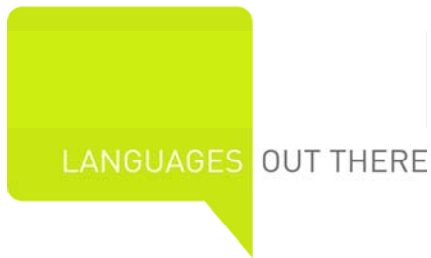
The *English Out There* program is rated highly by students who use it. 63.5% of 726 responses from students who experienced the initial lessons between 2001 and 2003 (upon which the finished product is very closely based) rated the course either "4" or "5" out of 5 for 'learning.' And on average, across all course lengths, one out of three of our clients gave us 5 out of 5 for 'learning'. Recommendation figures are extremely close to the percentages of the total numbers of clients 'satisfied' that their learning expectations have been met (93-94% every time - combining rankings 3, 4 and 5).

The statistics from this 2002-2003 testing are available here: <http://www.languagesoutthere.com/articles/english-out-there-london-course-statistics-2001-to-2003>

Positive feedback and high effectiveness statistics have remained consistent. Many teachers and learners have testified to the effectiveness of our materials, and a selection of their comments is on the *English Out There* website, as are some 'before and after' videos of students from 2006.

Here is one recent testimonial from Arda Ozdemir, aged 18, a student who finished his course and gave *English Out There* a 95% approval rating on his leaving questionnaire and wrote:

"I've never thought that I would enjoy this school this much. I think everyone must try something like that once in a lifetime, I mean, going out for two hours, talking with people, it is just not good for your English, it is also good for your entire life....because communicating with other people is important."



Practical

English Out There is practical because it is easy to use, in a universal format, flexible, inexpensive, and allows teachers to teach without having to plan a lesson based around the particular language focus or grammar point. Each lesson can be used as a stand-alone module to highlight, drill, and obtain real practice of language that has been taught as part of a more conventional course. This makes *English Out There* highly flexible for both teachers and learners.

To teach a lesson, a teacher need only copy the student worksheets (which could also be available in book form) and follow the clear teacher's directions. There are detailed instructions for how to use the materials in both the real world and online. Online tools and websites that are mentioned and explained are of a nature that virtually any learner with a modicum of familiarity with the Internet would be able to use.

We believe non-native English speaking teachers in developing countries will find the materials especially useful. *English Out There* enables students to get focused online practice with fluent and native English speakers for free, online. 70% of Indians between the ages of 16 and 24 use Internet cafés as their only point of online access and the speaking task can be assigned as homework.

For More Information

For more information on *English Out There* and sales and distribution of these materials, please contact:

Jason West

Jason_at_languagesoutthere.com

or on Skype: jasonoutthere

or call +44 20 7193 7566

Lesson Plan

Level 1	Topic	Aim	Language Focus	Skills
Lesson 5	Food	To enable students to order a light meal and a drink in a pub or cafe	Food and drink lexis, 'can' for requests	Reading, speaking, listening
Out There – real world			Out There – VoIP	
Find a place close to the school where lots of people are sitting down relaxing, like a small park or a square.			Tell students to use the VoIP software to call some conversation partners.	
#	Details	Task Sheet	Minutes	
1	To introduce the aim and task of the day, ask the students 'Did anyone eat out (last night/ last week/ recently)?' 'What did you have?' Discuss. 'How did you ask for it?' Elicit 'Can I have ?'		10	
2	Ask the students to work in pairs. Tell the students to match the pictures to the words. Check in class and write the answers on the board. Check understanding of the vocabulary.	1	10	
3	Ask the students to work in pairs. As the students to separate the words and list them under food or drink. Elicit answers from the group and write on the board. Check understanding of the vocabulary.	2	15	
4	Tell the students to read the menu. Check understanding of the food and drink. Tell the students to write down what they want to eat. Then ask the students to work in pairs and role-play as waiter and customer. Listen to each pair's role-play and correct pronunciation.	3	20	
5	Ask the students to work in pairs and put the sentences in the correct order to form a conversation between a waiter and customer. Check the answers and then tell the students to practise the conversations.	4	15	
6	Explain the <i>Out There</i> task.	5	10	
Out There Tasks				
7	Real world Students ask members of the public the questions about food.	VoIP Students should call conversation partners on the VoIP client and record their conversations to listen to and analyse how native speakers order food and drink in different circumstances.		45
8	Feedback Check task completion. Ask students to compare their answers. Students compare their answers with what happens in their countries. Ask the students if they feel confident with the language taught and get positive feedback.	Feedback Same as in real world.		40

Task Sheet 1

Exercise 1

Work with your partner. Match the picture to the words

- | | | | |
|-----------------------|------------------------------|--------------------|-----------------|
| 1. a burger and chips | 2. a cup of coffee | 3. ice cream | 4. orange juice |
| 5. a cup of tea | 6. a cheese sandwich | 7. tomato soup | |
| 8. a bottle of water | 9. a piece of chocolate cake | 10. fish and chips | |



a. _____



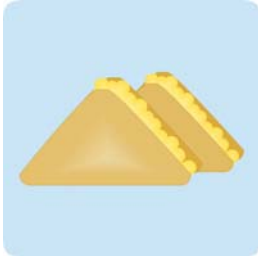
f. _____



b. _____



g. _____



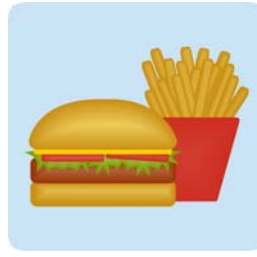
c. _____



h. _____



d. _____



i. _____



e. _____



j. _____



Task Sheet 2

Exercise 2

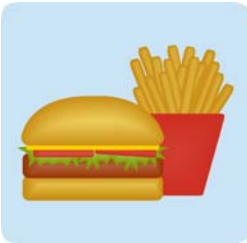
Here are some more things you eat and drink. Can you separate them?

cokepizzabeermilkklasagnasaladsausagesomelettepastalemonadefruitriceeggsbeanslagerpeas

Now put them in 'food' or 'drink'.

Food	Drink

Task Sheet 3



MENU

Soup of the Day

Tomato

Sandwiches

Cheese

Ham

Tuna and mayonnaise

Bacon, lettuce, tomato

Prawn and mayonnaise

Chicken salad

Drinks

Coke

Pepsi

Mineral water

Tea

Coffee

Hot chocolate

Hot dishes

Burger and chips

Omelette and chips

Cod and chips

Spaghetti

Bacon, egg, sausage, tomato

Desserts

Ice cream

Fruit salad

Chocolate cake

Rice pudding



Exercise 3

First write down what you want.

Remember, to say what you want, ask, 'Can I have _____ please?' or 'I'll have _____ please.'

In pairs, one of you is the waiter and one is the customer.

Task Sheet 4

Exercise 4

Work with your partner put these conversations in the correct order.

1. 'Er ... yes, a cola, please.'
'Anything else?'
'I'll have tomato soup, please, and a burger and chips.'
'Good afternoon. What would you like?'

2. 'Yes thanks.'
'Is that all?'
'Can I have a cheese sandwich and a piece of chocolate cake?'
'Hi there – what can I get you?'
'Yes, I'll have a cup of tea, please?'
'Anything to drink?'

3. 'A small one, please'
'Can I have a cappuccino, please?'
'No, thanks.'
'Hello, can I help you?'
'Anything to eat with that?'
'What size would you like?'



Out There Task

'Excuse me. I am learning English, can I ask you some questions, please?'

What is your favourite meal?

--	--	--	--	--

What was the last restaurant meal and drink you had?

--	--	--	--	--

How did you ask for it?

--	--	--	--	--

What was the last pub meal and drink you had?

--	--	--	--	--

How did you ask for it?

--	--	--	--	--

What was the last café meal and drink you had?

--	--	--	--	--

How did you ask for it?

--	--	--	--	--

Lesson Plan

Level 2	Topic	Aim	Language Focus	Skills
Lesson 4	House interiors	To describe the interiors of houses	Prepositions of place and furniture vocabulary	Writing, speaking, listening
Out There – real world		Out There – VoIP		
Department store furniture department or furniture shop.		Tell students to call conversation partners on the VoIP client using the school's computers or at home.		
#	Details	Task Sheet	Minutes	
1	To introduce the aim of the day, ask the students to describe their current room in as many words as they can. If no one mentions 'There is a ...' ask using the same words, 'Is there a...?', or ask where things are. Write some of the answers on the board and highlight the ones that need correction. Explain what the students are going to study in this lesson.		10	
2	Task Sheet 1. Work through the vocabulary and its pronunciation. In C, demonstrate the use of 'there is' / 'are', (affirmative, negative, questions, answers) and practise orally in class, using the vocabulary for rooms and furniture.	1	30	
3	Task Sheet 2. Ask the students to make a question with 'Where...?' Write the correct ones on the board. Go through prepositions; to describe, draw pictures on the board, and practise orally using objects in the classroom.	2	15	
4	Task Sheet 2, Exercise F. Writing exercise. Monitor and help. Check pronunciation at the end. Work through the adjectives as well.	2	15	
5	Give details of the <i>Out There</i> task.		10	
Out There Tasks				
6	Real world Look for the perfect pieces of furniture and appliances, in order to design your perfect home. Describe the pieces for each room and where they are going to be.	VoIP Look for the perfect pieces of furniture and appliances online, in order to design your perfect home. Describe the pieces for each room and where they are going to be. Then tell their partner and ask their partner to describe their perfect room		40
7	Feedback Ask how it went, and if they want to buy anything. Check task completion. Students list their favourite new expressions, etc, of the day. Check pronunciation. Ask students if they feel confident with the language taught and get positive feedback.	Feedback Same as real world when in class, but also think about having students do the task as homework, record it and email it to you as an assessment.		45

Task Sheet 1

At home

A Match the descriptions to the names of rooms:

A place where you sleep	bathroom
A place where you cook	landing
A place where you watch TV	garage
A place where you have a shower	kitchen
A place where you work	lounge
A place where you eat	hall
A place where you park your car	bedroom
A place just inside the front door	study
A place at the top of the stairs	dining room

B Use the words for furniture from the box to complete the sentences below:

dishwasher	bath	washing machine	table	bed	bookshelf
sink	cupboard	armchair	curtains	sofa	desk

At night I sleep in my _____.

I have my dinner at the _____.

I prepare my lessons at my _____.

I do the laundry in the _____.

After I eat I put my plate in the _____.

I brush my teeth at the _____.

I have a shower in the _____.

I lie on the _____ while I watch TV ... or sit in an _____ in the lounge.

At night I close the _____ so people can't see in my house.

I put food in the _____.

I put all my books on the _____.

C There is / are – make notes from what you teacher writes on the board.

(?)

(+)

(-)



Task Sheet 2

D Write a question below using 'Where + (furniture vocabulary) . . . ?' and then listen to your teacher.

E Think of some examples for the prepositions of place below. Write them down below and then listen to your teacher

under	opposite	beside	by	next to	on	in
	inside	outside	between	in the middle		

Some useful phrases:

Against the wall	In the corner
On the wall	
On the floor	In the window
On the windowsill	In the cupboard
On the shelf	
On the balcony	By the door

F Describe the rooms in a house. Write at least five sentences, one for each room. Then swap with the person on your left, and ask them the questions about the positions of the furniture

e.g. where is the sofa? It's against the left wall, in the middle.

- 1.
- 2.
- 3.
- 4.
- 5.

G Adjectives: match the opposites

- | | |
|-------------|---------------|
| big | cold |
| crowded | ugly |
| cosy | messy |
| comfortable | bare |
| pretty | uncomfortable |
| tidy | small |

What's your room like? Your house? Your room/house in London?

Out There tasks

Real world – in the furniture department of a department store.

VoIP – visit a site like www.heals.co.uk.

Now, design your perfect home! You need furniture and appliances for each room. Describe the furniture and where things are in your rooms. Carefully plan your rooms and then, when you are ready, describe where things are in your rooms to your conversation partners. Then ask them to describe their perfect rooms.

Kitchen

Lounge

Dining room

Bathroom

Bedroom

Lesson Plan

Level 3	Topic	Aim	Language Focus	Skills
Lesson 20	Problems	To discuss various problems and solutions	Expressing problems, solutions and revision of present perfect	Speaking, listening, reading
Out There – real world		Out There – VoIP		
Take the class to a well-populated area of the town or city, somewhere where people are not in a rush and are easy to approach (i.e. sitting down).		Tell students to call conversation partners on VoIP client using the school's computers, at home or in an internet café.		
#	Details	Task Sheet	Minutes	
1	To introduce the aim, write on the board: 'Someone ___ stolen my bag.' Ask the students to fill the gap and say what they think the lesson is about today. Highlight the aim of the lesson.		5	
2	On the board revise the present perfect: form, uses (experience, continuing situation and recent change).	1	10	
3	Go through examples of problems, tell the students to fill the gaps with the correct form and match answers. Explain new vocabulary and help with pronunciation.		20	
4	Tell the students to do Exercise 1, check in open class. Explain that instead of 'need to' you can use other forms, e.g. 'will' 'have to' etc. Briefly go through the medical problems in Exercise 2 and check the students understand them. Then tell them to discuss what they do if they have these problems. Monitor for pronunciation.	2	15	
5	Tell the students to do Exercise 1 in pairs. Check the answers. Ask them to work in pairs or small groups to discuss students' problems using the questions in Exercise 2. Explain 'to sort out'. Encourage use of the new vocabulary and form.	3	15	
6	Explain the <i>Out There</i> task: students make their own questions using the vocabulary and form. Make suggestion, check accuracy and appropriateness, and drill pronunciation.		15	
Out There Tasks				
7	Real world: Students ask members of the public their questions to start conversations.	VoIP: Students ask conversation partners their questions to start conversations.		40
8	Feedback: Ask how it went. Check the students have completed the task. Ask them to list their favourite new expressions and words of the day. Ask the students if they feel confident with the language taught and get feedback.	Feedback: Same as real world when in class, but also think about having students do the task as homework, record it and email it to you as an assessment.		45

Task Sheet 1

Present perfect

+

-

?

Here are some examples of problems. Complete them with the present perfect form of the verbs:

1. A: I've got a terrible sore throat.
B: _____ drinking some hot lemon? (try)
2. A: The car won't start.
B: _____ the fuel? (check)
3. A: I think I've lost my passport.
B: _____ it to the police? (report)
4. A: I've got a terrible headache. I've had it since yesterday.
B: _____ to the doctor? (be)
5. A: I've lost my front door key. You haven't seen it, have you?
B: _____ in the kitchen? (look).
6. A: There are no towels in my hotel room.
B: _____ Reception? (tell)
7. A: I don't think I'm making much progress with my English.
B: _____ to your teacher about it? (speak)
8. A: All the flights to Paris are fully booked. How are we going to get there?
B: _____ Eurostar? I prefer the train anyway. (try)

Now answer the questions with the answers below:

- a. Yes, I tried them this morning. All the trains are full too.
- b. No, but I'll go down there this afternoon and report it.
- c. Yes, I've tried that but it still hurts.
- d. It can't be that. I put some petrol in yesterday.
- e. She just told me to be patient.
- f. I told them this morning but they haven't done anything about it.
- g. No, I haven't but that's probably where it is. I think I left it on the table.
- h. No, but I think I'd better go this afternoon.

Task Sheet 2

Exercise 1

Match the words for problem with the words for the solutions/sorting out:

Problems

Bag/stolen
Lost/passport
Gadget/not working
Payment/not received
Problems/colleague

Sorting out/solutions

Get/replacement
Bank/money out
Finance office/find out
Talk/boss
Take back/shop

Make sentences with both parts, for example:
My credit card has expired, I need to renew it.

- 1.
- 2.
- 3.
- 4.
- 5.

Exercise 2

Medical problems:

A headache	A sore throat	A cold	A mosquito bite
Flu	Food poisoning	Backache	A sprained ankle
Sunburn	Toothache	Hiccups	A temperature
Travel sickness	Indigestion	Stomach ache	A cut finger

1. In pairs. What do you do when you have these problems?

For example:

'I see a doctor.'

'Oh, I carry on as normal.'

2. How many of these problems have you had in the last year? What did you do?

Task Sheet 3

Exercise 1

1. Look at these sentences. Connect the ones that mean the same thing. The first one is done for you.

1	E	I feel ill.	A	Are you all right?
2		What's the matter?	B	My stomach hurts.
3		You don't look too good.	C	Why don't you... ?
4		Oh dear.	D	What's up?
5		Are you ok?	E	I feel awful
6		I think you should...	F	I'm sorry (to hear that).
7		I've got a stomach ache.	G	You don't look very well.

2. Complete the missing parts of the dialogue.

Helen: Hi, Nick. You don't _____ too good.

Nick: No I feel _____.

Helen: What's _____ ?

Nick: I've got a splitting _____ and my body _____ all over.

Helen: Oh dear. It sounds like _____ to me.

Nick: No, I think it's just a _____.

Exercise 2

Discuss:

- Have you ever had any of these problems?
- What did you do?
- How did you sort the problem out?
- Do you know anyone who needs to sort their life out? Why? What's wrong?

Out There Task

Prepare your questions and write them below.

Then, in the real world say: 'Excuse me, I am learning English. Can I ask you some questions please?'

Q1.

Q2.

Q3.

Q4.

Q5.

Lesson Plan

Level 4	Topic	Aim	Language Focus	Skills
Lesson 4	Technology and possibilities	To enable students to discuss future possibilities	Modals of probability, possibility and certainty	Reading, writing speaking, listening
Out There – real world		Out There – VoIP		
Take the class to a well-populated area of the town or city, somewhere where people are not in a rush and are easy to approach (i.e. sitting down).		Tell students to call conversation partners using VoIP.		
#	Details	Task Sheet	Minutes	
1	To introduce the aim and task of the day, tell the class about something currently big in the news. Ask students what they think will happen and encourage them to use expressions like 'I reckon/probably' or modals of probability (e.g. 'I reckon the MP3 will be superseded by another form of playing music, as with vinyl records and CD's.').		5	
2	Task Sheet 1: In pairs students rearrange the sentences expressing possibility and certainty and go through them. Students check with other pairs and discuss. Check in open class.	1	15	
3	Hand out Task Sheet 2 and make sure students are clear about the answers/rules. Discuss possibility and certainty and modals of probability and possibility. Students create two sentences each - one expressing probability and one of possibility. Feedback and correction to class.	2	20	
4	Ask students to change the level of certainty in the sentences by using different modals/adverbs/verbs, e.g. '(8) In fifty years time machines will possibly govern our lives'. Alternatively, students make their own examples using the new language.		10	
5	Task Sheet 3: reading. Ask the students to read the text carefully and fill the gaps using the six phrases at the beginning. Discuss some of the ideas in the text. Do they agree with the writer's opinions about the technological future?	3	15	
6	Explain the <i>Out There</i> task. Students make questions about the future of the various topics and discuss possible answers.	4	10	
Out There Tasks				
7	Real world: Students ask members of the public their questions to start conversations.	VoIP: Students ask conversation partners their questions to start conversations.		40
8	Feedback: Ask how it went. Check the students have completed the task. Ask them to list their favourite new expressions and words of the day. Ask if they feel confident with the language taught and get feedback.	Feedback: Same as real world when in class, but also think about having students do the task as homework, record it and email it to you as an assessment.		45

Task Sheet 1

Possibility and certainty

Look at the sentences and try to put the words into the correct order:

1. shopping on people definitely do most will of the internet their
2. will probably videophone have everyone a
3. smaller mobile get and computers will smaller and phones
4. replace money electronic will probably transactions
5. effect on this certainly have an human will interaction
6. and more people will more home work at
7. protect the the the may government individual have to privacy of
8. in machines years time will fifty completely lives govern our

Write your answers here:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Task Sheet 2

Possibility and certainty

Look at these sentences. Circle all the words expressing possibility. Then circle all the words expressing certainty:

1. People will definitely do most of their shopping on the internet.
2. Everyone will probably have a videophone.
3. Mobile phones and computers will get smaller and smaller.
4. Electronic transactions will probably replace money.
5. This will certainly have an effect on human interaction.
6. More and more people will work at home.
7. The government may have to protect the privacy of the individual.
8. In fifty years time machines will completely govern our lives.

Which of the circled words are modal verbs?

And which are adverbs?

What is their position in the sentence?

Write your changed sentences below:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Task Sheet 3

Fill the gaps in the text using these phrases:

- work at home
- on the internet
- human interaction
- smaller and smaller
- protect the privacy
- replace money

What is our society going to look like in fifty years' time? What with amazing advances in technology and medicine, not to mention the globalisation of trade and information, it seems to me that the world is about to enter a new technological age.

I think that the most important scientific advance in our time is the computer. Computers have automated uncountable operations in our daily lives. For example, rather than travelling to the bank, people will do their banking on the internet. Electronic financial transactions will probably _____. I also think that people will definitely do most of their shopping _____. Nowadays you can buy just about anything online, from cars to houses.

Also, as a result of the internet's networking capability, more and more people will _____. Virtual offices are becoming more and more popular, because the absence of a physical office cuts overheads significantly. In addition to this, everyone will probably have a video phone or will use video conferencing over the internet. Mobile phones and computers will also get _____, making them increasingly portable. Furthermore, with the massive increase in online communities and chat software, including MSN Messenger, Yahoo Messenger and Skype, people are spending more time at home having virtual relationships online. I believe this will certainly have an effect on _____.

The internet is a very open network, which makes it vulnerable to hackers and others who want to invade the privacy of those who use it. In response to this I think that the government may have to _____ of the individual. In order to do this, they will have to monitor the usage of the internet more strictly.

I can't help thinking that in fifty years time machines will completely govern our lives.

Out There Task

Real world – To start your conversation, first say to people: “Excuse me, I am learning English. Can I ask you some questions please?” If you work in pairs one person should speak while the other writes. Swap roles for the next person you speak to. Talk to at least four people each.

VoIP – Call conversation partners and ask them these questions to start a conversation. Remember you can record your conversation to listen to later.

internet shopping

videophones

mobile phones

electronic money

working from home

machines replacing people

Lesson Plan

Level 5	Topic	Aim	Language Focus	Skills
Lesson 10	Cars and congestion	To enable students to discuss a topical subject while making a point	Making a point, phrasal verbs	Speaking, reading, listening
Out There – real world		Out There – VoIP		
Find a place close to the school where lots of people are sitting down relaxing, like a small park or a square. Tell students not to forget to use the 'magic words' and to smile!		Tell students to use the VoIP software to call some conversation partners.		
#	Details	Task Sheet	Minutes	
1	To introduce the aim and task of the lesson, write the word 'congestion' on the board, elicit its meaning and its relationship with traffic. Ask what the students think about the London congestion charge of £8 per day. Ask if they have such charges in cities in their country. What do they think about the idea of a congestion charge to drive into the centre of a city?		10	
2	Task Sheet 1. Ask the students to read the short article about the congestion charge. Then ask them to tell you what they think about it and if there are any other options to solve the problem.	1	15	
3	Divide the class into two groups, A and B – one for and one against cars in cities. Ask group A to read Task Sheet 2 and group B to read Task Sheet 3. They should be asked to take notes on pollution, congestion, health, public transport and road building. Ask the students in Group A to compare their notes with each other and the students in Group B to do the same. Then ask them to form A and B pairs with students from the other group and to compare their ideas. Monitor this and have a group discussion at the end.	2 and 3	25	
4	Phrasal verb matching exercise. Ask the students to write example sentences using the verbs. Check in open class.	4	20	
5	Explain the <i>Out There</i> task. Ask students to write their own questions about congestion problems and solutions for the <i>Out There</i> task. Check the questions are relevant.		10	
Out There Tasks				
6	Real world Students ask members of the public their questions about traffic congestion.	VoIP Students ask conversation partners their questions.		40
7	Feedback Ask how it went. Check the students have completed the task. Ask the students to list their favourite new expressions and words of the day. Ask the students if they feel confident with the language taught and get feedback.	Feedback Same as real world when in class, but also think about having students do the task as homework, record it and email it to you as an assessment.		45

Task Sheet 1

London congestion charge

Traffic congestion in London is worse than anywhere else in Britain. The rush hour has become the rush day. There is just too much traffic on our roads - and not just in central London where the charge will start. Traffic levels are rising faster in outer London than they are in central London.



Before the introduction of the congestion charge, forecasts were predicting there would be 300,000 more cars on London's roads by 2016. Since the introduction of the charge, Central London has seen a 30% reduction in congestion. Four months after the introduction, a poll showed that 73% of Londoners thought that the congestion charge had been successful at reducing congestion. Now the congestion charge zone has been extended. Many people hope this will bring similar benefits to these areas.

Green campaigners insist that congestion charging is not 'anti-car'. On the contrary, it's pro-London and will be part of the solution to traffic and transport chaos. But congestion charging alone is not enough. People need to be given incentives to change their travel habits and cut car dependency.

Task Sheet 2

Behind the wheel

It is absurd to suggest that cars do more harm than good

Cars enhance people's lives, they're great liberators, and they give people choices. Now, people will argue that cars cause pollution. Of course, nobody wants pollution, nobody wants congestion, but it's simply not fair to put the blame on cars. Cars these days are getting much cleaner, and much quieter and safer too, for that matter.

What is mainly responsible for pollution is the diesel engine. Diesels emissions actually contain forty of the most carcinogenic substances known to man, and as we all know, diesel engines are fitted to buses. As for congestion, well, no doubt you've all heard nightmare scenarios of grid locked roads, traffic at a permanent standstill, but this could easily be solved by building more roads where they're needed. And it's simply not true to say that cars clog up city centres, because most of the day they're parked out of the way in car parks. It is misconceived policy by planners, and a shortage of roads, that are causing the problems, not cars.

And let's not forget the financial benefits cars bring to the country. The car industry provides some ten thousand jobs, not to mention the thirty odd million pounds in revenue from car tax on fuel. And finally there's the issue of convenience. The fact is that public transport does not and cannot meet everyone's transport needs. People need to travel in and out of cities at different times and in different directions, and there are people living in the country who have no alternative but to use a car. Quite frankly, it is astonishing that the anti-car lobby should expect car-owners to spend thousands of pounds on buying their cars, taxing and insuring them, and leave them at home and spend a small fortune on an inadequate public transport system that takes them nowhere near where they want to go.

The simple fact of the matter is that cars are here to stay. We like them and we've got used to having them. You can't stop people using their cars. Ban them from the city centre and they'll simply go elsewhere. Instead of declaring war on cars, what we need to do is to accommodate them and come up with creative ideas for making life easier for the motorist.

Task Sheet 3

Behind the wheel

Do cars do more harm than good? Clearly the answer is yes, on a number of counts

First and foremost, cars are responsible for the deaths of 100,000 people a year, and leave 50,000 people seriously injured.

Secondly, on pollution grounds alone, the car poses a major threat to our planet and our health. Exhaust emissions from motor vehicles are hastening the deaths of up to 24,000 people each year, and indeed forcing many others with respiratory illnesses to stay indoors for large parts of the year. We can no longer open our windows, and instead have to use air conditioning, which in turn affects the climate.

Then there's the issue of congestion. Cars not only clog up the streets and make life unpleasant, they are even failing to transport us quickly to where we want to go. Rush hour traffic jams cause thousands of motorists to arrive late at work and in a state of stress, and at their worst can lead to road rage.

Cars also impose a financial burden in terms of health care; the millions of pounds of taxpayers money spent on treating people with respiratory illness and the victims of car accidents; and in terms of congestion which is costing the economy 15 billion pounds every year in London alone.

Finally, we need to think of the effects that cars are having on the environment. There is no doubt that cars are starting to destroy our entire way of life. We are ripping out the heart of our historic cities to build more roads and ugly car parks; and we are cutting through whole swathes of unspoilt countryside to create noisy pollution-producing motorways.

Because of cars, huge out-of-town shopping centres have grown up that are killing the corner shop, taking the life out of our city centres, and we are making life increasingly difficult for the old, the poor, the disabled and indeed for anyone who's not a car-owner.

What we should be doing is using public transport more and using our cars less, for the sake of our health and that of the planet.

Task Sheet 4

Phrasal verbs

Match the phrasal verbs related to cars (numbers 1 to 8) to their meanings (letters A to H).

1	Pull away	A	To reduce speed
2	Run over	B	To hit someone with your car
3	Knock down	C	To suddenly move in front of another car
4	Drive off	D	To move past another car
5	Slow down	E	To stop (next to somewhere)
6	Pull up	F	To drive away from somewhere or someone
7	Cut in	G	To drive over something or someone
8	Overtake	H	To leave an area

Now write some sentences using the phrasal verbs:



Out There Task: Real world and VoIP

For both real world and VoIP tasks write your own questions related to congestion, cars and traffic. Don't forget, in the real world say 'Excuse me. I'm studying English. Can I ask you some questions, please?' And smile! Make notes of the answers you get and, if using VoIP, record people speaking and listen to them again later.

1					?
---	--	--	--	--	---

2					?
---	--	--	--	--	---

3					?
---	--	--	--	--	---

4					?
---	--	--	--	--	---

5					?
---	--	--	--	--	---

6					?
---	--	--	--	--	---

Lesson Plan

Level 6	Topic	Aim	Language Focus	Skills
Lesson 18	Extreme criticism or ranting	To understand what a rant is and to recognise and use hyperbole	Ranting and hyperbole	Reading, writing, speaking, listening
Out There – real world		Out There – VoIP		
Find a place close to the school where lots of people are sitting down relaxing, like a small park or a square. Tell students not to forget to use the magic words: 'Excuse me, I'm learning English. Can I ask you some questions?' and smile!		Tell students to use the VoIP software to call some conversation partners.		
#	Details	Task Sheet	Minutes	
1	To introduce the aim and task of the lesson, encourage students to think of things that they really don't like. Ask them why and what makes the things annoying. Discuss how language is used to make extreme statements and used for maximum effect (i.e. emotional and comedic impact).		10	
2	Task Sheet 1. Ask the students to write some sentences complaining about something or someone that they don't like. Get students to read them out loud. Write the best ones on the board and look at how strong (or weak) the language is.	1	10	
3	Introduce the verb 'to rant' and the concept of hyperbole.	1	5	
4	Students read the three rants and underline the use of hyperbole. Tell students not to check vocabulary yet.	2	15	
5	Vocabulary 1. In pairs, students take one box each, A or B, and to try to match words with meanings. They then check each other's work. Vocabulary 2. Ask the students to work alone and fill in the gaps in the statements using vocab from the articles.	3 4	15 15	
6	Ask students to rewrite their previous complaints in the style of the articles and using strong hyperbole. Check for understanding and improvement. Explain the <i>Out There</i> task.	4	10	
Out There Tasks				
7	Real world Students speak to five members of the public.	VoIP Students call five conversation partners online. Tell students not to forget to record these rants. There could be some amazing new words and phrases in there, and they will differ from Scottish English to Australian English.		45
8	Feedback Ask how it went and if there were any funny or interesting encounters. Check the students have completed the task. Students discuss their examples of language use. Ask the students to list their favourite new expressions and words of the day.	Feedback Same as in real world task. Send us some of the rants for our website ... please!		40

Task Sheet 1

Think of someone or something that has annoyed you in the last year. Try to write a few sentences explaining what you don't like and why? Try to be very expressive.

Definitions

To rant (v): To speak or write in an angry, violent manner, to speak aggressively about something or to take your own tangent about a subject and talk for a long time in a passionate manner.

'I was ranting virtually every day during the election, I really hate him and everything he stands for.'

Hyperbole: Figurative language that greatly overstates or exaggerates facts, whether in earnest or for comic effect. (Littauer, *Dictionary of Literary Terms*)

'I've told you a million times to stop exaggerating'

In pairs read the three articles below carefully. Try to imagine the people and things they write about?

- Do you know what they are referring to?
- Think about the criticism you have just written and how it compares to the language below?
- Think about how extreme the language is? Is it clever, funny, obscene or just stupid?
- Try to underline as many examples of hyperbole as you can?

Task Sheet 2

Reading

Weather and festivals rant, Charlie Brooker

Monday June 25, 2007, *The Guardian* (excerpt)

Here's an entirely random list of things I hate. Mud. Rain. Inconvenience. Any form of discomfort whatsoever. Loud noises. People. People's friends. People standing next to other people, with yet more people in between. Drunks bumping into you and being sick down your leg. Poorly maintained public toilets. Camping.

You'll find all these things and more at the Glastonbury festival, which is why it has always struck me as heck on earth. A long weekend in a wet field surrounded by students on cider, thirty-something Faithless fans, and everyone I avoided at school. That's not a holiday. That's a penance.

On top of that, I'd heard my share of off-putting Glastonbury myths. Tents bobbing in a mud slide. Widespread trench foot. A man on ketamine eating his own hand. One of my friends swore blind she knew a man who'd been sitting in a Portaloo when some passing japester decided to tip it over, door side down, leaving him trapped inside a coffin full of foaming crap for 15 horrifying minutes; it went in his eyes and mouth. He got dysentery.

In summary: pretty far removed from my idea of fun. Consequently, I've never been. Until now. I got talked into it by *The Guardian*.

Advertising rant, Julia Raeside

Saturday June 9, 2007, *The Guardian*

Advertisers used to tell young women that if they smelt nice, young men would give them flowers. But now they're telling chaps that a spray of sickly guff in a tin will have chicks pumping their pelvises at them before they can say, 'How do you do? My name is Chris. Would you like a spritzer?'

If 'Chris' spent less time in front of the mirror, dousing himself in Lynx Knob, he might know there's very little pulling power to be gained from something which costs £2.50. The latest Lynx campaign depicts a series of women who smell Lynx and immediately dry hump the men wearing it. An excess of Lynx usually causes people to move downstairs on the bus, not rise from their seats and start air-shagging. And each display of primal groin grinding is preceded by the instantly wearing catchphrase, 'Bom chicka wah wah', sung to a tune as instantaneously unshakeable as the closing bars of the Grange Hill theme tune. Consider your internal jukebox well and truly violated for the rest of your life.

The most irksome ad sees a supermarket drone going about his business in the perishables aisle when a leggy model with an Afro sniffs his musk and loses all sense of propriety. She puts on the full tail-feather display, jiggling her bumper hither and yon while he stares at her arse like an astonished goat. He doesn't look aroused – just afraid. It's not chewing gum or jeans or a tin of man perfume that any of us actually use to get each other into bed. It's alcohol. A campaign of adverts for strong cider where people sniff a pint and start rutting on the pub floor would be nearer the truth.

Task Sheet 2 (continued)

Politics rant, Charlie Brooker
Monday April 2, 2007, *The Guardian* (excerpt)

David Cameron is an idiot. A simpering, say-anything, dough-faced, preposterous waddling idiot with a feeble, insincere voice and an irritating tendency to squat near the top of opinion polls. I don't like him. And I've got a terrible feeling he'll be prime minister one day. Brrr.

These are unthinking snap judgments, based on little more than his media profile – but since he appears to consist of little more than a media profile designed to appeal to unthinking snap judgments, that seems fair enough. On that basis, let's stick to gut instincts, shall we?

There is nothing to him. He is like a hollow Easter egg with no bag of sweets inside. Cameron will say absolutely anything if he thinks it might get him elected. If a shock poll was published saying 99% of the British public were enthusiastic paedophiles, he would drive through the streets in an open-top bus surrounded by the Mini Pops*. He's nothing. He's no one.

*Child pop band.

Task Sheet 3

Vocabulary 1

There is a lot of interesting and current vocabulary in the three articles you have just read. In pairs, take one box each, A or B, and try to match these words with their meanings. When you have finished, check each other's work.

Box A

<ol style="list-style-type: none"> 1. struck me 2. heck 3. penance 4. bobbing 5. mud-slide 6. Portaloo 7. japester 8. coffin 9. dysentery 10. guff 	<ol style="list-style-type: none"> a. box to be buried in b. a cloud of foul gas left hovering in the air after someone farted c. moving in a short jerking manner up and down d. became apparent e. foolish practical joker f. large movement of wet soil g. extreme digestive problem h. polite way to use the word 'hell' i. temporary chemical toilet j. an act of self-mortification or devotion performed voluntarily to show sorrow for a sin or other wrongdoing
--	--

Box B

<ol style="list-style-type: none"> 1. spritzer 2. pulling power 3. to dry hump (someone or something) 4. air-shagging 5. drone 6. rutting 7. simpering 8. waddling 9. gut instincts 10. shock-poll 	<ol style="list-style-type: none"> a. to have frenzied sex, like an animal b. a predictive feeling coming from the stomach c. social research with a bizarre result d. one's ability to attract the opposite sex e. to simulate sexual intercourse with an imaginary friend f. to simulate sexual intercourse with someone or something (a leg, a chair, etc.) g. someone who follows an ideology or some form of activity blindly and uncritically h. cheap white wine and soda water drink i. smiling in a silly, self-conscious, often coy manner j. to walk with short steps that tilt the body from side to side
--	---

Task Sheet 4

Vocabulary 2

What can you remember from the texts? Fill the gaps and then check your answers in the texts.

1. Charlie hates drunks who are _____ down his leg.
2. Glastonbury festival has _____ as heck on earth.
3. One Glastonbury myth he's heard includes a man on _____ eating his hand.
4. Something that costs £2.50 probably has very little _____.
5. The male drone in the supermarket doesn't look _____ – just afraid.
6. Rutting on the floor can result from two people _____ a strong pint of cider.
7. David Cameron's voice is _____ and _____.
8. He consists of little more than his _____.
9. He can be compared to _____ with no bag of sweets inside.
10. If it might get him elected he will say _____.

Now re-write your original complaint, or another one, in the style of the passages you have just read, i.e. have a good rant! Read it out to your partner once you have finished.

Try to use hyperbole.



***Out There* Task**

Ranting

Speak to five people *Out There* in the real world or online using the VoIP software. Remember to use the 'magic words': 'Excuse me, I'm learning English. Can I ask you some questions about ranting?'

First, read them your rewritten rant (hopefully with extra-strong hyperbole included). Then ask them if they can guess what you are ranting about. Then ask them:

- When was the last time they had a rant and why?
- How often they rant?
- If they have a favourite subject to rant about?
- If they would like to have a quick rant about it?

Write down all of the vocabulary/phrases that you don't know and ask them to spell them for you. Thank everyone you have spoken to for his or her time!

自学套餐 (Self-study Pack)

Level 1	Topic	Aim	Language Focus	Skills
Lesson 9	购物 Shopping	使学生可以在商店中进行互动	购买/提问的有关词汇	说, 听

自学 (Self-study)

1. 请看任务表 1。把单词和画面相匹配。然后对照答案检查你的回答。
Task Sheet 1. Match the words and the pictures. Then check your answers in the key.
2. 现在看任务表 1。找到 11 号店铺的名称。然后用框格内的单词填空。
Task Sheet 2. Find the names of 11 shops. Then fill the gaps using the words in the box.
3. 任务表 3。把不同的百货商场中不同的店铺项目进行匹配。
Task Sheet 3. Match the items to the different departments in the department store.
4. 任务表 4。决定商店营业员或者顾客说的这些句子。
Task Sheet 4. Decide whether the shop assistant or the customer says these sentences.
5. 任务表 5。把对话按照正确的顺序排列。然后在句子的空白处写出来。最后, 通过填空完成对话。
Task Sheet 5. Put the conversation in the correct order. Then write it or them in the gaps in the sentences. Finally, complete the dialogue by filling the gaps.
6. 现在进行现在进行 Out There 任务。
Now go to the *Out There* task

Out There

向你的 Out There 谈伴询问有关购物的价格的问题。

Ask your *Out There* conversation partners about shopping and prices.

Task Sheet 1

把单词与画面匹配。

Match the words to the pictures.

- | | | | |
|-----------------------|-------------------------------|--------------------|----------------------|
| 1. a dictionary | 2. a stamp | 3. aspirin tablet | 4. a kilo of bananas |
| 5. a pair of earrings | 6. a packet of washing powder | 7. a loaf of bread | |
| | 8. a magazine | 9. a phone card | 10. a DVD |



a.



f.



b.



g.



c.



h.



d.



i.



e.



j.

对照答案检查你的回答。

Check your answers in the key.

Task Sheet 2

Exercise 1

找到一些商店的名称。

Find the names of some shops.

bookshop toyshop baker's post office supermarket newsagent's jeweller's music shop
chemist's greengrocer's butcher's

Exercise 2

你会在哪里买这些东西？把单词与店铺匹配。

Where would you buy these things? Match the words with the shops.

a DVD a packet of aspirin a kilo of bananas a doll
a pair of earrings a phone card a guidebook
some stamps a loaf of bread a packet of washing powder

1. You can buy in a post office
2. You can buyin a chemist's
3. You can buy.....in a greengrocer's
4. You can buy.....in a supermarket
5. You can buyin a jeweller's
6. You can buyin a bookshop
1. 7. You can buyin a toyshop
7. You can buyin a music shop
8. You can buy.....in a baker's
9. You can buy.....in a newsagent's

Task Sheet 3

这是一个售卖很多种不同物品的大型百货商场。

Harrods 是伦敦一家很出名的百货商场。

A department store is a large shop, which sells a lot of different things.

Harrods in London is a famous department store.

这是商场的楼层示意图：

Here's a department store plan.

Fourth Floor	
Electrical goods	Computers
Third Floor	
Furniture	
Restaurant	Toilets
Second Floor	
Men's clothes	Sports
First Floor	
Ladies' clothes	Shoes
Children's clothes	
Ground Floor	
Jewellery	Cosmetics
Toiletries	Stationery
Books	Magazines
Basement	
Food hall	

你想买一些东西。你将去哪层：

You want to buy some things. Which floor do you go to for:

1. a shirt _____
2. a football _____
3. a sofa _____
4. a packet of coffee _____
5. a notebook _____
6. some sandals _____
7. a fridge _____
8. a lipstick _____
9. some shampoo _____
10. a pen _____



Task Sheet 4

谁将说这些“购物”词组-商店营业员或者你，还是顾客？

Who says these 'shopping' phrases – the shop assistant or you, the customer?

把这些放在框格内。

Put them in the correct box.

Can I help you?	Can I try it on please?	I'll take it
Please enter your pin number	It's too big. Is there a smaller size?	
I'm just looking, thanks	No, that's all, thanks	
Would you like a bag?	Remove your card please	
How much is it	I'm looking for some sandals	Anything else? Here's your receipt

Customer

Shop Assistant



Task Sheet 5

Exercise 1

把 the shop assistant和顾客之间的对话的两部分按正确的顺序排列。
Put the two parts of the dialogue between the shop assistant and the customer in the correct order.

Certainly, enter your pin number, please.	Can I help you?	Would you like a bag?
OK - where are the changing rooms?	That's £45.99	Yes, please
Can I pay by card?	We've got some nice ones over there	Yes, I'm looking for a skirt
Just over there on the left	Yes, it's fine. I'll take it - how much is it? is it OK?

Language Note.
Some things are plural - socks, gloves, shoes, trousers, glasses etc.
so we say " Can I try them on?" (not 'it')

Exercise 2

把 it 或者 them 放在正确的位置
Put **it** or **them** in the correct space.

- a. **skirt** Can I try _____ on.
- b. **shoes** Can I try _____ on.
- c. **sweater** Can I try _____ on.
- d. **sunglasses** Can I try _____ on.
- e. **jeans** Can I try _____ on.
- f. **shirt** Can I try _____ on.
- g. **sandals** Can I try _____ on.

Task Sheet 5 (continued)

Exercise 3

完成对话.

Complete the dialogue.

1. Assistant: _____ I help you?
2. Customer: Yes, can I _____ this on?
3. Assistant: Certainly. The _____ room is over there, on the left.
4. Assistant: _____ it OK?
5. Customer: No, it's _____ big. Have you got a smaller _____?
6. Assistant: Yes, _____ you are.
Any good?
7. Customer: Yes, I'll _____ it.
8. Assistant: OK.
9. Customer: How _____ is it?
10. Assistant: £45.99. Enter your _____ number, please.
11. Assistant: Remove your _____ please. Would you like a _____ ?
12. Customer: Yes, please.
13. Assistant: Here you are. The receipt's inside.
14. Customer: _____ you.

Task Sheet 6

Out There Task

请与你的会话搭档讨论物价。接下来，再拿你们各自国家的物价来做相比。

You are going to talk to your conversation partners about how much things cost and compare the cost of things in their country and your own.

在你致电给你“ Out There ” 谈伴之前：

Before you call your *Out There* conversation partners:

1. 仔细看(下面的)任务。
Read the task carefully.
2. 你是否已理解？ 若没有，请再看一遍。
Do you understand it? If you do not, read it again.
3. 是否已准备好致电给你的谈伴？
Are you ready to call your partners?
4. 致电并进行自我介绍：
“Hi, my name is [在此插入你的姓名], I'm learning English, can I ask you about shopping? Call and introduce yourself:
“Hi, my name is [insert your name here], I'm learning English, can I ask you about shopping?”
5. 说‘谢谢你’并开始进行任务。
Say ‘thank you’and begin the task.
6. 记住写下你的谈伴的答案并请他们使用“ 聊天” 方格拼写出你不懂的单词和短语。
Remember to write your partners' answers down and ask them to use the 'chat' box to spell words and phrases you don't understand.
7. 记住你可以录下你的谈话内容并再次听。
Remember you can record your conversations and listen to them again!

写出这些东西在你的国家花多少钱。然后问你的 Out There 谈伴这些东西在他们的国家花多少钱。告诉他们这些在你的国家是多少钱。

Write how much these things cost in your country. Then ask your *Out There* conversation partners how much these items cost in their country. Tell them how much they cost in your country.

Ready?



Task Sheet 6 (continued)

Item	How much in your country	Your partners'
a DVD		
a litre of milk		
a 10-minute journey by bus or tram		
a phone card		
a T-shirt		
a pair of jeans		
a newspaper		
a cup of coffee in a café		
a packet of cigarettes		
a bar of chocolate		

Answer Key

Task Sheet 1

1. f; 2. c; 3. a; 4. h; 5. i; 6. j; 7. d; 8. e; 9. g; 10. b

Task Sheet 2

bookshop; toy shop; baker's; post office; supermarket; newsagent's; jeweller's; music shop; chemist's; greengrocer's; butcher's

Task Sheet 2

1. stamps; 2. a packet of aspirin; 3. a kilo of bananas; 4. a packet of washing powder;
5. a pair of earrings; 6. a guidebook; 7. a doll; 8. a CD; 9. a loaf of bread; 10. a phone card

Task Sheet 3

1. 2nd; 2. 2nd; 3. 3rd; 4. Basement; 5. Ground; 6. 1st; 7. 4th; 8. Ground; 9. Ground; 10. Ground;

Task Sheet 4

Shop assistant:

Can I help you? Please enter your pin number. Would you like a bag?

Remove your card please. Anything else? Here's your receipt

Customer:

Can I try it on please? It's too big. Is there a smaller size? I'll take it. No, that's all, thanks. How much is it? I'm looking for some sandals

Task Sheet 5

1.

Can I help you?

Yes, I'm looking for a skirt.

We've got some nice ones over there

OK - where are the changing rooms?

Just over there on the left

..is it OK?

Yes, it's fine. I'll take it - how much is it?

That's £45.99

Can I pay by card?

Certainly, enter your pin number, please.

Would you like a bag?

Yes, please

2.

a. it; b. them; c. it; d. them; e. them; f. it; g. them

3

1. can; 2. try; 3. changing; 4. is; 5. too, size; 6. here; 8. take; 10. much; 11. pin;

12. card, receipt; 15. thank

Pack de Estudio individual (Self-study Pack)

Level 2	Topic	Aim	Language Focus	Skills
Lesson 10	Hacer planes Making plans	Hablar sobre hacer planes	'going to'	escuchar, leer y hablar

Estudio individual (Self-study)

1. Piense en las cosas que planea hacer hoy y el fin de semana. ¿Puede hablar sobre ellas en Inglés?
Think about the things you plan to do today and at the weekend. Can you talk about them in English?
2. Mire la Hoja de Tareas 1. Ud. aprenderá a usar 'going to' para hablar sobre planes futuros.
Look at Task Sheet 1. You are going to learn to use 'going to' to talk about future plans.
3. Mire la Hoja de Tareas 2. Ud. practicará hablar sobre planes futuros.
Look at Task Sheet 2. You are going to practise talking about future plans.
4. Ahora vaya a la tarea *Out There*.
Now go to the *Out There* task.

Out There

Hable sobre sus planes futuros con su compañero de conversación de *Out There*.
Talk about your future plans with your *Out There* conversation partner.

Pregúntele a su compañero de conversación sobre sus planes futuros.
Ask your *Out There* conversation partner about their future plans.

Task Sheet 1

Exercise 1
Hacer planes.
Making plans.



Conecte los verbos de abajo con las imágenes.
Match the verbs below to the pictures.

go for a meal listen to music play a computer game go on a plane go skiing
go to the cinema read a book get married go shopping send a text

a.	f.
b.	g.
c.	h.
d.	i.
e.	j.

Verifique sus respuestas en la lista de respuestas.
Check your answers in the Answer Key.

Exercise 2

Grammar note

We use 'be going to + verb' to talk about plans we have made e.g. *I am going to go to the cinema tonight.*
Would you like to come?

Mire las imágenes en el Ejercicio 1 nuevamente. ¿Qué cosas hará hoy? Escriba oraciones.
Look at the pictures in Exercise 1 again. Which things are you going to do today? Write sentences.



Task Sheet 1 (continued)

Example: I am going to read a book.

- 1 _____
- 2 _____
- 3 _____

Exercise 3

Carlos es un estudiante que se mudó a Sud Africa. El mandó una carta a su amigo Luis explicando lo que planea hacer para mejorar sus Inglés mientras está allá. Escuche a su amigo leyendo la carta y haga una lista de las cosas que Carlos planea hacer.

Carlos is a student who has moved to South Africa. He has sent a letter to his friend Luis explaining what he is planning to do to improve his English while he is away. Listen to his friend reading the letter and make a list of the things Carlos plans to do.

Example: He's going to visit the local university.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

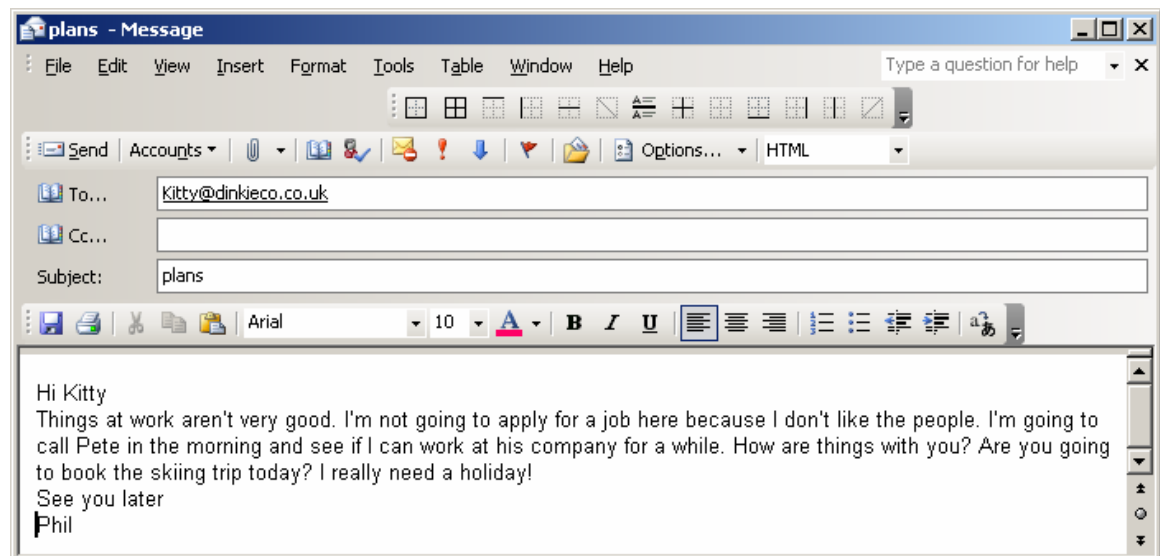
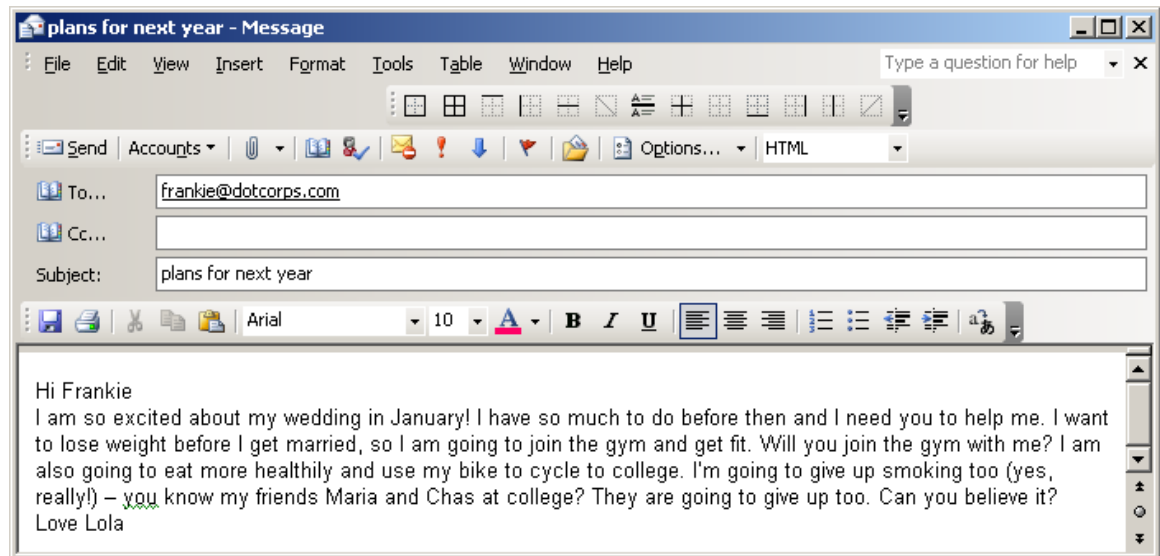
Ahora lea la carta para verificar sus respuestas en la Lista de Respuestas.
Now read the letter in the Answer Key to check your answers.

Task Sheet 2

Exercise 4

Hablando sobre sus planes para el futuro.
Talking about your plans for the future.

Lea los correos electrónicos sobre los planes futuros y marque las declaraciones Verdadero [T] o Falso [F].
Read the emails about future plans and mark the statements True [T] or False [F].



- | | |
|--------------------------------------|--|
| 1. Frankie is going to get married. | 6. Phil enjoys his job. |
| 2. Lola wants to get fit. | 7. Phil would like a different job. |
| 3. Maria and Chas smoke. | 8. Pete is skiing. |
| 4. Lola is going to give up smoking. | 9. Phil wants Kitty to book a holiday. |
| 5. Lola works at a cycle shop. | 10. Phil doesn't get along with Pete. |

Verifique sus respuestas en la lista de respuestas.
Check your answers in the Answer Key.

Task Sheet 2 (continued)

Exercise 5

Complete las oraciones con la forma correcta de los verbos en el casillero.
Complete the sentences with the correct form of the verbs in the box.

lose weight	have a baby	move house	give up smoking
improve your English	go	go to the cinema	have my hair cut

1. We're *going to go to the cinema* this evening to watch the new James Bond film.
2. My sister _____! I can't wait to be an uncle.
3. I'm _____ this summer. I don't fit into my bikini.
4. Where _____ for your next holiday?
5. How _____ this summer? Are you going to spend some time in an English-speaking country?
6. He's _____ in the autumn. He has a new job and it is too far to travel from here.
7. I'm _____ at 3.00pm. It's too long.
8. John is _____ because it's expensive and unhealthy.

Escuche y verifique sus respuestas.
Listen and check your answers.

¿Qué planes tiene Ud. para el futuro? Tome notas. ¿Puede explicar las razones de sus planes?
What plans do you have for the future? Write notes. Can you explain your reasons for the plans?

Ud. hablará con sus compañeros de conversación de *Out There* sobre sus planes futuros.
You are going to talk about your future plans with your *Out There* conversation partners.

Piense sobre estas preguntas:
Think about these questions:

1. What are you going to do today?
2. What are you going to do this weekend?
3. What are you going to do before the end of this year?

Piense en los siguientes temas:
Think about these topics:

Work, study, enjoying yourself, holidays, travel, your appearance, money, your family, your health

Well done, you have now finished the preparation for the speaking practice task.

Task Sheet 3

Out There Task

Ud. hablará con sus compañeros de conversación de *Out There* sobre sus planes futuros. Piense en los planes que tiene para hoy y los planes que tiene para el futuro en general. También piense en las razones por las cuales tiene estos planes.

You are going to talk about your future plans with your *Out There* conversation partner. Think about the plans you have for today and plans you have for the future in general. Also think about the reasons why you have these plans.

Antes de llamar a sus compañeros de conversación de *Out There*: Before you call your *Out There* conversation partners:

1. Lea la tarea cuidadosamente.
Read the task carefully.
2. ¿La entiende? Si no, léala nuevamente.
Do you understand it? If you do not, read it again.
3. ¿Está listo para llamar a sus compañeros?
Are you ready to call your partners?
4. Llámelos y preséntese.
Hi, my name is [inserte su nombre aquí], I'm learning English, can I talk to you about future plans?
Call and introduce yourself:
"Hi, my name is [insert your name here], I'm learning English, can I talk to you about future plans?"
5. Diga 'thank you'...y comience la tarea.
Say 'thank you'...and begin the task.
6. Recuerde escribir las respuestas de sus compañeros y pídeles que usen el casillero de 'chat' para deletrear las palabras y frases que no entiende.
Remember to write your partners' answers down and ask them to use the 'chat' box to spell words and phrases you don't understand.
7. Recuerde que puede grabar sus conversaciones y escucharlas de nuevo!
Remember you can record your conversations and listen to them again!

Think about these questions:

What are you going to do today?

What are you going to do this weekend?

What are you going to do before the end of this year?

Think about these topics:

work, study, enjoying yourself, holidays, travel, your appearance, money, your family

Task Sheet 3 (continued)

Ready?

Cuéntele a su compañero de conversación sobre sus planes para el futuro.
Tell your conversation partner about your future plans.

Pídale a sus compañeros de conversación de *Out There* que le cuente sobre los planes que ellos tienen para el futuro. Use las preguntas y los temas en el Ejercicio 5 para ayudarlo.
Ask your *Out There* conversation partner to tell you about any plans they have for the future. Use the questions and topics in Exercise 5 to help you.

Pídale a su compañero que le explique cualquier palabra que no entienda.
Ask your partner to explain any words you don't understand.

¿Sus planes son similares?
Are your plans similar?

New words and expressions:

Answer Key

1. a) get married; b) go to the cinema; c) read a book; d) listen to music; e) go for a meal; f) go skiing; g) go on a plane; h) send a text; i) play a computer game; j) go shopping

3.

Dear Luis,

How are you? How are the lessons going? I arrived in Cape Town a couple of weeks ago and it's fantastic. It's such a beautiful city! I'm living in a small flat near the harbour. From the balcony I have a view of the sea and from the kitchen window I can see Table Mountain.

You know that I came here to continue my English studies. I haven't started any courses yet but tomorrow [I'm going to visit the local university](#) to see if it offers any part-time English courses. I'm also [going to try to get a part-time job in a café or restaurant](#) because then I can speak English a lot more. [I'm going to listen to the radio a lot](#) because I still find listening to English quite difficult.

I'm going to read too. [I'm going to read a newspaper every day](#) and [I'm also going to buy some novels and read them in English](#). Do you know any good English novels? [I'm also going to write a weblog in English](#) – that's a good way to practise my written English. I hope you're going to read it on the internet!

Hope to hear from you soon,

Carlos

4. 1. F; 2. T; 3. T; 4. T; 5. F; 6. F; 7. T; 8. F; 9. T; 10. F

5. 1. We're going to go to the cinema this evening to watch the new James Bond film.
 2. My sister is going to have a baby! I can't wait to be an uncle.
 3. I'm going to lose weight this summer. I don't fit into my bikini.
 4. Where are you going to go for your next holiday?
 5. How are you going to improve your English this summer? Are you going to spend some time in an English-speaking country?
 6. He's going to move house in the autumn. He has a new job and it is too far to travel from here.
 7. I'm going to have my hair cut at 3.00pm. It's too long.
 8. John is going to give up smoking because it's expensive and unhealthy.

Self-study Pack

Level 3	Topic	Aim	Language Focus	Skills
Lesson 19	Inventions	To discuss great inventions	Passive voice	Reading, speaking, listening

Self-study

1. Task Sheet 1: Match the words and dates to make statements about famous inventions following the example given.
2. Task Sheet 2: Rearrange the order of the sentences to put the emphasis on the place and time.
3. Task Sheet 3: Change the order of the sentences so that the object is at the beginning of the sentence. Use the verb *be* in the correct tense, i.e. is/are = present; was/were = past.
4. There is a description of the process of making bread written in the passive voice. Put it in the right order and change the verbs into the passive voice.

Out There

Talk to your *Out There* conversation partners and explain a process using the passive voice. Answer any questions they might have about the process.

Task Sheet 1

Exercise 1

Using the words in the first box and the dates in the second box, complete the following statements. The first has been completed for you.

the internet	the thermometer	x-rays	the first moving television picture	the aeroplane
	Coca Cola	the ballpoint pen	the telegraph	the telephone

1991	1724	1840	1903	1935	1895	1896	1876	1924
------	------	------	------	------	------	------	------	------

1	The aeroplane	was invented by the Wright brothers	in 1903
2		was invented by Gabriel Fahrenheit	in
3		was invented by Samuel Morse	in
4		was developed by Cerf, Kahn, Berners-Lee and Andreesen	in
5		was invented by Alexander Graham Bell	in
6		were discovered by Roentgen	in
7		was invented by the Hungarian Laszlo Biro	in
8		was invented by Dr John Pemberton	in
9		was sent by John Logie Baird	in

Look at the grammar in the example sentence:

The aeroplane was invented by the Wright brothers in 1903.

What is the most important thing in this sentence; the aeroplane or the Wright brothers?

Answer: the aeroplane.

We know it is important because it is at the beginning of the sentence. In English, when something is important, we always put it at the beginning of the sentence.

Task Sheet 2

This is an example of a normal sentence:

Richard	listens to	music	in his car	when he drives to work.
subject	verb	object	place	time

Richard is the most important thing in this sentence because he is at the beginning of the sentence.

We could also make the time the most important thing by putting it at the front of the sentence and adding a comma, like this:

When he drives to work	Richard	listens to	music	in his car
time	subject	verb	object	place

We could also make the place the most important thing by putting it at the front of the sentence and adding a comma, like this:

In his car,	Richard	listens to	music	when he drives to work.
place	subject	verb	object	time

Exercise 2

Make the place or the time the most important thing in the following sentences (don't forget to add a comma):

1. Maria buys a chicken in the market every Sunday. (place)
2. John spends over a hundred dollars in the casinos every time he goes to Las Vegas. (time)
3. Ricardo has never used a computer at home up to now. (place)
4. Lucy takes the bus to the centre of town after work (time)
5. Russell had a party in his house last week. (place)
6. Claire reads a book in bed each night. (time)

The way to make the object the most important thing in the sentence is by moving it to the front of the sentence and by changing the grammar. Look at the example below for the structure.

<i>The Wright brothers</i>	<i>invented</i>	<i>the aeroplane</i>	<i>in 1903.</i>
subject	verb	object	time

This sentence is in the past and the subject is at the beginning.

<i>The aeroplane</i>	<i>was</i>	<i>invented</i>	<i>by the Wright brothers</i>	<i>in 1903.</i>
object	be	verb	subject	time

Now the sentence is still in the past but the object is at the beginning. This is called the passive voice.

Task Sheet 3

Exercise 3

Try changing these sentences so that the object is at the beginning of the sentence. Use the verb 'be' in the correct tense, i.e. is/are = present; was/were = past:

1. The factory workers made the car in one day.
2. John paints the house every summer.
3. The baker cooked the bread in an oven.
4. The cleaning service cleans the houses every Friday.
5. The director closed the school early.
6. The pilot flies the planes at over 1,000 kph.

For some of these sentences it isn't always necessary to say how the subject is. In the first sentence, it is obvious that cars are made by factory workers so it isn't necessary to say it. In the second sentence, it would be sensible to include John because he is important. It is your choice to include the subject or not when you use the passive voice.

Exercise 4

Below is a description of the process of making bread. Put it in the right order and change the verbs into the passive voice:

1. The wheat (cut down) and (dry).
2. The dough (bake) in the oven to make bread.
3. The wheat seeds (plant) in the fields.
4. The wheat (grow) to full size.
5. The flour (use) to make dough.
6. The dried wheat (grind) into flour.

Well done! You have now finished the preparation for the speaking practice task.

Task Sheet 4

Out There

Write down a process you know well using the passive voice and then try to explain it to your conversation partners.

Before you call your *Out There* conversation partners:

1. Read the task again.
2. Do you understand it? If you do not, read it again.
3. Are you ready to call your partners?
4. Call and introduce yourself:
"Hi, my name is (insert your name here), I'm learning English. Can I ask you some questions about (insert topic)?"
5. Say 'thank you' and begin the task.
6. Remember to write your partners' answers down. Ask them to use the chat box to spell words and phrases you don't understand.

Ready?

Pick one of the processes below and write it down carefully from start to finish in detail. Choose a process that you think you know very well and you can easily describe. Remember to describe the process all the way from the beginning to the end.

- How to make a car.
- How to cook a pizza.
- How to make a shirt.
- How to make a film.
- How to make a cocktail.

Ready?

Now talk to your *Out There* conversation partners. Tell them you are going to describe a process. Describe the process. Be prepared to answer any of the questions they might have.

Now do another one.

Answer Key

1. 1: The aeroplane was invented by the Wright Brothers in 1903.
2: The thermometer was invented by Gabriel Fahrenheit in 1724.
3: The telegraph was invented by Samuel Morse in 1840.
4: The internet was developed by Cerf, Kahn, Berners-Lee and Andreessen in 1991.
5: The telephone was invented by Alexander Graham Bell in 1876.
6: X-rays were discovered by W.K. Von Roentgen in 1895.
7: The ballpoint pen was invented by the Laszlo Biro in 1935.
8: Coca Cola was invented by Dr John Pemberton in 1896.
9: The first moving television picture was sent by John Logie Baird in 1924.

2. In the market, Maria buys a chicken every Sunday.
Every time he goes to Las Vegas, John spends over a hundred dollars in the casinos.
At home, Ricardo has never used a computer up to now.
After work, Lucy takes the bus to the centre of town.
In his house, Russell had a party last week.
Each night, Claire reads a book in bed.

3. The car was made in one day (by the factory workers).
The house is painted every summer (by John).
The bread was cooked in an oven (by the baker).
The houses are cleaned every Friday (by the cleaning service).
The school was closed early (by the director).
The planes are flown at over 1,000 kmh (by the pilot).

4. The wheat seeds are planted in the fields.
The wheat is grown to full size.
The wheat is cut down and dried.
The dried wheat is ground into flour.
The flour is used to make dough.
The dough is baked in the oven to make bread.

Self-study Pack

Level 4	Topic	Aim	Language Focus	Skills
Lesson 14	What had happened?	To tell stories, using past tenses	Past perfect versus past simple	Speaking, reading and writing stories

Self-study

1. Task Sheet 1. Exercise 1. Read the four paragraphs (a, b, c, d), and put them in the correct order.
2. Exercise 2. Now look at the four news story headlines below and choose which one best fits the story.
3. Exercise 3. Answer the questions about the news story.
4. Task Sheet 2. Exercise 4. What's the difference between the sentences? Match sentences a–c with 1–3.
5. Exercise 5. Now match sentences a–c with the three diagrams below, 1–3.
6. Exercise 6. Complete the verb table, inserting the 'past' and 'past participle' forms of the verbs.
7. Exercise 7. Put the verbs in brackets in the past simple or past perfect.
8. Now go to the *Out There* Task Sheet.

Out There

You are going to tell some stories to your conversation partners using past tenses, and ask them to do the same.

Task Sheet 1

Exercise 1

Read the four paragraphs (a, b, c, d), and put them in the correct order (1, 2, 3, 4).

- a. The Daily Mail reports the spider ended up at Bristol Zoo where expert, Warren Spencer, identified it. He said: "They are potentially fatal to everyone from the cradle to the grave but different people react differently. My guess is that it came from Central America – it's certainly not from around here".
- b. She said: "I went to tell the greengrocer that he should check his bananas more carefully in the future. It wasn't very pleasant to think I had been rummaging about in that bag twice not knowing it was there."
- c. A Dorset woman found a poisonous black widow spider in a bunch of bananas. It was the size of a 50 pence piece and had the tell-tale triangular red markings on its abdomen. She had eaten two of the bananas before spotting the spider but then used a spoon to push it into a plastic container.
- d. A bite can cause a severe reaction and can be fatal in some circumstances. Vicki Bell, from Weymouth, contacted the police and then the RSPCA who sent an inspector to collect it.

1. ____ 2. ____ 3. ____ 4. ____

Exercise 2

Now look at the four news story headlines below and choose which one best fits the story.

- A. Woman bitten by deadly spider
- B. Woman finds deadly spider in bananas
- C. Deadly spider on display at Bristol zoo
- D. Bananas are a good source of food for deadly spiders

Exercise 3

Answer the following questions about the news story.

1. Where was the spider found?
2. What happens to the victim of a black widow bite?
3. What did Vicki Bell do when she spotted it?
4. What did she tell the greengrocer?
5. Where is the spider now?
6. What different verb tenses can you find in the text? Write down examples:
 -
 -
 -
7. When is the past perfect tense used? Choose a correct answer.
 - a. when an action happened in the past and is not finished
 - b. when one action happened before another action in the past
 - c. when something happened a long time ago

Task Sheet 2

Exercise 4

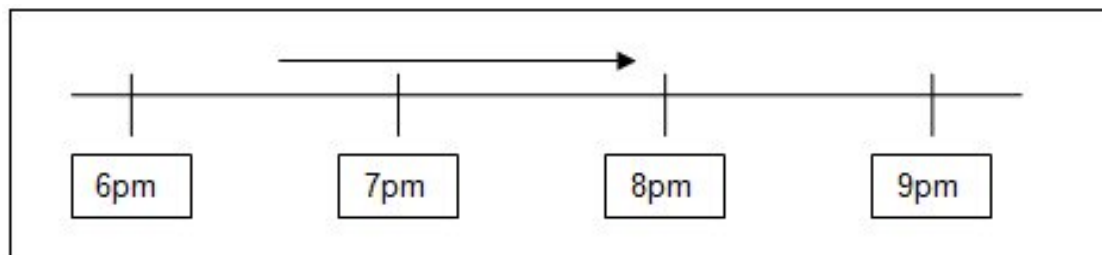
What's the difference between these sentences? Match sentences a–c with 1–3.

- When John arrived home at 8pm Rachel cooked dinner.
 - When John arrived home at 8pm Rachel had cooked dinner.
 - When John arrived home at 8pm Rachel was cooking dinner.
- Rachel started cooking dinner before John arrived home but hadn't finished when he arrived home.
 - Rachel started cooking dinner after John arrived home.
 - Rachel started and finished cooking dinner before John arrived home.

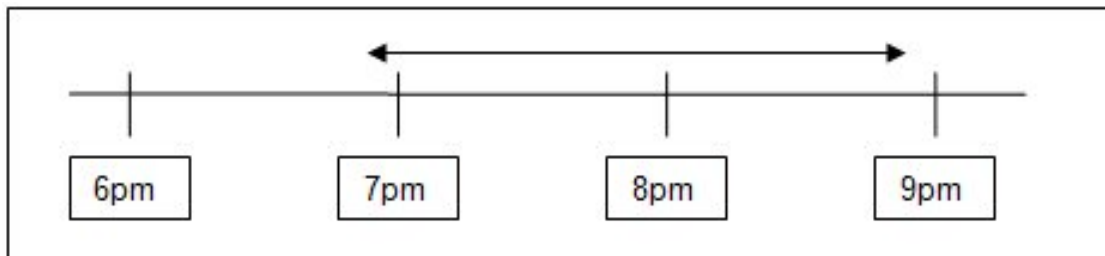
Exercise 5

Now match sentences a–c with the three diagrams below, 1–3.

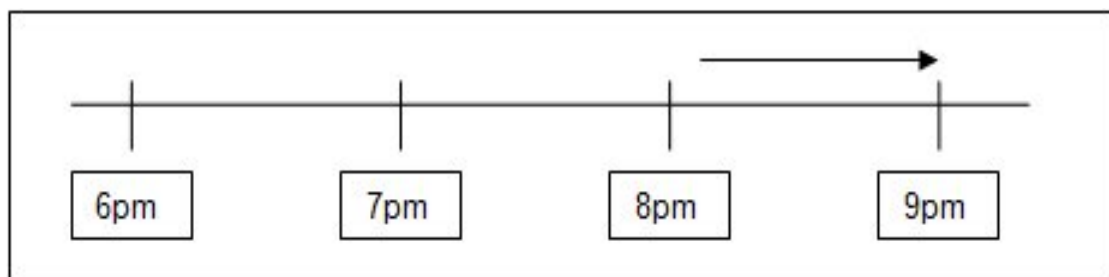
1.



2.



3.



Task Sheet 2 (continued)

Past perfect

Form of past perfect
had + past participle

eg. I lost my wallet. I didn't have any money.

*I didn't have any money because I **had lost** my wallet.*

Exercise 6

Complete this verb table, inserting the past and participle forms of the verbs.

Infinitive	Past	Past participle
feel		
ring		
come		
forget		
know		
leave		
arrive		
destroy		
lend		
be		
invest		
think		
hear		
put		
start		

Task Sheet 3

Exercise 7

Put the verbs in brackets in the past simple or past perfect.

e.g. As soon as I _____ (finish) eating breakfast the phone _____ (ring).
*As soon as I **had finished** eating breakfast the phone **rang**.*

1. I (feel) _____ embarrassed that I (make) _____ such a stupid mistake.
2. Nobody (come) _____ to the party because Veronica (forget) _____ to tell anyone about it
3. I (know) _____ that I _____ (leave) my keys on the table.
4. Before the police (arrive) _____ the suspect (destroy) _____ all the evidence.
5. He couldn't find the CD that I (lend) _____ him.
6. We (be) _____ pleased we (not invest) _____ our money in that company.
7. They (think) _____ he (leave) _____ earlier.
8. It was a film that I (never hear) _____ of.
9. She (be) _____ not sure, where she (put) _____ her passport.
10. When I (arrive) _____ the film (already start) _____ .

Well done! You have now finished the preparation for the speaking practice task.

Task Sheet 4

Out there Task

Tell your *Out There* conversation partners about situations you write below. Write down their answers and ask them to spell any words you don't know. Also, remember to record your conversations and listen to them again later.

Before you call your *Out There* conversation partners:

1. Read the task again.
2. Do you understand it? If you do not, read it again.
3. Are you ready to call your partners?
4. Call and introduce yourself:
"Hi, my name is (insert your name here), I'm learning English. Can I ask you some questions please?"
5. Say 'thank you'... and begin the task.
6. Remember to write your partners' answers down and ask them to use the chat box to spell words and phrases you don't understand.

Ready?

Think of some scary situations in your life such as an accident, or maybe you lost something valuable or important to you.

Write down three situations. Can you remember what happened before these situations. For example:

Situation: My father and I almost drowned in the sea.

What happened before? I told him we shouldn't go in the sea because it was dangerous.

My father and I almost drowned in the sea. Before we went in the sea I had told him that we shouldn't go in because it was dangerous.

Now you try.

Situation 1:

What happened before?

Situation 2

What happened before?

Situation 3

What happened before?

Now call your *Out There* conversation partners and tell them your stories.

Ask your conversation partner to tell you some stories about their lives. Note down the past perfect phrases they use.

Answer Key

Task Sheet 1

1.c, 2.d, 3.b, 4.a

1.

A Dorset woman found a poisonous **black widow** spider in a bunch of bananas. It was the size of a 50 pence piece and had the tell-tale triangular red markings on its abdomen. She had eaten two of the bananas before spotting the spider but then used a spoon to push it into a plastic container.

A bite can cause a severe reaction and can be fatal in some circumstances. Vicki Bell, from Weymouth, contacted the police and then the RSPCA who sent an inspector to collect it.

She said: "I went to tell the greengrocer that he should check his bananas more carefully in the future. It wasn't very pleasant to think I had been rummaging about in that bag twice not knowing it was there."

The Daily Mail reports the spider ended up at Bristol Zoo where expert, Warren Spencer, identified it. He said: "They are potentially fatal to everyone from the cradle to the grave but different people react differently. My guess is that it came from Central America; it's certainly not from around here".

2. B. Woman finds deadly spider in bananas.

3. 1. The spider was found in a bunch of bananas.

2. A bite can cause a severe reaction and can be fatal in some circumstances.

3. She used a spoon to push the spider into a plastic container.

4. She told the green grocer that he should check his bananas more carefully.

5. The spider is in Bristol zoo.

6. What different past tenses can you find in the text? Write down examples:

Past simple – *A Dorset woman **found** a poisonous black widow spider in a bunch of bananas.*

Past perfect – *She **had eaten** two of the bananas ...*

Past Perfect Continuous – *... I **had been rummaging** about in that bag ...*

7. b. when one action happened before another action in the past.

Task Sheet 2

4. a. 2; b. 3; c. 1

5. 1. b; 2. c; 3. a

Answer Key (continued)

6.

Infinitive	Past	Past participle
feel	felt	felt
ring	rang	rung
come	came	come
forget	forgot	forgotten
know	knew	known
leave	left	left
arrive	arrived	arrived
destroy	destroyed	destroyed
lend	lent	lent
be	was/were	been
invest	invested	invested
think	thought	thought
hear	heard	heard
put	put	put
start	started	started

- 7.
1. I felt embarrassed that I had made such a stupid mistake.
 2. Nobody came to the party because Veronica had forgotten to tell anyone about it
 3. I knew that had left my keys on the table.
 4. Before the police arrived the suspect destroyed all the evidence.
 5. He couldn't find the CD that I had lent him.
 6. We were pleased we hadn't invested our money in that company.
 7. They thought he had left earlier.
 8. It was a film that I had never heard of.
 9. She wasn't not sure where she had put her passport.
 10. When I arrived the film had already started .

Self-study Pack

Level 5	Topic	Aim	Language Focus	Skills
Lesson 19	Men and women at home	To enable the students to discuss the roles of men and women at home	<i>Make and do</i>	Reading, speaking, listening

Self-study

1. Task Sheet 1. Read the sentences about men and women in the house, and decide if they are true or false. Then read the text to find the answers. Check the answers in the key.
2. Task Sheet 2. Look for the vocabulary on Task Sheet 2, and match the word with its definition. Complete the sentences with the words from the table. Check your answers in the key.
3. Task Sheet 3. Complete the story using the correct form of "make" or "do". Decide which of the nouns in the list go with "make" and which with "do". Check your answers in the key.
4. Task Sheet 4. Preparation for the *Out There* conversation. Read the three jokes. Do you think they are funny? Read the statements about men and women. Which ones do you agree with? If you disagree, think why.

Out There

Prepare to tell your *Out There* conversation partner what you think, and prepare questions to ask them about their opinions and experience of the roles of men and women in the home.

Task Sheet 1

Housework (after money) is the most common cause of argument between married couples. Do you think these sentences are true or false?

1. The more money a woman earns, the less work she does in the house.
2. On average women do about twice as much housework as men.
3. Men help a lot more in the house when their partners have full-time jobs, too.
4. If people have modern household machines, they work less in the house.
5. Women who left school earlier don't do as much housework as women who have been to university.
6. Young women don't do as much housework as older women.
7. Men prefer to do the less usual jobs in the house.
8. Some people think housework can be enjoyable.
9. Women care less about the appearance of their houses than men.
10. Richer women often pay cleaners to do the housework.

Now read the text and see if your predictions were correct.

Task Sheet 1 (continued)

Men still leave the housework to women

Jeevan Vasagar
Friday July 6, 2001
The Guardian

Men pay lip service to equal rights in the home while letting women do three-quarters of the household chores, new research suggests. However, women who are career high-flyers do substantially less than women in lower-paid work, the study shows. Every £10,000 increase in a woman's annual income reduces the time she spends on chores every week by nearly two hours.

An Oxford University researcher, Man-yee Kan, discovered that women still did the bulk of the housework – on average more than 18 hours a week, compared with about six hours for the average man. The survey, of 2,000 couples, did not count childcare as housework, but looked at the division of labour in unpaid household work such as cooking, cleaning and grocery shopping. Ms Kan found that men were not much more inclined to pitch in around the home if their partners worked long hours.

The factors which did make a difference were the woman's earning power, how educated she was, and how young. This was because a higher income gave a woman more bargaining power in the family, according to Ms Kan. Being able to buy more household goods did not make a difference, she said. "Most of the studies since the introduction of new technology have found that machines don't help to reduce workload. If you raise efficiency, you raise people's expectations. If you have a washing machine, you wash more often rather than once a week."

However, educated women tended to do less housework than women who had left school at 16, the study showed. Working women with degrees spent about two hours less on chores than working women in households where both partners had only O levels or CSEs. Ms Kan suggested this was because better-educated women had a more egalitarian approach to how much of the housework their men ought to do. The same applied to younger couples.

Ms Kan, who presents her study at a conference at the Institute for Social and Economic Research, University of Essex, today, said: "Men are taking a much more egalitarian attitude, but it seems that women are still doing the lion's share of the housework. "The attitude has changed, but now we need to say to men – if you think this way, then go and do it."

Ms Kan said previous studies had showed that women tended to do the routine jobs around the house, such as ironing, while men opted for the non-routine work.

The writer Fay Weldon, in whose household the division of labour includes her husband taking out the rubbish while she cleans up the cat sick, said that such studies missed the fact that housework could be fun. "More women like doing housework than men. It's a nesting instinct. Some women don't and don't do any, but more men don't care what the house looks like. Women who are better off just employ other women to do the housework – the rich have to find the energy to earn more money. The idea is that housework is a terrible burden, but it is just something you do to make your house look nice."

Task Sheet 2

Vocabulary

Find these words or phrases in the text on Task Sheet 1, and match them to their meaning.

- | | |
|------------------------------------|---|
| 1. to pay lip service to something | a. to make someone think that things will be better in the future |
| 2. a chore | b. a natural feeling that you want to create a nice home |
| 3. a high-flyer | c. the amount of work you have to do |
| 4. the bulk of something | d. supporting equality |
| 5. to pitch in | e. a boring, unenjoyable job or task, often in the house |
| 6. your workload | f. a heavy responsibility |
| 7. to raise someone's expectations | g. a person who is ambitious and is likely to succeed (often in business or politics) |
| 8. egalitarian | h. to support something in words, but not in actions |
| 9. a nesting instinct | i. to start or join with other people, usually on a communal project |
| 10. a burden | j. the majority or bigger part of something |

Use the words or phrases to complete the following sentences

- We don't live in an _____ world. Rich countries get richer and poor countries get poorer.
- When I got my new flat, I felt a real _____, and every time I went into town I bought something new for it – cushions, pictures, a mirror
- He's _____ – I bet he'll be on the board of the company within two years.
- The old man was worried about becoming _____ to his family, so he decided to go to live in an old people's home, instead of with his daughter.
- John _____ feminism, but his wife does all the housework.
- I want to finish _____ my work today, so that I can take a half-day holiday tomorrow.
- I didn't think I'd ever finish painting the living room, but then a couple of friends _____, and we got it done by dinnertime.
- The children don't get any pocket money unless they help with the _____ like washing up and putting out the rubbish.
- Since the hospital reduced the number of nurses, everyone's _____ has increased.
- Salaries have gone up over the last 20 years, but we have all _____ and we expect a better lifestyle than we used to have.

Task Sheet 3

Do or make?

Put the verbs into the following text, in the correct tense or form.

The new house-husband

Tom had worked in the customer relations office of a department store for 20 years, and he was fed up with listening to customers 1) _____ complaints and asking for their money back. So one day he 2) _____ a decision. He went home and he said to his wife Dorothy "I 3) _____ my best to look after you and the family for all these years. Now it's your turn to go and 4) _____ some money. I want to stay at home and be a house-husband".

Dorothy was quite pleased, because she was tired of 5) _____ all the cooking and cleaning, and she was a trained teacher so she could go back to her career. Tom never 6) _____ anything in the house, so she thought it 7) _____ him good to try.

The following month, Dorothy went back to work. Tom got up early and 8) _____ a list of all the things he had to 9) _____. First of all he went to the supermarket and 10) _____ the shopping, but he didn't know what to get for dinner, so he 11) _____ a call to Dorothy to ask her. Luckily it was during her coffee break. Then he went home. He felt he 12) _____ enough for the morning, so he sat down to 13) _____ the crossword in the newspaper, and dropped off. He woke up at 2 o'clock in the afternoon. He was hungry, and he 14) _____ himself a cheese sandwich. He realised that his wife would soon be home, and he still had to 15) _____ the housework and 16) _____ dinner. He worked hard for two hours, and as his wife walked into the house, he was just setting the table for the meal.

"17) _____ the washing?" Dorothy asked.

"Yes," said Tom. "And I 18) _____ the beds and I 19) _____ the ironing and I 20) _____ a beef pie for dinner."

"You're a wonderful house-husband," said Dorothy. "And I had a great day at school!"

Which of these nouns go with "make" and which with "do"?

a noise	the washing	a complaint	a crossword
housework	the beds	the shopping	a plan
the chores	a mistake	a deal	a suggestion
an offer	a mess	an exercise	a comment
a cake	the ironing	a meal	the cooking
money	a living	your best	a person good
a list	a phone call	business	an appointment

Check your answers in the key.

Task Sheet 4

Three English jokes

Do you think they are funny or do you think they are sexist?

1. What is a man's idea of doing housework?
Lifting his leg so you can vacuum.
2. Little Johnny's pre-school class went on a field trip to the fire station. The fire fighter giving the presentation held up a smoke detector and asked the class: "Does anyone know what this is?" Johnny's hand shot up and the fire fighter called on him. Johnny replied: "That's how Mummy knows supper is ready!"
3. How do many men define marriage?
A very expensive way to get your laundry done for free.

Well done! You have now finished the preparation for the speaking practice task.

Task Sheet 5

Out There Task

Talk to your *Out There* conversation partners about the roles of man and women in the home.

Before you call your *Out There* conversation partners:

1. Read the task again.
2. Do you understand it? If you do not, read it again.
3. Are you ready to call your partners?
4. Call and introduce yourself:
"Hi, my name is (insert your name here). I'm learning English. Can I ask you some questions about the roles of men and women?"
5. Say 'thank you' . . . and begin the task.
6. Remember to write your partners' answers down and ask them to use the chat box to spell words and phrases you don't understand.

Ready?

What is your opinion about the following sentences?

1. Men are much better than women at practical jobs around the house.
2. Women are natural homemakers, but women don't care so much about their surroundings.
3. Women usually do the cooking, but in fact men are usually better at it. All the famous chefs are men.
4. Women are better at managing money than men.
5. Most men don't spend enough time with their children.
6. Women tend to watch more TV than men. Men spend more time on the internet.
7. The man should be the main breadwinner in the family. (breadwinner = the person who brings money into the house)
8. The woman should be the one who is responsible for keeping the house clean and tidy.
9. Both sons and daughters should be encouraged to learn how to cook, iron, clean the house, and so on.

What is the situation in your household and in general in your country? Has it changed over the last 20 years? Do you think it needs to change?

You are going to have a conversation with your partner about the roles of men and women, particularly in the home. Make questions to find out how things work in their household, and what their attitude is in general. You can use some of the statements above as starting points to find out their opinions.

If you like any of the jokes – or if you have jokes on the topic in your language – you could prepare to tell one to your conversation partner.

Answer Key

Task Sheet 1

1) T 2) F (three times as much) 3) F (they're not much more inclined to pitch in) 4) F (they just expect the house to be cleaner) 5) F (they do 2 hours more) 6) T 7) T 8) T 9) F (more men don't care what the house looks like) 10) T

Task Sheet 2

1h 2e 3g 4j 5i 6c 7a 8d 9b 10f

1) egalitarian 2) nesting instinct 3) a high-flyer 4) a burden 5) pays lip service to 6) the bulk of 7) pitched in 8) chores 9) workload 10) raised our expectations

Task Sheet 3

1) making 2) made 3) 've done 4) make 5) doing 6) did 7) would do 8) made 9) do
10) did 11) made 12) had done 13) do 14) made 15) do 16) make 17) have you done
18) 've made (made is also possible) 19) 've done (or did) 20) 've made

make	do
a noise	the washing
a deal	the shopping housework
a complaint	the chores
a plan	an exercise
the beds	the ironing
a mistake	your best
a meal	business
a suggestion	the cooking
an offer	a person good
a mess	a crossword
a comment	
money	
a living	
a list	
a phone call	
an appointment	
a cake	

Self-study Pack

Level 6	Topic	Aim	Language Focus	Skills
Lesson 12	Animal instincts	To discuss opinions on animal instincts, especially at work	Vocabulary from the article	Reading, writing, speaking, listening

Self-study

1. Look at **Task Sheet 1**. Think about the topic of animal instincts and match some key vocabulary to their meanings before you read an article on the subject.
2. Now look at **Task Sheet 2**. Read the article to see how many of your predictions about the content were correct, and check your understanding by answering some true/false questions.
3. Prepare your *Out There* exercise. Plan some questions to ask your conversation partner about attitudes to animal instincts.

Out There

Ask your *Out There* English conversation partners your questions on animal instincts and note down their answers.

Task Sheet 1

Pre-reading

You are going to read an article about animal instincts. Before you read, think about how much of our behaviour is based on instinct. Make notes below about what you think are good and bad instincts, and then decide whether these instincts are mainly human, or mainly animal.

good instincts	bad instincts	human?	animal?

Now think about these questions:

1. What similarities do you think there are between humans and animals?
2. Can you think of ways in which people act like animals in the workplace?
3. What can we learn from studying animals?

Key words

Now have a look at these key words from the article. First, match each word with its meaning, and then try to anticipate how they are connected with the title of the article.

Word	Meaning
1. predator	a. cruel, not considering other people's feelings
2. kleptocracy	b. people who don't believe something is true
3. gene	c. situation where lots of people claim money for damage, injury or death
4. ruthless	d. an animal that kills and eats other animals
5. advocating	e. a system, country or company run by thieves
6. sceptics	f. helping members of your family to get a job or promotion
7. liability nightmare	g. unit in a cell, inherited from our parents, controlling the way we develop
8. nepotism	h. strongly supporting

Now, look at **Task Sheet 2**. Read the article, see how those words were connected, and check whether it mentions any of your ideas.

Task Sheet 2

Animal instincts

Almost everyone is ambitious and wants to get ahead. But what's the best way to do it? Darwinism suggests that only the strongest survive. So, should we try to become the most aggressive predator? Or does nature teach us to be more subtle and sophisticated?

I believe nature built us to be nice. Doing favours, sharing food, making your colleagues feel good with kind words and hot gossip, building relationships - these aren't just our best tools for getting ahead, they also come from the natural world. The stereotypical Darwinian aggressor supposedly thinks only about accumulating resources. But highly effective apes know it's often smarter to give them away.

That doesn't mean it's all peaceful in nature. There is plenty of conflict and fighting for power. But by understanding how other species manage the tricky balance between conflict and cooperation, we can become more effective at work.

The trouble is, not everyone thinks this way. In the US, we had a kleptocracy called Enron where executives built a culture based on stealing from grandmothers - and they justified it with one of the most misinterpreted ideas in modern science.

Enron's chief executive was Jeff Skilling, and his favourite book was *The Selfish Gene*, in which Oxford biologist Richard Dawkins argues that we are a product of our genes, and that these genes have survived by being as ruthless as Chicago gangsters.

Dawkins simply meant that the main purpose of a gene is to get as many copies of itself as possible into the next generation, in whatever way it can. He has protested ever since that he never meant to suggest that selfish behaviour was the best way to do that.

But Enron executives were delighted with the idea of our innate selfishness. To be fair, plenty of other writers also seemed to be advocating selfish behaviour. Economist Milton Friedman was famous for declaring that the "social responsibility of business is to increase its profits".

But Skilling interpreted Darwinian to mean that selfishness was basically good, even for the victims, because it weeded out the losers and forced the survivors to become strong.

Well, here's where Skilling went wrong. Genes may be selfish. But people have evolved to be social. And these days, the Darwinian view includes an understanding that cooperation and even unselfishness are part of our genetic heritage.

It's true: you can get ahead in the short-term by being cruel, but groups have a habit of punishing openly selfish or anti-social behaviour. Most of us realize quite soon that we are more likely to succeed over the long term when we learn to control our violent egos and play along with the group.

And yes, there are still executives and managers who build careers on the motto: "Never apologise, never explain." But apologies are serious business. Managers wouldn't have to spend 42% of their time resolving workplace disputes if their fellow workers understood the natural healing power of the words "I'm sorry". An apology can also miraculously transform a client's hostility into honey.

For instance, there's a hospital in Kentucky that has a policy of admitting medical errors, apologising for them, and initiating a claim - even when the family itself doesn't know that a patient's death was due to medical error. Sceptics predicted that this kind of "extreme honesty" would be a liability nightmare. But legal costs at that hospital are now among the lowest in the system.

Task Sheet 2 (continued)

Something else that has a bad name in the corporate jungle is nepotism. Among baboons and vervet monkeys, nepotism comes naturally. High-ranking elders routinely interfere at playtime to ensure that Baby Baboon and Little Vervet get their way.

So the new generation grows up secure in the knowledge that they will be looked after, and the monkey dynasty gets passed from one generation to the next.

And what's wrong with a little nepotism? Everybody does it. Any monkey would understand why Rupert Murdoch gave his kids top jobs at the company he built. Nepotism evolved partly because it's a shortcut to trust and cooperation. And it may still work. A study in the *Journal of Finance* found that family-controlled public companies perform significantly better than non-family companies.

Were any of your ideas mentioned in the article?

General understanding

Now, decide whether the following statements are true or false, according to the text. If they are false, say why:

1. Most people think animals are only concerned with themselves.
2. Some wild animals can be generous.
3. Richard Dawkins suggested that the company 'Enron' should steal from grandmothers.
4. Dawkins thought that genes are programmed to reproduce themselves.
5. He was not alone in his ideas.
6. The writer thinks that people are basically selfish.
7. You can get ahead forever by being nasty.
8. The Kentucky hospital's policy of apologising was very expensive.
9. Adult baboons often help their children.
10. Helping your relatives get jobs is always a bad thing.

Conversation Preparation

Prepare your *Out There* exercise. Plan some questions to ask your conversation partners about attitudes to animal instincts, particularly in relation to selfishness at work. Feel free to talk about any of the ideas in the article, or to use these prompts to help you, if you like:

I'd like to ask you what you think about animal instincts; is that OK?

...you think human behaviour... instinctive?
 ...basically just animals?
 ...good instincts?
 ...bad instincts?
 What about... at work?
 ...in business... need... aggressive?
 ...cooperation... good for business?

What about... nepotism?
 ...think this... human or animal behaviour?
 ...ever been helped... a relative?
 ...helped a relative yourself?
 ...good thing?
 ...examples where it worked well or badly?

Well done! You have now finished the preparation for the speaking practice task.

Answer Key

Task Sheet 1

Key words

Word	Meaning
1. predator	d. an animal that kills and eats other animals
2. kleptocracy	e. a system, country or company run by thieves
3. gene	g. unit in a cell, inherited from our parents, controlling the way we develop
4. ruthless	a. cruel, not considering other people's feelings
5. advocating	h. strongly supporting
6. sceptics	b. people who don't believe something is true
7. liability nightmare	c. situation where lots of people claim money for damage, injury or death
8. nepotism	f. helping members of your family to get a job or promotion

Task Sheet 2

General understanding

1. True.
2. True.
3. False; Skilling misinterpreted his ideas.
4. True.
5. True.
6. False; he thinks we, like the apes, have learned to be 'social'.
7. False; we may succeed in the short term, but the group will punish cruelty in the end.
8. False; in the end they saved money.
9. True.
10. False; he thinks it's sensible.

One to One

Level 1	Topic	Aim	Language Focus	Skills
Lesson 9	ショッピング Shopping	店内で折衝できるようにする	買い物するときの語彙、質問	話、聞き取り

Teacher guides learner

1. タスク・シート 1 を見てください。図と語句をマッチさせます。終わったら答え合わせしてください
Task Sheet 1. Match the words and the pictures. Then check your answers in the key.
2. 次にタスク・シート 2 を見てください。11 店の店名を当ててください。次にボックス内にある語句で空欄をうめます
Task Sheet 2. Find the names of 11 shops. Then fill the gaps using the words in the box.
3. タスク・シート 3。デパートのどの部門のアイテムか当ててください
Task Sheet 3. Match the items to the different departments in the department store.
4. タスク・シート 4。店員の言葉か客の言葉かを当ててください
Task Sheet 4. Decide whether the shop assistant or the customer says these sentences.
5. タスク・シート 5。会話を正しい順序に並べ替えてください。続いて空欄にそれぞれ一つかそれ以上の文を書き込みます。最後に空欄をうめて会話を完成させます。
Task Sheet 5. Put the conversation in the correct order. Then write *it* or *them* in the gaps in the sentences. Finally, complete the dialogue by filling the gaps.
6. 次に *Out There* タスクに進んでください
Now go to the *Out There* task.

Out There

Out There 会話パートナーにショッピングと値段について聞いてみましょう
Ask your *Out There* conversation partners about shopping and prices.

Task Sheet 1

図と語句をマッチさせます:
Match the words to the pictures.

- | | | | |
|-----------------------|-------------------------------|--------------------|----------------------|
| 1. a dictionary | 2. a stamp | 3. aspirin tablet | 4. a kilo of bananas |
| 5. a pair of earrings | 6. a packet of washing powder | 7. a loaf of bread | |
| 8. a magazine | 9. a phone card | 10. a DVD | |



a. _____



f. _____



b. _____



g. _____



c. _____



h. _____



d. _____



i. _____



e. _____



j. _____

答え合わせしてください
Check your answers in the key.

Task Sheet 2

Exercise 1

お店の名前を当ててください
Find the names of some shops.

bookshop toyshop baker's post office supermarket newsagent's jeweller's music shop
chemist's greengrocer's butcher's

Exercise 2

以下の品物はどこで買いますか？ 語句と店名をマッチさせます
Where would you buy these things? Match the words with the shops.

a DVD a packet of aspirin a kilo of bananas a doll
a pair of earrings a phone card a guidebook
some stamps a loaf of bread a packet of washing powder

1. You can buy in a post office
2. You can buyin a chemist's
3. You can buy.....in a greengrocer's
4. You can buy.....in a supermarket
5. You can buyin a jeweller's
6. You can buyin a bookshop
1. 7. You can buyin a toyshop
7. You can buyin a music shop
8. You can buy.....in a baker's
9. You can buy.....in a newsagent's

Task Sheet 3

デパートとはたくさんの品物を買っている大型の店舗のことです
 ロンドンには有名な Harrods というデパートがあります

A department store is a large shop, which sells a lot of different things.
 Harrods in London is a famous department store.

以下はデパートの店案内です:-
 Here's a department store plan:

<u>Fourth Floor</u>	
Electrical goods	Computers
<u>Third Floor</u>	
Furniture	Toilets
Restaurant	
<u>Second Floor</u>	
Men's clothes	Sports
<u>First Floor</u>	
Ladies' clothes	Shoes
Children's clothes	
<u>Ground Floor</u>	
Jewellery	Cosmetics
Toiletries	Stationery
Books	Magazines
<u>Basement</u>	
Foodhall	

下記の品物を買うにはどのフロアに行けばいいでしょうか:

You want to buy some things. Which floor do you go to for:

1. a shirt _____
2. a football _____
3. a sofa _____
4. a packet of coffee _____
5. a notebook _____
6. some sandals _____
7. a fridge _____
8. a lipstick _____
9. some shampoo _____
10. a pen _____



Task Sheet 4

次の「買い物に関する表現」は店員か、あるいは客であるあなたの言葉でしょうか？
Who says these 'shopping 'phrases – the shop assistant or you, the customer?

正しいと思われる答えをボックスに記入してください
Put them in the correct box.

Can I help you?	Can I try it on please?	I'll take it
Please enter your pin number	It's too big. Is there a smaller size?	
I'm just looking, thanks	No, that's all, thanks	
Would you like a bag?	Remove your card please	
How much is it	I'm looking for some sandals	Anything else? Here's your receipt

Customer

Shop Assistant

Task Sheet 5

Exercise 1

2つのパートからなる **the shop assistant** (店員) と **客the customer** との会話を正しい順序に並べてください:
Put the two parts of the dialogue between **the shop assistant** and **the customer** in the correct order.

Certainly, enter your pin number, please.	Can I help you?	Would you like a bag?
OK - where are the changing rooms?	That's £45.99	Yes, please
Can I pay by card?	We've got some nice ones over there	Yes, I'm looking for a skirt
Just over there on the left	Yes, it's fine. I'll take it - how much is it?	
..... is it OK?		

Language Note.
Some things are plural - socks, gloves, shoes, trousers, glasses etc.
so we say " Can I try them on?" (not 'it')

Exercise 2

点線部には **it** と **them** のどちらが入るでしょうか
Put **it** or **them** in the correct space.

- a. **skirt** Can I try _____ on.
- b. **shoes** Can I try _____ on.
- c. **sweater** Can I try _____ on.
- d. **sunglasses** Can I try _____ on.
- e. **jeans** Can I try _____ on.
- f. **shirt** Can I try _____ on.
- g. **sandals** Can I try _____ on.

Task Sheet 5 (continued)

Exercise 3

会話を完成させてください

Complete the dialogue.

1. Assistant: _____ I help you?
2. Customer: Yes, can I _____ this on?
3. Assistant: Certainly. The _____ room is over there, on the left.
4. Assistant: _____ it OK?
5. Customer: No, it's _____ big. Have you got a smaller _____ ?
6. Assistant: Yes, _____ you are.
Any good?
7. Customer: Yes, I'll _____ it.
8. Assistant: OK.
9. Customer: How _____ is it?
10. Assistant: £45.99. Enter your _____ number, please.
11. Assistant: Remove your _____ please. Would you like a _____ ?
12. Customer: Yes, please.
13. Assistant: Here you are. The receipt's inside.
14. Customer: _____ you.

Well done, you have now finished the preparation for the speaking practice task.

Task Sheet 6

Out There Task

今から会話パートナーに、ものの値段について話し、自分の国の物価と比べてどう違うか比較します。

You are going to talk to your conversation partners about how much things cost and compare the cost of things in their country and your own.

Out There 会話パートナーに電話する前に:

Before you call your Out There conversation partners:

- 以下のタスクを良く読んでください
Read the task carefully.
- 内容は理解できましたか? 分からない場合はもう一度読み直してください
Do you understand it? If you do not, read it again.
- パートナーに電話する準備はできましたか?
Are you ready to call your partners?
- 電話をかけて、自己紹介します
“Hi, my name is [ここに自分の名前を挿入], I’m learning English, can I ask you about shopping?
Call and introduce yourself:
“Hi, my name is [insert your name here], I’m learning English, can I ask you about shopping?
- ‘thank you’と言ってから、タスクを開始します
Say ‘thank you’....and begin the task.
- パートナーの回答を書き取り、分からなかった語句やフレーズは「チャットボックス」を使うようにパートナーにお願いすることを覚えておきましょう
Remember to write your partners’ answers down and ask them to use the ‘chat’ box to spell words and phrases you don’t understand.
- 会話は録音したり、あとで聞き返したりできます
Remember you can record your conversations and listen to them again!

下記の項目が日本ではいくらくらいするか書いてください。続いて **Out There** 会話パートナーにその人の国ではいくらくらいなのか聞いてください。日本ではいくらくらいするかを教えてあげてください

Write how much these things cost in your country. Then ask your **Out There** conversation partners how much these items cost in their country. Tell them how much they cost in your country.

Ready?

Item	How much in your country	Your partners
a DVD		
a litre of milk		
a 10-minute journey by bus or tram		



Task Sheet 6 (continued)

Item	How much in your country	Your partners
a phone card		
a T-shirt		
a pair of jeans		
a newspaper		
a cup of coffee in a café		
a packet of cigarettes		
a bar of chocolate		

Answer Key

Task Sheet 1

1. f; 2. c; 3. a; 4. h; 5. i; 6. j; 7. d; 8. e; 9. g; 10. b

Task Sheet 2

bookshop; toy shop; baker's; post office; supermarket; newsagent's; jeweller's; music shop; chemist's; greengrocer's; butcher's

Task Sheet 2

1. stamps; 2. a packet of aspirin; 3. a kilo of bananas; 4. a packet of washing powder;
5. a pair of earrings; 6. a guidebook; 7. a doll; 8. a CD; 9. a loaf of bread; 10. a phone card

Task Sheet 3

1. 2nd; 2. 2nd; 3. 3rd; 4. Basement; 5. Ground; 6. 1st; 7. 4th; 8. Ground; 9. Ground; 10. Ground;

Task Sheet 4

Shop assistant:

Can I help you? Please enter your pin number. Would you like a bag?

Remove your card please. Anything else? Here's your receipt

Customer:

Can I try it on please? It's too big. Is there a smaller size? I'll take it. No, that's all, thanks. How much is it? I'm looking for some sandals

Task Sheet 5

1.

Can I help you?

Yes, I'm looking for a skirt.

We've got some nice ones over there

OK - where are the changing rooms?

Just over there on the left

..is it OK?

Yes, it's fine. I'll take it - how much is it?

That's £45.99

Can I pay by card?

Certainly, enter your pin number, please.

Would you like a bag?

Yes, please

2.

a. it; b. them; c. it; d. them; e. them; f. it; g. them

3

1. can; 2. try; 3. changing; 4. is; 5. too, size; 6. here; 8. take; 10. much; 11. pin;

12. card, receipt; 15. thank

One to One

Level 2	Topic	Aim	Language Focus	Skills
Lesson 10	Планы на будущее Making plans	Обсудить планы на будущее	'Going to'	Слушание, чтение и устная речь

Teacher guides learner

1. Подумайте о своих планах на сегодня и на выходные. Попробуйте поговорить об этом по-английски.
Think about the things you plan to do today and at the weekend. Can you talk about them in English?
2. Обратитесь к Заданию 1. Вы будете учиться употреблять 'going to' в разговоре о планах на будущее.
Look at Task Sheet 1. You are going to learn to use 'going to' to talk about future plans.
3. Обратитесь к Заданию 2. Вы будете тренироваться говорить о планах на будущее.
Look at Task Sheet 2. You are going to practise talking about future plans.
4. Теперь приступайте к заданию *Out There*.
Now go to the *Out There* task.

Out There

Обсудите свои планы на будущее с вашим собеседником *Out There*.
Talk about your future plans with your *Out There* conversation partner.

Спросите вашего собеседника *Out There* о его планах на будущее.
Ask your *Out There* conversation partner about their future plans.

Task Sheet 1

Exercise 1

Планы на будущее.
Making plans.



Подберите приведенные ниже глаголы к картинкам.
Match the verbs below to the pictures.

go for a meal listen to music play a computer game go on a plane go skiing
go to the cinema read a book get married go shopping send a text

a.	f.
b.	g.
c.	h.
d.	i.
e.	j.

Проверьте свои ответы по ключу.
Check your answers in the Answer Key.

Exercise 2

Grammar note

We use 'be going to + verb' to talk about plans we have made e.g. *I am going to go to the cinema tonight.*
Would you like to come?

Посмотрите на картинки в Упражнении 1 еще раз. Которые из дел вы собираетесь сделать сегодня?
Напишите в виде предложений.
Look at the pictures in Exercise 1 again. Which things are you going to do today? Write sentences.

Task Sheet 1 (continued)

Example: I am going to read a book.

- 1 _____
- 2 _____
- 3 _____

Exercise 3

Карлос – студент. Он уехал в Южную Африку. Он послал письмо своему другу Луису, чтобы сказать, что он планирует делать, чтобы за время своего отсутствия совершенствоваться в английском. Послушайте, как его друг читает это письмо, и составьте список планов Карлоса.

Carlos is a student who has moved to South Africa. He has sent a letter to his friend Luis explaining what he is planning to do to improve his English while he is away. Listen to his friend reading the letter and make a list of the things Carlos plans to do.

Example: He's going to visit the local university.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Теперь прочитайте письмо и проверьте свои ответы по ключу.
Now read the letter in the Answer Key to check your answers.

Task Sheet 2

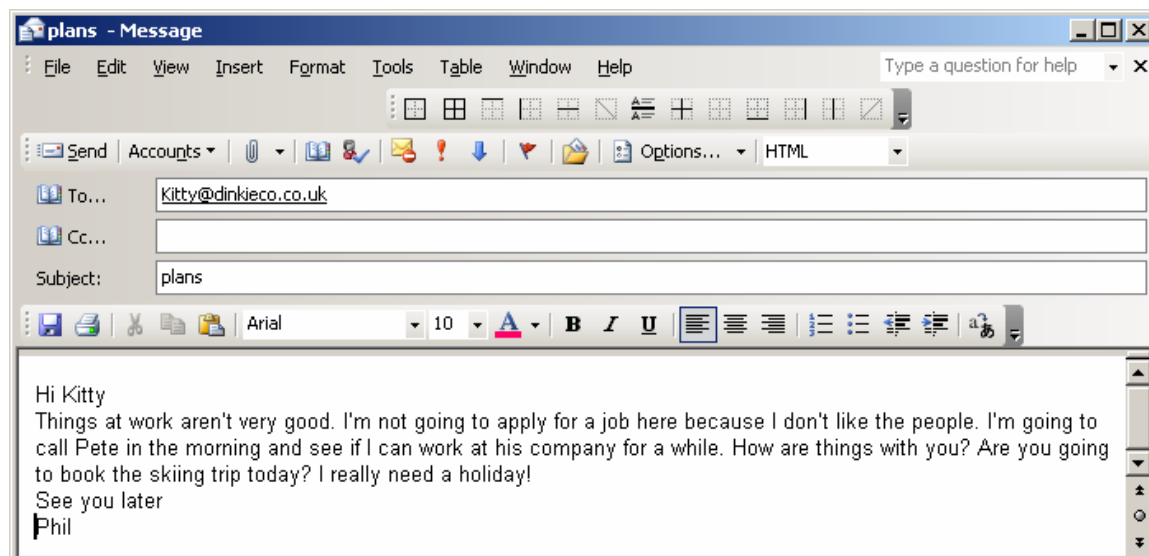
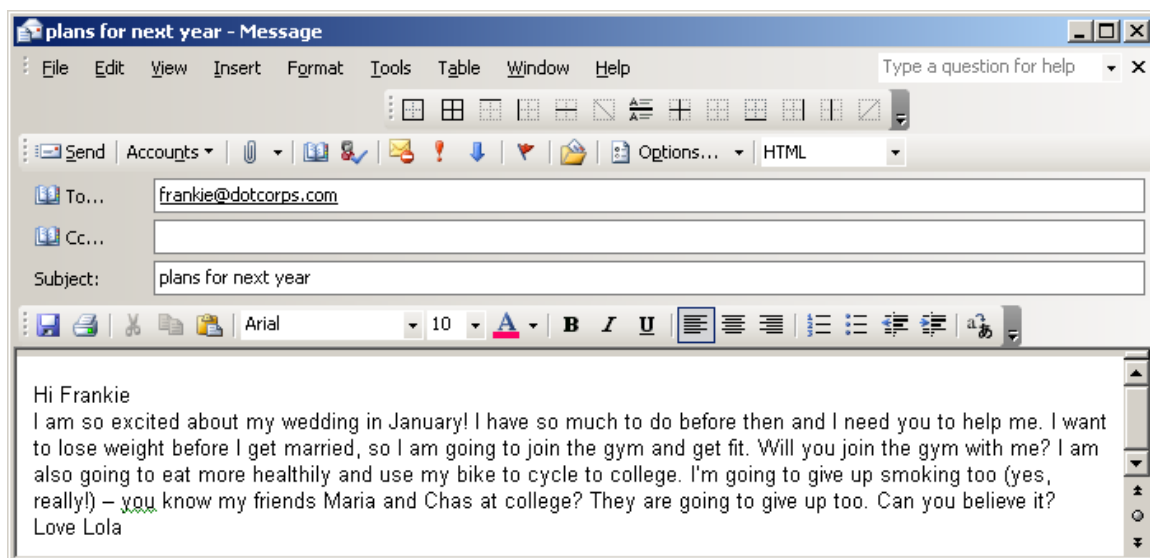
Exercise 4

Разговор о планах на будущее.

Talking about your plans for the future.

Прочтите электронные письма о планах на будущее и пометьте высказывания как Истинные [T] или Ложные [F].

Read the emails about future plans and mark the statements True [T] or False [F].



1. Frankie is going to get married.
2. Lola wants to get fit.
3. Maria and Chas smoke.
4. Lola is going to give up smoking.
5. Lola works at a cycle shop.
6. Phil enjoys his job.
7. Phil would like a different job.
8. Pete is skiing.
9. Phil wants Kitty to book a holiday.
10. Phil doesn't get along with Pete.

Проверьте свои ответы по ключу.

Check your answers in the key.

Task Sheet 2 (continued)

Exercise 5

Закончите предложения, вставив глаголы из рамки в правильной форме.
Complete the sentences with the correct form of the verbs in the box.

lose weight	have a baby	move house	give up smoking
improve your English	go	go to the cinema	have my hair cut

1. We're *going to go to the cinema* this evening to watch the new James Bond film.
2. My sister _____! I can't wait to be an uncle.
3. I'm _____ this summer. I don't fit into my bikini.
4. Where _____ for your next holiday?
5. How _____ this summer? Are you going to spend some time in an English-speaking country?
6. He's _____ in the autumn. He has a new job and it is too far to travel from here.
7. I'm _____ at 3.00pm. It's too long.
8. John is _____ because it's expensive and unhealthy.

Прослушайте и проверьте свои ответы.
Listen and check your answers.

Какие у вас планы на будущее? Напишите вкратце. Объясните, почему вы планируете это.
What plans do you have for the future? Write notes. Can you explain your reasons for the plans?

Вы будете говорить о своих планах на будущее с вашими собеседниками *Out There*.
You are going to talk about your future plans with your *Out There* conversation partners.

Подумайте над следующими вопросами:
Think about these questions:

1. What are you going to do today?
2. What are you going to do this weekend?
3. What are you going to do before the end of this year?

Продумайте следующие темы:
Think about these topics:

Work, study, enjoying yourself, holidays, travel, your appearance, money, your family, your health

Well done, you have now finished the preparation for the speaking practice task.

Task Sheet 3

Out There Task

Вы будете говорить о своих планах на будущее с вашим собеседником *Out There*. Подумайте над тем, какие у вас планы на сегодня и какие планы вы имеете на будущее вообще, а также о том, почему вы планируете это.

You are going to talk about your future plans with your *Out There* conversation partner. Think about the plans you have for today and plans you have for the future in general. Also think about the reasons why you have these plans.

Прежде чем начать разговор со своими собеседниками *Out There*: Before you call your *Out There* conversation partners:

1. Внимательно прочитайте задание.
Read the task carefully.
2. Вы его понимаете? Если нет, прочитайте еще раз.
Do you understand it? If you do not, read it again.
3. Готовы ли вы начать разговор?
Are you ready to call your partners?
4. Обратитесь к собеседнику и представьтесь:
“Hi, my name is [вставьте свое имя], I’m learning English, can I talk to you about future plans?
Call and introduce yourself:
“Hi, my name is [insert your name here], I’m learning English, can I talk to you about future plans?
5. Скажите «thank you»... и начинайте задание.
Say ‘thank you’... and begin the task.
6. Не забудьте записать ответы ваших партнеров и попросите их воспользоваться «разговорной» графой, чтобы написать спеллинг слов, которые вы не понимаете.
Remember to write your partners’ answers down and ask them to use the ‘chat’ box to spell words and phrases you don’t understand.
7. Не забывайте, что вы можете сделать аудиозапись ваших разговоров и прослушать их снова!
Remember you can record your conversations and listen to them again!

Подумайте над следующими вопросами: Think about these questions:

What are you going to do today?

What are you going to do this weekend?

What are you going to do before the end of this year?

Продумайте следующие темы: Think about these topics:

work, study, enjoying yourself, holidays, travel, your appearance, money, your family

Task Sheet 3 (continued)

Ready?

Расскажите вашему собеседнику о своих планах на будущее.
Tell your conversation partner about your future plans.

Попросите вашего собеседника *Out There* поделиться с вами своими планами на будущее.
Воспользуйтесь вопросами и темами из Упражнения 5.
Ask your *Out There* conversation partner to tell you about any plans they have for the future. Use the questions and topics in Exercise 5 to help you.

Попросите вашего собеседника объяснить вам слова, которые вы не понимаете.
Ask your partner to explain any words you don't understand.

Похожи ли ваши планы?
Are your plans similar?

New words and expressions:

Answer Key

1. a) get married; b) go to the cinema; c) read a book; d) listen to music; e) go for a meal; f) go skiing; g) go on a plane; h) send a text; i) play a computer game; j) go shopping

3.

Dear Luis,

How are you? How are the lessons going? I arrived in Cape Town a couple of weeks ago and it's fantastic. It's such a beautiful city! I'm living in a small flat near the harbour. From the balcony I have a view of the sea and from the kitchen window I can see Table Mountain.

You know that I came here to continue my English studies. I haven't started any courses yet but tomorrow [I'm going to visit the local university](#) to see if it offers any part-time English courses. I'm also [going to try to get a part-time job in a café or restaurant](#) because then I can speak English a lot more. [I'm going to listen to the radio a lot](#) because I still find listening to English quite difficult.

I'm going to read too. [I'm going to read a newspaper every day](#) and [I'm also going to buy some novels and read them in English](#). Do you know any good English novels? [I'm also going to write a weblog in English](#) – that's a good way to practise my written English. I hope you're going to read it on the internet!

Hope to hear from you soon,

Carlos

4. 1. F; 2. T; 3. T; 4. T; 5. F; 6. F; 7. T; 8. F; 9. T; 10. F

5. 1. We're going to go to the cinema this evening to watch the new James Bond film.
 2. My sister is going to have a baby! I can't wait to be an uncle.
 3. I'm going to lose weight this summer. I don't fit into my bikini.
 4. Where are you going to go for your next holiday?
 5. How are you going to improve your English this summer? Are you going to spend some time in an English-speaking country?
 6. He's going to move house in the autumn. He has a new job and it is too far to travel from here.
 7. I'm going to have my hair cut at 3.00pm. It's too long.
 8. John is going to give up smoking because it's expensive and unhealthy.

One to One

Level 3	Topic	Aim	Language Focus	Skills
Lesson 19	Inventions	To discuss great inventions	Passive voice	Reading, speaking, listening

Teacher guides learner

1. Task Sheet 1: Match the words and dates to make statements about famous inventions following the example given.
2. Task Sheet 2: Rearrange the order of the sentences to put the emphasis on the place and time.
3. Task Sheet 3: Change the order of the sentences so that the object is at the beginning of the sentence. Use the verb *be* in the correct tense, i.e. is/are = present; was/were = past.
4. There is a description of the process of making bread written in the passive voice. Put it in the right order and change the verbs into the passive voice.

Out There

Talk to your *Out There* conversation partners and explain a process using the passive voice. Answer any questions they might have about the process.

Task Sheet 1

Exercise 1

Using the words in the first box and the dates in the second box, complete the following statements. The first has been completed for you.

the internet	the thermometer	x-rays	the first moving television picture	the aeroplane
	Coca Cola	the ballpoint pen	the telegraph	the telephone

1991	1724	1840	1903	1935	1895	1896	1876	1924
------	------	------	------	------	------	------	------	------

1	The aeroplane	was invented by the Wright brothers	in 1903
2		was invented by Gabriel Fahrenheit	in
3		was invented by Samuel Morse	in
4		was developed by Cerf, Kahn, Berners-Lee and Andreesen	in
5		was invented by Alexander Graham Bell	in
6		were discovered by Roentgen	in
7		was invented by the Hungarian Laszlo Biro	in
8		was invented by Dr John Pemberton	in
9		was sent by John Logie Baird	in

Look at the grammar in the example sentence:

The aeroplane was invented by the Wright brothers in 1903.

What is the most important thing in this sentence; the aeroplane or the Wright brothers?

Answer: the aeroplane.

We know it is important because it is at the beginning of the sentence. In English, when something is important, we always put it at the beginning of the sentence.

Task Sheet 2

This is an example of a normal sentence:

Richard	listens to	music	in his car	when he drives to work.
subject	verb	object	place	time

Richard is the most important thing in this sentence because he is at the beginning of the sentence.

We could also make the time the most important thing by putting it at the front of the sentence and adding a comma, like this:

When he drives to work	Richard	listens to	music	in his car
time	subject	verb	object	place

We could also make the place the most important thing by putting it at the front of the sentence and adding a comma, like this:

In his car,	Richard	listens to	music	when he drives to work.
place	subject	verb	object	time

Exercise 2

Make the place or the time the most important thing in the following sentences (don't forget to add a comma):

1. Maria buys a chicken in the market every Sunday. (place)
2. John spends over a hundred dollars in the casinos every time he goes to Las Vegas. (time)
3. Ricardo has never used a computer at home up to now. (place)
4. Lucy takes the bus to the centre of town after work (time)
5. Russell had a party in his house last week. (place)
6. Claire reads a book in bed each night. (time)

The way to make the object the most important thing in the sentence is by moving it to the front of the sentence and by changing the grammar. Look at the example below for the structure.

<i>The Wright brothers</i>	<i>invented</i>	<i>the aeroplane</i>	<i>in 1903.</i>
subject	verb	object	time

This sentence is in the past and the subject is at the beginning.

<i>The aeroplane</i>	<i>was</i>	<i>invented</i>	<i>by the Wright brothers</i>	<i>in 1903.</i>
object	be	verb	subject	time

Now the sentence is still in the past but the object is at the beginning. This is called the passive voice.

Task Sheet 3

Exercise 3

Try changing these sentences so that the object is at the beginning of the sentence. Use the verb 'be' in the correct tense, i.e. is/are = present; was/were = past:

1. The factory workers made the car in one day.
2. John paints the house every summer.
3. The baker cooked the bread in an oven.
4. The cleaning service cleans the houses every Friday.
5. The director closed the school early.
6. The pilot flies the planes at over 1,000 kph.

For some of these sentences it isn't always necessary to say how the subject is. In the first sentence, it is obvious that cars are made by factory workers so it isn't necessary to say it. In the second sentence, it would be sensible to include John because he is important. It is your choice to include the subject or not when you use the passive voice.

Exercise 4

Below is a description of the process of making bread. Put it in the right order and change the verbs into the passive voice:

1. The wheat (cut down) and (dry).
2. The dough (bake) in the oven to make bread.
3. The wheat seeds (plant) in the fields.
4. The wheat (grow) to full size.
5. The flour (use) to make dough.
6. The dried wheat (grind) into flour.

Well done! You have now finished the preparation for the speaking practice task.

Task Sheet 4

Out There

Write down a process you know well using the passive voice and then try to explain it to your conversation partners.

Before you call your *Out There* conversation partners:

1. Read the task again.
2. Do you understand it? If you do not, read it again.
3. Are you ready to call your partners?
4. Call and introduce yourself:
"Hi, my name is (insert your name here), I'm learning English. Can I ask you some questions about (insert topic)?"
5. Say 'thank you' and begin the task.
6. Remember to write your partners' answers down. Ask them to use the chat box to spell words and phrases you don't understand.

Ready?

Pick one of the processes below and write it down carefully from start to finish in detail. Choose a process that you think you know very well and you can easily describe. Remember to describe the process all the way from the beginning to the end.

- How to make a car.
- How to cook a pizza.
- How to make a shirt.
- How to make a film.
- How to make a cocktail.

Ready?

Now talk to your *Out There* conversation partners. Tell them you are going to describe a process. Describe the process. Be prepared to answer any of the questions they might have.

Now do another one.

Answer Key

1. 1: The aeroplane was invented by the Wright Brothers in 1903.
2: The thermometer was invented by Gabriel Fahrenheit in 1724.
3: The telegraph was invented by Samuel Morse in 1840.
4: The internet was developed by Cerf, Kahn, Berners-Lee and Andreessen in 1991.
5: The telephone was invented by Alexander Graham Bell in 1876.
6: X-rays were discovered by W.K. Von Roentgen in 1895.
7: The ballpoint pen was invented by the Laszlo Biro in 1935.
8: Coca Cola was invented by Dr John Pemberton in 1896.
9: The first moving television picture was sent by John Logie Baird in 1924.

2. In the market, Maria buys a chicken every Sunday.
Every time he goes to Las Vegas, John spends over a hundred dollars in the casinos.
At home, Ricardo has never used a computer up to now.
After work, Lucy takes the bus to the centre of town.
In his house, Russell had a party last week.
Each night, Claire reads a book in bed.

3. The car was made in one day (by the factory workers).
The house is painted every summer (by John).
The bread was cooked in an oven (by the baker).
The houses are cleaned every Friday (by the cleaning service).
The school was closed early (by the director).
The planes are flown at over 1,000 kmh (by the pilot).

4. The wheat seeds are planted in the fields.
The wheat is grown to full size.
The wheat is cut down and dried.
The dried wheat is ground into flour.
The flour is used to make dough.
The dough is baked in the oven to make bread.

One to One

Level 4	Topic	Aim	Language Focus	Skills
Lesson 14	What had happened?	To tell stories, using past tenses	Past perfect versus past simple	Speaking, reading and writing stories

Teacher guides learner

1. Task Sheet 1. Exercise 1. Read the four paragraphs (a, b, c, d), and put them in the correct order.
2. Exercise 2. Now look at the four news story headlines below and choose which one best fits the story.
3. Exercise 3. Answer the questions about the news story.
4. Task Sheet 2. Exercise 4. What's the difference between the sentences? Match sentences a–c with 1–3.
5. Exercise 5. Now match sentences a–c with the three diagrams below, 1–3.
6. Exercise 6. Complete the verb table, inserting the 'past' and 'past participle' forms of the verbs.
7. Exercise 7. Put the verbs in brackets in the past simple or past perfect.
8. Now go to the *Out There* Task Sheet.

Out There

You are going to tell some stories to your conversation partners using past tenses, and ask them to do the same.

Task Sheet 1

Exercise 1

Read the four paragraphs (a, b, c, d), and put them in the correct order (1, 2, 3, 4).

- a. The Daily Mail reports the spider ended up at Bristol Zoo where expert, Warren Spencer, identified it. He said: "They are potentially fatal to everyone from the cradle to the grave but different people react differently. My guess is that it came from Central America – it's certainly not from around here".
- b. She said: "I went to tell the greengrocer that he should check his bananas more carefully in the future. It wasn't very pleasant to think I had been rummaging about in that bag twice not knowing it was there."
- c. A Dorset woman found a poisonous black widow spider in a bunch of bananas. It was the size of a 50 pence piece and had the tell-tale triangular red markings on its abdomen. She had eaten two of the bananas before spotting the spider but then used a spoon to push it into a plastic container.
- d. A bite can cause a severe reaction and can be fatal in some circumstances. Vicki Bell, from Weymouth, contacted the police and then the RSPCA who sent an inspector to collect it.

1. ____ 2. ____ 3. ____ 4. ____

Exercise 2

Now look at the four news story headlines below and choose which one best fits the story.

- A. Woman bitten by deadly spider
- B. Woman finds deadly spider in bananas
- C. Deadly spider on display at Bristol zoo
- D. Bananas are a good source of food for deadly spiders

Exercise 3

Answer the following questions about the news story.

1. Where was the spider found?
2. What happens to the victim of a black widow bite?
3. What did Vicki Bell do when she spotted it?
4. What did she tell the greengrocer?
5. Where is the spider now?
6. What different verb tenses can you find in the text? Write down examples:
 -
 -
 -
7. When is the past perfect tense used? Choose a correct answer.
 - a. when an action happened in the past and is not finished
 - b. when one action happened before another action in the past
 - c. when something happened a long time ago

Task Sheet 2

Exercise 4

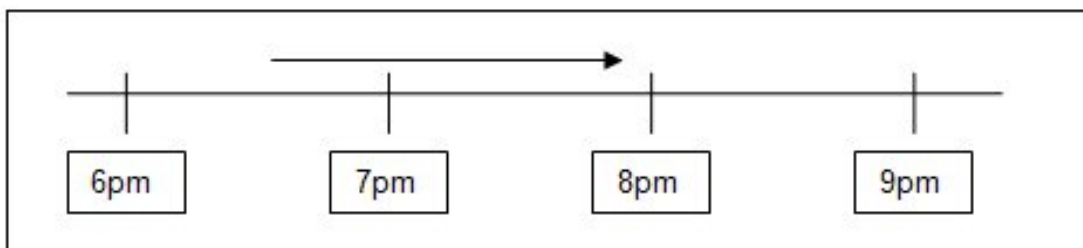
What's the difference between these sentences? Match sentences a–c with 1–3.

- When John arrived home at 8pm Rachel cooked dinner.
 - When John arrived home at 8pm Rachel had cooked dinner.
 - When John arrived home at 8pm Rachel was cooking dinner.
- Rachel started cooking dinner before John arrived home but hadn't finished when he arrived home.
 - Rachel started cooking dinner after John arrived home.
 - Rachel started and finished cooking dinner before John arrived home.

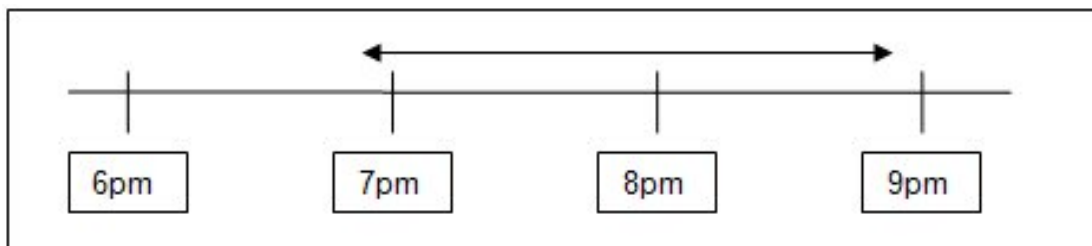
Exercise 5

Now match sentences a–c with the three diagrams below, 1–3.

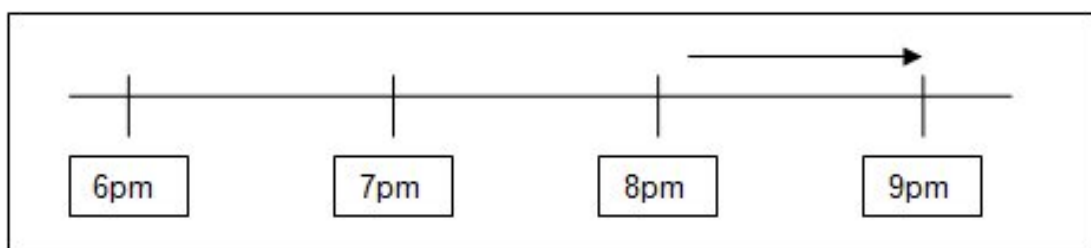
1.



2.



3.



Task Sheet 2 (continued)

Past perfect

Form of past perfect

had + past participle

eg. I lost my wallet. I didn't have any money.

*I didn't have any money because I **had lost** my wallet.*

Exercise 6

Complete this verb table, inserting the past and participle forms of the verbs.

Infinitive	Past	Past participle
feel		
ring		
come		
forget		
know		
leave		
arrive		
destroy		
lend		
be		
invest		
think		
hear		
put		
start		

Task Sheet 3

Exercise 7

Put the verbs in brackets in the past simple or past perfect.

e.g. As soon as I _____ (finish) eating breakfast the phone _____ (ring).
*As soon as I **had finished** eating breakfast the phone **rang**.*

1. I (feel) _____ embarrassed that I (make) _____ such a stupid mistake.
2. Nobody (come) _____ to the party because Veronica (forget) _____ to tell anyone about it
3. I (know) _____ that I _____ (leave) my keys on the table.
4. Before the police (arrive) _____ the suspect (destroy) _____ all the evidence.
5. He couldn't find the CD that I (lend) _____ him.
6. We (be) _____ pleased we (not invest) _____ our money in that company.
7. They (think) _____ he (leave) _____ earlier.
8. It was a film that I (never hear) _____ of.
9. She (be) _____ not sure, where she (put) _____ her passport.
10. When I (arrive) _____ the film (already start) _____ .

Well done! You have now finished the preparation for the speaking practice task.

Task Sheet 4

Out there Task

Tell your *Out There* conversation partners about situations you write below. Write down their answers and ask them to spell any words you don't know. Also, remember to record your conversations and listen to them again later.

Before you call your *Out There* conversation partners:

1. Read the task again.
2. Do you understand it? If you do not, read it again.
3. Are you ready to call your partners?
4. Call and introduce yourself:
"Hi, my name is (insert your name here), I'm learning English. Can I ask you some questions please?"
5. Say 'thank you'... and begin the task.
6. Remember to write your partners' answers down and ask them to use the chat box to spell words and phrases you don't understand.

Ready?

Think of some scary situations in your life such as an accident, or maybe you lost something valuable or important to you.

Write down three situations. Can you remember what happened before these situations. For example:

Situation: My father and I almost drowned in the sea.

What happened before? I told him we shouldn't go in the sea because it was dangerous.

My father and I almost drowned in the sea. Before we went in the sea I had told him that we shouldn't go in because it was dangerous.

Now you try.

Situation 1:

What happened before?

Situation 2

What happened before?

Situation 3

What happened before?

Now call your *Out There* conversation partners and tell them your stories.

Ask your conversation partner to tell you some stories about their lives. Note down the past perfect phrases they use.

Answer Key

Task Sheet 1

1.c, 2.d, 3.b, 4.a

1.

A Dorset woman found a poisonous **black widow** spider in a bunch of bananas. It was the size of a 50 pence piece and had the tell-tale triangular red markings on its abdomen. She had eaten two of the bananas before spotting the spider but then used a spoon to push it into a plastic container.

A bite can cause a severe reaction and can be fatal in some circumstances. Vicki Bell, from Weymouth, contacted the police and then the RSPCA who sent an inspector to collect it.

She said: "I went to tell the greengrocer that he should check his bananas more carefully in the future. It wasn't very pleasant to think I had been rummaging about in that bag twice not knowing it was there."

The Daily Mail reports the spider ended up at Bristol Zoo where expert, Warren Spencer, identified it. He said: "They are potentially fatal to everyone from the cradle to the grave but different people react differently. My guess is that it came from Central America; it's certainly not from around here".

2. B. Woman finds deadly spider in bananas.

3. 1. The spider was found in a bunch of bananas.

2. A bite can cause a severe reaction and can be fatal in some circumstances.

3. She used a spoon to push the spider into a plastic container.

4. She told the green grocer that he should check his bananas more carefully.

5. The spider is in Bristol zoo.

6. What different past tenses can you find in the text? Write down examples:

Past simple – *A Dorset woman **found** a poisonous black widow spider in a bunch of bananas.*

Past perfect – *She **had eaten** two of the bananas ...*

Past Perfect Continuous – *... I **had been rummaging** about in that bag ...*

7. b. when one action happened before another action in the past.

Task Sheet 2

4. a. 2; b. 3; c. 1

5. 1. b; 2. c; 3. a

Answer Key (continued)

6.

Infinitive	Past	Past participle
feel	felt	felt
ring	rang	rung
come	came	come
forget	forgot	forgotten
know	knew	known
leave	left	left
arrive	arrived	arrived
destroy	destroyed	destroyed
lend	lent	lent
be	was/were	been
invest	invested	invested
think	thought	thought
hear	heard	heard
put	put	put
start	started	started

- 7.
1. I felt embarrassed that I had made such a stupid mistake.
 2. Nobody came to the party because Veronica had forgotten to tell anyone about it
 3. I knew that had left my keys on the table.
 4. Before the police arrived the suspect destroyed all the evidence.
 5. He couldn't find the CD that I had lent him.
 6. We were pleased we hadn't invested our money in that company.
 7. They thought he had left earlier.
 8. It was a film that I had never heard of.
 9. She wasn't not sure where she had put her passport.
 10. When I arrived the film had already started .

One to One

Level 5	Topic	Aim	Language Focus	Skills
Lesson 19	Men and women at home	To enable the students to discuss the roles of men and women at home	<i>Make and do</i>	Reading, speaking, listening

Teacher guides learner

1. Task Sheet 1. Read the sentences about men and women in the house, and decide if they are true or false. Then read the text to find the answers. Check the answers in the key.
2. Task Sheet 2. Look for the vocabulary on Task Sheet 2, and match the word with its definition. Complete the sentences with the words from the table. Check your answers in the key.
3. Task Sheet 3. Complete the story using the correct form of "make" or "do". Decide which of the nouns in the list go with "make" and which with "do". Check your answers in the key.
4. Task Sheet 4. Preparation for the *Out There* conversation. Read the three jokes. Do you think they are funny? Read the statements about men and women. Which ones do you agree with? If you disagree, think why.

Out There

Prepare to tell your *Out There* conversation partner what you think, and prepare questions to ask them about their opinions and experience of the roles of men and women in the home.

Task Sheet 1

Housework (after money) is the most common cause of argument between married couples. Do you think these sentences are true or false?

1. The more money a woman earns, the less work she does in the house.
2. On average women do about twice as much housework as men.
3. Men help a lot more in the house when their partners have full-time jobs, too.
4. If people have modern household machines, they work less in the house.
5. Women who left school earlier don't do as much housework as women who have been to university.
6. Young women don't do as much housework as older women.
7. Men prefer to do the less usual jobs in the house.
8. Some people think housework can be enjoyable.
9. Women care less about the appearance of their houses than men.
10. Richer women often pay cleaners to do the housework.

Now read the text and see if your predictions were correct.

Task Sheet 1 (continued)

Men still leave the housework to women

Jeevan Vasagar
Friday July 6, 2001
The Guardian

Men pay lip service to equal rights in the home while letting women do three-quarters of the household chores, new research suggests. However, women who are career high-flyers do substantially less than women in lower-paid work, the study shows. Every £10,000 increase in a woman's annual income reduces the time she spends on chores every week by nearly two hours.

An Oxford University researcher, Man-yee Kan, discovered that women still did the bulk of the housework – on average more than 18 hours a week, compared with about six hours for the average man. The survey, of 2,000 couples, did not count childcare as housework, but looked at the division of labour in unpaid household work such as cooking, cleaning and grocery shopping. Ms Kan found that men were not much more inclined to pitch in around the home if their partners worked long hours.

The factors which did make a difference were the woman's earning power, how educated she was, and how young. This was because a higher income gave a woman more bargaining power in the family, according to Ms Kan. Being able to buy more household goods did not make a difference, she said. "Most of the studies since the introduction of new technology have found that machines don't help to reduce workload. If you raise efficiency, you raise people's expectations. If you have a washing machine, you wash more often rather than once a week."

However, educated women tended to do less housework than women who had left school at 16, the study showed. Working women with degrees spent about two hours less on chores than working women in households where both partners had only O levels or CSEs. Ms Kan suggested this was because better-educated women had a more egalitarian approach to how much of the housework their men ought to do. The same applied to younger couples.

Ms Kan, who presents her study at a conference at the Institute for Social and Economic Research, University of Essex, today, said: "Men are taking a much more egalitarian attitude, but it seems that women are still doing the lion's share of the housework. "The attitude has changed, but now we need to say to men – if you think this way, then go and do it."

Ms Kan said previous studies had showed that women tended to do the routine jobs around the house, such as ironing, while men opted for the non-routine work.

The writer Fay Weldon, in whose household the division of labour includes her husband taking out the rubbish while she cleans up the cat sick, said that such studies missed the fact that housework could be fun. "More women like doing housework than men. It's a nesting instinct. Some women don't and don't do any, but more men don't care what the house looks like. Women who are better off just employ other women to do the housework – the rich have to find the energy to earn more money. The idea is that housework is a terrible burden, but it is just something you do to make your house look nice."

Task Sheet 2

Vocabulary

Find these words or phrases in the text on Task Sheet 1, and match them to their meaning.

- | | |
|------------------------------------|---|
| 1. to pay lip service to something | a. to make someone think that things will be better in the future |
| 2. a chore | b. a natural feeling that you want to create a nice home |
| 3. a high-flyer | c. the amount of work you have to do |
| 4. the bulk of something | d. supporting equality |
| 5. to pitch in | e. a boring, unenjoyable job or task, often in the house |
| 6. your workload | f. a heavy responsibility |
| 7. to raise someone's expectations | g. a person who is ambitious and is likely to succeed (often in business or politics) |
| 8. egalitarian | h. to support something in words, but not in actions |
| 9. a nesting instinct | i. to start or join with other people, usually on a communal project |
| 10. a burden | j. the majority or bigger part of something |

Use the words or phrases to complete the following sentences

- We don't live in an _____ world. Rich countries get richer and poor countries get poorer.
- When I got my new flat, I felt a real _____, and every time I went into town I bought something new for it – cushions, pictures, a mirror
- He's _____ – I bet he'll be on the board of the company within two years.
- The old man was worried about becoming _____ to his family, so he decided to go to live in an old people's home, instead of with his daughter.
- John _____ feminism, but his wife does all the housework.
- I want to finish _____ my work today, so that I can take a half-day holiday tomorrow.
- I didn't think I'd ever finish painting the living room, but then a couple of friends _____, and we got it done by dinnertime.
- The children don't get any pocket money unless they help with the _____ like washing up and putting out the rubbish.
- Since the hospital reduced the number of nurses, everyone's _____ has increased.
- Salaries have gone up over the last 20 years, but we have all _____ and we expect a better lifestyle than we used to have.

Task Sheet 3

Do or make?

Put the verbs into the following text, in the correct tense or form.

The new house-husband

Tom had worked in the customer relations office of a department store for 20 years, and he was fed up with listening to customers 1) _____ complaints and asking for their money back. So one day he 2) _____ a decision. He went home and he said to his wife Dorothy "I 3) _____ my best to look after you and the family for all these years. Now it's your turn to go and 4) _____ some money. I want to stay at home and be a house-husband".

Dorothy was quite pleased, because she was tired of 5) _____ all the cooking and cleaning, and she was a trained teacher so she could go back to her career. Tom never 6) _____ anything in the house, so she thought it 7) _____ him good to try.

The following month, Dorothy went back to work. Tom got up early and 8) _____ a list of all the things he had to 9) _____. First of all he went to the supermarket and 10) _____ the shopping, but he didn't know what to get for dinner, so he 11) _____ a call to Dorothy to ask her. Luckily it was during her coffee break. Then he went home. He felt he 12) _____ enough for the morning, so he sat down to 13) _____ the crossword in the newspaper, and dropped off. He woke up at 2 o'clock in the afternoon. He was hungry, and he 14) _____ himself a cheese sandwich. He realised that his wife would soon be home, and he still had to 15) _____ the housework and 16) _____ dinner. He worked hard for two hours, and as his wife walked into the house, he was just setting the table for the meal.

"17) _____ the washing?" Dorothy asked.

"Yes," said Tom. "And I 18) _____ the beds and I 19) _____ the ironing and I 20) _____ a beef pie for dinner."

"You're a wonderful house-husband," said Dorothy. "And I had a great day at school!"

Which of these nouns go with "make" and which with "do"?

a noise	the washing	a complaint	a crossword
housework	the beds	the shopping	a plan
the chores	a mistake	a deal	a suggestion
an offer	a mess	an exercise	a comment
a cake	the ironing	a meal	the cooking
money	a living	your best	a person good
a list	a phone call	business	an appointment

Check your answers in the key.

Task Sheet 4

Three English jokes

Do you think they are funny or do you think they are sexist?

1. What is a man's idea of doing housework?
Lifting his leg so you can vacuum.
2. Little Johnny's pre-school class went on a field trip to the fire station. The fire fighter giving the presentation held up a smoke detector and asked the class: "Does anyone know what this is?" Johnny's hand shot up and the fire fighter called on him. Johnny replied: "That's how Mummy knows supper is ready!"
3. How do many men define marriage?
A very expensive way to get your laundry done for free.

Well done! You have now finished the preparation for the speaking practice task.

Task Sheet 5

Out There Task

Talk to your *Out There* conversation partners about the roles of man and women in the home.

Before you call your *Out There* conversation partners:

1. Read the task again.
2. Do you understand it? If you do not, read it again.
3. Are you ready to call your partners?
4. Call and introduce yourself:
"Hi, my name is (insert your name here). I'm learning English. Can I ask you some questions about the roles of men and women?"
5. Say 'thank you' . . . and begin the task.
6. Remember to write your partners' answers down and ask them to use the chat box to spell words and phrases you don't understand.

Ready?

What is your opinion about the following sentences?

1. Men are much better than women at practical jobs around the house.
2. Women are natural homemakers, but women don't care so much about their surroundings.
3. Women usually do the cooking, but in fact men are usually better at it. All the famous chefs are men.
4. Women are better at managing money than men.
5. Most men don't spend enough time with their children.
6. Women tend to watch more TV than men. Men spend more time on the internet.
7. The man should be the main breadwinner in the family. (breadwinner = the person who brings money into the house)
8. The woman should be the one who is responsible for keeping the house clean and tidy.
9. Both sons and daughters should be encouraged to learn how to cook, iron, clean the house, and so on.

What is the situation in your household and in general in your country? Has it changed over the last 20 years? Do you think it needs to change?

You are going to have a conversation with your partner about the roles of men and women, particularly in the home. Make questions to find out how things work in their household, and what their attitude is in general. You can use some of the statements above as starting points to find out their opinions.

If you like any of the jokes – or if you have jokes on the topic in your language – you could prepare to tell one to your conversation partner.

Answer Key

Task Sheet 1

1) T 2) F (three times as much) 3) F (they're not much more inclined to pitch in) 4) F (they just expect the house to be cleaner) 5) F (they do 2 hours more) 6) T 7) T 8) T 9) F (more men don't care what the house looks like) 10) T

Task Sheet 2

1h 2e 3g 4j 5i 6c 7a 8d 9b 10f

1) egalitarian 2) nesting instinct 3) a high-flyer 4) a burden 5) pays lip service to 6) the bulk of 7) pitched in 8) chores 9) workload 10) raised our expectations

Task Sheet 3

1) making 2) made 3) 've done 4) make 5) doing 6) did 7) would do 8) made 9) do
10) did 11) made 12) had done 13) do 14) made 15) do 16) make 17) have you done
18) 've made (made is also possible) 19) 've done (or did) 20) 've made

make	do
a noise	the washing
a deal	the shopping housework
a complaint	the chores
a plan	an exercise
the beds	the ironing
a mistake	your best
a meal	business
a suggestion	the cooking
an offer	a person good
a mess	a crossword
a comment	
money	
a living	
a list	
a phone call	
an appointment	
a cake	

One to One

Level 6	Topic	Aim	Language Focus	Skills
Lesson 12	Animal instincts	To discuss opinions on animal instincts, especially at work	Vocabulary from the article	Reading, writing, speaking, listening

Teacher guides learner

1. Look at **Task Sheet 1**. Think about the topic of animal instincts and match some key vocabulary to their meanings before you read an article on the subject.
2. Now look at **Task Sheet 2**. Read the article to see how many of your predictions about the content were correct, and check your understanding by answering some true/false questions.
3. Prepare your *Out There* exercise. Plan some questions to ask your conversation partner about attitudes to animal instincts.

Out There

Ask your *Out There* English conversation partners your questions on animal instincts and note down their answers.

Task Sheet 1

Pre-reading

You are going to read an article about animal instincts. Before you read, think about how much of our behaviour is based on instinct. Make notes below about what you think are good and bad instincts, and then decide whether these instincts are mainly human, or mainly animal.

good instincts	bad instincts	human?	animal?

Now think about these questions:

1. What similarities do you think there are between humans and animals?
2. Can you think of ways in which people act like animals in the workplace?
3. What can we learn from studying animals?

Key words

Now have a look at these key words from the article. First, match each word with its meaning, and then try to anticipate how they are connected with the title of the article.

Word	Meaning
1. predator	a. cruel, not considering other people's feelings
2. kleptocracy	b. people who don't believe something is true
3. gene	c. situation where lots of people claim money for damage, injury or death
4. ruthless	d. an animal that kills and eats other animals
5. advocating	e. a system, country or company run by thieves
6. sceptics	f. helping members of your family to get a job or promotion
7. liability nightmare	g. unit in a cell, inherited from our parents, controlling the way we develop
8. nepotism	h. strongly supporting

Now, look at **Task Sheet 2**. Read the article, see how those words were connected, and check whether it mentions any of your ideas.

Task Sheet 2

Animal instincts

Almost everyone is ambitious and wants to get ahead. But what's the best way to do it? Darwinism suggests that only the strongest survive. So, should we try to become the most aggressive predator? Or does nature teach us to be more subtle and sophisticated?

I believe nature built us to be nice. Doing favours, sharing food, making your colleagues feel good with kind words and hot gossip, building relationships - these aren't just our best tools for getting ahead, they also come from the natural world. The stereotypical Darwinian aggressor supposedly thinks only about accumulating resources. But highly effective apes know it's often smarter to give them away.

That doesn't mean it's all peaceful in nature. There is plenty of conflict and fighting for power. But by understanding how other species manage the tricky balance between conflict and cooperation, we can become more effective at work.

The trouble is, not everyone thinks this way. In the US, we had a kleptocracy called Enron where executives built a culture based on stealing from grandmothers - and they justified it with one of the most misinterpreted ideas in modern science.

Enron's chief executive was Jeff Skilling, and his favourite book was *The Selfish Gene*, in which Oxford biologist Richard Dawkins argues that we are a product of our genes, and that these genes have survived by being as ruthless as Chicago gangsters.

Dawkins simply meant that the main purpose of a gene is to get as many copies of itself as possible into the next generation, in whatever way it can. He has protested ever since that he never meant to suggest that selfish behaviour was the best way to do that.

But Enron executives were delighted with the idea of our innate selfishness. To be fair, plenty of other writers also seemed to be advocating selfish behaviour. Economist Milton Friedman was famous for declaring that the "social responsibility of business is to increase its profits".

But Skilling interpreted Darwinian to mean that selfishness was basically good, even for the victims, because it weeded out the losers and forced the survivors to become strong.

Well, here's where Skilling went wrong. Genes may be selfish. But people have evolved to be social. And these days, the Darwinian view includes an understanding that cooperation and even unselfishness are part of our genetic heritage.

It's true: you can get ahead in the short-term by being cruel, but groups have a habit of punishing openly selfish or anti-social behaviour. Most of us realize quite soon that we are more likely to succeed over the long term when we learn to control our violent egos and play along with the group.

And yes, there are still executives and managers who build careers on the motto: "Never apologise, never explain." But apologies are serious business. Managers wouldn't have to spend 42% of their time resolving workplace disputes if their fellow workers understood the natural healing power of the words "I'm sorry". An apology can also miraculously transform a client's hostility into honey.

For instance, there's a hospital in Kentucky that has a policy of admitting medical errors, apologising for them, and initiating a claim - even when the family itself doesn't know that a patient's death was due to medical error. Sceptics predicted that this kind of "extreme honesty" would be a liability nightmare. But legal costs at that hospital are now among the lowest in the system.

Task Sheet 2 (continued)

Something else that has a bad name in the corporate jungle is nepotism. Among baboons and vervet monkeys, nepotism comes naturally. High-ranking elders routinely interfere at playtime to ensure that Baby Baboon and Little Vervet get their way.

So the new generation grows up secure in the knowledge that they will be looked after, and the monkey dynasty gets passed from one generation to the next.

And what's wrong with a little nepotism? Everybody does it. Any monkey would understand why Rupert Murdoch gave his kids top jobs at the company he built. Nepotism evolved partly because it's a shortcut to trust and cooperation. And it may still work. A study in the *Journal of Finance* found that family-controlled public companies perform significantly better than non-family companies.

Were any of your ideas mentioned in the article?

General understanding

Now, decide whether the following statements are true or false, according to the text. If they are false, say why:

1. Most people think animals are only concerned with themselves.
2. Some wild animals can be generous.
3. Richard Dawkins suggested that the company 'Enron' should steal from grandmothers.
4. Dawkins thought that genes are programmed to reproduce themselves.
5. He was not alone in his ideas.
6. The writer thinks that people are basically selfish.
7. You can get ahead forever by being nasty.
8. The Kentucky hospital's policy of apologising was very expensive.
9. Adult baboons often help their children.
10. Helping your relatives get jobs is always a bad thing.

Conversation Preparation

Prepare your *Out There* exercise. Plan some questions to ask your conversation partners about attitudes to animal instincts, particularly in relation to selfishness at work. Feel free to talk about any of the ideas in the article, or to use these prompts to help you, if you like:

I'd like to ask you what you think about animal instincts; is that OK?

...you think human behaviour... instinctive?
 ...basically just animals?
 ...good instincts?
 ...bad instincts?
 What about... at work?
 ...in business... need... aggressive?
 ...cooperation... good for business?

What about... nepotism?
 ...think this... human or animal behaviour?
 ...ever been helped... a relative?
 ...helped a relative yourself?
 ...good thing?
 ...examples where it worked well or badly?

Well done! You have now finished the preparation for the speaking practice task.

Answer Key

Task Sheet 1

Key words

Word	Meaning
1. predator	d. an animal that kills and eats other animals
2. kleptocracy	e. a system, country or company run by thieves
3. gene	g. unit in a cell, inherited from our parents, controlling the way we develop
4. ruthless	a. cruel, not considering other people's feelings
5. advocating	h. strongly supporting
6. sceptics	b. people who don't believe something is true
7. liability nightmare	c. situation where lots of people claim money for damage, injury or death
8. nepotism	f. helping members of your family to get a job or promotion

Task Sheet 2

General understanding

1. True.
2. True.
3. False; Skilling misinterpreted his ideas.
4. True.
5. True.
6. False; he thinks we, like the apes, have learned to be 'social'.
7. False; we may succeed in the short term, but the group will punish cruelty in the end.
8. False; in the end they saved money.
9. True.
10. False; he thinks it's sensible.

SS 01 Overview

	Aim - topic	Language focus	Notes
1	Introductions	Pronouns, introductions & greetings	
2	Numbers & letters	Alphabet & numbers	
3	Telephoning	Telephone vocabulary, <i>can</i> for requests	
4	Taking a taxi	Vocabulary for taxis, airports & money	
5	Food Drink	Food & drink lexis, requests	
6	Places in town & directions	Town vocabulary, prepositions of place, polite requests	
7	Skills, abilities & requests	<i>Can & could</i> for ability & requests	
8	Life story	Past tense of regular and irregular verbs	
9	Shopping	Vocabulary & questions related to buying	
10	Train travel	Train travel vocabulary where/ yes-no questions, present tense & numbers	
11	Telling the time	Present tense, time & numbers.	
12	Daily routines	Jobs vocabulary present tense.	
13	Days & dates	Vocabulary relating to dates	
14	Personal information	<i>Have got</i> , family vocabulary	
15	Hotels	Hotel vocabulary, (un)countable nouns, ordinal numbers	
16	Comparing things	Present tense, comparative adjectives	
17	Rooms & colours	Vocabulary relating to rooms & colours, prepositions of place.	
18	Minor physical complaints	Minor health problems & requests	
19	Likes & dislikes	Present tense, leisure & activity vocabulary	
20	Activities in the past	Past simple – <i>go & went</i> .	

SS 02 Overview

	Aim - topic	Language focus	Notes
1	Personal Details	Question formation and personal information, present simple	
2	Describing people	Adjectives to describe appearance	
3	Giving and asking for directions	Directions and related prepositions of place	
4	House interiors	<i>There is / are</i> and prepositions of place extension	
5	Family and relations	Family vocabulary, possessives and <i>have got</i>	
6	Activities and social life	Enjoy / like +ing	
7	What's going on?	Present Continuous for current actions	
8	My hometown	Vocabulary relating to amenities, Present simple questions	
9	Describing Clothes	Vocabulary relating to clothes, materials & body parts	
10	Making plans	<i>Going to</i>	
11	Talking about the past	Past Simple	
12	Health	Ailments and treatments, <i>should</i> for advice.	
13	Weather	Vocabulary relating to weather & feelings	
14	Have you ever...?	Present Perfect for experience	
15	Travel	Revision of Past Simple, transport & travel vocabulary	
16	Jobs	Vocabulary relating to jobs, adjectives & <i>need to</i>	
17	Senses	Adjectives describing sensations	
18	Talking about Money	Money vocabulary, adverbs of frequency, revision of present and past	
19	Food	Food vocabulary and containers, countable and uncountable	
20	Lifestyles	Would like to + verb, enough/ too much...	

TD 01 Overview

	Aim - topic	Language focus	Notes
1	Introductions	Pronouns, introductions & greetings	
2	Numbers & letters	Alphabet & numbers	
3	Telephoning	Telephone vocabulary, <i>can</i> for requests	
4	Taking a taxi	Vocabulary for taxis, money	
5	Food	Food & drink, requests	
6	Places & directions	Town vocabulary, prepositions of place	
7	Skills & abilities	<i>Can & could</i> for ability, skills & permission	
8	Life story	Past tense of regular and irregular verbs	
9	Shopping	Vocabulary & questions related to buying	
10	Train travel	Train travel vocabulary wh- questions, present tense & numbers	
11	Time	Present tense, time.	
12	Daily routines	Present simple - jobs & routines	
13	Days & dates	Vocabulary relating to dates	
14	Personal information	<i>Have got</i> , family vocabulary	
15	Hotels	Hotel vocabulary, (un)countable nouns, ordinal numbers	
16	Comparing things	Comparative adjectives	
17	Rooms & colours	Vocabulary relating to rooms & colours	
18	Health	Minor health problems & requests	
19	Likes & dislikes	Leisure & activity vocabulary	
20	Activities in the past	Past simple – <i>go</i> - & questions	

TD 02 Overview

	Aim - topic	Language focus	Notes
1	Personal Details	Question formation and personal information, present simple	
2	Describing people	Adjectives to describe appearance	
3	Giving and asking for directions	Directions and related prepositions of place	
4	House interiors	<i>There is / are</i> and prepositions of place extension	
5	Family and relations	Family vocabulary, possessives and <i>have got</i>	
6	Activities and social life	Enjoy / like +ing	
7	What's going on?	Present Continuous for current actions	
8	My hometown	Vocabulary relating to amenities, Present simple questions	
9	Describing Clothes	Vocabulary relating to clothes, materials & body parts	
10	Making plans	<i>Going to</i>	
11	Talking about the past	Past Simple	
12	Health	Ailments and treatments, <i>should</i> for advice.	
13	Weather	Vocabulary relating to weather & feelings	
14	Have you ever...?	Present Perfect for experience	
15	Travel	Revision of Past Simple, transport & travel vocabulary	
16	Jobs	Vocabulary relating to jobs, adjectives & <i>need to</i>	
17	Senses	Adjectives describing sensations	
18	Talking about Money	Money vocabulary, adverbs of frequency, revision of present and past	
19	Food	Food vocabulary and containers, countable and uncountable	
20	Lifestyles	Would like to + verb, enough/ too much...	

TD 03 Overview

	Aim - topic	Language focus	Notes
1	Living in another country	Asking where someone is from, living abroad	
2	Eating with friends	Vocabulary relating to cooking, food & drinks, recommending	
3	Making Plans	<i>Will – going to – Present Continuous</i> for plans	
4	Describing objects	<i>To use as + noun / to + verb / for +ing</i> , adjective order	
5	Expressing feelings	Verbs + <i>-ing/infinite</i> , adjectives of feeling	
6	National Stereotypes	<i>To like/ to be like/ to look like</i>	
7	Achievements in life	Present Perfect	
8	Fitness	Adverbs of frequency, time expressions & fitness vocabulary.	
9	Fashions and style	Vocabulary relating to clothes and style. Adjective order	
10	The things we have to do	<i>Must - have to</i>	
11	Comparing families	Comparatives, <i>have got</i> , possessives, family vocabulary	
12	Life in the Past	Past simple and continuous, <i>used to</i>	
13	School days	Vocabulary relating to schooling system and revision of past tenses	
14	Sports	Sports vocabulary	
15	Job satisfaction	Vocabulary relating to jobs & working conditions	
16	If you come to London...	1 st conditional	
17	Cinema	Vocabulary relating to cinema	
18	Complaining	2 nd conditional	
19	Inventions	Passive voice	
20	Problems	Revision of Present Perfect, vocabulary relating to problems	

Intermediate 4-week course

Day	Aim - topic	Language focus	Notes
1	My city	Recommending activities in a city	
2	Observation – people and events	Past Simple/Continuous & adjectives of appearance	
3	Manners	Giving opinions and idioms	
4	Technology and possibilities	Modals of probability, possibility & certainty	
5	Shopping	Shopping vocabulary, comparatives / superlatives	
6	The past of a town	Past simple passive	
7	Magazines and Newspapers	Present Perfect, Past Simple and vocabulary relating to reading	
8	Diaries – Slang now and then	Present Continuous for arrangements, idioms	
9	Travel advice	Modals, expressing various degrees of obligation & advice	
10	What we consider Beauty	Adjectives to describe appearance	
11	Lies	<i>Should have + pp, I wish had + pp formal/informal</i>	
12	Jobs	Vocabulary relating to jobs, skills etc.	
13	Weather – how does it affect you?	Weather vocabulary, expressing emotions	
14	Fears	Past Simple & Past Perfect	
15	Music	Adjectives to describe music	
16	Food	Food, preparation and ways of cooking	
17	Lottery	2 nd conditional	
18	Queuing	Vocabulary relating to cultural differences	
19	Health	Vocabulary relating to health problems, remedies & advice	
20	Sleep & Dreams	Connectors, vocabulary relating to dreams	

TD05 Overview

Day	Aim - topic	Language focus	Notes
1	The British Royal family	Family relations & monarchy vocabulary, 2 nd conditional	
2	A city: now and then	Present Perfect and Past Simple, history of London	
3	Travel	Travel vocabulary, rules & problems	
4	Food – planning a dinner party	Vocabulary & adjectives relating to food and idioms	
5	Drugs	Debating, repetition & checking	
6	Crime	Crime vocabulary, phrasal verbs	
7	Identification	Describing character mannerisms and physical appearance	
8	Superstitions	Future forms	
9	Health and alternative medicine	Vocabulary relating to conventional and alternative medicine, body parts	
10	Cars	Making a point on topical subjects, phrasal verbs	
11	Internet	Phrasal verbs, making a point, articles, adverbs	
12	Advertising	Modals of probability, comparison	
13	Love	Love expressions, collocations and phrasal verbs	
14	Art –Describing	Prepositions and describing - look/look like/look as <i>if/as though</i>	
15	British-ness	British and American English differences	
16	Films and Censorship	Mixed conditionals	
17	Cultural awareness	Cultural differences	
18	The Press	Reported speech	
19	Art and being critical	Recommending, describing, adjective order	
20	Sports	Sports vocabulary, modals	

TD06 Overview

Day	Aim - topic	Language focus	Notes
1	Slang	Slang & euphemism	
2	Music	Idioms & music vocabulary	
3	Money	Phrasal Verbs and Idioms	
4	Eccentrics	Idioms & vocabulary relating to lifestyles	
5	Job satisfaction	Business English & intensifying adjectives	
6	Instant Wealth	2 nd & 3 rd Conditionals, adjectives	
7	Weird Hobbies	Compound noun structures	
8	Advertising & selling	Phrasal verbs collocations, idioms & sales vocabulary	
9	Reading books	Types of book & adjectives	
10	Recycling & the environment	Environment vocabulary, dependent prepositions	
11	Food	Food vocabulary & idioms, taste & texture	
12	Nature V's Nurture	Natural selection & social evolution	
13	Language & Shakespeare	Idioms & collocations	
14	Insurance & business	Insurance & business vocabulary	
15	Bushmeat	Extinction, rare animals & unusual food	
16	Urban Myths	Myths, ' <i>it is said/ believed....</i> '	
17	Jobs	Standard English, job vocabulary	
18	Extreme criticism, ranting	Ranting & hyperbole	
19	European union	Politics vocabulary	
20	Advertising Language	Similes, puns & metaphors	
21			
21	Experiences	Family problems & behaviour	