

**What's new?**

<b>Subject:</b>	Seasonal activities, English-speaking world
<b>Language:</b>	Present continuous for future arrangements
<b>Functions:</b>	<b>LB 26</b> Making arrangements <b>LB 27</b> Talking about future arrangements and intentions
<b>Pronunciation:</b>	Intonation in questions, CD1 (Blue) track 25

**1 The BIG question: WHY ARE YOU LEARNING ENGLISH?**

The theme of this unit is seasonal activities, in particular English language summer courses and the English-speaking world. ***The BIG Question*** is: Why are you learning English? Is English important? And are language schools a good way to learn English?

- Begin by talking a little bit about students' language learning experience so far: if English is the students' first foreign language, when they started to learn it, if they think this was early enough, what other foreign languages are offered at school; in multilingual countries, talk about the languages students use at home, when they use which language; in multilingual classes, ask students what their native language is and how easy / difficult it is to learn for foreign students.
- Read out ***The BIG Question*** but don't invite students to respond at this stage. Tell them they will talk about this question shortly.
- Look at the **FACT** box with the class. Make sure students understand what *broadens the mind* and *open doors* means. Ask students *how* language learning can do this. Make a network with students on the board with the phrases 'broadens the mind', 'opens doors'. For example, **broadens the mind:** can talk to people from different countries; learn about different lifestyles, customs and traditions; learn to be tolerant about differences; talk about lots of different subjects in English; improve your general education. **opens doors:** if you can speak another language, you can work in that country; travel there more easily; make friends everywhere; use the language in all sorts of jobs; understand other cultures. If you have your own classroom, you could put a notice on the door: 'Languages open doors'.

**Picture / background information**

For more information on foreign language learning in Europe, see:

[http://ec.europa.eu/education/languages/index\\_en.htm](http://ec.europa.eu/education/languages/index_en.htm)

For help with learning English:

[www.bbc.co.uk/worldservice/learningenglish/index.shtml](http://www.bbc.co.uk/worldservice/learningenglish/index.shtml)

**2 FOCUS ON...****Words****2 A 1**

- Tell students that the phrases in exercise 1 are all things you can do in the summer holidays. Read out the verbs and nouns. Check that students understand *look after* and explain the meaning of *hang out* (spend time in a certain place or with certain people, often doing nothing in particular).
- Read out the example. Students match the other verbs to the correct nouns.
- Check the answers.

**2 FOCUS ON... Words A 1****Answers**

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

**2 A 2**

- Look at the photos with the class. Ask students to describe them. Prompt students with questions if necessary. For example: Who can you see in the picture? Where are they? What are they doing? Are they having fun?
- Students match the photos with the correct phrases in exercise 1.

**2 FOCUS ON... Words A 2****Answers**

**Photo 1:** do a language course  
**Photo 2:** go to an activity camp  
**Photo 3:** go on a family holiday

## 2 A 3

- Students work in pairs. They ask and answer the question using the phrases in exercise 1 if possible. Note: if students have already met the present continuous for future, they might like to use it here. Otherwise encourage students to use the *going to* future.

## 2 B 1

- Read out the words in the boxes. Ask students to repeat them and check that they have the correct word stress: accent, examinations, intensive course, motivated, self-access.
- Students complete the sentences with the correct words or phrases.
- Check the answers.

## 2 FOCUS ON... Words B 1

## Answers

- |                     |                 |           |
|---------------------|-----------------|-----------|
| a) intensive course | b) motivated    | c) accent |
| d) self-access room | e) examinations |           |

## 2 B 2

- Read out the questions and check that students understand them.
- Students work in pairs and discuss the questions.
- Students report back to the class. Spend some time on this part of the activity. Ask students how they use English outside the classroom and talk about what other activities they could do to further practise their English: watch English films with subtitles; read teenage English magazines if they have access to them; listen to music in English; use websites in English; write or receive emails in English from teenagers in other countries etc.

## 2 C

- Tell students they are going to read an article about two students on language courses in the UK. Read out the words from the text. Practise the pronunciation of *accommodation* [əˌkɒmə'deɪʃn] and *excursions* [ɪk'skɜːʃnz].
- Students match the words with the correct definitions.
- Check the answers.
- Ask students: What sort of accommodation do you live in? Do you have a packed lunch on

weekdays? What is in it? Do you like going on excursions? Do you prefer going by car or train or bus? Where do you go? What places have you visited?

## 2 FOCUS ON... Words C

## Answers

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

## 2 FOCUS ON...

## Ideas

- Read out the two statements and check that students understand them.
- Discuss the statements with the class. For statement one, ask how you can learn English by yourself (with a book, CD, video) and what the advantages and disadvantages of this are. For example:
  - ✓ (**advantages**): you can go at your own pace, more slowly or quickly than in class; you can hear and repeat things as often as you want; you can spend more time on learning
  - ✗ (**disadvantages**): there is no teacher to correct you and help you; there are no other students to talk to and exchange opinions with; it isn't as much fun.

## 3 READING

CD 2 (Red) track 17, page 71 SB

## Picture / background information

The statistic of 600,000 foreign learners is from the British Council magazine *Club UK*:

[www.educationuk.org/clubuk/1/index.html](http://www.educationuk.org/clubuk/1/index.html)

For information on learning English, taking exams and studying in the UK:

[www.britishcouncil.org/home](http://www.britishcouncil.org/home)

For facts about choosing an English Language School:

[www.englishschool.org.uk/](http://www.englishschool.org.uk/)

For a critique of the ELT industry, see:

[www.english-learning.co.uk/geifr.html](http://www.english-learning.co.uk/geifr.html)

## 3 A

- Read out the task. Check that students understand the phrase *worth the money* (ie provide good teaching for the money the students pay).
- Students read the article quickly. Remind them to read to answer the question and not worry about things they don't understand.

**3 READING A****Answers**

Jiang Li: Yes, she's enjoying the course.

Alessandro: No, he just does exercises and thinks he could do this in Italy for less money.

**3 B**

- Read through the questions with the class. Check that students understand them.
- Students read the text again and answer the questions. Alternatively, they can answer the questions, then read the text again and correct their answers.
- Check the answers. Compare the two students' experiences by asking further questions: For example,
  - Question 1: Where is Alessandro living?
  - Question 2: What are Alessandro's lessons like?
  - Question 5: Why doesn't Alessandro speak a lot of English outside class?
  - Question 6: What does Jiang Li do in her classes?
  - Question 7: What does Jiang Li say about travel in Preston?
- Ask: Do they like the places (town / city) they are studying in? (Yes, Jiang Li likes Preston because the town is small and the people are friendly; Alessandro likes London because it's an exciting international city.)

**3 READING B****Answers**

1 J 2 J 3 A 4 A 5 J 6 A 7 A 8 J

**Optional activity: Act out interviews**

- Tell students they are going to role play interviews with Jiang Li and Alessandro.
- First, brainstorm questions on the board based on the information in the text: Where did you do your course? What were the lessons like? What was the place like? Where did you stay?
- Students work in pairs. Student A is Jiang Li or Alessandro and reads the appropriate part of the text again. Student B thinks of two or three more questions which are not answered in the text.
- Students role play the interview in pairs. Student B asks his / her questions in random order and Student A responds. Student A should make up information for those questions not based on the text.
- Walk around and listen to the role plays. Invite two strong pairs (one with Jiang Li and one with Alessandro) to role play their interview in front of the class.

**3 C**

- Read out the first question. If any of your students have done such a course, ask: Where was your course? What was it like? Where did you stay? What did you especially like about the course? What didn't you like? If students have been to the UK, ask them if they can identify with any of the comments in the text (eg about friendly people, the food).
- If students haven't yet done a language course, ask them if they would be interested in doing one and why.
- Read out the second question. (If students are likely to try to find a course on their own, it would be useful to spend some time on this activity in order to give them some practical help.) With students, make a list on the board of the main things mentioned in the text: the course, excursions, place, accommodation. Then ask students what aspects of these things they should consider. Complete the list together.

**3 READING C 2****Suggested answers**

**the course:** class size, teachers, facilities (computer room/self-access room), type of class excursions (if the course includes excursions, such as theatre trips etc)

**the place:** small town or large city (might have to travel a lot in a large city, easy to get around in a small town)

**the accommodation:** student accommodation, host family, own flat or a room in a flat, location

**4 LANGUAGE: Present continuous for future arrangements****4 A**

- Look at the examples with the class. Read out the first question and elicit the answer. Ask students when we usually use the present continuous (to describe events in progress, often with time references such as *at the moment* or *now*).
- Read out the second question. Give students a short time to look at the examples, then go through each example in turn. Elicit if the sentences refer to the present or the future. Ask students what tells them it is the future (the time references *tomorrow*, *tonight*, *after school today*).

- Write the future time references on the board and elicit other future time references from the students (eg *next week, at the weekend, in the summer holidays, next year*).
- Explain the use of the present continuous in the future: for arrangements with other people. Explain that we can also use *going to* to talk about future arrangements but that the present continuous is more natural, especially when we use the word *go* (eg *He's going to the cinema*, rather than *he's going to go to the cinema*). Indicate to students that the latter is not incorrect, just not as natural.
- Refer students to the explanation about the past continuous in Workbook Unit 16. They can read the explanation and do the exercises in class or for homework.

**4 LANGUAGE A****Answers**

- 1** present continuous  
**2** sentences **1** and **4** refer to the present;  
 sentences **2**, **3** and **5** refer to the future

**5 LISTEN IN****CD 1 (Blue) track 24, page 72 SB****Picture / background information**

For more information on different language learning styles:

[www.teachingenglish.org.uk/think/methodology/learning\\_style.shtml](http://www.teachingenglish.org.uk/think/methodology/learning_style.shtml)

[www.language.com.hk/articles/styles1.html](http://www.language.com.hk/articles/styles1.html)

According to Alistair Smith's book, *Accelerated Learning*, we take in 20% of what we read, 30% of what we hear, 40% of what we see, 50% of what we say, 60% of what we do and 90% of what we read, hear, see, say and do.

**5 A**

- Look at the photo with the class and read out the task. Elicit suggestions. Tell students to use the word *Perhaps...* to start their predictions.

**5 LISTEN IN A****Possible answer**

Perhaps the woman on the right is a teacher, an English teacher.  
 Perhaps the girl on the left is a student.  
 Perhaps they are talking about the student's homework or a problem she has.

**5 B**

- Tell students they are going to listen to a conversation between a student and a teacher. Read out the question.
- Play the CD. Students listen and answer the question.
- Check the answer. Ask: What is the teacher's reply? (She says there's no one way to learn a language.)

**5 LISTEN IN B****Answer**

Julia wants to know what the best way to learn English is.

**5 C**

- Ask students to read through the sentences before they listen.
- Play the CD again. Students listen and complete the sentences.
- Students compare their answers with a partner.
- Check the answers.
- Ask: What do you worry about when learning English? Do you think grammar mistakes are important? Do you think it's necessary to have a perfect accent?

**5 LISTEN IN C****Answers**

- |                       |                          |
|-----------------------|--------------------------|
| <b>1</b> learners     | <b>2</b> write them down |
| <b>3</b> grammar      | <b>4</b> pronouncing the |
| <b>5</b> have to have | <b>6</b> thousands       |

**5 D**

- Ask: Julia likes writing things down. How do *you* learn best? Discuss students' learning preferences and styles, focussing on whether students prefer to listen (auditory learners), look at things (visual learners) or move (kinetic learners). You might like to suggest tips for different types of learners.
- Ask: Generally speaking, how can people improve their English? Elicit tips for general language learning and write them on the board.
- This is a good chance to get feedback from your students. Ask: What part of class do you enjoy most? What would you like to change?

## 6 YOUR TURN TO SPEAK

### A Role play

- Read the task with the class and make sure they understand it.
- Go through the phrases in **LB 26** with the class.
- Students work in pairs. Students decide on their roles.
- Students do their role play.
- Ask for volunteers to act out their role play in front of the class.
- To consolidate the language used in this activity, ask students to review the phrases in **LB 26** at home and do the exercise for homework.

### B Conversation

- Read out the task. Go through the questions and phrases in **LB 27** with the class.
- In pairs, students talk about their arrangements and intentions.
- Ask some students to report back to the class.
- To consolidate the language used in this activity, ask students to review the phrases in **LB 27** at home and do the exercise for homework.

## 7 YOUR TOPIC

- Read out the task and the points learners have to prepare to speak about. Make sure they understand the word *improve*.
- Students discuss the points and make notes about them.
- Pairs or groups present their talk about learning English to the class or to a smaller group. Encourage students to ask questions about each other's presentations.

## 8 ENGLISH-SPEAKING WORLD in English

Page 73 SB

### Picture / background information

The map shows where English is spoken and its relationship to other languages.

For a full list of countries where English is an official language:

[www.en.wikipedia.org/wiki/English-speaking\\_countries](http://www.en.wikipedia.org/wiki/English-speaking_countries)

For information on colonisation and the British Empire:

[www.bbc.co.uk/history/state/empire/index.shtml](http://www.bbc.co.uk/history/state/empire/index.shtml)

[www.en.wikipedia.org/wiki/British\\_Empire](http://www.en.wikipedia.org/wiki/British_Empire)

For more information on the Commonwealth, see:

[www.thecommonwealth.org/](http://www.thecommonwealth.org/)

The statistics in the text are from the British Council:

[www.britishcouncil.org/english/engfaqs.htm](http://www.britishcouncil.org/english/engfaqs.htm)

[www.britishcouncil.org/learning-elt-future.pdf](http://www.britishcouncil.org/learning-elt-future.pdf)

Although the number of English speakers will continue to increase, the global percentage of speakers of English as their first language is in decline. A publication by David Graddol for the the British Council in 2006 called *English Next (Why global English may mean the end of English as a foreign language)* states that, 'there are signs that the global predominance of the language may fade in the foreseeable future' and that Asia, especially India and China, probably now holds the key to the long-term future of English as a global language'. According to one estimate there are over 300 million students of English in China.

[www.britishcouncil.org/files/documents/learning-research-english-next.pdf](http://www.britishcouncil.org/files/documents/learning-research-english-next.pdf)

Mandarin Chinese (the language with the most native speakers in the world), Spanish, Urdu/Hindi and Arabic will continue to gain in importance.

[news.nationalgeographic.com/news/2004/02/0226\\_040226\\_language.html](http://news.nationalgeographic.com/news/2004/02/0226_040226_language.html)

### 8 A

- You could start with the optional activity below. This is an area which needs constant revision and practice, particularly as far as pronunciation is concerned.

#### Optional activity: Countries, nationalities and languages

- Practise the vocabulary and pronunciation of countries, nationalities and languages.
- Elicit a list of about ten countries from students. Write them on the board. Make sure students can pronounce them correctly.
- Elicit the nationality of the people that live there and their language. Again check pronunciation.
- Look at the list. If there is an imbalance of countries from one or more continents (eg Europe), correct it by adding countries yourself and eliciting the nationalities and languages.
- It is impossible to include a comprehensive list here. Don't be afraid to check in a dictionary if you are unsure!

- Ask students (with books closed) what they know about the English-speaking world. Ask: In which countries do people speak English? Write students' ideas on the board. Check that they pronounce the countries correctly.
- Students look at the map on page 73. Briefly compare their ideas on the board to those coloured on the map but don't go into the different status of the English language in those countries yet.
- Read out the definitions in exercise **A** and check that students understand them.
- Students read the facts and figures and find words or phrases for the definitions.
- Check the answers. Make sure that students understand the difference between second language and foreign language. Give examples if necessary (eg English is a second language for native Spanish speakers in the USA, but English is a foreign language for people in Japan).
- Ask: Are there any important community languages in your / our country? Is anybody here bilingual?

**8 ENGLISH-SPEAKING WORLD***in English A***Answers**

- |                      |                    |
|----------------------|--------------------|
| 1 second language    | 2 foreign language |
| 3 community language | 4 bilingual        |

**8 B**

- Look at the map with the students and read out the first question. Elicit answers orally. You might like to refer to the historical background for this. Ask:  
*When did the British start building towns in the USA?* (in the early seventeenth century: Jamestown, the first settlement, was established in 1607)  
*When did the British sail to Australia and New Zealand?* (in the late eighteenth century). You might also like to give students an overview of the population of these countries. Ask:  
*How many people live in the UK?* (about 60 million)  
*How many people live in the USA?* (about 300 million)  
*In Australia?* (just over 20 million)  
*And in New Zealand?* (just over 4 million).

- Read out the second question and again, elicit an oral response.
- Read out the third and fourth questions in turn. Allow students time to refer back to the *Fact and figures* and then elicit answers.

**8 ENGLISH-SPEAKING WORLD***in English B***Answers**

- 1 The UK (Britain and Northern Ireland), the USA and Australia, Guyana in South America. Also (not clear from the map) in Gibraltar and some Caribbean islands such as Jamaica and the Bahamas.
- 2 French in Canada; Maori in New Zealand
- 3 The UK has a large immigrant population.
- 4 An association of former British colonies (countries that were governed by Great Britain before they became independent).

**8 C**

- Read out the questions and check that students understand them.
- Students discuss the questions in pairs.
- Students report back to the class. (NB: the second question is intended to be provocative and in no way represents the authors' opinion. We are well aware that the spread of English is a sensitive issue in many countries.) You might like to ask students what the most important languages are in the world in term of numbers of native speakers. Ask: What do you think will happen in the future? Will English become more important or less important?

**Optional project: An English-speaking country**

- Tell students they are going to make a brochure about an English-speaking country.
- Students work in groups and choose a country. They think of ideas for what they might write about.
- Give students time to collect information outside class. They can use the internet, travel brochures, their own or friends' holiday experiences, postcards and any other sources.
- Students pool their information and write a short paragraph each for the brochure.
- Students put their brochure together and add photos or illustrations.

- Groups swap brochures and read them. Do this several times so all the brochures can be read.
- Invite feedback on the brochures.
- Take them in and then give students your own feedback.

## 9 PORTFOLIO WRITING

- Read out the task and check that students have understood it.
- With the class, brainstorm what the email could contain (for example, the class size and people on the course, the teacher, what the students do in class, an opinion about the teaching, excursions and visits, accommodation, the city itself).
- Elicit words to describe a course and a teacher (fantastic, excellent, terrible, boring,...) and words to describe a city like New York (exciting, amazing, dirty, stressful,...).
- Students write their essays in class or for homework.
- Ask students to swap emails with a partner and comment on them. Then take in the emails and check them.

## 10 *Your answer*

- Depending on the level of discussion so far, discuss or summarise **The BIG Question**: *Why are you learning English?* as a class.
- Refer students to the Workbook Unit 16 activities.

### Last word

- After doing the workbook activities, students evaluate their performance in the three areas. Check if any students feel they need extra practice in any area.

## WORKBOOK answers

## Pages 36–37 WB

### 1 Language: present continuous for future arrangements

#### 1 A

- 1 'm helping      2 'm going      3 're checking  
 4 Are (you) playing      5 isn't playing      6 is coming  
 7 's taking      8 're having

#### 1 B

At 9.30 Victoria is going to the doctor's.  
 At 11.00 she's meeting Emma in town.  
 At 13.00 Victoria, Emma and Mel are having lunch.  
 At 16.00 she's going to the hairdresser's.  
 At 20.00 Victoria and David are having dinner.

#### 1 C

(Individual answers)

#### 1 D

(Individual answers)

## 2 Vocabulary

#### 2 A

1 f   2 e   3 d   4 a   5 b   6 c

#### 2 B

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

## 3 Use of English

- 1 People speak English all *over* the world.
- 2 I'd like to *improve* my English.
- 3 It's *impossible* to have a perfect accent.
- 4 I'm *doing* a language course in the summer.

## 4 Pronunciation

CD 1 (Blue) track 25

#### 4 A

In sentences 1–4 the speaker's voice falls.

#### 4 B

In sentences 1–4 the speaker's voice rises.

#### 4 C

In **wh**-questions, the speaker's voice usually *falls*.  
 In **yes / no** questions, the speaker's voice usually *rises*.

## 5 Portfolio Writing

(Individual answers)