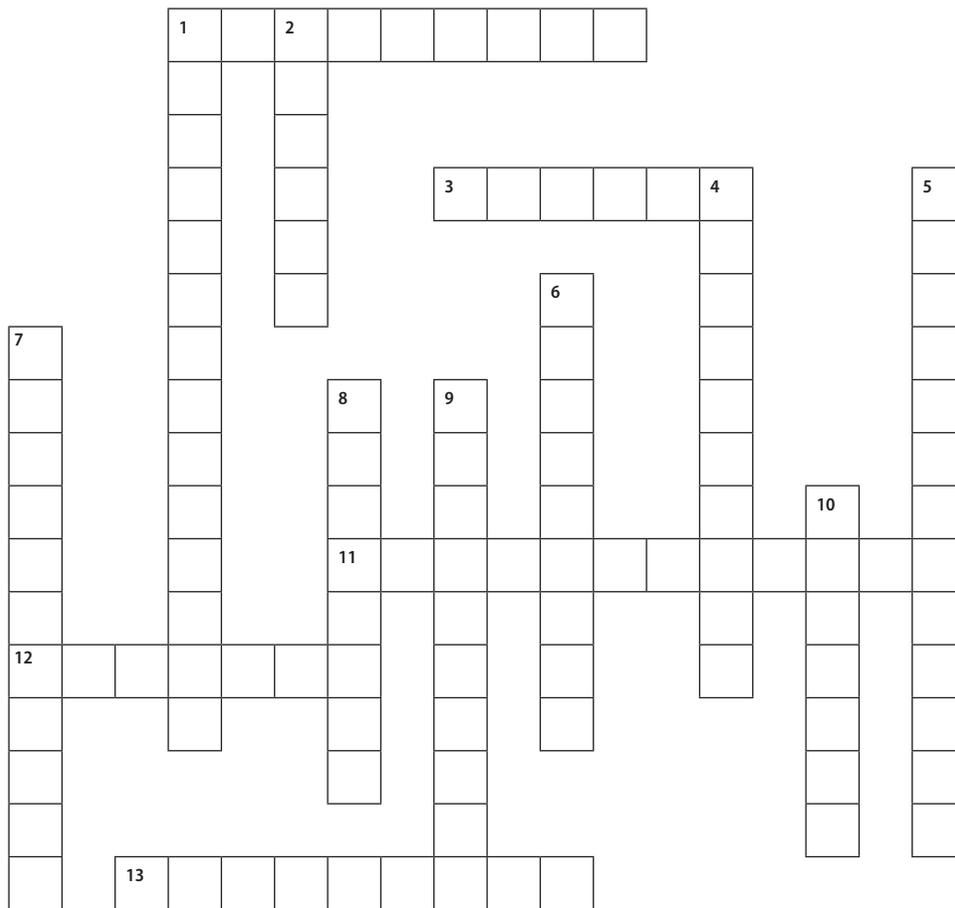


1.1 Snatch!

The water's boiling...	... Should I make the tea?
Water boils...	... when it reaches 100 degrees.
He's always making that noise...	... It's really annoying!
He always makes that noise...	... when he's sleeping.
I'm visiting my new friend Jackie, every day...	... this week. She's in the hospital.
I've visited my new friend Jackie, every day...	... since we met two weeks ago.
Anna stays in Le Havre...	... every time she comes to France. She loves it there!
Anna is staying in Le Havre...	... but she doesn't think that she'll be here much longer.
What are you cooking?...	... It smells delicious!
What do you cook?...	... It depends what ingredients I have in the kitchen.
Are you riding to school on your bike?...	... It's been perfect weather for it this week!
Do you ride to school on your bike?...	... What? Even when it rains?!
You're getting better at speaking English...	... every day! It's fantastic!
You get better at speaking English...	... if you practice!
Youssef and Brian have known each other...	... for about five years.
Youssef and Brian know each other...	... from working in the same supermarket a few years ago.
She's had headaches...	... almost every day for about a week now. She should see a doctor.
She's having headaches...	... again, like she did last year. Do you think she should see a doctor?

1.2 Happiness is...

1 Do the crossword. Each answer is a word in the same family as the word in italics.



Across

- 1 If you feel *delight*, you are _____.
- 3 The emotion is *fear*; you're feeling _____.
- 11 It's a *friendly* place. They like to encourage _____ there.
- 12 She wasn't *sad*. Those weren't tears of _____; they were tears of joy.
- 13 *Exhaustion* is what you experience when you are _____.

Down

- 1 The team was *disappointed*. The emotion is _____.
- 2 During a time of *loneliness*, you are _____.
- 4 I'm a bit sad, but I'm not *depressed*. _____ is a serious issue.
- 5 I don't get *embarrassed* very easily. _____ isn't something that bothers me.
- 6 _____ for me is about the people around me also being *happy*.
- 7 _____ is the state of being *nervous*.
- 8 You are _____ if you are in a state of *confusion*.
- 9 The adjective is *excited*; the noun is _____.
- 10 The noun is *relaxation*; the adjective is _____.

Communicative Activities

Teacher's Notes

1.1 Snatch!

Aim

To talk about the present

Language

Present simple, present continuous, present perfect

Time

30 minutes

Preparation

Two copies of worksheet for every four or five students. Cut out sentence halves (or pairs of sentences) of one of the worksheets. Separate first halves of sentences from second halves. Mix both sets up separately.

Procedure

- Write on the board:
1 Karol lives in Posnań... a ... until he moves to Brno.
2 Karol is living in Posnań... b ... , where he grew up.
3 Karol has lived in Posnań... c ... for about five years.
- In pairs, students match sentence beginnings (1–3) and endings (a–c). They explain reasons for their choices. If they are having difficulties, refer them to page 128 of the Student's Book.
- Elicit answers.

Answers

- 1 b—describes permanent present action;
- 2 a—describes temporary present situation;
- 3 c—describes present action that started in the past.

- The player who chooses the correct ending first wins the sentence, but must explain the reason to the quizmaster. The teacher decides if there are any differences of opinion, or if no one in the group can explain.
- Stop the demonstration. Play continues with the quizmaster role moving to the player to their left, until only one sentence ending remains. Players count sentences they have won; the player with the most sentences wins.
- Divide the class into groups of four or five. Hand out sentence beginnings and endings and start the game. Go around and notice errors, difficulties, or where they use L1.
- When groups have finished, congratulate the winners. Elicit from the class the completed sentences and explanations.
- Give feedback about errors that came up, writing them on the board. Find out what students learned from playing.

Fast finishers

- Organize sentences into related pairs and discuss differences. Alternatively, groups divide the eighteen sentences in half (so there are nine complete sentences, shuffled, in each pile) and play "Snatch!" in pairs.

- Demonstrate the game. Place the pack of first parts of sentences face down in a pile. Spread out sentence endings face up on the table so that all are visible.
- Four or five volunteers play a round in front of the class. One player in each round is "quizmaster" and reads out a sentence beginning from the top of the pile. They also have the other worksheet as an answer sheet. The other players are in a race to pick up the correct ending.

1.2 Happiness is...

Aim

To revise and extend vocabulary from the unit

Language

Adjectives describing feelings and their abstract nouns

Time

45 minutes

Preparation

One copy of the worksheet for every student

Procedure

- Give each student a worksheet. Explain that each answer is related to the word in italics. Show them the first “across” clue. Explain that the word in italics, *delight*, is a noun, so the answer is the corresponding adjective, *delighted*. Then show the word in italics in the first “down” clue: it is an adjective (*disappointed*), so the answer is the corresponding noun, *disappointment*. Point out that the answer to 3 across is not a derivative of *fear*. Students do the crossword in pairs.
- Go through the answers with the whole class. Write the nouns on the board (*delight, fear, friendliness, sadness, exhaustion, disappointment, loneliness, depression, embarrassment, happiness, nervousness, confusion, excitement, relaxation*).
- Explain that the crossword clues are not good definitions because they don’t help you understand the meaning of the words (saying you feel *delight* when you are *delighted* doesn’t clarify at all). Offer a personal definition, using the structure: *[abstract noun] is [gerund]*, e.g., *For me, delight is finding out my favorite band is coming to play a concert in my town*. Elicit more concrete examples of *delight*.
- Tell students to write personal, concrete definitions for six of the abstract nouns from the crossword.
- Go around the room and offer support and ideas, correcting errors you see (e.g., insist on the *-ing* form of the verb after *is*).
- When most students have finished, stop the activity. Call on students to read out definitions without saying the abstract nouns; the others guess and call out the abstract noun.
- Explain that they are now going to write poems about these words using the definitions they have written.
- Divide the class into pairs. With more than 28 students, make fourteen groups. Give each pair or group responsibility for one abstract noun (decide the nouns for each group).

- Ask one student from each pair or group to go around the classroom and collect all the sentences that relate to the noun they were assigned. Once they have collected them all, tell them to decide how to order the sentences into a poem. They should write the poem and give it a title.

For example:

‘Delight’

Delight is a day at the fair with my friends.

Delight is getting exactly what I wanted for my birthday.

Delight is finding out my favorite band is coming to play a concert in my town.

Delight is... (etc.)

- You could ask them to write the poems neatly in order to create a poster or a booklet of poems.
- Let students read each other’s poems and choose their favorite.

Answers

Across

- 1 delighted
- 3 scared / afraid
- 11 friendliness
- 12 sadness
- 13 exhausted

Down

- 1 disappointment
- 2 lonely
- 4 depression
- 5 embarrassment
- 6 happiness
- 7 nervousness
- 8 confused
- 9 excitement
- 10 relaxed

Extension / Fast finishers

- Ask students to choose six other nouns they haven’t chosen before and write personal definitions for them.