

10.1 Ask away!

- 1 I collect Pokémon memorabilia.
- 2 I'm planning to retire when I'm 30.
- 3 I know it might sound weird, but I make musical instruments from pieces of trash!
- 4 I completely stopped using any form of cash.
- 5 I've taken my driving test eighteen times now.
- 6 I think they already found aliens, but they're just not telling us about it yet.
- 7 I usually spend my vacations on my own on a tiny uninhabited island off the coast.
- 8 My dad loves to invent things in his garage.
- 9 Within 30 years, the machines will have taken over!
- 10 I'm really into extreme running. I once ran seven marathons in a week.

10.2 Presentation Introduction

Wouldn't it be great if there was another way that didn't involve a long daily commute?

So, what I want to do today is

OK, most of you.

Isn't it a little annoying—

explain how we can get our lives back.

It was hard, but there were some good things too—important things we have forgotten.

give you a vision of what our lives could be like by showing you how they once were.

before finally explaining what we could do to recover that lost time and

because we didn't always commute.

Hands up anyone who travels far to school or whose parents have to commute to work.

all that wasted time, sitting in traffic or crushed together on a bus?

And it has nothing to do with technology—

And we don't have to do it in the future either.

I'll then move on to give you a brief history of commuting that has led to our current situation,

well, almost nothing.

Well, there was once,

I'll start by showing you how life was before the buses and trains.

9.2 Making a Difference

Aim

To practice assessing, analyzing, and discussing social ideas

Language

Expressing cause and effect

Conditional structures

Language for persuading

Time

Approximately 30 minutes, including Extension

Preparation

A copy of the worksheet for each student

Procedure

- Tell students they live in a small American town called Bleakburn and that they have been asked to contribute ten ideas on how best to regenerate it. Give out the worksheet and give students time to read it. Answer any questions about language that they may have.
- They have five minutes to put the ten ideas into order of priority. When time is up, put students in pairs to discuss their ideas and agree on the order of priority in ten minutes.
- Then pairs decide how much of the \$250 million should be spent on each idea, and in what timeframe.
- Put each pair with another pair and ask them to agree on their ten priorities and their budget.
- Then either put students into groups of eight or ask each group to report on their ideas in detail.
- The class votes on the top three priorities and budget.

Extension

- Put students in pairs to make a list of ways of improving their own town / city. They can then work with another pair to agree on the three best ones to share with the whole class.

10.1 Ask away!

Aim

To practice advanced question types

Language

The five different types of advanced question types featured on pages 118–119 of the Student Book

Time

Approximately 30 minutes, including Extension

Preparation

A copy of the ten statements for each pair of students for the Extension

Procedure

- Write the five different kinds of advanced questions on the board: tag, echo/reply, negative, polite indirect, and indirect opinion. Ask the class to come up with one or two examples of each kind.
- Put students into pairs. You are going to read out ten statements, and they will have two minutes after each to write as many relevant questions as they can using those patterns already outlined above. The winner is the pair with the most grammatically correct (and logical) questions.
- Read each of the statements twice and allow exactly two minutes after each for students to write their questions.
- After the tenth statement, give students two minutes to check what they have written. Then say each statement again. The pair with the most questions reads them out. The others can challenge anything they think is wrong and offer corrections. The winner is the pair with the most correct questions. Repeat this with each statement. At the end of the activity, announce the winning pair.

Extension

- Give each pair a copy of the statements. One student reads the statement, and the other asks a question. The first student answers the question, and they continue the conversation for as long as possible.
- While students are talking, go around and notice errors, difficulties, or where they use L1. Give help.
- When a few pairs are finished, stop the activity. Work on new language that came up, and look at errors to correct.

Fast finishers

- Fast finishers can play the “Questions Only” game in pairs. They have to have conversations with only questions, for example, *What time is it? // Why do you want to know? // Does it matter? // Doesn't it? // Well, do you know it or not?*, etc. The first student to reply with a statement loses a point.

10.2 Presentation Introduction

Aim

To provide a model and pronunciation practice for a presentation introduction

Language

Some signposting and structuring expressions

Time

Approximately 30 minutes, including Extension

Preparation

A copy of the worksheet for each pair of students, cut up

Procedure

- Put students in pairs and hand out the cut-up worksheet.
- Tell them that the text is an introduction to a presentation about the problem of commuting and how we could solve it, and they need to reorder the sentences.
- Ask what they think the first line is. Discuss the choices they come up with and guide them to the first line. You might check the next two or three lines, if you feel it's necessary.
- Give them time to figure out the rest. Once most pairs are finished, stop the activity and go through the answer.
- Then students practice preparing to give the speech.
- Take the first sentence and ask where they would place the main stress, where they might link words, or pause.
- Ask them to mark the rest of the text for these features.
- Then ask them where they might talk faster and where they might slow down or have a longer pause for effect.
- Ask them to practice the introductions in pairs.
- You could get three or four students to perform their introduction and judge who does it the best.

Extension

- If practical, give each student one line. Any extra students should be in charge of doing the reordering.
- Students read out their lines once. Then ask them to read them out once more. The organizing students should choose one to start the text. This student should stand on one side of the class. Students then read out their lines again, and the next student is chosen and stands next to the first. Continue in this way to create the whole speech. Anybody in the class can contribute to help the organizing students, but the organizing students have the final say.
- Once the speech is complete, you and the organizing students can move on to directing the class to say the speech better, taking into account some of the features of pronunciation and speech giving mentioned above.

Suggested answers

- 1 Hands up anyone who travels far to school or whose parents have to commute to work.
- 2 OK, most of you.
- 3 Isn't it a little annoying—
- 4 all that wasted time, sitting in traffic or crushed together on a bus?
- 5 And it has nothing to do with technology—
- 6 because we didn't always commute.
- 7 And we don't have to do it in the future either.
- 8 Wouldn't it be great if there was another way that didn't involve a long daily commute?
- 9 So, what I want to do today is
- 10 give you a vision of what our lives could be like by showing you how they once were.
- 11 It was hard, but there were some good things too—important things we have forgotten.
- 12 I'll start by showing you how life was before the buses and trains.
- 13 I'll then move on to give you a brief history of commuting that has led to our current situation,