

UNIT 8 STORIES WE TELL

The expression *the stories we tell* refers to our ability to use our imagination to relate our experiences to others. Sometimes we can say this at the end of a long story to suggest that the story may have been exaggerated or not entirely true.

Unit plan

Unit opener	(p. 92)	20 min.
Vocabulary: embarrassing events	(p. 94)	25 min.
Grammar: relative clauses	(p. 94)	40 min.
Speaking: telling an anecdote	(p. 95)	20 min.
Vocabulary: adjectives for describing stories	(p. 96)	25 min.
Reading: a story	(p. 96)	30 min.
Pronunciation: /ə/ in multisyllable words	(p. 97)	15 min.
Grammar: verb + gerund/infinitive	(p. 98)	40 min.
Listening: predicting 🎧	(p. 99)	30 min.
Writing: checking your work 📝	(p. 99)	30 min.
LifeSkills: learning from experience (Self and Society)	(p. 100)	45 min.
• optional downloadable LifeSkills lesson (Work and Career)		45 min.
• optional downloadable LifeSkills lesson (Study and Learning)		45 min.
Language wrap-up	(p. 102)	15 min.
Speaking workshop: telling an anecdote	(p. 103)	20 min.
Video and downloadable video worksheet		45 min.

Common European Framework: unit map

	Competence developed	CEF Reference (B1)
Vocabulary	can talk about embarrassing events	Table 1; Table 2; Section 4.4.3.1; Section 4.4.1.1; Section 5.2.1.1
Grammar	can understand and use relative clauses	Table 1; Table 2; Section 4.4.1.1; Section 4.4.3.1; Section 5.2.1.2
Speaking	can tell a personal anecdote	Table 1; Table 2; Section 4.4.1.1; Section 4.4.3.1; Section 5.2.1.1; Section 5.2.1.2; Section 5.2.3.1
Vocabulary	can describe stories	Table 1; Table 2; Section 4.4.3.1; Section 4.4.1.1; Section 5.2.1.1
Reading	can read and understand creative writing	Table 1; Table 2; Section 4.4.1.2
Pronunciation	can correctly pronounce /ə/ in multisyllable words	Section 5.2.1.4
Grammar	can understand and use verb + gerund/infinitive combinations	Table 1; Table 2; Section 4.4.1.1; Section 5.2.1.2
Listening	can understand conversations involving complaints	Table 1; Table 2; Section 4.4.2.1; Section 4.4.3.1
Writing	can check written work for errors	Table 1; Table 2; Section 5.2.1.2

Unit opener (p. 92)

Lead-in

Elicit/Explain the meaning of the title. Direct the students' attention to the background photo and elicit what it depicts (a theatre with an audience waiting to watch a performance). Then ask the students to look at the foreground photo and ask them what the person is doing (telling a story). Ask the class how these two photos are related to each other (they are two different ways of telling a story). Elicit some predictions about the topic of the unit from the students. Write their predictions on the board. Explain that in this unit, the students will learn language for telling stories and anecdotes (a story that you tell people about something interesting or funny that has happened to you).

To get your students to think about the skills being developed in this unit, ask them to look at the questions in the cogs.

Listening: predicting

Ask the students how guessing what will happen next helps them to understand better a book they are reading or a film they are watching. Listen to their ideas as a class.

Writing: checking your work

Elicit reasons why it is a good idea to make a draft of a writing task, and how many drafts the students make. Ask them what kinds of things they check for in their writing before they hand it in. Listen to their ideas as a class.

Refer the students to the **LifeSkills** panel. Elicit from the students reasons why it is a good idea to think back to past experiences when trying to make a decision.

A

- Tell the students that each of the people in the video stills has a story to tell. Ask them to imagine what the stories might be.
- Have the students compare their ideas in pairs, discussing any differences.
- Listen to some ideas from the class, but don't correct the students' guesses at this point.

B 2.07

- Play the recording once so the students can check their predictions. If necessary, play the recording again.
- Check that the students understand the meaning of *reply to all* (in an email that was addressed to more than one person, the reply option that sends your email to all the recipients of the original email).
- Direct the students' attention to the example conversation and encourage them to use this as a model when they talk about their predictions.
- Direct the students' attention to the **How to say it** box and encourage the students to use these expressions as they compare their predictions to what they heard.

Audioscript

1 Speaker A: Oh, no! This was the classic office mistake! We had just had a long meeting with our boss, and I didn't agree with a lot of what he wanted us to do. My good friend Jake was in the meeting, too, and after the meeting, he sent me an email. The email was just basically a summary of what our manager had asked us to do, but I was in a really bad mood, so I wrote back to Jake and said, 'Can you believe this? Most of what he wants us to do is rubbish!' Right after I sent the email, I realised that Jake had copied in our manager. I also realised that I had hit 'Reply to all', so of course, my boss got the email, too! He never said anything, but of course, I was mortified that I had done that!

2 Speaker B: Look at this hair! I mean, it's so bad! My advice, ladies, is never cut your own hair! Here's what happened. I decided that I would change my hairstyle – go for short hair. I found an article in a magazine - *Easy do-it-yourself haircuts*. It's so expensive to get your hair cut at a salon, so I bought some good scissors, studied the technique they described in the article and I was ready! It took me about two hours to cut my hair because I constantly had to stop and look back at the instructions. When I finished, the front part around my face looked pretty good, but when I used a mirror to look at the back and sides, I almost died! I thought I had followed the instructions exactly, but my hair looked like I had just cut off big pieces with a knife! The next time I want a haircut, I'll definitely pay a professional to do it!

3 Speaker C: It was really embarrassing, actually. There's this girl in my class, Kelly, and I've always kind of liked her. Well, I decided to ask her out, you know, see if she wanted to go to the cinema or something. So, I saw her in the hall at uni and I thought, 'Here's my big chance.' I walked up to her, trying to be so cool. Just as I was about to say 'Hi', I tripped over a bag and fell on the floor! That's how I broke my leg. Well, everyone laughed, of course, and I felt like an idiot.

Answers

- 1 what happened when he answered his friend's email
- 2 what happened when she tried to cut her own hair
- 3 an accident that happened in front of a girl he wanted to ask out

Vocabulary: embarrassing events (p. 94)

Lead-in

Write the words *embarrassed* and *embarrassing* on the board. Ask when people feel *embarrassed* (when something *embarrassing* happens). Ask them to work in pairs and think of embarrassing things that can happen to people. Elicit several ideas from the class, e.g. *falling down in public, having a mobile phone ring in class, saying or doing something that offends another person*.

A

- Invite individual students to read aloud the phrases in the box.
- Ask the students to complete the matching exercise individually and then to compare their answers in pairs.
- Point out that if you say *the wrong thing*, you say something in public that might offend or insult another person. It is not intentional. This makes it very embarrassing for you.

Answers

- 1 get lost
- 2 arrive late
- 3 forget someone's name
- 4 send a text to the wrong person
- 5 get the wrong day
- 6 say the wrong thing
- 7 spill a drink on someone
- 8 click on 'Reply to all'

Alternative

Ask the students to cover the phrases in the box with a piece of paper. Ask them to work in pairs and discuss what is happening in the pictures. Listen to ideas from the class (e.g. *in Picture 1, the man is confused because he doesn't know which way to go*). Then ask them to compare their ideas with the phrases in the box and write the phrases under the pictures.

B

- Read the instructions to the class.
- Tell the students that they may need to make some changes to the phrases, including the tense of the verbs because the context of the sentences is in the past.
- Have them do the exercise individually and then compare their answers in pairs, discussing any differences.
- To check answers, invite individual students to read aloud the sentences. Ask if a *disaster* is a good thing or a bad thing (it is something extremely bad). Point out that *halfway through* means in the middle of something, in this case in the middle of the meeting.

Answers

- | | |
|---------------------|-----------------------------|
| 1 forgot, name | 5 got lost |
| 2 got the wrong day | 6 said the wrong thing |
| 3 arrived late | 7 clicked on 'Reply to all' |
| 4 spilt a drink | 8 sent, to the wrong person |

C

- Elicit that *least embarrassing* is the opposite of *most embarrassing*.
- Give the students a couple of minutes to work individually and think about which situations are the most and the least embarrassing, and why.
- Ask them to compare their ideas in pairs. Remind them to give reasons for their choices.
- Listen to some ideas from the class. Ask the students whether they themselves have had any similar experiences, and if so, which ones.

Extra: homework

Have the students write a short paragraph about an embarrassing event that happened to them. Encourage them to use some of the vocabulary and ideas from Ex. A. If they cannot think of a specific embarrassing event, they can use one that happened to someone they know, or they can invent one.

▶ Workbook p. 46, Section 1

Grammar: relative clauses (p. 94)

A

- Give the students time to read the online comments.
- Ask them which moment they think is the most embarrassing, and why. Listen to their ideas as a class.

NOTICE!

- Direct the students' attention to the **Notice!** box.
- Have them read the comments again and underline the words that often introduce questions.
- Put the students into pairs to compare their answers and discuss the question.
- After checking answers, explain that these words are called *relative pronouns*. Ask them what each of these words refers to (the previous noun in the sentence.).

Answers

when, which, who, who, where
They aren't used to introduce questions in this case.

B

Form

- Have the students complete the table individually with examples from Ex. A.
- Put the students into pairs to compare answers, discussing any differences.
- Point out that either *who* or *that* can be used for people, and *which* or *that* can be used for things when introducing this type of relative clause.

- **Highlight** that *that* is never stressed, and is usually pronounced with the weak vowel sound /ə/.

Answers

- 1 who answered the phone
- 2 when I spilt a drink
- 3 where I used to work
- 4 which I had used
- 5 that was going to be discussed

Function

- Ask the students to look back at the table and choose the correct option to complete the rule.
- Emphasise that we also use relative clauses to avoid unnecessary repetition, e.g. *I was talking to the person. The person was my girlfriend's mother = The person who I was talking to was my girlfriend's mother.*
- **Highlight** that the relative pronoun of a subject relative clause is always followed by a verb, e.g. *He's an actor who lives in New York.*
- Direct the students' attention to the **What's right?** box and have them tick the correct sentences. (The correct sentences are: *The report that has all the information is on your desk. The man who donated a lot of money is a billionaire.*) Explain that the first sentence is incorrect because *that* is the relative pronoun that substitutes for the subject, so no other subject is used. Point out that the third sentence is incorrect because *which* is used for things, and the relative pronoun in this sentence refers to *the man*. Therefore, the relative pronoun *who* must be used here.

Answer

b

C

- Read the instructions and do item 1 as an example for the students. Read the original statements. Direct the students to the underlined words (*My worst moment*) and elicit the correct relative pronoun for the relative clause (*when* because this relative clause refers to a moment in time). Elicit the correct rewritten sentence and write it on the board.
- Have the students complete the exercise and compare answers in pairs, discussing any differences.
- Invite individual students to the board to write the sentences. Ask the class to check for errors.

Answers

- 1 My worst moment was when I forgot my new boss's name!
- 2 That's the man who/that I ran into on my bicycle a couple of days ago!
- 3 This is the street where I had an accident.
- 4 Celia is the person who started that rumour.
- 5 That was the news story that/which caused the politician to resign.

D

- Read the instructions and phrases to the class.
- Give the students a few minutes to think about the phrases and make some notes for how they would complete them. Then put the students into pairs to explain their choices to their partner.

- Invite volunteers to share their ideas with the class.

▶ Workbook pp. 46–47, Section 2



Speaking: telling an anecdote (p. 95)

A 2.08

- Tell the students they will listen to an anecdote and identify what the embarrassing events were.
- Play the recording once. Check progress and if necessary, play it again.
- Have the students discuss their answers in pairs.

Audioscript

My most embarrassing moment was the time when my friend Craig invited me to a party. Ah, it was awful! What happened was, Craig was having a party to celebrate moving into a new house, and I invited a girl, Karen, who I knew at university. We had talked a little bit before and after lectures, but I didn't know her very well. Anyway, she said yes, and on the night of the party, I picked her up at the university hall of residence where she lived. Craig had just moved the week before, and I hadn't been to his new house yet, so the first thing that happened was that I got lost and drove around for nearly an hour! When we finally got there, the house seemed really quiet, but we knocked on the door and waited. There was no one there! I phoned Craig on his mobile phone, and he started laughing. I'd got the wrong day. Can you believe it? The party was the next day! I was so embarrassed! Karen couldn't go the next night, or at least that's what she said! I went to the party alone, and I never asked Karen out again.

Answer

He got lost. He got the wrong day.

B

- Read the instructions to the class, and invite several students to read aloud the questions.
- If they cannot think of an embarrassing event that happened to them, they can use an imaginary one. In pairs, have them ask and answer the questions to help them prepare to tell their anecdotes.

Alternative

Do this as a guided visualisation exercise. Ask the students to visualise an embarrassing event. While they are visualising it, ask the questions one by one with a 20-second gap between each question in order to help them remember more details.

C

- Draw the students' attention to the **How to say it** box. Encourage them to use these expressions as they tell their anecdotes.
- Have the students work with a different partner to tell their anecdotes. Remind them to ask their partners questions to find out more information.
- Listen to some examples from the class. Correct any errors in the use of relative clauses.

Vocabulary: adjectives for describing stories (p. 96)

Lead-in

Play a quick game of 'Hangman' on the board to review adjectives for describing music and art that the students already know. Examples could include *romantic, repetitive, awesome, terrible, amazing, silly* and *embarrassing*.

A

- Read the instructions to the class. Then read aloud the adjectives in the right-hand column and have the students repeat them chorally and individually.
- Ask the students to do the matching exercise individually and then to compare their answers in pairs, discussing any differences.
- **Highlight** that *unbelievable* can also be used in a positive way to describe something as so good it is unbelievable, meaning that it's difficult to believe how good it is.

Answers

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

B

- Read the instructions to the class. Ensure that the students understand that they need to think of the title of a story or a movie that fits the meaning of each adjective.
- Direct the students' attention to the model conversation.
- Divide the class into groups of four or five students for this exercise. When the groups finish, listen to some ideas from the class. Make sure that the students have thought of a story for each adjective.

Possible answers

entertaining, thrilling: any film with a good story, e.g. *Pirates of the Caribbean*
childish: a film or story that adults would find stupid and an insult to their intelligence, e.g. *High School Musical*
gripping, disturbing: any horror film, e.g. *Friday the 13th*
pointless: any story that is boring or that has no meaning, e.g. *Sleep*
unbelievable: any story with an unrealistic plot, e.g. *The Da Vinci Code*
imaginative, thought-provoking: any story or film that is especially creative or different, e.g. *Avatar*
moving: any sentimental story, e.g. *The Bridges of Madison County*

Reading: a story (p. 96)

Lead-in

Do a class survey. Ask the students about their reading habits. Ask them to work in pairs and discuss how often they read, why they read, and what they read. Listen to ideas from the class. Write the different types of things they read on the board (e.g. comic strips, blogs and forums, romantic fiction, celebrity magazines, newspaper articles, etc).

A

- Direct the students' attention to the pictures. Explain that the story is an African legend (an old story which is not usually true about famous people and events in the past).
- Ask the students to predict what the story is about. Write their ideas on the board.

B

- Have the students read the legend individually and answer the questions. Then put the students into pairs to compare answers, discussing any differences.
- Ask the students to look at the predictions on the board. Tick the predictions that were correct.

Answers

- 1 Because there were no stories/dreams/magical tales.
- 2 She asked the animals if they knew any stories.
- 3 The eagle asked his friend the sea turtle to take her to the story place.
- 4 Because they wanted a picture of her home and people first.
- 5 In a shell.

Culture note

This African legend, *Where Stories Come From*, is a traditional Zulu story that teaches a life lesson. In the story, Manzandaba finds her stories through hard work and effort. There are many other Zulu folk stories that refer to the ancestral connection of the Zulu people to the land and animals. These traditional stories, like those of many traditional peoples, teach truths about humanity, spirit and earth consciousness.

C

- Put the students into groups to discuss the questions.
- After the groups have finished, have a class discussion. Invite the students to share their ideas with the class.



Extra: vocabulary homework

Write the words *basket*, *hunting*, *dream*, *tale*, *hare*, *baboon*, *fish eagle*, *shell* on the board. Ask the students to research the meanings of these words for homework. (Meanings: *basket*: a container made of wood, plastic, wire or some other material for carrying things; *hunting*: killing animals for food; *dream*: the story or images you experience while you sleep; *tale*: a story; *hare*: a large animal related to a rabbit; *baboon*: a large kind of monkey or ape; *fish eagle*: a big bird that eats fish; *shell*: the hard outer part that protects the body of a sea animal.) In the next lesson you could have a quiz about the vocabulary or play a vocabulary game with the students.

Pronunciation: /ə/ in multisyllable words (p. 97)

A 2.09

- See the Student's Book page for the **audioscript**.
- Ask the students to look at the words and the underlined vowels.
- Play the recording once so the students can hear how these vowels are pronounced.
- Ask the students to tell you how the underlined vowels are pronounced (with the weak unstressed /ə/ sound, which is also known as the 'schwa').

B 2.10

- See the Student's Book page for the **audioscript**.
- Ask the students to say the words aloud and underline the /ə/ sound of the unstressed vowels.
- Have the students compare their answers in pairs.
- Play the recording so that they can check their answers.

Answers

negative elephant picture legend magical

C 2.11

- See the Student's Book page for the **audioscript**.
- Have the students work in pairs and practise saying the sentences to each other in turn, paying particular attention to the unstressed vowel sounds.
- Invite individual students to each say a sentence aloud, being careful to pronounce the /ə/ sound correctly.

Extra: /ə/ in multisyllable words

Have the students look at the third and fourth paragraphs of the story in Ex. A of the Reading section again and underline the schwa sounds in the multisyllable words. Have them compare their answers in pairs, discussing any differences.

Answers

eagle, river, turtle, bottom, ocean, picture.

Grammar: verb + gerund/ infinitive (p. 98)

Lead-in

Write these jobs on the board in random order: *engineer*, *actor*, *fashion designer*, *airline pilot*, *writer*, *musician*. Have the students work in pairs and rank them in order from 1 (best-paid) to 6 (worst-paid). Listen to some ideas from the class. Point out that the artistic jobs on the list are usually only well-paid when people are at the very top of the profession.

A

- Read the instructions and the question to the class.
- Elicit the meaning of *blurb* (information printed on the outside of something, especially a book, to describe it or make it attractive to buy).
- Have the students work individually and then compare their answer in pairs, discussing any differences.
- Point out that *hold back* means to prevent someone from moving forwards, and that the *plot of a book* is the series of related events that make up its main story.

Answer

People who want to become writers and who want to make a lot of money from writing.

NOTICE!

- Direct the students' attention to the **Notice!** box.
- Ask them to look at the underlined verbs in the text in Ex. A and answer the question.

Answers

to-infinitive: hoping, want, start, decided
gerund (-ing form): enjoy, begin, continue, discuss

B

Form

- Ask the students to complete the grammar table with examples from Ex. A.
- Remind the students that the infinitive form of a verb includes the word *to*, e.g. *agree to go*, *hope to go*.
- Explain to the students that there aren't really any rules that dictate which verbs can be followed by *-ing*, the infinitive, or both, so they should pay particular attention when they first encounter a new verb to see which structure(s) can follow it.

- **Highlight** that although *like* can be used with both the gerund and the infinitive (*I like dancing; I like to dance*), *dislike* can only be used with the gerund.
- Point out that for the verbs given here which can take either the *to* infinitive or the *-ing* form, the meaning remains the same (e.g. *begin to write / begin writing*).
- **Highlight** that after *help*, the *to* may be omitted from the infinitive, e.g. *Tom helped me get a job*.
- Draw the students' attention to the **What's right?** box and ask them to work in pairs to choose the correct sentences. (The correct sentences are: *We discussed reading that new novel. The story was long, but I managed to finish it.*) Elicit that the first sentence is incorrect because *discuss* can only be followed by the gerund, while the last one is incorrect because *manage* can only be followed by the infinitive with *to*.

Answers

- | | |
|--------------------|--------------------|
| 1 enjoy writing | 5 decided to start |
| 2 discuss creating | 6 continue writing |
| 3 hoping to earn | 7 begin writing |
| 4 want to write | 8 start to write |

C

- Encourage the students to refer to the grammar table when they do this exercise.
- Ask them to work individually and then to compare their answers in pairs, discussing any differences.

Answers

- | | | | |
|-----------|-------------|-------------|-----------|
| 1 copying | 3 to end | 5 writing | 7 to take |
| 2 reading | 4 to behave | 6 to become | 8 working |

D

- Direct the students to the list of phrases. Explain that they will choose at least five of them to finish.
- Ask the students to work individually to think of how they would finish their phrases, making notes if they want to. Then put the students into groups to tell each other their completed sentences.
- Listen to some of their ideas as a class.

▶ Workbook p. 48, Section 4

Listening: predicting (p. 99) 🎧

Lead-in

Remind the students that they practised predicting on p. 73. Give them time to read the information in the skills panel.

A

- Explain to the students that they are going to listen to a traditional North American story.
- Ask the students to look at the pictures and make some predictions about what the story is about in general. Write their predictions on the board.

B 🎧 2.12

- Let the students listen to the first part of the story, and ask them to check their predictions.
- Direct the students' attention to the predictions on the board. Ask them if any of the predictions were correct, and if so, which ones.
- Have the students read the two questions. Play the recording again for them to hear the answers.

Audioscript

This is the story of how Rabbit got his long ears. A long time ago, when Rabbit was first on this earth, he had very short ears. One day he was bored, so he decided to play a trick on all the other animals. He said to Beaver, 'Did you know that the sun is not going to rise again?' Of course, Beaver told Squirrel, and Squirrel told Chipmunk, and Chipmunk told Skunk, and so on. Soon all the animals knew the story, and they were very worried. They said, 'If the sun is not going to shine anymore, it will be dark and cold like winter. We have to start preparing now!'

Answers

- | | |
|-----------------|---------------------------|
| 1 He was bored. | 2 They were very worried. |
|-----------------|---------------------------|

C 🎧 2.13

- Have the students read the three statements and circle what they think is going to happen in the second part.
- Explain to the students that they are going to hear the second part of the story.
- Play the recording and ask the students to listen and check whether their prediction was correct.

Audioscript

Bear loved to eat meat, but he was so worried that he began to eat blueberries and other fruit so he could get very fat. Squirrel started gathering all the nuts he could find. Everyone who had heard the story was busy getting ready for the sun not to shine again. They had no time to play, even though it was a nice summer day. Of course, Rabbit hid in the bushes and laughed and laughed as he watched all the other animals running around. Then a man called Kluskap came along. Normally the animals were very glad to see Kluskap but today, no one greeted him. Kluskap asked Bear, 'How are you?' Bear said, 'I don't have time to talk to you!' Kluskap kept walking, but the animals wouldn't talk to him. Kluskap went back to Bear. 'What's going on? You're not talking to me. Something must be wrong!' Kluskap said. 'Haven't you heard?' Bear said. 'The sun is not going to shine anymore – we have to get ready for winter now!' Kluskap listened, and then he said, 'The one who told you that story is lying. It's not true.'

Answer

b

D

- Ask the students to answer the questions about what they heard in Ex. C.
- Elicit predictions from the class for what will happen next in the story. Write the predictions on the board.

Answers

- 1 No one greeted him. The animals were too busy to talk to him.
- 2 He thought the story wasn't true and that the person who told it was lying.

E  **2.14**

- Play the recording for the students to listen to the last part of the story.
- Direct the students' attention to the board. Ask them if any of the predictions are correct, and if so, which ones.
- Have the students read the questions. Play the recording again for them to listen for the answers.

Audioscript

Kluskap called a meeting with all the animals. When they were all there, he said, 'Who told you, Bear?' Bear said, 'Skunk told me.' And Skunk said, 'Well, Chipmunk told me.' Everyone said who they had heard the story from, all the way down to Beaver. Beaver said, 'It was Rabbit who told me.' Rabbit heard this, and he was really scared, so he hid in the bushes. Kluskap knew then that Rabbit had started the story because he was the only one who was not at the meeting. 'He must be hiding,' Beaver said. Kluskap looked in the bushes. He found Rabbit, he grabbed him by the ears and lifted him up. As Kluskap lifted Rabbit, Rabbit's ears started to stretch and get longer and longer! And that is how Rabbit got his long ears.

Answers

- 1 He called a meeting to find out who first told the story.
- 2 Kluskap grabbed him by the ears and lifted him up. His ears stretched and got longer and longer.

F

- Ask the students if they liked the story. Why or why not?
- Ask them if they have stories about animals in their culture. Listen to their ideas as a class.

Culture note

Kluskap (also called Glooscap) is a mythical figure in Native American Indian legend. He was seen as the creator of animals and was an important figure in the culture of the Abenaki tribe in north-east America. A statue of Kluskap stands in the town of Parrsboro in Nova Scotia, Canada.

▶ Workbook p. 49, Section 5

Writing: checking your work

(p. 99) 

Lead-in

- Remind the students that they practised checking their work on p. 75. Give them time to read the information in the skills panel. Ask the students what it suggests that they use to help check their work (a checklist). Elicit the items to include in a checklist (reminders to check grammar, vocabulary, spelling and punctuation). Elicit other reminders to include in the checklist (that you have done what the task asked you to do and included all the necessary information).
- Put the students into pairs to complete the exercise.

A

- Explain to the students that they are going to write a checklist with information from an advertisement. Point out that this is practice in learning how to make a checklist for a writing assignment.
- While the students are reading the advert and completing the checklist, copy the checklist onto the board as it is in the book.
- Check the answers with the class by inviting individuals to the board to fill the gaps.

Answers

Type of story: traditional folk tale or original story

Not summary of a film or book

Introduction states: kind of story and what it is about

Maximum number of words: 200

Rules for folk tales: must write in own words

Rules for original stories: not a personal anecdote; write in third person

Information to include: full name, email address, phone number

B

- Read the instructions to the students and make sure they understand the task.
- Go through the checklist on the board again to remind the students of what they should include in their stories.
- Give the students time to think about and write their stories. Monitor and help as necessary with ideas, grammar, vocabulary, etc.
- As the students finish their stories, remind them to use their checklists to check their work.

Extra: stories

Invite individuals to read aloud their stories to the class.

▶ Workbook p. 49, Section 6

▶ Workbook
p. 50, Read and write
p. 51, Down time

LifeSkills: learning from experience (p. 100)

- Step 1:** Tell someone about a bad experience. (Ex. B, Ex. C)
Step 2: Let them help you understand what happened and analyse why things went wrong. (Ex. C, Ex. D, Ex. E)
Step 3: Together, think of ways to avoid a similar situation in the future. (Ex. F)

Lead-in

- Read the target skill aloud and ask the students what they think *learning from experience* means (learning how to avoid making the same mistake as one made in the past).
- Ask them to think of situations in the news in which people learnt something from a past experience, e.g. an environmental incident such as a flood.

A

- Put the students into groups to complete the exercise.
- Read the instructions to the class and go through the discussion questions.
- Direct the students' attention to the **How to say it** box and encourage them to use these expressions in their discussions.
- After the groups have read and discussed the bad experience, discuss the questions with the whole class.

B

- Explain to the students that they are going to think about a bad experience they had in the past to tell a partner.
- Direct their attention to the three questions and explain that they should use these to guide them.
- Give the students a few minutes to think about an incident and make some notes about it.

C

- Put the students into pairs to tell their partners about their bad experience. Remind them to listen carefully and ask questions to help them understand what happened.
- Encourage the students to make notes as they listen to their partner's experience to prepare for Ex. D.

D

- Instruct the students to work individually to think about their partner's experience.
- Go through the questions and have the students complete the exercise, making notes about their partner's experience. Remind them to use the questions to help them as they work.

E

- Have the students work individually to repeat the process about their own experience.

F

- Have the students work in pairs again to discuss the analyses of their own and their partner's experiences.
- Go through the questions and make sure the students understand the exercise.
- Direct the students' attention to the model conversation and encourage them to use this to help them as they discuss their experience with their partner.

REFLECT

- Ask the students to read the **Reflect** question.
- Give them some time to think about different situations in the domains of **Work and Career** and **Study and Learning** where the skill of *Learning from experience* would be useful.
- Elicit the following ideas: knowing the best way to organise your time and work, knowing what the best time is for you to study and when you need a break from work, knowing which is the quickest way to get to work or college/university, knowing who to ask for help, etc.

Language wrap-up (p. 102)

See notes on p. 11.

1 Vocabulary

Answers

A

- 1 got lost
- 2 got the wrong day
- 3 clicked on 'Reply to all'
- 4 arrived late
- 5 said the wrong thing
- 6 forgot someone's name
- 7 sent a text to the wrong person

B

- | | | |
|----------------|---------------------|-------------|
| 1 childish | 4 imaginative | 7 pointless |
| 2 entertaining | 5 thought-provoking | 8 moving |
| 3 unbelievable | 6 gripping | |

2 Grammar

Answers

- | | | |
|--------------|------------|-------------------|
| 1 when | 6 who/that | 11 moving/to move |
| 2 spending | 7 to help | 12 who/that |
| 3 to get | 8 who/that | 13 where |
| 4 that/which | 9 to have | 14 that/which |
| 5 to find | 10 taking | 15 to let |

Speaking workshop: telling an anecdote (p. 103)

A 2.15

- Read the instructions to the class and direct their attention to the questions. Explain that they should keep the questions in mind as they listen to the anecdote.
- Play the recording. Check for comprehension, and play it again if necessary.
- Put the students into pairs to talk about what happened, using the questions to help them remember the details.

Audioscript

Lily: The most awful thing happened to me the other day!

Mark: Really? What?

L: Well, I went shopping at that big new shopping centre that's near college. There's a six-storey car park, and there were millions of cars in it, so it was hard to find a parking space. You know, it was Saturday, and everybody was there.

M: Yeah, yeah, so what happened?

L: I'm getting there! So I parked my car and went inside the shopping centre. I shopped and looked around for about two hours, and then I went out to the car park. I went to the place where I had parked my car, and guess what – my car had gone and there was another car parked in the space!

M: Oh, no! What did you do?

L: Well, I thought I had got the wrong space, so I walked up and down rows and rows of cars, but my car definitely wasn't there.

M: So then what did you do?

L: I called the police to report that someone had stolen my car! They arrived in about ten minutes, and they took all the information. They told me to report it to my insurance company and then they left.

M: Oh, that's terrible! So how did you get home?

L: Well, here's the really terrible part. I went down to the first level of the car park to get a taxi home, and guess what I saw?

M: I don't know. What?

L: My car! Right in the space where I had left it!

M: Really? So your car hadn't been stolen?

L: No! I had driven up to the second level to look for a space, and I forgot that I had driven back down to level 1 and had found a space there.

M: Wow! That's terrible! So did you call the police back?

L: Yes, of course. The officer that I talked to thought I was completely mad. It was so embarrassing!

Answers

- 1 in a shopping centre car park
- 2 It had gone. / She couldn't find it.
- 3 She looked for it, then called the police and reported it stolen.
- 4 She found her car on another level of the car park.

B

- Explain that the students will hear the anecdote again.
- Direct the students' attention to the phrases and say that they are not in the same order in which they were said in the anecdote. Tell the students that they must number the phrases in the order that they hear them as the listen.
- Play the recording. Check progress and play it again if necessary.
- Have the students compare their answers in pairs. Then play the recording again for the students to check.

Answers

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

C

- Direct the students' attention to the four functions and explain that each of the phrases in Ex. B falls into one of these categories.
- Put them into pairs to compare answers, discussing any differences.

Answers

- 1 The most awful thing happened to me the other day!
- 2 So what happened?; What did you do?; So then what did you do?
- 3 Really?; Oh, no!; That's terrible!
- 4 I'm getting there!

D

- Ask the students to think about an experience that they or someone they know had.
- Direct the students' attention to the questions and explain that they should think about how they would answer them.
- Encourage the students to make notes about the answers to help them prepare to tell their anecdotes.

E

- Put the students into pairs to tell their anecdote to each other. Remind the students to ask questions and make comments as they listen to their partner's anecdote.
- Encourage the students to use some of the expressions from Ex. B.

F

- Put the students into new pairs to tell their anecdotes again.

How are you doing?

- Ask the students to read the statements and tick the ones they believe are true.
- Ask them to tick the circle that most closely represents how they feel about their speaking.