

**Unit overview:** The main topics of unit 10 are parts of the body and face, appearance / personality adjectives, comparatives and superlatives, which are presented and practiced through the contexts of listening to part of a sports science class and a TV make-up artist, listening to the physical description of suspects given to a police officer, reading an article about an athlete, and listening to comparisons between twin sisters. Sts also listen to / watch a video about "The New Seven Wonders of Nature" and practice understanding facts in a quiz, making decisions by choosing a gig they'd like to go to together.

## Do you look like your mom?

**Lesson Aims:** Sts learn parts of the body and face to describe and talk about people's appearance and to describe suspects to a police officer. Sts also learn some irregular plural forms.

| Function                                  | Language  |
|---|---|
| Talking about parts of the body and face. | You need your legs and your feet to run.<br>I really like my ears and nose because they're not too big and they're not too small. |
| Describing people's appearance.           | What does he look like?<br>He is short and slim. He has long dark hair and brown eyes.  |

**Vocabulary:** The body and face (parts). Long dark hair, short fair hair, slim, overweight, average build, average height, short, tall. Wanted suspects.

**Grammar:** Irregular plural forms (feet, teeth). What does he / she look like?

**Warm-up** Have sts ask each other and answer as many question titles from units 1-9 as they can in about four minutes, plus a follow-up question to see what they can remember from the previous units. Monitor closely for accuracy. Ask some sts to say three answers they had in common or two things they found interesting about their partner's answers.

**Tip** If you are planning to use questions as the basis of an oral test at the end of this unit, remind sts that this is very useful test rehearsal time and they should be doing this out of class (e.g. on the cell phone) to get themselves ready.


### 1 Vocabulary: The Body and Face


**A Books closed.** Elicit names of some body parts: point to your own body (your head, hand, arm, stomach, back, etc.) and ask: **What's this in English?** When they don't know the answer, name it and ask sts to repeat after you.

**Books open.** Explore the photos. Ask: **Where are they? What's the relationship between them? What are they doing? Where do you think they're from?** Point to number 1 in the photo and ask sts: **What's this in English?** (head). Point to the numbered boxes 1-10 and tell sts to write the body parts from A in the correct boxes in the photos. Paircheck.

Sts listen to a sports science class. Play 10.1 to classcheck answers. Ask sts to point to the body parts in the photos as they hear them. Encourage them to look at each other and compare answers as they do this.

Ask: **Have any of you attended a sports science class?** Elicit the plural form of "arm." Say **We say 1** (gesture 1 with your finger) **arm and 2... arms. What about hand? 1 hand and 2...?** and let sts finish the sentence. Do the same for finger, leg and toe.



Focus on the  box and make them aware of irregular plurals. The two irregular plurals (both of which follow the

same spelling pattern). They are also picture words in the  Pronunciation Chart on p. 154-155.

Ask: **Do you remember any others?** (child / children, person / people, man / men, woman / women). These irregular plural nouns are the main ones they've been exposed to so far.

Read **Common Mistakes** with sts and clarify any doubts about *fingers vs. toes*. Read the **Song line** at the top of p. 107 and see if sts can recognize the song / band.

#### Song line:

 I feel it in my fingers,  
I feel it in my toes.  
The love that's all around me  
and so the feeling grows. 

Song: "Love Is All Around"  
Band: Troggs\* (UK)  
Year: 1967

\*The song was also recorded by the Scottish band Wet Wet Wet in 1994, and was soundtrack of the film *Four Weddings and a Funeral*.

#### 10.1 Notice the /k/, /g/ and /ε/ sounds.

... So the important parts of the body we are going to study in this course are: 1. the head; 2. the arms; 3. the legs; 4. the chest; 5. the stomach; 6. the back; 7. the hands; 8. the fingers; 9. the feet; 10. the toes. We're going to look at how each one is important in sports. Any questions?

**Tip** As an extra processing task to help sts think about, feel and remember the words, you can always add a "find the common sound" task. For example, write on the board: **Find two /k/ sounds, two /g/ sounds, two /æ/ sounds and two /ε/ sounds in the ten body parts.** In pairs, sts find the sounds in the ten body parts, then turn to the AS on p. 166 for the key. They will also find more examples of /k/ highlighted there too.

1. the head 2. the arms 3. the legs 4. the chest  
5. the stomach 6. the back 7. the hands 8. the fingers  
9. the feet 10. the toes

The words **back** and **stomach** have a /k/, **legs** and **fingers** have a /g/ sound, **back** and **hand** have a /a/ sound and **chest**, **legs** and **head** have a /ɛ/ sound.

**B** Ask the class: *What body parts do you need to think?* (head) *What body parts do you need to run?* (legs, feet). Point to the prompts in **B**. Sts continue answering *What do you need to...?* questions **3-8**. Classcheck. Expect a variety of answers.

**Suggested answers.** 1. You need your head to think. 2. You need your legs and feet to run. 3. You need your arms, hands, feet and legs to swim. 4. You need your legs and arms to ride a bicycle. 5. You need your feet, legs and head to play soccer. 6. You need your hands and fingers to write. 7. You need everything to do yoga. 8. You need your head to learn English.

**Tip** Presenting words like this helps sts first focus on listening and pronunciation before they worry about the written form. When they then see the written form they are often surprised, but this can later help them to remember both and prevent them from imposing a mother-tongue influenced pronunciation on the word.

**C** Point to parts of your own face and elicit vocabulary sts already know and present items they don't. Have sts repeat parts of the face after you as you elicit / present them.

Focus on the photo in **C** and ask: *What's number 5?* (nose) Individually, sts match face parts **1-8** to the words in **C**. Play **▶ 10.2**. Paircheck. Any spelling / pronunciation surprises?

Sts check their answers. Classcheck. Ask: *Would you like to do his job?*

**▶ 10.2** Notice /aɪ/, /aʊ/ and /oʊ/.

Well, my job is to get people ready for the camera. I have to think about all these things: first, the hair, then the eyes and the eyebrows, then I quickly check the ears and the nose. Finally I work on the mouth, and this means working on the lips, and checking the teeth. I want people to look absolutely perfect!

- (4) ears /ɪrz/ (2) eyes /aɪz/ (7) lips /lɪps/  
(5) nose /noʊz/ (3) eyebrows /aɪbraʊz/  
(1) hair /hɛr/ (6) mouth /maʊθ/ (8) teeth /ti:θ/

**Tip** Ask: *How many of these items are picture words on the pronunciation chart?* (3. Nose, teeth and lips.)

**D** Ask: *What part do we use to eat?* (mouth / teeth). In pairs, sts match parts of the face **1-8** from **C** to the verbs in **D**. Classcheck.

**Eyes:** look, see, read **Mouth / teeth:** eat  
**Mouth / lips:** speak, kiss **Ears:** listen **Nose:** smell

**E** **MAKE IT PERSONAL** Swap partners. In pairs, sts talk about which parts of their faces they like the most / least and say why. Ask sts to report their partner's answers. Round off this section by asking the title question *Do you look like your mother?* to see who does / doesn't. Ask: *Do you look more like your father or your mother?* They may want to say "I have my mother's eyes, but my father's nose," so help them to do so with correct use of the possessive 's.

## 2 Listening

**A** Focus on the pictures of the suspects. Point to the word "Wanted" and tell sts the men committed a crime and the police are looking for them. Point to suspect 1 and say: *Look at his hair. Is it long or short?* (gesture long and short). Exemplify dark and fair hair with sts' hair or famous people's hair: say *Madonna has fair hair. Angelina Jolie has dark hair.* etc. Point to the 4<sup>th</sup> box of options (long dark hair / short dark hair / short fair hair) and ask sts to write **1, 2 or 3**, matching suspects to their description. Repeat procedures for the suspects' eye colors and physical shapes.

**Tip** If technology is available, google images of celebrities who could be examples of overweight / average build / slim people. Make use of gestures as well to teach tall / short / average height. You might ask sts to stand up to see who's the shortest and tallest in class to help convey meaning. This will help to introduce comparatives in lesson **10.2**.

Sts write **1, 2 or 3** in all boxes in **2A**. Paircheck. Classcheck with answers on the board. Drill pronunciation for the first six phrases.

- (1) average build (3) overweight (2) slim (1) average height  
(2) short (3) tall (3) blue eyes (2) brown eyes (1) green eyes  
(1) long dark hair (2) short dark hair (3) short fair hair

**B** Point to the picture of the suspects in **2A**. Sts hear the descriptions for Adam, Charlie and Mark. Sts listen to **▶ 10.3** and write the names of each suspect below the correct picture. Paircheck. Classcheck.

**▶ 10.3** Notice the connecting sounds.

PO = police officer A, B and C = victims

1

PO OK, and what does the suspect look like?

A Well, he's short and slim. And he said his name was Charlie, but, well, who knows.

PO Uh-huh? What else do you remember?

A Hmm, uh... He has short dark hair and brown eyes.

PO OK, thank you, madam.

2

PO OK, can you describe the suspect, please? You said his name was Mark, right? What does he look like?

B Well, he's tall and a little overweight. Like you!

PO Hmm, right, and what color is his hair?

B Uh, I think he has short fair hair and blue eyes. Like you. Yes, definitely blue eyes.

PO OK, thank you. Oh, and don't worry. I'm not Mark.

- 3
- PO So, the man who took your bag. What did he look like?
- C Hmm... he wasn't tall or short. He was... um, average height. And he wasn't fat or slim, he was average build I think.
- PO And can you remember the color of his hair?
- C Yeah, he, uh... He had dark hair.
- PO Long or short?
- C Uh, long dark hair and he had green eyes, I think.
- PO OK. I think I know who you mean. That's Adam. We know where he lives. Thanks! Let's go!

1. Adam 2. Charlie 3. Mark

**C** Focus on **Common Mistakes**. Write on the board:

- 1) *What does he like?*
- 2) *What does he look like?*

Elicit possible answers to both questions, e.g. **1)** He likes chocolate, beer, soccer. **2)** He is tall and slim. He has short hair.

Drill the question *What does he look like?* with prompts he / she / they / you. Below question **2**, write "He is..." and "He has..." and elicit possible sentences, e.g. "He is tall / short / average height / overweight, etc." and "He has short dark hair and blue eyes.". Underline the words hair and eyes and for each of them ask sts: **Is it a noun or an adjective?** (noun). Make sure sts understand we use **Subject + have + nouns** and **Subject + be + adjectives** when describing people. Draw somebody with a single very long hair to illustrate the other common mistake.

Sts play the game "Spot the suspect!". Model the activity with the whole class. Get a student to ask you: "What does he look like?".

Describe one of the suspects, e.g. say **He is tall and overweight. He has short fair hair and blue eyes** and ask the student to point / say which suspect you're talking about (Mark). In pairs, sts play the game. Use the example on the page to set this up and give a further example yourself. Monitor closely for accuracy. Sts might ask "How does he look?" or "How does he look like?". Use **Common Mistakes** to correct sts.

**D MAKE IT PERSONAL** Sts play the same guessing game, but now describing "suspects" in the classroom. Make sure they start their descriptions with "This person" and not he / she. Use the example on the page to set this up and give a further example yourself. One student speaks at a time and the whole class tries to guess who the suspect / classmate is. Monitor closely for accuracy.

**Tip** If working with large groups, split the class in two groups. Sts play the game within their groups and take turns describing people either from their group or the other one. The other members of the group try to guess who is being described.

**Tip** For extra practice of parts of the body you can play Body Parts Bingo at any time. Sts write down six parts of the body, you call them out randomly until one student gets a "Bingo".

**Extra writing** Sts can write a description of themselves, e.g. for a lonely hearts column and post it on the class website.

**IDEAL**

Workbook p. 49  
ID Online Portal

## Are you like your dad?

**Lesson Aims:** Sts learn to give better physical description, to use comparatives and to describe / compare people's appearance and personality.

| Function                                       | Language  |
|--|---|
| Reading about an amazing athlete.              | She was good at sports at school, especially baseball...  |
| Expressing an opinion about an athlete.        | I think she's strong, determined, and heroic. What about you?                                     |
| Comparing people's appearance and personality. | Scott is taller than Jake.<br>Scott is more interesting than Jake.<br>Jake is happier than Scott. |

**Vocabulary:** Recycling descriptions of people's appearance. Adjectives (active, athletic, courageous, determined, etc.).  
**Grammar:** Comparatives (long and short adjectives).

**Warm-up** Play a quick "hangman" game with the whole class. Write seven blanks on the board (one for each letter of the word "athlete") and have sts take turns guessing the letters of the mystery word. When they've guessed it, ask them: **Who's your favorite athlete? Do you like watching sports on TV? What sports do you play?**

### 3 Reading

**A** Point to the text title and ask: **Who's the extraordinary athlete?** (sts point to the photo of Kelly Bruno). Ask **What's her name?** and have sts quickly find her name in the text and complete the information table. Ask **When was she born?** (March 23, 1984) and sts complete the field "Date of birth." Individually, sts carry on reading and find her (physical) "Description," "Hobby" and "Occupation." Maybe play **10.4** for them to listen and read the text. Paircheck. Classcheck with answers on the board.

**Tip** This page is a good example of what you will find in **D** but not other courses at this level. There are a lot of words / expressions in the text and exercises **B** and **C** which would not normally be included in a Level 1 language course, because they would be too hard for a teacher to deal with in a multilingual class. However, because we know the language identity of our target learners, and are aiming primarily at monolingual classes, we know virtually all of them are cognates, and easily accessible. There's no problem with meaning or needing to translate, so why hide such words from sts? Once they've heard the pronunciation and have the stress clues for reference, they can begin to use them immediately, which is very motivating. And, if they do mispronounce them, another English speaker ought to be able to understand and help them.

**Full name:** Kelly Bruno **Date of birth:** March 23, 1984  
**Description:** tall, slim, long dark hair, brown eyes **Hobby:** sports, especially triathlon **Occupation:** medical student

**B** Ask **What happened to Kelly when she was six months old?** and point to the first event in her timeline in **B** (part of her leg was amputated). In pairs, sts re-read the text and complete Kelly's timeline with the other events from the text in **A**. Play **10.5** for sts to listen to two people talking about the article and check their answers. Classcheck.

### 10.5 Notice the /3r/.

- A What are you reading?  
 B It's an article about a runner with a prosthetic leg.  
 A Oh, OK. So, what does it say?  
 B Well, her leg was amputated when she was a baby—only six months old.  
 A Oh! That's terrible. Poor thing!  
 B I know! But she got a prosthetic leg at nine months old.  
 A Wow!  
 B And four months later she started to walk. She's incredible.  
 A Oh, my God! My niece is the same age and she can't even walk!  
 B But that isn't everything. In 2008 she actually won the New York Triathlon. Can you believe it?  
 A No way! She's so determined...  
 B Well, yes, I guess so. Then she started university in 2009—just like all her friends. But poor her...  
 A What?  
 B Her father died in 2010 in the earthquake in Haiti...  
 A No way!

**9 months old:** got a prosthetic leg **13 months old:** began to walk **2008:** won the New York Triathlon **2009:** began her studies **2010:** her father died

**C MAKE IT PERSONAL** Elicit pronunciation of the pink stressed words and ask: **How many are recognizable from your language?** (earthquake is possibly the most difficult word for Latin speakers to recognize but you can use the context of "Haiti" to help.) Focus on the adjectives in **C** and drill pronunciation for all of them. Again most words will be cognates for Latin language speakers. Ask sts to ask each other in pairs: *What do you think of Kelly?* Tell them they need to use three words from the box.

**Weaker classes** Leave prompts on the board, as follows:  
*What / you think of Kelly?*  
*I think she's... What about you?*

Round off the activity by asking sts to tell the class what their partners think of Kelly.

### 4 Grammar: Comparatives

**A** For a fun books closed presentation of comparatives, compare your country with a neighboring one, preferably one that they historically "don't like", e.g. Britain and France,

Brazil and Argentina, etc. Put some adjectives on the board and get them to make comparisons. Elicit and drill X is bigger / richer / better at soccer / more important / more beautiful, etc. Or you can do the same with any pair of famous actors, musicians, animals, cars, etc. Drill the sentences they come up with by saying the adjective and nominating a student to make the comparative sentence. Focus on the men in photos 1 and 2. Elicit some physical descriptions (ask: **What does he look like? What's he wearing? How's he feeling?**). Focus on the six adjectives and ask sts: **What's the opposite of happy?** (sad). Gesture a person crying / make a sad face and teach them the word. Elicit the three pairs of opposites. Get sts to match them to the photos, either 1 or 2. Boring and interesting are obviously subjective, so they have to listen and check. It's a fifty-fifty call so the idea is just to add a bit of fun!

**Tip** Use the audio itself to set up the situation and build a bit of tension. Pause after "what to do" and elicit the situation. Ask: **Who are they?** (friends) **Who has a problem?** (Maggie) **What is it?** Two guys want to take her out for dinner. Establish that it's the two guys in the photos, and make them guess who she chooses. Tell them they have to listen for the two guys names too. Play the audio again from the beginning for them to listen to the whole thing, check their answers and see if they guessed the right guy.

▶ **10.6** Notice the schwas /ə/.

M = Maggie S = Steve

M I need some help, Steve.

S What's up, Maggie?

M Two guys want to take me for dinner on Saturday! And I don't know what to do.

S Well, which one do you like better?

M Well, Scott is taller than Jake and you know I usually like tall men.

S Yes, so go out with Scott!

M But Scott is always so sad. Jake is happier than Scott.

S So, go out with Jake! That's more important. It doesn't matter that he's shorter.

M I know, but Scott is more interesting than Jake. Jake is a bit boring.

S Why don't you go out with both of them? And then see which one you like more?

M Good idea. I can go to the movies with Jake and then have dinner with Scott.

S Problem solved!

(2) boring (2) happy (1) interesting (1) sad  
(2) short (1) tall

Paircheck then classcheck. Get them to justify their answers (She said Scott's taller, so he's number 1, etc.). Ask: **What did Maggie decide? / Who is she going out with: Scott or Jake?** (She's going to the movies with Jake and having dinner with Scott.) Ask: **Do you think Maggie made the right decision? Who would you prefer to date? An interesting, tall, sad man or a short, happy, boring man?**

**B** Focus on sentences 1-4. Ask **What's she doing?** (Comparing them). Point to the four comparatives in **B** and

ask sts to listen to the track again and complete 1-4 with what they hear. Ask them to remember Steve's last line too. Play ▶ 10.6 again. Paircheck. Classcheck with answers on the board. Make sure sts notice the word *than* in all phrases.

**Language note** The last line is *Problem solved!*, a nice expression which sts can use from now on. Highlight the silent "E" and cross it out for them as reference.

1. Scott is taller than Jake.
2. Jake is happier than Scott.
3. It doesn't matter that he's shorter than Scott.
4. Scott is more interesting than Jake.

Read **Common Mistakes** with sts and ask them: **Why can't you say "more stronger"?** Say: **You can say "more interesting"** (point to sentence 4). Write *tall*, *happy*, *short* and *interesting* on the board. In pairs, ask them to notice what happened to the adjectives on the board in the sentences in **B**, and match the rules in the **Grammar** box: **Comparatives**. Classcheck with answers on the board.

**Tip** For immediate practice, show some photos of locally famous pairs of people, places, cars, soccer teams, etc. for sts to compare in pairs. E.g. (Robert de Niro) is younger / taller / richer / fatter / more famous / more interesting / better-looking / a worse actor than (Al Pacino).

- (d): good → better, bad → worse (c): use more + adjective
- (e): double final consonant + add -er (b): take off -y and add -er (a): add -er

**C** In pairs, sts say who would be the best guy for Maggie: Scott or Jake. Make sure they justify their choices with comparatives. Tell them to use the adjectives from 4A. Ask sts to report their partner's opinion to the whole class.

Now, ask sts to read the **Song line** at the top of p. 109 and check if they know the song / artists. Ask sts to find a comparative adjective in the song line (brighter). What does "ones" refer to (people) and refer them back to lesson 6.4 if necessary.

Do they like / know the song? Can they sing it? When did Michael Jackson die? Who else sang the song?

**Song line:**

♪ We are the world,  
we are the children.  
We are the ones who make a brighter day,  
so let's start giving.♪

Song: "We Are the World"

Artist: Michael Jackson / USA for Africa (USA)

Year: 1985

**5** Listening

**A** Point to the photo of twin sisters Zoe and Rebecca and ask sts: **Are they similar?** (Yes, they are identical twins.) **Can you see any differences? Who's Zoe and who's Rebecca? Let's listen to their brother and check.** Play ▶ 10.7. Classcheck.

**Tip** Elicit the question used to ask about appearance and write it on the board, *What does he / she look like?* Refer to lesson 10.2 if necessary. Ask sts to go to AS 10.7 on p. 166 and ask them: *Are they talking about Zoe's and Rebecca's appearance or personality?* (personality). Ask *What question do you use for personality?* and have sts find and underline two questions in the AS (What's Zoe like? What's she like?). Write the prompts *friendly, shy, organized, calm, intelligent* on the board. In pairs, sts take turns asking and answering the questions: "What are you like?" "What's your mother / father / wife / husband / girl / boyfriend like?". Monitor closely for accuracy.

▶ 10.7 Notice word stress in the underlined words.

B = Brad L = Louise

B These are my twin sisters, Zoe and Rebecca.

L Wow, Brad! They look identical.

B Yes, but they're very different.

L What's Zoe like?

B She's friendlier than Rebecca and she's more generous. She likes to be with other people and she's always giving people presents.

L What about Rebecca? What's she like?

B She's more timid than Zoe, and she's calmer. She likes to be alone, but she's more intelligent and more organized than Zoe.

The girl on the left is Rebecca, the other is Zoe.

**Tip** Tell sts to observe body language in the pictures. If they have difficulty in identifying who is who, inform them that crossing your arms is a sign of being shy.

If sts want to have further information, you can read the following text about body language.

**Cultural note** Noticing the signals that people send out with their body is a very useful social skill. Some of us can read it naturally and some of us are notoriously oblivious to it. Fortunately, with

a little extra attentiveness, you can learn to read body language, and with enough practice it'll become second nature.

People with crossed arms are closing themselves to social influence. Though some people just cross their arms as a habit, it may indicate that the person is (slightly) reserved, uncomfortable with their appearance (i.e.: self-conscious and trying to cover it), or just trying to hide something on their shirt.

Extracted from: [www.wikihow.com/Read-Body-Language](http://www.wikihow.com/Read-Body-Language)  
Accessed on November 12<sup>th</sup>, 2012.

**B** Sts listen to 10.7 again and complete sentences 1-6 with **Z** (Zoe) or **R** (Rebecca). Paircheck. Classcheck with answers on the board.

Ask sts to close their books. Do a quick repetition drill with sentences 1-6.

1. Zoe is friendlier than Rebecca.
2. Zoe is more generous than Rebecca.
3. Rebecca is more timid / shyer than Zoe.
4. Rebecca is calmer than Zoe.
5. Rebecca is more intelligent than Zoe.
6. Rebecca is more organized than Zoe.

**C MAKE IT PERSONAL** Point to the lesson title question at the top of p. 108 and ask sts: *Are you like your dad?* Have sts write down a few comparisons between them and someone in their family. Tell them to use adjectives from 4A. In pairs, sts tell each other their sentences. Monitor closely for accuracy. Classcheck by asking sts to remember / tell the class their partner's comparisons.

**Extra writing** Sts can write several minicomparisons about themselves and other members of their families, both physically (What does *he / she* look like?) and about their personalities (What's *he / she* like?).

**IDEAL**

Workbook p. 50  
ID Online Portal  
Grammar p. 136

## What's the prettiest city you know?

**Lesson Aims:** Sts continue to learn to describe more aspects of personality. Sts also learn to form and use superlatives.

| Function   | Language   |
|--|--|
| Reading about personality types.<br>Describing personality.                    | I'm (enneagram) type 1. I'm a perfectionist and I'm idealistic.<br>What are you like?<br>What's your mother like?<br>I'm fun and spontaneous. Sometimes, I'm moody.<br>She's critical, calm and very generous. |
| Taking a quiz.<br>Rating items as the best or second best in a given category. | What's the second most populated city in the world?<br>Salzburg is the prettiest city in the world.<br>Mexico City is the second most populated city in the Americas.<br>I'm the tallest person in my family.  |

**Vocabulary:** Personality adjectives (moody, critical, generous, ambitious, solitary, romantic, suspicious, etc.). Enneagram.  
**Grammar:** *What's he / she like?* Superlative forms of long and short adjectives.

**Warm-up** If an E-board and the internet are available, have some photos of celebrities displayed on the board, two at a time. If not, write a few pairs of celebrities' names on the board, e.g. *Angelina Jolie* vs. (*a local celebrity*), *Tom Cruise* vs. *Elton John*, *Kate Middleton* vs. *Hillary Clinton*, etc. Write / Elicit adjectives to describe people, e.g. tall, slim, long (hair), short, overweight, old, young, beautiful, ugly, attractive, intelligent. In pairs, sts compare the pairs of people using the adjective given. They can add in more of their own too, e.g. personality adjectives from p. 109. Monitor closely for accuracy. At the end, ask sts to share their comparisons with the whole class. Encourage the class to respond / say if they agree or disagree.

### 6 Reading

**A Books open.** Focus on the purple picture / symbol and ask sts: *What's the enneagram? Do you like / usually agree with generalization about personality types, e.g. horoscopes or numerology? Have you heard of or used an enneagram before?* Sts listen and read the introduction to the text and choose the best answer, **1** or **2**. Play **10.8**—pause after "Here is an example of each type." Paircheck. Classcheck.

An enneagram is a diagram that represents nine personality types.

**Tip** Walk around the classroom to check if sts are on the right track, but do not correct answers with the whole class. They'll ask their partners about their findings in **6C**.

**B** Have sts work in trios. Point to personality types **1-9** in the text in **A** (numbers are in bold). St **A** reads types **1-3**, st **B**, types **4-6**, and st **C**, types **7-9**. In the table in **B**, each student completes the positive and negative sides of the three personality types they've read about. There is an example done for each of them.

**Tip** Elicit and drill pronunciation of the words with pink letters as necessary. If you think they can manage it, in trios they can then cover the texts and try together to remember the key words for each type.

| Type     | Positive side                                     | Negative side                  |
|----------|---|--------------------------------|
| <b>1</b> | Idealistic  | Critical of others             |
| <b>2</b> | Helpful, generous                                 | Possessive of friends          |
| <b>3</b> | Ambitious, good at things                         | Can be arrogant                |
| <b>4</b> | Romantic, understanding, sympathetic              | Moody                          |
| <b>5</b> | Interested in the world around them, inquisitive  | Can feel alone at times        |
| <b>6</b> | Loyal, responsible                                | Suspicious                     |
| <b>7</b> | Fun, spontaneous, happy                           | Disorganized                   |
| <b>8</b> | Strong, want to do important things for the world | Get angry when others disagree |
| <b>9</b> | Avoids conflict, calm                             | Accept things they don't like  |

**C** Within the same groups, sts ask and answer questions to complete the table in **B**. Refer to the model question in the speech bubble: "What's the negative side of type 1?". Set a time limit of two minutes and try to stick to it.

**Tip** The sts asking the questions should cover the texts and look only at the photos of each type, so they listen to each other as they write down the words and imagine the characteristics the person shows. Make the sts answering and giving the information spell the adjectives to his / her partners too so they really are communicating in English. Focus on the nine photos. Ask: *Do you think they look like their "enneagram type?"*

Play **10.9** for sts to check their answers. Ask: *Did you sound similar to these students when you were doing the activity?*

**Tip** It may help sts to read AS **10.9** and see if they notice anything there.

#### 10.9

A Type 1 is a perfectionist. They're idealistic, but sometimes they're critical of other people.

- B And what about type 2? What are they like?  
 A They're generous people, but they're also possessive.  
 B And type 3?  
 A They're ambitious, but they can become arrogant. Can you tell me about type 4? What are they like?  
 B Type 4. Umm, they're romantic, but sometimes they can be moody too.  
 A What about types 5 and 6?  
 B Type 5 people are solitary and they try to understand the world, but sometimes they feel depressed. That's type 5. Type 6 people are loyal and responsible, but also suspicious.  
 A OK, the last three. Type 7 people are spontaneous, happy and fun. But they are very disorganized.  
 B Yes, and type 8 people are strong and try to do important things. The bad side is that they get angry.  
 A And the last one, type 9. They are calm and avoid conflict. The negative side is that they accept things they don't like.

**D** **MAKE IT PERSONAL** In pairs, sts take turns describing their personality with adjectives from this lesson and also lesson 10.2. Ask sts to find three differences between them and write down three comparative sentences, e.g. "(Juan) is more idealistic than me." At the end, ask some sts to read their sentences to the whole class and ask: **Which personality type are you and your partner?** Finally return to your original question **Do you believe in the enneagram system?** to see if anybody else is convinced now.

**Extra writing** Sts can write a short description of their own personality type and say which enneagram type is most similar to their personality.

## 7 Grammar: Superlatives

**A** **Books open.** Point to photos **a-e** and tell sts there's a corresponding question for each photo in the quiz. In pairs, sts match the questions to the photos. Ask sts: **What's the highest mountain in the world?** Gesture tall / very high mountain (sts should say "Mount Everest"). Ask: **What about the second highest?** (gesture 2<sup>nd</sup>). Refer to the quiz title and introduction and make sure they understand the quiz is about second places, not first. In pairs, sts do the quiz. Play **10.10** for them to check their answers. Were there any surprises?

### Cultural note

| Rank | City          | Country       | Population | Year |
|------|---------------|---------------|------------|------|
| 1    | São Paulo     | Brazil        | 11,316,149 | 2010 |
| 2    | Mexico City   | Mexico        | 8,851,080  | 2010 |
| 3    | New York City | United States | 8,175,133  | 2010 |

Extracted from:

1: [www.ibge.gov.br/home/estatistica/populacao/censo2010/tabelas\\_pdf/total\\_populacao\\_sao\\_paulo.pdf](http://www.ibge.gov.br/home/estatistica/populacao/censo2010/tabelas_pdf/total_populacao_sao_paulo.pdf)

2: [www3.inegi.org.mx/sistemas/mexicocifras/default.aspx?src=487&e=9](http://www3.inegi.org.mx/sistemas/mexicocifras/default.aspx?src=487&e=9)

3: [http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC\\_10\\_PL\\_GCTPL2.ST13&prodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=DEC_10_PL_GCTPL2.ST13&prodType=table)

Accessed on March 20<sup>th</sup>, 2013.

These statistics are based on the figures for the city proper. If urban agglomeration statistics are used then Mexico has the top three biggest cities in the Americas. Extracted from: <http://data.un.org/Data.aspx?d=POP&f=tableCode:240> Accessed on March 20<sup>th</sup>, 2013.

**Tip** It is important to tell sts that the photos do not correspond to the answers of the quiz. The **photos** show the **first** in each category. The **quiz** is about the **second** in each category.

Read sentence **a** in the **Grammar** box. Ask if sts agree or disagree with the sentences, e.g. "I disagree. I think Rio de Janeiro is the most beautiful city in the world." Still on the first sentence, ask sts **In this sentence, is Salzburg more beautiful than one specific city or more cities?** (more cities, all of them in fact!).

**Tip** Give sts a more visual example. Ask two average-height sts to stand up (not the tallest one in the class) and elicit the comparison, e.g. "*(Julia) is taller than (Danielle)*". Then, ask all sts to stand up and ask: **Who's the tallest in class?** The same demonstration would also work with the adjectives "old" or "young."

Have sts read the **Grammar** box sentences in **1 a-d** and match them with the four rules. Paircheck. Classcheck.

Sts study the quiz questions and decide: Which rule **a-d** do the superlative forms in the quiz follow? Paircheck. Classcheck with answers on the board.

**Books closed presentation.** Cover the text on the page and focus on any of the photos (or use IWB photos if you can). Ask: **What can you see in photo a?** (Mount Everest.) **Give me a (superlative) sentence about Mount Everest.** (It's the highest mountain in the world.) Elicit and drill superlative sentences about photos **b, c** and **d** too using the longest, the most populated, the largest and the most successful.

### 10.10

The highest mountain in the world is Mount Everest, the second highest is... answer C, K2.

The Nile is the longest river, the second longest is... the Amazon.

The most populated city in the Americas is São Paulo, the second most populated city is... Mexico City.

Russia is the world's largest country and... Canada is the second largest.

The most successful national soccer team is Brazil, with five World Cups. The second is Italy, with four.

1. c 2. b 3. c 4. b 5. c

**Grammar box – Superlatives**

1. (d) irregular: *good – the best / bad – the worst* (b) one syllable: *the \_\_\_\_\_ -est* (a) two syllables ending in *-y*: *the \_\_\_\_\_ -iest* (c) adjectives with two or more syllables: *the most \_\_\_\_\_*

2. 1 b 2 b 3 c 4 b 5 c



**B** **MAKE IT PERSONAL** Elicit the word order for question 1. Individually, sts order questions 2-7. Paircheck. Classcheck with answers on the board.

Read **Common Mistakes** with sts and remind them of superlative forms of short and long adjectives. In pairs, sts take turns asking and answering questions 1-7 and the connection preposition for “world.” Monitor closely for accuracy. Encourage sts to give more complete answers, e.g.: “I think the oldest city in (Argentina) is...”. Classcheck. Elicit each pairs’ most interesting answers.

Encourage sts to disagree if they want to, but make sure they use correct superlative forms.

Round off the lesson with the **Song line** at the top of p. 111. Ask sts who recognize the song to hum or sing it to help others remember the tune (Tina Turner’s hit from the 80’s). Ask sts: **What’s the best song of all time? And the best film? Who’s the best (living) actor in your opinion?**

**Song line:**

♪ You’re simply the best,  
better than all the rest. ♪

Song: “The Best”

Artist: Tina Turner\* (USA)

Year: 1989

\*The song was first recorded by American artist Bonnie Tyler in 1988.

1. What is the oldest city in your country?
2. What are the most expensive supermarkets in your town?
3. What is the biggest stadium in your country?
4. What are the most popular beaches in your country?
5. Who is the youngest person in your class?
6. Who are the most famous people in the world?
7. What is the most important possession you have?

**Extra writing** Get sts to write up their answers to **7B** and justify their choices.

**IDEAL**

Workbook p. 51

ID Online Portal

Grammar p. 136

## What's the best place in the world?

**Lesson Aims:** Sts contrast comparatives and superlatives, learn some stress rules and read / watch a video / talk about Wonders of Nature.

| Function   | Language  |
|--|---|
| Noticing and pronouncing sentence stress.            | Everest is the <u>highest mountain</u> in the <u>world</u> .  |
| Writing Comparative and Superlative sentences.       | São Paulo is the most populated city in the Americas.<br>Mexico City is more populated than New York. |
| Reading / Listening about The Wonders of Nature.     | The Amazon Forest is the largest rain forest in the world.  |
| Talking about Wonders of Nature you'd like to visit. | I want to visit Table Mountain. I really want to go to South Africa and I love flowers.               |

**Vocabulary:** A canyon, a cave, flowers, an island, a lake, a lizard, a mountain top, a volcano, etc. The Wonders of Nature.  
**Grammar:** Recycling Comparatives and Superlatives.

**Warm-up** Turn to p. 154-155 and review the full Pronunciation Chart. Divide sts into groups of five and give them some minutes to cover the words and write down all 80 illustrated words, two per sound. After that, uncover the list at the bottom and check. They score one point for remembering the word and two points if they do so with the correct spelling. Which group is the winner?

**Tip** These picture words run throughout **D** and are well worth investing time on memorizing, for both form and spelling. Where appropriate other possible common spellings for each sound are illustrated below the chart.

### 8 Pronunciation: Comparatives and Superlatives

**A Books open.** Have sts work in pairs and decide whether sentences **1-4** have adjectives in the comparative or superlative forms. (Comparatives: **2** and **4**, Superlatives: **1** and **3**)

Focus on **(World of English)**. After sts read it, give them a simple example of what "content words" are, that is, words that carry the message / meaning. Write on the board: **A box of chocolate.** With your hands, cover the words "box" and "chocolate" and ask: **If you say "a" "of," can people understand you?** (No.) Now cover "a" and "of" and ask: **If you say "box" "chocolate," can people understand you?** (Yes.) Tell them these words, which carry the main message, are usually stressed in a sentence. Function words, such as articles and prepositions, are usually NOT stressed.

Point to sentence **1** and focus on the four underlined words. Tell the class all sentences **2-4** in **A** have three stressed words each. In pairs, sts decide which three words in sentences **2-4** are stressed. Play **10.11** for sts to check if their guesses were right. Classcheck with answers on the board. Replay **10.11** but pause after each sentence and ask for chorus repetition. Monitor closely for sentence stress.

#### 10.11

- 1 Everest is the highest mountain in the world.
- 2 And K2 is higher than Kilimanjaro.
- 3 The Nile is the longest river.
- 4 The Amazon is longer than the Mississippi.

2. K2, higher, Kilimanjaro
3. Nile, longest, river
4. Amazon, longer, Mississippi

**Cultural note** South America's Amazon River is the world's largest because it carries more water to the sea than any other river. The Amazon's discharge at its mouth is approximately 7 million cubic feet per second.

Extracted from: <http://geography.about.com/library/faq/blqzlargeriver.htm>

Accessed on November 12<sup>th</sup>, 2012.

The Nile is the longest river in the world. The Amazon is the largest in volume of water.

The Nile is 6,650 km long. The Amazon is 6,400 km long. Extracted from: [www.unp.me/f8/top-9-longest-rivers-in-the-world-100757/](http://www.unp.me/f8/top-9-longest-rivers-in-the-world-100757/)

Accessed on November 12<sup>th</sup>, 2012.

**B** Tell sts to go to p. 111. Model the activity. Point to the Quiz (**7A**) and read question **3** with the whole class. Write 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place on the board and elicit the cities from sts. Ask: **Which city is number 1 / the 1<sup>st</sup>?** (São Paulo). Elicit the superlative sentence about São Paulo. Say **So what can we say about it? São Paulo is...** and let sts finish your sentence. (São Paulo is the most populated city in the Americas). Now focus on the 2<sup>nd</sup> and 3<sup>rd</sup> places and elicit the comparison between Mexico City and New York. (Mexico City is more populated than New York City). Make sure you leave the two model sentences on the board so sts can refer to them.

Individually, sts write one superlative sentence and one comparative sentence about each for questions **4** and **5** from the quiz. Paircheck. Classcheck with answers on the board.

**Tip** When pairchecking, get sts to say their sentences aloud simultaneously, stressing the content words and unstressing / reducing / saying faster the others. Get them to clap the stress or tap their feet to try to find the same rhythm and speed together.

São Paulo is the most populated city in the Americas. Mexico City is more populated than New York City. Russia is the largest country in the world and Canada is larger than China. Brazil is the most successful national soccer team in the world. Italy is more successful than Germany. (2013)

**C** Individually, sts mark the stressed words in the sentences they wrote in **8B**. Paircheck. Classcheck. In pairs, sts practice saying them with the right pronunciation.

## 9 Reading

**A** Read the lesson **Song line** at the top of p. 113 with sts. Elicit the name of the song / singer. If technology is available, search / display images of beautiful islands to convey meaning / pre-teach “an island” and sing to pre-teach nature too. The silent “s” in the word is pronounced as /'aɪlənd/.

**Tip** If your sts aren't Spanish-speakers, explain “la isla bonita” means “the beautiful island” in Spanish.

### Song line:

♪ Tropical the island breeze,  
all the nature wild and free.  
This is where I long to be,  
La Isla Bonita.♪

Song: “La Isla Bonita”  
Artist: Madonna (USA)  
Year: 1987

Ask **What's your favorite Madonna song?** to see what they can come up with. Point to photos **1-9** and check if sts can recognize some of the places. When you explore the photos, introduce some new preferably cognate friendly vocabulary by saying: **There's an elephant and a volcano in photo 3. Where is it?** Either Africa or India, obviously. Look at photo **4. What do you call this animal?** (if sts don't know, give them the word, “a lizard”). Elicit vocabulary and introduce as many words as possible before sts focus on the vocabulary box in **A**.

Point to the vocabulary box in **A** and drill pronunciation of all words. In pairs, sts find examples of each word in the photos **1-9**. Classcheck. Elicit and drill pronunciation as necessary.

1. a canyon 8. a cave 9. flowers 2. an island 4. a lake  
4. a lizard 3. a mountain top 1. rocks  
8. an underground river 7. a volcano 5. a waterfall

**B** Elicit “Wonders of the World” (monuments) from sts, e.g. the Taj Mahal in India, Machu Picchu in Peru. Which ones have they visited? Which ones have they heard of? Tell them they'll listen to and read about the seven New Wonders of Nature and ask them to match the places to photos **1-9** as they hear them. Play **10.12**. Paircheck. Classcheck. Again ask **Which ones (if any) have you visited?**

**Tip** Get sts who haven't visited the places to ask questions like When / go ? Who / go with? How / get there? What / like?, etc. for some genuine communicative practice.

1. The Grand Canyon 2. Halong Bay 3. Mount Kilimanjaro 4. Komodo National Park 5. The Iguazu Falls 6. The Amazon rain forest 7. Jeju 8. The Puerto Princesa National Park 9. Table Mountain

**C** Ask sts: **Which place is in nine different countries?** (The Amazon). Point to questions **1-9** in **C** and, in pairs, sts re-read the text and answer them. Classcheck.

1. The Amazon 2. Table Mountain 3. Halong Bay  
4. The Puerto Princesa National Park 5. The Iguazu Falls  
6. Jeju 7. The Grand Canyon 8. Komodo National Park  
9. Mount Kilimanjaro

**Stronger classes** Get sts to cover the texts and, in pairs, remember as much as they can about each place.

**D** Tell sts they're going to watch a video (or just listen to **10.13**) and at the end they need to say which two places were not mentioned. Classcheck. Did they guess correctly?

Original video from [www.youtube.com/watch?v=qsayRzDWcfl](http://www.youtube.com/watch?v=qsayRzDWcfl). Accessed on November 12<sup>th</sup>, 2012.

### ▶ 10.13 Notice the stress.

Ladies and gentlemen, adults and children, citizens of the world, welcome to the announcement of the first count and provisional results of the global vote to elect the new Seven Wonders of Nature.

The moment has come and I now proceed to announce the provisional new Seven Wonders of Nature in alphabetical order.

Amazon, in South America.

Halong Bay, in Vietnam.

Iguazu Falls, in Argentina and Brazil.

Jeju Island, in South Korea.

Komodo, in Indonesia.

Puerto Princesa Underground River, in the Philippines, and

Table Mountain, in South Africa.

The Grand Canyon and Mount Kilimanjaro are not mentioned.

**E** Play the video or **10.13** again and ask sts to number the seven places in the order they hear them. Paircheck. Classcheck.

The order is: 1. Amazon 2. Halong Bay 3. Iguazu Falls  
4. Jeju Island 5. Komodo 6. Puerto Princesa 7. Table Mountain

**F** **MAKE IT PERSONAL** In pairs, sts say if they agree with the selection of the seven Wonders of Nature in the text and ask which of those places they'd most like to visit and why. Classcheck by asking sts to report what their partner has said.

**Tip** Finally focus on the title question and get sts to answer it. Help them to produce variations like these, with prompts on the board.

|                             |                         |  |
|-----------------------------|-------------------------|--|
| The best place in the world | for a holiday is        |  |
|                             | to relax is             |  |
|                             | to travel with money is |  |
|                             | to sleep is             |  |
|                             | to learn English is     |  |

**Extra writing** Sts can write a description of “The best place to visit in my country” and post it on the class website.

### IDEAL

Workbook p. 52  
ID Online Portal  
Grammar p. 136  
Writing Bank p. 153

# What's your blood type? / Is your English better than a year ago?

**Lesson Aims:** Sts practice understanding facts with comparatives and superlatives. They also learn to express preferences and to make suggestions.

| Function  | Language  |
|---|---|
| Reading / Listening / Talking about human body facts. | The most common blood type in the world is type A.<br>For me, fact 6 is the most interesting.         |
| Listening to people making choices.                   | I prefer the Chinese restaurant, but it's more expensive than the Italian.                            |
| Making choices about restaurants, films and gigs.     | Why don't we go to The Rolling Stones' gig?<br>I'm not sure. They're too old. Shakira is more modern. |

**Vocabulary:** Review parts of the body and face. More parts of the body and face: the beard, the brain, lungs, the heart, fingernails, toenails, blood, a tongue, blood type.

**Grammar:** Recycle comparatives and superlatives. Chunks for making decisions (I prefer..., Why don't we..., etc.).

**WB Song line:** "Work it harder, make it better, do it faster, make us stronger, more than ever, hour after hour."

**Warm-up** Ask sts to pair up with classmates they don't usually work with. In pairs, sts take turns asking and answering the question titles from unit 10. Get them to ask follow-up questions too and to vary the subjects of each question (best friend, sister, town, village, etc). Monitor closely for accuracy. At the end, ask sts to report one or two of their partner's answers to the whole class.

## ID Skills: Understanding facts

**A Books closed.** Review parts of the body and face. Point to some parts of your body / face and elicit the words from the class (e.g. your nose, your arm, your leg, your ears). In pairs, sts test each other for a minute. For 30 seconds, st **A:** points to parts of his / her body and face. St **B:** names them. Sts swap roles and play the game again for 30 seconds. Monitor closely for vocabulary and pronunciation.

**Books open.** Point to pictures **a-g** and elicit vocabulary sts might already know, e.g. heart, brain and blood. Help sts match the words to the correct picture. Classcheck.

Drill pronunciation for all words and ask: **Which two words rhyme?** (lung and tongue) **Which two have similar spelling but a different pronunciation?** (heard and heart) **Which three have similar sounds?** (lung, tongue and blood)

d. a beard g. blood b. a brain f. a heart e. a lung  
a. fingernails c. a tongue

**Lung and tongue rhyme.**

**B** Focus on the "True or false?" quiz heading in **A**. Ask sts: **How much do you know about the human body?** Point to facts **1-8** about the human body in the quiz and have sts decide in pairs whether each of them is true or false. Then, elicit some opinions about facts **1-8**. Classcheck with 10.14. Ask: **Which fact is not illustrated? Who got the most answers correct? Who is the class expert on the human body?**

10.14 Notice the sentence stress and the weak forms.

F OK, so let's see how we did.

Number 1 is true. Scientists don't know why, but your brain is very active when you sleep.

M OK—I knew that one—number 2?

F True. It says that if men don't shave, a beard can grow to more than ten meters!  
M Wow! What about number 3?  
F That's false. Your toenails grow slower than your fingernails because they get less sun.  
M Hmm. Interesting. And number 4?  
F This is true, because women are smaller than men, so the heart needs to move the blood faster to the different parts of the body.  
M Ohhhh! I didn't know that. What about number 5?  
F False. The heart needs a lot of space, so the left lung is smaller.  
M Really? OK, what about number 6?  
F That's false. We can live for a month or even two months without food, but the longest time a person can go with no sleep is 11 days. Sleep is more important than food.  
M Wow, this is really interesting! And number 7?  
F This is true. When you eat or talk you're using the tongue, so it gets a lot of exercise.  
M I suppose so. Blablabla. What about 8?  
F This is false—the most common type of blood is type O.  
M I think I'm type O. How about you?

1. T 2. T 3. F 4. T 5. F 6. F 7. T 8. F

Fact 6 is not illustrated.

**C** Point to sentence **1** in **C** and elicit the missing words. Make sure sts notice the first letter of each word has been given. Sts hear the conversation again and complete the facts. Paircheck. Classcheck with answers on the board. Ask: **Which is the most interesting fact in your opinion?** Highlight the two example answers and get sts to give their opinions.

**Tip** Looking for pronunciation and spelling links between groups of new words is a great way to help sts process them intelligently and notice aspects which may help them remember them more easily.

**Tip** Write the lesson title question on the board and ask: **How many different types are there?** Elicit answers. **Who knows their blood type? If you know, stand up, please.** Then ask standing individuals the question **What's your blood type?** getting them to sit down as they answer.

**Cultural note** There are four blood types A, B, AB and O. Each blood type can be Rh+ or Rh- (rhesus positive or negative).

Teach them how to say blood types in English (Type A+ (A positive), Type A- (A negative), Type B, Type AB and Type O /oʊ/ as in phone).

1. Your **brain** is very **active** when you **sleep**.
2. It says that if **men** don't shave, a **beard** can **grow** to more than ten meters.
3. Your **toenails** grow slower than your **fingernails**.
4. Women are **smaller** than men, so their **heart** needs to move the blood **faster**.
5. The **heart** needs a lot of **space**.
6. The **longest** time a person can go with no **sleep** is 11 **days**.
7. When you eat or **talk** you are using your **tongue**.
8. The most **common** blood type is **O**.

## ID in Action: Making choices

**A** Focus on photos 1-4 and elicit what sts can see (1 = an Italian and a Chinese restaurant; 2 = different ice cream flavors: strawberry, chocolate, banana, vanilla; 3 = three movies: *The Vow*, *The Watch*, *Stolen*; 4 = a beach, mountains). Sts listen to three conversations in which one group of pictures will not be mentioned. Ask them to match the three dialogs to three groups of pictures. Play 10.15. Paircheck. Classcheck.

### 10.15 Notice the connecting sounds.

- 1 A So, what do you think?  
B I'm not sure, Chinese or Italian?  
A Hmm, I prefer the Chinese restaurant, but it's more expensive than the Italian.  
B Yes, and in the Italian restaurant the service is faster than in the Chinese.  
A I can't decide.  
B Well, we're not in a hurry, so let's go to the Chinese restaurant.  
A OK. Sounds good.
- 2 C Hmm, which one is the best?  
A Well, chocolate and coconut are the sweetest ones, they're actually too sweet for me.  
And I'm not a fan of strawberry, so I like banana best.  
C OK. I'll have a banana ice cream, please.
- 3 A So, where do you want to go? To the beach or to the mountains?  
B Well, the beach is warmer than the mountains.  
A Yes, but it's more peaceful in the mountains.  
B Well, I don't know. I can't decide.  
A OK, why don't we go to the beach? We need to have some fun!  
B That sounds great.

- Dialog 1:** photo 1 (They choose the Chinese restaurant.)  
**Dialog 2:** photo 2 (They choose the banana ice cream.)  
**Dialog 3:** photo 4 (They choose to go to the beach.)

**B** Say: *The people in the conversations were making decisions.*  
Ask: *Do you remember what they decided? Did they choose the Italian or the Chinese restaurant?* Play 10.15 for sts to notice the decisions made in each dialog. Classcheck. Can you remember any other interesting phrases they said?

Ask sts to go to AS 10.15 on p. 167. For one minute, have sts read the conversations. Ask them to close the books and, in pairs, tell each other all they can remember from dialogs 1-3. Classcheck.

**C** In pairs, sts role-play one of the dialogs from AS 10.15. Then, ask some pairs of sts to role-play their dialog to the whole class. Monitor and tell them which was the most popular.

**Weaker classes** Weaker sts may need to read it from AS 10.15 on p. 167, or at least refer to it.

Swap pairs. In pairs, sts create a similar dialog for picture 3 in A. Monitor closely and offer help when necessary. Ask sts to act out their dialogs for the whole class.

**D MAKE IT PERSONAL** Point to the photos of Bruno Mars, Beyoncé, and The Rolling Stones and elicit the artists' names and briefly ask sts' opinions of them and their music. Say: *Imagine all of them are playing in (your town).* Together (in pairs), they need to decide which gig they're going to and say why. Sts refer to the adjectives in **box** to help them create their dialogs. In pairs, sts act out their conversation and decide what to watch.

**Tip** If sts struggle with language at this point, provide them with useful chunks / prompts on the board, e.g. *So what do you think?, Why don't we go to...?, I prefer..., He / She is more (fun / exciting / modern) than..., etc.*

Finally, ask sts to role-play their dialogs to the whole class.

**Tip** If you're working with a small group, you could have the whole class talk and decide which gig to go to.

Round off the class with the **ID in Action** title question and get sts to ask each other in pairs: "Is your English better than a year ago?". Ask sts to report what their partners said to the whole class. Hopefully they're all ending on a positive note!

### IDEAL

Workbook p. 53  
Phrase Bank p. 69  
ID Online Portal  
Grammar p. 136  
ID Café Video p. 147