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Teachers' guide

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FLOW – Teachers' guide

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| 1 | FOOD

>Giving extra information

Build

Teachers should tell their students that the first responses ('Italian' and 'hamburgers') are too short and that this unit aims to help them give longer answers (that is, more information, not long sentences).

When they have finished reading through the two conversations, ask one student, 'What's your favourite food?' They will probably answer with their own information, so point to the book. Then they will likely say only, 'Italian', so prompt them ('Especially...'). Ask another student question 2. Then ask the whole class to close their books and do the same, repeating the conversations from memory.

Style point

Tell students that words from the question are usually not repeated in the answer (My favourite food is...; ...are bad for you) and that other words are unnecessary, especially when speaking informally ([I] especially [like]...; [Because] they're...).

Students should know that 'have' can mean 'eat' or 'drink'. But not always - you can illustrate this by holding up the text book and saying, 'I have a blue book' and then trying to eat it.

Exercises

These exercises may puzzle students used to finding the one correct answer to a question, since many answers are possible (and some items, for example, 'I love pasta', can be used more than once). This should be made clear to the class before they start.

Problem areas might include:

- Mismatching nouns and pronouns (pizza/them; hamburgers/it)

- Using 'too' and 'and' incorrectly ('Italian. Italian ice cream, too').
Noun/adjective 1, noun/adjective 2, too; noun/adjective 1 and noun/adjective 2 should be taught.

Teachers will have different opinions on whether or not to allow students in mono-lingual classes to use L1. If they choose to allow it, it should be confined to this section only (and possibly the exercise element of the sub-topics, 'Cooking' and Food issues' in the 'Free conversation' section).

Speaking practice

In this section students get to speak freely about themselves. They have already seen some model answers (that is, on giving extra information) but more can be given by the teacher. Some examples for question 1:

- Time – *I often eat it/I eat it every day/I had one for lunch*
- Place – *I like going to [restaurant name]*
- People – *I ate it last weekend at [restaurant name] with my family/friends*
- Cooking – *My mother cooks it for me/I can cook it/I often cook it*

Answers to question 2 should concentrate on foods containing sugar, salt and fat and whether or not students eat them. If students like these foods, they can use the information above to make longer answers.

Free conversation

See 'For Teachers' on page 60 of the text book. This will explain what students have to do. Ensure only one book is open at any one time (and only one student is looking at it...).

Teachers might be tempted to give model answers to each question. However, the aim of this book is not to spoon-feed students but make them realise, through familiarisation of the techniques presented in each unit, that they can hold a conversation using the English they already know.

For less confident groups error correction should be kept to a minimum in the early units. Focus on how to communicate using the shortest

possible sentences. Given two sentences clear in meaning, it may be better to correct the one that is grammatically correct if it contains unnecessary words (for example, one repeating the verb from the question) rather than the other, grammatically incorrect, sentence if the student is making an effort to use English idiomatically.

The sub-topics are progressively more challenging and the more difficult questions in each section appear towards the end.

| 2 | SOCIAL NETWORKS _____

>Follow-up questions

Build

In contrast to unit 1, where the answers contained progressively more information, these conversations show how to get more information from someone who gives only the shortest of answers.

Style point

Using 'and?', 'why?' and repeating words from the answer using a rising intonation to make a question are easy ways to get more information. Regarding the latter, students should understand that if someone repeats a word to make a question using a falling intonation, they are probably just checking they heard it correctly, otherwise (when the intonation rises) the questioner expects more information or an explanation.

Exercises

In this unit there is only one correct answer to each question. Students should be aware of the missing words in the final answer from exercise 2: [Yes. I am] a bit [shy]; and that, in exercise 1, 'I have' could be omitted.

Speaking practice

Students need to be taught how to give information about family members (following the language focus in unit 1) and ask for information (the focus of this unit), the answers to which will be shortened versions of the information they give voluntarily. For example:

1.

A: How many people are there in your family?

B: Four. Me, my brother and my parents. My brother is 21.

2.

A: How many people are there in your family?

B: Four. Me, my brother and my parents.

A: How old is your brother?

B: 21.

As well as age, information on names, jobs, schools, and hobbies could be covered. Regarding jobs, students can give the name of the job (*She is a nurse*), the place of work (*She works in a hospital*) or the duties involved (*She helps sick people*).

Free conversation

Remind students that a 'yes' or 'no', or one short sentence are unacceptable answers. If they forget, teachers can prompt them (in this, and subsequent units) with the sentence from the 'Build' section of unit 1, 'Especially pizza'. They should also understand that they are expected to ask follow-up questions even after a detailed answer.

Students should be told to give their partner thinking time to build on their initial answer and not to dive in with a follow-up question.

| 3 | MEDIA

>Talking about time (1)

Build

Following unit 1, these answers get longer with each step. With this much repetition students should be able to repeat the last stage of each conversation from memory (easier if they finish with the first before proceeding to the second).

Students need to know that the dots after 'Facebook' indicate an unfinished sentence, and so, a pause.

Style point

'How often do you + verb' is a simple question pattern and one that can be used in many situations.

The basic pattern for the answer can be shown like this:

<i>Number</i>	<i>'a'</i>	<i>Time period</i>
Once (1)	a	day
Twice (2)	a	week
Three (+) times	a	month
Many times/A few times	a	day, week etc.

Other possibilities (every day, every two days etc.) are covered in the text book.

Students need to know that the adverbs, 'always' and 'usually' cannot be used in answer to a 'How often' question but that 'often', 'sometimes', 'rarely' and 'never' can. However, such an answer is inexact and repeating the adverb as a question would hopefully elicit a more detailed answer.

Exercises

The many possible answers may confuse students. Point out that the first question is asking for information about time; the second, starting with 'what', has to be answered using a noun (in this case, a noun phrase) so, fully understanding this, students would choose, 'Playing games' and 'Checking the weather' for question 2.

Of course, there are other possibilities. The choice of 'I watch one every few days' for 2(i) demonstrates that a verb is needed ('watch' is the only verb in the box) in order to be shift the focus from doing something to time. Going in the opposite direction in question 1 - from talking about time to talking about an activity – is impossible given the choices, as there is no other verb than 'watch'. 'Checking the weather' would have to be changed to, 'I check the weather'.

Speaking practice

Students should be reminded to give information about how often they watch TV news, use the Internet, or visit particular web sites and to ask for this information if necessary.

Regarding TV news, students can give information about the name of the programme, the TV channel, the kind of news they are interested in (politics, sport, international news, entertainment news, weather etc.) and when they watch it (the time of day or day of the week). Some thought as to why they watch one news programme rather than another should be given (they like the newscaster, the time is convenient etc.). Some students may say they never watch TV news. In that case they will need to talk about other news sources they use.

The second question covers everything students do online from communicating with friends, watching films and videos, playing games and doing research.

Free conversation

In the first section, question 1 is asking for students' feelings about their internet use. Two students may spend the same time online but only one may feel addicted.

Each section contains questions about media power and trustworthiness, which may prove difficult for some groups.

| 4 | FREE TIME _____

>Talking about time (2): follow-up questions

Build

This section contains one each of the four question patterns covered in this unit.

Style point

It may be useful to demonstrate the meaning of each question using a time line.

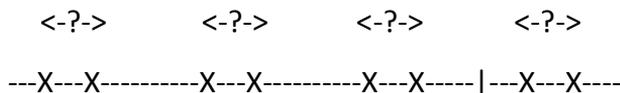
When did you start playing tennis?, can be represented like this:



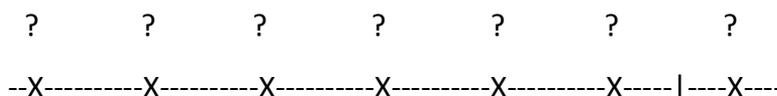
How long have you been playing tennis/... have you played tennis?



How long do you play [tennis] every day? = How long do you spend playing [tennis] every day?



When do you go out?



As well as learning the question patterns students need to know how to answer and give information (e.g. I started playing tennis + ANSWER [when I was 10])

Exercises

These are relatively easy and the second recaps the question covered in the previous unit.

Speaking practice

First question: instruct students to give information about time relating to the focus of each question in the Style point section (and that from the previous unit). If they don't, partners should ask follow-up questions. Other follow-up questions could relate directly to the hobby (What kind of music? Favourite player/team?).

Second question: In addition to time questions students could ask about people and places (Who do you go with? Where is...?).

Free conversation

Remind students to give and ask for information about time, when appropriate.

Hobbies

Question 1: students may want to use the words, 'recommend', and 'introduce'.

Question 2: 'When I was a child my hobby was baseball' is, of course, an acceptable answer, as is, 'Yes. Baseball'. 'I used to like/play baseball', however, is more natural.

Going out

Questions 7 and 8 focus on age/gender differences. Remind students of the word, 'prefer' (introduced in unit 2) and encourage them to think why men and women and people from different age groups often like different things.

Your home_____

Question 1 presents a new question about time. Other questions could be:

How long have you lived in your present home?

When did you move to your present home?

As well as drawing a picture or floor plan of their home (perhaps for question 6) students could draw their dream home (last question) and explain why they designed it like that.

| 5 | BODY IMAGE _____

>Talking about places (1)

Build

These conversations contain the unit's target language relating to places (at, from, go to, in) and some of the secondary vocabulary covered in the *Style point* section (that, this, those, these, mine, your, really, really?).

Teachers could point out the connected words (What about.../...shop at all...) and the shortened form of the word 'to'.

Style point

>from/at/in/go to

It might be advisable to draw a table outlining the uses of these words. For example:

	Shop name	Shop type	Place	City	Country
	<i>GU</i>	<i>Supermarket</i>	<i>High street</i>		
		<i>Used clothes shop</i>	<i>Area of town</i>		
This is	from	OK	OK	OK	OK
I bought this	in	OK	OK	OK	OK
I	go to	OK	OK	OK	OK
I bought this	at	OK	OK	No	No

Remind students that jeans (and glasses, shoes, socks etc.) are plural.

Exercises

Question 1: 'I bought it in a sale' and 'It was really cheap' are the obvious answers. 'And these shoes are from Uniqlo, too' only works as the second item of information.

Question 2: 'I read all the magazines' and 'I want to know...' are possible answers. 'I like expensive jeans' would work after, 'I read all the magazines' or before, 'These are from Italy...'

Speaking practice

First question: tell students to ask about their partner's clothes. A quick check on clothes vocabulary using the clothes they can see in the class might be a good idea.

Remind students that the answer to the question will be short, with no verb. They can then give more information, for example:

- Why they went to that shop
- When they bought it
- How often they go to that shop
- How much it was

Write prompts (Why? Time [or: When? How often]? Money) on the board rather than making it too easy for students by writing out all the questions.

Second question: This question should be reserved for students who will go on to ask the *Fashion* questions in the next section. It's basically asking students if they are interested in clothes, especially new styles. If the answer is positive, students are free to give any information they like, for example:

- Fashion news in magazines, TV, and online
- Fashion shows
- Fashion choices of their favourite celebrities
- How often they change their fashions (including hair, make-up etc.)

Again, suitable prompts could be written on the board.

| 6 | ART

> *Talking about places (2)*

Build

The prepositions, 'near', 'next to', 'behind', and 'opposite' should be familiar to students. The first of the exercises on the next page will tell you if this is so.

Demonstrate the pronunciation of, 'northern'.

Style point

The points of the compass (nouns and adjectives) are given to help students who may want to use them later in the unit. Teachers may or may not want to go into the niceties of using the noun forms as adjectives and that these are sometimes preferable to the actual adjective (for example, south London).

The topics, 'you mean?' and 'you know?' - unrelated to place - may be difficult to understand for some groups, so could be skipped.

Exercises

| 1 | Encourage students to first of all draw the railway line, station and a road, then to add the other four buildings (and other roads, as necessary). The hotel will need to be on the other side of the road from the station, otherwise it will be impossible to position the post office behind the comic shop. Students should be left to work this out for themselves.

The map could be drawn in the box at the end of this unit.

| 2 | Students who do not understand the use of, 'the one', will probably choose, 'There's a shop...' as the answer to (i) and, 'Swedish?...' for (ii).

Speaking practice

Although 'book' is mentioned in the first question, students not keen on them should be encouraged to talk about anything they read (newspapers, magazines, comics, online material).

In the case of a work of fiction, there should be some information about place students can give. For example:

- It's set in London/in a fantasy world/on another planet
- The setting is London/south London/southern England/south-east England
- The author is from Sweden
- The author is Swedish

Do not forget about time:

- It's set in the past/present/future
- It's set 50 years ago/50 years in the future/in 2099
- It's set in the 1890s
- It's set in the Victorian era

The location of book shops and libraries could be questioned and answered using the prepositions covered earlier.

More advanced students (going on to cover the Art and Design questions in the next section) could ask each other the second question and talk about anything man-made that has visual appeal to them: buildings, cars, the clothes/jewellery they are wearing, their phone, and more obvious objects like paintings and ornaments. Again, the location of shops where students buy these things should be discussed (and the place where the architect, designer or artist comes from).

Free conversation

Music

Questions 1 ('He's from the USA') and 3 ('I went to her concert in Osaka') will give students opportunities to talk about place.

Books

Further discussion of shops and libraries and their location should be possible.

Art and design

Students could use additional prepositions (above, below, on, under) as well as the ones already covered to describe the location of the objects mentioned in question 2.

In Question 6, the location of the home should be given. Describing the layout of the rooms in their home will give students further practice in using prepositions ('The bathroom is above the kitchen/next to the wash room').

|7| WORLD OF WORK _____

>Making statements

Build

On hearing Kim's answers James tells her what he thinks or feels. Students need to understand an answer can be the stimulus to a statement as well as another question.

Exercises

|1|

Students may choose, 'I used to work in a shop' (following the conversation on the previous page) but given both place and time are different this statement doesn't work. They may also think (for the same reason) 'I hated that' is acceptable.

|2|

Seeing, 'A vet', most students will choose, 'It would be nice to work with animals', which, of course, is OK. However, draw attention to the fact that answering your own question ('I wanted to be a pilot') can make an acceptable statement and that this is usually easier than thinking of something original.

|4|

Students need to know that 25 days holiday equates to 5 weeks, otherwise (thinking weekends are holidays) they will not realise this is a lot.

Speaking practice

First question: If the answer is 'yes' the answer could begin, 'I work in a... .

Students should be reminded to give information and ask questions about time (units 3 and 4) and place (unit 6). Other information/questions might cover breaks, holidays, salary, commuting time/method, and whether or not students like their job (good and bad points). Prompts:

How often...?

When (days? am? pm?)

How long?

Start (job)? (e.g. last month)

Break?

Where?

Commute (how? how long?)

Money? (high, normal/average/low)

Good? Bad?

Students who had a job but don't now can be told to begin their answer with, 'No, but I used to...' and thereafter use the past simple. Students who have never worked could use, 'No but I want to...'

Statements could relate to feelings about time (that's late/early; that's a long time; that's an inconvenient time; that sounds tiring) or place (that's a nice café; I don't know that café) or express a positive or negative feeling (that's good/great/bad; that's a high/low salary; you're lucky).

Second question: reasons should be given when answering. Statements could cover students' feelings about the job (that's a nice/satisfying/difficult/well-paid job) and the difficulty in getting it (you have to study/train for 6 years; you have to be rich/be clever).

Jobs

Teachers may want students to think about full-time jobs in this section though some questions could relate to their part-time jobs.

For question 3 it might be a good idea to elicit and/or teach some suitable adjectives.

| 8 | HEALTH

>Statement/question pairs

Build

Asking questions after making a statement is a common conversation strategy, especially when the statement alone provokes no response.

Exercises

Work in pairs. Choose a statement/question pair from the box to complete each of the conversations below.

That's too bad. Did you take any medicine? | I get cold in the winter, too. Why don't you put on some more clothes? | I had a bad cold last month that wouldn't go away. How long do your colds last? | I have a runny nose, too. Do you have a headache as well? | That's a bit boring, I think. How far do you go?

| 1 |

Students who choose, 'That's too bad. Did you take any medicine?', need to be reminded that 'did you take' refers to one point in time, obviously unsuitable given the answer ('a lot of colds').

Contrast this time line:

<cold> <cold> <cold>
--X-----X-----X-----X-----X-----X-----|-----
now

with this one (relating to question 3):

<headache>
-----X-----|-----
now

Problems may occur because of confusion between the two forms of the word 'cold'.

'I have a runny nose, too' cannot be used if we follow this rule:

A: abc

B: abc, too

A: uvw

B: ~~xyz, too~~

'I get cold in the winter, too' (the answer to question 4) appears to break this rule but Martha has already used the adjective without a denial from Kirk. So we can assume he is cold.

Speaking practice

In the case of a topic like health statements need not be difficult to make; 'That's too bad', 'That's good', or 'You're lucky' could be used on hearing good or bad news, for example, and simple statements relating to any illness mentioned (I had/have never had/sometimes get toothache) should be taught. Subsequent questions can focus on time (How long do your headaches last? When did you start getting back pain?) or ask for reasons.

As for the second question, some basic statements relating to exercise – *Badminton? I used to play badminton in high school* – could be taught and time questions (students should know the patterns covered in units 3 and 4 by now) encouraged.

Free conversation

Your health

The proverb in question 8 will need to be explained (for = because; merry = happy; and the overall meaning). Of course, asking more advanced students what they think it means would be a useful exercise (and if they know any health-related proverbs in their own language).

Fitness

Question 8 focuses on any psychological and social benefits sport may have. These quotes may be useful:

Sport fosters many things that are good; teamwork and leadership. Daley Thompson

Sport and life is about losing. It's about understanding how to lose. Lynn Davies

Professional sport is war minus the shooting. George Orwell

Baseball is a team sport played by individuals for themselves. Joe Torre

Some people say football is a matter of life and death. They're wrong. It's much more important than that. Bill Shankly

| 9 | STUDENT LIFE _____

>When you don't understand | Explaining

Build

It may be necessary to demonstrate the pronunciation of 'prepositions'.

Style point

- *Sorry?/Pardon?*
- *You liked what best?*
- *History?/Did you say 'history'?*

The first three questions relate to some problem with hearing, so, rather than simply asking them to read this section, the teacher could draw a head (in white) on the board with a coloured ear and a cross next to it in the same colour and then, again in the same colour, the three questions. Students need to know the answer to fully understand the question.

These could be written out fully or illustrated in this way: repeat everything/repeat 'history'/'yes' or 'no'.

Draw another head with a different coloured ear and tick (check) next to it. In the same colour write these questions:

- *History? You mean the study of the past?*
- *What do you mean, 'history'?/What is 'history'?/What does 'history' mean?/History?*
- *How do you spell 'history'?*

These are asking about the word 'history'; there is no hearing issue. The answers to the first and third question are straightforward enough but the second question requires the students to explain the meaning of a word. How to do this is best covered after the exercise. Precisely what has to be explained can be clarified by asking questions like these:

- *Do you understand, 'study'?*
- *Do you know what a noun is?*

It should be mentioned that native speakers often repeat a word or phrase without clarifying whether they want the speaker to confirm they said (in the case above) 'history' or explain the meaning of history. So a 'Did you say...?' or 'What do you mean...?' question is better.

Exercise

After students have completed this exercise go through the answers pointing to the question types outlined in the 'Style point' section.

What do you mean, 'good time'? = What do you mean, 'history'?

You mean, high school? = You mean the study of the past?

Primary school? = History? Did you say 'history'? [Answer: yes]

Primary school? = History? What is 'history'? [Answer: That's elementary school in British English]

Did you say, 'British English'? = Did you say 'history'?

Then refer students back to the conversations in the 'Build' section. These demonstrate two ways to explain the meaning of a word. These are:

1. Use different words
 - History = the study of the past
 - Prepositions = words that come before nouns
2. Give examples
 - Prepositions: on, in, at

Note that Kim uses both techniques to explain prepositions.

Ask students to study the conversation in the exercise and find where James and Kim explain using the first technique above (Did you have a good time in school = Did you enjoy yourself in school; primary school = elementary school).

It is usually easier to convey the meaning of a word by giving examples if this is possible. Thinking about 'mother' words (sport) and 'child' words (tennis) helps:

1.

A: What's 'sport'?

B: For example, tennis, football, judo, badminton.

2.

A: What's tennis?

B: Tennis is a sport.

Ask students to explain what a vegetable is, or a fruit. Varied examples should be given. In the case of sport, citing only tennis, golf, and football may lead to a misunderstanding that only ball games are sports.

Finally, as the aim of this book is to make communication as easy as possible it would be enough to mime the action of a serve (in tennis) to demonstrate how effective a gesture can be to convey meaning.

Speaking practice

It might be a good idea for students to change partners and continue talking about school ('School life') before going on to the questions relating to university.

Free conversation

University life

Students need to know that 'University life' means their life in and out of university, that is, their current lifestyle (which may be very different from their school life, especially if they have moved to another city).

Language for comparing (university/school) may need to be covered. Advise students to find two or three good and bad points about university and school (using 'but').

School life

Question 6: learning styles (visual/auditory/kinaesthetic) may need to be explained more fully. A learning styles quiz could be given if time allows.

Question 8: this could be changed by adding 'English' before 'education' (though this would overlap with question 6 in 'Learning English').

| 10 | TECHNOLOGY _____

>Interjections

Build

This unit covers a limited number of interjections and these may have more popular equivalents depending on what's fashionable, where English is spoken, and who is speaking (e.g. as of 2018 'Cool!' is of course more often used – among young people, at any rate - than 'That's great'). Teachers may want to address regional variations, levels of formality, and what is popular among different ages. It's important to know that anyone over 40 using 'Cool!' is likely to sound ridiculous, whoever is listening and that using slang in general is problematic.

Some of these interjections can be used to show shades of agreement and disagreement more subtle than the expressions covered in the next unit. For example, 'Really?' can express disagreement or disapproval as well as surprise, while 'That's great' (or 'Cool') signifies the opposite.

Style point

- *Mmm... = Well...*

The long *Mmm* (used on it's own) may signify embarrassment, annoyance, or a reluctance to disagree.

Exercise

This exercise could be adapted, for example, for teenagers by replacing 'Oh dear' and 'That's good' with 'That sucks' and 'Cool' respectively (or whatever is currently in vogue...).

Speaking practice

This question invites the following responses:

- I can...
- I don't have to...
- If I didn't have this I would have to...

- It makes XYX easier.

Free conversation

Machines _____

Students could work alone on question five and give a short presentation to a small group of fellow students.

In a mixed class students coming from the same country could do a presentation on their answer to question six.

Computers _____

A debate with teams for and against computers (Q2), the Internet (Q7) and AI (Q8) could be set up.

The next 100 years _____

Students could work in groups and discuss likely changes. Each could contribute to a group presentation, talking about one invention or change each.

| 11 | THE NATURAL WORLD _____

>Me, too | Me, neither | Agreeing and disagreeing

Before the 'Build' section it might be a good idea to do a simple matching exercise like this (which students can discuss in pairs):

- | | |
|---------------------------|-----------------|
| 1. I like cats. | A. I agree. |
| 2. I don't like dogs. | B. Me, too. |
| 3. Cats are cute. | C. Me, neither. |
| 4. I think cats are cute. | |

Use different colours for 1-4 and A-C. Emphasise both speakers feel the same about cats and dogs by drawing a cat and a heart next to a stick figure in colours corresponding to the text.

Statements starting with 'I' can be followed by one starting with 'me' (with the subsequent 'too' or 'neither' depending on the positive or negative verb). The response to 'Cats are cute', therefore, has to be 'I agree'. The response 'I agree' to the statement, 'I think cats are cute' literally means, 'I agree that you think cats are cute'. However, native speakers would say this to mean, 'I think cats are cute, too'. Teachers may not decide to explain this nicety...

Tell students that 'I agree' sounds strange after a statement of fact (not a feeling or opinion).

A: London is the capital of England.

B: **X** I agree **X**.

Students need to know how to make a response contrary to A-C ('I don't', 'I do', 'I disagree').

Tell students that 'I think so, too' = I agree (and 'I don't think so' = 'I disagree').

Build

After students have read through the conversations go through it pointing out the similarities to the matching exercise above.

Highlight the 'I would/I wouldn't' example.

Style point

This section summarises what students have just learnt. They can look at it later. However, to complete the following exercise successfully they need to know how to use 'Mine, too'.

First, draw two sets of figures, with and without cats, and ask someone to complete the empty speech bubbles ('I have a cat' – 'Me, too'; 'I don't have a cat' – 'Me, neither').

Then draw two figures, both with long-tailed cats. The figure on the left's speech bubble has, 'My cat has a long tail'. Ask someone what the response would be. If they say, 'Me, too', write this in the empty speech bubble and add a long tail to the figure.

Note: 'Mine, too' = 'My cat, too'.

Exercise

Students may choose 'Me, too' for the first gap. Point to the word 'your' when monitoring.

Students may not know, 'Yes, aren't they?' = 'Yes, they are'.

Point out the alternative endings (the last two gaps).

Speaking practice

Students need to know that 'Me, too', 'Me, neither' etc. are statements. Teachers should expect some additional information if they decide making statements is going to be one of their assessment criteria. Otherwise students will be endlessly saying 'Me, too' – hardly taxing – and teachers will have no idea if they really understood the statement or answer they just heard.

First question: why do you like (for example) summer? Food? The summer break? What do you do in summer?

Second question: give the pros and cons of such a life.

Free conversation

Animals _____

Point out the three uses of 'like': I would like to be a cat (Q1); I am like a cat (Q3, Q4); I like cats (Q5).

Seasons, weather, and nature _____

Question 8 may puzzle students. On a simple level they can explain how they feel when they go into the countryside and the positive effect it has on them (and any negative effects living in the city has). On a deeper level it may make them aware of some of the issues covered in the next section.

| 12 | ENTERTAINMENT _____

>Repair expressions

Build

This unit complements unit 9, which dealt with what questions to ask when you don't understand. The focus here is explaining by giving example answers or repeating what you said in a different way. Of course, it helps to know what it is exactly that your partner does not understand so it would be a good idea to remind students of the question covered in unit 9 ('Do you understand 'study'?').

Before reading through the conversations in this section have students tell you if there is any difference in the pronunciation of 'to', 'too', and 'two' – and the same for 'four' and 'for'.

Style point

Make two headings on the board: 1. *Giving examples* 2. *Saying something in a different way.*

Go through the conversations and write down under each heading the occasions where Martha and Kirk use these techniques to explain.

Ask someone to explain 'vegetable' (*What's a vegetable?*). They need to consider which of the techniques above is the most effective given their language skill (probably the first). Students need to know that, when using the first technique, one example is not enough. Someone might think an orange is a vegetable if only 'carrot' is given as an example (as they are similar in colour).

Tell them that this technique can be used in reverse:

A: What's a carrot?

B: It's a kind of vegetable.

Doing this is really resorting to the second technique.

Students should know that using both techniques is preferable to using only one and sometimes essential. For example, an absolutely specific explanation of what a vegetable is would have to discriminate between plant foods containing seeds and those without them and possibly go into foods that are popularly considered vegetables (e.g. cucumbers) but are technically fruits. So, something like 'furniture' might be a safer bet than 'vegetable'.

Some questions inviting the second technique:

What's 'fast'? (Not slow)

What's a biscuit? (A cookie)

What's does 'fun' mean? (Enjoyable)

Exercise

Choosing the text to fill the gaps should be easy; deciding on whether they are examples of the first or second technique, less so. It is best for students to remember that with the second, there must be an A = B (or A = B = C) situation. For example, film = movie; (Harry Potter) 2 = the second (Harry Potter) film = (Harry Potter) number 2.

Notice that the last answer uses both techniques (see = watch).

Speaking practice

Remind students to use an 'OK, but...' or 'Yes, but...' before explaining.

Examples (drama, news, documentaries, sport, comedy, reality TV etc.) would easily explain the first question. 'Programme' could be changed to 'show'.

With the second question, an explanation of 'comedy' (not serious/funny) would be a good idea with maybe some examples (in monolingual classes where students are watching the same TV programmes).

Free conversation

TV _____

Students should be encouraged to give information about how much TV they watch, in answer to the first question.

Celebrity culture _____

The pros and cons of being famous and students' motivations are the focus of this section.

| 13 | BY YOURSELF _____

>Encouraging people to speak

Build

The conversations here are analysed in the 'Style point' section. It may be difficult for the teacher to explain verbally what the speakers are thinking. Therefore, it would be ideal if the students read the written explanation in the next section before the class (this may be available on the web site in their own language).

Free conversation

The past: memories _____

Question 1

Write this on the board:

I remembering ...

1. *What?*
2. *Place?*
3. *With who?*
4. *Age?*
5. *Season, weather?*
6. *Feeling?*

Then give an example answer pointing to each item on the list as you speak:

"I remember playing football (1) in the park (2) with my brother (3) when I was about five (4). It was winter (5) and it was very cold (5). I felt happy (6)."

Encourage students to recall other details (e.g. the colour of the ball, the size of the park, the clothes you were wearing).

Question 7 (riding a bike) invites a similar answer.

The present: relaxing

In order to avoid overlap between questions one and three, remind students that question one is asking students how much they need other people and whether they can be happy, or need, to be alone at times.

Question 4: students need to use 'I would' to describe everything from the time they get up to when they go to bed. Reassure them that you will pay for their perfect day.

Question 8 invites students to ponder whether what most people think they want – not to have to work – may not be as fun as they think. Ask them to talk about retired people they know.

The future: your dreams

The differences between

- *I want to*
- *I would like to*
- *I'm going to/I plan to*
- *I will* (probably not advisable when answering these questions)

should be explained.

| 14 | YOUR COUNTRY _____

>*Cautious language*

Build

Before having the students read through the conversations they need to know what cautious language is and how to distinguish between facts and opinions. They can do this by reading the 'Style point' section below or you can explain as follows:

Give some examples of facts, either verbally or written on the board (for example, $2 + 2 = 4$; Tokyo is the capital of Japan). Contrast these with a statement relating to one of your students' likes and dislikes (for example, 'Mickey Mouse is cute') and ask that student if this is a fact. They need to know saying Mickey Mouse is cute is an opinion and stating it in this way is not cautious and may cause offence to someone with a pathological hatred of the character. So, 'I think Mickey Mouse is cute' would be preferable.

After reading through the conversations, ask students to identify who (Martha or Kirk) uses cautious language and what they say that is cautious. (These are given in the following section.)

They need to know not only why Martha is cautious but why Kirk isn't. To pick out the education system as being the worst thing about the country is clearly an opinion. Even if it could be backed up with some evidence it would be doubtful that all aspects of the education system (private, public, elementary, junior high, high school, tertiary education, regional variations) were equally bad. In the same way, it is likely that some food is cheap compared to other countries even if other food isn't.

If the 'Style point' section is to be skipped, remind students of the cases when it is advisable to use cautious language.

Exercise

Give students the answer (the sentence order) if they are likely to struggle as it is better to use the time on identifying the cautious language.

Explain that while, 'Everyone says' is not cautious, 'Most people say', 'Many people say' and 'Some people say' can be used with an increasing level of caution.

Free conversation

Travel: _____

Instruct students to answer 'yes' to the first question, and say where they would go and what they would do. Along with their answers to questions six and seven they need to use cautious language in giving opinions about these places.

Other questions (for example, 5) may invite purely factual answers where cautious language is not necessary.

Society _____

The 'men' and 'women' cited in the first question refer to working people. Students need to be careful in giving opinions about widely variegated groups (for example, children) when giving opinions about them.

Question 4 may invite cautious language in expressing facts students are not sure of (see 'Speaking practice' in the text book).

Encourage students to find good and bad things about life in the past in question seven and changes for the better and worse (Q8) they think may happen in the future (which, since nobody can predict it, requires cautious language in discussing anything relating to it).

Social problems _____

These questions invite a mix of cautious language and the bald statement of facts.

Students could work in groups tackling only one question and then give a short presentation.