

Unit 2 Town and country

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Topics	Living in towns and in the country.
Vocabulary	Adjectives describing facial expressions and feelings.
Grammar	The past perfect simple (<i>had done</i>).
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Tips and info

If short of time

In exercise 3b, half the class writes the first half of the e-mail, the other half of the class the second.

1 A matter of taste 10 min.

- As a lead-in, you could ask students what they generally do to relax after a stressful day. Then ask a student who has read the text to summarise the main points. You could give a summary yourself to make sure that everyone understands what the Call Wood project is.
- Students follow the coursebook instructions.
- **Info:** The Call Wood project is based in Styria (*Steiermark*, capital Graz), which covers central and south-east Austria.

2 Vocabulary 10 min.



- Students follow the coursebook instructions.
- Suggested answers for Clara: **Clara looks bored, arrogant, serious, unhappy.**
- **Face a) delighted, b) furious, c) embarrassed, d) terrified**
- Before starting the next part of the exercise, encourage students to write more than just “happy” or “sad”, as at this level they should be able to think of more advanced adjectives.
- Suggested answers: **Face e) exhausted, ill, tired; f) content, pleased, satisfied; g) amazed, shocked, surprised; h) depressed, miserable, upset**

3 Grammar focus: The past perfect simple 5 min.

- Use the example to focus on the time relationship between the two activities. Ask students which activity happened a) furthest back in the past and b) afterwards.
- Point out that the key words *after* and *the night before* are indicators that the event occurred before the past simple event. This is also important in preparation for exercise 3b, where further sequence words are introduced and practised.

3a Why did he look like that? 10 min.

- Before students start pairwork, elicit a couple of examples from the class and write the sentences on the board/OHP. Underline the past perfect simple form at the end of each sentence so that students focus on the tense. Encourage them to use both positive and negative statements as in the examples.
- At the end of the exercise, ask for a couple of sentences from the class and write them on the board/OHP, again underlining the past perfect simple form to highlight it.
- Point out to students that learning vocabulary in short phrases which make the meaning of the new word clear (e.g. *He looked exhausted because he hadn’t slept well*) is more effective than trying to learn isolated words in lists.

3b When did she do that? 15 min.

- Before students start the exercise, fill in the gaps in the e-mail together and tell them to follow the same pattern. Make sure that they understand that their e-mail should only be based on the notes provided and that they will have to alter the form of some of the notes to fit their e-mail.
- Remind students that they should use both the past simple and past perfect simple and connect their sentences with the sequence words (*after, when*) provided in the example.



- Suggested email: ... **When I'd checked in at the hotel, I read through the Call Wood questionnaire and then I drove to the Research Centre, where I interviewed the researchers. After I'd interviewed them, we had lunch together. When we'd finished, I spoke to the managers and then I returned to the hotel. I found an Internet photo of the Styrian forest and wrote the article. It took me all afternoon, and when I'd finished, I mailed it to the office. Then I went to the opera in the evening with my Austrian friend, Matthias.**

3c And now you

5 min.

- As a lead-in, tell students about one of your own experiences, using the phrases in bold print.
- Circulate and make sure that students are following the example structure and using the appropriate tenses.

4 How to say it:**Expressing opinions**

15 min.

T1/3-4 – 2'40" /

TS, p. 76



- This exercise introduces functions which will be heard in the listening comprehension and it prepares students for exercise 4a. Point out to them that they needn't try to use all the phrases, but should select a few to practise and learn.
- Play the recording and check answers.
- a) 1, b) 3, c) 1, d) 2, e) 3, f) 3, g) 3, h) 1, i) 3, j) 2
- a ✓, b ✓, d ✓, g ✓, h ✓, i ✓
- **For: foxes cause damage, they're a problem for farmers, they kill farm animals, there are too many foxes, it's the quickest and most humane way of killing foxes, the hunters enjoy it, it's an exciting sport, it's part of our national tradition, people would lose their jobs. Against: it's a waste of time, you don't eat the foxes, bad effect on hunters, it's barbaric, hunters and dogs cause damage to farmland, it's brutal and cruel, it turns people into animals.**
- **Info:** Fox-hunting became a popular sport in the 19th century, mainly among land-owners and the upper classes in England, though it is now also popular in Ireland and parts of the USA. The hunt involves a large group of hunters, traditionally dressed in red jackets, white ties and hard black hats, who ride horses and control a large pack of dogs, called "hounds", and chase the fox over large rural areas, the aim being for the dogs to corner and kill it. For more information, see www.supportfoxhunting.co.uk

4a For and against

10 min.

- Before students begin, remind them to use some of the phrases from exercise 4.
- Give students time to read and discuss the information in groups. Circulate and help out with any problems, if necessary.
- During the discussion, let students speak freely and only intervene if communication breaks down.

5 Talking points

10 min.

- The focus should be on fluency here, but encourage students to use the functions from exercise 4 and to give reasons for their opinions.

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Encourage students to read *Getting ready for three* before the next lesson.**If time permits***Resource bank:* Exercise 2: Opinions, page 70.