

**1: Language to Go Pre-Intermediate Teachers Resource Book : Araminta Crace :**

*Language to Go Upper Intermediate Teacher's Resource Book. Cyclical syllabus - different aspects of grammar are presented several times in the same level. This provides natural revision, recycling and consolidation as well as being ideal for courses which have continuous enrolment 40 lessons, each on a double page and including presentation of vocabulary.*

Tell them they may be surprised by the answer. Play the recording more than once if necessary for students to listen and make notes. Go through the answers and play the recording again for a final check. Ask students which information they find most interesting. Remind students to pay attention to verb forms as they complete the sentence. Ask a few students to make a short judgement about their: Students from the same country should work together. Walk round the class as they write, making suggestions and giving help where needed. They should report back their findings during the next lesson. Usually sequencing adverbials come at the beginning of a clause, especially if they are multi-word phrases at the same time, twenty years earlier. But this lesson has several examples of single adverbs occurring between subject and verb, e.g. Moscardi had previously given him, had simultaneously decided to drive. Point them out to students. Remind students that regularly recurring stresses give the language its rhythm. Getting the stress right is just as important as getting the individual words right. Way in Practice 56 r Ask students for an example of a coincidence. Vocabulary and speaking 1a Ask students to read the questions and tell you which one is an example of a coincidence. Question 4. Students do the activity and check with a partner. Students do the activity and check with their partner. Play the recording for students to identify the stressed words. Discuss the function of stress to highlight important words. Students should realise that they are sufficient to give a good idea of what the text is about. Students practise reading the text to their partner. Walk round the class, encouraging clear stresses. Walk round the class listening, and report back any interesting stories. Allow a few minutes for students to discuss the questions with their partner. Ask some students to tell the rest of the class their answers to Questions 2 and 3. Get students to tell it again in their own words, with their books closed. Write them on the board. Students match the verbs to the tense descriptions. Students speak about the events in their charts and the background to them. Walk round the class as students speak, giving help where needed. Ask a student from each group to report any similarities or coincidences they noticed. Walk round the class as students write, giving help where needed and making connections where appropriate. Ask one or two students to read out their completed accounts. For an example of a piece of narrative, see Writing bank page Vocabulary Noun combinations with friend and mate Grammar Phrases of addition. Write the words A good friend is someone who Ask students to read out their sentences. Or do students have different ideas about what makes a good friend? Vocabulary and speaking 12 Focus attention on the photos. Ask what different types of friendship are shown, to elicit, e.g. Draw attention to the two keywords in the diagram: Explain that compound nouns can be formed from friend and mate to indicate different types of friends. Students match the compounds with their definitions. Go through the answers, pointing out that compounds with a few would usually appear as single words, whereas more variety is possible with compounds with friend. Go through the answer on the board, or ask students to check with the script. Students list the conjunctions according to type and check with a partner. Ask if friends, relatives, doctors, psychiatrists, students know of any organisations which help people with problems. Encourage students to talk about any organisations which may exist in their own country. Do not spend too long on this warm-up. How long does it take? Tell Group A to think positive and Group B to be cautious and suspicious, as they must and discuss the pros and cons. Try to give feedback on each piece of writing. For an example of an essay, see Writing bank page 17 Vocabulary Ways of talking Grammar question tags Language to go 6 Maki nsgm a tl a ll ka ta p a t y S m a l l a l k 6 Language notes. Once students have done the activity, go through the answers. Do students disagree with any of them? Listening 5 KS Play the recording several times for students to match the conversations with the advice and check with their partner. Ask students to practise reading the sentences dramatically. The grammar of phrasal verbs is complex. Students find it difficult to use phrasal verbs partly because of their colloquial feel. This is illustrated there is a pun on the two

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meanings of to fall out. Why did they, 6. Tell students to choose one of the verbs and use it to write a sentence about their own life. Ask some of them to read out their sentences. Brainstorm the names of some famous couples from history, literature or the world of show business.

### 2: Language to Go - CD (Upper-Intermediate) by Antonia Clare and JJ Wilson on Pearson Japan K.K

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