

3 Interaction A

In the future

Aim	To practise talking about the future
When to use	The activity can be used after the Grammar sections on pages 24 and 26 of the Student's Book.
Language focus	future tenses
Key vocabulary	It's my/your turn. Move back a square. Throw the dice
Skills focus	Speaking
Preparation time	5 minutes
Activity time	15 minutes

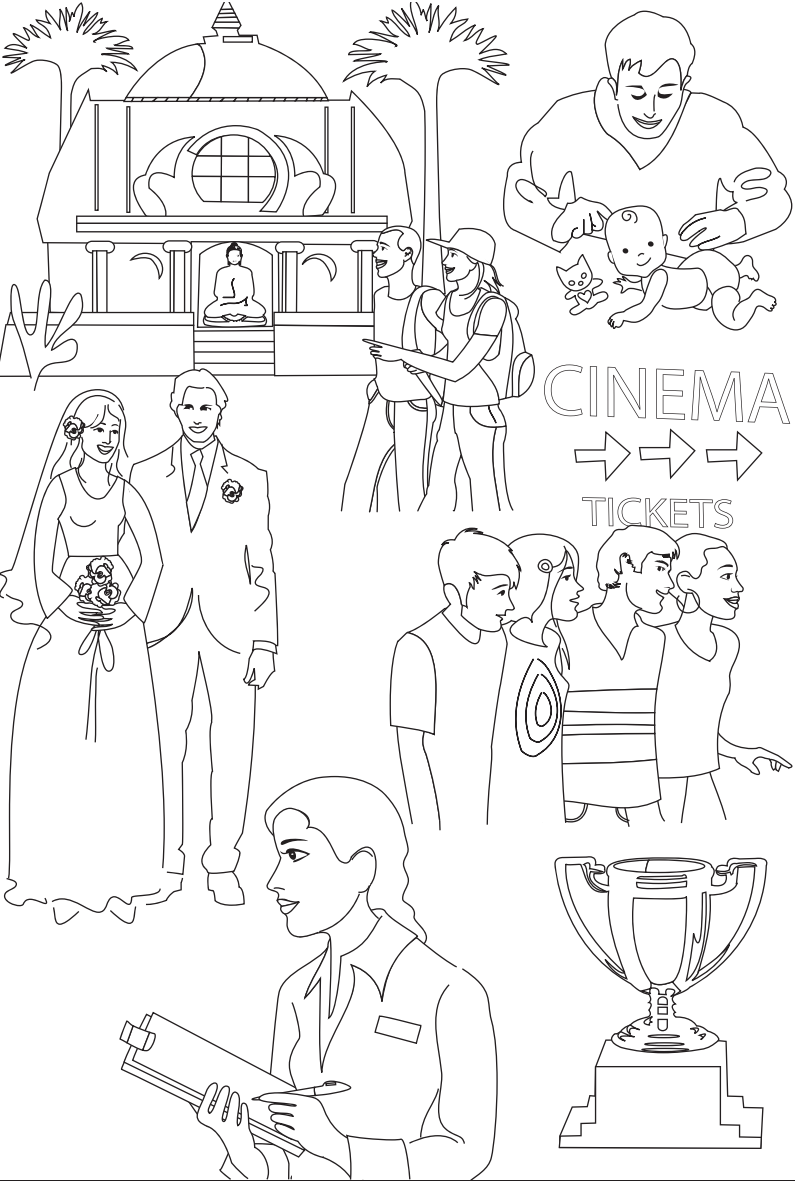
Before class

Make one copy of the sheet per four students. Each group of students also needs a dice and some coloured counters or small objects, e.g. coins.

In class

- 1 Divide the class into groups of four students. Give each group a copy of the board game and the rules. Each member of the group places their counter on a square: A, B, C or D.
- 2 Go through the rules of the game with the students.
 - Players put their counters on A, B, C or D so that there is one counter on each. They take it in turns to roll the dice and move their counters.
 - When they land on a square with a question mark, they must make a question with the words on the square and ask it to the player on their left, e.g. *Will you get married? Where will you be living when you're 40?*, etc. The other player must answer. If the square asks them to name something, they must do that themselves.
 - If their question or answer is grammatically correct, they stay on the same square. If it is not correct, they move back one square.
 - If a player lands on square A, B, C or D, they move forward one square. If they land on the same square as another player, the other player must return to their starting square (A, B, C or D). The winner is the first player to go round the board to their starting square (A, B, C or D).
- 3 Tell students that the other members of the group must decide if a player's use of language is correct or not.
- 4 Allow students to play the game. Monitor them to make sure they are using the language correctly. You may wish to make a note of any repeated errors to look at later in the class.

In the future

A →	what / do / this evening ?	what / job / do / when / you're 30 ?	name three things you're going to do at the weekend	B ↓
where / go on holiday / next year ?				get married ?
live / in a different country ?				any plans / next week ?
what / do / tomorrow ?				where / live / when you're 40 ?
how many children / have ?				name three countries you'd like to visit
name three things you're going to buy this year				what / the world / be / like in 2050 ?
what time / get up / Sunday ?				what / be / the next film you see ?
what / do / in two years' time ?				what / do / this time next year ?
be / happy / when you're older ?				who / win / Champions League / next year ?
D ↑	go / university ?	where / go / the weekend ?	name three jobs you'd like to do in the future	C ←

Rules

- Put your counter on A, B, C or D.
- Take it in turns to roll the dice and move your counter.
- If the square has a question mark, make a question with the words on the square and ask it to the player on your left. That player must answer your question. If the square tells you to name something, you should do it.
- If your question or answer is grammatically correct, stay on the square. If it is not correct, move back one square.
- If you land on square A, B, C or D, move forward one square. If you land on the same square as another player, the other player must return to their starting square (A, B, C or D).
- The winner is the first player to go round the board to their starting square (A, B, C or D).

3 Interaction B

What should they pack?

Aim	To revise and expand outdoor equipment vocabulary
When to use	The activity can be used after the Vocabulary section on page 25 of the Student's Book.
Language focus	outdoor equipment
Key vocabulary	snorkel, first-aid kit, goggles, anorak, suitcase, sunglasses
Skills focus	Speaking and reading
Preparation time	5 minutes
Activity time	10 minutes

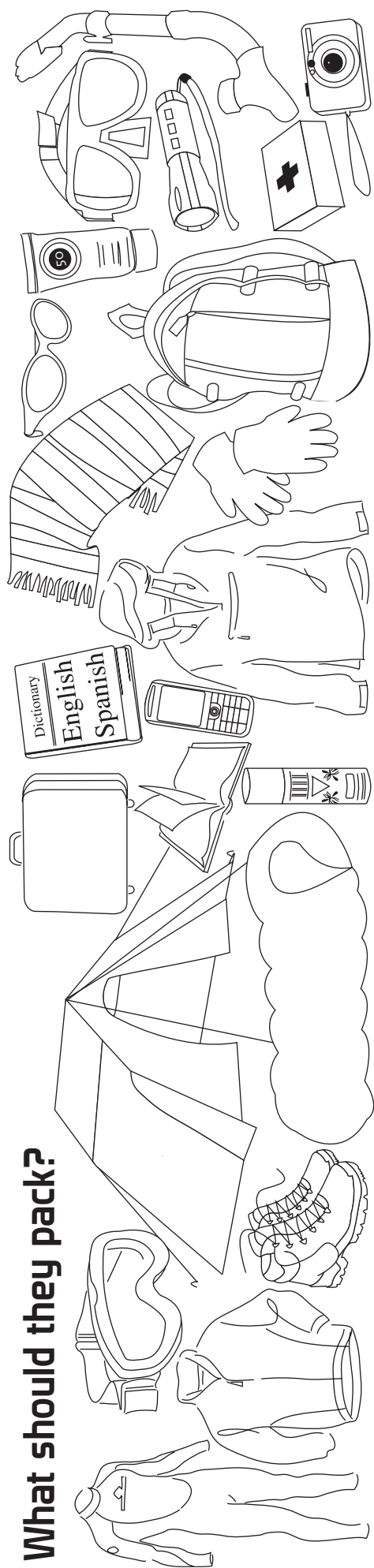
Before class

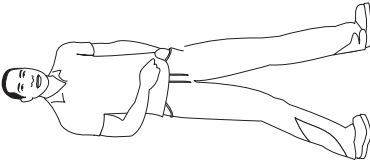


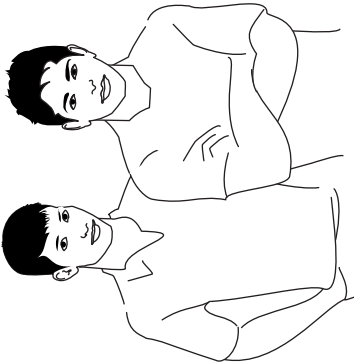
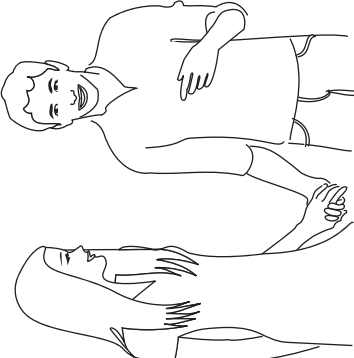
Make one copy of the sheet per three or four students.

In class

- 1 Divide the class into groups of three or four. Give each group a sheet. Explain to students that they have information about five people and the holidays they are planning. They also have pictures of various objects that people can take on holiday with them. Working as a group, they should discuss the advantages and disadvantages of the objects for the different people/holidays, and try to decide as a group which five items are the most important things for each person to take.
- 2 Students talk together in their groups and try to come to a conclusion. Monitor for language use and make a note of any repeated errors to look at later in the class.
- 3 When students have reached a decision, ask each group to explain their decision to the rest of the class.
- 4 Now ask the students to work in their groups again and decide which items they would take if they were going on a holiday to Australia. When the groups have finished their discussion, they should explain their decision to the rest of the class.

What should they pack?



	<p>John is going walking in France and Spain. He can speak French, but he can't speak Spanish. He's going to climb several mountains and will walk over 300 miles. He's planning to stay in youth hostels, but sometimes he might camp.</p>
	<p>Fran and Kelly are going skiing in Austria. They're going to stay in a hotel. They hope the weather will be good and not too cold.</p>
	<p>Luisa is going to Egypt for a fortnight. She's going to spend some time in Cairo visiting the tourist attractions, but she also wants to go to the coast and relax. She's going to stay in hotels.</p>
	<p>Omar and Azeem are going on a mountain biking holiday in New Zealand. They're going to camp because sometimes they'll be far away from the nearest town. They'll cycle about 60 miles a day.</p>
	<p>Andy and Gemma have just got married. They're going to California for three weeks. Andy wants to explore the countryside, but Gemma also wants to learn how to surf. They're going to stay in a hotel.</p>

Grammar

a Choose the correct answer: A, B or C.

- I promise I **B** you with your homework later.
A help B 'll help C 'm helping
- 1 I dinner for my parents tomorrow.
A cook B 'm going cook C 'm going to cook
- 2 be a lot of people at the match?
A Will there B Are going there C Is there going
- 3 Look at the sky. It
A will rain B 's going to rain C going to rain
- 4 I a cheeseburger and chips, please.
A 'll have B 'm having C going to have
- 5 We shopping on Saturday. Do you want to come?
A 'll go to B 're going to C 're going
- 6 I hope Yolanda at the party. She's great fun.
A will be B is being C going to be
- 7 Chris a new camera before his holiday.
A buy B is buy C is going to buy
- 8 **A:** What time does the train leave?
B: I don't know. I online later.
A check B 'll check C 'm checking

b Complete the sentences about the future with the correct form of the verbs.

meet crash not tell lend study get married be

- What time **are** you **meeting** Roxana?
- 1 What subject you at university?
- 2 Help! We !
- 3 Don't worry about money. I you some.
- 4 **A:** When your brother and his girlfriend ?
B: Next month. I can't wait.
- 5 it be cold tomorrow?
- 6 What's the secret? I promise I anyone.

c Complete the sentences with the verbs in the future continuous.

- I **'ll be working** (work) in New York in the spring.
- 1 James (sleep) at ten o'clock.
- 2 Magda (not do) any homework this weekend.
- 3 We (think) about you.
- 4 Mrs Perry (teach) us next year.
- 5 you (cook) anything special for dinner?
- 6 I (play) badminton all afternoon.
- 7 It (rain) for most of the day tomorrow.

d Write future continuous sentences.

- Kerry / leave / the station / half past nine.

Kerry will be leaving the station at half past nine.

- 1 We / climb / Mount Everest / this time next week.
- 2 This time tomorrow / I / relax / by the pool.
- 3 Where / you / watch / the game ?
- 4 it / snow / in the mountains ?
- 5 This time next month / we / do / our exams.
- 6 What time / you / have / dinner ?
- 7 I / start / university / October.
- 8 The band / tour / Europe / June.

Vocabulary

- a** What happens in natural disasters? Match the words with the descriptions.

~~tsunami~~ earthquake volcanic eruption
flood drought heat wave hurricane avalanche

- A very big wave comes from the sea and onto land.tsunami.....
- 1 It doesn't rain for a long time.
- 2 The ground moves for several seconds.
- 3 There are very strong winds everywhere.
- 4 A mountain throws very hot rock into the air.
- 5 A lot of snow falls quickly down a mountain.
- 6 It's hot for many days or weeks.
- 7 It rains a lot and rivers and lakes become too full.

- b** Complete the words. Some words are plurals.



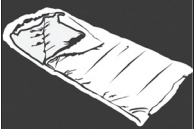




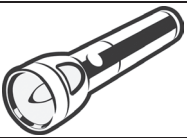

- Floods are dangerous for people who live near rivers.
- 1 Skyscrapers in Japan are designed to survive e
- 2 H Katrina caused a lot of damage in New Orleans in 2005.
- 3 A v e destroyed the Roman city of Pompeii.
- 4 An a can move over 10,000m³ of snow.
- 5 In 1923, a h ... w ... in Australia lasted for 160 days.
- 6 T cause a lot of damage to cities and villages on the coast.
- 7 When there is a d, it's very difficult to grow food.

- c** Find eight more words for outdoor clothes or equipment in the word snake. What sentence do the other letters make?

thanorakemounfleeceaisleepingbagsainsectrepellentreboggles
autwetsuititfulforchinsunmmwalkingbootsrandmucksackinter

Sentence:

- d** Look at the pictures and write the words.

		
• <u>insect repellent</u>	1	2
		
3	4	5
		
6	7	8

- e** Complete the sentences with the missing words.

- You need insect repellent to stop mosquitoes biting you.
- 1 When it's dark, you use a to see where you're going.
- 2 When it's raining, an can keep you dry.
- 3 are good to wear if you're hiking.
- 4 You can carry your equipment in a
- 5 help you see things underwater.
- 6 Most people wear a when they go scuba diving.
- 7 A keeps you warm when you're walking or skiing.
- 8 You need a tent and a when you go camping.