

discuss living in the rainforest with twelve other people as part of a TV survival show

focus on ways of expressing obligation, necessity, and prohibition, and use the language in discussion

listen to an interview with the person responsible for this TV show

discuss ways of entertaining yourself on the island

lead-in

- The lesson is closely based on a real TV adventure survival show that took place in an Australian rainforest during 2002; and the website profiles in the next lesson carry on the theme of this section. This may add extra interest to the lesson. If there are similar survival shows in the country where you are teaching (e.g. *Big Brother*, *Survivor*, etc.), you could ask the group what they think about them.
- Get the learners to look at the advert and the picture. Do they know, or can they guess, the meaning of *remote* (= far from towns and built-up areas)? Do they notice anything unusual about the first sentence in the advert? How would they expect this sentence to be written? See **language point** on the right.
- Allow learners a couple of minutes to think about **exercise 1**. You could point out that a *contribution* could include a skill such as *cooking* or *carpentry*, or a particular quality they think they possess such as *strength* or a *good sense of humour*. There is plenty of opportunity to discuss conditions in the rainforest during the lesson, so keep **exercise 2** quite brief.

grammar obligation, necessity, and prohibition

- The **laws of Eden** develop the theme of the lesson and place the target grammar in context. Learners should already be familiar with most of the items in **bold**, but they still present problems at this level, and learners often need to refine their understanding of the differences. See **language point** on the right. In addition, *ought to* may be completely new, and many learners are unclear about the meaning of *have got to*.
- Give learners plenty of time to read the laws and think about the differences. Put them in pairs to discuss **exercise 2**. While they are doing this, walk round the class to find out which pairs of words / phrases are causing the most difficulty; this is where your focus will be in feedback. If there are still problems, you may wish to use the **cover & check** exercises in **language reference** on p.156 and p.157 at this point. If you want to provide some extra speaking, you could ask learners to discuss whether they think the laws are sensible and fair.
- **Exercise 3** can be done in pairs or small groups, and is an opportunity for learners to test their understanding of the target language but also contribute ideas of their own. Point out *have access to* (= be available for use), as this could be a very useful item for learners here, e.g. *They have to have access to medical supplies*.

listen to this

- You could demonstrate **exercise 1** with your own ideas using some of the language from the previous grammar section, e.g. *I think we ought to (have the same number of men and women); I think we should (only have people over twenty / thirty)*. You could also point out that if you feel very strongly about something, you could use verbs of obligation, e.g. *We've got to have equal numbers of men and women*. Then let learners complete the notes individually. If they choose to write full sentences including different modal verbs, that's fine, but notes will do.
- Elicit one or two examples to make sure they have got some ideas, then talk through the **natural English** box showing ways of agreeing with and challenging opinions. Highlight the stress on the underlined words, and practise the pronunciation of the phrases, before pairs discuss **exercise 2**. Monitor to see how they are using the phrases and the verbs from the previous grammar section.
- **Exercise 3** helps to establish the context and gives learners a chance to get used to the voices. In **exercise 4** learners may wish to take notes. You could pause the recording at several points where the TV producer has finished answering a question, or play the recording twice if necessary. Give learners a minute to finish writing at the end of the conversation and let them compare their answers with a partner before feedback.
- **Exercise 5** contains information about the selection process. If you didn't do this earlier, you could go back to exercise 1 and elicit the class's ideas for the selection before they listen, so that it is fresh in their minds. If you put these ideas on the board, learners can listen to see which are mentioned.

language point ellipsis

We can sometimes leave out words in a sentence to avoid repetition, or when the meaning is clear without them. This is called **ellipsis** and is particularly common in spoken English. Examples include:

- 1 omission of full infinitive at the end, e.g. A: *Are you going to the match?* B: *I'd like to (go).*
- 2 omission of auxiliary at the beginning, e.g. *Ready?* (*Are you ready?*)
- 3 omission of a relative pronoun + *be*, e.g. *Who was the man (who was) driving the car?*

At the beginning of the advert there is an example of omitting the auxiliary verb plus subject at the beginning of a sentence: (*Are you*) *looking for ...?* Elicit this sentence beginning from the learners and explain that it is an example of ellipsis. See if the learners can explain why it is being used here. (In this case, it offers a shorter, snappier form of prose than the full sentence, and it is also more dramatic, which is what the advert wants to be.)

Want to know more? Go to **Practical English Usage** by Michael Swan pp.181–186.

exercise 2

- 1 *have got to* and *have to* have the same meaning here, i.e. it is necessary / compulsory; *have got to* is used mainly in spoken English (see **language reference p.156**)
- 2 *be allowed to* and *be permitted to* have the same meaning but *be permitted to* is more formal and less common; *mustn't* means it is dangerous, wrong, or prohibited; *shouldn't* means it is not a good idea, so the meaning is different here
- 3 *mustn't* and *aren't permitted to* have a similar meaning here
- 4 *should* and *ought to* mean the same in this context
- 5 *are allowed to* means they can / are permitted to, and this has a very different meaning from *ought to*, which implies a degree of obligation; *mustn't* means it is dangerous, wrong, or prohibited, whereas *don't have to* means it's not necessary, so the meaning is completely different
- 6 as in example 5, the meaning is different
- 7 *can't* and *aren't allowed to* have a similar meaning here

exercise 3

The interviewer is talking to Candy Duncan, the producer of the Eden survival show.

exercise 4

- 1 six men and six women
- 2 eighteen to twenty-five
- 3 people under eighteen would need their parents' consent; they designed the programme for that age range
- 4 no; they would be given basic survival training and basic skills; they were more interested in selecting interesting people
- 5 they needed to be moderately fit (not super-fit) and would be given a medical check up

exercise 5

each person prepared a one-minute talk, selling themselves variety of group activities to assess how they mixed, natural leaders, etc. e.g. play team games, make a simple rope bridge to get across a river used psychologists in selection, plus individual interviews too

language point obligation, necessity, and prohibition

Learners at this level still confuse certain items (*mustn't* and *don't have to* being the most common example), but the biggest difficulty perhaps is that some of the items overlap in meaning in some contexts but not others.

- *Should* can almost command the same degree of obligation as *have (got) to* / *must* in some contexts, but is much weaker in others.
- *Must* and *have to* are interchangeable in certain contexts, but in others, native speakers express a clear preference for one over the other (see **language reference p.156** for details).
- *Have got to* is interchangeable with *have to* in many contexts but *have got to* is largely restricted to spoken English.
- *Ought to* and *should* are very similar when talking about duty, or offering advice or an opinion, but *ought to* is less frequent and rarely used in negative and interrogative sentences, where *should* is preferred, e.g. *You shouldn't go to work with that cold. Should we tell him now?*

read and complete an Edenite's website profile

learn natural English phrases for talking about your background

focus on sequencing information in a text

plan and **write** their own website profile

choose personal information

- In **exercise 1**, learners discuss how they would like themselves to appear (in words with a photo) on a website. A real photo is not necessary, but if you want to make it more realistic, you could ask learners (in the previous lesson) to find a photo of themselves to bring to class the next day. Explain that it will be for a personal profile. You could demonstrate the activity by bringing in your own photo and telling the class what sorts of things you would write about yourself. Monitor the group work, then go on to the listening.

express information in writing

- Link the website profile to the previous lesson about the Edenites, by asking learners to look at the photo on *p.38* in pairs and comment on it. After giving learners time to read, you could pause the recording in **exercise 1** at certain points to allow time to write, and replay the recording on request. Point out the word *motto*, as learners will have to think up a motto for themselves later on.
- When you move on to the **natural English** box, ask learners to find two of the phrases in Katie's profile (*Originally I'm from ...; My proudest moment was ...*). Focus on the pronunciation of the items given in phonemic script.
- Let learners put the profile in order in **exercise 2**, then compare with a partner. This is an exercise in coherence, and you can highlight a few points here across the line breaks: the collocation *public relations (PR)*, *shortly before* (which is dealt with in the next grammar point), *dream of + -ing*, and the verb + noun collocation *have fun*. If you have access to a photocopier, you could make several copies of this profile, then cut them into separate lines for learners to unjumble in pairs.
- **Exercise 3** contextualizes the other phrases that learners saw in the **natural English** box.
- **Exercise 4** gives learners a chance to focus very intensively on one of the texts, and puts a little gentle pressure on them to memorize. Many learners enjoy this kind of challenge, and it can be a good way to reinforce collocations, grammar, and lexis.

grammar sequencing information in a text

- For **exercise 1**, you could do this either in pairs or as a class activity. If the latter, draw a table on the board with three columns: time before, time after, and same time. Elicit where the phrases in **bold** fit, and add them to the board. As learners answer questions b, c, and d, you can add the information they give you to the table (*-ing*, + noun, or + clause). Point out to learners that *prior to* is formal. (You will find more practice exercises in the **language reference** on *p.157* and *p.158*.)
- For **exercise 2**, elicit one or two ideas for the first gap, then let learners work alone or in pairs. Monitor so that you can identify and deal with any problems individual learners have with these constructions.

plan your website profile

- This section encourages learners to look at the way information is ordered in a text. Both Katie and Jonny's profiles are fine, though different. Learners could follow either pattern for their own profile.
- **Exercise 2** can be done in different ways. Some learners (or some classes) may prefer to have some silent time to think and plan, and use the opportunity to consult you individually for advice. Others may prefer to make it more interactive. If so, you could set up paired interviews, e.g. student A asks student B which of the topics in the spray diagram they would like to include, and what they want to say. A conversation at this point may also be helpful for learners who don't feel confident about what to write; peer encouragement may help them to find suitable things to say. Whichever way you decide to do it, refer learners to the diagram with prompts to help them. A time limit of about ten minutes would be suitable for this activity.
- When learners know what they are going to write, you could ask them to write it at home, and then collect it in the following lesson and correct it.

ideas plus write your own profile

Instead of using the second profile (Jonny Wood), you could write about yourself. Learners will probably find this interesting. Keep it to under 100 words, and include something about your past, present, and future. Be sure to include a couple of the linking phrases from the **natural English** box. Then, cut it up into about ten separate lines, and give copies to pairs to unjumble. You could include one or two facts that are not strictly true, and ask learners to decide which they are.

exercise 1

- | | |
|--------------------------|---------------------------|
| 1 it wasn't for me | 5 run it as a tourist |
| 2 on a cruise ship | business |
| 3 I'm a keen | 6 a train, bus, or man |
| 4 winning a silver medal | 7 another will come along |

exercise 2

- 1 d 2 h 3 g 4 b 5 i 6 a 7 f 8 j 9 c
10 e

exercise 3

I was born and brought up in ...
I come from a (musical) family
I've always dreamt of + *-ing*

ideas plus using short texts

Short texts, especially those with a narrative structure, can be exploited in different ways. Here are some ideas.

- **dictation** or **dictogloss**, i.e. learners listen to a short text, note down the key words and reconstruct the text with a partner.

Want to know more? Go to intermediate **teacher's book**, **how to ...** introduce new language (try it out) p.146.

- **pronunciation** You can highlight and practise a range of features: marking pauses in the text so that it can be read coherently, with appropriate intonation, linking, contractions, and weak forms, etc. Learners can also listen to the recording and shadow read, i.e. listen and read aloud with the recording.
- **fill the gap** After studying a text, student A reads the text to student B (whose book is shut), stopping at appropriate points for B to say the next word. This is very useful for collocation and syntax, e.g. A: *Originally, I ...* B: *... I'm from Glasgow.* A: *Correct. But I was brought ...* B: *... brought up in Manchester.* A: *I've always had itchy ...* B: *... itchy toes.* A: *No! Itchy feet.* etc.

exercise 1

- a *time before* = prior to, shortly before, long before; *time after* = soon after and since; *same time* = while
b they can all be followed by *-ing*
c they can all be followed by a noun except *while*
d all except *prior to*

exercise 2 possible answers

- Julie took her final exams shortly before her baby was born.
- David was interested in archaeology long before he started studying it seriously.
- Soon after leaving home, Lucy got a job in a health club.
- Since being made redundant, Claire's been unemployed.
- While he was unemployed, Don learnt to drive a heavy goods vehicle.
- Prior to attending university, Geri spent two years in South East Asia.

exercise 1

- Katie's profile includes the following information in this order:

a where she was born and brought up	d her achievements
b her career in chronological order	e how she would spend the prize money
c her most recent job	f her motto
- Jonny's profile includes the following information in this order:

a where he was born and brought up	e his feelings about Eden
b his family background	f his attitude to the prize money
c his career in chronological order	g his motto
d his most recent job	

ideas plus profiles

For this writing task, you could tell learners to write their profiles anonymously, i.e. they write their text without referring to themselves by name. The profiles can be displayed around the class for the learners to guess who wrote each one. If learners bring in photos, these can then be matched to the texts. This would provide an interesting and motivating reading task. You could also produce a class booklet (including photos) or even a page on the school or college website.

choose the members of a band

discuss their musical style and image, and how to promote them

present ideas to the rest of the class

create a website profile of one of the band members

collect ideas

- Learners have already looked at different kinds of groups in this unit: party groups, the Edenites, and now a pop group. You could point out this link to them. Since we devised this **extended speaking** activity, there have been several television programmes with a similar aim: to create a pop band, a pop star, and a family for a TV soap opera. It is possible that such programmes have appeared in the learners' own country. If so, you could refer to them.
- For **exercise 1**, make sure learners know what an *audition* is (= a 'live' test prior to taking part in a performance, or joining a group). They don't need to look at the pictures and profiles yet.
- Go over the notes in **exercise 2** together. Then give the learners several minutes to look at the profiles and think about their answers.
- **Exercise 3** allows learners to share ideas before the full discussion in exercise 4.
- Look at the agenda in **exercise 4** together, and deal with any problems with vocabulary or the task itself. At this stage, they will be discussing some points from exercise 3 in groups, and moving on to further considerations such as the group's appearance and image. Allow a little time for learners to think about this alone. The phrases in the **natural English** box help learners to direct the meeting. Go over them before they start the discussion.
- You could suggest a time limit of ten to fifteen minutes to your class, but be flexible. Don't allow the discussion to wane, but equally, don't cut them off if they are really involved in it. During the discussion, monitor the group work and make notes for feedback at the end of the lesson. You may wish to use the **feedback checklist** opposite.

present your ideas

- Direct learners to the **checklist** before they start to prepare and rehearse. Be available to offer advice and encouragement. For some learners, this will be a useful activity for other areas of their life, e.g. work or study.
- If your class is large (more than twelve learners) it will probably take too long to do each presentation one after the other. Instead, divide the class into two large groups, e.g. if you have eighteen learners, form two groups of nine, with three mini-groups in each one. They can then do their presentations to their half of the class at the same time. If this creates a noise problem, try to find an area nearby where half the class could go. You would need to move between the two groups to monitor. Alternatively, have some presentations in one lesson, and some in another.
- Encourage learners to listen to each others' presentations and discuss them after each one. If you like, tell the listeners to think of questions to ask each speaker at the end. This will be motivating for both listeners and speakers.
- Provide feedback on the group work and the presentations themselves. Be sure to praise these wherever possible.

write a profile

- Once learners have written their profiles, they can show them to others in their group.

