

# seven

in unit seven ...

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## listening how to ... tell a story

90+ mins

**listen** to a true story about a marriage proposal

**talk** about marriage proposals

**focus** on the use of *anyway* in storytelling

**talk** about plans for social activities using the phrases with *go*

**write** a story about a great day / weekend linking it with **natural English** phrases and language from the lesson

### lead-in

- This is a simple warmer activity as a lead-in to the listening, so keep it brief.

### listen to this

- The recording in **exercise 2** is a true story. You mustn't tell the students that it is a marriage proposal, otherwise it will spoil the story, but after they have listened, they might be interested to compare what happens in their own country with the UK. See the **culture note** on the right.
- The story is told naturally and spontaneously, and the illustrations in **exercise 1** are there to give learners support: they set the scene for the story, and the **glossary** introduces students to some key vocabulary. Give the pairs time to build up a clear idea of what is happening in the pictures. After doing **exercise 1**, conduct an open class feedback so that everyone starts with the same information before they listen to the beginning of the story in **exercise 2**.
- Encourage learners to come up with several different possible storylines in **exercise 3**: the closer they get to predicting what happens, the easier it will be for them to understand when they listen. Again, conduct a class feedback and put a few of their ideas on the board, but don't confirm or reject anything at this stage.
- After the listening in **exercises 4** and **5**, it is inevitable that students will think up questions in **exercise 6** that aren't answered in **exercise 7**. If you are good at thinking on your feet, you could invent some answers or ask the class what they think they would be. (A likely question is the cost: in fact, it cost £600.)
- It is very difficult to provide meaningful controlled practice of *anyway* (**natural English** box), but learners will have an opportunity to use it in the final activity in this lesson, and again in the **extended speaking** activity at the end of the unit. At this stage, it is important that they see how it is used, and comparisons with their first language in **exercise 9** may be interesting as well as serving as a useful concept check (assuming you have a good knowledge of the students' mother tongue).
- As a follow-up discussion, you could put students in groups to think of interesting places or ways to propose to people. Students could put their ideas on the board, and then vote on the best idea.

### vocabulary phrases with *go*

- These are frequent patterns with the verb *go* in **exercise 1**. We have included some common nouns for each one, but with a good class you could ask them to add one more common example to each type, e.g. *go for a drink, go for a swim* (used as well as *go swimming*); *go riding, go sailing; go and find (a restaurant), go and have (a pizza); go to a club, a match*, etc. See the **language point** on the right.
- Monitor while your students fill in the statements in the questionnaire for **exercise 2** to make sure they are correct. They then do **exercise 3** as a mingling activity, i.e. moving freely round the class talking to different students, while you monitor again. At the end, conduct class feedback on both the outcome of the questionnaire and the language used.

## exercise 4

Tyler asked Janet to marry him.

## exercise 5

- 1 get in the helicopter
- 2 the sea
- 3 Please, marry me.
- 4 Yes
- 5 a bottle of champagne
- 6 picnic
- 7 two weeks

## culture note marriage proposals, weddings and honeymoons

In the UK it is traditional for men to propose to women (by saying, 'Will you marry me?'), although it is now acceptable for women to propose, too. These *marriage proposals* may be casual or dramatic (there are examples of surprise proposals taking place on television in front of millions of TV viewers), and it is normal for a delay of months or even a year between the proposal and the time when the couple *get married (the wedding)*. The man used to have to ask the woman's father for permission to marry her, but this custom has fallen into disuse.

In the next lesson there is a reading text about a disastrous *honeymoon*. Don't talk about honeymoons in class now or you will spoil it, but afterwards you may want to point out to your students that couples traditionally *go on their honeymoon* (a holiday) immediately after the wedding ceremony and reception. Is it the same in the culture where you teach?

## exercise 1

go for: a run, a walk, a picnic, a meal in a restaurant

go: sightseeing, shopping, skiing, swimming

go and: see a film, watch a match, see a friend, buy something

go to: a wedding, a party, a disco, a meeting

## language point verb + noun combinations

Where other languages often express an idea using a verb, English often has a preference for a verb + noun combination, e.g. *I had a wash* (NOT ~~*I washed*~~), *Let's have a drink* (NOT ~~*Let's drink something*~~). Other examples are: *go for a walk*, *have a look*, *give someone a push*, etc. It's worth making learners aware of this feature of English, and it is important that they keep a record of these common expressions when they meet them.