

**6A** Read the example with the class. Ss discuss in pairs which verbs would be better in the continuous form and why. Monitor and help where necessary, but don't give any answers yet.

**B** Ss listen to the recording and check their answers. Be prepared to give further explanations/examples where necessary.

**Answers:**

- 1 be having (The action is still in progress.)
- 2 've been waiting (It's an unfinished action and emphasises the length of time.)
- 3 Correct
- 4 'm trying (It's an action in progress at this time.)
- 5 'd been expecting (It emphasises the length of time.)
- 6 Correct
- 7 Correct
- 8 'll have been living (It emphasises the length of time.)
- 9 'm working (The action is still in progress.)
- 10 was making (It talks about something that was in progress when I got home.)

**C** Play the recording and ask Ss to focus on the auxiliary verbs. Elicit how they're pronounced (as weak forms) and model further if necessary. Play the recording again and pause after each sentence for Ss to repeat.

**7** Give Ss 3–4 mins to complete the sentences so they are true for them. Monitor and help with ideas, writing any new words and phrases on the board. When they are ready, arrange Ss into small groups to compare their sentences. In feedback, elicit any common answers with the class.

**WRITING** A PERSONAL PROFILE; LEARN TO PLAN YOUR WRITING

**8A** Write on the board: *a personal profile* and elicit where Ss might see one (a blog, a social networking site, an online course, a job application). Focus Ss' attention on the personal profile. Give them 2 mins to read it and discuss in pairs where they think it appears. In feedback, elicit Ss' answers.

**Answer:** This personal profile is from the 'About' page of a personal website or blog.

**B** Read the guidelines with the class, and check understanding. Ss read the profile again and, in pairs, discuss how far Mira Kaya's profile follows them. In feedback, elicit Ss' answers.

**Answer:** It follows all of the guidelines.

**9A** Ss categorise the words and phrases from the box in pairs. Monitor and help with any new vocabulary. In feedback, elicit Ss' ideas.

**Suggested answers:**

a blog/a social networking site: where you're from, family information, likes/dislikes, hobbies, favourite music/food, religious or spiritual beliefs, pet peeves, groups you belong to, trips and unusual experiences

a networking site for professionals/a job application: talents and skills, education/grades/qualifications, goals and plans, address, job, professional achievements

**B** Discuss the question as a class.

**Suggested answers:** You should only include information you are comfortable with and which you think is relevant for the purpose. Always consider the reader and what he/she wants to know. It's generally best to avoid certain topics, such as religious beliefs, anything too personal or confidential information about your work.

**speakout TIP**

Read the speakout tip with the class and emphasise the importance of considering your audience when you write. Refer back to the formats discussed so far (a blog/a social networking site and a networking site for professionals/a job application) and answer the questions with the class for each type of text.

**10A** Focus attention on the notes. Give Ss 1 min to read through and select anything inappropriate. Elicit answers from the class.

**Answer:** qualifications

**B** Books closed. Write on the board: *planning your writing*. In pairs Ss brainstorm a list of things they can do when planning to write. In feedback, elicit Ss' ideas and write them on the board. Ask Ss to open their books again and say which of the things in the list they do.

**11** Give Ss 1 min to read the stages and check understanding. Refer Ss back to the speakout tip for stage 1. Encourage Ss to make notes in stage 1, and monitor, helping with ideas where necessary. Give Ss enough time to write their profiles, and monitor and help with vocabulary, writing any new words and phrases on the board. When they are ready, Ss compare their profiles in small groups and discuss any common features. In feedback, nominate Ss from each group to share any common features with the class.

**Teaching tip**

Many teachers avoid doing writing activities in class, as it's perceived as a 'quiet' activity best done alone. However, doing writing in class allows us to monitor Ss *during* the writing process, and so help them with ideas, planning, structuring, editing, etc., and not just focus on the finished product.

**Homework ideas**

- Ex 11: write a final draft of your personal profile.
- Language bank: 1.1 Ex A–B, p129
- Workbook: Ex 1–5, p4–5