

11 FUTURE BODIES

Objectives

FUNCTIONS	sympathising; making predictions
GRAMMAR	<i>will / won't</i> for future predictions; first conditional; time clauses with <i>when / as soon as</i>
VOCABULARY	parts of the body; <i>when</i> and <i>if</i> ; expressions with <i>do</i>

Student's Book page 102–103

READING

1 If you're using an interactive whiteboard (IWB), do this as a heads-up activity with books closed and invite students to label the picture correctly on the IWB. Otherwise, before the class, prepare word cards for *arm, leg, mouth, muscle, finger, foot, ear, eye, toe, hair, bone, and thumb*, and print out an enlarged copy of the picture to display on the board. Put students in small groups so that you have the same number of groups as there are words for body parts. Give each group a card at random. They discuss where the word should go, then one of them comes to the front to stick it to the right part of the picture. When they have finished, encourage students to correct any labels they feel are wrongly placed before checking answers. Students open books and label the picture.

Answers

A 10 B 7 C 8 D 3 E 1 F 12 G 5 H 4 I 11
J 2 K 6 L 9

2 Check/clarify: *body* and *face*, by asking students to point to their own body and face. Focus students on the example and tell them that some words will go in both columns. Students work in pairs to complete the table. Check answers as a class.

Mixed-ability

To increase the challenge, insist on strong students covering up the picture, before they categorise the words.

Answers

body: arm, leg, muscle, finger, foot, toe, hair, bone, thumb
face: mouth, ear, eye, muscle, hair, bone

3 **SPEAKING** Look at the example together. Ask students: *Which parts of the body do we use when reading a book?* Elicit as many as possible including other words that students might know, for example: *eyes, fingers, arm, muscles, hands*. Students discuss the

questions in pairs for two or three minutes before feeding back to the class. Encourage students to react to and add to each other's answers.

Suggested answers

Our bodies are supported by our bones whatever we do and engage our muscles in any kind of movement, so these items could be included in all answers (although, arguably, only the muscles round the eyes are required to watch television!)


play football: leg, toe, foot, eye

watch television: eye, ear

make a phone call: arm, finger, mouth, ear, eye, thumb

eat a meal: mouth, eye, finger, thumb, hand

walk to school: leg, foot, toe, eye, ear

- 4 Ask students to read the three titles and underline key words. Focus their attention on the picture and title. If you're using an IWB, do this as a heads-up activity with books closed. Allow students to react to the photos. They may find the photo on page 103 especially amusing. Welcome any and all comments on this to foster an environment in which genuine communication is encouraged. Allow students to discuss in pairs briefly before nominating students to voice their answers in open class. Perhaps have a class vote. Don't give away the correct answer yet.
- 5  2.31 Play the audio for students to listen to and read the text to check their ideas. Students compare answers in pairs before you check with the class.

Answer

2 What the human body will be like in the future.

- 6 Ask students to read the questions first, and underline key words. Students find the answers in the text, underlining key information that supports their choices. Students compare answers in pairs before you check with the whole class. During feedback, ask students to justify their answers by referring to the text.

Answers

- 1 Our bodies will adapt to a new way of life.
- 2 We'll have better food.
- 3 We won't do a lot of physical work.
- 4 Our eyes will get better and our fingers will get longer.
- 5 Our little toes will disappear because they are not needed.
- 6 Because we won't need to keep ourselves warm any more.

Optional extension

Students work in pairs to discuss the various predictions in the article, and rank them according to how believable they are. Allow five minutes for this. Monitor and praise those making an effort to expand on and justify their opinions. Put pairs together to form groups of four. Groups agree on which prediction is the most and the least likely. Groups also discuss whether future humans will be healthier or less healthy, and more or less attractive than today. You could also task students with coming up with two or three predictions of their own. For feedback, nominate one student from each group to report back to the class on what they concluded. Invite comments from the rest of the class.

THINK VALUES**Exercise and health**

- 1 Demonstrate by doing number 1 together as a class. Ask students: *Does the speaker in number 1 give lots of importance to health or just a little bit of importance to health?* (lots); *What number shall we put?* (4/5). Remind students that there are no right or wrong answers here. Give students a minute or two to read and evaluate statements 2–6. Monitor and help with any tricky vocabulary.
- 2 **SPEAKING** Students work in groups to agree on their scores and write one more statement. Make sure all group members write down what they have agreed. Allow about four or five minutes for this stage. Monitor to encourage all students to participate in the discussions and to help them write their statements. Avoid error correction unless it really impedes comprehension. The focus here is on fluency and development of the whole learner via an open discussion of students' own ideas and experiences, not on controlled language practice. When all the groups have finished, form new groups of four, comprising members of the different original groups, to compare ideas. This is a more student-centred way of doing feedback.

Optional extension

Make a note of students' own statements on the board. In their groups of four, students discuss and evaluate them, as they did for the original statements in the book. Monitor as before, and wrap up by nominating groups to share their scores with the rest of the class.

Student's Book page 104–105**GRAMMAR****will / won't for future predictions**

- 1 Ask students to complete the sentences from memory, then check back in the text, before they complete the rule. Students compare answers in pairs before you check with the whole class. Highlight the fact that *will/won't* is the same for all persons by asking: *How does will or won't change when we use it with he, she or it?* (it doesn't); *And how does it change when we use it with they?* (it doesn't). Also point out that we commonly contract *will* to *'ll* when we use it in conjunction with pronouns, but less so with nouns,

so *They'll* (number 2), but *Our fingers will* (number 1). Check/clarify meaning too. Ask: *Does the writer of the article know that our fingers will get longer?* *Is this a fact?* (no); *Is this a prediction?* (yes).

Answers

1 will 2 'll 3 won't, won't

Rule

1 'll 2 won't

- 2 Students complete the table individually, then compare answers in pairs before you check with the whole class.

Answers

1 'll 2 won't 3 Will 4 will 5 won't

Fast finishers

Ask students to underline more examples of future predictions with *will/won't* in the article. (Note that the example with *will* in the first paragraph is not a future prediction, but an example of the first conditional, which is covered later in the unit. If students mention it, just say it's an example of a different grammatical structure, which you're going to look at later.)

- 3 Ask students to read the text, ignoring the spaces, to answer this gist question: *How does Mark offer to help Alice?* (He offers to go to her house to study French with her.) Students will be much better equipped to complete the gaps if they're clear on context first. Students complete the gaps, then compare answers in pairs before you check with the class.

Answers

1 'll be 2 won't go 3 'll stay 4 won't help
5 will give 6 'll see

- 4 **SPEAKING** Students practise the conversation in pairs. Ask for one or two pairs to perform for the whole class.

Optional extension

Disappearing sentences: You'll need to write out the dialogue on the board or IWB for this one. Make AB pairs so that half of the class are A and half are B. Students practise the conversation in their pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen or board. Students repeat the dialogue in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity, involving lots of repetition, is a fun way for students to memorise useful chunks.

Workbook page 100 and page 127

PRONUNCIATION

To practise pronunciation of the /h/ consonant sound, go to Student's Book page 121.



Be aware of common errors related to *will / won't* for future predictions, go to Get it right on Student's Book page 126.

VOCABULARY

Parts of the body

- 1 Quickly check the words students have already learnt for parts of the body by saying each word and asking students to point to it on their own bodies. Ask students to stand up to do this. You could have them race to point to the correct body part. Students complete Exercise 1 in pairs. For feedback, if you're using the IWB, nominate students to label each body part on the screen. To keep the rest of the class focused, ask them to confirm or correct answers. Focus on pronunciation by prompting students to repeat each of the words after you. Pay special attention to the vowel sound /əʊ/ in *elbow* /'elbəʊ/, *shoulder* /'ʃəʊldə/ and *throat* /θrəʊt/. Despite the different spelling, it is the same sound. Also check pronunciation of *tongue* /tʌŋ/ and *stomach* /'stʌmək/.

Answers

1 E 2 I 3 C 4 G 5 D 6 A 7 J 8 F 9 B 10 H

Optional extension

Students work in AB pairs to test each other on the new words. They take turns to point to a picture at random and ask: *What's this?* B tests A for a couple of minutes before students switch roles and repeat.

- 2 2.34 Give students 30 seconds or so to study the pictures and note down any words relating to body parts they might hear in the recording. Ask them to compare with a partner. Play the audio for students to listen and number the pictures. Students compare answers in pairs before you check as a class.

Answers

1 C 2 A 3 B

Audio Script Track 2.34

- 1
Boy 1 Are you OK?
Boy 2 No, ouch. My knee! Aaargh!
- 2
Girl I ate a lot of food last night. My stomach really isn't too good this morning.
- 3
Woman Don't eat so quickly – you'll bite your tongue. See? I told you!

Workbook page 102

LISTENING

- 1 If you're using an IWB, do this as a heads-up activity with books closed. Focus students on photo A and elicit responses to the two questions in open class. Students answer the questions for photos B and C in pairs. Conduct whole-class feedback and establish the following – of course students' phrasing will differ.

Suggested answers

- A two friends in the street
B a doctor and a girl in the doctor's consulting room
C a mother and son at home

- 2 2.35 Focus students on photos D–F and quickly elicit the names of the body parts in open class (D shoulder; E ankle; F back). You could ask students to guess which body part matches with each conversation represented in photos A–C. Prediction activities of this sort aren't about students being able to guess the right answer, but about motivating them to listen and focusing them on the task. Explain that students need to match one picture from A–C and one from D–F to each conversation. Play the audio, pausing after each conversation to allow students time to complete the table. Students compare answers in pairs before you check with the whole class.

Answers

1 B, D 2 C, E 3 A, F

Audio Script Track 2.35

- 1
Doctor Hello Katie. What can I do for you?
Katie Well, it's my shoulder.
Doctor OK. And what's the problem with it? Does it hurt?
Katie Yes. I fell over while I was skateboarding the other day.
Doctor Was that yesterday?
Katie No it was ... um ... two days ago I think. Yes, Tuesday.
Doctor OK. And you fell on your shoulder?
Katie Well, no, I fell on my arm really. And it wasn't bad, you know. I just got up and went back to skateboarding. But now my shoulder hurts. Um, I can't move it very well.
Doctor OK, well let's have a look at it. Can you take your shirt off for me please?
Katie Yes, OK.
- 2
Mum Are you all right, David?
David Erm, yeah, yes thanks, Mum.
Mum Sure?
David Well, actually, no, not really. I think I've got a problem with my ankle.
Mum Your ankle?
David Yes. It's really strange. Um, yesterday I was walking home and it was OK, but then it just started hurting, I don't know why. Then it stopped.
Mum But now it's hurting again?
David Yes, but it's kind of on and off. You know, sometimes it's OK but sometimes it hurts a bit.

Mum Perhaps you should see the doctor. What do you think?

David Yes, perhaps.

Mum OK, I'll phone and see if we can go this afternoon.

David Thanks, Mum.

3

Sam Hello, Molly.

Molly Hey, Sam. Hey – are you OK?

Sam No, I've got a bit of a problem.

Molly Yes, I can see. You're walking a bit funny.

Sam I know. It's my back.

Molly Your back? What's the matter with your back?

Sam I dunno. I mean, I woke up this morning and got out of bed and I felt a bit of a pain in my back. Now I've got backache.

Molly Did you tell your mum and dad?


Sam Well, it wasn't bad and I didn't think about it much, so no, I didn't. But now ...

Molly Look, I'll carry your school bag, OK?

Sam Right, thanks.

Molly And when we get to school, I'll take you to see the nurse.

Sam OK. Thanks, Molly.

- 3  2.35 Ask students to read the statements and underline any difficult vocabulary, which they can ask their partner or you about. In pairs, students mark the sentences T or F from memory, and then listen and check. Suggest that strong students correct false statements as they listen. Students compare answers in pairs. During feedback, encourage students to justify their answers.

Answers

1 F 2 T 3 F 4 T 5 T 6 F

- 4 Students do the matching task individually based on memory and common sense, then compare answers in pairs. During feedback, play the audio again or display the audio script on the IWB so students can hear/see the sentences, in context.

Answers

1 b 2 a 3 d 4 e 5 f 6 c

Draw students' attention to the vocabulary highlighted in the Look! box. Once students are clear on meaning, encourage them to notice that *stomach ache* and *ear ache* appear as two separate words while *headache* and *toothache* are single words. Point out the pronunciation of *ache* (/eɪk/ NOT /eɪtʃ/).

SPEAKING

Ask students to read the instructions carefully and check understanding. Make similar ability pairings. Give students about five minutes to practise. Monitor their progress, and praise students who appear to be really 'getting into' their roles. Ask for one or two pairs to perform for the class. Ask the rest of the class to listen and make a note of what the problem is, and the cause.

Mixed-ability

Suggest that weaker students write their dialogue prior to role playing, while stronger students can just make brief notes which they should only refer back to when they get stuck.

THINK SELF-ESTEEM

Getting help

- 1 Ask students to quickly read the sentences and underline any difficult vocabulary. Clarify this in open class by eliciting explanations or translations from the students themselves. Give students a minute to tick the sentences which are true for them.
- 2 **SPEAKING** Put students in groups of four or five to compare ideas. Encourage them to try to find the person in their group who's the most similar to them. By giving students a concrete aim towards which their speaking is directed, students should be more motivated to speak. During whole-class feedback, ask students to say who they were most similar to and why.
- 3 Put students in pairs and ask them to come up with three possible people they could talk to about each problem. Put pairs together to form groups of four and task them with agreeing on the best person for each problem. Monitor, making a note of any particularly interesting ideas you hear and any nice language used, and praise these contributions at the end. Conduct brief feedback asking groups to say who they put for each problem.

Optional extension

To extend the topic and give students more speaking practice, ask them to choose one of the problems from Exercise 3 and, in pairs, write a conversation between someone with that problem and someone they've identified as the best person to talk to. Monitor to help with ideas and with any difficult language. Invite the most confident pairs to perform in front of the class. To give them a reason to listen, ask the rest of the class to make a note of the problem and the solution mentioned. Encourage reactions by asking students if they agreed with the solution proposed or not.

Student's Book page 106–107

READING

- 1 A recording of this text is available with your digital resources. Focus students on pictures A–E. If you're using an IWB, do the lead-in as a heads-up activity with books closed. Ask: *Who's the woman in A? Who's the boy? Do they look happy? What are they talking about?* Accept all suggestions. Students work in pairs to talk about what's happening in the other four pictures. Conduct brief whole-class feedback eliciting at least one idea for each picture. Students open their books. Play the audio for students to read and listen to the webchats, and match each one to a picture. Instruct students to write the correct names under each webchat after the audio has finished. Students compare answers in pairs before you check with the whole class.

Answers

A Mike B Susie C Julia D Arlene E Pete

- 2 Students scan the posts to find references to each of the things and write the correct names next to them. Tell them that they can put more than one name for each. Students compare answers in pairs before you check with the whole class.

Answers

1 Pete and Susie 2 Susie 3 Julia 4 Mike 5 Arlene

- 3 **SPEAKING** Refer to the webchats and ask students: *Which of these things have you heard before?* Put students in groups of three or four to make a list of at least three more crazy things that adults say to children. Give them four to five minutes for this. For feedback, ask each group to share their ideas with the class. At the end, vote on the craziest thing.

GRAMMAR

First conditional

- 1 Students do the matching task, then refer to the webchats to check their answers, and complete the rule. Students compare answers in pairs before you check with the whole class. Check understanding. Ask students: *Does the if-clause refer to things happening in the present or the future? (future); What tense do we use in the if-clause – will or the present simple? (the present simple).* Draw students' attention to the sentences at the bottom of the rule box which show that the if-clause can come first and the will-clause second, or vice versa, with no change in meaning. Elicit that in the former case, a comma is needed.

Answers

1 c 2 a 3 b

Rule

1 possible 2 future 3 will 4 will not

- 2 Explain that the first word of each sentence is indicated with a capital letter. Remind students to include a comma where necessary. Students write the reordered sentences in full individually, then compare answers in pairs before you check with the class.

Answers

1 If I'm late, my parents will be angry.
2 If I remember, I'll bring it to school tomorrow.
3 If you come to the party, you'll meet Jake.
4 We'll go to the beach if it doesn't rain tomorrow.
5 I won't go to the concert tonight if I don't feel better.

- 3 Students complete the sentences individually, then compare answers in pairs before you check with the whole class. If you're short on time, set numbers 3–5 as homework.

Answers

1 won't meet, don't go out 2 'll come, says 3 doesn't want, 'll eat 4 will be, hears 5 buy, won't have

ROLE PLAY

Put students in AB pairs. As go to page 127, and Bs go to page 128. Give students a minute to read their questions, and underline any unfamiliar words. Monitor and clarify meaning as necessary. Students take turns to ask and answer questions. Tell them not to look at each other's books (if necessary ask them to sit back to back). Ask them to make notes of their partner's answers. Monitor students' use of the first conditional. The emphasis of this exercise is on personalised practice of the newly learnt grammar, so on-the-spot error correction is appropriate. Make a note of common errors. Write them on the board, ensuring anonymity, and ask students to correct them during whole-class feedback. Before this, ask students to report back on what their partner said.

Fast finishers

Ask pairs to switch roles and repeat.

Workbook page 101 and page 127

Time clauses with *when / as soon as*

- 4 Focus students on the two example sentences and ask: *Who's talking to whom? What are they talking about?* Clarify that the first sentence comes from the listening on page 105. It's Molly talking to Sam about his bad back. The second sentence is from the reading on page 106 where Mike says he's thinking of more examples of crazy things adults say. Now that the context is clear, students can answer the two questions in pairs and complete the rule. Conduct whole-class feedback.

Answers

1 *As soon as* indicates more immediate action.
2 the future

Rule

1 present 2 *will / won't*

- 5 Students complete the sentences individually, then compare answers in pairs before you check with the whole class. Remind students to think about verb conjugation and whether or not third person 's' is required.

Answers

1 get 2 get 3 arrives 4 finishes 5 finish

Workbook page 101 and page 127

VOCABULARY

when and if

- 1 This exercise aims to clarify the difference in meaning between two sentences which are very similar in form. Give students a couple of minutes to match in pairs then conduct whole-class feedback.

Check meaning by asking these concept-check questions: *In sentence 1, will I see Martin?* (yes); *In sentence 2, will I see Martin?* (maybe).

Answers

1 b 2 a

- 2 Students complete the sentences individually, then compare answers in pairs before you check with the whole class.

Answers

1 If 2 if 3 when 4 when 5 if

Workbook page 102 and page 127


LISTENING AND WRITING

A phone message

- 1 Books closed. Ask students: *Do you sometimes take phone messages for other people? What kind of information does a phone message include?* Elicit a few ideas in open class then ask students to open their book and complete the exercise, making it clear it's about what they DON'T need to write down.

Answer

2

- 2  2.36 If you'd like an initial gist task to ensure students understand the context of the call before they focus on specific information, write on the board: 1 *Who's the caller?* 2 *Who does the caller speak to?* 3 *Who does the caller want to speak to?* 4 *Is he there?* Students listen and answer the questions, with their books closed. With weaker groups, consider writing the answers on the board in random order for students to match them to the questions.

Answers

1 Jackie 2 Mr Gardner (her friend's dad) 3 Andy 4 No

Students open their books and complete as much information as they can from the first listening before listening again and completing the message. If you omitted the initial gist task, clarify that the conversation involves three people: the caller; the person who takes the call/message; and the person the message is for. Play the audio twice if necessary. After listening, students compare answers in pairs before you check as a class.

Answers

1 Jackie 2 Andy 3 help with her science homework
4 call tonight, as soon as you get back 5 07899 213 223

Language note

In English, we read phone numbers digit by digit, not in tens or hundreds. Where two identical numbers appear together, for example, 99, we commonly say *double nine*. In phone numbers, 0 (zero) is pronounced *oh* in British English.

Audio Script Track 2.36

Man Hello?
 Girl Oh hi, Mr Gardner. It's Jackie here, Jackie Martin, Andy's friend from school.
 Man Yes, Jackie. Hi. Listen. I'm afraid Andy's not here. He'll be back in about an hour, I think.
 Girl Oh dear. I really need to talk to him.
 Man Do you want to leave a message?
 Girl Yes please. Um. Well, the thing is, I've got a problem with my homework. The science homework.
 Man OK.
 Girl And I need to finish it tonight because we're going away tomorrow, for the weekend.
 Man Right. So, you want Andy to call you tonight?
 Girl Yes please. As soon as he gets back, please.
 Man 'as soon as you get back' OK. Has he got your number?
 Girl I'm not sure. I've got a new mobile, so can I tell you?
 Man Sure.
 Girl It's 07899
 Man 07899
 Girl 213 223
 Man 213 223. OK, got that, Jackie. Leave it to me. I'll make sure he gets the message.
 Girl Thanks, Mr Gardner. Thanks very much. Bye.
 Man Bye.


Optional extension

To vary the pace, play *telephones* with your students. Students stand in rows, of equal numbers, from the back to the front of the class. Whisper the same message to each of the students who are last in line. They should whisper it to the student next to them, and so on, up the line until the first student receives it. He/she can either write it on the board or on a piece of paper. The first line to do this wins a point. The student from the front then comes to the back. Repeat the procedure. You could use first conditional sentences to revise the grammar of the unit.

Student's Book page 108–109

PHOTOSTORY: episode 6

The phone call

- 1  2.37 Check/clarify: *stressed* by eliciting how students might feel when they have exams; and *shout* by demonstration. Students look at the photos but cover up the dialogues. If you're using an IWB, show each photo one by one. Ask: *What are they looking at in photo 1? How's Megan feeling in photos 2 and 3?* Then ask students to read the two gist questions. Play the audio for students to listen and read. Students compare answers in pairs before you check with the whole class. Explain the meaning of *half-term* before students watch the video (see background information below).


Answers

He's got a big business meeting he has to attend out of town, tomorrow and Friday.
 Her dad.

BACKGROUND INFORMATION

Half-term is a school holiday in Britain in each term (autumn, winter, spring). It is not connected to any special days in the calendar, it is simply a week off school in the middle of each term.

DEVELOPING SPEAKING

- 2 Ask students to brainstorm possible endings for the story. Students work in groups, with one student in each group acting as secretary and taking notes. Conduct whole-class feedback and write students' ideas on the board. Focus on the ideas, not on accuracy – correct errors only if they impede comprehension. Don't give away answers.
- 3  EP6 Play the video for students to watch and check their answers. The notes on the board will help them remember their suggestions. Who guessed correctly?
- 4 Students read the questions and answer them individually, then compare answers in pairs before you check with the whole class. You may also like to replay the video before checking answers.

Answers

- 1 She fell down the stairs.
- 2 She'll be home tomorrow.
- 3 He's got a meeting in London tomorrow.
- 4 It's half-term.
- 5 That she and her dad talked.
- 6 That there are good times when things go well and bad times when things don't go so well.

PHRASES FOR FLUENCY

- 1 Students work individually to match the definitions and expressions. In weaker classes, you might like to stage this by first instructing students to find and underline the expressions in the story, then check in pairs. Next, students write the name next to the expression of the person who said each one and feed back on this before students match to the definitions. Students compare answers in pairs before you check with the whole class.

Answers

- 1 Megan d 2 Ryan a 3 Megan b 4 Megan f
5 Ryan e 6 Luke c

- 2 Students complete the gaps individually, then compare answers in pairs, before you check with the whole class.

Answers

- 1 I can't wait; Tell you what; I mean 2 Wait and see
3 Whatever 4 I suppose so

WordWise

Expressions with *do*

- 1 Students complete the sentences individually, then compare answers in pairs before you check with the whole class. As an alternative way of doing feedback, you could play the video again for students to check their answers.

Answers

- 1 cleaning 2 cooking 3 OK

- 2 Students complete the sentences individually, then compare in pairs before you check answers with the whole class.

Answers

- 1 homework 2 well 3 ice cream 4 cooking

- 3 **SPEAKING** Students complete the questions, focusing here on the form of *do*. Conduct whole-class feedback just to check that students have got the correct form then put them in pairs to ask and answer the questions. Monitor their exchanges, and make a note of any errors in the use of the expressions with *do* to go over at the end of the activity. To give students a reason to listen, you could tell them to lie in answer to one of the questions. Their partner has to try to guess which is the lie.

Answers

- 1 Do ... do 2 do ... do 3 Are ... doing 4 does

Workbook page 102 

FUNCTIONS

Sympathising

- 1 Ask students: *How was Megan feeling in the story?* (sad, worried, stressed); *Why?* (Her dad was shouting at her; her mum was in hospital.) Students quickly read the dialogue, ignoring the spaces, to remind themselves or to check their answers. Ask: *Do Megan's friends listen and try to understand?* (yes). Establish that they are sympathising with her. Elicit a few expressions for sympathising in L1 to check meaning. Students complete the extracts, then compare answers in pairs before you check with the whole class.

Answers

- 1 Poor you 2 poor thing 3 I'm sorry to hear that
4 That's a shame

- 2 Students work in pairs to think of suitable expressions to say in each situation. In fact, it is possible to use any of the expressions from Exercise 1 in response to any of the situations. However, *poor you* can only be used when talking directly to the person you're sympathising with (so is correct in situations 1 and 3 only) and *poor thing* can only be used to talk about a third party (so is correct in situation 2 only).