

Teacher's Notes Unit 3 Operations

Level: Pre-Intermediate

The slides in this PowerPoint presentation focus on:

Trends and planning – Discussion activity from page 34 of the Student's Book (Slide 1)

Describing trends – Answers to exercise 3 and 4 on page 34 of the Student's Book (Slide 2)

Project planning terms – Answers to exercise 5 on page 34 of the Student's Book (Slide 3)

Listening for detail – Trends – Answers to exercise 9.1 on page 35 of the Student's Book (Slide 4)

Describing a trend – Presentation of five graphs seen in exercise 5 on page of the Student's Book (Slides 5-9)

Describing a process – Presentation of four stages of furniture making using the present simple passive, similar to images in exercise 6 on page 37 of the Student's Book (Slide 10)

Presentations – Discussion activity from page 38 of the Student's Book (Slide 11)

Signposting language – Answers in alternative format to exercise 2 on page 38 of the Student's Book (Slide 12)

Listening for detail – Presentations – Answers to exercise 5 on page 38 of the Student's Book (Slide 13)

Sequencing and imperatives – Answers to exercise 4 on page 41 of the Student's Book (Slide 14)

Case study – Ranking discussion – exercise 1 on 42 of the Student's Book (Slide 15)

Group discussion – exercise 4 on page 43 of the Student's Book (Slide 16)

Slide 1: Trends and planning – Discussion activity from page 34 of the Student's Book
This slide is designed to offer a way into the discussion. Each point for discussion appears alongside the matching picture on a mouse click.
[10 minutes]

Slide 2: Describing trends – Answers to exercise 3 and 4 on page 34 of the Student's Book
Each verb moves into its correct column (movement up or down) on a mouse click then the past tense verb forms appear in a list for the upward movement verbs and then for the downward movement verbs on a mouse click.
[5 minutes]

Slide 3: Project planning terms – Answers to exercise 5 on page 34 of the Student's Book
Each word is matched with its definition by an arrow which appears on a mouse click.
[10 minutes]

Slide 4: Listening for detail – Trends – Answers to the first graph (Tourists) Exercise 9 on page 35 of the Student's Book. Can be used alongside the listening or to check understanding. Each plot on the graph appears on a mouse click.
[5 minutes]

Slides 5-9: Describing a trend – Presentation of five graphs as seen in exercise 5 on page of the Student's Book. Rather than the activity be confined to pair work, the graphs can be

presented to the whole class and the best description can be discussed. The suggested answer appears across the screen in a speech bubble on a mouse click.

[10 minutes]

Slide 10: Describing a process – Presentation of four stages of furniture-making, using the present simple passive, similar to images in exercise 6 on page 37 of the Student’s Book (Slide 10). Each stage of the process is represented in a picture (these appear in sequence). For each picture ask students to brainstorm what is happening, what they can see, etc. Check vocabulary. Then after all four pictures have been described the four verbs (*cut, transport, make* and *sell*) appear on a mouse click. Elicit sentences using the verbs in the present simple passive. Suggested answers - Trees are cut down. The logs are transported to the saw mill. Chairs are made from the wood. Chairs are sold in furniture shops.

[15 minutes]

Slide 11: Presentations – Discussion activity from page 38 of the Student’s Book. Discuss in pairs and feedback to the class. Each question appears on a mouse click. (See suggested answers on page 42 of the Teacher’s Book.)

[10 minutes]

Slide 12: Signposting language – Answers in alternative format to exercise 2 on page 38 of the Student’s Book. Read out the answers in class and practise pronunciation, sentence stress and delivery to build confidence.

[10 minutes]

Slide 13: Listening for detail – Answers to exercise 5 on page 38 of the Student’s Book. Each phrase is matched up by an arrow on one mouse click. [5 minutes]

Slide 14: Sequencing and imperatives– Answers to exercise 4 on page 41 of the Student’s Book [5 minutes]

Slide 15: Ranking discussion – Exercise 1 on 42 of the Student’s Book. To make feedback easier, perhaps try to use the pen function within PowerPoint presentation mode to complete your class feedback or alternatively the pens which come with the interactive whiteboard set up.

[10 minutes]

Slide 16: Group discussion – presentation of exercise 4 on page 43 of the Student’s Book.

[20 minutes]