

## TRANSCRIPTION FROM A CG SESSION (27<sup>th</sup> MARCH 2003)

### LEGEND

**T:** Teacher

**S:** Student. (Numbers differentiate the students whose recognition was possible thanks to the observer taking note of the students who participated in the session by identifying them with numbers. The learners' answers have not been altered).

**Inverted commas indicate text from the exercises themselves.**

SIDE 1:

T: Hello, good afternoon... Yes, please do sit down and get ready... Well, first of all, I am going to give you the key to the exercises, the handouts. Do you remember it, the one about descriptions? I am going to give you the, the key for you to have a look at, at home. I am afraid I don't have any extra copies here.... You've got a handout...? Do you have the handouts? I can make more copies later. Em... well, today we are going to concentrate on a structure that is very, very common in English. Err... don't you have a book? Well go and sit next to M<sup>a</sup> Dolores. I am afraid not many people have come today as I didn't come on Monday. People worry about not coming one day and then don't come the next day!

Now, em... Pablo. Why don't you sit next to David? Now, have a look at, have a look at this structure on page 68 and er... read those two sentences there that go with the picture. And yes, see if you know the difference and explain it to your partners... This picture, you've got two sentences there, two utterances. Say what, if you know what the difference is.

[After two minutes]

T: Who wants to answer this question? Yes, OK...

S1: In the first picture, this person is going to do that by himself. And in the second one someone is going to do it for her.

T: Yes, correct. So she doesn't do, doesn't do the decoration herself. She is going to pay someone to do it. She is going to hire somebody to do it. Now, have a look at the grammar rules. Read them all, there in that blue section.

[After one minute]

T: OK? So, you get another person to do it. Get another person to do it. Any questions at the moment about the structure? No? OK, I am going to ask you a question about, about er... Spanish. Do you think that in Spanish, when we say, for example, *me voy a arreglar el jardín*, do we know if we are paying or getting another person to do it?

[Students' mummer]

T: No. Good. Give me another example.

S2: Well, *voy a pintar la casa*.

T: [Unintelligible] painting your house and you don't know whether you are doing it yourself or if you are getting somebody else to do it? Can you give me another example? What about when you go to the hairdresser's, what do you normally say? You say in Spanish...

S3: *Voy a cortarme el pelo*.

T: Yes, and nobody knows whether you are going to do it yourself or you are going to get somebody to do it. But, do we know, do we know if she is going to cut it herself or not?

[Students' mummer]

T: No, so, it's the context that tells you. If you know that someone is very good at doing a certain thing, maybe you could guess that she would do it herself. OK. Now. Something to point out here is that this structure, *to have something done*, *to have something done*, eh... can be used in any tense, alright? Do you remember the examples? "He is having a new garage built", "I have just had this house painted", "I usually have my hair cut once a month". So, you can use it in the present, in the future, in any tense. Now, er... Did you know about this structure before? Do you know if you wanted to find it in a grammar book, do you know what heading would be used? Imagine that you wanted to know more about it. No? You don't know the label for that structure... Nobody? Well, *to have something done*. Yes? It's also called *Causative* with "have", because it is a special use of "have". *To have something done* or *Causative have*. Well, I'm going to give you, I am going to give you all some practice now. Hallo. Come in. Did you come on Monday? I'm sorry, I had to go to a funeral and I thought I would be able to come back in time... OK. So *have something done*. Look at these different pictures here, and make sentences about what the owners of this house have done to their house. It's a couple who have decorated their house themselves. Have they decorated or have

they done the house up themselves? [Unintelligible] Would you just in pairs make sentences – no need to write it down about what they have done. Any questions?

Do you have any questions?

S2: How do you say *antena*?

T: Aerial, yes, yes. The aerial is the thing that enables you to watch TV. Right, Pablo.

Can you tell us about what this couple have had done?

S1: “They have had some trees planted”.

T: Yes, “they’ve had some trees planted”.

S2: “They have had the roof repaired”.

T: Yes, OK. So “they have had the roof repaired”. Anything else?

S3: “They have had built a porch”.

T: Yes, “they have had a porch built”. They didn’t have one before, right?

S4: “They have had their windows painted”.

T: Yes, “they have had their windows painted”.

S4: And the ornament too.

T: The ornament. Yes, “they have had the ornament painted”. Yes, sorry. You don’t know what “ornament” is? Can you all see that thing there painted between the two upper windows? OK. What else, Pablo?

S1: “They have had the path repaired”.

T: Yes, they have. Yes, you can see the path has been repaired. I would say “paved”.

You see before they had some kind of stones, now they have some kind of tiles.

“They’ve had it paved”. Yes, “they’ve had it paved”... like pavement at the side of the road. Eh, anything else? Any other changes?

S5: “They’ve had their fence repaired”.

T: Yes, “they’ve had their fence repaired”... and the gate. Yes, the gate and the fence.

And what about the verb “cut”? Anyone?

S3: [Unintelligible]

T: Good, that’s it. They have had their grass cut. Alright, I think that is about everything. Well, now in five minutes you are going to think of two things you can have done at these places listed here – the ones in bold type. Things that you can have done at the hairdresser’s. Before you do it, tell me the things you can have done at the hairdresser’s.

S5: “I can have my hair cut”. And... “I can have my hair washed”.

T: Yes, normally you can have it washed and cut.

S6: “You can have your face shaved”.

T: Yes, you can say that, or I can have my beard shaved. Any other ...?

S6: You could change the colour of your hair?

T: Yes, “you can have your hair coloured”. When you change your colour, “you have your hair dyed”. “Dyed”. Yes. You can also have your hair, I mean, two, two examples is enough. Now that we are onto this, “you can also have your hair permed”. “Permed”. Yes. For example, “my mother has had her hair permed regularly”. Yes.

S7: How do you say *con mechas*?

T: You say “you have it highlighted”. Yes, that’s what I do. “I normally have my hair highlighted”. Soon, “I’ll have to have it dyed” then. Now, with your partner. OK. Carry on with the other places with your partner and think of two things you can have done at these places.

[Students’ ten-minute mummer]

T: OK, it’s enough. Could you please tell me your answers? Who wants to answer me?

S2: “You can take your car to be repaired”.

T: Yes, you can take your car to be repaired. Or, “you can take your car to have it repaired”, right? What else can you do at a garage?

S8: “I can have my tyres checked”. [Unintelligible]

T: Yes, OK. “You can have your tyres checked”. Have you finished? Any others? No? Let’s see. Tell us about the drycleaner’s. What things can you have done at the drycleaner’s?

S9: [Unintelligible]

T: Yes, you can have your clothes washed as opposed to cleaned. Sometimes they wash them, yeah... Anything else? Other things you can have done there?

S7: “I can have my clothes mended”.

T: Yes, “you can have your clothes mended”... or even “repaired”. Very good... OK, what’s happening? You don’t know the meaning of “to have your clothes mended”? Irene, would you like to explain it, please?

S7: Eh... *Arreglar la ropa... O remendarla, vaya.*

T: Yes, that’s it. Good. So in some dry-cleaners yes, you can have your clothes mended. Anything else? We have one example. Think of your carpets, rugs. Carpets, rugs can be cleaned at the dry-cleaner’s. Now, what about at the garage?

S10: “You can have your wheel changed”.

T: Yes, “you can have your wheel changed”. Yes, anything else? Just think, what you would do with your car when you go to the garage?

S11: “The oil change” [sic].

T: Yes, “you can have the oil changed”. “You can have the oil changed”.

S12: I am going to have my shower changed!

T: You are going to have your shower changed – at home?

S12: Yes.

T: Yes, the whole thing? Good. Em... What about a dressmaker...? Can you tell us about the things you can have done at a dressmakers?

S2: Em... They can make you clothes?

T: Yes, so, “you can have your clothes made”. Yes.

S3: You could say “you can have your clothes repaired”?

T: Yes, and “mended” too. As in the drycleaner’s, right? Yes, “you can have your clothes mended”, or “repair”, or “altered”. Sometimes, you see, you have an evening dress with long sleeves and you want it shortened. “You have it mended or altered”. Em... another thing I am thinking of at the drycleaner’s is, “you can have your clothes ironed”. And “you can have your stains removed”. “You can take them there to have the stains removed”. Yes? How about the optician? Laura, can you tell us about things that you can have done at the optician’s?

S5: “Your glass made”?

T: “You can have your glasses made”, right. Glasses. Any other thing? You can also have them “repaired”. Yes? Good.

S10: “You can have your eyes repaired”?

T: “You can have your eyes tested”, not “repaired”. Yes, “tested”, “tested”, yes, or “checked”. Yes, OK. “You can also have your contact lenses made”. OK, now, eh, you are going to tell your partner now about something you have had done recently, yes. It’s got to be true. So think of something that you have just had done or something that you are going to have done soon. OK, tell your partner about something you have just done or are going to do soon...

[Students’ six-minute mummer]

T: OK, so any volunteers? Yes?

S4: “I am going to have a piercing done”.

T: OK, yes... Anyone else?

S1: “My girlfriend had her nails done”.

T: Good, that's it. Now, can you tell us about something you have had done recently?

S7: Yes, "I had my house painted".

T: Is it true?

S7: Yes.

T: Sometimes you just use an example because you have to say something!

S7: No, but I really had my house painted!

T: Yes. OK. Yes, Pablo.

S1: "I'm going to have my computer repaired".

T: "You are going to have your computer repaired". Alicia, tell us something that is true.

S2: [Unintelligible]

T: OK, so you're going to have your car washed.

S9: "I'm going to have my teeth seen"?

T: Well, "I'm going to have my teeth seen to" or "checked". Good! OK, I am going to give you a handout. Do you find it easy? This structure is very commonly used, OK, because when you go to shops you have to do this, Can I have this done by Friday? So, it's useful. Now, have a look at this picture, it is a picture of a street called Penny Lane, Penny Lane. It says write sentences. Now, I would like you to do this orally, I don't want you to write it – no need to write it. So... we have different shops here, so tell your partner, you can do it in pairs, about all the things you can have done, about all the things you can have done, about all the services they offer. Would you just have a quick look and see the number of services they can have done?

[Students' ten-minute mummer]

T: Do you have any questions you would like to ask me regarding vocabulary, etc.? No? OK. Could you tell me things you can have done in Penny Lane?

S3: "I can have my car repaired".

T: "Serviced". "You normally have your car serviced". Yes, that is a very common verb. "You can have your car, your car serviced". OK. "You can have your car serviced" and there is a sign here in the garage... Can you see it?

S6: "You can have your brakes checked".

T: Yes, "you can have your brakes checked". And you can also have...?

S11: "You can have the oil changed".

T: Yes, very good. "You can also have the oil changed". Tell me something else.

S13: “You can have your shopping delivered”. [Unintelligible]

T: Yes, “you can have your shopping delivered”. OK. What about the copy service? A shop where you can have...?

S4: “Your copies made”?

T: Yes, good. Eh, what about... What about the optician and the beautician’s?

S7: “You can have your eyes test” [sic].

T: “Tested”, “tested”, yes. OK, And “you can also have your glasses...”?

S3: “Ready” or “made”?

T: “Made”, when we say “ready” it means that you can pick them up, right? So you can say “my new glasses are being made”, OK? Passive with the present continuous, OK? And you can ask the optician’s Oh, when will they be ready? So, “You can have your glasses repaired” or “made”. And, em... what about this hairdresser’s? What can you have done at the hairdresser’s?

S9: “You can have your hair made”?

T: No, “done”. “You can have your hair done”. How about a photo shop. Photo shop?

S8: [Unintelligible]

T: Yes, “you could have your passport photo done”. What else?

S5: “You can have your photos repaired”?

T: Not quite, “you can have your old photos restored”, right? OK, I think it’s enough there... What about the drycleaner’s?

S1: “You could have your stains removed”?

T: Yes, “you could have your stains removed”. What else?

S3: What does a small repairs service do?

T: What do you think they do? Anyone? Do you remember from the previous exercise?

S11: “They repair your clothes”.

T: Well... It could be “repair” or “mended” too... Good. So “you could have your clothes mended”, or “repaired” or even “altered”, right?

S11: What’s the difference between “repair”, “mend” and “alter”?

T: Repair and mend are the same, that is, when your clothes are torn, right? Torn? No? Damaged? Yes. And “alter” is when you have to make an adjustment, because your trousers are too tight, etc. Yes? So, “you can also have your stains removed”. OK, er... I think it’s enough for that. Err... Now, I’d like you to do this exercise on phrasal verbs on page 68 too. What you have to do is to complete the phrasal

verbs with the right particles. And all these phrasal verbs appear in file 4, the three units of file 4. Like two minutes to do it? Yeah?

SIDE 2

[After a couple of minutes]

T: OK, so how many have you done?

Ss: One, two...

T: Two only? Two only? Well, let's do it altogether. [Unintelligible] Could you please read the first sentence?

S9: "Today's designers have run out of new ideas".

T: Hm, hm. Have you got the same? "They have run out of new ideas". And the second?

S11: "Nobody could get close enough to the women's dresses to put the fire out".

T: Good, yes. Put the fire out. Next?

S10: "The discomfort we put up with today are nothing compared to some from the past".

T: You said "discomfort". Ehm... "discomforts".

S10: "The discomforts we put up with today are nothing compared to some from the past".

T: OK, yes. "The discomforts we put up with today are nothing compared to some from the past". And the next one?

S6: [Unintelligible]

T: Could you repeat that, please?

S6: "The sofa doesn't go with the rest of the room".

T: Yes, "the sofa doesn't go with the rest of the room", yes. And the last one?

S6: "Put away piles of unfinished work".

T: Yes, good. "Put away". Now, very quickly you are going to try to explain the meanings of these verbs in pairs. The idea is that you say the same thing using a synonym. Aggg, I'm fed up with that noise from outside! Anyway, for example, the first one. How do you explain it?

S6: [Unintelligible]



T: Could you use another verb? Yes, so it's the same as when you run out of milk and you go the shop. Use another verb... "Run out of ideas" is... It is what you say when...? Yes?

S8: "When you haven't anything to say". [sic]

T: That's right, when you don't have anything, don't have anything to say. In this case, it is ideas. Alright so, "you run out of ideas" means that you don't have any new ideas. Can you try to explain the meaning of "put out", "put out a fire". "To put out a cigarette"?

S1: It is "to extinguish".

T: Yes, sure. What about the third one? This one is a bit more difficult, maybe?

S2: It means "can't stand".

T: Em... when you say you can't stand something, yes... It is another way of saying so. You can't tolerate it, right? Yes, Toñi? You want to do the next one?

S3: Yes, this is what you say "when things are not correct".

T: Well, "when something doesn't, doesn't fit"... If you think of the curtains and the sofa... For instance, if the curtain is brown and the sofa is black, it doesn't go with it. Another way of putting it is, it doesn't match. Something doesn't match the other, "it doesn't look good", yes, "it doesn't look good". Right? And "put away", "put away", err... Pablo, tell us, tell us the meaning of "put away".

S1: It is when you "throw away".

T: Well... Is it the same as "throw away"? No, be careful, this is a false friend for Spanish people. 'Cos "away" gives you the idea of "go away". "Put away" is not the same as "throw away". What is it "to throw away"?

S2: "To put things in the bin".

T: "To put things in the bin", that would be "to throw things away", yes. But it is not exactly what "put away" is.

S5: So it is "to put things in a container"?

T: In a container...? Well... I'd say a container but with a specific function... Because, to "put away" is...?

S: [Unintelligible]

T: Any of you?

S12: "To put things in the best place"?

T: "To put things in the right place", yes, where they should be. Yes, you remember about when we talked about putting your clothes away, when we talked about

decoration and things you normally have to do, you remember in that book I made copies from...? For example, if you think of, in the library, you are not allowed to take the books back to the shelves. There is always someone who puts them away. OK? Now, er... look for page 70. Oh, well, I would like to remind you that I want you to do these exercises here in the *Check Your Progress* section for tomorrow. Now, turn to page 70 eh, now, we are going to talk about animals now em... have a look at the heading here. It says animals or people... Now, what do you think is the purpose of er... that heading?

S2: The differences between animals and people?

T: Well... Yes... Or... Any other thing?

S1: Rights of the animals?

T: Yes, it could be about animal rights. Any other?

[General mummer]

T: Anyone? So it is the purpose to tell us that animals aren't humans, human beings?

[Students' mummer]

T: OK, yes. To tell us how similar animal feelings are to human feelings. Has anyone read about this? What do you know about it? Now, have you seen chimpanzees in a zoo or in the wild? Have you seen chimpanzees yeah? Anybody? Yes?

Ss: Yes [mummer]

T: And er... how human do you think they are? Do you think they are more human than other animals? Do they look more human to you? Yes, why? In what ways?

S11: They are more clever. [sic]

T: They are cleverer. They are cleverer than other animals, what do they do? What do they do that other animals can't do?

S8: They use their hands more than other animals.

T: I think so, yes. Now, whenever I see chimpanzees in a zoo, I think of human beings and how much they look like us. Alright then, we are going to have a look at these phrases here and in pairs you are going to write er... "Y" if you agree; "N" if you don't agree or a question mark if you don't know. Let's do the first one together... Yes... So can they think?

S4: Yes.

S5: No.

T: OK, do it in pairs and see if you agree with your partner.

[Students' five-minute mummer]

T: Did you agree with your partner? Are there any points where you didn't agree with your partner? OK, are there any points where you didn't agree... In which points?

S3: I think they can think but she thinks they can't think.

T: OK. So she doesn't think that they can think and you think that they can think. OK, any other one thinking that they cannot think?

[Students' mummer]

T: Any sign of their thinking? If they do think.

S10: They show you if they like you.

T: OK, so they can express emotion. OK, what about another one, er... do you think they have souls? What is a "soul"?

S: *Alma!*

T: Yes, or *espíritu*... So... if you told me that they can express emotion, do you think they have souls? Yes?

[Students' mummer]

T: OK, and you're going to discover the other ones after you have read this text. So, firstly... Read the introduction, you can see the picture er... This is a chimpanzee called Panabisha. Just read it and tell me what is unusual about her. Yes, it's a she!

[After five minutes]

T: Have you finished? I think it's OK. So why is Panabisha unusual? Rubén?

S4: Because she can communicate with the researcher.

T: Yes, she can, with the researcher, she can communicate.

S8: She has learned to communicate?

T: Yes, she has learned some kind of communication language and what does she do, what is she able to do? She can read. What does she actually have to do?

S4: She presses symbols in an electric keyboard.

T: Yes, she presses symbols on an electric keyboard with a button... And what happens?

S4: The symbols mean something.

T: OK, yes... Now which are the actual em... sentences or things that Pan says? I just want to make sure that, just underline the sentences that you would hear once she pressed the button. OK. Which are the sentences that you would hear once she pressed the button?

S2: "Does the visitor have a surprise?"; err... "Yes" and "Jelly".

T: That's right. You could hear that.

S13: Sorry, but... [unintelligible ] err... I don't understand how she knew the answer.

T: Right, you have to train them, you know? You have to train them, you give them, they are given something as a reward. Do you understand? So perhaps, I guess... I guess that when they move or work out the experiment they er... they give something to Pan, so whenever she solves a task her trainers give things to them. I guess that's how the experiment starts. Now, let's have a look at this err... These sentences that you have in the box. Could you, please, read it aloud and see if you agree with what they say here?

S4: "In a well-written text the first sentence of each paragraph (called the 'topic sentence') often summarizes what the paragraph is going to be about. Focusing on these sentences will help you understand what comes next".

T: Do you think it is true that the first sentence of each paragraph summarises the text?

[Students' mummer]

T: OK, in pairs, you are going err... you are going to have a look at the topic sentences and err... I would like you to imagine what the rest of the paragraph will be about, I mean, I would like you to imagine it and then I want you to tell your partner what you would expect. Just to give you an idea for the activity, before you start, let's have a look at the first topic sentence. "Humans have been trying for years to find ways of communicating with apes". What do you think the paragraph might be about?

S7: [Unintelligible]

T: So you mean, it will tell you about the systems or ways of communication.

S7: Yes, I think so.

T: OK, ways of communicating... Any other people have other ideas? Do you? I think it might say something about experiments or ways that were successful. I mean, that's my idea about it. Anything else, no? Yes, OK, do the rest with your partners.

[After a one-minute pause]

T: Well, listen to me now, please... You shouldn't read the article, right? Just have a guess and then you'll see. OK, five minutes.

[After a five-minute pause]

T: Well, has everyone finished? Yes? OK, now err... Well, listen, you are going to have a look at the text now and err... very quickly, it's not that easy, but we are going to give it a try and do it in the last five minutes.... Err... read the text and see if

you can match the topic sentences with the paragraphs. Right? OK, another five minutes to read the text.

[After five minutes]

T: Well, OK, let's us quickly correct. Who wants to answer A? Topic sentence A goes with...?

S: 4?

T: Yes, good. F. What about topic sentence B?

S: 5?

T: Yes, correct. And C?

S: 1?

T: 1? Do you agree with that?

S: 3?

T: Yes, 3 is the correct one. What about D?

S: 6?

T: Yes, good. And E?

S: 2?

T: Correct. The final one...?

S: 1.

T: Yes! OK, good, you did it better than I thought. Any doubts here? No? OK, well... It got too late. You have to go. OK, so I am going to set the homework. So do exercise 1.e. on page 71... Oh, and before I forget, here you have the keys for *Check Your Progress 5* on page 85, so you can make copies... OK, see you tomorrow.



## TRANSCRIPTION FROM AN EG SESSION (14<sup>th</sup> MAY 2003)

### LEGEND

**T: Teacher**

**S: Student. (Numbers differentiate the students, whose answers have not been altered).**

**Inverted commas indicate text from the exercises themselves.**

T: OK, good afternoon everybody... Did you have a nice weekend? Yes?

[Students' mummer]. Yes.

T: Right then, so go to your textbook, page 93... We keep on with unit 6C, do you remember? Do you remember that the last thing we did last Thursday was to listen to the song *Wonderful Tonight*? Yes? And before that we listened to a radio programme which was called "The story behind the song", right? So this song tells a story. So Sarah... She was a journalist, do you remember her?... err... Sarah arranges the notes she had taken when listening to the programme and ... and now she wants to order them chronologically and she wants to round off some details, that is, she wants to complete her notes... Is everybody following me? OK, so in order to do that, she listens to the song again... this is what we're going to do in no. 3.a. So let's listen to the programme again... What you have to do is to complete Sarah's sentences, right?

[TAPE 6.11]

T: The first sentence was "George wanted to write a song to..."? Do you remember?

S1: "To express his love for her".

T: Good, "to express his love for her"... Who is her? [sic] Who is she?

S1: Patti.

T: Patti.....who is Patti?

S1: George Harrison's wife.

T: George Harrison's wife, yes. So this was the first sentence. Now, the second one...

"Their relationship began to deteriorate mainly because..." By the way, whose relationship do they refer to?

S2: George and Patti's relationship.

T: George and Patti's relationship, yes. And "their relationship began to deteriorate mainly because..."?

S3: "Because George was unfaithful".

T: Yes, because George was unfaithful. Now, no. 3... “Patti began flirting with Eric so as to...”? Yes, Javier.

S4: “So as to make her husband jealous”.

T: Yes, “so as to make her husband jealous”... No. 4., “Eric decided to write a song about Patti so that...”?

S5: “So that she would realize how desperate he would be”.

T: Well, he would be? Do you agree with that?

[Students’ mummer]

S4: “How desperate he was feeling”?

T: Yes, that’s it. So “Eric decided to write a song about Patti so that she would realize how desperate he was feeling”. No. 5... “Eric wrote *Wonderful Tonight* for...”?

S3: “For her”!

T: Yes, for her and finally, “Patti and Eric broke up mainly because of...”?

S5: “Eric’s difficult personality”.

T: Yes, that’s it. OK, so we are going to devote some time to have a look at purpose clauses.... Which of these clauses, which of these sentences are purpose clauses?

[Students’ mummer] 1, 3, 4, and 5.

T: 1, 3, 4 and 5. Right. Can you give me an explanation why these are purpose clauses?

S6: Because they express finality.

T: Yes, because they express finality. And they are introduced by *to*, *so that*, and *for*.  
And what is it that comes after *to*?

S6: A verb.

T: A verb, right. What is it that comes after *for*?

S6: A noun.

T: A noun, yes. OK, so if you open your books you can see a set of purpose clauses.

T: What is it that comes after *so as to*?

S7: A verb.

T: Also a verb, right. Er..., this is included... on page 93 in your books and you can see the difference, er... you can see an introduction to purpose clauses which are exactly the same as these ones here. Em... the only one which hasn’t come up in these sentences is *in order to*... Well, the meaning is the same. Right, so we have got *in order to*, *for* and *to*. And *so that* as in sentence no. 4. Why do we use *so that* there? Can anybody guess that? Or can anybody guess why? Why is it different



from *in order to*, *so as to* and *to*... and what is the problem? Can we use *to* here?

We can't. Why?

S6: Because subjects are different.

T: Right, this is one of the reasons... Subjects are different. Now, we also have examples of which the subject is the same. Can you give me any of the reasons why we use *so that* here?

S3: Because it is followed by a complete sentence.

T: Right, it is followed by a complete sentence in which we use a modal. Right, when we've got a different subject in the second clause it is necessary to change the subject and introduce a modal, either "can", "could" or "would" in a present sentence sometimes. Alright? So let's go to sentences no. 6 and no. 2 as well, *because* and *because of*... Why are they different from the others?

S5: Because they express cause [sic]

T: Right, they express a cause or a reason... and they are normally introduced by *because* or *because of*. What is the difference between one and the other? When do we use *because of*?

S4: When it is followed by a noun.

T: When it's followed by a noun, right, and *because* is followed by a verb.... There are other causal words, em... but we are just going to focus on these two. OK, so, well, I didn't tell you explicitly, but we have done exercise 3.b. on page 93, right? So let's summarise... After which connectors do you continue with a verb in the infinitive?

[Students' mummer]

T: Yes, right. "To" and "so as to". After which connectors do you continue with a subject and a verb?

[Students' mummer]

T: Yes, good. "Because" and "so that". And finally... After which connectors do you continue with a noun?

[Students' mummer]

T: Correct, yes. "For" and "because of". Very good. Em... I would like you to have a look at some other examples that I would like you to work out. So these are examples which illustrate the same structures as page 93. [Shows transparency on the OHP]. Er... and they will be useful for you when having a look at these examples. So instead of giving you the whole sentence, I have written the tenses

with some spaces and some blanks and... with the words that you would write inside, *so that*, *because*, *in order to*, *because of*, *in order to* and *so as to*. These two are more formal in English... So let's have a look at the first sentence: "I have to be ready soon to arrive on time at the airport". What else can you say?

[Students' mummer]

T: Yes, "to arrive"; "in order to arrive"; "so as to arrive"... So the three are correct.

Right, so no. 2... "I spoke quietly so as not to wake her up". What else?

[Students' mummer]

T: Yes, "I spoke quietly... so as not to wake her up, so that she wouldn't wake up".

Now, no. 3: "I studied very hard for the exam..."

[Students' mummer]

T: "I studied very hard for the exam so that I wouldn't fail". Good. "I was worn out..."

[Students' mummer]

T: "Because I had been jogging for three hours". Right. "They were happy..."

[Students' mummer]

T: "Because of their wedding", right. Last one. "After dinner I went out for..."

[Students' mummer]

T: "For a walk". Right. "For a walk". Em... Right... So let's go back to your books, page 94. So after completing her notes, Sarah comes back to her the office and when she arrives she overhears a conversation er...between er... Julian I think, er... yes, Julian, who is her boss and er... one of her colleagues at work who's called Nick. Can you guess the meaning of the verb overhear? [She writes it on the blackboard]

S8: Hear more?

T: Yes, overhear... Do you know any other words either verbs, nouns or adjectives, which er... have the prefix "over"?

S4: Overtake.

T: Yes, overtake. Any others?

S8: Oversleep.

T: Yes, oversleep... You should know this one too – oversleep. What's the meaning of oversleep?

S8: Sleep more than you wanted.

T: Good, sleep more than you wanted. That's sleep more than the time you are supposed to. Any others? Try to think for a couple of minutes. Er... Try to think of some more words with the prefix "over".

[Students' mummer]

T: Right, there are some more you will find in the dictionary. These are pretty easy to remember. They have something in common. All of them, er... get the same meaning. They are special, yes. What is it to make somebody pay more? No? Can anyone tell me? OK, it's overcharge. Overcharge, yes. Em... As I was telling you Sarah was returning to her office and she overheard a conversation between Julian and Nick. Alright, and er... on page 94, page 94 em... they have included some of the sentences that she could hear. Right? So she could hear some bits of the conversation. What you have to do is to complete those sentences with *to*, *so as not*, *for*, *so that*, *because* and *because of*. OK, five minutes to do it.

[After a five-minute pause]

T: Right, so have you finished? Yes? Who wants to do No.1? So the first sentence was "We always lock all the windows mmmm there have been robberies near the newspaper's office". The answer is...?

[Students' mummer]

T: OK, good... So "we always lock all the windows because there have been robberies near the newspaper's office". What about No.2? "They had to make a lot of workers redundant in "The Friday news" journal"...? Who wants to answer this?

[Students' mummer]

T: OK, altogether then... Right, so "They had to make a lot of workers redundant in "The Friday news" journal so that it could survive". No. 3?

[Students' mummer]

T: OK, good, so "Paul never talks about his private life to protect his family". No. 4?

[Students' mummer]

T: Good: "Did you know that he has been very depressed recently because of his job".

No. 5? "Yes, his family paid the criminals a lot of money...?"

[Students' mummer]

T: Yes, "so that their son would be released unharmed", good. No. 6?

[Students' mummer]

T: OK, so "I'll send him an e-mail to tell him that we're definitely going to his meeting". No. 7?

[Students' mummer]

T: OK, yes, "when Richard's sister asked me if I liked her dress, I told her a white lie so as not to hurt her feelings". Yes, good. No. 8, "Julian, did I tell you that we were very late for the concert mmmm the terrible traffic?"

[Students' mummer]

T: Yes, very good: "because of the terrible traffic"... No. 9?

[Students' mummer]

T: Yes, good. "I'm going to work late on Friday night so as not to have to do any work at the weekend". And the last one... No. 10?

[Students' mummer]

T: Very good, "My brother's saving for a new car". Excellent! You did it very well. Have you got any questions, anyway? No? No? Right. Em... Now before going on there is something I would like to say here. Sometimes, I hear students saying this, em... From time to time you hear people saying this: "Pens are good for writing". Is this right? Why?

S3: Sorry, can we say "the pens are for writing"?

T: Yes, we can, actually. But why? Is this possible: "Pens are good to write"? Is this possible? This sentence is right... So why do we use *for* in the first one and *to* in the second one?

[Students' mummer]

T: OK, I'll tell you myself. Right, so you can use *for +ing* so long as what you express is the purpose, OK? "The pens are for writing", for example. "The chairs are for sitting". Right? Fine, the thing is we have to do with this type of sentences is to guess whether they're expressing the purpose for which an object was made, right? If the answer is yes, then we use *for +ing*. This is the more normal structure we use. Right? So once everything is clear... I'd like to go, before going on with the next exercise... It is quite long... It would be better... Em... OK. Like this. Can you read this paragraph? [Uses OHP. The slide includes the narration of the communicative stage on page 95 in the CPM TB until "his mind" with blanks in "furious" and "to do another article"] So why do you think that she doesn't like this idea?

[Students' mummer]

S3: She gets furious.

T: That's very good. What is it that makes her furious? Why does she get angry?

S3: Because Nick was going to be promoted.

T: Good, so Nick was going to be promoted and what's the problem?

S3: He would take the post that Julian promised her. [sic]

T: Good, right, he would take the post that Julian promised to her... So what is her decision? She takes a decision? What do you think it is?

S4: Writing an article?

T: Yes, but which article? The same one?

[Students' mummer]

T: No, it's a different one. Let's find out which one. She searches the internet to get ideas. And what does she do? She thinks of keywords, so that she can get information about the topic which she wants to write about. This is activity 5.a. on page 95. These are some of the keywords that she used. She made compound nouns. Right, what you have to do is use the nouns, the words in the box and try to combine them with words from 1-15 and make compounds. Right, and this is going to be done in pairs. Right. You have about 4-5 minutes.

[After six minutes]

T: Right, stop writing. Em... OK, so now we're going to listen to the tape because we have got to practise pronunciation in exercise 6 on page 96. We are going to correct the exercise at the same time as we are listening to the tape... And later on I'd like you to tell me how they stress the words.

[TAPE 6.14]

- 1.- Window shopping
- 2.- Brand name
- 3.- Business deal
- 4.- Car park / car thief
- 5.- Cartoon character
- 6.- Designer clothes
- 7.- Family business
- 8.- Letter box
- 9.- Lie detector
- 10.- Love song
- 11.- Music business / music magazine
- 12.- Rubbish bin

13.- Safari park

14.- Toy box / toy manufacturer

15.- Weather forecast

T: Right, any problems? Any problems with the compound pairs? No? Right, listen to the tape again and highlight the stress.

[TAPE 6.14]

1.- Window shopping

2.- Brand name

3.- Business deal

4.- Car park / car thief

5.- Cartoon character

6.- Designer clothes

7.- Family business

8.- Letter box

9.- Lie detector

10.- Love song

11.- Music business / music magazine

12.- Rubbish bin

13.- Safari park

14.- Toy box / toy manufacturer

15.- Weather forecast

T: Right, can you compare this with your mate and see if you highlighted the same syllables? Right, so which of the words is stressed? The first or the second?

S9: [Unintelligible]

T: The first word, right. Normally, nouns are stressed on the first word. This doesn't mean that the second word isn't stressed. It is er... not so stressed. Just pronounce some of the words as I go round.

[Chat. Students' mummer]

T: Any problems? Right then, can you repeat? [Reads list]

Ss: [Repeat list]

T: What normally happens is that we stress the first word. Very good then. Now, we're going to do another exercise which also involves vocabulary... Page 96, exercise 7.a. So Sarah's search reveals a lot of information on the internet and... em... a

large amount of links. So what she does is refine her search. You know what this is. You look for something on the Internet and you've got a lot of links and webpages and she uses more specific keywords to find out about the keywords on page 95. Alright? What you have to do is think about the possible combinations and connections between the words in the box and the words which are listed into different groups. For instance, the first word... a "company", and the meaning is to "start a company". So which word do you use with this first one, "to start a company"?

[Students' mummer]

T: So we set up a company, OK? In pairs think of the combinations, please.

[Ss chat. Five minutes]

T: OK, so let's correct... So what do we do with a "product"?

[Students' mummer]

T: OK, altogether again? Right. So what do we do...?

[Students' mummer]

T: OK, good! We "manufacture a product". And "on TV/in the press"...?

[Students' mummer]

T: Good, we "advertise on TV/in the press". And the final one...?

[Students' mummer]

T: Yes, good. We "market the product". OK, so that was the first box. And now on the left we've got a group of words which have a positive meaning and a group of words on the right which are negative. So let's do the positive ones first... Altogether, right... So... "be successful", right... With "profit"...

[Students' mummer]

T: "Make a profit", yes... What is it to "grow, become bigger"?

[Students' mummer]

T: Expand, right... "From another country"...?

[Students' mummer]

T: "Import from another country", good... "The market leader..."?

[Students' mummer]

Yes, "become the market leader"...and "another company"...?

[Students' mummer]

T: Yes, "take over another company (take control of it)". And finally...

[Students' mummer]

T: Yeah, “merge with another company”. Very good! Now, let’s do the negative ones...

With “a loss”?

[Students’ mummer]

T: Yes, “make a loss”. With “debts (owe money)” Notice the pronunciation, by the way... /dets/. OK, so what do we have here?

[Students’ mummer]

T: Yes, good... “Have debts”. The final one...

[Students’ mummer]

T: Good, “go out of business”. Finished! Any questions? No? No? Well, OK, you can test yourselves on these later on. I think this will be more natural... Now, do you remember Sarah? Well, she found some texts on the web with the keywords that we saw in... let me see... in exercise 5.a., 5.a., yes. And in these texts she also finds some expressions connected with the verb “to do” and others with the verb “to make”. And as these two verbs cause problems for students, err... What we are going to do is arrange the words for Sarah... page 97 in your books. So read the words and classify them. Two minutes, OK?

[After two minutes]

T: Right, finished? Yes? OK, so which words would you use with the verb “do” and which ones with the verb “make”? Any volunteers? Yes, Irene? With “do”?

S5: “Do business”, “do work”, “do paperwork” and “do marketing”.

T: Is that all? Do you all agree? No? What happens?

Ss: “Do a job”.

T: Yes, good. We also use “do” with “job”. And the rest with “make” are “make money”, “make a profit/a loss”, “make a deal” and “make sb redundant”... Good, very good. Any doubts? OK, so let’s go to page 97, the Get It Right section... The thing is that when she refined her search on the Internet, she came across the name of some companies. She knows that the pronunciation is different in some countries. In Spanish, how do you pronounce that in Spanish? How in Spanish?

[Students’ mummer]

T: OK, so now, try to pronounce them in English. And use the phonetics to help you.

[Students’ five-minute mummer]

T: OK, so now... Listen to the tape, listen to the tape and check the pronunciation. Alright.



[TAPE SCRIPT 6.10]

Nike	Kleenex
Parker	Cadbury's
Kodak	Perrier
Channel	Levi's
Swatch	Coca-Cola
Sony	Ariel
Martini	Kellogg's
Nescafé	Ericsson

T: So did you notice? Some of them are the same in Spanish but most of them are quite different. So can you practise the pronunciation in pairs?

[Chat – oral practice]

T: Have you finished? Right then, so let's continue with the story... So Sarah decides to come back home and er... when she arrives there er... her husband and her daughter er... I think she is... have just arrived home too. She tells her husband about the conversation that she overheard, OK? So she starts telling her husband about the conversation and here you have in exercise 9 on page 98 the main sentence that she told er... her husband. It's the first sentence, OK? The only problem is that it is not complete. We have to complete it. So, which ending do you think that fits in this sentence? So, "I'm sure Nick only got the post because..."

[Students' mummer]

T: Yes, OK, any answers? So "I'm sure he only got the post because he's a man". "He is a man", right. Any other views? For example, "because he had some influence"...? Yes?

[Students' mummer]

T: Any other views?

S10: How do you say *hacer la pelota*?

T: Oh, right, to butter somebody up. So you mean...?

S10: Because he buttered his boss up.

T: Good, yes. OK, so now we're going to do the same with the rest of the sentences, right? OK, so I want you to read them and to complete them in pairs.

[After five minutes]

T: Right, the second one... “What a disaster! I arrived late for ...”?

S6: “I arrived late for the interview”.

T: “I arrived late for the interview”, right. No. 3? “The actress wore dark glasses so that...”

S11: [Unintelligible]

T: Right. “So that no one could recognise her”. Any other options...?

S7: “So that she could pass the street”?

T: OK, do you mean “so that she could pass by the shop without being recognised”?

S7: Yes.

T: Right, “so that she could pass by the shop without being recognised”. And the fourth one? “I took a taxi so as not”...?

S2: “So as not to be late”?

T: Yes, good. “So as not to be late”. What about the fifth one?

S1: “We’ve been saving for two years to buy a new car”.

T: Right, OK, “to buy a new car”. No. 6? “We had to wait 6 hours at the airport because of ...”?

S1: “Because of the fog”?

T: Right, “because of the fog” ... any other?

S8: “Because of the strike”?

T: Yes, very good. Any other? For instance, “because of the traffic jam”... Well, I think this is enough. Any questions? Yes, any questions? Right, em... The next chapter is a bit shorter... The thing is that er... Sarah is speaking to her husband, who is trying to calm her down. And er... she feels better and with the information she got from the Internet about these companies in the pronunciation exercises, she devises a questionnaire. Now, you have her questionnaire on page 98. Right. Get into groups of 3, into groups of 3 and start asking each other.

[15-minute chat. Teacher goes around the tables].

T: OK, yes? Have you finished? Well done, you talked a lot. So, let’s stop here and... and... I’ll see you tomorrow, OK?