

# Books are left in public places

## Communicative Aims

Describing a system

## Language

Present simple passive

## Pronunciation

Linking: consonant sound + vowel

## Vocabulary

Books  
Phrasal verbs with *up*  
World records

## Optional Aids

Warmer 2: books or book covers  
Follow-up activity: copies of text, recording track 1.25

### WARMER 1

**Game** *Broken telephone* Organise students into groups of 10. Give one student in each team a sentence. The student memorises the sentence and then whispers it to the next student. The next person whispers the sentence to the next and so on until it gets to the last person in the group. That person then stands up and says the sentence. Use sentences which are relatively long and revise grammar and vocabulary from previous lessons, e.g. *He pretends to be rich but he always avoids paying in expensive restaurants.*

### WARMER 2

Tell students the topic of the lesson is *books*. Show the students some book covers. Elicit what type of book they think each one is. In pairs, students say which of the books they would most like to read based on the covers.

### 1 OPENER

- The aim is to personalise the topic and set the scene for the reading.
- Students discuss the questions in pairs. Make a list on the board of the places students suggest where you can get books, e.g. *bookshop, internet, school library, public library, from a friend*. Ask students which they prefer and why.

### 2 READING

- Explain that they are going to read about another place where they can get books. Students look at the headline. Ask *How much does the book cost? (It's free)*
- Ask *Why do you think it is free? Where does it come from? Can anyone pick it up?* Play the recording. Students listen and read to see if they were right.

#### Recording

See text on page 26 of the Student's Book.

### 3 AFTER READING

- Students read the text again and answer the questions with short answers.
- Encourage them to guess the meaning of unfamiliar vocabulary from context and ask *What does ... mean?*
- They check their answers in pairs. Ask students to read

their answers to the class.

#### Answers

- 1 *Casino Royale*
- 2 *To take the book home and read it.*
- 3 *Ron Hornbaker*
- 4 *About one million members around the globe*
- 5 *In public places – on buses, on park benches, in cafés*
- 6 *To report back to the website when they find a book.*
- 7 *Register the next book you finish at the website, label it with its ID number and then leave it in public place for someone else to pick up and enjoy.*

#### Your response

Ask students to make a list of other public places where you could leave a book. In pairs, students race to write five, e.g. *on a train, in a museum*. Students decide which book they would leave in a public place for others to read. In small groups, they say why they would choose this particular book. Each group reports back to the whole class, e.g. *Marcus would leave Jurassic Park because he has already read it.*

#### Optional activities

- ◆ Ask *Have you heard of this before? Have you ever seen a book with the label on it? Is it a good idea?*
- ◆ Check some of the new vocabulary in the text by giving students definitions. In pairs, students look at the text and try to find the words.

### 4 PRONUNCIATION

- Have students look at the sentences in the box and the linking between the words.
- Demonstrate the wrong pronunciation of the first sentence, with each word pronounced separately with a pause between them. Then play the recording of the first sentence for students to hear the difference. Play the sentence again, pause the recording and ask the students to repeat the sentence. Continue, pausing after each sentence for students to repeat.
- Ask students if they can work out when the words link together. Elicit that it happens when the first word ends with a consonant sound (not necessarily a consonant letter) and the second word begins with a vowel sound (not necessarily a vowel letter).

**1.24** Recording

See text on page 26 of the Student's Book.

## 5 VOCABULARY

- Ask students to find examples of phrasal verbs with *up* in the text. There are four (see below). Students can use the context in the text to work out the correct definitions for these.
- In pairs, students match the phrasal verbs and definitions. Check the answers with whole class.

### Answers

1 turn up 2 grow up 3 look up 4 pick up  
5 stand up 6 give up 7 set up 8 come up with  
In Free books!: came up with, set up, pick up, turn up

**Extension** Students complete the sentences in pairs and check their answers as a group. (1 Pick up 2 give up 3 turn up 4 grows up 5 stand up)

### Optional activity

Write an idea/a plan, smoking, a word/an expression, a pen/a book, a company in a random order on the board. Students match these to the verbs they go with, e.g. give up smoking.

### LANGUAGE WORKOUT OPTION

If you want to pre-teach the language students will be using in the following activities, you may like to go to the Language Workout box now.

## 6 LISTENING

- Ask students to read the list of verbs first and check that they understand them all.
- Explain the task. They will hear a recording and they should write the verbs in the correct spaces.
- Ask them to compare their answers in pairs. Check the answers by asking different students to read out each sentence.

**1.25** Recording

Books are <sup>1</sup> **made** of paper, and most of the world's paper is <sup>2</sup> **produced** from pine trees. These trees are <sup>3</sup> **grown** in countries such as Canada, the USA, Sweden, Finland and Japan.

A book is <sup>4</sup> **published** somewhere in the world every 20 seconds – that's over 1.5 million books a year! Many books are <sup>5</sup> **sold** by town bookshops, but now increasing numbers are <sup>6</sup> **bought** online through virtual bookshops like Amazon.

In the UK, about 60% of the population is <sup>7</sup> **registered** with a library. About one third of the books which are <sup>8</sup> **taken** out of libraries are <sup>9</sup> **borrowed** by children. More books are <sup>10</sup> **read** by girls than boys, and most reading is <sup>11</sup> **done** in bed. It's <sup>12</sup> **said** that a good book is the best of friends. So find a new friend today!

### Optional activity

**1.25** With a more confident class, ask them to complete the text without listening to the recording. They then listen to check their answers.

## 7 SPEAKING

- The aim is to develop students' fluency and to provide natural spoken practice of the present simple passive.
- Give students five minutes to think about their answers to the questions.
- Tell students to listen to their partner's answers carefully and say whether they have read the book they are talking about and, if so, do they agree? If they have read it, are they interested in reading it now?
- Students could work in pairs, in groups or stand up and move around the classroom talking to different students. Set a 10-minute time limit.
- Monitor and note examples of good language and errors. Put these on the board and, at the end of the activity, ask students to identify and correct the errors.
- Ask if anyone has heard about a book that they would now like to read.

## 8 WRITING

- Tell students to use their answers to exercise 7 to write a book review. Tell students the reviews will be put on class/library noticeboard if this is possible. Tell students to give their review a title, e.g. *A book you must read*. Elicit the first sentence, e.g. *I strongly recommend ...*. Set a 10-minute time limit.
- Students read each other's reviews and choose one they would like to read. Encourage a book exchange if appropriate.

## 9 SPEAKING

- Write the prompts for the first question on the board and elicit the full question. Ask *What do you think is the answer?* Encourage students to say *I think it's ...*
- Students continue asking and answering the questions in pairs. Tell students that they must write the same answer as their partner. They should discuss their ideas if they disagree. They write their answers in their notebooks.
- Do not check the answers as a class. Play the recording for students to listen and check their answers.

**1.26** Recording

- 1 Where are the most newspapers sold? China
- 2 Where are the most films made? India
- 3 Where are the most cars sold? China
- 4 Where is the most coffee produced? Brazil
- 5 Where is the most coffee drunk? Scandinavia
- 6 Where is the most tea produced? China
- 7 Where is the most tea drunk? Turkey
- 8 Where are the most bananas grown? India
- 9 Where is the most rice grown? China

## Answers

1A 2B 3B 4A 5C 6B 7C 8B 9A

**Extension** In pairs, students write more quiz questions. Make sure that students realise they must know the answers to the questions. Each pair gives their questions to the teacher. Divide the class into teams of four. Ask the questions and have teams note down the answers. The team with the most correct answers is the winner.

## LANGUAGE WORKOUT

- Ask students to complete the Language box. Confident students can complete first and then check, while others can look back at exercise 2 and then complete.
- Students turn to page 114 of the Language File to confirm their answers.

## Answers

*is are is are*  
*be*

- Highlight that:
  - in active sentences the subject is the 'doer' of the verb.
  - in passive sentences the subject is not the 'doer' of the verb. If you mention the 'doer' of the verb you use *by* + the person.
  - the passive is used (a) to focus on the main topic of the sentence, e.g. *The books are found by other people* (the books are the main topic of the text, not the people who find them), (b) because the 'doer' of the verb is unknown, unimportant or obvious, e.g. *You are invited to pick it up* (obviously by the label).
  - the passive is usually used in more formal contexts, e.g. newspaper articles.
- To revise past participle forms, refer students to the list of irregular verbs at the back of their books on page 127.
- Drill the examples chorally and individually for pronunciation. Pay particular attention to the weak form of *are* /ə/.

## Optional activity

In pairs, one student has their book closed and the other student looks at the irregular verb list on page 127 and tests their partner.

## PRACTICE

- Students do Practice exercise 6 on page 114 of the Language File on their own.
- Ask students to compare their answers in pairs.
- Check the answers by asking individual students to read out what they have written.

## Answers

- Sushi is eaten in Japan.*
- Saris are worn by women in India.*
- Portuguese is spoken in Brazil.*
- Kangaroos are found in Australia.*
- Over 250 kinds of olives are grown in Spain.*
- A lot of cotton is produced in Egypt.*
- Ferrari sports cars are made in Italy.*
- The sitar is played in India.*

## Follow-up activities

- ♦ **Game** *Passive tennis* Divide the class into two teams. Students 'serve' a verb in the infinitive to the other team, who must 'return' within one minute with a passive sentence using that verb. Teams change roles after three verbs have been 'served'.
- ♦ **Game** *Running dictation* Write out the recording text track 1.25. Put copies of the text at the front of the class where students can't read it. In pairs, one student runs up to the text, reads and remembers as much as they can, runs back and dictates it to their partner. Their partner writes the text. The two students can change roles halfway through. The first pair to finish shouts *Stop!* They then exchange their text with another pair and compare them to the original. Each text starts with 50 points but loses a point for each error in spelling, punctuation or missing word.

## HOMEWORK

Students write a short story of at least 80 words including as many of the phrasal verbs from exercise 5 as possible. The story should make sense but can be fantasy.

## WEBLINK

Students may like to visit [www.bookcrossing.com](http://www.bookcrossing.com) for more information.

Revision and Extension p31

Language File p114

Workbook Unit 2 Lesson 3 pp18–19

Photocopiable worksheet p167, notes p155