

Speak out

3RD EDITION

Welcome to the third edition of our best-selling eight-level general English course for adults – *Speakout*. Developed in association with BBC Studios, this new edition has been completely revised based on feedback from *Speakout* users from all over the world.

- Speakout 3rd Edition* offers 100% new content, all-new video, and a fresh new look and feel, all underpinned by flexible components for in-class, online and hybrid use.
- Easy-to-use teaching notes for all tasks, plus full answer keys and scripts
 - Extra ideas for class, including digital activities, dyslexia adaptation, and mixed ability classes
 - Full guidance for setting up and assessing the all-new mediation lessons
 - Full Global Scale of English mapping information for every lesson

Teacher’s Book with Teacher’s Portal Access Code

- Presentation Tool with a digital version of the Student’s Book and Workbook, lesson notes, audio, video and interactive exercises
- Online Practice of the Workbook activities with instant feedback, where teachers can assign activities
- Gradebook with student results from the activities in the Student’s eBook and Online Practice
- Test Generator with assignable test activities and editable tests
- Virtual classroom with live video, sharable interactive whiteboard, live assignments with view of student performance, chat and hand-raising system
- Teacher’s Resources, including exam alignment tables, training and support videos, and photocopyable activities

Speakout 3rd Edition is fully accessible on your computer, tablet and mobile phone so that you can enjoy the full functionality of your course wherever you are.

- Also available
- Student’s Book and eBook with Online Practice
 - Student’s eBook with Online Practice Access Code
 - Workbook
 - Split editions
 - Teacher’s Portal Access Code

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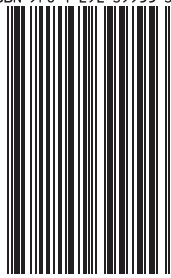


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Speakout 3rd Edition	GSE	Benchmark	Pearson English International Certificate
A1	22-32	Benchmark Test A	A1
A2	30-38	Benchmark Test A	Level 1 (A2)
A2+	36-44	Benchmark Test A	Level 1 (A2)
B1	42-52	Benchmark Test B1	Level 2 (B1)
B1+	50-60	Benchmark Test B1	Level 2 (B1)
B2	58-67	Benchmark Test B2	Level 3 (B2)
B2+	64-76	Benchmark Test B2	Level 3 (B2)
C1–C2	73-90	Benchmark Test C	Level 4 (C1) & Level 5 (C2)

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Speak out

BBC
Speak out
3RD EDITION
Damian Williams

Speak out

3RD EDITION

A2

Damian Williams

Teacher’s Book with Teacher’s Portal Access Code



Your Teacher's Book comes with a Presentation Tool, Online Practice, a Gradebook, Test Generator and a virtual classroom, which are available through the **Pearson English Portal**.

To access the Portal:

- 1 Go to **pearsonenglish.com/login**
- 2 Sign in or create your Portal account
- 3 Follow the on-screen instructions to add your product using the **access code** below.

Access code

This code can only be used once and the user subscription is valid for 24 months from the date of registration.

Need help?

Go to **MyPearsonHelp.com/portal** for help, training and technical support.

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3RD EDITION



Teacher's Book

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and Associated Companies throughout the world.

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SCOPE AND SEQUENCE

LESSON		GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	
LEAD-IN p6					
1 me and you B B C VLOGS Who are you?					
1A	Hi! p8	Present simple: <i>I, you, we, they</i>	Jobs and studies	Weak forms and linking: <i>do you</i>	
1B	Same but different p10	Present simple: <i>he, she, it</i>	Common verb phrases FUTURE SKILLS Self-management	Third person -s	
1C	Let's meet. p12	How to ... make suggestions	Adjectives for feelings; time phrases FUTURE SKILLS Self-management	Intonation to show interest	
1D	Family and friends p14	Possessive 's, s'	Family		
UNIT 1 REVIEW p16					
2 lifestyle B B C VLOGS What food do you like and dislike?					
2A	Can't live without it p18	Countable and uncountable nouns; <i>a, an, some, any</i> FUTURE SKILLS Self-management	Food and drink	The weak /ə/ sound: <i>a, an, some</i>	
2B	Your lifestyle and you p20	Adverbs and phrases of frequency	Everyday activities	Linking	
2C	Eating out p22	How to ... order a meal in a restaurant	Restaurant words	Polite intonation FUTURE SKILLS Communication	
2D	The Indian Relay p24	<i>like, hate, love + -ing</i>			
UNIT 2 REVIEW p26					
3 home B B C VLOGS Do you ever have visitors staying in your home?					
3A	Come in. p28	<i>this, that, these, those; here, there</i>	Rooms and furniture	/ɪ/ and /i:/	
3B	Too much stuff p30	<i>have got</i>	Common adjectives (1) FUTURE SKILLS Self-management	Sentence stress	
3C	What can I bring? p32	How to ... make invitations and offers	Social phrases	Rhythm in phrases	
3D	Your neighbourhood p34	<i>there is, there are</i>			
UNIT 3 REVIEW p36					
4 this world B B C VLOGS Do you enjoy quizzes?					
4A	What a decade! p38	Past simple of <i>be</i> : <i>was, were</i>	Time phrases (1) and dates	Weak and strong sounds: <i>was, were</i>	
4B	Life in numbers p40	<i>how much, how many; how + adjective</i>	Amounts; numbers	Intonation to check understanding	
4C	Where can I get ... ? p42	How to ... get help in shops	Shops and shopping FUTURE SKILLS Self-management	Linking	
4D	Sakura time p44	<i>should, shouldn't; imperatives</i>	Weather and seasons		
UNIT 4 REVIEW p46					

	READING	LISTENING/VIDEO	SPEAKING	WRITING
		Understand people introducing other people	Introduce and talk about yourself	Write a personal profile; use capital letters
	Read an article about twin brothers who are very different		Talk about a friend or a family member	
	Understand text messages between friends		Make suggestions MEDIATION SKILLS Make a free-time plan together	
		B B C Street Interviews about people and their families	Talk about people in your life	Describe five people in your life
		Understand people talking about food	Talk about food shopping and eating habits	Write an online comment; use linking words: <i>and, but, or</i>
	Read and do a lifestyle quiz		Discuss what is important in your life	
	Read an article about online photos of food		Order a meal in a restaurant	MEDIATION SKILLS Help someone understand a pizza menu
		B B C Programme <i>Mountain: Life at the Extreme</i>	Talk about a special event	Describe an event
		Understand someone talking about their apartment		Write a description of a home for a website; use commas
	Read about how to 'say goodbye' to clutter		Talk about and describe objects in your home	
	Read and do a questionnaire about how to be a good guest		Accept invitations FUTURE SKILLS Social responsibility	MEDIATION SKILLS Give advice to a friend about your country
		B B C Street Interviews about where people live	Talk about your local area	Write an email about your local area
		Listen to a podcast about events in the 2010s	Talk about a time in your life	Write about a special time; use time phrases
	Read an article with fun facts about numbers		Ask and answer questions about world number facts FUTURE SKILLS Communication	
	Understand text messages between friends		Get help in a shoe shop MEDIATION SKILLS Buy something for a friend	
		B B C Programme <i>Springwatch in Japan</i>	Talk about a good time to visit	Write an email about the best time to visit

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	
5 the past B B C VLOGS When you were a child, what was your favourite thing/place/food/music? Why?				
5A Then and now p48	Past simple: regular verbs	Time phrases (2)	-ed ending of regular verbs	
5B What went wrong? p50	Past simple: irregular verbs; wh- questions	Life events	Irregular verbs	
5C Sorry I'm late. p52	How to ... apologise and make excuses	Excuses; saying the time	Intonation for apologising	
5D My weekend was ... p54	Adjectives and modifiers			

UNIT 5 REVIEW p56

6 out and about B B C VLOGS Where do you spend time when you are in town?				
6A Meet me in town. p58	Present continuous	Clothes and appearance	Weak form of <i>are</i>	
6B My way p60	Comparative adjectives	Common adjectives (2); transport collocations	Sentence stress	
6C Getting around p62	How to ... give directions	Places	Stress to correct information	
6D Cities: nature's new wild p64	Prepositions and adverbs of movement			

UNIT 6 REVIEW p66

7 work B B C VLOGS What job would you most like to do?				
7A Odd jobs p68	Articles: <i>a, an, the</i> , zero FUTURE SKILLS Self-management	Skills and qualities	Weak forms: <i>a, an, the</i>	
7B An extra day p70	Present simple and present continuous	Phrasal verbs	Connected speech, the /t/ sound	
7C I'm calling to check ... p72	How to ... phone for information	Phoning	Friendly intonation	
7D Would you like to ... ? p74	Verbs and <i>to</i> infinitive			

UNIT 7 REVIEW p76

8 travellers B B C VLOGS What place in the world would you most like to visit?				
8A Trip advice p78	Superlative adjectives	Describing places	-t in superlatives	
8B Surprise travel p80	<i>be going to</i>	Travel activities	Weak form of <i>to</i>	
8C At a hotel p82	How to ... make requests and offers in a hotel FUTURE SKILLS Social responsibility	Hotel language; hotel rooms	The contraction 'll	
8D Arctic Academy p84	Adverbs of manner			

UNIT 8 REVIEW p86

WRITING BANK p88	GRAMMAR BANK p96	VOCABULARY BANK p130	COMMUNICATION BANK p146
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	READING	LISTENING/VIDEO	SPEAKING	WRITING
	Read an article about big life changes		Discuss your life 'then and now'	
		Understand people talking about events that went wrong	Describe an important life event	Write a mini-bio; use linking words: <i>after that, then, next</i>
	Read a short article about excuses in the digital age		Apologise and make excuses FUTURE SKILLS Social responsibility MEDIATION SKILLS Help a friend to tell a story	
		B B C Street Interviews about what people did at the weekend	Talk about last weekend	Write about a recent activity
		Understand someone describing a person	Describe people and what they are doing in a picture	Write a description of a group photo
	Read an article about unusual ways to get to work		Discuss journeys by different forms of transport	
	Read a leaflet about Dublin		Give and follow directions FUTURE SKILLS Communication	MEDIATION SKILLS Help a group make a plan
		B B C Programme <i>Cities: Nature's New Wild</i>	Talk about an experience	Write about an experience
	Read an article about interesting jobs		Talk about jobs that fit people in your class	
		Listen to a podcast about volunteer work	Discuss and choose volunteer jobs FUTURE SKILLS Collaboration	Write a blog post; use example language
		Understand an automated message	Phone to ask for or give information	MEDIATION SKILLS Give someone the information they need
		B B C Street Interviews about people's skills	Do a survey	Write a summary of a survey
	Read a discussion forum about travel		Talk about a good city to visit and the best things to do there	
		Understand a podcast about surprise travel	Interview someone and suggest a trip for them	Write a description of a trip; use linking words: <i>so, because</i>
	Read an article about hotel guests' questions		Make requests and offers in a hotel MEDIATION SKILLS Discuss a short story	
		B B C Programme <i>Arctic Academy</i>	Talk about a difficult trip	Write about a trip
MEDIATION BANK p154 AUDIOSCRIPTS p162 VIDEOSCRIPTS p173 VERB TABLE p176				

Welcome to *Speakout 3rd Edition*

Welcome to the new edition of our best-selling, eight-level general English course for adults, designed for in-class, online and hybrid use. Developed in partnership with BBC Studios, ***Speakout 3rd Edition*** is the go-to course for teachers looking for comprehensive four-skills coverage, with a particular emphasis on developing learners' confidence in speaking.

Speakout 3rd Edition is the result of extensive research with users of *Speakout 2nd Edition* from around the world. It builds on the tried-and-tested methodology of the series, but has been brought up to date with 100% new content, a revised syllabus based on the Global Scale of English and a fresh new look and feel. With a clearer layout and lesson flow, and an enhanced digital environment offering even more flexibility, the new edition Presentation Tool and Student's eBook can be used on any device – computer, tablet and mobile phone – and all activities from the eBook and the Online Practice report to the gradebook.

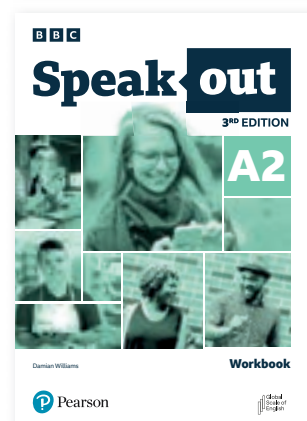
We have kept the features that teachers say they love, including global topics, authentic BBC video and audio, international accents and motivating discussion questions, and we have added some exciting new features, such as Future Skills focus boxes, standalone Mediation lessons, an enhanced pronunciation syllabus, and interactive speaking practice activities which provide students with out-of-class, on-the-go speaking practice.

Speakout 3rd Edition features all-new BBC programme clips, street interviews, and vlogs filmed by people from around the world, all of which bring authenticity to the course and encourage students to be more motivated and confident in learning English. The Global Scale of English is embedded in the course, making it clear for learners and teachers *why* they are doing every task as well as providing a tangible framework for assessment and measurement of progress. 'How to ...' lessons and Future Skills boxes bring real-world strategies into the course, meaning that employability and personal growth are embedded within the lesson content. There are also independent Mediation lessons at the back of every Student's Book from A2 to C1–C2 to further develop learners' soft and employability skills. The course is also mapped to the Adult Benchmark Tests, which provide clear, at-a-glance reporting, helping learners become more purposeful about their learning, and to Pearson English International Certificate, which is for learners wishing to take a test that gives them a proficiency certificate (see page 24 for details).

We are also delighted to introduce our interactive 'Speak Anywhere' speaking practice activities. These digital speaking roleplays are an extension of the 'How to ...' lessons and are designed to give learners freer practice using the target language of the lesson, and also to give them some general fluency practice on the lesson topic. Students can do these activities on their own, outside the classroom, on a computer, tablet or mobile phone, and receive feedback on their performance within the activity.

Accessibility is of paramount importance for ***Speakout 3rd Edition***, as Pearson English is committed as a company to providing education which is available to all. We offer extensive support for learners with many different accessibility needs, such as:

- All our digital content has an accessibility layer powered by a built-in screenreader. This allows learners to fully engage with the exercises and complete them successfully. We also offer a 'keyboard navigation only' mode.
- All informative images are equipped with Alternative text suitable for the learners' level.
- Media players are equipped with speed changing capability, as well as dynamic transcripts for audios, and subtitles and transcripts for videos.
- Content can be resized up to 400% without any disruption to user experience and a high contrast theme can be applied.
- Accessibility support for print components includes audio support for reading texts for the visually impaired and guidance for teachers on how to help students with Dyslexia.



The Global Scale of English GSE

The Global Scale of English (GSE) is a numerical scale which measures English language proficiency. It is also a framework of learning objectives which describe what a learner can do at each level of proficiency on the scale for each of the four skills: speaking, listening, reading and writing. The Global Scale of English enables teachers and students to answer the following questions accurately:

- How good is my English?
- What progress have I made towards my learning goal?
- What do I need to do next to improve?

The Global Scale of English is fully aligned to the Common European Framework of Reference for Languages (CEFR), but the numerical scale enables proficiency to be measured more accurately, more regularly and within a CEFR level. This keeps learners motivated as they see regular evidence of progress.

The GSE chart on the back of each Student's Book shows the range of objectives that are covered within that level. Knowing this range helps you select course materials with the right level of challenge for your students to help them make progress.

Speakout 3rd Edition has been created using the GSE Learning Objectives for Adult Learners. These ensure that the content and activities are at the correct level and inform the lesson goals given at the start of each unit.



lifestyle

2



VLOGS

Q: What food do you like and dislike?

- 1 Work in pairs and discuss the question. Make a list.
- 2 Watch the video. How many things on your list do you hear?



LEARNING OBJECTIVES

2A LISTENING | Understand people talking about food: food and drink

Talk about shopping and eating habits: countable and uncountable nouns; *a, an, some, any*

Pronunciation: the weak /ə/ sound: *a, an, some*

Write an online comment; use linking words: *and, but, or*

2B READING | Read and do a lifestyle quiz: everyday activities

Discuss what is important in your life: adverbs and phrases of frequency

Pronunciation: linking

2C HOW TO ... | order a meal in a restaurant: restaurant words

Pronunciation: polite intonation

2D BBC PROGRAMME | Understand a documentary about the Indian Relay Race in the USA

Talk about a special event: *like, hate, love + -ing*

Describe an event

17

Measuring proficiency using the GSE

The Global Scale of English underpins everything we create at Pearson English, including coursebooks and assessments.

By using our Benchmark Tests alongside **Speakout 3rd Edition**, you will be able to see the progress being made by learners during their course of study and receive rich score reports which identify strengths and weaknesses along with recommendations on how to address them using **Speakout 3rd Edition**. For this level of **Speakout 3rd Edition**, we recommend Benchmark Test Level A. Find out more about this test at www.pearsonenglish.com/exams-offer.

Your learners may also want to take a test that gives them a proficiency certificate. For this level of **Speakout 3rd Edition**, we recommend Pearson English International Certificate (PTE General) Level 1 (A2). Find out more about this test at www.pearsonenglish.com/exams-offer.

GSE Teacher Resources

You can find a full list of the GSE Learning Objectives covered in this Student's Book in the table at the back of this Teacher's Book (see pages 202–217).

For more information about how the GSE can support your planning, teaching and assessment, go to www.pearsonenglish.com/gse. Visit the GSE Teacher Toolkit – freely available online at www.english.com/gse/teacher-toolkit/user/lo – to set learning goals, find grammar resources and check the level of a text.

▲ GSE Learning Objectives on Unit Opener pages are written in a shorter, more accessible way to allow learners to understand what they will be learning in each lesson.

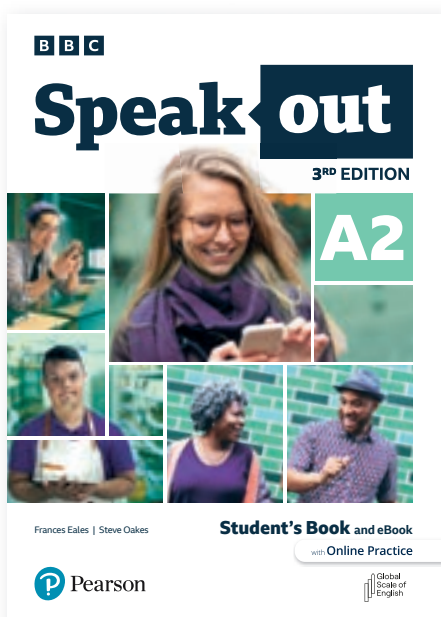
Student components

Student's Book with eBook and Online Practice

The student's digital components work together to provide a seamless experience between accessing resources, completing activities and reviewing results.

Student's eBook

- Syllabus built on the Global Scale of English (GSE)
- Interactive activities with instant marking
- Student results report to the Gradebook
- Embedded audio and BBC video clips
- See the walkthrough on pages 12–17 for unit details



Student's Book

- Print version of the Student's eBook
- Access code for the Student's eBook and Online Practice

Online Practice

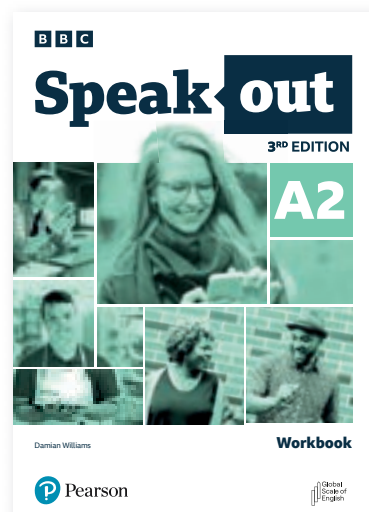
- Digital version of the activities in the Workbook with instant marking
- Student results report to the Gradebook

Gradebook

- Student's eBook and Online Practice activities report to the Gradebook so students and teachers can review performance and progress

Workbook

- Print version of the Online Practice activities
- Audio available online
- Includes Adult Benchmark Test task types



Teacher components

Teacher's Book with Teacher's Portal Access Code

The Teacher's Book includes access to the *Teacher's Portal*, where you can find everything you need to make your teaching more effective in class and online.

Teacher's Book

- Global Scale of English (GSE) Learning Objectives for every lesson
- Full teaching notes and Answer Keys for every activity
- Mediation lesson plans, plus output and evaluation guidance
- Digital activity ideas and cultural background notes
- Extra ideas and support for teaching mixed ability classes, and teaching students with dyslexia
- Audioscripts and videoscripts

Presentation Tool

- Student's eBook and Workbook with interactive activities for display in class and online
- Page-faithful view of the Student's Book for easy navigation between the Student's Book and the Presentation Tool
- Show answers one by one or all at once
- Embedded audio and video for seamless teaching in class
- Teaching notes for each lesson
- Teacher toolkit, including whiteboard

Online Practice

- Assign Online Practice activities in Assignments
- View student performance in the Gradebook

Tests Package

- All tests are offered in two versions: ready-to-print PDFs and editable Word documents. They can also be administered online via the Test Generator
- All tests have A and B versions, and there are specially adapted versions of the tests for students with dyslexia

See page 24 for more details.

Gradebook

- View individual student and class results for all student activities: from the Student's eBook, the Online Practice and the Test Generator

Teacher's Resources

- Photocopiable activities with full teaching notes and Answer Key
- Teaching with ***Speakout 3rd Edition videos***
- GSE Mapping Booklets showing how each level of the course aligns with the GSE and the CEFR
- Exam alignment tables showing detailed correlation between the Adult Benchmark Tests, Pearson English International Certificate, Cambridge Exams and each level of ***Speakout 3rd Edition***
- Downloadable PDF of the Teacher's Book
- Student's Book, Workbook and Tests Package audio and audioscripts
- All in-course BBC video and videoscripts
- Student's Book and Workbook Answer Keys
- Interactive phonetic chart



Virtual classroom

The virtual classroom enables you to teach fully interactive lessons online using the integrated video conferencing tools, with breakout rooms, chat and more. You can assign tasks and have a real-time view of student performance.

All digital components are accessible on computer, tablet and mobile phone so you and your students can enjoy the full functionality of the course anywhere.

All content is compliant with the WCAG 2.1 AA accessibility standard.

How the course works

Unit walkthrough

Course summary

Speakout 3rd Edition has eight levels: A1, A2, A2+, B1, B1+, B2, B2+ and C1–C2.

Each level contains eight units, each with four lessons, plus a Unit Opener and a Review section.

Each unit contains two main input lessons (Lessons A and B), a functional language, or 'How to ...', lesson (Lesson C), and the BBC video lesson (Lesson D).

The Grammar Bank and Vocabulary Bank at the back of the book are integral parts of the lessons when they occur. Language presented in these sections is considered to be taught, and is then recycled in subsequent activities. It may also appear in the unit review and the tests content.

Writing activities in the main input lessons have a Writing Bank at the back of the book, which contains the skills development work and the final output task.

The Mediation Bank contains eight standalone lessons. They can be taught at any point, but ideally they should follow the completion of each Lesson C.

The Tests Package contains tests to be used after each unit (including full unit tests and quick unit quizzes), after every two units, mid-course, and at the end of the course.

Unit Opener

Student's Book

Stunning visuals related to the unit topic help to engage students and stimulate discussion.

The Unit Opener features BBC vlogs filmed by real people from around the world together with a mini-task to engage learners with the broad unit topic. The vlogs provide a good warmer for Lesson A.

The vlogs are embedded in the eBook, and can also be found in the Teacher's and Student's Resources.



lifestyle 2

LEARNING OBJECTIVES

2A LISTENING | Understand people talking about food: food and drink
Talk about shopping and eating habits: countable and uncountable nouns; *a, an, some, any*
Pronunciation: the weak /ə/ sound; *a, an, some*
Write an online comment: use linking words: *and, but, or*

2B READING | Read and do a lifestyle quiz: everyday activities
Discuss what is important in your life: adverbs and phrases of frequency
Pronunciation: linking

2C HOW TO ... | Order a meal in a restaurant: restaurant words
Pronunciation: polite intonation

2D BBC PROGRAMME | Understand a documentary about the Indian Relay Race in the USA
Talk about a special event: *like, hate, love + -ing*
Describe an event

VLOGS
Q: What food do you like and dislike?
1 Work in pairs and discuss the question. Make a list.
2 Watch the video. How many things on your list do you hear?

The Learning Objectives for each unit are adapted from the (GSE) Learning Objectives that the lesson is built on. GSE Learning Objectives can be found on pages 202–217.



The BBC vlogs and other videos are embedded in the eBook, and can also be found in the Teacher's and Student's Resources.

All videos have subtitles that can be turned on and off.

The buttons next to the GSE Learning Objectives are clickable and take you directly to each lesson.



Lesson A – main input lesson 1

All four skills are taught systematically in each unit. Lessons A and B are the two main ‘input’ lessons. Lessons A and B consist of two pages, and practise vocabulary, grammar, pronunciation and two of the four skills. Each activity is based on a Global Scale of English Learning Objective.

Every lesson contains opportunities for personalised speaking practice.

Each lesson starts with a clear summary of lesson contents.

The Vocabulary Bank is clearly signposted on the lesson page. It is integral to the lesson, and contains either a continuation of the lexical set presented in the lesson, or presents a new set related to the lesson. The language in the Vocabulary Bank is used in subsequent tasks in the lesson.

Each unit features Future Skills. Also known as ‘soft’, ‘21st century’ or ‘transferable’ skills, these skills are becoming increasingly important. Modern learners need to develop not just English language skills, grammar and vocabulary, but also skills which will help them become fully rounded citizens of the global community. *Speakout 3rd Edition* is aligned to the Pearson Personal and Social Capabilities (PSC) Framework.

[illegible]

The core grammar and vocabulary is contextualised in the Listening and Reading tasks.

The lesson leads towards a final GSE-based skills task. Learners have the opportunity to practise the grammar and vocabulary learnt in this lesson (including any sets presented in the Vocabulary Bank). The lesson page introduces the Writing task; the scaffolding activities are in the Writing Bank at the back of the book.

VOCABULARY BANK

2a Food and drink

page 162

1 Complete the words with vowels (A, E, I, O, U). Use the phonics key on page 162.

1 a orange a _ _ _ _ _ _ _ _	2 a banana a _ _ _ _ _ _ _	3 a apple a _ _ _ _ _ _ _	4 a juice a _ _ _ _ _ _ _	5 a salad a _ _ _ _ _ _ _
6 a cucumber a _ _ _ _ _ _ _	7 a tomato a _ _ _ _ _ _ _	8 a potato a _ _ _ _ _ _ _	9 a onion a _ _ _ _ _ _ _	10 a carrot a _ _ _ _ _ _ _
11 a pepper a _ _ _ _ _ _ _	12 a egg a _ _ _ _ _ _ _	13 a mushroom a _ _ _ _ _ _ _	14 a nut a _ _ _ _ _ _ _	15 a nut a _ _ _ _ _ _ _
16 a nut a _ _ _ _ _ _ _	17 a nut a _ _ _ _ _ _ _	18 a nut a _ _ _ _ _ _ _	19 a nut a _ _ _ _ _ _ _	20 a nut a _ _ _ _ _ _ _
21 a nut a _ _ _ _ _ _ _	22 a nut a _ _ _ _ _ _ _	23 a nut a _ _ _ _ _ _ _	24 a nut a _ _ _ _ _ _ _	25 a nut a _ _ _ _ _ _ _
26 a nut a _ _ _ _ _ _ _	27 a nut a _ _ _ _ _ _ _	28 a nut a _ _ _ _ _ _ _	29 a nut a _ _ _ _ _ _ _	30 a nut a _ _ _ _ _ _ _

2 Match (a) to (b). Look at the pictures. Listen to the audio.

(a) Match (a) to (b). Drag the words to the box.

- It's a vegetable. It isn't a fruit. I use it for a sandwich.
- It's a vegetable.
- It's a fruit.
- It's a fruit.
- It's a fruit.
- It's a fruit.
- It's a fruit.
- It's a fruit.
- It's a fruit.
- It's a fruit.

162

[illegible]

In the Student's eBook, content is optimised for digital, so activity types may vary slightly between digital and print editions. The activities are designed to practise the same GSE Learning Objectives and language items.

After learners have completed the Student's Book activities, you can go through the answers with them using the check answers one-by-one or check answers all at once buttons in the Presentation Tool.

Learners can practise the same lesson Learning Objectives in the Online Practice or using the print Workbook.

If you are using the print Workbook with your class, you also have a page-faithful view of the Workbook to refer to. This links to the Online Practice activities for easy answer checking.

A screenshot of a mobile phone screen displaying the Google search results for the query "Google". The search bar at the top shows "Google" and "Google". Below the search bar, there is a large image of a plate of food, including a glass of orange juice, a banana, and some fruit. The search results are listed below the image, showing the Google logo and the text "Google". The bottom of the screen shows the Android navigation bar with icons for home, back, and search.

Student's eBook
activity, Unit 2 Ex 1

Page-faithful
view of print
Workbook

The screenshot shows the 'Food' app interface. At the top, there's a header with the app name and some navigation icons. Below that is a search bar. The main content area displays a grid of food items, including a carrot, a tomato, a bowl of soup, a broccoli, a piece of meat, an apple, a bowl of red sauce, and a bowl of white sauce. Below the grid, there's a section titled 'Recipes' with a list of recipe cards. Each card shows a recipe name, a small image, and some text. The bottom of the screen has a navigation bar with icons for home, search, and other functions.

Online Practice
activity, Unit 2, Ex 1

Lesson B – main input lesson 2

Grammar is taught in all four lessons, and there is a page of Reference and Practice for each grammar point in the Grammar Bank. The Grammar Bank is designed primarily for self-study, but can also be used in class.

Speakout 3rd Edition teaches grammar inductively. There is an activity on the lesson page that requires the learner to make a deduction and complete the rule. Learners can refer to a full grammar explanation in the Grammar Bank, and also complete practice activities.

The Workbook also contains speaking practice activities which students can do alone.

Unit 2 | Lesson 6

2B Your lifestyle and you

GRAMMAR Lifestyle and phrases of frequency
VOCABULARY Frequent activities
PROMULGATION (10%)

VOCABULARY

everyday activities

1. Complete the word sets with the verbs.

change	get up	have	listen	look	read	sleep	study	take	work	write
change	get up	have	listen	look	read	sleep	study	take	work	write
change	get up	have	listen	look	read	sleep	study	take	work	write
change	get up	have	listen	look	read	sleep	study	take	work	write
change	get up	have	listen	look	read	sleep	study	take	work	write
change	get up	have	listen	look	read	sleep	study	take	work	write
change	get up	have	listen	look	read	sleep	study	take	work	write
change	get up	have	listen	look	read	sleep	study	take	work	write
change	get up	have	listen	look	read	sleep	study	take	work	write
change	get up	have	listen	look	read	sleep	study	take	work	write

2. Work in pairs. Take turns to ask and answer the questions. Which do you do more often?

- Which do you do more often, check emails or check your messages?
- Which do you do more often, work or study?
- Which do you do more often, sleep or work?
- Which do you do more often, listen to music or read books?
- Which do you do more often, take a shower or take a bath?
- Which do you do more often, get up early or get up late?

READING

2a. Do the activities.

- Work in pairs and compare your answers.
- Read the text and answer the questions. Why do you do it?

Lifestyle quiz

We all eat, sleep and work. But we all do these things in different ways. How about you? Do this fun quiz. What does it say about you?

Choose the best answer for you, A or B.

1. How do you usually do things in the morning?

- usually get up earlier and check my messages. I usually get up at 6:30.
- usually get up later and go to bed later. I usually get up at 7:30.
- usually get up at 7:30 and go to bed at 11:00.
- usually get up at 8:00 and go to bed at 12:00.

2. How often do you use your laptop?

- usually once a week, maybe once or twice, but we talk a lot on the phone.
- usually twice a week, maybe once or twice, but we talk a lot on the phone.
- usually once a week, maybe once or twice, but we talk a lot on the phone.
- usually twice a week, maybe once or twice, but we talk a lot on the phone.

3. How often do you exercise?

- usually once a week, maybe once or twice, but we talk a lot on the phone.
- usually twice a week, maybe once or twice, but we talk a lot on the phone.
- usually once a week, maybe once or twice, but we talk a lot on the phone.
- usually twice a week, maybe once or twice, but we talk a lot on the phone.

4. How often do you spend a lot of time online?

- usually once a week, maybe once or twice, but we talk a lot on the phone.
- usually twice a week, maybe once or twice, but we talk a lot on the phone.
- usually once a week, maybe once or twice, but we talk a lot on the phone.
- usually twice a week, maybe once or twice, but we talk a lot on the phone.

5. How often do you go to the gym?

- usually once a week, maybe once or twice, but we talk a lot on the phone.
- usually twice a week, maybe once or twice, but we talk a lot on the phone.
- usually once a week, maybe once or twice, but we talk a lot on the phone.
- usually twice a week, maybe once or twice, but we talk a lot on the phone.

6. How often do you go to the gym?

- usually once a week, maybe once or twice, but we talk a lot on the phone.
- usually twice a week, maybe once or twice, but we talk a lot on the phone.
- usually once a week, maybe once or twice, but we talk a lot on the phone.
- usually twice a week, maybe once or twice, but we talk a lot on the phone.

7. How often do you go to the gym?

- usually once a week, maybe once or twice, but we talk a lot on the phone.
- usually twice a week, maybe once or twice, but we talk a lot on the phone.
- usually once a week, maybe once or twice, but we talk a lot on the phone.
- usually twice a week, maybe once or twice, but we talk a lot on the phone.

GRAMMAR

adverbs and phrases of frequency

3. Look at the adverbs. Put the adverb in the blank in the correct place in the dialogue.

never	always	often	usually
never	always	often	usually
never	always	often	usually
never	always	often	usually
never	always	often	usually
never	always	often	usually
never	always	often	usually
never	always	often	usually
never	always	often	usually
never	always	often	usually

4. Choose the correct answer to complete the dialogue. Use the adverb to help you.

- Use adverbs of frequency before 'after' most verbs. Use adverbs of frequency before 'after' most verbs.
- Look at the adverbs and put the adverb in the blank in the correct place in the dialogue.

5. Look at the adverbs and put the adverb in the blank in the correct place in the dialogue.

- Look at the adverbs and put the adverb in the blank in the correct place in the dialogue.

6. Complete the sentences with a suitable phrase of frequency.

- I usually get up earlier and check my messages. I usually get up at 6:30.
- I usually get up later and go to bed later. I usually get up at 7:30.
- I usually get up at 7:30 and go to bed at 11:00.
- I usually get up at 8:00 and go to bed at 12:00.

7. How often do you use your laptop?

- usually once a week, maybe once or twice, but we talk a lot on the phone.
- usually twice a week, maybe once or twice, but we talk a lot on the phone.
- usually once a week, maybe once or twice, but we talk a lot on the phone.
- usually twice a week, maybe once or twice, but we talk a lot on the phone.

There is a prominent pronunciation syllabus providing practice of individual sounds, stress, intonation and features of connected speech. Learners can record themselves in the Student's eBook activities and Online Practice activities.

Audio for all activities is embedded in the Presentation Tool and Student's eBook, and can also be downloaded from the Resources. The audioscripts are at the back of the Student's Book and Workbook, and there are audioscripts in situ in the Student's eBook and Online Practice activities.

The teacher has access to a variety of resources directly from the Presentation Tool, including Teaching Notes and Answer Keys.

The image displays four screenshots of the 'Speak out A2' presentation tool and student eBook interface. The top-left screenshot shows the main presentation tool interface with a 'Lifestyle quiz' section. The top-right screenshot shows a lesson page with a 'Lifestyle quiz' section. The bottom-left screenshot shows a lesson page with a 'Lifestyle quiz' section. The bottom-right screenshot shows a lesson page with a 'Lifestyle quiz' section.

Lesson C – functional language, or ‘How to ...’ lesson

In the ‘How to ...’ section, students learn and put into practice real-world language that will help them in everyday situations, e.g. ordering a meal in a restaurant, getting help in shops and phoning for information.

This lesson teaches practical, real-world skills that also align to the GSE.

A short reading text introduces necessary vocabulary in context and stimulates interest in the topic.

A quick exercise ensures that students understand the words they need for the ‘How to ...’ section of the lesson.

Unit 2 | Lesson C

2C Eating out

HOW TO ... Order a meal in a restaurant
VOCABULARY restaurant words
PONUNCIATION public interaction

Looks GOOD, tastes GOOD?

What's more important to you: food that tastes good, or food that looks good? This internet has hundreds of websites with thousands of photos of different types of food: cooking blogs, travel sites and social media sites with images like Foodgathering, Instagram, Instagram and of course Instagram. One website has 'rainbow food' - red, orange, yellow, green and other coloured food, all on one plate. And there are websites about how to take a good photo of food: the most important thing is that the food is bright and colourful and looks delicious. Pasta or noodles always look good. Fruit juice is colourful and pink food is great in a photo. And take your photo from above! Some restaurants now have photo-friendly lighting and mirrors. They want to attract today's photo foodies!

READING

1. Look at the photo and answer the questions.
 1. Do you ever take photos of your food, at home or in a restaurant? Why/why not?
 2. Do you ever post them online? Why/why not?
2. Work in pairs and discuss the questions.
 1. What types of websites do people post food photos on?
 2. What do you think 'rainbow food' is?
 3. What's the best way to take a photo of food from the side or from above?
 4. Is the photo on the phone a good online photo? Why/why not?
3. Read the article and check your answers.

VOCABULARY

restaurant words

1. Work in a different pair and discuss the questions.
 1. What's your favourite type of restaurant?
 2. Do you know any good local restaurants?
2. Look at the words in the box. Which ones are parts of a meal?

salt, dessert, dinner, for lunch, main course, service charge, side dishes, starters, water
3. Complete the restaurant menu with the words in the box.
 1. Read the menu again and choose a dish for each course.
 2. Work in pairs. Tell each other your dishes.
 - A: For starter, I'd like the soup of the day.

How to ... order a meal in a restaurant

4A **2C.1** Listen to a conversation in the restaurant. Write (S) or (T) next to the correct food and drink on the menu.

1. Good evening. ... you have a reservation?
2. We have a table ... for half past seven.
3. Are there a table near the window?
4. You ready to order?
5. For to start ... what the soup please?
6. And then ... like the salmon with a green salad, please?
7. ... you like something to drink?
8. Is your meal?
9. Would you like to look at the menu?
10. Could we have this ... at the same time, please?

2C.2 Listen and check.

Listen and practice. Go to the Customer Bank.

Page 101 GRAMMAR BANK

PONUNCIATION

5A **2C.3** public interaction | Listen to the customers. Tick the more that you like.

1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ 8. ☐

2C.4 Listen to the public interaction. What makes it sound more polite? Listen again and repeat.

Read the Future Skills box and answer the question.

Page 101 GRAMMAR BANK

How to ... order a meal in a restaurant

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How to ... order a meal in a restaurant

There is often an out-of-class task at the end of this lesson, e.g. students take a photo of a meal to discuss in a subsequent class.

Lesson C contains a cross-reference to the Mediation Bank lesson at the back of the book. This is a standalone lesson relating to the topic of the main lesson. Find out more about Mediation in *Speakout 3rd Edition* on page 23.

2C Pizza problem

3 Read the text and answer the questions. Write (S) or (T) next to the correct food and drink on the menu.

4 Work in pairs. Prepare a menu from your own ideas. Write the name of the restaurant, main course, side dishes and desserts. Work in groups. Roleplay a conversation in a restaurant.

5 Student A: You are the waiter. Other students: You are the customers. A: Good evening. Do you have a reservation? B: Yes, we have a table for ...

6 Take a photo of the food you eat tonight and bring it to the next lesson. Prepare to describe it to the rest of your class.

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99 Take a photo of the food you eat tonight and bring it to the next lesson. Prepare to describe it to the rest of your class.

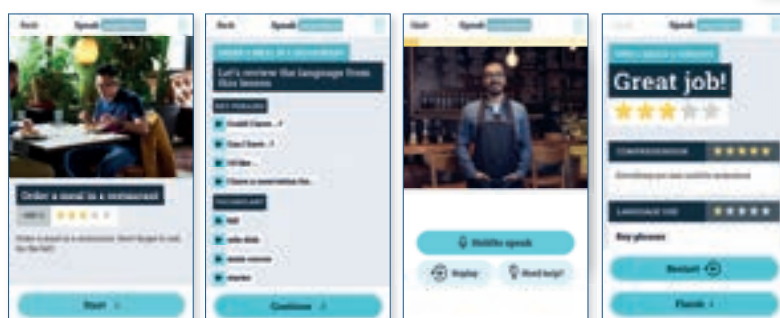
100 Take a photo of the food you eat tonight and bring it to the next lesson. Prepare to describe it to the rest of your class.

‘Speak Anywhere’ – interactive speaking activities

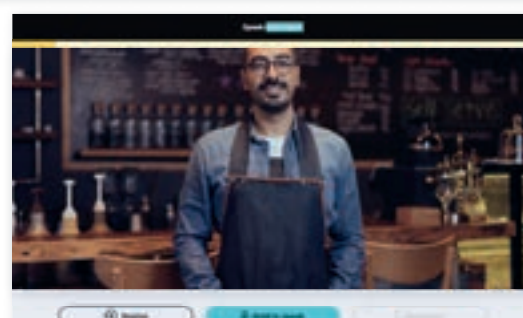
The Speaking Practice button in the Student's eBook takes learners to ‘Speak Anywhere’, an interactive speaking activity based on the topic and Learning Objectives of Lesson C. Students speak to a bot, and have a conversation on an everyday topic, such as ordering a meal in a restaurant.

This activity is designed to be a fun activity for learners to do alone. It gives them a star rating for how well the bot could understand them, and a star rating for use of the target language from the lesson. It is a standalone activity for the learner and does not report to the Gradebook.

As with all the other activities in *Speakout 3rd Edition*, the ‘Speak Anywhere’ activities can be done on a computer, tablet or mobile phone.



‘Speak Anywhere’ on mobile phone



‘Speak Anywhere’ on computer

Lesson D – BBC video lessons

Lesson D might be the most enjoyable lesson in the book – the BBC video lesson! Units alternate between a programme clip from the BBC archive (even units), and bespoke BBC street interviews (odd units). Each lesson features a range of tasks to exploit the video fully.

Preview tasks and a summary of the video help to engage learners’ interest, activate schemata and set expectations.

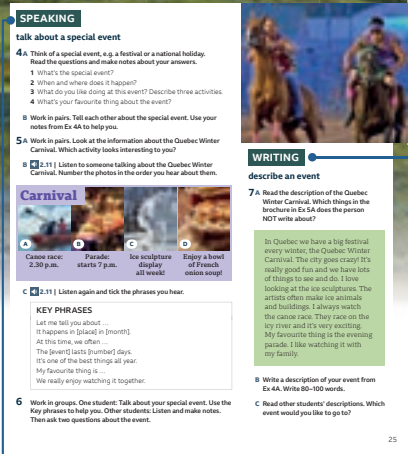
In the View section, students watch the video twice. During the first viewing, students complete a gist task; the second viewing is followed by tasks to check learners’ more detailed understanding.

Videos are embedded in the Student’s eBook and the Presentation Tool, and can also be downloaded from the Resources.

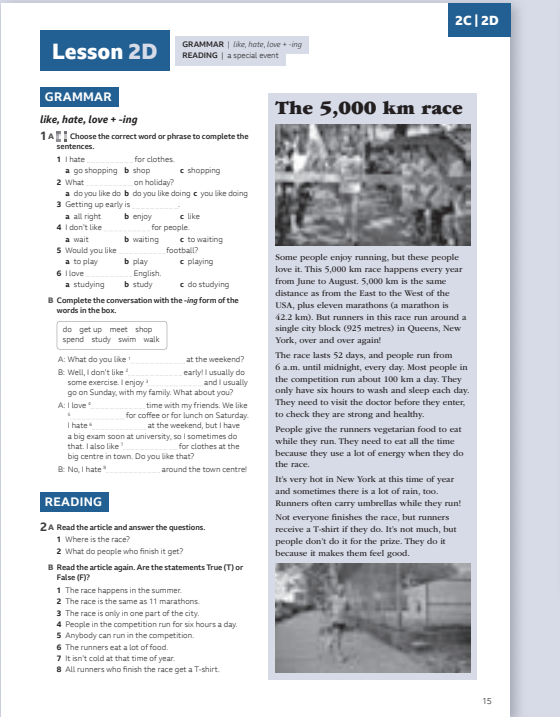
The BBC video lesson teaches a grammar point that occurs in the video. This grammar point is an integral part of the grammar syllabus and is based on a GSE Learning Objective.

There is a substantial Speaking section, providing opportunities for personalised pairwork and groupwork related to the topic of the video.

The Workbook and Online Practice activities provide further practice of the target language from Lesson D. It isn’t necessary for students to watch the videos again to do these activities.



Each BBC video lesson ends with a Writing task.



Online Practice

Workbook

Course methodology

A note from the authors

OVERVIEW

Speakout 3rd Edition is designed to inspire both learners and teachers through engaging topics and authentic BBC material that brings those topics to life. At the same time, it offers a robust and comprehensive focus on grammar, vocabulary, functions and pronunciation. As the name of the course suggests, speaking activities are prominent, but that is not at the expense of the other core skills, which are developed systematically throughout. With this balanced approach to topics, language development and skills work, our aim has been to create a course full of lessons that genuinely engage learners and really ‘work’ in practice.

Each unit begins with vlogs involving speakers from around the world answering a question related to the unit topic. These clips are informal, authentic and unscripted. They provide short, manageable models of language for students to work from, as well as acting as highly motivating ‘tasters’ for the unit. The four lessons that follow the vlogs are all related to the unit topic and contain a rich variety of skills and language work – everything you would expect of a modern language course and more.

We recognise that motivation is key to language learning, and in order to help learners stay engaged in the learning process and to track their progress, every section of every lesson has clear, identifiable learning goals. These goals are based on the Learning Objectives from the Global Scale of English (GSE) and focus on grammar, vocabulary, functional language and skills, all carefully pitched at the target level. The language builds incrementally throughout each lesson so that by the end, learners can engage in an extended speaking and/or writing task which offers them opportunities to use all the new language they have learnt in that lesson. There is also a substantial pronunciation syllabus.

Each unit ends with a BBC video lesson which features either a clip from a BBC programme (drama, documentary, news, entertainment or travel) or BBC street interviews where people are filmed on the street answering carefully chosen questions relating to the topic. These videos are a springboard to extended speaking and writing tasks.

Topics and content

In *Speakout 3rd Edition*, we focus on topics that are relevant to students’ lives. Authenticity is important to learners, so we have chosen audio and video material sourced directly from the BBC, as well as drawing on other real-world sources for reading texts and listening activities. At lower levels, we have sometimes adapted materials by adjusting the language to make it more manageable for students whilst keeping the tone as authentic as possible.

Every unit contains a variety of rich, authentic input material, including the vlogs, street interviews, and BBC programmes featuring some of the best the BBC has to offer.

Grammar

Knowing how to recognise and use grammatical structures is central to our ability to communicate with one another. We believe that a guided discovery approach, where students are challenged to notice new forms, works best. At the same time, learning is scaffolded so that students are supported at all times in a systematic way. Clear grammar presentations are followed by written and oral practice. There is also the chance to notice and practise features of pronunciation that are connected to the grammar area being taught.

In *Speakout 3rd Edition*, you will find:

- **Grammar in context** – The target grammar is almost always taken from the listening or reading texts, so that learners can see the grammar in context, and understand how and when it is used.
- **Noticing** – We involve students in the discovery of language patterns by asking them to identify aspects of meaning and form, and to complete rules or tables.
- **Clear language reference** – The Grammar Bank provides a clear summary of rules and usage. This serves as a reference that students can return to again and again, as well as providing related practice activities.
- **Focus on use** – We ensure that there is plenty of practice, both form- and meaning-based, in the Grammar Bank to give students confidence in manipulating the new language. On the main input page, we often include personalised practice, which is designed to be genuinely communicative and to offer students the opportunity to say something about themselves or the topic. There is also regular recycling of new language in the Review pages, and again the focus here is on moving learners towards communicative use of the language.

Vocabulary

Developing a wide range of vocabulary is key to increasing communicative effectiveness; developing a knowledge of high-frequency collocations and fixed and semi-fixed phrases is key to increasing spoken fluency. An extensive understanding of words and phrases helps learners become more confident when reading and listening, and developing a range of vocabulary is also important for effective writing. Equally vital is learner-training, equipping students with the skills to record, memorise and recall vocabulary for use at the right moment.

In *Speakout 3rd Edition*, this is reflected in:

- **A prominent focus on vocabulary** – We include vocabulary in almost all lessons whether in a lexical set linked to a particular topic, as preparation for a speaking activity, or to aid comprehension of a video clip or reading text. Where we want students to use the vocabulary actively, we encourage them to talk about their own lives or opinions. The Vocabulary Bank extends the vocabulary taught in the lessons, often using photographs and pictures to support students' understanding, and providing audio support, too.
- **Focus on 'chunks'** – As well as lexical sets, we also regularly focus on how words fit together with other words. We get students to notice how words are used in a text and to focus on high-frequency 'chunks' such as verb-noun collocations or whole phrases.
- **Focus on vocabulary systems** – We give regular attention to word-building skills, a valuable tool in expanding vocabulary. At higher levels, the Vocabulary sections deal with systems such as affixation, multi-word verbs and compound words in greater depth.
- **Recycling** – Practice exercises ensure that vocabulary is encountered on a number of occasions: within the lessons, in the Vocabulary Bank at the back of the book, in subsequent lessons and on the Review page.

Functional Language (How to ...)

One thing that both teachers and learners appreciate is the need to manage communication in a wide variety of encounters, and to know what's appropriate to say in given situations. These can be transactional exchanges, where the main focus is on getting something done (e.g. buying something in a shop or calling to make an enquiry), or interactional exchanges, where the main focus is on socialising with others (e.g. talking about the weekend or responding appropriately to good news). As one learner commented, 'Grammar rules aren't enough – I need to know what to say.' In *Speakout 3rd Edition*, the focus on functional language comes in the 'C' Lesson in each unit, under the new heading of 'How to ...'.

The third lesson in every unit of *Speakout 3rd Edition* looks at one such situation and focuses on the functional language needed. Learners hear or see the language used in context and then practise it in mini-situations, in both written and spoken formats.

Something that students often find frustrating when learning a language is the lack of opportunity to speak English outside class. At the end of the third lesson, students can do the 'Speak Anywhere' interactive speaking practice activity. These digital speaking 'roleplays' use speech recognition technology to give students the opportunity to build their confidence by having a realistic conversation with a bot on the topic of the lesson, and then receive feedback.

Also linked to the third lesson are the Mediation lessons. These standalone lessons appear at the back of the book and are based on GSE Mediation Learning Objectives.

Speaking

The dynamism of many lessons depends on the success of the speaking tasks, whether the task is a short oral practice of new language, a discussion comparing information or opinions, a personal response to a reading text, or a presentation where a student might speak uninterrupted for several minutes. Students develop fluency when they are motivated to speak. For this to happen, engaging topics and tasks are essential, as is the sequencing of stages and task design. For longer tasks, students often need to prepare their ideas and language in a structured way. This all-important rehearsal time leads to more motivation and confidence as well as greater accuracy, fluency and complexity in language use. Also, where appropriate, students should hear a model before they speak, in order to have a realistic goal.

There are several strands to speaking in *Speakout 3rd Edition*:

- **Communicative practice** – After introducing new language (vocabulary, grammar or functional language), there are many opportunities in *Speakout 3rd Edition* for students to use that language in activities which focus on communication as well as accuracy. These include personalised exchanges, conversations and roleplays.
- **Focus on fluency** – In every unit of *Speakout 3rd Edition*, we include opportunities for students to respond spontaneously. They might be asked to respond to a series of questions, to a short video or to a text, or to take part in conversations, discussions and roleplays. These activities involve a variety of interactional formations, i.e. in pairs or as groups.
- **Speaking strategies and sub-skills** – Throughout *Speakout 3rd Edition*, students are encouraged to develop speaking strategies and sub-skills highlighted in the GSE. Some examples include using fixed expressions to keep a conversation going, asking for clarification, managing a phone conversation and giving reasons for a viewpoint.

Introduction

- **Extended speaking tasks** – In the final lesson of each unit, as well as in other speaking tasks throughout the course, students are encouraged to attempt more adventurous and extended use of language in tasks such as problem solving, developing a project or telling a story. These tasks go beyond discussion; they include a model, rehearsal time, useful language and a concrete outcome.

Listening

For most users of English (or any language), listening is the most frequently utilised skill. A learner who can speak well but who has problems understanding language to at least the same level is unlikely to be a competent communicator or user of the language. We feel that listening can be developed effectively through well-structured materials. As with speaking, the choice of interesting topics and texts works hand in hand with carefully considered sequencing and task design. At the same time, listening activities can act as a springboard to stimulate discussion in class.

There are several strands to listening in *Speakout 3rd Edition*:

- **Focus on authentic recordings** – We believe that it is motivating for all levels of learner to listen to authentic material. As such, each unit starts with vlogs and also includes either a clip from a BBC programme, or a street interview filmed in locations around central London. At the higher levels, there are also authentic, unscripted BBC radio and podcast extracts. All are invaluable in the way they expose learners to real language in use as well as different varieties of English. Where audio recordings, particularly at lower levels, are scripted, they nevertheless aim to reflect the patterns of natural speech.
- **Focus on sub-skills and strategies** – Tasks across the recordings in each unit are designed with a number of sub-skills and strategies in mind. The latter are taken from the GSE and include, for example, listening and predicting what will come next, extracting key details, identifying chronological sequences, and understanding technical instructions.
- **As a context for new language** – We see listening as a key mode of input, and *Speakout 3rd Edition* includes many listening texts which contain target grammar, vocabulary or functional language in their natural contexts. Learners are encouraged to notice this new language and how and where it occurs, sometimes by using the audioscripts as a resource.
- **As a model for speaking** – In the third and fourth lessons of each unit, the recordings serve as models for speaking tasks. These models reveal the ways in which speakers use specific language to structure their discourse, for example with regard to turn-taking, hesitating and checking for understanding. These recordings also serve as a goal for the learners' own speaking.

Reading

Reading is a priority for many students, whether it's for study, work or pleasure, and can be practised alone, anywhere and at any time. Learners who read regularly tend to have a richer, more varied vocabulary, and are often better writers, which in turn supports their oral skills. Within the classroom, reading texts can introduce stimulating topics and act as springboards for class discussion.

There are several strands to reading in *Speakout 3rd Edition*:

- **Focus on authentic texts** – As with *Speakout 3rd Edition* listening materials, there is an emphasis on authenticity. Many of the reading texts draw on real-world sources, including newspapers, magazines, media websites and books. We have chosen up-to-date, relevant texts to stimulate interest and motivate learners to read, and the texts represent a variety of genres that correspond to the text types that learners will probably encounter in their everyday lives.
- **Focus on sub-skills and strategies** – In *Speakout 3rd Edition*, we strive to maintain authenticity in the way readers interact with a text. We always give students a reason to read and provide tasks which bring about or simulate authentic reading, including real-life tasks such as summarising, extracting specific information, reacting to an opinion or following an anecdote. We also focus on strategies for decoding texts, such as guessing the meaning of unknown vocabulary, understanding pronoun referencing and paying attention to discourse markers. As with the listening and speaking sub-skills, the reading sub-skills syllabus is based on the GSE.
- **Noticing new language** – Noticing language in use is a key step towards the development of a rich vocabulary and greater all-round proficiency, and this can be most easily achieved through reading. In *Speakout 3rd Edition*, reading texts often serve as contexts for introducing grammar and vocabulary as well as discourse features.
- **As a model for writing** – In the writing sections, the texts serve as models for students in terms of overall organisation as well as style and language content.

Writing

Many students need to develop their formal writing for professional and exam-taking purposes, while others prefer to focus on less formal genres. For this reason, *Speakout 3rd Edition* covers both formal text types such as essays, formal emails and reports, and informal genres such as discussion forums, personal emails and social media posts.

There are several strands to writing in *Speakout 3rd Edition*:

- **Focus on genres** – In every unit, there is a section that focuses on a genre of writing, for example emails. We provide a model to show the conventions of the genre and, where appropriate, we highlight fixed phrases associated with it. We then ask students to produce their own piece of writing. While there is always a written product, we also focus on the writing process, including stages such as brainstorming, planning and checking.
- **Focus on sub-skills and strategies** – While dealing with the genres, we include a section which focuses on a sub-skill or strategy that is generally applicable to all writing. Sub-skills include paragraphing, organising content and using linking words and pronouns. Strategies include activities like writing a first draft quickly, keeping your reader in mind and self-editing. We present the sub-skill by asking students to notice the feature. We then provide an opportunity for students to practise it.
- **Lesson D writing task** – At the end of the final lesson in each unit, following the final speaking task, we include a writing task. The idea is for students to develop fluency in their writing. While we always provide a model, the emphasis here is on using writing to generate ideas and personal responses.
- **Writing as a classroom activity** – We believe that writing can be very usefully employed as an aid to speaking and as a reflective technique for responding to texts – akin to the practice of writing notes in the margins of books. It also provides a change of pace and focus in lessons. Activities such as short dictations, note-taking, brainstorming on paper and group story writing are all included in *Speakout 3rd Edition*.

Pronunciation

For many learners the ability to pronounce English in a comprehensible way is very important. It is also vital in helping them to understand spoken English. In *Speakout 3rd Edition*, we have taken a practical, integrated approach to developing students' pronunciation, highlighting features that often cause problems in conjunction with a given area of grammar, particular vocabulary items, or functional language. Where relevant to the level, a grammar, vocabulary or functional language focus is followed by a focus on a feature of pronunciation, for example, word stress, sentence stress, intonation or the weak forms of auxiliary verbs. Students are given the opportunity to listen to models of the pronunciation, notice the key feature and then practise it. In the Vocabulary Bank, we give the pronunciation of each item. At A1 level, there is a comprehensive focus on common sounds and their spelling, as well as on potentially confusing sound–spelling relationships.

Future Skills

We recognise that in addition to language skills, students need to be equipped with a range of other skills to improve their levels of employability and help them to thrive in the future. For this reason, we include a Future Skills feature in roughly half the lessons. The key skills taught are: collaboration, communication, creative and critical thinking, leadership, self-management, and social responsibility. These sections comprise short notes highlighting the relevant skills as they occur naturally in the flow of the lesson, followed by mini-tasks that encourage students to develop those skills.

Teaching A2 Learners

Teaching any particular level of language learner presents the teacher with a unique set of challenges and rewards. Some are particular to that level only, while others are applicable to a number of levels. Here we will try to offer a few thoughts and guidelines for teaching A2 learners.

The first thing to bear in mind is that labels for levels can be very broad and any A2 class may consist of individuals with a range of different learning experiences, styles and preferences. Some learners may have studied a considerable amount of English already, perhaps many years ago, while others may have come straight from an A1 class. Some may be highly communicative and be able to get across a great deal with few words and a little grammar, while others may be 'above level' in their ability to do written grammar exercises or read a text but lack confidence when asked to speak because they feel their knowledge isn't enough to convey accurately what they want to say.

Many A2 students will be fairly new to language learning and may be relatively unfamiliar with the practices and characteristics of a communicative language classroom, for example, pairwork, mingling and less-controlled activities. These students will therefore need more orientation and explanation than higher-level students. They may also find it difficult to understand classroom instructions and won't understand the metalanguage that teachers sometimes use to talk about grammar.

However, a class of A2 learners can be very rewarding to teach. Progress is often fast and measurable and most A2 students thoroughly enjoy the interactivity of a modern language classroom as well as the camaraderie of the group. As regards level, we can generalise that the 'average' A2 student can already do a certain number of basic things in English, and could probably survive in an English-speaking environment using a number of words and phrases, albeit quite inaccurately and with many gaps in their knowledge.

Introduction

Students coming into an A2 class will benefit greatly from an initial review of key areas that they should have covered – and may well not have retained – at A1. The Lead-in material at the start of the A2 course is there for this reason, and we strongly encourage teachers to devote time to exploring this material while also taking the initial steps towards building up group cohesion via get-to-know-you activities and light-hearted games. Beyond this, we have a number of pointers that we think are worth bearing in mind when planning and teaching from ***Speakout 3rd Edition*** A2. Here are our Top Tips to help at this level:

- When planning your lessons, think through in detail how you will set up activities. When giving instructions, use gestures and always demonstrate an activity rather than explaining it; do it with a student yourself or ask two students to do it in front of the class. Whenever doing an activity type for the first time, it's worth taking time to make sure that students know what to do, not only so that the task goes as planned on that occasion, but also as an investment towards future lessons.
- Reviewing vocabulary is particularly important at A2 level, in part because the sound system of English will be new to A2 students, who will likely find retention of vocabulary particularly difficult. Try to include vocabulary review games and activities in your warmers and fillers.
- Grade your language so that it is easy to understand. As obvious as it may seem, it's important to remind yourself of this before and during a lesson. Grading language is a teaching skill that comes naturally for some teachers and which other teachers need to work on. Developing your own ability in this area will benefit your students enormously.
- Use gestures, visuals, real objects and concept questions when introducing language.
- Provide plenty of pairwork, not only for speaking activities, but also for checking answers after listening or reading activities so that students can build their confidence.
- Try to provide a good balance of communicative activities and more controlled accuracy-focused ones. A2 students need both.
- Don't expect freer activities to sustain themselves for very long. It's common for lower-level learners to shut down, get confused or feel unsure about a task.
- Whenever students do written tasks in their notebooks or on their devices, including copying from the whiteboard, closely monitor what they write. A2 students often have significant difficulties with English spelling, and it's important that the record they take home is accurate.

- If you have a monolingual group and speak the learners' first language, consider doing so very selectively. It's useful for learners to hear English as much as possible, and careful planning of instructions can make these valuable listening practice. And the more you rely on their first language to communicate, the more they will – and the greater difficulty they'll have becoming functional in English.
- Be consistent about giving and checking homework. A large proportion of learning – particularly retention – happens during self-study rather than during formal lessons.
- Finally, keep in mind that a language lesson may be an emotionally stressful experience for A2 students. For this reason, things that make each individual feel recognised and 'human' – encouragement, praise, the use of students' names, even a well-placed smile or moment of eye contact (where culturally appropriate) – can go a long way towards students leaving a lesson feeling positive and motivated and looking forward to the next one.

Antonia Clare, Frances Eales, Steve Oakes and JJ Wilson

Mediation

What is Mediation?

Mediation is a common feature of everyday language facilitating communication between people, or groups of people, who require the help of an interpreter or interlocutor to understand a text or a concept, to achieve consensus or to resolve a dispute. Mediation can be interlingual (between two languages) or intralingual (a single language). In an interlingual situation (between two languages), the interpreter translates from one language to another. Depending on the complexity of the topic, and the knowledge level of the person or people receiving the information, the interpreter may also have to moderate and simplify their explanation, even when explaining in the recipient's own language. In an intralingual situation (a single language), the interlocutor may have to absorb and understand the concept themselves, particularly if it is not their first language, and then interpret it in a different, perhaps simpler, way for the recipient. Mediation can be spoken or written.

Mediation and the CEFR and GSE

Mediation has become increasingly important in English language learning in recent years due to the addition of new Can Do statements in the CEFR Companion Volume with New Descriptors (2018). The Pearson GSE includes Mediation as a Communicative Skill, which is broken down into sub-skills and then further broken down into Learning Objectives (LOs).

The GSE Mediation sub-skills or competencies are:

- Acting as intermediary in informal situations (with friends and colleagues)
- Analysis and criticism of creative texts (including literature)
- Collaborating in a group
- Explaining data in speech (e.g. in graphs, diagrams, charts, etc.)
- Explaining data in writing (e.g. in graphs, diagrams, charts, etc.)
- Expressing a personal response to creative texts (including literature)
- Facilitating communication in delicate situations and disagreements
- Facilitating pluricultural space
- Leading groupwork
- Note-taking (e.g. lectures, seminars, meetings, etc.)
- Processing text in speech
- Processing text in writing
- Relaying specific information in speech
- Relaying specific information in writing
- Strategies to explain a new concept
- Strategies to simplify a text
- Translating a written text in speech
- Translating a written text in writing

An example of a GSE Mediation sub-skill and LO at two levels:

Speakout 3rd Edition levels	Examples of Mediation sub-skills featured	GSE LO
A2 GSE 30–38	Analysis and criticism of creative texts (including literature)	Can identify and briefly describe, in basic, formulaic language, the key themes and characters in short, simple narratives involving familiar situations that contain only high frequency everyday language.
C1–C2 GSE 73–85		Can outline his/her interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions.

The full set of Mediation Learning Objectives can be found in the GSE Teacher Toolkit (www.english.com/gse/teacher-toolkit/user/lo), and the Mediation Learning Objectives used in this level of **Speakout 3rd Edition** can be found in the GSE Learning Objectives table at the back of this Teacher's Book (see pages 202–217).

Why is Mediation important?

Teaching Mediation helps students to become versatile and successful communicators in a rapidly changing and increasingly intercultural environment. More and more communication is carried out online, where the most common language is English. Global companies require their employees to be able to use a common language when communicating with each other. That common language is generally English. However, communicating is not just about words, it's about how we use language to cooperate with others. Students who wish to take up opportunities in international careers and education not only have to be able to speak English well, they also have to have the soft skills that employers and universities demand, for example communication, collaboration and teamwork, leadership, critical thinking, and self-management.

Mediation in *Speakout 3rd Edition*

In **Speakout 3rd Edition**, we have included eight standalone Mediation lessons per level – one for every unit. These lessons appear at the back of the book in the Mediation Bank and are linked from each Lesson C – the functional language lesson, which teaches practical, real-world skills. They are linked to the theme of the unit and are based on GSE Mediation Learning Objectives. Each lesson focuses on Speaking or Writing as the final output task. Teaching notes and the GSE LOs for the eight Mediation lessons at this level can be found in this Teacher's Book and in the Presentation Tool.

Please note that all Mediation activities in **Speakout 3rd Edition** are intralingual activities, designed to be carried out in English.

Testing and assessment while using *Speakout 3rd Edition*

In-course testing

Speakout 3rd Edition offers a comprehensive package of tests. All tests are supplied in A and B formats (different tests which can be used for retakes) and there is also a version suitable for use with students with dyslexia. Tests are available as both ready-to-print PDFs and editable Word documents in the Teacher's Resources area on Pearson English Connect at www.pearsonenglish.com/speakout3e, or as tests assignable online via the Test Generator. The Tests Package audio, audioscripts, Answer Keys and marking guidelines for Writing and Speaking are also available in the Teacher's Resources area.

Types of test

Quick Day 1 Entry Test – a quick multiple-choice diagnostic test to allow teachers to identify any gaps in students' grammar knowledge from the previous level before beginning the current level

Full Unit Tests – a three-part test for every unit, testing Grammar, Vocabulary and Functional Language (Part A); Listening, Reading and Writing (Part B); and Speaking (Part C)

Quick Unit Quizzes – twenty-five multiple-choice questions testing Grammar, Vocabulary and Functional Language from the unit

Progress Tests – four tests for each level, for use after Units 2, 4, 6 and 8, with cumulative testing of the preceding two units; consists of Grammar, Vocabulary and Functional Language (Part A); Listening and Reading (Part B); and Speaking and Writing (Part C)

Mid-course Test – a multiple-choice cumulative test for use after Unit 4 of each level, testing Grammar, Vocabulary and Functional Language from the preceding four units

Full End of Course Test – a three-part cumulative test for use after Unit 8 of each level, testing Grammar, Vocabulary and Functional Language (Part A); Listening, Reading and Writing (Part B); and Speaking (Part C)

Quick End of Course Test – Part A of the Full End of Course Test is multiple-choice, and may be used as a standalone test

Adult Benchmark and Pearson English International Certificate

Speakout 3rd Edition is mapped to Adult Benchmark and Pearson English International Certificate.



Adult Benchmark

Benchmark takes the time, complexity and subjectivity out of the assessment process. This straightforward yet powerful tool makes it easy to measure real progress, fast. And with just a few basic requirements, the test can even be taken from home. Use the Benchmark Tests alongside any English course to smooth and accelerate the journey to fluency.

Pearson English International Certificate



Pearson English International Certificate (PTE General) gives learners official certification of their English language skills at any level. Awarded by Edexcel, International Certificate is recognised by universities and employers in many countries around the world. The exam tests authentic communication skills in real-world contexts and is available in both paper-based and computer-based formats.

Lead-in

LESSON OVERVIEW

The activities on the Lead-in page are designed to provide revision and communicative practice in lexical sets, grammar and functional language that Ss at this level should be familiar with. Use the Lead-in page, according to your needs and those of your class, to assess your Ss' existing knowledge (as an informal diagnostic test, as you listen to and assess their current language skills) and/or to revise or teach the target language in each activity.

Online Teaching

If you're using these exercises online, you might find the following tips useful:

- **Ex 1B:** Use an online collaborative document for Ss to add their words, checking spelling while they work. You could create a table for them to add words to.
- **Vocabulary Bank, the alphabet, Exs 2 and 3:** Keep Ss in the same breakout rooms for these exercises. Give instructions for both activities before you put them in their rooms. For Ex 3, ask Ss to type their answers in the chat box privately to check.
- **Grammar Bank, subject pronouns and *be*, Ex 2:** In feedback, ask different Ss to type each sentence into the chat box to check answers.

Additional Materials

For Teachers:

Presentation Tool Lead-in
Online Digital Resources
Grammar Bank Lead-in
Vocabulary Bank Lead-in

For Students:

Online Practice Lead-in

VOCABULARY

- 1 A** Elicit the first answer as an example, then ask Ss to categorise the rest of the words alone, then check in pairs. Check answers as a class and write them on the board.

ANSWERS:

- | | |
|------------|------------|
| 1 notebook | 4 17 |
| 2 purple | 5 Thursday |
| 3 the UK | 6 G |

- B** Put Ss in pairs to come up with more words for each category. Monitor and help with ideas where necessary. When they have finished, elicit words from each pair and write them on the board (or invite Ss to come up and do so).

- C** Refer Ss to Vocabulary Bank Lead in on pages 130–132 to check if any of their ideas are there.

▶ pages 130–132 **VOCABULARY BANK** everyday objects, colours, nationalities and countries, the alphabet, days of the week, numbers 1–100

The Vocabulary Bank pages are an integral part of the lessons and Ss will be referred to them frequently. You might want to explain this to your Ss at this point and show them where the Vocabulary Bank appears in the book. The activities should only be omitted from the lessons if you are confident that your Ss already know the vocabulary. If you don't work through the practice exercises in class, it would be a good idea to set them as homework.

everyday objects

- 1 A** Ss match the words with the photos individually, then check in pairs. Check answers with the class.

EXTRA IDEA If possible, bring in to class as many of the objects in Ex 1 as you can. Arrange Ss in a circle. Before they do the exercise, show each object and elicit or say what it is, then pass it to a student and ask them to say the word and pass it to the next student, who repeats. Feed in objects, repeating the process, until all objects have gone round the circle.

ANSWERS:

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

- B**  **VB.L.01** | Ask Ss to look at the photos. Play the recording for Ss to listen and repeat the words.

VB

- VB 2** Elicit the first answer as an example, then put Ss in pairs to answer the questions. When they have finished, check answers with the class.

ANSWERS:

- 1 tissues, stamps, scissors, glasses
- 2 toothbrushes, laptops, purses, wallets, files, mobiles, driving licences, tickets

- 3** Demonstrate the activity by naming one object for each question, e.g. 'In the classroom – scissors. In my bag – mobile. In my home – driving licence. Put Ss in new pairs to discuss the questions.

colours

- 1 A** Elicit the first answer as an example and write it on the board. Ss reorder the letters to make the rest of the words alone, then check in pairs. Check answers as a class.

EXTRA SUPPORT: DYSPLEXIA Ss with dyslexia may find reordering activities difficult. In this case, give Ss the words with one or two letters taken out and ask them to complete them.

ANSWERS:

- | | |
|----------|----------|
| 1 red | 6 black |
| 2 yellow | 7 brown |
| 3 blue | 8 orange |
| 4 green | 9 purple |
| 5 white | 10 pink |

- B**  **VB.L.02** | Ask Ss to look at the colours. Play the recording for them to listen and repeat the words.

- 2** Read the example with the class and demonstrate the activity with a stronger student. Put Ss in pairs to practise saying objects and colours. Monitor and offer help where needed.

nationalities and countries

- 1 A** Read the example with the class, then ask Ss to complete the table with the rest of the countries, then check in pairs. Check answers with the class and write them on the board to check spelling. Review the other countries and nationalities in the table with the class.

ANSWERS:

- | | |
|---------------------|----------------|
| 2 Australia | 6 Russia |
| 3 Colombia | 7 Argentina |
| 4 the USA / America | 8 South Africa |
| 5 Mexico | 9 Italy |

- B**  **VB.L.03** | Play the recording for Ss to listen and repeat the words.

- 2** Read the example with the class, then ask Ss to cover the table when they're the one being tested, only looking if they need to. Ss test each other in pairs.

- 3** Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and have a brief class discussion.

ANSWERS:

- 1 Australia, America, South Africa, Scotland
- 2-3 Students' own answers

the alphabet

- 1 A** Read the examples with the class, demonstrating the same sounds. Explain that each group has the same vowel sound. Ask Ss to write the rest of the letters for each sound group, then check in pairs.

- B**  **VB.L.04** | Play the recording for Ss to listen and check then check answers with the class.

ANSWERS:

- A** H J K
B C D E G P T V Z (US – 'ZEE')
F L M N S X Z (UK – 'ZED')
I Y
O –
Q U W
R –

- 2** Read the example with the class, then ask Ss to choose words from the Vocabulary Bank to spell to each other in pairs. Remind them what a capital letter is.

- 3** Demonstrate first by spelling your name, then ask Ss to stay in the same pairs and practise spelling their name to each other. When they have finished, ask Ss to read what their partner wrote and check it's correct.

days of the week

- 1 A** Before starting this exercise, you may want to elicit the days of the week orally with the class to find out how much they know. Ss complete the words alone, then check in pairs. Check answers with the class and write them on the board.

ANSWERS:

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

- B**  **VB.L.05** | Play the recording for Ss to listen and repeat the words.

- 2** Ss discuss the questions in pairs. When they have finished, elicit the answer for each question from a different pair.

ANSWERS:

- 1** Saturday
2 Students' own answers, depending on the country they come from
3, 4 Students' own answers, depending on the day

numbers 1–100

- 1** Read the example with the class, then ask Ss to write the rest of the numbers alone, then check in pairs. Check answers with the class and write them on the board (or invite Ss to come up and do so).

ANSWERS:

1, 12, 8, 20, 100, 15, 44, 11, 72, 90, 30

- 2**  **VB.L.06** | Elicit the answer for *twenty* as an example, then put Ss in pairs to mark the rest of the stressed syllables. When they are ready, play the recording for Ss to check. Check answers with the class.

ANSWERS:

one, twelve, eight, twenty, a hundred, fifteen, forty-four, eleven, seventy-two, ninety, thirty

- 3** Put Ss in different pairs, then demonstrate the activity with a stronger student by asking them to tell you five numbers for you to write them on the board. Ss then do the activity in pairs.

FUTURE SKILLS | Self-management

- 4** Read the Future Skills box with the class, then ask Ss to try the activity every day. Ask them to report back a week later to discuss how useful they thought it was.

GRAMMAR**subject pronouns and *be*; object pronouns and possessive adjectives**

- 2 A** Focus attention on the photos and ask Ss if they know who the people are (Ed Sheeran, Greta Thunberg, Michelle and Barack Obama). Elicit the first answer as an example, then ask Ss to complete the rest of the sentences. Don't give any answers yet.

- B**  **L.01** | Play the recording for Ss to check their answers. Check answers as a class.

ANSWERS:

A He's **B** Her **C** him **D** They're **E** It's

- C** The relevant parts of Grammar Bank Lead-in on pages 96–97 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 pages 96–97 **GRAMMAR BANK****GB**

Focus Ss on the notes covering the form and use of subject pronouns and *be* and object pronouns and possessive adjectives. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of when we use possessive adjectives.

subject pronouns and *be*

- 1** This focuses on the form of *be*. Read the example with the class, then ask Ss to complete the rest of the conversations, then check in pairs. Remind Ss to use contractions where possible, pointing out that an apostrophe (') is used to represent a missing letter (or missing letters), e.g. *it's* = *it is*. Check answers with the class. Ask Ss to practise the conversations in pairs.

ANSWERS:

2 'm not	3 'm	4 Are	5 am
6 's	7 Is	8 isn't	9 's
10 Are	11 aren't	12 're	

- GB 2** This focuses on the form of subject pronouns and *be*. Read the example with the class, and demonstrate how the verbs need to be put into their correct form. Ask Ss to write the rest of the sentences alone, then check in pairs. Check answers with the class and write the sentences on the board.

ANSWERS:

- 1 My teacher's Maria. Her classes are very good. Our classroom's number thirty-two.
- 2 We're from Peru. We're in Tokyo on holiday. I'm Cecilia and my brother's name's Miguel. I'm nineteen and he's twenty.

object pronouns and possessive adjectives

- 1** This focuses on the form and use of object pronouns. Read the example with the class, then ask Ss to replace the rest of the words in bold alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | | | | |
|--------|------|--------|-------|--------|
| 2 us | 3 it | 4 them | 5 her | 6 them |
| 7 them | 8 us | 9 him | 10 it | |

- 2** This focuses on the use of object pronouns and possessive adjectives. Ss choose the correct options alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|-----------------|--------------|---------------|
| 1 our, her | 2 us | 3 my, me |
| 4 They're, them | 5 She's, her | 6 It, my, his |

question words

- 3A** Elicit the first answer as an example, then ask Ss to complete the rest of the questions, then check in pairs. Check answers as a class.

ANSWERS:

- | | | |
|----------|----------|-------|
| 1 What's | 2 Where | 3 How |
| 4 Who's | 5 When's | 6 Why |

- B** Demonstrate by having Ss ask you the questions for you to share your answers to them with the class. Then put Ss in pairs to ask and answer the questions. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

- C** The relevant part of Grammar Bank Lead-in on pages 96–97 can be used in the lesson or for homework. Decide how and when the exercise will benefit your class.

pages 96–97 GRAMMAR BANK

Go through the table for question words with Ss or let them read it alone. Check understanding where necessary, especially of word order in questions.

question words

- 1** This exercise focuses on the use of question words. Read the example with the class, then ask Ss to write the rest of the questions alone, then check in pairs. Encourage Ss to use contractions as in the example. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- 2 Where's Christina?
- 3 How are your mother and father?
- 4 When's lunch?
- 5 Who's your doctor?
- 6 Why are Gustavo and Julia here?

classroom language

- 4A** Read the example with the class, then ask Ss to complete the rest of the conversations individually. Ask Ss to check in pairs then check answers with the class. You may want to elicit or explain the use of *Sorry* to get someone's attention in conversation 5.

ANSWERS:

- 2 How
- 3 understand
- 4 again
- 5 page

- B**  **L.02** | With weaker classes, play the recording and pause after conversation 1 to elicit the correct answer before continuing. Otherwise, play the recording for Ss to listen and underline the main stressed word, then check in pairs. Play the recording again if necessary, then check answers with the class.

ANSWERS:

- 1 What does 'singular' mean?
- 2 How do you spell it?
- 3 'Work together?' I don't understand.
- 4 Sorry, could you say that again, please?
- 5 Sorry, which page is it?

- C**  **L.02** | Play the recording again and ask Ss to listen and say Speaker A's sentences at the same time. Monitor and check they're stressing the right words, and drill chorally and individually if necessary.

1 me and you

Global Scale of English **LEARNING OBJECTIVES**

1A Hi!

- **LISTENING** | Understand people introducing themselves and other people: jobs and studies
- Introduce and talk about yourself: present simple: *I, you, we, they*
- Pronunciation: weak forms and linking: *do you*
- Write a personal profile; use capital letters

GSE INFORMATION

LISTENING

30 Can recognise phrases and content words related to basic personal and family information.

GRAMMAR

26 Can make affirmative statements using the present simple without time reference.

VOCABULARY

30–42 Can use language related to places of work.

SPEAKING

30 Can initiate and respond to simple statements on very familiar topics.

32 Can use brief, everyday expressions to ask for and give personal details.

WRITING

34 Can write basic personal details for a website profile, business card, etc.

24 Can use capital letters appropriately.

1B Same but different

- **READING** | Read an article about twin brothers who are very different: common verb phrases
- Talk about a friend or a family member: present simple: *he, she, it*
- Pronunciation: third person -s

GSE INFORMATION

VOCABULARY

30–42 Can use language related to everyday activities.

READING

30 Can understand short, simple texts about everyday activities.

GRAMMAR

26 Can use the present simple to refer to daily routines.

SPEAKING

30 Can describe a person's hobbies and activities using simple language.

1C Let's meet.

- **HOW TO ...** | make suggestions: adjectives for feelings; time phrases
- Pronunciation: intonation to show interest

GSE INFORMATION

VOCABULARY

30–42 Can use language related to expressing emotions.

READING

31 Can understand short, simple messages on postcards, emails and social networks.

HOW TO ...

34 Can respond to suggestions to do something using basic fixed expressions.

SPEAKING

31 Can make simple invitations using basic fixed expressions.

1D Family and friends

- **BBC STREET INTERVIEWS** | Understand street interviews about people and their families: family
- Talk about people in your life: possessive 's, s'
- Describe five people in your life

GSE INFORMATION

PREVIEW

30–42 Can use language related to family members and relationships.

VIEW

30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.

GRAMMAR

30 Can use 's' to express possession with plural nouns.

28 Can use "s' to express possession with singular nouns.

SPEAKING

33 Can talk about their life (e.g. family, home, job), using simple language.

WRITING

27 Can write simple sentences about their family and where they live.

34 Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model.

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 1A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ Read the questions in part 1 with the class to check they know what to listen for, then play the video for Ss to answer the questions. Put Ss in pairs to check their answers. Read the question in part 2, then play the video again for Ss to answer it. Put Ss in pairs to check their answers. If necessary, play the video once more, then check answers with the class.

ANSWERS:

- 1 Two: British (Jo) and Portuguese (João)
It can be inferred that Chad is American and that Sarah is British. The other speakers do not mention their nationality.
- 2 Three: Martha, Sarah and João

EXTRA IDEA If Ss want to watch the video again outside class, you could ask them to note the different jobs that are mentioned.

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials**For Teachers:**

Presentation Tool Unit 1
Online Digital Resources
Videoscript Unit 1 Opener: BBC Vlogs

1A Hi!

GRAMMAR | present simple: *I, you, we, they*

VOCABULARY | jobs and studies

PRONUNCIATION | weak forms and linking: *do you*

LESSON OVERVIEW

In this lesson, Ss learn the present simple with *I, you, we* and *they* to talk about things which are always true. The context is a listening where they hear people introducing themselves to each other. This leads into the grammar, where Ss also practise weak forms and linking with *do you*. Ss also learn vocabulary related to jobs and studies. Ss then do a mingling speaking activity, where they practise introducing themselves to each other. The lesson ends with a writing activity, where Ss revise the use of capital letters and write a personal profile.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Exs 2A and 2B:** Use a collaborative document for Ss to add their predictions. After they listen to the conversations in Ex 2B, return to the document to see how many Ss guessed correctly.
- **Ex 4A:** Display the questions on your device and share your screen. In feedback, elicit the main stressed word and highlight it on your screen.
- **Ex 5B:** Ask Ss to type their answers in the chat box so that Ss can compare.
- **Writing Bank 1A, Ex 2B:** Ask Ss to share their profiles via a collaborative document to read each other's writing.

Additional Materials**For Teachers:**

Presentation Tool Lesson 1A
Photocopiable Activities 1A
Grammar Bank 1A
Vocabulary Bank 1A
Writing Bank 1A

For Students:

Online Practice 1A
Workbook 1A

TO START

Write three sentences about yourself in the present simple on the board: two true, one false, e.g. 'I don't like cheese. I'm 21 years old. My favourite day of the week is Sunday.' Encourage Ss to ask you questions about each sentence to try and work out which is false.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

LISTENING

1 Focus attention on the words and phrases in the bubble. Read the examples with the class and elicit one or two more possible questions they can ask. Put Ss in pairs to ask and answer the questions. Monitor while they are speaking so you can get an idea of how much they already know. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

2A Focus attention on the photos, then put Ss in pairs to discuss the questions. When they have finished, elicit Ss' ideas but don't give any answers yet.

POSSIBLE ANSWERS:

- Photo A: outside / at a party; Photo B: at work / in an office
- Photo A: yes; Photo B: no (they are at work)

B  **1.01** | Play the recording for Ss to match the conversations with the photos, then compare answers in pairs. Check answers as a class.

ANSWERS:

1 B 2 A

AUDIOSCRIPT 1.01

**T = Timi D = Diane G = Gabriele H = Hannah
V = Val C = Charlie**

Conversation 1

T: Good morning, Diane.
D: Oh, hello, Timi. How are you?
T: Very well thanks. And you?
D: Fine thanks.
T: Do you know Gabriele? He works in our Rome office.
D: No, I don't. Hi Gabriele.
G: Hello. Nice to meet you.
D: And you. Do you work with Pietro, Gabriele?

G: Pietro Rizzo, in the Rome office? Yes, we work together.
D: I know Pietro well. Nice guy. Timi, do you have a minute? Can we talk about the meeting?
T: Of course. Can it be a bit later?
D: Sure, after lunch?
T: Yes, that's good for me.
D: Goodbye for now, Gabriele. Enjoy your time here.
G: Thank you.

Conversation 2

H: Hi Val!
V: Hi Hannah. How are things?
H: Good, thanks. How are you?
V: Not too bad.
H: This is Charlie. Charlie, this is Val.
V: Hi, nice to meet you.
C: Nice to meet you, too.
V: How do you know each other?
H: We work together.
V: Oh, really?
C: And you? How do you know each other?
V: Our children go to the same school. They're friends.
C: Oh, how old are your children, Val?
V: Five and three.
C: Oh, so the same age ...

C  **1.01** | Read the phrases with the class so they know what to listen for. Ss listen again and write their answers, then check in pairs. Play the recording again if necessary, then check answers with the class and write the phrases on the board.

EXTRA SUPPORT: TEACHER Ss may hear native speakers reply 'I'm good' in response to 'How are you?'. Although it is becoming increasingly common, the 'correct' grammar here is 'I'm well/fine' and 'I'm good' may be marked as incorrect in a test.

ANSWERS:

- Very well thanks.; Not too bad.
- And you.; Nice to meet you, too.
- We work together.; Our children go to the same school.

D Put Ss in pairs and read the example with the class. At this point you could ask a stronger student to demonstrate the activity with you. Monitor while Ss are practising the greetings and check they're pronouncing them correctly.

EXTRA CHALLENGE Tell Ss to practise these 'mini-conversations' in groups of three, as the dynamic will give them options to try out more of the language and possibly expand the conversations.

GRAMMAR

present simple: *I, you, we, they*

3A Elicit the first answer as an example, then ask Ss to complete the rest of the sentences. When they have finished, check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT With weaker classes, play the recording from Ex 2B for Ss to listen and complete the sentences.

ANSWERS:

- 1 Do; don't 2 Do; work 3 know; go

B Read the sentence with the class and elicit the correct answer. Explain that we use the present simple to describe things which are always true. You could also explain that with *I, you, we* and *they*, the present simple form is the same as the infinitive.

ANSWER:

always true

C The Grammar Bank on page 98 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ► page 98 GRAMMAR BANK

Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of how questions are formed and the form of short answers.

1 This activity practises the form of present simple questions. Read the example with the class, then ask Ss to order the rest of the questions alone. Ss check in pairs, then check answers with the whole class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find reordering exercises like this difficult. In this case, give them the questions with one or two words missing for them to complete.

ANSWERS:

- 2 Do Mr and Mrs Brown live in New York?
- 3 Do Sonia and you know each other? / Do you and Sonia know each other?
- 4 Do your children go to the same school?
- 5 Do your children watch a lot of TV?
- 6 Are Ben and Janey married? / Are Janey and Ben married?
- 7 Do you come from near here?
- 8 Do you speak English at home?

2 This activity practises the form of short answers. Read the example with the class, then ask Ss to correct the rest of the answers, then check in pairs. Make sure they're aware that one of the responses is correct. Check answers with the class. As a follow up, you could put Ss in pairs to practise the questions and responses.

ANSWERS:

- 2 No, they don't ~~live~~.
- 3 Yes, we **do**.
- 4 No, **they** go to different schools.
- 5 Yes, **they** do.
- 6 No, they **aren't**.
- 7 correct
- 8 No, we **don't**. We speak Japanese.

3 This activity practises the form and use of *wh*-questions. Read the example question and point out that this asks about the first piece of information on the business card. Ss write the questions, then check in pairs. Check answers with the class and write them on the board. Alternatively, ask different Ss to come up and write the questions on the board.

ANSWERS:

- 2 How do you spell your surname / last name?
- 3 Where do you live?
- 4 What do you do?
- 5 Where do you work? (OR Who do you work for?)
- 6 Where do you come from?
- 7 When do you study?
- 8 Who's / Who is your teacher?

PRONUNCIATION

weak forms and linking: *do you*

4A  **1.02** | Focus attention on the questions, then play the recording for Ss to underline the main stressed word in each one. Check answers with the class, then ask them to listen again, paying attention to the pronunciation of *do you* (/dəjə/). Drill the questions with the class chorally and individually.

EXTRA SUPPORT: TEACHER In questions such as 2, there are other ways to place the stress, e.g. Do you have a minute? (to reinforce the length of time). You could point out the link between the main stresses and how other words, particularly auxiliaries and subject pronouns are weakened.

Note that the weakened sounds are taught progressively, because an A2 student using the weakest weak or contracted form (/dʒə/) can sound unnatural, given their lack of fluency and low speed of production.

ANSWERS:

- 1 How do you know each other?
- 2 Do you have a minute?

B  **1.03** | Ss listen and write the questions, then check in pairs. Check answers with the class and write them on the board. Play the recording again for Ss to listen and underline the main stressed word in each question (as in Ex 4A). Check answers with the class and drill the questions.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find this exercise challenging for two reasons: it requires listening and reading at the same time, and the rubric contains multiple instructions. You could give them the questions and ask them to just listen and underline the main stress.

ANSWERS AND AUDIOSCRIPT:

- 1 Do you speak English?
- 2 Do you know her children?
- 3 Where do you live?
- 4 What do you do?
- 5 Where do you work?
- 6 What do you study?

C Remind Ss of the pronunciation of the weak form of *do you* in the questions, then put them in pairs to practise asking and answering the questions. When they have finished, ask a few Ss to report back to the class on what they found out about their partner.

VOCABULARY

jobs and studies

5A Read the example with the class. Ss complete the word webs alone, then check in pairs. Check answers with the class.

ANSWERS:

bus / train / taxi **driver**
 university / law / art **student**
 football / tennis / basketball **player**
 hotel / office / farm **worker**

B  **1.04** | Explain that Ss will hear some of the jobs from Ex 5A. Play the recording for Ss to listen and find the jobs they hear in the word webs in Ex 5A, then elicit the answers from the class. Then play the recording again, pausing after each mini-conversation for Ss to repeat the answers.

ANSWERS:

- | | |
|-----------------|---------------------|
| 1 hotel manager | 4 basketball player |
| 2 taxi driver | 5 office worker |
| 3 art student | |

AUDIOSCRIPT 1.04

- 1 A: What's your job?
B: I'm a hotel manager.
- 2 A: What do you do?
B: I'm a taxi driver.
- 3 A: What do you do?
B: I'm an art student.
- 4 A: What's your job?
B: I'm a basketball player.
- 5 A: What do you do?
B: I'm an office worker.

C Put Ss in pairs and read the example with the class. Ss discuss which jobs they'd like to do. In feedback, ask a few pairs if they have any answers in common, and if so which ones.

D Put Ss in pairs to come up with more jobs. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, refer Ss to the Vocabulary Bank on page 133 to check if any of their ideas are there.

EXTRA CHALLENGE Put Ss in small 'teams' and set a time limit of three minutes for Ss to come up with as many jobs as they can. When they have finished, award a point for each correct answer. The team with the most points at the end wins.

VB ▶ page 133 **VOCABULARY BANK** jobs

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

- 1** Read the example with the class, then ask Ss to match the jobs with the photos alone, then check in pairs. Check answers with the class.

ANSWERS:

2 J 3 L 4 I 5 H 6 G 7 F 8 E
9 D 10 C 11 B 12 A 13 M 14 O 15 N

- 2 A** Remind Ss of when we use *a* (before a consonant sound) and *an* (before a vowel sound). Ss add the correct article to each job alone, then check in pairs. Don't give any answers yet.

- B**  **VB1.01** | Play the recording for Ss to check their answers to Ex 2A. Check answers with the class.

ANSWERS:

See answers to Ex 3.

- 3**  **VB1.01** | Ss listen again and underline the stressed syllables. Check answers with the class and drill the words chorally and individually.

ANSWERS:

1 a <u>do</u> ctor	9 a <u>pi</u> lot
2 a <u>nu</u> rse	10 a poli <u>ti</u> cian
3 an <u>a</u> ctor	11 a <u>sci</u> entist
4 a poli <u>ce</u> officer	12 a <u>wri</u> ter
5 a <u>sho</u> p assistant	13 a digital <u>desi</u> gner
6 a <u>si</u> nger	14 <u>reti</u> red
7 an <u>engi</u> neer	15 un <u>em</u> ployed
8 a <u>law</u> yer	

- 4** Ss discuss the question in pairs. Point out that they can choose more than one job. When they have finished, elicit answers from a few Ss and find out if others agree.

SPEAKING

- 6** Read the examples with the class, then put Ss in groups. Ask them to stand up and imagine they're at a party. Encourage Ss to use the phrases to introduce themselves to each other. Alternatively, do this as a class activity. Put Ss in pairs and remind them of the phrases 'This is ...' and 'Nice to meet you, too'. Ask Ss to walk around in their pairs and introduce each other to other Ss in the class.

- 7 A** As a class, elicit as many famous people as you can and write them on the board. Make sure everyone knows who all of the people on the board are.

- B** Read the example with the class and if necessary, demonstrate with a stronger student first. If you think they need it, elicit more possible questions Ss can ask first and write them on the board for Ss to use, e.g. 'Are you old/young?'; 'Do you travel a lot?'; etc. Put Ss in groups to ask and answer their questions. Set a limit of 10 questions before they should guess, then move on to the next person. When they have finished, ask a few Ss how many they guessed correctly.

EXTRA IDEA: DIGITAL Ask Ss to go online to research information about their chosen person so they can answer all their classmates' questions.

WRITING**write a personal profile; use capital letters**

- 8 A** Focus attention on the website form and the information required to complete it. Ss read the form and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

1 b 2 a 3 b

- B** Refer Ss to the Writing Bank on page 88.

▶ page 88 **WRITING BANK**

- 1 A** Focus attention on the texts and elicit what they are (a personal profile and a business card). Ss read the texts and answer the question alone, then check in pairs. Check the answer with the whole class and elicit where each piece of information can be found.

ANSWERS:

age, interests, languages, nationality

B Ss tick the correct rules and find examples in the texts, then compare answers in pairs. Check answers with the whole class. You could ask Ss if they have the same or different rules for capital letters in their language(s).

ANSWERS:

The following use capital letters:

- 1 a sentence – Hi, I'm Alexis! Or any other sentence.
- 2 cities – Tarragona
- 3 countries – Spain
- 4 businesses – AW Design
- 6 languages – Spanish, French, English
- 7 nationalities – American
- 8 people's names – Alexis
- 10 street names – Carrer Onze

C Ss complete the profile using capital letters where necessary, then check in pairs. Check answers with the class.

ANSWERS:

Hello, my name is **R**obert!

I'm a **h**otel **m**anager at the **C**entral **H**otel in the centre of **T**okyo. I'm married, and my wife and I live in an apartment near the **h**otel. **T**his is our first year here, and we would like to meet local **p**eople. We speak **E**nglish and **P**ortuguese (my wife is **B**razilian). **W**e're interested in meeting people to practise speaking **J**apanese. **C**ontact me if you're interested!

2A Ss should aim to write their own profiles in 80–100 words, though as this is the first unit a lower limit could be more realistic for some. Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board.

B When they have finished, encourage Ss to read each other's profiles. In feedback, ask a few Ss to share any new information they found out with the class.

EXTRA IDEA: DIGITAL Ask Ss to choose a famous person they like and go online to research them and make notes. They then write their profile based on that information and inventing things like contact details.

TO FINISH

Write the following questions on the board: *Where do you post a personal profile like this? Do you have a personal profile online? Where and what for?* Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

1B Same but different

GRAMMAR | present simple: *he, she, it*

VOCABULARY | common verb phrases

PRONUNCIATION | third person -s

LESSON OVERVIEW

In this lesson, Ss learn common verb phrases used to talk about daily activities. They extend their knowledge of the present simple by studying forms with *he, she* and *it*. The context is a reading about twins with different lives. Ss also practise the pronunciation of third person -s. The lesson ends with a speaking activity in pairs, where they talk about someone they know.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2B:** Use an online poll for Ss to predict their answers before reading to check.
- **Ex 4C:** Drill the verbs individually round the class in the main room, as it's difficult to hear Ss during choral drilling online.
- **Ex 5C:** Use an online noticeboard for Ss to add sentences about themselves and their partner, then read other Ss' sentences.

Additional Materials

For Teachers:

Presentation Tool Lesson 1B
Photocopiable Activities 1B
Grammar Bank 1B

For Students:

Online Practice 1B
Workbook 1B

TO START

Write the following questions on the board: *Do you have any brothers or sisters? Or close friends? What is the same or different about you?* Put Ss in pairs or small groups to discuss the questions. When they have finished, ask a few Ss to share their answers with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

common verb phrases

- 1 A** With weaker classes, you may want to go through the words and phrases in 1–8 first and check understanding. Read the example with the class, then ask Ss to complete the rest of the phrases alone, then check in pairs. Check answers with the class and ask Ss to copy the groups in their notebooks.

ANSWERS:

- | | |
|----------|---------|
| 2 get up | 6 go |
| 3 live | 7 teach |
| 4 have | 8 play |
| 5 study | |

- B** Demonstrate the activity with a stronger student by saying a verb and asking them to say words which go with it. Put Ss in pairs to practise saying the words. Monitor and offer help where necessary.

- C** Read the example with the class and elicit ideas for other questions Ss can ask. Put Ss in pairs to ask and answer questions. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

FUTURE SKILLS | Self-management



- D** Read the Future Skills box with the class, then ask Ss to add one more word to each group in Ex 1A in their notebooks. Monitor and offer help where necessary.

EXTRA: FUTURE SKILLS Talk to Ss about how they usually record vocabulary, and share any techniques they have with the class. Encourage Ss to experiment with different ways of recording vocabulary over the next few lessons, e.g. by topic, by collocations and common phrases, with example sentences, with translations, etc., in order to find a system that works best for them.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

- 2 A** Read the questions and example with the class, checking they understand the phrase *in common*, then put Ss in pairs to discuss. With weaker classes, you could write some prompts on the board to help e.g. age? where / live? interests? job? etc. When they have finished, ask a few Ss to report back to the class with what they found out.

- B** Draw Ss' attention to the photos and elicit what they can see, and what they think the people are like. Go through the phrases and elicit who Ss think each one refers to. You could write their ideas on the board.

- C** Set a time limit of three minutes for Ss to read the article quickly and check their ideas. Tell Ss not to worry if they don't understand every word, as they'll have a chance to read the article again more carefully afterwards. Check answers with the class. If you wrote their predictions on the board in Ex 2B, refer back to this during feedback and tick any which are correct.

ANSWERS:

- 1 S 2 S 3 A 4 A 5 A 6 S 7 S 8 A
9 S

- D** Ss read the article again more carefully and decide if the sentences are true or false, then check in pairs. Check answers with the class.

ANSWERS:

- 1 F 2 T 3 F 4 T 5 F

EXTRA IDEA Write on the board: *Do you know any twins? In what ways are they similar or different?* Discuss the questions as a class.

GRAMMAR

present simple: *he, she, it*

- 3 A** With weaker classes, elicit the first answer as an example and write it on the board. Ss complete the sentences alone, referring back to the article in Ex 2 if necessary, then check in pairs. Check answers with the class and write the verbs on the board.

ANSWERS:

- 1 lives 2 teaches 3 doesn't

- B** Ss use the sentences in Ex 3A to help them complete the rule. Go through the answers with the class and explain that the rule isn't for the verb *be*, but for all other verbs.

ANSWERS:

es, doesn't

- C** Ss find more examples in the article alone, then check in pairs. Check answers with the class. If Ss notice the change from *study* to *studies*, you could ask them why. Ss learn about spelling rules in the Grammar Bank.

ANSWERS:

thinks, gets up, studies, loves, cooks, visits, likes, plays

- D** The Grammar Bank on page 99 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB page 99 **GRAMMAR BANK**

Read the notes with the class, or give them a few minutes to read alone then ask any questions they have. Draw their attention especially to the spelling rules for different verb endings. The exercises practise the form and use of the present simple with *he, she* and *it*.

- 1** Focus attention on the picture and elicit what Ss can see. Write up on the board any useful vocabulary related to the things in the picture. Ss write their sentences alone then compare answers in pairs. Check answers with the class and write their sentences on the board (or invite Ss to come up and do so).

ANSWERS:

- 1 Marta goes to Winston University.
- 2 She doesn't like dogs.
- 3 She watches TV.
- 4 She studies French.
- 5 She gets up at 6.00 a.m.
- 6 She plays (the) guitar.
- 7 She likes chocolate.
- 8 She has a cat.

- 2** Ss complete the text alone, then check in pairs. Check answers with the class and write the verbs on the board in the correct form for Ss to check spelling.

ANSWERS:

- | | |
|-----------|----------------|
| 1 works | 6 flies |
| 2 reads | 7 don't have |
| 3 teaches | 8 cooks |
| 4 enjoy | 9 doesn't like |
| 5 drives | 10 relaxes |

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, provide two options for each gap (the correct one and a distractor).

- 3** Read the example with the class, then ask Ss to write the rest of the questions. Check answers with the class and write the questions on the board.

ANSWERS:

- 2 What does she/Susie do in the afternoons?
- 3 What does she/Susie teach in the evenings?
- 4 Why do her/Susie's students enjoy her classes?
- 5 What does Ken drive?
- 6 What does he/Ken fly?
- 7 Does Susie like cooking?
- 8 What does she/Susie do on Sundays?

PRONUNCIATION

third person -s

- 4A**  **1.05** | Write on the board: *picks, lives, matches*. Drill the words with the class and ask: 'What's the difference?' Elicit how the pronunciation of the third person -s changes for each word. Play the recording for Ss to listen and write the words in the correct place in the table, then check in pairs. Copy the table onto the board and elicit where each verb goes and write it in the correct place on the board. Drill the verbs chorally and individually and check Ss are pronouncing them correctly.

EXTRA SUPPORT If the pronunciation is not coming naturally to Ss, you could give them these rules:

- unvoiced/voiceless sound + /s/, e.g. *like*–*likes*
- voiced sound + /z/, e.g. *stand*–*stands*
- the sounds /tʃ/, e.g. *watch*–*watches*; /dʒ/, e.g. *change*–*changes*; /s/, e.g. *miss*–*misses*; /z/, e.g. *rise*–*rises*; /ʃ/, e.g. *wash*–*washes*; /ʒ/, e.g. *massage*–*massages*) + /ɪz/.

ANSWERS:

- | | |
|------|--------------------|
| /s/ | cooks |
| /z/ | <i>lives</i> , has |
| /ɪz/ | teaches |

 AUDIOSCRIPT 1.05

lives
cooks
teaches
has

- B** If necessary, elicit the first answer as an example, then ask Ss to complete the table with the rest of the verbs. Don't give any answers yet.
- C**  **1.06** | Ss listen and check their answers. Check with the class and write them on the board. Then play the recording again for Ss to listen and repeat.

ANSWERS:

/s/ sits, stops, works
 /z/ does, goes, stays, studies
 /ɪz/ finishes, watches

EXTRA IDEA: DIGITAL Ask Ss to record themselves saying the verbs on their phones, then listen back and check their pronunciation.

SPEAKING

- 5A**  **1.07** | Play the recording, pausing after each question for Ss to write it down. Put Ss in pairs to compare answers, then play the recording again if necessary. Check answers with the class and write the questions on the board (or invite different Ss to come up and do so).

ANSWERS AND AUDIOSCRIPT:

- 1 Does she work or study?
- 2 Where does he live?
- 3 Is she married?
- 4 Does he have children?
- 5 What music does she like?
- 6 What languages does he speak?

- B** Go through the instructions and example with the class, then put Ss in A/B pairs to ask and answer questions. Monitor and check Ss are using the third person -s correctly. Note any common errors and/or examples of good language use for later class feedback.
- C** Read the example with the class, then ask Ss to discuss what they have in common with the person they chose in Ex 5B in the same pairs. When they have finished, ask a few pairs to report back to the class. Go over any common errors and examples of good language use with the class.

TO FINISH

Ask the class: 'What makes a good friend?' Discuss the question as a class.

1C Let's meet.

HOW TO ... | make suggestions

VOCABULARY | adjectives for feelings and time phrases

PRONUNCIATION | intonation to show interest

LESSON OVERVIEW

In this lesson, Ss learn functional language for making suggestions. They also learn adjectives to describe feelings, as well as time phrases. The context is a reading where they read some messages between two people arranging to meet. This leads into the functional language, where Ss also listen to and practise using intonation to show interest. The lesson ends with a speaking activity where Ss practise making suggestions.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Display the emojis and the adjectives on your device and share your screen. Make sure the annotate function is on. In feedback, ask different Ss to draw lines connecting them.
- **Ex 2A:** Ask Ss to share their screens in breakout rooms and use the pointer function to point at the emojis.
- **Ex 3B:** Use a collaborative document for Ss to write and share their answers.

Additional Materials**For Teachers:**

Presentation Tool Lesson 1C
 Photocopiable Activity 1C
 Grammar Bank 1C
 Vocabulary Bank 1C
 Mediation Bank 1C

For Students:

Online Practice 1C
 Workbook 1C

TO START

Write the following questions on the board: *Where do you usually meet friends in your free time? What do you do?* Put Ss in pairs or small groups to discuss the questions. When they have finished, ask a few Ss to share their answers with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

adjectives for feelings

- 1 A** Focus attention on the emojis and ask: 'Do you use these when you send messages?' Put Ss in pairs to discuss the questions. When they have finished, elicit Ss' ideas and have a brief class discussion but don't give away the answers to Ex 1B.
- B** Look at the example with the class, then ask Ss to match the rest of the emojis with the adjectives. Ask Ss to check answers in pairs, then check answers with the whole class.

ANSWERS:

B all right **C** angry **D** ill **E** bored
F hungry **G** relaxed **H** thirsty

- C** Write *all right* on the board and demonstrate that each word has one syllable by modelling them and explain that this vocabulary item has two syllables in total. The other adjectives are single words so this issue doesn't arise again. Put Ss in pairs to decide if the rest of the adjectives have one or two syllables. You could encourage them to practise saying the adjectives out loud to help. Don't give any answers yet.

- D**  **1.08** | Play the recording for Ss to check their answers, then check answers with the class. Drill the adjectives chorally and individually.

EXTRA SUPPORT: TEACHER It's fine to say that *be* and *feel* are interchangeable in this context, even though there are differences in use with adjectives of feeling, as it would be too complex to explain at this level.

Also, note that the diphthong in *tired* makes it almost sound like two syllables, but it does just have one.

ANSWERS:

one syllable: bored, ill, tired
 two syllables: all right, angry, hungry, relaxed, thirsty

AUDIOSCRIPT 1.08

- 1 I'm all right.
- 2 I'm angry.
- 3 I'm bored.
- 4 I'm hungry.
- 5 I feel ill.
- 6 I feel relaxed.
- 7 I'm thirsty.
- 8 I feel tired.

EXTRA CHALLENGE As well as the work on syllables, you could also check the syllable stress on *all right* oO, *angry* Oo, *hungry* Oo, *relaxed* oO and *thirsty* Oo.

- 2 A** Read the example with the class and point out that Student A must be pointing at emoji A. If they were pointing at a different emoji, the answer would be 'No, I'm not.' If necessary demonstrate the activity with a stronger student. Put Ss in A/B pairs to test each other. Monitor and help where necessary.

EXTRA IDEA: DIGITAL If you have time, ask Ss to go online to research the most popular emojis this year. You could also ask them to discuss which of these they use the most in pairs.

FUTURE SKILLS | Self-management

- B** Read the Future Skills box as a class and encourage Ss to make a note of differences they find between English and their language(s).

EXTRA: FUTURE SKILLS Contrastive analysis – comparing features of one language against another – is a useful technique to use when learning a language as it helps Ss notice similarities and differences between their own language and English. When similarities are found, it makes learning new forms much easier as they already know the equivalents in their own language. It also helps Ss personalise their language-learning experience. It's a good idea therefore to encourage Ss to do this regularly when they meet new language structures. For example, you could remind Ss of the present simple forms from Lessons 1A and 1B and ask them to think about how the form is similar or different to their own language.

READING

3A Focus attention on the messages and read through the questions with the class so they know what to read for. Ss read the messages and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

1 friends 2 b

B Focus attention on the calendar entry and elicit the type of information missing from each gap, e.g. 1 an activity, 2 a time, etc. Ss read the messages again and complete the entry, then check in pairs. Check answers as a class and write them on the board.

ANSWERS:

1 meet for a coffee
2 10 a.m.
3 Eva
4 Coffee Club

How to ... make suggestions

4A  **1.09** | Read the question with the class and make sure Ss know what to listen for. Ss listen and answer the question, then check in pairs. Check answers with the class.

ANSWERS:

to meet today in the evening (date/time)
to see a film and have something to eat before the film (event)
to meet at the cinema (location)

AUDIOSCRIPT 1.09

L = Lisa E = Eva

L: Hello?
E: Hi Lisa.
L: Oh hi, Eva. Is everything OK?
E: Yes, I feel all right now. You?
L: Yeah, fine. Relaxed. Are we still OK for tomorrow morning?
E: Well, I finish work early today, so can we do something this evening?
L: Sure, that's great. What would you like to do?
E: Well, what about a film? Maybe that new Avengers film?
L: Yeah, I'd like to see that. OK. What time does it start?
E: At half past seven.

L: OK. Let's meet at the cinema at half past six and have something to eat first, in the cinema café.
E: So that's half past six at the cinema?
L: Yes, that's right.
E: Perfect. See you there.

B Ask Ss to choose the correct options from what they can remember in the phone conversation. Don't give any answers yet.

C  **1.10** | When they are ready, play the recording for Ss to check their answers. Check answers with the class.

ANSWERS:

1 Can 2 would 3 about 4 Let's

D Ss find more suggestions in the messages alone, then check in pairs. Check answers with the class and drill the phrases.

POSSIBLE ANSWERS:

Do you want to do something today?
What about tomorrow morning?
Can we meet for a coffee?
Let's try that new café near me ...
How about ten?

E The Grammar Bank on page 100 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

page 100 **GRAMMAR BANK**

This focuses on the form and use of functional language for making suggestions. Read the notes with the class, or give them a few minutes to read alone then ask any questions they have. Check understanding of the phrases, especially the difference between *Do you like* and *Would you like*.

1 Ss choose the correct options alone, then check in pairs. Check answers with the class. You could also put Ss in pairs to practise the conversations.

ANSWERS:

1 am, Let's
2 Can we, What about
3 Would you like to, How about
4 Would you like, can't

2 Ss complete the conversations alone, then check in pairs. Check answers with the class. Again, you could put Ss in pairs to practise the conversations.

ANSWERS:

1 to 2 'd 3 we 4 's
5 's 6 Another 7 about 8 Good

GB

- 3** Look at the example with the class to explain that they need to identify mistakes and then correct them, and then ask Ss to correct the rest of the conversation using the words in the box to make their corrections. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This is quite a challenging task for dyslexic learners as there are many options to choose from. In this case, provide two options for each part of the conversation.

ANSWERS:

(Only the sentences where a word is added are given)

Would you **like** to talk about it?

Yes. **Can** we meet now?

I'm sorry I **can't**. How **about** this afternoon?

Let's meet in the park.

Can **we** meet at five?

That's **perfect!** See you there.

PRONUNCIATION

intonation to show interest

- 5A**  **1.11** | Ss listen and decide if the people are interested or not, then check in pairs. Check answers with the class and ask: 'How do you know?' (because of the intonation they use).

ANSWERS:

1 + 2 - 3 - 4 + 5 - 6 +

AUDIOSCRIPT 1. 11

- 1** A: Let's have a break.
B: Sure, fine.
- 2** A: Let's have a break.
B: Sure, fine.
- 3** A: How about a coffee after class?
B: Perfect.
- 4** A: How about a coffee after class?
B: Perfect!
- 5** A: Would you like to meet this evening?
B: I'd love to.
- 6** A: Would you like to meet this evening?
B: I'd love to!

- B** Focus attention on the prompts and explain that the prompts in the blue circles are for suggestions and those in the orange circle are for responses. Read the example with the class, then put Ss in pairs to practise their conversations. When they have finished, ask Ss to swap roles and practise again. Make sure Ss understand the focus here is on the intonation in the responses. When they have finished, ask a few pairs to perform their conversations for the class.

EXTRA IDEA: DIGITAL Ask Ss to record themselves showing interest and then listen back to themselves to check their intonation.

- C** Refer Ss to the Vocabulary Bank on page 134.

 page 134 **VOCABULARY BANK** time phrases

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class it would be a good idea to set them as homework.

- 1A** Go through the phrases in the table and check understanding. Ss put the phrases in the box in the correct group alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: TEACHER We use both *this weekend* and *next weekend* to show the following weekend. We often use *next* on Saturday, Sunday, Monday (when we see the weekend to be far off) and *this* when we are closer to the weekend, e.g. from Wednesday onwards. But this varies by individual, so it's impossible to identify a fixed rule.

ANSWERS:

at	half past nine, the weekend
on	Saturday evening, Wednesday
this	morning, week, afternoon, weekend
next	week, Wednesday
-	tonight, tomorrow morning

- B**  **VB1.02** | Play the recording for Ss to listen and repeat.

AUDIOSCRIPT VB1.02

at three o'clock
at noon
at half past nine
at the weekend
on Monday
on Tuesday afternoon
on Saturday evening
on Wednesday
this evening
this Wednesday
this morning
this week
this afternoon
this weekend
next Thursday
next weekend
next week
next Wednesday
tomorrow
today
tonight
tomorrow morning

- VB 2** Make sure Ss understand that they're looking at the phrases from the perspective of 9 a.m. on Thursday 5 November. Ss write the time phrases alone, then check in pairs. Check answers with the class.

ANSWERS:

- 2** this afternoon **6** on Saturday evening
3 this weekend **7** on Tuesday / next Tuesday
4 (today) at noon **8** next week
5 next Wednesday

- 3** Read the example with the class, then put Ss in groups to find a time each student in their group is free. In feedback, ask a few Ss when they are free.

SPEAKING

- 6A** Go through the prompts with the class. With weaker classes, you could elicit what Ss might say in each turn. Put Ss in pairs to practise the conversation. Monitor and check Ss are using the phrases from the lesson correctly, as well as using intonation to sound interested.

EXTRA: ALTERNATIVE IDEA Depending on your Ss, they could agree on and write out a script for the conversation in their pairs and then hold the conversation trying not to look at their scripts or the prompts.

EXTRA PRACTICE Ask Ss to swap roles and change some of the details (i.e. the adjectives, activity, times, etc.) and practise the conversation in Ex 6A again.

- B** Ask Ss to close their books, then walk around the class and make arrangements to meet two other Ss. When they have finished, ask a few Ss what arrangements they have made and with whom.
- 7**  Ask Ss to think of someone they can send a message to in English. If appropriate, they could send a message to another student. Ask them to think of an activity, time and place to suggest, then use the phrases from the lesson to make a suggestion. At the start of the next lesson, find out how Ss got on and what arrangements they made.

TO FINISH

Tell the class how you feel, using adjectives from the lesson (e.g. I'm all right, I'm hungry, etc.). Ask a few Ss how they feel and have a brief class discussion.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶ page 154 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 186

1D Street Interviews

Family and friends

GRAMMAR | possessive 's, s'

SPEAKING | talk about people in your life

WRITING | describe five people in your life

LESSON OVERVIEW

In this lesson, Ss learn the form and use of possessive 's, s'. They also learn vocabulary related to family. The context is a video of interviews with people in the street introducing themselves. Ss then do a speaking activity, where they practise talking about people in their life. The lesson ends with a writing activity, where Ss write a description of five people in their life.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Use a collaborative document or online noticeboard for Ss to add words.
- **Exs 3A and 4A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 6A:** Use the annotate function to show your circles when demonstrating the activity.
- **Ex 6C:** Use a collaborative document for Ss to add the questions they think of.

Additional Materials**For Teachers:**

Presentation Tool Lesson 1D
 Online Digital Resources
 Grammar Bank 1D
 Vocabulary Bank 1D
 Videoscript 1D: BBC Street Interviews

For Students:

Online Practice 1D
 Workbook 1D

TO START

Write the following questions on the board: *In what situations do you usually introduce yourself? What do you say?* Put Ss in pairs to discuss. When they have finished, elicit their answers and have a brief class discussion.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

1 A Start by telling the class what information you usually give, e.g. 'I give my name, nationality and where I live, but I don't usually talk about my family.' Put Ss in pairs to discuss the information they usually give. When they have finished, ask a few Ss to share their ideas with the class.

B Elicit the first answer as an example, then ask Ss to match the rest of the sentences with the topics, then check in pairs. Check answers with the class.

ANSWERS:

- 1 job
- 2 family
- 3 name
- 4 interests/hobbies
- 5 nationality AND where you live

C Put Ss in new pairs to practise introducing themselves. Monitor and offer help where necessary. When they have finished, ask one or two Ss to introduce themselves to the class.

2 A Elicit one or two words as an example and write them on the board (e.g. *mother*, *son*). Put Ss in pairs and give them three minutes to think of and write as many words as they can. When they have finished, elicit their ideas and write them on the board (or invite Ss to come up and do so).

B Refer Ss to the Vocabulary Bank on page 135 to check their ideas.

VB ➡ page 135 **VOCABULARY BANK** family

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class it would be a good idea to set them as homework.

1 Focus attention on the family tree, and elicit the first answer as an example. Ss write the names individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 John
- 2 Amy
- 3 John and Amy
- 4 Henrik
- 5 Vitoria
- 6 Joel and Kenny
- 7 Barbara
- 8 Jenny
- 9 Freddie
- 10 Mikael, Sarah, Joel, Kenny and Barbara
- 11 Vitoria
- 12 Henrik
- 13 Joel and Kenny
- 14 Sarah
- 15 Joel and Barbara
- 16 Mikael and Sarah

EXTRA IDEA You may also want to teach these more informal versions of some of the family words: *mum* (mother), *dad* (father), *granddad/grandpa* (grandfather), *grandma* (grandmother).

2 A  **VB1.03** | Play the recording, pausing after each word to read the examples with the class. Then continue playing the recording, pausing after each word for Ss to write them in the correct place. Ss check in pairs, then check answers with the whole class. Drill the words chorally and individually for further practice.

ANSWERS:

- O** son, aunt, niece
- Oo** father, sister, brother, daughter, husband, parents, uncle, nephew, cousin
- Ooo** grandmother, grandparents, grandchildren

AUDIOSCRIPT VB1.03

wife	parents
mother	grandmother
grandfather	grandparents
father	grandchildren
sister	aunt
brother	uncle
daughter	nephew
son	cousin
husband	niece

VB

B Read the example with the class, then put Ss in pairs to discuss. When they have finished, check answers with the class.

ANSWERS:

female: mother, aunt, niece, sister, daughter, grandmother
male: son, father, brother, husband, uncle, nephew, grandfather
both: parents, cousin, grandparents, grandchildren

VIEW

3A ▶ Read the two questions in the BBC programme information box with the class and explain that they're going to watch different people answering these questions. Ss watch the first part of the video, in which people answer the first question, and listen for the countries mentioned. Check answers with the class.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

ANSWERS:

Four: Canada, Australia, France, the United States

B Put Ss in pairs to try and remember the information. When they have finished, elicit their answers but don't confirm any answers yet.

C ▶ Ss watch the video again and check or complete the sentences, then check in pairs. Play the video again if necessary, then check answers as a class.

ANSWERS:

1 company 2 journalist 3 London
4 university 5 student

4A ▶ The speakers answer the second question, about their families, in this part. You may want to preteach/check: *kids*. Read the question with the class, then play the second part of the video for Ss to answer the question. Check answers with the class. Note that Rob doesn't mention whether or not he has brothers or sisters.

ANSWERS:

Three: Mon Zer, Rose, Jackson

B ▶ Focus attention on the photos at the top of the page, then ask Ss to match the sentences with them. When they have finished, play the second part of the video again for Ss to check their answers. Check answers with the class.

ANSWERS:

1 Katy 2 Mon Zer 3 Serge 4 Rob
5 Rose 6 Marcello

GRAMMAR**possessive 's, s'**

5A Highlight the fact that, in the rules, the difference between the options is the position of the apostrophe. Ask Ss to read the sentences and choose the correct options alone, then check in pairs. If you're short of time, do this exercise as a class. Check answers with the class.

ANSWERS:

's for the possessive for one person

s' for the possessive for two people or more

B The Grammar Bank on page 101 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 101 **GRAMMAR BANK**

Check understanding of the notes with the class, especially when we don't use possessive s.

1 Ss choose the correct options to complete the sentences individually, then check answers in pairs. Check answers with the class.

ANSWERS:

1 Pete's laptop 4 John's
2 Jennifer's 5 men's
3 boys' 6 end of the film

2 Read the example with the class, then ask Ss to write the rest of the sentences individually, then check in pairs. Monitor and check Ss are putting the apostrophe in the correct place, prompting them where necessary. Check answers with the class and write them on the board.

ANSWERS:

2 Makiko's favourite colour is purple.
3 My brothers' names are Zayn, Malek and Amir.
4 Eddie is the children's father.
5 This wallet is Nikolay's.
6 My sister's husband's job is interesting.
7 Juan has all the students' tickets.
8 I'm in a women's football team.

GB

- 3** Ss complete the text individually, then check answers in pairs. Check answers with the class.

ANSWERS:

Jacob's (contraction) an old friend of mine from university. His **wife's** (possession) name is Angela and they are both doctors at the local hospital. They have three children. Their **daughters'** (possession) names are Vicky and Sue and their **son's** (possession) **name's** (contraction) Jeff. **Vicky's** (contraction) at university and lives with them and **Sue's** (possession) flat is near the city centre. **Jeff's** (contraction) married and lives in his **wife's** (possession) **parents'** (possession) house.

- 4** Read the example with the class, then ask Ss to rewrite the rest of the sentences containing a word in bold individually, then check in pairs. Monitor and check Ss are putting the apostrophe in the correct place, prompting them where necessary. Check answers with the class and write them on the board.

ANSWERS:

- 2 It's Chris's.
- 3 No, it's my parents'.
- 4 No, it's Sam's.

SPEAKING

talk about people in your life

- 6A** Demonstrate the activity first by drawing your own circles on the board. Ss draw their own circles in their notebooks, leaving space to add extra details.
- B** Demonstrate again by adding words next to the people in your circles, using the Key phrases to help with ideas, then ask Ss to do the same. Monitor and help with ideas where necessary.
- C** Put Ss in pairs to read the Key phrases again and add two more questions. Go round and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, elicit Ss' ideas and write them on the board (or invite them to come up and do so). Feed in ideas from the possible answers if necessary.

POSSIBLE ANSWERS:

What does he/she do?
How old is he/she?
Where does he/she live?
Is he/she married?

- D** Read the example with the class, then arrange Ss in new pairs to ask and answer questions about their people. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

WRITING

describe five people in your life

- 7A** Focus attention on the email, then ask Ss to read it and count the number of people she mentions. Check answers with the class and elicit who they are.

ANSWERS:

Six: Patsy and Vince (her parents); Marcella and Greta (her sisters); Marcel (Marcella's husband); Sofia (Marcel and Marcella's daughter).

- B** Go through the topics with the class, then ask them to read the email again and tick the topics mentioned. Check answers with the class.

ANSWERS:

ages, children, jobs, married or single, names, where they live

- C** Put Ss in pairs to find the examples. When they have finished, check answers with the class.

ANSWERS:

- 1 My sisters' names, our parents' house
- 2 Her husband's name is Marcel, their daughter's name is Sofia
- 3 Greta's a lawyer, Marcella's a teacher, She's married, it's funny, but it's true, she's eight years old, It's great!

- 8** Ss write their descriptions alone, including at least four of the topics from Ex 7B. Monitor and offer help where necessary, and check they are using possessive 's, s' correctly. When they have finished, put Ss in pairs to swap descriptions and read. You could encourage Ss to ask follow-up questions at this point to find out more information.

EXTRA IDEA: DIGITAL Ask Ss to share their descriptions online, either by emailing each other or in a collaborative document.

TO FINISH

Put Ss in different pairs to Ex 8 and ask them to discuss one of their favourite people in their lives.

1 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 2A, 2B, 3A and 4A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Ask Ss to use a collaborative document in pairs to write their sentences and then check.
- **Ex 1C:** Rearrange Ss into new breakout rooms to discuss their previous partners.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 1 (Grammar: present simple, possessive 's, s'; Vocabulary: jobs and studies, common verb phrases, adjectives for feelings, time phrases, family words; How to ... make suggestions). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

- 1 A** Put Ss in pairs, but explain that they'll do this first activity individually. Read the example with the class, and ask them to complete the sentences, including the first, so that they say what they think is true about their partner. Monitor and check Ss are forming the present simple correctly.

POSSIBLE ANSWERS:

- 1 works / doesn't work
- 2 teaches / doesn't teach
- 3 gets / doesn't get
- 4 plays / doesn't play
- 5 lives / doesn't live
- 6 studies / doesn't study
- 7 has / doesn't have
- 8 goes / doesn't go

- B** Read the example with the class, then ask Ss to ask and answer the questions in pairs. With weaker classes, you may want to elicit the questions first and write them on the board.

- C** Rearrange Ss to work in different pairs and ask and answer the same questions about their previous partner. Make sure Ss change the verb forms for the third person. When they have finished, ask a few Ss to share any interesting information they found out about their partner's previous partner with the class.

- 2 A** Look at the example with the class, then ask Ss to correct the rest of the sentences alone, then check in pairs. Check answers with the class.

ANSWERS:

- 2 Sorry, I'm busy. How **about** Monday?
- 3 Yes, she **does**. She studies Law at the university.
- 4 Yes. Let's get a coffee.
- 5 I don't **know** the answer. Ask the teacher.
- 6 He's at the University **of** London.
- 7 I'd **love** to, but I can't.
- 8 Would you like **to** have dinner?
- 9 He **doesn't** have a job at the moment.
- 10 This is the students' room. They work here.

EXTRA SUPPORT: DYSLEXIA You could provide two possible options from the box for each sentence for Ss with dyslexia.

- B**  **R1.01** | Read the example with the class and explain that one word in each sentence is different. Ss listen and correct the sentences, then check in pairs. Check answers with the class.

ANSWERS:

- 2 ~~Monday~~ tomorrow
- 3 ~~law~~ English
- 4 ~~coffee~~ sandwich
- 5 ~~teacher~~ police officer
- 6 ~~London~~ Paris
- 7 ~~love~~ like
- 8 ~~dinner~~ breakfast
- 9 ~~job~~ car
- 10 ~~work~~ relax

VOCABULARY

- 3A** Ss do the puzzle individually, then check in pairs. Monitor and offer help where necessary. When they have finished, check answers with the class and write them on the board.

ANSWERS:

2 uncle	3 cousin	4 unemployed
5 manager	6 tired	7 retired
8 thirsty	9 aunt	

job: scientist

- B** Read the example with the class, then put Ss in pairs to think of more words and note them down. When they have finished, elicit Ss' ideas and write them on the board.
- 4A** Focus attention on the photos and ask Ss if they have ever had a mood ring. Ss complete the text alone by completing the words with missing letters, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners will probably find this activity a challenge because of the partial presentation of the words as well as the range of answers. You could provide a gapped version of the text, with two possible options for each gap.

- B**  **R1.02** | Play the recording for Ss to check their answers, then check answers with the class and write the words on the board.

ANSWERS:

1 grandmother	2 right	3 relaxed
4 family	5 weekend	6 guitar
7 angry	8 hungry	

TO FINISH

Put Ss in pairs to describe a family member or a friend to each other.

2 lifestyle

Global Scale of English **LEARNING OBJECTIVES**

2A Can't live without it

- LISTENING | Understand people talking about food: food and drink
- Talk about shopping and eating habits: countable and uncountable nouns; *a, an, some, any*
- Pronunciation: the weak /ə/ sound: *a, an, some*
- Write an online comment; use linking words: *and, but, or*

GSE INFORMATION

VOCABULARY

30–42 Can use language related to food and drink.

LISTENING

35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.

GRAMMAR

35 Can use plural countable nouns without an article or quantifier.

32 Can use uncountable (mass) nouns with no quantifier or an appropriate quantifier.

SPEAKING

30 Can talk about familiar topics using a few basic words and phrases.

WRITING

31 Can use very basic connectors like 'and', 'but', 'so' and 'then'.

2B Your lifestyle and you

- READING | Read and do a lifestyle quiz: everyday activities
- Discuss what is important in your life: adverbs and phrases of frequency
- Pronunciation: linking

GSE INFORMATION

VOCABULARY

30–42 Can use language related to everyday activities.

READING

31 Can understand simple questions in questionnaires on familiar topics.

GRAMMAR

33 Can use a range of common adverbs of frequency.

SPEAKING

33 Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month').

2C Eating out

- HOW TO ... | order a meal in a restaurant: restaurant words
- Pronunciation: polite intonation

GSE INFORMATION

READING

30 Can understand short, simple texts about everyday activities.

VOCABULARY

30–42 Can use language related to food and drink.

HOW TO ...

31 Can use simple phrases to order a meal.

30 Can make requests related to immediate needs using basic fixed expressions.

SPEAKING

35 Can make simple requests to have or do something in relation to common everyday activities.

2D The Indian Relay

- BBC PROGRAMME | Understand a documentary about the Indian Relay Race in the USA
- Talk about a special event: *like, hate, love + -ing*
- Describe an event

GSE INFORMATION

PREVIEW

35 Can read a simple text and extract factual details.

VIEW

30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.

GRAMMAR

31 Can use 'like/hate/love' with the '-ing' form of verbs.

SPEAKING

30 Can talk about familiar topics using a few basic words and phrases.

WRITING

34 Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 2A. It shouldn't be exploited or taught at length, just played once or twice in class.

 You could demonstrate the activity first by telling the class some types of food you like and dislike. Put Ss in pairs to discuss the question and make a list. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. At this point you may also want to preteach *olives* and *celery*. When they are ready, play the video for Ss to compare their likes and dislikes with the people in the video.

ANSWERS:

- 2** The foods mentioned in the video are cheese, pasta, chocolate (speaker 1), butter, blue cheese, chillies (speaker 2), strawberries, cheese, watermelon, olives, meat (speaker 3), chocolate, tomatoes, rice, fish, mushrooms (speaker 4), bananas, chocolate, ice cream, eggs, celery (speaker 5), avocados, toast, coffee (speaker 6).

EXTRA IDEA If Ss want to watch the video again outside class, you could ask them to note the different types of food the people mention.

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 2
Online Digital Resources
Videoscript Unit 2 Opener: BBC Vlogs

2A Can't live without it

GRAMMAR | countable and uncountable nouns; *a, an, some, any*

VOCABULARY | food and drink

PRONUNCIATION | the weak /ə/ sound: *a, an, some*

LESSON OVERVIEW

In this lesson, Ss learn vocabulary related to food and drink. They also learn about countable and uncountable nouns and quantifiers. The context is a listening where people talk on a podcast about food they love. Ss also practise weak forms in articles and quantifiers. Ss then do a speaking activity, where they practise talking about food in small groups. The lesson ends with a writing activity, where Ss write an online comment for a social media website.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Display the photo on your device and share your screen. Ask Ss to type their answers in the chat box.
- **Ex 1D:** Use a collaborative document with the table on it for Ss to add their ideas to.
- **Ex 4A:** Display the words on your device and share your screen. Make sure the annotate function is on. Ask different Ss to write *C* or *U* next to each one.
- **Grammar Bank 2A, Ex 2:** Ask Ss to type their answers in the chat box or in a collaborative document in feedback.

Additional Materials

For Teachers:

Presentation Tool Lesson 2A
Photocopiable Activities 2A
Grammar Bank 2A
Vocabulary Bank 2A
Writing Bank 2A

For Students:

Online Practice 2A
Workbook 2A

TO START

Tell Ss the last thing you had to eat and drink (e.g. 'For breakfast this morning I had some toast and a cup of coffee.'). Put Ss in small groups to talk about the last things they had to eat and drink.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

food and drink

1 A Focus attention on the photo and elicit the types of food and drink Ss can see, and write them on the board. Check the pronunciation of the words as you elicit and write them up.

EXTRA SUPPORT: TEACHER Ss will probably know the following words if they have studied at A1: *apple, cheese, egg, rice, tomato, yoghurt*. A strong class might know more.

B Focus attention on the table and read the example with the class. Ss complete the table alone, then check in pairs. Don't give any answers yet.

C  **2.01** | Play the recording for Ss to check their answers, then check answers with the class. You may also want to drill the words at this point.

EXTRA SUPPORT: TEACHER Ss may not know that an avocado is actually a fruit; it is generally regarded as a vegetable. Many people will know that a tomato is technically a fruit; again it is generally regarded as a vegetable.

ANSWERS AND AUDIOSCRIPT:

fruit	<i>an apple, an avocado, grapes, a lemon</i>
vegetables	<i>beans, broccoli, tomatoes</i>
meat or fish	<i>salmon</i>
drinks	<i>orange juice</i>
other	<i>cheese, eggs, rice, yoghurt</i>

EXTRA IDEA If you think your Ss need to work on pronunciation, you could practise the more difficult items or they could do a word-stress exercise, matching words to stress patterns, e.g. ooOo – avocado, Ooo – orange juice, etc.

D Put Ss in pairs to come up with more types of food and drink. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, refer Ss to the Vocabulary Bank on page 136 to check if any of their ideas are there.

▶ page 136 **VOCABULARY BANK** food and drink

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 Point out the photos and elicit or teach the names of the food and drink that Ss aren't familiar with. Ask Ss to complete the names of the food and drink individually, then check in pairs. Check answers as a class and write them on the board for Ss to check spelling.

EXTRA SUPPORT With weaker classes, you may want to go through the individual pictures first, eliciting the name for each food and giving Ss the names of any unknown food and drink. Point to each photo in turn and drill the words chorally and individually before Ss complete them in Ex 1.

ANSWERS:

2 strawberries	17 lamb
3 a melon	18 prawns
4 a pear	19 chicken
5 potatoes	20 fish
6 lettuce	21 sugar
7 a cucumber	22 pasta
8 a pepper	23 noodles
9 an onion	24 bread
10 mushrooms	25 cereal
11 herbs	26 butter
12 olives	27 yoghurt
13 chillies	28 oil
14 an aubergine	29 lemonade
15 a courgette	30 sparkling water
16 peas	

VB

2  **VB2.01** | Ask Ss to look at the photos again. Play the recording for Ss to listen and repeat.

3 Read the example with the class and demonstrate the activity with a stronger student. Put Ss in pairs to practise describing and guessing the food and drink. Encourage them to cover the words.

2A Remind Ss of the table from Ex 1B and read the example with the class. Put Ss in pairs to practise saying the types of food and drink. Encourage them to also use the words from the Vocabulary Bank where possible. Monitor and offer help where necessary.

B Read the example with the class, then put Ss in pairs to discuss their likes and dislikes. If you used the video to introduce the lesson, then make sure Ss work with different partners this time. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

EXTRA IDEA: DIGITAL This is an opportunity to focus on food (not cooked dishes) and drink which is particularly relevant to Ss' country or region. In a multicultural class, Ss can go online to find photos of particular foods or drinks from their countries to show the class.

EXTRA CHALLENGE You might want to give Ss the phrase *Me neither.* or *Nor me.* for a negative agreement. These phrases are above the level, but communicatively useful.

LISTENING

3A  **2.02** | If you have access to the internet, you could set the scene for the listening by showing some photos of Borough Market in London. Play the recording for Ss to listen and answer the question for each person. Check the answers with the class.

ANSWERS:

Sasha: yoghurt, Mark: fish, Lynn: avocados

AUDIOSCRIPT 2.02

P = Presenter S = Sasha M = Mark L = Lynn

- P: We're here at Borough Market, one of the best food markets in London and perhaps in the world. The colours, the smells, ... It's great. Today's podcast is about food. What is the most important food for you? What are five kinds of food you can't live without? First is Sasha. Hi, Sasha, do you come here every weekend?
- S: Hello. Yes, I live very near here. I love this market.
- P: So, Sasha, what five kinds of food can't you live without?
- S: Five kinds of food I can't live without ... Well that's difficult. Let's see ... cheese, yes, all types of cheese. We always have some cheese at home. Grapes, but not the green ones, I like black grapes. They don't have any black grapes here. What else? Spaghetti, or all types of pasta, but good, homemade pasta. And one more ... no, two more ... Oh, I know. My favourite food is yoghurt. My mother is from Ukraine and she makes great yoghurt.
- P: And one more?
- S: One more ... of course, chocolate. I can't live without chocolate.
- P: Thanks Sasha. Right ... Now let's talk to Mark. Mark, you're from London, aren't you?
- M: Yes, I am. And I'm here because I want to buy some food for dinner tonight, for some friends. I want some salmon.
- P: So Mark, what five kinds of food can't you live without? Maybe fish?
- M: Yes, you're right. And the fish in this market is fantastic, really fresh. Fish is my favourite type of food. And I also love broccoli and potatoes. I need some potatoes and broccoli for tonight. I also like chicken. So yeah, fish, broccoli, potatoes, chicken and one more, oh, I know, bananas. I have a banana for breakfast every day. Yes, so that's five.
- P: Borough Market is world famous and it has visitors from many different countries. Lynn, where are you from?
- L: I'm from Australia.
- P: Lynn, I see your bag has a lot of very healthy food in it. What five kinds of food can't you live without?
- L: Yeah. Well, my health is important to me, so I eat a lot of vegetables, and I always have some at home because I eat salads all the time. So, lettuce, tomatoes, for sure ... but big, juicy tomatoes ... They don't have any big tomatoes here. Erm ... I also like rice. And two more ... Oh yes, avocados ... my favourite. In Australia we have amazing avocados, the best in the world and I eat an avocado every day. So one more, maybe another type of fruit. OK, strawberries. Yes, I really love strawberries.

- B**  **2.02** | Focus attention on the photos, then ask Ss to listen to the podcast again and identify the food not talked about. Ask Ss to check in pairs, then check answers with the whole class.

ANSWERS:

- 1 Sasha: tomatoes
- 2 Mark: carrots
- 3 Lynn: mushrooms

- C** Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and have a brief class discussion.

GRAMMAR**countable and uncountable nouns; a, an, some, any**

- 4A** Use the examples to demonstrate the idea of countability (i.e. you can't say *two broccoli*). Refer Ss back to the food in Ex 1B and ask them to decide which you can and can't count. Put Ss in pairs to compare answers, then check answers with the class.

EXTRA SUPPORT: TEACHER Yoghurt here is presented as uncountable. However, it can be countable if bought or eaten in an individual pot. Ss might therefore hear 'Would you like a yoghurt?' and this is correct.

ANSWERS:

an apple (C), an avocado (C), beans (C), broccoli (U), cheese (U), eggs (C), grapes (C), a lemon (C), orange juice (U), rice (U), salmon (U), tomatoes (C), yoghurt (U)

- B** Ask Ss to complete the sentences individually. Monitor and try to gauge their level of knowledge of this area of grammar. If lots of Ss are getting wrong answers, you may need to explain in more detail in Ex 4C.

ANSWERS:

- | | |
|--------|--------|
| 1 an | 4 some |
| 2 a | 5 any |
| 3 some | |

- C** Ss choose the correct answers then check in pairs. Check answers with the class and be prepared to provide further examples if necessary.

ANSWERS:

- | | |
|------------|------------------|
| 1 singular | 3 an uncountable |
| 2 plural | 4 negative |

FUTURE SKILLS | Self-management

- D** Read the Future Skills box with the class. Ask Ss to check whether their dictionary shows whether a noun is countable or not. Then ask them to write their selected words in their notebooks. Encourage them to do this whenever they record new nouns.

EXTRA: FUTURE SKILLS Refer back to the Future Skills box from Lesson 1C and remind Ss of the benefits of comparing English with their own language. Ask if the same foods are countable or uncountable in their own language(s), then discuss other countable and uncountable nouns in their own language and English.

- E** The Grammar Bank on page 102 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 102 **GRAMMAR BANK**

Check understanding of the notes with the class, especially of the use of the quantifiers.

- 1** This practises the form and use of countable and uncountable nouns. Check Ss understand that only six of the sentences have a mistake. Ss correct them individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 Do you eat **meat**?
- 2 correct
- 3 **Pasta is** good for you.
- 4 My parents don't eat **butter**.
- 5 correct
- 6 I like a lot of toast with **honey** for breakfast.
- 7 Can I have four **potatoes**, please?
- 8 Would you like **an** apple?

- 2** This practises the use of quantifiers. Read the example with the class, then ask Ss to write the names of the food with the correct quantifiers. When they have finished, ask different Ss to come to the board to write an answer up, then check as a class.

POSSIBLE ANSWERS:

- | | |
|-------------------------------|-------------------------------|
| B a sandwich | H some / a lot of eggs |
| C a cucumber | I an onion |
| D some (orange) juice | J a melon |
| E some yoghurt | K some pasta |
| F some / a lot of milk | L some bread |
| G a lot of bananas | |

GB

- 3** Ss complete the conversation individually then check in pairs. Check answers with the class. If you have time, Ss could practise the conversation in the same pairs.

ANSWERS:

1 any **2** any **3** a lot of **4** any **5** a
6 an **7** any **8** some **9** some **10** a

PRONUNCIATION

the weak /ə/ sound: *a, an, some*

- 5A**  **2.03** | Write the schwa symbol /ə/ on the board. Explain that it's a sound we make without any shape in our mouth and that it's the most common sound in English. Focus attention on the sentence and where the schwa occurs, then play the recording for Ss to listen and notice it, as well as identify the stressed words.

EXTRA SUPPORT: DYSLEXIA

There are various things to do at the same time in Ex 5A, which dyslexic learners might find difficult, so you may want to split the activity in two: Ss listen once to identify the stressed words and a second time to notice the schwa sound.

ANSWERS:

stressed words: carrot, onion, potatoes

- B**  **2.04** | Play the recording, pausing after each sentence for Ss to write them. Check answers with the class and write them on the board, then play the recording again for Ss to listen and repeat, paying attention to the stress and weak sounds.

ANSWERS AND AUDIOSCRIPT:

- 1** I need a pear and an orange.
2 We have some eggs.
3 She wants some lemonade.
4 We need a chicken and some rice.
5 Can I have a melon, please?

EXTRA IDEA Ss could work in pairs and practise the pronunciation in the following way: Student A: say a sentence from Ex 5B. Student B: Does Student A stress the food and pronounce *a, an* and *some* correctly?

EXTRA IDEA: DIGITAL Ask Ss to record themselves saying the sentences on their phones, then listen back to check their pronunciation of the weak sounds.

- 6** Put Ss in A/B pairs and refer them to the relevant pages where they write sentences to describe the contents of a shopping basket.

- 1** Monitor and help where necessary. Check Ss are forming their sentences correctly.

ANSWERS:**Student A:**

I have an orange.
 I have some strawberries.
 I have some cheese.
 I have some pasta.
 I have a banana.

Student B:

I have an onion.
 I have some milk.
 I have a lemon.
 I have some chicken.
 I have a pear.

- 2** Read the examples on both pages with the class and, if necessary, demonstrate with a stronger student. When they have finished, ask each pair who won.

SPEAKING

- 7** Go through the questions with the class and check understanding. You may want to share some of your own answers at this point. Put Ss in small groups to discuss the questions. Monitor and make notes on Ss' use of language for later class feedback. When they have finished, nominate a student from each group to share their ideas with the class. Go over any common errors and/or examples of good language use with the class.

WRITING

write an online comment; use linking words: *and, but, or*

- 8A** Elicit the different types of social media Ss use, then discuss the question as a class.
- B** Demonstrate by telling the class about your favourite comfort food (e.g. chocolate, beef stew). Ask Ss to read the post and think about their answer to the question. Elicit Ss' ideas and write them on the board.
- C** Refer Ss to the Writing Bank on page 89 to write a comment.

 page 89 **WRITING BANK**

- 1A** Explain that the texts are comments written in reply to the post they previously read. Ask Ss to read the comments to find out if any of them mention their own favourite comfort food, then ask the class in feedback.
- B** Explain that the sentences are examples from the comments. Ss complete the sentences alone, then check in pairs. Check answers with the class.

ANSWERS:

1 but **2** and **3** or

WB

WB

C Refer Ss back to the online comments to find the examples. When they have finished, check answers with the class.

ANSWERS:

(Ss are only asked for two more examples of each word.)

Spaghetti with butter, herbs **and** parmigiano cheese, ...

The outside of the triangle is crispy **and** inside are potatoes with onions **and** peas.

I love pasta, **but** my Aunt Elizabeth's meat pies ...

I like them with meat, **but** I sometimes have a vegetarian one.

The food is good here, **but** I miss my mother's cooking.

They have mochi in a shop here in Canada, **but** it's not the same.

I eat it when I feel sad **or** tired.

She makes them with chicken **or** sometimes with beef.

D Ss complete the rules alone, then check in pairs. Check answers with the class. Alternatively, if you're short of time you could just do this exercise as a class.

ANSWERS:

1 and 2 or 3 but

2A Ss complete the comments alone, then check in pairs. Check answers with the class.

ANSWERS:

1 and 2 but 3 or 4 and 5 but
6 or 7 but 8 or 9 but 10 and

B You could give Ss a suggested length of about 50–80 words for their own comments. Monitor and offer help where necessary.

EXTRA IDEA: DIGITAL If you're short of time, you could ask Ss to write their comments for homework in a collaborative document so they can read each other's comments when they have finished.

C When they have finished, ask Ss to swap their comments in pairs and read to see which food sounds best.

EXTRA IDEA: DIGITAL If Ss are willing, you could ask them to post their comments on their own social media and ask other people about their favourite comfort food. In the next class, ask a few Ss what replies they received.

TO FINISH

After all the discussion about food in this lesson, Ss (and you) are likely to be feeling hungry! Tell the class what you want to eat this evening and find out what they want to have.

2B Your lifestyle and you

GRAMMAR | adverbs and phrases of frequency

VOCABULARY | everyday activities

PRONUNCIATION | linking

LESSON OVERVIEW

In this lesson, Ss learn adverbs and phrases to describe frequency. They also learn common verb phrases used to talk about everyday activities. The context is a reading where they do a quiz about their lifestyles. This leads into the grammar, where Ss also practise linking in connected speech. The lesson ends with a speaking activity in pairs, where they talk about things that are important to them.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 3C:** Display the quiz on your device and share your screen. Make sure the annotate function is on. In feedback, ask Ss to highlight the phrases they found.
- **Ex 4A:** Ask Ss to type their answers in the chat box before they listen and check in Ex 4B.
- **Ex 6A:** Ask Ss to make a list in a collaborative document with most important at the top and least at the bottom. They can then share this list with their partner in Ex 6B.

Additional Materials**For Teachers:**

Presentation Tool Lesson 2B

Photocopiable Activities 2B

Grammar Bank 2B

For Students:

Online Practice 2B

Workbook 2B

TO START

Write a list of all the things you've done so far today on the board and share it with the class. Then ask Ss to make a similar list of everything they've done so far today. Monitor and help with vocabulary, writing any new words and phrases on the board. When they have finished, put Ss in pairs to compare their lists and find out what they have in common.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

everyday activities

- 1 A** Look at the example with the class, then ask Ss to complete the rest of the word webs alone. When they are ready, ask Ss to check their answers in pairs, then check answers as a class.

ANSWERS:

meet someone for coffee / for lunch

check messages/emails

spend time online / with your family

go to a party / a meeting

get up early/late

- B** Read the example with the class. Put Ss in pairs to ask and answer questions. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

EXTRA SUPPORT: TEACHER In the answers to the questions in Ex 1B we naturally put *my* in e.g. *I check my emails/messages*, *I spend time with my family*, etc. Also we might naturally use the plural in: *I go to meetings/parties*, rather than *I go to a meeting/party*.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

- 2 A** Focus attention on the quiz and read the introduction with the class. Ask Ss to read the quiz and answer the questions alone. Monitor and offer help with vocabulary where necessary.
- B** Put Ss in pairs to compare their answers. When they have finished, ask a few pairs to share what they have in common.
- C** Ss read the key then discuss whether they agree with what it says about them in pairs. When they have finished, elicit answers from a few Ss.

GRAMMAR

adverbs and phrases of frequency

- 3 A** Refer Ss back to the quiz in Ex 2 and point out the adverbs in bold. Explain how the adverbs describe how often someone does the activity. Ask Ss to complete the diagram with the adverbs, then check in pairs. While they are doing this, copy the diagram onto the board. When they have finished, elicit the answers and write them in the correct places on the diagram on the board.

ANSWERS:

Except for *never* and *always*, the exact position may vary. The correct order is:

never (at 0%), hardly ever, sometimes, often, usually, *always* (at 100%)

- B** Ask Ss to look at how the adverbs are used in the quiz to help them. Check answers with the class.

ANSWERS:

1 before

2 after

- C** Look at the example with the class, then ask Ss to find four more phrases. Check answers with the class and write them on the board.

ANSWERS:

once a month, a lot, every Sunday, once a week

- D** The Grammar Bank on page 103 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 103 GRAMMAR BANK

This focuses on the form and use of adverbs and phrases of frequency. Check understanding of the notes, especially of the different types of word order possible. Point out that, except for *never* and *always*, the exact percentage frequency can vary but these are the percentages used in Ex 1.

- 1** Read the example with the class, then ask Ss to complete the rest of the sentences. You could refer them back to the diagram in the notes to help. When they have finished, nominate different Ss to give the answers.

GB

ANSWERS:

- 2 I **always** have breakfast with my family.
- 3 My father **usually** reads a newspaper on Sundays.
/ **Usually** my father reads a newspaper on Sundays.
- 4 We're **often** tired in the morning.
- 5 I **hardly ever** go to bed before 11 p.m.
- 6 I **never** drink coffee.
- 7 Nicola's **sometimes** late. / **Sometimes** Nicola's late. / Nicola's late **sometimes**.
- 8 My sister **often** phones me in the evening.
- 9 The hotel receptionist is **always** friendly.
- 10 The coffee here is **never** hot!

- 2** Ss order the conversations alone, then check in pairs. Check answers with the class and point out that in these conversations, the adverbs are usually stressed. Ask Ss to practise the conversations in pairs.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find reordering exercises like this difficult. In this case, you could provide the questions with one or two words missing for them to complete.

ANSWERS:

- 1 A: My students are never late.
B: Do they always do their homework?
A: Yes!
- 2 A: How often do you go to the cinema?
B: Sometimes we go twice a month.
A: We hardly ever go to the cinema.
B: Do you usually watch films on TV?
A: No, we usually watch films online.
- 3 A: How often does the boat go?
B: It goes three times a day.

- 3** Ss rewrite the sentences alone, then check in pairs. Check answers with the class.

ANSWERS:

- 2 I wash my hair once a week.
- 3 Angie is sometimes ill.
- 4 I hardly ever drink coffee.
- 5 We go out for a meal twice a year(, on my birthday and my husband's birthday).
- 6 Sarfaz doesn't often eat fish.
- 7 Bianca never studies in the evenings.
- 8 My brother goes out every Saturday night.

PRONUNCIATION

linking

- 4A** Read the sentences with the class and look at the example. Ss order the sentences alone, then check in pairs. Don't give any answers yet.

- B**  **2.05** | Play the recording for Ss to check their answers to Ex 4A, then check answers with the whole class.

ANSWERS:

The correct order is e, f, b, d, c, a.

- C** Demonstrate the activity by saying some of the phrases and pointing out the linking. Put Ss in pairs to practise saying the phrases with the linking.

EXTRA SUPPORT: TEACHER This consonant sound-vowel sound linking is focused on again in Lesson 4C, and there the rule is also highlighted. Here, the intention is that Ss simply practise and notice.

- D**  **2.06** | Ss listen and repeat the phrases and sentences. If necessary, you could also drill the phrases and sentences chorally and individually around the class.

- 5** Demonstrate by giving a few examples, e.g. 'I check my messages once an hour. How often do you call your best friend?' Put Ss in pairs to practise asking and answering the questions. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

SPEAKING

- 6A** Demonstrate the activity by drawing your own line on the board and adding one or two of the things from the box to the line, depending on how important they are for you. Ask Ss to do the same and monitor and offer help where necessary.

- B** Read the example with the class, then put Ss in pairs to share their answers. Ask them to find one thing that is the same and one thing that is different.

- C** Read the example with the class, then put them in new pairs to share their information. When they have finished, elicit answers from a few pairs round the class.

EXTRA SUPPORT: DYSLEXIA Exs 6B and 6C have multiple instructions, which can be difficult for Ss with dyslexia. In this case you could break them down into stages and write them as a list on the board, i.e.: 1 Share your answers. 2 Find one thing that is the same as your partner. 3 Find one thing that is different. 4 Work with a new partner. 5 Tell them what is the same and different.

TO FINISH

Ask Ss to think of one more thing which is important and not important to them (not included in the list in Ex 6A), then share them in pairs.

2C Eating out

HOW TO ... | order a meal in a restaurant

VOCABULARY | restaurant words

PRONUNCIATION | polite intonation

LESSON OVERVIEW

In this lesson, Ss learn restaurant words and functional language for ordering a meal at a restaurant. The context is a reading where they read an article about taking photos of food. This leads into the functional language, where Ss also listen to and practise using polite intonation. The lesson ends with a speaking activity where Ss roleplay ordering in a restaurant.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Ask Ss to hold up or show any photos of their food they have on their phones.
- **Ex 2A:** Use an online noticeboard for pairs to add their answers after they've discussed the questions, then give the whole class a chance to read them.
- **Ex 6B:** Put each group in its own breakout room to roleplay the conversation. Visit each room monitoring carefully while they practise.

Additional Materials

For Teachers:

Presentation Tool Lesson 2C
Photocopiable Activity 2C
Grammar Bank 2C
Mediation Bank 2C

For Students:

Online Practice 2C
Workbook 2C

TO START

Write on the board: *What's your favourite restaurant?* Demonstrate by telling the class about your favourite restaurant: where it is, what kind of food they sell, what you like ordering there, etc. Then put Ss in pairs to discuss the question.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

- 1 A** Focus attention on the photo and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.
- B** The aim of this exercise is to provide Ss with an opportunity to predict the information in the article before they read it. Put Ss in pairs to discuss the questions. When they have finished, elicit answers from a few pairs.
- C** Ss read the article and find the answers to the questions, then check in pairs. Check answers with the class.

ANSWERS:

- 1** cooking blogs, travel sites and social media sites with names like FoodSpotting, SnapDish, InstaFood and of course Instagram
- 2** different colours of food on one plate: red, orange, yellow, green and other colours
- 3** from above
- 4** Yes. It's bright and colourful and looks delicious, and the photo is taken from above.

VOCABULARY

restaurant words

- 2 A** Arrange Ss in new pairs. You could demonstrate by sharing your own answers to the questions first. When they have finished, ask a few pairs to share their answers with the class and find out if others agree.
- B** Ss answer the question alone then check in pairs. Check answers with the class and check understanding of the words and phrases in the box with focused questions, e.g. 'What's an example of a dessert?', 'What do you call the person who brings your food?'.

ANSWERS:

desserts, main courses, side dishes, starters

- C** Ss complete the menu alone, then check in pairs. In feedback, check answers with the class and check understanding of the menu items.

ANSWERS:

- | | | |
|----------------------|-------------------------|-------------------------|
| 1 waiter | 2 starters | 3 main courses |
| 4 side dishes | 5 desserts | 6 service charge |
| 7 bill | 8 dinner for two | |

EXTRA IDEA: DIGITAL Ask Ss to go online to find photos of the dishes on the menu to help clarify and visualise them, using the names of the dishes as search items.

3A Ss choose their menu items alone. You may want to share your own favourite items for each course with the class, too.

B Read the example with the class, then put Ss in pairs to share their choices. In feedback, find out the most popular dishes via a show of hands.

How to ... order a meal in a restaurant

4A  **2.07** | Tell the class that they're going to hear two people ordering in a restaurant. Ss listen and annotate the menu, then check in pairs. Check answers with the class.

ANSWERS:

Soup of the day (V) S
Bruschetta with tomatoes and basil (V) T
Thai green chicken curry with rice S
Salmon in a cream sauce T
Green salad T
Fresh fruit salad T
Still water S
Sparkling water T
Coffee – Americano S
Tea – mint tea T

AUDIOSCRIPT 2.07

W = Waiter S = Scott T = Teresa

W: Good evening. Do you have a reservation?
S: Yes, the name's Millar, Scott Millar. We have a table for two for half past seven.
W: Ah yes. Come this way.
T: It's very dark here. Could we have a table near the window?
W: Um ... Is that one all right?
T: Yes, that's good, thank you.
...
T: This is good for taking photos. Great!
S: You and your photos!
W: Here's the menu.
...
W: Are you ready to order?
S: Yes. What's the soup of the day?
W: It's tomato soup. Homemade of course. Chef's speciality.
S: OK. So for a starter, can I have the soup, please?
W: And for the main course?
S: The Thai green chicken curry.
W: Would you like any side dishes?
S: No thank you.
W: And for you?

T: Could I ask you ... What is 'Bruschetta'? Is that how you pronounce it?
W: Bruschetta. That's a traditional Italian starter. It's toasted bread with garlic, and it has tomatoes and basil on it.
T: OK, great. Then I'd like that – the bruschetta. And then I'd like the salmon with a green salad, please.
W: That's one soup, one bruschetta, one chicken curry and one salmon with salad. Would you like something to drink?
S: Can I have some water?
T: Me too. So a big bottle of water would be fine.
W: Still or sparkling?
S/T: Still/Sparkling, Sparkling/Still.
S: Still water for me.
T: And sparkling for me. So two small bottles, please.
...
W: How is your meal?
T: The salmon is delicious! Look, do you like my photos?
S: Teresa!
T: What's the problem? Look at the menu. Here. It says the best photo every month gets a free dinner for two.
W: I think your photos are great!
T: Oh, thanks.
...
W: Would you like to look at the dessert menu?
S: Not for me. But could I have a coffee? Americano with milk.
W: Hot or cold milk?
S: Hot, please.
T: And the fresh fruit salad for me, please. And do you have mint tea?
W: Yes, we do. So that's a fresh fruit salad, an Americano with hot milk and a mint tea.
T: And could we have the bill at the same time, please?
W: Yes of course.
S: Let's leave a tip. The waiter was very good.
T: The restaurant has a 15 percent service charge, so we don't need to leave a tip.

B Ss complete the sentences individually from what they can remember, then check in pairs. Don't give any answers yet.

C  **2.08** | When they are ready, play the recording for Ss to check their answers. Play the recording again if necessary, then check answers with the class.

ANSWERS:

1 Do	2 for	3 Could	4 Are
5 can	6 d	7 Would	8 How
9 dessert	10 bill		

- D** The Grammar Bank on page 104 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB page 104 **GRAMMAR BANK**

This focuses on the form and use of functional language for ordering a meal in a restaurant. Check understanding of the phrases, especially of the use of *some* and *the*.

- 1** Ss choose the correct options alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 some
- 2 I'd like
- 3 Could I
- 4 no
- 5 the bill
- 6 any
- 7 a bottle
- 8 I'm afraid

- 2** Focus attention on the example and explain that Ss also need to identify where the word is missing. Make sure Ss understand that there is one extra word they don't need. Ss complete the conversation alone, then check in pairs. Check answers with the class, then ask Ss to practise the conversation in their pairs.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find this type of exercise, with lots of options, difficult. In this case, provide two options for each line (the correct one and a distractor).

ANSWERS:

- Waiter: Do you want any bread rolls with that?
 Customer: Yes, please. And for the main course I'd like the steak.
 Waiter: What vegetables would you like?
 Customer: Could I have some potatoes and green peas?
 Waiter: Would you like any side dishes?
 Customer: No, thank you.
 Waiter: And would you like something to drink?
 Customer: Some mineral water, please.
 Waiter: Certainly. Do you want a big bottle of mineral water?
 Customer: Yes, please.

- 3** Ss write conversations using the prompts alone, then check in pairs. Check answers with the class. If you have time, Ss can practise the conversations in their pairs.

ANSWERS:

- 1** A: Are you ready to order?
 B: Yes. For starter, can/could I have the/some vegetable soup?
 A: What would you like for the/your main course?
 B: Could I have the Malaysian noodles?
 A: Would you like any side dishes?
 B: No, thank you. / No, thanks.
 A: What would you like to drink?
 B: I'd like a/some sparkling mineral water, please.
2 A: How is your meal?
 B: It's / It is very good, thanks.
 A: Would you like to look at the dessert menu?
 B: Yes, please. Could I have the/some yoghurt?
 A: Do you want anything to drink?
 B: A green tea, please. Could/Can I have the bill?
 A: Yes, of course.

PRONUNCIATION

polite intonation

- 5A**  **2.09** | Elicit or give the meaning of *polite*. Ss listen and tick the polite-sounding customers, then check in pairs. Check answers with the class.

ANSWERS:

Customers 1, 3, 6 and 8 sound polite.

 AUDIOSCRIPT 2.09

- 1 Could we have a table near the window?
- 2 Could we have a table near the window?
- 3 Can I have the soup, please?
- 4 Can I have the soup, please?
- 5 Could I have the green salad?
- 6 Could I have the green salad?
- 7 Could we have the bill at the same time, please?
- 8 Could we have the bill at the same time, please?

- B**  **2.10** | Play the recording, then discuss the question as a class and elicit the answer. Then play the recording again, pausing after each question for Ss to repeat, copying the polite intonation.

ANSWER:

There's a wider pitch range. The voice goes up and down more.

FUTURE SKILLS | Communication

C Read the Future Skills box with the class and discuss the question.

EXTRA SUPPORT: TEACHER The discussion can focus on the narrower pitch range of some languages. This discussion will help Ss better notice the difference between their language and English, which has a pitch range as much as twice the breadth of many other languages.

SPEAKING

6A Put Ss in small groups to prepare their menus. In a multicultural class, you could ask Ss to pick things from their different towns or countries to include on the menu. While they're working, go round and help with vocabulary where necessary, writing any new words and phrases on the board.

B Read the example with the class, then ask Ss to work in the same groups to roleplay the conversation. Monitor and encourage them to use the phrases from the lesson as well as polite intonation. When they have finished, ask Ss to change roles in each group and practise the conversation again.

EXTRA IDEA: DIGITAL Ask Ss to record their conversation, then listen back to it together and think about how to improve it. Ss can then practise the conversation again.

EXTRA IDEA: HOW TO ... Ask groups to swap the menus they created in Ex 6A with another group. Ss then practise the conversation again, but using the new menus.

7  Ask Ss to take a photo of their meal tonight to bring to class for the next lesson. Encourage them to look up any words they'll need to describe it and use them in their descriptions. You could also do the same and use your photo to demonstrate the activity in the next class.

TO FINISH

Ask Ss to discuss in small groups what they want to have the next time they go to a restaurant. They could discuss what they would like to have for different courses. When they have finished, elicit answers from a few Ss and share your own.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶ page 155 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 188

2D**BBC****Documentary**

The Indian Relay

GRAMMAR | *like, hate, love + -ing*

SPEAKING | talk about a special event

WRITING | describe an event

LESSON OVERVIEW

In this lesson, Ss learn *like, hate, love + -ing* to describe activities they enjoy and don't enjoy doing. The context is a video about the Indian Relay, which is a traditional horse race in Washington State, USA. Ss then do a speaking activity, where they practise talking about a special event. The lesson ends with a writing activity, where Ss write a description of an event.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Grammar Bank 2D, Ex 1:** Ask Ss to type their answers in the chat box so they can compare answers while they work.

Additional Materials**For Teachers:**

Presentation Tool Lesson 2D

Online Digital Resources

Grammar Bank 2D

Videoscript 2D: BBC Documentary

For Students:

Online Practice 2D

Workbook 2D

TO START

Elicit or give the meaning of *a race*, then write the following questions on the board: *Do you ever do races? What type? Do you ever win? Do you like doing races? Why/Why not?* Ss discuss the questions in pairs.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

- 1 A** Focus attention on the photos and elicit what Ss can see. Put Ss in pairs to discuss the questions. When they have finished, elicit their ideas but don't give any answers yet.

ANSWERS:

- 1 Okanogan County (in Washington State, USA)
- 2 (the end of) summer

- B** Go through the questions with the class so they know what information to look for. Ss read the BBC programme information and answer the questions, then check in pairs. Check answers to Exs 1A and 1B with the class and ask Ss if they guessed any information in Ex 1A correctly.

ANSWERS:

- 1 in Okanogan County (in Washington State, USA)
- 2 three
- 3 a rider/competitor

VIEW

- 2 A** ▶ Read the question with the class so they know what to watch for. Ss watch the video and answer the question. Check the answer with the class.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

ANSWER:

Oliver

- B** ▶ Give Ss a minute to read the sentences so they know what to watch for. Ss watch the video again and choose the options they hear, then check in pairs. Play the video again if necessary, then check answers as a class.

EXTRA: ALTERNATIVE IDEA With stronger classes, ask Ss to do Ex 2B before they watch the video again. Ss then watch the video to check their answers.

ANSWERS:

- | | |
|-------------|---------------|
| 1 race | 4 family |
| 2 tradition | 5 way of life |
| 3 a team | 6 race |

- C** Put Ss in pairs to discuss the question. When they have finished, elicit Ss' ideas and find out if others agree.

GRAMMAR

like, hate, love + -ing

- 3 A** Ask Ss to read the sentences and answer the question individually, then check in pairs. If you're short of time, do this exercise as a class. Check answers with the class.

EXTRA SUPPORT: TEACHER The *-ing* form (or, more technically, the gerund) is a common way of using a verb as a noun. When we use verbs after *like*, *hate*, *love*, etc., in terms of meaning we're describing nouns (the names of activities) and so use the *-ing* form.

ANSWER:

the *-ing* form

- B** Demonstrate the activity by sharing some of your own answers e.g. 'I don't like swimming because I hate getting water in my eyes!' Put Ss in pairs to share their likes and dislikes. Monitor and check Ss are using the *-ing* form correctly, and correct where necessary. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.
- C** The Grammar Bank on page 105 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 105 GRAMMAR BANK

Check understanding of the notes with the class, especially of the spelling rules.

- 1** This exercise focuses on the spelling of the *-ing* form. Elicit the first one as an example and write it on the board. Ss write the rest of the forms individually, using the notes to help them where necessary. Check answers with the class and write them on the board (or invite different Ss to come up and do so) for Ss to check the spelling.

ANSWERS:

coming, emailing, giving, going, meeting, sitting, stopping, watching

- 2** This exercise focuses on the form and use of different verbs + *-ing*. Ss complete the text individually, then check answers in pairs. Check answers with the class and ask Ss if they agree with the advice in the text.

ANSWERS:

- | | | |
|-------------|-----------|------------|
| 1 doing | 2 playing | 3 dancing |
| 4 being | 5 reading | 6 sitting |
| 7 listening | 8 walking | 9 eating |
| 10 relaxing | 11 taking | 12 working |

- GB 3** This exercise focuses on the form and use of different verbs + *-ing*. Ss correct the sentences individually, then check answers in pairs. Check answers with the class.

ANSWERS:

- 2 Toni and I enjoy **watching** old black and white films.
- 3 Everyone hates **saying** goodbye to people at airports.
- 4 Do you like **sleeping** in hotels?
- 5 Guz loves **swimming** in the sea.
- 6 We love **having** picnics.
- 7 I really like **putting** things in boxes.
- 8 George hates **choosing** shoes.
- 9 Jo enjoys **mixing** with people from other countries.
- 10 Sam doesn't enjoy **standing** at football matches.

SPEAKING**talk about a special event**

- 4A** You may want to demonstrate first by telling Ss about a special event you know well. For example, 'The Glastonbury Festival is a big concert that happens in June in the southwest of England. I like dancing, camping and eating interesting food there. My favourite thing about it is seeing all the bands I like.' Give Ss plenty of time to think about their event and make notes. If Ss don't have a festival or national holiday that they can use for the task, you might suggest they use something more common such as a birthday. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

EXTRA IDEA: DIGITAL Ss record themselves speaking about their event then listen back to it, as a way of rehearsing for Ex 4B.

- B** Put Ss in pairs to tell their partner about their special event. Encourage them to give as much information as possible. Monitor and make notes on Ss' language use for later class feedback. When they have finished, give Ss feedback on their language use, correcting any errors as a class and highlighting any examples of good language use.
- 5A** Focus attention on the photos and ask the class if anyone has heard of this event. Put Ss in pairs to discuss the activities they think look interesting. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.
- B**  **2.11** | Ss listen and order the photos, then check in pairs. Check answers with the class.

ANSWERS:

The correct order is C, A, D, B.

 AUDIOSCRIPT 2.11

I'm from Quebec in Canada. Let me tell you about our Winter Carnival. It happens in Quebec in January. Thousands of people come from all over the world. We have ice sculptures everywhere. They're really beautiful and I love looking at them. You can see a lot of different winter sports, too. I enjoy watching the canoe race on the river. It's really exciting.

At this time, we often eat special food. I like soup, French onion soup. Hot soup on a cold day is great.

The carnival lasts ten days. My favourite thing is the evening parade. I go with my family. We really enjoy watching it together.

- C**  **2.11** | Give Ss a minute to read the phrases, then play the recording for Ss to tick the ones they hear. Check answers with the class and drill the phrases chorally and individually.

EXTRA SUPPORT: DYSLEXIA Before Ss listen, read out the phrases to the class to help learners with dyslexia know what they're listening for.

ANSWERS:

All the phrases except: It's one of the best things all year.

- 6** Put Ss in small groups for them to take turns talking about their events. Encourage them to use the phrases from Ex 5C and ask follow-up questions. In feedback, ask a few Ss to share something interesting they found out with the class.

WRITING**describe an event**

- 7A** Remind Ss of the activities in the photos in Ex 5B. Ss read the text and answer the question then check in pairs. Check the answer with the class.

ANSWER:

The person doesn't write about the onion soup.

- B** Ss write their descriptions alone. Monitor and offer help where necessary.
- C** Ss swap descriptions with other Ss. You could either put them in groups or display their writing around the classroom and ask Ss to walk around and read them. When they have finished, ask a few Ss which event they chose and why.

EXTRA IDEA: DIGITAL Create an online noticeboard where Ss can share their texts with the rest of the class.

TO FINISH

Put Ss in pairs and ask them to discuss what activities they would include in a special event to celebrate your school's birthday.

2 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 1B, 4A, 5A and 6A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Display the words on your device and share your screen. Make sure the annotate function is on. Ask different Ss to write *C* or *U* next to each one.
- **Ex 2C:** Ss can use the chat box to share their sentences.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 2 (Grammar: countable and uncountable nouns, *a, an, some, any*, adverbs and phrases of frequency, *like, hate, love + -ing*; Vocabulary: food and drink, everyday activities, restaurant words; How to ... order a meal in a restaurant). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

- 1 A** Ss decide if the words are countable or uncountable alone, then check in pairs. Check answers with the class.

ANSWERS:

Countable: onion, bean, cucumber, lemon, pear, prawn

Uncountable: broccoli, butter, lemonade, oil, yoghurt

- B** Ss choose five of the things and write a list. Encourage Ss to use the correct articles or quantifiers (i.e. *a, an* or *some*) as they write their lists.

- C** Put Ss in pairs and make sure they don't show their lists to their partner; you could ask them to sit facing each other. Read the example with the class, then ask Ss to ask and answer questions to find out what's on their partner's list. Monitor and check they're using the correct quantifiers.

- 2 A**  **R2.01** | Play the recording, pausing after each sentence for Ss to write them down. Ask Ss to compare their answers, then play the recording again if necessary. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This kind of activity, involving simultaneous listening and writing, can be challenging for Ss with dyslexia. In this case, give Ss the sentences with gaps for them to complete with the adverbs of frequency as they listen.

ANSWERS AND AUDIOSCRIPT:

- 1 I watch TV on Fridays.
- 2 I buy clothes every Saturday.
- 3 I usually read a newspaper at breakfast.
- 4 I hardly ever sleep well.
- 5 I go out a lot at the weekend.
- 6 I eat pizza once a week.
- 7 I study English every evening.
- 8 I often get up late on Sundays.

- B** Read the example with the class and point out the use of the adverb of frequency. Then ask Ss to change the sentences they wrote in Ex 2A so they're true for them. Encourage them to use a variety of adverbs of frequency. Monitor and check Ss are forming the sentences correctly.

- C** Put Ss in pairs to share their sentences and find similarities and differences. Teach or remind Ss of the phrases: *So do I.* and *Me too.* for agreement and *I don't.* for disagreement. Encourage Ss to use these phrases in their conversations. In feedback, ask a few pairs to share their answers with the class.

- 3** Rearrange Ss in new pairs, then read the example with the class. Ss ask and answer questions. Encourage them to give more information where possible.

VOCABULARY

- 4A** Ss write the words individually, then check in pairs. Encourage them to look back over the unit and Vocabulary Bank 2A to help if necessary. Monitor and check spelling, then check answers with the class.

POSSIBLE ANSWERS:

- | | |
|------------|---------------|
| 1 cereal | 6 noodles |
| 2 avocado | 7 sugar |
| 3 grapes | 8 lemon |
| 4 lamb | 9 salmon |
| 5 mushroom | 10 strawberry |

- B** Read the example with the class, then put Ss in pairs to guess each other's foods.

- 5A** Ss match the question halves alone, then check in pairs. Check answers with the class and drill the questions.

ANSWERS:

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

- B** Read the example with the class, then put Ss in pairs to ask and answer the questions in Ex 5A. Monitor and encourage them to ask follow-up questions, using the prompts. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

- 6A** Focus attention on the picture and elicit what they can see. Ss complete the text individually, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA This activity can be challenging for dyslexic learners, especially given the range of language they need to draw on to both identify and spell the words. In this case, you could provide a complete gap for each word, with two possible options for each gap.

- B**  **R2.02** | Play the recording for Ss to listen and check their answers, then check answers with the class.

ANSWERS:

- | | |
|-------------|-----------|
| 1 order | 5 have |
| 2 main | 6 seeing |
| 3 side | 7 doesn't |
| 4 something | 8 never |

TO FINISH

Ask Ss to think of the three most useful things they learnt in Unit 2. Give them a minute or two to look back over the unit and decide, then put them in pairs to compare answers.

3 home

Global Scale of English **LEARNING OBJECTIVES**

3A Come in

- **LISTENING** | Understand someone talking about their apartment: rooms and furniture
- Describe an apartment and where things are: *this, that, these, those; here, there*
- Pronunciation: /ɪ/ and /i:/
- Write a description of a home for a website; use commas

GSE INFORMATION

VOCABULARY

30–42 Can use language related to rooms and parts of a building.

LISTENING

33 Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly.

GRAMMAR

30 Can use 'that' and 'this', 'these' and 'those' as determiners relating to people or objects.

SPEAKING

31 Can talk about furniture and rooms using simple language.

WRITING

31 Can write a simple description of a room, house or apartment.

3B Too much stuff

- **READING** | Read about how to 'say goodbye' to too much stuff: common adjectives (1)
- Talk about and describe objects in your home: *have got*
- Pronunciation: sentence stress

GSE INFORMATION

READING

34 Can understand the general meaning of short, simple informational material and descriptions if there is visual support.

GRAMMAR

28 Can use common forms of 'have got' (BrE) in the present tense.

VOCABULARY

30–42 Can use language related to differences and similarities.

SPEAKING

31 Can describe common everyday objects using simple language.

3C What can I bring?

- **HOW TO ...** | make invitations and offers: social phrases
- Pronunciation: rhythm in phrases

GSE INFORMATION

SPEAKING

33 Can talk about their life (e.g. family, home, job), using simple language.

HOW TO ...

31 Can make simple invitations using basic fixed expressions.

VOCABULARY

30–42 Can use language related to greeting, meeting, introducing, and leave-taking.

33 Can recognise simple, fixed expressions used in small talk.

SPEAKING

32 Can make offers using basic fixed expressions.

3D Your neighbourhood

- **BBC STREET INTERVIEWS** | Understand street interviews about where people live
- Talk about your local area: *there is, there are*
- Write an email about your local area

GSE INFORMATION

PREVIEW

30–42 Can use language related to describing something's quality.

30–42 Can use language related to areas, districts and neighbourhoods.

VIEW

31 Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography).

GRAMMAR

27 Can use 'there' + 'be' to express presence/absence.

SPEAKING

33 Can describe their home town or city using simple language.

WRITING

34 Can write short texts about their likes and dislikes using basic fixed expressions.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 3A. For this reason it shouldn't be exploited or taught at length, just played once or twice in class.

▶ Put Ss in pairs to discuss the question in the programme information box. When they have finished, ask a few Ss for their answers and have a brief class discussion before they watch the video. At this point you may also want to preteach *guest room* and *sofa*. When they are ready, play the video for Ss to answer the question in part 2.

ANSWER:

- 2 Three speakers (Speakers 2, 3 and 4) say they love having visitors.

EXTRA IDEA If you want to extend the discussion, you could also discuss these questions as a class: *Who are the visitors? Family? Friends? When you travel, do you usually stay in hotels or apartments, or at friends' homes?*

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 3

Online Digital Resources

Videoscript Unit 3 Opener: BBC Vlogs

3A Come in.

GRAMMAR | *this, that, these, those; here, there*

VOCABULARY | rooms and furniture

PRONUNCIATION | /ɪ/ and /i:/

LESSON OVERVIEW

In this lesson, Ss learn vocabulary related to rooms and furniture. They also learn how to describe things using the determiners *this, that, these* and *those*, and *here* and *there* to describe location. The context is a listening where Ss listen to the owner of an apartment describing it. Ss also practise the short and long sounds /ɪ/ and /i:/. They then do a speaking activity, where they practise describing an apartment in pairs. The lesson ends with a writing activity, where Ss write a description of a home for a website.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Display the exercise on your device and share your screen. Make sure the annotate function is switched on. In feedback, ask different Ss to draw lines to connect the questions and answers.
- **Ex 1C:** Ask Ss to type their ideas into the chat box so they can compare answers.
- **Ex 5B:** Put Ss in pairs in breakout rooms to practise saying the sentences. Monitor carefully in each room and check their pronunciation.

Additional Materials

For Teachers:

Presentation Tool Lesson 3A

Photocopiable Activities 3A

Grammar Bank 3A

Vocabulary Bank 3A

Writing Bank 3A

For Students:

Online Practice 3A

Workbook 3A

TO START

Put Ss in small groups or 'teams'. Set a strict time limit of one minute for each group to brainstorm as many types of furniture as they can. When they have finished, award a point for each correct type of furniture they have. The team with the most points wins.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

rooms and furniture

- 1 A** Focus attention on the photos. Put Ss in pairs to discuss the questions. When they have finished, elicit Ss' ideas and have a brief class discussion.
- B** Keep Ss in the same pairs to match the places and objects. When they have finished, check answers with the class.

EXTRA SUPPORT Ex 1B revises prepositions of location covered at A1 level, and these are also needed for a later exercise. If you think Ss don't know or remember them, it would be useful to check: *on, in front of, behind, under, above, near, next to, between, to the right of, to the left of*. You can do this by using a small ball or object and placing it in different positions in order to elicit each preposition.

ANSWERS:

2 b 3 d 4 a 5 h 6 e 7 f 8 g 9 l
10 j 11 i 12 k

- C** Ss work in the same pairs to add rooms and furniture. Monitor and offer help where necessary. When they have finished, refer Ss to the Vocabulary Bank on page 137 to check if any of their ideas are there.

EXTRA: ALTERNATIVE IDEA You could do this as a competition. The first pair to come up with five, ten or twenty words (depending on the class level) wins.

VB ➡ page 137 **VOCABULARY BANK** rooms and furniture

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

- 1 A** Focus Ss' attention on photos A–H. Ss match the rooms with the photos individually, then check in pairs. Check answers with the class.

ANSWERS:

- A** hall
- B** living room
- C** kitchen
- D** home office/study
- E** dining room
- F** bathroom
- G** bedroom
- H** garage

- B**  **VB3.01** | Ask Ss to look at the photos again. Play the recording for Ss to listen and repeat the words.

- 2** Elicit or teach understanding of *upstairs* and *downstairs*. Ss discuss the questions in pairs. In a multicultural class, ask Ss to describe the typical situation in their country and discover if it differs between countries.

ANSWERS:

In the UK:

downstairs: dining room, garage, hall, kitchen, living room

upstairs: bathroom, bedroom

either: home office/study

- 3** Ss match the words with the items in the photos individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT Draw Ss' attention to the plural *shelves* and explain that this is an irregular plural form.

ANSWERS:

1 d 2 c 3 i 4 g 5 l 6 f 7 a 8 q
9 j 10 m 11 r 12 k 13 n 14 h 15 e 16 b
17 p 18 o

- 4**  **VB3.02** | Draw the three stress patterns on the board across the top, then read the example with the class and write it on the board under the correct pattern. Encourage Ss to say each word silently to themselves to help categorise them. When they have finished, play the recording for Ss to listen and check their answers then check answers with the class.

ANSWERS:

- O** desk, fridge, lamp, plant, rug, shelf/shelves, sink, stairs
- Oo** *armchair*, carpet, counter, cupboard, mirror, oven, shower, sofa, wardrobe
- Ooo** washbasin

- 5** Demonstrate the activity with a stronger student, then put Ss in pairs to take turns and practise.

EXTRA CHALLENGE Challenge Ss to do Ex 5 without looking at the book (or only looking if they get stuck).

- VB 6** Ss work in pairs to take turns guessing the rooms. They can do this as many times as you have time for in order to practise the words.

EXTRA IDEA Ask Ss to create mind maps of each room and add the vocabulary items to each one. They can then add to these as they meet new words to describe furniture, appliances and other things in the house.

- 2A** Give an example to demonstrate first, e.g. 'My glasses are in the kitchen, on the table.' Ss should work alone to do this and keep the locations a secret. Remind them to use prepositions to describe exactly where the items are and make notes of their ideas.

- B** When they are ready, read the example with the class, then put Ss in pairs to guess where the items are.

EXTRA CHALLENGE With fast finishers, you could ask pairs to discuss what type of things they usually lose or misplace, and where they have found them.

LISTENING

- 3A** Ask Ss if they've ever rented an apartment short-term (e.g. for a holiday), and/or tell them about a time you have (if you have). Put Ss in pairs to discuss which three things are most important. When they have finished, ask a few pairs what they chose and find out if others agree. At this point you could also ask them for any other important things they can think of, e.g. a list of places to eat, the location of local banks or cashpoints, instructions on how to use things in the apartment, etc.

- B**  **3.01** | Remind Ss of the photos in Ex 1, then play the recording for Ss to listen and put them in the correct order. Check answers with the class.

ANSWERS:

The correct order is A, B, C.

AUDIOSCRIPT 3.01

Hi, I'm Joanne, and welcome to my apartment, or your apartment really, for the time you're in Edinburgh. This video has all the information you need for your stay. So let's go! OK, this is the key box. It's over here, near the front door. You enter the code here ... and this little door opens. These are the keys. These two keys here are for the front door and it's easy to open. It's usually easy to open, there ... it's open.

Now let me show you around. This is the living room. And on the table here is some tourist information about the local area and places to visit. The TV is over there and the TV remote is under it. So you turn on the TV like this. The wifi password is here, on the shelf under the TV. OK, let's go into the kitchen.

So this is the kitchen. Here's the fridge. Coffee and tea are here, in the cupboard. I always leave some milk for coffee and tea on your first morning. For food shopping, we usually go to the local supermarket. It's only five minutes away. And over there next to the radio are the important phone numbers – police, local hospital and my number. Also a map ... Wait, where is that map? Hmm ...

OK you go through here to the bedroom, but first here's the bathroom, between the kitchen and the bedroom. Oh, and you don't need to bring any soap or shampoo because I always leave some there, on that shelf.

And finally, the bedroom ... a big double bed. And do you see those towels, over there? They're for you. And that desk over there is where I work, but feel free to use it. This is your home in Edinburgh! Oh, and there's the map, on my desk. It's useful. You're in the centre of Edinburgh, so it's easy to walk everywhere. Oh, just one more thing, when you go out, please remember to turn off all the lights. Electricity is expensive. So ... enjoy!

- C** Ss discuss what they can remember about the answers to the questions in pairs. Elicit their ideas but don't give any answers yet.

- D**  **3.01** | Ss listen again and answer the questions, then check in pairs. Check answers with the whole class.

EXTRA SUPPORT If necessary, pause the audio after the answer to each question is given and elicit the answer from the class.

ANSWERS:

- 1 You open the key box.
- 2 Yes, it's on the table in the living room.
- 3 Yes
- 4 Five minutes away
- 5 Yes, they're in the kitchen.
- 6 No
- 7 Yes

EXTRA IDEA: DIGITAL You could ask Ss to go online and search for useful questions to ask when renting a holiday apartment in English, using the search term: *questions for renting a holiday apartment*. Monitor and help with vocabulary and direction as to where to find the questions on the websites. Ss can then work in small groups to share the questions they found and choose the best three to share with the class.

GRAMMAR

this, that, these, those; here, there

4A Ss complete the sentences as best they can from memory and using *here* and *there* as clues. Don't give any answers yet.

B  **3.02** | Ss listen and check their answers. Check answers with the class and demonstrate how *here* and *there* indicate which word to use.

ANSWERS:

- 1 this
- 2 These
- 3 those
- 4 that

C The pictures will help clarify the meanings of the words. Once completed, they should also provide a useful reference tool for Ss to use when practising the grammar.

ANSWERS:

- A these
- B those
- C that
- D this
- E there
- F here

D The Grammar Bank on page 106 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB page 106 **GRAMMAR BANK**

This focuses on the use of *this, that, these* and *those*, as well as *here* and *there* to help reinforce understanding. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the use of the determiners without a noun.

1 Ss complete the conversations alone, then check in pairs. Check answers with the class. Ss could then practise the conversations. When they have finished, ask them to swap roles and repeat.

ANSWERS:

- 1 *This*, these
- 2 those, these
- 3 This, there
- 4 here, That

2 Focus attention on the picture and elicit the different things Ss can see. Read the example with the class, then ask Ss to find and correct the further eight mistakes. Check answers with the class.

ANSWERS:

- 1 Alan: **This** isn't coffee, it's tea.
- 2 Kim: **These** strawberries are delicious.
Alan: Yes, **those** are from my garden.
- 3 Kim: And **this** cake is wonderful.
- 4 Jill: Can I have some of **that** pasta please?
Kim: Which pasta? **This** one?
- 5 Jill: Beef and salad. **These** sandwiches are very nice.
- 6 Jill: Are **these** tomatoes from your garden, Alan?

EXTRA IDEA If you think Ss need further controlled practice of determiners, you could make use of the classroom context. Tell Ss to work in pairs and take turns to ask each other questions about the things in the room and the things they have with them using *this, that, these* and *those*; e.g. A: 'What's that called in English?' B: 'A whiteboard. What are those called in English?' A: 'Posters.'

PRONUNCIATION

/ɪ/ and /i:/

5A Introduce the sounds by demonstrating the short and long sounds in isolation. Point out that the two dots (:) after the second symbol indicate that it's a longer sound. Read the examples in the table and ask Ss to repeat. Ss then read the sentences in pairs and write the words in the correct place. Don't give any answers yet.

B  **3.03** | Play the recording for Ss to check their answers. Check the answers with the class, then ask Ss to practise saying the sentences in their pairs.

ANSWERS AND AUDIOSCRIPT:

/ɪ/ *It's, This, is, living, bring*
/i:/ *easy, These, keys, need, We, leave*

EXTRA SUPPORT If Ss need more practice with these two sounds you could write some or all of these sentences on the board for Ss to practise saying: *These are my things. Is this your key? Who are those six people? Please eat it. He's at his desk.*

EXTRA IDEA For further practice, Ss can work in pairs. Student A says one of the words from each pair below and Student B writes the words they hear. They then check with Student A. When they have finished, Ss can swap roles and repeat the activity.

sit, seat it, eat this, these his, he's

SPEAKING

- 6** Put Ss in A/B pairs and direct them to the relevant pages.
- 1** Give Ss time to prepare their information/questions individually. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board.
 - 2** Bring pairs back together to roleplay the situation. Monitor and check Ss are using the grammar and vocabulary from the lesson correctly. Note down any common errors or examples of good language use for later class feedback.
 - 3** Ss now swap roles and prepare questions/information for their new roles. Monitor and offer help as appropriate.
 - 4** Ss repeat the roleplay with their new roles. Monitor and make notes on their language use again. When they have finished, give feedback on Ss' language use as a class.

WRITING

write a description of a home for a website; use commas

- 7A** Ss read the extract then decide where it comes from in pairs. Check the answer with the class.

ANSWER:

C

- B** Refer Ss to the Writing Bank on page 90 to write a description.

WB ➡ page 90 **WRITING BANK**

- 1A** Focus attention on the photos of the people and elicit Ss' ideas about what they think they're like. Ss read the information on the people and the text, then discuss in pairs who they think would like the apartment the most. Elicit the answer from the class.

ANSWER:

C

- B** Ss read the text again and order the topics alone, then check in pairs. Make sure they know one of the topics isn't included. Check the answer with the class.

ANSWER:

The correct order is f, g, c, e, a, b.

- C** Either do this activity as a class or ask Ss to do it in pairs. Check the answer with the class.

ANSWERS:

Sentence 2 uses a comma in the list.

Sentence 2 is correct.

- D** Ss complete the rules alone, then check in pairs. Check answers with the class.

ANSWERS:

1 don't use

2 use, don't use

- E** Ss add commas alone, then check in pairs. Copy the sentences on the board and elicit or add the commas in class feedback.

ANSWERS:

1 The bedroom has a bed, a desk, an armchair and a reading lamp.

2 correct

3 The apartment is good for couples, business travellers and small families.

- 2A** Give Ss a minute or two to choose what they're going to write about and who for.

EXTRA IDEA: DIGITAL Ask Ss to go online and visit a website where people advertise holiday apartments to rent and note down any useful words and phrases they use. Give them areas and topics to look out for, e.g. location, size, cost, facilities, things to do, etc.

- B** Ss write their descriptions. A range of 80–100 words should be appropriate for this task. Monitor and offer help where necessary.

- C** Ss read their descriptions, checking for use of commas in particular. Monitor and answer any questions Ss have.

EXTRA: ALTERNATIVE IDEA Once Ss have completed their descriptions, ask them to swap with a partner and check each other's use of commas. When they have finished, Ss work in pairs and talk each other through any comments they have.

- D** Ask Ss to swap their descriptions with other Ss to read and match with the people in the photos (A–C). When they have finished, ask a few Ss which apartment they'd like to stay in most and why.

TO FINISH

Put Ss in pairs to discuss their ideal apartment to stay in on holiday and find out what they have in common.

3B Too much stuff

GRAMMAR | *have got*

VOCABULARY | common adjectives (1)

PRONUNCIATION | sentence stress

LESSON OVERVIEW

In this lesson, Ss learn *have got* to describe possession. The context is a reading where they read an article about clutter. This leads into the grammar, where Ss also practise sentence stress. Ss then learn common adjectives, which they use to describe objects. The lesson ends with a speaking activity in pairs, in which they talk about objects that are important to them.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Ask Ss to type their answers to the second question in the chat box. After they read the text in Ex 1B, refer back to their answers to see how many people guessed correctly.
- **Ex 5A:** Ask Ss to message each other privately using the chat box as they 'mingle' round the class.

Additional Materials

For Teachers:

Presentation Tool Lesson 3B
Photocopiable Activities 3B
Grammar Bank 3B

For Students:

Online Practice 3B
Workbook 3B

TO START

If you can, bring in an object from home that you really like. Show it to the class and describe when and how you got it, and why it's important to you. Give Ss a minute or two to think of an object that's important to them and why, then put them in small groups to describe it to each other.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

- 1 A** Ss discuss the questions in pairs. When they have finished, elicit their answers and check understanding of *clutter*.

ANSWER:

- 2** *Clutter* is a lot of things scattered in a place in an untidy way.

- B** Read the example with the class, then ask Ss to read the article, thinking about what the pictures mean. When they have finished, put Ss in pairs to discuss the pictures, then elicit their ideas as a class.

POSSIBLE ANSWERS:

The picture of the jumper means you have something that you don't really like.

The picture of the kitchen appliance in its box means you have something that you never use.

- 2 A** Put Ss in pairs to discuss the questions without looking at the text. You could ask them to cover it with their notebooks, or write the questions on the board and ask them to close their books.

- B** Ss read the text again and check their answers, then check in pairs. Check answers with the whole class.

ANSWERS:

- 1** 1 you have two of something; 2 you never wear something; 3 it's a gift, but you never use it
- 2** a time when you've got a lot of energy
- 3** Is this useful? Do I love this?
- 4** Chocolate is a present to yourself when you finish.

- C** Put Ss in pairs to discuss the question, and encourage them to give reasons for their answers.

EXTRA IDEA To extend the discussion, tell Ss something you have for each category (e.g. two of something – an old phone; never wear it – a jacket; in the kitchen cupboard – a sandwich toaster). Then ask them to think of something they have for each category of clutter and share the information with their partner. Why don't they give it away or throw it away?

- D** Ss find the words individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA There's a lot of detail to read and process in this task which makes it difficult for dyslexic learners. You could provide the bold words from the text as a list, on the board or as a handout, or give two options for each definition (i.e. a correct one and an incorrect one).

ANSWERS:

1 keep 2 pick up 3 put away 4 miss 5 turn off

EXTRA CHALLENGE If you want to give Ss a chance to personalise the language in Ex 2D, you could ask them to think of something or an experience they've had for each verb, e.g. 'I missed my bus this morning. I keep my favourite necklace in a special box.' They can then share their ideas in pairs.

GRAMMAR**have got**

3A Ss complete the sentences alone, then use the text to check. Check answers with the class and write them on the board.

EXTRA SUPPORT: DYSLEXIA The complexity of the task and needing to check the text for the answers could present difficulties for learners with dyslexia. Write the answers on the board in random order for Ss to complete the sentences.

ANSWERS:

1 Have 2 got 3 haven't 4 you've

B Put Ss in pairs to answer the questions, using the sentences in Ex 3A to help. Check answers with the class.

ANSWERS:

- 1 yes
- 2 has
- 3 Negative: you haven't got (add *n't* to *have*)
Question: Have you got (change the order of *you* and *have*)

C The Grammar Bank on page 107 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶▶ page 107 **GRAMMAR BANK**

This focuses on the form and use of *have got*. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the form in questions and short answers.

1 Read the example with the class, then ask Ss to complete the rest of the conversations, then check in pairs. Check answers with the class

ANSWERS:

- 1 Have, haven't, got
- 2 Has, hasn't
- 3 've/have got (or have)
- 4 haven't got (or don't have), got

2 Ss order the words to make sentences individually, then compare answers in pairs. Check answers with the class.

ANSWERS:

- 1 Has Meg got a car?
- 2 Rino, have you got any brothers?
- 3 Why has Alan got ten bags?
- 4 Julie, have we got any bananas?
- 5 What apps have you got on your phone?
- 6 Have we got any homework tonight?

3 Read the example with the class and check Ss understand they need to add two words to each description. Ss correct the descriptions individually, then compare answers in pairs. Check answers with the class.

ANSWERS:

- 2 'I've **got** one at home. It's twenty years old. I listen to it a lot, mostly music programmes.'
- 3 'She's very friendly. We've got three of them, but I like her best. She's black and white and she's got big black eyes. She likes playing with me in the garden.'
- 4 'My best friend's **got** three of these in her house. The one in her bedroom is terrible! It's small and it **hasn't** got very good internet.'
- 5 'I've got two of them, Juan and Mario. They're usually great, but sometimes we **have** problems. We live in an apartment in the city with our parents.'

4 In this exercise, Ss identify whether 's in the sentences in Ex 3 mean *has* or *is*. Read the example with the class, then ask Ss to do the same for the rest of the sentences. Check answers with the class.

ANSWERS:

- 2 It's twenty = It is twenty
- 3 She's very friendly. = She is very friendly.
She's black and white = She is black and white
she's got big black eyes = she has got big black eyes
- 4 My best friend's got = My best friend has got
It's small = It is small

5 Give Ss a few minutes to guess what the sentences in Ex 3 are describing, then put them in pairs to compare their ideas. Check answers with the class.

ANSWERS:

- 1 a car
- 2 a radio
- 3 a dog or a cat
- 4 a computer
- 5 brothers

PRONUNCIATION

sentence stress

- 4A**  **3.04** | Play the recording, pausing after each sentence for Ss to write. When they have finished, put Ss in pairs to compare their sentences. Check answers with the class and write the sentences on the board (or invite Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA The simultaneous listening and writing involved here can be difficult for dyslexic learners. You could simplify the activity by giving them the sentences with one word missing. Ss listen and complete the sentences.

ANSWERS:

See Ex 4B.

- B**  **3.04** | Play the recording again for Ss to underline the stressed words. Check answers with the class and underline the stressed words on the board. Before you play the recording again, make sure Ss understand that you want them to try and say each sentence at the same time as each speaker. This is to encourage them to produce the weak forms and stressed words naturally.

EXTRA SUPPORT If it is relevant to your class, point out how *He's*, *She's* and *Have* are all weakened, to /hɪz/, /ʃɪz/ and /həv/ and how *got a* is linked (/ˈɡɒtə/). This should happen relatively naturally if Ss try and say the sentences at the same speed as the audio.

ANSWERS AND AUDIOSCRIPT:

- 1 He's got a lot of books.
- 2 She's got three phones!
- 3 Have you got any chocolate?
- 4 I haven't got much time.

- 5A** Read the example question with the class and explain that they need to keep asking the questions to different Ss until someone answers 'yes'. Also encourage them to give more information if possible. Ask Ss to stand up and mingle to ask their questions. Monitor and check Ss are forming their questions correctly.

EXTRA: ALTERNATIVE IDEA You could do Ex 5A as a competition. Set a time limit of five minutes, the student who finds the most people within that time wins.

- B** Read the example with the class, then nominate Ss (or ask them to nominate each other) to tell the class what someone has got for the rest of the class to guess who it is.

VOCABULARY

common adjectives (1)

- 6A** Elicit the first answer as an example, then ask Ss to find the rest of the adjectives on their own. Ask Ss to compare answers in pairs, then check answers with the class. Point out that the adjective *same* is usually used with *the*, i.e. *the same thing*.

ANSWERS:

- 1 soft
- 2 large
- 3 difficult
- 4 loud
- 5 short
- 6 (the) same

- B** Read the example with the class, then ask Ss to complete the rest of the table, and then check in pairs. Check answers with the class.

EXTRA SUPPORT Ss may already be familiar with opposites for some of the words that are different to those in the exercise: another opposite of *quiet* is *noisy* (usually *loud music/noise/voice*; *noisy people/places*) and another opposite of *small* is *big* (mostly the same, but when describing clothes we use *large* for size). Also, *hard* can be the opposite of both *soft* and *easy* (with the same meaning as *difficult*).

ANSWERS:

different – the same
easy – difficult
long – short
quiet – loud
small – large

FUTURE SKILLS | Self-management



- C** Read the Future Skills box with the class, then put Ss in pairs to practise remembering the opposites.

EXTRA: FUTURE SKILLS Encourage Ss to learn and record opposites wherever possible (most commonly with adjectives). You could explain it's a good way to double the amount of vocabulary they learn. Elicit some other opposites from the class (e.g. *light – dark*, *happy – sad*, *fun – boring*) and record them on the board.

- D** Put Ss in A/B pairs and direct them to the relevant pages. Focus attention on the circles and read the examples (see answers below) with the class. Ss write their questions individually. Monitor and check they're forming them correctly and offer help where necessary.

ANSWERS:

Student A

Is this room large or small?

Is my voice loud or quiet?

Is speaking English with me difficult or easy?

Is a 2-hour English lesson short or long?

Is the floor soft or hard?

Are a film and a movie the same or different?

Student B

Are a study and a home office the same or different?

Is your chair soft or hard?

Is today's grammar difficult or easy?

Is this town/city large or small?

Are cats loud or quiet?

Is the journey home from here short or long?

- E** Read the example with the class, then put Ss in pairs to practise asking and answering the questions. When they have finished, ask a few pairs to share any answers they agreed on with the class and find out if others agree.

SPEAKING

- 7A** Put Ss in pairs to make their lists. Point out that while they can use the photos to help, they can also use any other ideas they have. Give Ss plenty of time to prepare during this exercise. It can lead to some genuine communication as well as self-directed learning via dictionary use. Encourage Ss to use whatever kind of dictionary (online, app, etc.) they normally use to get the words they need. If they can't think of ten, the photos show: a guitar, a coffee machine, scissors, a camera, a radio, a hairdryer, an alarm clock and a tennis racquet.

Other suggestions are: an iron, a wok, a kettle, good headphones, a small speaker, sunglasses. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

- B** Read the example with the class, then put Ss in pairs to reduce their number of items to five, saying why they want to keep each one.

EXTRA SUPPORT Work with Ss on the phrases in bold in the example, which they can use for the conversation. Note the use of *the* as Ss are referring to their list so the item is 'shared knowledge', i.e. known by both. However, there is no need to go into that at this point, just teach the phrases as fixed phrases.

EXTRA: ALTERNATIVE IDEA In their pairs, Ss take turns to choose an item to keep and say why. In the end they decide who has the better (and/or more useful/interesting) set of things.

- C** Ask each pair to share their answers with another pair or pairs and find out if they have any objects in common. Encourage them to use the phrases from Ex 7B, but change the pronoun to *we*, e.g. *We'd like to keep*

TO FINISH

Write on the board: *Do you think you'll say goodbye to any 'clutter' at home after this lesson? What?* Put Ss in pairs to discuss the question.

3C What can I bring?

HOW TO ... | make invitations and offers

VOCABULARY | social phrases

PRONUNCIATION | rhythm in phrases

LESSON OVERVIEW

In this lesson, Ss learn functional language for making invitations and offers. The context is a reading where they do a quiz about being a good guest. This leads into vocabulary (social phrases), where Ss also learn rhythm in phrases. The lesson ends with a speaking activity where Ss roleplay accepting an invitation and visiting someone's house.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 3B:** Use a collaborative document to check answers. Nominate a different student to type each answer in and check spelling.
- **Ex 3D:** Use a collaborative document with the table on and ask Ss to type the phrases in the correct place.
- **Exs 7A and 7B:** Ask Ss to use their actual email account for this stage.

Additional Materials

For Teachers:

Presentation Tool Lesson 3C

Photocopiable Activity 3C

Grammar Bank 3C

Mediation Bank 3C

For Students:

Online Practice 3C

Workbook 3C

TO START

Write on the board: *How often do you invite friends to your house? What do you do when they come over?* Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and have a brief class discussion.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

SPEAKING

1 A Focus attention on the photo and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.

B Read the example with the class. (You may want to check understanding of *It depends*.) Then put Ss in pairs to discuss the questions in the text. You could either give them a few minutes to read the whole text then discuss, or have them go through each question one-by-one, discussing them as they go.

EXTRA SUPPORT: TEACHER The female form, *hostess* is also used, but is similar to actor/actress in that host/actor is used generally and is now more common.

FUTURE SKILLS | Social responsibility



C Read the Future Skills box with the class, then put Ss in pairs to discuss the questions. In a multicultural class, try to mix up the nationalities in the pairs so they can compare customs. When they have finished, elicit ideas from a few pairs and have a brief class discussion.

How to ... make invitations and offers

2 Ss read the email and answer the questions, then compare answers in pairs. Check answers with the class.

ANSWERS:

- 1 a meal
- 2 phone the writer (i.e. Alysha or Dion) with his answer

3 A  **3.05** | Read the sentences with the class so they know what to listen for. Ss listen and decide which two are true, then check in pairs. Check the answer with the class.

ANSWER:

1 and 4 are true.

EXTRA CHALLENGE Elicit the correct information for sentences 2 and 3 once Ss have listened, i.e.: 2 He's late. 3 He asks for sparkling water.

 AUDIOSCRIPT 3.05**J = Jason A = Alysha D = Dion****Conversation 1**

J: Hi Alysha, it's Jason.
 A: Hi Jason, how are you?
 J: I'm good, thanks.
 A: So, would you like to come for dinner on Friday?
 J: I'd love to come.
 A: That's great! I'll send you the directions.
 J: Thanks. Erm, what can I bring?
 A: Oh, nothing. Just yourself!
 J: OK, great.
 A: Wait a second. Is there anything you don't eat?
 J: Oh, well ... I don't eat mushrooms. I hope that's OK.
 A: Of course. I'm glad I asked. So, see you on Friday at seven.
 J: See you then. Bye.

Conversation 2

A: Hi. You made it!
 J: Yes, sorry I'm late.
 A: No problem. Great to see you.
 J: You too.
 A: This is Dion, my husband. Dion, Jason.
 D: Hi.
 J: Nice to meet you.
 D: Good to meet you too.
 A: Come on in.
 J: These are for you.
 A: Oh, what beautiful flowers. How nice of you!
 J: Shoes off?
 A: Don't worry, it's OK.
 J: Are you sure?
 A: Yes. Let me take your jacket.
 J: Thanks. Here.
 D: Let's go into the living room. Can I get you something to drink?
 J: Yes please. Could I have a glass of water?
 D: Sure. Would you like still or sparkling?
 J: Sparkling, please.
 D: OK. Make yourself at home. Let me get your drink.
 J: Thank you.

Conversation 3

J: Oh, I'm full. That was delicious!
 A: Glad you liked it. Would you like some more coffee?
 J: No thanks, I'm fine. Oh, it's ten o'clock! I need to go. Work tomorrow!
 A: Oh, if you're sure. Let me get your jacket.
 J: Thank you for this evening. It's been great!
 D: Really good to meet you.
 J: And you. Thank you very much.
 A: Bye. Have a safe journey home.
 J: Thank you for a lovely evening! Bye!

B Ss complete the sentences in pairs from what they can remember of the conversations. Don't give any answers yet.

C  **3.06** | Play the recording for Ss to listen and check their answers. Check answers with the class and write the correct sentences on the board.

ANSWERS:

1 like **2** love **3** Let **4** get **5** me **6** fine

D Read the example with the class, then ask Ss to categorise the rest of the sentences. Check answers with the class.

ANSWERS:

make an offer	Let me take your jacket. Can I get you something to drink? Let me get your drink.
say 'yes'	I'd love to come.
say 'no'	No thanks, I'm fine.

4A To prepare Ss, you could elicit the different ways they could offer and respond, i.e.

offers: Can I get/take/bring ...?; Let me get/take
 (Note that *Would you like ...?* can also be used for offers but not with the verbs given in the exercise.)

responses: Thanks; Thank you; Yes, please; I'd love one. or No thanks, I'm fine.

Put Ss in A/B pairs, then read the example with the class. Ss practise the conversations in their pairs, taking turns to offer and respond. Monitor and check they're using the phrases correctly. In feedback, you could ask a few Ss to practise their conversations in open pairs across the classroom.

POSSIBLE ANSWERS (OFFERS):

B Let me take your hat. / Can I take your hat?
C Let me bring you a cake. / Can I bring a cake?
D Let me bring you some chocolates. / Can I bring some chocolates?
E Let me get you a sandwich. / Can I get you a sandwich?
F Let me take your jacket. / Can I take your jacket?

B The Grammar Bank on page 108 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 108 **GRAMMAR BANK**

This focuses on the form and use of phrases for making invitations and offers. Read the notes with the class, or give them a few minutes to read alone then ask any questions they have.

- 1** With weaker classes, you may want to point out the first line of the conversation and then elicit the second. Ss order the conversation alone, then check in pairs. Check answers with the class. You could then ask Ss to practise the conversation in pairs.

ANSWERS:

The correct order for the conversation is:

- A: Hi Alice. Would you like to come for lunch this weekend?
 B: I'd love to, but I work on Saturdays.
 A: How about Sunday?
 B: Let me check. Oh no. I'm sorry, I can't. It's my niece's birthday party on Sunday.
 A: How about next week, then? Would you like to come to dinner on Wednesday?
 B: Next Wednesday. Yes, that's good.
 A: OK, Wednesday the 17th. Have you got our address?
 B: Yes, it's in my phone. Thank you very much. See you next Wednesday.

- 2** Ss order the words in each line of the conversation alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ordering activities can be difficult for dyslexic Ss. Give the Ss the sentences in the correct order but with one word missing from each line. Ss complete the lines with the missing words to complete the conversation.

ANSWERS:

- A: Hi, come in! Let me take your bag.
 B: That's kind of you. Here, these are for you.
 A: How nice of you! Would you like a cup of coffee?
 B: I'd love one, thanks.
 A: Can I get you a sandwich or something?
 B: No thank you, I'm fine.

- 3** Ss write the conversations alone, then check in pairs. Check answers with the class.

ANSWERS:**1**

- Julie: Hi Chris, it's me, Julie.
 Chris: Oh hi Julie. How are you?
 Julie: Good, thanks. Listen, would you like to come to Susie's birthday party on Saturday?
 Chris: I'd love to come. How old is she?
 Julie: She's four.
 Chris: What time is the party?
 Julie: It's at three o'clock.

2

- Julie: Hi Chris, come in!
 Chris: Hello Julie.
 Julie: Let me take your jacket.
 Chris: Thanks.
 Julie: Would you like something to drink?
 Chris: What have you got?
 Julie: We've got orange juice, water and tea.
 Chris: I'd love some/an orange juice, thanks.
 Julie: Here you are.
 Chris: Thanks! Where's Susie?

VOCABULARY**social phrases**

- 5A** Elicit the first answer as an example, then ask Ss to label the rest of the phrases. While they are doing this, write the phrases on the board. Check answers with the class and write them on the board. Leave them up so Ss can use them in Ex 6C.

ANSWERS:

1 G **2** B **3** G **4** H **5** G

- B** Put Ss in pairs to discuss how they can respond to each of the phrases. Feed in ideas from the possible answers if they're struggling. When they have finished, elicit their answers and write them on the board.

POSSIBLE ANSWERS:

- 1** That's OK.
2 Great to see you too.
3 Thank you (very much). They look delicious/lovely.
4 I will. Thank you for a lovely meal.
5 I'm pleased you liked it.

- C** Ss match the phrases alone, then check in pairs. Don't give any answers yet.

- D**  **3.07** | Play the recording for Ss to listen and check their answers. Check answers with the class and refer back to the phrases you wrote on the board in Ex 5B to see if they guessed any of them.

ANSWERS:

1 c **2** a **3** b **4** e **5** d

PRONUNCIATION

rhythm in phrases

6A  **3.08** | Focus attention on the circles and explain that they show stress patterns in sentences: a large circle indicates a stressed word and a small circle indicates an unstressed word. Play the recording for Ss to listen to the phrases and notice the stress patterns.

B  **3.08** | Ss listen again and say the phrases with the recording. Make sure they say them at the same time as the speakers in order to help them say them naturally.

C Put Ss in pairs to practise the mini-conversations. Ss can refer to the phrases you wrote on the board in Ex 5A so they don't need to keep opening and closing their books. Monitor and check Ss are using the correct stress patterns. When they have finished, ask Ss to swap roles and repeat the conversations.

SPEAKING

7A Refer Ss back to the email invitation in Ex 2, then ask Ss to write their own, inventing the details. Monitor and offer help where necessary. Encourage Ss to use the phrases for making invitations from the lesson.

B Put Ss in pairs and ask them to swap emails. Give them a chance to read the emails then ask them to practise phoning each other to accept.

EXTRA: ALTERNATIVE IDEA Instead of working in closed pairs, Ss could write invitations for more than one other student in the class, thus generating more opportunities for speaking practice.

EXTRA IDEA: DIGITAL If Ss want to and are comfortable doing so, they could use their real phones to have these conversations. This will depend on whether Ss are comfortable sharing their phone numbers, however.

C Arrange Ss in different pairs to roleplay the conversations, with one as the host and the other as the guest. When they have finished, get them to swap roles.

TO FINISH

Put Ss in pairs to discuss what they'd cook if they hosted a dinner party. You could ask them to refer to Vocabulary Bank 2A (food and drink) to help when they do this.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶▶ page 156 **MEDIATION BANK**

▶▶ **MEDIATION BANK TEACHER'S NOTES** page 190

3D BBC Street Interviews

Your neighbourhood

GRAMMAR | *there is, there are*

SPEAKING | talk about your local area

WRITING | write an email about your local area

LESSON OVERVIEW

In this lesson, Ss learn the form and use of *there is* and *there are* to introduce nouns. The context is a video of interviews with people in the street talking about their homes. Ss then do a speaking activity, where they practise describing their local area. The lesson ends with a writing activity, where Ss write an email about their local area.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **TO START:** Use a collaborative document for Ss to write their ideas.
- **Exs 2A and 3A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 4A:** Display the gapped sentences on your device and share your screen. Make sure the annotate function is on and ask a different Ss to complete each sentence.

Additional Materials

For Teachers:

Presentation Tool Lesson 3D
Online Digital Resources
Grammar Bank 3D
Videoscript 3D: BBC Street Interviews

For Students:

Online Practice 3D
Workbook 3D

TO START

Review the language of homes and furniture by drawing circles on the board, each with the name of a different room inside. Ask Ss to come to the board and build word webs with the names of furniture and other items you can find in each room.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

- 1 Demonstrate the activity by telling Ss about your home, e.g. 'I live in an apartment in the centre of town. From my window I can see the park. I like my area because it's easy to get to other places.' Put Ss in groups to discuss the questions. When they have finished, ask a few Ss to share any interesting information they found out from their partners with the class.

VIEW

- 2 A ▶ Read the questions in the BBC programme information box with the class, and explain that they're going to watch different people answering these questions. Elicit or teach the meaning of *flat* (= apartment). Play the first part of the video, in which people answer Q1, and ask Ss to identify who says they have a garden. Check the answer with the class.

ANSWER:

Helen and Gusy

- B Explain that *lounge* is another name for *living room*. Ss complete the sentences alone, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA You could write the words in the box in a vertical list on the board or provide them in a list as a handout to help Ss with dyslexia to process the information for this task.

- C ▶ Play the video again for Ss to check their answers, then check answers as a class.

ANSWERS:

- 1 lounge
- 2 floor
- 3 back
- 4 parents
- 5 small
- 6 apartment
- 7 garden

- 3 A ▶ Tell the class that they're now going to watch people talking about their neighbourhoods. Play the second part of the video for Ss to identify who talks about parks. Check the answer as a class.

ANSWER:

Mark, Isabelle and Lily

- B ▶ Read the sentences with the class so they know what to listen for, then play the second part of the video again for Ss to choose the correct options. Ask Ss to check in pairs, then check answers as a class.

ANSWERS:

- 1 lots of
- 2 close by
- 3 traffic
- 4 parks
- 5 shops

GRAMMAR

there is, there are

- 4 A Ss complete the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 aren't
- 2 's
- 3 isn't
- 4 are

- B** The Grammar Bank on page 109 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 109 **GRAMMAR BANK**

This focuses on the form and use of *there is* and *there are*. Go through the notes with the class, or give them time to read them and ask you any questions they have. Check understanding, especially of the negative forms.

- 1** Read the example with the class, then ask Ss to complete the rest of the questions individually, then check in pairs. Check answers with the whole class.

ANSWERS:

- | | |
|--------------------|--------------------|
| 2 Are there | 7 Is there |
| 3 Is there | 8 Are there |
| 4 Are there | 9 Are there |
| 5 Is there | 10 Is there |
| 6 Are there | |

- 2** Read the example with the class, and explain that Ss need to complete the short answers to the questions in Ex 1. Ss write their answers alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|-----------------------|-----------------------|
| 2 there aren't | 7 there isn't |
| 3 there is | 8 there are |
| 4 there aren't | 9 there aren't |
| 5 there is | 10 there is |
| 6 there are | |

EXTRA IDEA When they have finished Ex 2, put Ss in pairs to practise asking and answering the questions from Ex 1, giving personal answers about their own neighbourhoods.

- 3** Read the example with the class, then ask Ss to complete the second sentences, then check in pairs. Check answers with the class.

ANSWERS:

- 2** There is / There's some bread in the cupboard.
- 3** Are there any apples?
- 4** Is there any milk?
- 5** There isn't any rice.
- 6** There are some grapes.
- 7** Are there many oranges?
- 8** There isn't much bread.
- 9** There aren't a lot of potatoes.
- 10** There is / There's lots of mineral water.

SPEAKING

talk about your local area

- 5A** Demonstrate the activity by choosing a few of the topics and saying what you like or dislike in your local area (e.g. 'I like the different restaurants and cafés, but there's also a lot of noise because of the traffic.'). Put Ss in pairs to discuss their own local area(s). When they have finished, elicit answers from a few Ss for each topic.

- B** Give Ss a minute to read the phrases in the box, then ask them to use them as prompts to describe their own neighbourhood in pairs.

EXTRA CHALLENGE In Ex 5B, ask Ss to describe their neighbourhood using *all* the prompts in the Key phrases box at least once.

- C** Read the example questions with the class and elicit a few answers to demonstrate. Arrange Ss in new pairs to ask and answer questions about their neighbourhood. When they have finished, ask a few Ss to share something interesting they learnt from their partner with the class.

WRITING

write an email about your local area

- 6A** Ss read the email and answer the question individually, then check in pairs. Check the answer with the class.

ANSWER:

Sometimes the traffic is loud and she can't sleep.

- B** Ss write their emails alone. Monitor and offer help where necessary. Ss should aim to write about 80–100 words. When they have finished, ask Ss to swap emails with other Ss. You could either put them in groups or display their writing around the classroom and ask Ss to walk around and read them. When they have finished, ask a few Ss which neighbourhood they like best and why or, if they are about the same neighbourhood, which description they think is most accurate.

EXTRA IDEA: DIGITAL Ask Ss to share their descriptions online, either by emailing each other or in a collaborative document.

TO FINISH

Put Ss in pairs and ask them to discuss where they would like to live if they didn't live in their current neighbourhood.

3 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 1B, 2A, 3A and 4A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Exs 1B and 1C:** Ask Ss to use a collaborative document, shared between them in pairs to write and then compare their sentences.
- **Ex 3A:** Use a collaborative document to check answers, which Ss can then refer to when working in pairs to discuss the questions.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 3 (Grammar: *this, that, these, those; here, there*; Vocabulary: rooms and furniture, common adjectives, social phrases; How to ... make invitations and offers). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

- 1 A** Read the example with the class, then ask Ss to complete the rest of the sentences. Check answers with the class

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find it difficult to process the information in the word box. You could provide the words in a vertical list (on the board or on paper) for them to work with.

ANSWERS:

- 2 has got
- 3 There are
- 4 those flowers
- 5 haven't
- 6 These photos

- B** Demonstrate the activity by giving some examples about yourself, e.g. 'There are three people in my family. These photos on my phone are of my family.' Ss work individually to rewrite the sentences. Monitor and check Ss are forming the sentences correctly and correct where necessary.

- C** Put Ss in pairs to compare their sentences. When they have finished, ask a few pairs to share anything they have in common with the class.

- 2 A**  **R3.01** | Focus attention on the picture and elicit what Ss can see in it, so they know what to listen for. Ss listen and write T or F for each statement, then check in pairs. Play the recording again if necessary, then check answers with the class.

ANSWERS:

- 1 F (There are five / a lot of tomatoes.)
- 2 F (There are two bottles of water.)
- 3 T
- 4 T
- 5 T
- 6 F (There is a cucumber.)

AUDIOSCRIPT R3.01

- 1 This is my fridge. As you can see, there are two tomatoes on the top shelf.
- 2 I've got three bottles of water, and some butter to the left of the water.
- 3 On one shelf, there's some orange juice and a cucumber.
- 4 I've got some eggs and a jar of jam on the top shelf of the door.
- 5 There's some milk on the bottom shelf of the door.
- 6 I haven't got any lettuce or cucumbers.

- B** Put Ss in A/B pairs and refer them to the relevant pages. Make sure Ss understand that four sentences should be true and two false. Monitor and offer help where necessary and check Ss are forming their sentences correctly.
- C** Put Ss in pairs to show their photos and read out their sentences for their partner to work out which are true.

VOCABULARY

- 3A** Elicit the first answer as an example, then ask Ss to write the rest of the words. Monitor and offer help where necessary. In feedback, check answers with the class and write the words on the board.

EXTRA SUPPORT: DYSLEXIA Word completion activities can be difficult for dyslexic learners. You could provide a gap for each word, with two possible options for each gap.

ANSWERS:

- 1 mirrors
- 2 carpets, rugs
- 3 kitchen, dining room
- 4 office, desk
- 5 hard, soft
- 6 loud
- 7 delicious
- 8 full

- B** Put Ss in pairs to take turns asking and answering the questions. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

- 4A** Focus attention on the photo and elicit what Ss can see. Ss complete the text alone, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA This activity can be challenging for dyslexic learners because of the distance the eye needs to move between the options and the gaps. In this case, break up the text into two paragraphs with the relevant options under each one.

- B**  **R3.02** | Play the recording for Ss to listen and check their answers, then check answers with the class.

ANSWERS:

- 1 C 2 B 3 A 4 B 5 B 6 A 7 C 8 A
9 B 10 A

TO FINISH

Describe your dream home to the class, e.g. 'It's got ten bedrooms, a round kitchen and lots of windows.' etc. Then put Ss in pairs to discuss their dream homes.

4 this world

Global Scale of English **LEARNING OBJECTIVES**

4A What a decade!

- **LISTENING** | Listen to a podcast about events in the 2010s: time phrases (1) and dates
- Talk about a time in your life: past simple of *be*: *was, were*
- Pronunciation: weak and strong sounds: *was, were*
- Write about a special time; use time phrases

GSE INFORMATION

LISTENING

33 Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly.

GRAMMAR

32 Can use 'was' and 'were' with a range of complement phrases.

VOCABULARY

30–42 Can use language related to point or period of time.

SPEAKING

31 Can ask simple questions to find out about a subject.

35 Can answer simple questions about their life and experiences.

WRITING

34 Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model.

4B Life in numbers

- **READING** | Read an article with fun facts about numbers: amounts and numbers
- Ask and answer questions about world number facts: *how much, how many; how + adjective*
- Pronunciation: intonation to check understanding

GSE INFORMATION

READING

35 Can read a simple text and extract factual details.

VOCABULARY

30–42 Can use language related to amounts.

GRAMMAR

31 Can ask for information about time, measurement, size etc. with 'how' + adjective/quantifier.

30 Can ask about quantities using 'how much/many' with count and uncountable nouns.

SPEAKING

31 Can ask simple questions to find out about a subject.

4C Where can I get ...?

- **HOW TO ...** | get help in shops: shops and shopping
- Pronunciation: linking

GSE INFORMATION

VOCABULARY

30–42 Can use language related to shops and shopping experience.

HOW TO ...

30 Can ask basic questions about colour, size, price etc. when shopping.

31 Can make simple purchases by stating what is wanted and asking for the price.

SPEAKING

33 Can make simple transactions in shops, post offices and banks.

4D Sakura time

- **BBC PROGRAMME** | Understand a documentary about Sakura time in Japan: weather and seasons
- Talk about a good time to visit: *should, shouldn't; imperatives*
- Write an email about the best time to visit

GSE INFORMATION

PREVIEW

30–42 Can use language related to weather.

30–42 Can use language related to seasons.

VIEW

35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.

GRAMMAR

36 Can use 'should(n't)' to offer or ask for advice or suggestions.

27 Can use verbs in the imperative.

SPEAKING

34 Can ask for basic advice using simple language.

34 Can give simple opinions using basic fixed expressions.

WRITING

28 Can write short, simple notes, emails and postings to friends.

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 4A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ Check understanding of *quiz* by showing an example of one online. Put Ss in pairs to discuss the question in the programme information box. When they have finished, ask a few Ss for their answers and find out if others agree. When they are ready, play the video for Ss to answer the question in part 2.

EXTRA SUPPORT Several of the speakers use the phrases *not good at*, *bad at* or *terrible at* so these may be worth teaching in order for Ss to get the most from the video and can be taught either before Ss do part 1 or part 2.

ANSWER:

2 Four: speakers 2, 4, 5, 6

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials**For Teachers:**

Presentation Tool Unit 4

Online Digital Resources

Videoscript Unit 4 Opener: BBC Vlogs

4A What a decade!

GRAMMAR | past simple of *be*: *was*, *were*

VOCABULARY | time phrases (1) and dates

PRONUNCIATION | weak and strong sounds: *was*, *were*

LESSON OVERVIEW

In this lesson, Ss learn the past simple of *be*. The context is a listening where Ss listen to part of a podcast about the 2010s. They practise the strong and weak forms of *was* and *were*. They also learn vocabulary related to time phrases and dates. Ss then do a speaking activity where they talk about their recent activity in small groups. The lesson ends with a writing activity, where Ss write a description of a special time for them.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Ask Ss to type their answers in the chat box. This will allow them to compare their ideas with other Ss before checking them in Ex 1C.
- **Ex 4A:** Type the sentences into a collaborative document, or display the questions on your device and share your screen. Make sure your settings allow for annotations, and invite Ss to highlight the time phrases.
- **Writing Bank 4A, Exs 2B–D:** Ask Ss to create a collaborative document, shared with their partner and with you (so you can monitor their writing). When they read each other's writing, they can type in comments with their suggestions and questions.

Additional Materials**For Teachers:**

Presentation Tool Lesson 4A

Photocopiable Activities 4A

Grammar Bank 4A

Vocabulary Bank 4A

Writing Bank 4A

For Students:

Online Practice 4A

Workbook 4A

TO START

Write the following questions on the board: *What were some important events of the last ten years? Why were they important, do you think?* Put Ss in small groups to discuss the questions. When they have finished, elicit answers from each group and have a brief class discussion.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

LISTENING

1 A Before they look at the exercise, focus attention on the photos and ask Ss if they know any of the people, but tell them not to say the names yet. Then put Ss in pairs to match the names to the photos. When they have finished, check answers with the class and elicit any information Ss know about the people.

ANSWERS:

The people are, from left to right, Neymar, Mark Zuckerberg, Adele (above) and Monica Puig (below).

B First check Ss know the 2010s are the years 2010 to 2019 inclusive. Ss do the quiz in pairs. Monitor and help with vocabulary where necessary. When they have finished, elicit Ss' ideas and write them on the board, but don't confirm any answers yet.

EXTRA IDEA: DIGITAL You could use an online noticeboard here for Ss to write and share their answers, as well as compare with other Ss' ideas before they listen and check in the next activity.

C  **4.01** | Ss listen to the podcast and check their answers. Check answers with the class and refer back to their ideas on the board to see if they guessed any correctly.

ANSWERS:

- 1 Instagram
- 2 Mark Zuckerberg
- 3 Neymar
- 4 Monica Puig
- 5 Adele, 21
- 6 a photo of an egg on Instagram

AUDIOSCRIPT 4.01

S = Sara N = Nick

- S: Welcome back. This is the Sara Walker Show. And it's time for ...
- N: *What a decade!*
- S: Hello, Nick, what have you got for us today?
- N: Today is ... the 2010s. From 2010 to 2019. And first, let's start with technology. OK, Sara, here's a question for you: Which was first, TikTok, Snapchat or Instagram?
- S: Hmm ... Let me think ... was it Snapchat? No, Instagram was first. Then Snapchat. Then TikTok.
- N: Perfect! All three were new in the 2010s. The first Instagram photo was in 2010. It was on the 16th of July.
- S: Interesting ... So, that's technology. How about people?
- N: Well in 2010, the Person of the Year in TIME Magazine was ... Mark Zuckerberg! And Facebook was the number one social media site in the world.
- S: Wow, it feels like a long time ago. I was only a teenager.
- N: Yes, me too.
- S: OK, and what other people were famous? What were the big names in sport?
- N: Where do we start? There was Usain Bolt, Simone Biles, Novak Djokovic and Serena Williams ... And in football there was a big name and a big number. 222 million euros!
- S: How much?! That's a lot of money. Was it Lionel Messi?
- N: No, it wasn't Messi. It was Neymar. 222 million euros!
- S: That was the cost of ...?
- N: ... his transfer from Barcelona to Paris Saint-Germain.
- S: When was that?
- N: In 2017. So, over to you. What else was there in sport?
- S: Well, 2016 was a good year for Puerto Rico.
- N: That was the Olympics, right? In Rio?
- S: Yes, and Monica Puig, the tennis player, was the first person from Puerto Rico to win a gold medal.
- N: Oh yes, I remember her. It was the women's tennis singles. She was great! So, that's technology, ... sport ... What about music? How much do you remember? What was the number one selling album of the decade?
- S: Was the singer British?
- N: Yes ...
- S: Ed Sheeran?
- N: No, it was a woman.
- S: Then it was Adele.

Unit 4 | Lesson A

N: Yes.

S: And her album 21?

N: That's right. In 2011.

S: How many sales?

N: Over five million in the UK. Over 31 million in the world.

S: I love Adele and I love that album! So, have you got anything else for us before the break, Nick?

N: Yes. Food. An egg.

S: I don't understand. An egg?

N: Yes, the Instagram Egg. In 2019 there were 53 million 'likes' for an egg. For a photo of an egg that someone posted on Instagram! Just a normal egg.

S: No way! Well, with that I think it's time for a break and then we can continue with ...

N: *What a decade!*

EXTRA CHALLENGE Put Ss in pairs to practise saying the following decades: *1980s, 2020s, 1900s, 1840s, 2000s* (often called *the noughties*). Monitor and help where necessary, then check answers with the class.

D  **4.01** | Read the example with the class, then play the recording again for Ss to add the years. Check answers with the class.

ANSWERS:

- 2 2010
- 3 2017
- 4 2016
- 5 2011
- 6 2019

EXTRA IDEA: DIGITAL You could ask Ss to use their devices to go online and do some research for ideas to discuss before they do Ex 1E. Useful search terms might include *famous singers/bands/films/sportspeople/events of the 2010s*.

E Put Ss in pairs to discuss what they can remember. When they have finished, ask a few pairs to share their ideas with the class to find out if anyone else mentioned the same things.

GRAMMAR

past simple of *be*: *was, were*

2A Do this exercise as a class. Read the sentences with the class and elicit the answer.

ANSWER:

the past

B Explain that *was* and *were* are the past of *is* and *are* (*be*). Ss complete the sentences individually, using the sentences in Ex 2A as a model, then check in pairs. Check answers with the class.

ANSWERS:

- 1 was 2 were 3 Was 4 wasn't

C Ss discuss the questions in pairs. When they have finished, check answers with the class.

ANSWERS:

- 1 singular: *was*; plural: *were*
- 2 *Was* + subject (e.g. the singer)
- 3 add *not*: *wasn't* (*was not*)

D The Grammar Bank on page 110 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

page 110 **GRAMMAR BANK**

This focuses on the use and form of the past simple of *be*. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of word order in questions.

1 This activity practises the use and form of the past simple positive and negative with *be*. Check Ss understand they need to identify where the verbs are missing and insert the correct form in the right places. Ss correct the email alone then check in pairs. Check answers with the class.

ANSWERS:

The apartment **was** amazing! It **was** near the city centre. There **was** a great little café about five minutes away and a supermarket ten minutes away. The apartment **wasn't** very big, there **were** only two rooms, a living room and a bedroom, but the rooms **were** very clean and the furniture **was** new. It **was** quiet because there **wasn't** much traffic nearby, and there **weren't** very many tourists. We **weren't** in the apartment very much because we **were** outside all day. Let's go for a coffee soon and I can tell you all about it.

2 This activity focuses on questions and answers using *be* in the past simple. Check Ss understand that if they use a contraction (*wasn't* or *weren't*), this counts as two words. Ask Ss to complete the questions and answers alone, then check answers with the class. You could put Ss in pairs to practise saying the questions and answers.

ANSWERS:

- | | | |
|----------------|------------|--------------|
| 2 She was | 3 Was she | 4 wasn't |
| 5 When, she | 6 was born | 7 Who were |
| 8 parents were | 9 Why, she | 10 was, What |

GB

EXTRA IDEA: DIGITAL Ss could research someone they're interested in online, then talk about them in class or with a partner, using the same question and answer format as in Ex 2.

- 3** This activity provides further practice of the use and form of the past simple positive and negative with *be*. Check Ss understand that the + and - signs in brackets after the gaps tell them whether to use the positive or negative form. Ss complete the sentences alone then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|-----------------|----------------|
| 1 was, 's/is | 4 isn't, was |
| 2 wasn't, 'm/am | 5 were, aren't |
| 3 are, weren't | 6 isn't, was |

PRONUNCIATION

weak and strong sounds: was, were

- 3A**  **4.02** | Play the recording, pausing after sentence for Ss to write it. Put Ss in pairs to compare answers, then play the recording again if necessary. Check answers with the class and write them on the board (or invite Ss to come up and do so).

ANSWERS AND AUDIOSCRIPT:

- 1 Where were you in 2010?
- 2 I was at high school in Milan.
- 3 Was it a good school?
- 4 Yes, it was.
- 5 Were you a good student?
- 6 No, I wasn't!
- 7 Were the teachers good?
- 8 Yes, they were.

- B**  **4.02** | Read the sentences with the class and check understanding, then play the recording again for Ss to choose the correct answers. Check answers with the class.

ANSWERS:

- | | |
|----------------|----------|
| 1 don't stress | 2 stress |
|----------------|----------|

EXTRA IDEA Write the correct sentences from Ex 3B on the board, then add the phonemic transcription under *was* and *were*: in 1 /wəz/ and /wə/; in 2 /wɒz/ and /wɜ:/ . Drill the words chorally and individually.

- C** Read the example with the class. Put Ss in pairs to discuss the question. Monitor and encourage them to ask follow-up questions to find out more information, and check they're using the correct stress. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

EXTRA IDEA: DIGITAL Ss can record themselves discussing the question, then listen back to check for correct pronunciation of the strong and weak sounds.

VOCABULARY

time phrases (1) and dates

- 4A** With weaker classes, elicit the first answer as an example so that Ss know the kind of phrase to look for. When they have finished, check answers with the class and write the phrases on the board.

ANSWERS:

- | | | |
|-----------|--------------|-------------------|
| 1 in 2010 | 2 on 16 July | 3 a long time ago |
|-----------|--------------|-------------------|

- B** Read the example with the class, then ask Ss to complete the rest of the phrases individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Needing to choose the correct answer from several options can be challenging for Ss with dyslexia. You could make the exercise more manageable by giving them two options (a correct one and a wrong one) for each group.

ANSWERS:

- | | | | | |
|---------|-------------|--------|------|-------|
| 2 after | 3 yesterday | 4 last | 5 on | 6 ago |
|---------|-------------|--------|------|-------|

- C** Read the example with the class, then ask Ss to write their own sentences. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- D** Read the example with the class, then put Ss in pairs to guess the time phrases. In feedback, ask a few Ss to read out their sentences for the class to guess the time phrases.

EXTRA: ALTERNATIVE IDEA You could ask Ss to make some of their sentences false in Ex 4C. In Ex 4D, Ss then have to guess both the time phrases and whether the sentence is true or false.

- 5A** If you think it's necessary, write the dates on the board in the style used in picture B. Ss decide in pairs how to say them. Then, as a class, elicit how to say each date.

ANSWERS:

- A** the first of January (or January the first)
B the twenty-seventh of May nineteen ninety-seven (or May the twenty-seventh, nineteen ninety-seven)
C the twelfth of December twenty-twenty-two (or December the twelfth, twenty-twenty-two)

EXTRA SUPPORT You can take time to highlight some features of dates here, though this will be covered in the Vocabulary Bank that follows. It may be simpler for Ss to stick to one version (e.g. *the* + ordinal number + *of* + month, such as *the second of February*).

- B** Refer Ss to the Vocabulary Bank on page 138.

VB ▶ page 138 **VOCABULARY BANK** dates

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

- 1**  **VB4.01** | Read the example with the class, then put Ss in pairs to underline the rest of the stressed syllables. When they are ready, play the recording for Ss to check their answers. Check answers with the class.

ANSWERS:

- 1** January
2 February
3 March
4 April
5 May
6 June
7 July
8 August
9 September
10 October
11 November
12 December

- 2** Ss answer the questions in pairs. When they have finished, check answers with the class.

ANSWERS:

- 1–3** Answers depend on which month it is now.
4 May, June, July, August
5 April, July, August

- 3** Ss complete the numbers individually, then check in pairs. Check answers with the class and write them on the board to check correct spelling.

ANSWERS:

- 10th – tenth
 11th – eleventh
 14th – fourteenth
 17th – seventeenth
 22nd – twenty-second
 23rd – twenty-third
 25th – twenty-fifth
 28th – twenty-eighth
 29th – twenty-ninth
 30th – thirtieth
 31st – thirty-first

- 4**  **VB4.02** | Ss listen and write the dates, as in the example. When they have finished, check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find it difficult to listen and write at the same time. In this case, give them two possible answers for each date (one correct and one wrong) and ask them to listen and tick the one they hear.

ANSWERS:

- | | |
|-----------------------|-------------------------|
| 2 3rd February | 8 7th August |
| 3 19th March | 9 1st September |
| 4 17th April | 10 13th October |
| 5 27th May | 11 22nd November |
| 6 9th June | 12 18th December |
| 7 2nd July | |

- 5** Read the example with the class. Elicit an example of a response to a date in the future, e.g. say next Friday's date and elicit 'It's a Friday.' Read the information in the box with the class. You may want to ask Ss to choose one method of saying the date which is most relevant to them and stick to that. Put Ss in pairs to practise. When they have finished, ask Ss to swap roles and repeat.

- 6A** Arrange Ss in groups of three. If your class doesn't divide into three exactly, then double one of the roles, e.g. have two student Cs. Refer Ss to the relevant pages and explain the activity. Ask a stronger group to demonstrate the start of the activity. Make sure they understand that A starts, and the activity should finish with B. Monitor while the class practises and check Ss are saying the dates correctly.

- B** Demonstrate the activity by giving Ss two dates which are important to you and saying why, e.g. 'I like the 31st of July because it's my brother's birthday and we always have a party. I also like the 1st of January because it's a holiday.' Give Ss a minute or two to think of their dates, then put them in small groups to share their information. Encourage them to ask follow-up questions and to give more information.

SPEAKING

- 7 A** You could demonstrate this activity by sharing your answers to the questions for one of the time phrases which represents an important or memorable time for you with the class, e.g. 'Yesterday, I was with a friend at a restaurant. I was very happy because it was her birthday and all our friends were there. It was fun.', etc. Give Ss plenty of time to think about their answers and make notes. (Make sure they only write notes and not a script.) Monitor and help with vocabulary, writing any new words and phrases on the board.
- B** Put Ss in small groups to take turns to share their information and ask questions. When they have finished, nominate a student from each group to share anything interesting they found out with the class.

WRITING

write about a special time; use time phrases

- 8 A** Ss read the introduction and partial answer and decide what the time period is. Check the answer with the class.

ANSWER:

a week seven years ago

- B** Refer Ss to the Writing Bank on page 91 to write a description of a special time (see the notes below).

WB page 91 WRITING BANK

- 1 A** Explain to Ss that the text is the full response from Ex 8A. Ss read the response then decide which topic isn't covered. Check the answer with the class.

ANSWER:

swimming

- B** Read the example with the class. Ss write the questions individually, then check in pairs. Check answers with the class and write the questions on the board. Make sure Ss have a clear and accurate record of the questions as they'll need them to refer to for the writing task.

ANSWERS:

- 2 Where were you?
- 3 Who were you with? / Who was with you?
- 4 Were you happy there?
- 5 What was your favourite part?

- C** Ss find three more time phrases alone, then check in pairs. Check answers with the class.

ANSWERS:

in the summer, every afternoon, every day

EXTRA IDEA This is an opportunity to remind Ss of *every* (*every day, every morning, every month, etc.*) which they studied with the present simple. Show them they can also use it with the past and *was/were*.

- D** Do this activity together as a class. Elicit the answer and explain that this is a common exclamation to describe something good.

ANSWER:

b

- 2 A** Go through the instructions with the class and check they know what to do. Give Ss plenty of time to make notes about their special times. Monitor and offer help where necessary.
- B** You could indicate to Ss that they should aim to write around 80–100 words. Monitor and offer help where necessary.
- C** Put Ss in pairs to swap descriptions and read them. Encourage them to ask follow-up questions to find out more information and make suggestions for more things to add.
- D** Ss write a second draft of their description, including the ideas from Ex 2C.

TO FINISH

Put Ss in pairs to discuss the best thing that happened to them last week (or month). Encourage them to use time phrases and the past simple with *be*.

4B Life in numbers

GRAMMAR | *how much, how many; how + adjective*

VOCABULARY | amounts and numbers

PRONUNCIATION | intonation to check understanding

LESSON OVERVIEW

In this lesson, Ss learn questions with *how much, how many* and *how + adjective* to ask about specific amounts. The context is a reading where they read an article about world number facts. Ss also learn vocabulary to describe amounts and numbers. This leads into the grammar, where Ss also practise intonation to check understanding. The lesson ends with a speaking activity in pairs where they exchange information about world facts.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** If you're short of time, rather than putting Ss in breakout rooms, have Ss type their guesses into the chat box so they can compare ideas.
- **Ex 5A:** Ask Ss to mute themselves (or you can mute them) when listening to the conversation to avoid any unnecessary distractions.
- **Ex 7:** While Ss are in breakout rooms, drop in to different rooms and monitor them. While doing this, it's a good idea to turn off your video and microphone so you're less intrusive.

Additional Materials

For Teachers:

Presentation Tool Lesson 4B
Photocopiable Activities 4B
Grammar Bank 4B
Vocabulary Bank 4B

For Students:

Online Practice 4B
Workbook 4B

TO START

Write the following questions on the board: *What different things do you use your phone for every day? What are all the different ways you use water every day? What food do you eat most often? What are the different places you walk every day?*

Tell the class your answers to the questions, then put Ss in pairs or small groups to discuss the questions about themselves.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

- 1 A** Read the examples with the class to help them with ideas, then put Ss in pairs to discuss. When they have finished, elicit ideas from the class, but don't give any answers yet.
- B** You may want to elicit or teach: *average, bath and traffic light*. Set a time limit of four minutes for Ss to read the article quickly and check their ideas from Ex 1A. Check answers with the class.

ANSWERS:

- 1 We check our phones 96 times in one day.
- 2 A bath uses 100 litres of water.
- 3 Americans eat 350 slices of pizza per second.
- 4 We wait at red traffic lights for 4 months in our lifetime.
- 5 An average person takes 7,500 steps in a day.

- C** With weaker classes, elicit the first answer as an example. Ss change the sentences individually, then check in pairs. Check answers with the whole class.

ANSWERS:

- 1 We look at our phones 171 ~~times~~ **minutes** a day.
- 2 You need 148,000 litres of water to ~~wash~~ **make** a car.
- 3 Americans eat 10.4 kilograms of ~~pasta~~ **pizza** a year.
- 4 Some people spend two days a year waiting at ~~green~~ **red** lights.
- 5 The average person walks the distance from Bangkok to ~~Manila~~ **Jakarta** in one year.

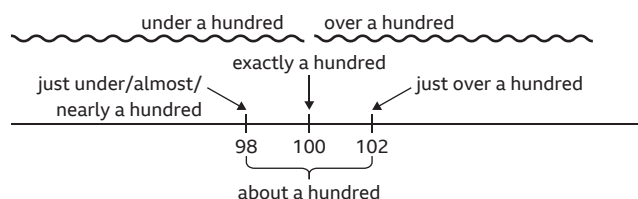
- D** Ss discuss the questions in pairs. When they have finished, elicit answers from a few pairs and have a brief class discussion.

VOCABULARY

amounts

2A Focus attention on the example and explain that the phrases in B are explanations of the numbers in A. Then ask Ss to match the rest of the numbers and words individually, and then check in pairs. Check answers with the class.

EXTRA SUPPORT If you think Ss would find a diagram helpful, below is another option for clarifying the meaning of the phrases.



ANSWERS:

98 = just under/almost/nearly a hundred
 102 = just over a hundred
 100 = exactly a hundred
 140 = over a hundred
 98–102 = about a hundred

B Remind Ss of the article in Ex 1 and explain that the sentences refer to the facts in that article. Ss choose the correct options alone, then check in pairs. Check answers with the class.

ANSWERS:

1 under	2 just over	3 almost
4 nearly	5 exactly	6 about

C Read the example with the class, then put Ss in pairs to discuss the sentences and correct them where necessary, using the phrases to describe amounts. Monitor and offer help where necessary. When they have finished, elicit answers from a few pairs.

EXTRA SUPPORT If you think Ss need more scaffolding, you could start by getting them to change each sentence so that it is true for them before comparing with a partner.

3A Put Ss in pairs to practise saying the numbers. When they are ready, elicit how to say them from the class. Highlight that we use *and* between the hundreds and tens or ones but not between the thousands and the hundreds.

ANSWERS:

171 = one-hundred and seventy-one
 148,000 = one-hundred and forty-eight thousand
 10.4 = ten point four
 7,500 = seven-thousand five hundred

EXTRA IDEA: DIGITAL Ask Ss to record themselves on their devices saying the numbers correctly after you've checked answers with the class.

B Refer Ss to the Vocabulary Bank on page 138.

▶ page 138 **VOCABULARY BANK** numbers

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 Put Ss in pairs to practise saying the numbers. Monitor and correct where necessary.

ANSWERS:

See Ex 2.

2 **VB4.03** | Ss complete the numbers alone, then check in pairs. Make sure they understand that the numbers are the same ones as in Ex 1. Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS AND AUDIOSCRIPT:

1 two hundred *and* seventy-two
 2 four thousand (–) four hundred and ninety
 3 one point four
 4 two point four six
 5 a quarter
 6 five hundred and fifty-five
 7 three million
 8 one billion

3A Read the first sentence and elicit what Ss think the answer is (but don't give the answer yet). Put Ss in pairs to guess the rest of the answers. When they have finished, you could elicit their guesses, but don't give any answers at this stage.

VB

- VB** **B**  **VB4.04** | Ss listen and check. After playing the recording, check answers with the class by asking them to say them and writing the numbers on the board. Read the information in the box with the class.

ANSWERS:

- 1 three thousand seven hundred and seventy-six
- 2 five hundred and fifty-five
- 3 two hundred and seventy-two
- 4 four thousand four hundred and ninety
- 5 one point four (Poland); two point four six (Honduras)
- 6 one billion
- 7 three million
- 8 a quarter

EXTRA IDEA After reading the information in the box with the class, ask Ss what they do in their language(s) to compare.

GRAMMAR**how much, how many; how + adjective**

- 4A** Before doing this exercise, you may want to remind Ss of the rules for countable and uncountable nouns from Lesson 2A. Ss complete the questions individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 How much
- 2 How many
- 3 How long
- 4 How far

- B** Put Ss in pairs to answer the questions, using the questions in Ex 4A to help. Check answers with the class, eliciting which adjectives they came up with for question 2.

ANSWERS:

- 1 We use *How much* with uncountable nouns. We use *How many* with countable nouns.
- 2 Other possible adjectives, covered at A1 or so far in A2 include: hot/cold, easy/difficult, early/late, quiet/loud, hungry, thirsty, near, fast, old, high, tall, expensive.

EXTRA CHALLENGE You could ask Ss to use the adjectives they came up with in Ex 4B to make questions with *How*?

- C** The Grammar Bank on page 111 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

page 111 GRAMMAR BANK**GB**

This focuses on the form and use of questions with *How much*, *How many* and *How* + adjective, as well as their responses. Go through the notes or ask Ss to read them alone and check understanding, especially the use of the response phrases such as *Not much/many/far*, etc.

- 1** Ss complete the conversation alone, then check in pairs. Check answers with the class. At this point you could ask pairs to practise the conversation.

ANSWERS:

- | | | | |
|--------|--------|--------|---------|
| 1 much | 2 Not | 3 much | 4 many |
| 5 many | 6 How | 7 how | 8 tall |
| 9 long | 10 far | 11 old | 12 nice |

- 2** Read the example with the class. Ss complete the questions individually, then compare answers in pairs. Check answers with the class. You could ask fast finishers to come and write the answers on the board.

EXTRA SUPPORT: DYSLEXIA If you think constructing sentences from prompts will be difficult for Ss with dyslexia, you could give them the questions with *much*, *many* or the adjective missing for them to complete.

ANSWERS:

- 2 How many states are there in the USA?
- 3 How old are your parents?
- 4 How tall are you?
- 5 How far is it from the city centre to the airport?
- 6 How much money have you got?
- 7 How long was your last holiday?
- 8 How different is English from your language?
- 9 How many brothers and sisters have you got?
- 10 How much traffic was there this morning?

PRONUNCIATION**intonation to check understanding**

- 5A**  **4.03** | Point out that the arrow shows the pattern of intonation, i.e. rising. Play the recording for Ss to listen and notice the rising intonation.

EXTRA SUPPORT: TEACHERS The focus here is on the use of repetition and short questions as a very effective way of checking you heard or understood something correctly. The intonation is a slight rise (not a big rise, as this would show surprise or shock).

EXTRA CHALLENGE Instead of using the intonation pattern provided in Ex 5A, you could write the conversation on the board without the arrow and ask Ss to close their books. Play the recording and ask Ss to identify if the intonation rises or falls on A's second question, and if it's a big rise or fall.

- B** Put Ss in pairs to practise the conversation. Monitor and check Ss are using intonation correctly, and correct or offer help where necessary.
- C** Demonstrate by telling Ss your answers to the questions, e.g. 'I usually sleep for just over seven hours.' Include some of the vocabulary from Ex 2 and encourage Ss to do the same in their answers. Give Ss a minute or two to write their answers.
- D** Read the example with the class, then put Ss in pairs to ask and answer the questions. Make sure Ss are checking the answers using a short *How?* question and the correct intonation.

FUTURE SKILLS | Communication



- 6 A** Read the Future Skills box with the class, then ask Ss to think of and write two more phrases they can use. Check answers and offer some phrases if Ss are struggling. Elicit their ideas and write them on the board so they can use them in Ex 6B.

POSSIBLE ANSWERS:

I'm sorry. Can/Could you say that again?
Can/Could you repeat that?

EXTRA: FUTURE SKILLS Being able to check understanding politely is an important communicative skill so as not to offend the other person by saying, for example, 'I don't understand.' You could ask Ss if this is the same in their language/culture and how they usually check things. Ask if there are differences in formal and informal situations.

- B** Put Ss in different pairs from Ex 5D. Ss ask and answer the questions again, using different phrases to check understanding.

EXTRA IDEA After this, Ss could compare the responses of the two Ss they interviewed (in Exs 5D and 6B), telling one or both what they had in common, etc. Or the findings could be collated as a class and used to create a class profile.

SPEAKING

- 7** Put Ss in A/B pairs and refer them to the relevant pages.
- 1** It's very important that Ss do not show each other the written numbers so that they have to listen and understand their partner. They could be seated back-to-back or face-to-face to prevent this. Give them time to read their instructions, then demonstrate the start of the activity with a stronger student or pair by reading out question 1 and asking them to read out the answers with the numbers. Write the answers on the board and then discuss and decide which is the answer to the first question in 1 (i.e. how long cats sleep for in a day). Erase the numbers from the board and tell the pairs to start the activity from the beginning. Make sure the person listening writes down the numbers so they can both see them to make their decision about the answers. Monitor while they do the activity and check they are saying the numbers correctly. Make notes on any common errors or examples of good language use for later class feedback.
 - 2** Once they have decided on the answers to A's questions, they swap roles and B reads their questions for A to provide the number answers. Check answers with the class in feedback.

NOTE The figures in question 5 are based on an OECD study. The totals are a combination of all types of work situations and may not correlate to your Ss own experience.

ANSWERS:

- 1** 1 b 2 c 3 a
- 2** 1 c 2 a 3 b
- 3** 1 a 2 c 3 b
- 4** 1 c 2 a 3 b
- 5** 1 a 2 c 3 b
- 6** 1 b 2 a 3 c

- 8** Give Ss some ideas for search terms such as *interesting world facts/statistics*. Alternatively you could ask them to choose a topic they're interested in (e.g. travel, animals, transport, etc.) and ask them to find three interesting number facts about that. At the start of the next lesson, ask Ss to take it in turns to share what they found out with the class.

TO FINISH

Write on the board: *What was the most interesting number fact you learnt in today's lesson? Why?* Put Ss in pairs to discuss the question. Encourage them to use *How much/many ...?* and intonation to check understanding.

4C Where can I get ...?

HOW TO ... | get help in shops

VOCABULARY | shops and shopping

PRONUNCIATION: linking

LESSON OVERVIEW

In this lesson, Ss learn functional language for getting help in shops. The context is a reading where they read a text message conversation about someone's suitcase not arriving on a trip. This leads into vocabulary related to shops and shopping. Ss then learn phrases for getting help in shops, as well as about linking in the pronunciation of questions. The lesson ends with a speaking activity where Ss roleplay a conversation between a tourist and a shop assistant.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1C:** Use a collaborative document for Ss to make their lists. In feedback, check spelling. Ss can then refer back to this when they do the Vocabulary Bank exercises to see which shops they mentioned.
- **Ex 4B:** Show the sentences on your device and share your screen. Ask Ss to annotate the sentences to include linking, then play the recording for them to check in Ex 4C.
- **Ex 9:** Ss could share their browsers, showing each website and talking about them when they share their ideas in the next class.

Additional Materials

For Teachers:

Presentation Tool Lesson 4C
Photocopiable Activity 4C
Grammar Bank 4C
Vocabulary Bank 4C
Mediation Bank 4C

For Students:

Online Practice 4C
Workbook 4C

TO START

Write the following questions on the board: *How often do you go shopping? Do you like shopping? Why/Why not?* Tell the class your answers, then put them in small groups to discuss the questions.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

shops and shopping

- 1 A** Go through the questions with the class. Ss read the messages and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

- 1 She hasn't got her suitcase (because it went to the wrong place) and she has a conference tomorrow. Her clothes, (shoes) and her phone charger are in her suitcase.
- 2 (Go shopping and) buy the things she needs.

EXTRA CHALLENGE If your Ss can cope with talking about the past, you could ask them 'Have you ever had this problem when you travel?' and ask them to describe the problem they had.

- B** Ss answer the question alone, then compare answers in pairs. Check answers with the class.

ANSWERS:

clothes: a clothes shop
shoes: a shoe shop
phone charger: an electronics shop or a phone shop
painkillers: a pharmacy/chemist's or a supermarket

- C** Put Ss in pairs to come up with more types of shop. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, refer Ss to the Vocabulary Bank on page 139 to check if any of their ideas are there.

VB ▶ page 139 **VOCABULARY BANK** shops

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

- 1 A** Ss match the shops with the photos individually, then check in pairs. Check answers with the class and ask if there are any other shops Ss would like to know the name of in English.

ANSWERS:

1 L 2 B 3 I 4 H 5 N 6 G 7 D 8 E
9 O 10 F 11 C 12 J 13 A 14 K 15 M

- B** ▶ **VB4.05** | Ask Ss to look at the photos again. Play the recording for Ss to listen and repeat the words.

EXTRA SUPPORT: TEACHER In British English *pharmacy* is gradually replacing *chemist's* but both are used. A popular shop of this kind in the UK is known as *Boots the chemist*, so *chemist* is likely to remain as a common description.

EXTRA CHALLENGE You could challenge Ss with a backwards dictation. Arrange the class in small teams. Each turn, spell one of the shops backwards e.g. s-r-e-h-c-t-u-b (butcher's). As soon as a team knows the answer, they call it out and if correct, win a point. The team with the most points at the end wins.

- 2** ▶ **VB4.06** | Put Ss in A/B pairs and read the example with the class. Play the recording, pausing after each question for Ss to answer in turn, using *There's a good [name of shop] near here*. Then continue the recording for Ss to check their answer.

ANSWERS AND AUDIOSCRIPT:

- 1** A: Where can I get some new shoes?
B: There's a good shoe shop near here.
2 A: Where can I get some cakes?
B: There's a good baker's near here.
3 A: Where can I get a new TV?
B: There's a good electronics shop near here.
4 A: My jacket needs cleaning. Where can I go?
B: There's a good dry cleaner's near here.
5 A: Where can I get some trainers?
B: There's a good sports shop near here.
6 A: Where can I get a haircut?
B: There's a good hairdresser's near here.

EXTRA CHALLENGE Write up some useful phrases on the board for Ss to expand their answers, e.g. *There's a big/small/good/nice [name of shop] around the corner / over there / in the next street*. and encourage them to use a variety of them in their responses.

- 3** It would be useful to first go over the different things you can get in each shop, e.g. baker's: bread, cakes, etc. Keep Ss in the same pairs and read the example with the class. Ss practise asking and answering, using the photos in Ex 1 to help.

EXTRA IDEA Ask Ss to record the different shops they visit and the things they buy in them, either as a simple list or a series of word webs (one for each shop).

How to ... get help in shops

- 2 A** ▶ **4.04** | Explain that Ss will now hear Louise (from the text conversation in Ex 1) shopping. Read the instructions with the class so they know what to listen for, then play the recording. Check answers with the class.

ANSWERS:

Conversation 1: She visits an electronics shop / a phone shop and buys a phone charger. She pays by phone.

Conversation 2: She visits a department store / a clothes shop and buys a (black) dress. She pays (contactless) by card.

▶ **AUDIOSCRIPT 4.04**

L = Louise SA1 = Shop assistant 1

SA2 = Shop assistant 2

Conversation 1

- L: Excuse me. Could you help me?
SA1: Yes, of course.
L: Do you sell phone chargers for this phone?
SA1: Er, let me look ... Yes, we've got some different ones. This one is a single pack and this one is a three-pack.
L: It's OK. I only need one. I've got one at home in the UK. How much is it?
SA1: This one is twelve euros ninety.
L: Good. I'll take it.
SA1: Is there anything else?
L: No, thank you. Can I pay by phone?
SA1: Yes, that's fine.
L: I don't need a bag. Could I have a receipt?
Thanks.
SA1: Have a good evening.
L: And you.

Conversation 2

- SA2: Can I help you?
- L: Yes. I need a dress. I'm here for a conference and my suitcase is lost.
- SA2: Lost?
- L: Well, I think it's in Paris. I need a smart dress for the conference, but I don't want to spend too much money.
- SA2: There are some dresses in the sale over here.
- L: Could you help me with sizes?
- SA2: Yes. What size are you?
- L: I'm a size twelve in the UK.
- SA2: OK, that's a size forty here.
- L: I like this one. Can I try it on?
- SA2: Sure.
- L: Where are the changing rooms?
- SA2: Over there.
- ...
- SA2: How was it?
- L: It's fine, but have you got it in a different colour? Maybe blue?
- SA2: Let me check. I'm sorry. We don't have it in blue.
- L: OK. I'll have this one. Black is fine.
- SA2: Do you need anything else?
- L: Do you have any shoes?
- SA2: The shoe department is on the second floor.
- L: Thanks. Where do I pay?
- SA2: I can take the payment.
- L: Ah, my phone's dead. Can I pay by card? Is contactless OK?
- SA2: Yes. We take up to 100 euros. Here's your receipt.
- L: Thanks for your help.
- SA2: No problem. You're welcome. I hope the conference goes OK.
- L: Thanks.

B Put Ss in pairs to complete the phrases from what they can remember from the listening. Don't give any answers yet.

C  **4.05** | Play the recording for Ss to listen and check their answers. Check answers with the class and write them on the board. Elicit which sentence is said by the shop assistant.

ANSWERS:

- 1** help
- 2** Do
- 3** much
- 4** take (*have* is also possible, but not used in this extract; it's used in the department store in the second conversation)
- 5** pay
- 6** have
- 7** size
- 8** on
- 9** rooms
- 10** got

The shop assistant says sentence 7.

EXTRA IDEA Depending on your context, you might want to elicit or teach different ways of paying: *in cash*, *by card*, *by phone*, *contactless*, *with a PIN*. This is partly covered in the Grammar Bank.

3A Put Ss in pairs to discuss the question and explain that some phrases can be used in more than one place. When they have finished, check answers with the class.

ANSWERS:

- 1** pharmacy: 1, 3, 4, 5, 6 (*Do you sell ... ?* from 2 is also possible)
- 2** bank: 1, 6
- 3** shoe shop: 1, 3, 4, 5, 6, 7, 8, 10 (but 3, 4, 8 and 10 with the plural: *How much are they/these? I'll take them. Can I try them/these on? Have you got them/these in a different colour?*)

B Put Ss in pairs to roleplay the two conversations in Ex 2A, remembering as much as they can and using the sentences in Ex 2B as prompts. When they have finished, ask a few pairs to perform their roleplays to the class. After this, you may want to play the recording again for Ss to compare.

EXTRA IDEA: DIGITAL Ask Ss to record their conversations. They can then use these to compare against the original recording for homework.

C The Grammar Bank on page 112 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 112 **GRAMMAR BANK**

This focuses on the form and use of phrases for getting help in shops. Go through the notes with the class, especially the use of prepositions and adverbs.

- 1** This exercise focuses on the phrases used to get help in shops. Ss complete the conversation alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|--------|--------------|-----------|
| 1 sell | 2 take | 3 else |
| 4 card | 5 PIN number | 6 receipt |

- 2** This exercise focuses on the correct form of the phrases. With weaker classes, elicit the first answer as an example and write it on the board. Ss order the words to make sentences alone, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so) so Ss can use them in Ex 3.

EXTRA SUPPORT: DYSLEXIA You could make this reordering exercise more manageable for Ss with dyslexia by giving them the first and last word in each case or 'chunking' longer sentences by putting two or more words together for them to order.

ANSWERS:

- 1 Do you sell batteries?
- 2 Where are the changing rooms?
- 3 I'll take two pairs.
- 4 Could you give me a receipt, please?
- 5 Can I try on them on?
- 6 I'll leave it, thanks.
- 7 Have you got them in a larger size?
- 8 Can I pay by phone?
- 9 No, that's all.
- 10 How much is that altogether?

- 3** This focuses on correct use of the sentences from Ex 2. Ss complete the conversation alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 Have you got them in a large size?
- 2 Can I try them on?
- 3 I'll take two pairs.
- 4 No, that's all.
- 5 Can I pay by phone?
- 6 How much is that altogether?

- 4** This provides further practice of the correct use of phrases for getting help in shops. Ss write the conversation alone, then check in pairs. Check answers with the class.

ANSWERS:

- A: Hello. Could I try on these trousers, please?
 B: Yes, of course.
 A: Where are the changing rooms?
 B: They're / They are over there, next to the dresses.
 ...
 B: How are/were they?
 A: I'll leave them, thank you. They're not right. / They weren't right.

PRONUNCIATION**linking**

EXTRA SUPPORT: TEACHER This work on linking builds on the focus in Lesson 2B which is extended here by highlighting the 'rule' in relation to consonant-vowel linking. This happens in English when we speak at a natural speed or a fast speed. For example, if we pause for a moment after *Can* before *I pay by phone*, there isn't the same effect.

- 4A**  **4.06** | Focus attention on where the linking is shown in the question. Ss listen to the question, then choose the correct words to complete the rule. Check answers with the class.

ANSWERS:

consonant, vowel

EXTRA IDEA You could model the links by artificially leaving gaps between the words and then saying the sentences at normal speed. Alternatively, you could show Ss the effect of linking by writing on the board: *How mu chi sit* (or *How mu chi zit*) to show how the end consonant sounds as if it begins the next word.

- B** Ss add the links alone, then compare answers in pairs. Ask Ss to say the questions quietly to themselves to help them while they do the exercise.

- C**  **4.07** | Play the recording for Ss to listen and check, then check answers with the class, writing the sentences on the board and eliciting where the linking is. Play the recording again, for Ss to say each sentence along with the recording. Make it clear we are talking about consonant *sounds* and not the spelling. For example, in the phrase 'take it', there's linking because the sound at the end of the word is /k/ even though the spelling of the word ends with *e*.

ANSWERS:

- 1 Can I pay by phone?
- 2 Could I have a receipt?
- 3 What size are you?
- 4 Have you got it in a different colour?

FUTURE SKILLS | Self-management

- 5** Read the Future Skills box with the class, then put Ss in pairs to answer the question. When they have finished, elicit their ideas as a class.

EXTRA: EMPLOYABILITY SKILLS Explain to Ss that this is a useful idea to help them not only with travel, but also for work activities such as telephoning and organising and having meetings. Encourage Ss to create sections in their notes for situations relevant to them, e.g. ordering food, organising meetings, etc.

SPEAKING

- 6** Focus attention on the prompts. With weaker classes you may want to elicit the sentences first. Put Ss in pairs to roleplay the conversation. When they have finished, ask them to swap roles and repeat.

EXTRA SUPPORT: TEACHER You could decide to focus on accuracy here or leave Ss to just use the prompts to remind them of the phrases, and not mind if they are not absolutely correct. With some classes you might even decide to have Ss write out the parts. An accurate version is provided in the answers.

ANSWERS:

T: Excuse me. Could you help me?
 SA: Yes, of course.
 T: Can I see those shoes in the window?
 SA: These ones?
 T: Yes, thanks. Can/Could I try them on?
 SA: What size are you?
 T: In my country I'm a size six and a half.
 SA: (OK.) That's size thirty-nine or forty here. Try these on.
 T: They're too small.
 SA: How about these. How are they?
 T: They're good. How much are they?
 SA: They're sixty euros.
 T: I'll take them. Can I pay by card?
 SA: Yes. Could you put in your PIN? Thank you.
 T: Thanks.
 SA: Have a good day!
 T: And you.

- 7** Put Ss in A/B pairs and refer them to the relevant pages. Give them time to read their information and ask you any questions they have. Ss then practise the conversations in pairs.

EXTRA IDEA: HOW TO ... Put Ss in pairs and ask them to choose different shops from the Vocabulary Bank. They can then take turns practising conversations in those places. When they have finished, ask a few pairs to perform their conversations for the class.

- 8A** Put Ss in pairs to answer the questions about their own town(s). If they're from the same place, ask them to agree on the best place for each.
- B** Keep Ss in the same pairs to write three more questions. Give them some ideas as prompts, e.g. think about things a visitor might need to know or buy, the best places to eat local food, where they can buy a phone SIM card, where the nearest supermarket is, etc. Monitor and offer help where necessary. Make sure both Ss write the questions as they'll use them separately in the next exercise.
- C** Rearrange Ss into new pairs to ask their questions and answer about their own town. When they have finished, ask a few Ss to share any interesting information they found out with the class.
- 9** Ss can either choose their own city or their favourite one. Tell them to make notes on what's good about each website, then choose the best one. Ss share what they found out in the next lesson.

TO FINISH

Tell the class about your favourite shop and why you like it, e.g. 'My favourite shop is an electronics shop. I like to go there and find out about new technology and gadgets.' or 'My favourite shop is the baker's near to the school because they make delicious bread and cakes.' Refer Ss to Vocabulary Bank 4C if they're having trouble thinking of ideas. Put Ss in pairs to share their favourite shops and say why they like them.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

► page 157 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 192

4D BBC Documentary

Sakura time

GRAMMAR | *should, shouldn't*; imperatives

SPEAKING | talk about a good time to visit

WRITING | write an email about the best time to visit

LESSON OVERVIEW

In this lesson, Ss learn *should, shouldn't* and imperatives to give advice. They also learn vocabulary to describe weather and the seasons. The context is a video about spring in Japan. Ss then do a speaking activity, where they practise talking about a good time to visit somewhere they know. The lesson ends with a writing activity, where Ss write an email about the best time to visit somewhere.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2B:** Use an online noticeboard for Ss to write their ideas, and revisit it after watching the video in Ex 3A.
- **Ex 3A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 5B:** Copy the Key phrases on to a collaborative document. In feedback, ask different Ss to highlight the words they hear in each phrase.

Additional Materials

For Teachers:

Presentation Tool Lesson 4D

Online Digital Resources

Grammar Bank 4D

Vocabulary Bank 4D

Videoscript 4D: BBC Documentary

For Students:

Online Practice 4D

Workbook 4D

TO START

Write *Japan* on the board and ask the class what they know about it. You could prompt them with topics such as food, sport, education, weather, etc. If you have Ss from Japan, ask them to tell the rest of the class about these topics.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

1 A Focus attention on the photo and elicit or teach *What's the weather like?* (used to ask for a description of the weather). Put Ss in pairs to answer the questions. When they have finished, elicit their ideas but don't give any answers yet.

B Refer Ss to the Vocabulary Bank on page 140 to check their ideas.

ANSWERS:

- 1 spring
- 2 summer, autumn, winter (In some places there are other seasons, e.g. monsoon season, rainy season.)
- 3, 4 Students' own answers

▶ page 140 **VOCABULARY BANK** weather and seasons

VB

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 A Read the example with the class, then ask Ss to match the rest of the sentences to the photos. Check answers with the class.

ANSWERS:

- 2 D 3 A 4 F 5 C 6 B

B  **VB4.07** | Ask Ss to look at the photos again. Play the recording for Ss to listen and repeat.

C Put Ss in pairs and ask them to cover the sentences in Ex 1A. Read the example with the class and demonstrate with a stronger student, then ask Ss to test each other using the photos.

- VB 2** Ss match the opposites alone, then check in pairs. Check answers with the class.

ANSWERS:

cold – hot
cool – warm
dry – wet

- 3A** Focus attention on the photos and explain that they show the seasons in the UK. Read the example with the class, then ask Ss to complete the rest of the text. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA To help Ss with dyslexia manage the options given in the box, you could provide them in a list on the board or well-spaced-out in a handout. Alternatively, provide two options for each gap (the correct one and a distractor).

- B**  **VB4.08** | Play the recording for Ss to listen and check their answers, then check answers with the class.

ANSWERS:

2 warm
3 dry
4 cool
5 wet
6 cold

- 4** Start by telling the class about your favourite type of weather and why. For example, 'I like hot weather because I can sit outside in my garden and relax.' Put Ss in pairs to describe their favourite weather. When they have finished, ask a few Ss to tell the class what weather their partner likes and why.

- 2A** Before continuing, refer Ss back to the photo and ask them question 1 in Ex 1A. Elicit the answer (spring). Read the questions with the class and ask if anyone knows the answers (but don't give any answers yet). Ss read the BBC programme information and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

1 *Sakura* is the Japanese word for 'cherry blossom'.
2 the south of Japan

- B** Put Ss in pairs to discuss the question. When they have finished, elicit their ideas and write them on the board.

VIEW

- 3A**  Ss watch the video and check their ideas in Ex 2B. When they have finished, elicit the answers. Refer back to their ideas on the board and tick any ideas they guessed correctly.

ANSWERS:

These activities are mentioned in the video: Families and friends come together for picnics in the parks. Groups of businesspeople meet. Some women wear traditional clothes. People buy cherry blossom tea, cherry blossom cakes and cherry blossom sweets.

- B**  Give Ss a minute to read the sentences so they know what to listen for. Ss watch the video again and choose the options they hear, then check in pairs. Play the video again if necessary, then check answers as a class.

ANSWERS:

1 3,000
2 cherry blossom
3 traditional
4 sweets
5 enjoy
6 week

- C** Put Ss in pairs to discuss the questions. When they have finished, elicit Ss' ideas and have a brief class discussion.

GRAMMAR*should, shouldn't; imperatives*

- 4A** Ss read the examples and choose the correct alternatives individually, then check in pairs. Check answers with the whole class.

ANSWERS:

a a good idea
b a bad idea
c instruction

- B** The Grammar Bank on page 113 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 113 GRAMMAR BANK

Go through the notes with the class, or give Ss time to read them and ask you any questions they have. Check understanding of the use of *please* with imperatives and their negative form.

- 1** This exercise focuses on the form of *should* and *shouldn't*. Elicit the answers to complete the first sentence as an example, then ask Ss to complete the rest of the conversation individually, then check in pairs. Check answers with the whole class.

ANSWERS:

- | | |
|-------------|--------------|
| 1 Should | 7 Should |
| 2 bring | 8 go |
| 3 should | 9 should |
| 4 shouldn't | 10 should |
| 5 shouldn't | 11 spend |
| 6 go | 12 shouldn't |

EXTRA SUPPORT: DYSLEXIA To help Ss with dyslexia manage the information they need to use to complete this activity, you could provide two options for gaps 2, 6, 8 and 11, using the words in the box.

- 2** This exercise focuses on the form of imperatives. Read the example with the class, then ask Ss to correct the rest of the sentences alone, then check in pairs. Check answers with the class.

ANSWERS:

- 2 **Don't / Do not** pick the flowers.
- 3 Please **put** rubbish in the bin. / **Put** rubbish in the bin, please.
- 4 In storms, **don't / do not** use mobile phones.
- 5 **Walk** this way.
- 6 Dangerous hills! **Don't / Do not** climb.
- 7 ~~You~~ **Go** right.
- 8 Please **don't / do not** feed the monkeys.

EXTRA IDEA When they have finished Ex 2, put Ss in pairs to discuss where they think each sign comes from. In feedback, elicit Ss' ideas and find out if others agree.

SPEAKING**talk about a good time to visit**

- 5A**  **4.08** | Write *Lake Balaton in Hungary* on the board and ask if anyone has been there or knows it. Read the questions with the class so they know what to listen for, then play the recording for Ss to answer the questions. Check answers with the class.

ANSWERS:

- 1 in summer
- 2 swim, ride a bike, go to a café or restaurant, make a fire, cook outdoors
- 3 T-shirts, summer clothes, clothes for swimming, some warm clothes for the evening

 AUDIOSCRIPT 4.08

You should come in summer. It's beautiful at this time. The water's warm and you can swim in the lake. I usually swim for half an hour every day. Also I often ride my bike by the lake. There are a lot of good cafés and restaurants everywhere, but in the evening we often make a fire and cook outdoors. It's usually hot in the daytime. You should bring T-shirts and summer clothes and clothes for swimming. You should also bring some warm clothes because the evenings are sometimes cool. Come and stay with us next year. We usually go to the lake in June!

- B**  **4.08** | Ask Ss to read the Key phrases box, then play the recording for Ss to listen and choose the options they hear. Play the recording again if necessary, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA The amount of reading required here may be challenging for Ss with dyslexia. Before Ss listen, read out the phrases to the class so they know what they're listening for.

ANSWERS:

summer
beautiful
swim in the lake
often
in the daytime
warm clothes
stay with

6A Give Ss plenty of time to make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

B Put Ss in pairs to ask and answer the questions in Ex 5A about their places. Then ask them to think of another question to ask their partner. When they have finished, ask a few Ss to share what they found out with the class and ask other Ss if they'd like to visit that place.

WRITING

write an email about the best time to visit

7A Ss read the emails and answer the questions alone, then check in pairs. Check answers with the class.

ANSWERS:

April. There aren't so many tourists and the autumn leaves are beautiful.

B Ss write their emails alone. Monitor and offer help where necessary. At this stage, it's hoped Ss would write around 80–100 words.

EXTRA SUPPORT Ss should naturally use *should* and imperatives in their answers, but encourage them to do so if you think it's necessary. Give some examples, e.g. 'You should visit in September. Don't visit in January – it's too cold!'

C Ss swap emails with other Ss. You could either put them in groups or display their writing around the classroom and ask Ss to walk around and read them. When they have finished, ask a few Ss which advice they thought was most useful.

EXTRA IDEA: DIGITAL Create an online noticeboard where Ss can add their texts after they've written them for the rest of the class to read.

TO FINISH

Put Ss in pairs and ask them to discuss the most important advice they'd give to someone visiting the town or city where they have their classes or their own town or city.

4 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 4A, 5A and 6A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** In feedback, show the answers by sharing your screen so that Ss can check their answers visually.
- **Ex 4B:** instead of Student A covering Ex 4A, ask them to show their partner their closed book so that they're not tempted to look.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 4 (Grammar: past simple of *be*: *was, were*; *how much, how many, how* + adjective; *should, shouldn't* and imperatives; Vocabulary: time phrases and dates, amounts and numbers, shops and shopping, weather and seasons; How to ... get help in shops). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

1A Read the example with the class, then ask Ss to write the rest of the questions, using *you* as in the example. Check answers with the class and write the questions on the board (or invite different Ss to come up and do so).

ANSWERS:

- 2 How much fruit should you eat?
- 3 How far should you walk for exercise?
- 4 How many hours should you sleep?
- 5 How long should you stop using your phone before bedtime?
- 6 How often should you brush your teeth?

B Ss discuss the questions in pairs and guess the answers. When they have finished, elicit their ideas but don't give any answers yet.

- C**  **R4.01** | Play the recording for Ss to check their ideas, then check answers as a class. Ask Ss which fact (if any) they found most surprising.

ANSWERS:

- 1 1.5 litres a day
- 2 3–5 different types every day
- 3 2–3 kilometres a day or 10,000 steps
- 4 6–8 hours
- 5 2 hours
- 6 3 times a day

** AUDIOSCRIPT R4.01**

You can live a healthy life without changing a lot of things. Your habits are important. How much water you drink, how much exercise you get, these things are important, and easy to do something about. Most adults should drink a litre and a half of water a day. One and a half litres – that's a good amount. Fruit is important, and you should try to have different types of fruit – three to five different types every day. And think about the colours. Have lots of different colours of fruit. Walking is excellent exercise; try to walk two or three kilometres a day. Some people count steps on their phone. Ten thousand steps is good. With sleep, everyone is different. Eight hours a night is a kind of normal or average, but some people are fine with six. And speaking of sleep, two hours before bedtime, stop using your phone – that can help you sleep. That's right, no phone for two hours before bedtime! And don't forget to brush your teeth! Three times a day!

- 2** Demonstrate the activity by sharing some of your own answers with the class, e.g. 'My favourite TV show was *Scooby Doo*. It was a really funny TV show about a dog and his friends.' Put Ss in pairs to discuss the questions. Monitor and check they're using the past of *be* correctly. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

VOCABULARY

- 3** Read the example with the class, then put Ss in pairs to do the activity, taking turns to say a date and guess. When they have finished, ask one or two Ss to say a date for the class to guess.
- 4A**  **R4.02** | Focus attention on the picture and elicit what Ss can see (the Great Pyramid of Giza in Egypt). Go through the gapped sentences and elicit Ss' guesses. It's unlikely that they'll know the answers at this stage, but this will help them focus on what to listen for. Ss listen and complete the sentences, then check in pairs. Check answers with the class.

ANSWERS:

- 1 147; 138
- 2 2.3
- 3 4,580
- 4 14.7

** AUDIOSCRIPT R4.02**

The Great Pyramid of Giza was originally 147 metres high; now it's only 138 metres. It has 2.3 million stone blocks in it. It's 4,580 years old. Every year, 14.7 million visitors go there.

- B** Read the example with the class and demonstrate the activity with a stronger student. Ss work in pairs to practise using the words they learnt to talk about numbers. Monitor and check Ss are using the words and saying the numbers correctly.

- 5A** Elicit the first answer as an example and write it on the board. Ss complete the rest of the words individually then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Identifying the names of shops from the first letters along with producing the correct spelling to complete the words may pose a challenge for Ss with dyslexia. Provide the endings in a vertical list on the board or on a sheet of paper for them to match to the correct beginnings.

ANSWERS:

- | | | |
|-----------------|-----------------|-------------|
| 1 shoe shop | 2 greengrocer's | 3 butcher's |
| 4 hairdresser's | 5 sports shop | 6 baker's |
| 7 supermarket | 8 pharmacy | |

- B** Read the example with the class, then put Ss in pairs to spell and guess the shops. With weaker classes, they could have Vocabulary Bank 4C open while they do this to help with ideas.

- 6A** This activity reviews both the grammar and vocabulary of Unit 4. Ss choose the correct alternatives alone, then check in pairs. Don't give any answers yet.

- B**  **R4.03** | Play the recording for Ss to check their answers, then check answers as a class and ask Ss if they agree with the writer.

ANSWERS:

- | | | | |
|----------|--------------|----------|-----------|
| 1 was | 2 wasn't | 3 were | 4 were |
| 5 tall | 6 far | 7 almost | 8 exactly |
| 9 should | 10 shouldn't | | |

TO FINISH

On the board write: *three useful new words and phrases, two new pieces of information, one question I have*. Ss note down the three words and phrases they have learnt in this unit they feel are most useful, two new pieces of information they have learnt and find most interesting and one question they have about what they have learnt recently. Ss can write them on paper and give them to you or share them digitally. Review them and deal with the questions in this or the next lesson.

5 the past

Global Scale of English **LEARNING OBJECTIVES**

5A Then and now

- **READING** | Read an article about big life changes: time phrases (2)
- Discuss your life 'then and now': past simple: regular verbs
- **Pronunciation**: -ed ending of regular verbs

GSE INFORMATION

READING

35 Can identify basic biographical information in short simple texts about other people.

GRAMMAR

30 Can make affirmative statements using common regular past simple forms.

VOCABULARY

30–42 Can use language related to point or period of time.

SPEAKING

35 Can answer simple questions about their life and experiences.

5B What went wrong?

- **LISTENING** | Understand people talking about events that went wrong: life events
- Describe an important life event: past simple: irregular verbs; *wh*- questions
- **Pronunciation**: irregular verbs
- Write a mini-bio; use linking words: *after that*, *then*, *next*

GSE INFORMATION

LISTENING

36 Can follow a simple conversation or narrative about familiar, everyday activities.

GRAMMAR

30 Can make affirmative statements using common irregular past simple forms.

VOCABULARY

30–42 Can use language related to personal details.

WRITING

31 Can give personal details in written form in a limited way.

SPEAKING

32 Can use brief, everyday expressions to ask for and give personal details.

5C Sorry I'm late

- **HOW TO ...** | apologise and make excuses: excuses and saying the time
- **Pronunciation**: intonation for apologising

GSE INFORMATION

VOCABULARY

30–42 Can use language related to making an apology.

30–42 Can use language related to accepting an apology.

HOW TO ...

33 Can make excuses using basic fixed expressions.

SPEAKING

31 Can make and accept a simple apology.

5D My weekend was ...

- **BBC STREET INTERVIEWS** | Understand street interviews about what people did at the weekend
- Talk about last weekend: adjectives and modifiers
- Write about a recent activity

GSE INFORMATION

VIEW

35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.

GRAMMAR

30–42 Can use language related to qualifiers and intensifiers.

31 Can place adjectives in the correct position (before nouns).

SPEAKING

34 Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly.

WRITING

33 Can write short, basic descriptions of everyday activities, given a model.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 5A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ Put Ss in pairs to discuss the question in the programme information box. When they have finished, ask a few Ss for their answers and have a brief class discussion before they watch the video. At this point you may also want to preteach *puzzle* (also called a *jigsaw* in British English). When they are ready, play the video for Ss to answer the question in part 2. Ask a few Ss for their answer and see if others agree.

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 5

Online Digital Resources

Videoscript Unit 5 Opener: BBC Vlogs

5A Then and now

GRAMMAR | past simple: regular verbs

VOCABULARY | time phrases (2)

PRONUNCIATION | *-ed* endings of regular verbs

LESSON OVERVIEW

In this lesson, Ss learn the past simple of regular verbs. The context is a reading where Ss read a text about people who made big changes in their lives. Ss also practise the pronunciation of *-ed* endings of regular verbs. Ss then learn more time phrases, which extends what they learnt in Unit 4. The lesson ends with a speaking activity, where Ss discuss the last time they did things and how often they do those things now.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Ss find a link to a website about their favourite famous person and share the link with their partner in the breakout room.
- **Ex 1D:** If putting Ss in breakout rooms will take too long, this could be done as a whole-class discussion.
- **Exs 5A and 5B:** Ss type their answers in the chat box for others to see.

Additional Materials

For Teachers:

Presentation Tool Lesson 5A

Photocopiable Activities 5A

Grammar Bank 5A

For Students:

Online Practice 5A

Workbook 5A

TO START

Elicit from the class some of the most famous people in the world right now. Write the following questions on the board: *Do you want to be famous? Why/Why not?* Ss discuss the questions in small groups. When they have finished, nominate one student from each group to share their ideas with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

1 A Start by telling the class about any favourite famous people you have now (e.g. a famous singer, actor or sportsperson) and you had when you were a child, then put Ss in pairs to discuss the questions. You may want to give them a minute or two thinking time to come up with ideas before they start. When they have finished, ask a few Ss to share what they found out about their partner.

EXTRA IDEA: DIGITAL Ask Ss to use their phones to find a photo of their favourite famous person online to show their partner when talking about them.

B Focus attention on the photos and elicit what they can see. Tell the class that they're going to read a text about people who made big changes in their lives. Set a time limit of three minutes for Ss to read the text quickly and answer the question. Check answers with the class.

ANSWERS:

Park Mak-rye was a restaurant owner and when she was 70 she became a YouTube star.

Solonei Rocha da Silva was a refuse collector and then became a marathon runner.

C Ss read the text again more carefully and correct the sentences, then check in pairs. Check answers with the class and answer any questions they have about vocabulary in the text.

ANSWERS:

- 2** Her **granddaughter** was a college student. / Her three children were **high school** students.
- 3** Yura's first YouTube post of her grandmother was a **holiday video**.
- 4** Her YouTube channel has more than **1** million subscribers. / Her YouTube channel has more than 20 million **views**.
- 5** **Football** was Rocha da Silva's favourite sport when he was a teenager.
- 6** In 2005 he **started running regularly**.
- 7** In **2011** he was a member of the Brazilian national marathon team.
- 8** His job as a refuse collector **was** useful for his running.

EXTRA IDEA Ask Ss to tell you which part of the text helped them to find each answer, e.g. for question 1: 'she cooked and cleaned for all the family' and also '[Her] family was very poor'.

EXTRA CHALLENGE In pairs, Ss each choose one of the people to summarise. They close their books and talk about that person's story to their partner, e.g. for one minute.

D Read the questions with the class. To help them structure their answers to question 2, write the following phrases on the board: *These days I ..., but in the past, I ...*. And give Ss some examples of your own (e.g. 'These days I live alone, but in the past I lived with my parents.'). Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and have a brief class discussion.

EXTRA IDEA: DIGITAL Ask Ss to go online to find more information about one of these, using the search terms given:

- the two people in the text (use their names as the search term)
- YouTubers of an older generation (search term: list of oldest YouTubers)
- other sportspeople who came to their sport late in life (search term: people who started sport late)

GRAMMAR

past simple: regular verbs

2 A Ask Ss to find the verbs in the text and complete the rule, then check answers with the class.

ANSWERS:

-ed, -d

B This exercise introduces the form of the past simple in negatives and questions. Ss complete the rules alone, then check in pairs. Check answers with the class.

ANSWERS:

1 didn't (did not)

2 Did

C Ss find the examples in pairs. Make sure they understand that there are seven examples in each person's story, so fourteen in total. Also that negatives and questions are included in the seven. When they have finished, elicit the answers and write them on the board.

ANSWERS:

Park Mak-rye: didn't want, cleaned, opened, finished, posted, watched, started

Solonei Rocha da Silva: played, didn't do, didn't enjoy, (started-also in first story), decided, entered, Did he enjoy, helped

- D** The Grammar Bank on page 114 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 114 **GRAMMAR BANK**

Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the meaning of 'state' (the physical or mental condition something or someone is in). The verbs we use to talk about these are called 'state verbs' and are often about feelings, thoughts and opinions, e.g. *like*, *love*, *hate*, *know* and *understand*. Note that *know* and *understand* are irregular, so are not practised here.

- 1** This activity focuses on the form and use of past simple regular verbs. Ss complete the story alone, then check in pairs. Monitor and check Ss are forming the past simple verbs with the correct spelling. Check answers with the class.

ANSWERS:

1 stopped	9 opened
2 studied	10 looked
3 entered	11 pointed
4 ordered	12 smiled
5 was	13 picked up
6 wanted	14 walked
7 showed	15 called
8 asked	16 laughed

EXTRA IDEA Before Ss complete the story, write on the board: *Why does the boy choose five dollars?* Give them one or two minutes to quickly read the story to find the answer. This will help them understand the main idea of the text before they work with it more closely.

- 2** This activity focuses on the form and use of the past simple with regular verbs. Look at the example with the class, then ask Ss to complete the rest of the conversations. Check answers with the class.

EXTRA SUPPORT: TEACHER Ss may ask about the spelling of *traveled* v. *travelled* in conversation 2. In American English, the spelling of the past of *travel* is *traveled*, the *l* isn't doubled.

ANSWERS:

- 1** A: *Did you close the window?*
B: No, I didn't. I'm sorry.
A: And did you remember to lock the door?
B: Yes, I did.
- 2** A: Did you enjoy your holiday?
B: Yes, it was great.
A: Was it very hot in the desert?
B: Yes. We didn't walk in the daytime. We travelled at night.
- 3** A: Did your manager answer your question yesterday?
B: No, he didn't. So I repeated the question.
A: How many times did you ask him?
B: I asked him five times, but he didn't answer.

PRONUNCIATION

-ed ending of regular verbs

- 3A**  **5.01** | Read the examples with the class and demonstrate the different sounds of the verb endings either yourself or by playing the beginning of the recording. Continue the recording for Ss to listen and write the verbs in the table. Ss check in pairs. Play the recording again if necessary. Copy the table on the board and check answers with the class, writing the verbs in the correct place.

EXTRA SUPPORT If it helps understanding, explain the reason for the pronunciation of the three endings: /t/ for verbs ending with an unvoiced sound, e.g. *work*; /d/ for verbs ended with a voiced consonant and verbs ending with a vowel or diphthong sound, e.g. *open*, *play*, *change*; /ɪd/ for verbs ending with a /d/ or /t/ sound, e.g. *decide*, *post*.

A useful way to demonstrate this is to write the following on the board:

ay m n dg v g
sh ch k f s p

Ask Ss to repeat the sounds in each line after you, with their finger resting lightly on their throat. They should notice the vibration when they say the sounds in the top line and a lack of it when they say the sounds in the second line. Then, to the right of the sounds, write: + d. Ask Ss to repeat each line again after you, but adding the letter d. They should notice that in the second line it turns into a /t/ sound. Then ask them to try and do the same after the sounds /t/ and /d/ – it's very difficult! This is why we add the /ɪd/ sound after verbs which end with the sounds /t/ and /d/.

ANSWERS:

/t/ finished, cooked, helped
 /d/ cleaned, opened, played
 /ɪd/ started, decided, wanted

AUDIOSCRIPT 5.01

- | | |
|------------|-----------|
| 1 worked | 7 cooked |
| 2 changed | 8 decided |
| 3 posted | 9 helped |
| 4 finished | 10 opened |
| 5 started | 11 played |
| 6 cleaned | 12 wanted |

B Ss practise saying the verbs in pairs. After a few minutes, ask Ss to swap roles and repeat.

EXTRA IDEA: DIGITAL Ss use their phones to record themselves pronouncing the verbs, then listen back to check their own pronunciation.

4A Elicit the first answer as an example, then ask Ss to complete the rest of the sentences. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- | | |
|-------------|-----------|
| 1 exercised | 4 lived |
| 2 visited | 5 stayed |
| 3 watched | 6 studied |

B Ss add the new verbs in Ex 4A to the table in Ex 3A in pairs. Encourage them to say the verbs out loud while they work as this will help them hear the pronunciation. Monitor and check they're putting the verbs in the correct place in the table, and offer help where necessary.

ANSWERS:

/t/ watched
 /d/ exercised, lived, stayed, studied
 /ɪd/ visited

C Give Ss an example, e.g. 'I didn't stay in a hotel last year, but I stayed in a very nice hotel in the summer.' Ss work individually to change any sentences they need to. Monitor and check Ss are forming their sentences correctly.

EXTRA CHALLENGE Ask Ss to expand on their answers in Ex 4C as much as possible, e.g. 'Last year, I lived somewhere different. I was in Warsaw, but we moved here at the start of the year.' Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

D Put Ss in pairs to share their sentences to see what they have in common. When they have finished, ask a few pairs to share what they have in common with the class.

VOCABULARY**time phrases (2)**

5A With weaker classes, you may want to elicit the first answer as an example. Explain that all the time phrases are used in the text in Ex 1B, so if they're not sure of an answer they can look for it there. Ss choose the correct alternatives alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|------------|----------|
| 1 all | 4 Before |
| 2 When | 5 later |
| 3 from, to | 6 for |

B Read the example with the class. Ss complete the time phrases alone, then check in pairs. Check answers with the whole class.

EXTRA SUPPORT Ss may confuse *ago* (from Unit 4) and *later*. If necessary, explain the difference between them. Write the following sentences on the board: *I started work 20 minutes ago. I arrived at work at 8:40 a.m. and started work 20 minutes later.* You can explain that *ago* means 'before now' and *later* means 'after a point in the past'.

ANSWERS:

- 2 from 3 all 4 before 5 for 6 later

C Read through the questions with the class and check understanding (e.g. *stay up*). Share a couple of your own answers as an example (e.g. for question 1, 'I sometimes stay up all night. For example, when I was on holiday I stayed up all night because my flight was at 3 a.m.'). Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

SPEAKING

6A Go through the activities in the box and check understanding, then use the example to demonstrate the activity with a stronger student. Put Ss in pairs to ask and answer the questions. Make sure they make notes of their partner's answers as they'll need them for Ex 6B.

B Ask Ss to choose three things they learnt about their partner. Put Ss into new pairs to share the information.

EXTRA: ALTERNATIVE IDEA If you think it wouldn't be a problem for Ss to have their information shared with the rest of the class, you could ask Ss to mingle to share the information.

TO FINISH

Put Ss in pairs to discuss which of the people in the text in Ex 1B they are most impressed by, and why. Start by telling the class your own idea, e.g. 'I like Solonei Rocha da Silva because he worked really hard to become successful.' Encourage Ss to use past simple verbs with the correct pronunciation.

5B What went wrong?

GRAMMAR | past simple: irregular verbs; *wh*- questions

VOCABULARY | life events

PRONUNCIATION | irregular verbs

LESSON OVERVIEW

In this lesson, Ss learn past simple irregular verbs and *wh*- questions. This builds on the work done in Lesson 5A on past simple regular verbs. The context is a listening where they listen to people talking about parties that went wrong. This leads into the grammar, where Ss also practise sounds in past irregular verbs. Ss then learn collocations related to life events. They practise writing a mini-bio and learn how to use the connectors *after that*, *then* and *next*. The lesson ends with a speaking activity in groups, where they talk about big events in their life.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Exs 1C and 1D:** Make sure Ss mute themselves while you play the recording, to avoid any distractions.
- **Ex 2B:** Ask Ss to type the infinitives in the chat box rather than go into breakout rooms in pairs.
- **Ex 3D:** Put Ss in breakout rooms in pairs to ask and answer the questions they wrote in Ex 3C. Try to visit each breakout room while you monitor, and turn off your camera and microphone so as not to be too intrusive.

Additional Materials

For Teachers:

Presentation Tool Lesson 5B
Photocopiable Activities 5B
Grammar Bank 5B
Writing Bank 5B

For Students:

Online Practice 5B
Workbook 5B

TO START

Tell the class about the last party you went to. Describe what it was for, who you met there and what you did. Give Ss a minute or two to think about the last party they went to, then put them in pairs to tell each other about them.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

LISTENING

- 1 A** Focus attention on the photo and elicit what Ss can see. Put Ss in pairs to discuss the questions. Encourage them to come up with different reasons for their opinion. When they have finished, elicit answers from the class.
- B** Check that Ss understand the different types of party, but don't go too much into the topic here as Ss will talk about celebrating different life events in the Speaking section. Ss could ask you questions to check anything they don't understand. Make sure that they understand a *leaving party* (a party for you when you leave your job). Give Ss time to read each situation and check understanding. Ss discuss what could go wrong in pairs. Just let Ss express their answers as best they can; they probably won't know enough about the past simple to be accurate in grammar here. When they have finished, elicit their ideas but don't give any answers at this stage.
- C**  **5.02** | Ss listen to the recording and check their ideas. Check answers with the class and ask if anyone guessed correctly.

ANSWERS:

- 1 The chef didn't come (family emergency) so there was no food. They needed to buy fish and chips and desserts.
- 2 She slept all night and missed the party.
- 3 There was nobody at the restaurant/party.

AUDIOSCRIPT 5.02

1 Sandra

My nephew, my sister's son, had his wedding last summer. They invited forty people to the wedding party and they asked a famous chef to cook lunch. Well, on the big day at nine o'clock in the morning, the phone rang. It was the chef with some bad news. He had a family emergency and couldn't come. Disaster! Forty people and no food! So my sister called a fish and chip restaurant and ordered fish and chips for everyone. Her husband went to the supermarket and got some desserts. In the end, everyone had a great time!

2 Olivia

One of my best friends from high school, his name's Jack, had his 21st birthday in October. He invited all his friends from high school and university, I think about thirty-five people. Jack lives about eight hours from me, so I drove all day and arrived early in the evening. I was very tired so I had a shower and decided to have a short rest. Well, it wasn't a short rest – I woke up the next morning. The party was over. I missed **all** the party! I felt terrible, so I went home.

3 Kingsley

I changed jobs last April. My manager organised a leaving party for me, but I didn't know about it. At about five in the afternoon, at the office, people said goodbye to me and left. My manager said, 'Let me take you out for dinner.' We took a taxi to a small restaurant in the city centre. We went upstairs, my manager opened the door to a large room and called out, 'Surprise, surprise!' There was a big table for sixteen people. But the table was empty. No one was there! My poor manager! Everyone was at the wrong restaurant. They were at Gino's Restaurant. And we were at Green's Restaurant.

- D**  **5.02** | Go through the questions with the class so they know what to listen for. Ss don't need to answer with full sentences, just the words outside the brackets in the answer key. However, if they do try to use full sentences, the verbs are regular so they should be able to manage. Ss listen again and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

- 1 (The chef phoned) because he couldn't come (because of a family emergency).
- 2 (She ordered) fish and chips.
- 3 (He invited) all his friends from high school and university.
- 4 (She decided) to go home.
- 5 (He changed jobs) last April.
- 6 They were at the wrong restaurant / Gino's Restaurant.

E Check understanding of *the worst*. This can be dealt with as a vocabulary item and there's no need to go into superlatives at this point. By now Ss know *the best*, so you could teach it as the opposite. Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

EXTRA IDEA To exploit this recording further, ask Ss in pairs to retell one of the stories as if they were the person to whom it happened and their partner could ask questions, e.g. 'What happened next?' or 'Oh no! What did you do?'

EXTRA CHALLENGE For fast finishers or for extension you could ask: 'Do you remember a party where something went wrong?' and, if yes, ask them to tell their partner or the class.

GRAMMAR

past simple irregular verbs; *wh*- questions

2A Read the example with the class and explain that these are irregular verbs, so they don't follow the same pattern as the regular verbs they learnt in Lesson 5A. Ss complete the sentences alone then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Exercises like this, where Ss choose the correct answer from several options, can be difficult for dyslexic learners. In this case, you could simplify the activity by giving them just two options (one correct and one wrong) for each gap.

ANSWERS:

- | | |
|---------------------|--------------|
| 1 <i>went</i> , got | 4 said, left |
| 2 had | 5 took |
| 3 drove | |

B Read the example with the class. Ss work in pairs to identify the infinitive form of the verbs. Check answers with the class.

ANSWERS:

- 1 *went* – go, got – get
- 2 had – have
- 3 drove – drive
- 4 said – say, left – leave
- 5 took – take

C Ss read the questions then complete the rule. Do this exercise as a class if you're short of time.

ANSWER:

did

D The Grammar Bank on page 115 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 115 GRAMMAR BANK

Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the word order in questions.

1 This focuses on the form and meaning of past simple irregular verbs. Read the example with the class, then ask Ss to complete the rest of the conversation alone, and then check in pairs. Check answers with the class and write them on the board to check correct spelling.

EXTRA SUPPORT: DYSLEXIA This exercise is quite complex as well as involving a lot of reading. You could assist Ss with dyslexia by providing the correct verb for each gap which Ss then need to put into the past simple.

ANSWERS:

- | | | |
|----------|--------|---------|
| 2 became | 5 went | 8 do |
| 3 had | 6 were | 9 took |
| 4 came | 7 gave | 10 left |

2 This focuses on the form and use of *wh*- questions with the past simple. Read the example with the class and show how each question asks about one of the two pieces of information in bold in the statement. You could also elicit the second question here as an example. Ss write the questions alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT You might want to check that everyone is clear about the meaning of the *wh*- question words before doing the exercise, e.g. questions about a place, a time, a person, a thing, a number with *where*, *when*, *who*, *what*, *how many*.

ANSWERS:

- 1 *When did Paola become a doctor?*
Why did Paola become a doctor?
- 2 Who did you meet (in 2019)?
Where did you meet Jim/him?
- 3 What did William have for breakfast?
What time / When did William/he leave home?
- 4 How long did you have your first car (for)?
Why did you give it / your car to your sister?
- 5 Where did you go (at the weekend)?
How many people did you know (at the party)?

PRONUNCIATION

irregular verbs

3A  **5.03** | Read the examples with the class and tell them that these are the past simple forms of the first three verbs they'll hear. At this point you can either model the pronunciation of the verbs or play the first part of the recording to model them. Ss listen and complete the table with the rest of the verbs, then check in pairs. Check answers with the class, but don't write them on the board.

ANSWERS:

/e/ left, said
 /əʊ/ woke up, wrote
 /æ/ drank, rang

AUDIOSCRIPT 5.03

went
 drove
 had
 woke up
 drank
 left
 said
 wrote
 rang

B Part of the aim here is to make Ss aware of the Verb Table on page 176 and its usefulness as a reference and resource. This will also encourage autonomy, so they can access irregular forms for themselves. Ss check the spelling of the verbs they wrote in Ex 3A. When they have finished, write the answers to Ex 3A on the board in the correct place in the table (or invite Ss to come up and do so). Check that Ss know that these three pronunciations of irregular verbs aren't the only three possible whereas with regular verbs there are only three possible sounds for the endings. If Ss want to know about other common pronunciations, feed in information from the Extra Support box below.

EXTRA SUPPORT: TEACHER Other common vowel sounds in irregular past simple verbs include: /ɔː/: bought, thought, brought; /ɒ/: got, lost and /uː/: flew, threw, grew.

C  **5.04** | Play the recording, pausing after each question for Ss to write it down. Put Ss in pairs to compare answers, then play the recording again if necessary. Check answers with the class and write the questions on the board (or invite different Ss to come up and do so).

ANSWERS AND AUDIOSCRIPT:

- 1 What time did you wake up this morning?
- 2 What did you drink with breakfast?
- 3 When did you leave home this morning?
- 4 When did you last write a birthday card?
- 5 Who did you last call on your mobile?

D  **5.04** | Play the recording again for Ss to listen and repeat. Then ask Ss to take turns asking and answering the questions.

VOCABULARY

life events

4A Read the example with the class, then ask Ss to complete the rest of the collocations. Check answers with the class.

ANSWERS:

leave school / a job
meet your best friend / your future husband/wife
learn to swim / to drive
become a doctor / a teacher
pass your exams / your driving test

B Refer Ss to the Verb Table on page 176 to check the past simple form of any new verbs.

ANSWERS:

New past forms are: meet – met, learn – learnt, become – became
 Pass is regular: pass – passed

C Read the example with the class, then put Ss in pairs to ask and answer questions using the collocations in Ex 4A. When they have finished, ask a few Ss to tell the class what they found out about their partner.

EXTRA IDEA If your Ss need more practice, divide the board into two columns: on the left write some important events in your life, e.g. met my best friend, passed my driving test, became a teacher; on the right, and in random order, write the times when these things happened, e.g. in July, when I was ten, three years ago, after I finished school. Encourage Ss to ask you questions to find out when the events happened, e.g. S: 'Did you pass your driving test after you finished school?' T: 'No, I didn't.' S: 'Did you pass it three years ago?' T: 'Yes, that's right.'

Ss make their own lists of four or five events and times. Help with vocabulary where necessary. When they are ready, put Ss in pairs to show each other their lists and ask and answer questions about them.

WRITING

write a mini-bio; use linking words: *after that, then, next*

- 5A** Ss read the first part of the mini-bio then discuss what they think the next part will be about in pairs. Elicit answers from the class.

ANSWER:

The writer goes on to tell the next part of his life story so far.

- B** Refer Ss to the Writing Bank on page 92 to write a mini-bio (see the notes below).

WB ▶ page 92 **WRITING BANK**

- 1A** Go through the questions and read the example for question 3 with the class. Ss read the form and answer the questions, then check in pairs. Check answers with the class. Several options may be possible for question 3 (the aim is just to get Ss thinking about which verbs to use), so accept any possible answers and write them on the board for Ss to refer back to later.

ANSWERS:

- 1** He's a writer. Now he's a writer for *The Atlantic* magazine.
- 2** He lives in Los Angeles.
- 3** Possible answers:
Place of birth – was born
Education – started, went to, left, finished
Work experience – worked as, got/found a job with, started work, started a job as, left
Hobbies – enjoy, like, love
Other – live, moved

- B** Ss read the mini-bio and answer the questions. Check answers with the class. Note that for question 2, even if Liam didn't use the verbs Ss came up with in Ex 1A, they may still be correct. It's simply an important noticing step for Ss.

ANSWERS:

- 1** He says that his present job is his dream job, so that is his favourite.
- 2** Students' own answers

- C** Ss complete the sentences alone, then check their answers in the mini-bio. With weaker classes, write the linking words on the board in random order for Ss to use to complete the extracts. Check Ss understand that *then*, *next* and *after that* are interchangeable here, although we tend to use *then* the most.

ANSWERS:

- 1** After that
- 2** Then
- 3** Next

- D** If you're short of time do this exercise as a class.

ANSWER:

one action after another

- 2A** Ss make notes to write their mini-bio alone, using the form in Ex 1A to help them. Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board. When they write their own mini-bio, younger Ss might not be able to identify very many major events, so adjust the number as appropriate. If Ss are uncomfortable about sharing personal information, tell them to leave it out or invent information if they prefer.

- B** Ss write their mini-bios. Encourage them to make use of the connectors *after that*, *then* and *next*. Monitor and offer help where necessary. At this stage, Ss should be aiming to write 80–100 words. When they have finished, put Ss in pairs to swap bios and offer any suggestions they have to improve them.

EXTRA IDEA: DIGITAL Ss write their mini-bios in an online collaborative document. When they have finished, they can read other Ss' mini-bios and make suggestions in the comments.

EXTRA CHALLENGE Ask Ss to write fictional mini-bios for famous people, checking online for any key information they need. Make sure they don't mention who it is. When they have finished, put Ss in pairs to read each other's mini-bios and guess who it is.

SPEAKING

- 6A** Put Ss in groups to discuss the questions. If you have a multicultural class, try to mix up the nationalities in each group in order to make for a more varied discussion. When they have finished, elicit some answers from each group and have a brief class discussion.
- B** Explain that Ss can either choose one of the events in Ex 6A or use their own idea. Give them plenty of time to make notes, but make sure they don't write scripts. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- C** Ss discuss their events in small groups. When they have finished, nominate a student from each group to share any interesting information they found out with the class.

EXTRA IDEA: DIGITAL Ss record themselves talking about their life events. They then listen back to them and check their pronunciation.

- 7**  Ask Ss to select a photo of an important or memorable event in their lives to bring to the next lesson. They can use the questions in Ex 6B to help them prepare to speak about the event.

EXTRA IDEA: DIGITAL If you can, project the photos in class. Ask Ss to send or email you their photos so you can display them while they speak about them in the next lesson.

TO FINISH

Write on the board: *Are there events you don't enjoy celebrating? Why not?* Ss discuss the questions in pairs.

5C Sorry I'm late.

HOW TO ... | apologise and make excuses

VOCABULARY | excuses and saying the time

PRONUNCIATION | intonation for apologising

LESSON OVERVIEW

In this lesson, Ss learn functional language for apologising and making excuses, along with intonation for apologising. The context is a listening where they listen to people apologising in different situations. They also learn vocabulary (excuses and saying the time). The lesson ends with a speaking activity where Ss roleplay apologising and responding to an apology.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Display the article and questions by sharing your screen. Ss can read and answer the questions individually, noting their answers. Then put them in breakout rooms in pairs to compare.
- **Ex 1C:** Display the activity by sharing your screen, and make sure the annotate feature is on. Ss can then draw the lines connecting the phrases.

Additional Materials

For Teachers:

Presentation Tool Lesson 5C
Photocopiable Activity 5C
Grammar Bank 5C
Vocabulary Bank 5C
Mediation Bank 5C

For Students:

Online Practice 5C
Workbook 5C

TO START

Ask the class how many different ways they have to say sorry in their language(s). You could start by sharing the different ways in English, e.g. *Sorry, Pardon (me), Excuse me*, etc.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

excuses

- 1 A** Check understanding of *excuse* (noun) (= a reason you give for something you do wrong). Put Ss in pairs to look at the photos and discuss the questions. Elicit ideas as a class.

ANSWERS:

The problem is they are all going to be late.

Possible excuses:

- A** His alarm clock didn't go off.
- B** He missed the bus.
- C** Her car broke down.

- B** Check understanding of *bite* (= cut something with your teeth – probably best to just mime this). Ss read the article and count the excuses, then discuss which they like best in their pairs. Check answers with the class. Make sure they understand that the pronunciation of *bite* and *byte* are the same.

ANSWERS:

- 1** There are five excuses:
- A dog ate my homework.
 - My wifi was down.
 - There was a problem with my computer and I lost all my work.
 - I left my laptop on the bus.
 - A dog ate my online homework. He took a megabyte.

EXTRA IDEA: DIGITAL If you have time, ask Ss to go online and search with these terms: *world's worst excuses*. Ss find a bad or funny excuse they like and share it with their partner. Alternatively, Ss could invent their own bad or funny excuse to share.

- C** Read the example with the class. Ask Ss to match the rest of the phrases, then check in pairs. Check answers with the class.

ANSWERS:

2 h **3** a **4** e **5** b **6** c **7** d **8** g

- D** Read the examples with the class, then put Ss in pairs to take turns to come up with new excuses. When they have finished, ask a few pairs to share some of their excuses and find out if anyone else came up with the same.

- E** Start by sharing with the class which of the excuses in Ex 1C you've used and why you used them. Ss discuss the question in pairs. If you're short of time, however, you could discuss this as a class. Encourage Ss to give more information where possible.

How to ... apologise and make excuses

- 2 A** Share your answers to the questions with the class first to demonstrate, e.g. 'I'm sometimes late, but I don't like it.; My brother is always late, but I don't mind it.' Put Ss in pairs to discuss the questions. Encourage them to give examples where they can. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

EXTRA IDEA Before Ss discuss the questions in Ex 2A, elicit and write on the board some different situations for being late, e.g. work, lesson, meeting friends, etc.

- B**  **5.05** | Tell the class they're going to listen to two conversations where people are apologising and making excuses. Read the questions with the class so they know what to listen for. Ss listen and answer the questions, then check in pairs. Check answers with the class.

EXTRA SUPPORT Before doing Ex 2B, you may want to play the recording and simply ask where the conversations take place as an orientation task. (Conversation 1 takes place in a meeting room at work. Conversation 2 takes place in a seminar at university.)

ANSWERS:

- 1** Conversation 1: He's late for the meeting.
Conversation 2: She's late for the seminar.
- 2** Conversation 1: His train was late. He had the wrong time for the start of the meeting.
Conversation 2: She didn't hear her alarm. Her wifi was down.

AUDIOSCRIPT 5.05**N = Neil M = Manager P = Professor C = Claire****Conversation 1**

N: Hello everyone. I'm sorry I'm late.

M: Hello Neil. We started without you.

N: I'm really sorry. My train was late.

M: No problem. Please sit down, Neil. OK everyone ...

N: Sorry, erm ... the meeting started at half past nine, right? I'm only ten minutes late.

M: The meeting started at nine o'clock, as planned.

N: Oh, no. I had the wrong time.

M: That's all right. Do you have your presentation ready, Neil?

Conversation 2

P: Hello, Claire.

C: I'm so sorry I'm late. I ... I didn't hear my alarm. I left a message. Did you get it?

P: No, I didn't get your message. It's OK. Please sit down. OK everyone. I checked online yesterday afternoon and I have all your work, but er ... Claire, I don't have your work.

C: Erm, no. I erm ... my wifi was down.

P: Your wifi was down? For three days? I think you should get a new internet provider.

C: Yes, maybe I should.

P: Please send it tonight, before seven o'clock. Right everyone. Let's continue.

C  **5.05** | You may want to highlight the difference between items d and f before Ss listen as they're quite similar. Ss listen again and order the expressions, then check in pairs. Check answers with the class.

ANSWERS:

The correct order is d, a, e, b, f, c.

D Read the example with the class, then ask Ss to categorise the rest of the sentences. Check answers with the class.

ANSWERS:**Apologising:** a, d, f**Accepting an apology:** b, c, e

E The Grammar Bank on page 116 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

page 116 GRAMMAR BANK**GB**

This focuses on the form and use of the phrases both for apologising and making excuses. Read the notes with the class, or give them a few minutes to read alone then ask any questions they have.

1 Make sure it's clear that there are six mistakes, minus the example, so five further mistakes. Ss find and correct the mistakes, then check in pairs. Check answers with the class. After checking answers, put Ss in pairs to practise the conversation.

ANSWERS:

Only the sentences with mistakes are shown here.

A: Well, I ~~forget~~ **left** my phone in a taxi.A: Then I ~~lost~~ **missed** the bus.A: I'm so sorry. I had the ~~bad~~ **wrong** time.B: That's ~~a~~ **all** right.

2 Focus attention on the pictures and elicit what Ss can see. Elicit the first answer as an example. Ss complete the excuses alone then check in pairs. Check answers with the class.

POSSIBLE ANSWERS:**1** I missed the bus**2** there was a problem with my alarm / my alarm didn't work**3** I left my laptop/bag/phone in a taxi**4** my train was late**5** I had the wrong place/hotel**6** there was a problem with the wifi / my wifi was down

3 Ss use the prompts to write the conversation alone then check in pairs. Check the answer with the class.

ANSWER:

A: Hi Paul.

B: Hi. I'm sorry I'm late. There was a problem with my car.

A: Is it OK?

B: No, so I came by train, but I missed the first train.

A: We phoned you, but there was no answer.

B: Yes, I left my phone in the/my car!

A: Oh no!

B: Then the second train was late.

A: Well, you're here now. Let's look at the menu.

B: I'm really sorry.

PRONUNCIATION

intonation for apologising

- 3 A**  **5.06** | Ss listen and decide if the people are genuinely sorry or not, then check in pairs. Explain that although they're apologising, they may not really be sorry. Check answers with the class and elicit what makes them sound sorry or not (their intonation). Make it clear to Ss that the intonation and sounding genuinely sorry is as important as using *so* or *really*. *So I'm sorry* can sometimes sound more genuine than *I'm really sorry*.

ANSWERS:

1 ✓ 2 ✗ 3 ✗ 4 ✓ 5 ✓ 6 ✗

AUDIOSCRIPT 5.06

- 1 A: I'm really sorry I'm late.
B: No problem.
- 2 A: I'm really sorry I'm late.
B: No problem.
- 3 A: I'm sorry I'm late.
B: That's all right.
- 4 A: I'm sorry I'm late.
B: That's all right.
- 5 A: I'm so sorry I'm late.
B: It's OK.
- 6 A: I'm so sorry I'm late.
B: It's OK.

- B** Read the example with the class and use intonation to illustrate the point, then put Ss in pairs to practise apologising (and accepting the apology) with proper intonation.

SPEAKING

- 4 A** Put Ss in pairs and give them a minute or two to read the prompts, thinking about what language and excuses to use. Monitor and offer help where necessary.
- B** Ss decide who will be Student A first, then roleplay the conversation in pairs. Monitor and check Ss are using the phrases correctly. When they have finished, ask Ss to swap roles and repeat.

FUTURE SKILLS | Social responsibility

- C** Read the Future Skills box with the class, then put Ss in groups to discuss the questions. In a multicultural class, try to mix up the nationalities in the groups so they can compare customs. When they have finished, elicit ideas from a few groups and have a brief class discussion.

EXTRA: EMPLOYABILITY SKILLS Respecting cultural norms is important when working with people from another country or working in another country, particularly when it comes to being on time. If Ss are going to be working in this situation, encourage them to find out about ways of working in that country. Additionally, if there are Ss from (or with knowledge of) that country, elicit some information from them and have a brief class discussion.

- 5 A** Focus attention on the clocks and elicit how you say each time.

ANSWERS:

- A five to eleven / ten fifty-five
B twenty past three / three twenty
C half past five / five thirty

- B** Refer Ss to the Vocabulary Bank on page 141.

 page 141 **VOCABULARY BANK** saying the time

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

- 1 A** Look at the example with the class, then ask Ss to match the times with the photos and complete the times. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Tasks like this which have multiple instructions can be difficult for dyslexic learners. In this case, break the exercise down into two separate tasks: first ask Ss to match the photos with the times and check their answers. After that, Ss can complete the times and check their answers with the class.

ANSWERS:

2 G 3 B 4 D 5 E 6 H 7 C 8 F
See Audioscript VB5.01 for completed times.

- B**  **VB5.01** | Ask Ss to look at the photos again. Play the recording for Ss to listen and repeat.

AUDIOSCRIPT VB5.01

- A seven o'clock
B three minutes past five
C seven forty-five OR quarter to eight
D three fifteen OR quarter past three
E four thirty OR half past four
F ten past eleven
G twenty-five past seven
H twenty-three minutes past five

- 2** Read the example with the class and demonstrate the activity with a stronger student. Ss practise saying the time in pairs. Monitor carefully and make sure they're saying the times correctly.

VB

VB 3  **VB5.02** | Ss listen and tick the correct times, then check in pairs. Play the recording again if necessary, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find this activity complicated as it involves both listening and looking at several options at the same time. In this case, read out the times given in the options in each set before Ss listen to the recording to help Ss prepare for what they'll hear.

ANSWERS:

1 12:30 **2** 4:15 **3** 6:40 **4** 4:35

4 Read the example with the class, then put Ss in pairs to practise asking and answering the questions.

EXTRA IDEA: DIGITAL For further practice, Ss can open up the 'alarms' app on their phone and show each other all the alarms they have set in pairs. Ss practise saying the times and also saying what each one is for.

6 Put Ss in A/B pairs and refer them to the relevant pages. Give them plenty of time to read their instructions and plan what they're going to say. Remind Ss of the language in the Grammar and Vocabulary Banks to help them if they need it. When they are ready, Ss roleplay the situations. Monitor and notice any common errors and examples of good language use for later class feedback.

7A Ss plan and make notes individually. If Ss are struggling to think of a situation, give them some ideas, e.g. being late for work or school, forgetting an important date, bumping into someone, not doing their homework, etc. They can invent an imaginary situation if they prefer.

B Ss ask and answer their questions in pairs. Encourage them to give more information where possible. When they have finished, ask one or two Ss to share their partner's situation with the class. Give the class feedback on their speaking.

EXTRA: HOW TO ... Ask Ss to roleplay the situation they discussed in Ex 7B in the same pairs. When they have finished, Ss swap roles and repeat.

TO FINISH

Put Ss in groups to discuss how common it is to apologise for things in their country (the British are notorious for apologising for everything, sometimes even when it isn't their fault), and what kinds of things they apologise for.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶▶ page 158 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶▶ page 194

5D Street Interviews

My weekend was ...

GRAMMAR | adjectives and modifiers

SPEAKING | talk about last weekend

WRITING | write about a recent activity

LESSON OVERVIEW

In this lesson, Ss learn adjectives and modifiers. The context is a video of street interviews where people talk about last weekend. Ss then do a speaking activity, where they practise talking about last weekend. The lesson ends with a writing activity, where Ss write an email about a recent activity.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Exs 2A and 3A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Exs 4A and 4B:** Display the sentences on your device and share your screen. Make sure the annotate function is switched on. Ask different Ss to highlight the adjectives and modifiers in the sentences.
- **Ex 6B:** Ask Ss to message each other privately using the chat box, or put Ss in breakout rooms.
- **Ex 7D:** Ss can use their real email accounts.

Additional Materials

For Teachers:

Presentation Tool Lesson 5D

Online Digital Resources

Grammar Bank 5D

Videoscript 5D: BBC Street Interviews

For Students:

Online Practice 5D

Workbook 5D

TO START

Write *weekend activities* on the board. Put Ss in small groups and give them three minutes to brainstorm as many weekend activities as they can. Monitor and offer help with vocabulary where necessary. When they have finished, elicit their ideas and build up a list on the board. Keep the ideas there for Ss to use in Ex 1B.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

1 A Read the sentences with the class and check understanding, then put Ss in pairs to discuss which ones are true for them. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

B Rearrange Ss into small groups and ask them to talk about what they do at the weekend in order to find three things they all have in common. They can refer to the list on the board from the To start activity to help them. When they have finished, ask each group what their three things are and find out if they're the same as any other groups.

EXTRA: ALTERNATIVE IDEA If you didn't do the To start activity, then, before starting Ex 1B, elicit typical weekend activities (e.g. do exercise, watch a film, meet friends, etc.) and make a list on the board. Ss can then use this list when they discuss weekend activities in groups.

VIEW

2 A Read the questions in the video information box with the class and explain that they're going to watch different people answering these questions. Ss watch the first part of the video, in which people answer Q1, and count how many speakers enjoyed all of their weekend. Check the answer with the class. You may also want to check understanding of the difference between *fun* and *funny*: Abi says Saturday was *fun*, i.e. she enjoyed it; and a joke can be *funny*, i.e. if something's funny, you laugh.

ANSWER:

Five: Marcello, Mark, Gusy, Katy and Gregor

B Put Ss in pairs to try and remember the adjectives used. When they have finished, elicit their ideas but don't confirm any answers yet.

C Ss watch the video again and check their answers, then check in pairs. Play the video again if necessary, then check answers as a class.

ANSWERS:

In the order they first occur: good, great, nice, boring, fun

3 A Read the question with the class, then play the second part of the video for Ss to count how many people did something outdoors. Check the answer with the class.

ANSWER:

Three: Marcello, Gusy and Stephanie

B Put Ss in pairs to choose the correct options from memory. When they have finished, elicit their ideas, but don't give any answers yet.

C Play the second part of the video again for Ss to check their answers. Check answers as a class.

ANSWERS:

1 run	2 time	3 crowded	4 dog
5 museum	6 movies	7 shows	8 work

GRAMMAR

adjectives and modifiers

4 A Read the example with the class, then ask Ss to identify the rest of the adjectives in pairs. Check answers with the class.

ANSWERS:

2 good	3 boring	4 crowded
--------	----------	-----------

B If necessary, find the first modifier with the class to ensure Ss know what a modifier is. Ss work in the same pairs to find the modifiers in the sentences. Check answers with the class.

ANSWERS:

very, quite, a bit

C The Grammar Bank on page 117 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 117 **GRAMMAR BANK**

This focuses on the form and use of adjectives and modifiers. Check understanding of the notes with the class, especially of the use of *too* and *a bit*.

- 1** Ss order the words to make sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 Have a safe journey home.
- 2 There's a really good café near here.
- 3 Do you like those black shoes?
- 4 The hotel manager wasn't very friendly.
- 5 I feel quite angry about the problem.
- 6 Thank you for a great evening.
- 7 It's too wet for a picnic today.
- 8 Dan's a bit bored with his job.
- 9 This bed is too hard for me.
- 10 Does your brother like Mexican food?

- 2** Make sure Ss understand that three of the sentences are correct. Ss correct the sentences alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 It's a beautiful ~~and~~ old town.
- 2 It's a **very long street**.
- 3 correct
- 4 This bus is a bit **uncomfortable**. / This bus is **quite** comfortable.
- 5 This food is **very/really** delicious.
- 6 correct
- 7 She's so ~~much~~ kind.
- 8 correct
- 9 Could we have two **small coffees**, please?
- 10 These questions are too **difficult**.

- 3** Elicit the first answer as an example, then ask Ss to choose the rest of the alternatives alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | |
|----------------------|-----------------------|
| 1 (both are correct) | 6 too |
| 2 very | 7 (both are correct) |
| 3 very | 8 quite |
| 4 so | 9 very |
| 5 really | 10 (both are correct) |

SPEAKING**talk about last weekend**

- 5A** Demonstrate the activity first by writing three things you did last weekend on the board, then ask Ss to write their three things. Remind Ss of the list they made in Ex 1B.

- B** Read the example with the class, then ask Ss to write the rest of the questions, then check in pairs. Check answers with the class and write the questions on the board.

ANSWERS:

- 2 What did you do?
- 3 Who did you go with?
- 4 When did you get home?

- C** Ss match the questions in Ex 5B with the Key phrases individually, then check in pairs. Check answers with the whole class.

EXTRA SUPPORT: DYSLEXIA There is quite a lot of reading involved in this activity which could be a challenge for Ss with dyslexia. In this case, you could read the phrases with the class first, and suggest Ss cover the other phrases when matching in order to avoid too many distractions.

ANSWERS:

- 1 It was a really great/fun/interesting weekend.; It was a bit boring/cold/hot.
- 2 Nothing special/much.; I stayed at home / spent time with my family / met a friend for coffee.; I went to the gym / for a walk / to a party / shopping.
- 3 With some friends / my family / my colleagues.
- 4 Really early/late, before nine / after midnight, I think.

- 6A** Put Ss in pairs to talk about last weekend, using the questions in Ex 5B and also Key phrases from Ex 5C.

- B** Ask Ss to stand up and talk to two other Ss about their weekends, as they did in Ex 6A. When they have finished, ask a few Ss who they think had the most interesting weekend and why.

EXTRA IDEA If Ss have completed the Mediation Bank in Lesson 5C, remind them to use some of what they learnt and practised there in this speaking activity.

WRITING

write about a recent activity

- 7 A** Ss read the email and answer the question. Check the answer with the class.

ANSWER:

He went to a concert, had dinner at a restaurant, chatted with friends and played online games.

- B** Remind Ss of the modifier + adjective pairs they learnt earlier in the lesson, then ask them to find them in the email. Ask Ss to compare answers in pairs then check answers with the class. Note that in the sentence *I really enjoyed that.*, *enjoyed* is a verb so doesn't fit this form.

ANSWERS:

four: a bit crowded, very loud, quite normal, really amazing

- C** Remind Ss of the questions in Ex 5B, then ask Ss to write their emails. Encourage them to use modifier + adjective pairs to describe what they did. Their writing should ideally be about 80–100 words in length. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- D** Put Ss in pairs to swap emails and read them, looking for modifier + adjective pairs and for where more could be used. When they have finished, ask a few Ss how many they found and what suggestions they have for adding more.

TO FINISH

Put Ss in pairs and ask them to plan an ideal weekend. Write the following prompts on the board: *When? Where? Who with? What do?* to help Ss come up with ideas as they plan. When they have finished, ask Ss to share their ideas with the class and vote for the best one.

5 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 1B, 1C, 3A and 4A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tip useful:

- **Ex 1C:** Ask Ss to write the questions in an online collaborative document so you can check spelling.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 5 (i.e. Grammar: past simple (regular and irregular verbs), *wh*- questions, adjectives and modifiers; Vocabulary: time phrases, life events, excuses, saying the time; How to ... apologise and make excuses). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

- 1 A** Remind Ss of the Verb Table on page 176 to help them if they need it. Ss complete the sentences alone then check in pairs. Check answers with the class and write the verbs on the board for Ss to check spelling.

ANSWERS:

- | | | |
|----------------|--------------|------------------|
| 1 had | 2 met | 3 came |
| 4 lived | 5 was | 6 studied |

- B** Demonstrate the activity by saying some true sentences about yourself e.g. 'I didn't have a sandwich for lunch yesterday. I had a salad.' Ss work individually to rewrite the sentences where necessary. Monitor and check Ss are forming the sentences correctly and correct if needed.

- C** Read the example with the class, then ask Ss to write the rest of the questions. When they have finished, check answers with the class.

ANSWERS:

- 2 Who did you meet last night? / When did you meet a friend?
- 3 When did you come to this lesson?
- 4 Where did you live when you were young?
- 5 Where were you born?
- 6 How long did you study English (for) yesterday?

- D** Ask Ss to choose two questions from Ex 1C, then stand up and mingle, asking and answering questions, using their personalised versions of the sentences from Ex 1B. Make sure Ss make a note of the person's name and their answers while they speak, as they'll need this information for the next activity.

- E** Read the example with the class and if necessary also demonstrate with a stronger student. Put Ss in pairs for the activity. When they have finished, ask Ss to swap roles and repeat.

EXTRA SUPPORT: TEACHER Ss might want to say 'Was *she* Victoria?' but here we use *it* to mean 'the correct answer'. It's a 'dummy' use of *it*.

VOCABULARY

- 2A** Read the example with the class, then put Ss in pairs to discuss what they think the objects are. When they have finished, elicit ideas from the class.

POSSIBLE ANSWERS:

- 2 bus/boat/plane
- 3 bus/train
- 4 wifi/internet/system
- 5 alarm/doorbell/phone
- 6 work/document/letter/report

- B** Ss complete the excuses in Ex 2A in pairs. When they have finished, check answers with the class.

ANSWERS:

- 2 train/bus
- 3 bus/train
- 4 wifi
- 5 alarm
- 6 work

- 3A** Read the example with the class, then ask Ss to complete the rest of the words. Monitor and offer help where necessary. When they have finished, check answers with the class.

EXTRA SUPPORT: DYSLEXIA The incomplete words in this exercise may create difficulties for Ss with dyslexia. In this case, provide gaps for the whole words and a separate list of the missing words for them to complete the phrases. They should also cover the lines they are not working on to reduce distraction.

ANSWERS:

- 1 *for*, all, before
- 2 learn, pass, become
- 3 go, see, match
- 4 stay, for, TV
- 5 get, stay, out

- B** Read the example with the class, and elicit one more phrase for the first situation to check understanding. Put Ss in pairs to match the phrases with the situations. When they have finished, ask Ss to share their answers with the class and find out if others agree.

ANSWERS:

- 1 *watch a match (on TV)*, stay in, watch TV, stay at home
- 2 learn to drive, go to the beach, watch a match (live), go for a walk, go out for dinner (sometimes)
- 3 learn to drive, watch a match (on TV), watch TV
- 4 become a teacher, see my family, get married
- 5 before they were married
- 6 for ten years, all his life

- 4A** This activity reviews both the grammar and vocabulary of Unit 5. Ss choose the correct alternatives alone, then check in pairs. Don't give any answers yet.

- B**  **R5.01** | Play the recording to check answers with the class.

ANSWERS:

- | | |
|-----------|----------------|
| 1 invited | 6 said |
| 2 came | 7 called |
| 3 had | 8 really sorry |
| 4 chatted | 9 started |
| 5 asked | 10 before |

TO FINISH

Ask Ss to think of the three most useful things they learnt in Unit 5 (grammar and/or vocabulary). Give them a minute or two to look back over the unit and decide, then put them in pairs to compare answers and say why they think they're the most useful.

6 out and about

Global Scale of English **LEARNING OBJECTIVES**

6A Meet me in town.

- **LISTENING** | Understand someone describing a person: clothes and appearance
- Describe people: present continuous
- Pronunciation: weak form of *are*
- Write a description of a group photo

GSE INFORMATION

LISTENING

33 Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly.

GRAMMAR

30 Can use the present continuous to refer to events at the time of speaking.

VOCABULARY

30–42 Can use language related to describing clothes.

30–42 Can use language related to appearance.

SPEAKING

33 Can describe basic activities or events that are happening at the time of speaking.

WRITING

36 Can write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model.

6B My way

- **READING** | Read an article about unusual ways to get to work: common adjectives (2) and transport collocations
- Discuss journeys by different forms of transport: comparative adjectives
- Pronunciation: sentence stress

GSE INFORMATION

VOCABULARY

30–42 Can use language related to public transport.

READING

32 Can get the gist of short, simple narratives, with visual support.

GRAMMAR

36 Can make comparisons with 'more' + longer adjectives.

38 Can make comparisons with regular shorter adjectives + '-er'.

SPEAKING

35 Can describe a travel experience with a few very basic stock phrases.

6C Getting around

- **HOW TO ...** | give directions: places
- Pronunciation: stress to correct information

GSE INFORMATION

READING

34 Can understand the general meaning of short, simple informational material and descriptions if there is visual support.

VOCABULARY

30–42 Can use language related to directions, maps, and finding your way.

HOW TO ...

32 Can ask for simple directions from X to Y on foot or by public transport.

34 Can give simple directions from X to Y on foot or by public transport.

SPEAKING

32 Can give simple directions using a map or plan.

6D Cities: nature's new wild

- **BBC PROGRAMME** | Understand a documentary about wild animals in cities
- Talk about an experience: prepositions and adverbs of movement
- Write about an experience

GSE INFORMATION

VIEW

30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.

GRAMMAR

35* Can use a range of common prepositions of movement.

35* Can use a range of common adverbs of movement and direction.

SPEAKING

38 Can talk about an event in the past using fixed expressions, given a model.

WRITING

39 Can write short basic descriptions of past events and activities.

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 6A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ Read the question in the programme information box with the class and give a few of your own examples to answer the question, e.g. in a shopping centre (or shopping mall), at a café, in the town centre, etc. Put Ss in pairs to discuss the question in the programme information box. When they have finished, ask a few Ss for their answers and have a brief class discussion. When they are ready, play the video for Ss to answer the question in part 2.

ANSWERS:

- 2 Students' own answers. The people in the video spend time in the following places: bookshops, restaurants, cinemas, cafés, parks, supermarkets, a bus stop.

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials**For Teachers:**

Presentation Tool Unit 6
Online Digital Resources
Videoscript Unit 6 Opener: BBC Vlogs

6A Meet me in town.

GRAMMAR | present continuous

VOCABULARY | clothes and appearance

PRONUNCIATION | weak form of *are*

LESSON OVERVIEW

In this lesson, Ss learn the present continuous. The context is a listening where Ss listen to a phone conversation between people trying to meet. Ss practise the weak form of *are*. They also learn vocabulary related to clothes and appearance. Ss then do a speaking activity where they describe photos to find differences in pairs. The lesson ends with a writing activity, where Ss write a description of a photo.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1C:** Ask Ss to type their answers in the chat box. This will allow them to compare their ideas with other Ss before checking answers with you.
- **Ex 2A:** Display the sentences on your device and share your screen. Use the annotate function for Ss to highlight the verbs.
- **Ex 4C:** Use a collaborative document for Ss to type their words and phrases together.

Additional Materials**For Teachers:**

Presentation Tool Lesson 6A
Photocopiable Activities 6A
Grammar Bank 6A
Vocabulary Bank 6A
Writing Bank 6A

For Students:

Online Practice 6A
Workbook 6A

TO START

Write the following questions on the board: *How do you usually agree a time to meet people? Do you ever have problems agreeing where or when to meet?* Put Ss in pairs or small groups to discuss the questions.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

LISTENING

1 A Go through the questions with the class and check understanding, especially of *relationship*, then put Ss in pairs to discuss. When they have finished, elicit their ideas and write the names of the places on the board.

POSSIBLE ANSWERS:

- 1** Photo A: family
Photo B: friends
Photo C: people who don't know each other / strangers
- 2** Photo A: a town centre/square
Photo B: a shopping centre (shopping mall) or a shopping centre in a railway station
Photo C: a bus stop

B  **6.01** | Explain that Ss are going to hear a conversation related to one of the photos. Play the recording for Ss to identify the photo and answer the questions, then check answers with the class.

ANSWERS:

The conversation matches with photo C.

- 1** He wants Becky to meet his sister at the bus stop and bring her to the office.
- 2** the woman with curly brown hair and wearing a brown shirt and jeans; she is the one sitting on the right

AUDIOSCRIPT 6.01

See Conversation 1 in audioscript 6.02.

C  **6.02** | Ask Ss to read the sentences first so they know what to listen for. Ss listen to the three conversations and decide if the sentences are true or false, then check in pairs. Play the recording again if necessary, then check answers as a class.

EXTRA SUPPORT For weaker classes, you could pause the recording after each conversation, play the conversation again and then check the answers for that part of the audio with the class.

EXTRA CHALLENGE Ask Ss to correct the false sentences in pairs, then check answers as a class. (See answers.)

ANSWERS:

- 2** F (about five minutes' drive)
- 3** T
- 4** T
- 5** F (Denise doesn't know Becky.)
- 6** F (She is near the bus stop, but she can't park.)
- 7** T

AUDIOSCRIPT 6.02

T = Tom B = Becky D = Denise

Conversation 1

- T: Hi, Hi, Becky, it's me, Tom. Can you hear me?
B: Just a minute. Yes, I can hear you.
T: Where are you?
B: In my car.
T: Are you driving?
B: Of course not. I'm in a car park.
T: OK, good. Listen, can you help me?
B: Er ... What is it?
T: Are you near the station?
B: Er ... yeah, not far. About five minutes' drive.
T: Well, I've got a real problem. My sister Denise is in town. She's waiting for me at a bus stop in front of the train station. But I can't go, I'm in a meeting and it isn't finished. I need to stay here. Could you ...
B: ... meet her?
T: Yes, and bring her to the office?
B: Yes, that's not a problem. I'm very near. OK, which bus stop?
T: The bus stop on the High Street side.
B: OK, can you tell her I'm coming?
T: No, that's the problem. Her phone isn't working. Her battery's dead, maybe.
B: So what does she look like?
T: Well she's young, twenty-one, and she's got brown hair, curly brown hair.
B: And what's she wearing? Do you know?
T: I have no idea. Sorry.
B: What's her name again?
T: Denise.
B: OK. I can be there in five minutes.
T: Thanks a million. It's really good of you.
B: No problem.

Conversation 2

- T: Hi Becky, did you find her?
 B: No. Well, I'm here. I'm near the bus stop, but I can't park. I think I can see her. She's got light brown hair?
 T: Yes, and it's curly, very curly.
 B: OK. Denise?
 D: That's me.
 B: OK, found her.
 T: Thanks. See you soon.
 B: Hi Denise, I'm Becky. I'm a friend of your brother's.

Conversation 3

- T: Hi Becky. The meeting's finished. Is everything OK?
 D: It's me, Denise. I'm using Becky's phone. She's driving now so she can't talk.
 T: Great. Sorry about that. It was an important meeting.
 D: No problem. We're nearly there.
 T: Yeah ... Anyway, see you in a few minutes.
 D: Yes, see you.

- D** Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and have a brief class discussion.

GRAMMAR**present continuous**

- 2A** Look at the example with the class, then ask Ss to find the rest of the verbs and underline them. Check answers with the class.

ANSWERS:

- 2** Her phone isn't working.
3 Are you driving?
4 What's she wearing?

- B** If you're short of time, you could do this together as a class. Otherwise ask Ss to answer the question alone, then check in pairs. Encourage them to use the context of the listening to help.

ANSWER:

c

- C** Ss complete the rule alone then check in pairs. Check the answer with the class.

ANSWER:

be (or is/are)

- EXTRA CHALLENGE** You might want to ask Ss how to make the negative and question forms of the present continuous before they look in the Grammar Bank.

- D** The Grammar Bank on page 118 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

page 118 GRAMMAR BANK

This focuses on the form and use of the present continuous. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the spelling rules.

- EXTRA SUPPORT** If it would be useful for your Ss, remind them of basic state verb categories. It is probably better to leave the state/event use of a verb like *have* until A2+, but you may wish to point out *having a party/shower*, but *have a brother/car*.

- 1** Read the example with the class. Ss complete the rest of the excuses alone, then check in pairs. Check answers with the class.

ANSWERS:

- 2** She's meeting a client.
3 She's working from home.
4 She's having an early lunch.
5 She isn't sitting at her desk. / She's not sitting at her desk.
6 They're visiting some friends.
7 They're playing football.
8 They're making a video for their website.
9 They're running in the park.
10 They aren't answering my messages. / They're not answering my messages.

- EXTRA IDEA** When they have finished, ask Ss to roleplay the situations, trying to remember some of the excuses. Or they could use their own ideas to make other excuses.

- 2** Ss complete the conversation alone, then check in pairs. Check answers with the class.

- EXTRA SUPPORT: DYSLEXIA** Dyslexic learners can find this type of activity, with several options to choose from, as well as putting words into the correct form, difficult. In this case, give Ss the correct verb for each gap and ask them to write it in the present continuous form.

ANSWERS:

- | | |
|-----------------------|----------------------|
| 2 'm sitting | 6 are, doing |
| 3 's selling | 7 'm checking |
| 4 'm walking | 8 'm getting |
| 5 are, wearing | |

- 3** Read the example with the class, then ask Ss to write the rest of the questions. Check answers with the class and write them on the board. You could then put Ss in pairs to take turns asking and answering the questions.

ANSWERS:

- 2 Where is Jared sitting?
- 3 What is the woman selling?
- 4 Is Jared wearing a T-shirt?
- 5 Why is Jared sitting inside the café?

PRONUNCIATION**weak form of are**

- 3A**  **6.03** | Ss listen and count the words, then check in pairs. Check answers with the class.

ANSWERS:

1 4 2 5 3 5 4 4 5 5

** AUDIOSCRIPT 6.03**

- 1 What are you doing?
- 2 How are you feeling today?
- 3 Who are you looking at?
- 4 Why are you smiling?
- 5 What are you thinking about?

- B**  **6.03** | Read the example with the class, and make sure Ss know they should only write the two stressed words in each question. Play the audio again for them to answer. When you check answers with the class, write up the pairs of words on the board.

EXTRA SUPPORT: DYSLLEXIA Ss with dyslexia can find listening and writing at the same time difficult. In this case, give the Ss the questions and ask them to listen and underline the two stressed words in each question.

ANSWERS:

- 2 How, feeling
- 3 Who, looking
- 4 Why, smiling
- 5 What, thinking

- C** Put Ss in pairs to practise asking the questions using the prompts they wrote in Ex 3B. Monitor and check Ss are stressing the questions correctly, and drill remedially where necessary.

EXTRA SUPPORT You could write the questions on the board in full (in case Ss can't remember them) and ask Ss to focus on stressing the correct words when they ask them.

VOCABULARY**clothes and appearance**

- 4A** Remind Ss of the photos A–C at the top of the page, then put them in pairs to choose the correct words. Monitor and help with any new vocabulary, including the words in bold.

EXTRA IDEA Play a game using the photos. Tell Ss they have 30 seconds to look at the photos and that they are going to answer some questions about them afterwards. You could ask them to look at and remember the people's clothes and appearance in particular. Then ask them to cover the photos and choose the correct words in Ex 4A. Finally, they uncover the photos and check whether they were correct.

ANSWERS:

- 1 T-shirt
- 2 long
- 3 shirt
- 4 short

- B** Read the examples with the class, then ask Ss to categorise the rest of the words and phrases in pairs. When they have finished, check answers with the class.

ANSWERS:

clothes: T-shirt, jacket, shirt

appearance: long hair, tall, short

- C** Ss add more words in pairs. Monitor and help with vocabulary where necessary. When they have finished, write their ideas on the board in two columns (or word webs). Alternatively, invite Ss to the board to write their ideas

- D** Refer Ss to the Vocabulary Bank on page 142.

VB ▶ page 142 **VOCABULARY BANK** clothes and appearance

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 A Ss find an example of the words that describe appearance in the photos individually, then check in pairs. Check answers with the class.

ANSWERS:

tall 4	bald 2
short 1, (2, 3,) 5, 8	blond(e) hair 1
straight hair 7	dark hair 3, 4, 5, 8
curly hair 5, 6	red hair 6, 7
long hair 1, 6, 7	a beard 8
short hair 3, 4, 5, 8	a moustache 3, 8

B **VB6.01** | Ask Ss to look at the photos (1–8) again. Play the recording for them to listen and repeat.

AUDIOSCRIPT VB6.01

- 1 short, blonde hair, long hair
- 2 bald
- 3 dark hair, short hair, a moustache
- 4 tall, dark hair, short hair
- 5 short, curly hair, short hair, dark hair
- 6 curly hair, long hair, red hair
- 7 straight hair, long hair, red hair
- 8 short, dark hair, short hair, a beard, a moustache

C Read the examples with the class, then ask Ss to categorise the rest of the words and phrases. You could explain that the left column describes people using a noun or an adjective + noun and the right column describes people just using an adjective. Check answers with the class.

ANSWERS:

He's/She's got: *straight hair*, curly hair, long hair, short hair, blond(e) hair, dark hair, red hair, a beard, a moustache

He/She's: *tall*, short, bald

2 A Ss match the words with the clothes in the photos individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 H 2 L 3 C 4 N 5 E 6 D 7 B 8 I
9 J 10 K 11 G 12 A 13 F 14 M

B **VB6.02** | Ask Ss to look at the photos (A–N) again. Play the recording for them to listen and repeat.

3 **VB6.03** | Ss listen and match the descriptions with the photos. Check answers with the class.

ANSWERS:

- a 5 b 4 c 8 d 1

AUDIOSCRIPT VB6.03

- a She's short. She's got dark curly hair. She's wearing a jacket and a skirt.
- b He's tall and he's got short, dark hair. He's wearing shorts and a T-shirt.
- c He's short and he's got a beard. He's wearing jeans and a shirt.
- d She's short and she's got long, blonde hair. She's wearing a dress.

4 Put Ss in A/B pairs to do the activity. When they have finished, ask them to swap roles and repeat.

EXTRA SUPPORT With Vocabulary Banks containing photos, like this one, once Ss have completed the exercises, they can be used as a photo dictionary. Remind Ss of this and that they can refer to it when they need help with vocabulary, either in or out of class. For example, in Speaking Ex 6, Ss can refer back to the photos and labels in the Vocabulary Bank to help them if they can't remember a word or phrase.

5 A Put Ss in pairs to describe people in the photos on pages 58–59. When they have finished, ask Ss to swap roles and repeat. They can do this as many times as you think is useful (and have time for).

EXTRA IDEA Extend Ex 5A by asking Ss to describe someone in the class and have others guess. However, be very careful about Ss' sensitivities here and only do this if you know your class very well. You could limit it to describing clothes and hair, but, again, be aware that Ss may adversely compare their clothes with other Ss'.

B You could start by telling the class your answers to some of the questions, e.g. 'I wear jeans and a shirt to work. I wear the same clothes at home!' Ss discuss the questions in pairs. When they have finished, ask a few pairs to share any interesting information they found out about their partner with the class.

SPEAKING

6 Put Ss in A/B pairs and refer them to the relevant pages. Explain that that they have the same picture but with ten differences, and they need to find seven of them. Give them time to read the examples and think about what to ask. Make sure they don't show each other their pictures (they could sit face-to-face to help with this). When they are ready, they can start. When they have finished, elicit all the differences and write them on the board, and ask Ss how many they found.

ANSWERS:

These are all the possible similarities and differences. The differences are in bold and show the 'pair'.

A girl is playing the guitar. She's wearing a **blue/green** top.

A **businessman/businesswoman** is **looking at his watch / talking on her phone**. He's/She's wearing a **black/grey** suit.

A woman is sitting at the café. She's drinking something. She's got **brown/blonde** hair. She's wearing a **brown/pink** top.

An old man is sitting at the café. He's wearing an orange shirt. He's **reading a newspaper / eating a sandwich**.

There's a **red/yellow** car in the street.

There's a black **dog/cat**.

A young man is walking and **listening to music / singing**.

WRITING**write a description of a group photo**

- 7 A** Put Ss in pairs to discuss the question. When they have finished, elicit their ideas but don't give the answer yet.

ANSWER:

They are a family.

- B** Ss read the beginning of the email and answer the question, as well as check their answer to Ex 7A. Check the answer with the class and ask them how they know.

ANSWER:

online penpals (People from work don't share this kind of personal information. Old friends already know about each other's family.)

- C** Ss read the descriptions and identify the people alone, then check in pairs. Check answers with the whole class.

ANSWERS:

1 E 2 C 3 D 4 F 5 B 6 A

- D** Refer Ss to the Writing Bank on page 93 to write a description of a group photo (see the notes below).

WB page 93 **WRITING BANK**

- 1 A** Ss read the email and identify who wrote it alone, then check in pairs. Check the answer with the class.

ANSWER:

The man on the far right wrote the description (H on page 59).

- B** Read the examples with the class, then give Ss plenty of time to find the words and phrases. Ask Ss to check in pairs, then check answers with the whole class.

EXTRA: ALTERNATIVE IDEA You could do Ex 1B as a race. Put Ss in two teams. Ask one team to look for the vocabulary for clothes and appearance (questions 1 and 2) and the other team to look for phrases for an activity at the moment (question 3). The first team to finish wins.

ANSWERS:

- 1 skirt, top, hat, T-shirt
- 2 (He's) tall, (he's got) a beard, a moustache, (she's got) long blonde hair, her smile is the same as my mum's
- 3 We're celebrating; she's wearing; (she's) smiling; my dad is saying something; he's making a joke; he's wearing a hat; is probably also making a joke; one of my sisters is standing; my other sister is standing

- 2** Focus attention on photo B and elicit what Ss can see. Make sure Ss understand that they need to use two words to fill each gap and that contractions count as two words. Ss complete the description alone, then check in pairs. Check answers with the whole class.

ANSWERS:

- | | |
|---------------------|----------------------|
| 1 wearing her | 4 they're / they are |
| 2 the same | 5 's/is holding |
| 3 are making/baking | |

- 3 A** Give Ss time to find a photo or use the one given, then make notes. If they use the photo given, they'll need to invent details first (e.g. 'This is my brother Ben and his friends. They're outside a restaurant and they're celebrating his birthday.'). Encourage them to use vocabulary from the lesson.

- B** Ss write their descriptions. Monitor while they write and offer help where necessary. At this stage, Ss should be writing in the region of 80–100 words. When they have finished, put Ss in pairs to swap descriptions and read them.

EXTRA IDEA: DIGITAL The context for this writing is a letter or email to an online penpal. If it's appropriate for your Ss, encourage them to sign up to one of the many online penpal websites (search for 'online penpal').

TO FINISH

Ask Ss to look back over the lesson and choose the three most useful words or phrases they learnt this lesson. Put Ss in pairs to share their ideas and say why they think they're the most useful.

6B My way

GRAMMAR | comparative adjectives

VOCABULARY | common adjectives (2)
and transport collocations

PRONUNCIATION | sentence stress

LESSON OVERVIEW

In this lesson, Ss learn comparative adjectives. They also revise common adjectives, building on those they learnt in Lesson 3B and learn transport collocations. The context is a reading where they read an article about people's journeys to work. This leads into the grammar, where Ss also practise sentence stress. The lesson ends with a speaking activity in pairs, where they practise planning a route for a journey.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1C:** When checking answers, display the adjectives on your screen and invite different Ss to highlight the stress in each adjective. Make sure your settings allow for annotations.
- **Ex 1D:** If you play the recording again for Ss to listen and repeat the words, mute Ss so the noise is not distracting.
- **Ex 3C:** Display the table on your device and invite different Ss to complete different parts of it when checking answers.
- **Ex 7A:** Use a collaborative document for Ss to type their ideas. When they have all agreed, get them to take a screenshot of what they agreed on to use when they discuss in breakout rooms in Ex 7B.

Additional Materials

For Teachers:

Presentation Tool Lesson 6B
Photocopiable Activities 6B
Grammar Bank 6B
Vocabulary Bank 6B

For Students:

Online Practice 6B
Workbook 6B

TO START

Put Ss in small groups. Write *transport* on the board and give them one minute to think of and write as many types of transport as they can. At the end, award a point for each correct one. The group with the most correct answers are the winners. This will also help you gauge their level of knowledge in this area before they go on to learn more types of transport in the Vocabulary Bank.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

common adjectives (2)

- 1 A** Demonstrate the activity by sharing your own answers to the questions with the class, then put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their partner's answers with the class.

EXTRA SUPPORT All of the adjectives except possibly *comfortable* should be familiar to Ss. You may therefore need to preteach this, though it would be a good idea to check understanding of all the adjectives before the activity; Ss can teach them to each other if necessary.

- B** Read the example with the class, then ask Ss to match the rest of the adjectives with their opposites in Ex 1A, then check in pairs. Check answers with the whole class. You could also check understanding of the adjectives by eliciting examples of things they can describe. If necessary, revisit the difference between *loud* (voice, music) and *noisy* (traffic, café, city, and places in general).

ANSWERS:

- 2 safe
- 3 cheap
- 4 easy
- 5 quiet
- 6 slow
- 7 interesting
- 8 comfortable

EXTRA IDEA After completing and checking the answers, ask Ss to revisit Ex 1A and ask: 'Do any of the words in Ex 1B describe your journey to school or work?', and get them to use some of the new words.

C Ss work alone to underline the stressed syllables. Encourage them to try saying the adjectives to themselves quietly while they do this.

D  **6.04** | Play the recording for Ss to check their answers, then check answers with the class. Then play the recording again for Ss to listen and repeat.

EXTRA SUPPORT Ss often have difficulty with the stress in *comfortable* as the *or* in the second syllable is silent. It's a good idea to break this down into three parts for them (*comf - ta - ble*) and have them practise this. Though not relevant here, Ss often have similar problems with *vegetable* for the same reason.

ANSWERS AND AUDIOSCRIPT:

dangerous
expensive
difficult
easy
noisy
quiet
boring
interesting
uncomfortable
comfortable

2A Go through the journeys in the list and check Ss understand them. Read the example with the class, then ask Ss to work alone to write their adjectives. Monitor and offer help where necessary.

B Put Ss in pairs to take turns describing and guessing their journeys. In feedback, ask a few Ss to describe their journeys for the class to guess.

C Give Ss a few minutes to prepare, then put Ss in pairs to describe their own journeys. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

EXTRA CHALLENGE For Ex 2C, if you want Ss to give fuller descriptions, give a fuller example first, either your own or an extended version of the example given, e.g. 'Last weekend I travelled by train from my home to the city centre. It took just over half an hour. It wasn't long, but it was uncomfortable because there were no seats on the train. After that I walked to the cinema. It was a short walk.'

D Refer Ss to the Vocabulary Bank on page 143.

 page 143 **VOCABULARY BANK** transport collocations

VB

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1A Ss match the words with the photos individually, then check in pairs. Check answers with the class.

EXTRA CHALLENGE Before they do Ex 1A, ask Ss to cover the words and see how many of the types of transport they can name.

ANSWERS:

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

B  **VB6.04** | Ask Ss to look at the photos again. Play the recording for them to listen and repeat.

2 Read the example and go through the instructions with the class to ensure they understand the activity. Ss do the activity individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1** other possible collocations: a boat, a plane, a hovercraft, a ship, a ferry, an underground train / a subway train
- 2** ~~a car~~; possible collocations: a train, a plane, a tram, a boat, a ship, a ferry, an underground train / a subway train
- 3** ~~a train~~; possible collocations: a lorry, a van, car
- 4** ~~a car~~; possible collocations: a scooter, a bike
- 5** ~~foot~~; possible collocations: bike, bus, tram, train, underground/subway train, boat, ship, ferry, plane

EXTRA IDEA When checking the answers, build up a list of all the possibilities that can be included and have Ss record these in their vocabulary notebooks.

- 3** Read the example with the class and demonstrate with a stronger student if necessary. Ss practise in pairs.
- 4** Demonstrate the activity by giving your own answers first. Point out the use of *by* in phrases such as *I like travelling by plane/car/etc.* Give Ss time to think of and write their answers. Monitor and offer help where necessary.
- 5** Put Ss in groups to share and compare their ideas. When they have finished, ask a few Ss who had similar answers to them.

EXTRA: ALTERNATIVE IDEA To vary the classroom dynamic, you could ask Ss to walk around the room to share their ideas with others, rather than do this in set groups.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

3A Demonstrate the activity by giving your own answers to the questions, e.g. 'I can go to work by car, but it's very expensive to park.' Ss discuss the questions in pairs. When they have finished, elicit a few answers and have a brief class discussion.

B Give Ss a strict time limit of three minutes to read the article quickly and match the people with the transport they use. Check answers with the class.

EXTRA SUPPORT: TEACHER In order to get Ss to practise skim reading (i.e. reading for gist), it's important to give them a strict time limit. When you do this, explain that they'll have a chance to read the text again more carefully. Alternatively, you can do it as a race – the first person to find the correct answers wins.

EXTRA IDEA: DIGITAL If you have a screen in class, use it to show a big timer when setting a time limit for gist reading.

ANSWERS:

1 b 2 c 3 a

C Focus attention on the table and make sure Ss understand it. Ss then read the article again, this time in more detail. They complete the table alone, then check in pairs. Check answers with the class.

ANSWERS:

Horchler: 40 minutes, 90 minutes
Hill and Benedict: over an hour, 5 minutes
Hadrava: 15 minutes, 4 or 7 minutes

D Make sure Ss understand that more than one answer may match with each sentence, then ask them to read and match the sentences with the people. Check answers with the class.

ANSWERS:

2 Horchler, Hill and Benedict
3 Horchler
4 Hill and Benedict
5 Hill and Benedict, Hadrava
6 Hadrava

EXTRA IDEA: DIGITAL Ask Ss to go online and find out about other unusual journeys to work, using the search terms: 'unusual/strange journeys to work'. Ss can then share what they found out in small groups.

E Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

GRAMMAR

comparative adjectives

4A Ask Ss to refer back to the article in Ex 3A and complete the sentences with the comparative forms. Check answers with the class and write them on the board.

ANSWERS:

1 slower than
2 more, than
3 better

B Elicit the first answer as an example and write it on the board for Ss to refer to. Ss complete the rules alone, then check in pairs. Check answers with the whole class.

ANSWERS:

1 -er 2 more 3 better 4 than

C Ss find the examples alone, then check in pairs. Check answers with the class.

ANSWERS:

longer, noisier, faster

D The Grammar Bank on page 119 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶▶ page 119 **GRAMMAR BANK**

Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the use of comparatives in questions with *Which*.

1 This focuses on the form and use of comparative adjectives at sentence level. Read the example with the class, then ask Ss to complete the rest of the sentences, and then check in pairs. Check answers with the class and write them on the board to check correct spelling.

ANSWERS:

2 cheaper 6 further/farther
3 better 7 slower
4 more beautiful 8 worse
5 sunnier

- 2** This focuses on the form and use of comparative adjectives in a text. Read the example with the class. Ask Ss to complete the rest of the article, then check in pairs. Check answers with the class and write them on the board to check correct spelling.

ANSWERS:

- | | |
|--------------------|-------------------|
| 2 cleaner | 9 colder |
| 3 better | 10 wetter |
| 4 quicker | 11 worse |
| 5 nearer | 12 more dangerous |
| 6 shorter | 13 safer |
| 7 more interesting | 14 easier |
| 8 more difficult | |

- 3** This focuses on the form of comparatives in questions. Elicit the first question and write it on the board. Ss write the questions alone, then check in pairs. Check answers with the class. Ss can then discuss the questions in pairs.

EXTRA IDEA: DIGITAL Ss could be asked to research the answers online if they are interested. They can then present the answers they find in comparative form, e.g. *Everest is higher than Mount Fuji.*

ANSWERS:

- 1 Is (Mount) Everest higher than Mount Fuji?
- 2 Is Paris more expensive than London?
- 3 Is Bogotá further/farther from the Equator than Buenos Aires?
- 4 Are some beetles stronger than elephants?
- 5 Is Mexico City hotter than Madrid?
- 6 Are the pyramids in Egypt older than Machu Picchu in Peru?
- 7 Is London drier than Edinburgh?

QUIZ ANSWERS:

- 1 yes: Everest: 8,848 m; Mt Fuji: 3,776 m
- 2 no: London is about 20% more expensive than Paris.
- 3 no: Bogotá: 512.75 km; Buenos Aires: 3,853 km
- 4 yes: for example the dung beetle and the rhinoceros beetle
- 5 no: Mexico City summer average: just over 26 degrees; Madrid summer average: 31 degrees
- 6 yes: pyramids in Egypt: about 4,500 years; Machu Picchu: about 550 years
- 7 yes: London: 583.6 mm; Edinburgh: 668 mm

EXTRA CHALLENGE You could ask Ss to change the word order and make questions with *Which ... ?* (apart from question 4), e.g. 'Which is higher, Everest or Mount Fuji?', as detailed in the Grammar Bank notes.

ANSWERS:

- 1 Which is higher, (Mount) Everest or Mount Fuji?
- 2 Which is more expensive, Paris or London?
- 3 Which is further from the Equator, Bogotá or Buenos Aires?
- 4 –
- 5 Which is hotter, Mexico City or Madrid?
- 6 Which are older, the pyramids in Egypt or Machu Picchu in Peru?
- 7 Which is drier, London or Edinburgh?

PRONUNCIATION**sentence stress**

- 5A**  **6.05** | Ss listen and write the sentences. Pause the recording after each one for Ss to write, and be prepared to play the recording several times if necessary. When they have finished, check answers and write them on the board.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find this type of activity (writing whole sentences while listening) difficult. Here, you could give them the unstressed words in each sentence and ask them to listen and complete the sentences with the stressed words.

ANSWERS:

See answers to Ex 5B below.

- B** Play the recording again, if necessary, for Ss to listen and underline the stressed words and notice the weak form of *than*. Check answers with the class.

ANSWERS AND AUDIOSCRIPT:

- 1 It's cheaper than a taxi.
- 2 They're bigger than cars.
- 3 It's more comfortable than a bike.
- 4 They're noisier than trains.
- 5 It's more expensive than walking.

- C**  **6.05** | Demonstrate the activity with the recording of the first sentence, then ask Ss to do the same for the rest of the sentences.

- 6A** Read the example with the class, then give Ss a few minutes to write their own ideas.

- B** Read the example with the class and demonstrate with a stronger student if necessary, then put Ss in pairs to guess their types of transport. In feedback, ask a few pairs if they wrote the same types of transport for any of the sentences.

EXTRA IDEA You can extend Ex 6B by inverting it. Rearrange Ss into different pairs. One student says a form of transport they wrote for one of the sentences in Ex 6A, the other student guesses which sentence they wrote it for by saying the sentence, e.g. A: 'Ships.' B: 'They're bigger than cars.' A: 'Yes, that's right.'

SPEAKING

- 7A** Do this as a class and write the agreed information on the board. Make sure Ss all know the places you decide on together as a class.

EXTRA: ALTERNATIVE IDEA In addition to or as an alternative to Ex 7A, the class could pool typical commutes or weekly journeys and use those in the following exercises.

- B** Put Ss in pairs to plan their routes, in a similar way to the diagram. Tell them to focus on the route at this stage. (They add the types of transport in the next exercise.) Ss can go online to find the information, using the search terms: 'best route from (city) to (city)' or 'travel from (city) to (city)'. Ss can use the information on page 147 as a model or as an alternative if they can't find information to plan their routes between the places the class agreed on in Ex 7A. It provides two options for travel between Sparta, Greece and Busan, South Korea. Monitor and offer help where necessary.
- C** Ss discuss, agree and make notes of the type of transport they will use and any further information in pairs. They can add the transport for each stage of their route to their diagrams.

EXTRA: ALTERNATIVE IDEA If Ss are using the information given on page 147 or have already decided what transport to use, they could do some further research here into prices to add to their discussion.

- D** Put pairs together to make groups and ask them to discuss the questions. In question 3, Ss may not have clear information on prices, but remind them that generally public transport is cheaper than taxis and other private hire transport, so they may be able to decide which is cheaper overall. Encourage them to use comparatives and monitor while they discuss to check they're doing so correctly.

TO FINISH

Tell Ss which route you'd like to go on and why, e.g. 'I want to go on this group's route because you travel by train and I like trains.' In the same groups, ask Ss to decide which route they'd like to go on and why, then report back to the class.

6C Getting around

HOW TO ... | give directions

VOCABULARY | places

PRONUNCIATION | stress to correct information

LESSON OVERVIEW

In this lesson, Ss learn functional language for giving directions, as well as how to use stress to correct information. They also learn vocabulary related to places in a town or city. The context is a reading where they read an extract from a tourist information leaflet. The lesson ends with a speaking activity where Ss roleplay giving directions in pairs.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2B:** In the main room, ask Ss to take a screenshot of the diagrams. When they are in breakout rooms, one of them can share their screen and use the pointer tool to identify the places in the diagrams.
- **Ex 3A:** Use the pointer tool to check answers here. When Ss are discussing different routes, they can share their screen and also use the pointer tool to show their routes.
- **Exs 5B and 6:** Ss can use a collaborative document with their partner to show each other's directions and check them.

Additional Materials

For Teachers:

Presentation Tool Lesson 6C
Photocopiable Activity 6C
Grammar Bank 6C
Mediation Bank 6C

For Students:

Online Practice 6C
Workbook 6C

TO START

Teach the phrase: *get lost* (= become lost), then write the following questions on the board: *Do you ever get lost in a new place? What do you do? Are you good at using maps or map apps? When do you use them?* Put Ss in small groups to discuss the questions.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

- 1 A** Put Ss in pairs to discuss the questions. When they have finished, elicit their ideas and have a brief class discussion.
- B** Explain that the text is an extract from a tourist information leaflet about Dublin. Ss read it quickly and choose the correct title. Check the answer with the class.

EXTRA SUPPORT: TEACHER *Ha'penny Bridge* is pronounced /'heɪpeni:/. It is a shortened form of 'halfpenny'.

ANSWER:

b

- C** Demonstrate the activity by telling the class about your town/city (if you live in the same place as the Ss, tell them about your home town or another place), e.g. 'In my town it's better to walk because it's not very big and there aren't any cars in the centre.' Ss discuss the questions in pairs. When they have finished, elicit answers from different Ss for them to compare.

VOCABULARY

places

- 2 A** Elicit the first answer as an example. Ss match the rest of the directions with the diagrams, then check in pairs. Check answers with the whole class.

ANSWERS:

1 C 2 D 3 B 4 E 5 A 6 F

- B** Put Ss in pairs to identify the places in bold in Ex 2A in the diagrams. Check answers with the class by asking Ss to point them out.
- C** Focus attention on the map of Dublin and tell Ss that it contains some of the places and things in Ex 2A. Ss identify those that they can see in the map then check in pairs. Check answers with the class.

ANSWERS:

The following can be seen on the map: crossroads, pedestrian bridge, corner, statue, end of the road, car park

- D** Read the example with the class, then put Ss in pairs to discuss the places and things in their town(s). Put Ss in a pair with someone from the same place if possible. When they have finished, ask a few Ss to share their answers with the class.

How to ... give directions

- 3 A** Make it clear to Ss that the places referred to in question 1 are the ones mentioned in the extract of the leaflet they read in Ex 1B. Put Ss in pairs to discuss the questions. Note that looking at possible routes for question 2 will help Ss follow the listening in Ex 3B. When they have finished, elicit their answers and find out if other Ss had the same ideas for question 3.

ANSWERS:

- 1 Ss should simply point these out on the map.
2 Students' own answers (depends on the route taken)
3 Students' own answers

- B**  **6.06** | Focus attention on the red X and tell Ss that they're going to hear directions for a route from Dublin Castle to Ha'penny Bridge, which they discussed in Ex 3A. Ss listen and follow the route, using a pencil or their finger, then discuss in pairs if it is the same as theirs in Ex 3A. Check answers with the class and find out if any pairs had the same route.

ANSWERS:

- 1 See audioscript 6.06 below. Ss should simply follow the route on the map.
2 City Hall

AUDIOSCRIPT 6.06

- A: Excuse me. Can you help me? How do you get to Ha'penny Bridge from here? My phone map isn't clear.
B: Erm ... OK. We're here. This is the Cork Hill Gate of Dublin Castle.
A: Yes, I see.
B: OK, walk down Cork Hill ... City Hall is on your right, this is it, here ...
A: OK ...
B: So turn right at the corner and then turn left onto Parliament Street.
A: Hold on, so at Parliament Street ...
B: You turn **left**.
A: And after that?
B: Continue straight on. Then at the end of the road, at the river, there's a bridge. That's Grattan Bridge.
A: OK, so straight on down Parliament Street to Grafton Bridge.
B: Actually no, it's **Grattan** Bridge.

Unit 6 | Lesson C

- A: Oh, sorry. Yes, OK. And do I cross over the bridge?
 B: No, **don't** cross over the bridge. There's a café at the corner, on the right. Turn right at the café.
 A: Right at the café.
 B: Then walk along the river for about five minutes.
 A: Mmm-hmm ...
 B: You go straight on past the next bridge, that's Millennium Bridge ...
 A: Sorry, could you say that again. What's the name of the bridge?
 B: Millennium Bridge.
 A: Millennium Bridge. OK.
 B: Go past Millennium Bridge, and then you can see Ha'penny Bridge in front of you.
 A: How far is it?
 B: About fifteen minutes.
 A: Sorry, how far?
 B: Fifteen minutes. One five.
 A: Thank you so much.
 B: No problem. Enjoy your walk.
 A: Thanks.

C  **6.07** | Ss listen and complete the sentences, then check in pairs. Check answers with the class.

EXTRA SUPPORT If you feel it's necessary, draw Ss' attention to the use of *the* when we give directions. This is because we are talking about, e.g. a specific crossroads, not crossroads in general. Also note that we don't use *the* with streets and roads.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find listening and writing at the same time difficult. You could give them two options for each gap (a correct one and an incorrect one). Ask them to listen and choose the correct options.

ANSWERS:

- | | | | |
|--------|---------|------------|------------|
| 1 get | 2 down | 3 onto | 4 Continue |
| 5 over | 6 along | 7 straight | 8 in |

D The Grammar Bank on page 120 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB page 120 GRAMMAR BANK

This focuses on the form of phrases for asking for and giving directions. Read the notes with the class or give them a few minutes to read alone, then ask any questions they have.

1 Ss choose the correct prepositions to complete the sentences alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | | | | |
|------|----------|---------|------|--------|
| 1 on | 2 before | 3 after | 4 of | 5 onto |
| 6 at | 7 of | 8 on | 9 on | 10 at |

2 Elicit the first sentence as an example and write it on the board. Ss order the rest of the sentences alone, then check in pairs. They can use the notes to help them if they get stuck. When they have finished, check answers with the class.

EXTRA SUPPORT: DYSLEXIA This kind of reordering activity can be difficult for dyslexic learners. Here, you could adapt the activity to a gap-fill, removing one or two words from each sentence for Ss to complete.

ANSWERS:

- 1 Can you tell me the best way to the museum?
- 2 How do I get to the park?
- 3 Turn right at the end of the road.
- 4 You continue to the end of the road.
- 5 Walk straight on up the hill.
- 6 You go past the statue.
- 7 The building is in front of you.
- 8 It's on the corner of Fifth Avenue and 79th Street. ('It's on the corner of 79th Street and Fifth Avenue.' is also correct grammatically, but the full stop after '79th Street' indicates this is at the end of the sentence.)
- 9 Go straight on and the park is on your right.
- 10 Turn right just after the crossroads.

3 Make sure Ss understand that they should only add the words to B's part of the conversation. Ss add the words individually, then check in pairs. Check answers with the class. When they have finished, put Ss in pairs to practise the conversation, then swap roles and repeat.

EXTRA SUPPORT: DYSLEXIA The complexity of this exercise will probably be challenging for Ss with dyslexia. You could provide the missing word for each of B's lines in the conversation for Ss to insert in the correct place.

ANSWERS:

- B: And walk **along** this road for about five minutes.
 B: Then **at** the big crossroads, turn right onto Keymer Road.
 B: Yes. Then continue straight on **for** two minutes.
 B: That's right. Then turn left at the end **of** the road.
 B: No, turn left. Then you walk **past** the supermarket.
 B: Yes and just before the traffic **lights**, cross the road.
 B: Then the station is **in** front of you. You can't miss it.

EXTRA CHALLENGE If you think they can do it, ask Ss to change some of the places and directions when they practise the conversation in pairs.

PRONUNCIATION

stress to correct information

- 4A**  **6.08** | Tell Ss that they should listen for which word is stressed in B's answer in each conversation. Give Ss a chance to read the conversations before they listen so the task is easier. Ss listen and underline the stressed words, then check in pairs. Check answers with the whole class.

EXTRA SUPPORT: TEACHER It's fine to say *No* when we're answering someone's question when they want to check something. However, when we correct without the other person asking, it's more polite to say *Actually*, ... (= In fact, ...). Make sure Ss do not confuse this with 'now' if there is a word in their language which sounds like 'actually' but is a false friend (such as *actualmente* in Spanish).

ANSWERS:

- 1 Actually no, it's Grattan Bridge.
- 2 No, don't cross over the bridge.

- B** Put Ss in A/B pairs and refer them to the relevant pages. Give Ss time to read their instructions and ask you anything they're not sure about. Ss practise correcting in pairs, taking turns to read out a sentence for their partner to correct, using the correct stress. Monitor and check they're stressing the correct words.

FUTURE SKILLS | Communication



- C** Read the Future Skills box with the class and explain that when we say numbers such as 50 which end in a zero, we usually say 'oh'. Then put Ss in pairs to practise clarifying the numbers. When they have finished, ask a few Ss to say the numbers to the class.

EXTRA: EMPLOYABILITY SKILLS This is a useful technique for clarifying and correcting numbers when on the phone at work, e.g. when checking orders, product specifications, prices, etc. Ask Ss to think of other (work) situations when this technique can be useful, e.g. checking addresses, telephone numbers, payment details, etc.

SPEAKING

- 5A** Give Ss a minute to secretly choose their starting points and destinations.
- B** Demonstrate the activity with a stronger student, then put Ss in pairs to take turns practising giving and following directions. When they have finished, ask a few Ss if they followed the directions successfully.

EXTRA SUPPORT: TEACHER Note that there are various ways to refer to roads in English, and these can be abbreviated on maps: road (Rd), street (St) and avenue (Ave).

- 6** Put Ss in pairs and give them a minute or two to prepare. You could ask them to draw simple maps if they can, as this will help them think of their routes and then check the directions later. Ss take turns giving their directions. Make sure when they're making notes and listening, they only use short notes and don't write a script. Ss then write the directions from their notes. Monitor and check Ss are using the phrases from the lesson correctly.

Finally, Ss read each other's directions and check them. If they find mistakes, encourage them to use stress when correcting them. When they have finished, ask each pair if their directions were correct.

EXTRA: HOW TO ... Ask Ss to secretly think of a place in the school. Put Ss in small groups to take turns giving directions from the classroom to the place they thought of for the other group members to listen and guess the place. Remind Ss of the information in the Grammar Bank to help them if they need it.

TO FINISH

Ask Ss to identify something they were pleased that they did well or enjoyed in the lesson, e.g. 'I think that I listened to and understood the directions well.' or 'I enjoyed practising the stress for correcting things.' When they have chosen something, put them in pairs to compare and discuss their thoughts and ideas. You could also ask them to share them with you via a written note or a digital tool.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶ page 159 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ PAGE 196

6D Documentary

Cities: nature's new wild

GRAMMAR | prepositions and adverbs of movement

SPEAKING | talk about an experience

WRITING | write about an experience

LESSON OVERVIEW

In this lesson, Ss learn prepositions and adverbs of movement. The context is an extract from a documentary about how animals are moving into cities. Ss then do a speaking activity, where they practise talking about an experience they've had. The lesson ends with a writing activity, where Ss write a story about an experience in a city.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Use a collaborative document for Ss to note their answers and any other information (e.g. *cars – loud, dangerous*). They can then revisit these notes after watching the video in Ex 2B to see if their ideas were mentioned.
- **Ex 2B:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Exs 7A and 7B:** Ask Ss to write their stories in a private message to you in the chat box. As you receive them, copy and paste them into a shared document for Ss to read and guess who wrote each one in Ex 7B.

Additional Materials

For Teachers:

Presentation Tool Lesson 6D

Online Digital Resources

Grammar Bank 6D

Videoscript 6D: BBC Documentary

For Students:

Online Practice 6D

Workbook 6D

TO START

Arrange Ss in small groups. Give them three minutes to write the names of as many animals in English as they can. When the time is up, ask a student from each group to come up and write their list on the board. Award one point for each correctly spelt word. The team with the most points wins.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

- 1 A** Focus attention on the photos. Ss discuss the questions in pairs. In feedback, elicit answers from a few Ss and find out if others agree.

POSSIBLE ANSWERS:

- 1 This will depend on context, but it is expected that pigeons will be familiar in most contexts.
- 2 Other possibilities are: mice, rats, foxes, other birds and anything relevant to the Ss' context.
- 3 See Ex 1B below.

- B** Focus attention on the photo in the BBC programme information box and elicit the name of the animal (penguin or African penguin). Ss read the BBC programme information to check their answers to Ex 1A Question 3 in pairs. Check answers with the class if they didn't come up with the ideas in the answers below in Ex 1A.

ANSWER:

They can find more food in cities and safer places for their families.

VIEW

- 2 A** Put Ss in pairs to discuss the question. When they have finished, elicit Ss' ideas as a class but don't give the answer yet.

- B**  Ss watch the video and check their ideas from Ex 2A. In feedback, check the answer as a class and ask Ss which things they guessed correctly.

ANSWER:

The problems for the group of penguins are: cars, getting lost and the dark (because the drivers can't see the penguins).

- C** ▶ Ss watch the clip again and choose the correct words, then check in pairs. Check answers as a class.

ANSWERS:

- 1 garden 2 love 3 safer
4 life 5 thirty

- D** Go through the questions with the class first and check Ss understand that in question 2 *OK* means 'not a problem for you', i.e. from your point of view, rather than OK for the animals. Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

GRAMMAR**prepositions and adverbs of movement**

- 3A** Focus attention on the pictures, then ask Ss to choose the correct one for each sentence in pairs. Check answers with the class.

ANSWERS:

- 1 B 2 B

- B** The Grammar Bank on page 121 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶▶ page 121 **GRAMMAR BANK**

This focuses on prepositions and adverbs of movement. Go through the notes with the class and check understanding, especially of the note about how some words can be prepositions or adverbs.

- 1** Ss match the imperatives with the pictures alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 D 2 B 3 E 4 C 5 F 6 A

- 2** Elicit the first answer as an example, then ask Ss to choose the rest of the alternatives alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 off 2 out of 3 around 4 along
5 under 6 past 7 back 8 in
9 into 10 away

- 3** Complete the first sentence with the class, then ask Ss to complete the rest. Check answers with the class.

EXTRA SUPPORT With weaker classes, tell Ss which three words are not needed.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find exercises with lots of options difficult. In this case, provide two options for each line (the correct one and a distractor).

ANSWERS:

- 1 through 2 out of 3 down 4 off
5 across 6 towards 7 past 8 over

SPEAKING**talk about an experience**

- 4A** ▶▶ **6.09** | Read the options with the class so they know what to listen for, then play the recording for Ss to listen and choose the correct one. Check the answer with the class.

ANSWER:

C

▶▶ AUDIOSCRIPT 6.09**A City Story**

This happened last year, in my hometown. It was in the middle of the afternoon. I walked out of my building and got into my car. My car was in front of my building, so I didn't need to walk far. Suddenly I saw a big dog at the end of the road. It walked towards me, and when it was very close, I saw that it wasn't a dog – it was a wolf! A wolf in the city centre! I was safe inside my car, so I didn't feel scared. I took out my phone and tried to video the wolf as it walked past my car. Usually there were people on the street, but at that moment there wasn't anybody. I watched the wolf for a minute. Then it turned the corner and was gone. It was just like in a dream. I was surprised, but I wasn't scared at all, and I had a great story to tell my friends. After that I always looked along the road before I left my apartment.

- B** ▶▶ **6.09** | Give Ss a minute to read the phrases in the box, then play the recording for Ss to listen again and choose the options they hear. Play the recording again if necessary, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA The amount of reading in the Key phrases box may challenge Ss with dyslexia. In this case, read the phrases with the class first so they know what to listen for.

ANSWERS:

last year; in the middle of the afternoon; out of; saw; scared; dream

5A Ask Ss to choose one of the situations from Ex 4A to tell a story about their own experience. Give them time to prepare to tell their story, using the questions to help them make notes. Monitor and offer help where necessary, writing any new words and phrases on the board.

EXTRA SUPPORT Ss could practise telling their stories first and record themselves, then listen back and decide if they want to make any changes before sharing them with their partner in Ex 5B.

B Ss tell their stories in pairs. Encourage them to use the Key phrases where possible. When they have finished, ask a few Ss to share what they found out with the class.

WRITING

write about an experience

6A Draw Ss' attention to the text and explain that it's a written version of Jordan's story in Ex 4, but there's one difference. Ss read the text to find the difference. Check the answer with the class.

ANSWER:

In the recording he wasn't scared, but in the text he was very scared.

B This exercise serves as a reminder of most of the linking words which Ss have learnt in the course so far. Ss read the story and count how many times each linking word occurs, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This is quite a long text to work with for dyslexic learners. Put Ss in pairs and ask the learner's partner to read the text. They count how many of each linker there are and identify the prepositions of movement in Ex 6C together.

ANSWERS:

and – 4, after that – 1, because – not in the story, but – 3, so – 1, then – 1

C Remind Ss of the prepositions of movement they've learnt in this lesson, then ask them to find five of them in the story. Check answers with the class.

ANSWERS:

out of, into, towards, past, along

7A Tell Ss they can write the same story as they told in Ex 5B or think of a different one. Make sure they write their stories on a separate piece of paper and don't write their names on it. Give them time to think about what to write and how to include the linking words, and prepositions and adverbs of movement. While they are writing, monitor and offer help where necessary. They should aim to write 80–100 words.

B When they have finished writing, make sure Ss haven't written their names on their stories and collect them all in. Display them round the class and ask Ss to walk around, read the stories and guess who wrote each one.

TO FINISH

Put Ss in pairs and ask them to discuss which of the stories they read in Ex 7B they liked best and why.

6 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 2A, 3A, 4A and 5A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Ask Ss to write their sentences in a shared document so that you can provide feedback on them before Ss share their sentences with a partner in breakout rooms in Ex 1C.
- **Ex 2A:** When checking answers, ask different Ss to type a sentence into the chat box so you can check them as a class.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 6 (Grammar: present continuous, comparative adjectives, prepositions and adverbs of movement; Vocabulary: clothes and appearance, common adjectives, transport collocations, places; How to ... give directions). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

- 1 A**  **R6.01** | Ss listen and write the sentences, then check in pairs. Check answers with the class and write them on the board.

EXTRA SUPPORT: DYSLEXIA Activities involving listening and writing whole sentences can be difficult for dyslexic learners. In this case, you could provide the sentences with a word or two missing for Ss to complete.

ANSWERS AND AUDIOSCRIPT:

- 1 I'm sitting next to the window.
- 2 I'm wearing a T-shirt.
- 3 We're studying grammar today.
- 4 Other students are waiting outside the classroom.

B Demonstrate the activity by changing some of the sentences so they're true about you or the situation at the moment (e.g. 'I'm not sitting next to the window, I'm standing next to the door. One person in the room is checking their text messages.'). then ask Ss to do the same. Monitor and check they're forming the sentences correctly.

C Put Ss in pairs to compare their sentences. When they have finished, ask a few pairs if they have the same sentences.

- 2 A** Read the example with the class, then ask Ss to write sentences with more comparisons, then check in pairs. Check answers with the class.

POSSIBLE ANSWERS:

The plane is more comfortable than the train.
 The plane is faster than the train.
 The train is more interesting than the plane.
 The train journey is longer than the flight.
 The flight is shorter than the train journey.
 The train is slower than the plane.

B Ss discuss the questions in pairs. Encourage them to give reasons for their answers. When they have finished, elicit answers from a few Ss and have a brief class discussion.

VOCABULARY

3A Put Ss in pairs to complete the table. If they get stuck, they can refer back to Lesson 6A and Vocabulary Bank 6A to help.

B Read the example with the class, then put Ss in new pairs for the activity. When they have finished, elicit a few answers from different Ss. It's very important here that Ss cannot see each other's notes, so they could sit back to back or facing each other.

EXTRA: ALTERNATIVE IDEA Do this activity as a game in groups, with Ss taking turns to say a sentence. For example, one student says 'long hair' and the first person to say correctly 'Someone in this room has got long hair.' gets a point.

4A Read the example with the class, then ask Ss to complete the rest of the words. Monitor and offer help where necessary. When they have finished, check answers with the class.

EXTRA SUPPORT: DYSLEXIA To help Ss with dyslexia identify the missing letters, you could provide the words with a gap where the missing letter should go. You could also read out the words to help them identify the missing letters.

ANSWERS:

- | | |
|--------------------|------------------------|
| 2 dangerous | 6 quick |
| 3 expensive | 7 uncomfortable |
| 4 difficult | 8 quiet |
| 5 noisy | |

B Ss work in pairs to describe the things in the list using the adjectives. When they have finished, elicit a few of their ideas and find out if others agree.

5A This activity reviews both the grammar and vocabulary of Unit 6. Ss choose the correct options alone, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find this exercise difficult because of the distance between the gaps and the options. In this case, break the text up into two paragraphs and place the relevant sets of options under each paragraph.

B  **R6.02** | Play the recording for Ss to listen and check their answer. Check answers with the class.

ANSWERS:

- 1** C **2** A **3** B **4** B **5** A **6** C **7** B **8** B
9 C **10** A **11** C **12** A

TO FINISH

Write on the board: *What are the four most useful things you learnt in Unit 6? How will you continue to work on these in the future?* Ask Ss to work alone and look back through each lesson of the unit, choosing one thing (e.g. grammar, vocabulary, pronunciation, a skill or a fact) from each one. When they have finished, put Ss in pairs to compare what they chose and discuss how to practise them in the future.

7 work

Global Scale of English **LEARNING OBJECTIVES**

7A Odd jobs

- **READING** | Read an article about interesting jobs: skills and qualities
- Talk about jobs that fit people in your class: articles *a, an, the, zero*
- **Pronunciation:** weak forms: *a, an, the*

GSE INFORMATION

READING

37 Can understand key information about a simple work routine.

GRAMMAR

32 Can use the definite article to refer to a specific person, thing, or situation.

37 Can generalise about persons, things, or situations using plural nouns/noun phrases with no (zero) article.

VOCABULARY

30–42 Can use language related to jobs.

SPEAKING

33 Can describe skills and abilities using simple language.

7B An extra day

- **LISTENING** | Understand a podcast about volunteer work: phrasal verbs
- Discuss and choose volunteer jobs: present simple and present continuous
- **Pronunciation:** connected speech, the /t/ sound
- Write a blog post; use example language

GSE INFORMATION

LISTENING

34 Can understand simple information about work activities.

VOCABULARY

30–42 Can use language related to the working day.

GRAMMAR

29 Can tell when to use the present simple and when to use the present continuous.

SPEAKING

34 Can express general preferences using basic fixed expressions.

WRITING

34 Can give an example of something in a very simple text using 'like' or 'for example'.

31 Can write simple sentences about someone's work and duties.

7C I'm calling to check ...

- **HOW TO ...** | phone for information: phoning
- **Pronunciation:** friendly intonation

GSE INFORMATION

LISTENING

35 Can extract key factual information such as prices, times and dates from a recorded phone message.

VOCABULARY

30–42 Can use language related to telephoning and making calls.

HOW TO ...

33 Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.

36 Can understand specific information in a short, simple phone call.

SPEAKING

30 Can make requests related to immediate needs using basic fixed expressions.

7D Would you like to ...?

- **BBC STREET INTERVIEWS** | Understand street interviews about people's skills
- Do a survey: verbs and *to* infinitive
- Write a summary of a survey

GSE INFORMATION

VIEW

31 Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography).

GRAMMAR

31 Can use 'want to' + infinitive to express intentions.

SPEAKING

34 Can ask simple questions in a face-to-face survey.

34 Can answer simple questions in a face-to-face survey.

WRITING

31 Can write simple sentences about what they or other people can or can't do.

33 Can write simple sentences about personal skills.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 7A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ Put Ss in pairs to discuss the question in the programme information box. When they have finished, ask a few Ss for their answers and have a brief class discussion. When they are ready, play the video for Ss to watch and write three of the jobs mentioned. Make sure they realise there are more than three mentioned in the vlogs. Check answers with the class, then ask a few Ss which they'd like to do and why, and discuss briefly as a class.

ANSWERS:

Any three of: restaurant owner, spy, teacher, university lecturer, photographer, (Chinese) translator, carpenter, art teacher

EXTRA IDEA If you have time, write the names of all the jobs mentioned in the video and ask Ss to check which they know, and look up any others.

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 7
Online Digital Resources
Videoscript Unit 7 Opener: BBC Vlogs

7A Odd jobs

GRAMMAR | articles: *a, an, the*, zero

VOCABULARY | skills and qualities

PRONUNCIATION | weak forms: *a, an, the*

LESSON OVERVIEW

In this lesson, Ss learn about articles. The context is a reading where Ss read about different jobs. Ss then practise pronouncing the weak forms of articles. They also learn vocabulary related to skills and qualities. The lesson ends with a speaking activity in which Ss practise job interviews in pairs.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Ask all Ss to type their answers in the chat box as a class rather than doing this in pairs.
- **Ex 5C:** Use a collaborative document for Ss to write their example sentences so they can compare ideas.
- **Ex 8B:** Ask Ss to share a collaborative document in their pairs to write their questions. This way they'll have them available for Ex 8C.

Additional Materials

For Teachers:

Presentation Tool Lesson 7A
Photocopiable Activities 7A
Grammar Bank 7A
Vocabulary Bank 7A

For Students:

Online Practice 7A
Workbook 7A

TO START

Tell Ss about your ideal job (e.g. chocolate taster, actor, etc.) and what you do in this job, e.g. 'My ideal job is chocolate taster. Chocolate tasters test new kinds of chocolate to check they taste nice. They also check the chocolate is OK before it leaves the factory. They eat a lot of chocolate!' Then put Ss in pairs to describe their ideal job to their partner and what they think they do in this job. In feedback, ask a few Ss to share their ideas with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There are recordings of the reading texts available to help dyslexic learners.

- 1 A** Focus attention on the photos and explain that these show four different jobs. Put Ss in pairs to discuss what they think each job is and what they think people do in each one. When they have finished, elicit Ss' ideas and find out if others agree, but don't give any answers yet.
- B** Divide the class into pairs. Refer Ss to the relevant pages, then ask them to read their articles individually and answer the questions. The answers will help them summarise the information for their partner in Ex 1C. If necessary, elicit or point out that Student A's articles relate to photos A and B and Student B's relate to photos C and D. Monitor and help individuals with the answers to the questions as necessary.

EXTRA SUPPORT: DYSLEXIA If possible, divide the class into pairs and allocate them Student A or B roles before the class and share the relevant audio file with learners with dyslexia. As Ss work on their own in Ex 1B, they can then read and listen to the text if they prefer.

EXTRA SUPPORT You may need to provide some help with the following key vocabulary. For Student A: *professional* is most likely guessable from the context, but you could check or explain this (i.e. when you do an activity or a sport for money, e.g. a professional footballer). You may also want to check *write reports*. For Student B: *miniature* is most likely guessable from the context, but you could check or explain this (i.e. something smaller than usual).

EXTRA: ALTERNATIVE IDEA Divide the class into two halves, Student As and Student Bs, and ask them to work in two large groups (though they'll actually work individually to read). The groups can help each other understand the meaning of unknown words, though monitor the accuracy of this. They can then discuss and check the answers to the questions in their group before doing Ex 1C. Check the answers with each group individually.

With weaker classes, you could give some guidance to each of the two groups on choosing ten words for Ex 1C, perhaps by eliciting ideas for the first two words.

For Ex 2, put Ss in pairs with one student from each of the two groups.

ANSWERS:

Student A

- 2** professional sleeper; TV runner
- 3** Two of the following for each job:
Professional sleeper: tests different beds, sleeps in them, writes a report
TV runner: makes coffee and tea for the people in the studio, drives people to places, copies and prints documents, checks the post
- 4** Professional sleeper: because he loves sleeping
TV runner: because she loved making videos (now she loves it because she is learning a lot and meeting people and she feels her work is important)

Student B

- 2** guide-horse trainer for the blind; toy breaker
- 3** Two of the following for each job:
Guide-horse trainer: teaches horses how to go around things at home, teaches horses how to go around things outside, teaches horses how to help their owner to go up and down steps
Toy breaker: breaks toys (or breaks little cars or takes the arms off toy bears or rides children's bikes into walls), stops (dangerous) toys from going into shops, helps toymakers fix the problems
- 4** Guide-horse trainer for the blind: because her father was blind and had a good experience with a miniature guide horse and she's an animal lover
Toy breaker: because he loves toys and because he has three sons and wants them to be safe

- C** Explain that Ss are going to tell their partner about the jobs and the reasons why the people chose to do them. They should choose ten key words to help them remember the information and write them down. Ask Ss to choose both good and bad things about the job. Monitor and offer help, especially if Ss are struggling to choose their ten words.

- 2A** Ss tell their partner what they can remember about the jobs in the articles they read, using their prompts. Ss listen and note down one good and one bad thing about each job. Monitor and help with vocabulary where necessary.

POSSIBLE ANSWERS:

The professional sleeper

good things: he spends a lot of time in hotels (for free); he does something that he loves doing – sleeping

bad things: sometimes it's difficult to sleep, e.g. when scientists watch him all night; he has to write a lot of reports

The TV runner

good things: she has a lot of different jobs; she meets people; she feels her job is important

bad things: she doesn't make videos; some of the jobs are boring

The guide-horse trainer

good things: it's amazing and fun

bad things: it's difficult to train a horse to be a guide horse

The toy breaker

good things: he thinks it's a useful job to help keep children safe

bad things: sometimes he feels bad about breaking toys

EXTRA IDEA If you have time, you could ask Ss to briefly read each other's texts, with a time limit so they don't spend too long on it.

- B** Put pairs together in small groups to discuss the questions. Encourage them to use the notes they made when listening to their partner in Ex 2A. When they have finished, elicit answers from a few Ss and have a brief class discussion.

- C**  Ss find out more about one of these jobs or another unusual job, using search terms such as: 'unusual jobs', 'strange jobs' or 'weird jobs'. In the next lesson, either put Ss in pairs or small groups to share what they found out or ask Ss to share with the whole class.

GRAMMAR

articles: *a, an, the, zero*

- 3A** Explain that the examples are all extracts from the articles they read in Ex 1B. Read the example with the class, then ask Ss to match the rest, and then check in pairs. Check answers with the class. You will need to check understanding of a *specific thing*: we read about *a hotel company* in example 1 and it is the same company in example 2, not a new, different company. This should become clearer in the Grammar Bank.

ANSWERS:

2 d 3 a 4 c 5 e

- B** The Grammar Bank on page 122 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 122 **GRAMMAR BANK**

This focuses on the form and use of articles. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the use of *a/an* related to sounds, not letters.

EXTRA SUPPORT: TEACHER Note that the rule about when to use *the* with *school* is not covered here as this will be focused on at a higher level. Here we are referring to no article with *school* when you are a student or a teacher there, and the idea of *school* as an institution rather than a building.

- 1** Look at the example with the class. Ss complete the rest of the story alone, then check in pairs. Check answers with the class.

ANSWERS:

2 –	3 a	4 –	5 the	6 a
7 the	8 a	9 –	10 The	11 a
12 a	13 the	14 the	15 a	16 a

- 2** Read the example with the class and check Ss understand they need to put an article or – (for no article) in front of the numbered words in bold in the conversation. Ss complete the rest of the conversation alone, then check in pairs. Check answers with the class. When they have finished, put Ss in pairs to practise the conversation. Then ask them to swap roles and practise it again.

ANSWERS:

2 –	3 –	4 an	5 a	6 –
7 the	8 the	9 a	10 the	11 The
12 the				

GB

PRONUNCIATION

weak forms: *a, an, the*

- 4A**  **7.01** | Ss listen and write the sentences, then check in pairs. Before they do this, highlight again how the stress in a sentence generally falls on the words that carry the main meaning (not the articles). Play the recording again if necessary, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find this sort of activity, where they listen and write whole sentences at the same time, difficult. You could write the sentences on the board but with the articles missing and ask Ss to listen and write in the articles where the speakers say them.

ANSWERS AND AUDIOSCRIPT:

- 1 It's better to be a student than a teacher.
- 2 I live in the north of England.
- 3 I like having photos on the wall.
- 4 This is an easy exercise.

- B**  **7.01** | Ss listen again for the common vowel sound in each of the articles. Check answers with the class and drill chorally and individually if you think this will be useful.

EXTRA SUPPORT: TEACHER Don't insist too much on correct pronunciation of /ð/ and /θ/ as research into English as an International Language (EIL) indicates that it may take a long time for Ss to produce these sounds if they do not appear in their first language and indeed they may never master them. When they are replaced with /s/ and /z/, this hardly ever causes a breakdown in communication.

ANSWERS:

a – /ə/ an – /ən/ the – /ðə/
The sound in common is /ə/.

EXTRA CHALLENGE You might want to highlight the two pronunciations of *the*: /ðə/ before a consonant sound, e.g. *the shop* and /ði:/ before a vowel sound, e.g. *the office*. However, this will be covered at A2+ level.

- C** Read the example with the class, then ask Ss to change the sentences so they are true for them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to compare their answers and find out if they have anything in common. Remind them to focus on the pronunciation of the articles in their discussions.

- 5A** Read the example with the class, showing how Ss only need to choose one option and write a short answer for it. Ask Ss to complete the activity, including their own version of question 1. Monitor and offer help where necessary.

- B** Read the example with the class and demonstrate with a stronger student if necessary. Put Ss in pairs to take turns to read their answers and guess the questions.

FUTURE SKILLS | Self-management



- C** Read the Future Skills box with the class and then ask Ss to write short sentences for each of the words. When they have finished, ask a few Ss to share their examples with the class (or write them on the board) and check their use of articles.

EXTRA: FUTURE SKILLS Remind Ss of the work they did in Lesson 1B on recording new vocabulary. This would be a good opportunity to review those techniques and find out which Ss have tried and which they found most useful.

VOCABULARY

skills and qualities

- 6A**  **7.02** | Refer Ss back to photos A–D in Ex 1. Play the recording for Ss to match the speakers with the jobs. Check answers with the class.

ANSWERS:

- | | |
|----------------------------|---------------------------|
| 1 A (professional sleeper) | 3 D (toy breaker) |
| 2 B (TV runner) | 4 C (guide-horse trainer) |

AUDIOSCRIPT 7.02

- 1 It's good to be relaxed in front of people because sometimes a lot of people watch me when I'm working. People watch me because my eyes are always closed, and that is part of my job.
- 2 Sometimes there are forty or fifty people, so it's important that I can work well with people, and I need to remember people's names. Also, I often start work early in the morning and finish late at night. We all work long hours. But I'm often the last one to leave the studio.
- 3 In this job you work with your hands. You work with objects, not people. In fact most of the day you don't see **any** other people, so it's important that you can work alone.
- 4 Of course you need to be good with animals, that's a big part of it. And you work outside a lot, in the city streets, so the animal can learn about traffic lights and crossroads, and noise of course.

EXTRA IDEA Ask Ss: 'What words or phrases helped you match the speakers with the jobs?'.

- B**  **7.02** | Go through each phrase and elicit Ss' ideas as to the missing words (but don't give any answers yet). Ss listen again and complete the phrases, then check in pairs. Check answers with the class and write them on the board.

EXTRA SUPPORT: TEACHER With listening exercises where Ss have to listen and write missing words, go through the exercise and elicit Ss' predictions first to help them focus on the kind of words needed so that when they hear the audio they are more focused on what to listen for.

ANSWERS:

- 1 front
- 2 with
- 3 remember
- 4 long
- 5 hands
- 6 work
- 7 with
- 8 outside

- C** Elicit a couple of questions as examples, e.g. 'Are you relaxed in front of people?', 'Do you work well with people?', then put Ss in pairs to make questions for each of the phrases. Some of the questions they choose will depend on whether they and their partner are students or working or looking for work. If they need help, then prompt them with ideas from the possible answers below. When they have finished, elicit their ideas as a class.

POSSIBLE ANSWERS:

- 1 Are you relaxed in front of people?
- 2 Do you work well with people?
- 3 Do you remember people's names?
- 4 Do you work long hours?
- 5 Do you work with your hands? / Would you like to work with your hands? / Do you like working with your hands?
- 6 Do you work alone? / Would you like to work alone? / Do you like working alone?
- 7 Are you good with animals/numbers/languages?
- 8 Do you work outside? / Would you like to work outside? / Do you like working outside?

- D** Read the example with the class, then ask Ss to interview each other in the same pairs as for Ex 6C. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

- 7 A** Focus attention on the phrases in bold and point out that these are the main clues as to what the job is. Either do this activity as a class or ask Ss to do it individually, then check the answers with the class. This then leads into the Vocabulary Bank which deals with different skills needed in various jobs.

ANSWERS:

- 1 the professional sleeper (A)
- 2 the toy breaker (D)

- B** Refer Ss to the Vocabulary Bank on page 144.

 page 144 **VOCABULARY BANK** skills

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

- 1 A** Elicit the first answer as an example, then ask Ss to match the sentences with the photos individually, then check in pairs. Don't give any answers yet.

- B**  **VB7.01** | Play the recording for Ss to check their answers, then check answers as a class.

ANSWERS:

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

- C**  **VB7.02** | Ss listen and focus on the pronunciation of *can*. Check answers with the class and drill chorally and individually if necessary.

ANSWERS:

- 1 The stress is on the verb.
- 2 *Can* is pronounced /kən/.

AUDIOSCRIPT VB7.02

- A** She can type.
- B** He can sell things.
- C** It can translate.
- D** He can make clothes.

- D** Read the example with the class, then put Ss in pairs to ask and answer questions, making sure they cover the sentences in Ex 1A (though they can take a look to check if necessary). When they have finished ask a few Ss to tell the class what their partner can and can't do.

EXTRA CHALLENGE Ask Ss to come up with other collocations and situations for the verbs used in the sentences, e.g. 'She can type a letter.', 'She can drive a train.', etc.

VB

SPEAKING

8A You may want to go through the jobs in the box first and check understanding. Put Ss in pairs and ask them to choose four of the jobs.

B Read the example with the class and remind Ss of the phrases in Ex 6B and the Vocabulary Bank and also the questions they wrote in Ex 6C, then ask them to come up with two questions for each job they chose in Ex 8A. Make sure they both write the questions as they'll need them in Ex 8C. Monitor and help where necessary, and check Ss are forming their questions correctly.

EXTRA IDEA: DIGITAL Before Ss interview each other in Ex 8C, ask them to go online and research the types of skills needed for each job they chose in Ex 8A, using the search terms: 'practical skills for (name of job)'. Be prepared to help with vocabulary and to suggest ways to express the ideas using the skills in the Vocabulary Bank if possible.

C Rearrange Ss into new pairs to ask and answer their questions, making notes of the answers they receive. When they have finished, ask Ss to tell each other which of the two jobs they chose in Ex 8A they think is best for them. In feedback, ask a few Ss to tell you which job they selected for their partner and if their partner agrees.

TO FINISH

Write on the board: *Which three words or phrases did you find most useful in today's lesson? How can you use them in the future?* Put Ss in pairs to discuss the questions.

7B An extra day

GRAMMAR | present simple and present continuous

VOCABULARY | phrasal verbs

PRONUNCIATION | connected speech, the /t/ sound

LESSON OVERVIEW

In this lesson, Ss learn the difference between the present simple and present continuous. This builds on the work they did on the present continuous in Lesson 6A. The context is a listening where they listen to people talking about what they'd do if they had an 'extra day'. Ss learn some phrasal verbs. They also learn about the /t/ sound in connected speech. Then they do a speaking activity where they discuss doing volunteer jobs. The lesson ends with a writing activity, where Ss write a blog post about volunteering.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Display the table on your device and share your screen. When checking answers, elicit the answers and type them in the table for everyone to see.
- **Ex 3A:** Display the sentences on your device and share your screen. Make sure the annotate function is on and nominate a student for each sentence to highlight the verb.

Additional Materials

For Teachers:

Presentation Tool Lesson 7B
Photocopiable Activities 7B
Grammar Bank 7B
Writing Bank 7B

For Students:

Online Practice 7B
Workbook 7B

TO START

Write the following questions on the board: *What do you like about your job/studies? What don't you like? Why?* Put Ss in small groups to discuss the questions. When they have finished, nominate a student from each group to share their ideas with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

LISTENING

1 A Ss discuss the questions in pairs. If you have a multicultural class, try to put people from different countries together. When they have finished, elicit a few answers and have a brief class discussion.

B  **7.03** | Elicit or preteach: *woods, grass and rubbish*. Focus attention on the table and explain that Ss will hear these three people talking about what they would do on their extra day. Ss listen and complete the table, then check in pairs. Play the recording again if necessary, then check answers with the class.

ANSWERS:

Nia: Normal job: works for a bank;
Extra day activity: she cleans up the woods, the beach and other places

Jack: Normal job: teaches English and Business;
Extra day activity: he works at an elephant home

Bella: Normal job: fixes computers and helps with IT problems for an IT company; Extra day activity: she works in a library

AUDIOSCRIPT 7.03

A = Anton N = Nia J = Jack B = Bella

A: Hello. I'm Anton Cooke and in this podcast we're talking about work. Most people work five days a week or more, but today we're meeting people with a different working week. They work four days and then, on the fifth day, the extra day, they do something completely different. First of all, last month I met some people in the UK.

...

A: Today, I'm here in some woods in the south of England and I'm speaking to Nia. Hello Nia.

N: Hi Anton.

A: I can see about ... eleven people here. What are you doing?

N: Well, today most of us are cleaning up the woods and cutting the grass. And can you see Pete over there?

A: Yes. What's he doing?

N: He's picking up rubbish. You know, plastic bottles and drink cans.

A: Oh yes. Do you come here every week?

N: No, we go to different places. For example, last week we were on a beach. We meet every Monday.

A: And what's your normal job?

N: I work for a bank. It's a good job, but I spend all day in the office, looking at a computer screen. About two years ago I wanted to give up my job. I wanted to do something different.

A: But you didn't give up your job?

N: No, I stayed at the bank. They were very good. They give me one day off every week. It's great! I'm working outside in this beautiful place, with friends, **and** I'm doing something useful.

A: Yes, you are! Thanks for talking to us.

...

A: And from the other side of the world ... I'm here in Thailand, where I'm meeting Jack.

Hello, Jack. What do you do?

J: Hi, Anton. Well, I teach at an international business school here. I teach English and Business.

A: But not today?

J: That's right. Every Friday I come here and work at this elephant home.

A: Home?

J: Yes, it's a place for old elephants. They're all old or not well. The elephants come here and we look after them.

A: What do they eat?

J: Well, they love fruit. Come with me and let me show you. Here we're preparing some fruit for the elephants.

A: It looks good.

J: And over there, that's my favourite elephant, Mali. She's coming back from her shower. She has a shower every day and she loves it.

A: So, this is very different from your day job.

J: Yes! For me it's not work, it's like a holiday.

A: Thanks so much for talking to us and for showing me this amazing place!

...

A: And I'm back in the UK, with Bella. Bella, you work for an IT company, don't you?

B: That's right. I fix computers and help with IT problems.

A: But not on Wednesdays?

B: No, my company thinks we should give something back to the city. So I have a day off once a week, usually on Wednesday. And I work here in the library. I help people with a lot of different things.

A: So what kind of things do you do?

B: Well sometimes I help children with their reading and sometimes I help older people. Every time I come here it's different. Some people want my help to find a new job or a place to live or they want to know how to use the internet better. Last week someone wanted to know how to turn off their new phone!

A: And what are you doing today?

B: Well, today I'm helping Jim. He wants to look up information about housing on the internet. He's looking for an apartment.

- A: Does your company pay you for today?
 B: No they don't, but that's OK. I really enjoy working here. Sometimes I come here and help at the weekend.
 A: Thanks Bella.

C Ss work individually from memory to answer the questions. Make sure Ss understand that sometimes more than one answer is possible. Don't give any answers yet.

D  **7.03** | Play the recording again for Ss check in pairs. Then check answers with the whole class.

EXTRA SUPPORT Play each part of the recording separately, giving Ss time to compare and check answers before moving on to the next part.

ANSWERS:

1 J 2 B 3 N, J 4 B 5 N

E Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and find out if others agree.

VOCABULARY

phrasal verbs

2A You may want to offer a brief explanation of what phrasal verbs are here before Ss begin the exercises in this section, i.e. they are verbs which are used with a particle (a preposition or adverb), but which act like one verb. Don't spend too long on this, though, as here they're taught as vocabulary items. Ss will learn more about phrasal verbs at B1 level. Ss complete the sentences alone, then check in pairs. Don't give any answers yet.

B  **7.04** | Play the recording for Ss to listen and check their answers, then check answers with the class. You may want to check understanding of the phrasal verbs here if you think it isn't clear for Ss from the context, e.g. *give up* = stop; *look up* = try to find or search for.

ANSWERS:

1 up 2 up 3 up 4 after 5 off 6 up

C Elicit the first answer as an example, then ask Ss to complete the rest of the questions alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find it difficult to identify the completed phrasal verbs in Ex 2A. You could provide them in a list for Ss to refer to.

ANSWERS:

1 look up 2 look after 3 pick up
 4 clean up 5 turn off 6 give up

D Ss discuss the questions in Ex 2C in pairs. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

GRAMMAR

present simple and present continuous

EXTRA IDEA Before starting this section, you may want to briefly review the form and use of the present continuous from Lesson 6A.

3A Ask Ss to find the verbs and underline them alone, then check in pairs. Check answers with the class.

ANSWERS:

1 work 3 'm helping
 2 'm working 4 come, help

B Ss answer the question alone, then check in pairs. Check answers with the class. If you're short of time, do this exercise as a class. Read the sentences together and elicit which tense each is in.

ANSWERS:

Present simple: 1, 4
 Present continuous: 2, 3

C If you're short of time, do this exercise as a class, offering further explanations if necessary.

ANSWERS:

1 continuous
 2 simple

D The Grammar Bank on page 123 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

page 123 **GRAMMAR BANK**

This focuses on the differences in form and use of the present simple and present continuous. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the use or non-use of state verbs.

1 Elicit the first answer as an example, then ask Ss to complete the rest of the conversations alone, then check in pairs. Check answers with the class and write them on the board to check correct spelling.

GB EXTRA SUPPORT: DYSLEXIA This activity will be a challenge for dyslexic learners because they have to both choose the correct verb and decide on the form to fill the gaps. In this case, give Ss the verb for each gap and ask them to write it in the correct present simple or present continuous form.

ANSWERS:

- | | |
|--------------|-----------------|
| 1 'm having | 6 are you doing |
| 2 get | 7 'm checking |
| 3 have | 8 's raining |
| 4 'm sitting | 9 know |
| 5 wants | 10 play |

2 Read the example with the class, then ask Ss to write the conversations, then check in pairs. Check answers as a class. You could then put Ss in pairs to practise the conversations, then swap roles and repeat.

ANSWERS:

- 1** A: Look, there's Mr Jordan. Where's he going?
 B: He's going to the park. He goes there every afternoon.
 A: He's wearing a suit!
 B: He likes looking good.
- 2** A: What language is Maria speaking now? Is it Spanish?
 B: No, it isn't. It's Portuguese.
 A: How many languages does she speak?
- 3** A: I'm making lunch. Do you want to eat with me?
 B: Yes, please. What are you cooking?
 A: Do you like chicken?
 B: Sorry, I don't eat meat.

PRONUNCIATION**connected speech, the /t/ sound**

4A  **7.05** | Play the recording for Ss to listen and answer the question. Check the answer with the class.

EXTRA SUPPORT: TEACHER Elision (the disappearance of sounds in fast, connected speech to enable smooth delivery of a phrase) also occurs with /d/ when surrounded by consonant sounds (e.g. *sandwich* – /'sænwɪtʃ/). Remember to provide natural models with elision when speaking to the class and/or drilling.

ANSWER:

No, the speakers don't pronounce the final -t in *doesn't* and *isn't*.

B Read the examples with the class, then put Ss in pairs to take turns saying their sentences. Monitor and check Ss are dropping the /t/ sounds where appropriate. When they have finished, ask a few Ss to share some of their sentences with the class.

EXTRA IDEA For more practice, write some or all of the following on the board:

Interview each other about things you ...

- *don't usually do at the weekend*
- *don't usually buy*
- *don't like doing*
- *don't worry too much about*
- *can't do very well*
- *can't do very often*
- *can't wait to do.*

Put Ss in pairs to interview each other about the things. Monitor carefully for their pronunciation of the /t/ sound, particularly when followed by the consonant sound in *usually*, and correct where necessary.

5A Demonstrate the activity by telling the class your answers to some or all of the questions e.g. 'I'm thinking about my mum. She lives in London and at the moment she's at work, teaching her students.' Then ask Ss to think of two people and the answers to the questions about them.

B Put Ss in pairs to ask and answer the questions with their own answers. When they have finished, ask a few Ss to share their answers with the class.

SPEAKING

6A Check understanding of *volunteer job* by asking, 'Do you receive money for this kind of job?' (no). Go through the list of jobs in the advertisement and check understanding. Ss match the quotes with the jobs, then check in pairs. Check understanding with the class.

ANSWERS:

- 1 Plant trees ('Help build homes' is also possible.)
- 2 Train a sports team ('Teach a skill to teenagers' is also possible.)
- 3 Listen to children read ('Teach an art class or a music class' is also possible.)

B Give Ss a minute or two to choose three of the jobs.

- C** Put Ss in small groups to discuss which of the jobs they'd like to do and why. Encourage Ss to give as much information as possible. When they have finished, ask a few Ss to share their ideas with the class and find out if others chose the same jobs for similar reasons.

EXTRA: ALTERNATIVE IDEA You might want to focus on the Future Skills box below before the discussion in Ex 6C so that Ss can make use of the strategies for involving other people.

FUTURE SKILLS | Collaboration



- D** Read the Future Skills box with the class, then ask them to complete the questions and write them in their notebooks.

ANSWERS:

What do you think? How about you?

EXTRA: EMPLOYABILITY SKILLS Asking for other people's opinions like this is a very useful skill to find out more information, for example in meetings at work. This ensures that everyone has a chance to speak and shows that you're interested in their opinions. Teach some other useful questions to help with this, e.g. 'What's your opinion?', 'How do you feel about that?' Next time Ss have a group discussion, remind them of this and appoint a chairperson in each group to ensure everyone gets a chance to speak.

WRITING

write a blog post; use example language

- 7 A** Ss read the extract and answer the question alone, then check in pairs. Check the answer with the class.

ANSWER:

older people

- B** Refer Ss to the Writing Bank on page 94 to write a blog post.

WB ▶ page 94 WRITING BANK

- 1 A** Ss read the blog post and identify the examples alone, then check in pairs. Check the answer with the class.

ANSWER:

five

- B** Ss tick the examples of activities included in the blog post, referring back to the post to check. Check answers with the class.

ANSWERS:

take them cooked meals, go out for a drive, spend time together, read to them, play games

- 2 A** Read the questions with the class, then give Ss time to find the two other ways to give examples and answer the second question alone. They then check in pairs. Check answers with the class, and highlight that *For example*, comes first, and *To give another example*, follows it. Write the words and phrases on the board for Ss to refer to in Ex 2B.

ANSWERS:

- 1 *For example*, like, *To give another example*
- 2 like

- B** Ss complete the text individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 For example
- 2 like
- 3 To give another example

- 3 A** Give Ss time to choose a subject and think of ways to help on their own. They can refer back to the text in Ex 1A and the list in Ex 1B to help with ideas. Monitor and help with ideas and vocabulary where necessary, e.g. Cleaning up the local park: take away rubbish, repair seats for people to sit on and enjoy the park, cut back some trees.'

- B** Encourage Ss to look back at the blog post in Ex 1A to help with this exercise. Ss order the topics alone, then check in pairs. Check the answer with the whole class.

ANSWER:

The correct order is c, a, b.

- C** Ss write their blog posts individually. Monitor and offer help and corrections where necessary. At this point in the course, you could indicate to Ss that they should aim to write 80–100 words.

- D** Put Ss in small groups to exchange their blog posts and read each other's. When they have finished, ask a few Ss which ideas they like best and why.

EXTRA IDEA: DIGITAL You could set up an online class blog for this activity and have Ss write their posts into it for others to read in Ex 3D. Alternatively, for extra practice, have Ss write their blog posts on paper in Ex 3C, read and check them, then upload a second draft to the class blog.

TO FINISH

Ask Ss if this lesson has made them want to do any volunteering work and, if so, what they'd do and what would be most useful in their local area.

7C I'm calling to check ...

HOW TO ... | phone for information

VOCABULARY | phoning

PRONUNCIATION | friendly intonation

LESSON OVERVIEW

In this lesson, Ss learn how to ask for and give information over the phone, as well as how to use friendly intonation. They also learn vocabulary related to phoning. The context is a listening where they listen to someone phoning for information. The lesson ends with a speaking activity where Ss roleplay making different phone calls in pairs.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1C:** When playing the recording, ask Ss to mute their microphones so as not to cause distractions.
- **Ex 1D:** When checking answers, use a collaborative document to display the information and nominate different Ss to supply the answers by typing them in.
- **Ex 2C:** Use a collaborative noticeboard for Ss to write e.g. '6' and their sentence ending for Ss to compare ideas.

Additional Materials

For Teachers:

Presentation Tool Lesson 7C
Photocopiable Activity 7C
Grammar Bank 7C
Mediation Bank 7C

For Students:

Online Practice 7C
Workbook 7C

TO START

Write the following questions on the board: *Do you ever speak English on the phone? Do you find it easy or difficult? What do you find difficult?* Put Ss in pairs to discuss the questions. When they have finished, elicit Ss' answers and have a brief class discussion.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

LISTENING

- 1 A** Ss match the photos with the places in the box and identify which places are not in the photos in pairs. Check answers with the class and check understanding of the places not in the photos.

ANSWERS:

A spa **B** gym **C** shop
D cinema **E** hairdresser's **F** train or bus company
Not in the photos: concert ticket office, leisure centre, repair company, university office

- B** You may want to check *automated* in question 3. Ss discuss the questions in pairs. When they have finished, ask a few Ss for their answers and find out if others agree.

- C**  **7.06** | Go through the questions with the class so they know what to listen for, then play the recording for Ss to answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

- 1** 7 a.m.
2 Yes, you need to book.

AUDIOSCRIPT 7.06

Thank you for calling Mills Leisure Centre. No one is available to answer your call right now. Our business hours are Monday to Sunday, 7 a.m. to 10 p.m. For more information, please visit our website at millsleisurecentre.co.uk.

To speak to a member of the gym team, press one. For swimming pool opening times, press two. To book an exercise class, press three. To speak to a member of the spa team, press four. For all other enquiries, or to return to general reception, press five.

Thank you for calling the spa at Mills Leisure Centre. We are very busy at the moment and your call is in a queue. You are number five in the queue. To book a spa time, please hold then speak to a member of the spa team or leave your name and phone number and a short message so we can call you back as soon as possible. Alternatively, please check our website at millsleisurecentre.co.uk. Please book a spa time before you come.

Thank you for calling the spa at Mills Leisure Centre. We are very busy ...

- D**  **7.06** | Go through the information with the class. You may want to elicit or check the meaning of *queue*. Ss listen again and complete the information, then check in pairs. Play the recording again if necessary, then check answers with the class.

ANSWERS:

- 1** .co.uk **2** four **3** five
4 five **5** short

VOCABULARY**phoning**

- 2A** Put Ss in pairs to discuss the differences and similarities between the words in bold. When they have finished, check answers with the class.

ANSWERS:

- 1** same
2 different: a mobile may have internet access but old models don't; smartphones have internet access; landlines are at home or at work and are connected with a cable or wireless but cannot be used outside that situation.
3 same
4 same (in effect)
5 different: you leave a message on voicemail or an automated answerphone and then someone can listen later; you send a message by text or by email; you delete a message by removing it.
6 same

- B** Read the example with the class and make sure Ss understand that only three letters are needed. You can tell the class that all the words are in the sentences in Ex 2A. Ss complete the words individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA As it involves precise spellings and looking through lots of options in the sentences in Ex 2A, this activity might be difficult for dyslexic learners. In this case, tell them which sentence in Ex 2A each of the missing words comes from to help them identify and focus on the correct words.

ANSWERS:

- 2** Hold, second
3 mobile, smartphone
4 calls
5 send, phone
6 landline
7 back
8 delete

- C** Read the example with the class, and share one or two of your own answers to help demonstrate. Ss work in pairs to discuss their ideas. When they have finished, ask a different student for each sentence to share their answer with the class and feed in ideas from the possible answers where useful.

POSSIBLE ANSWERS:

- 2** a long time
3 phone
4 9 p.m.
5 I might be in a meeting
6 uses their mobile
7 bad about it
8 I always delete messages because I need the space on my phone.

How to ...

phone for information

- 3A**  **7.07** | Go through the form and elicit the kind of information needed to complete each part. Ss listen and complete the form, then check in pairs. Play the recording again if necessary, then check answers with the class and write them on the board.

ANSWERS:

Time of booking: 3 o'clock
 Name: Helen Madeira
 Phone: 8445502

 AUDIOSCRIPT 7.07**RM = Recorded message H = Helen S = Simon**

RM: Thank you for calling the spa at Mills Leisure Centre. We are very busy at the moment and your call is in a queue.

H: Oh come on!

RM: You are number one in the queue.

S: Hello, this is the spa. You're speaking to Simon. Thank you for waiting. How can I help you?

H: Oh hello. I'm phoning to ask about times and booking. Your website is down at the moment.

S: Yes, we're having problems with it. I'm sorry about that. How can I help?

H: Could you tell me the opening and closing times ...

S: Sorry, could you hold on a minute? ... Sorry about that. So, erm, what was your question?

H: What time does the spa open and close?

S: We open at ten and close at eight.

H: Thanks. And I need to book a time in the spa, I can't just come?

S: Yes, you need to book.

H: OK, so could I book for tomorrow afternoon, please?

S: Tomorrow. What time would you like? We have spaces at three o'clock and six o'clock.

H: Three and six. Let me check. OK, can I book for three o'clock?

S: Yes, of course. Just a moment. Problems with the computer. Right. Could I have your name, please?

H: It's Helen Madeira.

S: How do you spell that?

H: M-A-D-E-I-R-A.

S: M-A-D-I-E-R-A.

H: No, it's **E-I**. M-A-D-**E-I**-R-A.

S: E-I. Thanks. And your phone number?

H: It's 8445502.

S: 8445502. OK, Helen. We'll see you tomorrow at three. Can I help you with anything else?

H: Oh yes, I have another question. How long is the session?

S: Oh sorry, the sessions are forty-five minutes.

H: Sorry, did you say **forty**-five minutes?

S: Yes, that's right. Is there anything else?

H: No, that's all. Thank you for your help.

S: Thank you for calling. Goodbye.

H: Goodbye.

B Elicit the first answer as an example. Ss match the phrases with the reasons individually, then check in pairs. Check answers with the class.

ANSWERS:

1 d 2 a 3 b 4 d 5 a 6 a 7 b 8 c
9 a 10 d

C Ss complete the phrases alone from what they can remember, then check in pairs.

EXTRA SUPPORT You could play the recording for Ex 3A again before Ss do Ex 3C to remind them of what they heard.

D  **7.08** | When they are ready, play the recording for Ss to listen and check their answers. Check answers with the class and write them on the board.

ANSWERS:

1 ask 2 tell 3 check
4 help 5 have

E The Grammar Bank on page 124 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 124 **GRAMMAR BANK**

This focuses on the form and use of the phrases for phoning for information. Read the notes with the class or give them a few minutes to read them alone then ask any questions they have.

1 Elicit the first answer as an example, then ask Ss to complete the rest of the words in the conversations, then check in pairs. Encourage them to do this exercise without looking back at the notes, but let them look if they get stuck. Check answers as a class.

ANSWERS:

1 speaking 2 calling 3 would
4 hold 5 waiting 6 question

2 Elicit the first answer as an example, then ask Ss to choose the rest of the correct alternatives, then check in pairs. Check answers as a class.

ANSWERS:

1 this 6 that
2 're speaking 7 Did
3 to ask 8 Thank
4 do 9 else
5 check 10 everything

- 3** Make sure Ss understand that there is one mistake in each part of the conversation. Ss correct the mistakes alone, then check in pairs. Check answers with the class. When they have finished, put Ss in pairs to practise the conversation, then swap roles and repeat.

ANSWERS:

- 1 A: Hello. Monty's. You're speaking to David. How **can I** help you?
- 2 B: I'm **calling** about the two-for-one offer.
- 3 A: Ah, yes. What **would** you like to know?
- 4 B: Could you tell **me** about the menu, please? Is it OK for a vegan?
- 5 A: **Could you** hold on a minute? I can ask the chef.
- 6 A: Hello. Thank you for **waiting**. Yes we have three vegan options every day.
- 7 B: I have **another** question. Is coffee included?
- 8 A: Yes, it is. **Can** I help you with anything else?
- 9 B: No, that's all, thank you.
- 10 A: Thank you **for** calling.

EXTRA CHALLENGE Ask Ss to practise the conversations, but get them to change some of the details and respond accordingly.

PRONUNCIATION

friendly intonation

- 4A**  **7.09** | Explain that Ss are going to hear four sentences each said twice and they need to decide who (Speaker A or Speaker B) sounds more friendly in each case. Ss listen and decide, then check in pairs. Check answers with the class.

ANSWERS:

- 1 B 2 A 3 B 4 A

AUDIOSCRIPT 7.09

- 1 A I'm phoning to ask about the gym.
- 1 B I'm phoning to ask about the gym.
- 2 A Could you tell me the cost?
- 2 B Could you tell me the cost?
- 3 A Thank you for your help.
- 3 B Thank you for your help.
- 4 A Can I help you with anything else?
- 4 B Can I help you with anything else?

- B**  **7.10** | Play the recording for Ss to speak at the same time as the recording. Alternatively, pause after each sentence for Ss to repeat, focusing on and copying the intonation.

- 5** Put Ss in A/B pairs. Focus attention on the diagram and give Ss time to think about what they're going to say. When they are ready, Ss practise the conversation. Remind them to use friendly intonation. When they have finished, ask one or two pairs to perform their conversation for the class.

EXTRA IDEA If you have the time, you could ask Ss to swap roles and repeat the activity.

EXTRA CHALLENGE Give Ss time to write the dialogue in pairs first, then practise, and then see if they can do it without their written dialogue, using just the prompts. They could then try again without their books.

SPEAKING

- 6** The three scenarios in this exercise practise situations which occurred earlier in the coursebook, so should provide useful revision. Put Ss in A/B pairs and give them plenty of time to prepare what they're going to say. Monitor and offer help where necessary. When they are ready, Ss practise their conversations. Monitor and make notes on their language use for later class feedback. When they have finished, correct any common errors and/or highlight any examples of good language use.

EXTRA IDEA: HOW TO ... Put Ss in pairs to choose one of the other places in Ex 1A and invent some details that they need. Ss then practise a conversation asking for information from that place, using friendly intonation and phrases from the Grammar Bank.

TO FINISH

Refer back to the discussion in the To start activity and write on the board: *What useful things have you learnt today about using the phone in English? How can you practise these?* Discuss the questions as a class.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶▶ page 160 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶▶ page 198

7D BBC Street Interviews

Would you like to ...?

GRAMMAR | verbs and *to* infinitive

SPEAKING | do a survey

WRITING | write a summary of a survey

LESSON OVERVIEW

In this lesson, Ss learn about verbs which are followed by the *to* infinitive. The context is a video of interviews with people in the street talking about their jobs and skills. Ss then do a speaking activity, where they conduct a class survey about skills. The lesson ends with a writing activity, where Ss write a summary of their survey.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Exs 2A and 3A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Grammar Bank 7D, Ex 3:** Use a collaborative document for Ss to write answers and compare with other Ss.
- **Exs 6B and 6C:** Put Ss in breakout rooms to carry out their surveys.

Additional Materials

For Teachers:

Presentation Tool Lesson 7D
Online Digital Resources
Grammar Bank 7D
Videoscript 7D: BBC Street Interviews

For Students:

Online Practice 7D
Workbook 7D

TO START

Write three sentences on the board describing things you can and can't do, e.g. 'I can drive.', 'I can't cook.', 'I can speak another language.' Make sure two of them are true and one is false. Invite the Ss to ask you questions to find out which is false, e.g. 'What car have you got?', 'How do you say "hello" in that language?', etc. When you have finished, ask Ss to write three of their own sentences – two true and one false, then work in pairs to ask and answer questions to find out which one is false.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

1 A Demonstrate the activity by telling the class which of the things you can and can't do. You can also use this as an opportunity to check understanding of the activities if you think this is necessary. Read the example with the class, then put Ss in pairs to ask and answer about their skills.

B Ss discuss the questions in pairs. When they have finished, ask a few Ss what they chose and why.

VIEW

2 A ▶ Read the questions in the programme information box with the class and explain that they're going to hear different people answering these questions. Read the two statements in Ex 2A with the class and play the first part of the video for Ss to decide if they are true or false, then check in pairs. Check answers with the class.

ANSWERS:

- 1 False. There are four students.
- 2 True

B Read the example with the class. Ss correct the sentences from memory alone, then check in pairs. Don't give any answers yet.

- C** ▶ Play the video again for Ss to check their answers, then check answers as a class.

ANSWERS:

- 2** Rob: I work for a website **magazine** as a designer.
3 Rose: I own a company that makes soap **shampoo** and conditioners.
4 Hashil: I love working with money **numbers**.
5 Gregor: I study literature and I really **love** **enjoy** it.
6 Abi: I study Geography and I like learning about the planet **world**.

- 3A** ▶ Read the names of the speakers and the skills with the class so they know what to watch for. Play the second part of the video for Ss to match the speakers with the skills. Check answers with the class.

ANSWERS:

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

- B** Ss complete the sentences alone, then check in pairs. Don't give any answers yet.
C ▶ Play the second part of the video again for Ss to check their answers, then check answers as a class.

ANSWERS:

- 1** future **2** hobby **3** question **4** more
5 because **6** course

GRAMMAR**verbs and to infinitive**

- 4A** Ss answer the question individually, then check in pairs. Check the answer with the class. You may also want to explain that the three verb forms (*'d like*, *'d love*, *want*) have a similar meaning (though *'d love* is stronger).

ANSWER:

We use the *to* infinitive.

- B** The Grammar Bank on page 125 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 125 **GRAMMAR BANK**

This focuses on verbs followed by the *to* infinitive. Go through the notes with the class or give them time to read them and ask you any questions they have. Check understanding, especially of the difference between *I'd like to play* and *I like playing*.

- 1** Ss complete the conversations alone, then check in pairs. Check answers with the whole class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find this type of exercise, with lots of options, difficult. In this case, you could provide two options for each gap (the correct one and a distractor).

ANSWERS:

- | | |
|---------------|------------------|
| 1 like | 5 planned |
| 2 to | 6 decided |
| 3 to | 7 learn |
| 4 want | 8 would |

- 2** Ss complete the text individually, then check in pairs. Check answers with the whole class.

ANSWERS:

- | | |
|---------------------|----------------------|
| 1 don't want | 5 'm learning |
| 2 'd like | 6 need |
| 3 to be | 7 planned |
| 4 to work | 8 decided |

- 3** Read the example with the class, then ask Ss to rewrite the sentences using the correct form of the words given, then check in pairs. Check answers with the class and write them on the board (or invite Ss to come up and do so).

ANSWERS:

- 2** We need to take an umbrella.
3 Would you like to watch a film?
4 Last year I learnt to swim. / Last year I learnt how to swim.
5 Do you want to dance?
6 I'd hate to be a politician.
7 Would Colin like to go to university?
8 We'd love to visit you.
9 When did you decide to get married?
10 What is the manager planning to do? / What does the manager plan to do?

SPEAKING

do a survey

5A Demonstrate the activity by sharing your answers to the questions with the class. Put Ss in pairs to discuss the questions. When they have finished, elicit answers from a few Ss and find out what Ss have in common.

B Give Ss a minute to read the Key phrases, then put them in new pairs to discuss the questions again using the Key phrases in their answers.

6A/B Put Ss in groups and ask them each to choose one of the questions from Ex 5A, then to ask each other their question. Focus attention on the example table and ask Ss to note their answers in the same way in their notebooks. Monitor and encourage Ss to use the Key phrases from Ex 5B in their answers and to expand their answers where possible.

EXTRA SUPPORT: TEACHER The number of Ss to survey (and how to organise the class) will depend on the size of the class and also the ability of Ss to move around. With a small class, this could be a whole-class survey rather than having Ss work in groups.

C Ask Ss to pick one student in their group. Ask Ss to take turns to share the information they collected in Ex 6B. While they listen, they write all the new information they hear on their chosen person in their notebooks. Monitor and offer help where necessary.

D/E Ask Ss to work in the same groups and report back to the group on their chosen student. In feedback, ask a few Ss if their information was reported back correctly.

WRITING

write a summary of a survey

7A Focus attention on the text and explain that it's a summary of a survey. Ss read the summary and count the number of different skills mentioned, then check in pairs. Check the answer with the whole class and ask Ss if there are any words in the text they want to ask you about.

EXTRA SUPPORT: DYSLEXIA The amount of information contained in the text may be challenging for Ss with dyslexia. You could put Ss in pairs to read the text and give their partner responsibility for reading it out loud while they share the task of counting the skills it mentions. They could also do the matching task together in Ex 7B.

ANSWER:

Ten different skills: sing, act, speak different languages, write in Chinese, make videos, cook Thai food, play chess, dance the tango, draw, paint

B Ss match the parts of the summary and numbers alone, then check in pairs. Check answers as a class.

ANSWERS:

- a** 1, 6
- b** 3, 4, 5, 8, 9
- c** 2, 7

C Ss write their summaries alone using their notes from Ex 6B. Monitor and offer help where necessary. When they have finished, ask Ss to swap summaries with other Ss. You could either put them in groups or display their writing around the classroom and ask Ss to walk around and read them.

EXTRA IDEA: DIGITAL Ask Ss to write their summaries in an online document, then share it with other Ss.

TO FINISH

Put Ss in pairs and ask them to discuss how they could learn one of the skills they chose in Ex 1B (e.g. online tutorials, do a course, etc.)

7 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3A and 4A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Put pairs together in groups of four or six (depending on your class size) in breakout rooms to carry out their surveys.
- **Ex 2A:** Ask Ss to type their answers into the chat box so they can compare answers as they go along.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 7 (Grammar: articles: *a, an, the*, zero, present simple and present continuous, verbs and *to* infinitive; Vocabulary: skills and qualities, phrasal verbs, phoning; How to ... phone for information). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

- 1 A** Read the example with the class and check Ss know what sort of information to put in each gap. Ss complete the sentences alone, then check in pairs. Check answers with the class and write the answers on the board.

EXTRA SUPPORT With weaker classes and for Ss with dyslexia you might want to break Ex 1A down into two parts by asking Ss to fill in the verbs first, using the whole sentence to provide the context to help them decide. Check answers and then ask Ss to add the articles in each sentence.

ANSWERS:

- 2 have, the
- 3 aren't / are not wearing, –
- 4 don't / do not know, –
- 5 are writing, a
- 6 use, –, –

- B** Read the example with the class, and elicit the next question. Then put Ss in pairs to choose their sentences and write the questions. Monitor and check Ss are writing the questions correctly. When they are ready, ask Ss to walk around the class and ask their questions, making a note of the answers they receive.

ANSWERS:

- 2 When's / When is your birthday?
- 3 Are you wearing jeans today?
- 4 How much do you know about video games? / Do you know a lot about video games?
- 5 Where are you writing your answers?
- 6 Do you use a tablet at work or at school?

- C** Ss write their summary sentences alone, then compare their information in pairs. Monitor and check they're using the correct verb forms. When they have finished, ask each pair to share their answers with the class.

- 2 A** Elicit the first answer as an example, then ask Ss to write the rest of the questions alone, then check in pairs. Make sure Ss are clear that they need to use the correct tenses as well as use articles correctly. Check answers with the class.

ANSWERS:

- 1 Would you like to be a scientist?
- 2 Are you planning to get a new phone next year?
- 3 Do you want to have coffee now?
- 4 When did you learn to use a computer?
- 5 When did you decide to study English?

- B** Ss discuss the questions in pairs. Encourage them to ask for and give reasons for their answers. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

VOCABULARY

3A Ss complete the phrases by completing the words individually, then check in pairs. You could point out that all the missing letters are vowels. Check answers with the class and write them on the board to check spelling.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find this activity difficult as the gapped letters won't make much sense. In this case, write the answers in random order on the board and gap whole word(s) in each phrase for Ss to complete.

ANSWERS:

- | | | | |
|--------|-----------|---------|------------|
| 1 look | 2 fix | 3 leave | 4 drive |
| 5 make | 6 pick up | 7 send | 8 turn off |
| 9 work | 10 design | | |

B Read the example with the class, then put Ss in pairs to think of more things. When they have finished, elicit their ideas and write the correct ones on the board.

POSSIBLE ANSWERS:

- 2 a problem, a machine, a car
- 3 a job, a house, school, college, university
- 4 a car, a bus, a train
- 5 furniture, dinner, a sandwich
- 6 a book, a piece of food, a chair (any object)
- 7 a letter, an email, an emoji
- 8 the radio, the lights, your computer
- 9 people, your brain, animals
- 10 a tool, a building, an office

EXTRA IDEA: DIGITAL If Ss are struggling for ideas, or you want to extend the activity, ask Ss to go online and use a search engine for more ideas. They can do this by using the verbs (and any prepositions) as search terms, then looking at the suggestions which appear in the drop-down menu.

EXTRA CHALLENGE Put Ss in new pairs and ask them to take turns saying two or three things from one of the sets in Ex 3B for their partner to guess the verbs, e.g. A: 'people, cars' B: 'Look after?' A: 'True, you can look after people and cars, but no.' B: 'Be good with?' A: 'Yes!'.

C Read the example with the class and demonstrate with a stronger student. Put Ss in pairs to take turns to ask and answer questions. Encourage them to give more information and to invite their partner to respond as in the example. When they have finished, ask a few Ss to report back to the class.

4A Ss complete the text individually, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find this exercise difficult, because of the distance between the gaps and the options. In this case, break the text up into two sections and place the relevant set of options under each section.

B  **R7.01** | Play the recording for Ss to listen and check their answers, then check answers as a class.

ANSWERS:

- | | | | | | | | |
|-----|------|-----|-----|-----|-----|-----|-----|
| 1 C | 2 A | 3 B | 4 A | 5 A | 6 C | 7 C | 8 B |
| 9 C | 10 A | | | | | | |

TO FINISH

Ask Ss to think of someone (or themselves) who has a job they either really enjoy or really don't like. Give them a few minutes to make notes on what the job is, what they do and why they do or don't enjoy it. When they are ready, put them in pairs to share their information.

8 travellers

Global Scale of English **LEARNING OBJECTIVES**

8A Trip advice

- **READING** | Read a travel website: describing places
- Talk about a good city to visit and the best things to do there: superlative adjectives
- **Pronunciation:** -t in superlatives

GSE INFORMATION

VOCABULARY

30–42 Can use language related to landscape features.

READING

38 Can make basic inferences from simple information in a short text.

38 Can understand basic opinions expressed in simple language in short texts.

GRAMMAR

36 Can form the superlative of regular adjectives with '-est'.

36 Can form the superlative of longer regular adjectives with 'most'.

SPEAKING

33 Can describe their home town or city using simple language.

8B Surprise travel

- **LISTENING** | Understand a podcast about surprise travel: travel activities
- Interview someone and suggest a trip for them: *be going to*
- **Pronunciation:** weak form of *to*
- Write a description of a trip; use linking words: *so*, *because*

GSE INFORMATION

VOCABULARY

30–42 Can use language related to travel.

LISTENING

32 Can understand key information about arrangements in simple dialogues spoken slowly and clearly.

GRAMMAR

35 Can express personal plans and intentions for the future using 'going to'.

SPEAKING

38 Can ask and answer questions about basic plans and intentions.

WRITING

31 Can use very basic connectors like 'and', 'but', 'so' and 'then'.

8C At a hotel

- **HOW TO ...** | make requests and offers in a hotel: hotel language and hotel rooms
- **Pronunciation:** the contraction 'll

GSE INFORMATION

VOCABULARY

30–42 Can use language related to travel.

HOW TO ...

35 Can refuse requests politely, using simple language.

36 Can make and accept offers.

SPEAKING

30 Can make requests related to immediate needs using basic fixed expressions.

30 Can talk about hotel accommodation using simple language.

8D Arctic Academy

- **BBC PROGRAMME** | Understand a documentary about a school expedition to the Arctic
- Talk about a difficult trip: adverbs of manner
- Write about a trip

GSE INFORMATION

VIEW

35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.

GRAMMAR

37 Can form basic adverbs by adding '-ly' to adjectives.

37 Can form and use irregular adverbs.

SPEAKING

35 Can describe a travel experience with a few very basic stock phrases.

WRITING

39 Can write short basic descriptions of past events and activities.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 8A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ You may want to preteach or check: *penguin*, *dream destination* and *views*. Put Ss in pairs to discuss the question in the programme information box. When they have finished, ask a few Ss for their answers and have a brief class discussion. When they are ready, play the video for Ss to watch and write three places they hear. Make sure they understand that they will hear more than three places mentioned. Check answers with the class. (Note that Costa Rica is actually in Central America but the speaker says South America.) Ask a few Ss which they'd like to visit and discuss briefly as a class.

ANSWERS:

- 2 Three of: Tokyo, Costa Rica in South America, Argentina, Australia, Chile, Britain, Sintra in Portugal

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 8
Online Digital Resources
Videoscript Unit 8 Opener: BBC Vlogs

8A Trip advice

GRAMMAR | superlative adjectives

VOCABULARY | describing places

PRONUNCIATION | -t in superlatives

LESSON OVERVIEW

In this lesson, Ss learn about superlative adjectives. They also learn vocabulary for describing places. The context is a reading where Ss read posts on an online travel forum. This leads into the grammar, where Ss also practise the elision or linking of the /t/ sound at the end of superlatives. The lesson ends with a speaking activity, where Ss practise interviewing each other about a place they know in pairs.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Display the text on your device and make sure the annotate function is on. In feedback, ask four Ss to highlight the things to see and do in the text.
- **Ex 2B:** Use a collaborative document with the table on it for Ss to add their ideas to.
- **Ex 3A:** Set up an online poll for Ss to show their preferences.

Additional Materials

For Teachers:

Presentation Tool Lesson 8A
Photocopiable Activities 8A
Grammar Bank 8A

For Students:

Online Practice 8A
Workbook 8A

TO START

Write on the board:

- *Where?*
- *When?*
- *Why?*

Tell the class about the last time you visited another town or city, expanding on the bullet points on the board, e.g. 'I visited Bruges in Belgium last December because I wanted to shop at the winter market.' Then put Ss in pairs to share information about a town or city they have visited. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

describing places

- 1 A** Check understanding of the things in the list for question 1 by eliciting examples Ss know. Ss discuss the questions in pairs. When they have finished, elicit ideas from the class.

EXTRA IDEA: DIGITAL If you have access to the internet, display one or two travel review websites and ask Ss if they use any of them.

- B** Focus attention on the photos and ask if anyone has visited Sintra. Ss read the information and find four things to do, then compare in pairs. Check answers as a class.

ANSWERS:

Four of: visit the Pena Palace, visit the Moorish Castle, walk in the forest, visit the old town, visit the National Palace

- 2 A** Read the examples with the class, then ask Ss to categorise the words in bold alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT Explain that with *coast* and *Atlantic Ocean* we use *the* because we know which coast and because there is only one Atlantic Ocean.

ANSWERS:

Location: west of, in the area, at the top of
Nature: Ocean, forest, rocks
Adjectives: lovely, pretty, National

- B** Put Ss in pairs to think of more words or phrases to add to each column. While Ss are working, copy the table on the board. When they have finished, elicit their answers and write them on the board in the correct column (or invite Ss to come up to do so) and check spelling.

POSSIBLE ANSWERS:

Location: north/south/east of (a place); in the north/south/east/west of (a country, town or city)
Nature: beach, mountain, sea, river, lake, desert
Adjectives: beautiful, quiet, wild, relaxing, empty

- C** Read the example with the class and demonstrate with a place you know and think Ss will also know. Ss write their descriptions individually. Monitor and offer help where necessary.

- D** Put Ss in small groups to read their descriptions for others to guess the place. When they have finished, ask each group to nominate a student to read their description for the class to guess.

EXTRA: ALTERNATIVE IDEA If Ss are from different countries and might not know each others' places, ask them to tell each other about the places, then Ss choose the one they would most like to visit.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

- 3 A** Focus attention on the travel discussions and ask Ss if they ever use forums like this. Ss read the posts and choose which advice they like best, then compare in pairs. In feedback, ask a few Ss to share which they chose and why.

EXTRA CHALLENGE Ask Ss: 'Imagine you are Tim, which advice would you choose? What about Adriana?' Put Ss in pairs to discuss the questions. When they have finished, elicit their answers and find out if others agree.

- B** Ss read the discussions again and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

- 1 a** Andrew
b Yusuf, Cindy
c Tim, Irek, Yusuf, Cindy
2 a They both recommend spending more time in Lisbon.
b They all recommend having a coffee (in Sintra or Lisbon).
c They both think the Pena Palace is beautiful.
C Put Ss in pairs to think of and discuss their advice. Make sure they understand that they should suggest things you can do for under 10 euros (or your local equivalent) for Tim and what you can do nearby for a day for Adriana. If possible, put Ss in pairs with someone from the same town. Otherwise, Ss can first tell each other about their own towns and choose one of them to think of ideas for. When they have finished, ask a few pairs to share their ideas with the class.

GRAMMAR

superlative adjectives

4A Ss complete the sentences alone, then check in pairs. Remind them of the text in Ex 3A to help them if they get stuck. Check answers with the class and write them on the board. Make sure Ss understand what a superlative adjective is. Explain that while comparative adjectives compare two things, superlative adjectives compare more than two, showing which has the highest of a particular quality in a group.

ANSWERS:

1 the cheapest 2 the most beautiful 3 the best

B Ss either do this individually or you can do it as a class if you're short of time, eliciting the answers and writing them on the board.

ANSWERS:

1 -est 2 most 3 the best

C Ss find the examples alone, then check in pairs. Check answers as a class.

ANSWERS:

nicest, highest, most expensive, quickest, easiest

D The Grammar Bank on page 126 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ►► page 126 GRAMMAR BANK

Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the spelling rules and the use of *in* after superlative adjectives.

1 This activity practises the form of superlative adjectives. Elicit the first answer as an example, then ask Ss to complete the rest of the questions. Check answers with the class and write them on the board to check spelling. Then put Ss in new pairs or small groups to do the quiz, before checking their answers on page 153. In feedback, ask each pair or group how many they got right.

ANSWERS:

1 the longest	5 the wettest
2 the biggest	6 the busiest
3 the largest	7 the highest
4 the furthest/farthest	8 the most dangerous

Answers to quiz: 1 c 2 a 3 c 4 c
5 b 6 a 7 a 8 c

2 This activity practises the use and form of superlative adjectives. Read the example with the class. Ss complete the rest of the sentences, then check in pairs. Check answers with the class.

ANSWERS:

2 The stage speaker is the cheapest.
3 The stage speaker is the most difficult to use.
4 The home speaker is the easiest to use.
5 The band speaker is the most expensive.
6 The band speaker is the best overall.
7 The home speaker is the quietest.

PRONUNCIATION

-t in superlatives

5A  **8.01** | Focus attention on the letter **-t** in bold in the sentences, then play the recording for Ss to listen and decide which sentences they can hear it in. Play the recording a second time if necessary.

ANSWER:

You can hear the **-t** in sentences 2 and 3.

B  **8.01** | Read the rule with the class, then put Ss in pairs and ask them to listen again and choose the correct alternative to complete it together. Check the answer with the class.

EXTRA SUPPORT This builds on the similar point in Lesson 7B where the elision of the /t/ sound was highlighted in connected speech. You could highlight this by writing on the board: 'bes tex am ple' and asking Ss to read it aloud.

ANSWER:

consonant

EXTRA IDEA: DIGITAL Ask Ss to record themselves saying the sentences in Ex 5A, then listen back and check their pronunciation.

C Read the example with the class, then put Ss in pairs to give examples of and discuss each of the statements in Ex 5A. Monitor and check they are pronouncing (or not) the letter **-t** correctly and correct sensitively where needed.

SPEAKING

6A Give Ss a minute to think of a town or city they think is good to visit. If possible, Ss should try to choose a town or city which they think other Ss won't know much about.

EXTRA: ALTERNATIVE IDEA Ask Ss to research a place on the internet, using five of the questions in Ex 6B as search items, e.g. 'When is the best time to visit Prague?' Ss can then present the information they found to each other in pairs or small groups, instead of Ex 6C and the first part of Ex 6D.

- B** Read the example with the class, then give Ss time to prepare their questions individually. Monitor and help where necessary, and check Ss are forming superlatives correctly.
- C** Put Ss in pairs to ask and answer their questions. Encourage them to give more information where possible.
- D** Put Ss in new pairs to ask and answer their questions, then choose which they'd like to visit. In feedback, elicit Ss' choices and why they'd like to visit them. You could also do a quick poll to find out the most popular place to visit among Ss.

TO FINISH

Write on the board: *What was the most useful thing you learnt in today's lesson? How can you use this in the future?* Put Ss in pairs to discuss the questions.

8B Surprise travel

GRAMMAR | *be going to*

VOCABULARY | travel activities

PRONUNCIATION | weak form of *to*

LESSON OVERVIEW

In this lesson, Ss learn about *be going to* for future plans. They also learn vocabulary related to travel activities. The context is a listening where they listen to a radio programme about a surprise holiday. Ss learn about the weak form of *to*. They then do a speaking activity where they discuss a surprise holiday in pairs. The lesson ends with a writing activity, where Ss write a description of a planned trip.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **To start:** Use a collaborative document, rather than the board, for Ss to write their answers, using a different colour for each team.
- **Grammar Bank 8B, Ex 1:** Use a collaborative document to check answers. Nominate a different student to type each answer in and check spelling.
- **Ex 6D:** Put Ss in breakout rooms in pairs to ask and answer the questions in Ex 6A. Monitor and check pronunciation of the weak forms.
- **Writing Bank 8B, Ex 3B:** Ask Ss to write in a collaborative document, shared with you so you can monitor and help or correct where necessary.

Additional Materials

For Teachers:

Presentation Tool Lesson 8B
Photocopiable Activities 8B
Grammar Bank 8B
Writing Bank 8B

For Students:

Online Practice 8B
Workbook 8B

TO START

Divide Ss into two large teams and give each team a different colour board pen. Copy the table from Lesson 8A, Ex 2A on the board and ask each team to take turns to come up and write a word or phrase they remember from the lesson in the correct column. (Make sure a different student in each team comes up each time.) When they have finished, the team with the most correct answers wins.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

travel activities

- 1 Put Ss in pairs to discuss what they think a surprise holiday is. When they are ready, ask them to read the advert quickly to check their ideas. Check the answer with the class.

EXTRA SUPPORT: TEACHER *Holiday* is British English; *vacation* is US English.

EXTRA: ALTERNATIVE IDEA Rather than doing Ex 1 as a discussion, write on the board: *Just Pack! Surprise Travel Company* and ask: 'What does this company do, do you think?' Ss read the advert quickly to check their ideas. Check who in the class had the right idea.

ANSWER:

On a surprise holiday, someone else chooses your destination, arranges the hotel and flights and possibly also arranges the activities. In this case, you pay a company to do this for you.

- 2 Demonstrate completing the first part of the questionnaire by writing the options on the board and adding ticks to show your own feelings about the choices. Give Ss plenty of time to read and complete the questionnaire. While they are reading, monitor and answer any questions they have about vocabulary in the text. When they are ready, put Ss in pairs to compare their answers. In feedback, ask a few pairs what answers they have which are the same.

EXTRA IDEA Write the following questions on the board for Ss to discuss in pairs:

- *Would you like to go on a surprise holiday? Why/Why not?*
- *What three things are important for you when you choose a holiday?*
- *Does the advert have questions about your three things?*
- *Think about your last holiday. Do your answers to the questionnaire match that holiday?*

- 3A Explain that these phrases describe travel activities. Read the example with the class, then ask Ss to complete the rest of the phrases alone, then check in pairs. They can use the questionnaire in Ex 1 to help if they get stuck. Check answers with the class.

EXTRA SUPPORT: TEACHER In British English people *do* a class or course, in US English they *take* a class or course. *Take a class or course* is understood in British English, however, and is becoming more commonly used.

ANSWERS:

- | | |
|------------|--------------|
| 2 visiting | 6 looking |
| 3 trying | 7 using |
| 4 doing | 8 going with |
| 5 going on | |

- B Read the example with the class, then put Ss in pairs to discuss the activities in Ex 3A they don't enjoy. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

LISTENING

- 4A  8.02 | Read the sentences with the class so they know what to listen for. You might want to explain what a *big birthday* is (i.e. one when you reach a significant age, like 18 or 21, one ending in 'oh', like 30, 40, etc. and sometimes one ending in five, like 25) but the term is used in the recording. Ss listen and decide if the sentences are true or false, then check in pairs. Check answers with the class.

ANSWERS:

- 1 T 2 F 3 F 4 T

 AUDIOSCRIPT 8.02**P = Presenter B = Brody L = Lexie**

P: Hello, this is Anna Stevens. Today's programme is about surprise holidays. Everybody's talking about them. Everybody's going on them. So what **is** a surprise holiday? Why do people choose them? We're starting with brother and sister, Brody and Lexie, from Miami, Florida.

Brody and Lexie, you have two big birthdays this year, is that right?

B: Yes, I was twenty-five a week ago and Lexie is twenty-one in June.

P: So time for a big celebration.

L: Yes. We decided to take a vacation together.

P: A holiday?

L: Yes.

P: But you had a problem?

B: Yes, we didn't know where to go. We usually only travel in the US.

L: Actually, we didn't have passports. But we do now.

P: So how did you decide where to go?

L: Well, we went to this surprise travel company.

P: And they decided for you?

B: That's right.

P: Isn't it expensive?

B: No, not at all. It's the same price as our usual vacations.

P: So where are you going?

L: To Cartagena, in Colombia. It's perfect for us.

P: Oh? Really? Why's that?

B: Well, we both want to go somewhere warm, with interesting local food. We don't like big cities, and we love the ocean.

L: And it's a special vacation, so we want to go to another country. But not too far away from home.

P: So you're happy to go to Cartagena.

L: Totally.

B: Yeah, I think so.

P: And what are you going to do there?

L: Well, the first day we're just going to look around the town. Take photos, have a coffee, you know.

B: Yeah, and the second day we're going to take a boat trip to one of the islands.

L: No, that's the third day. On the second day we're going on an organised tour, with a guide. We're going sightseeing. We're going to visit some museums.

B: Are we?

L: Yes. The Gold Museum, the Chocolate Museum. And visit the castle.

B: So the third day we're going to one of the islands?

L: That's right. There's a day trip by boat, from ten to four.

P: And in the evenings?

B: We're going to try the local food. Is that right, Lexie?

L: Yes.

B: We have the names of some local restaurants.

L: And on the third day, in the evening, we're going to do a dance class. Probably salsa.

B: Well, Lexie is going to do a dance class. I don't really like dancing, so I'm going to relax, maybe walk around some more. I'm going to use this new app. It's got maps and information, like information about street food. I want to try some street food. They have something called *fritanga*. It's fried meat and cheese and bread.

P: So the travel company doesn't do everything.

L: No, they book the travel and the hotel and then we decide what to do each day.

B: They send ideas by text for each day.

L: But we're not going to change our plans. Not for the first three days. After that, maybe.

P: It sounds really interesting. Have a great time, and happy birthday to both of you. You're listening to me, Anna Stevens and today we're talking about surprise holidays.

B  **8.02 | Focus attention on the table and elicit anything Ss can remember. Ss listen again and complete the table, then check in pairs. Check answers with the class.**

ANSWERS:

boat trip – day 3

dance class (salsa) – day 3

look around the town – day 1

museums – day 2

organised tour – day 2

street food (*fritanga*) – day 3

EXTRA CHALLENGE To provide further practice of the collocations from Ex 3A, when doing feedback on Ex 4B, ask Ss to give full answers, including the correct verbs, e.g. 'They look around the town on day 1.'

GRAMMAR**be going to**

5A  **8.03 | Focus attention on the sentences and elicit Ss' ideas as to what the missing words are, but don't give any answers yet. Ss listen and complete the sentences, then check in pairs. Check answers with the whole class and write them on the board.**

ANSWERS:

1 are, going

2 going to

3 're not

B/C These exercises can be done as a class if you're short of time. Otherwise, Ss do them alone, then check in pairs. Check answers with the class.

ANSWERS:

Ex 5B *be, to*

Ex 5C a future plan

D The Grammar Bank on page 127 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶▶ page 127 **GRAMMAR BANK**

This focuses on the form and use of *be going to* for intentions and plans. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of use with the verb *go* and the form of short answers.

1 Read the example with the class, then ask Ss to order the words to make sentences individually, then check in pairs. Check answers with the class and write them on the board, or invite different Ss to come up and do so.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia are likely to find this type of reordering activity difficult. In this case, adapt the activity so that they have the sentences in order with the verbs taken out and given in the infinitive form in brackets. They have to complete each sentence with the verb in the correct form.

ANSWERS:

- 2 I'm going to turn off my phone at night.
- 3 You're going to be very happy!
- 4 Maria isn't going to stay in her job.
- 5 I'm going to give up sugar in my coffee.
- 6 She's going to look for a new job.
- 7 I'm not going to check my texts every minute.
- 8 Next year I'm going to learn to swim.

2 Ss complete the text alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 are you going to do
- 2 I'm going to have
- 3 We aren't going (to go) / We're not going (to go)
- 4 are you going (to go)
- 5 I'm going to ride
- 6 he's going to meet
- 7 are you going to stay
- 8 's/is going to drive
- 9 aren't / 're not going to stay
- 10 are/'re going to camp

EXTRA IDEA Put Ss in pairs to ask and answer the questions about their own plans. Make sure they answer with full sentences and encourage them to ask follow-up questions to find out more information, e.g. 'How are you going to travel?', 'When are you going?', 'How long are you going to stay there for?'

PRONUNCIATION

weak form of *to*

6A Put Ss in pairs to write the questions. If necessary, remind them to use *be going to* in each one. Don't give any answers yet.

EXTRA: ALTERNATIVE IDEA Ask Ss to do Ex 6A orally, so that in Ex 6D they concentrate on the prompts, which are the stressed words (and don't read from the completed questions). This will help Ss to not put the stress on *going to*.

B  **8.04** | Ss listen and check their answers to Ex 6A in their pairs. Check answers with the class.

ANSWERS:

- 1 When are you going to have dinner?
- 2 How are you going to get home?
- 3 Are you going to study English tonight?
- 4 Are you going to meet friends this weekend?

C  **8.04** | Model the two pronunciations of *to* with the class first. Play the recording again for Ss to identify the correct pronunciation. Check the answer with the class.

EXTRA SUPPORT: TEACHER The really weakened form /gənə/ isn't focused on at this level as Ss often overstress it and sound unnatural because they don't speak fast enough to use it naturally. However, it's good to have an intermediate step such as this which reflects 'real English', and the faster connected speech can be focused on at a higher level.

ANSWER:

/tə/

D Ss take turns to ask and answer the questions in pairs. Encourage them to use full sentences with *going to*. Monitor and check they're pronouncing the weak form of *to* correctly. When they have finished, ask a few Ss to share their answers with the class.

SPEAKING

7 A Make sure Ss aren't working with the same person they worked with in Ex 2. Ss interview each other, making sure they both note their partner's answers.

B Ss work individually to plan their surprise trips. Monitor and help with vocabulary where needed, writing any new words and phrases on the board.

EXTRA IDEA: DIGITAL If any of your Ss have very limited knowledge of places they could recommend, ask them to go online and research, using the search terms: 'good place to visit for (key terms from the questionnaire)'.

C Put Ss back in their pairs to exchange their information and choose three of the ideas. Monitor and offer help where necessary.

D Put Ss in small groups, then go through the instructions and read the example with the class. Ss take turns sharing the plans they were given in Ex 7C and asking questions and suggesting other ideas. When they have finished, ask a student from each group what the best idea they heard was.

EXTRA: ALTERNATIVE IDEAS Exs 7A–D can be done in many variations, depending on class size and how you want to involve Ss (or yourself). You could alternatively:

- Have the whole class interview you and, in groups, plan a surprise trip for you. Ss then write up their plans to give to you to read and comment on.
- Have pairs interview pairs, treating each pair as travel partners. Each pair then chooses a destination and creates an itinerary for the other pair, and in Ex 7C tells the pair about their trip.
- Have Ss use the information collected from their partner in Ex 2 to plan a trip for that student.

WRITING

write a description of a trip; use linking words: *so, because*

8 A Ss read the extract and answer the questions alone, then compare in pairs. Elicit some ideas from the class but don't confirm their answers yet.

B Refer Ss to the Writing Bank on page 95.

▶ page 95 **WRITING BANK**

1 A Ss read the description and answer the questions alone, then compare their ideas in pairs. Check the answers to Ex 8A and have a brief class discussion about question 2.

ANSWERS:

- 1 The writer is going to their grandmother's village, Zacatlán in Mexico.
- 2 *She* is the writer's grandmother.

B Ss complete the sentences alone, then check their answers in the text. Check answers with the class.

EXTRA SUPPORT If you think it's necessary, first review the meaning of *because* and *so* by writing the following sentences on the board:

- 1 *I made a sandwich* *I was hungry*.
- 2 *I was hungry* *I made a sandwich*.

Elicit the word that goes in each gap in order (1 *because*, 2 *so*) to demonstrate that *because* introduces a reason and *so* introduces a consequence.

ANSWERS:

- 1 *because* 2 *so* 3 *because* 4 *so*

C Ss complete the rules individually. Check answers with the class.

ANSWERS:

- | | |
|------------------------|-------------|
| 1 <i>because</i> | 2 <i>so</i> |
| 3 <i>in the middle</i> | 4 <i>so</i> |

WB

- WB 2A** Ss complete the sentences individually, then check in pairs. Explain that one of the sentences in each pair uses *because* and the other uses *so*. Check answers with the class.

ANSWERS:

- | | |
|-------------|-----------|
| 1 a because | b so |
| 2 a so | b because |
| 3 a so | b because |

B Demonstrate by sharing your own ideas with the class for each sentence (e.g. 'It's going to rain tomorrow, so I'm going to paint my kitchen.', 'I didn't go anywhere last summer because I decided to stay at home.', 'I'm not going to study English tonight because I'm the teacher.'), then ask Ss to complete the sentences themselves. When they have finished, put Ss in pairs to share their ideas.

- 3A** Go through the questions with the class and elicit some examples, then give Ss time to plan their trip and make notes, answering the questions. Monitor and offer help where necessary.

B Ss write their descriptions individually. Remind them to use *because* and *so* at least twice each and encourage them to write in the region of 80–100 words. Monitor as they work, checking their writing and offering help where necessary.

C Ask Ss to share their descriptions and ask questions in pairs. When they have finished, ask a few Ss to share some of their questions and the answers they received with the class.

EXTRA IDEA: DIGITAL You could set up an online class blog or private social media group for this activity and have Ss write their descriptions into it for others to read in Ex 3C. Alternatively, for extra practice, have Ss write their descriptions on paper in Ex 3B, read and check them and then upload a second draft.

TO FINISH

Ask Ss what ideas and suggestions they've heard in the lesson they might use on future trips, and why.

8C At a hotel

HOW TO ... | make requests and offers in a hotel

VOCABULARY | hotel language and hotel rooms

PRONUNCIATION | the contraction 'll

LESSON OVERVIEW

In this lesson, after first learning vocabulary related to hotels, Ss learn functional language for requesting and offering in a hotel, as well as practising the pronunciation of the contraction 'll. The context is a listening where they listen to four conversations between a guest and a receptionist at a hotel. The lesson ends with a speaking activity where Ss learn and use language for hotel rooms and facilities to roleplay a conversation between a guest and a receptionist in pairs.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Put Ss in breakout rooms to compare their ideas. Monitor carefully with your microphone and video muted so as not to intrude.
- **Ex 3A:** Display the topics on your device and share your screen. Make sure the annotate function is switched on. Ask Ss to indicate the topics discussed as they listen.

Additional Materials**For Teachers:**

Presentation Tool Lesson 8C
Photocopiable Activity 8C
Grammar Bank 8C
Vocabulary Bank 8C
Mediation Bank 8C

For Students:

Online Practice 8C
Workbook 8C

TO START

Tell Ss about the last time you stayed in a hotel (e.g. 'The last time I stayed in a hotel was on my holiday in Greece last year. The hotel was very nice and I had a lovely big room with a comfortable bed. The food was delicious and I enjoyed the breakfast the most.'), then put Ss in pairs to do the same. Encourage them to give as much information as possible. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

hotel language

- 1 A** Check understanding of *receptionist*. Ss read the article and answer the questions, thinking of responses for each of the three questions they chose. Ask them to make notes at this stage, which they'll refer to in the next part of the activity.
- B** Put Ss in pairs to compare their ideas from Ex 1A. When they have finished, elicit ideas from the class.
- 2 A** Read the example with the class, then ask Ss to complete the rest of the phrases alone, then check in pairs. With weaker classes, you may want to check understanding of the words in the box first. Check answers with the class.

EXTRA CHALLENGE Ask Ss to first cover the words in the box and attempt the exercise, then uncover the box and check and complete their answers.

ANSWERS:

- | | | |
|---------------------------|---------------------|---------------|
| 1 airport transfer | 2 service | 3 bill |
| 4 safe | 5 lift | 6 pass |
| 7 luggage | 8 early/late | |

- B** Read the example with the class, then put Ss in pairs to order the actions. Make sure they understand that more than one order is possible. When they have finished, ask a few pairs to share the order they came up with.

EXTRA SUPPORT: TEACHER The exact order of the actions doesn't matter. The point is for Ss to make sure they understand the meaning of each phrase and discuss their ideas. For example, 6 and 7 do not have a specific order; 8 and 9 could be in a different order.

POSSIBLE ANSWER:

- 1** book a room
- 2** check in early or late
- 3** take the lift
- 4** keep something in the safe
- 5** order room service
- 6** book an airport transfer
- 7** print your boarding pass
- 8** pay your bill
- 9** check out early or late
- 10** leave your luggage

- C** Ss discuss which things they usually do in pairs. Encourage them to develop their answers, e.g. by explaining why or by saying what they do instead. This will involve them not only using the target language but extending their communication as well.

EXTRA: ALTERNATIVE IDEA If you have a class of younger Ss who don't use hotels, you could adapt this and they can ask their parents before the lesson or they can imagine they are older. You could also adapt the situation for a backpackers' hostel.

How to ... make requests and offers in a hotel

- 3 A**  **8.05** | Go through the list of topics and check understanding. Ss listen and tick the topics talked about, then check their answers in pairs. Check answers with the class.

ANSWERS:

The topics they talk about are: *key card*, safe, windows, shower, checking out and luggage.

AUDIOSCRIPT 8.05

R = Receptionist G = Guest

Conversation 1

- R: Hello. Can I help you?
- G: Er, yes ... I can't get into my room. The key card doesn't work.
- R: What's your room number?
- G: Er, 207.
- R: Oh, you're ... Mr Cooper?
- G: That's right. Justin Cooper.
- R: Just a minute. Let me give you another key card.
- G: That's great, thank you.
- R: No problem. Come back if it doesn't work. Can I help you with anything else?
- G: Yes, is there a safe in the room? I'd like to keep my passport in a safe.
- R: There's no safe in the room, but I can put your passport in the safe here, if you like.
- G: Thanks, that's kind of you.

Conversation 2

- R: Hello, Reception. You're speaking to Alex.
 G: Oh yes, this is Justin Cooper from room 207.
 R: Yes Mr Cooper. How can I help you?
 G: I can't open the windows.
 R: I'm afraid the windows don't open. Your room is on the fourth floor and we keep all the windows locked ... to keep our guests safe.
 G: But I need some fresh air. The room is too hot.
 R: You can turn on the air conditioning.
 G: There's air conditioning? Great. How do I turn it on?
 R: I'll send someone up. Which room is it again?
 G: 207. Thank you.
 R: Can I help you with anything else?
 G: Yes, I'd like to order room service. How do I do that?
 R: Just call 152.
 G: Thank you.

Conversation 3

- R: Hello, Reception. You're speaking to ...
 G: Hi Alex, it's me again. Justin Cooper from room 207.
 R: How can I help you?
 G: It's my shower.
 R: It isn't working?
 G: Er, that's right. Well, the water is cold ... and then it's too hot.
 R: I'm sorry about that, Mr Cooper.
 G: That's OK, but could someone help?
 R: Of course, I'll send someone right now.
 G: Thank you.

Conversation 4

- R: Hello, Reception. You're speaking to Alex. How can I help you?
 G: Hello, it's room 207 again. I've got another problem. I need to check out late tomorrow. At about three.
 R: Just a moment, I'll check. I'm afraid that's not possible. All the rooms are booked tomorrow. I do apologise.
 G: That's all right. No problem. Can I check out early then, or at the normal time, and leave my luggage somewhere?
 R: Of course. Bring your luggage to reception when you pay your bill and check out. We have a room here for luggage. You can leave it there.
 G: Thank you.

B Put Ss in pairs to choose the topics and answer the questions from what they can remember. Don't give any answers at this stage.

C  **8.05** | Play the recording again for Ss to check their answers. Check answers with the class.

ANSWERS:

key card: His key card doesn't work; the receptionist gives him another key card.
 safe: There isn't a safe in the room; the receptionist can put his passport in the safe at reception.
 windows: It's too hot and he can't open the windows; the receptionist says he can turn on the air conditioning.
 shower: The water is cold, then too hot; the receptionist is going to send someone up to help.
 checking out: He wants to check out late; all the rooms are booked, so this isn't possible. The receptionist can't do anything.
 luggage: He wants to leave his luggage somewhere; there is a room at reception for this.

D  **8.06** | Read the example with the class, then ask Ss to complete the rest of the sentences in pairs. Explain that these are extracts from the conversations they heard in Exs 3A and 3C, so they should try to remember what they heard. Play the recording for Ss to check their answers, then check answers with the class and write them on the board.

EXTRA SUPPORT: TEACHER Note that *I'll* is being taught lexically as part of an offer here, so there is no analysis of it as a future form. It is simply introduced and practised as part of a phrase for offering, and the future use will be taught at A2+ level.

ANSWERS:

- 1** Let, That's
- 2** can, you, kind
- 3** 'll
- 4** about, could, now
- 5** 'll, afraid, do

E The Grammar Bank on page 128 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 128 **GRAMMAR BANK**

This focuses on the form and use of phrases for making requests and offers in a hotel. Read the notes with the class or give them a few minutes to read them alone then ask any questions they have.

- 1** Read the example with the class. Ask Ss to write the rest of the offers using *I'll* and the verb phrases in the box, then check in pairs. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find this type of activity difficult because of the options. In this case, give them two options (a correct one and an incorrect one) for each offer. Ask them to choose the correct option and use it to write a sentence with *I'll*.

ANSWERS:

- 2 I'll bring another one.
- 3 I'll open the window.
- 4 I'll carry it.
- 5 I'll say it again.
- 6 I'll get some.

- 2** Ss complete the conversations alone, then check in pairs. Check answers with the class. When they have finished, put Ss in pairs to practise the conversations, then swap roles and repeat.

ANSWERS:

- | | |
|-----------------|--------------|
| 1 keep | 7 sorry |
| 2 safe | 8 busy |
| 3 send | 9 can |
| 4 kind | 10 like |
| 5 print | 11 apologise |
| 6 boarding pass | 12 sorry |

- 3** Ss write the conversations using the prompts alone, then check in pairs. Check answers with the class. When they have finished, put Ss in pairs to practise the conversation, then swap roles and repeat. If you think they can do it, you could also ask them to change some of the details and respond accordingly.

EXTRA SUPPORT: DYSLEXIA This type of activity can be difficult for dyslexic learners. In this case, give them the whole conversations, but with gaps for key words from the functional phrases.

ANSWERS:

- 1 A: Hello, Room Service. Can I help you?
B: Yes. Could I have a large pizza, please?
A: I'm afraid that's not possible. / I'm afraid that isn't possible.
B: What's the problem?
A: It's two o'clock in the morning.
B: Oh. Could you make me a sandwich?
A: What's your room number?
- 2 A: Hello, Reception. You're speaking to Tina. How can I help?
B: The air conditioning in my room is making a lot of noise.
A: I'm sorry about that. I'll send someone up.
B: That's great. Thank you.
A: Is there anything else?
B: I need to print my boarding pass. Could/Can you help?
A: I can print it here if you like.

PRONUNCIATION**The contraction 'll**

- 4A**  **8.07** | Ss listen and decide which speaker in each pair, a or b, uses the contraction 'll, then check in pairs. Check answers with the class.

ANSWERS:

- 2 a 3 b

 AUDIOSCRIPT 8.07

- 1a I send someone up.
- 1b I'll send someone up.
- 2a I'll connect you with room service.
- 2b I connect you with room service.
- 3a I check.
- 3b I'll check.

- B** Read the example with the class and demonstrate with a stronger student if necessary. Put Ss in pairs to take turns saying the sentences for their partner to guess the order.

FUTURE SKILLS | Social responsibility

- C** Read the Future Skills box with the class then have a brief class discussion about the question. In multicultural classes, elicit the opinions of people from different cultures to compare as a class.

EXTRA: FUTURE SKILLS Put Ss in small groups to share the last time someone apologised to them. Ss then discuss if they think an apology was necessary in this situation and why/why not. If not, ask them to think of another situation when the apology would be more appropriate.

SPEAKING

- 5A** Put Ss in pairs, and give them plenty of time to decide who takes which role and prepare what they're going to say. Monitor and offer help where necessary. When they are ready, Ss practise their conversations. Monitor and make notes on their language use for later class feedback. When they have finished, correct any common errors and/or highlight any examples of good language use as a class.

POSSIBLE ANSWER:

R: Hello, this is reception. How can I help?
 G: This is (name) in room 231. There's no soap in my/the shower.
 R: I'm sorry about that.
 G: And my/the lamp is broken.
 R: I do apologise. I'll send someone up.
 G: Thanks.
 R: Is there anything else?
 G: Yes. Could/Can you book an airport transfer for me? For tomorrow at half past six / six thirty in the morning.
 R: Of course. Right away.
 G: Thank you.
 R: Is that all?
 G: Yes, thanks.
 R: Goodbye.
 G: Goodbye.

- B** Arrange Ss in new pairs to repeat their roleplays, covering up the prompts. It's a good idea for them to swap roles at this stage, too.

EXTRA SUPPORT If your Ss need more support in the initial roleplay, you could ask them to write the conversation first. However, if they do this, make sure they do not write in the coursebook and have them gradually work away from their scripts and just use the prompts. Eventually, they could close their books and try and roleplay the conversation from memory, even if it's not accurate at this stage.

- 6A** Put Ss in new pairs to complete the word webs. Monitor and help with vocabulary where necessary.

- B** Refer Ss to the Vocabulary Bank on page 145.

▶▶ page 145 **VOCABULARY BANK** hotel rooms

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

- 1A** Ss match the words with the pictures alone, then check in pairs. Check answers with the class and ask if they came up with any of them in Ex 6A.

ANSWERS:

1 H 2 G 3 C 4 J 5 L 6 O 7 B 8 D
 9 I 10 K 11 N 12 M 13 F 14 P 15 E 16 A

- B** **VB8.01** | Ask Ss to look at the photos again. Play the recording for them to listen and repeat.

- 2** Put Ss in pairs to do the activity. When they have finished, ask a few Ss which three facilities they chose and find out if others agree.
- 7** This exercise provides practice of both the vocabulary and the functional language combined. Put Ss into A/B pairs and refer them to the relevant pages. Give Ss time to read the instructions for their roles in the two conversations, then ask them to start their roleplays.

TO FINISH

Ask Ss to choose the three phrases they learnt today that are the most useful and that they're most likely to use in the future. Ss then compare in pairs.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶▶ page 161 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶▶ page 200

VB

8D BBC Documentary

Arctic Academy

GRAMMAR | adverbs of manner

SPEAKING | talk about a difficult trip

WRITING | write about a trip

LESSON OVERVIEW

In this lesson, Ss learn adverbs of manner. The context is an extract from a documentary about someone who organises expeditions to the Arctic for teenagers. Ss then do a speaking activity, where they practise describing a difficult trip. The lesson ends with a writing activity, where Ss write a story about a difficult trip.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 2B:** Use your device to share the exercise from your screen. Make sure the annotate function is on. In feedback, ask a different student to highlight the correct answer in each sentence.
- **Ex 4A:** Use an online poll for Ss to answer if each thing is good or bad. Use this to check ideas in Ex 4B.

Additional Materials

For Teachers:

Presentation Tool Lesson 8D

Online Digital Resources

Grammar Bank 8D

Videoscript 8D: BBC Documentary

For Students:

Online Practice 8D

Workbook 8D

TO START

Write the following questions on the board:

- *What's the hottest place you've ever been?*
- *What's the coldest place you've ever been?*
- *What's the most dangerous place you've ever been?*

Share your answers with the class, then put Ss in small groups to discuss the questions.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

1 A Put Ss in pairs to find the items in the box in the photos. Display the photos and ask different Ss to point them out in open class.

B Check understanding of *Arctic*. Tell the class that they're going to watch a clip from a documentary about the people in the photo. Ss read the BBC programme information and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

- 1 Craig Mathieson (Arctic explorer) and Kim (one of the students/teenagers)
- 2 The students are from a Scottish school.
- 3 They are travelling to the Arctic.
- 4 Students' own answers

EXTRA IDEA Ask Ss to find Scotland and the Arctic on a map.

VIEW

2 A ▶ Read the sentences with the class and check understanding. Ss watch the video and put the events in order, then check in pairs. Play the video again if necessary, then check the answer with the class.

ANSWER:

The correct order is d, g, c, f, b, e, a, h.

- B** ▶ Give Ss a minute to read the sentences so they know what to watch for, then play the video again for Ss to choose the correct alternatives. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find it difficult to watch and choose the correct options at the same time. In this case, read the phrases with the class first so they know what to listen for.

ANSWERS:

- | | | |
|-----------|-------------|------------|
| 1 meeting | 2 equipment | 3 everyone |
| 4 camp | 5 walk | 6 family |

- C** Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and have a brief class discussion.

EXTRA IDEA Put Ss in pairs and ask them to roleplay Kim telling a family member about the experience. When they have finished, ask one or two pairs to perform their roleplay for the class.

GRAMMAR

adverbs of manner

- 3A** Read the example with the class and explain that *badly* describes the verb *starting*. Ss find the rest of the adverbs alone, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|--------|----------|----------|
| 2 fast | 3 slowly | 4 safely |
|--------|----------|----------|

- B** The Grammar Bank on page 129 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶▶ page 129 GRAMMAR BANK

This focuses on the form and use of adverbs of manner. Go through the notes with the class and check understanding, especially of the use of modifiers with adverbs.

- 1** Read the example with the class then ask Ss to complete the rest of the sentences alone, then check in pairs. Check answers with the class and refer Ss back to the notes for the spelling rules.

ANSWERS:

- | | | |
|---------------|-----------|---------|
| 2 badly | 3 quickly | 4 hard |
| 5 nicely | 6 busily | 7 well |
| 8 beautifully | 9 noisily | 10 fast |

- 2** Elicit the first answer as an example and check Ss understand that they use the adjective form in one of the gaps and the adverb form in the other. Ask Ss to complete the rest of the sentences alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 angry, angrily
- 2 quietly, quiet
- 3 fast, fast
- 4 different, differently
- 5 good, well

- 3** Elicit the first answer as an example, then ask Ss to correct the rest of the conversations. Check answers with the class. After this, you could put Ss in pairs to practise the conversations, using the correct forms.

EXTRA SUPPORT: DYSLEXIA This is quite a challenging task for dyslexic learners. In this case, tell Ss which lines have errors in them to help them concentrate on those lines only.

ANSWERS:

Only the sentences which have errors are given.

- 1 B: Bye. Have a **safe** journey home.
A: I'm going to drive very **slowly**.
A: I'm not going to drive **quickly**.
- 2 A: I'm really **happy**.
A: I worked very **hard** all weekend to finish the report.
A: My manager says the report is very **good**.
- 3 A: You speak **English very well**.
B: Thank you, but my pronunciation is **bad**.
B: Sometimes. I can understand you **easily**.

- 4** Make sure Ss understand that in two of the sentences both options are correct. Ss choose the correct options to complete the sentences alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 really
- 2 very
- 3 fast
- 4 both are correct
- 5 hungry
- 6 a bit
- 7 well
- 8 both are correct

SPEAKING

talk about a difficult trip

4A Put Ss in pairs to discuss the question. While they are speaking, write the things on the board. When they have finished, elicit Ss' ideas and have a brief class discussion.

B  **08.08** | Ss listen and check their ideas. When they have finished, refer back to the list on the board to see how many they guessed correctly.

ANSWERS:

good: other hikers/walkers, the scenery
bad: new walking shoes, the rain, the tent

AUDIOSCRIPT 8.08

A few years ago I went on a group holiday to New Zealand. It was a walking holiday on the Milford Track, one of the most beautiful walks in the world. It's over 50 kilometres and goes through old forests and over a high mountain. In **good** weather, it's not a very difficult walk.

First, the good things: I was with a small group of very friendly people from all over the world. Sometimes we walked and talked together and sometimes I walked alone. The walk really is beautiful and it's quite easy. We were lucky and had good weather for the first two days. The best thing was the scenery – the views were amazing.

I had some problems, though. My walking shoes were new – big mistake. After the first day my feet really hurt. Then on the third day it rained, and my rain jacket wasn't good. It was cheap and I got very wet. And the tent wasn't very comfortable. I never sleep well in tents, so I always felt tired the next day.

In the end, I enjoyed the experience. I have amazing memories of the beautiful scenery and the people. I'd love to do it again.

EXTRA IDEA There are a number of videos of the Milford Track online. You could show a short extract or point Ss towards these to watch at home.

C Give Ss a minute to read the Key phrases, then play the recording again for Ss to tick the phrases they hear. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You could read the Key phrases with the class before playing the recording to help Ss with dyslexia identify what they should listen for.

ANSWERS:

All the phrases except 'The worst thing was the weather.'

5A Give Ss plenty of time to think about their trips and make notes. If they haven't been on any difficult trips, they can invent the details. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

EXTRA IDEA: DIGITAL Ss could practise telling their stories first and record themselves, then listen back and decide if they want to make any changes before they share their story with their partner in Ex 5B.

B Put Ss in pairs to share their stories. Encourage them to use the Key phrases and adverbs of manner where possible.

C Put Ss in groups to tell their stories again. When they have finished, ask a few Ss which trip they think was the most difficult and why.

WRITING

write about a trip

6A You may want to preteach or check *hostel* and *sunburn* first. Ss read the story and answer the question alone, then check in pairs. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA The amount of text to read here may pose a challenge for Ss with dyslexia. You could read the text aloud with the class or task individual Ss to read out parts in turn for the rest of the class to follow.

ANSWER:

He only brought a small bottle of water, which he drank quickly.
He didn't bring a hat (to protect him from the sun).

B Ss read the story again and answer the questions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: TEACHER If Ss choose *well* in the last paragraph as an example, point out that it's not an adverb of manner here, it's an adjective which means *not ill*. Also, *usually* in the first paragraph is an adverb, but of frequency rather than manner.

ANSWERS:

- 1 four
- 2 paragraph 1: introduction, paragraph 2: good things, paragraph 3: problems, paragraph 4: ending/conclusion
- 3 slowly, quickly

- C** Tell Ss they can write the same story as they told in Ex 5 or think of a different one. Read the instructions with the class, noting how the model in Ex 6A is structured, and elicit or remind them of the structure they used when talking about their trips in Ex 5 (i.e. the good points first, followed by the bad ones). Then ask Ss to write their stories. You should expect them to write 80–100 words. While they are writing, monitor and offer help where necessary.
- D** Ss swap stories with other Ss. You could either put them in groups or display their writing around the classroom and ask Ss to walk around and read them. When they have finished, ask a few Ss who they think learnt the most from their trip.

EXTRA IDEA: DIGITAL Ask Ss to write their descriptions in an online collaborative document, then share it with other Ss to read.

TO FINISH

Put Ss in pairs to plan a difficult trip for the future. Ask them to think about where they'll go, what they'll need and why they think it will be difficult.

8 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 2B, 3A and 4A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed and Ss play the game.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Put Ss in breakout rooms in pairs to ask and answer the questions. They will need to answer simply 'yes' or 'no'.
- **Ex 2C:** Ask Ss to type their answers into a collaborative document so they can read each other's to-do lists.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 8 (Grammar: superlative adjectives, *be going to*, adverbs of manner; Vocabulary: describing places, travel activities, hotel language and hotel rooms; How to ... make requests and offers in a hotel). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

- 1 A** Elicit the first answer as an example. Ss complete the sentences alone, then check in pairs. Check answers with the class and write the answers on the board.

ANSWERS:

- 1 the tallest
- 2 the longest
- 3 the easiest
- 4 the most difficult
- 5 the furthest/farthest
- 6 the hottest
- 7 the most interesting
- 8 the best

- B** Read the example with the class, then ask Ss to ask and answer the questions. Monitor and check Ss are forming the questions correctly as you monitor, and make sure Ss make a note of their answers.

- C** Ask Ss to discuss the answers to their questions in groups. When they have finished, nominate a student from each group to share something interesting they found out from their classmates.

- 2 A** Read the example with the class and highlight the use of *be going to*, then ask Ss to write the rest of the sentences alone, then check in pairs. Check answers with the class.

ANSWERS:

He's going to order a cake for a birthday party at the baker's.

He's going to find an interesting book to read at the library.

He's going to get 200 euros at/from the ATM.

He's going to send a package at the post office.

He's going to meet Sam and Helen at a café.

He's going to buy a new battery for his phone at the electronics shop.

- B** Demonstrate by sharing some of your own plans with the class. Write them on the board as a list, e.g.
Supermarket – buy food
Town centre – meet friends
 Then explain your plans, e.g. 'This week I'm going to buy food at the supermarket, then I'm going to meet some friends in the town centre.' Ss then write their lists individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

EXTRA IDEA You could give Ss sticky notes so that they can't write too much for their lists. (This would also add variety and make the activity more colourful.)

- C** Read the example with the class, then put Ss in pairs to ask and answer their questions. In feedback, ask a few Ss to share their plans with the class.

VOCABULARY

- 3 A** Make sure Ss understand there are two extra words. Ss complete the phrases individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To help Ss read the options, write them in a list on the board or provide them as a well-spaced list on a handout.

ANSWERS:

- | | |
|----------|--------------------|
| 1 pool | 5 air conditioning |
| 2 gift | 6 coast |
| 3 double | 7 middle |
| 4 twin | 8 ocean |

B  **R8.01** | Play the recording for Ss to listen and write the numbers of four suitable places from Ex 3A for each speaker. Play the recording again if necessary. Don't check the answers yet.

AUDIOSCRIPT R8.01

Ben

I'm planning a trip for me and my wife. We love the ocean, we love sitting and looking at the water. We hate being too hot, and it's often very hot in summer in some hotels.

Sally

My sister Denise and I are going to take a trip together. We love being in nature, with trees all around us, and we enjoy doing all types of exercise. Also, we need to buy presents for our families.

C Put Ss in pairs to compare their ideas and encourage them to give reasons for their answers. Then check answers to both Exs 3B and 3C with the class.

EX 3B ANSWERS:

Ben: 3, 5, 6, 8

Sally: 1, 2, 4, 7

EX 3C POSSIBLE ANSWERS:

Ben and his wife should stay in a place on the coast, near the ocean, in a double room with air conditioning.

Sally and her sister should stay in the middle of a forest, in a twin room in a hotel with a swimming pool and a gift shop.

4A Ss complete the text individually, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find this exercise difficult, because of the distance between the gaps and the options. In this case, break the text up into two parts and place the relevant options under each part.

B  **R8.02** | Play the recording for Ss to listen and check their answers, then check answers with the class.

ANSWERS:

1 A 2 C 3 B 4 B 5 A 6 C 7 C 8 B
9 A 10 B

EXTRA IDEA Follow Ex 4 up by asking Ss whether they would like to travel this way.

TO FINISH

Put Ss in pairs to discuss their dream holiday, including destination, activities, accommodation and transport.

SPEAKOUT GAME

The Speakout Game has great potential for exploitation, depending on your group and how much time you would like to spend on it. There are instructions on the board and Ss are likely to be familiar with board games. Put Ss in groups. Each group will need a dice and counters. Simply playing the game will result in lots of speaking and interaction. However, you can get more out of the game in a number of ways:

- Teach the useful phrases given in **B**. Ask Ss when they would use each one. Alternatively, check understanding by asking: 'What do you say when you don't know whose turn it is?', 'What do you say when you don't understand a word?', etc.
- Check Ss understand the instructions in **B**. You can do this by asking: 'I'm on square 9 and I complete the task. Where do I go?' or 'I'm on square 9 and I don't complete the task. Where do I go?', etc.
- Check Ss understand the colour 'codes', as each of the four colours suggests a different instruction. You can do this by asking: 'I'm on square 4. What do I do or say?', etc. You could also demonstrate the whole first row with the class, to make sure everyone understands what to do once they're in groups.

Monitor Ss playing the game and collect examples of both good use of language and errors for review afterwards. Consider the class atmosphere, keeping in mind that this is the end of the course.

TO FINISH

Ask Ss what the most interesting thing they heard was while they were playing the game.

UNIT 1

Opener: BBC Vlogs

- 1 Hi, I'm Jo, I'm British and I live in London. Um, I'm a researcher, by day, and my favourite colour is purple, and my favourite day of the week is Saturday.
- 2 Hi my name is Vicky and I live in Beijing. I work for the BBC studios.
- 3 A: Hi, I'm Martha.
B: Hi, I'm Joe, and we're brother and sister.
A: We're both uni students. I study Law.
B: I study French and History.
A: My favourite day of the week is Friday.
B: And my favourite day of the week is Sunday.
- 4 Hello, I'm Chad Anderson. I'm a photographer and photo-journalist from Bridgeport, Connecticut in the United States of America.
- 5 Hi, I'm Sarah, I come from London, but now I live near Cambridge. My favourite day of the week is Friday, and my favourite colour is red.
- 6 Hello, my name is João. I'm Portuguese, and I live in Cascais, Portugal. Er, my favourite colour is blue, and my favourite day of the week, it's Friday, and it's today!

1D: BBC Street Interviews Exs 3A and 3C

- Mon Zer: Er, my name is Mon Zer. I'm from Canada and I work for an engineering company.
- Stephanie: Er, I'm from Melbourne, Australia.
- Serge: I'm from Paris in France.
- Rob: Hi I'm Rob. I'm a journalist and I'm from Wimbledon.
- Rose: My name is Rose. I live in Birmingham and I'm originally from London.
- Jackson: My name is Jackson. I live in London and I study film at university.
- Marcello: So, my name is Marcello. I'm from the United States and currently I'm a student.

Exs 4A and 4B

- Katy: I have quite a small family. Er, I have a sister. My sister's name is Sarah and she lives in Hamburg in Germany.
- Mon Zer: Yeah, I er, I have two brothers and one sister. Er, my brothers are currently in university, and my sister is married with two kids.
- Serge: So, I have two sisters. One is Celine. One is Aurélie. My mum's name is Martine and my dad's name is Daniel.
- Rob: I'm married and my wife's name is Rachel.
- Rose: I'm married. I have two children. I also have nine brothers and sisters.
- Jackson: I have a brother called Zane and a sister called Leila, and my parents' names are Cory and Nadia.
- Marcello: So, I have one sister who... and her name is Ilaria, and my parents' names are Daniel and Monica.

UNIT 2

Opener: BBC Vlogs

- 1 Well, I like most foods, but my favourite foods are cheese, pasta and chocolate. Definitely chocolate.
- 2 I really like butter on my toast. Um, I don't like blue cheese, and I hate chillies.
- 3 So, I like strawberries. I also like cheese. I like watermelon. I don't like olives, and I hate meat.
- 4 I like to eat chocolate, tomatoes and rice. I don't like fish, and I hate mushrooms.
- 5 I love bananas, chocolate and ice cream, but I do not like eggs and celery.
- 6 Do you know what I love? Avocados. They're so delicious. Specially on toast. You know what I also love? Is a good cup of coffee.

2D: BBC Documentary Exs 2A and 2B

N = Narrator W = Winfred

- N: It's the end of summer at the Okanogan County Fair in the United States. People are relaxing.
But not this man. Oliver Pakootas has a big race. It's the Indian Relay.
In the Indian Relay, the riders race around the track three times. And each time they change horses. This race is a tradition for American Indians. And only one rider can win.
- W: Keep him going, keep him going. Push him on and make him work. Make him work. That's pretty good, huh?
- N: Oliver spends months preparing for the race. He has a team to help him. They're all family. There's Oliver's brother Winfred, ... his father, John, and his wife's father, Kerry. Oliver's the rider.
The horses are also part of the family. Oliver and his team enjoy being together, and they love working with their horses and their horses love them.
Oliver likes riding his horses in the mountains. It's just Oliver, the horse and the mountains.
For Oliver and his family, the Indian Relay isn't only a race, it's a way of life.
Now it's the day of the big race. Oliver rides horse number one to the starting line. John and Kerry follow Oliver. They have horse number two and horse number three. The race is starting and Oliver's ready.
For three minutes, all Oliver thinks of is the race and the horses.
Oliver wins the race. Maybe now he can relax and enjoy the end of summer.

UNIT 3

Opener: BBC Vlogs

- 1 Yes, sometimes my parents or my friends come to visit me. And, er, we don't have a guest room in our house. Er, we have a sofa, so when they come they can sleep here.
- 2 I love having friends around. We do have a lot of space in our place, and it's great to share it with others.
- 3 Yes, we often have friends come and stay with us. We have a large house with a garden and lots of spare beds. We love having friends over.
- 4 I love having visitors and they often stay with me, but at this moment I don't have much space because I live in a small apartment.
- 5 Yes, we do have visitors quite frequently. We don't have an extra room, erm, but they sleep on the sofa.
- 6 I never have people to stay over. I'm a student, a university student, and I live with five other students, so the bathroom and the kitchen are always messy. And anyway, my, my room's really small, as you can see.

3D: BBC Street Interviews Exs 2A and 2C

- Mark: I live in a four-bedroom house. It has a lounge, a big kitchen, four bedrooms and three bathrooms.
- Isabelle: Erm, I live in a four-bedroom house, so for all my family members. Er, we've got a kitchen on the ground floor, a living room, erm, and two bathrooms.
- Helen: I live in a house and it has four bedrooms, and one bathroom, and a kitchen and one living and dining area, with a garden at the front and the back.
- Elliot: So my home has a big living room, we have three bedrooms – one for my sister, one for me and one for my parents – and we also have two bathrooms.
- Stuart: Er, I live in a flat. It's a one-bedroom flat, with a bathroom, a kitchen and a small living room.
- Lily: I live in an apartment in South West London. It has two bedrooms, two bathrooms, one living room and a kitchen.
- Gusy: So, I live in a three-bedroom flat. It has a nice living room, big kitchen and a spacious garden.

Exs 3A and 3B

- Mark: There are lots of open spaces. There's a forest nearby and there's a park also.
- Isabelle: OK, the area where I live is, is very nice. Er, there's a park close by and a lot of nice, er, social areas, so restaurants and cafés and stores.
- Helen: It's a very quiet road. There isn't very much traffic and our neighbours are very friendly.
- Lily: I like it because it's a very calm area. There are a lot of parks – areas that you can walk in – and everyone is very friendly.
- Gusy: It is very quiet and there are lots of shops around my area.

UNIT 4

Opener: BBC Vlogs

- 1 Um, I really enjoy quizzes. I don't like doing them on my own, but I enjoy being part of a team.
- 2 No, I'm really bad at quizzes, I don't enjoy them. I'm not good at remembering facts or dates.
- 3 I absolutely love quizzes. I'm interested in a lot of things, so I really enjoy learning new facts.
- 4 Um, I like doing quizzes with friends on things like 80s pop music and films, but I'm, I'm not very good at them, I never win.
- 5 I do not like quizzes. I am terrible at them.
- 6 Erm, I'm not very good at doing quizzes, particularly questions about celebrities or music, but I'm very good at Sudokus.
- 7 Yes, I really like doing quizzes. My favourite questions are sport and music.
- 8 I often do quizzes with family and friends. I can answer questions about celebrities and music, but I can't answer questions about flags and places. I hate them!

4D: BBC Documentary Exs 3A and 3B

N = Narrator

- N: It's spring in Japan, sakura time.
- There are one million cherry trees in Japan. One morning, the sun comes up and their blossoms begin to open.
- Sakura season starts in January in the south. In the north it's still winter.
- From January to May, a pink wave of colour travels from south to north, over 3,000 kilometres.
- For Japanese people, sakura season is a very special time of year. It's a good time to visit Japan, and to enjoy being under the trees.
- So, when is the best time to visit? In Japan there are two important forecasts. One is the weather forecast and the other is the cherry blossom forecast. But a forecast can't be perfect. So, when you visit Japan in the spring, you should stay for a week ... or two.
- At this time families and friends often come together and have picnics in the parks. Groups of businesspeople meet ... and some women wear traditional clothes.
- Sakura season is big business. Everywhere there are sakura souvenirs, and sakura food and drink. People buy cherry blossom tea, cherry blossom cakes and cherry blossom sweets. Inside this one, there's sweet, sticky rice. It comes in a beautiful box. And everything is pink.
- The parks are often very crowded. You shouldn't start the day too late. Go out early, and find a good place to sit and enjoy the blossoms.
- In the evenings, the celebrations continue, but when the sun goes down it's often cool. So you should bring some warm clothes.
- The sakura season is short. The blossoms open, and then, about a week later, they begin to fall. Sakura time is over ... Until next year.

UNIT 5

Opener: BBC Vlogs

- 1 When I was about ten my favourite food was white chocolate.
- 2 When I was a child my favourite music was any from Elvis Presley. Actually, it still is.
- 3 When I was young my favourite place was the park. We didn't have a big garden at home so it meant I could run around with my friends.
- 4 When I was young my favourite thing was my bike or my roller skates. I loved cycling and I loved skating.
- 5 My favourite food when I was a child was chocolate ice cream. I wanted to eat chocolate ice cream every day. It wasn't possible, but I loved to eat it when I could.
- 6 When I was about five, I ate chocolate for the first time. It was so good that I ate it for breakfast, lunch and dinner.
- 7 When I was six my favourite thing was a puzzle with all the flags of the world on it. I loved that puzzle.
- 8 When I was younger, my favourite place was the local swimming pool.
- 9 My favourite thing was my teddy Marmite. My parents gave him to me on my eighth birthday. I'm at university now, and so is Marmite.

5D: BBC Street Interviews Exs 2A and 2C

- Marcello: Saturday was good. Sunday was also good.
- Mark: My weekend was great.
- Gusy: My weekend was very nice.
- Katy: It was quite good.
- Natalia: Um, my Saturday was quite good, I enjoyed it. And my Sunday was quite boring.
- Gregor: Er, my weekend was very good, thank you.
- Mon Zer: My weekend was boring.
- Abi: My weekend was good. Saturday was fun. Sunday was a bit boring.

Exs 3A and 3C

- Marcello: So, on Saturday I went for a run in the park. And on Sunday I watched a movie.
- Mark: I spent time with my family and my two children.
- Gusy: I went for a walk around the Clapham area. It was very nice, a bit crowded but good.
- Stephanie: My weekend was good. I played with my dog. I took my dog for a walk and went to the shop.
- Natalia: On Saturday I went to a museum and on Sunday I met up with a friend.
- Gregor: I stayed at my friend's home and I watched movies.
- Mon Zer: I worked and, er, watched TV shows.
- Abi: On Saturday I went dancing. On Sunday I had work.

UNIT 6

Opener: BBC Vlogs

- 1 I live in a very small town. There are a few cafés, a few bookshops, a few restaurants. I like spending my time walking around the bookshops, erm, and going to the restaurants and to the cinema.
- 2 I go to a café and find a table out on the pavement and have a coffee and watch people walk by doing their shopping, meeting with friends or working. I just enjoy watching the world go by.
- 3 There's a park near my home in Shinjuku. It has beautiful grass and flowers and plants you can see year round.
- 4 When I'm in town I like to go to the cinema. I love watching films, and I also work at a cinema.
- 5 In town, I spend a lot of time in supermarkets because I absolutely love buying food. Um, on Fridays I spend a lot of time sitting at the bus stop because I catch a bus to work on a Friday.
- 6 When I'm in town I like going to the park and er sometimes, er, I go to have a tea with a friend and sometimes in the evening we go to the cinema.

6D: BBC Documentary Exs 2B and 2C

N = Narrator

N: Cities. All over the world, cities are growing bigger and bigger, as more and more people move in. But it's not only people. Animals, too, are moving out of nature and into the cities. Cities are now nature's new wild.

This female African penguin lives in a garden near the city of Cape Town, South Africa. Her partner is away. This morning he went fishing. She's waiting for him to come back.

He's starting his journey from the ocean, back to his partner in the garden. It's a long journey.

Tourists love the penguins.

The penguins have a long way to go. And it's safer to travel together.

Here in the streets, there's something very dangerous – cars!

The penguins travel on the roads, but there's a problem: too many cars!

Some penguins are staying on the road. Others are going under a lorry. This penguin's going into a house ... He's lost.

And here's the female penguin, still waiting for her partner. He's taking a long time!

African penguins choose one partner for life. And these penguins want to get back to theirs. But they need to wait.

Night comes. The penguins are continuing their journey back home.

Penguins can see very well at night. The problem is, drivers can't always see them. Up to thirty penguins die each year on the roads here.

Finally, past a garden gate, into the garden, and he's home ... at last!

UNIT 7

Opener: BBC Vlogs

- 1 Well, I really like the job I have but in the future I would like to be a restaurant owner, um, a restaurant on a lovely beach somewhere, not in London.
- 2 When I was younger, I really wanted to be a spy, but now I think I probably want to be a teacher or a university lecturer.
- 3 I'd love to be a photographer. I really love art and I really love taking pictures. It would be perfect.
- 4 The job I would really like to do is in advertising, because I really like writing and design.
- 5 I'd like to be a Chinese translator. I love learning Chinese language. I enjoy speaking Chinese with other people.
- 6 I would like to be a carpenter, maybe a carpenter who makes very nice furniture. I like to make things with my hands and I like to be creative, so it would be perfect.
- 7 I'd like to be a teacher, maybe an art teacher. I like art and I like children. Perfect.

7D: BBC Street Interviews Exs 2A and 2C

Shannon: So, I'm a student and I'm studying English.

Rob: I work for a magazine as a designer. Erm, I enjoy it because it's, er, creative.

Rose: I own a company that makes shampoo and conditioners.

Hashil: Um, I'm studying finance and accounting. Erm, I love working with numbers.

Gregor: I study literature and I really enjoy it because I can read many books.

Abi: I'm a student. I study Geography and I like learning about the world.

Exs 3A and 3C

Shannon: Er ... I would like to learn [a] language like Spanish and, er, maybe Arabic because I think it's really important for the future and yeah.

Rob: I am currently trying to learn [the] guitar, erm, as a hobby. And I've also started painting, recently.

Rose: Ooh. That's a good question. I'd like to learn a foreign language, um, maybe Spanish or French.

Hashil: Erm, I would like to learn more about photography because I love exploring the nature.

Gregor: Yeah, er, I would love to learn Italian because I think it's a magnificent language.

Abi: Erm, I plan to do a course in music production because I'm interested in sharing music.

UNIT 8

Opener: BBC Vlogs

- 1 I would most like to visit, probably, Tokyo because I love Japanese art, food and culture.
- 2 I'd love to visit Costa Rica in South America, because from the pictures I've seen it looks beautiful, and I'd like to visit the wildlife.
- 3 I'd love to visit Argentina because you can enjoy the beach, the mountains and most importantly the penguins.
- 4 If I had one place to visit, I would like to visit the pyramids.
- 5 I really like travelling and there are a lot of places that I would love to visit, but my dream destination is probably Australia.
- 6 I'd love to go to Chile, because I'd love to walk up the Andes, do some mountain climbing and see some different scenery to Britain.
- 7 I don't need to go anywhere, I already live in the place I would most like to visit, Sintra in Portugal. Um, it's so beautiful, there's so many old buildings, castles, the views are wonderful and there's many beautiful cafés, and it's only five kilometres from the sea.

8D: BBC Documentary

N = Narrator K = Kim C = Craig

N: Last week on Arctic Academy, the teenagers finished their training and made the long journey to the Arctic.

This week, the teenagers are continuing their journey.

Today is their first morning in the Arctic. The teenagers are waking up.

For one of them, Kim, the day is starting badly. She's tired, and she wants to go home.

The teenagers are having a group meeting with their leader Craig Mathieson.

C: So this morning we're going to go around, around that corner over there.

N: Kim's listening but she isn't looking happy.

Today the group is going to ski to the next camp. It's a difficult journey of eight kilometres, and it's going to take them eight hours.

They can't go very fast. Each person is pulling 45 kilograms of equipment behind them.

After one hour into the journey, Kim's having problems.

One member of the group, Matthew, is trying to help.

But Kim isn't happy.

K: I wanna go home.

C: You do?

N: Craig needs to think about everyone in the group. They can't stop for just one person.

The teenagers are working in pairs. It's very hard work for everyone.

Adam's working with Kim. He's helping her.

After eight hours, they finally arrive at their next camp.

Tomorrow they're going to the top of the mountain.

The next day is cloudy and cold. The group has one goal today: to get to the top of the mountain.

It's really difficult to walk in the snow. This is a test for everyone in the group. They climb slowly.

After three hours, the group finally reaches the top ... and the view is amazing!

Now they can ski back down the mountain. This is much easier and a lot more fun!

Kim is like a new person. She's enjoying the experience, and she's got an amazing story to tell her family when she gets home.

K: The best thing to do is just enjoy it. Um ... I'll have like this amazing story to go home and like tell my family.

N: And at the end of the day, the group goes back to the camp. They arrive safely, tired but happy.

1C Making plans

SPEAKING OUTPUT | a group discussion

GOAL | make a free-time plan together

MEDIATION SKILL | asking questions to make a plan

CEFR mediation descriptor: Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to make a social plan together, asking questions in order to find out what everyone wants to do and to work out the details of the plan.

WARM-UP

1 A Put Ss in pairs to discuss the questions.

B Conduct feedback as a class then make a list on the board of the places they mention. This may be useful vocabulary in the Mediate phase.

PREPARE

2 Put Ss in pairs or groups, the latter especially if they all come from the same town. Ask Ss to read the Scenario briefly and respond to the question. Make sure they don't attempt the task in the Scenario yet.

3 Ask Ss to read the Mediation Skill box and answer the question. You may want to demonstrate the concept with the class, asking different Ss how they are feeling and inviting other Ss to say what a good activity would be for them.

4A The aim of Exs 4A and 4B is to provide Ss with a reminder of the type of questions and suggestions they covered in Lesson 1C and to give them some time to think about appropriate responses.

ANSWERS:

1 e **2** a **3** b **4** c **5** d

B Put Ss in pairs and ask them to think of alternative responses to the questions in Ex 4A.

POSSIBLE ANSWERS:

- 1** OK. / I'm fine. / Not bad. / All right.
- 2** 5 o'clock? / What about 5 o'clock?
- 3** Yes, I do. / Yes, I love it. / No, I hate it. / It's OK.
- 4** Great! / Nice idea. / I don't like movies. / OK.
- 5** What about the cinema? / OK, no problem. / The park – good idea.

5 The aim of this activity is to allow Ss to personalise the final task. Ask Ss to think about the questions and make brief notes individually, but discourage any discussion between Ss here, as it may pre-empt the final task.

MEDIATE

6 Read through the Scenario with the class again. Put Ss in small groups and ask them to make a plan together, encouraging them to make sure they get to do something they want to do. Monitor and note down examples of Ss asking questions to different members of their group. Conduct feedback.

7 Ask Ss to feed back to the class giving details of the plan and any reasons they can provide.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner asks relevant questions about times, activities and places
- learner gives information about their own preferences for time, activities and places
- learner can synthesise information from various parties and make appropriate suggestions

The following examples show the kind of student output that can be expected.

Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

A: How are you today?
B: I'm OK.
A: And Linda, how are you?
C: I'm fine, thanks.
A: Are you free this afternoon?
B: Yes, I am.
C: Yes, let's do something.
A: OK. Shall we have coffee?
B: Yes, good idea.
C: What time?
B: 5 o'clock.

Teacher's comments

Student B understands the questions and gives short responses that make sense but they don't try to find out anything about what their partners want nor do they try to synthesise the information that the other people give in order to make a suggestion.

Marks: 2/5

EXAMPLE OUTPUT B

A: How are things?
B: I'm all right. How are you?
A: I'm OK. Tired.
B: And Anne, how are you?
C: I'm OK, thanks, Rodri.
B: Shall we go to the café today?
A: Hmm, can we go to the park?
B: Good idea. Is the park OK for you, Anne?
C: Yes, I like the park.
B: OK. What time?
C: Three o'clock?
A: Three is OK for me.
B: Great. See you later.

Teacher's comments

Student B asks questions to help the group make a plan and also gives clear responses when asked about their own preferences. They are proactive in making suggestions and responsive to other people's wants and wishes.

Marks: 5/5

2C Pizza problem

WRITING OUTPUT | a message to a friend

GOAL | help someone understand a pizza menu

MEDIATION SKILL | selecting relevant information

CEFR mediation descriptor: Can list specific information contained in simple texts on everyday subjects of immediate interest or need.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to recommend food to a friend based on their requirements, providing relevant information and avoiding unnecessary detail which might cause confusion.

WARM-UP

- 1 Put Ss in pairs to discuss the questions. For question 3, you may want to model the activity with the class by doing it with a stronger student and using the sample dialogue to show Ss a simple way to have the conversation.

PREPARE

- 2 Ask Ss to read the Scenario briefly and decide if the statements are true or false.

ANSWERS:

1 T 2 F 3 F

- 3 Ask Ss to look at the pictures and read the details about the pizzas before answering the question. Check Ss understand the reasons for their answer.

ANSWER:

Primavera (for the friend as it has vegetables and mushrooms) and Hot Spring (for Guy as it only has vegetables, but it doesn't have mushrooms).

- 4 Ask Ss to read the Mediation Skill box and discuss the questions as a class.

ANSWERS:

The information that Guy needs is:

- the names of the pizzas – necessary to order the pizza
- why the pizzas are good for them – to give Guy a simple justification for the choices

He doesn't need the other information, such as prices and full ingredients lists.

MEDIATE

- 5 Ask Ss to write a short reply to Guy, using their responses to the questions in Exs 3 and 4. If you feel it's necessary, provide Ss with some support on how they can begin their reply by providing a model or asking Ss how they might start their reply.
- 6 Put Ss in pairs. Ask them to exchange their answers with a partner and comment on their partner's response to Guy, saying whether Guy would have all the information he needs and whether any of the information given is not necessary.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner gives clear and useful information to Guy
- learner is capable of giving a rationale for their pizza choices in limited language
- learner avoids details which Guy does not require to make a decision

The following examples show the kind of student output that can be expected.

Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

Hi Guy! The Hot Spring pizza is good for you because you like vegetables but you don't like mushrooms. The Primavera pizza is good for your friend because your friend wants vegetables and mushrooms are OK for him.

Teacher's comments

The message gives Guy the correct information he needs and doesn't overwhelm him with unnecessary detail.

Marks: 5/5

EXAMPLE OUTPUT B

Hi Guy! The Hot Spring pizza is good for you because there are olives, green pepper, herbs and chillies. It's £10. The Primavera pizza is good for your friend because there are red peppers, olives and mushrooms. It's £11.50.

Teacher's comments

The information given is correct and a rationale for the pizzas selected is offered, but the writer includes details that are not necessary (ingredients and prices).

Marks: 3/5

3C Cultural advice

WRITING OUTPUT | a reply to an email

GOAL | give advice to a friend about your country

MEDIATION SKILL | describing your culture

CEFR mediation descriptor: Can contribute to an intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting his/her limited repertoire to express agreement, to invite, to thank, etc.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to give advice about their culture to someone visiting their country, using adverbs of frequency.

WARM-UP

- 1 Put Ss in pairs to discuss the questions. Conduct feedback as a class.

PREPARE

- 2 Ask Ss to read the Scenario briefly and elicit some further questions.

POSSIBLE ANSWERS:

What do people usually drink?
Do people bring their children?
Do guests offer to help?
Is there anything I shouldn't talk about?
What should I wear?

- 3 Ask Ss to read the Mediation Skill box and answer the question. Encourage Ss to refer to Lesson 2B if necessary.

POSSIBLE ANSWERS:

hardly ever, often, usually

- 4A Write the first sentence on the board and ask Ss if they think it's true for people in their country/countries. If not, ask them which adverb would be better and put it into the sentence in place of *often*. Ss complete the rest of the activity by themselves.
- B Put Ss in pairs to compare their answers to Ex 4A. Allow them to discuss differences in their answers, but avoid doing whole-class feedback at this point as this might pre-empt Ex 6.

MEDIATE

- 5 Ask Ss to look at the questions in the Scenario again and then write responses to them. Encourage them to use appropriate adverbs of frequency. Monitor and make notes of correct and incorrect adverb usage for feedback.
- 6 Put Ss in pairs to read their partner's responses to Kelly's questions. Then conduct class feedback, and ask Ss to tell the class if there are differences between their responses to the questions and where possible, discuss the reasons for the differences.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner responds to all the questions
- learner responds with relevant information
- learner uses adverbs of frequency to describe typical behaviour in their country

The following examples show the kind of student output that can be expected.

Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

Hi Kelly,

I'm so happy you like life here! So, you have a dinner at your manager's house? Here's my advice.

Go to your manager's house at seven o'clock, but don't take flowers because they are expensive.

Pizza is very nice for dinner, especially Margarita! Don't talk about football at dinner. I think football is very boring. Dinner always finishes at 10 p.m.

Have a great time!

Teacher's comments

The student touches on relevant topics, but most of the advice they offer is either something they couldn't possibly know in such detail, e.g. 'Go to your manager's house at seven o'clock.' or based on their own preferences rather than general ones, e.g. 'Don't talk about football at dinner. I think football is very boring.'

Marks: 2/5

EXAMPLE OUTPUT B

Hi Kelly,

I'm so happy you like life here! So, you have a dinner at your manager's house? Here's my advice.

We always arrive on time at somebody's house and we usually bring food or small gifts. At dinner, people often talk about TV programmes or their hobbies. We usually finish dinner very late, sometimes at 11 p.m!

Have a great time.

Teacher's comments

The student describes general behaviour well using adverbs of frequency and answers most of Kelly's questions, omitting to mention only what food is usually eaten.

Marks: 4/5

4C Party clothes

SPEAKING OUTPUT | a phone conversation

GOAL | buy something for a friend

MEDIATION SKILL | checking details

CEFR mediation descriptor: Can invite others' contributions to very simple tasks using short, simple phrases prepared in advance. Can indicate that he/she understands and ask whether others understand.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to facilitate a friend in buying clothing, relaying information to them and checking whether certain details are OK.

WARM-UP

- 1 Ask Ss to read the statements and think about whether they are true for them or not. Use the model answer to help give Ss an idea of how they can explain their answers to a partner. Put Ss in pairs and ask them to explain their answers to their partner.

PREPARE

- 2 Ask Ss to read the Scenario briefly and answer the question.

ANSWER:

Ash needs some clothes for a party, but she hasn't got time to go to the shops.

- 3  **MB4.01** | Ask Ss to listen to the conversation and identify the item which the person buys for Ash.

ANSWER:

B

AUDIOSCRIPT MB4.01

F = Friend A = Ash SA = Shop assistant

- F: Hi, Ash, can you hear me?
 A: Hi, are you in the shop?
 F: Yes, I'm here, with the shop assistant. One second, Ash.
 A: OK.
 F: Excuse me, have you got any black T-shirts? In a medium size?
 SA: One second ... No, I'm sorry, we haven't at the moment. In a medium we have ... blue, white and green.
 F: OK, thanks. ... Ash? They haven't got a black T-shirt in a medium, but they've got blue, white or green. Is blue OK?
 A: Hmm, blue is OK, I guess. Yes, blue.
 F: OK. ... Hi, sorry – my friend wants the blue one.
 SA: Not a problem. Here you go.
 F: And have you got any white jeans, size twenty-eight?
 SA: Size twenty-eight. Yes, we have, here you are.
 F: Um, Ash? They've got white jeans in a size twenty-eight, but they're £100. Do you want them?
 A: Wow, no, that's too much. My old blue jeans are fine.
 F: OK, talk to you later Ash, bye! ... Thanks for your help.
 SA: You're welcome.

- 4  **MB4.01** | Ask Ss to read the Mediation Skill box and then play the recording again, encouraging them to tick the sentences they hear.

ANSWERS:

They haven't got a black T-shirt in a medium, but they've got blue, white or green.

They've got white jeans in a size twenty-eight, but they're £100. Do you want them?

MEDIATE

- 5 Put Ss in groups of three and assign them a role. Ask Student B and Student C to read the Scenario again to remind themselves of what clothes Ash wants. Ask Student A to decide what colours and sizes they have in their shop and to make notes in the table. While Ss do the roleplay, monitor, making notes of how they attempt to employ the target language from the Mediation Skill box.
- 6 Ask Ss to repeat the conversation with different roles so each student has a chance to mediate. Conduct class feedback.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can ask for relevant information
- learner can give information to a third party
- learner can use *but* to contrast information
- learner can check whether someone is happy with something

The following examples show the kind of student output that can be expected.
Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

B: Hi, Ash, can you hear me?
C: Hi, yes I can.
B: I'm in the shop now. ... Excuse me, have you got any black T-shirts? In a medium size?
A: One second ... Yes, we have.
B: How much are they?
A: They're £25.
B: OK thanks. ... Ash, they've got black T-shirts, but they're £25. Is that OK?
C: Hmm, yes, that's OK.
B: Great.
C: Have they got white jeans?
B: One second. ... Sorry, and have you got white jeans, size 28?
A: Size 28. Yes, we have, here you are. They're £50.
B: OK. ... Ash? They've got white jeans in a size 28. They're £50. Do you want them?
C: Yes, that's perfect.
B: OK, talk to you later Ash, bye!

Teacher's comments

Student B makes relevant enquiries to the shop assistant and passes on accurate and detailed information to Ash, omitting only to deal with the third item, the jacket. The student is able to check whether Ash is happy with what the shop has to offer in a range of ways. They are able to connect contrasting information with *but*.

Marks: 4/5

EXAMPLE OUTPUT B

B: Hi, Ash, can you hear me?
C: Hi, yes I can.
B: I'm in the shop now. ... Excuse me, have you got any black T-shirts? In a medium size?
A: One second ... Yes, we have.
B: OK thanks. Ash, they've got black T-shirts.
C: Great. Have they got white jeans?
B: One second. ... Sorry, and have you got white jeans, size 28?
A: Size 28. Yes, we have, here you are. They're £75.
B: OK. Ash? They've got white jeans in a size 28. They're £75.
C: That's a little expensive. I don't want them. Do they have jackets?
B: Excuse me, do you have jackets?
A: Yes. Black jackets.
B: Do you want a black jacket?
C: No thanks.
B: OK, talk to you later Ash, bye!

Teacher's comments

Student B makes relevant enquiries to the shop assistant, but doesn't always give Ash all the detailed information she needs to make a decision, e.g. the price of the T-shirts, nor do they check whether all the details are OK for Ash. They don't use *but* to connect contrasting information (e.g. they have white jeans, but they're expensive).

Marks: 3/5

5C How was your day?

SPEAKING OUTPUT | an informal conversation

GOAL | help a friend to tell a story

MEDIATION SKILL | listening actively

CEFR mediation descriptor: Can make simple remarks and pose occasional questions to indicate that he/she is following.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to listen actively and help a friend tell a story by using appropriate responses.

WARM-UP

- 1 A** Put Ss in pairs to decide which things happen on a good day and which on a bad day. Elicit answers and see if anybody disagrees.

POSSIBLE ANSWERS:

Good day: you arrive at work on time, a nice journey to work/school, you see a friend in a café, you get a good mark in an exam

Bad day: rain, traffic problems, problems with technology, you lose something

- B** Ss discuss the questions in their pairs. Conduct feedback and make a list on the board of the Ss' answers to question 1 as this will help with idea generation in the Mediate phase.

PREPARE

- 2** Ask Ss to read the Scenario briefly and answer the question. Check the answer with the class and ask them to explain what *terrible* means (very bad).

ANSWER:

bad

- 3**  **MB5.01** | Ask Ss to listen to the conversation and tick the things they hear. Check answers with the class.

ANSWERS:

They mention everything except bad food.

AUDIOSCRIPT MB5.01

R = Rex J = Janina

- R: Hey, Janina!
J: Hi Rex. How are things?
R: I'm OK, but how about you? What happened yesterday?
J: Oh, we went to see John's parents ...
R: Right. Do they live near here?
J: No, in Plymouth.
R: Plymouth! Wow, that's really far ...
J: **Really** far, and we had problems all day.
R: Oh no.
J: I lost my phone in the morning, so we left the house late. Then we had problems with the car. That car is so old now ...
R: Oh, that's too bad. Did you arrive late at John's parents' house?
J: Yes, we were two hours late, but John's parents are really nice, they made us a nice lunch and then we went for a walk. We went to the beach near their house.
R: The beach. Sounds nice.
J: Yes, but it rained. It rained a lot. We went home early.
R: Wow, that **was** a terrible day.

- 4A**  **MB5.01** | Ask Ss to read the Mediation Skill box and answer the question. Check the answer with the class.

ANSWERS:

He does all three things.

- B**  **MB5.01** | Play the recording again for Ss to complete the sentences, then check answers with the class.

ANSWERS:

1 are **2** happened **3** Right **4** Oh no
5 that's **6** Did **7** The beach **8** terrible

MEDIATE

- 5** Read through the Scenario with the class again. Refer them back to the ideas in Ex 1 and ask them to make notes about their own bad day, which can be real or imagined.
- 6A/B** Put Ss in pairs, and ask them to take turns to tell their story and listen actively. Monitor and make notes on effective active listening for feedback.
- C** Ask Ss to say how their partner helped them by listening actively, and provide your own examples from your monitoring of the class.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can support the telling of the story by asking relevant questions
- learner can support the telling of the story by showing comprehension
- learner can support the telling of the story by reacting appropriately

The following examples show the kind of student output that can be expected.

Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

A: I had a bad day yesterday.
B: Right.
A: I lost my wallet at work.
B: Oh no.
A: I asked all my colleagues and I looked everywhere. ... Do you know where it was?
B: No, no I don't know.
A: It was at home!
B: Oh no. I had a nice day yesterday.

Teacher's comments

Student B responds to the story using limited short expressions, but doesn't ask any questions or show their comprehension to help Student A tell their story.

Marks: 2/5

EXAMPLE OUTPUT B

A: I had a bad day yesterday.
B: Oh no, what happened?
A: I lost my wallet at work.
B: Oh, that's too bad. Did you find it?
A: Well, I asked all my colleagues and I looked everywhere ...
B: Right.
A: And do you know where it was?
B: Was it at home?
A: Yes, I left it at home!
B: I did the same thing last week!

Teacher's comments

Student B responds to the story using a range of expressions, shows that they understand what they are being told and asks questions to help Student A tell their story.

Marks: 5/5

6C Plans for Dublin

WRITING OUTPUT | a message to friends

GOAL | help a group make a plan

MEDIATION SKILL | putting information together

CEFR mediation descriptor: Can recognise when people disagree or when difficulties occur in interaction and adapt memorised, simple phrases to seek compromise and agreement.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to make a plan to suit everyone in the group, putting together the information that they have been given.

WARM-UP

- 1 Ask Ss to work in pairs and discuss the questions. Conduct feedback as a class.

PREPARE

- 2 Ask Ss to read the Scenario briefly and match the activities with the photos. Check answers with the class.

ANSWERS:

1 D 2 A 3 B 4 E 5 C

- 3 Ask Ss to read the messages and respond to the question. Check the answer with the class. With a strong group, you might ask them to give reasons for their answer.

ANSWER:

No. Kenny wants the bus tour, but Jan doesn't want to spend much.

- 4 Ask Ss to read the Mediation Skill box then complete the sentences alone, then check in pairs. Check answers with the class.

ANSWERS:

1 but 2 and 3 than 4 but 5 than

MEDIATE

- 5 Ask Ss to read the Scenario and the responses from Kenny and Jan again and then write their responses. If you want to challenge Ss, you can also ask them to include what they want to do, too.
- 6 Ask Ss to work in pairs and exchange their responses. Ask Ss to tell their partner if they agree with their plan or not, and explain why.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can put information together using basic linkers like *and* and *but*
- learner can use basic comparatives to contrast options
- learner can make logical recommendations and a reader would be usefully informed

The following examples show the kind of student output that can be expected. Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

Hi everyone, I love the ideas for Dublin! Let's make a plan. OK, so the bus tour, the park and the bridge are good for Kenny, but Jan hasn't got much money and the bus tour is expensive. The museum is cheaper than the bus tour and the library, but Kenny doesn't like museums. Let's go to the bridge, the park and the library.

Teacher's comments

The student links information appropriately using basic linkers and comparatives and makes suggestions which are logical and useful to the group.

Marks: 5/5

EXAMPLE OUTPUT B

Hi everyone, I love the ideas for Dublin! Let's make a plan. OK, so the bus tour is nice and the museum is good. I like these places. Let's go to the park. The park is nicer than the bridge.

Teacher's comments

While the student does some limited linking and comparison, their suggestions won't work for everyone – the three places are chosen to suit the student's own preferences.

Marks: 1/5

7C Voicemail

WRITING OUTPUT | short messages

GOAL | give someone the information they need

MEDIATION SKILL | listening for important words

CEFR mediation descriptor: Can list the main points of short, clear, simple messages and announcements, provided they are clearly and slowly articulated.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to listen to voice messages, correctly identify key information in the messages and then take notes and relay the information to a third party.

WARM-UP

- 1 Ask Ss to work in pairs and discuss the questions. Conduct feedback as a class.

PREPARE

- 2 Ask Ss to read the Scenario briefly and answer the question. Check the answer with the class.

ANSWER:

She wants you to explain her voice messages.

- 3  **MB7.01** | Ask Ss to listen to the recording and choose the correct option. They don't need to go into great depth in terms of comprehension here, as they will hear the recording again.

ANSWER:

b

AUDIOSCRIPT MB7.01

Hi, this is a message for Lily Aldora from Cuts Hairdressers. I'm sorry to say that Rose, your usual hairdresser, is not well today. The problem is all the other hairdressers are busy, so we need to change your appointment time. Can you call us on 077075? Thank you very much, and sorry again.

- 4A Ask Ss to read the Mediation Skill box and think of examples. Elicit ideas from the class.

POSSIBLE ANSWERS:

Adjectives: late, broken, early

Nouns: appointment, father, meeting, hairdresser

Verbs: call, go, do, make, take

Negative forms of verbs: can't (come), don't (know)

- B Go through the answer with the class highlighting that the words in bold in option a convey the key informational content.

ANSWER:

a

- C Ask Ss to complete the sentence, using the information in Ex 4B.

ANSWER:

John called. He **can't come** to your **party** tonight.

- 5 Ask Ss to look at the text and find words that they think are important to understand the message. They should find that these are the words they need to complete the message. Check the answer with the class.

ANSWER:

Cuts Hairdressers / The hairdressers / Your hairdressers called. Your **hairdresser / hairdresser Rose** isn't well. You need to **change** your appointment time. **Call** them on 077075.

MEDIATE

- 6  **MB7.02** | Ask Ss to listen to the recording and make notes of the important words. You may want to play it several times and to scaffold the activity by preteaching any words in the messages you think Ss won't know. Once they have made notes, encourage them to use the messages in Exs 4C and 5 to help them write their messages.

POSSIBLE ANSWERS:

- 1 Cross Country Trains called. They found your wallet on the train. You can go to Oxford Station to collect it or call them. Their phone number is on their website.
- 2 The university office called. Your English classes are going to start at ten o'clock from next week.

AUDIOSCRIPT MB7.02

- 1 Hello, this is a message for Lily Aldora, from Cross Country Trains. We found your wallet on the 7.27 train from Manchester to Oxford this morning. Can you come to Oxford Station, or call us? Our phone number is on our website. Thank you very much.
- 2 Hello, this is the university office with a message for Lily Aldora. I'm calling to tell you that there is a change in the class times next week. From next week, all English classes start at ten o'clock, not nine o'clock. So yes, that's a 10 a.m. start, not 9 a.m. I hope that's going to be OK for you. Thank you. Bye.

- 7 Ask Ss to discuss the questions in pairs and conduct class feedback.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner correctly identifies important words while listening to the messages
- learner communicates the key information that Lily would need
- learner avoids including any information which is not required

The following examples show the kind of student output that can be expected. Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

They said hello. They found your wallet. You can go to the station. Their number is on their website.

Teacher's comments

The message contains some of the relevant information needed but misses out certain key information (who called and which station to go to) and includes information which is not required (the fact they said 'hello').

Marks: 2/5

EXAMPLE OUTPUT B

Cross Country Trains called. They found your wallet on the train. You can go to Oxford Station to collect it or call them. Their phone number is on their website.

Teacher's comments

The message is clear and contains all the relevant information that Lily would need to get the wallet back.

Marks: 5/5

8C Checking out

SPEAKING OUTPUT | an informal discussion

GOAL | discuss a short story

MEDIATION SKILL | expressing certainty and uncertainty

CEFR mediation descriptor: Can identify and briefly describe, in basic, formulaic language, the key themes and characters in short, simple narratives involving familiar situations that contain only high frequency everyday language.

Timing | 35–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to listen to a short radio play and respond to questions about it using phrases to indicate how sure they are of the answer they are giving.

WARM-UP

- Put Ss in pairs to discuss the questions. Conduct class feedback, dealing with any issues around the story types mentioned in question 3. The word *strange* in particular will be useful later on.

PREPARE

- Ask Ss to read the Scenario briefly and answer the question. Check the answer with the class.

ANSWER:

To tell you about the homework from yesterday's lesson.

- MB8.01** | Ask Ss to read the question and options and listen to the story. There's no need to go into great detail at this point; the aim is for Ss to identify the topic of the story. Check the answer with the class and ask Ss what gave them the answer (loud noises in the room, he doesn't want anyone to go to the room, he checks out at 2 a.m.).

ANSWER:

a

AUDIOSCRIPT MB8.01

N = Narrator H = Mr Hooper R = Receptionist T = Tobias

N: *Check Out* by Peter Strand
11.02 p.m.

H: Hello?

R: Mr Hooper?

H: Yes.

R: This is reception.

H: OK.

R: Is everything OK? The guests in room 202 called me. They heard a loud noise from your room.

H: It was nothing. I had a problem with the shower. The water was very cold and ... It's OK now.

R: I'm sorry about that, Mr Hooper. I'll send someone right away to look at your shower.

H: No! No, it's OK. Don't come to the room. It's fine.

R: OK, sir, but ...

H: Bye.

...

N: 2.03 a.m.

R: Hello sir, how can I help?

H: I want to check out. The name's Hooper. Room 203.

R: I see. Is everything OK Mr Hooper?

H: Yes, why?

R: Well, it's two **a.m.** ... Is everything OK with ... ?

H: I can't sleep here. The water is cold and the air conditioning is broken and ...

R: Oh, I do apologise, let me send someone ...

H: No, don't go to the room. Here's my key. Here's the money.

R: OK, sir, one moment ... OK, here's your bill, sir. Let me help you with your luggage ...

H: No thanks, I'm OK. Goodbye.

...

N: 2.05 a.m.

T: Hello?

R: Hi Tobias, it's Jan on reception. Can you look in room 203 please, and check everything's OK?

T: OK. One moment.

...

N: 2.06 a.m.

T: Hello, Jan?

R: Yes?

T: There's something strange in the room ... I ...

R: Tobias? Tobias?

- 3** Ask Ss to read the Mediation Skill box and answer the question.

ANSWERS:

Sure: 1, 2, 3, 4, 5

Not sure: 6, 7, 8

- 4**  **MB8.01** | Ask Ss to read through the questions again and play the recording again, pausing briefly between sections. Ask Ss to make notes of their answers as they go through. There's no need to compare answers at this point, as Ss will do that during the Mediate phase.

MEDIATE

- 5** Put Ss in pairs to discuss their answers to the questions. Encourage the use of words such as *maybe*, *perhaps* and *I think* to indicate uncertainty.

POSSIBLE ANSWERS:

- 1** In a hotel.
- 2** Because somebody heard a loud noise from his room.
- 3** There was a problem with the shower. / Don't come to the room.
- 4** Mr Hooper wanted to check out.
- 5** Because it was 2 a.m.
- 6** Maybe he broke something in the room.
- 7** Perhaps she thought the guest was strange and did something bad in the room.
- 8** Students' own answers; I think ...

- 6** Ss compare answers as a group, focusing particularly on questions that they might not be sure about the answers to. Encourage the use of the words to express uncertainty from the Mediation Skill box.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can understand and answer the factual questions
- learner can discuss the answers they are not sure about
- learner can employ language to indicate uncertainty

The following examples show the kind of student output that can be expected. Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

In answer to question 1:

The story happens in a hotel.

In answer to question 6:

I don't know. Maybe he took something from the room or perhaps he broke something.

Teacher's comments

The student gives relevant answers to the questions and is able to use a range of language to indicate their level of certainty.

Marks: 5/5

EXAMPLE OUTPUT B

In answer to question 1:

I think it's in a hotel, maybe.

In answer to question 6:

He broke something in the room and then he left. Also, he didn't like the cold water or the air conditioning.

Teacher's comments

The student uses language to express uncertainty, but not always in the relevant places. It's clear that the story takes place in a hotel, for example. They also state as facts things they can't be sure about. The student answers question 6 with two explanations given as facts that are unlikely both to be true.

Marks: 2/5

UNIT	READING	LISTENING	SPEAKING
1 me and you			
Lesson A		30 Can recognise phrases and content words related to basic personal and family information. 32 Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. 33 Can follow short, simple social exchanges.	30 Can initiate and respond to simple statements on very familiar topics. 32 Can use brief, everyday expressions to ask for and give personal details. 31 Can talk about everyday things (e.g. people, places, job, study) in a basic way. 30–42 Can use language related to introductions. 30 Can talk about familiar topics using a few basic words and phrases.
Lesson B	30 Can understand short, simple texts about everyday activities.		30 Can describe a person's hobbies and activities using simple language. 33 Can talk about their life (e.g. family, home, job), using simple language. 31 Can ask someone about their hobbies and activities using simple language. 31 Can describe their daily routines in a simple way.
Lesson C	31 Can understand short, simple messages on postcards, emails and social networks. 31 Can write simple plans and arrangements on a calendar or in a diary.		34 Can respond to suggestions to do something using basic fixed expressions. 31 Can make simple invitations using basic fixed expressions. 32 Can understand key information about arrangements in simple dialogues spoken slowly and clearly. 34 Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly. 36 Can discuss what to do and where to go, and make arrangements to meet. 30 Can express basic intentions with simple time markers (e.g. 'tomorrow'). 34 Can make offers, requests, and suggestions using 'can'. 34 Can use 'Let's ...' for suggestions and invitations. 35 Can make requests and offers with 'would like to' + verbs in the infinitive.
Lesson D	35 Can read a simple text and extract factual details.	30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. 30 Can recognise phrases and content words related to basic personal and family information. 35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.	33 Can talk about their life (e.g. family, home, job), using simple language. 30 Can give a short description of their home, family and job, given some help with vocabulary.
Mediation			32 Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.

WRITING	GRAMMAR	VOCABULARY
34 Can write basic personal details for a website profile, business card, etc. 24 Can use capital letters appropriately. 30 Can write a few simple sentences to introduce themselves and provide basic personal information, given prompts or a model. 30 Can write simple sentences about what they and other people do. 31 Can give personal details in written form in a limited way.	26 Can make affirmative statements using the present simple without time reference. 26 Can make affirmative statements using the present simple for facts and states.* 26 Can ask yes/no questions using the present simple. 26 Can ask wh- questions using the present simple.	30–42 Can use language related to places of work. 0–42 Can use language related to jobs
	26 Can use the present simple to refer to daily routines. 26 Can make affirmative statements using the present simple for facts and states. 26 Can make affirmative statements using the present simple without time reference. 26 Can ask yes/no questions using the present simple. 26 Can ask wh- questions using the present simple.	30–42 Can use language related to everyday activities. 0–42 Can use language related to jobs. 30–42 Can use language related to places of work.
		30–42 Can use language related to expressing emotions. 30–42 Can use language related to asking about feelings. 30–42 Can use language related to point or period of time.
27 Can write simple sentences about their family and where they live. 34 Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model.	30 Can use 's' to express possession with plural nouns. 28 Can use 's' to express possession with singular nouns.	42 Can use language related to family members and relationships.

UNIT	READING	LISTENING	SPEAKING
2 lifestyle			
Lesson A		35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.	30 Can talk about familiar topics using a few basic words and phrases. 31 Can express their likes and dislikes in relation to familiar topics using simple language. 34 Can say what they like and dislike.
Lesson B	31 Can understand simple questions in questionnaires on familiar topics.		33 Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month'). 30 Can talk about familiar topics using a few basic words and phrases. 31 Can describe their daily routines in a simple way. 30 Can describe a person's hobbies and activities using simple language.
Lesson C	30 Can understand short, simple texts about everyday activities. 31 Can find specific, predictable information in everyday materials (e.g. menus, timetables).		31 Can use simple phrases to order a meal. 30 Can make requests related to immediate needs using basic fixed expressions. 35 Can make simple requests to have or do something in relation to common everyday activities. 31 Can ask for and provide things using simple phrases.
Lesson D	35 Can read a simple text and extract factual details.	30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. 35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.	30 Can talk about familiar topics using a few basic words and phrases. 34 Can say what they like and dislike. 33 Can describe familiar activities, given visual support. 34 Can give simple opinions using basic fixed expressions.
Mediation			

WRITING	GRAMMAR	VOCABULARY
31 Can use very basic connectors like 'and', 'but', 'so' and 'then'. 34 Can write short texts about their likes and dislikes using basic fixed expressions. 32 Can link clauses and sentences with a range of basic connectors.	35 Can use plural countable nouns without an article or quantifier. 32 Can use uncountable (mass) nouns with no quantifier or an appropriate quantifier.	30–42 Can use language related to food and drink. 31 Can express their likes and dislikes in relation to familiar topics using simple language. 34 Can say what they like and dislike.
	33 Can use a range of common adverbs of frequency. 32 Can form questions with 'How often' in the present tense. 26 Can use the present simple to refer to routines and habits.	30–42 Can use language related to everyday activities.
		30–42 Can use language related to food and drink.
34 Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model.	31 Can use 'like/hate/love' with the '-ing' form of verbs.	
30 Can list specific information contained in simple texts on everyday subjects of immediate interest or need.		

UNIT	READING	LISTENING	SPEAKING
3 home			
Lesson A		33 Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. 35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. 31 Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography).	31 Can talk about furniture and rooms using simple language. 33 Can describe the position of things in a picture using a range of fixed expressions. 30 Can give a short description of their home, family and job, given some help with vocabulary. 33 Can describe their family, living conditions, education and present or most recent job.
Lesson B	34 Can understand the general meaning of short, simple informational material and descriptions if there is visual support. 35 Can identify key information in short, simple factual texts from the headings and pictures. 35 Can read a simple text and extract factual details. 31 Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets).		31 Can describe common everyday objects using simple language. 32 Can express agreement using simple fixed expressions. 34 Can give simple opinions using basic fixed expressions.
Lesson C	31 Can understand short, simple messages on postcards, emails and social networks.	33 Can follow short, simple social exchanges. 33 Can recognise simple, fixed expressions used in small talk.	33 Can talk about their life (e.g. family, home, job), using simple language. 31 Can make simple invitations using basic fixed expressions. 32 Can make offers using basic fixed expressions. 30–42 Can use language related to accepting or refusing.
Lesson D		31 Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography). 35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.	33 Can describe their home town or city using simple language. 34 Can say what they like and dislike. 31 Can talk about everyday things (e.g. people, places, job, study) in a basic way. 33 Can describe their family, living conditions, education and present or most recent job. 33 Can talk about their life (e.g. family, home, job), using simple language.
Mediation			

WRITING	GRAMMAR	VOCABULARY
31 Can write a simple description of a room, house or apartment.	30 Can use 'that' and 'this', 'these' and 'those' as determiners relating to people or objects.	30–42 Can use language related to rooms and parts of a building. 30–42 Can use language related to furniture and decoration. 30–42 Can use language related to location and position.
	28 Can use common forms of 'have got' (BrE) in the present tense.	30–42 Can use language related to differences and similarities. 30–42 Can use language related to describing something's quality.
		30–42 Can use language related to greeting, meeting, introducing, and leave-taking. 33 Can recognise simple, fixed expressions used in small talk.
34 Can write short texts about their likes and dislikes using basic fixed expressions. 34 Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model.	27 Can use 'there' + 'be' to express presence/absence. 32 Can use uncountable (mass) nouns with no quantifier or an appropriate quantifier.	30–42 Can use language related to describing something's quality. 30–42 Can use language related to areas, districts and neighbourhoods.
32 Can contribute to an intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting his/her limited repertoire to express agreement, to invite, to thank, etc.		

UNIT	READING	LISTENING	SPEAKING
4 this world			
Lesson A		33 Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. 32 Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. 35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.	31 Can ask simple questions to find out about a subject. 35 Can answer simple questions about their life and experiences. 33 Can make simple references to the past using 'was/were'. 34 Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.
Lesson B	35 Can read a simple text and extract factual details.	35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.	31 Can ask simple questions to find out about a subject. 30 Can ask for repetition and clarification when they don't understand, using basic fixed expressions. 34 Can ask someone to repeat a specific point or idea. 34 Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.
Lesson C	31 Can understand short, simple messages on postcards, emails and social networks.	31 Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography).	30 Can ask basic questions about colour, size, price etc. when shopping. 31 Can make simple purchases by stating what is wanted and asking for the price. 33 Can make simple transactions in shops, post offices and banks. 30 Can ask for repetition and clarification when they don't understand, using basic fixed expressions. 34 Can show understanding using a limited range of fixed expressions.
Lesson D		35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. 30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.	34 Can ask for basic advice using simple language. 34 Can give simple opinions using basic fixed expressions. 32 Can express agreement using simple fixed expressions. 30 Can talk about familiar topics using a few basic words and phrases. 31 Can ask simple questions to find out about a subject.
Mediation			25 Can invite others' contributions to very simple tasks using short, simple phrases prepared in advance. Can indicate that he/she understands and ask whether others understand.

WRITING	GRAMMAR	VOCABULARY
34 Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. 34 Can write short texts about their likes and dislikes using basic fixed expressions.	32 Can use 'was' and 'were' with a range of complement phrases.	30–42 Can use language related to point or period of time. 35 Can use a range of common time markers for the past, present and future. 32 Can use 'after' as a preposition in time expressions. 30–42 Can use language related to numbers.
	31 Can ask for information about time, measurement, size etc. with 'how' + adjective/quantifier. 30 Can ask about quantities using 'how much/many' with count and uncountable nouns. 35 Can use '(not) many/much' with count (countable) and mass (uncountable) nouns respectively.	30–42 Can use language related to amounts.
		30–42 Can use language related to shops and shopping experience.
28 Can write short, simple notes, emails and postings to friends. 34 Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model.	36 Can use 'should(n't)' to offer or ask for advice or suggestions. 27 Can use verbs in the imperative. 35 Can use 'please' in the correct position with imperative verb forms.	30–42 Can use language related to weather. 30–42 Can use language related to seasons.

UNIT	READING	LISTENING	SPEAKING
5 the past			
Lesson A	35 Can identify basic biographical information in short simple texts about other people. 35 Can read a simple text and extract factual details.		35 Can answer simple questions about their life and experiences. 33 Can talk about their life (e.g. family, home, job), using simple language. 35 Can ask and answer questions about what they do at work and in their free time.
Lesson B		36 Can follow a simple conversation or narrative about familiar, everyday activities. 32 Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. 37 Can follow the sequence of events in a short, simple dialogue or narrative. 33 Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. 35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.	32 Can use brief, everyday expressions to ask for and give personal details. 35 Can answer simple questions about their life and experiences. 34 Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. 34 Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly.
Lesson C		30 Can understand excuses if expressed in simple language.	33 Can make excuses using basic fixed expressions. 31 Can make and accept a simple apology.
Lesson D		35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. 30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. 31 Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography).	34 Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly. 34 Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.
Mediation			33 Can make simple remarks and pose occasional questions to indicate that he/she is following.

WRITING	GRAMMAR	VOCABULARY
	30 Can make affirmative statements using common regular past simple forms. 29 Can use negative forms of the simple past. 30 Can ask yes/no questions using the past tense of verbs.	30–42 Can use language related to point or period of time.
31 Can give personal details in written form in a limited way. 35 Can identify basic biographical information in short simple texts about other people. 32 Can identify basic personal details about someone on website profiles, business cards etc. 32 Can link clauses and sentences with a range of basic connectors. 30 Can write a few simple sentences to introduce themselves and provide basic personal information, given prompts or a model.	30 Can make affirmative statements using common irregular past simple forms. 31 Can ask wh- questions using the past tense of verbs. 29 Can use negative forms of the simple past. 30 Can ask yes/no questions using the past tense of verbs.	30–42 Can use language related to personal details. 30–42 Can use language related to everyday activities. 30–42 Can use language related to family members and relationships. 30–42 Can use language related to educational issues and problems. 30–42 Can use language related to job applications, hiring and firing.
		30–42 Can use language related to making an apology. 30–42 Can use language related to accepting an apology.
33 Can write short, basic descriptions of everyday activities, given a model.	30–42 Can use language related to qualifiers and intensifiers. 31 Can place adjectives in the correct position (before nouns). 30 Can use an adjective as a subject complement after a linking verb.	

UNIT	READING	LISTENING	SPEAKING
6 out and about			
Lesson A		33 Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. 31 Can identify key words and phrases in descriptions of someone's appearance and clothes. 35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. 31 Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography).	33 Can describe basic activities or events that are happening at the time of speaking. 34 Can use simple language to describe people's appearance. 33 Can describe the position of things in a picture using a range of fixed expressions. 31 Can describe what someone is wearing using a limited range of expressions.
Lesson B	32 Can get the gist of short, simple narratives, with visual support. 35 Can identify basic biographical information in short simple texts about other people. 35 Can read a simple text and extract factual details.		35 Can describe a travel experience with a few very basic stock phrases. 32 Can express agreement using simple fixed expressions. 34 Can express general preferences using basic fixed expressions.
Lesson C	34 Can understand the general meaning of short, simple informational material and descriptions if there is visual support.		32 Can ask for simple directions from X to Y on foot or by public transport. 34 Can give simple directions from X to Y on foot or by public transport. 32 Can give simple directions using a map or plan. 35 Can check that someone has understood information, using simple language. 34 Can ask someone to repeat a specific point or idea.
Lesson D		30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. 35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.	38 Can talk about an event in the past using fixed expressions, given a model.
Mediation			

WRITING	GRAMMAR	VOCABULARY
36 Can write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model.	30 Can use the present continuous to refer to events at the time of speaking.	30–42 Can use language related to describing clothes. 30–42 Can use language related to appearance.
	36 Can make comparisons with 'more' + longer adjectives. 38 Can make comparisons with regular shorter adjectives + '-er'.	30–42 Can use language related to public transport. 30–42 Can use language related to differences and similarities.
32 Can write very short, basic directions.	30 Can use a range of prepositions of place.	30–42 Can use language related to directions, maps, and finding your way.
39 Can write short basic descriptions of past events and activities.	35 Can use a range of common prepositions of movement. 35 Can use a range of common adverbs of movement and direction.	
32 Can recognise when people disagree or when difficulties occur in interaction and adapt memorised, simple phrases to seek compromise and agreement.		

UNIT	READING	LISTENING	SPEAKING
7 work			
Lesson A	37 Can understand key information about a simple work routine.		33 Can describe skills and abilities using simple language. 34 Can express general preferences using basic fixed expressions. 35 Can ask and answer questions about what they do at work and in their free time. 32 Can ask others if they can do everyday activities using simple language, given a model. 32 Can give a simple description of their school or workplace.
Lesson B		34 Can understand simple information about work activities.	34 Can express general preferences using basic fixed expressions. 33 Can describe skills and abilities using simple language. 31 Can talk about everyday things (e.g. people, places, job, study) in a basic way. 32 Can ask others if they can do everyday activities using simple language, given a model. 33 Can describe their family, living conditions, education and present or most recent job. 34 Can describe people's everyday lives using a short series of simple phrases and sentences. 35 Can ask and answer questions about what they do at work and in their free time.
Lesson C		35 Can extract key factual information such as prices, times and dates from a recorded phone message. 33 Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. 36 Can understand specific information in a short, simple phone call. 32 Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. 33 Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. 34 Can recognise some basic fixed expressions to describe products or services, given help with vocabulary.	30 Can make requests related to immediate needs using basic fixed expressions. 30 Can ask for repetition and clarification when they don't understand, using basic fixed expressions. 32 Can use brief, everyday expressions to ask for and give personal details. 33 Can introduce themselves on the phone and close a simple call. 34 Can answer simple questions on the phone using fixed expressions. 34 Can ask someone to repeat a specific point or idea.
Lesson D		31 Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography). 30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. 35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.	34 Can ask simple questions in a face-to-face survey. 34 Can answer simple questions in a face-to-face survey. 33 Can describe skills and abilities using simple language. 34 Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.
Mediation			

WRITING	GRAMMAR	VOCABULARY
	32 Can use the definite article to refer to a specific person, thing, or situation. 37 Can generalise about persons, things, or situations using plural nouns/noun phrases with no (zero) article. 35 Can use the definite article to refer back to something already mentioned.	30–42 Can use language related to jobs. 30–42 Can use language related to aptitude, ability, knowledge and skills.
34 Can give an example of something in a very simple text using 'like' or 'for example'. 31 Can write simple sentences about someone's work and duties. 30 Can write simple sentences about what they and other people do. 31 Can write simple sentences about what they or other people can or can't do. 33 Can write simple sentences about personal skills.	29 Can tell when to use the present simple and when to use the present continuous. 30 Can use the present continuous to refer to events at the time of speaking. 38 Can use the present continuous to refer to temporary situations.	30–42 Can use language related to the working day.
		30–42 Can use language related to telephoning and making calls.
31 Can write simple sentences about what they or other people can or can't do. 33 Can write simple sentences about personal skills.	31 Can use 'want to' + infinitive to express intentions.	
33 Can list the main points of short, clear, simple messages and announcements, provided they are clearly and slowly articulated.		

UNIT	READING	LISTENING	SPEAKING
8 travellers			
Lesson A	38 Can make basic inferences from simple information in a short text. 38 Can understand basic opinions expressed in simple language in short texts.		33 Can describe their home town or city using simple language. 34 Can express general preferences using basic fixed expressions. 38 Can give an extended description of everyday topics (e.g. people, places, experiences). 37 Can answer simple questions and respond to simple statements in an interview.
Lesson B		32 Can understand key information about arrangements in simple dialogues spoken slowly and clearly. 32 Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. 33 Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. 33 Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.	38 Can ask and answer questions about basic plans and intentions. 30 Can express basic intentions with simple time markers (e.g. 'tomorrow'). 34 Can express general preferences using basic fixed expressions. 34 Can respond to suggestions to do something using basic fixed expressions. 34 Can say what they like and dislike.
Lesson C		34 Can understand simple requests or instructions to carry out concrete work-related tasks.	35 Can refuse requests politely, using simple language. 36 Can make and accept offers. 30 Can make requests related to immediate needs using basic fixed expressions. 30 Can talk about hotel accommodation using simple language. 35 Can make simple requests to have or do something in relation to common everyday activities.
Lesson D		35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. 30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.	35 Can describe a travel experience with a few very basic stock phrases.
Mediation			35 Can identify and briefly describe, in basic, formulaic language, the key themes and characters in short, simple narratives involving familiar situations that contain only high frequency everyday language.

WRITING	GRAMMAR	VOCABULARY
	36 Can form the superlative of regular adjectives with ‘-est’. 36 Can form the superlative of longer regular adjectives with ‘most’.	30–42 Can use language related to landscape features. 30–42 Can use language related to location and position.
31 Can use very basic connectors like ‘and’, ‘but’, ‘so’ and ‘then’. 32 Can link clauses and sentences with a range of basic connectors.	35 Can express personal plans and intentions for the future using ‘going to’. 35 Can use a range of common time markers for the past, present and future. 32 Can use ‘this’ with time expressions referring to the present or future.	30–42 Can use language related to travel.
		30–42 Can use language related to travel. 30–42 Can use language related to types of living accommodation. 30–42 Can use language related to complaints and resolving complaints. 30–42 Can use language related to making requests.
39 Can write short basic descriptions of past events and activities.	37 Can form basic adverbs by adding ‘-ly’ to adjectives. 37 Can form and use irregular adverbs.	

