

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

[pearsonenglish.com/speakout3e](https://www.pearsonenglish.com/speakout3e)

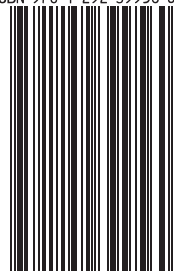


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Speakout 3rd Edition	GSE	Benchmark	Pearson English International Certificate
A1	22-32	Benchmark Test A	A1
A2	30-38	Benchmark Test A	Level 1 (A2)
A2+	36-44	Benchmark Test A	Level 1 (A2)
B1	42-52	Benchmark Test B1	Level 2 (B1)
B1+	50-60	Benchmark Test 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
Lindsay Warwick

Speak out

3RD EDITION

B1

Lindsay Warwick



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.

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Speak <out

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	READING	
LEAD-IN p6						
1 people B B C VLOGS How would your friends describe you?						
1A	Who are you? p8	Present simple and present continuous; state verbs; adverbs of frequency	People and relationships; personality adjectives	Connected speech: <i>do you</i>		
1B	Good people p11	Verb patterns	Jobs; work	Syllable stress	Read about people making a difference FUTURE SKILLS Social responsibility	
1C	Let's talk! p14	How to ... start and end a conversation; keep a conversation going	Conversation topics	Rhythm and intonation	Read a text about the benefits of talking to strangers	
1D	Lifestyle p16	Modifiers				
UNIT 1 REVIEW p18						
2 tale tellers B B C VLOGS Tell me about a happy memory.						
2A	What happened? p20	Narrative tenses	Adjectives for feelings; <i>-ed/-ing</i> adjectives	Weak forms of <i>was</i> , <i>were</i> and <i>had</i>		
2B	Storytelling p23	Past simple and present perfect	Story words; types of film	Contracted <i>have</i> in the present perfect	Read about the history of storytelling	
2C	A likely story p26	How to ... apologise and give reasons	Collocations with <i>get</i> and <i>make</i>	Intonation for apologising		
2D	The story of a place p28	prepositions of time				
UNIT 2 REVIEW p30						
3 questions B B C VLOGS What things are you curious about and why?						
3A	Facts and figures p32	Question forms	Knowledge; verbs and nouns	Stressed words in questions		
3B	Decisions p35	Future plans and intentions	Decisions	Weak forms of <i>are you</i> and <i>going to</i>	Read an article about making decisions	
3C	Can I ask you ... ? p38	How to ... make polite inquiries	Facilities; places in a city	Polite intonation	Read a webpage about Malta	
3D	What matters most? p40	Phrasal verbs				
UNIT 3 REVIEW p42						
4 winners B B C VLOGS Have you ever won anything?						
4A	Success p44	Modals for rules and advice	Success	Silent letters		
4B	First! p47	Articles	Technology collocations; word building; suffixes FUTURE SKILLS Self-management	<i>the</i>	Read an article about famous tech firsts	
4C	Taking part p50	How to ... explain rules and procedures	Sports and games	<i>Can</i> and <i>can't</i>		
4D	Top Gear: Nepal p52	Present perfect + superlative				
UNIT 4 REVIEW p54						

	LISTENING/VIDEO	SPEAKING	WRITING
	Listen to people talking about the people and activities that are important to them	Use a diagram to describe people who are important to you	Write a personal profile page
		Tell a news story	
	Listen to three conversations between strangers	Roleplay conversations with people you don't know FUTURE SKILLS Communication MEDIATION SKILLS Agree on a community project	
	B B C Street Interviews about lifestyle	Interview your partner about their lifestyle	Write a blog post about a day in your life
	Listen to a story about two friends travelling in India	Tell an anecdote about a personal memory FUTURE SKILLS Communication	Write a story about a memorable experience
		Complete a class questionnaire	
	Listen to six conversations about problems	Conversations offering and accepting apologies MEDIATION SKILLS Solve a problem between work colleagues	
	B B C Documentary <i>Mediterranean with Simon Reeve</i>	Talk about a place that is special to you	Write a review of a place
	Listen to two friends discussing a quiz	Ask your partner quiz questions FUTURE SKILLS Communication	Write an email asking for information
		Talk about future plans and intentions FUTURE SKILLS Leadership	
	Listen to three conversations in which people make inquiries	Roleplay two situations and make inquiries	MEDIATION SKILLS Give a friend advice about where to study English
	B B C Street Interviews about what's important in life	A conversation about what is important to you	Write an online forum comment
	Listen to a podcast about rules for success	Discuss advice about success at work and your personal goals FUTURE SKILLS Goal-setting	Write an email/letter giving advice
		Discuss your use of social media	
		Give a presentation about a sport or game FUTURE SKILLS Communication MEDIATION SKILLS Help someone understand a game	
	B B C Entertainment <i>Top Gear</i>	Talk about a memorable journey	Write a travel writing competition entry

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING	
5 news B B C VLOGS How do you get your news?					
5A Fake news p56	Relative clauses	News and social media	wh-	Read an article about real and fake news FUTURE SKILLS Critical thinking	
5B Newsmakers p59	Reported speech	Social issues; the environment	silent letters FUTURE SKILLS Self-management		
5C Good news p62	How to ... give and respond to personal news	Events and occasions	Intonation to exaggerate feelings		
5D The future of news p64	<i>will, might and be going to</i> for predictions				
UNIT 5 REVIEW p66					
6 creators B B C VLOGS What creative things do you do or are you interested in?					
6A The two Pablos p68	<i>Used to</i>	The arts; the arts: people, places, things	<i>Used to</i>	Read an article about Pablo Picasso and Pablo Casals	
6B Be creative p71	Comparatives and superlatives	Creativity: word building FUTURE SKILLS Creativity	Word stress in word families		
6C Why do you think that? p74	How to ... ask for and give opinions and reasons	Extreme adjectives	Intonation for expressing opinions		
6D An artist at work p76	Present perfect + <i>for, since</i> and <i>yet</i>				
UNIT 6 REVIEW p78					
7 travel B B C VLOGS Where do you feel happiest?					
7A Good tourists p80	First and second conditionals	Travel and tourism	Contractions	Read an article about responsible tourism	
7B Globetrotters p83	Quantifiers	New experiences; the natural world	Emphasising quantity		
7C You must see ...! p86	How to ... make and respond to recommendations	Describing places	Sounding enthusiastic FUTURE SKILLS Communication	Read a travel guide for Shanghai	
7D Go solo? p88	Reflexive pronouns				
UNIT 7 REVIEW p90					
8 know-how B B C VLOGS Are you good or bad at fixing things?					
8A Doers and dreamers p92	<i>Can, could, be able to</i>	Practical abilities; abilities: phrasal verbs	Weak forms of <i>can, could</i> and <i>be able to</i>		
8B Video everywhere p95	Active and passive	Video collocations; technology 1	Emphasising important information	Read an article about uses of video	
8C Help! p98	How to ... describe a problem and make recommendations	Technical problems; technology 2	Contrastive stress		
8D A gifted learner p100	<i>-ing</i> form				
UNIT 8 REVIEW p102					
GRAMMAR BANK p104 VOCABULARY BANK p136 COMMUNICATION BANK p146 MEDIATION BANK p150					

	LISTENING/VIDEO	SPEAKING	WRITING
		Retell a news story	
	Listen to a podcast about young people in the news FUTURE SKILLS Social responsibility	Present a campaign to solve a local problem	Write an online comment offering a solution to a problem
		Share good and bad personal news MEDIATION SKILLS Agree on a plan	
	B B C Street Interviews about types of news	Plan and present an idea for a news app	Write a webpage about a news app
		Talk about a hobby you used to have	
	Listen to four people talking about creativity	Discuss ways to become more creative	Write a review
		Discuss your favourite things in art and media FUTURE SKILLS Critical thinking MEDIATION SKILLS Agree on a book to read for a book club	
	B B C Documentary <i>What do artists do all day?</i>	Nominate someone for a creative genius award	Write a nomination for an award
		Discuss solutions to problems with tourism FUTURE SKILLS Social responsibility	
	Listen to someone talking about moving to Brazil	Talk about new experiences	Write a description of an experience
	Listen to a conversation about visiting Shanghai	Talk about a place and make recommendations MEDIATION SKILLS Tell someone useful information	
	B B C Street Interviews about travelling	A discussion about travel	Write an essay about why we travel
	Listen to four people talking about their practical skills	Ask and answer questions about your abilities	Write an anecdote about learning a skill
		Plan or present a video or video channel FUTURE SKILLS Creativity	
	Listen to three conversations about technical problems	Roleplay two conversations about technical problems MEDIATION SKILLS Make instructions easier to understand	
	B B C Documentary <i>Inside the Human Body</i>	Discuss the best ways to learn a language	Write a forum comment about language learning
AUDIOSCRIPTS p158 VIDEOSCRIPTS p170 IRREGULAR VERB TABLE p174			

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.



creators

6



VLOGS

Q: What creative things do you do or are you interested in?

- 1 ▶ Watch the video. Note down five different activities the people mention, then compare your notes in groups.

- 2 What creative things do you enjoy?



LEARNING OBJECTIVES

- 6A READING** | Read an article about two famous people in the arts: the arts; people, places, things
Pronunciation: *used to*
Talk about past hobbies: *used to*
- 6B LISTENING** | Understand people talking about creativity in their lives: creativity: word building
Pronunciation: word stress in word families
Talk about ways to be more creative: comparatives and superlatives
Write a review
- 6C HOW TO ...** | ask for and give opinions and reasons: extreme adjectives
Pronunciation: intonation for expressing opinions
- 6D BBC PROGRAMME** | Understand a documentary about an artist
Talk about a creative genius: present perfect + *for*, *since* and *yet* Write a nomination for an award

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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 B1. 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 2 (B1). 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 214–223).

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.

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.

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 214–223.



The BBC vlogs and other videos are embedded in the Student's eBook.

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

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



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 three pages, and practise vocabulary, grammar, pronunciation and two of the four skills. Each activity is based on a Global Scale of English (GSE) 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.

The collage displays several pages from the Student's eBook for Lesson A. Key elements include:

- Page 6A: The two Pablos** - A section titled 'GRAMMAR' with a 'use to' exercise. It includes a reading passage about Pablo Picasso and Pablo Casals, followed by a 'READING' section with comprehension questions.
- Vocabulary Bank** - A section titled 'the environment' and 'the arts: people, places, things' with various images and related vocabulary.
- GRAMMAR** - A section titled 'use to' with exercises for writing sentences.
- PRONUNCIATION** - A section titled 'listen to the audio' with exercises for listening and speaking.
- READING** - A section titled 'read the text' with exercises for reading and understanding the text.
- WRITING** - A section titled 'write the text' with exercises for writing and expressing ideas.

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 final scaffolded GSE-based output task here is a Speaking task.

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

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.



Student's eBook activity



Please note that this is a spread from Lesson A; it is not the complete lesson.



Page-faithful view of print Workbook



Online Practice activity

Lesson B – main input lesson 2

Lesson B is the second of the two main input lessons. It consists of three pages, and practises all four skills, plus vocabulary, grammar and pronunciation.

Vocabulary sets are contextualised in the Reading tasks.

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 final GSE-based output task here is a Writing task, bringing together the vocabulary and grammar learnt in the lesson.

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.

6B Be creative

VOCABULARY

CREATIVITY: word building

The paperclip challenge

GRAMMAR

LISTENING

GRAMMAR BANK

REFERENCE

13 ways to be more creative

WRITING

PRONUNCIATION

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.

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.

Please note that this is a spread from Lesson B; it is not the complete lesson.

In the Presentation Tool, all lessons contain a link to a complete set of lesson notes.

The Presentation Tool and Student's eBook contain the audioscript for each exercise.

In the Presentation Tool, each activity contains the notes relevant to that particular activity.

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

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.

6C Why do you think that?

HOW TO ... ask for and give opinions and reasons
VOCABULARY extreme adjectives
PRONUNCIATION Intonation for agreeing opinions

VOCABULARY
extreme adjectives
 1. Read the text. What are the benefits of public art? Why is it so popular in the UK?
 2. Discuss in pairs. Is there public art where you live?
 3. Read the statements. What do you think each one is describing?
 4. It's in the city centre and it's huge. I don't know if it's for art or for a building.
 5. It was fantastic! The artist was really good.
 6. It was really outstanding. All the features were amazing.
 7. It's terrible. It takes up loads of money on the city centre.
 8. The artist was responsible to understand and involved all the people who use the gallery space.
 9. It's essential if you want to get to it. It tells you how much money you've been made.
 10. The current walls are fascinating when the art shows.
 11. Add the adjectives in bold in 2a to the table, next to the adjectives with a similar meaning. Use extreme adjectives to make a stronger or weaker meaning than the original adjectives.

adjectives	extreme adjectives
1. bad	terrible
2. good	fantastic
3. interesting	amazing
4. important	essential
5. useful	useful

Public art – love it or hate it?
 From the art we see painted on the walls of our cities to the huge sculptures we might find outside a museum, public art is everywhere. It's a way for artists to express their ideas and feelings. It can also help to create a city identity. For example, Louise Bourgeois's *Woman with a Bag*, a sculpture of a giant spider, is a symbol of the city of New York. Another famous public art is the *Angel of the North*, a sculpture of a giant angel, which is a symbol of the city of Gateshead. Some people think it's ugly. One example is graffiti. Some say it's art and others say it's vandalism. What do you think?

How to ...
ask for and give opinions and reasons
4a Listen to three conversations. Answer the questions. **Read each one.**
 1. What are the people discussing?
 2. Do the speakers in each conversation have the same opinions or different opinions?
 3. What do they agree in the end?
4b Complete the table with the phrases in the box. Listen again and check.

asking for an opinion	giving an opinion	asking for a reason	giving a reason
What do you think of ...?	I think ...	Why do you think that ...?	It's because ...
What do you think of ...?	I think ...	Why do you think that ...?	It's because ...
What do you think of ...?	I think ...	Why do you think that ...?	It's because ...

PRONUNCIATION
5a Listen to three conversations. Answer the questions. **Read each one.**
 1. For me, it has no meaning.
 2. In my view, it's a really nice and exciting design.
 3. I think it's a fantastic idea!

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.

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

The Student's eBook links to an interactive speaking practice activity. This is designed to be done by individual students outside the classroom. It is not a graded activity; its purpose is to provide a safe space for students to practise speaking and receive feedback. See below for more details.

Mediation Bank
Book club
Mediation Bank
Speak anywhere

‘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 giving opinions.

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
6C Creators | Why do you think that?
Great job!
Give opinions
Star rating

Speak Anywhere
Let's continue the language from this lesson.
Great job!
Give opinions
Star rating

‘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.

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.

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.



Each BBC video lesson ends with a Writing task.

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.

Lesson 6D

GRAMMAR | present perfect + for, since and yet
READING | creative science

GRAMMAR

present perfect + for, since and yet

1 A Choose the correct word or phrase to complete the sentences.

1 We _____ here since 6 o'clock this morning.
a were b've been c'been

2 I _____ at a bank, but now I'm a shop manager.
a work b worked c've worked

3 Jack hasn't finished his homework _____ yet.
a already b since c yet

4 I _____ Beth since we were little.
a've known b know c knew

5 We've lived here _____ twenty years.
a for b since c yet

6 Ariana and Mac have played tennis together _____ they were children.
a yet b for c since

B Complete the sentences with the correct present perfect simple or past simple form of the verbs in brackets.

1 My dad _____ (have) the same glasses since I was a child.

2 I _____ (take) guitar lessons for a few months last year.

3 We _____ (not finish) our work yet.

4 I _____ (not see) you for months. How are you?

5 Ellie _____ (not be) well since her holiday.

6 I've wanted to learn how to do this since I _____ (be) a child.

READING

2 A Read the article. What is the writer's main point?

a We should give awards to the scientists who do the most creative work.
b Schools should teach creativity in science and not just prepare students for tests.
c It's important for scientists to study art.

B Complete each sentence with one or two words.

1 The writer believes that we usually connect creativity more to _____ than science.
2 Albert Einstein compared scientists to _____.
3 The writer uses the example of the Ig Nobel Prize to show that science _____ can be fun as well as serious.
4 Some scientists studied the problem people have with the _____ of other people eating.
5 Many scientists think that more people will take science subjects at school with more creativity _____ it is taught at school with more creativity.
6 The writer asks how we can check that all school are creative.

6C | 6D

Creative science

When we think of creativity, we usually think of the arts, not science. Science, we often think, is about doing experiments that follow rules, and looking at a lot of data. But these activities only describe one part of science. Before scientists can test their ideas and look at data, they first need to think of ideas, and this needs a lot of imagination. Albert Einstein once described the greatest scientists as artists.

Just look at the winners of the Ig Nobel Prize, and you'll see just how creative scientists can be. These prizes are given to scientists who did research which first makes people laugh, and then makes them think. They might seem to be just fun experiments, but many actually produce very useful results.

For example, there was a group of scientists who won the Ig Nobel Prize for their study of drivers shouting and getting angry with other drivers. It might seem funny, but it's important to understand this better for road safety. There were also the three prize-winning scientists who did some research where people listened to other people eating. They discovered that there is a medical problem called misophonia. For some people, the sound of people eating is really stressful and can make them ill.

For those scientists to get such results, they needed to have an idea, and that idea needed creativity. Some people are worried that there's too much of a focus on exams in school science and not enough on creativity, and so young people are getting the wrong idea about what science is. They're not developing the imagination they need to work in science, and they're becoming less interested in the subject because it doesn't seem very interesting. This often means students stop studying science as soon as they finish school. Many scientists think that more time for creativity in science lessons will help young people to develop creative skills, enjoy science more and continue to study science at university.

Just go online and you can see the number of creative science videos which show presenters creating strange and wonderful things that make you shout 'Wow!'. There are probably many science teachers doing similar things in their classroom for their students. The question is how we make sure that all science lessons include this kind of creativity to get young people to see just how imaginative science can be.

Online Practice

A screenshot of an online practice interface for Lesson D. It shows a list of tasks with checkboxes and a progress bar. The tasks include: '1. Read the article and complete the sentences.', '2. Listen to the audio and complete the sentences.', '3. Watch the video and complete the sentences.', '4. Watch the video and complete the sentences.', '5. Watch the video and complete the sentences.', '6. Watch the video and complete the sentences.', '7. Watch the video and complete the sentences.', '8. Watch the video and complete the sentences.', '9. Watch the video and complete the sentences.', '10. Watch the video and complete the sentences.'

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 B1 Learners

B1 can be tremendously rewarding to teach. In contrast to lower levels, the students now have enough English to really express themselves. They can begin to use and understand humour; they can engage in discussions about serious issues; and they can use language creatively. At B1, the class begins to relax a little, as students start to communicate more freely without needing so much input and guidance from the teacher. There is a shift of focus from what they don't know (everything, at the lower levels) to what they do know, and what they are able to do with it. At the same time, for many students the B1 level marks a 'plateau'. They are able to deal with most of the basic functions they need and, consequently, many learners never get beyond this level.

While B1 students have already covered the most important grammatical areas and probably learned a good deal of basic vocabulary, there will almost certainly be major gaps in their knowledge and in their ability to produce effective spoken and written discourse.

At this level, other elements become important beyond simply getting a message across. For example, there is the issue of register: can the student modulate his or her speech to fit both formal and informal occasions? There is range: is the student-as-speaker confident attempting a variety of speech acts such as describing a place, giving instructions, or narrating a story? There is also range of input: is the student-as-listener/watcher able to cope with different genres of authentic material such as podcasts, video clips, and live interaction? These questions underpin the approach to the teaching of skills in a B1 class.

Besides skills, one of the most important areas for B1 students to work on is vocabulary. While they may 'know' the meaning of many words where one word equates with one idea, they often do not know collocations and idioms that use those same words. For example, they know the words *take* and *part*, but not the expression *take part in something*. The English language has thousands of these expressions, and it is at the B1 level that students really begin to grapple with the depth and breadth of the language.

Introduction

In terms of grammar, the approach needs to encompass both consolidation and gradual broadening of the repertoire. Structures that have been 'half-learnt' at lower levels should be revisited with the goal of developing automaticity so that the student does not have to search for the right forms. At the same time, there is plenty of new grammar (and new uses for old grammar!) to keep B1 students challenged.

It has often been noted that B1 can be a wide-ranging level. There may be large discrepancies between students in terms of what they are capable of doing with the language. While some may still struggle with, say, reading a course book text, others are able to read whole books in English. Besides being aware of differences in level, teachers also need to focus on individual needs. At the beginner levels all students have similar needs (basic language skills), but many students at B1 will start to have specific requirements depending on their reasons for learning English, whether for work, exams, travel, or fun. Try to use this variety to benefit the class. There is much scope for peer teaching (both language and content), project work, and extended group work based on mixed abilities and interests in B1 classes.

Here are our top tips for teaching at this level:

- Help the students to become independent learners through the use of strategies. Try to get students interacting with the language on their own by using authentic materials such as video, songs, magazines, and podcasts.
- Challenge the students in different ways. B1 students probably know a lot about how they learn best and the types of activities that motivate them. Although teachers cannot please everyone all the time, we can provide a wide range of activity types, including both analytical exercises and hands-on experiential learning, activities using technology and activities without.
- Do a lot of work on collocation. At this level, the students should be able to work with phrases and chunks of language.
- Use teaching strategies to counteract a feeling articulated by many B1 students that 'I'm not learning anything new'. Keep records of all new vocabulary learned and regularly recycle the words/expressions; film learners doing speaking activities at different stages of the course; and keep portfolios of their written work.

- Invite students to extend shorter responses. Set pre-speaking goals such as 'each student should speak for two minutes' or assign group monitors to keep conversations flowing. For written assignments, set word counts that go beyond students' normal output. Particularly in classes where students don't get much of a chance to interact in English outside the class, it's vital that the students use their opportunities to speak the language.
- Identify and deal with fossilised errors. These start to become an issue at B1. Use various techniques: keep a common mistake file and revisit it regularly. Use extended post-speaking activities in which the students self-correct and analyse their language use. Besides using it for correction, use this slot to highlight examples of interesting and successful language use.
- Keep encouraging and motivating students. You can do this through comments on student journals or written work, one-to-one tutorials, or while giving feedback to the whole class. While progress may sometimes seem slow at this level, one of the keys to teaching B1 students is to see the level as a transition point rather than an end point.

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 214–223).

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 and grammar 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/teach the target language in each activity.

Ss begin by reviewing auxiliary verbs in sentences and questions with different tenses. They then read a forum comment and find examples of various language forms. Next, Ss match words with the same vowel sounds. They correct language mistakes in a set of sentences and identify what kind of mistakes they are. Finally, they focus on reviewing common phrases related to work and free time.

Online Teaching

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

- **Ex 1B:** To make it worthwhile putting Ss into breakout rooms, you might want to ask Ss to ask and answer all of the questions 1–5.
- **Ex 2B:** Allow Ss to annotate your screen. Display the text and nominate different Ss to circle or highlight one of the different features.

Additional Materials

For Teachers:

Presentation Tool Lead-in
Online Digital Resources

For Students:

Online Practice Lead-in

GRAMMAR

- 1 A** Explain that the sentences are about the past, present and future, so Ss need to think about what verbs are used. Do the first one together as a class to demonstrate. When checking answers in Ex 1B, ask Ss to identify whether the sentences and questions are in the past, present or future and which tense is used in each.

- B** Check answers as a class before Ss ask and answer questions in pairs. Focus Ss on the questions in Ex 1A (1–5). Demonstrate the task by choosing two questions and asking them to a confident learner in the class. Give Ss a minute to choose two questions, then put them into pairs to do the task themselves. Monitor and listen carefully to Ss' use of language and tenses in particular. Identify strengths and areas for development. You may want to give constructive feedback, or you may simply want to give praise to build confidence at this stage of the course, and use the information about weak areas to inform future lessons.

ANSWERS:

- | | | |
|---------|--------|----------|
| 1 Are | 2 did | 3 have |
| 4 are | 5 does | 6 wasn't |
| 7 won't | 8 has | |

- 2 A** Explain that Yusuf is introducing himself to people on an online forum. Check Ss understand the meaning of *have in common with*. After they've read the text, ask Ss to work with a partner and tell each other what they have in common with Yusuf. Invite one or two Ss to share this with the class.

- B** Elicit the first answer from the class to demonstrate the task. You could elicit an example of items 1–8 not in the text before Ss complete the task, e.g. *I'm studying*. Ss can then either work alone or in pairs to complete the task. Check answers.

ANSWERS:

- | | |
|-----------------------|-----------------------------------|
| 1 'm living | 6 can |
| 2 chose, arrived, was | 7 ... , which is an amazing city. |
| 3 've been | 8 love getting |
| 4 'm going to stay | |
| 5 The best/worst | |

PRONUNCIATION

- 3 A** Elicit the pronunciation of each word from the class, especially *queue*. Use the example to explain the task. Monitor and model the words correctly to help Ss. Don't give away the answers yet.

- B**  **L.01** | Play the recording so Ss can check their answers. Help them to hear the same vowel sound in each pair, showing Ss the position of the mouth used to pronounce each one, especially the ones that learners have problems with in your context. Particularly difficult sounds are often the diphthongs /əʊ/ (*boat/show*) and /ɔɪ/ (*oil/toy*), and the long vowel sound /i:/ . When checking answers, display the pairs of words on the board. You could play the recording again so that Ss can listen and repeat the words clearly.

ANSWERS AND AUDIOSCRIPT:

boat, show	fight, shy	heat, seen	mail, take
oil, toy	put, took	queue, through	

- C** Refer Ss to the pairs of words on the board when doing this task. Elicit ideas from around the class.

COMMON ERRORS

- 4A** Elicit the first answer together as a class to demonstrate the task. Ss should look for errors in verb forms, word order and punctuation, as well as for missing words and words that are not needed.

ANSWERS:

- 1 My sister ~~don't~~ **doesn't** like football.
- 2 Which film **did** you watch last night?
- 3 I'm from **F**rance.
- 4 We love listening **to** music.
- 5 Let's discuss ~~about~~ this later.
- 6 When ~~I can~~ **can I** go home?
- 7 I'm **a** teacher.
- 8 I ~~live~~ **have lived** here since 2018.

- B** Explain that this task is helpful because it focuses learners' attention on types of errors so that they can recognise their own and try to avoid them. Elicit the first answer as a class to demonstrate. Ss could do the task in pairs. Check answers. You could ask Ss to share typical errors they make with a partner.

ANSWERS:

- | | | |
|--------------|--------------|--------------|
| 1 sentence 4 | 2 sentence 5 | 3 sentence 8 |
| 4 sentence 6 | 5 sentence 2 | 6 sentence 3 |
| 7 sentence 1 | 8 sentence 7 | |

VOCABULARY

- 5A** Focus Ss on the example and check they understand the meaning of *colleague* before they complete the task.

EXTRA SUPPORT: DYSLLEXIA Exercises such as this where options are presented in a box can be challenging for Ss with dyslexia as they can find the options difficult to read in this format. You could provide two options (one correct and one incorrect) per gap or, to reduce the reading load, provide the options in a well-spaced vertical list (either on the board or in a handout).

ANSWERS:

- | | | |
|--------------------|---------------|----------------|
| 2 go | 3 post | 4 chat |
| 5 do | 6 send | 7 watch |
| 8 listen to | 9 do | 10 take |

- B** This task checks Ss' understanding of the meaning of the phrases in Ex 5A. Ss could complete their answers in pairs.

ANSWERS:

- work:** chat to a colleague, do some work, send an email, take a break
- free time:** go out with friends, post a photo on social media, watch a film, listen to some music, do some sport/exercise

- C** Put Ss into pairs and ask them to answer the first question. Give them a time limit for this, then elicit ideas from the class. Record them on the board and check all Ss understand them if you feel they may not. Ss then discuss the second question. Monitor and assess their use of these phrases. Provide feedback as described in the notes for Ex 1B.

EXTRA IDEA Set up an online forum for the class and ask Ss to use Yusuf's introduction as a model, and share their own introductions. They can then respond to at least three other Ss' introductions with a question to start a conversation.

1 people

Global Scale of English **LEARNING OBJECTIVES**

1A Who are you?

- **LISTENING** | Understand people talking about the people and activities in their life: people and relationships; personality adjectives
- Talk about different people and activities in your life: present simple and present continuous; state verbs; adverbs of frequency
- **Pronunciation:** connected speech: *do you*
- Write a personal profile; use linking phrases

GSE INFORMATION

VOCABULARY

43–58 Can use language related to family members and relationships.

LISTENING

45 Can follow familiar topics if the speaker is clear and avoids idiomatic usage.

GRAMMAR

29 Can tell when to use the present simple and when to use the present continuous.

SPEAKING

47 Can give straightforward descriptions on a variety of familiar subjects.

WRITING

43 Can write a short online profile.

1B Good people

- **READING** | Read a news article about people with unusual jobs: jobs; work
- Talk about jobs and work: verb patterns
- **Pronunciation:** syllable stress
- Invent a news story

GSE INFORMATION

VOCABULARY

43–58 Can use language related to jobs.

READING

44 Can scan short texts to locate specific information.

46 Can derive the probable meaning of simple unknown words from short, familiar contexts.

GRAMMAR

47 Can form and use phrases with prepositions + verbs (+ 'ing').

47 Can use a range of verbs taking 'to' + infinitive.

SPEAKING

45 Can narrate a story.

1C Let's talk!

- **HOW TO ...** | start and end a conversation; keep a conversation going; conversation topics
- **Pronunciation:** rhythm and intonation

GSE INFORMATION

VOCABULARY

43–58 Can use language related to discussion and conversation.

HOW TO ...

44 Can use fixed expressions to keep a conversation going (e.g. 'I see.', 'right').

SPEAKING

47 Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work).

1D Lifestyle

- **BBC STREET INTERVIEWS** | Understand people talking about their lifestyle
- Talk about your lifestyle: modifiers
- Write a blog post about a day in your life

GSE INFORMATION

GRAMMAR

49 Can use 'quite' and 'quite a(n)' as adverbials with adjectives and noun phrases.

SPEAKING

50 Can carry out a simple informal interview.

WRITING

44 Can write about personal experiences in a diary or online posting, 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 1A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ Ask Ss to think of as many adjectives that describe personality as possible, giving one or two ideas to start (e.g. *friendly*, *lazy*). Play the video and ask Ss to complete part 1 of the task. Put Ss into small groups and ask them to compare the adjectives they noted down. Elicit some of the adjectives from the whole class and clarify meaning where necessary, e.g. checking the difference between *fun* (enjoyable) and *funny* (makes you laugh). Note that, as this is authentic video, some less frequent adjectives are used, therefore the idea is not for Ss to note down all the adjectives, just those they recognise. They will learn more adjectives to describe personality during this unit.

Put Ss into pairs to complete the second part of the task and discuss how their friends would describe them. On the board, write: *My friends would describe me as ...* to help get them started. Elicit ideas from around the class.

ANSWERS:

- 1 creative, artsy, humorous, bearded, caring, genuine, funny, loud, chaotic, friendly, reliable, kind, caring, late, smiley, happy, fun, energetic, generous, honest
- 2 Students' own answers

EXTRA CHALLENGE In Lesson 1A, Ss will be introduced to more adjectives that describe personality via the Vocabulary Bank. To challenge Ss further, play the video after Ss have completed the Vocabulary Bank activities and use it to teach additional, less frequent adjectives.

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 Who are you?

GRAMMAR | present simple and present continuous; state verbs; adverbs of frequency

VOCABULARY | people and relationships; personality adjectives

PRONUNCIATION | connected speech: *do you*

LESSON OVERVIEW

In this lesson, Ss talk about different people, activities and roles in their lives. The lesson begins with Ss learning vocabulary related to people and relationships. They then listen to three people talking about people and activities important to them. From this listening, Ss learn and practise using adjectives that describe personality, review and practise the present simple and present continuous, and notice and produce the pronunciation of *do you* in connected speech. Ss complete a speaking task where they describe different roles they have. Finally, they write a personal profile for a website, with a focus on linking words.

Online Teaching

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

- **Ex 3A:** Don't forget to tick the box that allows the sharing of audio when you share your screen, so that Ss can hear the recording effectively. If streaming audio live is problematic with your class due to bandwidth, share the MP3 with Ss and give them time to listen on their own device.
- **Ex 7A:** Ss can share their sentences privately via the chat box. You can then provide feedback individually or as a whole class.

Additional Materials

For Teachers:

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

For Students:

Online Practice 1A
Workbook 1A

TO START

On the board, write the lesson title: *Who are you?* Then, introduce yourself to the class, and put Ss into small groups to do the same. If you have already introduced yourselves, tell Ss about your roles instead, for example 'I'm a mother, a daughter, a sister, a teacher, a cook, a hockey player ...'. Put Ss into pairs or small groups for them to answer the question in the same way. Ask Ss to share anything particularly interesting 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

people and relationships

- 1 A** Give Ss time to think of the answers before they work in pairs. Ask one or two pairs to share what they learnt in open class.
- B** Point out the photo of Pedro in the centre. Elicit what Ss can see in the other photos to help them prepare for the reading in Ex 2A.

POSSIBLE ANSWERS:

football, family life, children, work, work colleagues, music, friends, parents, family, staying in touch with family

- 2 A** In feedback, ask Ss to identify the photo(s) described in each quote to show understanding. Ask them which words help them to do this, e.g. *football team, match, pitch, game*.

ANSWERS:

- 1** blue photo, top right
- 2** blue photo, bottom left; pink photo, centre right
- 3** pink photo, bottom left; blue photo, bottom right
- 4** blue photo, bottom right; pink photo, top left

- B** Check Ss understand the meaning of *friendships*. Add the first word to the table as a class to demonstrate, then give Ss time to do the rest on their own. In feedback, check Ss understand the meaning of the words (e.g. by pointing to the people in the photos). Clarify that *partner* in this context means one of two people who live together, but who may not be married. However, it can also mean one of the owners of a business. Drill the pronunciation of *colleagues*. Ss can add further words to each group in pairs or small groups. They could find those included in the text in Ex 2A to start them off (friendships/personal life: best friend; family: parents, children, daughter, mother).

EXTRA SUPPORT Before Ss complete the table, read out the following definitions and ask Ss to write down the word in bold which matches them. Check answers as a class.

- 1 My father's mum and dad. (*grandparents*)
- 2 The person who tells me what to do at work. (*manager*)
- 3 The people I work with. (*colleagues*)
- 4 The person I live with, but I'm not married to them. (*partner*)
- 5 The people I know very well and like very much. (*close friends*)
- 6 The people I play a sport with. (*teammates*)

ANSWERS:

work: colleagues, manager

sport: teammates

friendships/personal life: partner, close friends

family: grandparents

- C** Check Ss understand the definitions before they match them to the highlighted phrases, in particular *have a good relationship* (e.g. be good friends), *relative* (e.g. cousin, grandfather) and *respect* (admire). Write the phrases on the board and highlight the stressed words (*get on well with*, *be friendly with*, *look up to*, *stay in touch with*, *take after*). Drill the phrases in the sentences in the text in Ex 2A (i.e. *I get on well with my teammates*).

ANSWERS:

- 1** get on well with, be friendly with
- 2** take after **3** look up to **4** stay in touch with

- D** Demonstrate this with your own sentences first, encouraging Ss to ask follow-up questions for each one, e.g. You: 'I look up to my dad because he does a lot of work for our community.' Ss: 'What kinds of things does he do?' Give Ss time to think about what they can say before they do the task in pairs. Monitor and encourage follow-up questions. Provide feedback on Ss' use of the phrases in Ex 2C.

EXTRA SUPPORT You could give prompts to help learners, e.g. *I get on well with ... / I'm really friendly with ... / I look up to ... / I usually stay in touch with ... by ... / I take after ...*

LISTENING

- 3 A**  **1.01** | Explain what Ss will hear then play the recording. Before checking answers with the class, put Ss into pairs to compare what they noted down. Check Ss' understanding of *hockey*.

POSSIBLE ANSWERS:

Tomasz: *studies*, parents

Michaela: a sport, a grandparent

Jo: work, children

AUDIOSCRIPT 1.01

- Tomasz:** Studying is important to me. I'm a student at Manchester University. I'm studying design and I love it! I'm living with a few of the people on my course at the moment and we're really close friends. They're so funny, and great to be with, so we spend a lot of time together. We study during the day and then we usually cook together in the evening. We sometimes go out to eat. The other people that are important to me are my family. My parents live back home in Poland, so I hardly ever see them, but I try to stay in touch with them and speak to them every day on the phone. They're getting older, so they need more help nowadays. Luckily, my sister gets on well with them and lives nearby, so she often visits them to make sure they're OK.
- Michaela:** Hockey is really important to me. I always train twice a week and play matches at weekends. We're training for a big competition at the moment, which is exciting. I'm not the best player in the team, but I do my best to be a reliable teammate. When it comes to the people in my life, my relationship with my grandmother is one of the most important to me. She's such a kind and generous person and she's always cheerful. I spent several years living with her when I was younger. I look up to her because she worked as a nurse for years while bringing up three children. She's amazing. And I also have a very close group of friends. We were all at school together. Now, many of them are living in different parts of the world, but we stay in touch, and when they come home, we always try to meet up.
- Jo:** I think as we get older, we seem to have a lot of different roles in life. I'm a mum, a partner and a friend. But I'm also a manager in a marketing company. My work is really important to me. It's really busy at the moment because we've got a big project to finish next month. But I'm lucky because I work with a big team of people. They are hard-working and very reliable. When I get home, I have a whole set of other roles. I'm the main chef in the house, as well as the dog walker and sometimes the taxi driver for my teenage son. My roles at home are more exhausting than my job, and I don't get paid!

B 1.01 | Give Ss time to read the questions before playing the recording again. Check understanding of *mention*. Play the recording, or parts of the recording, twice if necessary.

EXTRA SUPPORT: DYSLEXIA The number of questions here may pose a challenge for Ss with dyslexia. It will help them if you read through the questions with the class and then pause the recording after each speaker to check answers.

ANSWERS:**Tomasz**

- 1 He's studying design at Manchester University.
- 2 He lives with people from his course / his friends.
- 3 He hardly ever sees his parents, but he tries to talk to them every day.

Michaela

- 4 Three times a week. She trains twice a week and plays matches at the weekend.
- 5 She admires her grandmother because she worked as a nurse while she was bringing up three children.
- 6 She met her close friends at school.

Jo

- 7 Jo is a manager (in a marketing company).
- 8 It's busy because they've got a big project to finish next month.
- 9 chef, dog walker, taxi driver for teenage son

EXTRA IDEA After checking answers, you could ask Ss which speaker is the most similar to them and why, either in pairs or as a whole class.

C Give Ss time to read the questions and think of answers. Elicit possible follow-up questions to help them create a discussion (e.g. *How did you meet your friends? How often do you see them?*). During the task, monitor and note Ss' ability to ask follow-up questions and extend their discussion. Provide feedback on this.

EXTRA CHALLENGE Ask Ss to use at least four of the vocabulary items in Exs 2B and 2C in their discussion. Give them time to think about how they can do this.

4A This task uses the context of the recording to introduce personality adjectives, before Ss move on to the Vocabulary Bank. Ask Ss to identify who each description is talking about as a whole class before they discuss questions 1–3 in pairs. You might want to give Ss time to answer the questions individually first. When checking answers, check Ss understand the meaning of the adjectives well and drill them.

ANSWERS:

- a people on his course / his close friends
- b her grandmother
- c her colleagues / the other people in her team
- 1 All the adjectives have a positive meaning.

B Refer Ss to the Vocabulary Bank on page 136.

VB ▶▶ page 136 **VOCABULARY BANK** personality adjectives

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** Give Ss a chance to share ideas in pairs when they have completed the exercise. Monitor if possible and note any challenging words. Don't give away the answers yet.

EXTRA SUPPORT: DYSLEXIA The number of options and items here may cause difficulties for Ss with dyslexia. You could divide the exercise up into shorter sections, with the corresponding options from the box, or provide two options (one correct and one incorrect) for each gap.

EXTRA SUPPORT Before Ss complete the sentences, ask them to focus only on the adjectives in the box. Get them to work alone to put the words into these categories:

Red: I don't know what it means.

Amber: I'm not sure what it means, but I can guess.

Green: I know what it means.

Ss then work in small groups and help each other with words in their red/amber categories. Monitor and note what these are. In feedback, focus on these words, asking groups to explain the meanings to each other where possible, and you explaining where not.

- B**  **VB1.01** | After Ss listen and check their answers, check if there are any words Ss are unsure of, addressing those that you noticed were challenging when monitoring Ex 1A. Drill the pronunciation of the words, especially *patient* and *reliable*.

ANSWERS:

- | | | |
|--------------|-------------|-----------|
| 1 easy-going | 2 generous | 3 rude |
| 4 serious | 5 crazy | 6 patient |
| 7 polite | 8 tidy | 9 helpful |
| 10 noisy | 11 kind | 12 bossy |
| 13 funny | 14 reliable | |

EXTRA CHALLENGE Ask Ss to think of opposites to the adjectives in the box or search for these online.

POSSIBLE ANSWERS:

bossy – passive; crazy – sane; easy-going – uptight; funny – boring; generous – mean; helpful – unhelpful; kind – unkind; noisy – quiet; patient – impatient; polite – impolite; reliable – unreliable; rude – polite; serious – funny; tidy – untidy

- C** Give Ss time to answer the questions alone. Check answers to the first question as a class, then put Ss into pairs to share their ideas for the second. Encourage Ss to give examples, e.g. 'I'm usually polite. I try to hold doors open for people and thank people who do things for me.' Provide feedback on Ss' use of the adjectives.

ANSWERS:

Positive: easy-going, funny, generous, helpful, kind, patient, polite, reliable, tidy

Negative: bossy, crazy, noisy, rude

Neutral: serious

EXTRA CHALLENGE You could play the video for the BBC Vlogs again at this point and use it to teach additional, less frequent adjectives.

GRAMMAR

**present simple and present continuous;
state verbs; adverbs of frequency**

- 5 A** This exercise focuses Ss' attention on the form of the present simple and present continuous. You could refer Ss to the Grammar Bank notes on page 104 to check their answers before you check answers as a class. If helpful, note the forms on the board so that Ss can record these themselves.

ANSWERS:

- 1 'm studying: present continuous; love: present simple
- 2 'm living: present continuous
- 3 study, cook: present simple
- 4 live: present simple
- 5 come, try: present simple

- B** This exercise helps Ss to understand the uses of both the present simple and present continuous. Check Ss understand the meaning of *temporary* and *routine* before they do the task. Put Ss into pairs to share their ideas after they do the task individually. You could refer Ss to the Grammar Bank notes on page 104 to check their ideas. Check Ss understand the uses clearly when checking answers. Use 2 may be new at this level so you may want to focus more on that.

ANSWERS:

- 1 sentence 4: live
- 2 sentence 1: 'm studying; sentence 2: 'm living
- 3 sentence 3: study, cook; sentence 5: come, try
- 4 present simple
- 5 sentence 1: love

EXTRA IDEA Explain that there are verbs which describe actions and verbs which describe states. The latter aren't usually used in the continuous form, e.g. *I don't understand anything he says*. NOT ~~*I'm not understanding anything he says*~~. Write the verbs in the key below on the board in a random order and ask Ss to organise them into Action verbs and State verbs.

ANSWERS:

Action verbs: call, live, open, play, use, watch

State verbs: believe, belong, know, need, seem, understand

- C** 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**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

- 1** This exercise focuses on both the use and form of the present simple and present continuous. Ss should pay attention to time expressions to help them. Ask Ss to explain their answers when checking them.

POSSIBLE ANSWERS:

- | | | |
|---------------|----------------|------------------|
| 1 Are, living | 2 Does, know | 3 are, listening |
| 4 do, see | 5 'm/am trying | 6 stay |

- 2** This exercise focuses on the meaning of expressions of frequency. After checking answers, elicit where these usually come in a sentence, i.e. at the end of a clause or sentence except for *hardly ever* which usually sits between the subject and main verb (or after the verb *be*). Ss can look at the Grammar Bank notes to check their ideas.

POSSIBLE ANSWERS:

never, hardly ever, twice a year, once in a while, from time to time, once a month, every weekend, every day, always

- 3** This exercise focuses on the position of adverbs of frequency and other time expressions. Refer Ss to the Grammar Bank notes to help them with the position of these words.

ANSWERS:

- 1 (a) **Usually** our manager deals with problems. It's her job.
- 2 I get up early (b) **every day** and go for a run.
- 3 She's a close friend but we (b) **rarely** see each other – maybe only once a year.
- 4 I (a) **always** clean the house at the weekend. I hate it when it's a mess.
- 5 (a) **Once in a while**, I speak to my manager – maybe once a month.
- 6 I (b) **never** work late at night because I get too tired and I can't concentrate.
- 7 We go out for a meal together (b) **occasionally**.
- 8 I (a) **sometimes** wish I worked part-time because I'd love to spend more time with my family.

PRONUNCIATION**connected speech: do you**

- 6A**  **1.02** | This helps Ss with both listening and speaking. Ask Ss how *do you* is pronounced in fast speech to engage them (/djə/). Play the recording so they can check.

- B**  **1.03** | This gives Ss practice in hearing the weak forms and connected speech in the question forms. Play the recording twice if necessary. Display the answers via the Presentation Tool for Ss to check if possible. Otherwise, ask Ss to read out their answers.

EXTRA SUPPORT: DYSLEXIA If you have dyslexic learners in your class, you could turn this activity into an oral one. Put Ss into pairs, A and B. Play the first question and pause the recording. Student A repeats the question to Student B who checks it's correct. Elicit the question from the class and note it on the board. Then play the second question. This time Student B repeats it to Student A, who checks it's correct. Elicit the question from the class and note it on the board. Repeat, alternating between Student A and Student B each time.

ANSWERS AND AUDIOSCRIPT:

- 1 What time do you usually start work?
- 2 Do you enjoy playing sport?
- 3 Do you get on well with your colleagues?
- 4 Do you usually get up before 7 a.m.?
- 5 How often do you see your close friends?

C Drill the questions before Ss do this task to help them to produce *do you* in connected speech as effectively as possible. Use the recording in Ex 6B if you prefer. Monitor when Ss complete the task and feed back on their production of *do you*.

7A This exercise and Ex 7B give Ss practice in making sentences, asking questions, pronouncing *do you* and using adverbs/expressions of frequency. Demonstrate the task by writing a sentence about yourself on the board, for example 'I often work late at night.' Monitor if possible and help Ss produce accurate sentences.

POSSIBLE ANSWERS:

I hardly ever cook dinner. We always eat out in a restaurant.

Nowadays I hardly ever visit my grandparents because they live far away.

I'm enjoying my job at the moment.

I never get up before 6 a.m.

I'm studying for exams at the moment.

I sometimes find my course difficult.

B Demonstrate this task with a confident student. Ask them to share a sentence and you ask a follow-up question or two. Ask the student to do the same with you. Alternatively, use the example conversation in the book. When Ss complete the task, monitor and provide feedback on their questions, their pronunciation of the questions and their use of adverbs/expressions of frequency.

SPEAKING

8A Exs 8A–8D give learners the opportunity to develop fluency, as well as use the language presented in this lesson. Ask Ss to look at the diagram and answer the questions. After checking answers, ask them to identify language they have seen in the lesson (*teammate, friendly, fun, best friend, funny, tidy, brother, bossy, partner, kind, colleague*). Explain the meaning of *charming*.

ANSWERS:

Her best friend is Alice.

She works with Maria.

B Monitor as Ss complete this task and provide feedback on their use of language from the lesson in particular.

EXTRA IDEA: DIGITAL Ss could complete their diagrams using a digital word web tool.

C Encourage Ss to make notes, and to think about what language from the lesson they can use. You might want to point out that in answering question 4, they will need to use both the present simple and present continuous.

D Use the example to explain the task. Ss use their notes to talk about the people in their diagrams. Monitor and give feedback on Ss' use of language presented in this lesson. Ask Ss to share any interesting information they learnt with the class.

EXTRA IDEA: DIGITAL Ss could complete this task for homework and record themselves using a digital voice or video recorder. Ask them to share the recording, listen to at least three other recordings and comment on them.

WRITING**a personal profile**

9A Check Ss understand what a personal profile is (a short text giving information about a person's life). Ask Ss to look at the photo and predict information in Matt's profile. Ss read the profile to check their ideas and answer the question to establish where a profile can be found. Ask how many Ss in the class have a personal profile and where.

ANSWER:

b

B Check Ss understand the meaning of all the words in the box, in particular *awards won, current projects and personal beliefs*. Give Ss time to do this task alone before they check answers in pairs. Check answers with the class.

ANSWERS:

awards won, current projects, hobbies, home town, job, name, nationality, professional experience

EXTRA IDEA Ask Ss if they like Matt's personal profile and why/why not.

10A Before Ss complete the task, ask them what the purpose of the words in bold is (to link two ideas). In feedback, ask the class to identify the position of each linker in a sentence (*because* joins two clauses; *as well as* introduces a noun phrase; *too* comes at the end of a sentence; *also* appears before a main verb; *for example* introduces a noun phrase or clause).

ANSWERS:

- a** because **b** as well as, too, also
c for example

- B** Refer Ss back to the position of the linkers discussed in Ex 10A before they do this task. Explain that in 3, the clauses could be swapped round (*Because I love learning about nature, I'm studying biology.*).

ANSWERS:

- 1** too **2** For example **3** because
4 as well as **5** also

- C** Ask Ss to decide what kind of website they are writing for and consider who will read their profile. Then, ask them to note down information they want to include on the topics included in Matt's profile. Ss should follow the order of Matt's profile. They can write their profiles in class or out of class. As some Ss may have more to say than others, you can probably expect a word count of 100–140 words at this level. If learners ask for a word count, you might want to give this range to allow for different language levels in the class. Provide feedback on the content of the profiles, their organisation and their use of linkers.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners sometimes write long sentences that continue on to the next idea without a full stop. Remind learners to keep sentences short with no more than two clauses if possible.

EXTRA IDEA If you think it would help the class, you could put Ss into pairs to share and explain their writing plans for their profile. On the board, write: *I particularly like ...* and *You could also ...*. Ss give feedback by completing the prompts. Ss could complete the same task with the finished profiles before submitting a final draft.

TO FINISH

Ask Ss to note down three new words they learnt during the lesson that they think are particularly useful for them. They can submit these to you via a piece of paper or an online tool. Review them to learn more about your class.

1B Good people

GRAMMAR | verb patterns

VOCABULARY | jobs; work

PRONUNCIATION | syllable stress

LESSON OVERVIEW

In this lesson, Ss talk about people who help others. They begin with jobs where people help others and vocabulary related to jobs. They focus on stress in job titles with three syllables. They then read a text about someone who helps others and summarise it for other Ss. They look at verb patterns in the texts and practise using those. Finally, they complete a speaking task where they invent and tell a story about a person who helped others.

Online Teaching

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

- **Vocabulary Bank 1B, Ex 1C; and Ex 3C:** Ss can share their sentences privately via the chat box. You can then provide feedback individually or as a whole class.
- **Ex 3A:** Allow Ss to annotate your screen, asking Ss to mark the stress for the other Ss to check.
- **Ex 5B:** Use the survey tool in your platform, or an alternative polling tool to find out which person Ss admire the most. Then elicit reasons why from the class.

Additional Materials**For Teachers:**

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

For Students:

Online Practice 1B
 Workbook 1B

TO START

Put Ss into small groups. Give them two minutes to think of as many jobs as they can and note them down. The group with the most jobs wins.

EXTRA IDEA: DIGITAL Ss can do the 'To start' activity via an online tool. Groups can type the jobs in and only post them when the two minutes is up. Everyone will be able to see everyone else's words then.

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

jobs

- 1 A** Ask Ss to look at the photo and elicit what the job involves. Elicit the idea that medical workers help others and elicit one more job (e.g. firefighter) that does this before Ss work alone or in pairs to come up with five more.

POSSIBLE ANSWERS:

charity worker, dentist, doctor, nurse, police officer

EXTRA IDEA Ask Ss what kind of person becomes a medical worker, referring back to the personality adjectives in Lesson 1A.

- B** Ask Ss to share their ideas in their groups and make a list. They then rank the jobs from most to least helpful. In open class, ask each group to share their top three most helpful jobs and find out if any are common to all groups.

- 2 A**  **1.04** | Before Ss listen, drill the jobs, in particular *mechanic, financial consultant and plumber* (highlighting the silent 'b'). Ss could mark the stressed syllables. Play the recording, or parts of the recording, twice if necessary.

ANSWERS:

2 e 3 h 4 f 5 a 6 c 7 b 8 g

AUDIOSCRIPT 1.04

- 1 I help people to make decisions about their money. I give advice on what to do with the money they save.
- 2 I know all about water pipes, toilets and heating systems. I repair them when they go wrong. I think people are very happy to see me because they need help.
- 3 I write stories for newspapers and magazines. I try to inform people about the real world.
- 4 I work in the kitchen at a restaurant, preparing food. We hope to give people a great experience at the restaurant and help them relax.
- 5 I play in a band. We play in front of live audiences and also record songs.
- 6 I serve customers. When they ask to see a product I show it to them, and help them buy what they need.
- 7 I work in a garage and repair cars when they have a problem.
- 8 I grow and sell fruit and vegetables. We help people by providing healthy, natural food.

EXTRA IDEA To exploit the recording further, write the prompts below on the board and ask Ss to predict the verbs.

1 g_____ advice, 2 k_____ about something, 3 i_____ people about something, 4 p_____ food, 5 p_____ in a band, 6 s_____ customers, 7 r_____ cars, 8 g_____ fruit and vegetables

Play the recording again for Ss to check their answers.

ANSWERS:

- | | | | |
|--------|---------|----------|-----------|
| 1 give | 2 know | 3 inform | 4 prepare |
| 5 play | 6 serve | 7 repair | 8 grow |

- B** This exercise checks Ss' understanding of the jobs. Ss could do this individually or in pairs.

ANSWERS:

- 1 shop assistant, financial consultant, journalist
- 2 shop assistant, chef, gardener
- 3 mechanic, financial consultant, plumber, chef
- 4 mechanic, shop assistant, financial consultant, plumber, gardener

- C** Use the examples to explain the task. Encourage Ss to use personality adjectives from Lesson 1A when describing each type of person. In feedback, find out which is the most popular job with Ss.

- D** Refer Ss to the Vocabulary Bank on page 136.

 page 136 **VOCABULARY BANK** work

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** Check Ss understand the meaning of *banker, loads of, competition* (people who compete against you) and *homeless*. Ss could use a dictionary to help them complete this task. Put them into pairs to check answers. Don't give away the answers yet.

EXTRA SUPPORT If you think your class will struggle with the vocabulary in this activity, give Ss the answers and then ask them to use the information in the texts to work out the meaning of each word/phrase. You could provide definitions for them to match.

EXTRA CHALLENGE Ask Ss to cover the words in the first box, read the text and predict the missing words. Ss then uncover the word box and complete the sentences. Ss repeat this with texts 2 and 3.

VB

VB **B**  **VB1.02** | When checking answers, check Ss understand the meaning of *volunteer at a shelter for homeless people*. Elicit the part of speech of each word/phrase. Note that *volunteer* can be both a noun and verb. Highlight that *-eer* is the stressed syllable in *career* and *volunteer*.

ANSWERS:

- 1 part-time
- 2 career
- 3 wages
- 4 run
- 5 responsible for
- 6 full-time
- 7 out of work
- 8 profession
- 9 qualifications
- 10 volunteer

C Use the examples to demonstrate the task. Monitor as Ss write their sentences if possible. Provide individual or whole class feedback.

EXTRA SUPPORT You could give prompts to help learners, e.g. *I have / would love a career in ... / In my job, I'm responsible for ... / I'd like to volunteer ...*

PRONUNCIATION

syllable stress

- 3A** Ask Ss how many syllables the words have (three) before they discuss the questions in pairs. Elicit answers to assess how well Ss are able to identify the stress, but don't give away the answers yet.
- B**  **1.05** | Play the recording for Ss to check their ideas in Ex 3A and decide if the statement is true or false. Establish the general rule about stress on three-syllable jobs and then play the recording again so that Ss can listen and repeat. Note that this is a general pattern for three-syllable words, but there are exceptions, for example *positive*, *recommend*.

ANSWERS:

assistant consultant journalist mechanic
musician

Journalist has a different stress pattern because the stressed syllable is the first syllable. All the other words have the stress on the second syllable.

The statement in Ex 3B is true.

C This gives Ss the chance to produce the correct pronunciation in a sentence. Use the example to demonstrate the task and give Ss time to write their own sentences. Monitor if possible and help them with accuracy. When reading their sentences to a partner, monitor and help Ss produce the correct pronunciation.

READING

EXTRA SUPPORT: DYSLEXIA There are recordings of the reading texts available to help dyslexic learners.

- 4A** Explain that Ss will read a text about someone who helps others. You could write all three titles on the board and ask Ss to predict how. Preteach *patient* (n) and *boiler*. Divide the class into groups of three and each group of three into Students A, B and C. Have one or two groups of four if necessary, with two Student As. Give Ss time to read their articles and do the task.

EXTRA SUPPORT: DYSLEXIA If possible, divide the class into groups and allocate them Student A, B or C roles before the class and share the relevant audio file with learners with dyslexia. As Ss work on their own in Ex 4A, they can then read and listen to the text if they prefer.

B Monitor if possible and point out any mistakes for Ss to self-correct, but don't give away the answers to Ss reading different texts.

ANSWERS:

	Text A	Text B	Text C
Who is the text about? Where?	Lou Ridsdale, Ballarat, Australia	Zeal Akarawai, Lagos, Nigeria	James Anderson, Burnley, UK
What is their job? What do they do for other people?	Provides free food to those in need	He's a financial consultant. Pays strangers' medical bills	Does free plumbing for older people and people with disabilities
Why do they do it?	She heard about a man in LA who gives away food. / The city has problems with food: lack of affordable food and lack of education about healthy eating.	Because he is kind and caring.	Older people need his services, especially in winter.
Do they run an organisation?	Yes. It's a programme.	No	Yes. He started a company that does free plumbing.
What do they say about what they do?	No one is judged on what they bring or take as long as they leave with a smile. / She wants to see it catch on all over Australia.	He wants patients to tell people what happened – an unknown person paid their bill.	Many people don't have a lot of income and don't like to ask for help. / He hopes his kindness will catch on.

EXTRA SUPPORT After Ss read their article and complete their part of the table, put As, Bs and Cs together to check their answers before they move on to Ex 5A.

5A Encourage Ss to use their notes to share information rather than read from the text.

B In feedback, do a quick poll to find out which person is admired the most. Elicit reasons from the class.

C Identify the first word as a class to demonstrate the activity. Ask Ss to read the other sentences and check any words they don't know with you (e.g. *behaviour*). When checking answers to the task, ask what kind of bills a person has (e.g. electricity, restaurant, hotel) and for examples of kindness (e.g. giving a homeless person money).

ANSWERS:

- | | | |
|-------------------|--------------------|-----------------|
| 1 bill | 2 kindness | 3 income |
| 4 catch on | 5 make sure | |

FUTURE SKILLS | Social responsibility



D Ask Ss to read the box and put them into pairs to discuss the questions. On the board, write: *A good person ...* and elicit ideas for how to complete the sentence from the class. Ask Ss to explain their ideas where relevant. Then elicit answers to the other questions. Find out if Ss agree.

EXTRA: EMPLOYABILITY SKILLS Ask Ss to work in small groups and discuss how employees can all be good (or better) people in society, and how companies can be good companies. They should think about relationships, behaviour, community and the environment. Elicit ideas in open class.

GRAMMAR

verb patterns

6A Ask what form the highlighted verbs take (infinitive or *-ing* form). Explain to Ss that they are going to look closely at why. Clarify the meaning of *subject* and *preposition* if necessary. Ss work alone to complete the task, then check answers in pairs. You could refer Ss to the Grammar Bank notes to help them check their answers.

EXTRA SUPPORT: DYSLEXIA Write the highlighted verb patterns from the texts in a vertical list on the board or on a handout for dyslexic learners so they can read them more easily. If you provide a handout, it's a good idea to use double spacing.

ANSWERS:

1

Text A: Helping people is what Ridsdale does.

Text B: Helping people is what he does ...

Text C: Helping people is what he does.

2

Text A: After leaving

Text B: After visiting

Text C: After finishing

3

Text A: began to go, need to learn, help to make, hopes to see

Text B: need to know, want to receive, helped to pay, hopes to see

Text C: needed to borrow, like to ask, decided to start, agreed to work

B Make sure Ss understand that one sentence is correct, but the others have one incorrect verb form, which might mean changing a form or adding a missing word.

ANSWERS:

1 After leaving school, I decided **to** do a plumbing course.

2 She hopes ~~for~~ **to** become a chef.

3 You need to ~~speaking~~ **speak** to a financial consultant.

4 correct

5 Before ~~study~~ **studying** to be a doctor, he worked as a volunteer in a hospital.

EXTRA CHALLENGE When you check answers with the class, ask Ss to explain the reasons for their corrections. On the board, write: *It should be ... because it comes after ...* to help Ss do this.

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.

GB ▶ page 105 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. Both the exercises focus Ss on the form of verbs in verb patterns. In the first exercise Ss have to think about meaning, too.

- 1** This focuses on the form which verbs should take when they follow other verbs, but Ss also have to select verbs with the right meaning. Preteach *adventures* and *monuments*.

EXTRA SUPPORT Tell Ss which verbs go with which sentence. They then only need to decide on the form.

ANSWERS:

- 1 to repair
- 2 to have
- 3 to go
- 4 living
- 5 drinking ('to drink' is possible but less common)
- 6 to play
- 7 swimming
- 8 to finish
- 9 reading ('to read' is possible but less common)
- 10 to visit

- 2** Refer Ss to the Grammar Bank notes to help them complete this task, and when checking any answers that Ss got incorrect.

ANSWERS:

- | | | |
|--------------|------------|------------|
| 1 to be | 2 to fly | 3 learning |
| 4 attending | 5 hating | 6 doing |
| 7 to love | 8 Learning | 9 studying |
| 10 to become | | |

EXTRA CHALLENGE Ask Ss to write their own texts entitled 'A person who helped me' and try to use at least five verb patterns, e.g. by using *want*, *decide*, *love*, *after* and *by*. Ss could do this out of class.

SPEAKING

- 7 A** Ask Ss to read the headlines and ask them which one is about doing gardening (second), creating something fun (third) and helping people with their health (first). Check Ss understand the meaning of *raises €1,000,000* (collects money) and *recycling* (using things that have already been used). Give pairs plenty of time to choose a headline and think of ideas. Monitor and help where appropriate.

B Encourage Ss to make notes, but not to write full sentences to avoid reading aloud rather than developing speaking fluency.

C Monitor as Ss do the first part of this task and then provide feedback to the class, especially on their use of verb patterns. Put Ss into new pairs to do the second part of the task. Again, monitor and provide feedback. Highlight progress made and good examples of verb patterns used. Elicit corrections to common errors.

EXTRA IDEA: DIGITAL Ss could use their phones to record themselves practising telling their story in the first part of the task, and then listen back and think about two things they did well and two things they could improve. They could then work on improving these things when they do the second part of the task.

D Put two pairs together to do this task. Invite Ss to share any interesting stories with the whole class.

TO FINISH

Ask Ss to write two true sentences and one false sentence about themselves, each using a different verb pattern. Ss share their sentences in pairs and guess which is false.

1C Let's talk!

HOW TO ... | start and end a conversation; keep a conversation going

VOCABULARY | conversation topics

PRONUNCIATION | rhythm and intonation

LESSON OVERVIEW

In this lesson, Ss start, continue and end conversations. The lesson begins with an article about the benefits of talking to strangers. Ss then listen to three conversations between strangers and focus on useful phrases to start, continue and end a conversation, and the rhythm and intonation used when producing these phrases. Finally, Ss do a roleplay to practise starting, continuing and ending a conversation themselves.

Online Teaching

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

- **Ex 1A:** Ask Ss to share their predictions via the chat box so you can see everyone's ideas.
- **Ex 2B:** Ask Ss to share their answers via the chat box.
- **Ex 7D:** Reassign one student in each breakout room to a new room so they have a new partner.
- **To finish:** Ask Ss to share their ideas via the private chat so only you see it.

Additional Materials

For Teachers:

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

For Students:

Online Practice 1C
Workbook 1C

TO START

Elicit who a *stranger* is (a person you don't know). Put Ss into pairs and ask them to tell each other about the last time they had a conversation with a stranger: Who was it? Where was it? What did they talk about? Ask the class for the most common topic(s) of conversation. Ask them if they have ever had a conversation with a stranger in English.

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

conversation topics

- 1 A** Use the photo to teach *bench*. Put Ss into pairs to discuss their ideas before eliciting ideas as a class. Don't give away the answer yet.
- B** On the board, write: A 'Happy to chat bench' is Ss complete this after reading the text. Elicit ideas from the class.

POSSIBLE ANSWERS:

A 'happy to chat bench' is a bench where people can sit if they are happy to talk to strangers. Lots of people might use it, particularly if they are feeling lonely, perhaps old people or people who have recently moved to a new place.

- C** When eliciting ideas from around the class in feedback, you could ask Ss if they think the same topics of conversation in their culture are popular in English-speaking countries and other countries internationally. In the UK, the weather is a popular topic among strangers, but they are likely to avoid politics. In the USA, strangers often discuss where they are from.

ANSWERS:

- 3** Students' own answers, but some people might want to avoid politics and religion.

- 2 A** Check Ss understand the meaning of *election*, *finance* and *pastries* before they do the task. When checking answers, ask Ss to say which words helped them to match the questions to the topics correctly.

EXTRA SUPPORT: DYSLEXIA Learners with dyslexia would benefit from having the numbered questions read out in class before they do the activity. Having the topics provided as a vertical list would also help them do the task.

ANSWERS:

- | | |
|---|--------------------------------|
| 1 the news | 6 sport or music events |
| 2 clothes and fashion | 7 work or studies |
| 3 the weather | 8 food and eating out |
| 4 politics | 9 holiday experiences |
| 5 hobbies and free-time activities | |

- B** Either elicit ideas from the whole class or put Ss into pairs to come up with some ideas. If time is tight, you might want to ask them to think of a question for three or four topics.

POSSIBLE ANSWERS:

clothes and fashion: Where did you get your coat?

food and eating out: What would you recommend to eat here?

hobbies and free-time activities: Have you ever tried skiing?

holiday experiences: Are you going anywhere nice this summer?

politics: What did you think about Harris's speech yesterday?

sport or music events: The match was disappointing, wasn't it?

the news: Did you hear about the situation in London?

the weather: Horrible day, isn't it?

work or studies: What do you do for a living?

How to ...

start and end a conversation; keep a conversation going

- 3A**  **1.06** | Explain that Ss will hear three conversations between strangers. Pause the recording between conversations so that Ss have time to write down notes. Not all Ss will find it easy to do that while listening.

ANSWERS:

- 1** on a bus, the/a music festival
- 2** at work, where to get a coffee, how long you have worked here
- 3** in a train station, weather, holiday experiences

AUDIOSCRIPT 1.06

1

- A: Excuse me, is anyone sitting here?
 B: No, go ahead.
 A: Thanks.
 B: No problem.
 A: Are you going to the music festival?
 B: Yes, I am!
 A: Me, too. Have you been to the festival before?
 B: Yes, I go every year. How about you?
 A: Oh, it's my first time. I'm really excited.
 B: Yeah, it should be good fun. Are you meeting some friends there?
 A: No, I'm meeting my sister.
 B: Ah, right. Well, have a good time.
 A: Thanks. You, too.

2

- A: Excuse me, do you know where I can get a cup of coffee?
 B: Yes, there's a machine over here, but the coffee is much better in the café downstairs.
 A: Oh, thank you.
 B: No problem. Are you new here?
 A: Yeah, I just started yesterday.
 B: Oh right. How's it going?
 A: Not too bad, thank you. What about you? How long have you worked here?
 B: Me? I've worked here for a couple of years. I'm B, by the way.
 A: Hi, B. I'm A.
 B: Great. Well, Justine, I've got to go. Nice to meet you.
 A: Yes, nice to meet you, too.

3

- A: Excuse me, do you mind if I charge my phone here?
 B: Not at all. Be my guest.
 A: Thanks. That's very kind. It's a lovely morning, isn't it?
 B: Yes, it is. It's beautiful. Are you here on holiday?
 A: No, I live locally. And you?
 B: I just came here for the weekend, visiting a friend.
 A: Really? Was it your first time here?
 B: Yes. It's such a beautiful city. I don't want to go home! ... Oh, that's my train. Nice talking to you.
 A: Safe journey home!

B  **1.06** | You could put Ss into pairs to discuss their ideas before you play the recording. This may help weaker listeners. When checking answers, ask Ss to correct the false statements.

ANSWERS:

- 1 F (goes every year)
- 2 T
- 3 F (Kate prefers the coffee in the café downstairs.)
- 4 F (a couple of years ago)
- 5 F (lives locally)
- 6 T

4A Give Ss time to read and try to complete the extracts. Check Ss understand the meaning of *charge my phone* (put electricity into it). Ss could check answers in pairs. Do not give the answers away yet.

B  **1.07** | Play the recording and then note the answers on the board as Ss may have misheard them in connected speech.

ANSWERS:

- | | | |
|-----------------|------------|-----------|
| 1 is anyone | 2 ahead | 3 problem |
| 4 about | 5 way | 6 got to |
| 7 meet you, too | 8 you mind | 9 Be |
| 10 talking | | |

5A Ss could check answers in pairs before you check answers as a class.

ANSWERS:

- 1 c 2 a 3 b 4 c 5 a 6 a 7 b 8 b

B Put Ss into pairs to think of other phrases. They can then share these with the class and the other Ss can listen and say which category they belong to.

C 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**

Go through the notes with Ss or let them read the notes alone. These exercises focus on both the use and form of the phrases.

1 Do the first question as a class to demonstrate the task. Ss should refer to the Grammar Bank notes to check their answers before you check answers as a class.

ANSWERS:

- | | |
|-----------------------|------------------------|
| 1 Excuse me, go ahead | 5 to, I've got to |
| 2 if, No | 6 Do, Be my |
| 3 your, about | 7 by the, nice to meet |
| 4 have you lived, And | 8 This is, enjoy |

2 When checking answers, you could elicit whether each sentence is starting a conversation, keeping a conversation going, or ending a conversation.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia will find reordering exercises such as this challenging. Provide the sentences in the right order, but with one word or a phrase gapped. Ask them to fill the gap with the right word(s).

ANSWERS:

- 1 Nice talking to you.
- 2 Are you doing anything nice at the weekend?
- 3 Is anyone using this?
- 4 Have a good time.
- 5 Do you mind if I charge my phone here?
- 6 OK, nice to meet you.
- 7 This is my train.
- 8 See you later.

3 Ss complete the conversation alone. After checking answers, put them into pairs to practise reading the conversation out.

ANSWERS:

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

PRONUNCIATION**rhythm and intonation**

6A  **1.08** | Play the recording twice so that Ss can get a feel for the rhythm and intonation. Put them into pairs to discuss what they noticed. In feedback, help Ss to recognise that it is usually the final stressed syllable of each phrase which is given the main sentence stress and that the speaker's voice rises on that and then falls. Play the recording again so that Ss can listen and repeat. Point out that *Go ahead.* is often accompanied by an open palm hand gesture, especially when talking about an empty seat.

B Get Ss to identify the final stressed syllable of each phrase (*later*, *meet*, *go*, *weekend*). Put Ss into pairs to practise saying the phrases out loud. Elicit whether the pattern is the same or different to that in Ex 6A, but don't give away the answer yet.

- C**  **1.09** | Play the recording twice – once for Ss to check and once for Ss to repeat. Help Ss to get the right rhythm and pronunciation.

ANSWERS:

All the phrases follow a similar kind of intonation/ rhythm pattern – starting high, and finishing low.

- D** Put Ss into pairs and ask them to write conversations of three to four sentences. You could elicit one from the whole class first to demonstrate. Monitor and help Ss to produce accurate conversations.
- E** Ask Ss to do this task with their partners from Ex 6D. Monitor and help Ss to produce appropriate rhythm and intonation.

SPEAKING

FUTURE SKILLS | Communication



- 7A** Give Ss time to read the box, refer to the audioscripts and answer the question individually before they work in pairs to discuss the answer.

ANSWER:

How about you? What about you? And you?

EXTRA: FUTURE SKILLS On the board, write: *A good listener ...* and *A bad listener ...*. Put Ss into pairs and ask one student in each pair to complete the first prompt and the other to complete the second prompt with as many ideas as possible. Ss then compare their ideas with their partner. Elicit a list from the class. Ask Ss to discuss with their partner whether they think they are a good listener or not and how they could improve, or, if the class would prefer, simply reflect and make a note of their ideas without sharing.

POSSIBLE ANSWERS:

A good listener listens carefully to the speaker, uses body language to respond, looks at the speaker, doesn't interrupt, waits for the speaker to pause before speaking, asks questions to check understanding, notices the speaker's body language.

A bad listener doesn't look at the speaker, doesn't listen carefully, interrupts, focuses on what they want to say next, doesn't pay attention to the speaker's body language.

- B** Explain the task and ask Ss what a successful conversation includes. Note down their ideas on the board to create assessment criteria, for example, *have a conversation for at least a minute, use phrases from Ex 4A correctly, use the right rhythm and intonation, listen carefully to my partner*. Divide the class into two halves – A and B, and put Ss into pairs with someone in the same half as them to plan what they could say. Refer them to the conversation topics in Ex 2A. Then, put an A and B together to complete the roleplay.
- C** Ask pairs to assess their conversations using the criteria on the board and discuss the questions in the task. Provide feedback using the criteria yourself. Ask each student to think of one thing they would like to improve or do differently and how they can do this.
- D** Rearrange the class into new A/B pairs. Ask Ss to try to improve the weak area identified in Ex 7C. You could ask them to swap roles, this time with A starting the conversation and B continuing it. When finished, they can tell their partner if they think an improvement was made. Provide feedback using the criteria on the board again.

EXTRA IDEA: HOW TO ...

Put two pairs together. Ask them to each take turns to roleplay either their conversation from Ex 7D or a new one on a new topic, and provide feedback to each other using the criteria they came up with in Ex 7B. If your Ss are in English-speaking countries, you could ask them to start a conversation with a stranger for out-of-class work, obviously being careful about who they choose to speak to.

TO FINISH

Ask Ss to think about one specific thing they are pleased with about their performance in this lesson e.g. 'I was pleased with the way I ...'. They can share it with you, e.g. via a note or digital tool, or tell a partner.

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

▶ page 150 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 198

1D Street Interviews Lifestyle

GRAMMAR | modifiers

SPEAKING | an interview about lifestyle

WRITING | a blog post about a day in your life

LESSON OVERVIEW

In this lesson, Ss watch a video of interviews with people on the street about how they would describe their lifestyle. They begin by selecting words to describe their own lifestyle before they watch the interviews and complete a set of viewing tasks. There's a focus on modifiers such as *quite/fairly*, before Ss interview a partner about their lifestyle and then write a blog post about a day in their life.

Online Teaching

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

- **To start:** Send the list of words to half the class before the lesson, or share it in the lesson and ask just one student in each pair to open it.
- **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 students time to watch the video on their own device before moving on.
- **Ex 4A:** Ask Ss to submit their questions to you via private chat if possible, or at least one or two questions for you to check. You can then provide feedback to the class.
- **Ex 5B:** Ask Ss to share their blog posts digitally (even if it's a photo of a handwritten text), read at least three other posts and decide whose day is the most similar to theirs.

Additional Materials

For Teachers:

Presentation Tool Lesson 1D

Online Digital Resources

Grammar Bank 1D

Videoscript 1D: BBC Street Interviews

For Students:

Online Practice 1D

Workbook 1D

TO START

Put Ss into pairs. Ask one student in each pair to sit facing the board, and the other to sit with their back to the board. Write the adjectives in Ex 1 on the board in a list, but in a different order to that in the exercise (*normal, quiet*, etc.). The student who can see the words defines them, the other student has to guess. Ss could then find the four pairs. Note that you may want to leave out words or pairs that Ss may not know yet, e.g. *alternative*.

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 Check Ss understand the meaning of all the adjectives, e.g. *alternative* (different to normal). Monitor as Ss work in pairs and listen for the most common adjectives used. Do a quick poll to find out how many Ss in the class describe their lifestyles using each adjective and elicit reasons why. Find out which Ss would use different adjectives and why.

VIEW

- 2A  Explain that Ss will watch some street interviews where people describe their lifestyles. Explain the task, then play the video. Put Ss into pairs to compare their answers. Check answers as a class.

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

ANSWERS:

- 1 normal, alternative (conservative and comfortable are also used)
- 2 any of the following: exercise more, go out more, explore the country more, visit different places, save more money, travel more, work less, have a more exciting job, live somewhere warmer

- B  Play the first part of the interviews again. Ss can check answers in pairs. Check answers as a class. Play any parts of the video again to help Ss hear and select the right answers.

EXTRA SUPPORT Pause the video after each speaker to give Ss a chance to write the speaker's name next to the right activity.

ANSWERS:

1 Alice 2 Vambai 3 Philip 4 Lotte

- C** ▶ Give Ss time to read the sentences and predict the answers. Check Ss understand the meaning of *go for a run* and *have time to himself*. Play the second part of the interviews again. Note that the sentences are slightly paraphrased, but not very much, so Ss can listen out for the key words. Check answers as a class. Play any parts of the video again where necessary. Ss may find it difficult to hear the difference between *spend* and *save* (Tom).

ANSWERS:

1 T 2 T 3 F 4 T 5 F 6 T 7 T

EXTRA IDEA You could put Ss into pairs and ask them to say what they would change about their lifestyle.

GRAMMAR**modifiers**

- 3A** Explain what modifiers are so that Ss understand that they come before an adjective and describe how much or how little. Focus Ss on the words in bold in sentences a–e and ask them to answer questions 1 and 2. Put Ss into pairs to discuss their answers. When checking answers as a class, make sure Ss understand that all the modifiers mean 'not very'. Highlight features of form, e.g. '*modifier + adjective*', but '*quite a + (adjective) noun*'.

ANSWERS:

1 less than 2 similar meanings

- B** Repeat the same procedure as in Ex 3A with this second set of sentences and questions. When checking answers, clarify the difference in meaning and features of form, i.e. '*(quite) a lot of + noun*', '*a bit/lot more + adjective/noun*' and '*verb + a bit/lot more*'. Record all the forms from Exs 3A and 3B on the board.

ANSWERS:

1 a small amount 2 a large amount

- 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.

▶ page 107 **GRAMMAR BANK****GB**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

- 1** This task focuses on the form of the modifiers rather than their meaning.

ANSWERS:

1 quite an 2 quite 3 fairly
4 pretty 5 a bit more 6 a bit less
7 a bit more 8 a lot more

- 2** Refer Ss to the grammar notes and the forms you recorded on the board in Ex 3B when completing this task, and when you check answers.

ANSWERS:

1 I live in **quite** a small flat.
2 We have a **relatively** comfortable life.
3 I work **a lot** more these days.
4 My new car was **quite** expensive.
5 It's **reasonably** cheap to live in an area like this.
6 I have **quite** an easy job at the moment.
7 My life is **pretty** boring most of the time!
8 I'd like to exercise **a bit** more.

- 3** Ss need to think about both meaning and form when completing the sentences. Do the first one together as a class and check that Ss are happy with their choice in terms of both meaning and form before you clarify the answer. Monitor, if possible, as Ss do the task and provide support where necessary. Remind them to use the grammar notes to help them.

EXTRA SUPPORT: DYSLEXIA Provide the phrases in the box in a vertical list on the board or on a handout instead. These can be easier for dyslexic learners to read.

ANSWERS:

1 quite a creative 5 work a bit less
2 quite an alternative 6 pretty bored
3 a bit more productive 7 a bit more healthily
4 fairly healthy 8 a bit more time

EXTRA IDEA Ask Ss to tell a partner if each sentence in the exercise is true or false for them and why.

- 4** Ss need to think carefully about form when writing the sentences. Do the first one together as a class, pointing out the use of the structure 'quite a + (adjective) noun'.

ANSWERS:

- 1 I'm quite a positive person.
- 2 We'd like to have a bit more time with our grandchildren.
- 3 We had quite a nice time at the beach.
- 4 I need to start spending a lot less money.
- 5 This is quite a useful app.
- 6 Raisa would like to be a bit more easy-going.

SPEAKING

an interview about lifestyle

- 4A** Explain the task, using the example questions to help you. It may be useful for Ss to know who their partners are before they create their questions. Monitor, if possible, and help Ss to create accurate questions.

EXTRA SUPPORT You could provide question prompts, e.g. *Do you ever ... ? Do you like ... ? How often do you ... ? What kind of ... ? What/When ... ? Would you like to ... ?*

- B** Point out the Key phrases that Ss can use in their answers and give Ss time to read them. Encourage Ss to use modifiers in their answers. Ss then interview their partners. Remind them to make notes. Monitor and listen to Ss' use of modifiers.

EXTRA SUPPORT Ask Ss to record their questions in Ex 4A and share them with their partner before they complete Ex 4B. Give Ss time to think about their answers, and how they can use the Key phrases provided and modifiers in their answers.

- C** Ask Ss to look at their notes and choose an adjective from Ex 1. Ss then tell their partners and give their reasons. Their partners say if they agree or not. In open class, ask Ss to share what kind of lifestyle they think their partner has, i.e. give an adjective to describe them and explain how they came to that decision. They should also say if their partner agrees or not and why/why not. Provide feedback on Ss' use of modifiers.

WRITING

a blog post about a day in your life

- 5A** Ask Ss to read the blogger's name and job (Kim, games designer). Elicit what Ss think a typical day is for Kim. Ss then read the blog post to check their ideas. Ask Ss what they guessed correctly and what they guessed incorrectly to check their understanding.
- B** Ask Ss what information Kim included in the blog post (time she gets up, early morning activities, travelling to work, work activities, lunch, evening activities). Ask them to underline the modifiers she used in her post (*a bit of yoga, a fairly healthy breakfast*). Ask Ss to take notes on each bullet point, and then think about the modifiers they could use in their blog post. Ss then write their posts, either in class or out of class. As this is the first unit in the book, you might want to ask Ss to write around 100 words.

EXTRA SUPPORT Before Ss write their posts, you could point out or ask Ss to identify useful phrases in Kim's blog post that they can use in their own writing, i.e. *I'm a ... and I live in ... / On a typical day, ... / First, ... / At work, ... / For lunch, ... / After work I ...*

EXTRA IDEA Ss share their blog post with a student they haven't worked with in the lesson yet and decide if their days are similar or different.

TO FINISH

Display the following sentences on the board or via a digital poll and ask Ss to choose which one describes them.

- 1 *I used the modifiers very well in the speaking and writing tasks.*
- 2 *My use of modifiers in the speaking and writing tasks was quite good.*
- 3 *I found it difficult to use the modifiers and need a bit more help with them.*

Use the results to provide useful feedback to learners, and to inform future lessons.

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 1A, 3A, 4A, 5A, 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 1B:** This could be done as a whole class activity if putting Ss into breakout rooms will be too time-consuming or you feel you would prefer to monitor the whole class. Nominate Ss to ask other Ss in open class.
- **Ex 5C:** Ss could do this in pairs in breakout rooms and type their sentences onto a shared document which you can display in the main room.
- **Ex 6A:** Use the chat box to gather answers and then nominate Ss to explain their answers for all or some questions.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember the language they studied in Unit 1 (Grammar: present simple and present continuous, state verbs, adverbs of frequency, verb patterns, modifiers; Vocabulary: people and relationships, personality adjectives, jobs, work, conversation topics; How to ... start and end a conversation, keep a conversation going). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

adverbs of frequency

- 1 A** Before Ss complete the task, elicit some examples of adverbs and expressions of frequency (e.g. *usually, regularly, once in a while, hardly ever*). Point out the short answers that answers a–f begin with, highlighting that it's common to answer these questions in this way.

ANSWERS:

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

EXTRA CHALLENGE You could ask Ss to cover the questions and focus only on the answers. They write a question for each answer, and then uncover the questions to compare their ideas.

- B** Monitor Ss' use of adverbs and expressions of frequency and their position in particular. Check Ss answer the questions naturally. Provide feedback on this.

present simple and continuous

- 2** Refer Ss to the relevant page and focus their attention on the picture and the example given. Elicit another example from the class to check they understand what to do. Give Ss the choice to work alone at first and then work in pairs to share and check their sentences, or create their sentences in pairs. Monitor and provide feedback on the use of tenses.

verb patterns

- 3 A** Refer Ss to the Grammar Bank notes to help them with this.

ANSWERS:

1 to give	2 to work	3 writing
4 to create	5 studying	6 to be

- B** On the board, write: *I finished ... / I decided ... / I spent time ...*. Encourage Ss to share information using those prompts so they use the verb patterns. Give an example yourself to demonstrate, e.g. 'Last year, I finished my doctorate. It was very difficult, but it felt great to finish!' Monitor and provide feedback on Ss' use of verb patterns.

modifiers

- 4A** Ask Ss what words usually come after the phrases in the box (i.e. *a bit more* / *fairly* / *a lot more* + adjective; *quite a/an* + (adjective) noun. Ask Ss to complete the task.

ANSWERS:

- | | | |
|------------|--------------|-----------|
| 1 quite an | 2 a bit more | 3 quite a |
| 4 lot more | 5 fairly | |

- B** Give an example yourself to demonstrate, e.g. 'I think my lifestyle is fairly healthy because I go to the gym three times a week and try to eat healthy food like salads and vegetables rather than a lot of snacks.' Put Ss into pairs and give them some time to personalise the sentences. They then compare them with their partner. Monitor Ss' use of the modifiers. In feedback, ask Ss if their sentences were similar to their partner's.

VOCABULARY

- 5A** Explain that the words with missing vowels come from different lessons in the unit. Write the full words on the board in feedback so that Ss can check their spelling.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with incomplete words, can be difficult for learners with dyslexia. Adapt the exercise so that those learners have the missing words in full in a vertical list and the whole words/phrases in the sentences are gapped.

ANSWERS:

- 1 get on well, colleagues
- 2 profession, patient
- 3 look up to, grandparents
- 4 partner, funny
- 5 musician, full-time
- 6 financial consultant, reliable

- B** Monitor as Ss do this task and provide feedback on Ss' pronunciation of the words/phrases where appropriate.

- C** You could put Ss with a different partner for this task, so they speak to someone new. Use the example to demonstrate the task.

EXTRA: ALTERNATIVE IDEA Rather than giving spoken answers, you could ask Ss to complete this as a writing task. Monitor where possible and help Ss with accuracy.

- 6A** On the board, write: *Voluntary Service Overseas*. Ask Ss if they know or can guess what this organisation does. Ask them to read the text quickly, ignoring the gaps, to check their ideas. Ss then read the text again and complete the task. Monitor and note down any consistently incorrect answers, but don't check answers yet.

EXTRA SUPPORT: DYSLEXIA This type of activity can present difficulties for Ss with dyslexia due to the distance the eye needs to travel between the gaps and the options. You could tell Ss to cover the parts of the text they don't need to refer to and the other options when they fill each gap to reduce distractions. Alternatively, if possible, divide the text into sections and provide the corresponding sets of options directly next to or beneath each section.

- B**  **R1.01** | Play the recording. You might want to check Ss' answers orally, too, especially those that Ss found difficult. You could ask Ss to explain their answers.

ANSWERS:

- | | | | | |
|-----|-----|-----|-----|------|
| 1 A | 2 C | 3 B | 4 C | 5 A |
| 6 B | 7 B | 8 C | 9 A | 10 C |

EXTRA IDEA Ask Ss to discuss if they would like to work for VSO in pairs and why/why not. Do a quick poll around the class to find the most popular answer.

TO FINISH

Ask Ss to write down three specific things they can do now that they couldn't do at the start of the unit, e.g. 'I can use/understand the word ...', 'I can talk about ...', 'I can describe ...'. Monitor and get a sense of how Ss feel about their progress.

2 tale tellers

Global Scale of English **LEARNING OBJECTIVES**

2A What happened?

- **LISTENING** | Understand a sequence in a narrative: adjectives for feelings; *-ed/-ing* adjectives
- Tell an anecdote: narrative tenses
- Pronunciation: weak forms of *was*, *were* and *had*
- Write a personal story; use linking phrases

GSE INFORMATION

VOCABULARY

43–58 Can use language related to expressing emotions.

LISTENING

43 Can identify a simple chronological sequence in a recorded narrative or dialogue.

GRAMMAR

40 Can distinguish between the past simple and past continuous.

54 Can use the past perfect in a range of common situations.

SPEAKING

49 Can give detailed accounts of experiences, describing feelings and reactions.

WRITING

45 Can write a story with a simple linear sequence.

2B Storytelling

- **READING** | Read an article about storytelling: story words; types of film
- Talk about films, books and plays: past simple and present perfect
- Pronunciation: contracted *have* in the present perfect

GSE INFORMATION

VOCABULARY

43–58 Can use language related to films and film-making.

READING

49 Can identify the main topic and related ideas in a structured text.

GRAMMAR

44 Can tell when to use the past simple and when to use the present perfect (BrE).

SPEAKING

46 Can initiate, maintain and close simple, face-to-face conversations on simple topics.

2C A likely story!

- **HOW TO ...** | apologise and give reasons: collocations with *get* and *make*
- Pronunciation: intonation for apologising

GSE INFORMATION

VOCABULARY

Can use collocations with common verbs, e.g. *'get'* and *'make'*.

HOW TO ...

45 Can make an apology with brief excuses or reasons.

SPEAKING

38 Can talk about an event in the past using fixed expressions, given a model.

2D The story of a place

- **BBC PROGRAMME** | Understand a TV travel programme telling the story of a place
- Talk about a place and how it is changing: prepositions of time
- Write a review of a place

GSE INFORMATION

GRAMMAR

44 Can use a range of prepositions of time, such as *'before'*, *'during'*, *'since'*, *'till/until'*.

SPEAKING

47 Can give straightforward descriptions on a variety of familiar subjects.

WRITING

46 Can write a short review of a restaurant, movie, etc. using simple language.

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.

 The vlogs are of five people talking about a happy memory. Check Ss understand the meaning of *possessions*. Play the video so that Ss can complete the first part of the task. Check answers as a class. Put Ss into pairs to discuss the questions in the second part of the task, or ask Ss to share their ideas in open class.

ANSWERS:

- 1 birthdays, new possessions, pets, travel and holidays
- 2 Students' own answers

EXTRA IDEA Play the video again and ask Ss to note down additional information they understand about each memory. Ss can do this in class or out of class.

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 What happened?

GRAMMAR | narrative tenses

VOCABULARY | adjectives for feelings; *-ed/-ing* adjectives

PRONUNCIATION | weak forms of *was*, *were* and *had*

LESSON OVERVIEW

In this lesson, Ss tell an anecdote. The lesson begins with vocabulary. Ss read an anecdote and learn *-ed/-ing* adjectives and other adjectives that describe feelings. They then listen to and show understanding of an anecdote. From this listening, Ss review and practise narrative tenses, and focus on the pronunciation of the weak forms of *was*, *were* and *had* in narrative tenses. They prepare and tell their own anecdote. Finally, they write a personal story, with a focus on discourse markers of time and sequence, and time linkers.

Online Teaching

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

- **Ex 2A:** Use a survey or poll to gather the answers to this question.
- **Ex 7B:** Create a document which all Ss can write on. Ask them to write the sentences they hear on there. You can then monitor all their understanding.
- **Ex 9:** Give Ss permission to share their screens so that when they go into breakout rooms to share their photos and stories, they can each display them.

Additional Materials

For Teachers:

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

For Students:

Online Practice 2A
Workbook 2A

TO START

Ask Ss to think of a time when they, or someone they know, did something silly or funny as a child. Put them into pairs to share their experiences. Demonstrate the task yourself with an experience of your own, e.g. 'When I was young, I thought the people on TV were really small people that lived in the TV and I asked my mum if I could play with them.'

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; *-ed/-ing* adjectives

- 1 Give Ss time to think of ideas and either elicit them from a few Ss in open class or put Ss into pairs to share their ideas, and then elicit ideas from one or two pairs. After Ss discuss the questions, find out how many Ss share stories on social media and what they're about, and elicit ideas for question 3.

EXTRA SUPPORT: TEACHER A 'story' can be used to describe videos and images that people post on some social media apps/sites immediately after taking them and they appear online for just 24 hours. They're a way for people to share exactly what they're doing right now. These questions don't specifically refer to those types of social media posts, but social media posts in general. However, Ss may mention them.

- 2 A Ss can check answers in pairs before you check answers with the class. Ask Ss to explain why they chose their answers, eliciting that *our 'artwork'* refers back to the painting of the wall.

ANSWER:

c

- B Ask Ss what kind of words the words in bold are (adjectives that describe feelings). Elicit the first answer from the whole class to clarify the task. Encourage Ss to read around the adjectives in bold to get clues as to their meaning. They could look words up in a dictionary if they're not sure. When Ss have completed the task, put them into pairs to check their answers. When you check answers as a class, clarify the meaning of any words Ss are unsure of. Drill the adjectives to help Ss pronounce them.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find it difficult to identify and keep track of the adjectives in bold in the text. To help them complete the task, you could provide the adjectives as a separate list for them to refer to.

ANSWERS:

- | | | |
|--------------|----------------|----------------|
| 1 frightened | 4 disappointed | 7 embarrassing |
| 2 amazing | 5 annoyed | 8 surprised |
| 3 bored | 6 excited | |

- C Focus Ss on the pictures and elicit what they can see, i.e. someone sitting on a sofa with a remote control looking bored and someone on a boring TV show talking about maths. After you give Ss time to answer the questions, check the answers as a class.

ANSWERS:

- | | |
|-------|--------|
| 1 -ed | 2 -ing |
|-------|--------|

- 3 A Do the first one as a class so Ss understand the task and ask a student to explain why the answer is with *-ed* or *-ing*. You could write *Because it describes the feeling.* and *Because it describes what causes the feeling.* on the board to help Ss with their explanations. Do the same when checking the rest of the answers after Ss have completed the task individually.

ANSWERS:

- | | | |
|----------------|-------------|----------------|
| 1 amazing | 4 annoying | 7 frightened |
| 2 bored | 5 surprised | 8 disappointed |
| 3 embarrassing | 6 excited | |

- B Demonstrate the task by asking a confident student to ask you the first question. Either give a lengthy answer or give a short answer and encourage Ss to ask follow-up questions, or a mix of the two. As Ss do the task in pairs, monitor and assess their use and pronunciation of *-ed/-ing* adjectives. Provide feedback on this.

EXTRA SUPPORT: TEACHER *-ed* endings (verbs and adjectives) can be pronounced /d/ (e.g. *bored*), /t/ (e.g. *relaxed*) or /ɪd/ (e.g. *disappointed*). Only when *-ed* endings are pronounced /ɪd/ are they pronounced as a separate syllable, and usually only after /d/ and /t/ sounds (e.g. *disappointed*, *excited*).

- C Refer Ss to the photo at the top of the page and elicit how the children might feel. Elicit a few more examples of adjectives for feelings that do not necessarily end in *-ed* or *-ing* (e.g. *happy*, *sad*). Make sure Ss understand the meaning. Explain that Ss will now look at more adjectives to describe feelings. Refer Ss to the Vocabulary Bank on page 137.

EXTRA IDEA Put Ss into pairs and give them two minutes to think of as many other adjectives that describe feelings as possible. Tell Ss that these don't need to end in *-ed* or *-ing*. After two minutes, find out which pair has the longest list and ask them to share their ideas with the class. If the rest of the class is happy with their list (i.e. they are all correct adjectives for feelings), they win. Elicit adjectives from other pairs not on the winners' list.

EXTRA IDEA: DIGITAL Ask Ss to work individually or in pairs, adding as many adjectives as they can to an online noticeboard or collaborative word-cloud generator. Display the results on the board and check understanding of any particularly interesting or useful choices at this level.

VB page 137 **VOCABULARY BANK** adjectives for feelings

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 Ask Ss to cover the words, look at the pictures and predict the feelings. This will help them when they then match the words to the pictures. Encourage them to use a dictionary if necessary and if possible. Don't give away the answers yet.

B  VB2.01 | After playing the recording, check Ss understand the difference between *nervous* and *worried*, and *exhausted* and *sleepy*. Check they understand that *in love* is not used with family or friends, and check any other words where you feel the pictures may need clarifying with your Ss. Drill the pronunciation of the words, especially *exhausted*, *jealous* and *proud*.

ANSWERS:

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

2 Tell Ss to read the sentences carefully and think about the feeling the action or situation would create. Put Ss into pairs to check answers before you check them as a class.

ANSWERS:

1 calm 2 worried 3 upset 4 jealous
5 angry 6 in love 7 sleepy 8 terrified
9 silly 10 nervous

EXTRA IDEA: DIGITAL You could encourage Ss to create flashcards via an online flashcard maker that will allow them to memorise the words through activities. Ss can select images to use on one side of the card with the word on the other, or they can create a

gapped sentence about themselves on one side and the missing word on the other. They can do this for various Vocabulary Bank topics throughout the course.

EXTRA IDEA To give Ss a chance to personalise the language, write on the board: *When was the last time you felt ... ?* Put Ss into pairs and ask this question a few different times, using a different adjective each time, for them to tell each other the answer.

LISTENING

4A When eliciting ideas from the class, use the pictures to check Ss' understanding of some of the vocabulary items which will appear in the recording, e.g. *lake*, *backpacks*, *railway track*, *injure*. Make a note of these on the board.

B  2.01 | After Ss listen and check their ideas, you could bring up a map of the region to help Ss understand where Beth was travelling to (Varanasi, Nepal, Rajasthan). This may help them better understand the story.

AUDIOSCRIPT 2.01

I had a very memorable trip to India thirty years ago. I was travelling there with Jane, an Australian friend, for two months. We spent the first week staying by a lake in the mountains, which was very beautiful and relaxing. From there we planned to travel by train to Varanasi and visit Nepal before returning to India and spending a couple of weeks exploring Rajasthan. We knew the journey to Varanasi would be long and tiring, but we had no idea that it would change everything.

The train journey usually takes twenty-four hours. We had booked a standard ticket and the train was very busy. It was hot and crowded. People were everywhere – they were sleeping on the floor, crowded into all the seats and even sitting on the roof. We tried to sleep, but it was difficult. By early morning, the family who were sitting next to us got off the train and my friend and I moved into some seats next to an open window. We were exhausted, our clothes were dirty and we were thirsty and hungry. It was already very hot and there was no air conditioning. Anyway, Jane said she didn't feel well and needed to go to the toilet. I decided to stay with the backpacks so we didn't lose our seats by the window. I waited and waited, but Jane didn't come back. I was beginning to get really worried. Suddenly, the train stopped in the middle of nowhere. The next thing I knew, I was taken off the train to meet a group of officials who told me my friend had fallen off the train ten kilometres further back, and she was going to be taken by another train to Bareilly station, where I would meet her. I was terrified. I got on the train and travelled another hour to Bareilly station. I thought I would never see Jane again.

Jane remembers that she woke up on the railway track. She had fallen off the train. She was standing near the open door of the train to get some fresh air when she

fell out. A railway worker found her and carried her to lie under a tree, out of the sun. She obviously needed to drink some water, so he set off on his bicycle and returned carrying a kettle of boiled water and gave her some to drink. Luckily, she still had her passport in her money belt as she was terrified she would be lost forever! When I met her a few hours later at Bareilly station, her knee was in a bandage, her clothes were torn and she had no shoes! We went straight to the hospital, where a doctor treated her. We changed all our travel plans and spent the next ten days resting as Jane couldn't walk properly. She had injured her knee.

In the end, we arrived in Rajasthan much later than our original plans because of Jane's accident. In Jaipur we stayed in a beautiful old hotel called the Bissau Palace. We met another traveller there who had just been looking at elephants. I married him two years later. And Jane came over from Melbourne for the wedding and was the guest of honour!

- C**  **2.01** | This exercise tests Ss' understanding of the sequence of events in the story. Point out that the first event, picture B, is given. Put Ss into pairs to check their answers before checking answers as a class.

ANSWERS:

2 F 3 E 4 C 5 A 6 D

- D** This exercise further focuses on detailed understanding of the story. Note that some questions focus on the feelings described in the story. You might want to give Ss time to answer the questions themselves first, before they discuss them in pairs.

ANSWERS:

- 1 They felt very relaxed.
- 2 They thought it would be long and tiring and they were right. They didn't think that Jane would fall off the train!
- 3 They felt hot, exhausted, thirsty and hungry.
- 4 Beth was worried because Jane didn't come back to her seat.
- 5 Jane felt ill and fell off the train.
- 6 A railway worker helped Jane. He found her, put her under a tree out of the sun and gave her some water to drink.

EXTRA CHALLENGE Ask fast finishers to look at Audioscript 2.01 on page 159 and find all the adjectives in the story which describe feelings and then share them with the class.

- 5** Put Ss into pairs to discuss the questions. Then ask any Ss who had a particularly interesting journey to tell the class about it briefly.

GRAMMAR

narrative tenses

- 6A** Ask Ss to answer question 1 in open class first so that they are clear about the two different tenses before they answer questions 2 and 3. You could refer Ss to the Grammar Bank notes on page 108 before you check answers as a class.

ANSWERS:

- 1 were sleeping: past continuous; stopped: past simple
- 2 past continuous
- 3 past simple

- B** Elicit the tense of each verb in bold from the class. Ss then answer the questions alone. You could refer them to the Grammar Bank on page 108 again to check their answers and help clarify the use of the past perfect.

ANSWERS:

- 1 falling off the train 2 past perfect

- C** Refer Ss to Audioscript 2.01 on page 159. Elicit one example from the class to demonstrate the task. Suggest Ss focus on examples of the past continuous and past perfect. In feedback, you could elicit the fact that most verbs are in the past simple form, and the events are told in time order. Note that there's an example of the past perfect continuous in the final section (*who had just been looking at elephants*). You could ask stronger classes or Ss to work out what tense it is and what the meaning/use is.

- D** 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.

page 108 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

- 1** This exercise focuses on the use of the different narrative tenses. Preteach *ski slope* and check Ss understand *balcony* before they complete the task. When checking answers, ask checking questions such as 'Which action came first?' (past perfect) or 'Which action started first?' (past continuous) to make sure Ss understand their choices.

ANSWERS:

- | | |
|---------------------|----------------------|
| 1 was cycling, fell | 6 were waiting |
| 2 had damaged | 7 was looking, found |
| 3 had painted | 8 I'd left |
| 4 had forgotten | 9 was going |
| 5 had never been | 10 were sitting |

- 2** This exercise focuses on both the form and meaning of the verb forms in the box. Use the photo to clarify the meaning of *flip-flops*. Put Ss into pairs to check their answers before checking answers as a class. Ask Ss if anything similar has ever happened to them.

EXTRA SUPPORT: DYSLEXIA Provide the verbs in the box in a vertical list as this format is easier for dyslexic learners to read.

ANSWERS:

- | | | |
|---------------|--------------|---------------|
| 1 was working | 2 had rained | 3 was running |
| 4 was wearing | 5 got onto | 6 came off |
| 7 arrived | 8 felt | |

PRONUNCIATION**weak forms of *was*, *were* and *had***

- 7A**  **2.02** | Ask Ss to read the sentences and predict the pronunciation of the underlined words. Then, play the recording so that Ss can check. In feedback, ask Ss if the words are stressed or unstressed. Highlight the use of the schwa /ə/. Note that in spoken English, *had* in the past perfect is usually contracted. Play the recording again for Ss to listen and repeat the sentences.

- B**  **2.03** | This gives Ss practice in hearing and identifying the weak forms in fluent, connected speech. Play the recording twice if necessary. Display the answers via the Presentation Tool for Ss to check if possible. Otherwise, nominate Ss to read out their answers. Play the recording again, pausing after each sentence, so that Ss can repeat it. First the whole class repeats it, then nominate individual Ss to do it. Help them to use weak forms effectively.

EXTRA SUPPORT: DYSLEXIA Dyslexic Ss can find it difficult to listen and write sentences simultaneously. Provide them with the three sentences, but omit *were*, *was* and *had* and leave a gap. Ss listen and write the words they hear.

ANSWERS AND AUDIOSCRIPT:

- 1 They were travelling around Greece.
- 2 She was waiting at the airport.
- 3 She had forgotten her passport.

- C** Drill the questions before Ss do this task to help them to produce the weak forms as effectively as possible, or ask individual Ss to read them with the weak forms. Monitor when Ss complete the task and feed back on their production of the weak forms in both the questions and answers.

SPEAKING

- 8A** Explain the meaning of *anecdote* (a short interesting story about a person/event). Ss prepare to tell their own anecdote using the vocabulary and grammar presented and practised in this lesson. Give Ss time to choose a situation. If Ss cannot think of a suitable anecdote, or are reluctant to share one, they can invent one if necessary or talk about something that happened to someone they know. Encourage Ss to note down key words to answer each question. Monitor if possible and help with ideas.

FUTURE SKILLS | Communication

- B** After Ss read the box, give them time to think about what to say when telling the anecdote and how to say it. Discourage Ss from writing their stories in full, but instead encourage them to note down useful phrases in the order they can use them. These phrases can include narrative tenses and adjectives of feeling. Refer Ss to their notes in Ex 8A to help them.

EXTRA: EMPLOYABILITY SKILLS Ask Ss when you might tell an anecdote in the workplace, e.g. when socialising with colleagues or building relationships with clients. To give them practice using time phrases, Ss work in pairs and take turns to retell the story they listened to in Ex 4B using the pictures to help them, or to retell the story from the 'To start' activity if they did it. As they tell the story, they should use phrases in the Future Skills box.

- C** Ask Ss to identify one thing they would like to do well or better when they tell their anecdote, e.g. use new vocabulary, use narrative tenses accurately, use the weak form of auxiliary verbs, speak without a lot of hesitation, etc. Put Ss into pairs to tell their anecdotes. Monitor and listen to Ss' use of language from this lesson. When finished, ask Ss to tell their partner if they think they achieved their objective and why/why not. Provide your own feedback.

EXTRA IDEA: DIGITAL If Ss want to, they can record themselves on their mobile phones and listen back to assess whether they met their objectives or not. Then, they can work with a new partner, tell the anecdote a second time and try to make even further improvement.

- 9**  This task gives Ss the chance to work on any issues you raised regarding their use of the language in this lesson. Ss should bring a photo to class, printed or on their phones. If they forget to do this, they can either find one on their phone while in the lesson, or search for a photo online of the event, or a similar event. If Ss don't want to talk about an event that's important to them, they could talk about an event that's important in their country. You could also ask Ss to prepare what they will say when describing why it is important. Ss can then discuss the photos in groups in the next lesson.

EXTRA: ALTERNATIVE IDEA Ask Ss to share their photo on a digital tool and write about why it is important, or record themselves explaining this orally. Ss then listen to each other's explanations and find the explanation most similar to their own.

WRITING

a personal story

- 10A** Ask Ss to look at the photo first and predict where it is, and what happened to the man there. Preteach *jet ski* and *banana boat* by showing photos if possible. Ss then read the story to check their predictions. Tell Ss to ignore the gaps for now.

EXTRA SUPPORT: TEACHER Okinawa is a collection of islands in the south of Japan. The main one is Okinawa Island. The climate there is sub-tropical.

ANSWER:

Rob went to the island on a jet ski, but he got lost and the jet ski driver left without him, so he couldn't get back to the other island.

- B** Explain that the phrases in the box give information about the time and order that events happened. Put Ss into pairs to check their answers after completing the task and before checking answers as a class.

EXTRA SUPPORT If you think your Ss need more help, you could give them two options for each gap to make the task easier.

ANSWERS:

- | | | |
|----------------------|---------------------|---------------------|
| 1 One day | 2 As soon as | 3 while |
| 4 By the time | 5 at first | 6 After that |
| 7 In the end | | |

- C** Elicit the first answer to demonstrate the task. When finished, ask Ss to check answers in pairs.

EXTRA SUPPORT: DYSLEXIA To avoid dyslexic learners having to read a lot of text, read out each meaning 1–7 in turn, and give Ss time to find the right phrase. You could provide Ss with two options for each description to reduce the reading load even further.

ANSWERS:

- | | | |
|---------------------|----------------------|---------------------|
| 1 while | 2 in the end | 3 as soon as |
| 4 after that | 5 by the time | 6 one day |
| 7 at first | | |

- D** Tell Ss that they are now going to write their story about a memorable experience for the magazine. Give them time to choose the topic – it could be one of the stories they told previously in the lesson. Refer them to the questions in Ex 8A to help them make a plan. Ss should order their ideas carefully.

On the board, write the following criteria: *Order your ideas clearly; Use narrative tenses; Use words/phrases to explain the time and sequence; Use adjectives to describe people's feelings.* Ask Ss to try to include these things when they write their stories. Ss could write their stories in class or at home. They should aim to write 100–140 words. When finished, Ss should review their stories to check if all the criteria on the board have been met. They should then make changes if necessary. Read the stories and provide feedback using these criteria.

EXTRA SUPPORT You might want to tell Ss to focus on their use of linking phrases only, rather than the other criteria.

TO FINISH

On the board, write: *After this lesson, I can now ... / In the future, I want to improve ... / I will do this by ...* Ss complete these prompts in their notebooks. Monitor and read as many as you can. Alternatively, Ss share their sentences with you online.

2B Storytelling

GRAMMAR | past simple and present perfect

VOCABULARY | story words; types of film

PRONUNCIATION | contracted *have* in the present perfect

LESSON OVERVIEW

In this lesson, Ss read and talk about storytelling. They begin with vocabulary and write ten-word summaries of films. They then listen to people talking about what makes a good story and from this focus on story words. Next, Ss read an article about how stories have been told over time. They look at extracts from the article and review and practise the past simple and present perfect, including the pronunciation of contracted *have* in the present perfect. Finally, Ss complete a *Find someone who ...* task to practise using the past simple and present perfect.

Online Teaching

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

- **Ex 1B:** Ss can share their summaries via the chat box. Give Ss time to read them and guess them before you nominate Ss to give their ideas orally.
- **Ex 3B:** Create a survey or poll to assess answers to this task.
- **Ex 6:** Put Ss into small groups in breakout rooms for this task. Moving them around different rooms to speak to lots of different Ss is likely to be time-consuming.

Additional Materials

For Teachers:

Presentation Tool Lesson 2B

Photocopiable Activities 2B

Grammar Bank 2B

Vocabulary Bank 2B

For Students:

Online Practice 2B

Workbook 2B

TO START

Put Ss into pairs. Ask them to tell each other about a film they saw recently. They should say what it was about and what they thought about it.

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

story words

- 1 A** Write the first summary on the board and ask Ss how many words there are in the sentence (10). Explain that this is a ten-word summary of a famous film. Elicit the name of the film. Ss complete the rest in pairs. You could make this a competition. Note that Ss might know the film, but not the correct title in English.
 - B** If Ss find it hard to think of an idea, suggest one that you think they will know, e.g. *Avengers: Infinity War*, *Joker*, *La La Land*, *Tenet*. Monitor as Ss write their summaries and provide support. Ss could do this in pairs. Put Ss into groups to read their summaries to each other and guess what the films are. Again, this could be competitive, with one point given for each correct guess.
 - C** Keep Ss in their groups for this discussion. Find out the most popular types of stories in the class and elicit what makes a good story. Note these ideas on the board.
- 2 A**  **2.04** | You could refer to the list of ideas noted in the previous exercise here, and ask Ss which of those, if any, are mentioned by the speakers.

ANSWERS:

- 1 plot (story should surprise you), hero (a hero that you like, or that is funny or strong), a happy ending
- 2 the fight between good (the hero) and bad (the bad guys)
- 3 the storyteller (performances)

AUDIOSCRIPT 2.04

- 1 I think having an exciting plot is important. The story should surprise you. Also, you need a hero that you like. Maybe the hero's funny or strong. And I like a happy ending, too!
- 2 When I was a child, my grandmother told me fairytales and I loved them because I like the fight between good and bad. It's the same with TV shows and films. That battle or fight between the hero and the bad guys.
- 3 What makes a good story? Everything depends on the storyteller, and the way they tell the story. If someone tells a story well, it comes alive. That's why I prefer to watch plays and films to reading books. I love the actors' performances. They bring the characters to life.

- B**  **2.04** | Some sentences have more than one possibility grammatically, so Ss can identify those that they think are possible for each one. Encourage Ss to work in pairs to share ideas and/or use a dictionary to help them understand the meaning of the words. You might also want to make sure that Ss know how the words are pronounced before they listen and check their answers.

EXTRA SUPPORT This exercise requires some understanding of the meaning of the vocabulary in the box. If you feel your Ss will struggle to understand the words or remember their use in the recording, play the recording and ask Ss to fill the gaps without guessing first. The meaning is then addressed in Ex 2C.

ANSWERS:

- | | |
|--------------|----------------|
| 1 plot | 5 TV shows |
| 2 hero | 6 storyteller |
| 3 ending | 7 performances |
| 4 fairytales | 8 characters |

- C** Ss could refer to the audioscript on page 160 for more context. Put Ss into pairs to check their answers. When checking answers as a class, make sure Ss fully understand the meaning and part of speech of each word.

EXTRA SUPPORT: TEACHER Although *heroine* traditionally describes a woman, *hero* is often used to describe both men and women these days.

ANSWERS:

- | | |
|----------------|--------------|
| b characters | f TV shows |
| c performances | g fairytales |
| d ending | h plot |
| e storyteller | |

- D** Demonstrate this activity yourself, e.g. 'I really enjoyed the TV show *Game of Thrones* because the *plot* was interesting and there were lots of different *characters* to follow. Some of the *heroes* died suddenly when we didn't expect it and that made it more exciting to watch. Some people thought the *ending* was disappointing, but I thought it was great.' Give Ss time to plan what to say and how to use the vocabulary before they work in small groups and share their ideas. Monitor and give feedback on Ss' use of the vocabulary.

EXTRA CHALLENGE You could challenge Ss to use all of the words in Ex 2B when they describe the book, film or TV show.

READING

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

- 3A** Focus Ss on the photo and elicit what they can see. Use this to both preteach *cave painting* and elicit possible purposes of these paintings (e.g. to decorate, record information, tell stories). Ask Ss to read the article title and the main topic options 1–3 and predict which one they think will be the correct answer. Ss then read the article to check their answer.

ANSWER:

1

- B** Ask Ss to identify which part of the article gives them each answer. Ss can check answers in pairs before you check them as a class.

ANSWERS:

1, 2, 4, 5, 7

EXTRA CHALLENGE Fast finishers can find these words in the article and try to work out their meaning: *version*, *interactive*, *humour*. They can use a dictionary to check and then share what they learnt with the class.

- C** Ask Ss to rank the options in question 2 from 1–5 individually before they discuss the questions in groups. Encourage Ss to try to rank them as a group in order of best (1) to least (5). Find out which one each group chose as the best.
- D** Check Ss understand the meaning of *comedies*, eliciting the singular form, and *horror films*. Elicit other types of film from the class and note them on the board.

ANSWERS:

comedies, horror films

- E** Explain that Ss will now look at more types of films. Refer Ss to the Vocabulary Bank on page 137.

 page 137 **VOCABULARY BANK** types of film

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** Put Ss into pairs to try to guess the type of film in each picture before they work individually to match them to the sentences. Ss can check their answers with a partner. Don't give away the answers yet.
- B**  **VB2.02** | Play the recording so that Ss can check their answers and hear the vocabulary in context. Drill the words, especially *horror* and *biopic*.

ANSWERS:

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

VB

EXTRA IDEA After listening, ask Ss to mark the word stress on each type of film.

ANSWERS:

- 1 documentary 2 comedy 3 horror film
4 adventure film 5 drama 6 action film
7 romantic comedy 8 mystery 9 biopic
10 animation

- 2** Put Ss into small groups. In feedback, elicit answers to question 1 to check Ss understand the meaning of each film type. Find out what the most popular type of film is among the class.

EXTRA IDEA You could put Ss into pairs or small groups for them to take turns to mime a film type from Ex 1A. The others guess what it is.

GRAMMAR

past simple and present perfect

- 4A** Ss could do the task in pairs. Elicit the form for the present perfect when checking answers. Note that all the example main verbs given here are irregular. Elicit how a regular past simple verb / past participle is formed (-ed).

ANSWERS:

- 1 found: past simple
2 have told: present perfect
3 have brought: present perfect

- B** Refer Ss back to the sentences in Ex 4A to help them complete the task. Ss could then go to the Grammar Bank on page 109 to check their answers.

EXTRA SUPPORT Time expressions can help Ss to select the right tense. On the board, write these time expressions and ask Ss to match them with the tense: *since* (pp), *last week* (ps), *ever* (pp), *in 2019* (ps), *at ten o'clock* (ps), *so far* (pp), *never* (pp), *in the last week* (pp). You could also include those which can refer to both finished and unfinished time depending on whether the speaker believes it is finished or not, e.g. *today*, *this week*.

ANSWERS:

- 1 past simple 2 present perfect

- C** 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

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding. These exercises focus on both the use and form of the past simple and present perfect.

- 1** This exercise provides practice at sentence level. Check Ss understand *publish* and *act*. When checking answers, ask questions to check Ss understand why the correct verb form is correct, e.g. 'Is the time period finished?', 'What is the time period?' and 'Is it important now?'

EXTRA SUPPORT If you think Ss need more support, you could give them the verbs in both the past simple and present perfect form. Ss then choose the correct verb form rather than write it themselves.

ANSWERS:

- 1 published 6 have/'ve never played
2 Has she written 7 have/'ve played
3 sent 8 Have you ever visited
4 acted 9 went
5 has/'s been 10 was

- 2** This exercise provides practice at text level. Ask Ss to read the text quickly first and tell you what it's about (the writer's best friend). Use the example to demonstrate the task. Monitor as Ss complete the task if possible and provide support where necessary. Use the same checking questions as in Ex 1 to check understanding.

ANSWERS:

- 2 became 6 have/'ve gone/been
3 was 7 have/'ve shared
4 met 8 haven't disagreed
5 discovered

EXTRA CHALLENGE Ask Ss to write their own texts entitled 'My best friend' and describe when and how they met, and what they've done together since then. They could do this in class or for homework. Alternatively, Ss can do this orally in pairs.

PRONUNCIATION

contracted *have* in the present perfect

- 5A**  **2.05** | Put the sentences on the board and ask Ss how they think *have* will be pronounced in each one. Play the recording for Ss to check. Note that *haven't* is usually stressed whereas *have* is usually unstressed and is therefore contracted or a weak form.

ANSWERS:

- 1 contracted ('ve)
2 no contraction
3 no contraction
4 contracted (haven't)

AUDIOSCRIPT 2.05

- 1 I've never played a video game.
- 2 Have you ever performed on stage?
- 3 What have you learnt today?
- 4 I haven't seen the show.

EXTRA IDEA You might want to play the recording again, pausing after each sentence, so that Ss can repeat them. Help Ss with their pronunciation of *have*.

- B** Demonstrate the task by completing the first sentence about yourself and writing it on the board, e.g. 'I have never eaten sushi.' Then, read it aloud with the appropriate pronunciation of *have*, i.e. a contracted form. Monitor as Ss write their sentences and help with accuracy. When Ss share their sentences, monitor and listen to their pronunciation of *have*, and the contracted form where applicable. Provide feedback on this.

SPEAKING

- 6** After Ss read the instructions, give a demonstration of the task with a confident learner. Use the example in the instructions. Make it clear that Ss need to complete the table and that they should have as many different names as possible.

Elicit the question for the second item (*Have you been to the cinema recently?*) and two possible follow-up questions (e.g. *What did you see? Who did you go with?*). Check Ss know who William Shakespeare is (a sixteenth-century English writer who wrote plays such as *Romeo and Juliet*). Note that *Have you ever ... ?* would be more natural in the last three items.

Ss complete the task. Monitor and provide feedback on Ss' use of the past simple and present perfect. Ask a few Ss to share what they learnt about their classmates.

EXTRA SUPPORT You could give Ss time to prepare questions and check them with you first.

EXTRA: ALTERNATIVE IDEA If Ss are unable to move around in your classroom, put them into small groups and ask them to take turns to ask questions.

TO FINISH

On the board, write the prompt: *In this lesson, I've ...* and ask Ss to complete it to make true sentences about themselves. Ask them to be specific, i.e. not to write 'learnt vocabulary', but 'learnt words to describe ...' or 'learnt three new words: ... , ... , ...'. They should focus on their learning. Monitor and look at the sentences to assess what Ss say that they have learnt/improved/done or ask them to submit these to you digitally.

2C A likely story!

HOW TO ... | apologise and give reasons

VOCABULARY | collocations with *get* and *make*

PRONUNCIATION | intonation for apologising

LESSON OVERVIEW

In this lesson, Ss make apologies. The lesson begins with collocations with *get* and *make* that provide reasons for being late or missing an event. Ss then listen to different apologies and focus on useful phrases for apologising. They practise using the right intonation when apologising and finally make an apology during a roleplay.

Online Teaching

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

- **Ex 1A:** Display the photos and allow Ss to annotate. Ask Ss to tick the photos that they think show good reasons and cross the ones they think do not.
- **Ex 3B:** Share the missing words in a random order with weaker learners via the private chat box to simplify the task for them.
- **Ex 4B:** Ss will only be able to work in pairs if you share the audio file with them and one of the Ss in each pair plays it on their device while sharing their audio. As this may be too complex to explain to Ss, instead ask them to mute their microphones and all repeat at the same time. You can then nominate individual Ss to put on their microphone and repeat the sentences.

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

Put Ss into pairs or small groups and ask them to think of reasons why people say sorry and make a list. Elicit ideas from 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

collocations with *get* and *make*

- 1 A** After Ss read the definition, elicit a possible excuse for being late to check Ss' understanding. Focus Ss on the photos. Elicit whether the class thinks the first one shows a good reason or a bad excuse for being late as an example and then put Ss into pairs to discuss the rest. Check answers as a class.
- B** After Ss read the excuses, check they understand *urgent*, *made a mess* and *held up*. Do the task as a whole class or put Ss into pairs. Find out from the class what they think the three most common reasons are.
- 2 A** Elicit the first answer from the class to demonstrate the task. You might want to check Ss understand *delayed*. After completing the task, put Ss into pairs to check their answers. Encourage Ss to record these collocations in their notebooks.

ANSWERS:

- 1 get off
- 2 get lost
- 3 get held up
- 4 get the wrong (day, time)
- 5 make a mistake
- 6 make a call
- 7 make plans
- 8 make a mess

EXTRA IDEA Ask Ss to think of similar expressions in their own language and whether they use the same verbs or different verbs. This will encourage them to think more deeply about the collocations, which can aid memory.

- B** Check Ss understand the meaning of *toe* and *pretend*. Ask Ss what bad excuses people might make for not getting to work or school on time. Elicit a few ideas. Ss can then read the text and compare their ideas with those in the text before they complete it. Encourage Ss to do the exercise without referring to Ex 1B at first, but using that exercise to check their answers when finished.

EXTRA SUPPORT: DYSLEXIA Ask dyslexic learners to cover the sentences they are not working on to reduce distractions. If they have two L-shaped pieces of paper, they can do this easily by making a 'window' in which to view the part they are focusing on.

ANSWERS:

- | | | | |
|--------|-------|--------|--------|
| 1 make | 2 get | 3 got | 4 make |
| 5 got | 6 got | 7 made | 8 make |

- C** Give Ss time to think of answers before putting them into pairs. Monitor as they do the task and provide feedback on their use of the collocations. Address any issues with the class.

EXTRA SUPPORT: DYSLEXIA Ask the partner of a dyslexic learner to read out the questions for them to discuss so the learner can focus on speaking.

EXTRA CHALLENGE You could give Ss the questions without the verbs *get* or *make*. They ask and answer the questions, selecting the right verb and putting it into the correct form as they speak.

How to ... apologise and give reasons

- 3 A**  **2.06** | Explain that Ss will hear six people apologising for different things. Give Ss time to read the options and check they understand *schedule* and *package*. Play the recording. When checking answers, you could play each recording again, elicit the answer and ask Ss what they think the context is in each conversation, e.g. 1 = colleagues in an online meeting.

ANSWERS:

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

AUDIOSCRIPT 2.06

- 1**
A: Hi, everyone. Sorry to keep you waiting! There was a problem with the wifi.
B: That's OK. Are we ready to start?
- 2**
A: Sorry – I have to leave the lesson early today. I got the time wrong. Sorry about that.
B: That's fine.
- 3**
A: John, sorry, I'm going to be late. First, there was a delay at the airport, then the taxi driver got lost! I'll be there as soon as possible.
B: Don't worry. I've only just got here.

4

A: Yes, you were right. It was our fault. We sent the wrong one. There was a problem with the boxes – they look the same. I apologise. We'll deliver it this afternoon.

B: OK, no problem.

A: I'll call you back when we know the exact delivery time.

5

A: I'm really sorry I didn't return your call. My battery was dead.

B: Never mind. You're here now.

6

A: Sorry I missed you yesterday. My train got cancelled.

B: It's fine. Don't worry.

B  **2.06** | Give Ss time to read the sentences and predict the missing words. Play the recording, pausing between conversations to give Ss time to write. Write the words on the board when checking answers so Ss can check their spelling.

EXTRA SUPPORT: DYSLEXIA

Ss with dyslexia can find writing while listening difficult. You could provide the missing words mixed up in a vertical list on the board or a handout for Ss to select from to fill the gaps. If you provide a handout, Ss will find it easier to read the words if they are double spaced.

ANSWERS:

- | | | |
|--------------------|---------|-----------------|
| 1 keep | 2 about | 3 got, possible |
| 4 fault, apologise | 5 mind | 6 cancelled |

C You could start by displaying the table on the board and covering the first column. Elicit the purpose of each set of phrases. Ss then complete the table. Elicit the first answer from the class to demonstrate the task. Give Ss time to complete the rest of the task individually and then check answers as a class. Highlight the fact that *will* is used to make a promise.

ANSWERS:

- | | |
|---------------------|-----------------------|
| 1 Sorry about that. | 4 I'll call you back. |
| 2 I got lost. | 5 Never mind. |
| 3 It was our fault. | |

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.

GB page 110 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. These exercises focus on forming the phrases for apologising.

1

Elicit the first answer as a class and then give Ss time to complete the task individually. Ss can refer to the table in the notes to help them. Check answers as a class.

ANSWERS:

- | | | | | |
|-----|-----|-----|-----|------|
| 1 h | 2 d | 3 a | 4 e | 5 g |
| 6 b | 7 j | 8 c | 9 i | 10 f |

2

This focuses on both the meaning and form of the phrases. Encourage Ss to read the conversations first, ignoring the gaps, so they understand the context. They can then go back and complete them. Explain that Ss have the first letter to help them.

ANSWERS:

- | | | | |
|-----------|-----------|------------|--------|
| 1 waiting | 2 delayed | 3 possible | 4 No |
| 5 worry | 6 got | 7 fault | 8 mind |
| 9 Sorry | 10 was | 11 That's | 12 got |

3

Ss complete the conversations alone. After checking answers, put them into pairs to practise reading the conversations aloud.

ANSWERS:

- 1 Sorry to keep you waiting
- 2 The traffic was terrible
- 3 It was my fault
- 4 Never mind
- 5 I made a mistake with the time
- 6 I'll be there as soon as possible

PRONUNCIATION**intonation for apologising**

4A

 **2.07** | Ask Ss to predict the answer before you play the recording. You could play the recording a second time and direct Ss to the sentences in Ex 4B when they are sure of the answer to help them hear the correct intonation.

ANSWER:

1

B

 **2.07** | Put Ss into pairs to say the phrases in turn. Monitor and listen to their intonation. Play the recording for Ss to check, then provide feedback on any issues you heard while monitoring. Drill the phrases if helpful.

5A This task provides practice of selecting appropriate phrases to use in a conversation before Ss practise the intonation in Ex 5C. Make sure Ss understand that 'this line's really bad' refers to a telephone call. Elicit answers from Ss, but don't give away the correct answers yet.

B  **2.08** | You could play the recording twice – once for Ss to check their answers and once for them to pay attention to the intonation to help them with Ex 5C.

ANSWERS:

- | | |
|-----------------------|--------------------|
| 1 That's OK. | 4 I made a mistake |
| 2 I'll call you back. | 5 I got |
| 3 There was a problem | |

C Focus Ss on the conversations in Ex 5A. Elicit other possible excuses for each situation and note them on the board. Encourage Ss to use collocations with *get* and *make* where possible. When practising the conversations, Ss should take turns to be Student A. Demonstrate this with a confident student to make it clear. Monitor and provide feedback on Ss' use of the phrases for apologising, as well as their intonation.

SPEAKING

6 Put Ss into pairs and ask them to decide who is Student A and who is Student B. Refer Ss to the relevant pages. Explain that they will have two conversations. In the first, Student A is apologising and in the second, Student B is apologising. Give Ss time to prepare what to say. Then, Ss complete the roleplays. Monitor and provide feedback on the use of the phrases and intonation, and overall effectiveness of the apology.

EXTRA IDEA: HOW TO ... In pairs, Ss decide on a situation where someone has to apologise. They can refer back to their ideas in the 'To start' activity if they did it. They then plan each part and what they will say, and take turns to roleplay their conversation with another pair who listen and say if they think the apology was effective.

TO FINISH

In open class, ask Ss to think about a situation where they might need to apologise in English and use the phrases and intonation from this lesson, e.g. while on holiday, online, at work.

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

► page 151 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 200

2D Documentary

The story of a place

GRAMMAR | prepositions of time

SPEAKING | the story of a place

WRITING | a review of a place

LESSON OVERVIEW

In this lesson, Ss watch a video clip from a travel documentary filmed in the Mediterranean. They begin by looking at a photo from, and reading information about, the programme. They then watch the clip and complete a set of viewing tasks. There is a focus on prepositions of time, before Ss listen to someone describing Barcelona in the past and present. Ss describe a place that is special to them, using key phrases provided to help them. Finally, Ss read a review of a place and then write their own review.

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 students time to watch the video on their own device before moving on.
- **Ex 5A:** If you ask Ss to rehearse as per the Extra Idea: Digital box, you could create a breakout room for each student, and ask them to rehearse out loud so that you can drop in, monitor and provide them with some useful feedback.
- **Ex 6B:** Ask Ss to share their reviews digitally (even if it's a photo of a handwritten text) and read each other's reviews to select the most interesting sounding place.

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

Ask Ss to sit and close their eyes or look down at their laps. Ask them to imagine a place that's special to them. They should imagine where it is, what they can see there, what they can hear and what they can smell. Give them time between each instruction for Ss to imagine those things. Ask Ss to open their eyes, work with a partner and describe their places to each other to find out if they're similar or different.

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 Ss on the photos and elicit what they can see (e.g. *old buildings, hills*). Put them into pairs to discuss the questions. Elicit ideas from around the class.

B Check Ss understand where *the Mediterranean* is, if necessary in your context, before they read the description (i.e. areas around the Mediterranean Sea including North Africa, France, Spain, Portugal, Italy, Greece, Malta, Cyprus). After Ss have completed the task, ask Ss if they have been (if appropriate) or would like to go to the Mediterranean.

ANSWERS:

- 1 beautiful beaches and fascinating historical sights
- 2 the everyday reality and the history behind what tourists see
- 3 Matera

VIEW

2 A ▶ Explain that the video clip is from the programme Ss just read about. Ss could read the three topics and predict what they might see or hear about them. Play the video, then check answers.

EXTRA SUPPORT Turn on the subtitles where you feel it would benefit learners. Note that useful vocabulary to understand the situation in Matera, past and present, might be *poverty, national scandal, shameful, proud*. Simon also describes the place as *astounding* and *spectacular*.

ANSWERS:

- 1 c 2 a 3 b

B ▶ Give Ss time to try to complete the summary before playing the video again. Make it clear that they should use one or two words in each gap. They can predict the type of word which is missing even if they don't know the exact word (e.g. a time period, a place). Check they understand the meaning of *depopulated*. Write the answers on the board when checking answers so Ss can check them carefully. Help them understand the meaning of *fancy* hotels.

EXTRA SUPPORT If you think learners will find the summary difficult to complete, you could provide two possible options for each gap for Ss to choose from, or provide the answers mixed up with one or two incorrect answers in there as distractors.

ANSWERS:

- 1 1950s 2 public housing 3 (fancy) hotels
- 4 (big) animals 5 wedding 6 future

C Monitor as Ss complete the task and note down any interesting answers. Invite Ss to share them with the class.

GRAMMAR

prepositions of time

3 A Tell Ss that these sentences are from the video, and see if they can remember which preposition completes each one. Play the relevant extracts from the video again if necessary and then elicit answers.

ANSWERS:

- 1 until 2 Before 3 during

B 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**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding. These exercises focus on selecting the appropriate preposition.

1 Remind Ss to look at the time expression and think about the preposition that best fits. Ask Ss to explain a few of the answers when checking them to check they understood their choices.

EXTRA SUPPORT: DYSLEXIA Ask dyslexic learners to cover the sentences they are not working on to reduce distractions.

ANSWERS:

1 during 2 until 3 at 4 in 5 in
6 between 7 Before 8 in 9 until 10 on

- 2** Refer Ss to the notes in the Grammar Bank to help them complete this task. Encourage Ss to select a preposition and then use the notes to check their answers.

ANSWERS:

1 In/During 2 in/during 3 until/till 4 at
5 in 6 in 7 on 8 between

- 3** Ask fast finishers to note down exactly which rule applies to each gap, e.g. 1 *on* + dates/days, 2 *at* + a specific time, etc. and share these with the class when checking answers.

ANSWERS:

1 on 2 at 3 in 4 until
5 After 6 in 7 between 8 in

EXTRA IDEA Write the following prompts on the board and ask Ss to work in pairs and complete them to make true sentences about themselves. They can ask each other follow-up questions.

During lunch, I ... / Until last year, I ... / Between ... and ... yesterday, I ... / On ... I usually ... / I often ... at ... / I'm going to ... in a few ...

SPEAKING**the story of a place**

- 4A** Give Ss time to come up with some ideas and then share them with the class. Encourage them to think about changes in population size, buildings, industry, etc. If Ss can't think of any ideas, ask them to say if their area is changing and if so, how.

EXTRA IDEA: DIGITAL Ss could go online and search for 'cities which have changed a lot', and choose an article which shows images of cities around the world past and present. Ss can say what the changes are and whether they think these changes are good or not.

- B** Ask Ss what, if anything, they know about Barcelona in the past and present. Then refer them to the box and ask them to predict what someone talking about Barcelona might say. You might want to check Ss remember the meaning of *stadium*, *architecture* and *live* first. Elicit ideas from around the class. If Ss don't have much to say, ask them if they think each thing refers to the past or present.

- C**  **2.09** | Play the recording so that Ss can check their ideas. Point out that three of the topics are not mentioned.

ANSWERS:

Olympic Games – were held in Barcelona in the 1990s

football stadium – not mentioned

architecture – The city is well known for its amazing architecture.

historical centre – not mentioned (though Ss who know Barcelona may know that 'the city's old Gothic quarter' is the centre)

art/artists – Artists like Picasso and Joan Miró lived in Barcelona.

food market – The Boqueria is Barcelona's famous food market where local people go to enjoy their lunch with friends.

tourists – Barcelona is much busier than before. It is one of the most popular tourist destinations in Europe.

live music events – not mentioned

accommodation – People are buying property in the city centre and renting it out for tourists. It's getting more expensive and many local people can't afford to live there.

 AUDIOSCRIPT 2.09

When I first visited Barcelona, it wasn't busy at all. You could walk around the old streets and a lot of the time it was quiet and empty. Then, during the 1990s, Barcelona held the Olympic Games and there was a lot of investment in the city. It became much more popular as a tourist destination. Barcelona is well known for its amazing architecture, fantastic food and relaxed way of living. It has a wonderful atmosphere and a fantastic history. You can explore the city's old Gothic quarter, and see the narrow streets where artists like Picasso and Joan Miró once lived, which haven't changed with time. You can visit the Boqueria – Barcelona's famous food market – and you will see that this is still a place where locals go to enjoy their lunch with friends. But the city is changing. Barcelona is much busier than before. It is now one of the most popular tourist destinations in Europe. People are buying property in the city centre and renting out rooms as accommodation for tourists. This means prices are increasing and many local people can't afford to live there. The shops and businesses are changing, too, with many now selling things for tourists. Barcelona is still a wonderful city to visit, though, and the people are very friendly. I really recommend it, especially for a weekend break.

EXTRA CHALLENGE Ask Ss to read the audioscript on page 160 and identify words which mean:

1 no people, 2 money to make something better, 3 famous, 4 not wide, 5 don't have enough money, 6 holiday for two or three days

ANSWERS:

1 empty 2 investment 3 well known
4 narrow 5 can't afford 6 weekend break

- D**  **2.09** | Give Ss time to read the Key phrases before they listen. Play the recording again. When checking answers, check Ss understand the meaning of the phrases, especially *The city has a lot to offer.* and *Nowadays, ...* as these may not be obvious.

EXTRA SUPPORT: DYSLEXIA Read the Key phrases out loud with the class before playing the recording to help Ss with dyslexia identify what they are listening for.

ANSWERS:

All the phrases are used, except: *The city has changed a lot.* *Before ... it was ...* ; *The city has a lot to offer.* and *Nowadays, ...* .

- 5A** Give Ss time to think of a place. The place can be somewhere they have been or just somewhere well known that they have heard of. It doesn't need to have changed significantly. Ss can talk about the place they thought about in the 'To start' activity if they did it, but you may want to make sure they have a new partner in Ex 5B. Ask Ss to think about the following things and make notes:

- What the place is well known for
- Why people go there
- What people can do there
- How the place has changed (or not)
- If the student would recommend it and why/why not

Explain that Ss will describe their place to other Ss in the class. Ask them to plan what they will say and note down words/phrases from the Key phrases box to help them. They can also think about prepositions of time they can use.

EXTRA IDEA: DIGITAL Ss can rehearse by recording themselves on their phones and then listening back before they move on to the next task.

- B** Put Ss into small groups, or pairs if you have limited time. Explain that Ss need to listen to each other and ask at least one question each after each speaker has finished. Monitor as Ss complete the task and note down any language to highlight with the whole class – both good use and errors. Check Ss are asking follow-up questions. When finished, ask Ss to share any interesting information they learnt from their group with the class. Provide feedback.

EXTRA IDEA Ask Ss to come up with a list of things that make a good 'story of a place', e.g. the speaker describes the place well using a variety of adjectives; the speaker explains why people should go there with enthusiastic intonation; the speaker uses phrases from the Key phrases box. Ss can peer or self-assess their performance against the criteria they select.

EXTRA: ALTERNATIVE IDEA Rather than tell their 'story of a place' live, ask Ss to create a digital story. They select images of their place and create a slideshow which they narrate as they move through the slides. They can use a screencasting tool for this. They share a link to the recording with their classmates and can then listen to two or three others and ask follow-up questions.

WRITING

a review of a place

- 6A** If possible, display some images of Cornwall and ask Ss where they think it is (southwest England). If you are able, show them where it is on a map. Ask Ss if they'd like to go there and why/why not. Then, Ss complete the task.

EXTRA SUPPORT: TEACHER Cornwall is a popular tourist destination in southwest England. It is often called the English Riviera because of its coastline. Cornwall has its own flag and its own language (Cornish) which died out as a first language in the late 1700s, but has been revived and is now spoken by a few thousand people.

ANSWERS:

It is busier, so you have to book the campsites in advance and the hotels are more expensive.

- B** Ask Ss to choose a place to review and make notes on the points listed. They could choose to write about the place they described in Ex 5B, or somewhere else. Ss could then share their ideas with a partner to help them think it through. Encourage Ss to think about the phrases in the Key phrases box in Ex 4D that they can use. Ss then write their reviews either on paper or digitally. Provide feedback.

EXTRA SUPPORT Ask Ss to highlight phrases in the review that they could use in their own reviews. Some of these come from the Key phrases box, but there are others that Ss may find useful, e.g. *walk into town*, *book months in advance*.

EXTRA IDEA Ss work in pairs and swap reviews on paper or digitally. They read about each other's places and then say if they'd like to go there and why/why not, or if they have been there, if they agree with the review or not.

TO FINISH

Ss work in pairs and say one thing they learnt and one word/phrase they learnt that they know they will use again.

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 1, 2A, 3, 4A, 4B, 5, 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 2B:** If you don't have much time, you could ask Ss to share their stories via the chat. You can pick out the most interesting and ask those Ss to give more information.
- **Ex 6B:** Ask Ss to share their answers via the chat box. Then, nominate a student to explain their reasons for each, or some of the answers.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember the language they studied in Unit 2 (Grammar: narrative tenses, past simple and present perfect, prepositions of time; Vocabulary: adjectives for feelings, *-ed/-ing* adjectives, story words, types of film, collocations with *get* and *make*; How to ... apologise and give reasons). Ask them to look at the unit lesson objectives to check their ideas.

EXTRA: ALTERNATIVE IDEA On the board, write: *n_____ tenses, past simple and p_____ p_____, prepositions of t_____, adjectives for f_____, -ed/-ing a_____, s_____ words, types of f_____, collocations with g_____ and m_____*. Tell Ss these are some of the things they have studied in Unit 2. Elicit the missing words (narrative, present perfect, time, feelings, adjectives, story, film, get, make).

GRAMMAR

narrative tenses

- 1 Encourage Ss to read the story before they put the verbs in the correct tense to understand the general idea of what happens. Elicit the examples of bad luck that Tim has (forgetting the dinner, forgetting his wallet, getting wet, nearly getting hit, the fine from the police officer, missing Angela). Check Ss understand the meaning of *fine* as a verb. Put Ss into pairs to check their verb forms after completing the task. Ask Ss to explain their choices when checking answers.

ANSWERS:

- | | | |
|-----------------|---------------|---------------|
| 1 was sitting | 2 sent | 3 was waiting |
| 4 had forgotten | 5 asked | 6 left |
| 7 cycled | 8 had left | 9 started |
| 10 was raining | 11 didn't see | 12 fell |
| 13 had eaten | | |

past simple and present perfect

- 2A Elicit that the present perfect is used in the prompts and why (our lives are unfinished). Write an example sentence for you on the board to demonstrate, e.g. 'I've played in a band.' Monitor and help Ss with accuracy as they write their sentences.

EXTRA CHALLENGE Fast finishers could write three more sentences using their own ideas.

- B Demonstrate the task yourself, e.g. 'I ran a marathon. It was the best thing I've ever done!' Give Ss time to select the situations they want to talk about, note down ideas about what they can say about each one, and decide in what tense they should give that information. Elicit when they should use the present perfect (unfinished time and still important now) and when they should use the past simple (finished event and time). Monitor and provide feedback on Ss' use of tenses.

prepositions of time

- 3 Make the number of possible errors clear to learners. Ask Ss in open class to correct the error in question 1 as an example. Ss then work individually. Ask Ss to explain their corrections when you check answers as a class.

ANSWERS:

- 1 We can't leave ~~during~~ **until/till/before/at** six o'clock.
- 2 She has worked very hard ~~at~~ **during** these last two months.
- 3 She'll meet us ~~in~~ **at** eight o'clock ~~at~~ **on** Saturday morning.
- 4 Marco Polo travelled to China ~~on~~ **in** the 1200s.
- 5 Sam stayed with us ~~on~~ **between/in** March and September.

VOCABULARY

- 4A** To review the vocabulary, you could ask Ss to work in pairs and categorise the adjectives into positive and negative. When eliciting ideas, elicit the meaning of any items you think Ss may have forgotten. Ss now complete the task individually. Put them into pairs to share ideas before eliciting them from the class.

POSSIBLE ANSWERS:

- 2 embarrassed
- 3 amazed/excited/surprised
- 4 annoyed/disappointed/worried
- 5 relaxed
- 6 exhausted/proud

- B** Use the example to explain the task. Give Ss a time limit for this, e.g. five minutes. They could work in pairs. Monitor and check Ss are applying the adjectives to situations correctly. Note that more than one adjective might apply to a situation.

- 5** Do the first sentence with the class to demonstrate the task. Make it clear that not all the options are needed. Remind Ss to look at the Vocabulary Bank on page 137 to help them. Put Ss into pairs after completing the task to check their answers. When checking answers, you might want to elicit the meanings of the options not used.

EXTRA SUPPORT: DYSLEXIA Remove the two incorrect options for each question to reduce the reading load for Ss, or provide Ss with two alternatives for each gap, one correct and one incorrect. You could also read the sentences aloud.

ANSWERS:

- | | |
|-----------------------|-------------------------|
| 1 comedy, performance | 4 shows, documentary |
| 2 mystery, ending | 5 characters, hero |
| 3 action film, plot | 6 biopics, horror films |

- 6A** On the board, write: *How to tell better stories*. Tell Ss they are going to read a text with this title. Elicit ideas they think the text will mention. Ss read the article quickly to check their ideas. Look at the first item together as a class, focusing Ss' attention on the three options. Elicit why the incorrect options are incorrect. Put Ss into pairs to check answers. You might want to elicit answers from the class to assess their learning, but don't give away the answers yet.

EXTRA SUPPORT: DYSLEXIA This type of activity can present difficulties for Ss with dyslexia due to the distance the eye needs to travel between the gaps and the options. You could tell Ss to cover the parts of the text they don't need to refer to and the other options when they complete the text to reduce distractions. Alternatively, if possible, divide the text into sections and provide the corresponding sets of options directly next to or beneath each section. To give them longer to complete the task, you could give other Ss a fast-finisher task to complete, e.g. *Complete the prompt 'I am a good/bad storyteller because ...'*.

- B**  **R2.01** | Play the recording for Ss to check their answers. You might want to pause it from time to time to give Ss time to follow the text as well as look down at the answers they chose. Check answers as a class.

ANSWERS:

- | | | | | |
|-----|-----|-----|-----|------|
| 1 C | 2 C | 3 A | 4 A | 5 C |
| 6 C | 7 A | 8 B | 9 B | 10 C |

TO FINISH

Ask Ss to think about the language they learnt in Unit 2 and decide what they found the most challenging and why. Put them into pairs to share their ideas and discuss what will help them to remember and use this language in the future. Elicit ideas and add your own suggestions for useful strategies, e.g. writing a short text that includes vocabulary from the unit to review it, and useful resources, e.g. using the Online Digital Resources.

3 questions

Global Scale of English **LEARNING OBJECTIVES**

3A Facts and figures

- **LISTENING** | Understand a discussion about a quiz: knowledge; verbs and nouns
- Talk about things that are important to you: question forms
- Pronunciation: stressed words in questions
- Write an email asking for information; use phrases for emails

GSE INFORMATION

VOCABULARY

43–58 Can use language related to knowledge or lack of knowledge.

LISTENING

45 Can follow familiar topics if the speaker is clear and avoids idiomatic usage.

GRAMMAR

47 Can form questions with prepositional verbs and final prepositions.

38 Can ask *wh*- questions about the subject.

SPEAKING

45 Can carry out a prepared structured interview with some spontaneous follow-up questions.

WRITING

46 Can write a basic formal email/letter requesting information.

3B Decisions

- **READING** | Read an article about making decisions: decisions
- Talk about future plans and intentions: present continuous, *going to*, *might* and *will*
- Pronunciation: weak forms of *are you* and *going to*

GSE INFORMATION

READING

43 Can make basic inferences or predictions about text content from headings, titles or headlines.

45 Can skim a short text to identify its main purpose.

VOCABULARY

43–58 Can use language related to decision or indecision.

GRAMMAR

41 Can distinguish between the most common ways of expressing the future.

SPEAKING

43 Can describe future plans and intentions using fixed expressions.

3C Can I ask you ... ?

- **HOW TO ...** | make polite inquiries: facilities; places in a city
- Pronunciation: polite intonation

GSE INFORMATION

VOCABULARY

43–58 Can use language related to buildings and rooms in education.

HOW TO ...

45 Can convey simple information of immediate relevance and emphasise the main point.

SPEAKING

Can make polite inquiries.

3D What matters most?

- **BBC STREET INTERVIEWS** | Understand people talking about what is important in their life
- Talk about what is important to you: phrasal verbs
- Write an online forum comment

GSE INFORMATION

GRAMMAR

48 Can correctly use a range of common phrasal (separable) and prepositional (inseparable phrasal) verbs.

SPEAKING

47 Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work).

WRITING

47 Can write about personal interests in some detail.

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 3A. It shouldn't be exploited or taught at length, just played once or twice in class.

Focus Ss on the main photo and elicit what the child is doing (thinking about something they're not sure about). Use this to elicit or preteach *curious*. Ask Ss what kinds of things people are often curious about, e.g. science, animals, etc. Tell the class something that you'd like to know more about, e.g. 'I'm really curious about science and technology and how the things we use every day work.' Ss work in small groups and share things they're curious about.

▶ Play the video. Ss note down the topics mentioned. Check answers as a class. Put Ss into pairs to discuss the second part of the task. Do a quick poll to find out which topic interests the most Ss in the class.

ANSWERS:

- 1 science, nature, history (middle eastern), language learning, the environment (global warming, climate change), food, music, art, history, what cats think
- 2 Students' own answers

EXTRA IDEA Ss could watch the video again in class or out of class and note down additional information the speakers give, e.g. what they do to learn about the thing they are interested in, or what aspect of the topic they are interested in and why.

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 Facts and figures

GRAMMAR | question forms

VOCABULARY | knowledge; verbs and nouns

PRONUNCIATION | stressed words in questions

LESSON OVERVIEW

In this lesson, Ss learn vocabulary related to knowledge. Then they complete a quiz and listen to two people discussing the quiz to check their answers. From this listening, Ss review and practise question forms. They listen to and produce correct stress in questions, and quiz a partner on their general knowledge. Ss then complete a personal quiz and interview a partner about their answers. Finally, they write an email requesting information, focusing on formality.

Online Teaching

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

- **Ex 2C:** Ask Ss to write their sentences on a shared document or via the private chat box so that you can provide feedback on them before Ss share their sentences with a partner in breakout rooms.
- **Ex 5B:** When checking answers, display the questions on your device and share your screen. Invite four different Ss to mark the stressed words on one question each. Make sure your settings allow for annotations. If you play the recording so that Ss can listen and repeat the questions, mute Ss so the noise is not distracting.
- **Ex 7D:** Try to drop into each breakout room briefly to check Ss are on task. Then listen closely to two or three pairs to assess them fully. Listen closely to the other pairs in future lessons.

Additional Materials**For Teachers:**

Presentation Tool Lesson 3A
Photocopiable Activities 3A
Grammar Bank 3A
Vocabulary Bank 3A

For Students:

Online Practice 3A
Workbook 3A

TO START

On the board, write these answers to quiz questions: 1 *Canberra*, 2 *Robert Downey Jr.*, 3 *Jupiter (82)*, 4 *Brazil (several times)*, 5 *Yuri Gagarin*. Ss work in small groups and try to guess the questions in three minutes. Check answers as a class. Groups get one point for correct questions (although wording may vary slightly). The winning group is the one with the most points. Avoid correcting errors here, but instead make a note of any particular issues with forming questions to address later in the lesson.

ANSWERS:

- 1 What's the capital of Australia?
- 2 Who played Ironman (in the *Ironman* films)? (Ss may name another of his films, here.)
- 3 Which planet has the most moons?
- 4 Which football team has won the most World Cups?
- 5 Who was the first person in space?

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

knowledge

- 1 Write the names of two or three popular TV quiz shows you think your Ss will know and use these to elicit or preteach *quiz shows*. After groups discuss the questions, find out who in the class is thought to know a lot about different subjects. Ask that student / those Ss if that is correct.
- 2A Explain that the texts are people describing how they find and remember information. Ask Ss to read the texts and tick the activities they do. Put them into pairs to share these activities and find out if they have similar or different experiences.
- B Encourage Ss to identify the part of speech of the words in bold in the texts as this will help them to match the words to the definitions. In feedback, teach *solve problems* as a collocation. Help Ss understand the difference between *general knowledge* and *data*. Note that *note down* is a separable phrasal verb, so *note new information down* is possible.

EXTRA SUPPORT: DYSLEXIA Encourage dyslexic learners to cover every definition except the one they are working on at each point. This will help to reduce distractions.

ANSWERS:

- | | |
|-------------|---------------------|
| 2 note down | 7 guess |
| 3 revise | 8 general knowledge |
| 4 memory | 9 score |
| 5 option | 10 data |
| 6 solve | |

- C Give Ss time to note down ideas, with you monitoring and providing feedback. Use the example to demonstrate the task. Put Ss into pairs to compare their sentences once they've written them. Monitor and provide feedback on Ss' use of words and expressions from Ex 2A.

EXTRA: ALTERNATIVE IDEA Ask Ss to write their sentences in pairs but leave a gap where the word or expression from Ex 2A should be. They swap sentences with another pair who try to guess the missing word or expression.

- D Refer Ss to the Vocabulary Bank on page 138.

▶ page 138 **VOCABULARY BANK** verbs and nouns

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 Focus Ss on the table and elicit the verb form of *knowledge*. Refer them to the word choice box to help them. Ss complete the task individually. Don't check answers yet.

EXTRA CHALLENGE Ask Ss to cover the word choice box and try to complete the table without referring to it.

- B  **VB3.01** | After playing the recording for Ss to check answers, play the recording again so that Ss can listen and repeat the words. You might want to elicit the stressed syllable on each word first, as this may not be the same in each pair of words, e.g. *inform* – *information*.

EXTRA SUPPORT: DYSLEXIA Help dyslexic learners to recognise the sound–spelling relationship of these words. Encourage them to notice the suffix *-ion* on the nouns and how it can be preceded by 't' and 's' with the same sound.

ANSWERS:

- | | |
|------------|-----------------|
| 1 know | 5 preparation |
| 2 guess | 6 solution |
| 3 revision | 7 understanding |
| 4 inform | 8 memorise |

- VB 2** Elicit the first answer from the class to demonstrate the task. Check Ss understand the meaning of *poem* and *patience*. Tell Ss to look carefully at the words before and after the gap as this will help them to identify the part of speech of the missing word. Ss complete the rest individually. Check answers as a class.

ANSWERS:

- | | |
|---------------|-----------------|
| 1 preparation | 5 revision |
| 2 guess | 6 inform |
| 3 solution | 7 understanding |
| 4 memorise | 8 knowledge |

LISTENING

- 3A** Check Ss understand the meaning of *eyebrows* and *invent*. You could explain *precious metals*, too, but this is explained in the option (*gold and silver*). After pairs complete the task, do a quick hands up vote to see which answer is the most popular for each question. Don't give away the answers yet.

EXTRA IDEA: DIGITAL You could display the questions on the board without the options and ask Ss in pairs to find the answers online. Give them a time limit, e.g. five minutes.

- B**  **3.01** | Explain the context of the recording before you play it. Check answers as a class. Find out which pair got the most correct answers.

EXTRA SUPPORT: TEACHER People often refer to Tim Berners-Lee as the father of the internet, but in fact he invented the World Wide Web – the pages we see when connected to the internet. Computers were already connected via an internet, but users had to log on to separate computers to see files. He wanted to see them from any computer. He created HTML (hypertext markup language) and URLs (web addresses).

ANSWERS:

- 1 a 2 b 3 b 4 a 5 a 6 a 7 b

** AUDIOSCRIPT 3.01**

- A: So are you ready? This is a general knowledge quiz – seven questions. You just choose A or B, OK?
- B: OK. I'm ready. My general knowledge is terrible so this could be bad.
- A: Don't worry about it. And I have the answers here with a bit of extra information.
- B: OK.
- A: First question. Can fish live out of water?
- B: I'm going to guess A: yes.
- A: Correct. Most fish die quite quickly out of water, but some types of fish can breathe air and move on land. And by the way, there are about fifty types of flying fish.

- B: Oh wow.
- A: Moving on to the next one, why do we have eyebrows?
- B: Because they look nice? Maybe option B, to protect our eyes?
- A: Correct. Eyebrows protect our eyes. They keep them clean. For example, when it rains, the water stops on the eyebrow. Number three. Why is red used in stop signs?
- B: I'm not sure. Is it A?
- A: No, B. Red has been the colour of danger for thousands of years as it's the colour of blood. It's also a colour that we can see from far away, so red is good for stop signs.
- B: Oh, that's interesting.
- A: Number four. Who wrote the Sherlock Holmes stories?
- B: Sir Arthur Conan Doyle.
- A: Correct! The first Sherlock Holmes story was published in 1887. That reminds me: I think there's going to be a new film version of one of the books soon.
- B: Oh really? I loved his books when I was younger. And I love the TV series, too.
- A: Ready for number five? How many different materials does a smartphone contain?
- B: I really don't know this one. Um ... I'll guess option B.
- A: It's A. Smartphones contain about seventy different materials, but mainly plastic, gold, silver and copper. OK, number six. Where was paper first invented?
- B: Hm, not sure. In France?
- A: No, in China. This is completely off-topic, but I read recently that people in China were the first to drink tea.
- B: Oh really?
- A: Yep. And the last one. What did Tim Berners-Lee invent?
- B: That's easy. The internet, or the World Wide Web, as people used to call it.
- A: Correct!
- B: I told you my general knowledge was terrible. What was my score?
- A: Your score was ... four out of seven. Not bad!
- B: Yes, not bad at all!

- C**  **3.01** | Give Ss' time to read the statements and predict if they are true or false before you play the recording again. Play sections again if necessary when checking answers if Ss are unsure of the answer.

ANSWERS:

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

D  **3.02** | Explain that these are extracts from the discussion about the quiz. When checking answers, clarify the difference between *remind* and *remember* as learners often confuse the two. Explain that the phrase *That reminds me: ...* is usually used when something helps you remember something related to a different topic and you then start talking about it, e.g. 'I saw Ruth earlier. Oh that reminds me: she asked me to give you a message.'

EXTRA: ALTERNATIVE IDEA Instead of Ss listening to and checking just the individual sentences, you could play recording 3.01 again so that Ss hear the change of topic and identify the correct words. Ss could then use the audioscript on page 161 to check they heard the answers correctly.

ANSWERS:

1 way 2 on 3 reminds 4 off-topic

EXTRA IDEA: DIGITAL If Ss want to, you could look up the phrases in an online dictionary, e.g. the Longman Dictionary of Contemporary English via the Presentation Tool, to find more example sentences with the phrases in context. Help Ss search for the correct head words (e.g. *remind*) where necessary.

EXTRA IDEA For some additional speaking practice, you could put Ss into A/B pairs. Give them a topic to discuss (e.g. what they did yesterday) and two other topics each (e.g., A – a film or TV show they've seen recently, a news story; B – a plan they have for the weekend, some news about a friend). Ss start talking about their given shared topic. When you clap and say A, A has to change the topic to one of their other topics and the conversation continues. Keep clapping and naming A or B until each student has had a chance to change to both their new topics using a phrase from Ex 3D.

GRAMMAR

question forms

4A Note that questions b–d are from the quiz in Ex 3A. Check that Ss understand *preposition* and *auxiliary verb* if necessary. Give Ss time to complete the task, either individually or in pairs. Check answers as a class.

ANSWERS:

1 a 2 a, c, d; *did*, in d, is in the past. 3 b

EXTRA CHALLENGE Ask Ss to look at the questions and notice what is different about how they are formed before they do the matching task in Ex 4B.

B Check Ss understand *subject* and *object*. Ss should focus on the information in bold. Note that some Ss may prefer to do this individually first before discussing it with a partner to give themselves time

to think. Refer Ss to the Grammar Bank on page 112 to check their answers. Use the tables there to clarify the word order of subject and object questions and highlight, in particular, the fact that the verb in subject questions is not an infinitive and has to conjugate with the subject. Note that the preposition usually goes at the end of object questions.

ANSWERS:

- 1 Who invented the World Wide Web?
- 2 What did Tim Berners-Lee invent?
- 3 What did Tim Berners-Lee invent?

EXTRA IDEA If you did the 'To start' activity above, return to the questions and elicit whether they are subject or object questions (subject questions).

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.

 page 112 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

1 This exercise focuses on word order in questions. Do the first one as a class to demonstrate the task. You could read the full questions out for Ss to check their own answers.

ANSWERS:

- 1 Who won the competition?
- 2 What were you thinking about?
- 3 What happened to the old theatre?
- 4 Where did your great-grandparents come from?
- 5 Did your parents live here?
- 6 Has she worked here for a long time?
- 7 Who is making all that noise?
- 8 Which house are you looking for?

2 In this exercise, Ss have to think about both the meaning and form of the questions. Draw Ss' attention to the underlined information in the answer as this will help them decide whether the question word is referring to a subject or an object, and what question word to use. Monitor, if possible, and provide support. Pick up on any common issues and deal with them immediately or when checking answers, and encourage Ss to justify their answers, e.g. by asking them why they did or didn't include an auxiliary verb.

GB

GB EXTRA SUPPORT If you think Ss may struggle with this, give them a strategy for tackling the task. On the board, write:

Does the question word refer to the subject or object?

If subject, what tense is the verb in? Use the same verb form in the question.

If object, do you need to add do/does/did? Swap the subject and main verb around. Use the infinitive of the main verb. Add any preposition after the main verb at the end of the question.

ANSWERS:

- | | |
|-----------------|-------------------------|
| 1 do you live | 5 are you writing about |
| 2 Who won | 6 When did you get |
| 3 Does he eat | 7 Who ate |
| 4 What are they | 8 Did you like |

PRONUNCIATION

stressed words in questions

5A  **3.03** | Ask Ss to look at questions 1–4 and say why they think some words are underlined. Play the recording to help them get the correct answer. Once you've established that these are stressed words, play the recording again so that Ss can notice what kinds of words are stressed. Elicit these from the class. Elicit how listening for stressed words is helpful because it helps you hear the most important words.

EXTRA SUPPORT: DYSLEXIA If you display these questions on the board in your classroom, be aware that underlining can distort letters and make a word harder for a dyslexic learner to read. Display the questions on the board drawing a square around each stressed word, or using a different colour, instead.

B Ss mark the stressed words first. Check answers as a class. Then, put Ss into pairs to ask and answer the questions.

C  **3.04** | Play the recording so Ss can check their answers to the questions. Find out if any pairs got all four questions correct.

ANSWERS:

- 1 When did people first land on the Moon?
 - 2 Who played the Black Panther in the 2018 film?
 - 3 Where is the Pink Palace?
 - 4 What object related to weather did Benjamin Franklin invent?
- (1 1969 2 Chadwick Boseman 3 Jaipur, India
4 the lightning rod)

AUDIOSCRIPT 3.04

1

A: When did people first land on the Moon?

B: People first landed on the Moon in 1969.

2

A: Who played the Black Panther in the 2018 film?

B: Chadwick Boseman stars as T'Challa, Black Panther.

3

A: Where is the Pink Palace?

B: It's in Jaipur, in India.

4

A: What object related to weather did Benjamin Franklin invent?

B: He invented the lightning rod, which protects buildings from damage caused by lightning.

6A Check Ss understand *butterfly*. Divide the class into A/B pairs. Ss create questions from the corresponding prompts with a partner in the same A or B group as them. Use the examples to demonstrate the task. As Ss work, monitor and provide individual feedback where possible. Deal with any common issues with the whole group or class.

EXTRA SUPPORT Encourage Ss to think of the full answers to help them recognise if the question is a subject or object question, the verb tense and if any prepositions follow the main verb.

B Student A asks their questions to their partner and refers to their answers (page 147) to confirm if they are correct. Student B then does the same and refers to their answers (page 149). They then see how many they each got correct. The student with the most correct answers wins. As Ss do the task, monitor and listen to Ss' accuracy with question formation and stress.

EXTRA: ALTERNATIVE IDEA As Ss ask their questions, they both give an answer before checking how many they got right. Again, the student in each pair with the most correct answers wins.

SPEAKING

- 7A** Elicit the kinds of things that are important to people in life, e.g. friends, sport, their phone. Give Ss time to complete the quiz. Monitor and check Ss are on task.

EXTRA IDEA: DIGITAL Ss could share their answers via a collaborative online tool. That way, Ss can see everyone's answers and create questions about a partner's answers more easily.

FUTURE SKILLS | Communication



- B** Elicit how Ss can show interest in what a person says to them, e.g. nod, smile, respond to show they're listening, ask follow-up questions. Ask Ss to read the Future Skills box and discuss the question in pairs. Check they understand that *partner* in this context means someone you are in a romantic relationship with, e.g. boyfriend, wife. Elicit ideas from the whole class.

EXTRA: FUTURE SKILLS You can use Exs 7C and 7D to practise follow-up questions. Once Ss have created their questions in Ex 7C, ask them to prepare some follow-up questions so they can find out more information to show both good listening skills and an interest in the speaker. Point out the prompts in Ex 7D that Ss can use.

- C** Put Ss into pairs and ask them to swap information and note down some questions they can ask to find out what/who/where each thing is and why it's important, e.g. 'Who is Aisha?', 'Why is 2018 important to you?' As Ss write, monitor if possible and help with accuracy.
- D** Look at the prompts for follow-up questions with the class and elicit a few more to the board e.g. *How did you ... ? Why did you ... ? What do you ... ?* As Ss interview their partner, monitor and evaluate Ss' communication skills as well as their use and formation of questions. Provide feedback, highlighting progress as well as addressing common errors.
- E** Invite Ss to share something interesting they learnt with the class. In large classes, you might want to re-pair Ss and ask Ss to tell their new partner something interesting about their first partner.

WRITING

an email asking for information

- 8A** Try to elicit some more formal examples here, e.g. to a company asking about an available job. Ask Ss what tools they use, e.g. email, social media or live chat on a website.

- B** Give Ss time to read, answer the question and think of questions for the different situations then elicit ideas from the whole class.

ANSWERS:

Formal: apply for a job, join a language course

- 9A** Tell Ss that they are going to read two different emails, but both are asking for information. After checking the answers, elicit the relationship between the sender and recipient of the emails (A: possible employee and employer; B: two friends or family members).

ANSWERS:

First email: information about accommodation, type of work involved in the internship (in an office or with clients)

Second email: information about a French class – cost, location, time

- B** When checking answers, elicit answers into two lists on the board, but don't give the lists titles yet. The first list should be of the features of a formal message (e.g. use longer sentences) and the second should be the features of an informal message (e.g. use shorter sentences). After eliciting the answer to question 7, ask which list refers to formal messages and which refers to informal messages. Add these as titles. Encourage Ss to record these lists in their notes. Note that an email about a job would be formal because the writer wants to impress the reader. However, a lot of emails and messages to people we don't know these days use semi-formal English, i.e. polite phrases but with contractions so the message sounds friendlier.

ANSWERS:

- 1 short sentences: B (informal); longer sentences: A (formal)
- 2 full forms: A; contractions: B
- 3 B
- 4 full sentences: A; some words missing: B
- 5 polite phrases: A; informal phrases: B
- 6 B
- 7 formal: A; informal: B

EXTRA IDEA You could ask Ss if the same features of formality/informality exist in their first language and culture to encourage them to think more deeply about the topic and make associations.

- C** Elicit the first answer to demonstrate the task. When checking answers, point out that when writing *Dear Mr Brown* for example, the sign off is usually *Yours sincerely*. In semi-formal emails, *Kind regards* or *Best wishes* might be used.

ANSWERS:

- | | |
|------------------------|---------------------|
| 1 Dear Sir/Madam, | 3 your attention |
| 2 would (also) like to | 4 Yours faithfully, |

- 10** Encourage Ss to choose the situation that will benefit them the most, e.g. help them use language they don't normally use but would like to, or the situation they're most likely to find themselves in outside the classroom. Give Ss time to create their questions, and then plan how they will start their email, how they will organise their questions and then how they will sign off. Monitor and provide feedback on Ss' plans. Ss can write their emails in class or for homework. If they ask you for a word count, you might want to suggest around 100 words. If possible, ask Ss to swap emails and give feedback on whether the email has the right level of formality. Provide your own feedback on the emails.

EXTRA IDEA Ask Ss to write online, in English, to an organisation to request information that they are genuinely interested in, e.g. information about a tour, a concert, a hotel booking. Ss can report to the class who they wrote to and what kind of reply they got.

TO FINISH

Put Ss into pairs. Ask them to each choose three new words from this lesson but don't say what they are yet. Ss then take turns to define and guess their words.

3B Decisions

GRAMMAR | future plans and intentions

VOCABULARY | decisions

PRONUNCIATION | weak forms of *are you* and *going to*

LESSON OVERVIEW

In this lesson, Ss read and talk about making decisions. The lesson begins with Ss talking about how good they are at decision making. They then read an article about the art of making decisions. Next, Ss work out the meaning of, and practise using, words/phrases related to decisions that feature in the article. They listen to two people talking about decisions they have to make and focus on tenses and verb forms used to talk about the future. This includes a focus on the weak forms of *are you* and *going to*. Finally, Ss prepare and give a one-minute talk on their future plans and ask each other follow-up questions.

Online Teaching

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

- **To start:** Put Ss into pairs. Give them the first two options and put them into breakout rooms. After a couple of minutes, send through the next two options via the *Broadcast a message* feature if your platform has one, and so on, allowing a few minutes for discussion of each pair of options.
- **Ex 3C:** Ask Ss to share their comments in the chat box at the same time.
- **Ex 4B:** Ask Ss to share answers using private chat so they can't see each other's answers and copy them. This will allow you to assess the learning of all Ss.
- **Ex 5A:** Get close to the camera and model how the sound /ə/ is pronounced, i.e. with the mouth barely open and very little lowering of the jaw. Get Ss to mimic the same movements and sound, if possible getting close to their cameras, too.

Additional Materials

For Teachers:

Presentation Tool Lesson 3B
Photocopiable Activities 3B
Grammar Bank 3B

For Students:

Online Practice 3B
Workbook 3B

TO START

Ask Ss to stand up. Give them two options, e.g. tea or coffee. Tell them to stand on your left if they prefer one option (e.g. tea) and on your right if they prefer the other option (e.g. coffee). Ss then work with someone in their group to discuss why they made that choice. Elicit ideas from both groups. You could repeat with other options if you have time (e.g. summer or winter holidays, music or films). If you don't have space in your classroom to move around, simply ask Ss to put their hands up to vote and elicit reasons why from around 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** Use the photo to elicit what Ss think the topic of the lesson is. Point out the prompt under question 2 which will help them to answer that question. Monitor as pairs discuss their ideas. Note down any particularly interesting answers and ask the Ss who gave them to share them in open class.
- 2A** Give Ss around 20 seconds to read the title and paragraph headings. Check their understanding of *consequences* and *gut instincts*. It is likely you will need to explain the latter. Put Ss into pairs to predict the main message before they then read the three options and choose the best one. Check the answer as a class.

EXTRA: ALTERNATIVE IDEA You could ask Ss to read the article to check their answer before you tell them if they are correct or not. This gives them a chance to read the article and get the main idea before they read it for more detailed information.

ANSWER:

b

- B** Ask Ss to read the questions and predict the answers in pairs before they read the article. This will help them to read with a greater purpose. When reading, Ss should ignore the words in bold for now. Ask Ss to check their answers in pairs before checking them with the class.

EXTRA SUPPORT To help weaker readers in particular, you could give them the paragraph number for each question so they know where to find the answers.

ANSWERS:

- 1** small day-to-day decisions and big life-changing decisions
- 2** Because we get tired when we have to make lots of decisions.
- 3** He wore the same clothes every day, so that he didn't have to make that decision and could focus on the bigger decisions.
- 4** Sometimes the easy option isn't the best one to help you develop as a person, so you might miss an opportunity.
- 5** It's not always best to consider the advantages and disadvantages. Sometimes a quick decision is best.
- 6** Research shows that allowing the brain to work on the problem while you are asleep often helps you to decide what is best.

- C** Before Ss discuss the questions, give them time to read through the article again, ticking the ideas they agree with and crossing the ones they don't. Put Ss into small groups for the discussion. Alternatively, lead a whole class discussion.

VOCABULARY

decisions

- 3A** Do the first one together as a class. When checking answers, check that Ss understand the meaning of the words/phrases, especially *consider*, *make up your mind*, *select* and *make sense* as these are more likely to be new. Help Ss with the difference in pronunciation of *choose* and *choice*.

ANSWERS:

- 1** consider, focus on
- 2** choose, make up your mind, select
- 3** choice, decisions
- 4** make sense
- 5** advantages and disadvantages

EXTRA CHALLENGE To extend the task, Ss could identify the verb forms of the nouns and the noun forms of the verbs (except *make sense* and *make up your mind*). They could then also look for other words/phrases in the article related to making decisions, e.g. *judgement*, *reach a decision*.

- B** Explain that these are comments made by readers of the article on decision making. Note that this task tests Ss' ability to select the right word in a sentence according to its meaning, the form of the word and collocations. Ask Ss what helped them to choose the correct options when checking answers.

ANSWERS:

- | | |
|--------------------------------|---------------|
| 1 decision | 5 choose |
| 2 advantages and disadvantages | 6 select |
| 3 choice | 7 consider |
| 4 make up your mind | 8 makes sense |

C Remind Ss of their discussion in Ex 2C. They may be able to express ideas they discussed there. Monitor as Ss write their comments and provide feedback, especially on the use of the words/phrases in Ex 3A.

EXTRA IDEA: DIGITAL If Ss are interested in sharing their comments, you could create an online forum and get Ss to add their comments and then read and respond to at least two others.

FUTURE SKILLS | Leadership

D Ask Ss to read the first part of the box and, in pairs, discuss the question in the second part. Model this yourself with your own example, e.g. 'I had to decide whether to move to a different area or not, so I spoke to people who knew that area to find out what they thought.'

EXTRA: FUTURE SKILLS Ask Ss why it's a good idea to listen to other people's ideas and opinions both at work and in general before making a decision (e.g. get different points of view, get new ideas, compare advantages and disadvantages, learn from their experiences/knowledge).

GRAMMAR**future plans and intentions**

4A **3.05** | Check Ss understand the meaning of *politics* before you play the recording.

ANSWERS:

- The young man needs to decide whether to start university this year or next year. He also needs to decide if he will get a job to help save money so that he can travel to South America with his friends.
- The woman needs to decide whether she and her husband and children should move out of the city and live in a village which is quieter and cheaper and might be better for the children.

AUDIOSCRIPT 3.05

1

A: What are you planning to do next year?

B: I'm not really sure what to do at the moment. I'm planning to go to university to study politics, but I don't know whether to start this year, or next

year. My friends are going travelling in a couple of months. They're going to travel around South America and I'd really like to go, but at the moment I don't have enough money for the flight. I might get a job in a local restaurant for the summer.

2

A: What are you going to do this summer?

B: My husband and I are planning to move. We live in a small, noisy flat in the city centre. We're thinking of moving outside the city. Next week we're looking at a house in a village. It'll be bigger, and it'll be cheaper. Another advantage is that it might be better for the children. We'll see if we can find somewhere nice, then we'll make our decision.

B **3.05** | This task provides further listening practice. In addition, sentences 1–4 introduce different verb forms for talking about the future.

EXTRA SUPPORT: DYSLEXIA Reduce the reading load for dyslexic learners by reading out each statement twice, and asking Ss to note down who they think said it. Then play the recording for Ss to listen and check.

ANSWERS:

- | | |
|------------------|------------------|
| 1 Conversation 1 | 3 Conversation 2 |
| 2 Conversation 2 | 4 Conversation 1 |

C You could refer Ss to the Grammar Bank on page 113 to check their ideas after they complete the task. When checking answers as a class, help Ss to understand the difference between a future arrangement and a future plan.

EXTRA SUPPORT: TEACHER A future arrangement usually involves someone else and the details are usually firmer than a future plan, e.g. *I'm seeing the new Tom Hanks film tonight with Kermina* (we've booked tickets for 9 p.m.). / *I'm going to watch a film tonight* (but I'm not sure which film). However, both these structures convey more or less the same idea and are often considered to be interchangeable.

ANSWERS:

- a** 2 **b** 4 **c** 3 **d** 1

D 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.

page 113 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

GB

- 1** In this task, Ss have to select the right future form and form verbs correctly to complete the conversations. Put the gapped sentences in the example on the board and elicit the correct forms from the class to clarify the task. After completing the task, Ss check answers in pairs. When checking answers as a class, elicit why Ss chose the future form they did.

ANSWERS:

- 2** A: Are (you) coming / going to come
B: 'll/will see ('m/am going to see and might see are also possible.)
- 3** A: are going (to go)
B: 'll/will stay ('m/am going to stay and might stay are also possible.)
- 4** A: meeting / going to meet; going to ask
- 5** A: 's/is getting / 's/is going to get
B: having / going to have
- 6** A: 'm/am working / 'm/am going to work
B: 'll/will call

EXTRA CHALLENGE After Ss complete the task, you could display the gapped conversations on the board (i.e. without the answers). In pairs, Ss read the conversations, producing the correct future forms as they do. For mixed-ability classes, give Ss the chance to either read their completed dialogues or the gapped one.

- 2** This task focuses on form. Only one form is correct each time. When checking answers, elicit why the incorrect answers are incorrect (e.g. 1a/b– there's no to).

ANSWERS:

1 c 2 a 3 c 4 a 5 a 6 c

PRONUNCIATION

weak forms of *are you* and *going to*

- 5A**  **3.06** | Ask Ss to read the questions and predict how the words in bold are pronounced in fluent speech. Play the recording for Ss to check their ideas. Play the recording again for Ss to listen and repeat. Help them pronounce the questions effectively.
- B** Elicit the first question from the class to demonstrate the task. Monitor, if possible, as Ss make the other questions and provide support and elicit corrections to errors where necessary. Don't check answers yet.
- C**  **3.07** | After playing the recording for Ss to check their questions, write or display the completed questions on the board. Play the recording again so that Ss can notice the pronunciation of the weak forms again.

ANSWERS:

- 1** What are you doing later?
- 2** What are you cooking for dinner tonight?
- 3** Are you going to have a holiday soon?
- 4** What are you going to do after this lesson?
- 5** What are you planning to do next year?

- D** This task gives Ss practice in both producing correct future forms and pronouncing weak forms. Demonstrate the task by asking a confident student to ask you the first question. Respond using the weak form of *going to* if possible, for example 'I'm not doing anything special. I'm just going to relax in front of the TV.' Encourage Ss to use weak forms. Monitor and provide feedback on Ss' use of future forms and their pronunciation of weak forms.

EXTRA IDEA Ask Ss to work with a new partner and share some of their first partner's future plans. They can compare the plans of both of their first partners and decide whose plans are the most interesting.

SPEAKING

talk about future plans and intentions

- 6A** Ask Ss to choose at least one topic and note down things they can say about it, using the given prompts to help them. Then, ask Ss to order the information logically, and think about which future form(s) they should use to describe their plans. Monitor, if possible, and provide support.

EXTRA SUPPORT As Ss have already answered questions about their plans for this evening and their next holiday in Ex 5D, they could focus on one of these topics and work on expanding their answers rather than coming up with new ideas.

- B** Put Ss into pairs or small groups, depending on how much time you have for this activity. Ask Ss to take turns to tell each other about their plans and ask questions to find out further information. Provide some assessment criteria beforehand and note it on the board so that Ss know how to complete the task successfully, e.g. *speak for a minute, use future forms appropriately, ask your partner(s) questions to show you are listening to them*. Monitor as Ss complete the task and assess their performance against the criteria. Ask Ss to self-assess and then provide your own feedback.

TO FINISH

Ask Ss to complete the prompt either orally in pairs or on paper / a digital platform: To review the language in this lesson, I'm going to ...

3C Can I ask you ... ?

HOW TO ... | make polite inquiries

VOCABULARY | facilities; places in a city

PRONUNCIATION | polite intonation

LESSON OVERVIEW

In this lesson, Ss practise making inquiries. The lesson begins with vocabulary related to facilities available when studying or working abroad. Ss listen to people making inquiries related to studying or working abroad and focus on how to form indirect questions and use them with polite intonation. Finally, Ss practise making inquiries using indirect questions during a roleplay.

Online Teaching

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

- **Ex 2C:** Put Ss into pairs in breakout rooms to make their lists. Then, move pairs so that two pairs are working together in each room (or three pairs if you have an odd number). Ss share their lists.
- **Ex 2D:** Ask Ss to share their ideas in the chat box.
- **Ex 4B:** You could put Ss into pairs in breakout rooms to discuss their ideas.
- **Ex 4C:** When checking answers, nominate Ss randomly to say the correct questions by putting Ss' names into a name picker (see online for a tool).

Additional Materials

For Teachers:

Presentation Tool Lesson 3C

Photocopiable Activity 3C

Grammar Bank 3C

Vocabulary Bank 3C

Mediation Bank 3C

For Students:

Online Practice 3C

Workbook 3C

TO START

Tell Ss that you're going to give them five facts about a country in the world. They have to guess what country it is. Tell them that: *1 It's in Europe.; 2 One of the official languages is English.; 3 It's a popular tourist destination, especially for divers.; 4 It's an island nation 80 km south of Italy.; 5 Its capital is Valetta.* Put Ss into pairs to discuss their answers. Display, or ask Ss to turn to, page 38 and look at the photo for an additional clue. Check the answer with the class (Malta).

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

facilities

- 1** Put Ss into pairs to do the task. Ask the class where they went or where they would like to study/work abroad.
- 2A** Ask the class what questions a person might ask before they decide to study in Malta or not. Ss then read the questions in the article and compare ideas. Check they understand *accommodation*. Explain items in the box you feel Ss will not know, e.g. *campus* and *halls of residence*, to help Ss do the task.

EXTRA SUPPORT: DYSLEXIA Provide the words as a vertical list as Ss with dyslexia will find them easier to read in this format. When they do the task, tell learners to cover the parts of the text they are currently not working on to reduce distractions. You could also help Ss recognise unusual sound-spelling relationships, i.e. *language*, *theatres*, so that they can better notice and understand how to spell words that are not spelt how they sound when pronounced.

EXTRA IDEA Before Ss complete the webpage, they could predict the answers to the questions in the sub-headings and then read the article to check their ideas.

ANSWERS:

- | | |
|----------------------------|-----------------------------|
| 1 language schools | 6 library |
| 2 employment office | 7 halls of residence |
| 3 campus | 8 sports centre |
| 4 theatres | 9 gym |
| 5 study areas | |

- B** Check Ss understand the meaning of *EU* (European Union). Elicit the correct information when checking answers to the false statements.

ANSWERS:

- 1 T
- 2 T
- 3 F (several private universities and the University of Malta)
- 4 F (one of the cheapest places to study in Europe)
- 5 F (warm weather for much of the year)

- C** Refer pairs to the article when making their lists.

POSSIBLE ANSWERS:

Malta is a good place to work/study because:

- Most people speak English.
- There are lots of language schools.
- EU citizens can work and study without a work permit.
- Many people find jobs in finance or tourism.
- There are several private universities.
- The University of Malta is one of the most respected universities in the world.
- The university offers everything you need.
- Living in Malta is not too expensive – it's one of the cheapest places to study in Europe.
- It's a fantastic place to practise water sports.

- D** Keep Ss in their pairs and ask them to discuss this question. Then, do a quick poll to find out how many Ss would be happy to work or study in Malta. Nominate Ss to explain the reasons for their choice.

- E** Elicit ideas onto the board and then explain that Ss will now learn more names for places in a town or city. Refer Ss to the Vocabulary Bank on page 138. Ask Ss if any of their ideas are on the page.

VB ▶▶ page 138 **VOCABULARY BANK** places in a city

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** Give Ss time to look at the names of the places and predict the reasons in pairs. Ss then match the reasons to the names. Don't give away the answers yet.

EXTRA SUPPORT: DYSLEXIA The names and reasons together present a lot of reading for Ss with dyslexia. You could help by reading one (the reasons) or both of the lists out loud to help them do the task.

- B**  **VB3.02** | After Ss listen and check their answers, clarify any that you feel your Ss might find challenging, e.g. because these things are not well known to Ss (e.g. *taxi rank*, *guesthouse*, *cycle lane*). Note that *doctor's surgery* is often shortened to *the doctor's*. Drill the words that your Ss might find difficult to say, e.g. *stadium*, *chemist*.

ANSWERS:

- | | | | | | | |
|-----|------|------|------|------|------|------|
| 2 a | 3 n | 4 b | 5 c | 6 i | 7 h | 8 g |
| 9 m | 10 d | 11 k | 12 e | 13 f | 14 o | 15 l |

AUDIOSCRIPT VB3.02

- 1 j, You go to a tourist information centre to find information about the city.
- 2 a, You can go to a taxi rank to find a taxi.
- 3 n, You go to a museum or art gallery to learn about the past, or about art.
- 4 b, You go to a stadium to watch a sports event.
- 5 c, You can go to a shopping mall to visit lots of shops.
- 6 i, You go to the bus station or railway station to catch a bus or train.
- 7 h, You go to the car rental office to hire a car.
- 8 g, You go to the doctor's surgery to see a doctor.
- 9 m, You go to the police station to report a crime.
- 10 d, You can go to the theatre to watch a play.
- 11 k, You go to a garage or petrol station to buy fuel for your car.
- 12 e, You can go to a guesthouse to stay for a night.
- 13 f, You go to a pharmacy or chemist to buy medicines.
- 14 o, You can go to the town square to meet friends in an open public space.
- 15 l, You can use a cycle lane to ride your bike safely.

EXTRA IDEA To provide more practice, you could put Ss into pairs to take turns to choose a place and say why people go there, but without looking at reasons a–o. Their partner guesses the place. For example: Student A: 'You go there if you're sick and want to see a doctor,' Student B: 'A doctor's surgery.'

- 2** Give Ss time to think of their answers before putting them into pairs to discuss the questions. You might want them to talk about just five or six of the places. Monitor and provide feedback on Ss' use and pronunciation of the vocabulary in Ex 1.

How to ... make polite inquiries

- 3A**  **3.08** | Check Ss understand the meaning of *inquiries*. You might want to elicit *accommodation*, *facilities* and *campus* to check Ss remember them from earlier in the lesson. Encourage Ss to note down key words, not full sentences.

ANSWERS:

Conversation 1: needs to know if they need to apply for a work visa

Conversation 2: needs information about the accommodation (How far from campus?, Is there a bus?, Is it near a beach?)

Conversation 3: wants to know about the university sports centre (Is it free?, Do you have to book?, What time does the gym open?)

 AUDIOSCRIPT 3.08**1**

A: Hello. *WorkAbroad* applications office, can I help you?

B: Hi. Yes, thank you. I'm organising my work placement and I'd like to know if I need to apply for a work visa.

A: OK. Could you tell me which country you're planning to work in?

B: Yes, I'm going to Malta.

A: Right. Are you an EU citizen?

B: Yes, I am.

A: Great. As an EU citizen you don't need to apply for a work visa for Malta.

B: That's good. Thank you.

A: Can I ask if you're going to register for an English course while you're there?

B: Yes, I'm planning to do a language course in the evenings.

A: OK, so when you complete the application form ...

2

A: Oh, hi. Is that the accommodation office?

B: Yes. How can I help?

A: I'd like to ask some questions about my accommodation.

B: Yes, go ahead.

A: OK, firstly can you tell me where the university halls of residence are? How far are they from the campus?

B: It's about a twenty-minute walk.

A: Twenty minutes? Oh. Do you know if there's a bus?

B: Yes, there's a regular bus service to and from the campus.

A: Also, I'd like to know if the accommodation is near a beach.

B: Yes, the accommodation is just a short walk from the beach.

A: OK, that's perfect. Thank you. And could you tell me if I can ...

3

A: Hi, I wonder if you could help me. I wanted to ask about the university sports centre.

B: Yes, what do you want to know?

A: I'd like to know if the facilities are free. Also, do I have to book?

B: Can I ask if you're a student at the university?

A: Yes, I am.

B: OK, that's fine. Most of the facilities are free to students, so you can use the swimming pool and the gym. But you have to book the tennis courts and exercise classes.

A: That's great. Thanks. Do you know what time the gym opens in the morning?

B: It opens at 6 a.m.

A: Great. Thank you.

B  **3.08** | Give Ss time to read the sentences before they do the task. Ask Ss to correct the false sentences.

ANSWERS:

1 F (He's planning to work and study English.)

2 T

3 F (twenty minutes)

4 T

5 T

6 F (It opens at 6 a.m.)

4A  **3.09** | Before Ss complete the task, ask them if they thought the people making the inquiries in the three conversations were polite or impolite and why, to see if they noticed the longer questions or polite intonation. When eliciting the answers, write the words on the board for Ss to check they heard correctly.

ANSWERS:

1 tell **2** ask **3** tell **4** know **5** like **6** know

B Give Ss time to do this on their own, but then put them into pairs to discuss and share ideas. Elicit ideas from the class and then clarify the form and use of indirect questions. Highlight in particular the fact that the subject and verb of the main clause are in the same position as a sentence (e.g. The shop closes at 4. → Do you know what time the shop closes?). They are not inverted as they are in direct questions. Point out that *I'd like to know ...* does not end with a question mark.

ANSWERS:

We use a different word order when we ask indirect questions. The word order is the same as for statements.

C This task checks Ss' understanding of the correct form of indirect questions. When checking answers, ask Ss to explain their answers.

ANSWERS:

1 b 2 a 3 a 4 b

- 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 the notes alone. All of the exercises focus on forming indirect questions correctly, with a particular focus on word order.

- 1** You might want to display the correct sentences on the board to make the answers clear when checking them. Ss can compare their own questions better.

ANSWERS:

- 1 Could you tell ~~to~~ me if this is the way to the employment office?
- 2 correct
- 3 I'd like to know if ~~do~~ I need my student card to study on campus.
- 4 Do you know whether ~~is~~ the cinema **is** open?
- 5 Can you ~~telling~~ **tell** me where the nearest petrol station is?
- 6 I'd like **to** know what time the flight arrives.
- 7 correct
- 8 Could you ~~if~~ tell **me** whether I need a visa?

- 2** Encourage Ss to read the responses to help them understand what information is being asked for.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners may find this reordering task challenging. Either give the words in each sentence in a list so that every word is on a separate line (and so easier for Ss to identify), or provide the sentences with one or two key words missing (e.g. *Do you know _____ I can find the tourist information office?*).

ANSWERS:

- 1 Do you know where I can find
- 2 I'd like to know
- 3 Could you tell me how far it is
- 4 Can you tell me where the market is?
- 5 Could you tell me the way
- 6 Do you know whether I can

EXTRA IDEA You could put Ss into pairs to take turns to ask questions 1–5 and provide their own answers relevant to where they are now.

- 3** Ss complete the conversations alone. After checking answers, put them into pairs to practise reading the conversations out.

ANSWERS:

- 1 me what time the next train to Seville is
- 2 if/whether it is a direct train
- 3 how much a ticket is
- 4 me what your name is
- 5 if/whether it is your first time at the college
- 6 which course you want to do
- 7 me if/whether there are any toilets near here
- 8 how long the tour takes

- E** This task provides practice in forming indirect questions. Display the first question and prompts on the board and elicit the indirect question from the class. Use the example to clarify the answer. Ss then do the others alone. You could put Ss into pairs to check answers. Display the questions on the board for Ss to check their answers.

ANSWERS:

- 2 I'd like to know what time the accommodation office closes.
- 3 Can I ask you what time the bus leaves?
- 4 I'd like to know whether there is free wifi.
- 5 Could you tell me if I can use the gym?
- 6 Do you know if I need a visa?
- 7 Can you tell me where the university campus is?
- 8 I'd like to know how I can apply for a job.

PRONUNCIATION**polite intonation**

- 5A**  **3.10** | Refer Ss back to the first two sentences in Ex 4E before you play the recording. Play the recording again so that Ss can listen and repeat the sentences. Help them get the right intonation.

 AUDIOSCRIPT 3.10

- 1 Can you tell me where the swimming pool is?
- 2 I'd like to know what time the accommodation office closes.

EXTRA IDEA After playing the recording for the first time, you could model the sentences yourself using very flat intonation to show how rude it can sound compared to the polite models in the recording.

- B**  **3.11** | Monitor as Ss complete the task and provide immediate feedback to help them improve their intonation.

SPEAKING

- 6** Put Ss into A/B pairs. Refer Ss to the relevant pages. Check Ss understand the meaning of *intensive course* and *certificate*. Explain that they will have two conversations in which they will take turns making and responding to inquiries. Ask Ss to read their instructions. Monitor as Ss write their questions and prepare answers for each situation, and provide support where necessary. Note that in these situations, it's likely that both indirect and direct questions would be used. Too many indirect questions can sound inauthentic. You might therefore want to suggest that they use a mix of the two types, but this may depend on the level and confidence of your learners. They should use polite intonation with direct questions, too.

Monitor as Ss complete the roleplays and provide feedback on Ss' use of indirect questions and relevant intonation.

EXTRA SUPPORT To help with the preparation, As could prepare for the roleplay with another A, and Bs could prepare with another B.

EXTRA: HOW TO ... Ask Ss to swap roles and perform each other's roleplays. They could do this with a new partner. Make sure their new partner is from the same group (A or B) as their first partner.

TO FINISH

Ask Ss to work in pairs and ask each other two or three *Can you tell me ... ?* questions, e.g. 'Can you tell me where you got your watch?', 'Can you tell me who your favourite author is?' Alternatively, ask Ss questions that encourage reflection, e.g. 'Can you tell me what you found the most useful in this lesson?', 'Do you know how you might use indirect questions in the future?'

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

► page 151 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 202

3D BBC Street Interviews

What matters most?

GRAMMAR | phrasal verbs

SPEAKING | a conversation about what's important to you

WRITING | an online forum comment

LESSON OVERVIEW

In this lesson, Ss watch a video of interviews with people on the street about things that are important to them. They begin by talking about what's important to people they know, before they watch the interviews and complete a set of viewing tasks. There's a focus on phrasal verbs, before Ss discuss what's important to them and then write an online forum comment.

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 students time to watch the video on their own device before moving on.
- **Ex 2B:** Get Ss to share their answers via the chat box here, so you can assess the learning of all Ss.
- **Ex 5B:** Ss could share their comments via a learning management system if you use one with your class.

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

Tell Ss that the lesson is about things which are important to people. Ask Ss to brainstorm a list of things that are often important to people, e.g. friends, family, their mobile phones, their hobbies, sport, etc.

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 Use the examples to help explain the task. You could tell Ss about a person you know and what's important to them, too, e.g. 'I've got a friend who loves music. It's very important to him.' Put Ss into pairs to complete the task. Monitor and note down any interesting ideas. Ask the Ss who expressed them to share them with the class.

VIEW

- 2A ▶ Explain that Ss will listen to people on the street talking about things that are important to them and things that aren't important to them. Focus Ss on the box in Ex 1 before you play the video

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

ANSWERS:

All the ideas are mentioned, except travel.

- B ▶ Check Ss understand the meaning of, and can pronounce, *socialise*, *artistic* and *mood*. Play the video again. Ss can check answers in pairs. When checking answers, play any parts of the video again to help Ss get the correct answers.

EXTRA SUPPORT Pause the video after the speakers in the questions to give Ss a chance to choose the correct answer.

ANSWERS:

1 T 2 T 3 F 4 T

- C ▶ Give Ss time to read the sentences and predict the missing words. Check Ss understand the meaning of *brands*. Play the video again. Ss will hear the exact sentences as on the page. You may need to play the video twice, or parts of it twice, so that Ss can hear the answers. When checking answers, record the missing words on the board so that Ss can check them carefully.

EXTRA SUPPORT: TEACHER Lily begins at 02.14, Lotte at 02.25, Mon Zer at 02.47 and Gerard at 02.54.

ANSWERS:

1 important 2 in 3 about 4 into

- D Check Ss understand the meaning of *structure* in this context (order/organisation). Give Ss time to read the quotes and think about whether they agree or disagree. Put Ss into pairs to discuss their ideas. Invite one or two pairs to share their ideas with the class.

GRAMMAR

phrasal verbs

- 3A Check Ss understand what phrasal verbs are, i.e. a verb with two or three parts (verb + particle, i.e. a preposition or adverb); often with a meaning that's hard to understand from the meaning of each part, e.g. *hang out with*. Ss could do this task in pairs. Check Ss understand the meaning of each phrasal verb (*putting on* – playing; *look out for* – make sure someone is treated well).

ANSWERS:

1 putting on 2 look out for

- B This task focuses on the form of phrasal verbs. Explain that some phrasal verbs are separable, which means the object can come before the particle as well as after it. After Ss complete the task, clarify that *put on* is a separable phrasal verb, but *look out for* is not. You may want to explain here that when the object is replaced by a pronoun, the pronoun can only come between the verb and particle in a separable phrasal verb, e.g. *put it on* NOT *put on it*.

ANSWERS:

1a and 1b are both correct. 2a is correct, but 2b isn't. In 1a and 2a the object comes after the verb and particle(s). In 1b and 2b, the object comes between the verb and particle(s) and this is only possible with a separable phrasal verb, like *put on*.

- C 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 the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

- GB 1** This task focuses on both the meaning of the phrasal verbs and the position of the object. First, check that Ss understand the meaning of the phrasal verbs in brackets, in particular *go off*, *shut down*, *look up* and *throw away*. Then, complete the first sentence together with the class to demonstrate the task. Highlight that in this sentence, the object can come before or after the particle. Refer Ss to the grammar notes so they can check which phrasal verbs are separable and which are not. Monitor, if possible, and help Ss with accuracy. Put Ss into pairs to check their answers. Display the answers on the board so that Ss can check their answers carefully.

EXTRA SUPPORT For weaker learners or classes, ask Ss to put the object after the particle so they don't need to worry about whether the phrasal verbs are separable or not.

EXTRA CHALLENGE Give Ss the sentences without the phrasal verbs in brackets. Give them in a word box instead, in a random order. Ss have to select the right phrasal verbs and complete the sentences.

ANSWERS:

- 1 He didn't write down my number. / He didn't write my number down.
- 2 Rosa picked up the pen. / Rosa picked the pen up.
- 3 I'll tell him to go away.
- 4 My alarm didn't go off.
- 5 They are looking after that dog.
- 6 Juan Pablo shut down his computer. / Juan Pablo shut his computer down.
- 7 I'm looking up the word in the dictionary. / I'm looking the word up in the dictionary.
- 8 We threw away the old clothes yesterday. / We threw the old clothes away yesterday.

- 2** This focuses on form and the phrasal verbs that are separable. Remind Ss to use the Grammar Bank notes to help them. Check answers. If the answers to this task came out while checking answers to Ex 1, you could ask Ss to make a note of the separable verbs in their notes instead.

ANSWERS:

1, 2, 6, 7 and 8

- 3** Before Ss do this task, remind them to consider the position of the object carefully and remind them that if the object is a pronoun, it will always come before the particle in a separable phrasal verb.

ANSWERS:

- 1 Can you help me put ~~on~~ **away** all these toys in the cupboard?
- 2 I heard a new English word yesterday, but I forgot to write **it** down ~~it~~.
- 3 correct
- 4 We've just come **across** some old photos ~~across~~.
- 5 My alarm goes **off** at 6 a.m. ~~off~~ every day.
- 6 You buy a ticket from the driver when you get ~~up~~ **on** the bus.
- 7 correct
- 8 Mrs Garcia has asked me to take her cat and look ~~it~~ after **it** while she's away.
- 9 Their plane will take ~~on~~ **off** in thirty minutes.
- 10 I saw some money on the floor so I picked ~~up~~ **it up**.

EXTRA IDEA Ask Ss to choose phrasal verbs from the Grammar Bank that they'd like to be able to use in the future, and use them to write true sentences about themselves in their notes. Ss can work in pairs to check each other's sentences.

SPEAKING

a conversation about what's important to you

- 4A** In this activity, Ss focus on their answers to a set of questions. Give Ss time to read the questions and think of possible answers to 1 and 2. Put Ss into pairs and monitor as they complete the task. Consider how well they answer the questions in terms of fluency, clarity and use of language.

EXTRA IDEA: DIGITAL If possible, ask Ss to record their conversations. Then, ask them to record their conversations in Ex 4C. They listen back to both conversations and decide if their use of the Key phrases improved their conversations and how.

- B** In this task, Ss focus on language they can use when having the same conversation again, in order to improve their coherence. Ss should choose four of the phrases to complete. You could give an example yourself to demonstrate, e.g. 'It's important to look after your health.' Check Ss understand the meaning of *I'm not really into ...*. Monitor, if possible, and help Ss with ideas and accuracy.

EXTRA CHALLENGE Ask learners to complete more of the sentences in the box.

- C** Explain that Ss will now do the task in Ex 4A again, but this time they should use the sentences they created in Ex 4B. Provide feedback on any particular strengths you noticed when monitoring in Ex 4A so that Ss know what to do again, and any areas for development you feel learners could improve when doing this task again. Put Ss into different pairs. Monitor again and notice Ss' fluency, clarity and use of language. Provide feedback on improvements made by the learners. Ask Ss if they feel that their performance improved with the use of the phrases in Ex 4B.

WRITING

an online forum comment

- 5A** Ask Ss to look at the text and identify where they might find a text like that (an online forum). After Ss have completed the task, ask them what information Alex has included about cooking (when he started it, why he likes it, how he does it, how often he does it). Ask them to identify Key phrases from Ex 4B in the text (*The things that are important in my life are ... / I'm not really into ...*).

EXTRA SUPPORT: DYSLEXIA If possible, record the text before the lesson for Ss with dyslexia. Alternatively, read it out in class, or ask another student to do so.

ANSWERS:

Spending relaxed time at home and making delicious food. Alex cooks at least once a day.

- B** Ask Ss to make notes on the bullet points about one of the things they discussed in Exs 4A and 4C. Ss could organise their ideas in their comments in the same order. Ss could choose Key phrases from Ex 4B to use, too. Ss then write their comments either in class or out of class. You could advise Ss to aim for around 100 words.

EXTRA IDEA: DIGITAL Create an online forum and ask Ss to share their comments on this forum. Ss should each then reply to at least two other comments to respond or ask a question.

TO FINISH

Put Ss into pairs and ask them to remember as many phrasal verbs from the lesson as possible in one minute. The pair who remembers the most wins.

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, 2A, 2B, 2C, 3, 4A, 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 4B:** This could be done as a whole class activity if putting Ss into breakout rooms will be too time-consuming or you feel you would prefer to monitor the whole class. Nominate Ss to give their opinions about what is good and bad advice and to share any other advice they can think of.
- **Ex 5A:** Use the chat box to elicit answers from all Ss. Spend more time clarifying answers where Ss chose an incorrect option.

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: question forms, future plans and intentions, phrasal verbs; Vocabulary: knowledge, verbs and nouns, decisions, facilities, places in a city; How to ... make polite inquiries). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

question forms

- 1A** Note that these are all direct questions. You might want to remind Ss that there are subject and object questions and elicit the difference between the two before Ss do the task. Make it clear that one is correct. Refer Ss to the Grammar Bank on page 112 to help them if necessary.

ANSWERS:

- 1 When **did** you ~~started~~ **start** studying English?
- 2 Who ~~did help~~ **helped** you to learn English?
- 3 Did you ~~to~~ learn anything important at school?
- 4 correct
- 5 When you imagine the perfect career, what **do** you think of?

B Monitor as Ss ask and answer the questions. Provide feedback on anything related to the questions that you feel is helpful, e.g. Ss using raised intonation when intonation usually rises on the final stressed syllable and then falls.

EXTRA CHALLENGE You might want to challenge fast finishers to ask all the questions.

future plans and intentions

2A You may prefer to wait until Ex 2C to check Ss' answers, but in order for them to complete Ex 2B correctly, it is probably preferable to check answers to this task after Ss complete it. Display the correct questions on the board for Ss to check their own ideas.

EXTRA SUPPORT: DYSLEXIA Reordering activities such as this can be challenging for learners with dyslexia. In this case, you could either present the words for each sentence as a vertical list for Ss to read and order more easily, or you could adapt the activity into a gap-fill exercise, providing the sentences with gaps for one or two key words (e.g. *What are you _____ later today?*). Note that answers may vary slightly.

ANSWERS:

- 1 What are you doing later today?
- 2 What time are you going to get up tomorrow?
- 3 Are you doing anything interesting this weekend?
- 4 Where are you going on your next holiday?
- 5 How are you planning to celebrate your next birthday?

B Do the first one together as a class to demonstrate the task. Don't check answers yet.

C  **R3.01** | Play the recording twice if you did not check any answers in Ex 2A. The first time Ss listen for the correct word order. The second time they listen for the correct responses.

ANSWERS:

a 3 **b** 4 **c** 5 **d** 2 **e** 1

phrasal verbs

3 Elicit what Ss expect a day in the life of a writer to be like. They can then read the paragraph to check their ideas. Focus Ss on the first phrase in bold in the paragraph and alternative wording 1 in the exercise. Establish that in this case the text in the paragraph is correct, but not the alternative wording. As this is an unusual exercise, you could elicit the second and third answers from the class as examples, pointing out that in 3 both the phrase in bold in the paragraph and the alternative wording are correct. Ask Ss to explain their answers when you check them.

EXTRA SUPPORT: DYSLEXIA To help Ss manage the information they need to do this activity, provide the phrases in bold alongside the different word order for them to compare the two more easily.

ANSWERS:

- | | | |
|----------------------|----------------------|-----------------------|
| 2 not correct | 3 correct | 4 not correct |
| 5 correct | 6 correct | 7 correct |
| 8 correct | 9 not correct | 10 not correct |
| 11 correct | | |

VOCABULARY

4A Before Ss do the activity, elicit possible tips for language Ss to generate both interest and knowledge. Refer Ss back to Lesson 3A on page 32 and Lesson 3C on page 38 as these words are all connected to knowledge or facilities.

ANSWERS:

- | | | |
|-----------------|--------------------|-------------------|
| 1 Note | 2 library | 3 Consider |
| 4 Revise | 5 knowledge | 6 mind |

B Ask Ss to read the tips in Ex 4A again and tick those that they think are good advice and put a cross against those they think are bad advice. Then, put them into pairs to discuss the questions. Invite Ss to share their ideas with the whole class.

5A Put Ss into pairs. Ask half the pairs (A) to think about the advantages and disadvantages of online learning. The other half of the pairs (B) should do the same with face-to-face learning. Put an A and a B pair together to share their ideas. Ss then read the text to see if any of their ideas are mentioned. Tell them to ignore the gaps for now. Once they understand the gist of the article, Ss can choose the correct words. Put them into pairs to check their answers. When checking answers with the class, ask them to explain why some of the incorrect answers are incorrect (e.g. incorrect word form, incorrect meaning, incorrect collocation). Note that 3, 6 and 10 test understanding of grammar while the others test understanding of vocabulary.

EXTRA SUPPORT: DYSLEXIA Encourage dyslexic learners to cover text they do not need to look at while doing the task to reduce distractions. So, for example, when working on 1, they cover paragraphs 2–3 of the text, and options 2–10. If possible, provide the options for each paragraph next to or below it.

ANSWERS:

1 C 2 A 3 C 4 B 5 A
6 B 7 C 8 A 9 B 10 A

B Ss could work with the same Ss as Ex 5A, but make it clear that this time they are giving their own opinion. Monitor and listen to the points Ss make. Do a quick poll to find out which is the most preferred – online or face-to-face learning. Elicit some reasons.

TO FINISH

On the board, write the following statements:

I can ask and give information about objects that are important to me using different types of questions.

I can write an email asking for information.

I can describe my future plans using different future forms.

I can make inquiries using indirect questions.

I can have a conversation about what's important to me.

I can write an online forum comment.

Ask Ss to number each one according to how confident they now feel doing these things: 1 = not confident; 5 = very confident. Monitor and evaluate Ss' levels of confidence. If they lack confidence, you could discuss with the class why, and what they can do to feel more confident, e.g. review Grammar Banks, do Grammar Bank exercises.

4 winners

Global Scale of English **LEARNING OBJECTIVES**

4A Success

- **LISTENING** | Understand a podcast about success: success
- **Pronunciation:** silent letters
- **Discuss your personal goals:** modals for rules and advice
- **Write an email/letter giving advice;** use phrases for giving advice

GSE INFORMATION

VOCABULARY

43–58 Can use language related to winning, losing, ability and performance.

LISTENING

48 Can understand the main points of a simple podcast.

GRAMMAR

43 Can use 'needn't' and 'don't/doesn't have to' to express absence of obligation in the present and future.

44 Can use 'need' in affirmative statements and questions relating to the present and near future.

46 Can use 'mustn't' to express prohibition in the present and near future.

36 Can use 'should(n't)' to offer or ask for advice or suggestions.

SPEAKING

46 Can give or seek personal views and opinions in discussing topics of interest.

WRITING

50 Can write personal emails/letters giving advice.

4B First!

- **READING** | Read about famous technology firsts: technology collocations; word building: suffixes
- **Pronunciation:** *the*
- **Talk about social media and websites:** articles

GSE INFORMATION

GRAMMAR

46 Can identify which article (including no article) to use with a range of nouns and noun phrases.

READING

44 Can scan short texts to locate specific information.

VOCABULARY

43–58 Can use language related to computers and the internet.

SPEAKING

45 Can express opinions using simple language.

4C Taking part

- **HOW TO ...** | explain rules and procedures: sports and games
- **Pronunciation:** *can* and *can't*

GSE INFORMATION

VOCABULARY

43–58 Can use language related to sports.

HOW TO ...

45 Can explain the rules of a familiar game or sport using simple language.

SPEAKING

46 Can give or seek personal views and opinions in discussing topics of interest.

4D Top Gear: Nepal

- **BBC PROGRAMME** | Understand a TV programme about a car race in Nepal
- **Talk about a memorable journey:** present perfect + superlative
- **Write a travel writing competition entry**

GSE INFORMATION

GRAMMAR

49 Can use the present perfect with the superlative forms of adjectives.

SPEAKING

49 Can give detailed accounts of experiences, describing feelings and reactions.

WRITING

45 Can write a story with a simple linear sequence.

BBC VLOGS

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.

► Focus Ss on the main photo. Tell them that they are going to watch a video with people talking about a time they did something. Elicit what Ss think that thing was (winning). Play the video for Ss to complete the first part of the task. Check answers. Either put Ss into pairs to discuss the question in the second part of the task or conduct a whole class discussion.

ANSWERS:

- 1 Speaker 1: won a golf tournament
Speaker 2: won an award for best classwork, aged 10
Speaker 3: won a contest, the prize was to watch Alicia Keys performing live
Speaker 4: won dance competitions and received a couple of trophies, professional awards for writing
Speaker 5: won two turtles in Bali for being the first to arrive at a party
Speaker 6: won a TV in a Twitter competition
- 2 Students' own answers

EXTRA IDEA Ss can watch the video again in or out of class and listen for all the collocations mentioned with the verb *win*, i.e. a tournament, a contest, awards, competitions, trophies, two turtles, a television.

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 Success

GRAMMAR | modals for rules and advice

VOCABULARY | success

PRONUNCIATION | silent letters

LESSON OVERVIEW

In this lesson, Ss discuss rules and advice related to being successful. They start by completing a questionnaire from which they learn vocabulary related to success. Then they listen to a podcast on the topic of rules for success. From this listening, Ss review and practise modals for rules and advice. They listen to and produce silent letters in *mustn't*, *should*, etc., and describe rules for success in different situations. Ss then discuss advice about how to be successful in a new company and give their opinions about it. Finally, they write an email giving advice.

Online Teaching

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

- **Ex 1B:** Ask Ss to share their scores with you via private chat so that you can tell the class if they're generally a competitive group or not, and check they have done the quiz.
- **Ex 3C:** Use the chat box to elicit answers from the whole class. Then nominate individual Ss to correct the false statements.
- **Ex 5B:** Nominate one student in each pair to record the sentences on a document and share their screen so their partner can see it, too. They could use the whiteboard, but note that when they return to the main room, this may no longer be accessible, in which case they'll need to save it.

Additional Materials

For Teachers:

Presentation Tool Lesson 4A
Photocopiable Activities 4A
Grammar Bank 4A

For Students:

Online Practice 4A
Workbook 4A

TO START

On the board, write: *I love winning. I don't mind if I win or lose. I hate losing more than anything else.* Ask Ss to work in pairs and discuss which statement is the most true for them and why.

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

success

1 A Ss do the questionnaire to find out if what they said in the 'To start' activity is true or not. You may want to preteach the meaning of *competitive* as it's key to the purpose of the quiz, but note that the question in the quiz title is paraphrased in the question that follows it. Use the second question to clarify the meaning of the first.

EXTRA SUPPORT: DYSLEXIA Turn the quiz into a listening by reading it aloud. This will reduce the reading load for dyslexic learners. Read each option twice so that Ss can hear them all clearly before noting down the right option for them.

B Focus Ss' attention on the quiz results on page 147. Ss should work theirs out. Put Ss into pairs to discuss whether they agree or not with the results, or do a quick whole class poll to find out who agrees and who disagrees. Ask a student who agrees and one who disagrees to explain why.

2 A Ask Ss to think about the meaning of the words in bold in the sentences. Put them into pairs to discuss their ideas. They can then check these by looking at the words in context in the questionnaire. Elicit ideas in open class and clarify the meaning. Point out that we talk about a *bad loser* but not a *good loser*. Ss then choose the correct words in the sentences. When checking answers as a class, drill the pronunciation of the words, in particular *competitive* and *failure*.

ANSWERS:

- | | |
|--------------|----------------|
| 1 talented | 4 bad loser |
| 2 strict | 5 working hard |
| 3 doing well | 6 competitive |

EXTRA CHALLENGE You might want to elicit and/or teach other possible word forms of *competitive* (competition, compete), *success* (successful, succeed), *talented* (talent) and *failure* (fail).

B Put Ss into pairs. Monitor and provide feedback on Ss' use of the vocabulary in bold in Ex 2A.

EXTRA CHALLENGE For additional practice of the vocabulary in Ex 2A, ask Ss to discuss these questions: *Are you a bad loser or do you accept failure? What is something you gave up in the past? What is something that you worked hard to achieve? Which subject did you do well in at school?*

LISTENING

3 A Ask Ss to read the podcast information and think about their answers to the two questions at the end. Elicit answers from around the class. Give Ss time to think about their three rules for success. Put Ss into pairs to compare their ideas. Elicit a few ideas from around the class.

B  **4.01** | Give Ss time to read the main points. Check that Ss understand *take action*. Play the recording. Check answers as a class. Put Ss into pairs to discuss if their ideas in Ex 3A were mentioned.

EXTRA SUPPORT: DYSLEXIA To help Ss with dyslexia manage the amount of reading for this exercise, you could read the main points out in class or have other Ss do this. The same would apply to Ex 3C below.

ANSWERS:

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

AUDIOSCRIPT 4.01

- A: Hello and welcome. Why do some people reach the top of their profession and others don't? What do a top tennis player, a famous actor and a millionaire film producer all share?
- B: Yes, in this episode we're talking about what you need to do to be successful. Is there a recipe for success that we can all follow? Let's look at advice from some of the world's most successful people. What are their rules for success?

- A: Great. OK, so first of all, advice from Novak Djokovic, the world-famous tennis player. He said that one of the first things you need to do is set goals. You have to know what you want to achieve. Djokovic decided that he wanted to be a number-one tennis player when he was just seven years old. He knew he wanted to win Wimbledon – he had a clear vision in his mind. He even made himself a Wimbledon trophy out of plastic and newspaper, to motivate himself. Seventeen years later, he won Wimbledon.
- B: That's amazing. I think that having goals is important. Another rule is: 'Act now!' You mustn't delay and think that the perfect moment will come one day. You can't sit around waiting for the right moment to do something. That moment might never come. You need to start right now.
- A: I'm not sure about that. I think sometimes you need to wait. Sometimes you have to do some preparation first, do some research. You mustn't rush into things.
- B: Yes, I see what you mean, but it's important that you don't spend all your time doing the research and never actually start to do the job.
- A: That's true. I agree. Also, you must work really hard. You don't have to be more talented than everyone else, but you have to make more effort. The actor Will Smith said when other people were sleeping, he was working. He worked harder than everyone else, and that's how he got to be successful.
- B: Good point. Also, you mustn't give up when things get difficult. Walt Disney was fired from his job at a newspaper because his boss said he had no imagination. But he didn't give up – he carried on doing what he loved.
- A: So, set goals, then work hard, and don't give up.
- B: Exactly! You needn't work all the time though. You should know when to stop work, take a day off and enjoy your free time.
- A: Right. And there's another really important thing to remember.
- B: What's that?
- A: You should be nice to people. There's a saying, 'Be nice to people on the way up because you might meet them on the way down.'
- B: Oh that's really true! ... So, now we know ...

C  **4.01** | Give Ss time to read the statements. Check Ss know who Novak Djokovic (tennis player), Will Smith (Hollywood actor) and Walt Disney (creator of animated films) are/were. Play the recording again. Check answers as a class. Play any sections again to help Ss get the correct answer when they are unsure or incorrect. Ask Ss to correct the false statements.

ANSWERS:

- 1 T
- 2 F (plastic and newspaper)
- 3 F (They disagree. One speaker believes you should start immediately, the other believes sometimes it's good to wait [and do research].)
- 4 T
- 5 F (His boss said he had no imagination.)
- 6 T

D Refer Ss to Ex 3B to remind them of the main ideas. Remind them of their three rules for success in Ex 3A. Monitor pairs as they do the task and note down any interesting ideas. Ask Ss to share those ideas with the whole class.

EXTRA IDEA: DIGITAL If Ss are interested in the topic, you could ask them to search for, select and watch a video in English on the topic of 'secrets of successful people' out of class. They share what they learn with a partner in the following lesson, and say if they agree with what they heard.

GRAMMAR

modals for rules and advice

4A Make it clear that the sentences come from the podcast so the context is clear for Ss. Give Ss the choice whether to do this alone or in pairs. You could refer Ss to the Grammar Bank on page 116 to check their answers. Then, check answers as a class. Spend more time clarifying those answers where Ss are unsure or incorrect. Clarify the difference between *mustn't* and *don't have to* and the fact they are not synonyms. Note that *needn't* is less commonly used these days although it is still in use; *don't need to* is often used instead.

ANSWERS:

- a** should **c** need to, have to, must
b don't have to, needn't **d** mustn't

EXTRA IDEA: DIGITAL

You could use this as an opportunity to show Ss how to use a search engine as a kind of corpus to find out which word/phrase is more commonly used than another. Ask Ss to type 'don't need to' into the search engine and see how many results appear. Then, they do the same with 'needn't' to compare.

- B** Elicit the answer for *need to* from the class to demonstrate the task. Give Ss time to look at the other modals. Elicit the answer.

ANSWER:

infinitive (without *to*)

- C** 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.

GB ▶ page 116 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

- 1** This exercise focuses on the meaning and form of the modal verbs. Ss should therefore check the sentence halves match in both meaning and form. Check Ss' understanding what a *webcam* is before they do the task. Check answers as a class. Ask Ss which sentence means it's not allowed (5 h) and which two mean you can but it's not necessary (3 a, 6 b), just to check Ss understand the difference in meaning.

ANSWERS:

1 c **2** f **3** a **4** d **5** h **6** b **7** g **8** e

- 2** This exercise focuses on the meaning of modal verbs. Ask Ss to read the title and elicit ideas of what the five steps might be. Ss can then quickly read the text to check if their ideas are mentioned. Check Ss understand *calories* and *motivated*. Ss now choose the correct options. Put Ss into pairs to check their answers before you check them as a class. Ask Ss to explain their answers when they give them, e.g. '1 You can but it's not necessary.', '2 It's a good idea.'

ANSWERS:

- 1** don't have to **2** should **3** need to
4 should **5** mustn't **6** shouldn't
7 don't need to **8** must

EXTRA CHALLENGE

You could ask fast finishers to write two or three more steps for fitness success. For fun and for extra practice, Ss could write five steps for being unfit. Encourage them to use a variety of modal verbs.

PRONUNCIATION**silent letters**

- 5A**  **4.02** | Focus Ss on the highlighted letters in the sentences. Ask Ss if they think these letters are pronounced or not. Play the recording for Ss to check their answers. Play the recording again so that Ss can listen and repeat the sentences.

EXTRA SUPPORT

To help all learners with the silent letters, but in particular dyslexic learners, encourage them to record the sound-spelling relationships in *should/shouldn't* and *mustn't* by using colours in their notes to represent the silent letters.

ANSWER:

No, they are silent.

- B** The purpose of this task and Ex 5C is to provide both practice of using the modal verbs and producing *should/shouldn't* and *mustn't* with the correct silent letters. Check Ss understand what an *online influencer* is. Put Ss into pairs and ask them to choose their situation. Monitor as they write their three rules. Encourage Ss to use a different modal verb each time if possible. Each student should record their sentences separately as they will work with a different partner in Ex 5C. Provide feedback.
- C** Demonstrate the task yourself, for example 'You should try to communicate as much as possible. You shouldn't worry too much about mistakes. You have to study regularly to help you remember new words.' Elicit the situation (learn a language fluently). Put each student with a new partner. Remind Ss about the pronunciation of *should/shouldn't* and *mustn't*. Monitor as Ss do the task and provide feedback.

SPEAKING

- 6A** Focus Ss on the photo. Ask Ss to read the situation and the advice. Check they understand the meaning of *a senior job*. Give Ss time to choose the three pieces of advice that they think are the best and think about why. Remind Ss that *advice* is uncountable to encourage them to use it correctly in their discussion. Explain that it is never used in the plural form. Put Ss into small groups to discuss their ideas. Monitor and listen for Ss' use of the modal verbs and vocabulary learnt in this lesson. Provide feedback.

EXTRA: ALTERNATIVE IDEA Rather than Ss just comparing their ideas and finding out if they agree or disagree, ask them to persuade each other that their three ideas are the best and to come to an agreement on what the top three are. If Ss already agree, they can rank the top three from most useful to least useful. This can be repeated in Ex 6B.

- B** Put two groups together to compare their ideas. Again, monitor and listen for Ss' use of modal verbs and vocabulary learnt in this lesson, and provide feedback. In feedback, ask each group to say which advice they agree on.
- C** Ask Ss what rules for success they can remember from the podcast in Ex 3B and tell them that they are going to focus on one of those – setting goals. In addition to the topics mentioned, they can think about hobbies, sport, relationships and possessions. Remind Ss not to write full sentences but just key words/phrases. You could demonstrate this by noting down key words/phrases related to your own goals, e.g. 'hobbies – climbing lessons'.

FUTURE SKILLS | Goal-setting



- D** Ask Ss what they think *goal-setting* means and why it is important in life (giving yourself objectives to help you do and get things that you want). Explain that having a goal is important, but it's also important to plan how to achieve that goal. Put Ss into pairs to complete the task. Monitor and offer ideas where useful, especially if learners identify language learning as their goal.

EXTRA: FUTURE SKILLS Ask Ss to work in pairs and discuss a time when they set a goal. They should say what it was, how they achieved it, what made it hard for them to achieve it and how they dealt with that problem. They could discuss what they learnt from that experience, e.g. 'I wanted to learn how to cook, so I took a course. I practised every weekend and I passed the final test. I didn't have a lot of time, so I had to stop going to the gym for three months.'

WRITING

an email/letter giving advice

- 7A** After Ss discuss the questions, elicit the types of advice that people commonly ask friends and family for. Record these on the board (e.g. work, relationships, money, something that's broken).

- B** Check Ss understand *fed up with* before they do the task. Pairs don't need to write full sentences here, just note down ideas. Ss may want to record their ideas separately so that they can use them when they write on their own. Elicit possible advice for each situation in open class if you have time.

- C** After Ss have read the email, give them time to answer the question individually before discussing it with a partner. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA If possible, record the email in advance of the lesson so that Ss with dyslexia can listen while they read.

ANSWERS:

The problem is: Sara wants to change careers.

The advice is: work out what you want to do; do research; think carefully before making a big change

- D** Elicit the answer to the first question, and then put Ss into pairs to discuss the next two questions. Invite pairs to share their ideas with the class.

ANSWERS:

- 1 informal – informal language and contracted forms (e.g. *Hi ... , I've got ...*); personal direct language (*I know you can do it!*); punctuation (e.g. exclamation marks)
- 2 Use *Dear ... , Kind regards ...*; remove exclamation marks and personal language; use full forms, etc.
- 3 Three (*Firstly, ... Next, ... Lastly, ...*)

EXTRA IDEA To focus on the organisation of the email, ask Ss to identify the purpose of each paragraph (i.e. 1 Respond to Sara's email and what she said. 2 Give the first piece of advice and explain it. 3 Give the second piece of advice and explain it. 4 Give the final piece of advice and explain it. 5 Offer an opportunity to discuss the advice.).

- 8A** Focus Ss on the first two phrases in bold and answer the questions together as a class. Ss can then complete the rest of the task individually. When eliciting the answers, record the phrases in two lists on the board headed *strong advice* and *suggestions*. Suggest Ss record these in the same way in their notes. Elicit the form after each structure and record these on the board, too, preferably using a different colour.

EXTRA SUPPORT: DYSLEXIA Provide the phrases in a separate vertical list for learners with dyslexia to refer to when doing this task. You could also include the key words that follow each one to help Ss answer question 2 and to do Exs 8B and 8C.

ANSWERS:

Strong advice: *you need to* + infinitive; *make sure you* + infinitive; *You have to* + infinitive; *Don't* + infinitive

Suggestions: *Try to think about* + noun/-ing; *Maybe you can* + infinitive; *It's easy to* + infinitive; *why not try ... ?* + -ing; *How about ... ?* + -ing

- B** Refer Ss to their notes in Ex 7B. Make it clear Ss should choose one situation, and this is the situation they will give advice about in an email in Ex 8C. They should choose the one they are most interested in. Monitor as Ss write and provide individual feedback where possible. Deal with any common errors with the whole class.
- C** Ask Ss to plan their emails. They should think about who they are going to write to (you could provide the name of their friend) and what they are going to say in each paragraph. Encourage them to take notes before they start writing. Alternatively, encourage Ss to write a first draft and then a second. Ss could write their advice in class or out of class. If you want to provide a word count for learners, at this level you might ask them to produce 100–140 words. You might want to suggest learners write *at least 100 words* to allow for differentiation. Remind them to use their advice in Ex 8B. Provide feedback on Ss' work.

EXTRA IDEA: DIGITAL Get Ss to write their emails to you and send them to you via email. Reply with your feedback if you plan to give individual feedback. If you plan to give whole class feedback, try to reply to each email to thank them and mention one piece of advice you thought was particularly useful.

EXTRA IDEA For additional writing practice, you could pair Ss, preferably with someone not sitting next to them. Ss write to their partner asking for advice about something real or made up. A prompt for this would be: *Hi ... , I'd love some advice about something. (Explain the situation). What do you think I should do? Best wishes, ...* When finished, Ss send their messages to each other, either digitally or on paper. Ss then reply to each other giving advice. Ss should copy you into messages sent digitally.

TO FINISH

Put Ss into pairs and ask them to come up with three rules for the class about reviewing the language in this lesson. Write prompts on the board to help them:

*We should ... / We shouldn't ... / We mustn't ... /
We need to ... / We have to ... /
We needn't / don't need to ...*

Examples are *We should review it within 24 hours. We mustn't forget about it until our next lesson. We have to complete ... for homework.*

4B First!

GRAMMAR | articles

VOCABULARY | technology collocations; word building; suffixes

PRONUNCIATION | *the*

LESSON OVERVIEW

In this lesson, Ss talk about technology. The lesson begins with Ss talking and reading about famous 'firsts'. They identify the use of articles in the text and practise using articles. They listen to the pronunciation of *the* before both consonant and vowel sounds. Next, Ss read a second article about famous tech 'firsts'. From this article, Ss learn and practise using collocations related to technology and building words through the use of suffixes. Finally, Ss discuss their experiences of using technology.

Online Teaching

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

- **Ex 1B:** Ss can share their ideas via the chat box. Choose a few and ask the student who shared them to give more information.
- **Exs 4B, 4C and 5A:** When reading the article, allow Ss the opportunity to turn off their cameras for an agreed amount of time and then return to discuss the answers. Turn off your camera, too. This will reduce distractions and give Ss a chance to focus fully on the text.
- **Ex 7A:** Make it clear to Ss that they can ask you questions about vocabulary via the private chat box when preparing their ideas.

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

Ask Ss to work in pairs and tell each other about one of these things: *the first time I drove a car, the first time I went abroad, the first time I did something without my family, the first time I bought music for myself, the first time I saw my closest friend*. Write the options on the board and demonstrate the task yourself before Ss do the task, e.g. 'The first time I drove a car I was seventeen and very nervous. My father took me to a quiet road and told me to try. I wasn't very good at it. Luckily, I got better very quickly!'

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.

GRAMMAR

articles

1 A Explain the meaning of *famous 'firsts'*. Elicit ideas for the first photo to check Ss understand the meaning before you put Ss into small groups. Elicit ideas in open class then refer Ss to page 146 to check their answers. Find out which of these 'firsts' were new to them.

EXTRA: ALTERNATIVE IDEA You might want to turn this into a competition by asking groups to write down one answer per photo. The winning group is the one with the most correct answers.

B Ss can continue to work in their groups for this task, or elicit ideas from the whole class.

EXTRA IDEA: DIGITAL If Ss are interested in the topic, you could ask them to go online in class or out of class and find three additional facts about one of the 'firsts'. Ss then tell the class or another student or group of Ss.

2 A Ask Ss to read the paragraph title and predict what they think it is about (who the first person to fly a plane was). You could ask Ss who they think it was. Check Ss understanding of *flight* and note that it is used both in its uncountable and countable form in the article (*the history of flight, the Wright brothers' flight*). Ss then read the article and answer the question. Tell them to ignore the bold words. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA If possible, record the text before the lesson so that Ss with dyslexia can listen while reading. Alternatively, you or another student could read it out in class.

ANSWER:

Because his flight was watched by hundreds of people, including experts. The Wright brothers' flight was only seen by a few people.

B Focus Ss on the bold words in the paragraph in Ex 2A. Establish that these words are all nouns and that some have *a/an* before them, some have *the* before them and some have no article before them. Ss are going to match the nouns to the rules. Look at the example with the class to check Ss understand the task. Monitor as Ss complete the task themselves if possible. You could refer Ss to the Grammar Bank on page 117 to check their ideas. When checking answers as a class, point out that *the* is used when we know which one we are talking about because it has either been mentioned before or there is only one obvious thing that it could be. Note that there are more rules in the Grammar Bank than in this task. The rules in this task are the most common.

EXTRA CHALLENGE Before doing the matching exercise, ask Ss to look at each bold noun and come up with the rule for the use of articles with each one, without looking at the rules in Ex 2B. They can then match the nouns to the rules and see if their ideas were correct.

ANSWERS:

2 b 3 e 4 f 5 a 6 d

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.

▶ page 117 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding. The exercises focus on the application of rules for using articles.

1 Before Ss do the task, you may want to check the meaning of *plumber*, which they saw in Unit 1, and ask them to tell you which letter is silent (the 'b').

ANSWERS:

1 –	2 the	3 a	4 the	5 –
6 –	7 the	8 –	9 a	10 –

2 Make it clear that there is only one mistake in each sentence and they are all related to articles. Elicit the first answer with the class. Monitor, if possible, as Ss complete the rest of the task alone. Provide support where necessary. Remind Ss to refer to the rules to check their answers. When checking answers as a class, ask Ss to explain their corrections.

GB

GB EXTRA SUPPORT If you think weaker Ss may struggle to find the errors, highlight the article and/or noun to show where the error in the sentence is. Ss can then just focus on correcting the error and not also locating it.

ANSWERS:

- 1 I have **a** mobile phone.
- 2 I think YouTube is **the** best platform for video sharing.
- 3 Are you ready to go? **The** flight leaves at 6 p.m.
- 4 I saw a doctor about my pain. Fortunately, **a** ~~the~~ doctor said it was nothing serious.
- 5 Bobby's girlfriend is **an** engineer.
- 6 ~~The~~ **Women** live longer than men.
- 7 We went to a party, but there weren't ~~the~~ many people there.
- 8 We looked up and saw an aeroplane in **the** sky.
- 9 I work as **a** cleaner in an office.
- 10 My wife and I have lived in **the** USA for several years.

- 3** Write the title on the board and ask the class what kind of video it probably was (NB it was a video the writer created). Ss can quickly read the text, ignoring the gaps, to check their ideas. Ss then complete the text with articles. Monitor as they do the task and elicit corrections if possible. When checking answers as a class, ask Ss to explain their answers. Refer Ss to the rules.

ANSWERS:

- | | | | | |
|-------|------|------|-------|--------|
| 1 The | 2 – | 3 a | 4 a | 5 – |
| 6 the | 7 an | 8 an | 9 the | 10 the |

EXTRA IDEA Ss could write a short text describing the first video that they or someone they know shared on YouTube or social media, or make one up if they have never done it. They can review their text and think carefully about their choice of articles. Ss can provide feedback in pairs to each other and you can provide feedback to individual Ss or the whole class.

PRONUNCIATION

the

- 3A**  **4.03** | Play the recording twice so that Ss can check what they have written the second time. Elicit the phrases from the class and display them on the board so that Ss can check their spelling. Ask Ss what the phrases have in common (they are phrases that include *the*).

EXTRA SUPPORT To give learners, especially dyslexic learners, time to write, pause the recording after each phrase.

ANSWERS AND AUDIOSCRIPT:

- | | |
|-----------------|-----------------|
| 1 the flight | 4 the aeroplane |
| 2 the Brazilian | 5 the earliest |
| 3 the plane | 6 the inventor |

- B** Model the pronunciation in the phonemic script so that Ss understand the difference between the two. Put Ss into pairs to say the phrases in Ex 3A out loud and discuss the questions.

- C**  **4.03** | Play the recording again for Ss to check their ideas. Play it twice if helpful. Check answers as a class and establish the general rule.

ANSWERS:

- 1 /ðə/ 2 /ði:/

- D** You could play the recording in Ex 3A again for Ss to listen and repeat. Then, put them into pairs to do the task, using the recording as a model. Monitor and provide feedback on their pronunciation of *the*.

EXTRA IDEA: DIGITAL Ask Ss to record themselves saying the phrases in Ex 3A and to play it back and listen to see if their pronunciation is effective or not.

READING

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

- 4A** Ask Ss to read items 1–8 and check they understand them. Put Ss into pairs to complete the quiz. They should circle the correct date. Elicit ideas from the whole class to see if they agree, but don't give away the answers yet.

- B** Ss read the article to check their answers. After checking answers as a class, ask Ss to work with their partner and count up how many dates they guessed correctly. Find out which pair had the most correct answers.

ANSWERS:

- | | | | |
|--------|--------|--------|--------|
| 1 1991 | 2 1958 | 3 2005 | 4 2010 |
| 5 1973 | 6 1839 | 7 1992 | 8 2006 |

- C** After Ss complete the task, put them into pairs to check their answers. Check answers as a class. Ask Ss to explain the location of the answers in the article to show that they were able to find the information correctly.

EXTRA SUPPORT: DYSLEXIA Tell Ss which paragraphs to look at for each piece of information. They can then cover the other paragraphs to reduce distractions.

ANSWERS:

- 1 webpage: how to create webpages
- 2 video game: a version of tennis
- 3 YouTube video: eighteen seconds of a boy talking about elephants
- 4 Instagram post: a photo of a dog next to a woman's foot at a taco stand in Mexico
- 5 call made on a mobile phone: called a competitor to say he'd won the race to invent a mobile phone
- 6 selfie: a selfie of Robert Cornelius
- 7 text message: Merry Christmas
- 8 Tweet: just setting up my twttr

EXTRA IDEA You could put Ss into pairs and ask them to discuss which invention is the most important in their lives and why.

- 5A** Encourage Ss to circle the names of the people or things in the question stems (e.g. Martin Cooper) and then in the text to help them find the information. When checking answers, ask Ss to identify the paragraph with the information in.

EXTRA SUPPORT Take away one incorrect answer for weaker classes or learners, or learners with dyslexia (to reduce reading load and distraction).

ANSWERS:

- 1 b 2 a 3 b 4 c

- B** Put Ss into small groups for this discussion. Ask them to think about both positive and negative things. Elicit ideas in open class and ask Ss if they think there are more positives or negatives.

EXTRA: ALTERNATIVE IDEA Give each group one or two different inventions to discuss. They can then report back their ideas to the class.

VOCABULARY**technology collocations**

- 6A** Put Ss into pairs and ask them to discuss what they think the phrases in bold mean. Elicit ideas and clarify the meaning, in particular *went live*, *go viral*, *launch a website* and *created accounts* as these may be new. Check Ss pronounce *viral* and *launch* correctly. Ss then complete the sentences. Point out that the number of gaps will help them to choose. Put Ss into pairs to check their answers before you check answers as a class.

EXTRA SUPPORT: DYSLEXIA Write the phrases in bold in the text in a vertical list on the board or provide them in a handout. If you use the latter, use double spacing between lines. You might also want to explicitly teach the meanings of these phrases before Ss use them to complete the sentences.

ANSWERS:

- | | |
|----------------------|------------------------------------|
| 2 gone viral | 8 create an account |
| 3 sent a/the message | 9 create a webpage / some webpages |
| 4 make a call | 10 find information |
| 5 goes live | 11 share videos |
| 6 took a/the picture | 12 download an app |
| 7 received a text | |

FUTURE SKILLS | Self-management

- B** Elicit ideas as to how websites and apps can help Ss learn English first. Then, ask Ss to read the Future Skills box and do the task in small groups. In open class, elicit the websites and apps that Ss use and record them on the board. Finally, ask Ss to choose a website or app from the list that they haven't used and tell their partners which one they will try. Encourage them to set a goal.

EXTRA: FUTURE SKILLS In a lesson in a week's time, ask Ss to tell each other what website or app they tried, what their experience of it was, how it helped them and if they would recommend it. Make it clear that you will ask them to do this to encourage them to use the website or app. Explain that the purpose is to reflect on the website or app they used, which is a useful self-management skill.

EXTRA IDEA: DIGITAL If there is a particular website or app that Ss are interested in, ask a student who has used it to demonstrate it to the class. Ask Ss where they can go to find out how to use websites and apps when not in class (i.e. look for 'tutorials' for the website/app on YouTube; look at the Help or Support pages on the website/app). This will help them to become more independent in their use of digital tools.

- C** Focus Ss on the first paragraph of the article again. Use the example to explain the task. When checking answers as a class, elicit the different suffixes used to turn the verbs into nouns (i.e. *-ion*, *-ee*, *-or/-er*).

ANSWERS:

employee, competitor, manager

- D** Explain that Ss will now learn more about word building and suffixes. Refer them to the Vocabulary Bank on page 139.

VB ▶ page 139 **VOCABULARY BANK**
word building: suffixes

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 Use the example to demonstrate this task. Establish that suffixes change the form of a word and not usually the meaning (although this is sometimes the case). Give Ss time to identify the word families in the other two pairs of sentences. Elicit the suffixes used when checking answers (i.e. *-ion*, *-ment*). Make it clear that there are sometimes spelling changes, e.g. the dropping of *-e* in *creation*.

ANSWERS:

c/d creation (noun), create (verb)

e/f develop (verb), development (noun)

B Check Ss understand the difference between *invent* and *discover* as Ss often confuse these. Check they understand the verb *lead*. Give Ss time to complete the table individually.

C  **VB4.01** | Play the recording for Ss to listen and check their ideas, and note that many of these words will not be entirely new to them. After Ss listen to the recording to check their answers, display the words on the board for Ss to check their spelling. Point out that the *-e* is omitted in *education*, *educator* and *introduction*.

EXTRA SUPPORT: TEACHER *Successor* is a noun form of *succeed* that describes a person. However, it has not been included in the table as the meaning is different from *success* (achievement).

ANSWERS:

verb	noun	person
invent	invention	inventor
create	creation	creator
educate	education	educator
introduce	introduction	
develop	development	developer
discover	discovery	
lead	leadership	leader
succeed	success	

D Put Ss into pairs or small groups for question 1 in this task. Record Ss' correct ideas on the board so they can see the correct spelling. Check all Ss understand the meaning of these words. Give example sentences to provide a context where helpful. Ask Ss to then discuss 2 and 3, referring back to the suffixes in question 1. Check answers as a class.

ANSWERS:

- Students' own answers
- er/-or* is common for describing types of people.
Examples of jobs: *writer, actor, baker, teacher, editor*
- Students' own answers

E Put Ss into pairs to check their answers before checking answers as a class.

ANSWERS:

- | | | |
|--------------------|--------------------|------------------|
| 1 inventor | 2 education | 3 success |
| 4 introduce | 5 leader | |

EXTRA IDEA For some fun additional practice, Ss write two or three sentences using words they came up with in Ex 1D. The sentences can either be true or false. Ss take turns to read their sentences to a partner and guess if they are true or false. They can ask follow-up questions to help them make their guesses.

SPEAKING

7 A Give Ss time to make notes with key ideas. Help them with vocabulary where possible. Encourage Ss to look at the vocabulary studied in this lesson and identify words/phrases they can use in their discussion.

B Put Ss into small groups to complete the task. Explain that they should listen carefully to each other to find out if they have similar experiences or not. Monitor as Ss do the task and provide feedback on their use of language from this lesson. Elicit corrections but also highlight good use of this language. Ask Ss to share information they have in common with others in feedback.

C  This task gives Ss the chance to work on any issues you raised regarding their use of the language in this lesson. If possible, Ss should bring a photo to class, printed or on their phones. Ss can then discuss their important 'firsts' in groups in the next lesson.

TO FINISH

Read out the following definitions to review vocabulary from the lesson. Ss write down the words. Check answers as a class.

- be shared many times and seen by a lot of people online in a short space of time* (go viral)
- a person in control of other people or a country, e.g. a manager* (leader)
- something new that somebody makes* (invention)
- something new that somebody finds* (discovery)
- become available online* (go live)

4C Taking part

HOW TO ... | explain rules and procedures

VOCABULARY | sports and games

PRONUNCIATION | *can* and *can't*

LESSON OVERVIEW

In this lesson, Ss talk about sports and games. The lesson begins with vocabulary related to sports and games. Ss listen to a description of a game called floorball and focus on how to explain rules and procedures. There is a focus on *can* and *can't* in connected speech when explaining rules and procedures. Finally, Ss present a game or sport of their choice.

Online Teaching

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

- **Ex 1B:** Ss can share their ideas in the chat box and then read each other's.
- **Ex 4B:** After Ss do Ex 4B, mute yourself and then say either 'You can score points' or 'You can't score points'. Ss have to guess if you're saying *can* or *can't* by looking at the position of your mouth. Nominate a few Ss to do the same while others guess.
- **Ex 5A:** Remind Ss that they can ask you questions via private chat if they need help with language in this exercise. If Ss are preparing this in pairs in breakout rooms, they can send you a message calling for help.

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

Put Ss into pairs. Ask them to take turns to mime a sport or game and guess what it is. Demonstrate this yourself, e.g. with tennis (mime serving) or chess (mime moving a piece around a 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

sports and games

- 1 A** Ask Ss to call out as many sports as possible in one minute. Then, ask them if they think chess is a sport and why/why not. Ss then read the text to find out what the writer thinks and to complete the task.

ANSWERS:

The writer wants people to write their opinions about whether activities such as board games, computer games/e-sports, bowling, dance and fishing are sports, or just hobbies.

- B** Monitor as Ss discuss their ideas and ask pairs to share interesting points with the class. Ask Ss to explain the reasons for their choices.

EXTRA IDEA Create an online forum and ask Ss to respond to the text in Ex 1A with their opinions. This could be done out of class.

- 2 A** Ss may not know all the words/phrases in bold, but they can match question words to the responses and match other lexical items in the questions and answers to match them successfully.

ANSWERS:

2 d 3 a 4 f 5 b 6 c

- B** Encourage Ss to use the context to guess the general meaning and then look up any unknown words in a dictionary to get the precise meaning, or you could explain the precise meaning. Ask Ss what other things you can *take part in* (a competition, an event) and *be a fan of* (bands, films, actors) to check understanding.

EXTRA SUPPORT: DYSLEXIA Weaker and dyslexic learners may benefit from explicit explanations of new vocabulary rather than trying to work out the meaning from context. They may benefit from this before they do Ex 2B.

- C** Demonstrate the task with a confident student first, taking turns to ask and answer a question. Monitor as Ss do this in pairs and provide feedback on their use of the vocabulary.

How to ...

explain rules and procedures

3A Display the name of the game (*floorball*) on the board and focus Ss' attention on the photo. Either put Ss into pairs to discuss the questions or elicit ideas from the whole class. Don't tell them if they are correct or not yet.

B  **4.04** | Explain that Ss will hear a radio report about floorball before you play the recording. You might want to check Ss remember what *hockey* is as this is likely to help them understand the recording better. You may even want to elicit further vocabulary related to hockey, e.g. *stick, shoot, goalkeeper*. However, if this is new vocabulary, Ss are unlikely to hear it in the recording. After they listen, put Ss into pairs to discuss whether their predictions were correct or not. Elicit what they were right and wrong about in open class.

ANSWERS:

It's a game like hockey but played indoors. It uses a small plastic ball. Each player has a stick. There are six players per team. They try to score goals. A game is an hour (three periods of twenty minutes).

AUDIOSCRIPT 4.04

A: Today we're looking at a sport that's becoming very popular, especially in Europe: floorball. It's fast, it's fun and anyone can play. Margaret Kleist tells us more.

B: Floorball is a version of indoor hockey which is mostly played in Europe and Asia. The aim of the game is to score more goals than the other team. As you can guess by the name, floorball is a ball sport. It uses a small plastic ball, and each player uses a stick.

There are six players in a team, including the goalkeeper. The goalkeeper is the only player who doesn't have a stick. The other players pass to a teammate or control the ball while running. Like hockey, you score by shooting the ball into the goal. Except for the goalkeeper, the players can't touch the ball with their hands.

The rules are quite easy. To start the game, there's something called a 'face-off', where two players compete for the ball. Then the game continues until someone scores a goal. After that, the game restarts with another face-off.

Floorball is played on a court that's about 40 metres long and 20 metres wide, and a match lasts an hour, three periods of twenty minutes. Fans of floorball come from all over the world, but especially from Sweden, Switzerland and Finland, who have all been world champions.

A: Thank you, Margaret. It sounds really good and the type of sport ...

C  **4.04** | Give Ss time to read the statements and predict answers before you play the recording again. Play parts of the recording again when checking answers if Ss have struggled to get the right answer.

ANSWERS:

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

D Explain that the rules and procedures in the table are for floorball. Use the example to clarify the task. You could refer Ss to the Grammar Bank on page 118 to check their ideas before you check answers as a class.

EXTRA CHALLENGE You could tell Ss to cover the first column when they fill the gaps and then ask them to think about what the purpose of each set of phrases is. Elicit the title of each set and then tell Ss to reveal column 1 so they can check their ideas.

ANSWERS:

2 lasts 3 First 4 by 5 can't

E 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**

Go through the notes with Ss or let them read the notes alone. The exercises focus on both form and meaning of the phrases.

1 Check Ss understand the meaning of *grass*. Ss can refer to the phrases in the Grammar Bank notes to help them with this task. Suggest they match first and then use the notes to check their answers.

ANSWERS:

1 e 2 h 3 a 4 g 5 b 6 f 7 d 8 c

The game is football (soccer in the USA).

2 Ss should look at the words before and after the options to help them think about meaning but also form. Ask Ss to explain why the incorrect answers are incorrect when checking answers.

ANSWERS:

1 aim 2 played 3 To 4 lasts
5 have 6 by 7 mustn't 8 After
9 by 10 consists

EXTRA CHALLENGE Ask Ss if they can name a game or sport that matches each sentence, e.g., 1 darts, 2 rugby, 3 tennis, 4 Pictionary™, 5 an under-16s football game, 6 basketball, 7 hockey, 8 triathlon, 9 Uno®, 10 Trivial Pursuit

GB

- 3** Before Ss correct the errors, ask them to read the sentences quickly and find out if they are describing an indoor or an outdoor game (indoor). Establish that all the sentences explain how to play a board game and are in a logical sequence.

ANSWERS:

- 1 The game is ~~play~~ / **played** on a board.
- 2 The goal ~~are is~~ to get from one end of the board to the other.
- 3 There ~~is are~~ two to three players.
- 4 The game usually lasts an hour ~~to play~~. (*takes an hour to play* is also possible)
- 5 ~~At~~ **To** start, pick up a card and read the number.
- 6 Then, you ~~must~~ **have** to move forward that number. / Then, you must ~~to~~ move forward that number.
- 7 After ~~then~~ **that**, read the instructions on the square.
- 8 You ~~can't~~ **have** to answer the question on the square.
- 9 You ~~not can~~ / **can not** / **can't** move forward without a correct answer.
- 10 You succeed ~~for~~ **by** for getting to the end of the board first.

- 4** This exercise gives a complete description of a game, including the aims/goals, the organisation, the procedure and the rules. Use the photo to clarify the meaning of *board* and *pieces*. Ask Ss if they have ever played Chinese Chess. Put Ss into pairs before checking answers as a class.

ANSWERS:

- | | | |
|-------------|--------------|-----------|
| 1 is played | 2 There are | 3 First |
| 4 Then | 5 must | 6 You can |
| 7 you can't | 8 succeed by | 9 The aim |
| 10 lasts | | |

PRONUNCIATION

can and can't

- 4A**  **4.05** | Pause between each rule so Ss have time to write down *can* or *can't*.

AUDIOSCRIPT 4.05

- 1 You can score points.
- 2 You can't catch the ball.
- 3 You can play inside or outside.
- 4 You can't use a stick.
- 5 You can hit the ball with any part of your body.
- 6 Your team can't hit the ball more than three times in one point.
- 7 You can hit the ball after it touches the net.

- B**  **4.05** | Play the recording again and pause after each rule to check the answer. Ss can repeat the rules chorally at first, then individually so you can listen and provide feedback. Help Ss pronounce *can* and *can't* correctly. Elicit which vowel is longer, and point out that *can* is usually unstressed whereas *can't* is usually stressed to make it clear that it's negative.

ANSWERS:

- 2 can't 3 can 4 can't 5 can 6 can't 7 can
In connected speech, *can't* has the longer vowel sound.

- C** Refer Ss to the rules in Ex 4A, or play the recording again for Ss to name the sport. Ask if any Ss play volleyball and if they enjoy it.

ANSWER:

volleyball

- D** Give Ss a time limit for this, e.g. three minutes. Elicit ideas and note them on the board.

EXTRA IDEA: DIGITAL Ask Ss to share their ideas via a digital tool, e.g. a digital noticeboard or shared document.

- E** Explain that Ss will now learn more words connected to sport. Refer them to the Vocabulary Bank on page 140.

 page 140 **VOCABULARY BANK** sport

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** Ask Ss to look at the photos and tell a partner what they can see where possible. Ss then match the words to the photos. When checking answers, check Ss fully understand words where the photo may not be clear in context to your learners. Help them to pronounce the words correctly, in particular *racquet* and *referee*. Point out the unusual spelling of *racquet*. Note that it can also be spelt *racket*.

ANSWERS:

- | | | | |
|------------------|---------------------|------------------|----------------|
| A racquet | B ball | C stick | D bat |
| E player | F goalkeeper | G referee | H win |
| I draw | J hit | K pass | L score |
| M shoot | N pitch | O field | P court |

- B** Elicit the first couple of answers from the class to demonstrate the task. Don't give away the answers yet.

VB

- VB C**  **VB4.02** | When checking answers, elicit the sports where a *bat* (baseball, cricket, table tennis), a *racquet* (tennis, badminton, squash) and a *stick* (field hockey, ice hockey) are used. Help Ss understand the difference between a *court* (tennis, badminton, squash, basketball), a *field* (hockey, cricket, baseball) and a *pitch* (football, rugby).

ANSWERS:**equipment:** ball, bat, racquet, stick**people:** goalkeeper, player, referee**places to play:** court, field, pitch**verbs:** draw, hit, pass, score, shoot, win

- D** Ss can do this alone and then share their ideas in groups. Provide some prompts if necessary, e.g. golf: club, course; tennis: net, ballboy/girl. If time is limited, monitor and pull out useful words/phrases to highlight with the whole class. Otherwise, ask groups to share their ideas with the class and record them on the board.

- E** Use the examples to demonstrate the task. Encourage Ss to make true sentences. Monitor and help them with accuracy and appropriacy if possible.

EXTRA IDEA You might want to ask Ss to make a sentence about a different sport each time, but without mentioning the sport in the sentence, e.g. 'You hit the ball with a racquet against a wall.' Ss then work in pairs and take turns to read their sentences and guess the sport (e.g. squash).

SPEAKING

- 5A** Explain that Ss are going to present information about a sport or game. Ss may want to do this preparation task in pairs, to share ideas and knowledge about a sport or game they know, or combine their creativity to create their own. Check they understand *procedure* (i.e. how the game is played). Monitor and ask Ss what game or sport they have chosen to check they are on task. Encourage Ss to note down vocabulary from the lesson that they can use to give their presentation.

FUTURE SKILLS | Communication

- B** Read the first sentence with Ss and elicit why this is important (so the listener can understand and follow them). Give Ss time to answer the questions alone before discussing them in pairs. Check answers as a class. Give Ss time to decide how to organise their presentations and which phrases in the table in Ex 3D they can use to help them organise it clearly. You could ask Ss to practise with a partner first before they do the task in Ex 5C.

EXTRA: EMPLOYABILITY SKILLS Ask Ss if this type of process is useful in other areas of life, e.g. at university, at work. Then, ask them to give some specific examples, e.g. when explaining to Ss how to take a course online, or when explaining to a new employee how to answer and transfer phone calls within the company.

- C** Put Ss into small groups to present their sports or games. If they planned their presentation in pairs, they could present it in pairs, too. Otherwise, make sure each student is working with all new partners. Monitor and provide feedback on Ss' use of the language from this lesson.
- D** Allow time for Ss to discuss with their group the sports/games and say if they have played them or would like to try them and why/why not.

EXTRA: HOW TO ... Ss choose another sport or game and prepare a second presentation. This time, they can make improvements using your feedback to help them. Ss present their sport or game to a partner or small group, but do not say what that sport or game is. Ss listen and guess the sport. This could be done in class but also out of class via a tool where Ss can share audio or video.

TO FINISH

Ask Ss to tell their partner two or three new words/phrases that they used in their presentation that they had not used before and say how they might use them again in the future.

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

▶▶ page 153 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶▶ page 204

4D BBC Entertainment

Top Gear: Nepal

GRAMMAR | present perfect + superlative

SPEAKING | talk about a memorable journey

WRITING | a travel writing competition entry

LESSON OVERVIEW

In this lesson, Ss watch a video clip of a television programme about cars. They begin by looking at photos from, and reading information about, the programme. They then watch the clip and complete a set of viewing tasks. There's a focus on the present perfect + superlative structure, before Ss listen to someone talking about a memorable journey. Ss describe an interesting or memorable journey they took. Finally, Ss read an entry to a travel writing competition and then write their own entries.

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 students time to watch the video on their own device before moving on.
- **Grammar Bank 4D, Ex 4:** Ask Ss to share their answers in the private chat box, or at least the first three, so that you can check they are completing the sentences successfully.
- **Ex 4C:** Give Ss time to switch off their video and audio and rehearse what they want to say before they do the task in breakout rooms. You could put individual Ss into breakout rooms so that you can drop in and provide feedback as they practise.

Additional Materials

For Teachers:

Presentation Tool Lesson 4D

Online Digital Resources

Grammar Bank 4D

Videoscript 4D: BBC Entertainment

For Students:

Online Practice 4D

Workbook 4D

TO START

Write the name of four diverse types of car on the board, e.g. *a sports car, a small car, a large family car, a 4x4*. Ask Ss to work in pairs and say which one they would prefer to have and why. Do a quick vote in the class to find out the most popular and elicit reasons from a few Ss.

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 Ss on the photos and put them into pairs to discuss the questions. Elicit ideas from around the class, but don't check the answers yet.
- B** After Ss complete the task, check they understand the meaning of *race*. Ask Ss what the presenters are doing in the programme (racing from Kathmandu to Lo Manthang in Nepal). Find out if any Ss have seen *Top Gear*, or if it sounds like the kind of programme they might enjoy.

EXTRA SUPPORT Ask Ss to identify vocabulary in the programme information related to television i.e. *series, show, presenters, episode*. Check Ss understand the meaning.

ANSWERS:

- 1 Nepal 2 a programme about cars

VIEW

- 2 A** ▶ Give Ss time to read through the events and predict the order. They could do this in pairs. Check they understand the meaning of *camp*. Play the video so they can check their answers. Check answers as a class.

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

EXTRA SUPPORT: TEACHER Note that the test drive is to find the best city car to commute between the two cities. The final challenge was for the car to fit into the parking space. The 4x4 wasn't able to, which is why the red car won.

ANSWERS:

- a 6 b 2 c 7 d 4 e 1 f 5 g 3

- B** ▶ Give Ss time to read the statements and predict the answers. Check Ss understand the meaning of *bumpy* (not flat, lots of raised parts) and *get stuck* (can't move from a place). Play the video again. Play parts of the video again if necessary when checking answers, to help Ss get the correct answer. It would be useful to teach Ss the meaning of the verb *break down* when eliciting the answer to question 5 as it appears again later in the lesson.

ANSWERS:

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

EXTRA CHALLENGE You may want to use the programme to introduce items related to journeys used in the video clip, e.g. *commute, highway, engine, breakdown*.

- C** Monitor as Ss complete the task and note down any interesting answers. Invite Ss to share them with the class. Do a quick vote to find out how many Ss would enjoy a difficult trip like the one in the video clip. Find out why.

GRAMMAR**present perfect + superlative**

- 3A** Focus Ss on the sentence from the programme and ask Ss what one of the presenters was talking about (their campsite). You could play this section of the video again (from 2.02). Ask Ss if the presenter thought the campsite was bad (yes) and if the presenter knew a campsite that was worse (no) to check they understand the meaning of the sentence. Ss can then complete the task. You could refer them to the Grammar Bank on page 119 to check their answers.

EXTRA SUPPORT To help reinforce understanding, elicit the structure and note it on the board, i.e. *the + superlative adjective (+ noun) + subject + have/has + ever + past participle*. Then, review the form of superlative adjectives, e.g. short adjectives + *est*, *most* + long adjectives, -y adjectives + *iest* with -y removed. Elicit the superlative forms of *good* (*best*), *bad* (*worst*) and *far* (*furthest/farthest*).

ANSWERS:

1 present perfect 2 superlative

- B** Complete the first sentence together as a class to demonstrate the task. Monitor, if possible, as Ss complete the rest of the sentences and provide feedback where useful. Check answers.

POSSIBLE ANSWERS:

1 I've/we've 2 best / nicest / most beautiful, etc.
3 have ever

- C** 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 the notes alone. The exercises focus on forming this structure, but also provide lots of useful examples to help Ss understand the meaning.

- 1** After checking answers, elicit the pairs of nouns/verbs in each sentence which help establish the link between halves, e.g. 1 d *car – drive*, 2 h *person – meet*, 3 b *meal – cook*, etc.

ANSWERS:

1 d 2 h 3 b 4 a 5 f 6 e 7 g 8 c

- 2** Refer Ss to the grammar notes, and the structure if you've recorded it on the board, so that they can check the form in each sentence. Ss should look particularly for the use of *the* before the superlative adjective, the form of the superlative adjective and the present perfect, and the position of *ever*.

ANSWERS:

- 1 It's the most ~~of~~ memorable journey I've ever been on.
2 This is the biggest car I've ever ~~drove~~ **driven**.
3 It's the bumpiest road I've/**have** ever seen.
4 He's the ~~more~~ **most** intelligent child I've ever met.
5 That's the worst mistake you've ever ~~make~~ **made**.
6 correct
7 It was **the** best meal I've ever eaten.
8 It was the **most** wonderful holiday we've ever had.
9 This is the longest book she ~~is~~ **has** ever written.
10 correct

- 3** Before Ss complete the sentences, remind them to pay close attention to the formation of the superlative form and quickly revise the rules for these if you haven't already done so.

ANSWERS:

- 1 the funniest 6 the most exhausted
2 've/have ever had 7 've/have ever heard
3 the worst 8 the most nervous
4 've/have (ever) been/gone 9 've/have ever had to
5 the most patient 10 've/have ever seen

- 4** Do the first sentence together as a class on the board, or use the answer given in the book as an example to explain the task. Monitor, if possible, when Ss complete the task and provide support and feedback. Remind Ss to look at the verb tense in the first sentence of each pair to help them, and refer them to the grammar notes to check their ideas.

EXTRA SUPPORT Elicit the superlative adjective form for each sentence from the class before Ss work on their own and write the whole sentence.

ANSWERS:

- 2 That's the worst restaurant I've ever eaten in.
- 3 This is the most beautiful song I've ever heard.
- 4 It is/was the longest trip we've ever been on.
- 5 She's the most amazing actress I've ever seen.
- 6 He's the youngest student I've ever taught.
- 7 This is the biggest city I've ever visited.
- 8 This is the dirtiest campsite we've ever stayed in.
- 9 It's the best programme I've ever watched.

EXTRA IDEA Write prompts on the board and ask Ss to make true sentences about themselves using the present perfect, e.g. *the best restaurant, the most beautiful place, the best programme, the worst film*, etc. For example, 'The best restaurant I've ever been to is one in my home town called "The Kitchen".'

SPEAKING

talk about a memorable journey

- 4A**  **4.06** | Check Ss understand the meaning of *a memorable journey*. Give Ss time to read the questions before you play the recording. If *break down* wasn't taught in Ex 2B, preteach it here so that Ss can answer question 4.

ANSWERS:

- 1 southern Africa (Namibia, Botswana, South Africa and Eswatini) with three friends
- 2 by car
- 3 tiny towns and farming communities, and a lot of wildlife like horses and deer
- 4 Their car broke down and they had to wait for a car part to arrive.

AUDIOSCRIPT 4.06

The most memorable journey I've ever been on was when I drove around southern Africa with three friends a few years ago. We went in this old car on all these bumpy roads. It was my first time driving across a desert and in such wild places, and it was one of the most amazing experiences I've had.

We took tents and stayed in campsites every night, and we went to these tiny towns and farming communities in Namibia, Botswana, South Africa and Eswatini. We also saw a lot of wildlife like horses and deer.

It was memorable because that part of the world is so beautiful and also because one day our car broke down. We had to stay in a small town in Botswana for a few days while we waited for a car part to arrive. Everyone was so friendly.

Southern Africa is definitely the most interesting place I've been to. It has the nicest people you'll ever meet. I'd recommend it.

- B**  **4.06** | Give Ss time to read the Key phrases before they listen. Play the recording again so that Ss can complete the task.

EXTRA SUPPORT: DYSLEXIA Read the Key phrases with the class before playing the recording again to help Ss with dyslexia identify what they need to listen for.

ANSWERS:

She uses all the phrases except: *The journey took ... days.*

- C** Give Ss time to think of a journey. Explain that it doesn't have to be a big journey across a country or a continent, but, instead, it could be one across a city, or between work and home, where something interesting or unusual happened. Ss could make up a journey if it is easier or if they prefer. Ask Ss to make notes on each question and choose Key phrases in Ex 4B to help them. Remind Ss to change *memorable* to *interesting* where necessary.

EXTRA SUPPORT Tell Ss about a memorable or interesting journey that you have had, to model the activity again. Use Key phrases from Ex 4B so that Ss can hear you use them.

- D** Put Ss into small groups to complete the task. Ss could listen and take notes on each question in Ex 4C to encourage them to listen more closely. This may help them to ask follow-up questions. Monitor and note down good use of language and any common errors. Deal with these in feedback. Ask each group to share the most memorable or interesting journey in their group with the class if there's time.

EXTRA IDEA: DIGITAL Rather than describe their journeys live, ask Ss to record them and share a link to the recording. Ss can then rehearse and record again either in or out of class. They can listen to other Ss' recordings and share which one they found the most interesting in class.

WRITING

a travel writing competition entry

5A Check Ss understand what a writing competition is. Give Ss time to read the advertisement and answer the questions. Ask Ss if they'd like to win the prize.

ANSWERS:

They are looking for a story about a difficult journey. You can win a trip to a Caribbean island.

B Tell Ss that the writer is American and explain that *gas* in American English means *petrol*. Check Ss understand both of these words. Refer Ss to the questions in the advertisement in Ex 5A. Ss read the competition entry and answer those questions. Check answers.

ANSWERS:

He was going to Fritzel's, a jazz club in New Orleans, with his friend Ricky. They got lost several times, then the car ran out of gas. They found a restaurant and ate good food.

C Tell Ss that they can write about the same journey they talked about in Ex 4D if it fits the topic. If not, they should think about another idea. Ask Ss to make notes on the questions in the advertisement in Ex 5A. Remind them to add two details which didn't happen. Ss can then use their notes to write their competition entries in 100–140 words, either in class or out of class.

D Ask Ss to share their work with each other, e.g. digitally or by displaying printed copies around the room. Ss read at least one or two others and guess the invented details in each.

EXTRA: ALTERNATIVE IDEA Ask Ss to work in pairs and create a story based on a title you give them, e.g. *A broken-down bus in Mumbai* or *A slow train in Siberia*. Select something relevant to your learners. Ss then read each other's work and vote on the most interesting.

EXTRA IDEA Ask Ss to share their work, read each other's and then vote on the best entry. This can be the entry about the most difficult journey, or the entry they enjoyed reading the most – or both. The entry with the most votes wins.

TO FINISH

Ask Ss to complete the prompts with a partner: *The most interesting thing about this lesson was ...*, *The most difficult thing about this lesson was ...*. Monitor as Ss discuss their ideas and find out if there was a common challenge among the class. Offer support where appropriate.

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, 2A, 2B, 3, 4A, 4B, 5, 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 5:** Use the chat box to elicit answers from all Ss. Spend more time clarifying answers where Ss chose an incorrect option.

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: modals for rules and advice, articles, present perfect + superlative; Vocabulary: success, technology collocations, word building: suffixes, sports and games; How to ... explain rules and procedures). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

modals for rules and advice

- 1 A** Put Ss into pairs and ask them to read the first line and predict what the six tips will be. Ss read the sentences to check their ideas. This will help them to understand the overall gist of the task. Ss then choose the correct options. When checking answers, ask Ss to explain the function of each modal verb (e.g. *should* – give advice).

ANSWERS:

- | | |
|-----------------|-------------------|
| 1 should | 4 should, need to |
| 2 don't need to | 5 don't have to |
| 3 mustn't | 6 have to |

- B** Ask Ss to tick the things they think it is important to do every day. Put Ss into pairs to share their ideas and add any further ideas. Monitor and listen to Ss' use of modal verbs. Ask pairs to share their ideas with the class. Provide feedback, including eliciting corrections to any errors.

articles

- 2 A** Check that Ss understand the meaning of *joke* and *penguin*. Elicit the first two answers from the class to demonstrate the task. Monitor as Ss complete the task if possible, and elicit corrections to errors. Address any common errors with the whole class.

EXTRA SUPPORT: DYSLEXIA Ss could cover all but a few sentences each time to reduce distractions.

- B**  **R4.01** | Play the recording so that Ss can check their answers. Play the recording again and ask Ss to listen to the joke and decide if it's funny or not. Ask them if they have similar jokes in their first language.

ANSWERS:

- | | | | | |
|--------|--------|--------|--------|--------|
| 1 A | 2 a | 3 a | 4 the | 5 the |
| 6 the | 7 the | 8 The | 9 – | 10 The |
| 11 the | 12 the | 13 The | 14 the | 15 the |
| 16 the | 17 the | 18 a | 19 the | 20 the |

EXTRA CHALLENGE Ask Ss to explain their answers to Ex 2A after they listen to the joke and check their answers. You may not want to do this for every gap, but you could do it for the first few.

EXTRA IDEA If Ss enjoyed the joke, you could ask them to write it in their own words and then compare theirs to the original, especially the use of articles. You could provide feedback on the articles, too.

present perfect + superlative

- 3** Use the example to clarify the task. Elicit or remind Ss of superlative adjective forms if useful. Note these on the board when checking answers so that Ss can check their spelling.

ANSWERS:

- the best, 've/have ever eaten
- the worst, 've/have ever stayed
- the most amazing, 've/have ever visited
- the funniest, 've/have ever met

VOCABULARY

- 4A** The words/phrases in the box all relate to success and were featured in Lesson 4A. Encourage Ss to select words/phrases based on form as well as meaning. When checking answers, listen carefully to Ss' pronunciation of the vocabulary. Help them to get it right where necessary.

EXTRA SUPPORT: DYSLEXIA To help dyslexic learners manage the information in the task, divide the activity up into two sets of sentences. Provide the missing words, mixed up, for each set.

ANSWERS:

- | | | |
|-----------------------|--------------------|-----------------|
| 1 working hard | 2 carry on | 3 strict |
| 4 bad loser | 5 giving up | |

- B** Demonstrate this yourself with one of the sentences, e.g. write on the board, 'I think I'd like to carry on with my studies.' and then cross out 'studies' and replace it with 'salsa dance lessons'. As Ss change the sentences, monitor and help them to keep the sentences grammatically correct. Monitor as Ss share their sentences. Provide feedback on their use of the vocabulary in the box.
- 5** This task focuses on language related to technology taught in Lesson 4B. Ss should focus on collocations, matching words at or near the end of 1–5 with words at or near the beginning of a–e, e.g. *create webpages*. Ask Ss which words helped them to match the sentences when checking answers.

ANSWERS:

- 1** a **2** c **3** d **4** e **5** b

- 6A** Ask Ss if they can name any Nobel Prize winners (checking they understand what these are if necessary first) and what they did to win it. Ask Ss to scan the article and look for the names. Find out if the class know who they are and what they did to win their prize. Ss can then read the article to check any ideas they have. You might want to check understanding of *radioactivity*, *penicillin* and *Vitamin B*.

Ss choose the correct options. Note that 1, 2 and 3 test Ss' understanding of grammar. The others test their understanding of vocabulary from the unit. Don't check answers yet.

EXTRA SUPPORT: DYSLEXIA To help Ss manage the information, break up the text into paragraphs and place the options relevant to each paragraph directly underneath it. Encourage Ss to cover up everything except the paragraph and options they are working on, to reduce distractions.

- B**  **R4.02** | Play the recording so that Ss can check their answers. Follow up by selecting a few questions and asking Ss to explain why the incorrect answers are incorrect. This could be because of meaning, form or collocation.

ANSWERS:

- 1** C **2** B **3** B **4** C **5** A **6** C **7** B **8** B

EXTRA IDEA: DIGITAL Ss could work in pairs and research another Nobel Prize winner, perhaps one from their country, and present information to another pair or the class. Alternatively, Ss could do research on their own out of class and share information digitally (an audio recording or short text) or with a partner at the start of the next lesson.

TO FINISH

On the board, write: *three useful new words, two new skills, one question I have*. Ss note down three words they have learnt in this unit they feel are useful, two new skills they think they have (e.g. writing an email, explaining rules), 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 any questions in this or the next lesson.

Global Scale of English **LEARNING OBJECTIVES**

5A Fake news

- **READING** | Read an article about fake news: news and social media
- **Pronunciation:** *wh-*
- Talk about a news story: relative clauses

GSE INFORMATION

READING

46 Can generally understand straightforward factual texts on familiar topics.

VOCABULARY

43–58 Can use language related to the news and news reporting.

GRAMMAR

48 Can use 'who/that/which' in basic defining (restrictive) relative clauses.

48 Can use 'when' and 'where' in relative clauses.

SPEAKING

44 Can summarise short written passages using the original wording and ordering.

5B Newsmakers

- **LISTENING** | Understand a podcast about young people in the news: social issues; the environment
- **Pronunciation:** silent letters
- Plan a campaign: reported speech
- Write an online comment in response to an article

GSE INFORMATION

VOCABULARY

43–58 Can use vocabulary related to social issues.

LISTENING

45 Can follow the main points of short talks on familiar topics if delivered in clear standard speech.

GRAMMAR

56 Can make tense changes (present to past) in reported speech.

SPEAKING

45 Can make simple recommendations for a course of action in familiar everyday situations.

WRITING

46 Can show a basic direct relationship between a simple problem and a solution.

5C Good news

- **HOW TO ...** | give and respond to personal news: events and occasions
- **Pronunciation:** intonation to exaggerate feelings

GSE INFORMATION

VOCABULARY

43–58 Can use language related to events and occasions.

HOW TO ...

44 Can use expressions to introduce good and bad news.

SPEAKING

44 Can react appropriately to good and bad news using fixed expressions.

5D The future of news

- **BBC STREET INTERVIEWS** | Understand people talking about the news
- Plan a news app: *will*, *might* and *be going to* for predictions
- Write a webpage about a news app

GSE INFORMATION

GRAMMAR

42 Can make simple predictions about the future.

SPEAKING

44 Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.

WRITING

46 Can write a description of a future event or activity.

46 Can write a notice that clearly conveys information.

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.

► Focus Ss on the main photo and elicit what they can see. Explain that Ss will watch a video of people talking about how they get their news. Set the first part of the task, explaining the meaning of *source*. Play the video and check answers. Put Ss into pairs and ask them to discuss the questions in the second part of the task. Do a quick class poll to find out the most popular way of getting news in the class, e.g. TV, radio, social media, news app.

ANSWERS:

- 1 BBC (web)site, radio, online, newspaper, phone (app), other news sites
- 2 Students' own answers

EXTRA IDEA Ss can watch the video again out of class and listen for reasons given for the speakers' choices.

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 Fake news

GRAMMAR | relative clauses

VOCABULARY | news and social media

PRONUNCIATION | *wh-*

LESSON OVERVIEW

In this lesson, Ss discuss fake news. They start by reading an article about fake news. From this reading, Ss work out the meaning of vocabulary related to news and social media and then practise using it. They discuss critical thinking skills in relation to fake news and then review and practise relative clauses. They notice the pronunciation of *wh-* in relative pronouns. Finally, they work in groups and each read a different news story. They retell these stories to their group and work together to decide which story is fake.

Online Teaching

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

- **Ex 2C:** When checking answers, ask Ss to type T or F into the chat box for each answer, then nominate individual Ss to correct the false statements.
- **Ex 5B:** To help Ss pronounce *wh-* correctly, ask them to look at the position of their mouths on the screen as they get a little closer to the camera. Ask them to compare the position of their mouth with yours.
- **Ex 7A:** Ss can share their relative clauses with you via private chat and you can provide some individual feedback to help them as they prepare.

Additional Materials**For Teachers:**

Presentation Tool Lesson 5A
Photocopiable Activities 5A
Grammar Bank 5A

For Students:

Online Practice 5A
Workbook 5A

TO START

Ask Ss to think of two truths and a lie about themselves. Put them into small groups. Ss take turns to tell each other their information. Their partners ask follow-up questions and then decide which piece of information is fake. You could model this with two truths and a lie about yourself, e.g. 'I go running four times a week. I've been on TV twice. I've never seen a Star Wars film.'

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** Monitor as Ss do the task and note down any interesting points made. Invite the Ss who made them to share them with the class.
- 2A** Focus Ss' attention on the photos. Give them time to examine the photos and answer the questions. You could put them into pairs to discuss their ideas. Ask Ss to vote on the photo they think is fake and then elicit some reasons for their choice and ideas for what the news stories might be about.

ANSWERS:

The photo on the left is real.
The photo on the right is fake.

EXTRA IDEA Ask Ss to identify how they can tell if a photograph is fake or not. Elicit ideas and record them on the board. They could go online and research this. Suggestions are to look at the size and shape of objects, and the lighting and shadows as these can indicate objects that have been added to the photo; to do a reverse image search to see if the image appears elsewhere without the object that's been added; or to use common sense – if it looks too unbelievable, it probably is!

- B** Ask Ss to read the article quickly, find the names of the two people and find out how their jobs are connected. Tell them not to worry about the details of the article at this point.

ANSWERS:

- 1** They are both writers. Christopher Blair writes fake news stories. Maarten Schenk writes fact-checking articles.
- 2** They are connected because one writes fake news stories and the other one tries to find out if the stories are true or not.

EXTRA SUPPORT: DYSLEXIA If possible, record yourself reading the true/false statements in Ex 2C so that you can play these after Ss listen to the recording of the article.

- C** Check that Ss understand the meaning of *motivated by*. After Ss complete the task, put them into pairs to check their answers. Check answers as a class. Ask Ss to correct the false statements and explain where the information is in the article.

ANSWERS:

- 1** F (Blair publishes stories online.)
- 2** F (Blair writes about anything.)
- 3** T
- 4** T
- 5** T
- 6** F (Sometimes the motivation is financial.)
- 7** T

- D** Give Ss time to read the questions and note down ideas before they discuss them in pairs. When eliciting ideas from the class for question 1, ask Ss how they feel about the work that Blair and Schenk do and why. Do a quick poll for question 5 to find out which is the most popular and why.

EXTRA SUPPORT: DYSLEXIA As there are quite a lot of discussion questions here, ask one partner in each pair to read the questions aloud for them to discuss and avoid designating a dyslexic learner as this person.

VOCABULARY

news and social media

- 3A** Focus Ss on the bold words. Encourage Ss to identify the part of speech as this can help them to work out the meaning. Match the first bold word together as a class to demonstrate this. Ss then do the others on their own or in pairs. When checking answers, drill the pronunciation of *content* as a noun and highlight how the stress is different from *content* as an adjective. It may also be worth drilling the correct stress in *journalist*, *publishes* and *headline*.

EXTRA SUPPORT: DYSLEXIA Provide Ss with a vertical list of the items in bold in the article spaced out sufficiently. Ss can use this for both this exercise and Ex 3B.

ANSWERS:

- | | | |
|-----------------------|---------------------|--------------------|
| 1 publishes | 2 journalist | 3 find out |
| 4 posts online | 5 headline | 6 fake news |
| 7 content | 8 blog post | |

- B** Elicit the first answer from the class. Monitor as Ss complete the rest if possible and help them select the most appropriate words/phrases. Check answers as a class.

ANSWERS:

- | | | |
|---------------|-------------|-------------|
| 1 post | 2 headline | 3 find out |
| 4 journalists | 5 blog post | 6 fake news |

- C** Change the first sentence so it is true for you to demonstrate the task, e.g. 'I hardly ever publish my own ideas online on social media.' Put Ss into pairs to compare their ideas. Monitor as Ss compare their ideas and check they use and pronounce the words/phrases from Ex 3A correctly. Provide feedback. Ask a few pairs to share if they have similar experiences and ideas or not.

EXTRA SUPPORT You could tell weaker Ss to change the adverbs of frequency in 1 and 2; change 'I think' to 'I don't think', or the adjectives, in 3 and 4; change 'a blog post twice a week' in 5; and to change 'I think' to 'I don't think', and/or the adjective and/or the second sentence, in 6.

POSSIBLE ANSWERS:

- I never post my own ideas online. I think it often causes problems.
- When I look at newspapers, I often just read the headlines first but then I choose two or three news stories to read in full.
- I don't think it's very difficult to find out if a news story is fake or not. A lot of the time it's quite obvious. Other times I use a fact-checking website.
- I think it's very important for journalists to check the facts. In fact, I think it's probably one of the most important parts of the job.
- I try to write in my diary every evening, sharing my thoughts and feelings.
- I think it's pretty difficult to spot some fake news. It often has a bit of something true in it, and so it's not easy to know!

FUTURE SKILLS | Critical thinking

- D** Ask Ss what they think 'critical thinking' is and help them to understand it (analysing information to form a judgement or decide something). Give Ss time to read the box and ask them to tick the actions they do. Put Ss into pairs to discuss the questions at the end of the box. Invite Ss to share the strategies they use with the class and ask why people might not use those strategies (time consuming, etc.).

GRAMMAR**relative clauses**

- 4A** Make it clear that the first four sentences are about the two writers in the article to help Ss understand the context. Monitor as Ss complete the task if possible. You might want to refer Ss to the Grammar Bank on page 120 to check their answers. Ask Ss to explain their answers when checking them as a class.

ANSWERS:

- | | | |
|--------|---------|---------|
| 1 who | 2 which | 3 where |
| 4 when | 5 whose | |

- B** Focus Ss on the first sentence and ask Ss if the pronoun can be replaced by *that* and *why/why not*. Either clarify the rule yourself (that *who* and *which* – and sometimes *when* and *where*, see below – can be replaced by *that*) or ask Ss to look at the notes about *that* in the Grammar Bank on page 120 and check their ideas.

EXTRA SUPPORT: TEACHER *That* can replace *when* after nouns expressing time, for example *time*, *day*, *week* and *moment* ('I remember the time that we believed a fake news story.'). *That* can replace *where* after *somewhere*, *nowhere*, *everywhere*, *anywhere* and *place* ('Is there anywhere that we can buy a newspaper?')

When, *where* and *that* might also be omitted in these cases, e.g. 'I remember the time (when/that) we believed a fake news story.' 'Is there anywhere (where/that) we can buy a newspaper?'

ANSWERS:

The relative pronoun can be replaced by *that* in sentences 1, 2 and 4.

EXTRA CHALLENGE Use the examples at the end of the Grammar Bank notes on page 120 to establish the rule regarding the omission of the relative pronoun in a sentence (i.e. it can be omitted if the subject of the relative pronoun is not the same as the subject of the relative clause). Ask Ss to decide if the relative pronoun can be omitted in the sentences in Ex 4A or not. Check answers. (The relative pronoun can be omitted in sentence 4.)

EXTRA: FUTURE SKILLS Give Ss a fake news story by searching for 'fake news story' online. Then, as a class go through each question in the Future Skills box in order to conclude that it is fake.

- C** 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**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

- 1** This task focuses on selecting the right relative pronoun. Point out the options in the instruction. When checking answers, ask Ss to explain their choices.

ANSWERS:

- | | | | |
|----------------|-----------------|----------------|---------------|
| 1 where | 2 who | 3 which | 4 when |
| 5 whose | 6 who | 7 when | 8 who |
| 9 whose | 10 where | | |

- 2** This task focuses on the use of *that* and the omission of relative pronouns in sentences. Ss could do this in pairs as this can be a challenging language point. Monitor and help them if possible. When checking answers, elicit why a relative pronoun can be omitted to help clarify the rule each time.

EXTRA SUPPORT If Ss did not complete the Extra challenge above, after Ex 4B, they will probably need help with the rule regarding the omission of the relative pronoun. Follow the instruction for the Extra challenge.

ANSWERS:

You can use *that* instead of the relative pronoun in sentences 2, 3, 4, 6, 7 and 8.

You can leave out the relative pronoun in sentences 2, 3, 4, 7 and 8.

- 3** Ask Ss to choose the correct relative pronoun first and check answers. Then ask them to complete the answers to the clues, pointing out that the first and last letters are given. Put Ss into pairs to check answers and check answers with the class.

ANSWERS:

- | | |
|--------------------------|--------------------------|
| 1 which, necklace | 6 which, internet |
| 2 who, journalist | 7 where, blog |
| 3 when, birthday | 8 who, politician |
| 4 who, athlete | 9 when, summer |
| 5 which, spider | 10 where, road |

PRONUNCIATION

wh-

- 5A**  **5.01** | Write *who* and *when* on the board so Ss know they should listen out for the pronunciation of these words. Explain that the sentences they are going to hear are about the two writers in the article. Play the recording twice before checking the answer. You may want to play it a third time, especially if Ss were unsure of their answer or got it wrong.

ANSWER:

/h/ *who* /w/ *when*

 AUDIOSCRIPT 5.01

- Christopher Blair is a journalist who writes fake news.
- Schenk checks news stories when they are shared on social media.

- B**  **5.02** | Display the table on the board. Play the recording for Ss to check their answers. Then record the words in the correct column on the board as you check answers as a class.

EXTRA SUPPORT Play the recording again and ask Ss to listen and repeat the words. Help them to position their mouths correctly to make each sound, i.e. lips rounded, tongue pulled back a little but not touching anything. With *who* and *whose*, air is pushed through the lips more strongly but the lips don't move. With the other *wh-* words, air is not pushed through strongly and the lips move to produce the subsequent sounds.

ANSWERS:

/h/ *who*, *whose* /w/ *when*, *where*, *which*

 AUDIOSCRIPT 5.02

- Christopher Blair is a journalist who writes fake news.
- Schenk checks news stories when they are shared on social media.
- He writes news stories which are completely fake.
- This is the room where Maarten Schenk works.
- This is the politician whose story went viral.

- C** Ask Ss to complete the sentences first, noting down ideas. Monitor if possible and help with accuracy. Put Ss into pairs to practise saying their sentences and check their pronunciation of *wh-*. Demonstrate this with a confident learner, e.g. 'I know someone who presents the weather on the radio.' As Ss do the task, monitor and provide feedback.

EXTRA CHALLENGE Ask Ss to say each sentence again to their partner (e.g. 'I'd like to go to a place where I can swim with sharks.'). Their partner has to respond by showing interest (e.g. 'Oh really? That sounds scary!') and then ask a follow-up question (e.g. 'Why do you want to do that?').

POSSIBLE ANSWERS:

- 1 I know someone who lives in New York.
- 2 I'd like to go to a place where the sun shines in winter.
- 3 I remember a time when I didn't have to work all the time.
- 4 Walking by the sea is something which I enjoy doing.
- 5 I am someone whose eyesight is very poor.

6 Put Ss into A/B pairs. Refer Ss to the relevant pages.

- 1 Explain that Ss are going to write definitions of the words in the box using relative clauses. You could demonstrate this by asking the class to think of a definition for *school*, e.g. *It's a place where people learn*. Note that the words in the boxes all feature in the article from earlier in the lesson. Monitor, if possible, as Ss create their definitions and provide support.

EXTRA SUPPORT Put As into pairs to create their definitions together, and put Bs into pairs to create their definitions.

POSSIBLE ANSWERS:**Student A**

fact checker – It's a person who checks information in articles online to see if it is true.

fake news – It's a news story which is not true.

headline – It's the part of the news story which is at the top of the page and gets your attention.

politician – It's a person who works in politics.

social network – It's a place online where people can meet and post photos.

website – It's a place where you can find information online.

Student B

athlete – It's a person who is good at sport and often does a lot of sport.

blog post – It's an article which somebody can post on their personal website.

desk – It's a thing which is often made of wood where you can work.

Facebook – It's a social network which a lot of people use to stay in touch with their friends.

journalist – It's a person who writes articles for a newspaper, magazine or television.

office – It's a place where people can sit at a desk and work.

- 2 Choose a confident pair and ask them to demonstrate the task with A giving a definition and B guessing. Do not say if they are correct, though. Monitor as Ss take turns to complete the task and note down good examples of relative clauses to highlight. Note down errors and elicit corrections to these in open class.

SPEAKING

- 7 **A** Explain that Ss are each going to read a news story, summarise it to their group and then decide which of the three is fake. Put Ss into groups of three and refer them to the relevant news stories. Elicit what they should write on the word web, i.e. key words/phrases, and remind them to plan at least two relative clauses. Monitor and check Ss are on task and help them with the accuracy and appropriacy of their relative clauses if possible.

EXTRA SUPPORT If you put Ss into ability groups here, give weaker groups a word web with key words/phrases already completed. This will mean they have longer to read their articles and have the support they need to retell them.

- B Tell Ss to use their word webs when they retell the stories, not the stories themselves. Remind Ss that they should use their relative clauses. Monitor and listen to Ss' use of relative clauses and vocabulary from this lesson.

- C Ss can check the answer on page 146. In feedback, ask which groups guessed correctly and how they knew. Provide feedback on Ss' use of relative clauses.

- 8  This task gives Ss the chance to work on any issues you raised regarding their use of the language in this lesson. Ask Ss to prepare by making notes on the story, using a word web similar to the one in Ex 7A, instead of writing a complete story. They should also plan two relative clauses they can include. In class, Ss can then share their stories and guess if they are real or fake news while you monitor and listen to Ss' fluency and use of relative clauses.

EXTRA IDEA: DIGITAL Ss can search online for 'fake news stories' for fake stories and 'weird news' for stories that are strange but true. Remind them that they should use websites that are reliable, like real news sites, to find examples of 'weird news'. Ss could record themselves telling the story and share the recording online for others to hear. Ss listen and say if they think it is fake news or just 'weird'.

TO FINISH

On the board, show the following prompts:

The thing which I find the easiest about relative clauses is ...

The thing that I feel is the most difficult about relative clauses is ...

Ask Ss to complete these prompts so the sentences are true for them and share them with you. Respond to Ss' feedback by suggesting ideas for further work in the areas they have identified as difficult.

5B

Newsmakers

GRAMMAR | reported speech

VOCABULARY | social issues; the environment

PRONUNCIATION | silent letters

LESSON OVERVIEW

In this lesson, Ss plan a campaign. The lesson begins with Ss looking at news stories and learning vocabulary related to the environment. They then notice silent letters in these words and practise saying the words before learning more words related to the environment in the Vocabulary Bank. Next, Ss listen to a podcast on the topic of young people in the news. From this podcast they learn about and practise using reported speech. Ss then plan a campaign to make improvements to their town or city, explain it and report back on another group's campaign. Finally, Ss write an online comment that includes a description of a problem and a possible solution.

Online Teaching

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

- **Ex 6C:** Ask all other Ss to mute their microphones while groups give their presentations. (If only one or two group members are presenting, the other group members should also mute their microphones.)
- **Ex 6C:** If you provide a speaking frame for Ss as per the Extra Support suggestion, share it via private chat with only those learners you feel need the support.
- **Ex 7D:** Ss could share their comments via the chat box.

Additional Materials

For Teachers:

Presentation Tool Lesson 5B
Photocopiable Activities 5B
Grammar Bank 5B
Vocabulary Bank 5B

For Students:

Online Practice 5B
Workbook 5B

TO START

Show Ss a newspaper headline from today's news and ask them to discuss in pairs what they know about the story. Select a story that will engage them, is something they know about already and is appropriate for their level and context.

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

social issues: the environment

- 1 A** Focus Ss on the photo and ask them what social issue it represents. Focus Ss on the news stories and ask them to complete the task in pairs. Make it clear that the information in the news stories should help them to work out the meaning of the highlighted words, e.g. cities, increasing numbers of cars = *pollution*. Make sure Ss understand the meaning of the words when checking answers. Drill the pronunciation of any words which may be problematic, e.g. *activists*, *campaign*, *charity*, *donate*. Note that the silent letter in *campaign* will be focused on in Ex 2A.

POSSIBLE ANSWERS:

recycle – use old materials to make something new
waste (noun) – material that is not wanted
environment – the natural world of air, water and land, where people and animals live
activists – people who take action to change society to make it better
campaign – organised actions to try to change society
donates – gives money or things to a person or organisation
collect for charity – to raise money for an organisation that helps people in need

- B** Point out the options to Ss for each sentence. Remind Ss to work out both the part of speech and the meaning of the missing word in the gap by looking at words before and after the gap. This will help them select the right word. Ask Ss to explain their choices when checking answers as a class.

EXTRA SUPPORT You could remove one or two options for each question to reduce the level of choice and make the task easier.

ANSWERS:

- | | |
|-----------------------|---------------------|
| 1 donate, environment | 4 recycle, waste |
| 2 activists, campaign | 5 levels, pollution |
| 3 collect, charity | |

- C** Use the example given to help demonstrate the task. Ask Ss to think about their ideas on their own, first, before you put them into groups to discuss them together. Monitor and provide feedback on Ss' use of vocabulary from Ex 1A.

PRONUNCIATION

silent letters

- 2A** Put *campaign* on the board and ask Ss to identify the silent letter (g). Give Ss time to try to guess the silent letter in the other words either alone or in pairs. In pairs, Ss have the chance to say the words out loud.

- B**  **5.03** | Play the recording so that Ss can listen and check. Pause after each word and check the answer.

ANSWERS:

campaign	ch <u>a</u> ra <u>c</u> ter	colleagu <u>e</u>	enviro <u>n</u> ment
frie <u>n</u> d	mech <u>a</u> nic	plum <u>b</u> er	sci <u>e</u> n <u>t</u> ist

EXTRA SUPPORT Play the recording again so that Ss can listen and repeat the words.

- C** Use the example to demonstrate the task and perhaps elicit another example from the class to check they understand, for example 'A colleague of mine is a good friend.' Monitor, if possible, as Ss write their sentences. Help Ss with accuracy. Put Ss into pairs to read their sentences aloud. They should check they each pronounce the words with silent letters correctly. Monitor and provide feedback.

FUTURE SKILLS | Self-management

- D** Ask Ss to read the Future Skills box and then put them into pairs to discuss the questions. Elicit ideas from the class and ask Ss to share what helps them. You could also ask Ss how they later use these notes and expand the discussion into revision techniques.

EXTRA: EMPLOYABILITY SKILLS Ask Ss to discuss how they record information in their work or college lives, and how this helps them. Ask them to think about what they could do differently to have better notes.

- E** Refer Ss to the Vocabulary Bank on page 141.

 page 141 **VOCABULARY BANK** the environment

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** Ask Ss to look at the photos and discuss the problems in pairs, before matching them with the sentences. Check Ss understand that some sentences match more than one photo. When eliciting ideas from the class, note down language they use related to the environment and check all Ss understand it. Drill any words that your Ss may find difficult.

ANSWERS:

- | | | | |
|-----|-----|--------|-----------|
| 1 D | 2 A | 3 A, F | 4 B, H |
| 5 B | 6 C | 7 E | 8 A, C, G |

EXTRA IDEA After checking answers, ask Ss to cover the sentences and try to remember as much of the vocabulary they can see in each photo as possible. Suggest that Ss also do this at home when trying to memorise the vocabulary. They could even try to recreate the whole sentence each time, or write their own.

EXTRA CHALLENGE Point out that all of these words, except *rubbish*, are compound nouns (a noun made up of two existing words). Ask Ss to decide which are made up of *adjective + noun* (public transport, natural disasters, natural resources) and which are *noun + noun* (all the rest). Ask Ss which stressed syllable carries the main stress in each compound noun, e.g. *traffic jam*. Ask Ss if they can see a general rule (i.e. adjective + noun – the stressed syllable in the noun carries the main stress; noun + noun – the stressed syllable in the first noun carries the main stress). Note that there are exceptions, though.

- B** This gives Ss the chance to personalise the language. Ss could discuss places they have not visited but have seen on the news if they do not have much to say about their city, country or places they have visited. Monitor as Ss discuss the questions and provide feedback on their use of the vocabulary in Ex 1A.

2 A Ss can do this individually. Don't give away the answers yet.

EXTRA SUPPORT: DYSLEXIA Encourage Ss with dyslexia to cover up the questions and options they are not currently working on to reduce distraction.

B  **VB5.01** | Play the recording so that Ss can listen and check.

ANSWERS:

1 c 2 b 3 c 4 b 5 c 6 a

LISTENING

3 A Give Ss time to look at the photos and think of their answers. Then, either put Ss into pairs to do the task or elicit ideas from around the class. Encourage Ss to use the vocabulary in Ex 1A. Provide feedback on this.

B  **5.04** | Talk Ss through the table and check they understand what they need to note down. Note that 'from' means where the young people listed in the table are from. Play the recording for Ss to complete the table. Check answers as a class.

ANSWERS:

name	from	the problem	their projects
Yash Gupta	California (USA)	Thirteen million children need glasses and don't have them.	campaign to collect and donate used glasses, and a charity: Sight Learning
Melati and Isabel Wijsen	Bali	high levels of plastic pollution in the sea and on beaches	campaign to clean up rubbish; campaign to stop use of single-use plastic bags
Kelvin Doe	Sierra Leone	His community didn't have power and lighting.	use recycled materials to provide power and lighting and build a radio station

 AUDIOSCRIPT 5.04

David: Hello, I'm David Salter and I'm with Marina Smith reporting for the *Young people in the news* podcast. Marina, you have some amazing young people to tell us about.

Marina: I certainly do. Our first is Yash Gupta from California. Yash started wearing glasses at the age of five. One day in High School he broke them and had to go to school without glasses for a week.

David: And how was it?

Marina: Terrible! He realised he couldn't study without them. So he did some research and learnt that thirteen million children around the world needed glasses and didn't have them.

David: Wow.

Marina: So he started a campaign to collect used glasses.

David: What a great idea. Glasses for children?

Marina: Glasses for children. After he collected them, he donated these glasses to children all over the world.

David: It's a simple idea, isn't it, but probably makes a really big difference to people's lives.

Marina: That's right. And he started a charity called Sight Learning.

David: Sight Learning?

Marina: Yes. So far this charity has collected more than one million dollars' worth of glasses. They've sent them to students in Mexico, Honduras, India, the USA and many other countries. I spoke to one child in Mexico, and he said that it had completely changed his life.

David: Incredible.

Marina: Next up is a pair of sisters, Melati and Isabel Wijsen, from Bali.

David: Tell us more.

Marina: These amazing girls were only ten and twelve when they became activists for the environment. First, they wanted to do something about the high levels of plastic pollution in the sea and on the beaches. So they started a campaign to clean up all the rubbish.

David: That's fantastic. And they were young, too.

Marina: Ten and twelve. Then they spoke to the government and worked with like-minded organisations to stop the use of single-use plastic bags. And in 2019 the governor announced that Bali would ban single-use plastic bags.

David: So, because of their work, Bali is now free of single-use plastic bags? That's amazing. And do they recycle ...

Marina: They recycle shopping bags which use different materials, not plastic. And yes, that's right – no single-use plastic bags since 2019.

Unit 5 | Lesson B

- David: Now that's really doing something for the environment. And we have one more ...
- Marina: Our final young person in the news is Kelvin Doe.
- David: What's Kelvin done?
- Marina: He's from Sierra Leone and he's an amazing inventor. He started working with technology when he was just eleven years old, playing around and experimenting. His childhood friends all claimed that he was a genius! Then he found a way to provide power and lighting for his local community. And he also built a radio station.
- David: He sounds incredible. Again, through recycling?
- Marina: Yes, he's done it all by recycling waste products. He collects things like batteries and plugs, things he finds in rubbish bins, and recycles them and makes these wonderful machines.
- David: Wow.
- Marina: And, basically, he taught himself.
- David: What amazing young people.
- Marina: Yeah. Inspiring, aren't they?
- David: Very inspiring. I think they ...

- C**  **5.04** | Give Ss time to read and try to answer the questions individually before discussing them in pairs. Play the recording again for them to check their answers. Play sections of the recording again where necessary when checking answers.

ANSWERS:

- 1 He broke his glasses and had to go to school without them for a week.
- 2 It's collected more than one million dollars' worth of glasses and sent these to many countries.
- 3 ten and twelve
- 4 The governor announced that Bali would ban single-use plastic bags.
- 5 eleven
- 6 by recycling waste products, things he finds in rubbish bins

EXTRA IDEA Ask Ss to look at the audioscript on page 164 and find words/phrases learnt in this lesson (i.e. *campaign, collect, donated, charity, activists, environment, pollution, recycle, waste, rubbish*). This will help to reinforce them.

- 4A** Ss could work in pairs if it is easier to organise, or you have limited time. Monitor as Ss do the task. Elicit ideas from around the class. Provide feedback on Ss' use of the vocabulary in this lesson.

FUTURE SKILLS | Social responsibility



- B** Ask Ss what they think *social responsibility* is and why it is important (our obligation to act in a way that benefits society; it helps societies to succeed). Elicit some examples of community work. Ss then read the box and discuss the questions in pairs. Monitor and invite Ss with interesting ideas to share them in open class.

EXTRA: EMPLOYABILITY SKILLS Ask Ss how different the world would be if no one did community work, and how different it would be if most people did community work. Explain that some companies allow employees to take time off from work and do community work instead, e.g. volunteering at a charity for one day a month. Ss could then discuss what kind of community work they would choose to do and why. They can consider their skills, experience and interests.

GRAMMAR

reported speech

- 5A** Note that the pairs of sentences are based on the podcast in Ex 3B. Ss could do this individually or in pairs. You could refer them to the Grammar Bank to check their ideas before checking answers as a class.

EXTRA SUPPORT: TEACHER If you don't refer Ss to the Grammar Bank to check their ideas or if you think the class would benefit from more explanation at this stage, when checking answers, help Ss to understand reported speech and verb changes (backshifting), as well as the need to change pronouns and time expressions, and the different verb patterns of *say/tell* as the most common reporting verbs. It is important to note that the verb is not always moved back a tense. If the speech that is being reported is still true, then often the original verb form is used. For example, 'I am going out tonight.' (Sarah at 11 a.m.) → 'Sarah said she's going out tonight.' (Alex at 2 p.m.); 'I can swim.' (Maria last week) → 'Maria told me that she can swim.' (Beata today).

EXTRA SUPPORT: DYSLEXIA This task requires a lot of reading. You could read aloud questions 1–3 in turn, giving Ss time to note down their answers or discuss them in pairs before you check each answer.

ANSWERS:

- 1 Present simple changes to past simple, present perfect changes to past perfect, *will* changes to *would*.
- 2 Pronouns might change. Here, 'my life' changes to 'his life'.
- 3 *said* and *told*; *Told* is followed by a pronoun.

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**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding. The exercises focus on the verb shift in reported speech, as well as the use of *say/tell* and the change in pronouns.

- 1** Ss should refer to the notes in the Grammar Bank to help them. Monitor if possible and provide support. Put Ss into pairs to check answers before checking answers with the class.

EXTRA SUPPORT: TEACHER In question 4, the verb cannot go further back than the past perfect, therefore it remains the same. Questions 4 and 6 include a focus on the use of *say/tell*, which are often confused. Question 4 must be *say* because it is not followed by an object; question 6 must be *tell* because it's followed by *me*.

ANSWERS:

- | | | |
|---------------------|------------------------|--------------------|
| 1 they were | 2 he goes/went | 3 they had |
| 4 said, had | 5 she, her | 6 told, was |
| 7 had, their | 8 couldn't, had | |

- 2** Tell Ss to pay attention to the verb shift in reported speech, as well as the use of *say/tell* and the change in pronouns. Monitor, if possible, as Ss do the task and provide support. Ask Ss to explain their corrections when checking answers.

ANSWERS:

- 1** She told ~~to~~ me that recycling waste was very important to her.
- 2** He told me that he ~~met~~ **was going to meet** a group of activists.
- 3** He said that Maja ~~has~~ **had** called him.
- 4** They told us that they ~~will~~ **would** meet us.
- 5** They told her that ~~we~~ **they** hadn't received ~~your~~ **her** application.
- 6** She told Matt that she ~~will~~ **would** see him at the party.
- 7** He said that he **had** already sent an email explaining the situation.
- 8** She told ~~to~~ her manager that she could collect the documents.

EXTRA IDEA Ask Ss to write down something they did yesterday, something they have to do later today, something they are going to do next week and something they have enjoyed doing recently. Put Ss into pairs and ask them to tell each other about those things, e.g. 'I spoke to my grandma on the phone yesterday.' Ss note down what their partner tells them. They then work with a new partner and report what their first partner told them, e.g. 'She said that she'd spoken to her grandma on the phone yesterday'.

SPEAKING

- 6A** It is probably best to ask Ss to talk about the town or city where your lessons are taking place so they all talk about the same area. Ask Ss to note down their own ideas before you put them into groups. They could identify the problems and think of one possible improvement for each one. As Ss share and discuss their ideas in groups, monitor and provide support where necessary.
- B** Ask groups to choose an issue from those they feel the most strongly about or are most interested in and then discuss the questions together to help them plan their campaign. If Ss discussed the same town or city in Ex 6A, they can choose an issue they discussed there. If they talked about different towns or cities, they can choose an issue that was common to more than one of their areas. Encourage Ss to take notes in response to the questions. Explain that they will present their ideas to the class. Monitor and provide support, especially language support, where necessary.
- C** Give Ss time to prepare their presentations. Suggest they follow their notes in Ex 6B. They will also need to decide how, as a group, they will present their ideas to the class. Ask them to present their campaigns in turn and take notes on the campaigns they hear described.

EXTRA SUPPORT Provide a speaking frame for weaker classes/learners, e.g. *Our community has a problem with ... / Our goal is to ... / We'll do this by (verb + -ing) ... / We'll get our campaign into the news by doing (two) things. Firstly, ...*

- D** Ask Ss to do this task in the same groups as Ex 6B and try to agree on the best idea. Each group then shares this idea with the class, giving a reason. To encourage Ss to use reported speech, you could write the following prompts on the board: ... *said that ... which I agree with. / I'm not sure about ... / They said that ... , but I'm not sure I agree.* You can monitor and provide feedback on Ss' use of reported speech.

WRITING

an online comment

- 7A** Ask Ss where you can find people discussing local problems and possible solutions (e.g. local newspapers and their websites, local news social media pages, local community group pages). Check Ss understand the meaning of *tourists* and *bins*. After Ss read the problem and comment, put them into pairs to discuss the questions. Elicit ideas in open class. If Ss have similar opinions, ask them to consider the opposing viewpoint.

EXTRA SUPPORT: DYSLEXIA If possible, record the article and comment before the lesson so Ss with dyslexia can listen as they read. Alternatively, read them out in class or have a stronger learner do this.

ANSWER:

The article is about the pollution on the beach.

- B** Check Ss understand the meaning of *solution*. Do the first one as a whole class to check Ss understand the task. When checking answers as a class, point out or elicit what follows the highlighted phrases, e.g. a *that* clause after *The problem is*, an infinitive without *to* after *Another suggestion is* *to*.

EXTRA SUPPORT: DYSLEXIA You could provide the phrases in bold (plus the relevant parts of the following phrases for context) as a vertical list on the board or in a handout to help Ss with dyslexia identify the relevant information.

ANSWERS:

Introduce a problem: The problem is, Unfortunately, This issue is

Introduce a solution: One idea is to, We could, Another suggestion is to, It would also be good to

- C** Check Ss understand the meaning of *skatepark*. After Ss read the problem, check they understand it by eliciting what the problem is (there isn't much/ enough for young people to do). Put Ss into pairs to discuss possible solutions, using the ideas in the box to help them. Elicit ideas from the class.
- D** Ask Ss to decide on the solution they will offer, and to think about which bold phrases in Ex 7A they can use in their comment. Ss can then write their comment in class or out of class. They should aim to write no more than 100 words. Provide feedback on the use of the introductory phrases and any good use of language and incorrect use of language that is beneficial to your class.

EXTRA IDEA: DIGITAL Create an online forum and post the problem on there. Ask Ss to respond with their comments and then read each other's and reply to at least two comments. Read and respond to the ideas yourself and encourage further discussion where possible.

TO FINISH

Ask Ss to tell each other something they enjoyed or found interesting in this lesson. Then re-pair Ss and ask them to report what their first partner told them to their new partner.

5C Good news

HOW TO ... | give and respond to personal news

VOCABULARY | events and occasions

PRONUNCIATION | intonation to exaggerate feelings

LESSON OVERVIEW

In this lesson, Ss give and respond to personal news. The lesson begins with Ss reading two texts describing personal news and learn verb and noun phrases related to events and occasions. Ss listen to a number of conversations where people give personal news. From those, they focus on phrases which give and respond to news. They listen to and practise using exaggeration in phrases which respond to news. Finally, they share and respond to each other's personal news.

Online Teaching

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

- **Ex 3A:** When checking answers, give the number of the conversation and ask Ss to type the letter of the picture into the chat box to assess everyone's understanding.
- **Ex 5C:** Play the recording so that Ss can listen and repeat. Mute all microphones so that Ss can repeat it chorally first, then nominate individual Ss and ask them to unmute themselves and repeat the phrase. Provide feedback.
- **Ex 6B:** Put Ss into groups in breakout rooms. To avoid Ss all responding at once and the sound becoming distorted, ask Ss to allocate numbers. S1 gives news to S2 who then responds. S2 gives news to S3 who responds, etc.

Additional Materials

For Teachers:

Presentation Tool Lesson 5C
Photocopiable Activity 5C
Grammar Bank 5C
Mediation Bank 5C

For Students:

Online Practice 5C
Workbook 5C

TO START

On the board, write: *Events and occasions*. Ask Ss to come up with a list of events and occasions that people experience in their lives, e.g. births, birthdays, weddings, a promotion at work, holidays, concerts, exams, etc.

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

events and occasions

- 1 A** Share your own answers to the questions with the class, e.g. 'My week is going fine, nothing exciting because ...', 'Last month, I went to a party and saw some old friends.' Try to avoid asking Ss to share their news with the whole class as they will do so in the speaking task later in the lesson.
- B** You could ask Ss to predict why the writers' weeks might be good or bad in terms of home, work, friends and family, and free time before they read to engage their interest. Ss could underline or highlight the good things in one colour and the bad things in another when they read.

ANSWERS:

Good things: just moved into a really nice house, passed my driving test, work's going really well, got promoted, earning more money, sister has had a baby, had a new haircut, got over 2,000 likes for video I posted online

Bad things: failed my accountancy exams, worried I might lose my job, broke my phone, had an argument with a friend, new shoes don't fit, got my driving test tomorrow, will probably fail!

- 2 A** Note that these are phrases related to events and occasions and that most of them are verb + noun phrases. When checking answers, make sure that Ss understand the meaning of the phrases. You could ask them to explain the difference between *get promoted* and *get a new job*, *win a competition* and *win a match*, and *get engaged* and *get married*.

EXTRA SUPPORT: DYSLEXIA You could provide the words in the box as a vertical list on the board or in a handout to help Ss with dyslexia read and identify them better. The same applies to the words in Ex 4A.

ANSWERS:

good news: pass your exams/driving test, have a baby, get 2,000 likes, get promoted/a new job, win a competition/a match, get engaged/married, celebrate your birthday, graduate from university, move house

bad news: fail your exams/driving test, lose your job, break your phone/laptop, have an argument (*win/lose* an argument are also possible)

B This task gives Ss practice in understanding people's news from things they say. Guess Filippo's news together as a class, explaining the meaning of *roundabout* and *flower bed*, if necessary. Explain that in some places, flowers are placed in the middle of roundabouts to make them look more attractive. Ss could do the task in pairs. When checking answers, elicit what words told them the answer.

ANSWERS:

- 1 Filippo failed his driving test.
- 2 Eva had a baby.
- 3 Dan broke his phone.
- 4 Natasha got a new job.
- 5 Emilio had an argument.
- 6 Ana is celebrating her birthday.

C Ss complete the questions first. They can refer to the table in Ex 2A to help them. Check answers as a class, then put them into pairs to ask and answer the questions. Monitor and provide feedback on Ss' use of the phrases in Ex 2A.

EXTRA CHALLENGE Ss can write more questions to ask and answer using the phrases in Ex 2A.

ANSWERS:

- | | | |
|--------|-------------|----------|
| 1 had | 2 celebrate | 3 broken |
| 4 move | 5 won | |

How to ...

give and respond to personal news

3A  **5.05** | Ask Ss to look at the pictures and identify the person's feelings and why they might feel like that. Play the recording for Ss to check their ideas and complete the task. Check answers as a class.

ANSWERS:

- 1 E 2 F 3 B 4 A 5 C 6 D

 AUDIOSCRIPT 5.05**1**

- A: Guess what! I've got some amazing news.
 B: What is it?
 A: You won't believe this, but Greg and I got engaged.
 B: Wow, that's amazing! Congratulations! I can't believe it!
 A: I know. I can't believe it either ... it's just so exciting ...

2

- A: I've got some good news to tell you.
 B: What is it?
 A: You know I applied for the manager's job?
 B: Yes.
 A: Well, I got it!
 B: That's wonderful news! I'm so pleased for you.
 A: Thank you.

3

- A: You won't believe this!
 B: What?
 A: I just broke my phone.
 B: Oh no! That's awful. What happened?
 A: I was holding a cup of coffee and I dropped it.
 B: Oh. I'm really sorry. Let's see if we can fix it.

4

- A: Hi Mum, I've got something to tell you.
 B: What is it?
 A: I passed my exams ...
 B: Well done! That is good news. I bet you got top grades, too!
 A: Well, yes I did actually.
 B: I'm so happy for you.

5

- A: Guess what! I've just won a competition!
 B: Really? What did you win?
 A: I got two tickets to the music festival next weekend, for Saturday *and* Sunday! There are some great bands playing.
 B: I can't believe it! That's great.
 A: Do you want to come with me?
 B: I'd love to. Are you sure? That would be fantastic.

6

- A: Bad news, I'm afraid.
 B: What? What's happened?
 A: You won't believe this, but I failed.
 B: Failed?
 A: I failed my driving test again.
 B: Oh no! What a shame. I'm sorry to hear that. What happened this time?
 A: Well I was doing really well, but then there was this bus in front of me and ...

- B** Elicit ideas for each picture in turn. Encourage Ss to use phrases from Ex 2A where possible as they answer the questions.

ANSWERS:

- A** got good exam results, good news
B broke phone, bad news
C won a competition, good news
D failed driving test, bad news
E got engaged, good news
F got a job, good news

- 4A** Give Ss time to read the category titles and guess the missing words in the phrases. Ss could do this in pairs. Don't check answers yet.

- B**  **5.05** | When playing the recording, pause after each phrase or sentence for Ss to check their answers. Then check answers with the class. When checking answers, review all the phrases and their functions as Ss will need to use them to respond to news later in the lesson. Note that *There's something I need to tell you.* is usually used when the speaker feels the listener needs to prepare, i.e. for something fairly serious.

ANSWERS:

- 1** what **2** news **3** afraid **4** believe
5 wonderful **6** pleased **7** shame **8** sorry

EXTRA IDEA For Ss to hear the phrases in Ex 4A used once more in context, play recording 5.05 again. You could pause the recording after each conversation and elicit some of the phrases that were used in each one.

- C** 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.

GB page 122 GRAMMAR BANK

Go through the notes with Ss or let them read the notes alone. You might want to divide the table into sections and ask questions after each one to check understanding.

- 1** This task helps Ss to produce the phrases for giving and responding to news. Point out that Ss have at least the first letter of each missing word. Encourage them to complete the task without looking at the phrases in the table, and only look at that at the end to check their answers.

ANSWERS:

- 1** Guess **2** wonderful **3** pleased
4 afraid **5** terrible **6** need
7 awful **8** news **9** Congratulations
10 believe **11** so

- 2** This task focuses on word order in the phrases. When checking answers, ask pairs of Ss to read aloud each conversation. Check their answers, but also pay attention to their intonation and how well they exaggerate key words. This will inform how much practice they need of this in the Pronunciation section.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners may struggle with putting the words in order. Consider giving them the conversations with only the gaps and not the words in brackets. They can select an appropriate phrase from the table to complete the conversation. They may have slightly different answers.

ANSWERS:

- 1** A: You won't believe this, but
 B: That is good news
2 A: got something to tell you
 A: Unfortunately, I failed
 B: What a shame
3 A: really pleased to tell you
 B: I can't believe it
4 B: Wow, that's amazing

- 3** Point out that the exercise contains four separate conversations, with one person giving news and one person responding in each. Check answers with the class.

ANSWERS:

- 1** b **2** h **3** a **4** e **5** f **6** d **7** c **8** g

PRONUNCIATION

intonation to exaggerate feelings

- 5A**  **5.06** | Explain the meaning of *exaggerate*. Ask Ss to predict the stressed syllables and then play the recording for them to check. Note these on the board when checking answers.

ANSWERS:

- Wow, that's amazing! I'm so pleased for you.
 That's awesome! Oh no! That's awful.
 Congratulations! I'm really sorry.

EXTRA IDEA Choose a phrase and hum the rhythm with appropriate exaggeration. Ss have to guess what the phrase is.

B Ask Ss to read the rule and check they understand the meaning of *vowel* and *consonant*. You could play the recording again before they complete the rule.

ANSWERS:

vowel, longer

EXTRA IDEA Play the recording again for Ss to listen and repeat. Help them to produce the appropriate stressed syllable. Ask Ss if the intonation used with similar phrases in their first language is similar to English.

C  **5.07** | Explain that Ss should respond to the news they hear with a suitable response from the table in Ex 4A. Pause the recording after the first piece of news and give Ss time to respond with appropriate intonation. Nominate one or two Ss to respond in open class to check their ideas. Then, listen to the response in the recording before moving on to the next piece of news. Note that if Ss exaggerate too much, it can sound insincere, so help them to produce just the right amount of enthusiasm or sympathy.

EXTRA: ALTERNATIVE IDEA Put Ss into A/B pairs. Pause the recording after the first piece of news and give both Ss time to give a response. A gives a response first. B then follows. They then decide if they both responded using an appropriate phrase with appropriate intonation. For the next piece of news, B responds first, etc.

You could use strong–weak A/B pairs for this exercise and allocate stronger learners the B role. In this case, Ss don't take turns to respond first. Tell Bs that they cannot respond using the same phrase as A unless necessary. Alternatively, allocate the A role to stronger learners as they go first, and allow Bs to use the same phrase.

AUDIOSCRIPT 5.07

1

A: I managed to get tickets for the festival!

B: Wow, that's amazing!

2

A: I left my phone on the train last night.

B: Oh no! That's awful.

3

A: We've just had a baby!

B: Congratulations! I'm so pleased for you.

4

A: I failed my exams.

B: I'm really sorry.

5

A: I got a new job.

B: That's awesome.

6

A: I missed my flight.

B: Oh no! That's terrible.

EXTRA IDEA Ss could return to the conversations in the Grammar Bank if they have completed them and practise saying them out loud with appropriate stress and intonation.

SPEAKING

6A Encourage Ss to share good news from their real lives where possible, or good news that they hope will happen in the future. They can share bad news, too, but may prefer not to do this. In this case, they can select ideas from the lesson for this. Encourage Ss to select phrases they can use to give their news.

EXTRA: ALTERNATIVE IDEA Ask Ss to write five pieces of news – a mix of good and bad – on separate pieces of paper, or submit them anonymously via a digital tool. Redistribute the papers so that Ss have five different pieces of news or ask them to choose five ideas from the digital tool. They share this news.

B Ss should try to speak to as many other Ss as possible, giving a different piece of news each time, and giving a different response to their partner each time, where possible. Use the example given to demonstrate the task. If Ss are unable to move around, put them into groups and ask them to take turns to give a piece of news and then everyone respond. They can keep doing this until they have run out of news. Monitor and provide feedback on their use of phrases from the lesson and their intonation.

EXTRA: HOW TO ... Put Ss into A/B pairs. Tell As that they have had a lot of good news this week. They should imagine what it is. Tell Bs that they have had a lot of bad news. They should imagine what it is (you may want to tell them that the news is annoying rather than bad to avoid anything too serious). Ss then tell each other about their weeks and respond to all their good/bad news.

TO FINISH

To review the vocabulary from the lesson, ask Ss to work in pairs. One student looks at Ex 2A and says one of the phrases from the table (e.g. *married*). The other student does not look at the exercise and says the verb (e.g. *get*). They then swap roles.

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

► page 154 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 206

5D BBC Street Interviews

The future of news

GRAMMAR | *will, might* and *be going to* for predictions

SPEAKING | plan a news app

WRITING | a webpage about a news app

LESSON OVERVIEW

In this lesson, Ss watch a video of interviews with people on the street about the news. Ss begin by talking about news that does and doesn't interest them before they watch the interviews and complete a set of viewing tasks. There's a focus on *will, might* and *be going to* for predictions, before Ss plan a news app and then write a webpage about it.

Online Teaching

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

- **Ex 2:** 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 students time to watch the video on their own device before moving on.
- **Ex 4A:** Ask Ss to submit their answers to you via the chat box so that you can get a sense of how well Ss can select the right future form. Nominate Ss to explain their answers orally.
- **Ex 6B:** Ss could plan their writing in breakout rooms, with one learner opening a document, sharing their screen and taking notes. Ss could write the whole webpage like this, too.

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

Put Ss into small groups, or work as a whole class, and ask Ss to come up with a list of different types of news, e.g. politics, sport, business, crime, local, celebrity, fashion, entertainment, culture, music, technology, science, national, international. Check Ss understand the meaning of *crime*. Help Ss to pronounce any challenging words correctly. Note that this task will help Ss with Exs 1 and 2.

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 Use the examples to demonstrate the task. Highlight the phrases in the examples that Ss can use when discussing the question (i.e. *I'm really interested in news about ...* and *I'm not at all interested in news about ...*).

VIEW

- 2 ▶ Explain that Ss will watch people on the street talking about the types of news that interest them. Focus Ss on the types of news in the box. Play the first part of the video. When checking answers, elicit the most often mentioned type of news (politics, in particular international politics).

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

ANSWERS:

All the types of news are mentioned except celebrities.

- 3A ▶ Check Ss understand the meaning of *predictions*. You could play the second part of the video twice so that Ss have the opportunity to build their notes. They can compare notes in pairs after each viewing.

POSSIBLE ANSWERS:

less print media, more social media, less social media, more selective, more celebrity focus, more online, younger people delivering news

- B ▶ Ask Ss to read through the summaries before they do the task. Check they understand the meaning of *print media*, *disappear*, *positivity/negativity*, *generation*, *selective*, *prominent* and

offline. Give Ss time to read the summaries and choose the correct answers. Ss could do this in pairs, or individually at first and then compare their ideas with a partner. Play the video for Ss to listen and check. Check answers as a class. Note that the sentences on the page are the same as those said by the speakers.

EXTRA SUPPORT Play extracts of the video again when checking answers to help Ss get them right.

ANSWERS:

- | | | |
|-------------|--------------|---------------|
| 1 disappear | 2 negativity | 3 younger |
| 4 social | 5 selective | 6 celebrities |
| 7 online | | |

EXTRA CHALLENGE Ask Ss to look at the videoscript and work out the meaning of new items you feel would be useful, e.g. *tired of*, *efficient way*, *depressing*, *out of your control*, *prominent*, *influential*.

- C Give Ss time to read the completed statements and decide if they agree or disagree with them. Then put Ss into pairs to share their ideas. Choose a few different summaries and do a quick poll in open class to find out who agrees or disagrees with them. Then nominate Ss to explain why.

EXTRA CHALLENGE Ask Ss to make their own predictions about the future of news.

GRAMMAR

will, might and be going to for predictions

- 4A Explain that Ss are going to focus on different ways to give predictions. Give Ss time to complete the sentences. Put Ss into pairs to discuss the difference in meaning between predictions with *going to*, *might* and *will*. Refer Ss to the Grammar Bank on page 123 to check their ideas.

EXTRA SUPPORT To help Ss differentiate between the use and meaning of the verbs, ask them to decide which speaker feels certain about their prediction (*will*); which speaker has some evidence that something will happen (*going to*), and which speaker is not sure about their prediction (*might*). Clarify the answers.

EXTRA SUPPORT: TEACHER Note that *will* is often used for a speaker's opinion about the future, rather than a prediction based on evidence (*going to*).

ANSWERS:

- | | | |
|--------|------------|---------------|
| 1 will | 2 might be | 3 going to be |
|--------|------------|---------------|

- B** 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.

GB ▶ page 123 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

- 1** When checking answers, point out the negative *might not* in 6 c. Make sure Ss understand that both *might* and *be going to*, like *will*, can also be used in the negative to make predictions about things we don't expect to happen.

ANSWERS:

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

- 2** Before Ss do the task, make sure they understand that two of the sentences are correct, and that there may be more than one way to correct the mistake in some sentences.

EXTRA SUPPORT To help with word order, before Ss do the task, review the position of *definitely* and *probably* in sentences with *will*, *won't* and *be going to*.

ANSWERS:

- 1 I'm sure you **will** play well tomorrow.
- 2 I can see from the look on your face that you're ~~not~~ **probably** **probably not** going to enjoy this game.
- 3 You'll ~~probably~~ **might** get / You ~~probably~~ **might** get a message from Jon later.
- 4 I ~~definitely will~~ **will definitely** see you tonight.
- 5 correct
- 6 It ~~won't probably~~ **probably won't** be warm enough to swim in the sea.
- 7 There ~~might~~ **definitely** be a storm tonight but the weather woman wasn't sure.
- 8 correct

- 3** In this task, Ss focus on selecting the correct verb forms for the predictions, thinking about both meaning and form. Elicit the first answer from the class and ask Ss to explain their choice. Confirm the answers. Refer Ss to the grammar notes as they complete the task. When checking answers, ask Ss to explain their choices for some if not all of the sentences.

EXTRA SUPPORT: DYSLEXIA Provide the phrases in the box in a vertical list on the board or on a handout. This should help dyslexic Ss to read them more easily.

ANSWERS:

- | | | |
|------------------|-------------|------------|
| 1 will watch | 2 might not | 3 going to |
| 4 will | 5 won't | 6 probably |
| 7 definitely win | 8 might be | |

- 4** In this task, Ss focus on form. Complete the first sentence together as a class, demonstrating how Ss need to put the words in the right order, change the form of words and add missing words. Encourage them to use contractions. Monitor, if possible, as Ss complete the task and provide feedback. Check answers.

EXTRA SUPPORT: DYSLEXIA To further help Ss with dyslexia complete the exercise, you could simplify the gap-fill part so that only one or two words are missing, e.g. *I probably _____ know my results until August.* Their answers may vary slightly.

ANSWERS:

- 1 probably won't
- 2 're/are probably going to
- 3 is probably going to
- 4 might move
- 5 is going to arrive
- 6 definitely isn't going to
- 7 is definitely going to be
- 8 might not

SPEAKING

plan a news app

- 5A** Ask Ss if they know any news apps (e.g. Apple News®, News360). Ask them what is different about each one. Explain that Ss are going to create an app for one type of news. Focus Ss on the topics in the box and the questions. Then, put Ss into an even number of groups and ask them to complete the task. Monitor and provide support with ideas and language where necessary. Encourage Ss to take notes on each question.

EXTRA SUPPORT Elicit or explain some common ways of creating app names to help groups come up with a suitable name, e.g. describe the app in the name, add a prefix, e.g. *open-*, *i-*, *my-*, add a suffix, e.g. *-ify*, *-ly*, *-able*, or change the spelling, e.g. miss out a letter or have incorrect spelling.

- B** Focus groups on the Key phrases and give them time to decide how to present their app to another group, and which phrases to use. Encourage each member to give information about a different element of their app in their presentation so that everyone in the group speaks. When ready, put two groups together and ask Ss to take turns to present their apps. The group listening should listen and decide if they would use the app or not. Encourage them to ask questions to find out more. Monitor, and note down good examples of predictions and examples which may need correcting. If you have time, put each group with another different group for them to repeat their presentations. When

groups have finished, ask them to discuss whether they would get the apps the groups created or not. Provide feedback and elicit corrections.

WRITING

a webpage about a news app

6A Ask Ss what they would expect to see in the Happy News app and why. They then read the webpage about the app to check their ideas. Check Ss understand the meaning of *subscribe* before they answer the question. You could do this as a whole class or in pairs.

EXTRA SUPPORT: DYSLEXIA If possible, record the webpage before the lesson so Ss with dyslexia can listen as they read. Alternatively, you or a stronger learner can read it out in class.

B Ask Ss to look at the webpage description of the Happy News app and think about its purpose (to attract subscribers), what information it includes (what the app is, what users can find on it, what negative things users won't find on it, why the creators think it's good, a call to action, i.e. to subscribe) and the type of language used (neutral, but friendly). Ask Ss how the webpage attracts and keeps the readers' attention (short sentences and sections; asking the reader questions). Ss should write about the news apps they created in Ex 5A. They could plan and write their webpage individually, plan it in their groups and write it individually, or plan and write it in their groups. Encourage Ss to take notes on the bullet points, and think about what question they can ask to get the reader's attention from the start. You could suggest a word count of 100–140 words to account for weaker and stronger writers. When finished, provide feedback.

EXTRA IDEA: DIGITAL Ss create their webpages online and share them with the class. Ss read all the webpages and vote for their favourite idea. Ss could use a learning management system, or create a webpage for real using a free website maker. They could present it to the class without actually publishing it.

TO FINISH

Ss make three predictions about the next week, one with *will*, one with *might* and one with *be going to*. Give an example of each to clarify the task and remind Ss of the differences between each form, e.g. 'I'll probably get pizza for dinner on Friday. It might rain at the weekend. I'm going to feel tired next week.' They record these and then share them with a partner. You can follow this up in a subsequent lesson, and ask Ss if their predictions were correct.

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, 3, 5A, 7A) 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 2:** Ss could each share one definition via the chat box and then read and guess each other's. Alternatively, you could turn it into a quiz where Ss note down the answer to each definition. You then ask each student to reveal the answer to their definition while the others listen and check their answers. The student who got the most correct answers wins.
- **Exs 7A and 7B:** Ss can share their answers to Ex 7A via private chat so you can see which answers you need to address after Ss listen and check their own answers in Ex 7B.

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 (Grammar: relative clauses, reported speech, *will*, *might* and *be going to* for predictions; Vocabulary: news and social media, social issues, the environment, events and occasions; How to ... give and respond to personal news). Ask them to look at the unit lesson objectives to check their ideas.

EXTRA: ALTERNATIVE IDEA On the board, write:
re ____ *cl* ____, *re* ____ *sp* ____, *pr* ____ *s*,
ne ____ *and so* ____ *me* ____, *the en* ____,
ev ____ *and occ* ____ . Tell Ss these are some of the things they have studied in Unit 5. Elicit the missing words (relative clauses, reported speech, predictions, news and social media, the environment, events and occasions).

GRAMMAR

relative clauses

- 1 A** Check Ss understand the meaning of *located*. When checking the relative pronouns with the whole class, ask Ss if any of them can be omitted (*where* in question 3 as it follows *place*; *when* in question 5 as it follows *day*; *when* in question 7 as it follows *time*). Do not check which words each sentence defines yet.

ANSWERS:

- | | | | |
|--------|---------|---------|--------|
| 1 who | 2 that | 3 where | 4 that |
| 5 when | 6 which | 7 when | |

- B** After Ss check their ideas and you check answers with the class, point out that these words recycle language from this unit as well as previous units.

ANSWERS:

- | | | |
|------------|------------|-------------|
| 1 teammate | 2 champion | 3 campus |
| 4 activist | 5 bored | 6 recycling |
| 7 donate | | |

- 2** Give Ss time to create their definitions. Point out the examples to help them and tell Ss to choose people and things that other Ss are likely to know. Ss could work in pairs to do this. If so, put them with a different partner when they give and guess the definitions. Monitor and provide feedback on Ss' use of relative clauses.

EXTRA CHALLENGE You might want to ask stronger Ss to do this without the preparation.

reported speech

- 3** Review reported speech by asking Ss what happens to the verb each time (it goes back one tense) and when it does not do this (when the verb is already as far back as it can go, e.g. past perfect, *could*; and when the information is still true now). Ask them what other words might have to change (pronouns, time expressions). Ss complete the task. Ask them to explain their verb choices when checking answers.

ANSWERS:

- 1 (that) he never buys/bought
- 2 me (that) she had watched
- 3 (that) they weren't going to buy
- 4 me (that) she would help with

- 4A** The purpose of this task is to provide Ss with answers to report in Ex 4B. Explain this so that Ss know to take good notes.

- B** Use the given example to explain the task. Alternatively, give an example using an answer you heard a student give in Ex 4A, e.g. 'Mohammed said that he's going to California next year.' Monitor as Ss do the task and provide feedback on their use of reported speech.

will, might and be going to for predictions

- 5A** When checking answers to the task, elicit which sentences refer to a prediction based on evidence (4), the speaker's opinion (1, 3, 5) and a prediction the speaker is unsure of (2, 6).

EXTRA SUPPORT: DYSLEXIA Provide the sentences with the words in order but the verbs *will*, *might* and *be going to* removed. Ss complete the sentences.

ANSWERS:

- 1 I think I'll probably do a different job.
- 2 I think I might retrain.
- 3 I probably won't move house.
- 4 I think I'm going to have lots of children.
- 5 I definitely won't leave this country.
- 6 I might learn to play the guitar.

- B** You could demonstrate this yourself with an example, e.g. 'I think I'll probably still be doing this job.' Ss could write their sentences and then work in pairs and share them, or they can work in pairs and change the sentences orally. Encourage Ss to ask follow-up questions. Monitor and provide feedback on their use of verb forms for predictions.

VOCABULARY

- 6** This exercise includes a range of vocabulary from across the unit. Use the example to demonstrate the task. You could choose another item from the box and elicit a sentence from the class to check they've understood, e.g. *celebrate your birthday*, *post online* – 'I never post online about how I celebrate my birthday.' Put Ss into pairs to complete the task. Monitor and provide feedback on both good examples and weak examples given.

7A Note that the magazine in this text is not real. Ask Ss if they read any magazines online or offline and what they are. Ask them if they know of any magazines on the topic of the environment. Ss read the text and choose the correct options. Remind Ss to look at the meaning of the word, the part of speech and words which come before and after the gap which may form a collocation with the missing word. Don't check answers yet.

EXTRA SUPPORT: DYSLEXIA You could divide the text into two or three sections and provide the corresponding options for the relevant gaps directly below or next to each section. Alternatively, ask Ss to cover each line of the options, except the one they are working on, to reduce distractions.

B  **R5.01** | Play the recording so that Ss can check their answers. Follow up by selecting a few questions and asking Ss to explain why the incorrect answers are incorrect, i.e. because of meaning, form or collocation.

ANSWERS:

1 C 2 B 3 A 4 B 5 A
6 C 7 A 8 B 9 A 10 B

EXTRA IDEA Ss could write a short description of a magazine or a website that they read and try to include examples of relative clauses.

TO FINISH

On the board, write: *After Unit 5, I feel more confident in my ability to ...* and *I'd like to feel more confident in my ability to ...*. Ask Ss to complete the prompts with specific examples (e.g. *use vocabulary to describe the environment*, not just *use vocabulary*). Ss can tell a partner or submit them to you on paper or digitally. Elicit what helped Ss to feel confident in the ability they mentioned in the first sentence. Help Ss to identify ways to build confidence in the area they have identified in the second sentence.

6 creators

Global Scale of English **LEARNING OBJECTIVES**

6A The two Pablos

- **READING** | Read an article about two famous people in the arts: the arts; people, places, things
- **Pronunciation:** *used to*
- **Talk about past hobbies:** *used to*

GSE INFORMATION

VOCABULARY

43–58 Can use language related to arts.

READING

49 Can identify the main topic and related ideas in a structured text.

GRAMMAR

45 Can use 'used to' to refer to past habits and routines.

SPEAKING

47 Can describe events, real or imagined.

6B Be creative

- **LISTENING** | Understand people talking about creativity in their lives: creativity: word building
- **Pronunciation:** word stress in word families
- **Talk about ways to be more creative:** comparatives and superlatives
- **Write a review**

GSE INFORMATION

VOCABULARY

43–58 Can use language related to aptitude, ability, knowledge, and skills.

LISTENING

45 Can follow familiar topics if the speaker is clear and avoids idiomatic usage.

GRAMMAR

44 Can make comparisons with regular shorter adverbs + '-er'.

47 Can make comparisons with 'more' + longer adverbs.

44 Can make comparisons using '(not) as ... as' with adjectives and adverbs.

SPEAKING

50 Can give simple reasons to justify a viewpoint on a familiar topic.

WRITING

46 Can write a short review of a restaurant, movie, etc. using simple language.

6C Why do you think that?

- **HOW TO ...** | ask for and give opinions and reasons: extreme adjectives
- **Pronunciation:** intonation for expressing opinions

GSE INFORMATION

VOCABULARY

43–58 Can use language related to emphasizing.

HOW TO ...

47 Can ask a group member to give the reason(s) for their views.

SPEAKING

50 Can give simple reasons to justify a viewpoint on a familiar topic.

6D An artist at work

- **BBC PROGRAMME** | Understand a documentary about an artist
- **Talk about a creative genius:** present perfect + *for*, *since* and *yet*
- **Write a nomination for an award**

GSE INFORMATION

GRAMMAR

44 Can correctly use 'since' and 'for' in time expressions.

44 Can use the present perfect with 'yet' and 'still'.

SPEAKING

45 Can give brief reasons and explanations, using simple language.

WRITING

48 Can write an email making a recommendation, 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 6A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ **Focus Ss** on the main photo and ask Ss what they think it represents (creativity). Explain that the unit is about creators and creativity. Play the video so that Ss can complete the first part of the task. Put Ss into small groups to compare their notes and then check answers with the whole class. Ask Ss to work in their groups and discuss the question in the second part of the task.

POSSIBLE ANSWERS:

- 1 dancing, singing, creative writing, baking cakes and bread, playing the guitar, crafts (knitting), drawing, gardening, painting
- 2 Students' own answers

EXTRA IDEA Ss can watch the video again at home and identify all the creative activities mentioned (see Possible answers box above). Alternatively, give them a list of these items in random order and Ss order them according to when they hear them.

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 The two Pablos

GRAMMAR | *used to*

VOCABULARY | the arts; the arts: people, places, things

PRONUNCIATION | *used to*

LESSON OVERVIEW

In this lesson, Ss talk about a hobby they used to have. They start by reading the introduction to an article about Pablo Picasso and Pablo Casals. From this text, Ss work out the meaning of vocabulary related to the arts. They work in pairs and each read an article about one of the Pablos. They share information and find out what the two men had in common. From these articles, Ss focus on *used to*. They listen to the linking in the pronunciation of *used to*, and practise using this structure. Finally, Ss talk about a hobby they used to have.

Online Teaching

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

- **Ex 3A:** Provide very clear instructions to make sure that Ss read the correct article as you will not be able to monitor and check this. Check these instructions by asking all those who are going to read text A to put their hands up and check the right Ss do. Do the same with text B.
- **Ex 3D:** Ss could use the whiteboard in their breakout room to record their list of similarities. One student can share their screen and select the whiteboard in this case. That student then saves it and can share it again in the main room during feedback.
- **Ex 6B:** Tell Ss to ask you any questions they have about the task or vocabulary via the private chat box. You could also open a breakout room that Ss can choose to enter to ask you directly without all their classmates hearing. However, this means you will not be able to monitor the other Ss in the main room.

Additional Materials

For Teachers:

Presentation Tool Lesson 6A

Photocopiable Activities 6A

Grammar Bank 6A

Vocabulary Bank 6A

For Students:

Online Practice 6A

Workbook 6A

TO START

Divide the class in half. Ask one half to write down as many artists they know as possible, and the other half to write down as many classical composers, conductors or musicians as they can. Give them two minutes for this. They could work in pairs within their group. Elicit ideas from both groups and find out who had the longest list.

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

the arts

1 A Focus Ss on the photos. You could put Ss into pairs for this task, or elicit ideas from the whole class. Encourage Ss to speculate if they do not know the answers. Point out that the musical instrument in the photo is a *cello*. Don't tell Ss who the two men are yet.

B Explain that the introduction will explain who the two men are. Give Ss time to read it and then check the answers to Ex 1A.

EXTRA IDEA: DIGITAL Go online and show Ss examples of Picasso's art from different periods for comparison, and play a sample of Casals playing the cello, e.g. Bach Cello Solo number 1. Ss could do this using their mobile devices. Ss can look and listen and then tell a partner if they like this kind of art/music and why/why not.

2 A Ask Ss to look at the words in bold. Ask them what the topic of these words are (the arts). When checking answers as a class, make sure Ss are clear about the meaning of these words. Note that *works* is plural because in this context it is countable (i.e. a work of art, works of art). This is different to *work* when we refer to what we do as our job (uncountable).

EXTRA SUPPORT Help Ss to pronounce the words correctly by drilling them, especially *musician*, *composer* and *styles* as these may be challenging and/or new to Ss.

EXTRA SUPPORT: DYSLEXIA To help Ss with dyslexia do this task, extract the sentences or phrases with the words in bold from the article and provide them in a vertical list. Ss use the sentences to work out the meaning and match the words to meanings 1–10, and are not distracted by the rest of the article.

ANSWERS:

1 musician	2 arts	3 performer	4 recording
5 painter	6 style	7 subjects	8 composer
9 works	10 image		

B Give Ss time to think about what and who they can talk about. Encourage Ss to think about how they can use the vocabulary in Ex 2A, too. Ss do the task in pairs. Monitor and provide feedback on Ss' use of vocabulary from Ex 2A, as well as other words related to the arts.

C Refer Ss to the Vocabulary Bank on page 141.

▶ page 141 **VOCABULARY BANK** the arts: people, places, things

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 Ask Ss to read the sentences and identify which words in bold refer to people (P), places (PL) and things (T). Check answers. Ss can then complete the definitions with the correct words. Don't give away the answers yet. Monitor and identify any challenging words.

EXTRA SUPPORT: DYSLEXIA Extract the words in bold from the sentences and provide them in a vertical list. Explain the meaning of each word and then ask Ss to do the matching task to consolidate their understanding.

B  **VB6.01** | After playing the recording, check that Ss understand that an *art gallery* is an example of a venue, as is a concert hall, a theatre, etc. Help Ss to pronounce *venues* and *architect* correctly.

ANSWERS:

1 dancer	2 architect	3 photographer
4 audience	5 studio	6 art gallery
7 venue	8 show	9 drawing
10 design		

EXTRA CHALLENGE Ask Ss to tell each other about an arts event they went to and what it was like, e.g. an art gallery exhibition, a concert, a show of some kind. Ss should try to use vocabulary from Ex 1A in the Vocabulary Bank and Ex 2A in the main lesson where possible. Monitor and provide feedback on this.

VB

READING

EXTRA SUPPORT: DYSLEXIA There are recordings of the reading texts available to help dyslexic learners.

3 A Put Ss into A/B pairs. Explain that A will read about Picasso and B will read about Casals. Check Ss understand the meaning of *genius*. Ask Ss to read their texts and select the main topic. Ss could check their answer with a student in the same A/B group as them. When checking the answers as a class, elicit Ss' reasons for selecting their answer.

EXTRA SUPPORT: DYSLEXIA If possible, divide the class into groups 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 3A, they can then read and listen to the text if they prefer.

ANSWER:

2 (for both texts)

B Ss could do this task with someone in the same A/B group as them. Encourage them to make notes. Explain that they'll share information about the article with their partner from the other group later, and that they should make good clear notes to use for this when answering the questions. You could check the answers with each A/B group separately, provide them with answers to check themselves, or monitor and check answers.

ANSWERS:

1 Picasso: His first word was Spanish for a pencil. Father was an artist. House was full of pencils, paint and paper. From the age of five, he drew everything he saw. He drew at school, at home, in restaurants, in bed. Painted his first painting at seven.

Casals: Father was a music teacher. As a baby, Casals listened to his father playing the piano. By six, Casals played the piano and the violin. He saw someone perform on a cello, fell in love with the instrument, stopped playing the violin and the piano, and became a cello player.

2 Picasso: In 1904, aged twenty-three, Picasso moved from Spain to Paris.

Casals: When still a young man, Casals moved to Paris. He became famous as a musician and composer there.

3 Picasso: He was poor.

Casals: He played the cello for Queen Victoria.

4 Picasso: He arrived at his studio in the afternoon and often worked until 3 a.m. He collected objects in his studio and used them in his work.

Casals: From the age of thirteen, he started the day with a walk in nature, then practised the same notes before breakfast. He practised every day even as an old man.

5 Picasso: still painting

Casals: still practising every day

C Ss work in their A/B pairs here. They should use their notes rather than read directly from the article if possible. Note that you could ask Ss to move directly on to Ex 3D when they've finished.

D Ss can remain in their A/B pairs for this task. Make it clear that Ss need to identify all the things that both Pablos had in common. Monitor and note down any interesting answers. Invite the Ss that made them to share them with the class. Elicit all the similarities between the two men's lives from around the class. Ask Ss what they think was the most interesting thing about both men and their careers.

GRAMMAR

used to

4 A Ask Ss which Pablo each sentence is referring to in order to establish the context for each one. Give Ss time to answer the questions. You could refer them to the Grammar Bank to check their answers. Help Ss to recognise the difference between a specific event in the past simple and a regular habit using *used to*. Elicit which verb form follows *used to* (the infinitive). Elicit the negative and question forms and point out the use of *use* and not *used* in these (note this is something that native speakers often get wrong). You might also want to highlight that *never used to* is more common in spoken English than *didn't use to*.

EXTRA SUPPORT: DYSLEXIA Display the sentences on the board using colour to show the verbs. Encourage dyslexic learners to make notes using colours, too, as this can help them to see the differences better.

ANSWERS:

Single event in the past: 2, 4

Regular habit in the past: 1, 3

B 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

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

GB

- 1** This task focuses on both meaning and form. Make it clear that it is possible that both sentences in a pair are correct. Elicit answers to the first question to check Ss understand the task. Put Ss into pairs to check and explain their answers before checking answers as a class. You could elicit the difference in meaning between the sentences in 1 and 4 where both sentences are correct. These convey the same meaning, but when *used to* is used, the speaker wants to convey the idea that it was a regular habit or semi-permanent state.

ANSWERS:

- 1 both correct
- 2 a is correct; b is incorrect: 'last night' is a specific time, so the verb needs to be in the past simple.
- 3 a is correct; b is incorrect: 'for three years' is a specific length of time, so the verb needs to be in the past simple.
- 4 both correct
- 5 b is correct; a is incorrect: 'when he was ten' is a specific time, so the verb needs to be in the past simple.
- 6 b is correct; a is incorrect: 'Last March' is a specific time, so the verb needs to be in the past simple.

EXTRA CHALLENGE You could introduce and practise the other forms of *used to* by asking all Ss, or just fast finishers, to turn the correct *used to* sentences (i.e. 1a, 4a) into negative sentences and questions (i.e. *I didn't use to collect ... / Did you use to collect ... ? / She didn't use to be ... / Did she use to be ... ?*).

- 2** This task focuses primarily on form although Ss must have some understanding of the meaning of the gapped sentences, too. Ask Ss to read the article and say what creative thing the writer did (create a video game). Ss then look at each gap, pay attention to the words around it and think about the meaning, e.g. if it's positive or negative. They should then select the missing word. All of the missing words relate to the structure *used to* in some way. Put Ss into pairs to check their answers with each other before checking answers as a class.

ANSWERS:

- 1 to 2 used 3 use 4 used 5 to 6 Did 7 not

EXTRA IDEA If you think your class would benefit from further practice, put Ss into A/B pairs. Say an activity, e.g. 'play basketball'. Student A turns to Student B and makes a true sentence about themselves with *used to* and *play basketball*, e.g. 'I used to play basketball at school.' Student B then makes a true sentence about themselves about the same activity, e.g. 'I didn't use to play basketball at school.' Say another activity, e.g. *play video games*. Ss A and B make true sentences again. Continue with other prompts, e.g. *hang out with my friends at the weekend, play a musical instrument, go to bed late on a school night*.

- 3** This exercise focuses on the form of *used to* with a particular focus on negatives and questions. Before Ss do the task, tell them to read each sentence carefully in order to decide if the verb needs to be positive or negative.

ANSWERS:

- | | |
|-------------------------|---------------------------|
| 1 used to live | 5 didn't use to watch |
| 2 didn't use to drink | 6 Did (Akira) use to draw |
| 3 didn't use to like | 7 used to be |
| 4 Did (you) use to have | 8 used to do |

PRONUNCIATION*used to*

- 5A**  **6.01** | Play the recording so Ss can hear the pronunciation in the sentences and check the answer to the question. Help Ss to understand that the two words *used* and *to* are linked, with no /d/ sound between them, but a /t/ sound instead. Highlight the use of the schwa in *to*.

ANSWER:

No, we don't pronounce the 'd' in *used to*.

EXTRA IDEA To give Ss more practice in pronouncing *used to* themselves, play the recording again and ask Ss to listen and repeat the sentences. Help them to pronounce *used to* effectively.

- B** Give Ss time to write their sentences. Monitor if possible and provide feedback on Ss' accuracy. Model the task by saying sentences true for you to the class and ask them to check your pronunciation, e.g. 'I didn't use to like coffee when I was young, but now I can't live without it.' Monitor and provide feedback on Ss' pronunciation.

SPEAKING

- 6A** Ask Ss what they can see in the photos and if they did these activities when they were younger. Ss can then match the sentences to the photos. Check answers.

ANSWERS:

1 C 2 D 3 E 4 B 5 A

- B** Ask Ss to think of a hobby they had when they were younger. If they didn't have a hobby as such, it could just be an activity that they did regularly such as play games, ride their bike, help a parent cook, etc. Encourage Ss to take notes on their answers to each question and to think about how they can use *used to* in their description. Monitor if possible and provide support.
- C** Demonstrate the task yourself first by describing a hobby you had, for example 'I used to go cycling with a friend every weekend.' Encourage Ss to ask you follow-up questions, e.g. 'Where did you use to go? How far was it?' You could also use the examples given in the book to help clarify the task. Put Ss into pairs. To encourage them to listen to each other, you could ask Ss to make a list of things they had in common in relation to their hobbies. As Ss complete the task, monitor and note down good examples and incorrect examples of *used to*. Provide feedback and elicit corrections.

EXTRA IDEA Encourage learner autonomy by asking Ss what their learning goal is when doing the task, e.g. speak for a minute, use *used to* correctly in questions, avoid hesitation. Ss identify this before the task and then reflect on whether they achieved this goal after completing it.

TO FINISH

Ask Ss to work with a different partner. Ss tell their new partner two or three things about their first partner's hobby (from Ex 6C) using *used to*, e.g. 'She used to collect football cards. She didn't use to buy them. Her grandparents used to give them to her.'

6B Be creative

GRAMMAR | comparatives and superlatives

VOCABULARY | creativity: word building

PRONUNCIATION | word stress in word families

LESSON OVERVIEW

In this lesson, Ss talk about tips for becoming more creative. The lesson begins with Ss doing the paperclip challenge. They then read a text on the topic of creativity and focus on word families and word building, and word stress. Next, Ss listen to a podcast where people talk about their creativity. From this recording, Ss review and practise comparatives and superlatives before discussing and comparing a set of tips for becoming more creative. Finally, Ss write a review, focusing on linking ideas.

Online Teaching

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

- **Ex 2B:** If you ask Ss to add words to a table, make sure that your settings allow them to annotate either the board or other documents.
- **Ex 3A:** Ss can mute themselves and practise saying the words out loud on their own. Allow them to turn their cameras off or turn away from the camera to do this without feeling self-conscious.
- **Ex 7C:** Display the errors you picked up on while monitoring and ask Ss to correct them via the chat box. If you ask them to use the private chat option, they will not see or copy from each other's ideas. This will give you useful information that will allow you to decide which aspects of the language you need to review.

Additional Materials**For Teachers:**

Presentation Tool Lesson 6B

Photocopiable Activities 6B

Grammar Bank 6B

For Students:

Online Practice 6B

Workbook 6B

TO START

On the board, write: *creativity*. Put Ss into pairs. Ask them to create as many words from the letters in 'creativity' as possible. Elicit an example, e.g. *very*. The pair with the most words after two minutes wins.

POSSIBLE ANSWERS:

act, active, activity, air, art, ate, car, care, cat, cave, city, cry, ear, eat, ice, icy, race, rat, react, rice, tea, tie, treat, vet, year

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

creativity: word building

1 A Ask Ss what they can see in the picture in Ex 1A (a paperclip). Ask them what the purpose of a paperclip is (to hold pieces of paper together). Ask if they've heard of the *paperclip challenge* and what they think it might be. Elicit ideas and then ask Ss to read about it and check their ideas. Put Ss into groups and give them one minute to do the challenge.

B Refer groups to page 147 and ask them to see if their ideas are mentioned there. Find out which ideas in the list Ss had thought of. Elicit other ideas they came up with and make a list on the board. Decide as a class which group had the best idea and why. It could be the most creative, the most useful, etc. Ss can decide.

C These questions help Ss to think critically about the paperclip challenge and creativity in everyday life. After Ss complete the task, invite different pairs to answer each question in open class.

2 A Ask Ss what they think the answer to the question in the title is and help them to articulate their ideas as this is a difficult question to answer. Ss then read the article to compare their ideas. Ask two or three Ss to tell the class if they agree or disagree with the ideas in the article and why/why not. You could do a quick class poll to find out everyone's view.

EXTRA SUPPORT: DYSLEXIA If possible, record the text before the lesson so dyslexic learners can listen while they read. Alternatively, read it out in class yourself or ask other Ss to do so.

B Focus Ss on the vocabulary in bold in the article. Ask Ss to identify the part of speech of each word. Help them to recognise the different suffixes that can help them (i.e. nouns: *-ity, -ist, -ion*; adjectives: *-ive, -ic*). The context should also help them. Display the table on the board and nominate Ss to complete it or complete it yourself as you check answers. Check Ss understand the meaning of the words, especially *imaginative* and *photographic*.

ANSWERS:

verb	noun	adjective
X	talent	talented
imagine	imagination	imaginative
create	creativity	creative
X	art/ artist	artistic
photograph/ take a photograph	photo/ photography	photographic
X	skill(s)	skilful

EXTRA SUPPORT: DYSLEXIA Extract the words and provide them as a vertical list for Ss with dyslexia as they will be easier for them to read and identify in this format. If you provide them as part of the original phrases, Ss will also have the context to help them complete the task.

PRONUNCIATION

word stress in word families

3 A Put Ss into pairs for this so that they can practise saying the words aloud with each other as they mark the word stress. Monitor and model the pronunciation correctly if possible and where necessary. Don't check answers yet.

B  **6.02** | Play the recording once for Ss to check. Elicit answers from the class and mark the stress on the words on the board so that Ss can record it correctly. Play the recording again so that Ss can listen and repeat the words with the correct stress. Help them get it right. Note that the sound in the first syllable of *knowledge* (/n/) is different to *know* (/əu/).

ANSWERS:

talent – talented
imagine – imagination – imaginative
create – creativity – creative
 art – artist – artistic
photograph – photo – photography – photographic
 skill – skilful

The word stress isn't always on the same syllable. It sometimes changes according to the part of speech.

EXTRA CHALLENGE Ask Ss to identify the word families where the stress changes depending on the part of speech (*imagine, create, art, photograph*). Point out that the syllable before *-ion* in nouns and *-ic* in adjectives often carries the main stress, but the stress in words ending in *-ive* does not usually change (e.g. create – creative).

C Use the example to explain the task. Make it clear that each question should have one of the words in Ex 2B in it. Monitor if possible and help Ss with accuracy. As well as using the correct word form, Ss may have to use appropriate collocations, e.g. *talented at, take a photograph of*. Ss could work in pairs to create their questions then work with a different partner to ask and answer them. Monitor as Ss do this and provide feedback on their use of the vocabulary.

EXTRA SUPPORT Write question prompts on the board to help Ss, e.g. *Is ... (important to you)? Are you ... ? Do you (have/use) ... ? What kind of ... ? Which ... ? Have you ever ... ?*

FUTURE SKILLS | Creativity



D Ask Ss why creativity might be important for language learning and elicit one or two ideas. Ask Ss to read the Future Skills box to compare their ideas. Ss then work in pairs to discuss the question. Put two pairs together to compare their ideas. Monitor and invite the pairs with the best ideas to share them with the whole class.

EXTRA: EMPLOYABILITY SKILLS Ask Ss why creativity is considered to be really important in the workplace these days (e.g. it helps you to solve problems more effectively, to think of new business ideas / new ways of working). Ask them to work in pairs and discuss their job or future desired job, and consider how they are or might need to be creative and why.

LISTENING

4A **6.03** | Give Ss time to read the statements before you play the recording. They could predict who says what. When listening, Ss write the number of the idea next to each speaker. Play parts of the recording again when checking answers if Ss are unsure of an answer.

ANSWERS:

Roza: 1	Fabio: 2, 5
Joshua: 3	Meera: 4, 6

AUDIOSCRIPT 6.03

Roza

Interviewer: How important is creativity to you?

Roza: For me, creativity is the most important part of my job. But I don't think that's true just for writers and film-makers, like me. I think it's a vital human need, like we need water and food, and the company of other people. I think being creative is just as important as these other things. Being creative makes us feel happier, more satisfied and less stressed.

Interviewer: OK, and what do you do to bring creativity into your daily life?

Roza: One thing I do is I try to put myself in new situations, go to new places or talk to strangers. You know, I might just start a conversation with someone on the bus, or in a café. When you talk to someone who has different ideas to you, it opens your mind and you start to see things differently. It forces you to think more carefully about your ideas, and see things from a different point of view. I use that a lot in my work. I think it makes my films more interesting.

Joshua

Interviewer: How important is creativity to you?

Joshua: It's very important to me. I'm a designer, and when I'm looking for a new design, I usually start by going for a walk in nature. I find it helps my imagination, and it's easier for me to get ideas when I'm outside, especially in woodland. I notice the trees and the leaves and the shapes that they make. I also notice butterflies and smaller insects, even though I don't know their names. These things give me ideas for patterns and colours. I think all of my best ideas come from nature. For me, an important part of creativity is just taking time to notice what's around you, and think about what you can do with that.

Fabio

Interviewer: How important is creativity to you?

Fabio: Well, I'm a chef, so obviously, creativity is important because I'm always trying to come up with new ideas for recipes. That's the hardest thing about cooking. I experiment with mixing different ingredients together to see what happens. I take a recipe and think, 'Can I find a better way to do this, maybe cook it more slowly, or try to make it healthier?' But also, in my business, I'm always learning from other people's ideas. Maybe my website is not as good

as I want it to be, so I look at how other people use photographs and this gives me ideas. Or I try filming myself making some of my recipes, or offering cooking courses online. I'm always looking for ways to grow the business and reach a bigger audience.

Meera

Interviewer: How important is creativity to you?

Meera: I don't think I use creativity very much in my work. I'm an accountant, so I work with numbers and I have to be very accurate. I'm also not very interested in the arts, or painting. But I guess now that I'm a parent, I have to be a lot more creative than before. I need to entertain my daughter, and help her to learn about the world. I find she quickly gets bored with traditional toys, so we spend a lot of time making things together, like we made a robot out of a cardboard box last week, and we invent games together. I think sometimes I have to work harder when I'm at home than when I'm in the office!

B  **6.03** | Give Ss time to read through the questions and options before playing the recording again. You might want to elicit examples of *natural materials* (e.g. wood) to check Ss understand this. When checking answers, play parts of the recording again if helpful.

EXTRA SUPPORT: DYSLEXIA Read the questions and options with the class to help Ss with dyslexia identify what to listen for.

ANSWERS:

1 a 2 b 3 b 4 a 5 b 6 a

C Ask Ss to read through the statements. Ss should tick the statements they agree with and cross those they disagree with. Put Ss into pairs or small groups to discuss their ideas, or hold a whole class discussion.

GRAMMAR

comparatives and superlatives

5A Make it clear that these sentences are from the recording in Ex 4A so that Ss clearly understand the context. When checking answers, ask Ss what helped them decide, e.g. meaning and the form of the words. Don't give away the answers yet.

EXTRA SUPPORT: DYSLEXIA Give Ss the sentences with two possible options in each one. This will reduce the need for Ss to move their eyes around from sentence to word choice box.

B  **6.04** | After playing the recording, elicit the answer for each sentence and note it on the board. Elicit which are adjectives and which are adverbs, clarifying the difference between the two if necessary. Give Ss time to think about this individually or in pairs first.

ANSWERS:

- | | |
|--------------------|---------------|
| 1 most important | 5 easier |
| 2 as important as | 6 my best |
| 3 more carefully | 7 the hardest |
| 4 more interesting | 8 harder |

Adjectives: most important, easier, as important as, more interesting, my best, the hardest

Adverbs: more carefully, harder

C Give Ss time to do this individually and then discuss their answers in pairs. They can use the sentences in Ex 5A to help them. You could refer Ss to the Grammar Bank on page 125 to check their answers. Elicit the rules from the class to check their understanding. Remind Ss that some words change spelling, e.g. *big – bigger – biggest*. This is when adjectives end in consonant + vowel + consonant and the final consonant doubles. Check Ss understand that *as ... as* means that two things are the same, but *not as ... as* means they're not the same / to the same degree, e.g. *I'm not as tall as you.* = *I'm shorter.*

ANSWERS:

- Comparatives: add *-er*
Superlatives: add *the + -est*
- Comparatives: use *more*
Superlatives: use *the most*
- best
- adjective/adverb

D 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**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

1 This task focuses on forming the correct comparative or superlative adjective or adverb. Point out that the adjective or adverb is in brackets. Refer Ss to the Grammar Bank notes for irregular forms. Point out the use of the present perfect in question 1. Remind Ss that this is usually used with the superlative form or refer Ss to the Grammar Bank notes for Lesson 4D to review this themselves. When checking answers with the class, note the answers on the board so Ss can check their spellings, especially answers 1, 6 and 7.

GB

GB

ANSWERS:

- 1 best 2 more slowly 3 more talented
 4 more enjoyable 5 less stressful 6 more carefully
 7 more easily 8 faster

- 2** This task focuses on both meaning and form. Ss have to rewrite the second sentence in each pair so it has a similar meaning to the first, using a comparative form of the word in bold. Look at the example with the class so they understand the task. Monitor if possible and help with the sentences. Note the answers on the board when checking answers so Ss can check they have included all the necessary words.

ANSWERS:

- 2 more slowly than 6 less accurately than
 3 isn't / is not as cheap as 7 least important
 4 is more relaxing 8 the least quickly
 5 (just) as difficult

- 6** Use the example to demonstrate the task. Give Ss time to think about what they could say. Monitor as they complete the task. Ask a few Ss to share some of their ideas with the class, then provide feedback on their use of comparatives and superlatives.

SPEAKING

- 7A** Give Ss time to read the tips and check their understanding of *sociable*, *workspace* and *perfect* as appropriate. Ss add their own ideas in pairs.

EXTRA SUPPORT: DYSLEXIA Reading the tips out in class will help dyslexic learners do this task by reducing their reading load. You could give the responsibility for doing this to their partner. The same applies to the questions in Ex 7B.

- B** Ask Ss to look at the questions and say what they all have in common (they all include comparative or superlative forms). Give Ss time to answer the questions on their own and take notes.
- C** Put Ss into small groups for this. If you have limited time, put them into pairs. Ss should discuss each question in Ex 7B in turn. Remind them to use comparatives and superlatives as they discuss and compare the tips. Monitor and note down good examples of these and any common errors to share with the class in feedback. Elicit corrections to errors once you have asked groups to share some of their ideas about the tips and asked them which tips they think are the best.

EXTRA SUPPORT Providing prompts would help weaker Ss discuss their ideas, e.g. *I think ... might/could/can/are ... because ...*. ('I think getting lots of sleep might help me be more imaginative because it's hard to be creative when you're tired.')

WRITING**a review**

- 8A** Focus Ss on the options and check they understand the meaning of *album*. Explain that Ss are going to write a review of the thing they choose so they should choose something that they want to write about, e.g. a film they enjoyed at the cinema. Give Ss time to take notes on their answers to the questions.

EXTRA SUPPORT: DYSLEXIA Read the options out in class to reduce the reading load for Ss with dyslexia.

- B** After Ss read the review, elicit the positive points and the negative points from the class. Then put Ss into pairs to discuss whether they would visit the restaurant and why/why not. Alternatively, do a quick poll to find out who would visit and why, and who would not and why not. You could ask Ss to identify examples of comparatives and superlatives in the review.

EXTRA SUPPORT: DYSLEXIA If possible, record the review in Ex 8B and the comments in Ex 9A before the lesson so Ss with dyslexia can listen while they read. Alternatively, read them with the class.

ANSWERS:**Positive points:**

can sit outside and listen to musicians
 imaginative menu
 delicious food
 tastiest dessert
 atmosphere friendly and relaxed
 staff made sure we had everything we needed
 not as expensive as other restaurants in the area
 the food, the service, the experience

Negative points:

busier than other restaurants
 a lot of tourists
 have to book unless you want to wait

EXTRA IDEA: DIGITAL Ask Ss to go online and search for a review of the thing that they chose in Ex 8A, e.g. book, film, etc. Ss can look and see what information it includes.

- 9A** Give Ss time to do this individually and then compare their ideas in pairs. When checking answers, help Ss to recognise how these linking words are used in a sentence, i.e. the comma between the two clauses with *unless*, *although* and *while*; *because of* coming before a noun phrase.

EXTRA SUPPORT Give Ss a commonly used linker for questions 1–3 (i.e. 1 *but*; 2 *because*; 3 *if*) so that Ss can better understand the terms *contrast*, *cause/reason* and *condition*.

ANSWERS:

1 although, while 2 because of 3 unless

- B** When eliciting these, ask Ss to categorise them and note them on the board in their categories.

ANSWERS:

... which is based on traditional Italian food, but with new ... The carbonara and the lasagne were delicious, although it was a shame that we had to eat quite quickly because we were in a hurry.

While it is busier than other restaurants, and ... If you come at lunchtime, make sure you book a table, unless you don't mind waiting. Also, it wasn't as expensive as similar restaurants in the area. I would recommend Nannarella to anybody visiting Rome because of both the food and the service.

EXTRA IDEA Ask Ss to notice the punctuation around the linking words. In particular, *but* and *and* typically follow a comma (although note that punctuation rules are not always consistently applied in English). *Although* also follows a comma when it begins the second clause. A comma comes after *Also* when it starts a sentence.

- C** Use the example to demonstrate the task, or display the first sentence on the board and elicit the example. When checking answers, display the sentences so that Ss can check their punctuation. You can either display them yourself or ask Ss to write them on the board.

ANSWERS:

- 2 Nobody wants to buy this game because of the (very) bad reviews.
3 Although the food was delicious, the service was poor.
4 While the historical information was interesting, the plot was too slow.

- D** Display the checklist below on the board for Ss to note down or provide it as a handout. Suggest that Ss refer to it as they plan their reviews. The checklist can also provide an assessment tool for Ss.

- Introduce the thing that your review is about.
- Explain when you experienced it.
- Describe the good things and bad things about it.
- Use comparatives and superlatives to compare it to similar things.
- End by saying if you would recommend it.
- Use linking words to connect your ideas.

Remind Ss to use this checklist when writing their reviews, either in class or out of class. In the next lesson, ask Ss to read their reviews again and tick off the items on the checklist they feel they have done well, and make any changes to their review if there is something on the checklist they could improve. Take in the reviews and provide feedback.

EXTRA SUPPORT Ask Ss to identify what the writer put into each paragraph of the review in Ex 8B. This will help to give them a structure when writing their own review.

Paragraph 1 – a general comment to give an idea that the review is positive; some basic information about the restaurant.

Paragraph 2 – further details about the restaurant, i.e. the menu and food.

Paragraph 3 – the writer's likes and dislikes, details about prices/availability, the writer's recommendation.

EXTRA IDEA: DIGITAL Ask Ss to provide feedback on one of their classmate's reviews. Use a peer review tool online so that Ss can peer review each other's work anonymously. Input the checklist for Ex 9D (above) so that Ss have assessment criteria to mark the review they are randomly assigned. Ss should redraft their reviews based on their peer's assessment.

TO FINISH

Ask Ss to discuss how they would complete these prompts in pairs. Monitor and listen to their ideas, and elicit some in open class. Help Ss to come up with strategies for dealing with the things which they find hard.

The easiest thing about comparatives and superlatives is ...

The most difficult thing about comparatives and superlatives is ...

6C Why do you think that?

HOW TO ... | ask for and give opinions and reasons

VOCABULARY | extreme adjectives

PRONUNCIATION | intonation for expressing opinions

LESSON OVERVIEW

In this lesson, Ss ask for and give opinions. The lesson begins with a focus on extreme adjectives. Ss then listen to people discussing their opinions and identify if the speakers agree or disagree. From those discussions, Ss learn and practise using phrases related to asking for and giving opinions. There is a focus on intonation for expressing opinions, before Ss select three categories from a set and think of and discuss their top five things in each of those categories.

Online Teaching

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

- **To start:** If you do the 'To start' activity, share the name of a book / film / TV show with one student via private chat. That student describes it and the other Ss have to type what they think it is into the chat box. They do this until someone is correct. That person then describes the next book / film / TV show which you share via private chat and so on.
- **Ex 6C:** Give Ss the option to share their screens so that they can each display their lists when in the breakout rooms.
- **To finish:** Ss could share their ideas via the chat box.

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

Put Ss into pairs. One student should look at the board, the other not. Write the name of a book, film or TV show that your Ss are likely to know on the board, e.g. *The Voice*. The student facing the board has to describe it without saying the name. The other student guesses what it is. You might want to allow the name in the Ss' first language to be given in a monolingual class, or tell Ss to explain the meaning of each word in the title if they don't know the show. Repeat this a few times. Ss can swap roles with their partner halfway through.

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

extreme adjectives

- 1 A** Ask Ss what *public art* is and elicit some examples of public art. Check Ss understand the meaning of *sculptures* and *statues*. Ss read the text and answer the questions. Check answers.

EXTRA: ALTERNATIVE IDEA Put Ss into pairs to discuss possible answers to the questions before they read and find the answers.

EXTRA SUPPORT: DYSLEXIA If possible, record the text before the lesson so Ss with dyslexia can listen to it as they read, using personal headphones. Otherwise, you could read the text out loud with the class or ask the partner of dyslexic Ss in Ex 1A to read it out in their pair. Their partner can also read out the descriptions when they come to do Ex 2A.

ANSWERS:

Everyone can enjoy public art, it's free, and it can help give a city its identity.

Some people dislike it because they think it's a waste of money or ugly.

- B** Monitor, if possible, as Ss discuss the questions and then ask one or two pairs to share their ideas with the class. Display a photo of the art they talk about if possible, and ask the class what they think of it.
- 2 A** Use the given example to explain the task. Alternatively, display the first sentence and elicit what it is referring to. Ss then do the rest individually. Put Ss into pairs to check any they are unsure of. Check answers as a class. Ask Ss to explain their choices.

ANSWERS:

- | | |
|--------------------|----------------------------|
| 2 a film or play | 6 a painting |
| 3 food / a meal | 7 a fitness device/tracker |
| 4 an app | 8 clothes |
| 5 a TV series/show | 9 a building |

B Focus Ss on the adjectives in bold. Explain that these are extreme adjectives. Use the two examples in the table to show how they match the synonyms in the left-hand column. Ss match the rest individually or in pairs. Ss should look at the meaning of the sentence to help them with the meaning of the words in bold. When checking answers, make sure that Ss understand the meaning of each extreme adjective and how to pronounce it, especially *horrible*, *fascinating* and *essential*.

EXTRA SUPPORT: DYSLEXIA To help Ss with reading and spelling, point out the sound–spelling relationship in the words *fascinating* (i.e. the silent *c*) and *essential* (i.e. *ti* = /ʃ/).

ANSWERS:

- | | |
|--------------------------|--------------|
| 1 terrible, horrible | 5 tiny |
| 2 fantastic, outstanding | 6 essential |
| 3 fascinating | 7 impossible |
| 4 huge | |

Extreme adjectives have a stronger meaning than normal adjectives.

3A When checking answers to this task, you could point out that we can use *really* with both normal and extreme adjectives, e.g. *It's really good. It's really fantastic.*

ANSWERS:

- 1 normal 2 extreme

B Ask a confident student to take the role of B in the given example and read out the first line. You respond with the second line. Model good intonation and encourage Ss to copy this when doing the task themselves. You could elicit another example from the class to check they understand before they do it in pairs. Monitor and provide feedback.

EXTRA SUPPORT Ss might benefit from looking at the right-hand column of the table in Ex 2B so they can select the correct word. If so, either display this column only on the board or ask Ss to cover the left-hand column and look only at the right.

C Ask Ss what they can see in the photos. Use the example to demonstrate the task. Monitor as pairs complete the task and provide feedback on their use of the extreme adjectives.

How to ...

ask for and give opinions and reasons

4A  **6.05** | You might want to play the recording once for Ss to identify the topic and answer the first question, and a second time so they can answer questions 2 and 3. After the second play of each conversation, you could stop the recording and check answers.

ANSWERS:

- 1 an app, a new book and a building
- 2 different opinions
- 3 They all agree to disagree.

 AUDIOSCRIPT 6.05

1

- Marc: Why do you have this app on your phone?
 Serge: I love it! I think it's a fantastic app.
 Marc: Why do you think that? All it shows is pictures of oranges falling from a tree.
 Serge: The reason I like it is that it makes me feel calm. The oranges fall so slowly and ...
 Marc: But for me, it has no meaning. It has no purpose.
 Serge: I don't agree. I really enjoy using it.
 Marc: Well, I guess we all like different things!
 Serge: Yeah.

2

- Alice: What did you think of her new book?
 Nick: I thought it was terrible!
 Alice: Really? What makes you say that?
 Nick: It's because the story was so boring. I mean, nothing happened! How about you? Did you like it?
 Alice: Yes, I think it's a fascinating story!
 Nick: Why do you think that?
 Alice: Because it develops so slowly, and none of the characters are simple. It's impossible to know what's going to happen next.
 Nick: Well, I can't quite understand why you like it, but I suppose we're all different.
 Alice: That's true.

3

- Louise: What do you think of the new library building?
 Steve: Oh, I hate it! I think it's horrible!
 Louise: What makes you say that?
 Steve: Because it's a really strange shape, and I think the huge round roof looks awful! How about you? Don't tell me you like it.
 Louise: Like it?! I love it! In my view, it's a really new and exciting design. I would say the roof is beautiful!
 Steve: Well, I prefer more traditional buildings, but I guess it's good we're not all the same.
 Louise: You're right about that.

- B**  **6.05** | Give Ss time to try to complete the right-hand column of the table before they listen and check. When listening, Ss can just write the number of the gap next to the phrase which fits it.

ANSWERS:

- 1 How about you?
- 2 For me, ...
- 3 In my view, ...
- 4 What makes you say that?
- 5 The reason is ...
- 6 I guess we all like different things.

EXTRA CHALLENGE To encourage Ss to focus on the function of the language, show Ss the right-hand column in the table only and elicit the purpose of each set of phrases before they add the phrases in the box to that column.

- C** 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 the notes alone. These tasks help Ss to form the phrases using the correct words.

- 1** When checking answers, make sure the location of the missing word is clear to learners, e.g. by displaying the sentence and marking it clearly on the board.

EXTRA SUPPORT You could help weaker Ss with the task by listing the missing words in a random order on the board for them.

ANSWERS:

- 1 So you went to that new restaurant! How was **it**?
- 2 What do you think **of** this new design?
- 3 I just bought his new book – I would **say** it's his best one!
- 4 I loved his new song. How **about** you?
- 5 I don't understand why you liked his performance, but I suppose we're **all** different!
- 6 **For** me, she's the world's best photographer.
- 7 **In** my view, it's a fascinating programme.
- 8 **The** reason is, I don't like black and white photography very much.

- 2A** When checking answers, you could elicit the function of each phrases, e.g. a giving an opinion, b agreeing to disagree.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia will find reordering exercises such as this challenging. Provide the sentences in the right order, but with one word or a phrase gapped. Ask them to fill the gap with the right word(s).

ANSWERS:

- a For me, games like that are interesting.
- b I guess we all like different things.
- c What did you think of the match?
- d Why do you think that?
- e It's because there was only one goal near the end.
- f In my view, it was pretty boring.

- B** Ss work in pairs to put the conversation in order. Check answers as a class.

ANSWERS:

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

- 3** After checking answers, ask Ss whose opinion they agree with most and why (i.e. A who prefers modern art, or B who prefers older styles of art).

ANSWERS:

- 1 think 2 makes 3 view 4 would
5 For 6 guess 7 same

- 4** When checking answers, invite pairs of Ss to read the conversations aloud.

EXTRA SUPPORT: DYSLEXIA Provide the missing phrases in a vertical list rather than a box as Ss with dyslexia can find this format easier to work with.

EXTRA CHALLENGE Cover, or ask Ss to cover, the options in the box to make the task more challenging. Alternative answers may be possible as a result, however.

ANSWERS:

- 1 you think 2 my view 3 How was 4 liked it
5 For me 6 say that 7 What do 8 isn't very

PRONUNCIATION

intonation for expressing opinions

- 5A**  **6.06** | Ask Ss to predict the stress before you play the recording. Ss can then check their ideas.

ANSWERS:

- 1 For me, it has no meaning.
- 2 In my view, it's a really new and exciting design.
- 3 I think it's a fantastic app.

- B**  **6.06** | Ask Ss to listen and repeat chorally first. Then, nominate Ss to say a different sentence in Ex 5A each and help them produce the right intonation.

EXTRA IDEA For some additional practice, write the prompts below on the board. Ss work in pairs and use them to have mini conversations, swapping roles halfway through.

A: *What was the last ... you ... ?*

B: *I ...*

A: *How was it?*

B: *It was ...*

E.g. A: What was the last meal you ate?; B: I had eggs on toast for breakfast.; A: How was it?; B: It was pretty good.

SPEAKING

- 6A** Ss should choose the three categories that interest them the most. Monitor, if possible, as they make a list to check Ss are on task.

FUTURE SKILLS | Critical thinking

- B** Explain that the Future Skills box will help Ss to complete the speaking task. Ask Ss to read the box and then make notes on their reasons for their opinions in Ex 6A.

EXTRA: FUTURE SKILLS Ask Ss if they can think of situations in life or at work where they have to think of reasons for an opinion quickly. Tell them they're going to do an activity where they have to think of reasons fast. On the board, write: *People have hobbies because ...*. Put Ss into groups. One student starts and completes the statement with a reason, e.g. 'they find it interesting'. The next student gives a different reason. The next student gives another different reason. This continues until a student cannot think of a reason and they drop out. The last student remaining when everyone else has dropped out wins.

- C** Put Ss into small groups, or pairs if you have limited time. Ss can either tell their partners about some of the items on their lists, giving reasons and asking for their partner's opinion, with their partner asking follow-up questions (e.g. 'My top website is ... because Do you ever use it? What do you think of it?') or they can show their partners their lists and their partners ask questions (e.g. 'Why is ... your top album? I didn't like it.'). Demonstrate it with a confident student. Monitor as Ss complete the task and listen to Ss' ability to give and ask for opinions. Provide feedback on this.

EXTRA: HOW TO ... Put Ss into pairs. On the board, write an opinion that you think will engage your class, e.g. *... is the worst film ever. / ... is the best footballer in the world. / ... is the best café in the area*. One student in each pair argues *for*, the other argues *against*.

TO FINISH

Ask Ss to work in pairs and discuss which phrases in Ex 4B they would like to remember and use in the future. Ask Ss in open class how they might use these phrases in class or out of class.

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

▶ page 155 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 208

6D BBC Documentary

An artist at work

GRAMMAR | present perfect + *for*, *since* and *yet*

SPEAKING | a creative genius

WRITING | a nomination for an award

LESSON OVERVIEW

In this lesson, Ss watch a video clip from an arts programme on artist Yinka Shonibare. They begin by looking at a photo of Shonibare and reading information about his work and the programme. They then watch the clip and complete a set of viewing tasks. There is a focus on the present perfect with *for*, *since* and *yet*, before Ss listen to someone nominating a person for a creative genius award. Ss then nominate someone for a creative genius award themselves. Finally, Ss write a nomination for an award.

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 students time to watch the video on their own device before moving on.
- **Ex 2B:** Ss can share their answers via the chat box here, giving the letter each time.
- **Ex 3A:** Display the sentences in an interactive whiteboard or other document. Invite a different student to complete each sentence. Ask other Ss to say if they agree or not using thumbs up or down.

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

Ask Ss to tell each other about a creative person that they admire. It can be someone who is well known, but also someone that they know personally. They should say who the person is, how they are creative and why the student likes their art or creativity.

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 into pairs to look at the photo and discuss the questions. Elicit ideas from around the class. Use the other photos on the page to preteach *colourful*, *fabric* and *figure*, and check Ss remember the word *sculpture* from Lesson 6C.

B Tell Ss that they don't need to understand every word of the information to check their ideas. Key words should be enough to help them get the gist. After Ss have read the information, ask them what's special or different about Shonibare's work.

EXTRA SUPPORT Preteach the following items before Ss read the information to help them understand it: *contemporary artist*, *unique*, *humorous* and *origins*. Also, *colourful*, *fabric* and *figure* if not taught in Ex 1A.

ANSWER:

Shonibare's work is colourful and humorous. It is influenced by his Nigerian origins and it often uses colourful African fabrics.

VIEW

2 A ▶ Explain that the video clip is from the film mentioned in the description. Ss are going to see how one of Shonibare's artworks is made. Play the video. Check the answer to the question.

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

ANSWER:

He is pleased with the final piece.

EXTRA IDEA: DIGITAL If Ss show an interest in Yinka Shonibare, his art and his method, they could go online to find out more.

- B** ▶ Give Ss time to read the stages and help them to understand the meaning of *sketch* (used as both a noun and a verb) and *costume-maker*. Review *sculpture*, *fabric* and *realistic figure* if necessary. Ss should put the stages in order, then watch the video to check their answers. Do a quick vote to find out how many Ss in the class liked the sculpture.

EXTRA SUPPORT: DYSLEXIA This type of activity can be challenging for dyslexic learners. You could give them the stages on separate pieces of paper, which they then put in order.

ANSWERS:

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

- C** Put Ss into pairs. Monitor as Ss discuss the questions and note down any interesting ideas. Invite those Ss to share their ideas in open class.

EXTRA IDEA: DIGITAL Ss could go online and show their partners a work of art they like and say why they like it.

GRAMMAR

present perfect + *for*, *since* and *yet*

- 3A** Give Ss time to do the task and check answers. You could play the video again for Ss to check.

ANSWERS:

1 since 2 for 3 yet

- B** Do the first rule together so that Ss are focused on *for*, *since* and *yet*. You could put Ss into pairs to discuss their answers. You could refer them to the notes in the Grammar Bank on page 127 to check their answers before you go through them with the class. Make sure Ss are clear about the difference between *for* and *since*, and the meaning of *yet* and how it's used in question and negative forms only.

ANSWERS:

1 for, since 2 since 3 for 4 yet

- C** 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

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

- 1** The task focuses on different expressions for periods of time in the past, with *for*, and particular times in the past, with *since*.

ANSWERS:

for: a few years, ten minutes, several hours, weeks, three or four months

since: yesterday, 2021, 2nd November, I was at school, this morning

- 2** Ss should think about the position of *yet* when doing this task and whether time expressions used with *for* or *since* refer to a period of time or when something started. Do the first sentence together as a class. Ss could check answers in pairs before you check answers as a class.

EXTRA SUPPORT: DYSLEXIA Provide dyslexic learners with the sentences with a gap rather than the three options. Tell Ss that their choice each time is between *for*, *since* and *yet*. This will reduce the reading load. Alternatively, you could reduce the choice to two options for each sentence.

ANSWERS:

1 for	2 yet	3 since	4 yet
5 for	6 since	7 since	8 for

- 3** Ss should think about the overall meaning of each sentence as well as look at time expressions. Complete the first sentence together as a class as an example. Ss could check answers in pairs before you check answers as a class.

ANSWERS:

1 for, yet	2 yet	3 since	4 for
5 yet	6 since	7 for	8 since, yet

- 4** Before Ss do the task, point out that all their answers should include *for*, *since* or *yet*. If necessary review the rules about the position of the three words before Ss continue.

EXTRA SUPPORT On the board, write these time expressions: *2 o'clock*, *2012*, *we were children*, *a long time*, *a few days* and elicit if each one is used with *for* or *since*. Point out that these are used in questions 1, 3, 4, 5 and 7. Remind Ss that if there is no time expression, they should use *yet* in their answer.

GB

ANSWERS:

- 1 We've / We have been here since 2 o'clock.
- 2 Have you been/gone to the shops yet?
- 3 My aunt has had her mobile phone since 2012!
- 4 Dani and I have known each other since we were children.
- 5 I've / I have lived here for a long time.
- 6 We haven't met Luka yet.
- 7 I've / I have felt ill for a few days.
- 8 Have you seen Max's new car yet?

SPEAKING

a creative genius

- 4A**  **6.07** | Explain what a creative genius award is, or elicit from the class what they think it is. Explain that when we say we want someone to get an award, we *nominate* them. Explain what Ss will hear and play the recording. Elicit what a *graffiti artist* is when you check answers.

EXTRA: ALTERNATIVE IDEA If graffiti art is too controversial a topic in your cultural context, model the task yourself by describing someone you'd like to nominate for a creative genius award. Say who they are, how they're creative and why you think they should get the award. Use some of the Key phrases in Ex 4B, but not all. Repeat your description twice, once in Ex 4A and once in Ex 4B.

ANSWERS:

- 1 Jake is probably creative because he creates amazing graffiti in different colours. He has always enjoyed art, he used to spend all his time drawing, he's always looking for something different to work on, etc.
- 2 He enjoys art and sports like roller-skating, skateboarding and surfing.

 AUDIOSCRIPT 6.07

I'm going to nominate my friend Jake Martin for the creative genius award. Jake is the most amazing graffiti artist and he creates these fantastic, brightly coloured designs on walls or on the sides of buildings. His work is brilliant. Just looking at it makes you happy because of all the bright colours and shapes. Jake has always been creative. He has enjoyed art since he was a kid, when he used to spend all his time drawing. He's also creative in his life. He's always looking for something different to work on, for example he's done a lot of sports like roller-skating, skateboarding and surfing. So now he creates his artwork in skate parks. For the last few years, he has worked in fashion, helping brands with their new designs. He hasn't worked on a big building yet, but I know he plans to. I think Jake deserves the award as he is definitely the most creative person I know.

EXTRA CHALLENGE

Graffiti art can be quite controversial. Divide the class into two groups. Group A argue that graffiti is art and group B argue that it isn't.

- B**  **6.07** | Ask Ss to read the Key phrases. Play the recording so they can do the task. When checking answers, ask Ss if they can remember what was referred to each time. Ss can check in the audioscript on page 166.

EXTRA SUPPORT: DYSLEXIA

Read through the Key phrases with the class before they listen. This will help Ss with dyslexia identify what they need to listen for.

ANSWERS:

She uses all the phrases with some slight changes of wording (e.g. 'He's done a lot of ...')

- C** Make it clear that the person doesn't have to be famous and their creativity doesn't have to be related to art, it could be sport, cooking, crafts, science, architecture, etc. Give Ss time to think of a person to talk about, and make notes about the person's abilities and why they should get the award. Encourage Ss to use the Key phrases to help them structure their descriptions.
- D** Put Ss into groups to do the task. You could ask Ss to note down who each person is, how they're creative and the reasons for their nomination, and then ask a follow-up question.
- E** Ss now look at their notes and decide on the winner of the award in their group. At this point, you could tell Ss that they cannot choose their own, but they have to choose someone else's nomination. If the group can't agree, they should hold a vote. Each group then reports to the class.

EXTRA IDEA: DIGITAL

Ss could create a video nomination where they narrate video or photos to add visuals to their description.

WRITING

a nomination for an award

- 5A** Tell Ss that they're going to nominate someone for an award in writing. Ask them to read about the MacArthur prize and then find out if anyone's heard of this award. Check Ss understand the meaning of *pushing the boundaries of creativity* and *field* (i.e. subject). Give Ss time to think of their answer to the questions and then elicit answers in open class or ask Ss to work in pairs and discuss it.

EXTRA SUPPORT: DYSLEXIA Allocate someone to read out both the information on the award and the nomination in Ex 5B to Ss with dyslexia to help them acquire the information they need to do the following tasks. If they are working in a pair to discuss the questions, this could be their partner.

B Ask Ss to read the nomination and complete the task. Ss could discuss the question in pairs. Do a quick vote to find out if Ss would give Marco the award or not. Tell Ss that they're going to write their own nomination. Ask them to highlight phrases in the nomination that they could use in their own, e.g. *I would like to propose ... / Even when ... / He has always ... / But nowadays, he ... / I think ... deserves the award as ...*. Check Ss understand the meaning of these phrases. You could also ask Ss if the email is more formal or informal (more formal, with no contractions, but there's an exclamation mark which is usually informal).

C The idea is for Ss to nominate someone they know as it's a college or workplace award. However, they could write about the person they talked about in Ex 4C, or make up a person if they prefer. Ask Ss to make notes about who the person is, how they're creative and why they should win the award. They should then write their nominations in 100–140 words, using their notes and the model email to help them.

EXTRA IDEA Ss share their nominations with the whole class, read each one and vote for the person who should win the award. The nominee with the most votes wins. This can be done digitally in or out of class.

TO FINISH

Tell Ss that new words in English are really common and are appearing all the time. Many come from two words put together, e.g. *breakfast + lunch = brunch*, a meal you eat late morning; *snack + accident = snaccident* = when you lose control and find you have eaten all your snacks without stopping. Ask small groups to put two words together to create a new thing and explain to the class what it is, e.g. *midnight + snack = mack*, a snack you eat at midnight.

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 1A, 1B, 2A, 3A, 4, 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 1A:** Display the sentences on a document that Ss can amend or annotate. Ask Ss to correct them.
- **Ex 1B:** Ss could share their sentences, or at least one sentence, with you via private chat so that you can provide some feedback.
- **Ex 5A:** Use the chat box to gather answers to Ex 5A before Ss listen in Ex 5B. You can then assess which answers to focus on after they listen so that you can help them to understand why the correct answer is correct.

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: *used to*, comparatives and superlatives, present perfect + *for*, *since* and *yet*; Vocabulary: the arts, the arts: people, places and things, creativity: word building, extreme adjectives; How to ... ask for and give opinions and reasons). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

used to

- 1 A** Ss should look for incorrect words, incorrectly spelt words, incorrect word forms and missing words. When checking answers, display the correct answers if possible so that Ss can check their spelling, in particular in questions 2 and 4 as these involve incorrect spelling.

ANSWERS:

- 1 We used to ~~going~~ **go** on holiday every year when we were kids.
- 2 I didn't ~~used~~ **use** to like my physics teacher at school.
- 3 Did you use **to** draw a lot when you were a child?
- 4 I ~~use~~ **used** to play the piano, but I don't play now.
- 5 My best friend at school used **to** live just across the road from me.
- 6 ~~Have~~ **Did** you use to have more free time than you do now?
- 7 I used **to** spend a lot of time with my grandparents when I was younger.

B Demonstrate this task by changing sentence 1 into a true sentence for you, e.g. 'We used to go on holiday every August when I was a kid.' Tell Ss that they will need to turn the questions in 3 and 6 into statements. Monitor if possible as Ss change the sentences to help them with accuracy.

C Demonstrate this task with a confident student by asking them to share a sentence with you and you saying if it was the same for you or not. To find the three things they have in common, Ss can then open the discussion and share more things they used to do. Monitor as Ss work in pairs and provide feedback on their use of *used to*. Find out what things Ss used to do.

EXTRA SUPPORT Add prompts on the board to help Ss respond to each other:

Agree with a positive sentence – 'Me too!'

Agree with a negative sentence – 'Me neither!'

Disagree with a positive sentence – 'I didn't.'

Disagree with a negative sentence – 'I did!'

comparatives and superlatives

2A You might want to elicit the general rules regarding short adjectives and adverbs, and longer adjectives and adverbs. Refer Ss to the Grammar Bank on page 125 to help them. Note down the answers to 1, 3 and 6 in particular on the board when checking answers, as these involve irregular forms.

ANSWERS:

- | | |
|------------------|-------------------------|
| 1 better | 4 most important |
| 2 more regularly | 5 not as talented as |
| 3 happier | 6 the furthest/farthest |

B Give Ss time to think of their answers before they work in pairs. You could give examples of your own answers before Ss work in pairs, e.g. 'I'd like to do exercise more regularly. I think being able to cook is a really important skill in life. I find that going for a walk in the park is the best way to relax.' Monitor and provide feedback on Ss' use of comparatives and superlatives.

EXTRA CHALLENGE Put Ss into small groups and allocate them each a role, A, B, C or D. Choose a category relevant to Ss, e.g. films, transport. Give each student one element of whatever category you have chosen, e.g. films – A horror, B romance, C comedy, D animation; transport – A bus, B train, C car, D bike. Ss then work in their groups and argue that their thing is the best, e.g. 'Horror films are more interesting to watch because they're scarier.' Ss then decide whose arguments were the best and why.

present perfect + *for, since* and *yet*

3A Complete the first sentence as a class to demonstrate the task. When checking answers, make sure that Ss are fully clear about the position of *for, since* or *yet* in each sentence.

ANSWERS:

- 1 My parents have been married **for** forty years!
- 2 I've lived in this city **for** ten years.
- 3 I haven't visited the USA **yet**, but I plan to.
- 4 I have worked in this job **since** 2012.
- 5 I have played the guitar **since** I was about fifteen years old.
- 6 I'd like to live somewhere different in the future, but I haven't decided where **yet**.

B Do one as an example yourself, e.g. 'My parents have been married for fifty years!' Monitor, if possible, as Ss rewrite the sentences and provide feedback. Monitor as they work in pairs and compare their sentences and provide feedback.

VOCABULARY

4 Make it clear that Ss are completing the words with the correct endings. Elicit the answers to 1 to demonstrate the task. Ss can refer to Lessons 6A and 6B and the Vocabulary Bank. When checking answers, record the words on the board so Ss can check their spelling.

ANSWERS:

- | | |
|----------------------|--------------------|
| 1 artistic, drawings | 6 creative, talent |
| 2 photography | 7 venue |
| 3 skill | 8 styles |
| 4 subject, painting | 9 work(s) |
| 5 imaginative | 10 painter, studio |

EXTRA SUPPORT: DYSLEXIA The incomplete words in this exercise will create difficulties for Ss with dyslexia. Give Ss two forms of the same word as options for each gap so that they see the whole words (e.g. 1 *artistic/artist*). They then choose the correct word.

5A Explain that David Hockney is a well-known British artist. You might want to show some of his paintings and ask Ss what they think of them. Ask Ss to read the article and find out what motivated him to work hard at college (a sign at the end of his bed). Ss then choose the correct vocabulary to complete the text. Don't give away the answers yet.

EXTRA SUPPORT: DYSLEXIA Reorganise the exercise so that the text is divided into sections, e.g. lines 1–6 is section 1. Place the corresponding option lines under or next to each section, e.g. gaps 1–3 for lines 1–6. Ss will not have to move their eyes so far from the text to the options when doing the task.

B  **R6.01** | Play the recording so that Ss can check their answers. Elicit answers from the class to be sure they heard correctly. Elicit reasons for their choices, e.g. the meaning, the part of speech, other words that it goes with.

ANSWERS:

1 A 2 B 3 A 4 C 5 B 6 A
7 B 8 B 9 C 10 C 11 A

EXTRA IDEA Ss could write a short description of an artist, musician or creator of some kind that they admire.

TO FINISH

On the board, write:

Something you have more knowledge of after Unit 6
Something you are more talented at after Unit 6
Something you would like to be better at after Unit 6

Ss discuss these things in pairs or share their answers on paper or via a digital tool. Use the information to help provide additional support to learners.

Global Scale of English **LEARNING OBJECTIVES**

7A Good tourists

- **READING** | Read an article about responsible tourism: travel and tourism
- **Pronunciation:** contractions
- **Talk about tourism:** first and second conditionals

GSE INFORMATION

READING

43 Can make basic inferences or predictions about text content from headings, titles or headlines.

VOCABULARY

43–58 Can use language related to travel.

GRAMMAR

46 Can describe possible future outcomes of a present action or situation using the first conditional.

48 Can describe hypothetical (counterfactual) results of a current action or situation using the second conditional.

SPEAKING

45 Can make simple recommendations for a course of action in familiar everyday situations.

7B Globetrotters

- **LISTENING** | Understand someone talking about moving abroad: new experiences; the natural world
- **Pronunciation:** emphasising quantity
- **Talk about new experiences:** quantifiers
- **Write a description of an experience**

GSE INFORMATION

GRAMMAR

43 Can use a wide range of quantifiers with countable (count) and uncountable (non-count) nouns.

LISTENING

48 Can get the gist of explanations of unfamiliar cultural practices and customs, if delivered slowly and clearly.

VOCABULARY

43–58 Can use language related to perceptions and impressions.

SPEAKING

49 Can give detailed accounts of experiences, describing feelings and reactions.

WRITING

44 Can write a basic description of experiences, feelings and reactions, given a model.

7C You must see ... !

- **HOW TO ...** | make and respond to recommendations: describing places
- **Pronunciation:** sounding enthusiastic

GSE INFORMATION

VOCABULARY

43–58 Can use language related to areas, districts and neighbourhoods.

HOW TO ...

45 Can respond to an offer or suggestion, expressing enthusiasm.

SPEAKING

45 Can make simple recommendations for a course of action in familiar everyday situations.

7D Go solo?

- **BBC STREET INTERVIEWS** | Understand people talking about travelling
- **Talk about travelling:** reflexive pronouns
- **Write an essay about why we travel**

GSE INFORMATION

GRAMMAR

44 Can use reflexive pronouns as objects or complements.

SPEAKING

45 Can give brief reasons and explanations, using simple language.

WRITING

46 Can write short, simple essays with basic structure on familiar topics.

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.

► Focus Ss on the main photo and ask them where they think it might be and if they would feel happy in such a place and why/why not. Play the video and ask Ss to complete the first part of the task. Check answers. Ss then work in pairs and complete the second part of the task. Ask Ss to share their ideas in open class.

ANSWERS:

- Speaker 1: in the garden, planting new plants or looking after old ones, walking in nature, hearing birds singing

Speaker 2: on my bike, riding through the countryside, seeing the flowers and the trees and the rivers, riding to the sea

Speaker 3: at home or visiting family

Speaker 4: around a dinner table with friends and family

Speaker 5: every place where I can be with my friends, watching a film at home

Speaker 6: Northumberland, by the ocean on the north-east coast of England
- Students' own answers

EXTRA IDEA Ss can watch the video again, identify the links between the places and the activities and note why the speakers feel happy in each place.

ANSWERS:

1 the garden – looking after plants; 2 the countryside – helps him to think about things and solve problems; see trees, rivers and the sea; 5 places with friends – hanging out and sharing thoughts or watching a film at home; 6 Northumberland – huge sky; beautiful sea

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 Good tourists

GRAMMAR | first and second conditionals

VOCABULARY | travel and tourism

PRONUNCIATION | contractions

LESSON OVERVIEW

In this lesson, Ss talk about travel and tourism. They start by reading an article about how to be a better tourist. From this article, they learn and practise using vocabulary related to travel and tourism, and then review and practise using first and second conditionals. There is a focus on contractions, before Ss discuss ideas for improving tourism in their own town, city or country.

Online Teaching

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

- **Ex 2B:** You could share the article title in the chat box. Ask Ss to share their predictions about the content of the article in the chat box. Then, put Ss into breakout rooms, each with one heading A–F. They make predictions about that heading and report back to the class in the main room.
- **Ex 6C:** Before discussing their sentences in pairs, Ss can share them with you via private chat so that you can provide feedback. It could be individual feedback, but general feedback to the class might be easier, especially if you have a large class.
- **Exs 7A, 7B and 7C:** Nominate one person in each group to share their screen and take notes which everyone in the group can see.

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

Choose a city or country in the world. Ss ask you *yes/no* questions to guess where it is, e.g. 'Is it in Asia?' 'Is it a large city/country?' 'Do they speak Spanish there?' If time, Ss could work in pairs and take turns to think of and guess a city/country.

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 two recordings of the reading text available to help dyslexic learners. The first indicates where the missing headings occur, so learners with dyslexia can listen while they read and prepare for the gap-fill exercise in Ex 2C. The second is a complete recording for them to check their answers.

- 1** Monitor as Ss discuss the questions and nominate Ss to share ideas in open class.
- 2A** Focus Ss on the photos and elicit what Ss can see. Ss can use this to help them think of ideas when discussing the questions. Encourage Ss to think of as many benefits and problems with tourism as possible. Elicit ideas from around the class. Find out if the class feel that tourism is generally good or bad.
- B** Note the article title on the board. Explain that the article is about being a responsible tourist. Check Ss understand what that means. Focus Ss' attention on headings A–F. Check they understand the meaning of *respectful*. Elicit suggestions from around the class. Ss could do this in pairs.
- C** You might also want to check Ss understand *carnival* and *traditions*. Give Ss time to read the article and complete the task. When checking answers, ask Ss to explain their choices, e.g. identify vocabulary relevant to the heading.

EXTRA SUPPORT: DYSLEXIA Tell learners to cover over the other paragraphs when they are reading and deciding on the correct heading for each one. It would also help if you provide the headings as a separate vertical list so that Ss can position it next to each paragraph and mark or cross the headings off as they decide which paragraph they belong to.

ANSWERS:

1 B 2 F 3 A 4 D 5 C 6 E

- 3A** Check Ss understand the meaning of *customs*. Give them time to read the article again and answer the questions individually before they check answers with a partner. Check answers as a class.

EXTRA SUPPORT: TEACHER Often there is not much difference in meaning between *custom* and *tradition*. However, we can think of a custom as something which everyone does, almost without thinking about it (e.g. 'It's a US custom to hold the door open to let people through.'). A tradition tends to hold more meaning or significance and has been handed down through the generations (e.g. 'It's a tradition for our family to have lunch together every Sunday.').

ANSWERS:

- 1** There are traffic jams because there are too many people and vehicles.
- 2** There are fewer crowds in Annecy.
- 3** Travel out of season, spend more time in the city so you can visit sights when it's less crowded, use an app which tells you when the sights are busy.
- 4** It's important to learn about local culture and customs so that you don't behave in a way which offends people. You can read a book about the culture or customs or find out information from tourist organisations.
- 5** People will appreciate you trying to learn a few words of the local language.
- 6** Tourists should take their litter (rubbish) home and also take away memories. They should leave behind only footprints (not rubbish).

- B** Put Ss into small groups for this task. Monitor and invite Ss with interesting ideas to share them in open class.

VOCABULARY

travel and tourism

- 4A** Ask Ss to read sentence 1 and say what word they think might be missing, without looking at the bold words in the article. Elicit the part of speech (noun) and what it might mean (e.g. event of some kind). Ss do the same with the rest of the sentences then complete them with the words in bold in the article. When checking answers, check Ss fully understand the meaning of the words, e.g. elicit examples of customs and traditions from Ss' culture(s); help Ss pronounce *queue* correctly.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners are likely to benefit from explicit teaching of the vocabulary rather than trying to work it out from context. Explain the meaning of each word/phrase in bold. Ss then match them to the sentences. Give them two choices for each sentence rather than ask Ss to refer back to the article.

ANSWERS:

- | | |
|--------------------|----------------------|
| 1 custom/tradition | 7 tradition/custom |
| 2 culture | 8 go sightseeing, |
| 3 out of season | tourist attractions, |
| 4 festivals | queues |
| 5 destinations | 9 traffic jams |
| 6 trip | |

B Ss could stay in their pairs from Ex 3A or their groups from Ex 3B for this task. Encourage Ss to use vocabulary from Ex 4A where possible. Monitor and provide feedback on this. Invite different pairs or groups to share ideas in open class.

EXTRA IDEA You could ask Ss to work in pairs to plan a webpage which gives key information about their area as follows: where to go sightseeing / key tourist attractions; local customs and traditions tourists should know about; festivals; when to travel out of season to avoid traffic jams and long queues. Elicit ideas from around the class. Ss could create their page for an out-of-class project.

EXTRA IDEA: DIGITAL Ask Ss to brainstorm other words they know related to travel and tourism via a digital platform. Display the results on the board, and highlight any particularly useful words. Then, move on to the Vocabulary Bank.

C Refer Ss to the Vocabulary Bank on page 142.

VB ▶▶ page 142 **VOCABULARY BANK** travel and tourism

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 Ask Ss to work in pairs, look at the photos and identify what they can see in each. Ss then work individually to complete the matching task. Don't give away the answers yet.

B  **VB7.01** | Play the recording. Check that Ss fully understand the meaning of the words, especially where the picture might not be fully clear to Ss in your context. Help them with pronunciation, in particular *luggage* and *souvenir*.

ANSWERS:

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

2 Once Ss have completed the sentences, put them into pairs to compare their ideas before you check answers as a class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find the number of questions in this exercise a challenge. You could divide the questions into groups of three and give Ss the three options underneath those three questions. This will reduce the need for Ss to move their eyes between large amounts of text.

ANSWERS:

- | | |
|-----------------|-----------------|
| 1 check-in | 7 accommodation |
| 2 exchange rate | 8 resort |
| 3 city break | 9 book a tour |
| 4 souvenir | 10 nightlife |
| 5 luggage | 11 backpacker |
| 6 rent bicycles | 12 monuments |

GRAMMAR**first and second conditionals**

5 A Explain that the sentences come from the article so Ss understand the context. Make sure Ss understand the meaning of *hypothetical*, i.e. it is a situation that could happen but is unlikely. When checking answers as a class, you might want to get Ss to notice the verb forms used in the sentences. This will help them with Exs 5B and 5C.

ANSWERS:

- 1 a and b 2 c and d

B Refer Ss to the sentences in Ex 5A here. You could refer them to the Grammar Bank on page 128 to check their answers.

ANSWERS:

First conditional: sentences a and b
Second conditional: sentences c and d

C Refer Ss to the sentences in Ex 5A to help them with this. You could refer Ss to the Grammar Bank on page 128 to check their answers, or elicit the form and record it on the board. Point out that the *if* clause can start the sentence or come second. When it comes second, there is no comma between the two clauses. Highlight the contracted form of *would* in positive and negative statements.

ANSWERS:

- 1 present simple 2 past simple

EXTRA CHALLENGE In stronger classes, draw Ss' attention to the fact that it's possible to use the present and past continuous in the *if* clause, if the hypothetical situation is in progress now, e.g. *If I'm doing this wrong, will you tell me? If it wasn't raining, we'd be outside right now.*

- D** 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**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding. In the exercises, Ss have to decide if each statement refers to a real or unreal situation and select or write the correct verb form.

- 1** Ss should read the whole sentence and think about the meaning, as well as look at the form of the verb in the clause which is complete to help them.

ANSWERS:

- | | | |
|---------------|-----------------------|---------------|
| 1 will | 2 would | 3 miss |
| 4 was | 5 didn't leave | 6 get |

- 2** As with Ex 1, Ss should think about meaning and look at the verb form in the clause which is complete to help them. Refer Ss to the structures given in the Grammar Bank notes to help them. Remind Ss to contract *will* and *would* where possible.

ANSWERS:

- | | |
|------------------------------|-------------------------|
| 1 'll/will buy | 4 opens |
| 2 won't / will not go | 5 enjoyed |
| 3 wanted | 6 'd/would visit |

- 3** Complete the first sentence together as a class to demonstrate the task. Monitor, if possible, as Ss complete the task and help them with accuracy. Record the missing words on the board when checking answers so that Ss can check their answers carefully.

ANSWERS:

- 1** go to Cambridge tomorrow, we'll / we will see
- 2** 'd/would drive you to the station if I had
- 3** 'll/will move out of the city if/when we sell
- 4** didn't / did not have a job, I'd / I would travel

PRONUNCIATION

contractions

- 6A**  **7.01** | Explain that Ss will hear the sentences and will need to write either the contracted form of *will* or *would* depending on what they hear. You might want to model these contractions first yourself, e.g. *you'll*, *you'd*, *it'll*, *it'd*, so Ss can hear the difference and understand what they are listening for. Play the recording twice if necessary. When checking answers, note the correct contractions on the board so Ss can check them carefully.

ANSWERS:

- 1** 'll **2** 'll **3** 'd **4** 'd **5** 'll **6** 'd

- B** You could play the recording again here for Ss to pay attention to how the contractions are pronounced and then pronounce them clearly themselves. Help them to do this by explaining and demonstrating the position and movement of their tongue when producing these contractions. Ss could listen and repeat the whole sentences on the recording.

EXTRA SUPPORT: TEACHER *It'd* is pronounced with a schwa sound /ɪtəd/. The tongue touches the roof of the mouth just behind the front teeth to produce the /t/ sound, then moves away quickly to produce the schwa, then touches the roof of the mouth again (in the same place as /t/) to produce the /d/ sound.

ANSWERS:

They are pronounced 'll and 'd.

- C** Demonstrate the task by writing a true sentence for you from the first prompt, e.g. 'If I go on holiday next year, I'll probably go to the coast.' Monitor, if possible, as Ss write their sentences and elicit corrections to errors. Put Ss into pairs to share their sentences. Encourage Ss to ask follow-up questions, e.g. 'Where will you go on the coast?' 'What might you do there?' Monitor and provide feedback on Ss' use of first and second conditionals, and their contractions of *will* and *would*.

SPEAKING

- 7A** Refer Ss back to their discussion of the benefits and issues of tourism in Ex 2A and the photos in this lesson for ideas. Put Ss into groups and use the examples to demonstrate the task. If the class consists of Ss from the same area, ask them to discuss tourism in this area. If the class consists of Ss from different places who are studying away from home, they should discuss the city or country where they are studying. Monitor and help groups with ideas and/or language.
- B** Point out the solution to the problem given in the example. You could elicit a solution to one of the other two problems given in Ex 7A, e.g. 'All the tourists come in the same month. – Ask tourist attractions to provide special offers in other months.' Monitor as Ss do the task and help with ideas and language.
- C** Before Ss do this task, ask them to think about how they can use conditionals in this discussion. Show how the first example expresses the example solution in Ex 7B as a first conditional, and show how it can also be transformed into a second conditional, e.g. 'If we advertised other places of interest in the area, people wouldn't only go to the capital.' Monitor as Ss do the task and listen to their use of conditionals. Ask each group to share one good idea and the effect of this idea. Provide feedback on their ideas, and their use of conditionals.

EXTRA IDEA If Ss find it hard to think of solutions to the problems they have identified, ask them to think about how to make the problem worse. This can help to generate ideas which they can then reverse to find solutions, e.g. 'Make litter on the beach worse by taking away all the litter bins.' → Solution = put more litter bins on the beach.

EXTRA IDEA: DIGITAL Ask groups to prepare a slideshow or poster which they present live to the class or another group. Alternatively, Ss can present these digitally, using a screencasting tool to record the slides/poster and their voices. They then share these screencasts with each other and comment on them digitally or in class.

FUTURE SKILLS | Social responsibility



- 8** Ask Ss if they remember what social responsibility is, as they first came across this term in Unit 1. Give Ss time to read the box and then put them into pairs to discuss the question. Elicit ideas from the class.

EXTRA: EMPLOYABILITY SKILLS Ask Ss to work in pairs or small groups and think about how companies can encourage their employees to be more socially responsible when travelling around in the course of their work, e.g. take public transport, have meetings online where possible, avoid dropping litter. Elicit ideas from around the class.

TO FINISH

Ask Ss to discuss the following questions in pairs:

If you could go anywhere to practise your English right now, where would you go? What would you do there?

7B Globetrotters

GRAMMAR | quantifiers

VOCABULARY | new experiences; the natural world

PRONUNCIATION | emphasising quantity

LESSON OVERVIEW

In this lesson, Ss talk about experiences. The lesson begins with a short travel quiz. Ss then read what five people say about travel and, from those texts, work out the use of quantifiers and practise using them. They focus on emphasising quantity through sentence stress, before listening to an extract from an audiobook by an Englishman who moved to Brazil. From that audiobook, Ss learn vocabulary related to new experiences and then talk about a new experience they have had. Finally, they write an email giving a description of an experience.

Online Teaching

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

- **Ex 1A:** Ask one student in each pair to submit their answers via private chat so you can check who got the most correct answers.
- **Ex 2B:** Display the texts in Ex 2A on the board and allow Ss to annotate. Ask a student to highlight the expressions in the texts when checking answers.
- **Ex 5A:** Elicit answers a or b from the whole class via the chat box to assess their understanding. Ask Ss to submit them at the same time to avoid copying. Spend more time clarifying the vocabulary that Ss did not get the correct answers to.
- **Ex 7E:** Ss could go into breakout rooms and pairs, show each other their emails and provide feedback on their use of the expressions in Ex 7B and adjectives in Ex 7C.

Additional Materials

For Teachers:

Presentation Tool Lesson 7B
Photocopiable Activities 7B
Grammar Bank 7B
Vocabulary Bank 7B

For Students:

Online Practice 7B
Workbook 7B

TO START

On the board, write: '_____ is the only thing you buy that makes you richer.' Ask Ss what word they think is missing from the quote. Elicit ideas and then reveal the correct answer (Travel). Ask Ss if they agree with the quote and why/why not.

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.

GRAMMAR

quantifiers

1 A Ask pairs to note down their answers so that when they check them in Ex 1B you can find out which pairs got them all, or the most, correct. Don't give away the answers yet.

B Refer Ss to page 146 so they can check their answers. Find out which pair(s) got the most correct answers. Ask around the class if any Ss were surprised by the answers.

ANSWERS:

1 b 2 b 3 a 4 c

2 A Give Ss time to read the comments. Put them into pairs and ask them to discuss their choice and give reasons. Find out which comment most Ss in the class have picked and why. Some Ss may feel that none of the comments are similar to their own views. Find out why.

EXTRA SUPPORT: DYSLEXIA If possible, record the comments in advance of the lesson so that Ss with dyslexia can listen as they read, using personal headphones. Alternatively ask their partner from Ex 1A to read them out.

B Point out the highlighted phrases in the comments and elicit what they have in common (they describe quantity). Ss then highlight, underline or circle other words that do the same. Check answers as a class.

ANSWERS:

Milena, USA: I haven't been to many places outside my own state. I don't have much time to travel because I work and study.

Sunil, UK: I went to plenty of different countries when I was younger. Now that I have a family I don't have enough money to travel. Flights and hotels cost too much money.

Miyako, Japan: I went on a few trips when I was a teenager, ... Now, whenever I have a bit of money, I spend it on travel.

Kerry, Australia: Lots of people my age travel abroad. We want to ...

EXTRA IDEA Ask Ss to work in pairs and categorise the quantifiers. They can decide how they do this (e.g. big/small amounts, used with countable/uncountable nouns or both, positive/negative meaning). Elicit ideas from around the class and see what categories Ss chose. This may help to inform you as to how much Ss know about these quantifiers.

C Complete the first rule together as a class to demonstrate the task. Refer Ss to the examples in Ex 2A. Monitor if possible as Ss complete the task to assess how well they do it. In feedback, make sure that Ss understand the meaning, but also whether the quantifiers come before countable or uncountable nouns, or both. They may have already done or attempted to do this if you used the Extra Idea above.

EXTRA SUPPORT Highlight the difference between *too* + adjective (there is a problem) and *very* + adjective (there isn't a problem) as this is a common error.

ANSWERS:

1 a lot of, lots of, plenty of	4 enough
2 a bit, a few	5 too much
3 many	

D 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.

▶ page 129 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. Check understanding where necessary.

1 This exercise focuses on selecting appropriate quantifiers. Remind Ss to look at the noun where appropriate to decide if it is countable or uncountable. Refer Ss to the table in the Grammar Bank notes to help them with their choice. When checking answers, ask Ss to explain their choices and say why the incorrect word is not possible.

GB

ANSWERS:

- 1 many 2 a bit of 3 enough 4 lots of
5 much 6 any 7 plenty of 8 many

- 2** Make sure Ss understand that two sentences are correct, but the others have mistakes with the quantifiers. To correct the mistakes, Ss might need to change a word or add a word, and in some cases more than one quantifier is possible.

ANSWERS:

- 1 There are too ~~much~~ **many** people in here. It's too crowded.
2 correct
3 There's hardly **any** pasta. How can I make a meal for four people?
4 Put a ~~few~~ **bit of / little** cheese on the top, but not too much!
5 Sorry, I **don't** have enough money to pay for both drinks, so I'll just pay for mine.
6 correct
7 We've got plenty **of** people to help us with the cleaning.
8 There's ~~much~~ **lots of / a lot of / plenty of** juice left, so please have some!

- 3** This exercise focuses on both the meaning of the quantifiers and their use with nouns and adjectives. Check Ss understand *tap* and *brochure*. Elicit the first answer from the class to demonstrate the task. Put Ss into pairs to check their answers and then check answers as a class. Ask Ss to read the text again and decide if the holiday was the worst holiday ever. Elicit ideas from around the class.

EXTRA SUPPORT: DYSLEXIA Provide the words in the word choice box in a vertical list. Learners with dyslexia will find them easier to read in this format.

ANSWERS:

- 1 plenty 2 hardly 3 bit 4 a
5 much 6 enough 7 few 8 too

EXTRA IDEA For some extra writing practice, Ss work in pairs in class, or individually out of class, and write a short text describing the worst holiday ever – something worse than the article they have just read – using quantifiers.

EXTRA IDEA: DIGITAL Ss go online out of class and look for a real-life story of someone's terrible holiday. They then share these with a partner in the next lesson.

PRONUNCIATION**emphasising quantity**

- 3A**  **7.02** | Give Ss time to read the conversations and guess the missing word before you play the recording. Write the missing words on the board when checking answers.

ANSWERS:

- 1 any 2 few 3 plenty 4 much

- B**  **7.02** | Ask Ss if it was easy or difficult to hear the missing word in Ex 3A and why. Ask them which words were stressed in the answers. Play the recording again for Ss to check. Note that the quantifier doesn't have to come at the end of a sentence for it to be stressed and emphasised, e.g. 'I ate a lot of chocolate yesterday. Too much!'

ANSWERS:

The quantity words at the end of the sentences are stressed, i.e. *any, few, plenty, much*.

EXTRA IDEA Play the recording a third time so that Ss can listen and repeat the answers and produce the right stress.

- C** Demonstrate the task in Ex 3D to help Ss prepare. Ask a confident student to ask you the first question. Give an answer for you, e.g. 'Not enough! I travelled a lot more when I was younger, but I don't have the time these days.' Give Ss time to prepare their answers, encouraging them to use quantifiers where they can. Monitor if possible so Ss can ask you questions.
- D** Ss should take turns to ask and answer the questions. Monitor as they do and listen to Ss' use of quantifiers and also their use of stress. Provide feedback on this.

EXTRA SUPPORT If Ss struggle with using the quantifiers and/or correct stress, put them with a new partner and ask them to do the task again. Do this after you've provided feedback so they know what and how to improve.

LISTENING

- 4A** Check Ss understand what an audiobook is. Use the pictures to help explain the context and elicit any useful vocabulary, e.g. *hammock*. Then put Ss into small groups to do the task. Elicit ideas from each group in open class.

- B**  **7.03** | Play the recording so that Ss can check their answers to Ex 4A. You might want to write the questions on the board so they refer specifically to the man in the story, i.e. *What problems did the man have moving to a new country? What did he like about his new life?* Check answers as a class. Play any parts of the recording again if Ss were unable to get an answer.

AUDIOSCRIPT 7.03

When the plane landed in Rio, it felt as if we were landing on the edge of the world. I showed my passport, re-checked my bags, and sat and waited. One more plane journey, then a taxi ride, and I reached my new home: a town in the south of Brazil.

In those first weeks, everything was surprising to me. I felt a bit like a newborn baby. It was strange to see a mango tree in my garden, strange to go into a shop that sold lots of fruits I'd never heard of, strange to realise this heat was normal for a Brazilian summer. And then there was the noise: samba music on the buses, the shouting every time someone scored a goal on TV, families sitting outside laughing late into the night. The sounds of a country in love with life.

I walked along the coast every morning and explored the town and came across a few cafés that served the strongest coffee you've ever tasted. They served it in a tiny cup and called it a *cafezinho*. They didn't seem to notice the stranger with the funny accent. Or maybe they noticed but didn't care. They accepted me and I accepted my new life. The town had hardly anything, no cinema, no theatre, not even a library. But it had soul and it had the sea.

Some say the people of the world are the same everywhere you go. Maybe it's true, but it wasn't for me. I'd expected to be lonely, but I made plenty of friends, enough for a lifetime: the lady who brought bananas to my door, the teenager who fixed my fridge, the fisherman who sold me crabs straight from his boat. And the dogs! Those dogs on the beach were my friends, too, walking the same routes as me, hunting for crabs under the sand. Maybe that's what living by the sea does: makes everyone closer. I don't know, but as I lie in my hammock every day, all I hear is the sound of the waves saying 'live your life, live your life'.

- C**  **7.03** | Play the recording after Ss have had time to read the questions carefully. Play it twice if necessary. Check answers as a class. Help Ss to hear any answers they find difficult by playing the recording again. You might want to show parts of the audioscript on page 166 if connected speech is a problem.

EXTRA SUPPORT: DYSLEXIA Read the questions out in class before playing the recording to help Ss with dyslexia identify what to listen for as the reading load is quite high here.

ANSWERS:

- 1 plane and taxi
- 2 Everything. He mentions a mango tree in his garden, going into a shop that sold fruits he'd never heard of, the heat, and the noise.
- 3 samba music on the buses, shouting when someone scored a goal on TV, families sitting outside laughing late into the night, 'The sounds of a country in love with life.'
- 4 It was the strongest coffee he'd ever tasted. They served it in a tiny cup and called it a *cafezinho*.
- 5 soul and the sea
- 6 the lady who brought bananas to his door, the teenager who fixed his fridge, the fisherman who sold him crabs straight from his boat
- 7 It makes everyone closer.
- 8 He probably feels positive about it: he says the place is in love with life, the town has soul, he made plenty of friends, and living by the sea makes everyone closer.

- D** Put Ss into small groups and monitor as they do the task. Encourage Ss to use quantifiers where appropriate. Invite Ss who made some interesting points to share them with the class. Provide feedback on Ss' use of quantifiers.

EXTRA: ALTERNATIVE IDEA Rather than ask Ss to discuss both advantages and disadvantages in Ex 4D, question 2, divide each group into two halves. Ask one half to think of the advantages of moving to another country and the other half to think of the disadvantages. Ss then debate the topic in their groups.

VOCABULARY

new experiences

- 5A** Make it clear that these extracts are from the recording so that Ss understand the context. Select the correct meaning for *surprising* together as a class to demonstrate the task. Put Ss into pairs to check answers after they do the task. When checking answers as a class, help them to fully understand the meaning of the words in bold. Note that *funny* in this context means strange (not normal) and not humorous. Help Ss understand that it has two meanings.

EXTRA SUPPORT Ask Ss to look at the audioscript on page 166 so they can read further around each of the extracts to help them more with context.

ANSWERS:

- | | | | | |
|-----|-----|-----|-----|------|
| 1 b | 2 b | 3 b | 4 a | 5 b |
| 6 a | 7 a | 8 b | 9 b | 10 a |

- B** You could provide an idea of your own for each, or one or two, categories, e.g. 'I expect to mark homework tomorrow.' This will help Ss to understand the task. Suggest Ss take notes. Monitor and help Ss where necessary.
- C** Put Ss into pairs to share their ideas. Monitor and provide feedback on Ss' use of vocabulary from Ex 5A. Find out what Ss in one or two pairs have in common.

EXTRA CHALLENGE Put Ss into pairs. Tell them to imagine a short story with the title 'It was a strange experience' that involves a person and an animal (or other people/things you feel are relevant to your class). Tell Ss that they must include as much of the vocabulary in Ex 5A as possible. Ss then tell their story to a new partner.

- D** Give Ss time to read the sentences and then elicit the places.

ANSWERS:

coast, beach

- E** Elicit a few other words from around the class and note them on the board. Check all Ss understand them.
- F** Refer Ss to the Vocabulary Bank on page 143.

VB ► page 143 **VOCABULARY BANK** the natural world

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** Put Ss into pairs and ask them to identify as many things in the photos as they can. They then match the words to the photos. Don't check answers yet.
- B**  **VB7.02** | Play the recording so that Ss can check their answers. Check Ss understand the difference between *jungle* and *rainforest*, *mountain* and *mountain range*, *stream* and *river*, *sea* and *seaside*, and any other places where the photo may not be fully clear to Ss in your context. Help Ss to pronounce the words correctly, in particular the vowel sounds in *coast* and *stream*.

ANSWERS:

- | | |
|-------------------------|------------------------|
| A coast | F national park |
| B jungle | G rainforest |
| C countryside | H stream |
| D seaside | I valley |
| E mountain range | J waterfall |

EXTRA IDEA To add a degree of personalisation, ask Ss to tick the places that exist in their country.

EXTRA CHALLENGE To extend the vocabulary, ask Ss to find photos of other natural places, e.g. the places they identified in Ex 5E of the main lesson, and label them. Ss could do this using an online tool (e.g. a flashcard maker or collaborative tool) and then share a link to it so that other Ss can compare it to their own.

- C** Tell Ss to read all the information in each sentence before completing the sentences. Put Ss into pairs to check answers. Check answers as a class. Ss may ask what some of the animals mentioned are (e.g. giraffes, gorillas).

EXTRA SUPPORT: DYSLEXIA To reduce the amount of information and reading, give two or three options per sentence so that Ss have fewer to read and select from.

ANSWERS:

- | | |
|--------------------------|----------------------|
| 1 rainforest | 6 stream |
| 2 mountain ranges | 7 countryside |
| 3 national park | 8 jungle |
| 4 seaside | 9 coast |
| 5 valley | 10 waterfall |

EXTRA IDEA Ask Ss to tell a partner which places in Ex 1A they have been to and give a little more information, e.g. 'I've been to a national park. I went to Yosemite National Park when I was on holiday in California with my family.'

- D** Give Ss time to think of their answers before they do the task in pairs. Monitor and provide feedback on Ss' use and pronunciation of the places in Ex 1A.

SPEAKING

- 6 A** Demonstrate this task yourself by telling Ss about new experiences you have had. If you want Ss to talk briefly about this, demonstrate this, e.g. 'I've moved to a new city. I've started a new job and I've visited a new country.', etc. If you have more time and would like Ss to speak in more depth, demonstrate this, e.g. 'I've moved to a new city. I grew up in Madrid but moved to Salamanca when I went to university.'
- B** Give Ss plenty of time to prepare what they will say. Encourage them to take brief notes and think about how they can use the quantifiers and vocabulary from this lesson. Use the example given to help with this by asking Ss to find examples of language taught in the lesson (*hardly any, a bit, explored, came across*).

- C** Put Ss into small groups for this, with new partners if possible. If time is an issue, put them into new pairs. Monitor as Ss complete the task. In feedback, find out whose experiences were particularly interesting, and then highlight good use of the language from this lesson and elicit corrections to errors that you noticed. Deal with any common issues with this language.

WRITING

a description of an experience

- 7A** Ask Ss to read the options and predict what Zeinab might write about. Review *local customs* and *landscape* to check Ss understand these. They then read to check their ideas. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA To help dyslexic Ss identify and manage the information, read out the ideas in the box and the email in class.

ANSWERS:

food, interesting places to visit, local customs, meeting people, the landscape, what she expected before the trip

- B** Give Ss time to do this individually then put them into pairs if possible to check their answers. Note the examples on the board when you elicit the answers in open class.

EXTRA SUPPORT: DYSLEXIA Give Ss the examples from the email separately so that Ss can avoid reading through the whole email to find them and can match them more easily.

ANSWERS:

- 2** We enjoyed exploring.
- 3** We were excited to come across ...
- 4** I found the history very interesting.
- 5** I'd expected the cycling to be really difficult, but it wasn't too bad.

EXTRA IDEA You might want to elicit one more example for each of the expressions that is not in the email. Give a context that your Ss would be familiar with, e.g. a walk in the mountains or a trip to the beach. Ss then produce examples based on this context.

- C** Ask Ss to highlight or circle these adjectives. Elicit them and note them on the board.

ANSWERS:

- | | | |
|----------------------|----------------------------|--------------------|
| 1 friendly | 2 beautiful, little | 3 wonderful |
| 4 interesting | 5 delicious | |

- D** If Ss haven't travelled anywhere or done anything new recently, they can describe something from further back in their past, or make something up. Encourage Ss to decide in what order the things in Ex 7A they choose to talk about will come in their email. Remind Ss how best to start and end emails to friends.

- E** Ss can write their emails in class or out of class. You may want to suggest they write 100–140 words. Provide feedback on Ss' use of expressions in Ex 7B.

EXTRA: ALTERNATIVE IDEA You could put Ss into pairs and ask them to write their emails to each other. They can then send their emails (on paper or digitally) and even respond. You could also ask Ss to peer assess each other's use of expressions in Ex 7B and adjectives in Ex 7C.

EXTRA IDEA: DIGITAL Rather than an email, you could ask Ss to have an online conversation about their experience if this is a more common form of communication for your Ss. They can use a messaging app and invite you to their conversation so that you can provide feedback, or you could set up a forum so they can have their conversation there.

TO FINISH

Ask the class if they feel that they had a) plenty of, b) enough or c) not enough practice of quantifiers. Ask Ss to vote and, based on the results, discuss next steps with the class, e.g. extra practice out of class or what they would like to do in their next lesson.

7C You must see ...!

HOW TO ... | make and respond to recommendations

VOCABULARY | describing places

PRONUNCIATION | sounding enthusiastic

LESSON OVERVIEW

In this lesson, Ss make recommendations. The lesson begins with Ss reading an article about the top things to do in Shanghai. From the article they learn adjectives that describe places. They then listen to a phone conversation between two friends, with one asking for recommendations about Shanghai. Ss learn and practise using phrases for recommending a place and responding to recommendations. They focus on using intonation to sound enthusiastic, and then make their own recommendations for places they know well.

Online Teaching

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

- **Ex 2C:** Use the chat box to elicit answers from all Ss to check their understanding.
- **Ex 3C:** You could use a tool outside of your platform to create a matching task. Share the link with your Ss who match the items. Play the recording so that Ss can then check their answers before they submit them. You can then assess all Ss' learning.
- **Exs 4B and 4D:** When checking answers, display the phrases and allow Ss to annotate them. Ask different Ss to type the correct missing word in each phrase. Check their answers.

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

Put Ss into pairs and ask them what they like and dislike about city life. Elicit ideas from around 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** Monitor as Ss discuss the questions and note down any interesting answers. Ask the Ss that gave them to share them with the whole class.
- 2A** Ask Ss if they can predict any of the three things the article will mention, using the photos to help them. Ss then read and complete the task. Check answers as a class. Do a quick poll to find out which place in the article is the most interesting to the class.

EXTRA SUPPORT: DYSLEXIA If possible, record the text in advance of the lesson so Ss with dyslexia can listen as they read. Alternatively, read it out in class.

ANSWERS:

1 Shanghai Tower: C **2** the Bund: B **3** Yu Garden: A

- B** Put Ss into pairs, or small groups for variety, to discuss the places.
- C** Ask Ss what part of speech each word in bold is (an adjective). Explain that they all describe places. Do the first one together as a class. If both of these words are new to Ss, they will find it hard to answer the question. Give the definition of *modern* and ask Ss to read before and after the word *ancient* in the article to identify the meaning ('built in 1577' = 'very, very old'). Remind them that they studied *tradition* in Lesson 7A. When checking answers to the task, check Ss understand the meaning of each adjective clearly. Help them with pronunciation, especially *famous*, *historical*, *ancient* and *narrow*.

ANSWERS:

1 ancient	2 narrow	3 peaceful
4 wooden	5 colourful	6 famous

EXTRA IDEA Ask Ss to work in pairs and think of places in their area or country that can be described using the adjectives in bold.

- D** Give Ss time to think of their answers before they do the task in pairs. Encourage them to think of ways to use the adjectives in Ex 2C. Monitor and provide feedback on Ss' use of these adjectives.

EXTRA IDEA You could ask Ss to work in pairs and write more questions using other adjectives in Ex 2C, e.g. 'Are the streets in your area narrow or wide?' Put two pairs together so they can ask each other their questions.

How to ... make and respond to recommendations

3A  **7.04** | Explain that Ss will hear a phone conversation between two friends. Don't tell them what the conversation is about yet. After Ss read the questions, check they understand the meaning of *recommend*. Then, play the recording. Don't check answers yet.

AUDIOSCRIPT 7.04

Mark: Hi Sam, it's Mark here.
 Sam: Hi Mark. How are you?
 Mark: I'm fine, thanks. I'm calling because I'm going to Shanghai next month. I wondered if you could give me some recommendations for things to see and do while I'm there.
 Sam: Sure. I know the city really well.
 Mark: Great, thanks.
 Sam: So, you've never been to Shanghai?
 Mark: No, I haven't.
 Sam: Oh, you're going to have a great time. It's an amazing city! There's so much to see and do!
 Mark: Oh, wow! How exciting! I'm taking my dad with me. Is there anything in particular you think we should do?
 Sam: Yes, of course. There are a few things you absolutely have to see.
 Mark: Right.
 Sam: First of all, when you arrive at the airport, make sure you take the Shanghai Maglev Train from the airport to the centre of Shanghai. It's the world's fastest train. It's exciting because it's so fast. It only takes you seven minutes to get into the centre, and taking the train is a really fantastic experience.
 Mark: OK, that's a good idea. Thank you.
 Sam: Yeah, it's great. You must visit the Shanghai Tower. It's a great place to see views of the city and going up in the lift is really exciting.
 Mark: Er ... I'm not sure about that one. Dad's afraid of heights!
 Sam: Oh, that's a shame. Going up the tower is one of the best things to do in Shanghai.
 Mark: Ahh ... yeah ... well.
 Sam: It doesn't matter. Maybe you can just go to the area. You can enjoy it even if you don't go inside – it's beautiful from the outside, too.
 Mark: That's a good idea.
 Sam: You can also enjoy the views of the city from the Bund, along the river. It's a lovely place to walk in the evening and see the skyline, and you can eat at one of the fantastic restaurants while you're there.
 Mark: OK. That sounds good. Anything else? What about different areas of the city?

Sam: Oh yes, you should definitely visit Tianzifang.
 Mark: Sorry?
 Sam: Tianzifang – it's the tourist shopping and café area in the old French district. It's full of narrow streets with little shops. It's a great place to buy souvenirs and to drink tea, of course. And it's beautiful to walk around and enjoy the historical European architecture.
 Mark: Right ... that sounds interesting.
 Sam: Oh, and one other thing you have to do.
 Mark: What's that?
 Sam: Don't leave Shanghai without visiting the Yu Gardens.
 Mark: Yes, I've heard about the gardens.
 Sam: It's a beautiful green space and it's very relaxing to walk around and take photos. You can see the amazing Jade Rock ...

B Put Ss into pairs to check their answers. Monitor and identify any answers they struggled with. Play parts of the recording again to give them another chance to hear the answers.

ANSWERS:

- 1 Mark is calling to get some advice on where to go in Shanghai.
- 2 no
- 3 his dad
- 4 Shanghai Maglev (Train), Shanghai Tower, The Bund, Tianzifang (the old French district), Yu Gardens

C Give Ss time to do this individually but make it clear that if they can't remember, it's fine as they will hear the conversation again. Note that *Tianzifang* is pronounced *tee-en-zih-fang*. If Ss find description d hard to identify, give them an extra clue: tell them that Sam is referring to what she says is one of the best things to do in Shanghai. Don't check answers yet.

D  **7.04** | Play the recording so Ss can check their answers to Ex 3C. Play it twice if necessary. Check answers as a class.

ANSWERS:

- 1 b, f 2 d, i 3 e, j 4 c, g 5 a, h

4A This task focuses Ss on the phrases Sam used to make recommendations. Monitor, if possible, and check if Ss are able to complete the phrases effectively. Note any problematic ones. Don't check answers yet.

EXTRA SUPPORT: DYSLEXIA Provide the words in the boxes for Exs 4A and 4C as vertical lists to help Ss with dyslexia read them more easily.

EXTRA CHALLENGE As a challenge, cover, or ask Ss to cover, the word choice box. Ss try to fill the gaps without it. They can then look at it to check their answers.

- B**  **7.05** | Play the recording for Ss to listen and check. Highlight some of the features of the phrases, e.g. the position of the adverbs *absolutely* (1) and *definitely* (3), the use of the infinitive after an adjective (5, 6) and the use of a gerund after *without* (8).

ANSWERS:

- 1 have to 2 must 3 definitely 4 sure
5 best 6 great 7 can 8 leave

- C** Explain that these are responses to a recommendation or suggestion. Don't check answers yet.

- D**  **7.06** | After Ss listen and check, play the recording again and ask Ss to listen and repeat the phrases. Encourage them to sound enthusiastic in their responses.

EXTRA: ALTERNATIVE IDEA Don't play the recording for Ss to check, but ask them to check their answers in the Grammar Bank on page 130 instead. Then play the recording for Ss to listen and repeat.

ANSWERS:

- 1 Great 2 idea 3 exciting 4 sounds 5 That

- E** The Grammar Bank on page 130 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB page 130 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. The exercises help Ss to form the phrases using the correct words.

- 1** Ask Ss to do this task without looking at the phrases in the Grammar Bank notes, then look at the notes to check their ideas. Check answers as a class.

ANSWERS:

- 1 d 2 g 3 a 4 b 5 f 6 c 7 e

EXTRA IDEA You might want to ask Ss to think of a place they are familiar with. Ss change the sentences and make them about that place, e.g. 'Visiting the Eiffel Tower is one of the best things to do in Paris. You should get there early to avoid queues ...'. Ss share their sentences with a partner.

- 2** Do the first one as a class to demonstrate the task. You might want to note the answers on the board when checking answers so that Ss can see them clearly.

EXTRA SUPPORT: TEACHER A *pastel de nata* is a Portuguese pastry made with custard. Frida Kahlo was a well-known Mexican painter in the 20th century. Her home, La Casa Azul, is now a museum.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find it difficult to order the words. Give learners these sentences with all but one of the words in the phrases in the sentence. Ss then complete each sentence with the missing word.

ANSWERS:

- 1 you should definitely visit
2 That's a good idea
3 make sure you
4 That sounds good
5 you must visit
6 It's a lovely place to
7 Great, thanks
8 there are a few things you have to do
9 That sounds interesting
10 don't leave without
11 Oh, wow!
12 How exciting!

EXTRA IDEA Put Ss into A/B pairs and ask them to read aloud the mini dialogues in Ex 2. For an extra challenge, ask them to take turns being A, and to change the places mentioned each time, e.g. 1 A: 'If you go to Venice, you should definitely visit St Mark's Square.'

- 3** Give Ss time to do this individually then put them into pairs if possible to check their answers. Elicit the answers in open class. Then give Ss time to practise the dialogue with their partner and monitor how enthusiastic they sound in their responses before moving on to the pronunciation focus.

ANSWERS:

- 1 It's a great place 5 Make sure you
2 You must visit 6 OK, that's a good
3 You can walk 7 And don't leave
4 That sounds 8 How exciting

PRONUNCIATION

sounding enthusiastic

5A  **7.07** | Play the recording once, and then play each pair of sentences a second time before pausing the recording and eliciting the answer. Establish that the speaker stresses words they want to emphasise in the more enthusiastic sounding sentences. Elicit which words were stressed. Play the recording again for Ss to listen and repeat.

ANSWERS:

The speaker sounds more enthusiastic in B in all three cases – she says the words with emphasis (louder, longer and higher intonation).

AUDIOSCRIPT 7.07

Sam: There are a few things you absolutely have to see.

Sam: You must visit the Shanghai Tower.

Sam: You should definitely visit Tianzifang.

FUTURE SKILLS | Communication



B Ask Ss how we show enthusiasm when we're talking to other people and elicit ideas. Ss then read the box to compare them. Put Ss into pairs or small groups to discuss the question and then elicit ideas in open class.

EXTRA: EMPLOYABILITY SKILLS Keep Ss in their pairs/groups and ask them to think about reasons why it might be important for people to show enthusiasm in their jobs, e.g. to show they care about customers, to show they are interested in their colleagues, to show that a manager is interested in their team.

C Elicit a possible example for the first sentence from the class. Monitor, if possible, as Ss complete their own sentences and help them with accuracy where necessary. Ask Ss to think about which words they should stress when sharing their sentences. When Ss work in pairs, monitor and listen to their intonation. Provide feedback on this.

EXTRA IDEA: DIGITAL Ask Ss to record themselves and listen back to see if they sound enthusiastic and emphasise the right word(s).

EXTRA CHALLENGE Encourage Ss to respond to their partner's recommendations with a response from Ex 4C, e.g. 'That sounds good.'

SPEAKING

6A Make it clear that this does not need to be a city or town, it can be a garden, a museum, a park, etc. However, it needs to be a place that other people can visit, too (e.g. not someone's home). Give Ss time to prepare what they are going to say and think about the language they can use to say it.

B You might want to put Ss into new pairs to do this task to vary the interaction in the lesson. Remind them to both use language of recommendation and also to respond to these recommendations using the responses in Ex 4C. Monitor and provide feedback on their use of this language, and their intonation. Find out which suggestions Ss found the most useful and why.

EXTRA SUPPORT Give weaker classes or learners a speaking frame to help them, e.g. *Do you know [place]? It's [describe it]. You should definitely [recommendation]. Make sure you [recommendation]. Don't leave without [recommendation].*

EXTRA: HOW TO ... Ask Ss to make notes on the recommendations their partners give in Ex 6B. When finished and after they receive feedback, put Ss with a new partner and ask them to tell them about the place their first partner told them about. They should pretend that they know it well.

TO FINISH

Books closed. Read out one of the sentences in Ex 4A, but don't say the word in the gap – whistle or cough instead. Ss write down the missing word. Check the answer. Do this with a few other phrases.

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

▶▶ page 156 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶▶ page 210

7D BBC Street Interviews

Go solo?

GRAMMAR | reflexive pronouns

SPEAKING | a discussion about travel

WRITING | an essay about why we travel

LESSON OVERVIEW

In this lesson, Ss watch a video of interviews with people on the street about amazing places they've been to. Ss begin by discussing their own travel experiences and preferences before they watch the interviews and complete a set of viewing tasks. There's a focus on reflexive pronouns, and then Ss discuss travel. Finally, they write an essay about travel.

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 students time to watch the video on their own device before moving on.
- **Ex 2B:** Use a poll or survey tool to gather the answers to this question.
- **Ex 5A:** Share the Extra Support ideas in Ex 5A with weaker learners via private chat rather than the whole class if you don't have time to elicit them.

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

Tell Ss that they're going to watch a video of people talking about amazing places they've visited. Ask them to tell each other about an amazing place they've visited or would like to visit one day, either in their own country or abroad.

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 Put Ss into small groups to discuss the questions. Remind Ss that the questions refer to travel at home as well as abroad. Monitor as Ss do the task and, when finished, invite Ss with any interesting ideas to share them with the class.

VIEW

- 2A ▶ Explain that Ss will watch some street interviews where people talk about an amazing place they've visited. Ask Ss to read the list of places and check they know how to pronounce them in English, especially Mount Kilimanjaro. Play the first half of the video and then check answers.

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

ANSWERS:

Iceland 5	Budapest 2	Mount Kilimanjaro 4
London 7	India 1	Syria 6
New Zealand 3		

EXTRA IDEA: DIGITAL Show places that Ss may be less familiar with on a map, or ask Ss to use their phones to look them up themselves.

- B Give Ss time to answer the question. Then do a quick poll to find out Ss' predictions. Elicit reasons why.
- C ▶ Explain that Ss will watch the second part of the video and check their answer to Ex 2B. Play the second half of the video and then check the answer.

ANSWERS:

Three speakers – Saffi, Osaid and Anabel – say they prefer travelling with other people. Molly, Lotte and Nikki prefer travelling 'by myself'. Dan says he enjoys a 'bit of both', and Lumi says he enjoys both, though he does express a preference for travelling by himself.

- 3A** Explain that these sentences come from the video. Give Ss time to read the sentences and think about the meaning. Put Ss into pairs to discuss their ideas. Encourage them to think about the part of speech, similar words in their own language or parts of the words or phrases they may understand. Ss could check their ideas in a dictionary. Check answers and make sure Ss understand the meaning and pronunciation of the words or phrases.

EXTRA SUPPORT Give weaker Ss simple definitions to match to the words/phrases in bold, e.g. *A a lot of different types* (wide variety), *B including people and things from different cultures* (diverse), *C interesting and exciting* (lively), *D natural area around you* (scenery).

POSSIBLE ANSWERS:

diverse: with many different types of something, e.g., people, places, food, etc.

scenery: the natural features of a place, e.g. mountains, rivers

wide variety: a lot of different types of things or people

lively: interesting and exciting

- B** ▶ Refer Ss back to the sentences in Ex 3A. Play the first part of the video again. Check answers.

ANSWERS:

1 India 2 New Zealand 3 Syria 4 London

- C** ▶ Check Ss understand the meaning of *flexible*. Give Ss time to do the task individually. They could compare ideas in pairs. Play the second part of the video for Ss to check.

ANSWERS:

1 company 2 lonely 3 on your own
4 shared 5 yourself

- D** Put Ss into small groups. Monitor as they discuss the questions and ask one or two Ss to share their ideas with the whole class.

GRAMMAR

reflexive pronouns

- 4A** Give Ss time to do the task individually and elicit the answers.

ANSWERS:

by yourself, by myself

- B** Ask Ss how the second phrase would change in sentence 2 in Ex 4A, if the subject changed to *you*, i.e. *You prefer going by ...*. Check the answer. Ss then complete the task. You could refer them to the Grammar Bank on page 131 to check their answers. Make sure Ss understand that reflexive pronouns can also be used to emphasise a subject, e.g. *I made this*. → *I made this myself*. Also clarify the fact that *yourself* is singular and *yourselves* is plural.

EXTRA IDEA Ask Ss how they express *by myself*, *by yourself*, etc. in their first language to compare/contrast.

ANSWERS:

1 b 2 c 3 a

- C** The Grammar Bank on page 131 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶▶ page 131 GRAMMAR BANK

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

- 1** When checking answers, remind Ss that objects in English do not have a grammatical gender. Therefore, singular nouns – like *the light* in question 3 – are always referred to using *itself*.

ANSWERS:

- I can't believe your brother made all this food by ~~myself~~ **himself**.
- Shall we get the kids to clean the car or do it ~~themselves~~ **ourselves**?
- That's strange. The light just switched ~~herself~~ **itself** on.
- Mohammed just rode his bike by ~~itself~~ **himself** for the first time!
- I told ~~yourself~~ **you** not to be nervous and that I could do it!
- You can do it by ~~myself~~ **yourself**. You don't need my help.
- Maria painted the whole room by ~~yourself~~ **herself**.
- Maki and Rico wanted to order pizza, but I asked them to make one ~~yourselves~~ **themselves**.

- 2** This task and the next focus on selecting the right reflexive pronoun. Do the first sentence as a class, demonstrating that Ss first need to identify the subject before they select the right reflexive pronoun. You may need to help Ss with question 5 where there are two subjects, and question 10 where there is no subject as the verb is an imperative. Help them identify that the subject is *you* in both cases.

EXTRA SUPPORT: DYSLEXIA Write the reflexive pronouns in a vertical list on the board or supply them in a vertical list as a handout for dyslexic Ss. This will avoid them having to keep referring back to the Grammar Bank notes to find or check for the correct pronouns.

ANSWERS:

- | | | |
|--------------|-------------|--------------|
| 1 yourself | 2 myself | 3 himself |
| 4 themselves | 5 yourself | 6 yourselves |
| 7 herself | 8 ourselves | 9 itself |
| 10 yourself | | |

- 3** Elicit the first answer and establish why *my own* isn't possible as an answer (it should be *on my own*). Monitor, if possible, as Ss do the task and provide support and feedback. Check answers. Ask Ss to explain why the incorrect answers are incorrect.

ANSWERS:

- | | | |
|------------|-----------|-------------|
| 1 myself | 2 himself | 3 ourselves |
| 4 yourself | 5 myself | 6 myself |
| 7 yourself | 8 himself | |

EXTRA IDEA Ask Ss to work in pairs and tell each other about these things: something you made yourself; something a friend achieved by himself/herself; and something your friends or family did by themselves.

SPEAKING

a discussion about travel

- 5A** Give Ss plenty of planning time. Focus their attention on the Key phrases and encourage them to select a few to use in their answers.

EXTRA SUPPORT To help Ss' thinking, elicit possible answers for questions 1–3 from the class, e.g. possible benefits of travelling by yourself, things that make a place special. For question 4, you could give Ss prompts to consider, e.g. culture, geography, language, nature, skills, ourselves.

EXTRA CHALLENGE Ask Ss to plan to use two or three reflexive pronouns in their discussions.

- B** Put Ss into groups to discuss the questions in Ex 5A. Monitor and note down any useful language. Ask Ss to share any interesting ideas with the class. Highlight good performance and useful language used, and elicit corrections to any consistently made errors.

EXTRA: ALTERNATIVE IDEA You might want to turn question 1 into a debate. Half the Ss in each group argue for travelling alone, and the other half argue for travelling with others.

EXTRA CHALLENGE You could ask fast finishers to discuss what has made places special to them, and what they have learnt from travelling.

WRITING

an essay about why we travel

- 6A** Put Ss into pairs. Ask them to read the essay title and predict what ideas the essay will present. Elicit ideas in open class and record them on the board. Ss then read the essay to check their ideas and compare them to the list on the board. Note that this is not a formal essay. At this level, the essay is simple and written in a neutral style.

EXTRA SUPPORT: DYSLEXIA Ask the partners of Ss with dyslexia to read the essay out loud as the amount of text here may present a challenge.

ANSWERS:

It enriches our lives. It can open our minds. We change. It helps us 'escape from everyday life and ... learn about ourselves.' It provides exciting experiences.

- B** Ask Ss to look at the essay and elicit the number of paragraphs (4) and the purpose of each paragraph (1 – introduction; 2 – one reason for travelling; 3 – another reason for travelling; 4 – conclusion). You may want to discuss with the class what they can write in an introduction (a sentence to introduce the topic and a sentence to introduce the opinion they are going to give about the topic); what they can write in a second and third paragraph (an idea + an explanation and/or examples and/or the effect of the idea); and what they can write in a conclusion (a summary of the main points in the essay).

Encourage Ss to use the bullet points to help them make a plan before they write their essays. You might expect Ss to write around 140 words for their essays at this level. Provide feedback, focusing on the points made. You may also want to comment on the structure.

EXTRA SUPPORT You might want to ask weaker Ss to plan their essays in pairs, or plan individually and then share their plans. They can say one thing they like about the plan and give one suggestion for an improvement.

EXTRA IDEA: DIGITAL You could ask Ss to create a digital word web showing what will go into each paragraph of their essays.

TO FINISH

Ask Ss to tell each other a place they'd love to visit by themselves in the future, and why.

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, 3, 4, 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:** Ss can share their sentences via the chat box.
- **Ex 1B:** Ss could share their sentences, or at least one sentence, with you via private chat so that you can provide some feedback.
- **Ex 6A:** Use the chat box to gather answers to Ex 6A before Ss listen in Ex 6B. You can then assess which answers to focus on after Ss listen so that you can help them to understand why the correct answer is correct.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember the language they studied in Unit 7 (Grammar: first and second conditionals, quantifiers, reflexive pronouns; Vocabulary: travel and tourism, new experiences, the natural world, describing places; How to ... make and respond to recommendations). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

first and second conditionals

- 1 A** Tell Ss that each sentence should start with *If* to help them. Point out the example given. Elicit how the first conditional is formed (*if* + present simple + *will* + infinitive) or refer them to the Grammar Bank on page 128 to help them.

ANSWERS:

- 2** d, If you don't exercise, you won't get fit.
3 e, If you argue with your manager, you'll have problems at work.
4 b, If you travel a lot, it/you will open your mind.
5 a, If you only study for ten minutes a day, you won't pass your exams.

- B** Elicit one example from the class to demonstrate the task, for example 'If you go to bed early every night, you'll have more energy.' Put Ss into pairs. Monitor if possible and provide feedback on Ss' use of the first conditional.

- 2** Elicit how Ss should form the second conditional (*if* + past simple + *would* + infinitive) or refer them to the Grammar Bank on page 128. Use the example given to explain the task. Put Ss into A/B pairs. They should take turns starting and finishing their sentences. Monitor and provide feedback on their use of the second conditional.

POSSIBLE ANSWERS:

If I was (were) rich, I'd give money to charity.
 If I gave up coffee, I wouldn't sleep so badly.
 If I had more energy, I'd dance all night.
 If I didn't have a TV, I wouldn't waste so much time.

EXTRA SUPPORT To help Ss, especially those with dyslexia, provide the clause prompts in the order they will need to use them in two corresponding columns. Student A makes an *If I* clause with the first prompt in the first column. Student B responds making a clause with *would* and the first prompt in the second column. Then they swap roles, working their way down the columns.

EXTRA CHALLENGE You might want to encourage Ss to use *could* and *might* as well as *would* in their clauses.

quantifiers

- 3** Explain or elicit what a *house-warming party* is. Remind Ss to think carefully about the noun that accompanies each quantifier and think about whether it is countable or uncountable. Note that in 2 and 3, the noun is *people*, but it is not mentioned because it was mentioned previously (in 1).

ANSWERS:

- | | | | |
|---------------|---------------|-----------------|--------------------|
| 1 many | 2 too | 3 enough | 4 a lot |
| 5 few | 6 Lots | 7 any | 8 plenty of |
| 9 much | 10 bit | | |

EXTRA IDEA Put Ss into A/B pairs and ask them to practise reading the conversation in Ex 3 aloud. Then, display it on the board without the quantifiers and ask Ss to do it again so they have to remember the quantifiers as they speak.

reflexive pronouns

- 4** Elicit the reflexive pronouns used with *I, you, he, she, it, we* and *they*. Remind Ss to look at the subject to help them choose the right pronoun. Refer Ss to the Grammar Bank on page 131 to check where prepositions might be needed.

ANSWERS:

- 1 herself 2 by myself 3 yourself
4 ourselves 5 myself 6 by himself

VOCABULARY

- 5** Use the example to demonstrate the activity. Elicit another example from the class to check Ss understand, e.g. 'Don't expect everything to be perfect. Things will go wrong.' Either elicit ideas from around the class after pairs have finished, or put two pairs together to share their ideas. Monitor and provide feedback on Ss' use of the vocabulary given.

EXTRA SUPPORT Note useful prompts on the board to help Ss with their advice, e.g. *You should ... / Avoid ... / Make sure you ... / Try to ...*. Or refer them to the Grammar Bank on page 130.

EXTRA IDEA: DIGITAL Ask pairs to share their sentences via a digital tool and compare their ideas.

- 6A** Ask Ss to read the title, guess what the job is, and then check with the start of the text (travel writer). Ask Ss to predict what the text might say and what reasons it might give. Ss can then read the article, ignoring the gaps, to check their ideas. Ss then complete the text. Don't check answers yet.

EXTRA SUPPORT: DYSLEXIA Ask Ss to cover all the text except the question they are working on, and all the options except the ones they are working on. It will reduce distraction while reading.

- B**  **R7.01** | Play the recording for Ss to check their ideas. You might also want to elicit the answers and ask Ss to explain them.

ANSWERS:

- 1 C 2 B 3 C 4 A 5 C 6 A 7 B 8 A
9 C 10 B 11 B

EXTRA IDEA Ss could write a short article about another travel job with the same article title. Ss could choose from travel vlogger, tour guide or travel rep at a resort. Encourage them to use vocabulary from the unit.

TO FINISH

On the board, write:

What are the most useful words you've learnt in Unit 7? Why?

What error do you keep making with the grammar in Unit 7? What will help you not to make that error in the future?

Ss discuss these things in pairs while you monitor and listen to them, or Ss answer them on paper or digitally. Help Ss with the areas they identify in the second question by offering out of class study materials or useful strategies to help them. Ss can also suggest ideas to each other.

8 know-how

Global Scale of English **LEARNING OBJECTIVES**

8A Doers and dreamers

- **LISTENING** | Understand people talking about their skills: practical abilities; abilities: phrasal verbs
- Talk about your skills and abilities: *can, could, be able to*
- Pronunciation: weak forms of *can, could* and *be able to*
- Write an anecdote about learning a skill

GSE INFORMATION

VOCABULARY

43–58 Can use language related to maintenance, services and DIY.

LISTENING

45 Can follow the main points of short talks on familiar topics if delivered in clear standard speech.

GRAMMAR

41 Can refer to impossibility and inability in the past using 'couldn't'.

SPEAKING

50 Can carry out a simple informal interview.

WRITING

47 Can write descriptions of past events, activities or personal experiences.

8B Video everywhere

- **READING** | Read about video: video collocations; technology 1
- Pronunciation: emphasising important information
- Make a short video or plan an online video channel: active and passive

GSE INFORMATION

VOCABULARY

43–58 Can use language related to machines and technology.

READING

43 Can make basic inferences or predictions about text content from headings, titles or headlines.

GRAMMAR

48 Can use the present simple passive.

48 Can use the past simple passive.

SPEAKING

44 Can give a short talk about a familiar topic, with visual support.

8C Help!

- **HOW TO ...** | describe a problem and make recommendations: technical problems; technology 2
- Pronunciation: contrastive stress

GSE INFORMATION

VOCABULARY

43–58 Can use language related to computers and the internet.

HOW TO ...

45 Can make simple recommendations for a course of action in familiar everyday situations.

SPEAKING

49 Can discuss everyday, practical issues when the conversation is conducted slowly and clearly.

8D A gifted learner

- **BBC PROGRAMME** | Understand a TV programme about a gifted language learner
- Talk about the best way to learn a language: *-ing* form
- Write a forum comment about language learning

GSE INFORMATION

GRAMMAR

51 Can use a range of common verb + verb combinations using the *-ing* form.

SPEAKING

60 Can bring relevant personal experiences into a conversation to illustrate a point.

WRITING

46 Can write simple informal emails/letters and online postings giving news or opinions.

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.

 **Focus Ss** on the main photo and ask them what the person is doing and what skills the person needs to do it well. Explain that the unit is about skills, and the vlogs are about fixing things. Check Ss understand the meaning of *fix*. Play the video and ask Ss to complete the first part of the task. Put Ss into pairs to compare their answers, then check answers with the class. Put Ss back into pairs to discuss the second part of the task. Discuss as a class if Ss are good at fixing things.

ANSWERS:

- 1 electronics, motor, engine, computers, cars, change a lightbulb
- 2 Students' own answers

EXTRA IDEA Ss can watch the video again either in class or out of class and note down what each speaker is good at and/or bad at.

ANSWERS:

Speaker 1 is terrible at fixing anything electronic or with a motor or engine.

Speaker 2 is quite good at fixing computers, but isn't good at fixing cars.

Speaker 3 is good at fixing things and always tries before throwing them away or asking for help.

Speaker 4 is really bad at fixing everything and can't even change a lightbulb.

Speaker 5 is bad at fixing things, but is good at managing projects and asking others to do the work.

Speaker 6 is good at breaking things, but not good at fixing things.

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 Doers and dreamers

GRAMMAR | *can, could, be able to*

VOCABULARY | practical abilities; abilities: phrasal verbs

PRONUNCIATION | weak forms of *can, could* and *be able to*

LESSON OVERVIEW

In this lesson, Ss talk about abilities. They begin by reading an article about a film-maker and photographer and his practical skills. From that article, they learn verbs and phrasal verbs related to practical abilities. Next, Ss listen to different speakers talking about their practical skills. Using this recording, Ss are introduced to *can, could* and *be able to* to describe ability. They focus on the pronunciation of strong and weak vowel sounds in *can, could* and *be able to*, before talking about their own abilities. Finally, they write an anecdote about learning a skill, focusing on time expressions.

Online Teaching

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

- **Ex 2B:** Rather than put Ss into breakout rooms for this task, you could ask Ss to raise their hands if their answer is yes and then elicit reasons *why/why not* from the class. Alternatively, ask all Ss to share their answers and reasons via the chat box.
- **Ex 2C:** Ask each pair to nominate one person as the pair reporter before they do the task. That reporter should record their answers. When conducting feedback, ask the reporters to share their answers via the chat box.
- **To finish:** Ss can share their number privately via the chat box.

Additional Materials

For Teachers:

Presentation Tool Lesson 8A

Photocopiable Activities 8A

Grammar Bank 8A

Vocabulary Bank 8A

For Students:

Online Practice 8A

Workbook 8A

TO START

Write *doers* and *dreamers* on the board and tell Ss this is the topic of the lesson. Ask Ss what they think the difference between a doer and a dreamer is and check their ideas (a *doer* does rather than thinks or talks about something; a *dreamer* thinks or talks about something but doesn't necessarily do it). Put Ss into pairs and ask them to tell each other if they are a doer or a dreamer and why. Find out how many doers and how many dreamers there are in 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

practical abilities

1 A Focus Ss on the photos and use the first two to explain the meaning of *practical* (good at making or fixing things) so that Ss understand the focus of the lesson. Use the examples to help with this and elicit one more example from the class to check their understanding (e.g. making a meal). Ss complete this task individually. Monitor and help with ideas and vocabulary if possible.

B Use the examples given to demonstrate the task, but make it clear that Ss only need to note down ideas, not full sentences. You could give a sentence or two about yourself to provide further examples, e.g. 'I'd love to be able to sing really well.' Ss do this task individually.

C Put Ss into pairs to complete the task. You could elicit some follow-up questions for your own example in Ex 1B, or the example given in Ex 1B, e.g. 'Are you bad at baking now? What kind of cakes would you like to bake?' Monitor and listen to Ss' use of language to describe ability to assess their current skills in using this language now.

2 A Explain that Ss are going to read about someone's practical skills. Use the second photo to elicit the word *van*. Then ask Ss to read the text and answer the question. Check answers as a class.

ANSWERS:

He's a YouTuber who travels in a van and makes short films. He turned his van into a mobile studio, added new parts and installed electricity. Sometimes he repairs and replaces things. He and a friend also built a tiny house. They arranged access to running water, put up shelves and added a power supply.

B Help Ss to understand the meaning of *living the dream* (living a perfect life). Ask Ss to discuss this with their partners. Monitor and invite Ss with interesting ideas to share them in open class.

C Give Ss time to do this task individually before they work with their partner to discuss their ideas. Point out the words in bold in the article and encourage Ss to read around them to help them work out the meaning. Ss can use a dictionary to check their ideas. When checking answers as a class, make sure Ss understand the difference in meaning between each pair of verbs. Help them with pronunciation, especially with new words, e.g. *calculate* and *install*, and the silent letter in *design*.

EXTRA SUPPORT: DYSLEXIA To help Ss find and focus on the words in their context in the text, you could extract the relevant phrases and sentences and list them, preferably in the order they appear in the exercise to help them identify the correct answers.

ANSWERS:

- | | |
|-------------|---|
| 1 replace | 5 Yes. The person in the text did this. |
| 2 upload | |
| 3 calculate | 6 Yes. |
| 4 install | |

EXTRA IDEA You could ask Ss to identify the stress on the two-syllable verbs (*repair*, *replace*, *upload*, *arrange*, *design*, *install*) and see if they notice a pattern (the second syllable is stressed).

D Demonstrate the task yourself with a confident student. Ask the student a question, e.g. 'When's the last time you solved a problem?' As the student answers, ask follow-up questions, e.g. 'What did you do? How did you feel?' Elicit one or two more questions from the class to check they understand how to form them. As Ss ask and answer questions in pairs, monitor and assess their use of the verbs in Ex 2C. Provide feedback. If Ss don't use the vocabulary, stop them and ask them to think about how they can use it and do the activity again.

EXTRA CHALLENGE Fast finishers can ask and answer more questions.

E Refer Ss to the Vocabulary Bank on page 144.

▶ page 144 **VOCABULARY BANK** abilities: phrasal verbs

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** Ask Ss if they remember what phrasal verbs are (common verbs in English made up of a verb and one or two particles – adverbs or prepositions). Explain that they're going to look at phrasal verbs related to abilities. When checking answers, explain that all of these phrasal verbs are separable except for *look after*, *get on with* and *come up with* which are inseparable. Help Ss to understand how the separable phrasal verbs can be used in a sentence, e.g. *I took up golf.*, *I took golf up.* but *I took it up ~~up~~ it.*

ANSWERS:

- | | | |
|---------------------|----------------------|-----------------------|
| b look after | c get on with | d set up |
| e take up | f work out | g come up with |
| h pick up | | |

- B** This task focuses Ss on both the meaning and form of the phrasal verbs. Do the first one as a class to demonstrate the task. Monitor as Ss complete it and provide support where necessary. Don't check answers yet.

EXTRA SUPPORT: DYSLEXIA Provide the words in both boxes in a vertical list. Put the verbs in one colour and the particles in another.

- C**  **VB8.01** | Play the recording so that Ss can check their answers. Ask Ss if there are any answers they want to check further with you. Deal with any issues that arose with the use of phrasal verbs when monitoring Ss in Ex 1B.

ANSWERS:

- | | | |
|---------------------|-------------------|------------------|
| 1 look after | 2 take up | 3 come up |
| 4 make up | 5 pick up | 6 get on |
| 7 set up | 8 work out | |

EXTRA CHALLENGE You could ask Ss how they could reorder the phrasal verb and object in questions 2, 4, 5, 7, 8 (i.e. ... *she decided to take the guitar up*, etc).

- D** In this task, Ss practise using the phrasal verbs in a personalised way. Use the examples to demonstrate the task and perhaps give one or two examples yourself, e.g. 'I took up running last year, but I stopped after a few months.' Monitor as Ss write their sentences and help with accuracy. Provide feedback and address any issues with the whole class.

EXTRA: ALTERNATIVE IDEA Put Ss into pairs and ask them to complete this task as an oral task rather than a written task. Encourage them to ask follow-up questions.

LISTENING

- 3 A**  **8.01** | Check Ss understand the meaning of *celebrate* and *roof*. Pause the recording for a few seconds after each speaker to give Ss time to note down their answers. Check answers as a class. Ask Ss what they heard that gave them the answers.

ANSWERS:

- | | |
|---------------------|----------------------|
| a 4 (Maxine) | c 1 (Ahmed) |
| b 3 (Dan) | d 2 (Candace) |

 AUDIOSCRIPT 8.01

Ahmed: As a child, I could draw quite well. I remember going to the zoo when I was about four years old, and my mother was amazed because when we got home, I was able to draw the elephant. I could remember everything about it: its huge ears, its trunk and its rough grey skin. Years later, I was able to use my skills to design clothes and shoes, and that's what I do now. I work for a big fashion company, and I love it! And it all started with an elephant.

Candace: I learnt to be very practical a few years ago when I went to live in a tiny village. There weren't many services and you had to do everything yourself. Right now I can fix a roof, I'm able to install a washing machine, replace broken pipes, that kind of thing. I couldn't do any of that a few years ago. Anyway, I started doing odd jobs for people, got some qualifications and turned it into my business. I work with lots of different clients: people in their homes, restaurants, even public buildings. The best thing is being independent. The worst thing is when it's cold and wet and I'm on someone's roof and I have to finish the job.

Dan: I was always good at organising parties. When a friend had a birthday or a graduation, they always called me. I could make cakes and arrange live music and I always had fun ideas. A few years ago, I was able to arrange a party on the roof of an old factory. It was amazing, and I started thinking, 'I love doing this.' So that's how I became a party organiser. I don't do it for the money. It's a great job because it's creative and practical and you see people at their happiest.

Maxine: I started young with technology. When I was fourteen, I used to build and repair computers just for fun. Luckily, it was a hobby that I was able to turn into my job. Now I can build websites, design apps, do almost anything related to computers. I've never designed a video game but I love playing them!

B Give Ss time to read through the sentences and think about whether they think the sentences are true or false. Ask them to explain their ideas either to a partner or discuss with the whole class. Don't give away the answers yet.

C  **8.01** | Play the recording again for Ss to check their answers to Ex 3B. Play parts of the recording again if necessary when checking answers to help Ss hear the correct answer. Ask Ss to correct the false statements.

ANSWERS:

- 1 F (He drew it at home after returning from the zoo.)
- 2 F (He works for a big fashion company.)
- 3 T
- 4 T
- 5 T
- 6 F (He likes it because it's creative and practical and you see people at their happiest.)
- 7 F (fourteen years old)
- 8 F (She's never designed a video game [, but she loves playing them].)

GRAMMAR

can, could, be able to

4A When checking answers to this task, ask Ss to identify the verbs that gave them the answers and establish which describe the present and which describe the past. Elicit the positive and negative forms of *can*, *could* and *be able to*, as well as the question forms. Highlight the position of the subject in questions with *be able to* (i.e. *Are you able to ... ?*). Ask Ss how *be able to* becomes about the past (*be* changes to *was/were*). Elicit the verb form which follows *can*, *could* and *be able to* (the infinitive without *to*).

ANSWERS:

Abilities in the present: 3, 4, 5
Abilities in the past: 1, 2, 6

EXTRA IDEA Ask Ss to remember more things that the speakers can, could, are able to do or were able to do. Ss could look at the audioscript on page 168 and identify these.

ANSWERS:

Ahmed – was able to draw the elephant; could remember everything about it
Candace – is able to replace broken pipes
Dan – could make cakes and arrange live music; was able to organise a party on the roof of an old factory
Maxine – was able to turn a hobby into her job; can build websites, design apps and do almost anything related to computers

B The Grammar Bank on page 132 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶▶ page 132 GRAMMAR BANK

Go through the notes with Ss or let them read the notes alone. Ask questions to check their understanding, and in particular help them to understand the use of *could*, *couldn't* and *be able to* in a single situation or moment. All the exercises focus on form.

1 The correct verbs are used each time, but they are not in their correct form. Ss should look for missing words, extra words that are not needed and verbs that follow *can*, *could* and *be able to* in the wrong form. Put Ss into pairs to check their answers and help each other before you check answers as a class. Note that you might want to preteach *crawl* before they complete the exercise.

ANSWERS:

Johnny isn't able (1) **to** make full sentences yet, but he can (2) **to** say several words such as 'mama' and 'dada', which he couldn't a month ago. He (3) **is** able to understand various commands like 'No!' and 'Come here' ... He can hold a pencil and he is able to (4) **draw** simple pictures. Yesterday, he found a red pen and he (5) **could** **was able to** draw all over the kitchen wall!

2 When checking answers, make sure Ss understand that in questions 3 and 8 only *was/were able to* is possible because they refer to an ability at one specific time, i.e. trying to open the door / running 5,000m without stopping.

ANSWERS:

- | | | |
|----------|---------------|----------------|
| 1 wasn't | 2 both | 3 were able to |
| 4 could | 5 can | 6 both |
| 7 both | 8 was able to | |

3 Complete the first sentence as a class so that Ss understand the task. Monitor, if possible, as Ss complete the task and elicit corrections. Deal with any common issues when checking answers as a class.

ANSWERS:

- | | |
|----------------------|----------------------|
| 1 can ride | 5 Can you make |
| 2 can't play | 6 'm/am able to |
| 3 couldn't come last | 7 Could you run fast |
| 4 Are you able to | 8 wasn't able to |

EXTRA IDEA To help Ss understand when *could* can and can't be used, write the following situations on the board and ask Ss to identify whether they describe general past ability or ability in a single situation/moment (answers in brackets). Ask Ss when they can use *could* (general), *couldn't* and *be able to* (both single and general).

- 1 *get a haircut yesterday* (single)
- 2 *talk aged two* (general)
- 3 *graduate from university at 21* (single)
- 4 *see a doctor this morning* (single)
- 5 *stay awake yesterday* (general)

PRONUNCIATION

weak forms of *can*, *could* and *be able to*

5A  **8.02** | Ss should focus on the pronunciation of the words in bold. Ask Ss if they think the vowel sounds in each word will be pronounced with a strong vowel sound or a weak vowel sound. You might want to demonstrate this with *can*, i.e. /kæn/ (strong) and /kən/ (weak). Play the recording so that Ss can check.

ANSWERS:

- 1 A: **Can** (weak) you put up a shelf?
B: Yes, I **can**. (strong)
- 2 A: **Could** (weak) you swim when you were six?
B: Yes, I **could**. (strong)
- 3 A: **Were** (weak) you able to speak English as a child?
B: Yes, I **was**. (strong)
- 4 A: **Could** (weak) you play an instrument when you were a child?
B: No, I **couldn't**. (strong)
- 5 A: **Were** (weak) you able to relax last weekend?
B: No, I **wasn't**. (strong)

The questions are all pronounced with a weak vowel sound, and the short answers are all pronounced with a strong vowel sound.

EXTRA IDEA Play the recording again for Ss to listen and repeat the sentences. Help them pronounce the weak vowel sounds.

B Put Ss into A/B pairs. A asks B the questions first, B answers. Encourage B to expand a little, e.g. 'Yes, I can. I put up the shelves in my office last year.' Ss then swap roles. Monitor and help Ss with their pronunciation of *can*, *could* and *be able to*. Ask Ss around the class to share any interesting information they found out from their partners. Provide feedback to the whole class.

SPEAKING

6A Explain that Ss will ask and answer the questions in pairs (or groups). First, give them time to note down answers to the questions. Encourage them to think about the form of *can*, *could* and *be able to* that they can use in their answers, as well as vocabulary from this lesson.

B Put Ss into pairs, or small groups if you want to vary the interaction patterns. Ask Ss to ask and answer the questions and try to find out how similar or different their abilities are. Use the example given to demonstrate. Monitor Ss' use of *can*, *could* and *be able to*, as well as vocabulary from this lesson. In open class, ask a few Ss to share anything interesting they found out about their partner and/or who in their group they have the most in common with and why. Provide feedback on Ss' use of language, eliciting corrections to errors where necessary. Help Ss with strategies to deal with any issues.

EXTRA SUPPORT: DYSLEXIA You could ask a learner who is not dyslexic to ask the questions first in their pair or to their group each time.

EXTRA IDEA For extra practice, ask Ss to work with a new partner and tell each other about some of the abilities of their first partner, e.g. 'Mariana can design apps.' They should try to use *can*, *could* and *be able to*.

WRITING

an anecdote about learning a skill

7A Explain or review the meaning of *anecdote* (a short funny or interesting story about a real person or event) before Ss read about Marta. After checking the answer, ask if the story is one that is funny or one that is interesting (interesting).

EXTRA SUPPORT: DYSLEXIA Record yourself reading the text, if possible, before the class so Ss with dyslexia can listen while they read. Otherwise, you or one of the other Ss could read it out in the lesson, or the partners of dyslexic learners in Ex 7B could read it for them.

ANSWER:

How to repair surfboards

B Give Ss time to read the anecdote again before they check their answers in pairs. Check answers as a class.

ANSWERS:

- 1 Because she didn't have any money to replace old boards.
- 2 When she was twelve. Her mother taught her.
- 3 She uses her skill now to repair young surfers' surfboards.

EXTRA SUPPORT To encourage Ss to start thinking about organisation in a text like this, ask them to identify the purpose of each paragraph, i.e. paragraph 1 – background information; paragraph 2 – description of the skill – what, when, who; paragraph 3 – hobby and skill today.

8A Focus Ss on the phrases in bold in the anecdote before they answer. Check the answer as a class.

ANSWER:

2

EXTRA CHALLENGE Ask Ss to answer the question without looking at options 1 or 2. Then, ask them to put the expressions in categories of their choice. They can then compare their ideas with those in Ex 8B.

B Do the first one as a class to demonstrate the task. Write the answers on the board in separate lists to help Ss record them in their notes in an organised way.

ANSWERS:

- 1 when I was five, at the age of six
- 2 After a few months
- 3 These days, I can still
- 4 before I could, At first

C Encourage Ss to note down as many things as possible. Monitor if possible and help Ss with their ideas. They can use the example to help them.

D Tell Ss that their text can be funny, but it can simply be interesting information about their hobby or skill. Ss should pick one of their skills from Ex 8C. Ask Ss to read the questions for each paragraph and take notes. They should then think about how to organise their ideas in each paragraph (they can use the order of questions for this). Ss then write their anecdotes in class or for homework. Provide feedback.

EXTRA IDEA Ss can share their anecdotes with a partner and find out if they have similar hobbies or skills. Pair Ss with someone they did not work with in the lesson if possible. Also ask them to identify each other's use of *can*, *could* and *be able to* and decide if they are used appropriately and accurately.

EXTRA IDEA: DIGITAL Ask Ss to share their anecdotes online. They then read each other's and like or add comments. Ask Ss to vote on the one which is the most interesting.

TO FINISH

On the board, write:

I can use can and can't.

I can use could and couldn't.

I can use be able to.

Ss work in pairs and tell each other how much they agree with each sentence on a scale of 1–5 (1 = don't agree, 5 = completely agree). Alternatively, ask Ss to work alone and note down their number. Monitor and get a sense of how confident Ss feel about the grammar. Help them to plan additional practice where necessary, both in class and out.

8B Video everywhere

GRAMMAR | active and passive

VOCABULARY | video collocations; technology 1

PRONUNCIATION | emphasising important information

LESSON OVERVIEW

In this lesson, Ss talk about video. The lesson begins with Ss thinking about different types of video. They listen to people talking about videos they make or watch. From this, Ss learn words which collocate with the word *video* and other technology vocabulary. Next, they read an article about video for learning, communication and entertainment. From this, Ss focus on active and passive verb forms, and sentence stress in active and passive sentences. Finally, they make a short video or plan their own video channel.

Online Teaching

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

- **Ex 2A:** If you have stronger learners in your class along with some weaker learners, you could provide this exercise without the word choice box. Provide the word options via private chat to weaker learners but ask stronger learners to guess the words without the options. Put stronger and weaker learners together in chatrooms to check their answers.
- **Exs 5A and 5B:** Create a poll/survey asking the questions so that you can check the answers of all learners in the class. Use the tool in your platform or create one using another digital tool and share the link with your class.
- **Ex 7A:** To create a video, Ss could film parts of it separately and then edit it together, or they could set up their own video conferencing call to make a video all together and record it.

Additional Materials

For Teachers:

Presentation Tool Lesson 8B
Photocopiable Activities 8B
Grammar Bank 8B
Vocabulary Bank 8B

For Students:

Online Practice 8B
Workbook 8B

TO START

Put Ss into pairs and ask them to tell each other about the last video they saw online. They should say what it was and what they thought of it.

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

video collocations

- 1 A** Focus Ss on photos A–F. Elicit what type of videos they are from the class, but don't say if Ss are correct or not. Ss then match the types of video 1–6 with the photos. When checking answers, make sure Ss understand what each type of video is.

ANSWERS:

1 A 2 B 3 E 4 D 5 C 6 F

EXTRA IDEA Ask Ss to rank the types of video in order of interest to them, i.e. 1 = most interesting, 6 = least interesting. Ss then compare their rankings to a partner's and decide if they have similar taste or not.

- B**  **8.03** | After Ss complete the task, do a quick poll around the class to find out which speaker is the most similar to them.

ANSWERS:

- 1 funny animal videos, video games
- 2 music videos, vlogs
- 3 fitness videos, cooking videos, video podcasts, educational videos, instructional videos, films and promotional videos

AUDIOSCRIPT 8.03

1

A: I watch a lot of short video clips on social media. I love anything that makes me laugh, especially anything with cats or dogs. Some of those are so funny! If I like a video, then I'll share it with friends.

B: How about video games?

A: Oh yeah, I play those, too.

2

A: I enjoy making short videos. I'm in a band so we record our own videos, and then I edit them and upload them to our website or social media, so hopefully our fans will like them, comment on them and share them with their friends. We also have a vlog where we talk about our latest songs.

3

- A: I watch lots of different types of video – I like keeping fit, so I watch a lot of fitness videos online. I also like cooking videos, and video podcasts in which people just chat about things. I use video a lot in my work, so I watch a lot of educational videos. And if I need to do something in the house, like repair something, I watch one of those instructional videos to show me how to do it. Then, in the evening when I want to relax, I watch films!
- B: Do you ever watch promotional videos for new products?
- A: No, I hate those! I always skip them.

C Check Ss understand the difference between *for entertainment* (e.g. music, film, games) and *for leisure/hobbies* (e.g. free-time activities). Put Ss into small groups for this activity.

2A Explain that all these words were featured in the recording and they are all used with the word *video*. Check Ss understand what a podcast is. Elicit the answer to the first question to check Ss understand the task. Ss then work alone before checking answers with a partner. When you check answers with the class, make sure they understand the meaning of each collocation. Make it clear that *like a video* means to actively click a *like* icon.

EXTRA SUPPORT: DYSLEXIA Provide the words in the box as a vertical list, either on the board or as a handout, to help Ss read the information.

ANSWERS:

- | | | |
|-----------------|---------|-----------|
| 1 clip | 2 share | 3 edit |
| 4 like, comment | 5 make | 6 podcast |

EXTRA CHALLENGE You could ask Ss to order the verb + *video* collocations according to the most logical order in the process of making and publishing a video, i.e. 1 make a video, 2 edit a video, 3 share a video, 4 like a video, 5 comment on a video.

B Point out the example and elicit another question from the class to check they understand the task. Ss write their questions individually. Monitor and help Ss with accuracy.

EXTRA SUPPORT Give Ss plenty of time to think of questions. Put prompts on the board to help Ss, e.g. *Do you ever ... ? Have you ever ... ? Would you ever ... ? When was the last time you ... ? How often do you ... ? When do you ... ? What type(s) of videos do you ... ?*

C You might want to set a time limit for this, or specify a number of questions to be asked and answered. The former will work better with mixed ability classes. Monitor as Ss complete the task and provide feedback on their use of video collocations in both their questions and responses. Find out if any Ss make and upload videos, in particular.

D Ask Ss to complete the sentences with an appropriate verb. Provide them on the board if it helps Ss, but in mixed-up order. Check answers. Explain that Ss are going to learn more vocabulary related to technology.

ANSWERS:

- 1 switch/turn 2 install 3 runs

E Refer Ss to the Vocabulary Bank on page 144.

▶▶ page 144 **VOCABULARY BANK** technology 1

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 Elicit the first answer as an example. Explain that *plug in* and *switch on* are separable phrasal verbs, i.e. a pronoun object must sit between the verb and the particle. Monitor, if possible, to see if there are any common incorrect answers, but don't check answers yet.

B  **VB8.02** | Play the recording so that Ss can check their own answers. Check that they understand the meanings of the words/phrases. Point out that *run out of* is also a phrasal verb, but it is not separable. Ask Ss what else they might *plug in* or *unplug* (e.g. a laptop), *restart* (e.g. a phone), *charge* (e.g. a phone) and *install* (e.g. software, a program). Note that *run out of battery* is an alternative to *run out of charge*.

ANSWERS:

- | | |
|----------------------------|----------------------------|
| 1 plug it in, switch it on | 5 shut it down, restart it |
| 2 press | 6 charge |
| 3 unplug | 7 ran out of charge |
| 4 switch off | 8 install |

C This exercise checks that Ss understand the meaning of the words/phrases in Ex 1A. After Ss do the task in pairs, elicit answers from around the class.

ANSWERS:

- 1 plug it in, switch it on, press (the button), restart, charge, install
- 2 unplug, switch off, shut it down, run out of charge

D This exercise checks Ss' understanding of the vocabulary while also giving them practice in using it. Check Ss understand the meaning of *crashed*, *kettle* and *software* before they do the task.

VB

POSSIBLE ANSWERS:

- 1 switch it off and on again / restart it
- 2 plug it in and charge it
- 3 plug it in and switch it on / plug it in and press the button
- 4 install the new software
- 5 unplug it / switch it off

EXTRA IDEA Ask Ss to tell each other their mobile phone habits, e.g. 'I plug my phone in before I go to bed and unplug it first thing in the morning. I switch off my phone when I go to sleep. Then I switch my phone on and check my messages. I never bother to install updates.', etc.

READING

EXTRA SUPPORT: DYSLEXIA There are two recordings of the reading text available to help dyslexic learners. The first indicates where the missing sentences occur, so learners with dyslexia can listen while they read and prepare for the gap-fill exercise in Ex 3C. The second is a complete recording for them to check their answers.

- 3A** Focus Ss on the photos and article headings. Monitor while Ss discuss the question and note down any interesting ideas. Ask those Ss who had them to share them with the class.
- B** Ss should ignore the gaps for now. After Ss read the article, ask one or two Ss to share their predictions about the article if their predictions were correct.
- C** Use the example to explain the task. Make it clear that one sentence is not used. Encourage Ss to think about the meaning of sentences A–G when deciding which gaps they go into. Ss should also read the sentences before and after the gaps to make sure all the information fits together. Put Ss into pairs to check their answers before you check answers as a class.

EXTRA SUPPORT Tell Ss that sentence E is the extra sentence to reduce the level of challenge. You may also want to explain the meaning of *absorb information* to help Ss understand the sentence that follows gap 2.

EXTRA SUPPORT: DYSLEXIA Encourage Ss to cover the parts of the text they are not referring to for each gap to reduce distraction. You could supply the missing sentences as a list on a handout so that Ss can position them directly next to each gap to help them identify the correct sentence each time.

ANSWERS:

2 G 3 F 4 C 5 A 6 D

- 4A** This exercise focuses on verb phrases which can be used to describe the benefits of videos, as well as nouns that describe people related to video. Before Ss do the task, ask them to read the meanings and check they understand the meaning of *distracted*. Ss could do this task in pairs. After checking answers, help Ss pronounce the words/phrases correctly.

EXTRA SUPPORT: DYSLEXIA Give dyslexic learners the sentences with the words/phrases in bold in a separate list to reduce the reading load. You might prefer to explicitly teach the words/phrases for even more support and then ask Ss to do the matching task.

ANSWERS:

- | | |
|----------------------|------------------|
| 1 absorb information | 5 appealing |
| 2 stay focused | 6 feel connected |
| 3 host | 7 influence |
| 4 viewer | |

EXTRA IDEA: DIGITAL You might want to create a matching task using a digital tool so that Ss can match the words with the meanings and you can check the answers of all learners in the class.

- B** Put Ss into pairs to share their ideas. Monitor and, in class feedback, ask some Ss to explain their experiences where relevant.

GRAMMAR**active and passive**

- 5A** Ask Ss to do this task individually or in pairs and then check answers. Ss could check answers themselves in the Grammar Bank on page 133. Note that this exercise focuses Ss' attention on the use of passive verbs.

EXTRA: ALTERNATIVE IDEA Display the sentences on the board, focus Ss on the verb forms in bold and then ask questions 1–3 orally. Give Ss time to think of the answers, and then elicit answers from a few different Ss before confirming the correct answer each time. You could do this in Ex 5B, too.

ANSWERS:

- 1 No, we don't. 2 No, we don't. 3 No, it isn't.

- B** This exercise focuses Ss' attention on the use of active verbs to contrast with Ex 5A.

ANSWERS:

- 1 Yes, we know that students watch the videos.
2 Yes, it is.

- C** When checking answers, elicit the form of the present simple passive (*am/is/are* + past participle) and past simple passive (*was/were* + past participle) and note them on the board. Encourage Ss to make a record.

ANSWER:

For the passive, we use the correct form of *be* + past participle.

EXTRA CHALLENGE Ask Ss to put the verb in bold in the sentence in Ex 5B into a passive form, i.e. *When these videos are watched by students, they feel more motivated.*

- D** The Grammar Bank on page 133 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 133 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding.

- 1** In this exercise, Ss have to choose the correct verb forms. They should think about whether the verb needs to be active or passive, and what tense it should be in. This will help them to choose the correct answers. Ask Ss to explain their answers when you check them as a class.

EXTRA SUPPORT: DYSLEXIA You could reduce the options to two (including the correct answer) to reduce the reading load for Ss.

ANSWERS:

- | | |
|------------------------------|-----------------------------|
| 1 have been uploaded | 5 are being built |
| 2 it's being repaired | 6 made |
| 3 was filmed | 7 weren't employed |
| 4 sent | 8 hasn't been played |

- 2** If possible, raise interest by showing the video *Charlie Bit My Finger – Again!*, which it is easy to find with an internet search. Point out that all the verbs in this exercise need to be put into the passive form as this is an exercise which specifically focuses on the structure of the passive.

ANSWERS:

- | | |
|------------------------------|----------------------------|
| 1 is bitten | 4 have been created |
| 2 was uploaded | 5 was put |
| 3 's/has been watched | 6 was sold |

- 3** In this exercise, Ss put the verbs into the correct form. As with Ex 1, this means thinking about the tense, but unlike Ex 2 they also need to decide here whether the verb is active or passive. Refer Ss to the table in the notes to help them. Check Ss understand the meaning of *grill* (the part of the oven that cooks food on a shelf by heating it from above). Monitor if possible and help Ss with accuracy. When checking answers, help Ss with any common errors.

ANSWERS:

- 1** 's/is watched, are uploaded
- 2** was written, lived / was living
- 3** isn't being cooked, 're/are using / wasn't cooked, used
- 4** aren't filmed, works
- 5** haven't updated, hasn't been installed
- 6** set up, was bought
- 7** have been painted, 've/have bought / were painted, bought
- 8** haven't bought, have been sent out

PRONUNCIATION**emphasising important information**

- 6A**  **8.04** | Ask Ss to read the sentences before you play the recording. Tell them to imagine the sentences are spoken. Ask them why one word in each sentence is bold (it's the most important information). Play the recording so Ss can hear the emphasis.

- B** Ss could do this task on their own or in pairs. If they do it in pairs, they are more likely to say the sentences aloud which may help them.

- C**  **8.05** | Play the recording twice, once for Ss to check and once for Ss to listen and repeat. On the second play, pause the recording after each sentence so that Ss can repeat it. Help them emphasise the right information.

ANSWERS:

- 1 a** The camera was sold for 200 euros.
b Alfie sold his camera for 200 euros.
- 2 a** The video was shared more than 6 million times.
b People shared the video more than 6 million times.
- 3 a** The students are given homework every day.
b The teachers give the students homework every day.
- 4 a** The clip was uploaded to YouTube.
b Jenna uploaded the clip to YouTube.

SPEAKING

- 7A** Put Ss into small groups and ask them to read each task and choose the one they would like to do. Note that Ss may need to complete part of the task out of class, depending on how much time you can allocate for this in class. Ask Ss to discuss step 1 of their task and to decide what their video or channel will be about. Monitor and help with ideas.

FUTURE SKILLS | Creativity

- B** Ask Ss to read the Future Skills box and discuss the question in their group. They should think about interesting visuals, music, script, animation, etc. If you do the Extra: Future Skills activity, below, do it now, before groups continue with their task.

Ss now continue with steps 2–4. If Ss complete Task A, you may want them to do steps 1 and 2 in class, and 3 and 4 out of class. Task B can be completed in class, with Ss doing the preparation to present their idea out of class. Encourage Ss to use language they have learnt during the lesson.

EXTRA: FUTURE SKILLS Select, or ask Ss to select, a few different videos that companies post on their website or social media, e.g. promotional videos. Ss watch each one and consider how effective it is in terms of interesting visuals, music, script or animation. They can rank them from best to worst.

EXTRA SUPPORT To help with preparation, ask Ss to watch some videos/channels relevant to the one they want to make/plan to get some ideas.

- C** In the same, or a subsequent lesson, ask Ss to present their ideas to the class. Groups can play their videos or present their channels. Listen and provide feedback on each group's use of language in the lesson, and also their creativity.

EXTRA: ALTERNATIVE IDEA Turn this into a competition for the best presentation. Ask Ss to come up with a list of criteria against which to assess each other's videos/plans, e.g. *the information is presented clearly, the idea interests me, the idea is creative*. Ss could give a score out of five for each criterion. The group with the highest score wins.

TO FINISH

Put Ss into pairs. Ask them to close their books and not look at their notes, and remember as much of the vocabulary related to video and technology in this lesson as possible. The pair that remembers the most wins.

8C Help!

HOW TO ... | describe a problem and make recommendations

VOCABULARY | technical problems; technology 2

PRONUNCIATION | contrastive stress

LESSON OVERVIEW

In this lesson, Ss ask for and give help. The lesson begins with a set of problems. Ss learn language related to technical problems. They then listen to three conversations where people are talking about problems. From these, Ss learn and practise using phrases for describing problems and making recommendations. Ss focus on contrastive stress in pronunciation, before they conduct a roleplay where they describe a problem and make recommendations.

Online Teaching

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

- **Ex 2C:** Use the survey/poll option on your platform to find out which problems your Ss have experienced. Use this as a platform for discussion, e.g. what happened, the solution.
- **Grammar Bank 8C, Ex 2:** Allow Ss to annotate. Nominate a student to answer each question and ask them to type the words in the correct order onto your screen.
- **Ex 4C:** To make the visit to breakout rooms worthwhile, you could provide another two sets of sentences for Ss to practise with:
John's wearing his red T-shirt today. (1 not Ben!; 2 not blue!; 3 not his jumper!)
I had a dentist's appointment at 9 a.m. this morning. (1 not doctor's!; 2 not 10 a.m.!; 3 not yesterday morning!)

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

Put Ss into pairs. Ask them to tell each other when they last asked someone for help with something. They should say what the problem was, who they asked and how the problem was solved.

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

technical problems

1 A Give Ss a few seconds to look at the photo and think of the answers to the questions and then elicit ideas from around the class.

B Ask Ss to read the text heading and predict what Computer Stress Syndrome is. Ss then read to check. Put Ss into pairs to discuss the questions, or nominate Ss to answer them in open class.

EXTRA SUPPORT: DYSLEXIA If possible, record the text before the lesson so that Ss with dyslexia can listen while they read. Alternatively, if Ss work in pairs to answer the questions in Ex 1B, their partner could read out the text.

2 A Ask Ss to read the first sentence and say what they think the missing word/phrase might be. Elicit ideas, then ask Ss to look at the words/phrases in bold in the text and choose the one that is missing in the sentence. Ss then work individually to complete the rest of the task. When checking answers, help Ss understand the meaning of these words/phrases. Note that *file* is not used as an answer, but it does appear in question 3, so you may want to check this. In question 8, Ss only need to complete the sentence with part of the phrase in bold in the text.

EXTRA SUPPORT: DYSLEXIA Provide the words/phrases in bold in a vertical list to help make them easier to read for Ss with dyslexia. Explain or elicit the meaning of each one and then ask Ss to complete the sentences.

EXTRA SUPPORT Put Ss into pairs to share and discuss their ideas before you check answers as a class.

ANSWERS:

- | | | |
|---------------|-----------------|--------------|
| 1 broken | 2 isn't working | 3 attachment |
| 4 crashes | 5 connection | 6 password |
| 7 got cut off | 8 order | |

B This exercise focuses on collocations. Ss should select four of the words in bold in the text in Ex 1B. When checking answers, make sure Ss understand the phrases, in particular *attach a file* or *an attachment*, *lose the internet connection* and *have a slow internet connection*.

ANSWERS:

- 1 file, attachment 2 password 3 connection

C This exercise gives Ss the opportunity to use the vocabulary in the text in Ex 1B and the collocations in Ex 2B in a personalised way. Monitor and provide feedback on their use of this language. Tell Ss that they are now going to learn more vocabulary related to technology.

D Refer Ss to the Vocabulary Bank on page 145.

▶▶ page 145 **VOCABULARY BANK** technology 2

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 on the photos and elicit what they can see. Ss then complete the task. When checking answers as a class, use the photos to clarify or check meaning, e.g. 'In which photo can you see a socket?' Explain that *PIN* stands for personal identification number and that a *folder* can exist in both paper and electronic form. Point out that PIN is pronounced as the word *pin* (/pɪn/) whereas USB is pronounced as three separate letters (/ju: es bi: /).

EXTRA SUPPORT: TEACHER A USB storage device can also be called a *USB stick*, a *memory stick*, a *flash drive* or a *pen drive*.

ANSWERS:

- 1 E 2 B 3 A 4 D 5 C

B Do the first one as a class to demonstrate the activity. Ss should read the questions carefully for clues to help them with the missing words/phrases, e.g. *cash* or suggests an alternative form of payment. Don't check answers yet.

EXTRA SUPPORT: DYSLEXIA To reduce the amount of reading, provide the words in bold in Ex 1A in a vertical list so that Ss can do Ex 1B without having to look at all the text in Ex 1A.

EXTRA CHALLENGE Ask Ss to note down their answers to Ex 1B in their notes rather than on the page. When they discuss the questions in Ex 1C, they look only at the incomplete questions and have to select the missing word as they speak.

VB

C  **VB8.03** | Play the recording so that Ss can check their answers. When Ss discuss the questions in pairs, monitor and provide feedback on their use of the vocabulary.

ANSWERS:

- | | | |
|----------------------|----------|----------|
| 1 credit card | 2 PIN | 3 charge |
| 4 USB storage device | 5 socket | 6 screen |

How to ...

describe a problem and make recommendations

3A  **8.06** | Check Ss understand the meaning of *solution*. Ask them to note down the problem and the solution in each conversation as they listen. When checking answers, ask Ss if they have ever had these problems and used the same solutions.

ANSWERS:

Conversation 1: can't get an internet connection → switch it off and on again

Conversation 2: app on phone keeps crashing → uninstall and install again

Conversation 3: printer broken, won't print documents → call IT and report it, use the printer in the front office

AUDIOSCRIPT 8.06

1

- A: Hi, Bill. Are you all ready for the meeting this afternoon? You look a bit stressed. Is there a problem with your presentation?
- B: No. My presentation's fine, but there's a problem with the internet connection. I need the internet to show some of my slides.
- A: Have you checked that everything's switched on?
- B: Yes. It's all switched on – all the lights are on, but every time I try to go online, it tells me I don't have a connection.
- A: Oh, it's so annoying, isn't it? It sounds silly, but it sometimes works if you switch it off, then switch it on again.
- B: Yeah. I'll try that. ... Yes, it's working now! Thanks, Nicola.

2

- A: Hi. Do you want a cup of coffee?
- B: Er ... Yeah, that would be nice.
- A: Is everything OK?
- B: Not really. Oh, why is it doing that?

- A: Problem with your phone?
- B: Yeah. I downloaded a new fitness app, but it keeps crashing.
- A: Have you tried closing other apps before you open it?
- B: Yep, I tried that but it still isn't working. It lets me add my personal details, but it won't save them.
- A: Maybe you need to delete it and then install it again. That sometimes works.
- B: Yeah, I'll try that, thanks.
- A: Here's your coffee.
- B: Oh, thanks. ... Install.
- A: So, you're going to get fit?
- B: That's the idea. ... Yes, that works now. Great. My fitness journey starts here!

3

- A: Hi, Dave. Problem with your laptop?
- B: No, it isn't my laptop, it's the printer. It isn't working. When I try to print documents, it makes a noise, but nothing happens.
- A: OK. Let me have a look. Have you checked the paper?
- B: Yeah, there's plenty of paper.
- A: What about the ink cartridges?
- B: Well, that's part of the problem. I can't get the lid open to check the cartridges. I think it's broken.
- A: OK, I think we'll need to call IT and report it as out of order. You can print your document in the front office in the meantime. There's a printer there.
- B: That's true. Thanks!
- A: No problem.

B Explain that these are phrases for describing problems and recommending solutions. Monitor as Ss complete the task, if possible, but don't give away the answers yet.

EXTRA SUPPORT You could play the recording and ask Ss to listen and complete the phrases so they learn from the recording rather than being tested before they listen again. Give Ss time to read the phrases in the table first, though. Miss out Ex 3C.

EXTRA SUPPORT: DYSLEXIA Provide the words in the box in a vertical list on the board or on a handout instead. Dyslexic learners can find this easier to read.

EXTRA CHALLENGE For stronger classes, cover, or ask Ss to cover, the word choice box and then check their answers against the words in the box before they listen to the answers in Ex 3C.

- C**  **8.07** | Play the recording for Ss to check their answers. When checking answers, point out some of the verb forms given in the table, e.g. *Have you tried + -ing ... ?*

ANSWERS:

- 1 problem 2 keeps 3 time 4 broken
5 tried 6 need 7 works 8 working

- D** The Grammar Bank on page 134 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB page 134 **GRAMMAR BANK**

Refer Ss to the notes as these will help them to complete the exercises. These exercises help Ss to form the phrases correctly.

- 1** Monitor if possible and point out any mistakes for Ss to self-correct. When checking answers, ask Ss to classify the completed sentences as describing a problem (1–4), making a recommendation (5–7) and solving the problem (8).

ANSWERS:

- 1 h 2 c 3 e 4 d 5 g 6 a 7 b 8 f

- 2** Do the first sentence together as a class to demonstrate the task. Record answers on the board for Ss to check in feedback.

EXTRA SUPPORT: DYSLLEXIA Dyslexic learners may find word ordering challenging. Provide this exercise to them as a gap fill, e.g. *There's a _____ my laptop. It keeps freezing.*

ANSWERS:

- 1 There's a problem with my
2 It won't switch on
3 I can't open this file
4 Have you tried switching it off
5 Maybe you need to
6 It sometimes works if you

- 3** Check Ss understand the meaning of *remote control* and *batteries*. Focus Ss on the first line of the first conversation and elicit the missing word. Ss complete the rest of the task individually. When checking answers, invite pairs of Ss to read the conversations aloud.

EXTRA SUPPORT: DYSLLEXIA To help simplify the information in the task, tell Ss which words in the box belong to each conversation.

ANSWERS:

- 1** A: There's a problem **with** my computer. It keeps freezing.
B: Have you **checked** the internet connection? Maybe it isn't connected to the wifi.
A: Yes, I'll **try** that.
2 A: My remote control isn't **working**. **When** I press the buttons, nothing happens. I think it's **broken**.
B: Maybe you need **to** replace the batteries.
A: Good idea. I've got some batteries here.
B: Is it OK now?
A: Yes, **it's** working now.

- 4** After checking answers, put Ss into pairs to practise the completed conversation together.

ANSWERS:

- 1 b 2 a 3 e 4 c 5 g 6 f 7 h 8 d

PRONUNCIATION**contrastive stress**

- 4A**  **8.08** | Give Ss time to read the extracts and predict the stressed words. Play the recording so they can listen and check. You might want to play it again after checking answers so that Ss can notice the contrastive stress.

ANSWERS:

- 1 internet connection 2 printer

- B** When checking the answer, help Ss to understand that the speaker is emphasising something that is in contrast to what the other speaker said.

ANSWER:

1

EXTRA SUPPORT If you think your Ss need more practice, play the recording again so that Ss can listen and repeat the extracts. Pause after each line. Then, ask Ss to work in pairs and to read aloud the extracts with the contrastive stress, or nominate Ss to do this in open class.

- C** Demonstrate the task by reading aloud one of the sentences. Ss guess which one. Monitor and help Ss to get the right stress. In feedback, ask a few Ss to read a sentence and the class guess which one it is. Deal with any issues in open class. Note that in **a**, *laptop* is stressed; in **b**, *table* is stressed; and in **c**, *yesterday* is stressed.

EXTRA SUPPORT Ask Ss to identify which word should be stressed in each sentence before they do the activity.

EXTRA IDEA Make an incorrect statement to the class and nominate a student to correct it, e.g. You: 'It's Friday today.' Student: 'It's Thursday today.' or 'It's Friday tomorrow.' Continue to make incorrect statements for Ss to correct, or ask Ss to do it for other Ss to correct.

SPEAKING

5A Put Ss into A/B pairs. Refer Ss to the relevant pages. Ask Ss to read through their information and identify their problem. Check As understand the meaning of *urgently* and *networks*. Answer any questions Ss have. Give Ss time to prepare. Remind them to try to use phrases from Ex 3B. Ss could prepare with a student from the same A/B group as them. When ready, Ss roleplay the conversations. Monitor and provide feedback. You could ask them to roleplay the first conversation and then provide feedback, to allow Ss to make improvements during the second roleplay.

B Keep Ss in their pairs. Ask them to avoid problem 5 in Ex 2A as this is a problem that arose in Ex 5A. Monitor as Ss create their conversation and provide feedback. Elicit corrections where necessary. When finished, ask Ss to roleplay their conversations in their pairs. You could then put them with another pair to show each other. Pairs should listen and identify the problem and suggestions made.

EXTRA: HOW TO ... Allocate one problem in Ex 2A to each student, repeating them where necessary. Ss talk to as many Ss as possible in the class. They describe their problem and listen to the suggestions they get. They then tell a partner what the most common suggestion was, and if it was the most useful. If it is not possible to move around the classroom, Ss can work in groups.

TO FINISH

Put Ss into small groups and ask them to ask each other for help with a real problem they have. They should try to think of something technical, e.g. 'I don't know how to access the photos on my phone from my laptop.', but if not they can think of other problems. Ss can then make suggestions to each other.

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

► page 157 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 212

8D BBC Documentary

A gifted learner

GRAMMAR | -ing form

SPEAKING | the best ways to learn a language

WRITING | a forum comment about language learning

LESSON OVERVIEW

In this lesson, Ss watch a video clip from a science programme called *Inside the Human Body*. They begin by discussing questions related to language learning. They then read information about *Inside the Human Body*, look at an image from the video of a young girl, and predict the girl's special talent. Ss watch the clip and complete a set of viewing tasks. There's a focus on the use of the -ing form after some verbs, and then Ss listen to someone talking about the best ways to learn Arabic. They then discuss different ways to learn a language. Finally, Ss write a forum comment.

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 students time to watch the video on their own device before moving on.
- **Grammar Bank 8D, Ex 3:** Ask Ss to share their ideas for the missing words in the chat box.
- **Ex 5C:** Ss could share their comments in the chat box, but using an external tool, e.g. a learning management system or other collaborative tool, will allow Ss to see the comments more easily.

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

On the board, write: *Learning English is similar to ...*. Put Ss into pairs and ask them to make a sentence that reflects their views, e.g. 'Learning English is similar to climbing a tree.' Ask Ss to share their sentences and explain them in open class, or with another pair, e.g. 'We think learning English is similar to climbing a tree because when you get to one branch you feel good, but then you see lots more branches in front of you.'

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 into pairs to discuss the questions. Monitor and note down any interesting responses. Invite those Ss to share their ideas with the class. Find out if Ss know anyone who speaks a lot of languages.

B Tell Ss that they're going to watch a video clip from a science programme about the human body (note that it is 'science-lite'). Ask Ss to read the information to find out what the programme will be about (language learning). Focus Ss on the photo from the video and ask what special talent the girl might have. Elicit ideas. Explain that Wendy, the girl in the photo, can speak several different languages and Ss are going to find out more about her.

VIEW

2 A ▶ Ask Ss to read the questions, then play the video clip. Check answers. Find out what learners' first reaction to the girl's abilities are and why. Ss will discuss this further in Ex 2C.

EXTRA SUPPORT Before Ss watch the video, elicit different languages around the world, in particular those that the girl in the video can speak (Arabic, Cantonese, Chinese, English, French, Hindi, Japanese, Portuguese, Russian, Spanish, Vietnamese). Turn on the subtitles where you feel it would benefit learners.

ANSWERS:

She started learning languages when she was two.
She speaks eleven languages now.

B ▶ Remind Ss that *pick up* means *learn* in this context. Ss saw this phrasal verb in Lesson 8A. Give Ss time to do the task. They could check their answers in pairs before they watch the video again to confirm. Check answers as a class.

EXTRA SUPPORT Check Ss can say 10,000 so they know what words to listen for.

ANSWERS:

a over 7,000 **b** over 1,000 **c** over 10,000
d 4 **e** 60

C Put Ss into small groups. Monitor and, when finished, invite Ss to share interesting ideas with the class.

POSSIBLE ANSWERS:

1 Maybe she is naturally talented, with a good ear for languages. Maybe her community, friends and family are multilingual so she is surrounded by different languages. Maybe her teachers are good. She has opportunities to practise regularly.

2/3 Students' own answers

GRAMMAR

-ing form

3 A Record the sentences on the board so that you, or learners, can highlight the *-ing* forms and the verbs before them. Give Ss time to look at the sentences and answer the questions before you elicit answers. You could ask Ss if they know of any other verbs that are followed by the *-ing* form.

ANSWERS:

1 The first verb is 'start'. The second is 'learning'.
2 The first verb is 'spend'. The second is 'talking'.

The second verbs are in the *-ing* form.

B Refer Ss to the example given and then elicit one more example from the class to check they understand what to do. Encourage Ss to write true sentences about themselves or the people they know. Monitor, if possible, as learners create their sentences and provide feedback. Ask one or two Ss to share their sentences with the class.

EXTRA IDEA If Ss write true sentences about themselves, put them into pairs and ask them to share their sentences and give more information, e.g. 'I like learning languages. I like being able to communicate with people and it keeps my brain busy.'

EXTRA SUPPORT: TEACHER Note that both *hate* and *like* can also be followed by an infinitive. This is more common in American English. The difference in meaning is very small, with the *-ing* form focusing on the action and the infinitive focusing on the result. *Remember* can also be followed by the two forms. Here the meaning is very different. The *-ing* form is used to remember something in the past. The infinitive form is used to remember something you need to do.

- C** The Grammar Bank on page 135 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 135 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding. All the exercises focus on the meaning and spelling of the *-ing* form, as well as words which collocate with verbs that take the *-ing* form.

- 1** When checking answers, highlight the first verb in each sentence to reinforce the connections between the first verbs and the forms which follow them, e.g. '1 practise + *-ing*', '2 can't stand + *-ing*'.

ANSWERS:

- | | | |
|--------------|----------|-------------|
| 1 playing | 2 doing | 3 both |
| 4 to hearing | 5 seeing | 6 repeating |
| 7 getting | 8 going | 9 going |
| 10 starting | | |

- 2** Before Ss do the task, point out that they need to think first about form, and then – if they need to use an *-ing* form – about spelling. Point out that with some verbs both the *-ing* form and the infinitive with *to* are possible.

ANSWERS:

- | | |
|---------------------|-------------------------|
| 1 learning | 6 recording / to record |
| 2 finding / to find | 7 speaking |
| 3 downloading | 8 trying |
| 4 using | 9 listening / to listen |
| 5 remembering | 10 to find |

- 3** Complete the first sentence together as a class so that Ss understand the task. They should think which words complete the sentences, but not actually write them in the gaps. They could make a note of their ideas. You might want to ask Ss to cover Ex 4. Refer Ss to the notes while doing the task. Tell them that if the first verbs are missing and not the verb which follows them (i.e. questions 2, 4, 5 and 8), Ss should think about tense. Make it clear that the missing word isn't always a verb. Put Ss into pairs to check their ideas and then elicit ideas to find out how well Ss have selected the missing words. Don't check answers yet.

- 4** Again, complete the first sentence together, this time using a word from the box, and confirm the answer. Check answers as a class after Ss do the task. Check Ss understand the meaning and form of *look forward to + -ing* form.

EXTRA SUPPORT: DYSLEXIA Ask Ss to cover the sentences they are not working on to reduce distractions.

ANSWERS:

- | | | | |
|--------------|------------|----------|---------|
| 1 speaking | 2 began | 3 going | 4 mind |
| 5 recommends | 6 to do | 7 making | 8 stand |
| 9 to | 10 looking | | |

SPEAKING

the best ways to learn a language

- 4A**  **8.09** | Ask Ss what they know about the Arabic language, e.g. where it's spoken and if it's easy or difficult to learn. You could play an interview with someone speaking Arabic online so Ss can listen to it. Find out if Ss know anyone who speaks Arabic. Ask Ss to read the question, then play the recording. Check the answer.

ANSWERS:

She has lessons once a week with a teacher, studies from a book an hour a day, listens to podcasts, and watches YouTube videos.

 AUDIOSCRIPT 8.09

I started learning Arabic two years ago. I've been to Egypt three times, and I absolutely love it! At some point, I intend to go back, so it seemed like a good idea to learn the language. I have lessons once a week with a teacher – she's really good – and I spend an hour a day studying the language from a book.

I practise listening a lot. There are some excellent podcasts in Arabic, especially BBC ones, and I also like watching videos on YouTube of Arabic speakers.

Obviously, the Arabic alphabet is different from English and the pronunciation is tricky. It takes a long time to learn the language, but I think the most important thing is not to give up and not to worry if you make mistakes.

- B**  **8.09** | Ask Ss to read the Key phrases. Play the recording again so they can do the task. Check answers as a class. You could highlight, or ask Ss to highlight the use of the *-ing* form.

EXTRA SUPPORT: DYSLEXIA Reading the Key phrases out in class before playing the recording will help Ss with dyslexia identify what to listen for.

ANSWERS:

She uses all the phrases except: *It's good to learn from ...*

- C** Ask Ss to read the ideas in the box and check they understand the meaning of *podcasts*, *one-to-one lessons* and *apps*. Ask Ss to think of one or two (or more) ideas of their own. They can think about their own experiences. Put Ss into small groups to discuss their ideas. Encourage them to use the Key phrases. You could ask them to agree on the top three ways. When finished, ask each group to share their ideas with the class, although note that in Ex 5C, Ss read each other's ideas in writing and choose their favourite. You might therefore want to avoid Ss sharing ideas in open class here.

EXTRA IDEA Ask Ss to share tips on songs, podcasts, films, TV programmes, apps, etc. that they've used and would recommend.

WRITING

a forum comment about language learning

- 5A** Check that Ss understand what a forum comment is and what it means to *move* to another country. Ask them if they ever write comments like this. Give Ss time to read the forum comment and responses and answer the questions. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA If possible, record the forum comment and responses before the lesson so Ss with dyslexia can listen as they read. Alternatively, read them out in class.

ANSWERS:

Tips for learning a new language quickly. Divya recommends studying with other people / going to class and using a grammar book. Jun Lee recommends listening to songs.

- B** Ask Ss to choose five tips discussed in Ex 4C to write about. Ss should think about what tips to discuss and why. Encourage Ss to take notes and plan the order they will write about them. You could point out, or ask Ss to notice, some useful language in the forum responses, i.e. *Personally, ...* / *I recommend + -ing* / *Try + -ing*. Ss then write their responses in 100–140 words, digitally if possible, but on paper if not.

EXTRA SUPPORT If you think some learners may find it difficult to write about at least five tips, ask them to write about three tips in 70–90 words.

- C** Ask Ss to read each other's comments, either online or on paper around the room. Ss identify an idea they'd like to try and then tell a partner what it is and why they'd like to try it.

EXTRA IDEA Ss try the idea out of class and report back in the next lesson.

EXTRA: ALTERNATIVE IDEA As Ss have already discussed and shared their tips with the class, you could flip the task on its head. Prepare a short forum comment, e.g. 'People always ask for good ways to do things, but we can also learn from the things we shouldn't do. I need to learn Spanish for my job. What are things I *shouldn't* do?' Ss then write responses with their ideas and select the best 'worst' idea.

TO FINISH

On the board, write: *In this lesson, we practised using ... / I liked ... / I need to keep ...*. Ask Ss to work in pairs and complete the prompts about themselves. Monitor and listen to Ss' reflections, providing support where necessary.

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, 3A, 4, 5A, 6A, 7A, 8A, 9A) 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 3A:** Ss could do this in open class, with one student asking a question to another who then answers. This might avoid too many visits to a breakout room.
- **Ex 4:** Display this and allow Ss to annotate. Ask one or two to circle the mistakes.
- **Ex 9A:** Ask Ss to look at the title of the text and then use the chat box to gather predictions for what the text will say.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember the language they studied in Unit 8 (Grammar: *can, could, be able to*, active and passive, *-ing* form; Vocabulary: practical abilities, abilities: phrasal verbs, video collocations, technology, technical problems; How to ... describe a problem and make recommendations). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

can, could, be able to

- 1 A** Ask Ss how we can describe ability in the present (*can, be able to*) and in the past (*could, be able to*). Ss should think about both form and use when making their choices in this exercise. Ask Ss to explain why the incorrect alternatives are incorrect when checking answers.

ANSWERS:

- | | | |
|---------------|------------------|---------------|
| 1 can | 2 couldn't | 3 able to |
| 4 was able to | 5 'm not able to | 6 was able to |

- B** Give Ss time to read the sentences in Ex 1A again and think about them in relation to their own lives. Put Ss into small groups to share those sentences and expand on them. Show them the example to demonstrate this. Remind them to use *can, could* and *be able to* where appropriate. Monitor and provide feedback on Ss' ability to describe present and past ability.

active and passive

- 2 A** Explain that these are all true facts. Check Ss understand the meaning of *hashtag* (point out the symbol in brackets), *computer mouse* and *device*. Remind Ss to think about whether the verb is active or passive and what tense it should be in before they put the verb in the correct form – they only have to choose from present simple or past simple. Refer Ss to the Grammar Bank on page 133 to help them as passives can be challenging for learners.

EXTRA SUPPORT Look at the first three sentences in turn with the class. Each time, ask Ss if the verb is active or passive, and in the past or present tense. Ss make a note. Elicit the correct verb form in question 1, with Ss using their notes to help them. They do the next five on their own.

ANSWERS:

- 1 is called
- 2 is spoken, speak
- 3 was taken
- 4 is measured, invented, wasn't called
- 5 are attracted
- 6 were produced, were painted

- B** Give Ss time to read the facts in Ex 2A again and think about their answers. Then put Ss into pairs to discuss the question. Find out which fact(s) Ss enjoyed reading the most in open class.

- 3 A** Look at the example as a class so that Ss understand the task. Monitor if possible as Ss complete the rest of the task. Record the questions on the board when checking answers so that Ss can check them.

EXTRA SUPPORT Provide the start of each question to help weaker classes or learners, e.g. 2 *Have you ... ?* 3 *Have you ... ?* 4 *Were ... ?*

ANSWERS:

- 2 Have you ever been advised to change jobs?
- 3 Have you ever been photographed by a professional photographer?
- 4 Were you annoyed by your journey to school/work yesterday?
- 5 Have you ever been taken on holiday abroad by your family?
- 6 Has your bedroom been cleaned recently?
- 7 Were you interested by/in the last book you read?
- 8 Are your clothes usually ironed for you?

- B** Put Ss into pairs. Monitor and provide feedback on their use of the passive form although they may naturally use the active when answering.

-ing form

- 4** Elicit when the *-ing* form is used and refer Ss to the Grammar Bank on page 135. Ss should focus on errors related to the *-ing* form. Ask Ss to explain the corrections when checking answers as a class.

EXTRA SUPPORT: DYSLEXIA To help dyslexic Ss with the reading part of this exercise, read the text aloud slowly, exactly as it appears in the exercise. As Ss listen they can identify and highlight where they think the errors are. You may need to repeat parts. Once they have located the five errors, they can then focus on those parts to correct them.

ANSWERS:

I remember (1) ~~try~~ **trying** to learn Latin at school. It was incredibly boring. We practised (2) ~~to~~ reading texts aloud and changing verbs into different tenses. Everyone hated doing this. Even now, years later, I can't stand (3) ~~translate~~ **translating**! We all knew that Latin was a dead language, but the teacher kept (4) ~~to tell~~ **telling** us it was really important. ... Now I'd recommend (5) ~~to learn~~ **learning** Latin at school!

VOCABULARY

- 5A** Ss can check answers in pairs before you check them as a class.

EXTRA SUPPORT: DYSLEXIA Give the verbs in the box in a vertical list to make them easier to read for Ss with dyslexia. Encourage Ss to cover the questions they are not working on to reduce distractions.

ANSWERS:

- | | | |
|-------------------|--------------------|--------------------|
| 1 repaired | 2 upload | 3 installed |
| 4 put up | 5 calculate | 6 arranged |
| 7 replace | 8 solve | |

- B** You might want to put Ss into different pairs to vary the interaction in the classroom, especially as Ss asked and answered questions in Ex 3B. Encourage Ss to ask follow-up questions where possible, e.g. for question 1 *What was it? Why not? Would you like to?*

EXTRA CHALLENGE Display an incomplete set of questions (i.e. with the gaps). Ss have to complete them with the verbs as they ask the question.

- 6A** Ss complete this task individually then check answers in pairs. Check answers as a class.

ANSWERS:

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

- B** Put Ss into pairs and encourage them to give as many reasons and as much explanation for their answers as possible.

- 7A** After checking answers, put Ss into pairs to practise the completed conversations together.

ANSWERS:

- 1** out **2** cut **3** connection **4** forgotten

- B** After Ss discuss in pairs, take feedback as a class and find out which of the problems annoys the most people.

- 8A** If necessary, refer Ss to the Vocabulary Bank for Lesson 8A where the meanings of the phrasal verbs are listed in Ex 1A.

ANSWERS:

- 1** look after **2** pick up **3** get on well with
4 come up with **5** work out **6** take up

EXTRA CHALLENGE Cover, or ask Ss to cover, the word choice box before checking their answers in pairs.

- B** As an example, ask Ss to guess if the first sentence is true about you and give them an example of how to respond, e.g. if they think sentence 1 is not true for you, say 'Yes, you're right. I always look after my things. I always try and use things for as long as possible, and I'm careful not to lose things!' Put Ss into pairs and encourage them to give as much information as possible when they respond to their partner.

- 9A** This exercise focuses primarily on vocabulary from the unit but also includes verbs of ability. Ask Ss to read the text title and ask them what they think the writer will say. They then read to check their predictions, ignoring the gaps for now. Ss then read the text again and choose the correct words. They should think about the meaning of the words, as well as collocations. When checking answers, you might want to pick a few of the incorrect answers and ask Ss to explain why they are incorrect.

EXTRA SUPPORT: DYSLEXIA Reorganise the exercise so that the text is divided into a few sentences at a time, with the relevant options sitting underneath each section. This will reduce the distance Ss need to move their eyes between the gaps and the options.

ANSWERS:

1 B **2** C **3** B **4** A **5** C
6 B **7** A **8** B **9** A **10** B

B Put Ss into pairs for this task, or discuss the questions in open class.

EXTRA IDEA: DIGITAL Start a forum discussion about how YouTube affects the lives of Ss in the class. You could also ask them to share some of their favourite videos, making it clear what is appropriate to share.

TO FINISH

On the board, write: *three new words, two things I've learnt about grammar, one thing I would still like to know*. Ask Ss to either work in pairs and discuss these, or to write them down on paper or record them digitally and share them with you. Use this information to help you better understand your Ss' beliefs about their learning and help them to make a plan to improve the thing(s) to work on.

UNIT 1

Opener: BBC Vlogs

- 1 People would describe me as creative, artsy, humorous, bearded and most importantly caring and genuine.
- 2 Hi I'm Jo, and my friends would describe me as funny, most of the time, loud and slightly chaotic.
- 3 How would my friends describe me? I'd hope that they'd say that I'm friendly, funny and reliable.
- 4 How would my friends describe me? They'd probably say I'm kind and I'm caring, but that I'm always late.
- 5 My friends would describe me as caring and funny, I hope, erm, and also smiley.
- 6 My friends would describe me as happy, caring and fun.
- 7 My friends would describe me as energetic because I'm always full of energy. They would describe me as smiley because I'm always smiling, and they would describe me as funny because I love making jokes.
- 8 My friends would probably say that I'm generous, kind, honest and reliable. Definitely reliable.

1D: BBC Street Interviews Exs 2A and 2B

- Alice: I would describe my lifestyle as, er, quite normal really. Erm, I ... I go to work, er, I come home ... I live with my parents. I think it's quite normal.
- Elliot: I have quite a normal lifestyle. I wake up early in the morning, I go to school, I have lunch outside, I do my homework and then I see my friends. And, I do that every day.
- Saffi: I'd say because we're students, erm, we live quite alternative lifestyles, erm, normally we'd be going out at the weekend, and always, like, together making dinner and things like that.
- Vambai: Er, my lifestyle is pretty normal. I wake up in the morning, go to work, er, come back home, cook for myself, eat dinner and go back to sleep.
- Kayla: I'm probably in the more alternative side of things.
- Tom: I'd say alternative as well.
- Jack: Yeah, alternative, yeah. Same.
- Philip: Er, I think my lifestyle is relatively normal and conservative. I have a regular type of job – I work in an office in finance – erm, I live quite near to work, I commute, er, to work by bicycle.
- Lotte: Er, yeah, probably the same – quite alternative. Um, mostly, yeah, just hanging out with friends on the weekends, er, doing quite a lot of studying for university. Erm, nothing that exciting really. Just quite normal, but, yeah.
- Adam: I guess my life is, is fairly comfortable. Erm, I live in ... I have my own house. Erm, I have two children, a wife and two children. Erm, and, er, yeah – it's not too bad.

Ex 2C

- Elliot: Erm, if I could change something about my lifestyle, I would do more exercise, would get ... maybe go for a run every day – that would be nice.
- Vambai: I would like to go out more. Erm, I would like to explore the country a bit more. And visit different places a bit more.
- Tom: Er, I would like to save more money. Yeah, and stop spending it all the time.
- Kayla: I want to travel a bit more. Erm, I seem to work quite a lot so, yeah, it would be nice to go travelling [to/around] different places.
- Jack: Er, work less for me as well. I'm sick of work, basically. So, yeah.
- Philip: Erm, it would be nice to have a more exciting job, not working in an office. Erm, maybe live somewhere a little bit warmer than the UK, with less rain.
- Adam: Erm, I'm pretty happy with the way that things are. Erm, I look forward to my children growing up, just seeing how they change, erm, and my life changing as, as they become adults, seeing how they get ... become, and then maybe having a bit more time to myself as well.

UNIT 2

Opener: BBC Vlogs

- 1 Er, I remember a summer holiday, erm, I spent with my family in the north of Spain in the mountains, and we had a fantastic time, hiking, canoeing and also I had my first camera so I took plenty of photos as well.
- 2 Happy memory, getting my first car, which was a tomato-red Mini.
- 3 When I was nine years old my father gave me as a birthday present a small kitty cat. At the beginning I was a little bit nervous because I thought that it was going to be very difficult to take care of it, but I was also very excited to have it between my arms.
- 4 I remember when I was about eight, I went to Spain with my family and it was really exciting because I got to try lots of traditional Spanish food. I also learnt how to swim and got to stay up late, which I found really fun.
- 5 A few years ago I was about to travel to Argentina. I was so excited about that trip. Unfortunately, the day before my flight, my bag was stolen with my passport in it. I thought I was not going to be able to make it. Luckily, a neighbour found my passport on the street and returned it to me just a few hours before my flight, so I was able to travel and had an amazing experience. I was so lucky and so grateful to my neighbour.

2D: BBC Documentary Exs 2A and 2B

- Simon: In living memory, thousands of residents in the town of Matera were so poor they lived in damp, dark caves. People were living in the caves here until the 1950s, when the Italian prime minister declared this poverty a national scandal, and everybody was moved out, forcibly moved out of the caves, into public housing, and so a whole way of life ended. Matera is now turning its once shameful caves into an asset. Many of them are being refashioned as holiday homes and fancy hotels. Marco?
- Marco: Yeah, it's me. This is your cave.
- Simon: This is my ... Look at this! It's astonishing! This was a home!
- Marco: Family share the house with donkeys, cow, big animals.
- Simon: People lived with their animals inside the cave? I sense that you're turning this from something that is shameful or embarrassing, or people feel that way about it, into something to be incredibly proud of.
- Marco: Exactly. We start to understand that there is a way to live again. We need to be proud of this.
- Simon: Isn't it totally spectacular? Something and somewhere I won't ever forget. I'll enjoy a good night's sleep tonight, I think.
- Ahhh ...
- Wow! I mean, look at this. Come on, now!
- Oh, look. Italian wedding! Fantastic. What a completely splendid sight. Any wedding, anything like this, it represents rejuvenation, regeneration. It's so good to see, because too many towns and villages in southern Italy have been completely depopulated in recent generations, but here, this is ... this has got a future.

UNIT 3

Opener: BBC Vlogs

- 1 I'm interested in a lot of things so I could probably say that I'm curious about everything. I've always enjoyed learning new things about science, nature and I still really enjoy reading popular science books and articles.
- 2 I'm really interested in history, especially middle eastern history, erm, it's just something that I've always found interesting and I like to read about it, I like to watch documentaries about it and find out more.
- 3 I am curious about language learning and what happens to the brain when you learn more than one.
- 4 I'm curious about things that affect the environment, particularly global warming, climate change and what we can do to stop it.

- I'm curious about food and how what we eat affects how we feel and how we behave.
- Oh, I'm curious about so many things. I love music, I love art, I love history.
- I'm really curious about what cats think. They act in such strange ways most of the time, and I always want to know what's going on in my cat's head.

3D: BBC Street Interviews Exs 2A and 2B

- Nikki: Erm, the things that're important in my life are friends, family and food.
- Lily: To me, friendships and my family are very important. But at the same time, doing things I'm interested in, such as art and writing, and anything creative, are also very important to me because I think it's very important to follow your dreams and do what you enjoy, and what makes you happy.
- Saffi: I'd say, erm, friends is a big thing because most of our friends are uni students so we can't see our families, so being together and eating dinner, and seeing each other lots [is] definitely a big thing.
- Lotte: Yeah, making time to socialise as much as you can, erm, looking out for each other, making sure that everyone's healthy ...
- Saffi: And mentally OK.
- Lotte: ... Yeah. Yeah.
- Natalia: Erm, I quite like music because I believe it is able to change your mood a lot. You know, if you're feeling depressed or sad, erm, putting on a certain song can make you ... kind of uplift you.
- Mon Zer: Succeeding and providing for my family.
- Devante: Er, my family, my friends, er ... what else is important to me? Having a freedom of thought, being able to learn, being able to teach each other, friends, family everyone, living a good life and keeping tidy, putting things away after I use them, I think is important to me. So, a... structure is really important to me nowadays.
- Gerard: I'd say [the] most important [thing] is ... for me is, will probably be friends and family. I think spending time with them, erm, making sure that there's a good balance between my work and my, like, personal life, my free time, make sure I've always got time for them.

Ex 2C

- Nikki: Erm, money. I'm not particularly, ... I don't find a career that important.
- Lily: For me, other people's opinions are not very important and, erm, they shouldn't be because you shouldn't, er, care a lot about what other people think about you.
- Lotte: Erm, for me, social media I don't care about too much. Erm, sort of keeping up with, kind of, current trends and Instagram, Facebook. I'd rather, sort of, socialise in the real world. [I'm] more interested in current events and the news, I guess.
- Mon Zer: I ... I don't care about, er, like, er, new trends that much.
- Gerard: So, things that aren't that important for me personally, erm, I'm not interested in sport at all. I've no interest in it, I don't really know anything about it. Erm, and probably brands. I'm not ... like, brand names, or ... I'm not really into brands at all or, sort of, status symbols.

UNIT 4

Opener: BBC Vlogs

- Last year I won a really big golf tournament. I'm very proud of myself. I shot my best score of the year, a seventy-nine, which is a really good score in golf, especially for me.
- Yes, I've won one thing in my life, which was an award for best classwork when I was ten years old.
- Actually, I won a contest a few months ago, it was an opportunity to watch my favourite singer performing live, Alicia Keys, in London, and I loved it, it was such a good experience.
- So, I've won quite a few awards, erm, I used to dance when I was younger, so I won quite a few competitions for dancing and I also won a couple of trophies as well. Erm, I've also won a few professional awards for writing, and that's about it really.

- I usually never win anything, but I won these two turtles in Bali for showing up first to a party. It pays to be on time!
- I don't often enter competitions, so I haven't won a lot, but I did enter a competition on Twitter last year and I won a television, and that was pretty cool. I think I won it because I was the only person who entered the competition. It wasn't a big Twitter account, but hey, I got a free TV.

4D: BBC Entertainment Exs 2A and 2B

- Narrator: Nepal. An ancient, mystical land. A land that's home to the world's highest peaks, and now also to a very important *Top Gear* test.
- Presenters: Hello.
Thank you.
Thank you.
Challenge.
What have we got?
You and your city cars will now undertake the ultimate commute – from Kathmandu to the Forbidden City of Lo Manthang.
Wow!
- Narrator: First, we'd have to escape Kathmandu.
- Presenter: A little bit, uh, chaotic round these parts.
- Narrator: The next thing to do was leave Kathmandu behind, pick up the highway and start our trek west.
- Presenters: Tell you what, Paddy, it's about to get really bumpy up here.
It can't get any worse, can it?
I think it just might be.
- Narrator: But then things got even tougher.
- Presenters: Oh, my ...
Up-up-up!
Could someone get back here quite quickly, please?
Great!
- Narrator: Miles from anywhere, our next job was to find somewhere to camp for the night.
- Presenters: This is nice, innit?
This is the worst camp spot I've ever seen.
Goodnight!
Seriously, boys. This is, this is ... frightening up here. I mean, literally, there was just enough room to get the car through.
Fred, I can't believe I'm saying this, but please can you give me a push?
That's literally all I've got. I think the engine's dying.
Fred, hook me up and just tow me. This is ridiculous.
Whoa, whoa!
Paddy!
- Narrator: So, this was it. After five days of punishment, and now just ten miles short of the finish, the Renault 4's journey was done.
- Presenter: Come on, Chris. Get in.
- Narrator: In the five days since leaving Kathmandu, our cars had covered the most arduous miles of their lives. They'd suffered breakdowns and failures. But working together, they'd claimed victories we had no right to expect of them. In the end, the journey had proved too much for some. But we'd come to Nepal to find the ultimate city car.
- Presenters: I'm through!
No, you're not!
The finish line!
Technically, Fred, you're not in.
I'm in! I'm in! I'm in!
- Narrator: He wasn't. And, ultimately, the Forbidden City had made its choice.
- Presenters: Crowned the winner! It's got the gold scarf on it, Chris.
On that, Paddy, I give it to you. I can't argue with you, man.

UNIT 5

Opener: BBC Vlogs

- 1 I always read the BBC site in the morning first thing, starting with the sport news, in particular football, erm, then I work through world news because I like to know what's happening in the world, and kind of work my way down to national, UK news and then what's happening in my local area.
- 2 Well, I listen to the radio a lot, I like to get the news from the radio, because they also tend to discuss issues further and interview people regarding current affairs.
- 3 I read a lot of news every day, I either read it online or I read, erm, a newspaper.
- 4 Erm, I try to be up to date with current affairs, so I read the news on my phone on an app and I try to read the news on my lunch break at work.
- 5 I get my news online. (I go) When I wake up I go online and I go straight to BBC news, and then ... I also like to read other news sites on the same article to make sure everyone that is saying the same thing.
- 6 I go to a few different sites, different sources, erm, because usually the truth just lies somewhere in the middle, erm, so I like to get different points of view.

5D: BBC Street Interviews Ex 2

- Isabelle: I think the kind of news that interests me the most must be, erm, international politics.
- Matt: Er, people doing well in life. Erm, good news stories. Erm, er, I'm tired of seeing negative stuff on the news.
- Natalia: Erm, I like, quite like things to do with crime because [it] just adds a bit of entertainment to my life.
- Rob: Erm, I follow politics in the news. Erm, as well as news about sport and, erm, culture.
- Devante: News about things I care about. I love news on technology, so I'm really into business development and I'm into technology helping us do things in a more efficient and, hopefully, cheaper way. Erm, I'm really into learning about the arts, I love musicals, I love news about music.
- Henry: Er, the news that I'm interested in is world news. I'm from Australia, so I really like, er, international politics, international relations, er, local news is also interesting.

Exs 3A and 3B

- Isabelle: I think print media will disappear over time and I think, er, the new generation might focus more on social media and get their news through different social media platforms, erm, and I think it might be hard then to distinguish real news from fake news.
- Matt: Er, it probably won't. It probably won't! But I hope it does. Erm, there's too much negativity on the news. There's far too much negativity.
- Natalia: I think the younger generation will be more interested in the news, but I think the way we access the news or, erm, information that would be included in the news will change from the traditional BBC website or the newspaper to social media, such as, like, Instagram and even Snapchat.
- Rob: Erm, hopefully people will stop getting their news from social media. Erm, yeah.
- Devante: Hopefully, it'll be a bit more selective so that you can click on the things that you're most interested in and just watch those rather than things that are quite depressing, quite sad, that are repeated every day, that get worse and worse, i.e. news that's out of your control, that's negative.
- Ayesha: Erm, I definitely think that celebrities are going to be more prominent in the news and that their role will be much more influential as well.
- Henry: Yes, I think the news will be online a lot more, including on social media. I think the news will be represented by younger people and mostly on social media platforms, such as Instagram, Facebook, er, and other internet things.

UNIT 6

Opener: BBC Vlogs

- 1 I think I'm a pretty creative person, but the things that I do aren't works of art, obviously. I love to dance, to sing, I sing quite a lot to be honest.
- 2 I'm not very creative in the literal sense. I can't play a musical instrument or sing, or, I'm not very good at art either, but I do enjoy creative writing, erm I always enjoyed that at school.
- 3 I really like baking cakes and bread. I started baking with a friend who I live with at university this year. Oh, and I'm also teaching myself to play the guitar.
- 4 Well, I'm not very good at art, and I don't play any instruments either, but I am creative in other ways, for example I love crafts and I have recently started knitting as well, and I really enjoy it.
- 5 The creative things that I'm interested in are drawing – I like to sketch things, I'm not very good but I do enjoy it. I also like gardening because I love to watch things grow.
- 6 I draw a lot and I paint a lot, but mainly digitally. I have a tablet which I can take with me wherever I want so I can draw whenever I want.

6D: BBC Documentary Exs 2A and 2B

- Narrator: Yinka Shonibare is a British–Nigerian artist working in the UK. His art takes many different forms: sculpture, painting, photography and film-making. Yinka is designing a sculpture for the Stephen Friedman Gallery. It's the art gallery's 20th anniversary, and it has supported Yinka since the start of his career.
- Yinka: So, I'm doing this rather surreal piece. I'm doing a sketch of this kind of man celebrating and he's got all these balloons pulling him up. So, that's *Balloon Man* I'm actually doing.
- Narrator: Yinka works with a team of craftspeople across the UK. They help him create his art works. His sketches for *Balloon Man* go to a studio in south London. Nigel Schofield has worked with Yinka for more than ten years.
- Nigel: We get the sketch from Yinka and you try and get the flavour of what he's trying to get across. This is a guy who's being lifted off the floor by balloons.
- Narrator: First, Nigel photographs himself hanging in the air like *Balloon Man*. Next, Nigel and his team use the photographs to help them create the basic structure of the sculpture. This helps them make sure the figure is realistic. Once Nigel has finished, the sculpture is sent to costume maker, Miranda Curran.
- Miranda: What's great is that ... there's a lot more sort of artistic freedom for me as a maker because I can ... You know, I'm given the fabrics and then I can work with them and do what I like with them, which is a really lovely way to work.
- Narrator: Like many of Yinka's sculptures, *Balloon Man* is dressed in brightly coloured African fabric. Yinka hasn't seen the finished sculpture yet, so the team move it into the main studio.
- Yinka: I'll just stand back a bit. Let's have a look. Yeah, that's looking ... That's looking good. I'll just have a look here.
- Narrator: After some last-minute changes, *Balloon Man* is finished and ready to go to the gallery.
- Stephen: Welcome.
- Yinka: Ah, Stephen. OK.
- Stephen: Here we are.
- Yinka: Wow.
- Stephen: What do you think?
- Yinka: That's looking good.
- Stephen: Right at the centre in the front room, of course. Where you belong.
- Yinka: It's really great, actually, that you've got it just on its own in the middle. Yeah. It's a celebratory piece.
- Stephen: It's exciting, it's fun, it's engaging. It's everything a work of art should be.

UNIT 7

Opener: BBC Vlogs

- 1 I think I feel happiest in the garden, either planting new plants or looking after the older ones. I also love to walk in nature and to be able to hear the birds singing.
- 2 The place that I feel happiest is on my bike. I like to ride through the countryside, I find it helps me think about complicated things and they become simpler, so it helps me solve problems. I enjoy seeing the flowers and the trees and the rivers, sometimes I even ride my bike to the sea which is about 30 kilometres from where I live.
- 3 I'm happiest either at my home in Brighton or when I'm visiting my family on a lovely sunny day.
- 4 I feel happiest sat around a dinner table with my friends and family.
- 5 I feel happiest in every place where I can be with my friends, just hanging out in the street, sharing our thoughts and having a lot of good moments, or even watching a film at home.
- 6 My favourite place is here. I'm in Northumberland by the ocean on the north-east coast of England and the sky is huge and the sea is beautiful, so this is where I feel the happiest.

7D: BBC Street Interviews Exs 2A and 3B

- Dan: Erm, probably India. Erm, because it's such a fantastic, big, diverse country, amazing food, amazing people. I'd love to go back.
- Saffi: Budapest, I think, because there's so much ... you can see so much in one city, you can go to ... you can be in Buda or Pest, and I didn't know that before I went there. Erm, and it's a really beautiful city and the people are really lovely and the food is amazing as well.
- Lotte: Yeah, I really love New Zealand. Erm, I went to Auckland two years ago, erm, and stayed there for about a month and the scenery was amazing, the people were so friendly, erm, and it was just a really beautiful place.
- Will: Erm, I think the most amazing place I've ever visited is, er, Mount Kilimanjaro. Just being at the top when sunrise is coming and you've got snow and there's very, very few people up there. It's quite a special place.
- Lumi: I think the most amazing place I've ever been to currently is Iceland. I went there to do ... shoot a film and to capture some of the Northern Lights and just general culture, but Iceland.
- Osaid: The most amazing place I've ever visited would probably be Syria a couple of years ago. Er, this is because there's so much history behind it and so many different ... and, such a wide variety of foods to try, and was really different from any food that I've tried in this country.
- Anabel: Erm, I think London because there's so many things to do here and each part of London is so different and diverse. Erm, and it just feels so lively. I just really enjoy spending time here.

Exs 2C and 3C

- Molly: I'm going to say by myself because I'm more of a ... I prefer my own company.
- Dan: Bit of both. Er, I like the freedom of travelling by myself, but, erm, ultimately, it's nice to travel with someone else because it can get a bit lonely on your own.
- Saffi: With other people.
- Lotte: I ... I'd say by myself. I think it ... you've got more room to do what you want, umm, and be more flexible with your plans.
- Nikki: I actually prefer going by myself because I'm a bit selfish and ... could do whatever I want without worrying if someone else is having a good time as well. But obviously there are some ... some times where you want to be in a big group and be with all your friends. But if you want to go somewhere specifically, just go on your own I'd say.

Lumi: Preferably, probably by myself, but I do enjoy, er, travelling with people. But I like probably, like, small groups, so probably like, four max, maybe.

Osaid: I prefer travelling with other people, just because I feel the experience is shared with my friends or family. Because when I'm travelling alone, whatever happens is mostly on my own and I find it safer to travel with other people.

Anabel: Erm, I enjoy spending time with other, er, travelling with other people because, erm, then you can talk about the experience with them and enjoy it with them and share the memory with them, rather than just yourself.

UNIT 8

Opener: BBC Vlogs

- 1 Generally speaking, I'm pretty terrible at fixing things. If it's got anything to do with electronics, a motor or an engine then I haven't got a clue.
- 2 I try and fix something before getting help, erm, so with computers I'm quite good, but anything with cars, I'm pretty bad.
- 3 I think, generally, I'm good at fixing things, at least I always try before throwing something away or asking for help.
- 4 I'm really bad at fixing things – never ask me to fix something for you. I don't even know how to change a lightbulb, so when something breaks in my house, either I ask someone for help or I live with it.
- 5 Am I good at fixing things? Not really. I'm more of a project manager than a DIY expert if you know what I mean. So, I always have big plans, and then I need to find someone to do the actual work for me.
- 6 I am not very good at fixing things: I would say I'm quite good at breaking things. I am quite clumsy.

8D: BBC Documentary Exs 2A and 2B

- Narrator: Finely tuned ears and a wonderfully versatile voice have allowed humans to invent over 7,000 different languages.
And each of us, as we grow, pick up over a thousand new words every year. By your early teens, you have a working vocabulary of over 10,000 words. From an early age, Wendy Vo's brain has been bursting with languages.
- Wendy: When I was one, I spoke Vietnamese only, like, it was just like baby words. When I was two, I spoke English, Vietnamese, Spanish and Chinese, so four languages when I was two years old. Well, at least I started learning them.
- Narrator: She hasn't stopped at just four languages. Wendy spends an hour every week talking to a range of different people in their native tongues.
- Winita: I am Winita from India, and I teach Wendy Hindi.
- Rashida: My name is Rashida and I teach Wendy Arabic, from Yemen.
- Woman 1: And I teach Wendy Spanish. She speaks Spanish a lot better than some Hispanic kids do.
- Woman 2: At the Russian languages, she is very good.
- Woman 3: Portuguese.
- Woman 4: She is at the top because she can switch very ... in few seconds, from one language to the other one. And she can think, speak, write. It's unbelievable.
- Wendy: Vietnamese, English, Spanish, Chinese, French, Japanese, Hindi, Arabic, Russian, Cantonese and Portuguese.
- Narrator: Add them all up and Wendy has eleven different voices packed inside her head.

1C A warm welcome

SPEAKING OUTPUT | a committee meeting

GOAL | agree on a community project

MEDIATION SKILL | managing turn-taking

CEFR mediation descriptor: Can invite other people in a group to contribute their views.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to engage in a meeting and take turns managing turn-taking in a meeting, resolving turns and topics, inviting contributions from others and raising new topics.

WARM-UP

- 1 Read the questions aloud and put Ss into pairs to discuss. Monitor and help with vocabulary as necessary. When they finish, ask some Ss to share their answers and discuss with the class.

PREPARE

- 2 Read out the questions and tell Ss to read the Scenario. Ask them to discuss their answers in pairs before checking with the whole class.

ANSWERS:

- 1 New people are moving to the area.
- 2 helping people meet new people
- 3 newcomers and people who don't have much social contact

- 3 Explain that Ss are going to take part in the meeting, so they first need to read the agenda. Explain that an agenda is a plan of what to discuss at a meeting. Read the questions aloud. Tell Ss to skim the agenda and discuss their reaction in pairs. At this stage, limit them to a quick initial reaction rather than a long discussion.

- 4 Tell Ss they're going to learn a mediation skill – a skill to help people understand a task or new information. Ask them to read the Mediation Skill box and check their understanding. Point out the task and, if necessary, do one example with the whole class. In pairs, Ss come up with examples. Compare answers as a class.

POSSIBLE ANSWERS:

Finish someone's turn: OK, yes that's a nice idea. / That's a useful thing to think about.

Bring new people into the conversation: How about you? / Do you agree, Marcela?

Introduce a new topic: Shall we think about sports activities? / Let's move on to cultural activities.

MEDIATE

- 5 Remind Ss of the Scenario. Put them into groups of three and assign them roles A, B and C. Point out they should take turns leading the meeting for each of the items on the agenda (1–3). Tell them they should try to practise the language and strategies from the Mediation Skill box. When they're ready, give them 7–12 minutes for the discussion. Monitor the meetings, with reference to the Mediation Skill box and the assessment criteria.
- 6 As Ss' meetings draw to an end, give them one additional agenda point of 'any other ideas' to encourage them to extend the meeting. When Ss have finished, ask them how their meetings went and to share ideas about the different topics on the agenda. If there is time, give them feedback on their meetings, with particular attention paid to the skills of managing turns and topics.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner asks different people to contribute their views
- learner resolves someone's turn
- learner raises new topic on agenda
- learner is active in the conversation (contributing their views, listening and responding to others)

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: The first point is about cultural activities, like art and music. What do you think?
- B: I really like the idea. It would be easy to start, too.
- A: OK, thanks. What about you Marta?
- C: Well, some things are easy to organise, yes. Like a book or film club. But a theatre group is difficult because it needs a lot of people, time, and somewhere to do it.
- A: Good point. That's an important thing to think about. Do you want to say anything else about that? (silence) OK, let's move on ...
- B: Right, so how do you feel about community events? Things like a fair or food festival ... It sounds interesting!
- C: It could be. Maybe we can ask everyone what events they like? A questionnaire or something.
- B: That's a great idea. Do you agree, Daniele?
- A: Yes, I agree. I think we need to make some suggestions though.
- B: I think you're right. Shall we do that now?

Teacher's comments

The Ss in this dialogue take turns well, and each uses good examples of language to bring others into the conversation, resolve turns, bring a topic to a close and raise the next topic. They should be encouraged to spend a little more time discussing and developing the ideas they talk about.

Marks: 4/5

EXAMPLE OUTPUT B

- A: Let's talk about cultural activities ... is that a good idea?
- B: I'm not sure, maybe. What do you think?
- A: Yes, it could be. How about you Marta?
- C: Well, it depends.
- A: I like the idea. There are lots of different things you can do ... for example, films, books, art. Everyone likes something like that.
- C: And community events? Markets or festivals ... I like this idea more. What's your opinion about that?
- B: Yes, that's true.
- C: Perfect. Shall we talk about the next point? Sports ...
- B: I love sports. Football, tennis. Everything.

Teacher's comments

The dialogue isn't successful because Ss don't manage turns and topics. There are some efforts at inviting others to offer their opinion, but they don't acknowledge what the previous speaker said and, as a result, their ideas don't have a chance to develop naturally. Changes of topic are quite abrupt, so even when they introduce a new topic, it's done before the previous point has been finalised. Ss B and C begin to dominate halfway through the conversation – they should address this by asking A to contribute.

Marks: 2/5

2C Let's talk about it

SPEAKING OUTPUT | a meeting about a problem at work

GOAL | solve a problem between work colleagues

MEDIATION SKILL | asking questions to deal with disagreements

CEFR mediation descriptor: Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.

Timing | 40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to practise asking and answering questions to resolve a work disagreement.

WARM-UP

- 1 Read the questions aloud and put Ss into pairs to discuss. Monitor and help with vocabulary as necessary. When they finish, ask some Ss to share their answers and discuss with the class.

PREPARE

- 2 Read out the task and give Ss time to read the Scenario, the article and the questions. Have them discuss their answers in pairs before checking with the whole class.

ANSWERS:

- 1 No, they can be a positive thing.
- 2 It can cause difficulties for the team.

- 3 Explain that soon Ss are going to roleplay some workplace disagreements, but first they'll look at some examples. Put them into groups of three to discuss the different problems and rank them in order of seriousness. Monitor and offer support as necessary. Discuss answers with the whole class and talk about any differences of opinion.

- 4 Tell Ss they're going to learn a mediation skill. Ask them to read the Mediation Skill box and check their understanding. Point out the task and, if necessary, do one example with the whole class. In their groups, Ss come up with examples. Share answers as a class.

POSSIBLE ANSWER:

She sends me work messages at five in the morning!

Is that true, Josefa? Why do you do that?

How do you think Jon feels about that?

MEDIATE

- 5 Remind Ss of the Scenario. Explain that they'll have three conversations in their groups, and they'll take turns to be the manager – assign them roles A, B and C. Give them a few moments to prepare their ideas. Remind Ss they should try to practise the language and strategies from the Mediation Skill box. When they're ready, give them 6–12 minutes for the discussion. Monitor the meetings, with reference to the mediation skill and the assessment criteria. Prompt them when to change roles if you need to.

When Ss have finished, ask them how their meetings went and share ideas with the rest of the class. Give them feedback on their meetings, with particular attention paid to the skill of dealing with disagreements.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner asks questions to understand what the problem is
- learner attempts to find out the reasons for the problem
- learner considers the effects of the problem
- learner tries to move the conversation towards a solution
- learner is active in the conversation (contributing their views, listening and responding to others)

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

C: So, what exactly happened guys?
A: Well, it's difficult. But he always takes my ideas and tells everyone.
C: Oh, do you have an example?
A: Well, I had an idea to use an app to know how much time we spend working on a project. Then Ben told everyone about it in our team meeting.
C: Right, I see. Is that true Ben?
B: Not exactly. I don't want to steal his ideas. But sometimes he is very quiet in meetings. I thought it was a good idea. It's important to share ideas with everyone.
C: What do you think about that Jorge?
A: Sometimes, maybe. I don't feel confident. There are a lot of people talking all the time ... like Ben!
C: Why is that, Ben?
B: Like I said. It's important to talk. That's why we have meetings.
C: Right, but can you see how it's difficult for other people?
B: Yes, maybe.
C: Maybe you can help each other. Ben, you could say 'Jorge has a good idea about this.'
B: OK, I'll try to do that.
A: Thanks, good idea!

Teacher's comments

This dialogue progresses well, and C (the manager) speaks to both parties about the problem. She asks questions to understand the problem, find out the reasons for it and encourages them to think about the effects it has.

Marks: 5/5

EXAMPLE OUTPUT B

C: So, what's the problem?
A: Well, she interrupts me in meetings.
C: Why do you do that?
B: I don't do that.
A: You do.
C: Oh OK. Why do you think that?
A: Like this morning. Remember?
B: Everyone can say what they want in a meeting.
C: I see. Can you try to understand each other more?
A: I don't think so.
B: OK, I'll try to be more careful.
C: Thanks. It's important to try if you can.

Teacher's comments

C (the manager) starts to talk about the problem but doesn't really ask for more detail to understand it better. For example, when A says 'like this morning', which would be a good opportunity to ask something like 'What happened exactly?' There is an attempt to look for a solution but because there is no real understanding of the underlying problem, it feels very superficial.

Marks: 2/5

3C Where in the world?

WRITING OUTPUT | an online post

GOAL | give a friend advice about where to study English

MEDIATION SKILL | describing advantages and disadvantages

CEFR mediation descriptor: Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to practise posting a comment on an online forum and replying to other reader's comments.

WARM-UP

- 1 Read the questions aloud and put Ss into pairs to discuss. Monitor and help with vocabulary as necessary. When they finish, ask some Ss to share their answers and discuss with the class.

PREPARE

- 2 Read out the task and tell Ss to read the Scenario and answer the question. Have them discuss their answers in pairs before checking with the whole class.

ANSWER:

Sakura wants to get some suggestions about countries where she can study English.

- 3 Tell Ss they're going to read about one country in the text. Assign Ss as A and B. Student A should read about Belize, while Student B reads about Iceland. Ss shouldn't read about both countries. As they read, they should think about whether they think Sakura would like it and highlight the important information. Pair Ss who read about the same country to compare their ideas. **Don't** pair As with Bs at this stage.
- 4 Tell Ss they're going to learn a mediation skill. Ask them to read the Mediation Skill box and check their understanding. Point out the task. In the same pairs (i.e. keeping As and Bs separate), Ss think of examples based on the text. Monitor and offer support as necessary.

MEDIATE

- 5 Remind Ss of the Scenario. Give them a few minutes to write their 'online' comments on a piece of paper. Ss can use their ideas from Ex 3. Remind Ss they should try to practise the language and strategies from the Mediation Skill box. When they're ready, pair As with Bs to swap their posts.
- 6 Ss should read their partner's post and write a short comment in reply. To finish up the lesson, they should discuss their posts and replies and decide which place would be better for Sakura, Belize or Iceland. Share ideas and discuss as a class.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner covers relevant points about Belize or Iceland as a place to study and travel
- learner explains why they're relevant to Sakura using the original post and background knowledge in the Scenario
- learner uses examples to support their recommendation
- learner uses appropriate register for online communication

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 Sakura. Sounds like an exciting idea. Why don't you go to Belize? It's pretty difficult to get there, but I think it would be a great place for you to study English. There are lots of interesting things to see and do, like the beach and rainforests. You could go diving and hiking. I know you love nature! It's a bit difficult to travel around, but I think that's OK if you're going to be there for a long time.

Teacher's comments

This post uses relevant information from the article and relates it directly to Sakura's interests and requirements. The learner uses connected sentences with straightforward conjunctions to successfully point out the advantages and disadvantages. The learner also uses an appropriate register and style for informal online communication. One element missing is that they don't comment on the chance to meet other people, which is relevant to Sakura and the destination ('Your classmates will be from all over the world.').

Marks: 4/5

EXAMPLE OUTPUT B

Hi Sakura. Why not go to Iceland? English is not the official language but that isn't important. The capital city is interesting. You can go to different restaurants and talk to the locals. One thing you need to do is save up a lot of money. Iceland is expensive.

Teacher's comments

While the post does make some relevant points taken from the article, it doesn't explicitly relate them to Sakura's situation or background. The language is accurate, and fairly neutral/informal in register, but the non-complex sentences don't make it obvious how they relate to each other or to Sakura, and it doesn't seem to weigh up pros and cons. The learner doesn't support their assertions with relevant supporting information (for example, they say it isn't important that the official language isn't English, but the post doesn't expand on the point to explain why).

Marks: 2/5

4C Let's play!

SPEAKING OUTPUT | a description of a word game

GOAL | help someone understand a game

MEDIATION SKILL | describing how something is similar or different to something else

CEFR mediation descriptor: Can summarise the main points made in clear, well-structured texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to read about a new word game and give a short summary of what the game involves by comparing it to other games so the group can decide which game to play.

WARM-UP

- 1 Read the questions aloud and put Ss into pairs to discuss. Monitor and help with vocabulary as necessary. When they finish, ask some Ss to share their answers and discuss with the class.

PREPARE

- 2 Read out the question and tell Ss to read the Scenario. Have them discuss their answer in pairs before checking with the whole class.

ANSWER:

Learners are going to vote.

- 3 Explain to Ss that they'll work in pairs and that each student in a pair will read about a different game. Assign Ss as A and B. Tell them to read about their word game and make notes about the important details. At this stage, they shouldn't discuss the details of the game with their partner.
- 4 Tell Ss they're going to learn a mediation skill. Ask them to read the Mediation Skill box and check their understanding. Have Ss work in pairs and choose two games or sports to compare using the language given in the examples in the box. Elicit some examples from Ss.

POSSIBLE ANSWERS:

Rugby and football: It's like football, but you can pick up the ball.

Volleyball and basketball: It's different from basketball because there's one big net in the middle.

MEDIATE

- 5 Remind Ss of the Scenario and put them into A/B pairs corresponding to the text they read in Ex 3. Have them take turns to explain the rules of their game, encouraging their partner to ask questions and check that they genuinely understand the game.
- 6 Ask Ss to decide on a game and then play it. Help Ss with any issues they may have in terms of misunderstanding the rules.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner gives a clear description of the game
- learner describes how it's similar to other well-known games
- learner explains what's different about the game from other games

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: OK, so it's called 'Pronunciation Ships'.
You try to hit my boats and I try to hit yours.
- B: How do I do that?
- A: OK, you have a table like this, look, and you put three boats on it, like this.
- B: OK ...
- A: And I do the same. I put my boats on my table. It's very similar to a game I had when I was a child. Did you have it, too?
- B: Yes, I think we all had it! Little plastic boats! OK, I've done mine. What do we do now?
- A: Right, now this is where it's different. In that game we said letters and numbers. But here I say a word from the left side, for example 'chip'.
- B: Cheap.
- A: No, 'chip'. And then I say a word from the top, like 'saw'.
- B: OK, so 'chip' on the left, and 'saw' on the top.
- A: And look at that square – does it have a boat on it?
- B: No.
- A: So, you say 'miss'.
- B: And if my boat is there?
- A: 'Hit'.
- B: And my boat is dead?
- A: Yes, that's right.

Teacher's comments

Student A gives clear instructions on how to play the game and draws helpful comparisons to a similar game.

Marks: 5/5

EXAMPLE OUTPUT B

- B: OK, the game is called 'Sheep and Cows'.
- A: Strange name.
- B: Yes, it is, isn't it? OK, so it's a word guessing game.
- A: So, I guess letters?
- B: No, you guess words.
- A: Words. I try to guess the word you're thinking of.
- B: Yes, so I tell you how many letters there are in the word. For example, I'm thinking of a six-letter word.
- A: OK, so for example I guess 'person' – is that your word?
- B: Right, and if the word you guess has some of the same letters as my word, I can say 'sheep' or 'cows'.
- A: What's the difference between sheep and cows?
- B: If the letters are in the same position in my word I say 'sheep', but if they are in the word but not in the same position, I say 'cows'. For example, my word is 'letter', so that's 'one sheep', because of the 'e', and 'one cow' because of the 'r'.
- A: OK, I think I understand ...

Teacher's comments

The game is well-explained, and Student B talks their partner through the steps of the game. However, they don't make any comparisons to a similar game or say why it's different from that game.

Marks: 3/5

5C Change of plans

SPEAKING OUTPUT | an informal discussion about plans

GOAL | agree on a plan

MEDIATION SKILL | agreeing to a change of plans

CEFR mediation descriptor: Can demonstrate his/her understanding of the key issues in a disagreement on a topic familiar to him/her and make simple requests for confirmation and/or clarification.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to agree on what they're going to do after receiving some bad news.

WARM-UP

- 1 Introduce the topic of events, arrangements and changing plans. Read the questions aloud and put Ss into pairs to discuss. Monitor and help with vocabulary as necessary. When they finish, ask some Ss to share their answers and discuss with the class.

PREPARE

- 2 Read out the questions and tell Ss to read the Scenario. Ask them to discuss their answers in pairs before checking with the whole class.

ANSWERS:

- 1 The plan was to go to a music festival in the summer. The problem is that it has been cancelled.
- 2 Students' own answers
- 3 Explain to Ss that they'll work in pairs/groups and that each student will read about a different option and try to persuade their partner to do what it says. Assign Ss as A and B – you could also do this with groups of three or four, doubling up the A and/or B roles. Tell them to read their text and note the important information. At this stage, they shouldn't discuss the details of the text with their partner.

- 4 Tell Ss they're going to learn a mediation skill. Ask them to read the Mediation Skill box and check their understanding. Read out the task and have learners compare their ideas with their partner.

POSSIBLE ANSWERS:

Show you understand how someone feels: Yes, it's a shame.

Check you understand an idea: Do you mean that it's too expensive?

Explain your reasons: We'll get our money back, so we can still do something next year.

Deciding what to do: Let's get our money back.

MEDIATE

- 5 Put Ss into A/B pairs, remind them of the Scenario and explain that they're now going to discuss what to do. Tell them they should try to practise the language and strategies from the Mediation Skill box. Allow Ss a few minutes to think of how they will make the case for their option. Alternatively, do this as a group discussion, with Ss with the same role discussing how they're going to make their points during this preparation stage.

When Ss are ready, give them 5–10 minutes to discuss. When Ss have finished, ask them to explain what they decided to do and why to the rest of the class.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner shows understanding of someone's feelings
- learner asks questions to check they understand someone's ideas
- learner explains their own ideas
- learner suggests what they should do next
- learner is active in the conversation (contributing their views, listening and responding to others)

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: OK, we can ask for a refund ... or we can get tickets for next year. I don't mind waiting for a year. It sounds so good.
- B: I know how you feel. But do you mean you don't want to do anything this year? I don't really want to wait. I'd like to do something soon! How about the City Radio Arts Festival?
- A: Well, I see what you mean. It's really bad news, and I want to do something soon, too. But I'm not sure about the 'arts festival'. What is that?
- B: It's here in the city, and they have lots of different events ... comedy, theatre, food. And music! They've got some of the bands that were going to be at the MusicFest, too.
- A: So you're saying you want to ask for a refund?
- B: Yeah. Do you really think we should wait?
- A: I understand what you're saying. But the Max will be even better next year. It will have an extra day of music!
- B: I see your point. Maybe we should go to both.

Teacher's comments

This is a successful conversation because both A and B explain their ideas with reasons and listen to each other's ideas, asking for clarification when they need to. They move towards a decision for their future plan.

Marks: 5/5

EXAMPLE OUTPUT B

- A: OK, so we should definitely wait. We can go next year. We can't do anything else.
- B: Yes, it's a shame. But I'm not sure. There's an arts festival. Maybe we can go to that.
- A: What's that?
- B: It might be good. There is music. It has some of the same bands that were at the MusicFest. And it's here in the city.
- A: I don't think we should do that. Are you saying you don't want to go to the MusicFest?
- B: No. But I don't want to wait until next year.

Teacher's comments

This conversation doesn't go well. Student A is too bold in their opening statement and doesn't explain the reason for their idea. They don't seem open to other people's ideas or finding out more. Student B tries to turn the conversation round and makes alternative suggestions. They don't really move towards a conclusion, but this may change with more time and encouragement.

Marks: 2/5

6C Book club

SPEAKING OUTPUT | an informal discussion

GOAL | agree on a book to read for a book club

MEDIATION SKILL | describing why something interests you

CEFR mediation descriptor: Can explain why certain parts or aspects of a work especially interested him/her.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to discuss some book reviews to reach a group decision on what book to read for a book club.

WARM-UP

- 1 Introduce the topic of books and book clubs. Read the questions aloud and put Ss into pairs to discuss. Monitor and help with vocabulary as necessary. When they finish, ask some Ss to share their answers and discuss with the class.

PREPARE

- 2 Read out the question and tell Ss to read the Scenario. Have them discuss their answers in pairs before checking with the whole class.

ANSWER:

They will read some reviews, discuss them and then vote on the book they want to read.

- 3 Explain to Ss that they'll read all the book reviews. Tell them to read the reviews of the books and note anything interesting.
- 4 Tell Ss they're going to learn a mediation skill. Ask them to read the Mediation Skill box and check their understanding. Read out the task and ask Ss to make a note of which sentences in the box describe their own feelings about the three books. At this point they don't need to say anything.

MEDIATE

- 5 Remind Ss of the Scenario and explain that they're now going to discuss the books. Tell them they should try to practise the language and strategies from the Mediation Skill box. Give them 5–8 minutes to discuss the books.
- 6 When their discussions are coming to a close, tell Ss to hold a vote in their groups for the book they'd most like to read. Ask them to explain why they voted for a particular book and discuss as a class.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner explains why their book is of interest
- learner describes why it would be a good fit for their book club
- learner is active in the conversation (contributing their views, listening and responding to others)

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

I think we should read *Freakonomics* because I love non-fiction books like this. Maybe a book about economics doesn't sound that interesting. But it's not just economics. It's about questions like 'Which is more dangerous, a gun or a swimming pool?' It sounds fascinating and I really want to know more! It's good for us because we don't need to read the whole book. We could do one chapter and then talk about it. I've listened to the *Freakonomics* podcast, and they talk about a lot of interesting ideas.

Teacher's comments

This is a great explanation of why the book is interesting and it's done in a persuasive way. The learner explains why they personally are interested, but also describes why it would be a good book for the rest of the group.

Marks: 5/5

EXAMPLE OUTPUT B

This is a 'detective' novel but it's a bit different. It's about a teenage boy called Christopher, who finds it difficult to communicate. His neighbour's dog is killed, and he wants to find out what happened. It sounds really interesting! I enjoy books like this.

Teacher's comments

This is fine as a short summary of the book, but it feels too general and superficial. The student should give more detailed examples of things which are of interest to them and to other people in the group. For example, the final line states 'books like this', but the student needs to explain exactly what they mean and what they are comparing it to.

Marks: 2/5

7C Singapore

WRITING OUTPUT | an informal message

GOAL | tell someone useful information

MEDIATION SKILL | selecting relevant information

CEFR mediation descriptor: Can summarise in writing the main points made in straightforward informational texts on subjects that are of personal or current interest, provided spoken/signed texts are clearly articulated.

Timing | 30–35 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to write a message pointing out relevant information for a specific person.

WARM-UP

- 1 Introduce the topic of travel and visiting new cities. Read the questions aloud and put Ss into pairs to discuss. Monitor and help with vocabulary as necessary. When they finish, ask some Ss to share their answers and discuss with the class.

PREPARE

- 2 Tell Ss to read the Scenario and answer the question. Have them discuss their answers in pairs before checking with the whole class.

ANSWERS:

No, they don't. Some things are the same but some are different.

Paola: places to relax/eat

Rui: food, shopping, places/buildings to visit

- 3 Explain to Ss that they will each write a message to one of the people in the Scenario and they're going to learn a mediation skill to do that. Ask them to read the Mediation Skill box, check their understanding and point out the task. Encourage them to skim read the travel guide to practise identifying relevant information.

POSSIBLE ANSWER:

For Paola: 'feel better after a long stressful day' → 'Gardens by the Bay'

For Rui: 'things I can't do anywhere else' → 'the Marina Bay Sands towers'

For both: 'places to eat', 'the food is great' → 'a "hawker centre"'

MEDIATE

- 4A Assign Ss as A and B. Tell them to read the relevant message from Paola or Rui again, and encourage them to use the skills from the Mediation Skill box (note the important information in their message, find the relevant information in the travel guide and so on). Give them a few minutes to write their message.
- B Put Ss into A/B pairs and ask them to swap their messages. Allow them a moment to read each other's messages and give each other feedback. When finished, ask Ss to volunteer to read their message and discuss their feedback and ideas with the rest of the class.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner summarises important information from the travel guide
- learner selects relevant information from the original text
- learner describes why they're making particular recommendations for the recipient

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 Paola. Singapore is a great place to go, even if you don't have much time. You really should go to Gardens by the Bay when you have some time off work. It's a really relaxing place. It's close to the business centre, too, and you can go for a walk by the sea. For restaurants, you could stay in Marina Bay. There are a lot of good restaurants there. Or you can go to the Malay quarter if you want to try the local food. I hope that helps.

Teacher's comments

This is a good short message which still contains a lot of information. The learner has taken into account Paola's needs and selected relevant information. The details given would enable Paola to make a choice about where to go, and when.

Marks: 5/5

EXAMPLE OUTPUT B

Hi Rui. You should spend some time at the airport. It's called Changi. And if you want to see a lot of things, you should go to the Marina Bay Sands. It has good views. There are also a lot of fantastic restaurants, called 'hawker centres', and places you can go shopping. Why don't you go to the Gardens by the Bay? And you should go to Sentosa, to have fun.

Teacher's comments

This summary feels too general to be helpful for Rui. Even though it does give some useful information, it doesn't give enough detail for the recipient to understand why the learner has given particular recommendations – for example, it doesn't explain that Changi Airport is good for shopping or why a hawker centre is good (i.e. because Rui is on a budget). It also fails to address all of Rui's questions, such as his interest in buildings and local culture.

Marks: 2/5

8C Setting up

WRITING OUTPUT | a set of instructions

GOAL | make instructions easier to understand

MEDIATION SKILL | using headings, bullet points and simple sentences

CEFR mediation descriptor: Can summarise simply the main information content of straightforward texts on familiar subjects (e.g. a short written/signed interview, magazine article, travel brochure).

Timing | 30–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to write a list of simplified instructions using headings and bullet points to make them easier to understand.

WARM-UP

- 1 Introduce the topic of apps and technology for learning. Read the questions aloud and put Ss into pairs to discuss. Monitor and help with vocabulary as necessary. When they finish, ask some Ss to share their answers and discuss with the class.

PREPARE

- 2 Read out the task and tell Ss to read the Scenario and both parts of the instructions. Have them discuss their answers in pairs before checking with the whole class.

ANSWERS:

1 F 2 F 3 T 4 F

- 3 Tell Ss they're going to learn a mediation skill. Ask them to read the Mediation Skill box and check their understanding. Then ask them to propose headings for the two texts.

POSSIBLE ANSWERS:

- 1 Installing/Downloading the app / Starting / Getting started
- 2 Using the app / Features of the app

MEDIATE

- 4A Put Ss into A/B pairs and remind them of the Scenario. Explain that they're each going to rewrite part of the instructions to make them easier to understand. Tell them they should try to practise the strategies from the Mediation Skill box. Give them 5–10 minutes to write their instructions.
- B When they're ready, ask Ss to swap their instructions and give each other feedback. When finished, ask Ss to volunteer to read examples of what they wrote and share ideas with the class.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner lists all the key instructions from the original text
- learner uses headings and bullet points to break the instructions up into simple steps
- learner writes short, simple phrases or sentences

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

Part 1

Downloading the app

- Decide if you want to use phone, tablet or laptop. A tablet is the best.
- Download the app from the website link, or from the app store.
- Download the 'standard' version.
- An icon called 'Wize' appears on your device.
- Click 'open' and 'install'.
- Log in to your account – your teacher will give you a username and password.

Teacher's comments

The instructions are very effective at making the original text much easier to understand. The heading is clear, and the bullet points are simple, short and well-written.

Marks: 5/5

EXAMPLE OUTPUT B

Part 2

- When you have logged in to the app, you're ready to go!
- You can click on the 'messages' icon to see messages.
- If you want news, you can go to the 'notice board' to see all the news about the school, like events and changes to your class.
- Finally, there's the 'My homework' icon, and this is very important.

Teacher's comments

The student has chosen key instructions to use as bullet points, but they have used too much of the original text and 'grammar' (for example, 'when you have logged in to' should be simplified). They should use shorter, simplified sentences. There is also no heading to make the section clear.

Marks: 2/5

Global Scale of English **LEARNING OBJECTIVES**

UNIT	READING	LISTENING	SPEAKING
1 people			
Lesson A		45 Can follow familiar topics if the speaker is clear and avoids idiomatic usage.	47 Can give straightforward descriptions on a variety of familiar subjects. 39 Can use simple language to describe people's personality and emotions.
Lesson B	44 Can scan short texts to locate specific information. 46 Can derive the probable meaning of simple unknown words from short, familiar contexts.		45 Can narrate a story.
Lesson C	47 Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech.		44 Can use fixed expressions to keep a conversation going (e.g. 'I see.', 'right'). 47 Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work). 46 Can initiate, maintain and close simple, face-to-face conversations on familiar topics.
Lesson D			50 Can carry out a simple informal interview.
Mediation			47 Can invite other people in a group to contribute their views.
2 tale tellers			
Lesson A		43 Can identify a simple chronological sequence in a recorded narrative or dialogue. 50 Can recognise a speaker's feelings or attitudes.	49 Can give detailed accounts of experiences, describing feelings and reactions.
Lesson B	49 Can identify the main topic and related ideas in a structured text. 46 Can generally understand straightforward factual texts on familiar topics.		46 Can initiate, maintain and close simple face-to-face conversations on simple topics. 45 Can carry out a prepared structured interview with some spontaneous follow-up questions. 46 Can give or seek personal views and opinions in discussion topics of interest.
Lesson C		58 Can understand problem and solution relationships in informal conversation.	45 Can make an apology with brief excuses or reasons. 38 Can talk about an event in the past using fixed expressions, given a model.
Lesson D		43 Can identify a simple chronological sequence in a recorded narrative or dialogue.	47 Can give straightforward descriptions on a variety of familiar subjects. 49 Can summarise the main points or events in TV programmes and video clips.
Mediation			44 Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.

WRITING	GRAMMAR	VOCABULARY
43 Can write a short online profile.	29 Can tell when to use the present simple and when to use the present continuous.	43–58 Can use language related to family members and relationships. 43–58 Can use language related to friends and friendships. 43–58 Can use language related to personality, abilities and traits.
	47 Can form and use phrases with prepositions + verbs (+ '-ing'). 47 can use a range of verbs taking 'to' + infinitive. 43 Can use verb + '-ing' forms as the subject of a sentence.	43–58 Can use language related to jobs.
		43–58 Can use language related to discussion and conversation.
44 Can write about personal experiences in a diary or online posting, given a model. 46 Can write a paragraph giving information about a job or interest.	49 Can use 'quite' and 'quite a(n)' as adverbials with adjectives and noun phrases.	
45 Can write a story with a simple linear sequence.	40 Can distinguish between the past simple and past continuous. 54 Can use the past perfect in a range of common situations.	43–58 Can use language related to expressing emotions.
	44 Can tell when to use the past simple and when to use the present perfect (BrE).	43–58 Can use language related to films and film-making.
		<i>Can use collocations with common verbs, e.g. 'get' and 'make'.</i>
46 Can write a short review of a restaurant, movie, etc. using simple language.	44 Can use a range of prepositions of time, such as 'before', 'during', 'since', 'till/ until'.	

UNIT	READING	LISTENING	SPEAKING
3 questions			
Lesson A		45 Can follow familiar topics if the speaker is clear and avoids idiomatic usage. 49 Can generally follow changes of topic in discussions related to their field if conducted slowly and clearly.	45 Can carry out a prepared structured interview with some spontaneous follow-up questions. 45 Can give brief reasons and explanations, using simple language.
Lesson B	43 Can make basic inferences or predictions about text content from headings, titles or headlines. 45 Can skim a short text to identify its main purpose.		43 Can describe future plans and intentions using fixed expressions.
Lesson C	39 Can understand simple details in simple informational texts (blogs, websites, catalogues, etc.).	47 Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear, standard speech.	45 Can convey simple information of immediate relevance and emphasise the main point. <i>Can make polite inquiries.</i>
Lesson D		49 Can generally follow changes of topic in discussions related to their field if conducted slowly and clearly.	47 Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work).
Mediation			
4 winners			
Lesson A		48 Can understand the main points of a simple podcast. 46 Can recognise simple expressions of agreement and disagreement in extended discussions, if conducted in clear standard speech.	46 Can give or seek personal views and opinions in discussing topics of interest. 47 Can ask a group member to give the reason(s) for their views.
Lesson B	44 Can scan short texts to locate specific information. 46 Can generally understand straightforward factual texts on familiar topics.		45 Can express opinions using simple language. 45 Can give brief reasons and explanations, using simple language.
Lesson C		45 Can follow familiar topics if the speaker is clear and avoids idiomatic usage.	45 Can explain the rules of a familiar game or sport using simple language. 46 Can give or seek personal views and opinions in discussing topics of interest.
Lesson D		43 Can identify a simple chronological sequence in a recorded narrative or dialogue.	49 Can give detailed accounts of experiences, describing feelings and reactions. 49 Can summarise the main points or events in TV programmes and video clips.
Mediation			46 Can summarise the main points made in clear, well-structured texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.

WRITING	GRAMMAR	VOCABULARY
46 Can write a basic formal email/letter requesting information.	47 Can form questions with prepositional verbs and final prepositions. 38 Can ask <i>wh</i> - questions about the subject.	43–58 Can use language related to knowledge or lack of knowledge. 46 Can form a range of nouns from adjectives and verbs with common suffixes.
44 Can write a basic description of experiences, feelings and reactions, given a model.	41 Can distinguish between the most common ways of expressing the future. 42 Can use the present continuous with future reference. 38 Can use 'll+ infinitive for spontaneous decisions and offers.	43–58 Can use language related to decision or indecision.
	50 Can ask indirect questions using 'would like to know' with 'if/whether'.	43–58 Can use language related to buildings and rooms in education. 43–58 Can use language related to public buildings and places.
47 Can write about personal interests in some detail.	48 Can correctly use a range of common phrasal (separable) and prepositional (inseparable phrasal) verbs.	
49 Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.		
50 Can write personal emails/letters giving advice.	43 Can use 'needn't' and 'don't/doesn't have to' to express absence of obligation in the present and future. 44 Can use 'need' in affirmative statements and questions relating to the present and near future. 46 Can use 'mustn't' to express prohibition in the present and near future. 36 Can use 'should(n't)' to offer or ask for advice or suggestions.	43–58 Can use language related to winning, losing, ability and performance.
	46 Can identify which article (including no article) to use with a range of nouns and noun phrases.	43–58 Can use language related to computers and the internet. 43–58 Can use language related to telephoning and making calls. 46 Can form a range of nouns from adjectives and verbs with common suffixes.
		43–58 Can use language related to sports.
45 Can write a story with a simple linear sequence.	49 Can use the present perfect with the superlative forms of adjectives.	

UNIT	READING	LISTENING	SPEAKING
5 news			
Lesson A	46 Can generally understand straightforward factual texts on familiar topics.		44 Can summarise short written passages using the original wording and ordering.
Lesson B		45 Can follow the main points of short talks on familiar topics if delivered in clear standard speech. 48 Can understand the main points of a simple podcast.	45 Can make simple recommendations for a course of action in familiar everyday situations. 44 Can give a short talk about a familiar topic, with visual support. 45 Can give brief reasons and explanations, using simple language.
Lesson C		45 Can follow familiar topics if the speaker is clear and avoids idiomatic usage.	44 Can use expressions to introduce good and bad news. 44 Can react appropriately to good and bad news using fixed expressions.
Lesson D		51 Can infer speakers' opinions in conversations on everyday topics.	44 Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.
Mediation			50 Can demonstrate his/her understanding of the key issues in a disagreement on a topic familiar to him/her and make simple requests for confirmation and/or clarification.
6 creators			
Lesson A	49 Can identify the main topic and related ideas in a structured text. 46 Can generally understand straightforward factual texts on familiar topics.		47 Can describe events, real or imagined. 50 Can ask someone to clarify or elaborate what they have just said.
Lesson B		45 Can follow familiar topics if the speaker is clear and avoids idiomatic usage.	50 Can give simple reasons to justify a viewpoint on a familiar topic.
Lesson C		46 Can recognise simple expressions of agreement and disagreement in extended discussions, if conducted in clear, standard speech.	47 Can ask a group member to give the reason(s) for their views. 50 Can give simple reasons to justify a viewpoint on a familiar topic.
Lesson D		43 Can identify a simple chronological sequence in a recorded narrative or dialogue.	45 Can give brief reasons and explanations, using simple language. 50 Can give simple reasons to justify a viewpoint on a familiar topic. 49 Can summarise the main points or events in TV programmes and video clips.
Mediation			50 Can explain why certain parts or aspects of a work especially interested him/her.

WRITING	GRAMMAR	VOCABULARY
	48 Can use 'who/that/which' in basic defining (restrictive) relative clauses. 48 Can use 'when' and 'where' in relative clauses. 48 Can use a wide range of subject and object relative pronouns, including zero (omission of pronoun).	43–58 Can use language related to the news and news reporting.
46 Can show a basic direct relationship between a simple problem and a solution. 43 Can give a simple reason for an action in an informational text, given a model.	56 Can make tense changes (present to past) in reported speech.	43–58 Can use vocabulary related to social issues. 43–58 Can use language related to environmental issues.
		43–58 Can use language related to events and occasions.
46 Can write a description of a future event or activity. 46 Can write a notice that clearly conveys information.	42 Can make simple predictions about the future.	
	45 Can use 'used to' to refer to past habits and routines.	43–58 Can use language related to arts. 43–58 Can use language related to visual arts and artists.
46 Can write a short review of a restaurant, movie, etc. using simple language.	44 Can make comparisons with regular shorter adverbs + '-er'. 47 Can make comparisons with 'more' + longer adverbs. 44 Can make comparisons using '(not) as ... as' with adjectives and adverbs.	43–58 Can use language related to aptitude, ability, knowledge, and skills.
	43 - 58 Can use language related to giving an opinion.	43–58 Can use language related to emphasizing. 43–58 Can use language related to describing something's quality.
48 Can write an email making a recommendation, given a model.	44 Can correctly use 'since' and 'for' in time expressions. 44 Can use the present perfect with 'yet' and 'still'.	

UNIT	READING	LISTENING	SPEAKING
7 travel			
Lesson A	43 Can make basic inferences or predictions about text content from headings, titles or headlines.		45 Can make simple recommendations for a course of action in familiar everyday situations. 47 Can describe events, real or imagined.
Lesson B		48 Can get the gist of explanations of unfamiliar cultural practices and customs, if delivered slowly and clearly. 50 Can recognise a speaker's feelings or attitudes.	49 Can give detailed accounts of experiences, describing feelings and reactions.
Lesson C	45 Can identify key subject vocabulary in written descriptions.		45 Can respond to an offer or suggestion, expressing enthusiasm. 45 Can make simple recommendations for a course of action in familiar everyday situations.
Lesson D			45 Can give brief reasons and explanations, using simple language.
Mediation			
8 know-how			
Lesson A		45 Can follow the main points of short talks on familiar topics if delivered in clear standard speech. 47 Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech.	50 Can carry out a simple informal interview.
Lesson B	43 Can make basic inferences or predictions about text content from headings, titles or headlines. 49 Can identify the main topic and related ideas in a structured text. 46 Can generally understand straightforward factual texts on familiar topics.		44 Can give a short talk about a familiar topic, with visual support.
Lesson C			45 Can make simple recommendations for a course of action in familiar everyday situations. 49 Can discuss everyday, practical issues when the conversation is conducted slowly and clearly.

WRITING	GRAMMAR	VOCABULARY
	46 Can describe possible future outcomes of a present action or situation using the first conditional. 48 Can describe hypothetical (counterfactual) results of a current action or situation using the second conditional.	43–58 Can use language related to travel. 43–58 Can use language related to cultures, customs, traditions and celebrations.
44 Can write a basic description of experiences, feelings and reactions, given a model.	43 Can use a wide range of quantifiers with countable (count) and uncountable (non-count) nouns. 46 Can describe quantities using 'hardly/not' + 'any/much/many'. 46 Can correctly use 'a bit/a little' and 'a few' to refer to quantities with mass and count nouns respectively.	43–58 Can use language related to perceptions and impressions. 43–58 Can use language related to expressing lack of surprise. 43–58 Can use language related to finding out. 43–58 Can use language related to normal or strange. 43–58 Can use language related to natural or built features and structures.
		43–58 Can use language related to areas, districts and neighbourhoods.
46 Can write short, simple essays with basic structure on familiar topics.	44 Can use reflexive pronouns as objects or complements.	
50 Can summarise in writing the main points made in straightforward informational texts on subjects that are of personal or current interest, provided spoken/signed texts are clearly articulated.		
47 Can write descriptions of past events, activities or personal experiences. 47 Can write an everyday connected text using a set of short elements or facts and building them into a sequence.	41 Can refer to impossibility and inability in the past using 'couldn't'.	43–58 Can use language related to maintenance, services and DIY. 43–58 Can use language related to capacity or ability to do something. 43–58 Can use language related to practical skills.
	48 Can use the present simple passive. 48 Can use the past simple passive. 46 Can use transitive verbs in the passive with the object as the grammatical subject.	43–58 Can use language related to machines and technology.
		43–58 Can use language related to computers and the internet. 43–58 Can use language related to asking for or providing help. 43–58 Can use language related to machines and technology.

UNIT	READING	LISTENING	SPEAKING
8 know-how (continued)			
Lesson D		45 Can extract key factual information such as dates, numbers and quantities from a presentation.	60 Can bring relevant personal experiences into a conversation to illustrate a point. 49 Can summarise the main points or events in TV programmes and video clips.
Mediation			

WRITING	GRAMMAR	VOCABULARY
46 Can write simple informal emails/ letters and online postings giving news or opinions.	51 Can use a range of common verb + verb combinations using the <i>-ing</i> form.	
46 Can summarise simply the main information content of straightforward texts on familiar subjects (e.g. a short written/signed interview, magazine article, travel brochure).		

