

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

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.



try this 4



VLOGS

Q: When was the last time you tried something new?

1 Watch the video. How many people mention these things?

dancing food sports

2 When was the last time you tried something new? What was it?

 **LEARNING OBJECTIVES**

4A LISTENING | Understand people talking about experiences: irregular past participles
Talk about your experiences: present perfect simple (1)
Pronunciation: irregular past participles
Write a description of a first-time experience; link ideas

4B READING | Read an interview about an amazing journey: travel; travel phrases
Research and compare journeys: comparatives and superlatives
Pronunciation: sentence stress

4C HOW TO ... | I make suggestions and recommendations: giving gifts
Pronunciation: intonation to show interest

4D BBC PROGRAMME | Understand a documentary about a trip to the USA to discover local food
Give instructions for a dish: verbs of sensation + adjective or like
Write a recipe

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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 A. Find out more about this test at www.pearsonenglish.com/exams-offer.

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

GSE Teacher Resources

You can find a full list of the GSE Learning Objectives covered in this Student's Book in the table at the back of this Teacher's Book (see pages 238–253).

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

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

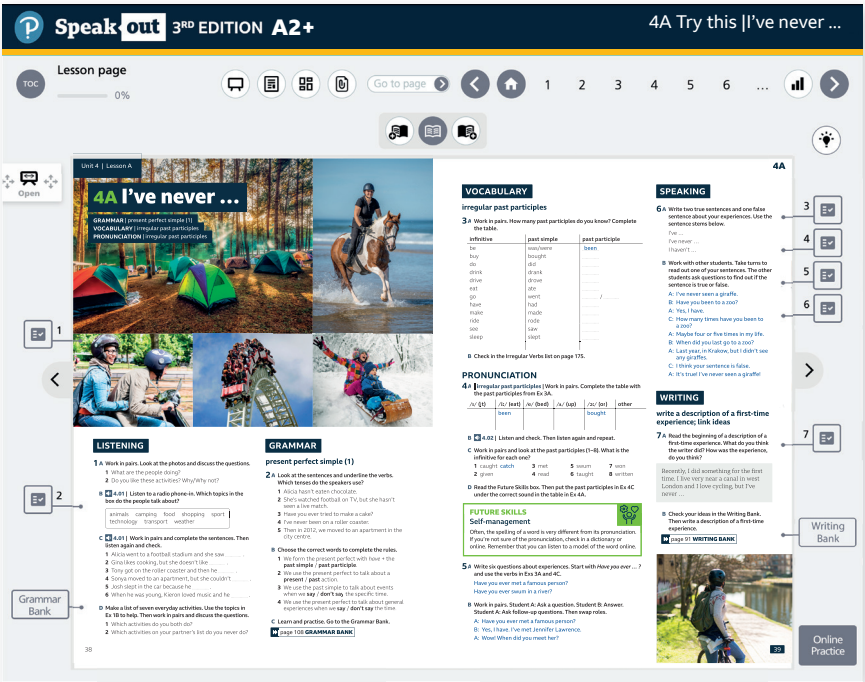
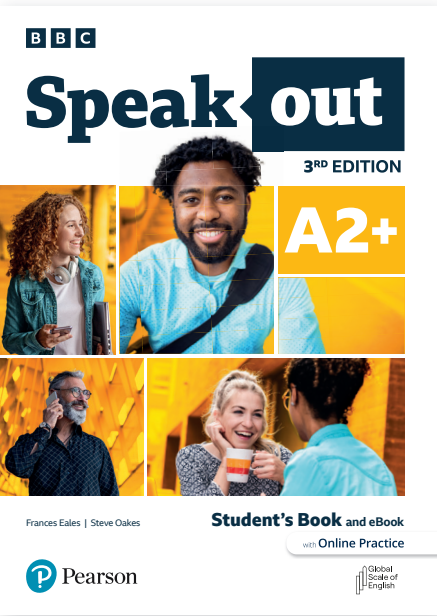
Student components

Student's Book with eBook and Online Practice

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

Student's eBook

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



Student's Book

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

Online Practice

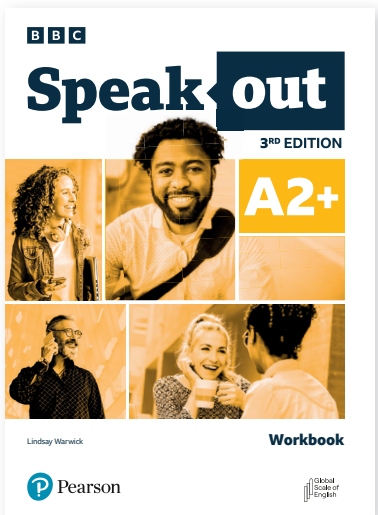
- Digital version of the activities in the Workbook with instant marking
- Student results report to the Gradebook

Gradebook

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

Workbook

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



Teacher components

Teacher's Book with Teacher's Portal Access Code

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

Teacher's Book

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

Presentation Tool

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

Online Practice

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

Tests Package

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

See page 24 for more details.

Gradebook

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

Teacher's Resources

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



Virtual classroom

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

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

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

How the course works

Unit walkthrough

Course summary

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

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

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

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

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

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

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

Unit Opener

Student's Book

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

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

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



try this 4

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1 Watch the video. How many people mention these things?

dancing food sports

2 When was the last time you tried something new? What was it?

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Pronunciation: intonation to show interest

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Give instructions for a dish: verbs of sensation + adjective or like
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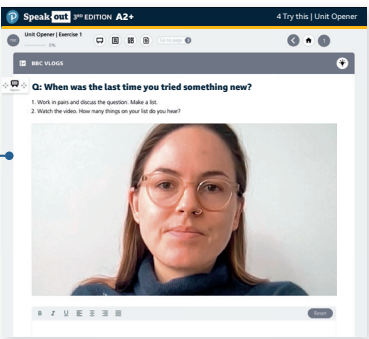
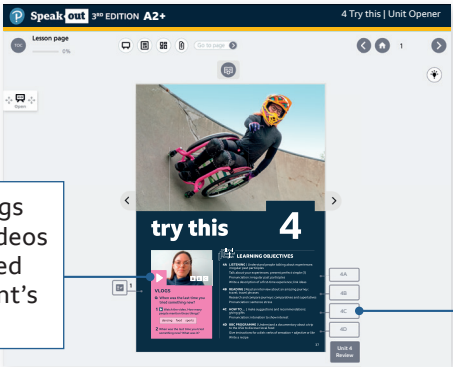
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The Learning Objectives for each unit are adapted from the (GSE) Learning Objectives that the lesson is built on. GSE Learning Objectives can be found on pages 238–253.

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

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

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



Lesson A – main input lesson 1

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

Every lesson contains opportunities for personalised speaking practice.

Each lesson starts with a clear summary of lesson contents.

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.

GRAMMAR BANK

AA present perfect simple (1)

REFERENCE (1 hour 15 min)

Read the text and choose the correct verb form. Write the letter in the box.

1. I **have lived** in this house for ten years. (live)
2. She **has been** a teacher for five years. (be)
3. They **are going to get married** next month. (get marry)
4. He **has never visited** London before. (visit)
5. The train **has been delayed** again. (delay)
6. She **has lost** her keys. (lose)
7. They **have been** waiting for the bus for half an hour. (wait)
8. He **has finished** his homework. (finish)
9. The team **has won** the championship. (win)
10. She **has been** thinking about going to university. (think)

PRACTICE

1. Complete the sentences with the present perfect simple. Use the verbs in the box.

live, be, get marry, visit, delay, lose, wait, finish, win, think

1. I **have lived** in this house for ten years.
2. She **has been** a teacher for five years.
3. They **are going to get married** next month.
4. He **has never visited** London before.
5. The train **has been delayed** again.
6. She **has lost** her keys.
7. They **have been** waiting for the bus for half an hour.
8. He **has finished** his homework.
9. The team **has won** the championship.
10. She **has been** thinking about going to university.

2. Choose the correct verb to complete the sentences.

1. I **have lived** in this house for ten years.
2. She **has been** a teacher for five years.
3. They **are going to get married** next month.
4. He **has never visited** London before.
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4A I've never ...

VOCABULARY (1 hour 15 min)

Regular past participles

3. Write in pairs. Look at the photos and discuss the questions.

1. What are the people doing?
2. Where are they and what are they doing?
3. How do you think they feel?
4. What are the people doing?
5. What are they doing?
6. What are they doing?
7. What are they doing?
8. What are they doing?
9. What are they doing?
10. What are they doing?

GRAMMAR

present perfect simple (1)

1. Look at the sentences and underline the verbs. Which verbs do you use?

1. I **have lived** in this house for ten years.
2. She **has been** a teacher for five years.
3. They **are going to get married** next month.
4. He **has never visited** London before.
5. The train **has been delayed** again.
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7. They **have been** waiting for the bus for half an hour.
8. He **has finished** his homework.
9. The team **has won** the championship.
10. She **has been** thinking about going to university.

LISTENING

1. Listen to the audio and choose the correct answer.

1. What are the people doing?
2. Where are they and what are they doing?
3. How do you think they feel?
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PRONUNCIATION

4. Listen to the audio and choose the correct answer.

1. What are the people doing?
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9. What are they doing?
10. What are they doing?

WRITING

5. Write a description of a first-time experience. Use the ideas in the box.

1. I **have lived** in this house for ten years.
2. She **has been** a teacher for five years.
3. They **are going to get married** next month.
4. He **has never visited** London before.
5. The train **has been delayed** again.
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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.

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

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

WRITING BANK

4. Write a description of a first-time experience. Use the ideas in the box.

1. I **have lived** in this house for ten years.
2. She **has been** a teacher for five years.
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A first-time experience

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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.

Student's eBook activity

Speakout 3rd Edition A2+

4A Try this I've never ...

VOCABULARY

Regular past participles

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7. What are they doing?
8. What are they doing?
9. What are they doing?
10. What are they doing?

GRAMMAR

present perfect simple (1)

1. Look at the sentences and underline the verbs. Which verbs do you use?

1. I **have lived** in this house for ten years.
2. She **has been** a teacher for five years.
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PRONUNCIATION

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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.

Page-faithful view of print Workbook

Speakout 3rd Edition A2+

4A Try this I've never ...

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Online Practice activity

Speakout 3rd Edition A2+

4A Try this I've never ...

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Lesson B – main input lesson 2

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

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.

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 Speaking task, bringing together the vocabulary and grammar learnt in the lesson.

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

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.

Speak **easy** | EDITION A2+ 4B Try this! | World class

Unit 2 Lesson 2 (Lesson 2)

1 2 3 4 5 6 7 8 9 10 11 12

PRONUNCIATION Listening

4A. Put the sentences (a-f) in order: 1 = most often and 8 = least often.

- a. We go to Spain every summer
- b. I take terms twice a week
- c. I go to the cinema four or five times a year
- d. We eat fish every Saturday
- e. I check my messages three or four times an hour
- f. I call my mother once a day

4B. Listen and check.

0:00 / 0:08

4C. Work in pairs. Take turns to say the phrases in bold. Practise the linking between the words.

- a. We go to Spain **every summer**
- b. I take terms **twice a week**
- c. I go to the cinema **four or five times a year**
- d. We eat **fish every Saturday**
- e. I check my messages **three or four times an hour**
- f. I call my mother **once a day**

You can record yourself.

0:00 / 0:00

4D. Listen and repeat the phrases and the whole sentence.

0:00 / 0:01

You can record yourself.

0:00 / 0:00

1C. Listen to part of a podcast about the 2010s (twenty-tens). Check your answers.

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

In the ‘How to ...’ section, students learn and put into practice real-world language that will help them in everyday situations, e.g. encouraging people, talking about health problems and checking information.

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

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

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

4C The perfect gift

HOW TO ... Listen to the audio and read the text. Then answer the questions.

VOCABULARY (giving gifts)

PRONUNCIATION (introduction to this lesson)

Don't just give a gift. Give an experience.

Comments

How to ... make suggestions and recommendations

PRONUNCIATION

SPEAKING

MEDIATION SKILLS

GRAMMAR

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.

4C Regifting

HOW TO ... Listen to the audio and read the text. Then answer the questions.

VOCABULARY (regifting)

PRONUNCIATION

SPEAKING

MEDIATION SKILLS

GRAMMAR

‘Speak Anywhere’ – interactive speaking activities

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

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

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

Speak Anywhere

ORDER A MEAL IN A RESTAURANT

Great job!

COMPREHENSION ★★★★★

LANGUAGE USE ★★★★★

Key phrases

Hold to speak

Restart

Finish

Speak Anywhere

ORDER A MEAL IN A RESTAURANT

Great job!

COMPREHENSION ★★★★★

LANGUAGE USE ★★★★★

Key phrases

Hold to speak

Restart

Finish

*examples are from level A2

‘Speak Anywhere’ *on mobile phone

‘Speak Anywhere’ *on computer

Lesson D – BBC video lessons

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

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

In the View section, students watch the video twice. During the first viewing, students complete a gist task; the second viewing is followed by tasks to check learners’ more detailed understanding. Videos are embedded in the Student’s eBook and the Presentation Tool, and can also be downloaded from the Resources.

Unit 4 | Lesson D

4D BBC Documentary

A taste of the Bayous

GRAMMAR | verbs of sensation + adjective or like
SPEAKING | give instructions for a dish
WRITING | write a recipe

PREVIEW

1 A Work in pairs and discuss the questions.

1 When you travel, do you like trying new food?
2 Which country's food do you like the best?
3 Can you cook? What do you like cooking?

VIEW

2 A Watch in pairs. Match the ingredients (1–5) with the photos (A–E).

1 celery 2 olives 3 parsley 4 peppers 5 turnips

3 Watch the BBC video clip. Complete the sentences with the first letter of the person's name. Sometimes there is more than one answer.

R = Rebecca L = Lisa N = Nadia S = Stafford

4 What do you remember? Choose the correct words.

1 I'm so happy / excited. Is this a bayou?
2 I love eating frogs.
3 catches the fish for dinner.
4 cooks the fish for the family.
5 has never tasted a curry.

5 Watch again and check.

6 Work in pairs and discuss the questions.

1 Would you like to eat Nadia's curry? Why/why not?
2 What are the most popular or common ingredients in your local area?

Nadia's American Adventure

Nadia Hussein, the British TV chef and presenter, travels to the USA to discover the cooking in different parts of the country. She meets local people and finds out where they get their ingredients and uses those ingredients to cook dishes in her own style. In this episode, she travels to the state of Louisiana and meets Stafford, his wife Rebecca and their granddaughters Lisa. They take Nadia down the Mississippi River to a bayou and catch fish. What will Nadia cook from the fish?

Unit 3 | Lesson 7

3D BBC Street Interviews

School rules

GRAMMAR | what's the time, is it, could?
SPEAKING | give instructions for a dish
WRITING | write a recipe

PREVIEW

1 A Work in pairs and discuss the questions.

1 What time is it now?
2 What time is it when you wake up?
3 What time is it when you go to bed?

VIEW

2 A Watch in pairs. Find the part of the video that says the rules. Discuss them.

1 Work in pairs. What are the rules?
2 What time is it when you wake up?
3 What time is it when you go to bed?

GRAMMAR

3 A Work in pairs. What time is it, could?
1 What time is it now?
2 What time is it when you wake up?
3 What time is it when you go to bed?

WRITING

4 A Write a short story about a school where the rules are different. What time do you wake up? What time do you go to bed? What time do you eat? What time do you sleep?

GRAMMAR | verbs of sensation + adjective or like
SPEAKING | give instructions for a dish
WRITING | write a recipe

4 A Work in pairs. Find the verbs of sensation in the sentences (1–5). Which two verbs of sensation are not there?

1 It smells good. 2 Does that look good?
3 It tastes like my mother's cooking.
4 It looks like a cake.
5 It feels like a warm blanket.

5 A Choose one of your favourite dishes. Make notes about:

• the name of the dish. • how you make it.
• the ingredients. • why you like it.

6 A Work alone. Think about how to use the Key phrases to describe your favourite dish.

7 A Read the email. Would you like to cook this dish?

Hi Kaya,

I've got you like my 'rambata chicken' and that you want to make it yourself. Children like it, so it's perfect for your son's birthday party. It's not difficult to make.

You need some chicken breasts with skin and four bowls. One bowl has flour in it, one has a raw egg, one has crushed cornflakes, and one is empty. Cover each piece of chicken in flour, then in egg, then roll it in the cornflakes so it's completely covered, and put it in the last bowl. Then heat up a lot of oil in a deep frying pan. The oil needs to be very hot. Put a few pieces of the chicken in the oil and let them cook on one side, then turn them over and cook them on the other side. They should look golden brown. I think about the minutes for each side. When they're finished, put them on a plate, maybe with paper towels on it to take away the extra oil. They taste amazing!

That's it! Let me know how it goes!

Cubeli

8 A Your friend needs to cook for a group of (a) children, (b) vegetarians or (c) meat lovers (you choose). Write an email with a recipe.

9 A Read other students' recipes. Make a copy of the ones you want to try.

Each BBC video lesson ends with a Writing task.

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

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

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

Lesson 4D

GRAMMAR | verbs of sensation + adjective or like
READING | food from home

GRAMMAR

verbs of sensation + adjective or like

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

1 I'm _____ cold outside so I'm taking my coat.
a tastes b looks c smells
2 I put sugar in my tea so it _____ nice.
a smells b feels c tastes
3 I can't _____ something strange in the air.
a sound b look c smell
4 What does an ugly fruit _____?
a look b look like c look of
5 That strange noise your car is making _____ bad.
a sounds b smells c feels
6 What is your new phone _____?
a look b look like c like

2 Use the prompts in brackets to complete the conversation.

A: What are you eating?
B: It's a dragon fruit.
A: Really? I've never seen one before. (What / it / smell / like?) _____
B: Here, have a smell.
A: Hmm. (It / smell / fresh?) _____ (It / look / nice, too?) _____
B: I know, I love it!
A: (What / look / like / inside?) _____
B: It's white.
A: Really? (What / taste / like?) _____
B: It's not very sweet, but it's / taste / good.
A: Hmm. Go on then, I'll give it a try!

READING

3 Read the blog post. Complete each sentence with one or two words.

1 The writer is writing about a dish called _____.
2 The dish comes from an area in England called _____.

4 Read the blog post again and choose the correct words to complete the sentences.

1 In the past, many bakers / factory workers cooked Lancashire hotpot at home.
2 They made hotpot because it was cheap / easy to make.
3 Everyone / Not everyone used their own kitchen to make hotpot.
4 There are / aren't any vegetables in Lancashire hotpot.
5 There is / isn't only one way to make hotpot.
6 The writer's family ate hotpot on Mondays / at weekends.
7 The writer's family life was / wasn't always positive.
8 Lancashire hotpot is / isn't the writer's children's favourite dish.

The taste of home

There's one dish that always makes me think of home: Lancashire hotpot. Lancashire is an area in the north west of England, close to Manchester. In the 1800s, there were a lot of factories there and many people in the area worked at them. Their work wasn't easy. They worked long days and had little time off. The work was hard and often dirty. When they got home, they were tired and wanted a good meal, but they didn't have the time or energy to make one. So they made hotpot. They could put the food in a pot in the oven in the morning and leave it to cook slowly on a low heat all day. It was ready to eat by the end of the day. Of course, many of those people had no oven in their homes, so they probably took it to the local baker to cook.

Lancashire hotpot is a dish with meat, onions, and carrots and slices of potato on the top. There are other things in it too, like salt, to give it some taste, but those are the main ingredients. It might not sound very tasty to you, but to me it's the most wonderful food in the world. Everyone makes it a bit differently, so there's no single recipe. I think my family's recipe is the best. When I was growing up, my parents often made it for Sunday lunch and my brothers and sisters all loved it. When I taste it now, I think of those Sundays and feel that life was much easier then. But of course, it wasn't without problems. We had some difficult times, but those times when we were together enjoying a hotpot seemed to be some of the best ones. That's why I love making it for my children now. The thing is, they prefer pizza.

Speak Out 3rd Edition A2+

Online Practice | Exercise 1

GRAMMAR | like, hate, love + -ing

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

1. I hate _____ for clothes.
2. What _____ on holiday?
3. Getting up early is _____.
4. I don't like _____ for people.
5. Would you like _____ football?
6. I love _____ English.

1B. Complete the conversation with the -ing form of the words in the box.

do get up meet shop spend study swim walk

A: What do you like (1) _____ at the weekend?
B: Well, I don't like (2) _____ early! I usually do some exercise. I enjoy (3) _____ and I usually go on Sunday, with my family. What about you?
A: I love (4) _____ time with my friends. We like (5) _____ for coffee or for lunch on Saturday. I hate (6) _____ at the weekend, but I have a big exam soon at university, so I sometimes do that. I also like (7) _____ for clothes at the big centre in town. Do you like that?
B: No, I hate (8) _____ around the town centre!

Online Practice

Course methodology

A note from the authors

OVERVIEW

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

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

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

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

Topics and content

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

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

Grammar

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

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

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

Vocabulary

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

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

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

Functional Language (How to ...)

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

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

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

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

Speaking

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

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

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

Introduction

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

Listening

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

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

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

Reading

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

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

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

Writing

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

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

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

Pronunciation

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

Future Skills

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

Teaching A2+ Learners

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

A2+ learners have usually not yet reached a plateau. This makes them potentially very rewarding to teach. While they should have enough English to have a basic conversation, they will be able to see progress during the course in terms of the range, fluency and accuracy of output.

A2+ learners still probably see the English language in terms of small, discrete pieces – verb tenses learned sequentially and basic lexical sets such as food and drink, jobs, hobbies, shops etc., which they have not yet 'put together'. One of the keys to teaching at this level is to provide learners with deeper encounters with the language: setting more challenging tasks than at A2, and sometimes asking learners to deal with the complexities of more authentic material – text and video – in order to develop strategies for coping with incomplete understanding. Strategy development, both metacognitive (learning habits such as keeping a vocabulary notebook, watching films etc.) and cognitive (ways to deal with tasks at hand, e.g. using phrases to ask for clarification, scanning a text to identify the main topics etc.), as at other levels, are essential for learners' progress.

Typically, A2+ learners are able to make themselves understood in a wider variety of situations than they could at A2, and they are also able to deal with short basic texts when reading and listening. However, they may have problems with extended discourse. This applies to all four skills: their spoken utterances will probably be short and their written compositions brief; they probably do little extensive reading, and they may have difficulty in sustaining concentration while listening to recordings or conversations that are longer than a minute or two. One of the teacher's roles at this level is to gradually expose learners to longer

Introduction

pieces of discourse while providing both linguistic and motivational support. Teachers should do thorough, personalised pre-reading/pre-listening tasks, sometimes break long pieces into shorter sections, and use whole-class activities in order to foster learners' confidence. Learners can be encouraged to develop their speaking beyond single sentences.

As regards the syllabus, it is very important for learners at this stage to encounter the same language again and again. A2+ learners need a lot of review and recycling of grammar and vocabulary that they may have encountered but not yet mastered. A2+ is a key stage at which they begin to change passive knowledge (language they know) into active knowledge (language they can use).

Here are our Top Tips for teaching at this level:

- Recycle grammar and vocabulary. Although they will have covered many key points such as the past simple, they will not have mastered them. Be careful not to assume too much, as some students may have very limited knowledge of or facility with grammar points introduced at A2.
- Introduce learning strategies – e.g. for recording vocabulary – by modelling them. By now the learners are beyond 'survival English' and should be able to start 'collecting' vocabulary from the texts they encounter.
- Look at how words work together. At A2, learners are just beginning to move beyond using single words to convey a meaning, towards larger chunks and phrases, but at A2+ they should be more able to work with phrases and chunks of language. Encourage learners to record full phrases including features such as prepositions and useful collocations rather than only single words.
- Get learners into the habit of reviewing language frequently. You could begin each class with a short review of grammar and vocabulary learnt in the previous lesson, perhaps by using a game or photocopiable activity.
- Do a lot of work on pronunciation through short drills. At this level, the learners need to continue familiarizing themselves with the sounds of English, particularly the ways in which the sounds of words change in the context of connected speech.
- Get learners to self-correct. At A2+ level, many learners start to develop awareness of correct and incorrect English. You could try having small signals on the board, for example, -s for third person 's', -ed for past tense endings. When the learners make a mistake, you can just point to the board to remind them.

- Where possible, begin to use short authentic texts such as menus, brochures and newspaper articles.
- Use role-plays and structured speaking tasks to encourage learners to extend speaking skills.
- Encourage fluency development by having conversations at the beginning or the end of the class. Use topics that learners should all be able to talk about, such as what they did at the weekend, or what their plans are for after the class.
- Give enough space, time and support for learners to develop fluency in talking about more challenging topics as well. By the end of A2+, as they transition to the B1 level, they will be expected to be able to manage discussion of a range of topics, and it's vital that they have plenty of practice doing so at A2+.

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 73–90		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 238–253).

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 (Version C). 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

Note: The Speaking tasks in any of the Tests are conducted in pairs. One student should use Version A of the Test and the other Version B. If using a dyslexia-adapted Test (Version C) the other students in the pair should use Version B.

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
PTE GENERAL

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

Online Teaching

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

- **Ex 1C:** To check multiple Ss' answers at the same time, ask them to share their answers via the chat box. To reduce the total number of answers to check each time, put the class in groups, e.g. red, blue, yellow and green, and assign questions to each group to answer, e.g. 1 yellow; 3 blue, etc. You could maintain these groups throughout the course so Ss know when they should answer.
- **Ex 4B:** Use an online interactive noticeboard to display the word groups. Nominate different Ss to annotate it with the correct words.
- **Ex 5A:** Before Ss listen and check their answers, display the exercise and ask Ss to underline the word they think is the odd one out in each group. This will allow you to see Ss' answers and drill pronunciation further if necessary after Ex 5B.

Additional Materials

For Teachers:

Presentation Tool Lead-in
Online Digital Resources

For Students:

Online Practice Lead-in

GRAMMAR

tense review

- 1 A** Do the first item as a class and ask Ss to explain their answer (i.e. *want* is followed by a *to* infinitive). Check Ss understand the meaning of *modern cities* (cities of today, not cities of the past). Ask Ss to complete the task alone, then put them in pairs to check their answers. Check answers and explanations as a class.

ANSWERS:

- | | |
|----------------------|--------------------|
| 1 to learn | 5 saw |
| 2 speak | 6 'm going to meet |
| 3 of | 7 is pasta |
| 4 busy modern cities | |

- B** Write the first sentence on the board, changing it to make it true for you, e.g. *I want to learn Chinese for fun!* (*learn* + noun) or *I want to learn how to cook for fun.* (*how to* + infinitive). Point out the two structures and monitor as Ss change the sentences to make them true, helping with accuracy and vocabulary. Put Ss in pairs and ask them to share their sentences. Encourage them to ask a follow-up question, e.g. *What kind of food do you want to cook?* after each sentence. Monitor assessing Ss' use of the target grammar, then ask a few Ss to share something they learnt about their partner with the class.

EXTRA SUPPORT Elicit useful phrases from the class to help Ss change the sentences before they begin, e.g. location (*in the east/west/north/south, east/west/north/south of*, etc.), adjectives to describe cities (*small, large, busy, green*, etc.), things you see (*a TV programme, a football match, a play*, etc.).

- C** Ask Ss for an example of an adjective (e.g. *small*, *big*) and establish that they are words that describe nouns. Give Ss time to find two adjectives from Ex 1A, then elicit answers as a class. Ask Ss to do the rest of the task on their own before they check answers with a partner. Check answers as a class.

ANSWERS:

- 1 busy, modern
- 2 for, of (*to* is also possible.)
- 3 speak (*is/are* are also possible.)
- 4 saw
- 5 pasta
- 6 to learn, to meet
- 7 'm speaking
- 8 'm going to

EXTRA SUPPORT Elicit an example of each of the items 1–8 as a class, then put Ss in pairs to complete the task.

classroom language

- 2A** Explain that Ss will now focus on language they can use in their English lessons. Use the example to explain the task, then ask Ss to complete the task individually. Put them in pairs to compare answers, then check answers as a class, displaying the sentences if possible and adding, or asking a student to add, the missing words.

ANSWERS:

- 2 What **does** 'beetroot' mean?
- 3 How **do** you spell it?
- 4 How do **you** pronounce this word?
- 5 Could you say **that** again, please?
- 6 What's 'lápiz' **in** English?
- 7 What's **the** answer to number 5?

EXTRA IDEA Drill the questions so that Ss are able to produce them using appropriate intonation and connected speech.

EXTRA SUPPORT: TEACHER Produce a poster for the classroom with these questions and refer to it as Ss start the course to ensure they ask the questions accurately.

- B** Ask Ss to find the answer to Question 1 in Ex 2A. Check as a class, then ask Ss to complete the rest of the task on their own. Put Ss in pairs to compare answers, then check answers as a class, asking different pairs of Ss to say a question and the corresponding answer.

ANSWERS:

- 1 b 2 d 3 f 4 a 5 e 6 g 7 c

- C** Read the example with the class, then put Ss in pairs to ask and answer the questions in Ex 2A.

VOCABULARY**verb phrases**

- 3A** Complete the first phrase as a class. After Ss complete the task, put them in pairs to compare answers before checking answers as a class.

ANSWERS:

- | | | |
|--------|--------|---------|
| 1 work | 2 live | 3 have |
| 4 go | 5 play | 6 spend |

- B** Elicit at least two nouns or phrases that can follow the verb *go*, e.g. *skiing*, *for a walk*, and note these on the board. Give Ss time to complete the rest of the task alone before putting them in pairs to share their answers. Elicit possible answers from around the class, noting useful ones on the board.

POSSIBLE ANSWERS:

go: skiing/shopping; for a walk

have: two sisters / a brother / a cat

live: in an apartment / a house / the city / a village / a small town; with my parents / my husband

play: the guitar / the piano / video games / football

spend: (a lot of) time with my family / (a lot of) time outside / (a lot of) time playing football; money on clothes / food / video games

work: in a school/hospital/office; in the city centre / at home;

- C** Use the example to demonstrate the activity, then demonstrate yourself, e.g. 'I work at a large school in the centre of Madrid. I live in a small apartment in the south of the city. I have one brother but no sisters.' Give Ss a few minutes to think of things to say, then put them in pairs to do the task. In feedback, ask a few Ss to share something they learnt about their partner with the class.

spelling and pronunciation

4A  **L.01** | Check understanding of *transport* by eliciting examples (e.g. *car, bike, train*), then use the example to explain the task. Play the first two words in the recording and monitor as Ss write them in the correct group to check they are on task. Play the rest of the recording, pausing between words to give Ss time to write their answers. Don't give any answers yet.

 AUDIOSCRIPT L.01

- 1 trousers
- 2 motorbike
- 3 daughter
- 4 study
- 5 orange
- 6 pharmacy

B Put Ss in pairs to check their answers and spelling for Ex 4A. Check answers as a class, asking Ss to spell the words out loud and writing them on the board for reference.

ANSWERS:

family: daughter
food: orange
rooms: study
shops: pharmacy
transport: motorbike

C Put Ss in pairs to do the task, setting a time limit for them to think of the extra words. Monitor, assisting as necessary, then ask each pair to share one of their words with the class in feedback.

EXTRA: ALTERNATIVE IDEA Turn this into a game. Ask each pair to think of two words for each group, then share their words as a class by writing them on mini whiteboards or pieces of paper in large letters and holding them up so you can check the spelling. Pairs get one point for each correct answer with correct spelling and two points for each correct answer that no one else has given. The pair with the most points at the end of the activity wins.

D Put Ss in different pairs, then model the task with the class, e.g. say 'shorts' and ask Ss to write the word in the correct group, then nominate a student to share their answer and spell the word for you. Ss then do the task in their pairs. Suggest a time limit for the task or ask Ss to do six words each.

5A This task focuses on vowel sounds and diphthongs. Write the four words in Question 1 on the board, indicating the vowel sound to focus on. Ask Ss which they think is pronounced differently. (They might say *buy* because it has the vowel *u* rather than *i* like the other words. If necessary, explain that the task focuses on pronunciation and that *ill* is the one which is pronounced differently. Put Ss in pairs to do the task, encouraging them to say the words out loud. Monitor, assisting with the pronunciation of individual words, but don't check answers yet.

EXTRA SUPPORT: DYSLEXIA You can support dyslexic learners by playing the recording in Ex 5B as they read to help them identify the words in each group.

B  **L.02** | Play the recording so Ss can check their answers to Ex 5A. Check answers as a class, highlighting the different possible spellings for similar vowel sounds, e.g. /aɪ/ can be spelt with a *u* or an *i*; /ɔ:/ can be spelt *our, au* or *or*, etc.

ANSWERS:

- | | | |
|--------|-------------|---------|
| 2 sure | 3 beard | 4 happy |
| 5 lost | 6 breakfast | 7 how |
| 8 fine | | |

1C Positive thinking

WRITING OUTPUT | a message

GOAL | relay specific information

MEDIATION SKILL | looking for specific information

CEFR mediation descriptor: Can relay in writing specific information contained in short simple informational texts provided the texts concern concrete, familiar subjects and are composed in simple everyday language.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to write a message which relays specific information found in a social media post about an online talk.

WARM-UP

- 1 Check Ss understand the meaning of *stressed* (= worried, not relaxed) and *in a bad mood* (= feel angry). Monitor as Ss discuss the questions in pairs and note down any interesting ideas. Ask those Ss to share their ideas with the class.

PREPARE

- 2 Ask Ss what the text is (a social media message) and give them time to read it. Check Ss understand the meaning of *in a bad mood* (feel angry). Elicit what problem Safiya needs help with from the class and ask for some possible solutions, e.g. do yoga, go running, sleep more.

ANSWER:

Safiya is stressed at work and in a bad mood all the time. She wants to know how to feel more positive.

- 3 Ask Ss what kind of text this is (a social media post). Pre-teach *brain* and ask Ss to read just the title and first paragraph to find out what the post is about. Give Ss time to do the task and then put them in pairs to check their ideas. Check answers with the class.

ANSWERS:

The post is about an online talk. The topic is how positive words can make us feel more positive. This can help Safiya.

- 4A Tell Ss to imagine they are on a shopping website and want to know the price and colour of a T-shirt. If possible, display such a page to the class. Ask if they should read every word on the page (no) and what words they should look for (e.g. a number and blue/black/red, etc.). Explain this is 'specific information'. Ss then read the box and answer the question. Elicit ideas from the class.

- B Use the example to help Ss understand the task. Do the next one together as a class, then ask Ss to do the rest on their own. You could ask them to cover the social media post so they focus on identifying the type of information they need to look for. Check answers with the class.

ANSWERS:

- | | |
|------------------|------------------|
| 2 day, time | 6 type of person |
| 3 number/time | 7 place |
| 4 price | 8 place |
| 5 something else | |

- C Focus Ss' attention on Question 1 in Ex 4B, e.g. by writing it on the board. Give Ss each instruction (1–3) one at a time. Give them time to come up with an answer on their own before you elicit possible answers from the class. Check answers, helping Ss to understand the idea of looking for key words and phrases or the type of answer they are looking for.

ANSWERS:

- 1 a name i.e. a word or two words with a capital letter; titles like Mr, Ms, Mrs, Miss, Professor, Dr
- 2 Dr Shelly Gibbs
- 3 Dr Shelly Gibbs

- D Check Ss understand that they should use the strategy in Ex 4C to help them answer the rest of the questions. Put Ss in pairs to check answers. Check answers with the class. Ask Ss what helped them to find the answer each time (see information in brackets in the answers below).

ANSWERS:

- 2 Monday at 7 p.m. (day, time)
- 3 one hour (time, number)
- 4 Nothing, it's free. (price, the key word *cost*)
- 5 positive words change our brains and our mood (the key word *topic*)
- 6 people who want to feel more positive (type of person, the key word *people*)
- 7 at the Institute's website - www.uniofpositivethinking.com (place, the key word *see*)
- 8 Institute of Positive Thinking (place, capital letters for place name)

MEDIATE

- 5A** Ask Ss to read the Scenario again so they're clear about the task. Explain that they will now write a reply to Safiya's message to tell her about the talk in the social media post. Elicit what information they should include. Ss can use the prompt provided to help them start their message. Monitor as Ss write and help where necessary.

EXTRA SUPPORT With weaker classes, you could provide the further prompts, e.g.: *It's for people who ...*, *It's on ... at ...*, *It lasts for ...*, *The speaker is ...*, *The talk costs ...*, *You can watch the talk at ...*.

Go through what information should come after each prompt so that Ss can use the prompts effectively.

- B** Put Ss in pairs and ask them to read each other's messages. Ask them check all the important information is there and tell their partner if anything is missing. Encourage Ss to make changes to their message if necessary.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can find specific information in a text
- learner can write a message to a friend
- learner can relay specific information from a simple text

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

Go and see this talk. It's called 'Thinking positive'. It's interesting. It's online on Monday. It's free. It can help you.

Teacher's comments

The message includes some useful information from the social media post that the student has identified, but it doesn't tell Safiya what the talk is about and how it can help her or where she can see the talk. She is not fully informed.

Marks: 2/5

EXAMPLE OUTPUT B

There's a talk that can help you. It's about positive thinking and positive words. It's for people who don't feel positive at the moment. It's on Monday at 7 p.m. It lasts for an hour. The speaker is Dr Shelly Gibbs from the Institute of Positive Thinking. The talk costs nothing. It's free! You can watch the talk at www.uniofpositivethinking.com. I think it will help you!

Teacher's comments

The message gives all the key information in a logical order. Safiya will read it and be fully informed. The message makes it clear how the talk can help her.

Marks: 5/5

2C A charity event

SPEAKING OUTPUT | a discussion

GOAL | work together in simple, shared tasks

MEDIATION SKILL | taking turns

CEFR mediation descriptor: Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to have a discussion where Ss plan a company charity event and offer to help with the planning of that event. There is a focus on turn taking in conversations and discussions.

WARM-UP

- 1 Elicit types of event to check understanding of *event* (e.g. a concert, a football match, a party). Read the questions to the class, then put Ss in pairs to discuss them. Ask one or two Ss to share their partner's answers with the class.

PREPARE

- 2 Give Ss time to read the Scenario and answer the questions. Put Ss in pairs to discuss their ideas, then elicit answers from the class. Check Ss understand the meaning of *charity event* (an event to get money to give to organisations that help people or animals) and to *raise money*.

ANSWERS:

Alena wants you to come to a meeting on Tuesday at 2 p.m. to help her plan your company's charity event for this year.

You need to decide the type of event, when to have it, where to have it and what the company needs for it.

- 3  **MB2.01** | Explain that there are two male speakers and one female speaker. Check Ss understand the meaning of *marketing team* (= a team in a company that help to sell the company's products). Play the recording, then check answers to the questions. Play the recording a second time if Ss struggle to answer.

AUDIOSCRIPT MB2.01

A = Alena J = Janek D = David

- A: Right, let's talk about this year's company charity event. We've got just six months to plan it, so we need to start today.
- J: I've got an idea.
- A: Oh good!
- J: Let's have a karaoke night!
- A: That sounds fun. People like singing. We can have it here at the office one evening and ...
- D: Sorry, can I just say that we had music last year with our staff concert? I think we need something different this year. Maybe a sports event? What do you think?
- A: Yes, you're right. Hmm ... let's think ...
- D: How about a sports day? Like the summer sports days children have at school.
- A: It could be fun. People can invite their families so it's a fun family event.
- D: Also, we can be in our work teams. We all like competition! We can have a hundred metre race and long jump and high jump and ...
- J: Sorry, but not everyone can run fast, or jump or throw things very well. I think maybe a fun run is better.
- A: What? Where people run five kilometres and they wear funny clothes?
- J: Exactly. People can walk, they don't need to run. Then everyone can enjoy it.
- A: OK, I like that idea. How about you, David?
- D: Yes, me too. We can have a children's race and a race for adults.
- A: Er ...
- J: Yes, we can start with the children's race, maybe just one kilometre for them.
- A: Yes, OK. Sorry, David, did you want to say something?
- D: Yes, we can invite people from outside the company to run, too. That way, we can get more money for our charity. People can pay to run.
- A: Good idea!

ANSWERS:

They discuss a karaoke night and sports events. They decide to have a fun run.

- 4A** Ask Ss if one person spoke a lot in the conversation or if they all spoke (they all spoke). Give Ss time to read the Mediation Skill box or read it to the class. Highlight that *Can I just say that ... ?* and *Sorry, but ...* are used to interrupt another speaker. The latter is short for *Sorry to interrupt, but ...*. We usually say *Sorry, did you want to say something?* when someone tries to take their turn and we interrupt them. Then, when we have finished what we want to say, we invite them to say what they tried to say earlier. Put Ss in pairs to think of one more phrase for each section. Alternatively, give them some or all of the possible answers below in jumbled order and ask them to match them with the correct section.

POSSIBLE ANSWERS:

Starting the conversation: You go first; Shall I start?
Keeping your turn: And ... ; As well as that ...
Getting your turn: I'm not sure about that, ... ; Also, ...
Giving your turn to others: Do you like that idea?;
Do you agree, Jack?
Filling silence: Well, ... ; Um ...

- B**  **MB2.01** | Give Ss time to look at the phrases in the Mediation Skill box again so they're ready to hear them. You might want to model each one in isolation before they try to identify them in the conversation. Play the recording, twice if helpful. Check answers with the class. Ss could look at the audioscript to see how the phrases are used.

ANSWERS:

Let's talk about ... ; I've got an idea; Also, ... ;
Sorry, but ... ; Can I just say that ... ?; Good idea!;
What do you think?; Sorry, did you want to say something?; Let's think ...

- C**  **MB2.02** | Make it clear that this is the next part of the conversation Ss have just listened to. Give them time to do the task individually, then play the recording for them to check their answers. Check answers with the class.

EXTRA IDEA Put Ss in groups of three to practise the conversation. They could do this with the correct phrases in place first. You could then display the conversation with gaps in place of the phrases in bold for Ss to remember the correct words.

ANSWERS:

- 1 Let's discuss
- 2 can I just say that
- 3 What do you think?
- 4 Good idea!
- 5 Let's see ...
- 6 also
- 7 did you want to say something
- 8 Good point!

- 5** Ask Ss to read the Scenario again so they're clear what they have to do. Monitor as they make notes to check they are on task. Ss could work in pairs for this, then with different partners in Ex 6A. Help with ideas if Ss need it, by brainstorming and writing possible ideas on the board (e.g. golf day, charity concert, picnic in the park, art competition, baking competition). Ss could also look up ideas for company charity events online.

MEDIATE

- 6A** Put Ss in small groups. Remind them to use the phrases in the Mediation Skill box to help them have a longer conversation by taking turns and giving others turns to speak. Monitor as Ss do the task, paying particular attention to their turn-taking. Note down examples of good uses of the phrases and examples of situations where the phrases were used incorrectly or not used at all.
- B** Ask each group to share information about the event they planned with the class. Ss decide which one they'd like to go to. With larger classes, you could put two groups together to do this task. Provide feedback on the Ss' abilities to take turns when speaking.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can have a discussion
- learner can make suggestions and offer to help
- learner can take turns when speaking

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: Let's have the charity match at the local football club. It's close to here.
- B: Yes, and ...
- A: And there's a lot of space for cars there. What about food and drink? Do we need to bring some? Maybe we can order pizza for everyone after the match finishes. Or have a picnic.
- B: OK.
- A: I can make a playlist so we have some music to listen to. I've got some good ideas. Shall we organise some ball games for the children before and after the match? That sounds fun. I've got some ideas for that.
- C: OK.

Teacher's comments

Student A is doing all of the talking, with Student B finding it hard to contribute to the conversation. Student A does ask questions but then answers them. Student A needs to wait for the other Ss to answer them. Neither Student B nor Student C use strategies for getting and keeping their turns.

Marks: 1/5

EXAMPLE OUTPUT B

- A: So, let's talk about the type of event we want. What do you think?
- B: Let's have a karaoke night.
- C: Good idea! Where can we have it?
- A: At the office. We've got the big meeting room on the first floor.
- B: Er ... what ...
- A: Also, we can make it look really nice. And ...
- C: Sorry, but there are about 150 people at the company. I don't think the room is big enough.
- A: Hmm, maybe you're right.
- B: What about ... ?
- A: There's the town hall. That's got a really big room.
- B: I think that's a good idea. I can call and ask about possible free dates. What about the food? Do we want to ask the company cooks to make food?
- C: Oh no! We want them to enjoy the night, too. Why don't we just order some pizzas? It's easy to eat when we're singing and pizza is popular.
- B: I agree! How about you, Rafik? Are you happy with that?
- A: Yes. I love pizza! And I love singing, so it all sounds great! So, how do we raise money? ...

Teacher's comments

Everyone takes turns in this conversation and they try to give the turn to others by asking questions. Student B struggles to interrupt Student A and take the turn twice in the conversation. Student B needs to use a better strategy for this and Student A could give their turn. Student C manages to interrupt with the use of *Sorry, but*.

Marks: 4/5

3C Unusual sandwiches

SPEAKING OUTPUT | spoken instructions

GOAL | check the listener understands

MEDIATION SKILL | checking understanding

CEFR mediation descriptor: Can ensure that the person he/she is addressing understands what he/she means by asking appropriate questions.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to make sure that a listener understands their instructions by asking checking questions.

WARM-UP

- Before they do the task, check Ss understand the meaning of *sandwich* (= usually, two pieces of bread with something between them; the photo shows 'open' sandwiches, i.e. sandwiches without the second piece of bread). Monitor as Ss do the task, then ask them to share any interesting answers with the class.

PREPARE

- Give Ss time to read the Scenario and answer the questions. Check answers with the class. Ask the class what sandwiches they could suggest.

ANSWERS:

Emogene wants her friends to give her ideas for different types of sandwiches because she's bored of cheese sandwiches.

- 3A**  **MB3.01** | Give Ss time to read the question. Check they understand the meaning of *a step* (= one thing in a series of things) and *cream* (= a thick yellow liquid that rises to the top of milk; thick cream can be spooned). Encourage Ss to imagine the steps in their mind, taking notes if it helps them to remember. Elicit what kind of sandwich Emogene's friend describes, but do not elicit the steps yet. With weaker classes, you could tell them Emogene's friend will describe how to make a fruit sandwich before they listen.

AUDIOSCRIPT MB3.01

- A: Have you ever tried a fruit sandwich? Or 'fruit sando' as it's called in Japan.
- B: No! A fruit sandwich? Really?
- A: Yes, it's really nice. Just wait and see.
- B: OK, I'm interested, go on!
- A: You need two pieces of bread, fruit and thick cream. OK?
- B: OK.
- A: First you take one piece of bread. In Japan, they use a special milk bread, but you can use normal white bread. Put some thick cream on it. Next, take some fruit and put it on top of the cream. Strawberries are really good and pieces of orange. OK so far?
- B: Yes, cream and fruit.
- A: Yes. You need to think about how you want the sandwich to look when you cut it, so put the fruit where it looks the best. Does that make sense?
- B: Er ... I'm not sure.
- A: Put the fruit in a line from the top to the bottom so when you cut the sandwich, you can see all the colours. Is that clear now?
- B: Yes, I've got it. What next?
- A: Put cream on top of the fruit and then put the second piece of bread on top of the cream and fruit. OK?
- B: Yes, I think so. Put cream, then fruit, then cream on one piece of bread. Then put the other piece of bread on top.
- A: That's right. After that, wrap the bread in plastic. Put it in the fridge for twenty or thirty minutes, or longer if you want. Up to two days.
- B: Why?
- A: So it stays together. Always make the sandwich before you want to eat it.
- B: OK.
- A: Finally, take the sandwich out of the fridge and cut it into two or four pieces.
- B: It sounds absolutely delicious. Yum!
- A: Did I explain it all clearly?
- B: Yes, I'm excited to try it!

ANSWER:

a fruit sandwich

Steps: See Answer to Ex 3B.

- B** Put Ss in pairs to remember the steps. Elicit the first one to demonstrate the activity. Point out the prompts and monitor and help where necessary. Ask one pair to share their ideas and the rest of the class to listen and check. You may need to help them with the idea of wrapping the sandwich in plastic (i.e. cling film).

POSSIBLE ANSWER:

First, take two pieces of bread. Put thick cream on one piece of bread. Put fruit on top of the cream. Put cream on top of the fruit. Then, put a piece of bread on top of the cream. Wrap the sandwich with plastic. Put the sandwich in the fridge for at least 20 minutes. Cut up the sandwich.

- 4A** Ask Ss why it's a good idea to check a listener understands your instructions when you give them. Elicit ideas. Ask Ss to read the Mediation Skill box or read it to the class. Give Ss time to think of one more question they could ask. Check ideas.

POSSIBLE ANSWERS:

Do you understand that?

Is that OK?

- B**  **MB3.01** | Play the recording again for Ss to do the task. You might want to pause it after one of the questions or responses is used to give them time to find it and tick it before focusing again on the recording.

ANSWERS:

All the questions and responses are used, except 'Yes, it's all clear thanks.', 'Sorry, I don't understand.' and 'Could you explain it again?'.

- 5** Pre-teach *fry* (= cook in oil). Check Ss understand the meaning of *toast* (= heated bread), then put them in A/B pairs. Refer Ss to the relevant pages, then ask them to work individually to prepare their instructions. Alternatively, put Ss with someone with the same role for this task. Monitor as Ss prepare. Remind them to use the phrases in the box to help them.

MEDIATE

- 6A** Put Ss back in their A/B pairs for this task. Monitor as Ss take turns to do the task, assessing their ability to check the listener's understanding when they're speaking and to respond politely when they're listening.
- B** After Ss have done this task, take a quick class vote to find out which sandwich is more popular. Provide feedback on their skills in Ex 6A. If Ss failed to check instructions effectively or at all, consider pairing them with a new partner to do the task again.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can give instructions
- learner can check a listener understands instructions
- learner can reply politely when someone checks they understand

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: You take two pieces of bread and you toast them.
B: OK.
A: First, you put some cheese on one piece of toast. You put some tomatoes on the cheese and you put some onion on the tomatoes.
B: Wow, right!
A: Then, you fry an egg. You put the egg on the top.
B: OK.
A: Finally, put a piece of toast on top. Cut up the sandwich. Is that clear?
B: Yes, that sounds lovely. I'm hungry!

Teacher's comments

Student A gives instructions clearly and Student B gives some responses which shows they are listening. However, Student A only asks one question to check Student B understands at the very end. Student A can't be sure that B understands at other stages in the explanation. One or two checking questions at earlier stages would help with this.

Marks: 3/5

EXAMPLE OUTPUT B

- B: So, take two pieces of bread and make toast with them. Then, put some cheese on one.
A: On both pieces of toast?
B: No, just on one piece. Is that clear?
A: Yes, just one piece.
B: Next, put some chocolate on top of the cheese.
A: Chocolate?
B: That's right.
B: Then, cut up a banana. Put it on top of the chocolate.
A: On top.
B: Yes. Finally, put the second piece of toast on top of the banana. Cut up the sandwich. And eat it! Did I explain it all clearly?
A: Yes. So, make two pieces of toast. Then on one piece of toast, put cheese, then chocolate, then banana. Then put the other piece of toast on top of the banana.
B: That's right.

Teacher's comments

Student B gives instructions very clearly, but they also check that Student A understands during and at the end of their explanation. Student A asks a question to check they understand and they repeat the stages to show they understand.

Marks: 5/5

4C Regifting

WRITING OUTPUT | an email

GOAL | list relevant points from an article

MEDIATION SKILL | listing information in bullet points

CEFR mediation descriptor: Can list as a series of bullet points the relevant information contained in short simple texts, provided the texts concern concrete, familiar subjects and contain only simple everyday language.

Timing | 40–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to write an email relaying relevant points from an article and presenting them in the form of a list of bullet points.

WARM-UP

- 1 Check understanding of *gift* (= another word for *present*, something that you give to someone, especially on a special occasion). Ask Ss to read the questions and think about their answers. Then, put them in pairs to discuss them. Do a quick class survey to find out how many people think what they have just discussed is good and how many people don't. Elicit reasons.

PREPARE

- 2 Ask Ss to read the Scenario. Check Ss understand the meaning of *stuff* (= informal word for *things*) and elicit answers to the questions.

ANSWER:
Isabel wants to give things people gave her to other people because she doesn't want them. She wants to know if this is a good or bad thing to do. She wants your advice.

- 3A Ask Ss to read the article and answer the questions. Elicit answers for the meaning of *regifting*. Ask Ss to put their hands up if the writer thinks it's good and then if they think it's bad to check everyone has understood the article's main point.

POSSIBLE ANSWERS:
Regifting is when you give someone a gift that someone gave to you.
The writer thinks it's good, but you have to be careful about some things.

- B Do the first item as a class. Give Ss time to do the rest individually, then put Ss in pairs to check their answers. Check answers with the class.

POSSIBLE ANSWERS:
1 don't know each other
2 is something the person wants or likes
3 in a new bag or box
4 is open or has a personal message on it

- C Put Ss in pairs to do this task. Monitor and help with ideas where necessary. Ask pairs to share their ideas with the class. Note them on the board so Ss can refer to them when writing their emails later in the lesson.

POSSIBLE ANSWERS:
Don't regift a gift that someone made for you.
Don't regift a gift that is old, e.g. food.

- 4A Ask Ss to read the Mediation Skill box individually or read it together as a class. Check Ss understand the meaning of *capital letter* and *imperative verb* by giving examples. Give Ss time to answer the question and then elicit ideas.

POSSIBLE ANSWERS:
When bullet points complete a sentence (e.g. 'Bullet points can be:'), they don't start with a capital letter, but usually have a full stop at the end.
Before the bullet points start, the sentence usually ends with a colon (:).
When a bullet point is not completing a sentence, it doesn't usually have a capital letter or a full stop.
When a bullet point is a full sentence on its own, it has a capital letter at the start and ends with a full stop.

- B This task gives Ss a chance to apply the rules in the Mediation skill box to a set of bullet points before they write their own in Ex 5A. Ask Ss to look at the bullet points and identify the problems. Agree with the class on the best structure e.g. sentences, words, phrases (suggest sentences which start with an imperative). Then, give Ss time to rewrite them. Monitor and help where necessary, addressing any common issues with the class. In feedback, display the answer below for Ss to compare theirs to. Highlight the use of capital letters and full stops, and the common structure used for all sentences.

POSSIBLE ANSWER:
Buying a gift for a friend:
• Spend time thinking about the gift.
• Think about your friend's interests.
• Talk to other friends about it.
• Regift something nice you have.

MEDIATE

- 5A** Ask Ss to read the start of the Scenario again so they're clear about the task. Elicit the information from Ex 3B they should include and what information they can write in bullet points. Ss can write their emails in class or for homework. If they write them in class, monitor and help

where necessary. Remind Ss to use the Mediation Skill box to help them with the bullet points.

- B** Put Ss in pairs. Ask them to swap their emails, read them and answer the questions together. Give Ss a chance to improve their emails if necessary. Take them in and provide feedback yourself.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can find relevant information in a text
- learner can write an email to a friend
- learner can give a list of information using bullet points

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

Regifting is a good thing, but sometimes it can be bad. It's good because it helps our planet. It's bad because various things can go wrong. Here's my advice:

- Be sure the gift giver and new gift owner don't know each other.
- Be sure the new gift owner will like the gift.
- Put the gift in a new gift bag or box.
- Be sure the gift is new and not open or used.
- Check for personal messages before you give the gift.

I hope that helps!

Martin

Teacher's comments

The message answers Isabel's question about whether regifting is good or bad and gives advice. All the information is relevant. The email is written in the right format using appropriate language. The bullet points all follow the same structure and have appropriate punctuation.

Marks: 5/5

EXAMPLE OUTPUT B

Regifting is good. It helps our planet, but things can go wrong when you give away people's gifts.

- be careful who you give the gift to
- Think carefully about what to give someone
- Not open or used gifts
- it's not good to give personal message to you.

Bye!

Teacher's comments

The email answers Isabel's questions and the information is all relevant. However, the bullet points don't all follow the same structure. Two start with capital letters, but the others don't. The first two start with an imperative verb. The third has no verb and the fourth starts with subject + verb. Only that one has a full stop at the end. All should start with a capital letter, imperative (or subject + verb) and end with a full stop.

Marks: 3/5

5C The coffee machine

WRITING OUTPUT | a short report

GOAL | share specific, relevant information from a short text

MEDIATION SKILL | identifying and reporting key information

CEFR mediation descriptor: Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects.

Timing | 40–45 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to identify and report key points from a webpage in a short report to a manager.

WARM-UP

- 1 You could get Ss to stand up if you're in a physical classroom and ask them to stand on the left if they prefer tea, the right if they prefer coffee and in the middle if they prefer something else. Pair Ss either within their chosen groups or with someone from a different group to discuss the questions. Elicit a few answers from the class.

PREPARE

- 2 Explain that Ss work in an office. Give them time to read the Scenario and answer the question.

ANSWERS:

Paolo wants you to find a coffee machine to buy for the office and send him key information about it. The old coffee machine is broken.

- 3 Check Ss understand the meaning of *report* (= give information). Give Ss time to read the Mediation Skill box or read it together as a class. Give Ss time to read the webpage with the description of the coffee machine and complete the task. Put Ss in pairs to check their answers. Check answers with the class.

ANSWERS:

1, 3, 5, 6, 7, 9, 11, 12

- 4A Ss should identify the information in Ex 3 that they think they should share with Paolo because either he has asked for it or it is useful. Ask them to read Paolo's email to identify the information asked for and think about what he needs to know. Give Ss time to do this and then put them in pairs to compare their answers.

POSSIBLE ANSWER:

3, 5, 6, 7, 11

- B Direct Ss to read the webpage again, looking for the information they identified in Ex 4A and making notes on this. Monitor and check Ss are making notes effectively, offering suggestions if not. Fast finishers could compare their notes.

- 5 With weaker classes, you may prefer to do this as a class. Refer Ss to point 4 in the Mediation Skill box and suggest Ss use the example headings to help them think about the headings they need and the best order for them. Monitor and check Ss' ideas. Ask one or two Ss to share their headings and order with the class. Provide feedback.

POSSIBLE HEADINGS:

Description, How it works, Drink types, Price

MEDIATE

- 6A Ask Ss to read the Scenario again so they're clear about the task. Remind them to use their headings and that they can put the information in bullet points under each heading if they want, although they don't have to. Elicit how they can end their emails (e.g. *Let me know if you need more information.*). Ss can write their email in class or for homework. If they write it in class, monitor and help where necessary. Remind Ss to use their notes from Ex 4B.
- B Put Ss in pairs. Ask them to swap their reports, read them and discuss the question together. Give Ss a chance to improve their emails if necessary, then take them in and provide feedback yourself.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can identify key information in a text
- learner can report key information in a text
- learner can organise key points under headings in a report

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 Paolo,

The Café Care Touch

Description

It comes in black, white or bright red. It makes up to 200 cups of coffee a day. It's 66 x 55 x 60 cm.

How it works

It has a touch screen where you can make choices about the type of coffee, temperature of the water and milk. There's also an app so you can order your coffee from your desk. It's self-cleaning.

Drink types

It makes ten different types of coffee, hot chocolate and hot water for tea. Coffee includes cappuccino and espresso.

Price

It costs £5,039.99

Teacher's comments

The email includes the key information that Paolo needs. It is organised under headings and the headings are logically ordered. A sentence to introduce the report would help to clarify what the report is about and to create a more polite tone, e.g. Here's some information about a great coffee machine.

Marks: 4/5

EXAMPLE OUTPUT B

Hi Paolo,

Here's some information about the Café Care Touch coffee machine. I think it sounds great!

- The Café Care Coffee company has lots of experience of making coffee machines.
 - You can find their coffee machines in businesses around the world.
 - The machine makes up to 200 cups of coffee.
 - You can buy coffee beans from the company.
 - The machine comes in three colours: black, white, bright red.
 - You can choose the size of your coffee, the type of coffee, the temperature of the water and how much milk you want.
 - There are ten types of coffee.
 - The price is £5,039.99.
 - You can buy coffee beans.
- That's everything you need.

Teacher's comments

The student begins the email well and has organised the information clearly using bullet points. However, the information is not well organised, one point is repeated and the sequence isn't logical. The student has included most of the information on the webpage. The student hasn't chosen to include only the information that Paolo asked for or that is relevant. There are no headings which would help Paolo to read it quickly and easily.

Marks: 2/5

6C Feeling ill

SPEAKING OUTPUT | advice

GOAL | pick out and reproduce key words and phrases from a text

MEDIATION SKILL | identifying key words and phrases

CEFR mediation descriptor: Can relay specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails).

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to give advice using key words and phrases in information found on a webpage.

WARM-UP

- 1 Put Ss in pairs to discuss the questions. Do a quick class survey to find out which is the most popular source of advice.

PREPARE

- 2 Ask Ss to read the Scenario and answer the questions. Check answers with the class.

ANSWERS:

Charlie is ill and wants to know whether to see a doctor or not.

- 3A  **MB6.01** | Give Ss time to read the questions, then play the recording. Put Ss in pairs to discuss their answers. Check answers with the class, but don't confirm the answer to question 4 yet.

ANSWERS:

- 1 He's got backache.
- 2 keep moving, e.g. go for a walk or do some swimming, i.e. light exercise. Take some painkillers. Put something hot or cold on his back. See a doctor if the pain gets worse or he can't do his normal daily activities
- 3 from a medical website 4 See Ex 3B.

AUDIOSCRIPT MB6.01

A: I've got backache today.

B: Oh no!

A: I helped my brother move house yesterday. I think I hurt my back then. I don't know if I should rest or do the things I normally do. I don't want to make my back worse.

B: OK, let me look at a website I use that has helpful medical advice. Hold on ... Right, here it is. I'll just search for 'backache' ... OK, let me see what it says.

A: Thanks.

B: Right, it says here that backache doesn't last more than a few weeks.

A: A few weeks?!

B: It says it's important for you to keep moving. It's not good to sit or lie down a lot for a long time. That can make it worse. You should go for a walk or do some swimming. Light exercise – nothing too hard or difficult.

A: Right, OK, I can do that.

B: I think you should take something for the pain. I can go to the pharmacy if you like.

A: No, it's OK. I've got some painkillers here. I've already taken some.

B: It says here that you should put something hot or cold on your back, too. It gives the example of putting some ice in a towel.

A: I've got a packet of frozen peas in the freezer. I can use that.

B: Good idea.

A: So I don't need to see a doctor then.

B: No ... er ... let's see. Is the pain getting worse?

A: No.

B: Can you do your normal daily activities?

A: Yes.

B: I don't think you need to see a doctor right now. Just take care of your back.

- B Ask Ss to read the Mediation Skill box or read it as a class. Elicit the answer to question 4 in Ex 3A.

ANSWER:

The woman put the information into her own words.

- C  **MB6.01** | Ask Ss to circle (or highlight) the key words and phrases and elicit their ideas. Play the recording again for Ss to check which ones the woman uses, then check the answer to this.

ANSWER:

The woman uses these words: sit or lie down, go for a walk or [go] swimming, take something for the pain, pharmacy, something hot or cold, back, ice in a towel, can't do daily activities, pain, worse, see a doctor

- 4A Ask Ss to make a note of the key information alone, then put them in pairs to compare their ideas.

- B Monitor and help where necessary as Ss to prepare to give their advice. With weaker classes, you could do this activity as a class.

MEDIATE

5A Put Ss in pairs. Make sure Ss are clear which role they are playing. Monitor as pairs do the task.

B Ss now swap roles. Monitor again, then provide feedback to the class on their use of key words and phrases. Highlight good uses and elicit corrections to incorrect uses.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can understand medical advice on a website
- learner can pick out key words and phrases in a text
- learner can reproduce key words and phrases from a text

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: Hi, it's me. How are you feeling?
B: Really bad. My ear still hurts.
A: I've read some information about ear infections. So, you should take pain medicine and put a cold or warm towel over your ear.
B: OK.
A: Don't put anything in your ear, like your finger or water.
B: OK.
B: Do you feel dizzy? No? You don't need to see a doctor. Visit a pharmacist for some medicine.

Teacher's comments

Student A starts the conversation well, but then just reads out the advice more or less word for word from the text which doesn't show understanding or the ability to pick out key words and phrases from the medical website. The student hasn't reproduced key words and phrases from the text.

Marks: 1/5

EXAMPLE OUTPUT B

A: Hi Charlie, how are you?
B: Not good.
A: So, you should take some painkillers for your earache.
B: OK. I will.
A: And take a cold or warm towel and put it on your ear. It can help.
B: Really? I didn't know that.
A: Don't put anything in your ear.
B: Like what?
A: Your finger.
B: Oh right!
A: Do you feel dizzy?
B: No.
A: Have you got a temperature?
B: No, I don't think so.
A: You probably don't need to see a doctor at the moment then. Maybe go to a pharmacy and ask for some medicine. This website says pharmacists can sometimes help.

Teacher's comments

Student A begins and ends the conversation well and shows a good understanding of the information on the website. The student uses key words and phrases to give Student B advice, but puts these into their own words. The student asks a question and responds to the answer, again showing an understanding of the information in the text.

Marks: 5/5

7C A history festival

WRITING OUTPUT | a message

GOAL | report the main points of a radio news item

MEDIATION SKILL | understanding a news report

CEFR mediation descriptor: Can report the main points made in simple TV or radio news items reporting events, sports, accidents, etc. provided the topics concerned are familiar and the delivery is slow and clear.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to write a message which reports the main points of a local radio news report.

WARM-UP

- 1 Check Ss understand the meaning of *festival*. Either put Ss in pairs to discuss the questions or, if in a physical classroom, ask them to stand up and move to one side of the room if they prefer one thing or the other side if they prefer the other thing in each question. Give Ss time to pair with another student to discuss their reasons. Elicit a few ideas from the class.

PREPARE

- 2 Establish that the Scenario contains a social media message from a friend. After Ss have read the message and answered the questions, check answers with the class. Check Ss understand the meaning of *event* (e.g. an exhibition, a party, a concert, a festival, etc.).

ANSWERS:

Salva is bored of being at home in front of the computer and wants to do something outdoors.

- 3 **A**  **MB7.01** | Give Ss time to read the questions and then play the recording. Put Ss in pairs to compare their answers, then check the answers to questions 1 and 2 with the class and elicit Ss' opinions and reasons for question 3.

AUDIOSCRIPT MB7.01

N = Newsreader V = Vicky

- N: This weekend, visitors to Lee House can see what life was like 200 years ago. The Lee House History Festival takes place in the gardens at Lee House and this year it's all about life in the 1800s. Visitors can dress up in the clothes that people wore at that time and experience how people lived back then. Organiser Vicky Parker tells us more.
- V: There'll be music from the 1800s, food that you've never eaten before and games for children and adults. There'll be over 100 staff at the event who can tell you all about the history of the 1800s, too, so come along and learn, but also have lots of fun! This is a really great festival that everyone can enjoy.
- N: The event begins at nine o'clock on Saturday morning and ends at 6 p.m. on Sunday, but you don't have to attend the whole weekend. You can go just for one day. Tickets cost £20 for adults and £10 for children for the day. There are tickets still available, so buy them now. You can book them on the Lee Festival website.

ANSWERS:

- 1 a history festival
- 2 They said they are interested in being outdoors and going to an event, and they enjoyed a history tour they did last year.

- B** Ask Ss to read the Mediation Skills box individually or read it together as a class. Elicit the information that tells us *What?* And then ask Ss to identify the other information individually or in pairs. Check answers with the class. Note that *How?* Can mean *In what way?* As well as ask about *How many?*, *How much?*, *How often?*, etc.

ANSWERS:

What? A 35-kilometre race where runners race against horse riders; he won £3,500
 Who? Ricky Lightfoot, a firefighter from Cumbria
 Where? Powys, Wales
 When? Yesterday
 How? 37 years old; 2 hours, 22 minutes and 23 seconds

- 4 **A**  **MB7.01** | Give Ss time to read the questions and see if they can remember any information from the news report. Give them time to make notes, then play the recording again. Put Ss in pairs to check answers. Play the recording, or parts of the recording, again if necessary. Check answers with the class.

ANSWERS:

- 1 Lee House History Festival
- 2 in the gardens of Lee House
- 3 wear clothes, listen to music, eat food and play games from the 1800s
- 4 everyone
- 5 It opens at 9 a.m. on Saturday and closes at 6 p.m. on Sunday.
- 6 £20 for adults and £10 for children for a day
- 7 from the Lee Festival website

4B Make it clear to Ss that they can follow the order of questions in Ex 4A or change the order when they tell Salva about it so long as they report the most important details first and the less important ones later. Give Ss time to decide how to order the information alone or in pairs. Elicit ideas from one or two Ss in the class.

MEDIATE

5A Ask Ss to read the Scenario again so they're clear about the task. Point out the useful phrases and elicit how Ss could start the message, e.g. *I'd love to go out next weekend*. Ss then write their messages. Monitor and provide feedback where necessary. Ss could write on paper or digitally. Remind them to use their notes from Exs 4A and 4B.

B Put Ss in pairs. Ask them to swap their messages, read them and discuss the question together. Give them a chance to improve their message if necessary.

EXTRA IDEA As an extension task, you could ask Ss to respond to their partner's message, e.g. *That sounds great! Let's ...* or *I'm not sure about that. It doesn't sound ...*

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can understand the main points of a radio news item
- learner can understand how a news report is organised
- learner can report information from a news report

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'd love to go out next weekend! I'm bored of sitting at home, too. There's a history festival in the gardens of Lee House on Saturday and Sunday, from 9 a.m. to 6 p.m. Let's go there. It looks fun. We can wear 1800s clothes, eat 1800s food and play games from the 1800s. We can learn some history, too! Tickets cost £20 from the website leefestival.uk. What do you think?

Teacher's comments

The message includes all the key information from the news report. The student has put it in a logical order. The message shows understanding of the news report and is written in an appropriate tone.

Marks: 5/5

EXAMPLE OUTPUT B

Let's go to an 1800s history festival. I heard about it on the news. It's £20 for a ticket. It opens on Saturday at 9 a.m. and closes on Sunday at 6 p.m. It's in the gardens of Lee House. We can see what life was like in the 1800s. Do you want to go?

Teacher's comments

The message includes the key information from the news report. The student has put some information into their own words (i.e. *1800s history festival*). The tone is generally appropriate, but the information could be ordered more logically.

Marks: 3/5

8C Going vegetarian

SPEAKING OUTPUT | a description

GOAL | interpret and describe a visual on a familiar topic

MEDIATION SKILL | interpreting a chart

CEFR mediation descriptor: Can interpret and describe simple visuals on familiar topics (e.g. a weather map, a basic flow chart), even though pauses, false starts and reformulation may be very evident.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to interpret and present data in a chart.

WARM-UP

- 1 Check Ss understand the meaning of *vegetarian*. Note that the word can be a noun (a person who doesn't eat meat or fish) or an adjective (e.g. *a vegetarian meal*). Put Ss in pairs to discuss the questions. Elicit a few ideas from the class.

PREPARE

- 2 Check Ss understand the meaning of *ready meals* (= cooked meals you can buy and heat quickly in the microwave). Ask Ss to read the email in the Scenario and find out what they are being asked to do and why. Check answers with the class, making sure Ss are clear about the context.

ANSWERS:

Ayesha wants you and your team to do some research to find out about people's vegetarian meal-eating habits.

- 3  **MB8.01** | Focus Ss' attention on the chart and elicit what it shows (Dinner habits of 2,000 adults – how often they eat a meat-free dinner). You could also go through what each bar shows before Ss listen to the recording. Give Ss time to read the actions and guess the order. Elicit possible answers, then play the recording for Ss to check their ideas. Check answers with the class. Make it clear that although there isn't just one way to describe a chart, we often start with an overview of what it shows and the most important information within that.

ANSWERS:

1 c 2 b 3 a 4 d

AUDIOSCRIPT MB8.01

The chart shows how often 2,000 people eat a vegetarian dinner. We can see that most people eat vegetarian dinners at least once a week – 54 percent of people have at least one vegetarian dinner each week. Only a small percentage of people have vegetarian dinners every day – just 2 percent of people. That means only 2 percent of people are vegetarian.

8 percent of people never have vegetarian dinners. They have meat (or fish) for every meal in the evening. However, 24 percent of people eat vegetarian meals two or three times a week and 12 percent of people eat vegetarian meals between four and six times a week. Let's add together all the people who eat a meat-free meal for dinner at least once a week – it's 92 percent. That's 92 percent of people who are happy to eat a vegetarian dinner at least once a week. So, it seems that there are a lot of people who might be interested in our meat-free ready meals.

- 4  **MB8.01** | Ask Ss what they do when they first look at a chart to understand it. Elicit ideas. Ss then read the Mediation Skill box to compare their ideas. Check Ss understand the meaning of *pattern* (a regular way in which something happens). Point out that the phrases in the box can help Ss give an interpretation of what they can see in a chart. Play the recording again for Ss to tick the phrases they hear. Check answers with the class.

ANSWERS:

This chart shows ... ; (We can see that) most people ... ; (Only) a small percentage of people ... ; It seems that ...

- 5 Put Ss in A/B pairs and refer them to the relevant pages. Check Ss understand the meaning of *takeaway restaurant* (= place where you can buy freshly cooked food to eat at home). Ss could work with a partner in the same group as them or do the task alone and then check their ideas with a partner from the same group. Remind Ss to follow the steps in the Mediation Skills box. Monitor as Ss do the task and offer help where needed. When Ss have made notes and planned their presentation, they could rehearse with someone from the same group as them, recording themselves and listening to the recording before they do the final speaking task.

MEDIATE

- 6A Ss work in their A/B pairs. Ask Ss to take turns to present their chart, with their partner pretending to be one of the managers at the meeting. Make sure Ss know what to listen for when they take the role of a manager using the questions in the instructions for the task.

Ask Student A to present their chart first. When they have finished, ask Ss to swap roles. Monitor the task and note down good examples of interpretation. Also note language which could be more appropriately or accurately used, especially in relation to the phrases in the Mediation skills box. Ss could record themselves if possible.

EXTRA: ALTERNATIVE IDEA Ask Ss to record their descriptions for homework and share them online.

B Ss continue to work in their pairs. Give them time to look at their partner's chart to decide if they interpreted it well. If they recorded themselves, they listen to the recording of their partner's presentation before they discuss the questions. Provide your own feedback, highlighting examples of good interpretation and language use and eliciting corrections to language where relevant and helpful to the lesson goal.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner can interpret a chart
- learner can describe a chart
- learner can organise their description logically

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

The chart shows the ready-made meal buying habits of 2,000 adults. We can see that most people have a ready-made meal 2–3 times a month – 32 percent of people. 26 percent of people have a ready-meal more than once a week and 29 percent of people have a ready-meal once a week. Together, that's 55 percent of people who have a ready-meal once a week. That's more than half of people, which is a large number. Only 9 percent of people have a ready-meal just once a month and only 4 percent of people have a ready-meal less than once a month. Together that's 13 percent of people who don't eat ready-meals very often. This is quite a small percentage. So, it seems that over half of people might be happy to buy a ready-meal from our company.

Teacher's comments

The student has interpreted the chart effectively and structured their description logically. The student starts the description by explaining what the chart shows. The student describes some key data before coming to a conclusion about what the chart means. The data is described using appropriate language.

Marks: 5/5

EXAMPLE OUTPUT B

This chart shows where people are most likely to buy a vegetarian meal. Most people buy a vegetarian meal from a large supermarket – 38 percent. 16 percent of people buy a vegetarian meal from a local food shop. 14 percent of people buy a vegetarian meal from a takeaway restaurant. 20 percent buy a vegetarian meal from a café. Only 12 percent of people buy a vegetarian meal from a restaurant. Supermarkets are a popular place to buy vegetarian meals.

Teacher's comments

The student says what the chart is about and describes each statistic. The information is organised logically. However, the student doesn't interpret the data in any meaningful way. They don't comment on the biggest or smallest numbers or add numbers together to see any patterns. There is a sort of conclusion, but it's not related to the company and the possibility of it selling vegetarian ready meals.

Marks: 2/5

1 my life

Global Scale of English **LEARNING OBJECTIVES**

1A Something in common

- **READING** | Read a blog post about everyday things we all do: common verbs; everyday activities
- Ask questions to learn about the other students: questions
- **Pronunciation**: intonation in questions

GSE INFORMATION

GRAMMAR

36 Can ask questions with 'what kind/sort of ...?'.
34 Can form questions with 'what' and 'which' as adjectives.

READING

37 Can identify specific information in simple letters, brochures and short articles.

VOCABULARY

30–42 Can use language related to everyday activities.

SPEAKING

36 Can communicate in routine tasks requiring simple, direct exchanges of information.
39 Can initiate, maintain and close simple, restricted face-to-face conversations.

1B Nice job

- **LISTENING** | Understand a news programme about an unusual job: job phrases; jobs
- Talk about your work or studies: present simple and continuous
- **Pronunciation**: linking; *are*
- Write an informal email: use paragraphs

GSE INFORMATION

VOCABULARY

30–42 Can use language related to work activities.
30–42 Can use language related to jobs.

LISTENING

38 Can understand the main ideas in a simple work-related news story, given visual support.

GRAMMAR

38 Can use the present continuous to refer to temporary situations.

SPEAKING

38 Can ask and answer questions about habits and routines.
38 Can describe habits and routines.

WRITING

38 Can write short, simple notes, emails and messages relating to everyday matters.

1C You can do it!

- **HOW TO ...** | encourage people: feelings
- **Pronunciation**: stress in short phrases

GSE INFORMATION

VOCABULARY

30–42 Can use language related to expressing emotions.

HOW TO ...

39 Can use simple fixed expressions to give encouragement (e.g. 'You can do it!')
37 Can give compliments, using fixed expressions.

SPEAKING

38 Can express how they feel in simple terms.
42 Can use some basic interjections to express understanding, surprise, disappointment, and excitement.

1D I love cooking!

- **BBC STREET INTERVIEWS** | Understand street interviews about people's likes and dislikes
- Interview people about their likes and dislikes: verb + *-ing* form
- Write an online profile

GSE INFORMATION

VIEW

36 Can follow a simple conversation or narrative about familiar, everyday activities.

GRAMMAR

37 Can use verb + '-ing' forms as the complement of a sentence.

SPEAKING

38 Can express how they feel in simple terms.
37 Can answer simple questions and respond to simple statements in an interview.

WRITING

41 Can write descriptions of everyday personal experiences.

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.

▶ Read the vlog question and the question in part 1 with the class. Tell Ss that the speakers give either their city and country or just their country. Play the video, twice if necessary. You could bring up a map when checking answers and mark where each person was born and where they live now.

Remind Ss of the vlog question. Tell them they should now answer the question themselves and also say which place they prefer. Put Ss in pairs to discuss the questions. When they have finished, invite a few Ss to share what they learnt about their partner with the class.

ANSWERS:

- 1 Speaker 1: California; New York
 Speaker 2: (in the west of) Ireland; Madrid
 Speaker 3: (in the south-east of) England; Glasgow, Scotland
 Speaker 4: (south) London; (a village) near Cambridge
 Speaker 5: Kampala, Uganda; Newcastle, England (United Kingdom)
 Speaker 6: (on the south coast of) England; near Milan, (the north of) Italy

EXTRA CHALLENGE Stronger Ss could write down the area of the country the speakers were born or now live in, e.g. *in the west of Ireland*.

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 Something in common

GRAMMAR | questions

VOCABULARY | common verbs; everyday activities

PRONUNCIATION | intonation in questions

LESSON OVERVIEW

In this lesson, Ss ask questions to get to know each other better. The lesson begins with Ss forming and asking questions with a pronunciation focus on intonation in questions. They then read an article about the similar habits that people have. From the reading, Ss learn common verbs and vocabulary related to everyday activities and practise using it in questions they ask and answer. The lesson ends with a speaking activity where Ss write and ask questions to other Ss in the class and share the answers with another student.

Online Teaching

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

- **Grammar Bank 1A, Ex 2:** Change the settings of your chat box so that only you can see what Ss post. Ask them to post their answers to the activity, so you can assess how well Ss have done the task.
- **Ex 3A:** Share the audio file with Ss so that they can control the recording, e.g. pause and go back to catch words or questions they missed if necessary. Set a time limit for the activity.
- **Ex 7C:** Put Ss in groups in breakout rooms to ask their questions. Make sure pairs from Ex 7A are in different groups.

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 your answers to 3–5 questions, e.g. *Who do you live with? What do you do in your free time? When did you get married / have a baby / move to this area? What's your favourite food? Who is your favourite singer?* Tell Ss they are your answers to some questions and put Ss in pairs to guess and write down what the questions are. Elicit ideas from the class. The pair who guesses the most questions correctly wins. Note that this is a good opportunity to identify how well Ss are able to form questions with *do* and *be* and any issues to address later in the lesson.

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

questions

- 1** Give Ss time to think of some answers before they do the task in pairs. Ask one or two pairs to share their ideas. Find out if there are questions that everyone in the class asks regularly.

EXTRA IDEA Write the questions that Ss give you here and in the To start activity on the board, including any errors they make. Focus Ss' attention on them after Ex 2D. Put Ss in pairs and ask them to check the questions are correct and to correct any that are not. Elicit and check Ss' ideas.

- 2A** Use the answer to the first item to help explain the activity. Give Ss time to complete the rest of the questions themselves. When checking answers with the class, make sure Ss understand when to use each question word (see the table in the Grammar Bank on page 96). Check Ss understand the meaning of *How far* and elicit how they might answer this question, e.g. *It's about (two) km/minutes away. / It's quite far / not very far / very close*. You may want to explain that *actor* (in item 7) is used to refer to both men and women these days and that *What sort of ... ?* means the same as *What kind of ... ?* and *What type of ... ?*

ANSWERS:

- | | |
|--------------------|-------------------|
| 2 Do | 7 Who |
| 3 How | 8 Where |
| 4 What kind | 9 How much |
| 5 When | 10 Why |
| 6 Which | |

- B** Model the task with a confident student. Ask the student to ask you question 1. Answer, giving a little more information as a good model, e.g. 'I'm a teacher. I work at this language school. I teach students from elementary to advanced level.' Monitor and listen to Ss' intonation when asking the questions. This will help you identify issues to address in Exercises 3A–D. Invite a few Ss to share something they learnt about their partner with the class.

- C** Explain that Ss are now going to think about how to form questions. Either give Ss time to complete the rules individually then check answers as a class or complete the rules one by one with the class. With the latter, give Ss time to understand each rule and think of the answer before you elicit it. Refer Ss to the questions in Ex 2A to help them. Make sure that Ss understand:

- how to form questions with *be* and *do*
- *which* for a limited choice of two or a few things (e.g. *Which month ... ?*, *Which day ... ?*)
- *what (kind/sort/type of) + noun* (e.g. *What sort of laptop do you have?*)
- the difference in form between *Do you have ... ?* and *Have you got?* (e.g. *Do you have a car? Have you got a car?*).

Note that these points are all addressed in the Grammar Bank notes.

EXTRA SUPPORT: DYSLEXIA The use of colours can help some dyslexic learners to differentiate parts of a sentence. Assign different colours to different parts of speech (e.g. green for question words, red for auxiliary verbs and blue for main verbs) and use these colours when writing sentences on the board to highlight forms.

ANSWERS:

- 1** before **2** before **3** which **4** a type of thing

- D** The Grammar Bank on page 96 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶▶ page 96 GRAMMAR BANK

Go through the notes with the class and check they understand the key points.

- 1** This exercise focuses on the correct use of question words. Focus Ss' attention on the item 1, B's answer in particular. Elicit the correct word and the reason for it (there are many possible answers) so that Ss understand the task. Give Ss time to do the rest of the task and then check answers with the class. Ask Ss to put their hands up to vote for the correct answer each time to see which question words are the most challenging.

GB

ANSWERS:

- | | |
|-------------|----------------|
| 1 What | 5 What sort of |
| 2 How long | 6 Where |
| 3 Which | 7 Who |
| 4 How often | 8 How |

- 2** This exercise focuses on question forms. As with Ex 1, do the first one together as a class so that Ss understand the task. With weaker classes, encourage them to look for missing or incorrect auxiliary verbs, i.e. *be*, *do* or *did*, missing or incorrect form of main verbs and incorrect word order. Note these on the board for Ss to refer to. Ask Ss to do the task individually, then check in pairs. Check answers with the class

ANSWERS:

- 2 Did you ~~watched~~ **watch** TV last night?
 3 Have you ~~Do you have~~ any children? / Have you **got** any children?
 4 ~~Do you are~~ **Are you** OK?
 5 correct
 6 Why you ~~called~~ **did you call** me?
 7 ~~Is~~ **Does** your father work in the city? No, he works at home.
 8 correct

- 3** This exercise focuses on forming correct questions in specific contexts. Use the example given to explain the task or ask Ss to cover the exercise, put the prompt and answer on the board and elicit the questions. Ss then look at the example to check their ideas. Ask Ss to do the task individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 *What does tiny mean?*
How do you spell it?
 2 What did you do at the weekend?
Did you win?
 3 Where's the nearest bank?
What time / When does it open?

PRONUNCIATION**intonation in questions**

- 3A**  **1.01** | This task helps Ss to identify questions they hear. Play the recording and pause after the first question. Monitor and check Ss are on task. Play the rest of the recording, pausing after each item if necessary to give Ss time to note down the questions. Check if Ss need to listen a second time to check or complete what they have written. Check answers with the class.

ANSWERS AND AUDIOSCRIPT:

- 1 What sort of things do you do at the weekend?
 2 Did you go out last weekend?
 3 What kind of music do you like?
 4 Which websites do you visit the most?
 5 Do you do any sport or exercise?

- B**  **1.01** | This task encourages Ss to notice the intonation used in different types of question. Give Ss time to read the rules. After checking answers with the class, you may want to play the recording again so that Ss can listen with a better understanding of the intonation patterns.

ANSWERS:

- 1 rises 2 falls

EXTRA IDEA Play the recording again, pausing after each question so that all Ss can repeat it. Encourage them to copy the intonation. Then, say a question number and nominate a student. The student says the question with appropriate intonation. Give as many Ss in the class the opportunity to do this as possible to help them get the right intonation.

- C** Put Ss in pairs. (Ss should work with a different student than in Ex 2B for this activity.) If possible, ask them to stand up and move around the room, asking each student in the class a different question. If this is not possible, put Ss in small groups to take turns to ask and answer the questions. Monitor, helping Ss with their intonation if necessary.
- D** Ask Ss what it means to have something in common with another person (= be the same in some way). Elicit and write on the board some useful phrases, such as *We both/all ...* and *Neither/None of us ...*, then put Ss in pairs to do the task. They should tell each other what they have in common with the Ss they spoke to. If they worked in small groups in Ex 3C, they should work with a student from a different group for this task. (You could pair them with the partner they worked with in Ex 2B.) Invite a few Ss to share something they have in common with other Ss in the class.

EXTRA IDEA For additional question practice using appropriate intonation, put Ss in small groups. Each student chooses a famous person but doesn't say their name. Ss take turns to ask each other *yes/no* questions to try to guess the person e.g. *Do you work in Hollywood?* *Are you in a group?* The student who guesses the most famous people correctly wins.

READING

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

4A Focus Ss' attention on the photo at the top of the page and ask if the people in the photo are similar or different and why. Elicit ideas, then tell Ss that they are going to read a blog post about whether most people are the same or different. Ask the class to suggest things most people like when it comes to social events (e.g. meeting new people) and things many people dislike or hate (e.g. noisy, busy places). Check Ss understand the meaning of *transport* by eliciting examples. Put Ss in pairs and give them time to think of ideas for each category in question 1, as well as their answers to the other two questions. Monitor and note any interesting answers. Invite these Ss to share their ideas with the class. Do a quick class vote to find out if the class think most people are similar or different and elicit reasons why.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners can benefit from being taught new vocabulary in a text before they read it, rather than work out its meaning after they read it. If you choose to do this, explicitly teach the words and phrases in bold in the article before Ex 4A and use Ex 5A as a consolidation activity.

- B** Give Ss time to read the blog post and find activities they do. (Tell them to ignore the words in bold for now.) Encourage Ss to indicate the activities in the post (e.g. by highlighting them) or note them down. Put Ss in pairs to tell each other about these activities. Nominate one or two pairs to share their ideas with the class. Ask the class if the post says most people are the same or different (the same) and find out if anyone has changed their mind from the class vote suggested in the notes for Ex 4A.
- C** Check Ss understand the meaning of *memory* (the ability to remember things) and elicit one example about memory in the post to help them understand the task. Ask Ss to do the task individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 when you hide things (like keys) and then forget where they are; when your phone is in your pocket but you look everywhere else for it
- 2 waiting in a traffic jam (nobody likes it); when we cry at the sad part of a film; when we miss our friends
- 3 we keep clothes and don't use/wear them; we join the gym but don't go there; we take a book with us and then we don't read it; we buy things and only use them once; we pack clothes and then we don't wear all of them
- 4 Which day of the week is your favourite?

- D** Give Ss time to think of their answer before they discuss it in pairs, to allow time for critical thinking. Monitor and listen to Ss' ideas. Invite a few Ss to share their ideas with the class, preferably Ss with varied opinions on the question.

VOCABULARY

common verbs

5A Ask Ss to cover the exercise. Read out the meaning in question 1. Ask Ss to identify the word or phrase in bold in the blog post with this meaning. Ss uncover the exercise and look at the example given to check their answer. When checking answers, ask Ss what kinds of things we hide from other people (e.g. diary, money); what we can join (e.g. a book club, a football club) and what we pack when we go on holiday (e.g. sun cream, swimsuit) to check understanding of these verbs.

ANSWERS:

2 wake up	6 miss
3 hide	7 cry
4 join	8 wait(ing)
5 pack	

- B** Elicit the answer to the first question from the class to demonstrate the activity. Monitor and help while Ss do the task. Check answers as a class.

ANSWERS:

- 1 cry
- 2 pack
- 3 waiting
- 4 wake up, go to sleep (in either order)
- 5 join
- 6 hide
- 7 miss

EXTRA SUPPORT Before Ss do Ex 5C, drill some or all of the questions to help Ss get the right intonation.

- C** Put Ss in pairs and monitor as they do the task. Listen for their use of the verbs in Ex 5A and note down good and any incorrect examples of use, e.g. with pronunciation. Ask a few Ss to share something they learnt about their partners with the class, then provide feedback on Ss' use of the verbs.

- 6A** Give Ss time to read the questions and think of answers before putting them in pairs to discuss them. Make sure they understand that in question 2, they need to talk about activities *not* in the blog post in Ex 4B. Invite pairs to share a few of their everyday activities and find out if everyone in the class does these things. This task also introduces the Vocabulary Bank where Ss learn more common verbs related to everyday activities.

B Refer Ss to the Vocabulary Bank on page 128.

VB page 128 **VOCABULARY BANK** everyday activities

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' attention on the first action and elicit the picture that matches with it (D). Ask Ss to match the rest of the actions with the pictures individually, then check answers with the class. Explain that we can say *clean* or *brush your teeth* and we can shut and lock a window if there is a key. You might also want to highlight the fact that *switch on*, *switch off* and *put away* are separable phrasal verbs, so we can say both *switch a light on or off*, or *switch on or off a light*, and *put something away*, or *put away something*.

ANSWERS:

1 D 2 E 3 H 4 C 5 G 6 A 7 B 8 F

EXTRA CHALLENGE Ask stronger classes (or stronger learners in a mixed ability class) to cover 1–8 and identify the actions in the pictures without the phrases. They can then uncover the actions and compare their ideas with the answers.

- B**  **VB1.01** | Play the recording, which follows the order of the pictures, rather than the actions. This encourages Ss to listen and copy the pronunciation of what they hear rather than simply read the phrases out loud. Pause after each action and invite Ss to repeat what they heard chorally. Then, invite some Ss to repeat the actions individually. Correct pronunciation where appropriate.

 AUDIOSCRIPT VB1.01

- A put something away
- B shut a window
- C get dressed
- D brush your teeth
- E do the washing up
- F switch a light on or off
- G lock a door
- H dry your hair

- C** Model some potential answers to the task, e.g. 'I brush my teeth twice a day; once in the mornings and once before I go to bed. Sometimes I brush them three times, if I go out in the evening.' Put Ss in pairs to do the task. If time is short, you could ask Ss to choose three of the eight things to talk about. Encourage them to listen to each other to find out what they have in common. Elicit a few ideas from the class.

EXTRA IDEA To help Ss remember the actions, put them in pairs. One student closes their book, the other student mimes three actions from Ex 1A. The first student has to say what the actions are. Ss then swap roles.

EXTRA IDEA: DIGITAL Show Ss how to create online flashcards to help them learn new vocabulary. Show how to add a word on one side and an image, gapped sentence or definition on the other side. Discuss how they can use the cards to memorise the vocabulary, e.g. test themselves or use any activities and games included in the tool. For homework, suggest Ss create a flashcard set of 5–10 items and share a link to them with the class (and you). Ss can then review each other's cards. Remind Ss that short, regular vocabulary reviews are more effective than occasional, longer reviews.

To find an online flashcard tool, search for 'best online flashcard maker', review the options and find one that suits you and your class.

SPEAKING

- 7A** Tell Ss that they are going to interview Ss in their class to learn more about them, but first they are going to complete the questions with their own ideas. Look at the example and elicit more ideas for question 1 and note them all on the board (e.g. *singer*, *actor*, *runner*) and explain that they can choose whatever idea they want for each question. They should think of questions they want to know the answer to. Put Ss in pairs to complete the questions. Make sure both Ss in each pair make a record of their questions.
- B** Give Ss time to choose their three questions. Ask the Ss to circle or tick their questions, or note them down in their notebooks. Monitor and check Ss are on task and ready for Ex 7C.
- C** Ask to Ss get up and mingle around the room, asking their three questions to as many people as they can and noting the answers. If this is not possible due to the room size, put Ss in groups, making sure that Ss from each pair in Ex 7A are in different groups. Ss should note down the answers they hear, as they'll need to report them back to their partner. Monitor as Ss do the task, noting down good use of questions and any incorrect questions or incorrect answers to questions.

EXTRA: ALTERNATIVE IDEA Put the class in two groups, A or B. Student As work in one group and Student Bs work in another. Ss ask two of the questions in Ex 7A each to as many people in their group as possible, noting down the answers so they can report them back to their partner in Ex 7D.

- D** Ask Ss to return to their partners from Ex 7A or work in a new pair and report back what they learnt, using their notes to help them. Invite Ss to share anything particularly interesting they learnt with the class. Provide feedback on Ss' use of questions, highlighting good use of questions and eliciting corrections to any errors in form.

EXTRA IDEA: DIGITAL Ask Ss to think of a question each that they haven't yet asked in the lesson and add it to an online noticeboard or forum. Ss then read and answer each other's questions. In the next lesson, Ss can share the most common or most interesting answer to their question with a partner.

TO FINISH

On the board, write some question prompts, e.g.

- *Do you ever ... ?*
- *Who is ... ?*
- *What sort of ... do you ... ?*
- *When do you ... ?*
- *What's your favourite kind of ... ?*

Ask Ss to think of a question they'd like to ask to find out more about you, then invite them to call their questions out. Make a note of the questions on the board. Select three questions you are comfortable answering and answer them. You could ask Ss to guess the answers before you reveal them.

1B Nice job

GRAMMAR | present simple and continuous
VOCABULARY | job phrases; jobs
PRONUNCIATION | linking: *are*

LESSON OVERVIEW

In this lesson, Ss talk about jobs. They begin by reading a blog post about a person who uses her sense of smell in her work. From this, they learn phrases related to jobs. They also learn words for different types of job. Ss then listen to a news item about a tour guide who gives smell tours. This leads into the grammar, where Ss learn about the uses of the present simple and continuous. They also focus on the pronunciation of *are* in present continuous questions. They then have a discussion about their work or studies. The lesson ends with a writing task where Ss write an informal email, focusing on using paragraphs.

Online Teaching

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

- **Ex 3C:** Ask Ss to share their answer to each question by writing T or F in the chat box, but only to send it when you say 'go' so they don't see others' answers to the questions before they send their own.
- **Ex 4D:** Use a tool to create a matching task with the sentences in Ex 4A and the rules in Ex 4C.
- **Writing Bank 1B, Exs 2B and 2C:** Ss can write their emails using a digital noticeboard or forum tool so they can share them easily in Ex 2C. If they are happy to share their email addresses with each other, they could send their emails to their partner via email.

Additional Materials

For Teachers:

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

For Students:

- Online Practice 1B
- Workbook 1B

TO START

Elicit the number of human senses (five) and what they are (sight, hearing, smell, taste, touch). Ask Ss to close their eyes or look down at their lap and imagine themselves at work or school/college (or home if they don't work or study). Ask them to think about what they can see around them, then what they can hear, smell, touch and taste, pausing after each sense to give Ss time to silently think of an answer. Put them in pairs to tell each other about their experiences of using the five senses. Ask a couple of pairs to say how their experiences were similar or different 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

job phrases

1 A If you haven't done the To start activity, check Ss know what the five senses are (hearing, sight, smell, taste, touch), along with understanding of what a *watchmaker* does (it should be clear from the job name). Give Ss time to think of ideas individually before they do the task, then put Ss in pairs. Nominate a few Ss to share their ideas with the class.

POSSIBLE ANSWERS:

1 artist: sight; chef: smell, taste; doctor: sight, touch, smell, hearing; pilot: sight, hearing; singer: hearing; watchmaker: sight, touch, hearing

B Ask Ss to look at the photo at the top of page 10 and tell you what the woman's job might be. Ask them what you need to do this job well (e.g. a good sense of taste and smell). Ask Ss to read the question the blog post is about and the title of the writer's post. Elicit predictions about the answer. Ss then read the text and answer the questions. Check answers as a class.

EXTRA SUPPORT: TEACHER Note that *follow your nose* has three main meanings: to go straight, i.e. where your nose is pointing; to follow a smell to see where it's coming from; to do something that feels right. In this post, the writer is referring to both the second and third meaning.

ANSWERS:

The writer talks about two jobs: a sales assistant in an airport perfume shop and a job choosing and buying coffee beans (a coffee buyer). They also talk about developing their own business, but they don't say what it is.

C Use the example to clarify the task. Check Ss understand the target phrase by asking how the sentence could be completed for you (e.g. *It is my job to prepare lessons, teach classes, mark homework, etc.*). Highlight the use of the *to* infinitive after this phrase. Ask Ss to complete the rest of the sentences. Put them in pairs to check their answers, then check answers with the class. Drill the pronunciation of the phrases where helpful.

ANSWERS:

- | | |
|-------------------------------------|----------------------------|
| 2 offer you a job | 6 have an interview |
| 3 pay | 7 industry |
| 4 sign a contract | 8 career |
| 5 develop their own business | |

EXTRA: ALTERNATIVE IDEA Give weaker classes or learners two alternatives to choose from for each sentence. You could do this by displaying them on a handout which you give to Ss, on a poster which you place at the side of the classroom for Ss to voluntarily look at or, if online, via the chat box. This will reduce the reading load.

EXTRA SUPPORT: DYSLEXIA Encourage dyslexic learners to use two L-shaped pieces of card to cover most of the reading text and show only the line(s) they need to refer to one at a time, i.e. ones with words in bold in them. This will help them to focus on the phrase and not be distracted by other text.

D Put Ss in pairs to discuss the questions and encourage them to use the vocabulary items in their answers. Demonstrate this before they start (e.g. 'I think it's good for some people to change careers, but not everyone.'). Nominate a few Ss to share one thing they learnt about their partner with the class.

EXTRA SUPPORT: DYSLEXIA Give Ss plenty of time to read the questions and prepare their answers before they discuss them with a partner.

2 A This task introduces the topic of jobs before Ss complete the Vocabulary Bank activities. After Ss read the quotes and guess the jobs, elicit answers from around the class. Don't give any answers yet.

EXTRA SUPPORT Give Ss the three answers in a mixed order for Ss to match with the sentences or provide a choice of five or six jobs to choose from, with three correct answers and two or three other options. These could all be from the Vocabulary Bank.

ANSWERS:

- 1** a cleaner
- 2** an office worker, maybe a personal assistant
- 3** a vet

D Refer Ss to the Vocabulary Bank on page 128.

VB ▶ page 128 **VOCABULARY BANK** jobs

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

- 1 A** Ss could do this individually or in pairs. When checking answers, make sure Ss understand that an *author* writes books rather than articles, texts, etc. Check understanding by asking what a *PA* does in their job (e.g. make appointments, answer the phone, organise meetings) and what a *tour guide* does (shows tourists around a place).

ANSWERS:

1 H 2 D 3 C 4 G 5 B 6 A 7 F 8 E

EXTRA CHALLENGE Stronger classes or Ss could cover the job names and identify them from the photos before uncovering the job names to check their answers.

- B**  **VB1.02** | Play the recording once so Ss can listen and notice the pronunciation. Then, play it a second time, pausing the recording after each job to allow the whole class to repeat it. You could also nominate individual Ss to say the jobs, helping them with their pronunciation where necessary.

 AUDIOSCRIPT VB1.02

- A** PA (personal assistant)
- B** factory worker
- C** dancer
- D** cleaner
- E** vet
- F** tour guide
- G** dentist
- H** author

- C** Put Ss in A/B pairs. Ss take turns to point to a word for the other to say. Ss should help each other get the right pronunciation if possible. Monitor the activity, correcting Ss if necessary.

EXTRA CHALLENGE Ask Ss to cover the job names and take turns to point to a photo. Their partner has to remember the job name and pronounce it correctly.

- D** Give Ss time to think of their answers before they discuss the questions in pairs. In feedback, do a quick survey to find out the job that people would most and least like to do and why.

LISTENING

- 3 A** Refer Ss back to the final line of the post in Ex 1B (where the writer says she decided to start a business using her sense of smell). Tell Ss they are going to listen to a news interview with the woman about her business and elicit a few ideas of what the business could be. Put Ss in pairs to discuss the questions. Elicit ideas from around the class for both questions but don't confirm the answers to question 2 yet.

POSSIBLE ANSWERS:

- 1** taste: a cook; choosing or buying food or drink, e.g. coffee, tea, cheese, chocolate
smell: selling or making perfume; a cook; a cleaner; choosing, buying or making a new food or drink, e.g. coffee, tea, cheese, chocolate
- 2** See Ex 3B.

- B**  **1.02** | Play the recording so Ss can check their answers to Ex 3A question 2, then check the answer with the class. You could ask which Ss in the class think they would be a good tour guide for a 'smell tour' and why.

 AUDIOSCRIPT 1.02

D = Dawn T = Tyler J = Jodie

- D:** And finally on the news, do you have a good sense of smell? Would you like a career where you can use your sense of smell? Over to Tyler.
- T:** Thanks, Dawn. Tonight, I'm talking to Jodie Slater. Jodie is a 'super-smeller' and she organises 'smell tours', yes 'smell tours'. Jodie, before we talk about the tours, let me ask you, how did it all start?
- J:** Well, when I was eighteen, I started work at the local airport. I sold perfume. I found that my sense of smell was really good. But I got tired of it after two years and I decided to change jobs.
- T:** What did you do next?
- J:** I became a coffee taster. It was my job to smell and taste different coffee beans. I had a great time. The pay was good and I travelled a lot. I went to Colombia, Brazil and Vietnam. I stayed with the company for five years, but I really wanted to develop my own business.
- T:** So what did you do?
- J:** I had an idea to start a company for smell tours. In my town the tourist industry is big. Our tourists often want something new and different. I know the town really well, so I designed a smell tour of the place.
- T:** Wait a minute. What exactly is a smell tour? How do you design it?
- J:** Well, I go to a town and I walk around. I look for the most interesting smells, good or bad, for example gardens, restaurants, factories. Then I design a tour around those smells.
- T:** And you take the tourists around.

- J: I don't, the tour guides do. It's my job to design new tours. I travelled a lot when I was younger, so I know many cities very well. We now have smell tours of five different cities and I have ten tour guides working for me.
- T: And what do people think about the tours?
- J: They really like them.
- T: What are you doing at the moment? Are you working on your next tour?
- J: No. This month I'm doing something new. I'm designing a tour for an art gallery. A smell tour.
- T: Ah ... That sounds interesting. How does it work?
- J: Well, when people look at the paintings, they can press a button and they get the smells. For example, a painting of flowers gives out a flower smell. I'm doing the smells for twenty pictures.
- T: Can you give us an example?
- J: Well, imagine ... I'm looking at a painting right now. It's a famous painting of fruit. You press a button and you get the smell of apples, oranges and plums.
- T: Nice.
- J: Or there's another painting of the sea, so we have the smell of the sea.
- T: It sounds really good. I'd like to visit.
- J: Yes, I'm enjoying it a lot. The smell tour opens next month.
- T: Thanks for talking to us, Jodie. If you want to go on one of Jodie's smell tours, look on our website for further information. Now, it's back to Dawn in the studio ...

ANSWERS:**Ex 3A**

- 2** A 'smell tour' of a city involves going round the city and stopping where there are particular smells, e.g. gardens, restaurants, factories.
- A 'smell tour' of an art gallery involves going around the gallery and pressing a button next to a painting to get a smell, e.g. a painting of flowers gives out a flower smell.

- C** Give Ss time to read the statements and try to remember if they are true or false. Play the recording again, then put Ss in pairs to check and explain their answers. Check answers as a class. Play the recording or extracts from the recording again if necessary to help Ss get the right answers.

ANSWERS:

- 1** T
- 2** F (She changed jobs after two years.)
- 3** F (Colombia, Brazil and Vietnam)
- 4** T
- 5** F (five different cities)
- 6** T
- 7** T
- 8** F (It opens next month.)

EXTRA CHALLENGE If you play the recording twice, Ss who got the answers correct the first time can listen for corrections to the false statements. Elicit these corrections when checking answers with the class.

- D** Point out the prompt for question 3, answering the question yourself to check understanding of *reminds me of* (= makes me remember), e.g. 'I love the smell of the sea because it reminds me of summer holidays when I was a child.' Ask Ss to discuss the questions in pairs. Monitor and listen for any interesting ideas. Invite Ss to share these with the class.

GRAMMAR**present simple and continuous**

- 4A** Do the first item with the class and elicit the reason for the correct answer. Ss do the rest of the task individually and then discuss their answers in pairs. Alternatively, put Ss in pairs to do the whole task. Check answers as a class.

ANSWERS:

- | | |
|---------------|-----------------------|
| 1 know | 3 'm designing |
| 2 walk | 4 'm looking |

- B** Give Ss time to identify the verb forms in the sentences in Ex 4A. Ss could do this in pairs. Check answers as a class.

ANSWERS:

- | | |
|-------------------------|-----------------------------|
| 1 present simple | 3 present continuous |
| 2 present simple | 4 present continuous |

EXTRA SUPPORT Write the form of each tense on the board so Ss can refer to them later in the lesson, e.g. present simple: subject + base verb(-s/-es); present continuous: subject + *am/is/are* + *-ing* form. You could also revise the spelling rules for the present simple and present continuous (see Grammar Bank 1B notes for the latter) but you may prefer to address this only if Ss make errors with them in practice.

- C** Ss now use their answers to Exs 4A and 4B to help them complete the rules. Do the first one together as a class to demonstrate the activity and encourage Ss to refer to Exs 4A and 4B.

ANSWERS:

- | | |
|---------------------|---------------------|
| 1 simple | 3 simple |
| 2 continuous | 4 continuous |

D Give Ss time to match the correctly completed sentences in Ex 4A with the rules in Ex 4C. Do the first one together as a class and refer Ss to the Grammar Bank notes on page 97 to check their answers. Make sure Ss understand the meaning of an activity that is happening around now but not necessarily at this moment (e.g. *I'm watching a good TV series at the moment.*). Also help Ss to understand the difference between states and actions, how some verbs have both state and active forms and how state verbs do not usually appear in the continuous form.

ANSWERS:

1 c 2 a 3 d 4 b

EXTRA SUPPORT: TEACHER Note that some state verbs (e.g. *love, like*) are occasionally used in the continuous form, e.g. *I'm liking your dress. We're loving this weather.* Ss may have heard or seen this so may ask questions about it. This use of state verbs in this way emphasises that it's something someone is feeling right now and is usually quite informal.

E The Grammar Bank on page 97 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ➔ page 97 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone.

1 This exercise focuses on selecting the correct tense. Do the first one together with the class, giving Ss time to read the sentence and choose the correct verb form. Take a class vote to find out which answer Ss think is correct. Elicit the reason why before you give the correct answer. Ss complete the activity on their own. Elicit the reason for each tense when checking answers to reinforce the grammar rules.

ANSWERS:

- | | |
|-----------------|-----------------|
| 1 are learning | 5 'm leaving |
| 2 don't eat | 6 usually has |
| 3 're waiting | 7 'm developing |
| 4 isn't working | 8 doesn't cost |

2 This exercise builds on the grammar from Lesson 1A by focusing on forming questions in the present simple and present continuous. Refer Ss to the question section of the form tables in the Grammar Bank notes to help them. Do the first item together as a class, eliciting why the verb is in the present continuous form (because it's about right now). Ask Ss to do the rest of the task individually, then check answers as a class. Ask Ss to explain their verb choices.

ANSWERS:

- 1 are you wearing
- 2 does Diego want
- 3 Are you reading
- 4 does Megan get
- 5 Is it snowing
- 6 Does 'tiny' mean
- 7 does Nathan like
- 8 Does your sister have / Has your sister got

3 This exercise gives Ss practice in putting appropriate verbs in the correct present tense in the context of conversations. Do the first one together as a class so that Ss understand they need to select the right verb for each gap. Monitor as Ss do the task and assist where helpful. When checking answers, ask Ss to explain their verb choices.

ANSWERS:

- 1 'm drying, 'm coming
- 2 does (your son) do, 's working
- 3 need, 're staying
- 4 'm sitting, 'm not going

EXTRA SUPPORT Give weaker classes or learners the verb in brackets at the end of the sentence so they only have to think about the correct present simple or present continuous form.

EXTRA SUPPORT: DYSLLEXIA You can make this activity more accessible for Ss with dyslexia by providing the verbs in the box as a vertical list, as one word on each line is often easier for dyslexic learners to read.

EXTRA IDEA Put Ss in A/B pairs and ask them to practise reading the conversations. First, ask them to do this with the gaps filled. Then, display the conversations on the board without the gaps filled and ask Ss to complete the sentences as they speak. This will help them to form the verbs correctly at speed when speaking. When they have done the task, ask Ss to swap roles, as B has most of the gapped sentences.

PRONUNCIATION

linking: *are*

5A  **1.03** | This section helps Ss to pronounce *are* correctly when asking questions with present continuous verbs by using the schwa /ə/ sound, e.g. *Where are* (/weəə/), *What a* (/wɒtə/), *How are* (/haʊwə/). The first task encourages Ss to notice the pronunciation. Focus Ss' attention on the four questions. Ask Ss how they think *are* is pronounced and elicit some ideas. Play the recording for Ss to check, but don't give the answer yet.

- B**  **1.03** | Explain that 'strong' is the pronunciation we usually think of when we see or say the word on its own. The weak form is the pronunciation we use when we say the word in fast speech. Play the recording again. Elicit the answer from the class.

ANSWERS:

The pronunciation of *are* is weak (schwa), because it is unstressed / not stressed.

- C**  **1.03** | You may want to model the weak form of *are* and get Ss to say it in isolation first, i.e. as a schwa sound. Play the recording, pausing it after each sentence so Ss can repeat them chorally. Invite individual Ss to say the sentences so you can listen and provide useful feedback. Try to invite all Ss to say at least one sentence on their own so you can assess their pronunciation of *are*.
- D** If you feel Ss need a change of pace, ask them to mingle and ask a different question from Ex 5A to at least four different Ss. Remind them to pay attention to their pronunciation of *are*. Monitor, providing feedback on their pronunciation. If Ss cannot mingle in your class, put them in small groups and ask them to take turns asking questions.

SPEAKING

- 6A** Give Ss time to think of their answers before you put them in pairs. Ss who aren't working or studying can talk about their English studies. While Ss do the task, monitor and listen to their use of the present simple and present continuous and how well they extend their answers. Note down good examples and incorrect examples of language, then ask two or three Ss to share something they learnt about their partner. Do not give feedback yet.

FUTURE SKILLS | Communication



- B** Ask Ss to read and discuss the question at the start of the box in pairs. Monitor and listen to Ss' general answers. With the class, give your own feedback on the length of the Ss' answers in Ex 6A. Then, ask Ss to read the rest of the box and elicit why it's good to give more information in your answers (to interest the listener, to show interest in the conversation, to share information about yourself with others). Ask Ss what kind of information can they give to extend their answers to questions (e.g. reasons, examples, explanations).

EXTRA: EMPLOYABILITY SKILLS Ask Ss to think about having an interview for a study programme or a job. Ask them if it's a good idea to give long or short answers in this situation and why. (It's not a good idea to give a very short answer, but it's probably not a good idea to speak for a long time either, as it shows a lack of focus. A medium-length answer is best.) Give Ss an example interview question (e.g. *What are you good at?*) and ask them to work in pairs and come up with an answer of an appropriate length. Put them with another pair and ask Ss to assess each other's answers.

- C** Tell Ss that they are now going to ask and answer questions about their personal lives and that they should try to extend their answers. Before they start, you could give Ss feedback on their use of the present simple and continuous tenses during Ex 5A, eliciting corrections where helpful. After Ss have had time to think of extended answers, pair them with someone new to do the task. Monitor, trying to note examples of progress where possible and highlighting this in feedback. Ask Ss if they found it easier to extend their answers for Ex 6C than Ex 6A and to give their reasons.

EXTRA IDEA Ask Ss to return to their partner from Ex 6A and tell them what they learnt about their partner in Ex 6C.

WRITING

write an informal email; use paragraphs

- 7A** Tell Ss that they are going to read and write an informal email. Check they understand the meaning of *informal* (= relaxed and friendly, e.g. with friends or family) and *conference* (= a large, formal meeting where people discuss subjects such as business, science, etc.). Ask Ss to read the beginning of the email and answer the questions. Don't give the answer yet because Ss check their answers by reading the email in Writing Bank 1B, Ex 1A. However, at this point they might say that it's a university student because the person arrived two weeks ago (so they aren't at a conference) and they are very busy and meeting lots of new people (so they're probably not on holiday).
- B** Refer Ss to the Writing Bank on page 88.

WB ▶ page 88 **WRITING BANK**

- 1 A** Give Ss time to read the complete email and check their answer to Ex 7A on page 11. Note that as they do not need to understand every word of the email at this stage, you might want to set a time limit of one minute for them to read the text. Check the answer with the class.

ANSWER:

a university student.

- B** Check Ss understand the meaning of *neighbourhood* (= area around where they live) and *flatmates* (= people who share a flat). Ask Ss to do the task individually, then check answers with the class.

ANSWERS:

1 a 2 c 3 b 4 b

- C** Check Ss understand the meaning of *paragraph* (= a section of writing that starts on a new line). Ss do the task individually, then check their answers in pairs. Check answers with the class. Ask Ss to identify the start of each paragraph and make it clear that a paragraph can be short (two or three sentences) or longer (eight or nine sentences or more), but the important thing is that each paragraph has a main topic. Explain that in informal emails, paragraphs tend to be short rather than long. Point out that the final line (*Missing you!*) is not a paragraph.

ANSWERS:

1 four 2 b

- D** Ask Ss to match the paragraphs in the email with the topics. With weaker classes, do the first one as a class, then ask Ss to match the others alone. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Encourage dyslexic learners to cover all the paragraphs in the email except the one they are trying to match.

EXTRA CHALLENGE Ask stronger classes or learners to cover Ex 1D and identify the paragraph topics without the options. Ss can then uncover the options to check their ideas.

ANSWERS:

1 b 2 d 3 c 4 a

- 2 A** Ask Ss to identify the person they are going to write to, then read the topics and choose three or four of them to write about. Encourage Ss to choose at least one of topics 2, 4 and 5 so they can practise using the present continuous as well as the present simple. Ask Ss to make notes on each topic. Monitor as they do this and help where necessary. Ss should ideally write about real news, but they can make things up if they like.

EXTRA SUPPORT Ask Ss which present tense they will probably use for each topic (topics 2, 4 and 5 – present continuous; topic 3 – present simple; topics 1 and 6 could be either).

- B** Before Ss begin the task, encourage them to underline useful phrases in the model email they could use in their own emails (e.g. *Sorry (that) I'm only writing now. I hope you're doing OK. Please write and tell me your news*). Remind Ss to put the information about each of the three or more topics they have chosen in a different paragraph. Ss can write their email in the lesson or out of class. At this level, Ss should write 80–120 words for each writing task.
- C** Ss could do this in the same lesson or the next lesson. Put Ss in pairs and ask them to read each other's emails, identify the topics, then say if the paragraph structure is the same as their own or different. Ask a few pairs to share what they learnt with the class. Take in the emails at the end of the lesson or ask Ss to submit them online and provide feedback on them yourself, focusing particularly on the use of paragraphing.

TO FINISH

On the board write:

- *How do you usually spend your free time?*
- *How are you spending your free time this week?*

Ask Ss to tell you which one is about a regular action (the first) and which one is about the present time (the second). Put Ss in pairs to discuss the questions. Invite a few Ss to share their answers with the class.

1C You can do it!

HOW TO ... | encourage people

VOCABULARY | feelings

PRONUNCIATION | stress in short phrases

LESSON OVERVIEW

In this lesson, Ss learn how to encourage people. The lesson starts with Ss reading about words that change your mood and learning adjectives that describe feelings. They then listen to some conversations where people are encouraging others and learn useful phrases for encouraging people. They also focus on sentence stress in short phrases. The lesson ends with a speaking activity where Ss encourage their partner.

Online Teaching

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

- **Ex 1C:** Use an online tool to create an interactive matching task. Share the link with Ss via the chat box and give them time to complete it. Ss could work in breakout rooms, with one student sharing their screen with the task for others to see and discuss.
- **Ex 4A:** Use an online tool to create an interactive categorisation task. It could be used as in Ex 1C.
- **Ex 6:** Put Ss in breakout rooms to have their conversations. Ask them to tell you via the chat box when they have finished so you can judge when to close the rooms. Set a task for fast finishers via the chat box, e.g. repeat the task using different phrases.

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

Mime or show images that represent different emotions and elicit from Ss what they are. Suggest ones which Ss can describe at this level, e.g. *happy, sad, angry, sorry, bored, excited, thirsty, tired*. Then put Ss in pairs to tell each other how they feel today and why.

EXTRA CHALLENGE Mime or show images that represent the feelings in bold in the article in Ex 1B instead of adjectives Ss will definitely know. Elicit ideas but don't confirm them yet. Tell Ss that they are going to learn vocabulary to describe these feelings and that they'll come back to the mimes/images later. After Ex 1C, revisit the mimes/images, elicit the words again and check answers.

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

feelings

1 A Focus Ss' attention on the photo at the top of page 10. Give Ss time to read the questions and think of answers, then put them in pairs to discuss the questions. Invite a few Ss to share their ideas with the class.

EXTRA: ALTERNATIVE IDEA Ask Ss to draw a speech bubble coming from the father and a thought bubble coming from his son. Draw these on the board to help demonstrate if necessary. Ss then work individually or in pairs to write the speech and thoughts of the father and son and display them so other Ss can see.

B Pre-teach *mood* (= the way you feel at a particular time) and give some examples, e.g. a good mood is when you're happy, a bad mood is when you're angry. Ask Ss to read the heading of the article and predict what kinds of words can change the way we feel. Elicit ideas, then ask Ss to read the article to check their ideas. Put Ss in pairs to answer the questions.

C This task helps Ss to work out the meaning of the words in bold in the article. Write *He needs to relax* on the board and elicit which word in bold in the article relates to this (stressed). Ask Ss to match the sentences, then check answers in pairs. Check Ss' understanding in feedback by eliciting examples of times that people feel stressed, afraid, confident, etc. Drill the words in preparation for Ex 2A.

ANSWERS:

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

2A Write the stress patterns on the board and model them with nonsense sounds (e.g. 5 – bam BAM bam), by banging on the table, clapping your hands, etc. Demonstrate how *pleased* is one syllable because the *-ed* is pronounced /d/ and not /ed/. Put Ss in pairs to do the task. Encourage them to say the words out loud to hear where the stress is. Monitor, assisting if necessary, but don't check answers yet.

EXTRA SUPPORT: DYSLEXIA Encourage dyslexic learners to finger tap as they say the words out loud to help them identify the number of syllables. This will help them to identify the stressed syllable.

EXTRA SUPPORT: DIGITAL Encourage Ss to use an online dictionary to check their answers. This will help them learn to use a dictionary to check pronunciation. Show them where they can find the pronunciation recording in an online dictionary and how the stress is marked in the phonemic script of the word.

B  **1.04** | Play the recording for Ss to check their answers to Ex 2A, playing it twice or pausing after each word to repeat it yourself if necessary so Ss can hear the stressed syllable. Check answers with the class, writing them on the board. Drill the words so that Ss can repeat them again with the correct syllable stress.

ANSWERS AND AUDIOSCRIPT:

- 1 *pleased, stressed*
- 2 *lonely*
- 3 *afraid*
- 4 *interested, confident, positive*
- 5 *unhappy*

EXTRA CHALLENGE Ask Ss to add other adjectives they know to describe feelings to the stress patterns in the exercise, e.g. O – *bored, sad, tired*; Oo – *angry, happy, sorry, thirsty*; oOo – *excited*. Alternatively, write these words on the board in a jumbled order and ask Ss to categorise them.

C Write the adjectives on the board in the order they appear in the article. Ask Ss to look at the article and tell you what preposition follows *stressed* (*about*) and what comes after the preposition (*something*). Ask what type of word this is (a pronoun). Ss check their ideas using the examples given in the exercise, then work in pairs to complete the task. Check answers with the class and write them on the board.

EXTRA SUPPORT Give Ss time to note down new vocabulary items in their notebooks. Encourage them to write not just the word and translation, but also the word stress pattern, the accompanying preposition and what comes after it, as well as an example sentence about themselves, if possible, to help them personalise the language and make it more memorable.

ANSWERS:

- 1 *stressed about*, positive about, interested in, afraid of, pleased about, confident about, unhappy about
Lonely doesn't have a preposition.
- 2 a noun (things / the future), a pronoun (it/ something) or verb *+ing* (trying/having)

D This task gives Ss the opportunity to use the adjectives. Give them time to think of answers to the questions before they do the task in pairs. If you're short of time, ask Ss to choose four or five of the questions to ask their partner. Monitor as they do the task, listening to their use and pronunciation of the adjectives. In feedback, ask Ss to share something interesting they learnt about their partner. Provide feedback on their use of the adjectives.

EXTRA CHALLENGE Ask fast finishers or stronger classes to work with a new partner and change the questions so they are about something different. Model the task, e.g. 'When was the last time you felt stressed about something you did or made? Are you afraid of high places? Do you generally feel positive about your English studies?' Ss then do this in pairs.

How to ... encourage people

3A Check Ss understand the meaning of *give a presentation* (= talk to people about an idea in a formal way). Give Ss time to think of ideas individually, then put them in pairs to share their ideas. Tell Ss that if they've never been in the situations listed, they can imagine how they'd feel. You might want to write '*I would feel ...*' so Ss can use this phrase to describe what they imagine. While this isn't a teaching point of the lesson, it's a simple, useful phrase for them to know. Elicit ideas from around the class.

B  **1.05** | Before Ss do the task, explain that they will hear three conversations and that one of them matches two of the situations (a–d) in Ex 3A.

AUDIOSCRIPT 1.05

Conversation 1

- A: Erm, Matt, can you come into my office, please?
B: Er, sure.
A: How is everything?
B: Things are ... good. Lots of work. Why?
A: We have a meeting with the sales people tomorrow. I want you there.
B: Really? OK, great! And do you want me to do anything?
A: Yes, actually. I want you to give the presentation.
B: Me? The presentation?

- A: Yes. Is there a problem? You don't sound very pleased.
- B: Well, I don't feel confident about speaking to all those people.
- A: Matt, you prepared it! You know it better than anyone. You can do it!
- B: Do you think so? I'm afraid of saying something wrong.
- A: It'll be fine. You'll be great. Just be yourself.

Conversation 2

- A: Hi, Callum. It's eight o'clock.
- B: Rose. I know, I'm late. I'm really sorry.
- A: That's all right.
- B: I'm so bad with time. I'm feeling really stressed at the moment.
- A: I understand. It's fine, really.
- B: Thanks. Shall we go?
- A: Yes, let's. Nice jacket! Is it new?
- B: Yes, it is. I got it last week from the market.
- A: It looks great.
- B: Thanks.
- A: Now let's go.
- B: How is everything with you?
- A: Good, thanks. I'm feeling really positive about ...

Conversation 3

- A: Does anyone have any questions? Yes, Helena?
- B: Erm ... I'm worried about the exam next week. We have to remember a lot of names and dates. What's the best way to remember all this information?
- A: What a good question! Does anybody want to answer? Yes, Charlie?
- C: Well, I have a bad memory, so I have to study a lot. I read my notes every evening – out loud. It helps me to remember things.
- A: OK. I know what you mean. That helps me, too. Dan?
- D: Well, they say that the best way to learn is to teach. So I like studying with someone in the class. We can help each other and test each other.
- A: That's a good idea. What do you think, Helena? What works best for you?
- B: I'm not sure.
- A: Go on!
- B: I think ... we can get this information from the internet. So why do we need to remember it for an exam?
- A: That's a great question. Let's talk about it next time.

ANSWERS:

1 b 2 a, c 3 d

- C** Ss might prefer to try this alone first to give themselves time to think, then check answers with a partner. You could give them the option of doing this instead of doing the task in pairs from the start. Monitor as Ss complete the phrases to see how accurate they are and if any phrases are particularly challenging. Do not give any answers yet.

EXTRA SUPPORT Give Ss a list of the missing words mixed up so that they can complete the phrases from a list of choices. For weak classes or learners, provide two possible options for each gap for Ss to choose from.

EXTRA SUPPORT: DYSLEXIA Provide dyslexic learners with the missing words as a vertical list on a separate piece of paper. They can hold this next to the phrases while they complete them and it will also provide a reference when listening in the next exercise.

- D**  **1.06** | Play the recording so that Ss can check their answers. When checking answers with the class, write the words on the board so that Ss can record them accurately. Address any particularly challenging phrases to make sure Ss understand the correct answer.

ANSWERS:

- | | | |
|--------------|---------------|-------------|
| 1 can | 2 be, great | 3 all |
| 4 understand | 5 Nice, great | 6 a |
| 7 mean | 8 idea | 9 think, on |
| 10 question | | |

- 4A** Check understanding of the headings *Encouraging people* (= helping people to feel confident) and *Complimenting someone* (= saying something nice to someone to show you admire them). Use the photo at the top of page 13 to explain the former heading and the examples to help clarify the groups. Explain that Ss should use the gapped phrases from Ex 3C and elicit one or two more phrases to the correct groups to check Ss' understanding. Monitor as Ss do the task and note down any phrases Ss still find difficult. Ask Ss to go to the Grammar Bank notes on page 98 to check their answers.

ANSWERS:

Showing that you understand: *That's all right;* I understand.; *It's fine, really;* I know what you mean.

Encouraging people: *You can do it!;* *It'll be fine.;* *You'll be great.;* *Just be yourself.;* *What a good question!;* *That's a good idea.;* *What do you think?;* *Go on!;* *That's a great question!*

Complimenting someone: *Nice jacket!;* *It looks great!*

EXTRA: ALTERNATIVE IDEA Produce cards with a target phrase on each one. Give a set of cards to pairs or small groups of Ss and ask them to group the cards. Online learners could do this using a digital tool which allows you to create matching tasks.

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

GB ▶ page 98 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone.

- 1** This exercise focuses on the form of the phrases. Make it clear that in each group there is one word that is not needed. Use the example to help explain the task. Monitor as Ss do the task to check they understand it correctly and encourage corrections where necessary. Ss can check their own answers by using the Grammar Bank notes.

ANSWERS:

- 2 Don't worry, you'll be great.
- 3 Are they new?
- 4 I know what you mean
- 5 Nice trainers!
- 6 Go on!
- 7 What do you think?
- 8 They look great!

- 2** This exercise focuses on the use of the phrases. Ask Ss to quickly read the conversations and identify the situation in each of the two conversations (Conversation 1 – friends talking before a race; Conversation 2 – friends swimming in a pool). Elicit the phrases for gaps 1 and 2 to demonstrate the task. Ask Ss to do the task individually, then put them in pairs to check their answers. Check answers as a class.

ANSWERS:

- 1 Nice trainers.
- 2 Are they new?
- 3 They look great.
- 4 Don't worry, you'll be great.
- 5 I know what you mean.
- 6 Well done!
- 7 What do you think?
- 8 Go on!

- 3** This exercise focuses on form. Ask Ss to quickly read and identify the situations (Conversation 1 – a friend is ill so they are saying they can't go out; Conversation 2 – two friends are talking about a conference in Portugal). Explain that the words in the box are missing from the conversations and use the example to model the task. When checking answers, display the conversation on the board if possible, to help Ss see where each missing word goes.

ANSWERS:

Only the parts with corrections are shown.

Really, **I** understand. Call me tomorrow.

It's fine, really. Get some rest.

Hi Annie, what **a** great photo of you! Where are you?

You'll be really good.

I think **that's** a very good idea! Good luck tomorrow.

EXTRA SUPPORT Display the conversations and mark the places where the words are missing so that Ss can match them rather than having to find the location of the errors as well. Add two or three distractors to make the task a little more challenging if appropriate.

PRONUNCIATION

stress in short phrases

- 5A** Explain that the main stress in a short phrase is the word that we stress the most. Even if each word has a main stress, one of these will be stressed more than the others. Say the first phrase in Ex 4A (*That's all right*) and help Ss identify where the main stress is (on *right*) before they do the rest of the task. Put Ss in pairs to do the task together so they can say the phrases out loud. Monitor to see if there are any particularly problematic phrases. Don't give any answers yet.

- B**  **1.07** | Play the recording, twice if necessary, for Ss to check their answers to Ex 4A. Check answers as a class.

ANSWERS AND AUDIOSCRIPT:

Showing that you understand

That's all right.

I understand.

It's fine, really.

I know what you mean.

Encouraging people

You can do it!

It'll be fine.

You'll be great.

Just be yourself.

What a good question!

That's a good idea.

What do you think?

Go on!

That's a great question.

Complimenting someone

Nice jacket!

It looks great!

C  **1.07** | Pause the recording after each phrase to give Ss time to repeat it chorally. Invite a few Ss to repeat each one individually, helping them to produce the right stress if necessary.

D Give Ss time to think of the phrases individually before they do the task. Put Ss in pairs to discuss the situations. Monitor and provide feedback on their use and pronunciation of the phrases.

ANSWERS:

- 1 Nice shirt! / Your shirt looks great.
- 2 You can do it! / You'll be great!
- 3 That's all right. / It's fine, really.
- 4 I understand. / I know what you mean.
- 5 What a good question! / That's a good question!
- 6 It'll be fine. / You'll be fine/great!

EXTRA SUPPORT: DYSLEXIA Turn this into a listening task. Read out the first situation. Give Ss time to discuss possible phrases, then elicit ideas from around the class and check the sentence stress. Repeat with each situation.

EXTRA CHALLENGE Ask Ss to roleplay the situations. Demonstrate with a confident student, e.g. say 'Is that a new shirt? It looks good!' and encourage the student to respond appropriately, e.g. 'Oh, thanks. I got it last week.'

SPEAKING

- 6** Explain that Ss are going to have a conversation where they use some of the phrases from the lesson. Put Ss in A/B pairs and direct them to the relevant pages.
- 1** Explain the flowcharts to Ss and check understanding of *colleagues* (= people you work with). Ss can prepare with someone from the same group. Monitor and offer suggestions where helpful.
- 2** Monitor as Ss do the roleplay. Note down good examples of the use of the phrases in Ex 4A and listen for sentence stress. When they have finished, provide feedback, eliciting helpful corrections.

EXTRA IDEA After doing the roleplay, ask pairs to reflect on their use of the phrases. Get them to rate themselves from 1 to 5 (where 1 = needs work and 5 = very good) as to how well they used the phrases, including pronunciation, and note down their score.

Ask Ss to identify what they want to do better when they do the roleplay for a second time to help them set a goal for the task. Ask them to reflect on whether they achieved this when they have finished to help them identify the progress they have made in the task.

- 3** After Ss go to the relevant pages, give them time to prepare to swap roles. This should take less time as Ss have already done the roleplays once. Monitor again, trying to take note of improvements and providing feedback on these.

EXTRA: HOW TO ... Give Ss a new situation, e.g. Student A needs to speak English at a meeting with people from around the world. They also have to listen to all the information and take notes to share with everyone. They are nervous about speaking in English and worried they might not put the right information in their notes. Ss work together to write a conversation and then perform it to another pair. If you are teaching online, you could ask Ss to create a written chat conversation. There are free online tools that create fake social media chat messages. Search for *fake chat generator*.

TO FINISH

Read out a phrase from Ex 4A, but cough or whistle instead of saying one of the words (e.g. *I know [whistle] you mean*). Ss listen and identify the word (e.g. *what*). Repeat with a few of the phrases from the lesson.

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

► page 152 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 220

1D BBC Street Interviews

I love cooking!

GRAMMAR | verb + *-ing* form

SPEAKING | interview people about their likes and dislikes

WRITING | write an online profile

LESSON OVERVIEW

In this lesson, Ss watch a video of interviews with people on the street who talk about things they enjoy doing and what they like and dislike about their daily routine. They begin by guessing each other's likes and dislikes before watching the interviews and completing a set of viewing tasks. This leads into the grammar where they learn about verb + *-ing* form focusing on likes and dislikes. Ss then interview a partner about their likes and dislikes and write an online profile about themselves.

Online Teaching

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

- **Exs 2A, 2C, 3A and 3C:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Grammar Bank 1D, Exs 1 and 3:** Nominate Ss to share their answers via the chat box to check their spelling. You could group them, e.g. Ss whose names begin with a letter between A and G type their answers to question 1, between H and N type their answers to question 2, etc., so not all Ss share their answers each time.
- **Ex 6C:** Ask Ss to write their profiles using a tool such as a collaborative word processing document. That way, you can see what they are typing as they type and you know they are on task.

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

On the board write:

- *I really like ...*
- *I really dislike ...*

Make sure Ss understand that *dislike* is the opposite of *like* and ask them to complete each sentence so it's true for them. Demonstrate yourself, e.g. 'I really like going on long walks. I dislike staying inside when it's sunny.' When they have finished, put Ss in pairs to share their sentences and give a little more information. Monitor and listen to Ss' use of the *-ing* form after *like/dislike* but don't correct them at this stage. You may want to make a note of some examples and elicit corrections after Ex 4A.

EXTRA SUPPORT: DYSLEXIA

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

PREVIEW

- 1 A** Put Ss in pairs, with a new partner if you did the To start activity. Demonstrate the activity in Ex 1B by choosing a student in the class and asking them about things you think they like and dislike, e.g. *Do you like doing sport? Do you dislike cooking?* Ask Ss to write down their two predicted likes and one dislike for their partner. Tell them not to show each other their ideas yet. Monitor, assisting as necessary.
- B** Ss now talk to their partner. Monitor as Ss do the task. Note down both good and incorrect usage of the *-ing* form after *like* and *dislike* to use after Ex 4A to highlight form and elicit corrections.

VIEW

- 2 A** ▶ Elicit the kind of likes the people in the video might talk about for music (e.g. pop music, singing), people (e.g. funny people), shopping (e.g. clothes shopping), sport (e.g. football, team sports), TV (e.g. comedy programmes, the news), then play the first part of the video. Ss do the task, then check answers with a partner. Check answers as a class.

ANSWERS:

People mention music, people, shopping and sport.

- B** Check understanding of *hanging out* (= spending time in a particular place or with particular people but not doing anything in particular) and *roller skating* (= travel around on boots with wheels). Give Ss time to do this task alone before they check answers in pairs. Make it clear that it's fine if they can't remember all the answers and don't check answers as a class yet.

- C** ▶ Play the first part of the video again so Ss can check their answers to Ex 2B. Check answers as a class.

ANSWERS:

- | | |
|------------|----------------|
| 1 baking | 5 being |
| 2 doing | 6 dance |
| 3 football | 7 roller-skate |
| 4 museums | 8 fun |

EXTRA CHALLENGE Stronger Ss can note down any additional likes they hear (i.e. *playing the violin and the guitar, meeting people, talking to people, eating food, shopping* and share these with the class after you check answers to the main task.

EXTRA IDEA To further exploit the video, most notably with stronger, keener classes, highlight some of the qualifying words in the video, using the transcript to help you, e.g. *really* (love), *just* (hanging out), *actually* (play), *maybe*, *a lot of* (fun). Some of these adverbs (*just, actually*) function partly as fillers in conversational or colloquial speech. Trying to define their use for Ss at this level might not be useful (or possible) but you can tell them that *just* means this and no other thing, and that we sometimes use *actually* when we add a little information.

- 3A** ▶ Read the question to the class, then play the second part of the video. Put Ss in pairs to check their answer, then check the answer as a class. Find out how many Ss in the class like getting up or waking up early.

ANSWERS:

Four people say they don't like waking up or getting up in different situations.

Meg: I don't like getting out of bed sometimes.

Paul: I really don't like getting up super early for university.

Drew: I hate waking up when it's raining.

Lisa: I hate waking up early.

- B** Check understanding of *make-up* (= something that people put on their face, e.g. on their eyes or lips, to change how they look). Do the first item together to demonstrate the task, but don't check Ss' answers. Make it clear that if Ss don't know the answer, they will be watching the video again to check.
- C** ▶ Play the second part of the video again so Ss can check their answers to Ex 3B. When checking as a class, highlight useful phrases on the board (e.g. *do my hair, put on make-up, get up early, take the bus*). Check Ss understand the use of *super* as a qualifier and explain that it is more common in spoken, informal English, particularly in American English.

ANSWERS:

- | | | |
|-----------------|----------|--------|
| 1 doing | 2 super | 3 when |
| 4 not finishing | 5 boring | |

EXTRA CHALLENGE Ss can share other likes and dislikes they heard the speakers mention in this part of the video (i.e. likes: meeting up with my friends in university and learning together, going out; dislikes: getting out of bed, cooking, to get up late (note the speaker used the infinitive with *to* here but *getting up late* would also be possible), waking up early).

- D** Put Ss in pairs. Point out the photos of each person so they can do the task more easily. You might want to play the whole video again for Ss to do this task. Ss discuss the question in pairs. Invite a few Ss to share their ideas with the class.

GRAMMAR**verb + -ing form**

- 4A** Ask Ss to underline or highlight the verbs in the sentences. Explain that sometimes we use two verbs together, e.g. after *like/dislike/hate* we use another verb. Ask Ss to look at what form that verb takes and elicit the answer to the question.

ANSWER:

the -ing form (verb + -ing)

EXTRA SUPPORT: DYSLEXIA When writing grammar structures on the board, use one colour for the verbs *like, dislike*, etc. and a different colour for the -ing form. Use another colour for the infinitive. Use the same colours for -ing forms and infinitives throughout the course.

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

▶ page 99 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. To check their understanding of the spelling rules, write some verbs on the board and ask Ss to spell their -ing form, e.g. *win* (*winning*), *relax* (*relaxing*), *make* (*making*), *say* (*saying*).

- 1** This exercise focuses on spelling the -ing form of verbs correctly. Complete the first sentence as a class and ask Ss to explain why there are two 't's in *chatting* (*chat* ends consonant + vowel + consonant and is only one syllable so it is stressed). Monitor as Ss do the rest of the task, eliciting corrections where necessary. Put Ss in pairs to check their answers. Check answers as a class.

GB

ANSWERS:

- | | | |
|--------------|-----------|------------|
| 1 chatting | 2 going | 3 winning |
| 4 opening | 5 having | 6 choosing |
| 7 practising | 8 meeting | 9 doing |
| 10 wearing | | |

- 2** This exercise focuses on the form and use of *-ing* forms. Do the first item together as a class. Tell Ss that they should check that the verb is the correct form and that it is spelt correctly. Monitor as Ss do the task and note any common incorrect answers. Address these when checking answers as a class.

ANSWERS:

- | | |
|--------------|--------------|
| 1 working | 5 to miss |
| 2 to develop | 6 not living |
| 3 relaxing | 7 to spend |
| 4 to have | 8 swimming |

- 3** This task focuses on use and spelling of *-ing* verbs. Check Ss understand the meaning of *lorry* (= a large vehicle that carries heavy things). Ask Ss to read the text quickly, ignoring the gaps for now and identify the jobs of the two people (Casey is a lorry driver and Rowan is a hairdresser). Elicit ideas from a few Ss about what Casey and Rowan like about their jobs, then ask Ss to do the task. Put Ss in pairs to check their answers. When checking answers as a class, write the verbs on the board so Ss can check their spelling.

ANSWERS:

- 1 visiting
- 2 arriving (*to arrive* is also possible)
- 3 driving
- 4 getting (*to get* is also possible)
- 5 sitting (*to sit* is also possible)
- 6 cutting
- 7 listening (*to listen* is also possible)
- 8 answering
- 9 repeating
- 10 standing

EXTRA IDEA On the board write:

- *an activity you love doing*
- *an activity you hate doing*
- *a place you'd like to visit*
- *a place you'd hate to visit*
- *something you don't love, but you don't mind doing*

Ask Ss to write down their answers, e.g. *listening to music*, *doing the washing up*, etc., but only the activity or place, not full sentences. Monitor to check they are doing this correctly, then put Ss in pairs. Ss take turns to read out one of their answers at random, e.g. *doing the washing up*. Their partner then guesses how they feel about it, e.g. *an activity you hate doing*. The first student says if they are correct or not.

SPEAKING

interview people about their likes and dislikes

- 5A** Put Ss in pairs. Make sure Ss work with a different partner from the one they worked with for Ex 1A and also the Extra idea after Ex 3 in the Grammar Bank if you did that activity. Elicit the correct question form for the task (*Do you like ... ?*) and monitor as Ss write their questions. Provide individual feedback where possible.
- B** Go through the Key phrases with the class, making it clear that they all ask for more information. Demonstrate their use by asking a confident student to ask you one of their questions from Ex 5A. Answer, then ask them to ask you a follow-up question from the box. In pairs, Ss do the task. You might want to tell them to focus on what they have in common so they are ready for Ex 5C. Monitor as Ss do the task, noting down good examples and incorrect uses of the *-ing* form.
- C** Put two pairs together or do the task as a class. Read out the example, pointing out some of the useful language, e.g. *It was interesting to speak to ... because ... ; We both ...*. Give pairs time to think of what they can say, then ask them to share what they have in common with another pair or the class. Note good examples of the target language on the board and elicit corrections to errors in feedback.

WRITING

write an online profile

- 6A** Check Ss understand what an online profile is (information about a person e.g. their job/studies, hobbies and interests, etc. for their work website, a blog, a social media page, etc.). Check understanding of *hiking* (= going for a long, difficult walk) and *camping* (= sleeping outside in a tent). Ask Ss to do the task. Suggest they tick the things they have in common with the person in the profile.
- B** Put Ss in pairs to do the task. Ask a few Ss to share their ideas with the class.
- C** Ask Ss how many paragraphs the profile has (two) and what information is in each one (likes in the first, dislikes in the second). Ask Ss to note down things they like and dislike and organise them in the order they want to talk about them. Ss then write their profiles, either on paper or using a digital tool. Monitor, helping with vocabulary and providing individual feedback where possible.

EXTRA SUPPORT: DYSLEXIA Allow dyslexic learners to use a spellchecker to check their spelling in all tasks. (This could be done in a word processing document or an app.) Encourage them to try to spell the word first before they check their idea.

EXTRA IDEA: DIGITAL Create a space where Ss can collaborate outside the classroom, e.g. a group on an instant messaging tool, a learning management system or a forum, and ask Ss to submit their profiles. Ss should then respond to at least five profiles by pointing out things they have in common and/or asking a follow-up question, e.g. *I like going to the gym, too. Which gym do you go to?*

- D** Ask Ss to display their profiles so everyone can see them. Give Ss a set amount of time to read as many as they can, e.g. five minutes. Ss tell a partner (or the class in feedback) who they have the most in common with.

TO FINISH

On the board, write:

- *In this lesson, I really enjoyed ...*
- *I'd like to do more ...*

You could also include *I didn't like ... so much*.

Put Ss in pairs to complete the prompts with their own ideas or ask them to share them privately using a digital tool or on paper. Use the information to understand your Ss better and inform future lesson planning.

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, 2A, 3A, 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 1B:** You could do this as a class activity with Ss taking turns to ask the class a question and everyone typing their answer into the chat box. Nominate one student to expand their answer orally.
- **Ex 2B:** Monitor Ss doing the task in breakout rooms and note down some examples of correct and incorrect sentences (if any) from Ss' discussions. Display these on the board after Ss finish. Ask Ss to identify the correct sentences, then correct the incorrect sentences and share them with you privately via the chat box. This way you can assess all Ss' corrections and they cannot copy from each other. Provide corrections to the whole group.
- **Ex 5A:** Use the chat box to assess all Ss' answers. Ask all Ss to post each answer only when you say 'go' so they don't copy each other's 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 1 (Grammar: questions, present simple and continuous, verb + *-ing* form; Vocabulary: common verbs, everyday activities, job phrases, jobs, feelings; How to ... encourage people). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

questions

- 1 A** Look at the example with the class, then ask Ss to complete the rest of the questions alone. When checking answers, display the questions and write in the missing word so Ss have a clear record of the correct questions.

ANSWERS:

- 2 Where **do** you usually go in the summer?
- 3 What kind **of** ice cream do you like the best?
- 4 How **many** hours do you study English in a week?
- 5 Why **were** you late for the last lesson?
- 6 What **did** you have for breakfast this morning?
- 7 When **are** you going to have a real holiday?
- 8 Who **is** your favourite sportsperson?

EXTRA SUPPORT Give Ss the missing words mixed up to match with the questions or indicate where there is a missing word in each sentence. Do both for very weak classes.

- B** Monitor Ss' use of intonation as well as their understanding of the questions and ability to provide answers. Provide feedback on this.

EXTRA CHALLENGE Display the questions as they appear on page 16, i.e. with one word missing from each. Ss add the missing word as they ask the question.

present simple and continuous

- 2 A** Complete the first sentence together as a class, showing Ss how it could be both a positive or negative verb depending on what is true for them. Elicit why the present continuous tense is used (*these days* indicates a temporary action around now). Monitor and help with corrections where necessary. When checking answers, elicit the reason for the tense choice each time.

ANSWERS:

Students' answers should be one or the other of the alternatives:

- 1 'm spending / 'm not spending
- 2 often spend / don't often spend
- 3 'm learning / 'm not learning
- 4 enjoy / don't enjoy
- 5 usually prepare / don't usually prepare
- 6 'm preparing / 'm not preparing
- 7 'm studying / 'm not studying
- 8 often arrive / don't often arrive

EXTRA SUPPORT Before Ss do the task, elicit which tense they should use for each sentence and how they know. Refer them to the Grammar Bank on page 97 for the correct forms.

- B** Demonstrate the task by telling Ss your answer for question 1 and adding some extra information (e.g. 'I'm not spending too much money these days. I'm saving for a new car.'). Monitor the activity and take notes on Ss' use of the present tenses. Provide feedback on this after the task, eliciting corrections where appropriate.

verb + -ing form

- 3 A** Look at the example with the class. Ask Ss to complete the activity alone, then check answers in pairs. Check answers as a class.

ANSWERS:

- 2 I hate ~~having~~ **having** friends round to my home for dinner.
- 3 ~~correct~~
- 4 I love ~~begining~~ **beginning** a new project.
- 5 I enjoy ~~makeing~~ **making** dinner for myself.
- 6 I dislike ~~studing~~ **studying** alone.

- B** Tell the class a sentence that is true for you and why, then put Ss in pairs to complete the task. Monitor and check their use of the verb forms. Provide feedback on these as a class.

EXTRA: ALTERNATIVE IDEA Ask Ss to discuss every sentence in the activity, saying if it is true for them or not, giving their reasons.

EXTRA IDEA Display the sentences with some of the information deleted:

- 1 I like ... for the first time.
- 2 I hate having ... round to my house for
- 3 I don't mind working
- 4 I love beginning
- 5 I enjoy making
- 6 I dislike studying

Ask Ss to make new sentences with the prompts.

VOCABULARY

4A Do the first one together with the class to demonstrate the task. Note the answers on the board when checking the activity so Ss can see the correct spellings.

ANSWERS:

- | | |
|--------------------|-------------------|
| 1 wake up | 10 factory worker |
| 2 go to sleep | 11 tour guide |
| 3 brush your teeth | 12 vet |
| 4 dry your hair | 13 stressed |
| 5 get dressed | 14 positive |
| 6 lock the door | 15 interested |
| 7 author | 16 afraid |
| 8 dancer | 17 pleased |
| 9 dentist | 18 lonely |

EXTRA SUPPORT: DYSLEXIA To make this activity more accessible for dyslexic learners, change items 1–6, 10 and 11 so that the complete word is gapped rather than individual letters, e.g. *wake _____*; *_____ to sleep*.

EXTRA IDEA Put Ss in teams. Give one student a list of five words and phrases from Unit 1 (they must not show them to their team mates). When you say 'go', those Ss draw pictures to represent the words and phrases. The rest of the team has to guess the words and phrases from the pictures and write them down. The student drawing can nod and shake their head, but they can't speak. When they have finished, they call you over and you check their answers. The fastest team to get all five words and phrases correctly wins.

B Give Ss time to think about their answers alone before they work in pairs. Monitor and provide feedback on Ss' use and pronunciation of the target words and phrases.

5A Focus Ss' attention on the photo. Ask Ss to predict what the text is about, then read it to check their ideas. Check the answer (a tour guide), then ask Ss to complete the text. Ss complete the text individually. Put Ss in pairs to check answers, but don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for Ex 5A. In addition, Ss with dyslexia can find moving their eyes from the gapped text to the options and back again distracting. In this case, you can also make the activity more accessible for dyslexic learners by breaking up the text into sections and placing the relevant options below each section.

B  **R1.01** | Play the recording for Ss to check their answers. Pause after each answer is given so Ss have time to revise them in the activity. You could also confirm the answers as a class.

ANSWERS:

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

EXTRA IDEA Ask Ss to discuss what kind of people are good tour guides and if they think they could be a good tour guide and why/why not.

EXTRA IDEA: DIGITAL Tell Ss they have money to spend on a tour around Sydney (e.g. £1,500). Give Ss five minutes to go online and find places they would like to visit in the city, then put them in pairs. Ss tell their partner where their tour goes and why using verb + *-ing* (e.g. *I want to go to ... because I like ... I don't like ... so this is good because ...*). They can find what their tours have in common.

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 and understand the word ...*, *I can talk about ...*, *I can describe ...*. Monitor and get a sense of how Ss feel about their progress. Use this information to help you plan future lessons focusing on particular areas of need.

2 help

Global Scale of English **LEARNING OBJECTIVES**

2A To the rescue!

- LISTENING | Understand stories about animal rescues: animals
- Talk about rescues: past simple and continuous
- Pronunciation: weak forms: *was, were*
- Write an animal story; use past time expressions

GSE INFORMATION

LISTENING

37 Can follow the sequence of events in a short, simple dialogue or narrative.

37 Can get the gist of short, simple stories if told slowly and clearly.

GRAMMAR

40 Can distinguish between the past simple and past continuous.

VOCABULARY

30–42 Can use language related to animals.

SPEAKING

38 Can describe very basic events in the past using simple linking words (e.g. 'then', 'next').

WRITING

39 Can write short basic descriptions of past events and activities.

40 Can write a simple story or description of an event using basic time expressions.

2B Oops!

- READING | Read an article about travel mistakes: air travel; at the airport
- Talk about a problem with transport: definite article: *the*
- Pronunciation: strong and weak forms: *the*

GSE INFORMATION

VOCABULARY

30–42 Can use language related to airports, aircraft, and air travel.

30–42 Can use language related to travel.

READING

37 Can understand short, simple narrative texts.

GRAMMAR

35 Can use the definite article to refer back to something already mentioned.

36 Can use uncountable nouns without an article.

SPEAKING

40 Can tell a story or describe something in a simple list of points.

2C How can I help?

- HOW TO ... | make and accept offers: actions
- Pronunciation: intonation in offers

GSE INFORMATION

VOCABULARY

30–42 Can use language related to actions and gestures.

30–42 Can use language related to do or not do.

HOW TO ...

45 Can use 'Shall I/we ...?' to make formal suggestions and offers.

36 Can make and accept offers.

38 Can use 'll + infinitive for spontaneous decisions and offers.

SPEAKING

36 Can make and accept offers.

39 Can get information from a tourist office of a straightforward, non-specialised nature.

2D Difficult situations

- BBC PROGRAMME | Understand a programme about a family in trouble
- Do a survey: *all, some, both, none of them*
- Write a class report

GSE INFORMATION

VIEW

37 Can follow the sequence of events in a short, simple dialogue or narrative.

GRAMMAR

42 Can use 'both' and 'both of' with nouns and noun phrases.

44 Can use 'all of', 'none of', and 'most of' to describe subsets and proportions of groups of people and things.

SPEAKING

36 Can communicate in routine tasks requiring simple, direct exchanges of information.

WRITING

36 Can make simple comparisons between people, places or things.

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.

▶ Read the vlog question with the class. Before playing the video, give Ss time to read the names of the animals and explain any that they don't know with images where possible. Write the correct order on the board in feedback so Ss can check their answer. Note that the speakers answer the question in different ways – in the singular (e.g. *a turtle*) and in the plural (e.g. *dogs*). Two people also use *the* (*the meerkat*, *the panda*) to represent the whole species. When Ss do the task, they are likely to find *a* or the plural to be the easiest. You might want to help them with this if necessary.

Tell Ss they will now discuss the vlog question themselves. Give Ss time to look up the English word that describes their favourite animal if they don't know it, or to ask you. Put Ss in pairs to discuss the question. After the task, invite a few Ss to share what they learnt about their partner.

ANSWER:

- 1 The correct order is meerkat, dog, turtle, parrot, panda, orangutan, horse.

EXTRA CHALLENGE Before Ss watch the video, write all or some of the adjectives the speakers use on the board (*cute*, *clever*, *colourful*, (*super*) *loving*, *playful*, *sweet-natured*, *gentle*) and check Ss understand the meanings. Put Ss in pairs to discuss which animal they think the speaker is describing each time. Ss then watch to check their answers.

ANSWERS:

cute – meerkat; *clever*, *colourful* – parrot; (*super*) *loving*, *playful* – orangutan; *sweet-natured* / *gentle* – horses

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 To the rescue!

GRAMMAR | past simple and continuous

VOCABULARY | animals

PRONUNCIATION | weak form: *was*, *were*

LESSON OVERVIEW

In this lesson, Ss listen to and tell stories. The lesson starts with Ss listening to people talking about a time when they rescued an animal. From this, they review, learn and practice the past simple and past continuous with a focus on the pronunciation of *was* and *were*. Ss then learn vocabulary related to animals and the names of animals. They then tell each other a story about a rescued animal. The lesson ends with a writing activity where Ss write an animal story with a focus on using past time expressions.

Online Teaching

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

- **Ex 2A:** Display the sentences on your device and share your screen. Make sure the annotate function is on. Invite four Ss to each underline the verbs in one of the sentences.
- **Vocabulary Bank 2A, Ex 1B:** Mute all Ss when you play the recording so they can repeat the words on their own without hearing each other. Then unmute Ss and ask them to say words individually. Provide feedback.
- **Writing Bank 2A, Exs 3A and 3B:** Ss could do this in pairs in breakout rooms. Ask one student to display a text document and type what they agree to write together. If a collaborative writing tool is used, they could both edit the document.

Additional Materials

For Teachers:

Presentation Tool Lesson 2A

Photocopiable Activities 2A

Writing Bank 2A

Grammar Bank 2A

Vocabulary Bank 2A

For Students:

Online Practice 2A

Workbook 2A

TO START

With books closed, describe each animal in the photos on pages 18 and 19 for Ss to guess what they are, e.g.:

- *It flies in the air. It likes being in trees. It eats insects from the ground. (a bird)*
- *Its house is part of its body. It moves very slowly. Some people have it as a pet. (a tortoise)*
- *It's a common pet. It needs to go for a walk two or three times a day. It likes playing with a ball. (dog)*
- *It's another common pet. It likes to go out and catch small animals. (cat)*
- *It lives on land and in water. It's small and it jumps from one place to another (frog).*

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

LISTENING

1 A Write the word *frog* on the board. Check understanding using the photo and drill it so Ss can say it correctly when doing the task (/frɒg/). Explain the meaning of *in danger* (= in a situation where someone/something could be hurt). Put Ss in pairs to discuss the questions. In feedback, ask them to explain their answers.

B  **2.01** | Before Ss listen, explain *radio phone-in programme* (= a radio programme where listeners call in and speak to the presenter) and *rescue* (= when something dangerous is stopped from happening to someone or an animal). Explain that the latter is a verb (e.g. the times you rescued an animal) and a noun (stories about animal rescues). You might also want to pre-teach *crash into a fence* (e.g. to hit a fence when you're in a car). Show an image if possible. When checking answers, only elicit the animals Ss heard.

AUDIOSCRIPT 2.01

K = Katy F = Freddie B = Bea L = Lucas

- K: Hello again. Today, we're asking for your stories about animal rescues. Do you have any stories about the times when you rescued an animal? Maybe a bird or another animal? Please call us and tell us your stories. Our first caller is Freddie. Hello, Freddie, tell us your story.
- F: Hi. Yes. Er, my story happened last year. My wife, Carla, and I were on holiday in Greece. One day, we were walking down a street and we saw a baby bird on the side of the road. It was very young. Carla hates seeing animals in trouble and she was really stressed. There was a garden next to the road so I picked up the bird and put it on the garden gate. Then we stood and watched it for a moment. It was moving its wings and looked all right.

K: Oh good! So it was OK?

F: No, wait. While we were watching, a cat came out ... and jumped on it! I think the cat was behind the garden wall. Carla cried all the way back to the hotel.

K: Oh, that's sad. Thanks, Freddie. And our next story is from Bea. Hi, Bea.

B: Hi, Katy.

K: Tell us your story.

B: Well this happened about three years ago. I was driving home in the early evening and I saw something on the side of the road. It looked like a bag, but when I got nearer, I saw it was a tortoise. I stopped and the two cars behind me stopped, too. I got out of my car and walked towards the tortoise, but ... it wasn't a tortoise. It was a football!

K: No!

B: You know, one of those really old footballs and it really looked like a tortoise. I felt really silly. The other cars were waiting and one of the drivers started to hoot his horn, so I used my jacket, then I picked up the football and carried it to my car!

K: No! That's a great story! Thanks, Bea. And our next caller is Lucas. Hi Lucas. What's your story?

L: Yeah, this is about our dog, Ezra. Ezra's part of our family. Er, the children love him. Anyway, last year Ezra was playing in the garden when a car crashed into the fence. Ezra ran away. We looked everywhere, but we couldn't find him. We put up signs, but no luck. Then a few days later a man was walking along a railway bridge, about twenty kilometres away. And he heard a noise. It was a dog ... crying. It was Ezra! He was stuck in a hole near the bridge and he couldn't climb out. So the fire department came with a ladder and rescued him. Ezra was so pleased and the children were really happy.

K: Ah, that's a lovely story. And our next story ...

ANSWERS:

Freddie's story: a bird

Bea's story: No animal was in danger.

Lucas's story: a dog (called Ezra)

EXTRA CHALLENGE Ask stronger classes or Ss to identify not only the animals, but also how they were in danger. (See Ex 1C.)

C Give Ss time to read the summaries and check any unknown vocabulary. Elicit one incorrect piece of information from the first summary to demonstrate the task. Note that Ss may prefer to do the task alone and then check with a partner. Elicit some ideas, but don't check answers yet.

EXTRA SUPPORT Play the recording after Ss read the summaries so they have a chance to listen again before they do this task. Ss then work in pairs to compare their answers. You could play it a third time for Ss to check in Ex 1D or omit that task if you don't think it is necessary.

- D** When playing the recording, pause it after each caller and give Ss a few seconds to check their answers. Then elicit the answer from the class so the story is fresh in Ss' minds. Ask Ss which story they enjoyed the most and why.

ANSWERS:

Freddie's story: A cat didn't try to play with the bird, it caught it. The woman cried because she was sad.

Bea's story: The woman didn't find a tortoise, she found a football. She didn't put it on the side of the road, she put it in her car.

Lucas's story: A car didn't hit the dog, it hit the fence. The person who found the dog didn't rescue him, the fire department rescued him.

EXTRA SUPPORT: DYSLEXIA To reduce the reading load, read the first summary with the class, then play the recording and pause it after the first call. Elicit answers as a class. Repeat with the other summaries and calls.

EXTRA IDEA: DIGITAL Ask Ss to use the search term 'animal rescue' to find a video online showing an animal rescue. They can tell the story in the next class.

GRAMMAR

past simple and continuous

- 2A** Display the sentences on the board if possible and highlight the verbs when checking answers. You can then refer Ss back to them as a reference for Exs 2B and 2C.

ANSWERS:

- 1 were walking, saw
- 2 were watching, came, jumped
- 3 was driving, saw
- 4 was playing, crashed

EXTRA: ALTERNATIVE IDEA Read the four sentences out loud and ask Ss to try to identify the verbs before they read the sentences.

EXTRA SUPPORT: DYSLEXIA When writing on the board, avoid underlining words (e.g. the verbs), as it can distort the shape of letters for dyslexic learners. Instead, increase the size of your writing and/or use a different colour to highlight them instead. Space words sufficiently to enable Ss to see clearly where one ends and another starts. Space letters clearly, too.

- B** This task focuses on form. Ask Ss how many tenses are in each sentence (two) and if they can identify them. Ss will know the past simple but possibly not the past continuous. Ask Ss to look at the past continuous verbs and identify the form. Note this on the board (i.e. subject + *was(n't)/were(n't)* + *-ing* form).

ANSWERS:

The first verb in each sentence is in the past continuous; the other verbs are in the past simple.

We form the past continuous by using the past of *be* (*was* or *were*) with the *-ing* form of the verb.

EXTRA SUPPORT Consider eliciting the form of the past continuous after Ss have completed Ex 2C. For some Ss, understanding the use of a tense before they focus on form makes the latter more meaningful.

- C** Do the first item as a class and point out some examples, e.g. 1 – ... *a cat came out and jumped on it!*; ... *a car crashed into the fence*. Put Ss in pairs to check their answers after doing the rest of the task individually. Check answers with the class or refer Ss to the Grammar Bank notes on page 100 and then check answers. Use the time lines on page 100 to help clarify the use of the past continuous. Help Ss to understand the use of *while* (before the past continuous) and *when* (before either the past simple or past continuous) when linking two past actions.

ANSWERS:

- | | |
|-------------------|-------------------|
| 1 past simple | 3 past continuous |
| 2 past continuous | 4 when |

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

▶ page 100 **GRAMMAR BANK**

Go through the notes with Ss in the class. Alternatively, let them read them alone, then check they understand the key points.

- 1** This exercise focuses on the use of the two tenses. Do the first item as a class, eliciting why each verb form is used (*was cleaning* = action in progress when the second action happened). Put Ss in pairs to check their answers after doing the rest of the task individually. When checking answers, ask Ss to explain their choice of verb forms.

ANSWERS:

- 1 was cleaning, saw
- 2 got, was talking
- 3 started, were driving
- 4 were still waiting, arrived
- 5 called, were having
- 6 lost, was running

- GB 2** This exercise focuses on the form of the two tenses. Look at the example with the class, then ask Ss to correct the rest of the sentences alone. Put Ss in pairs to check answers when they have finished. Check answers with the class. Display the exercise if possible and show the correct answers so Ss can record them accurately.

ANSWERS:

- 2 I **was** locking the door when I heard a noise.
- 3 Where **was** Maria **was** working when you met?
- 4 This time last week, we were **relaxed** **relaxing** on the beach.
- 5 correct
- 6 Sorry I **no was** **wasn't** listening to you. What did you say?
- 7 Jean was sleeping **while** **when** you called.
- 8 What **you were** **were** **you** talking about when I came in?
- 9 correct
- 10 What **you were** **were** **you** doing at 7.30 yesterday?

EXTRA SUPPORT Tell Ss the types of mistakes to look for, e.g. correct/incorrect use of (or missing) *was* or *were*, incorrect word order, the correct use of *-ed* and *-ing* verb forms and the correct use of *when* and *while*.

- 3** This exercise focuses on both use and form of the two tenses. Do the first item together as a class, asking Ss to justify their choice of verb form (background information). Check Ss understand the meaning of *selfies* (= photos you take of yourself). Monitor as Ss do the task and help where necessary. Note down any consistent issues or problem answers and spend more time on addressing these in feedback. Ask Ss to read the complete story, then ask if they think it is true and why/why not.

ANSWERS:

- | | |
|-----------------------|----------------|
| 1 were staying | 7 went |
| 2 saw | 8 were looking |
| 3 was going | 9 was writing |
| 4 heard | 10 was sitting |
| 5 was getting dressed | 11 wanted |
| 6 asked | 12 found |

EXTRA IDEA On the board write: *Last month, while I was ... , ...*. Complete the sentence so it is true for you to demonstrate the task, e.g. *Last month, while I was shopping in the supermarket, I saw an old school friend*. Encourage Ss to ask follow-up questions about the sentence, e.g. *What were you buying? Who were you shopping with? What did you talk about?* Ss complete the prompt themselves and peer-check their sentence with a partner. Invite a few Ss to share their sentences with the class. Other Ss listen, then ask follow-up questions.

PRONUNCIATION**weak forms: was, were**

- 3A**  **2.02** | This task helps Ss to notice the weak forms of *was* and *were* in the past continuous. Play the recording twice (or three times if necessary) so Ss can check their sentences. Display the answers on the board for Ss to carefully check against.

ANSWERS AND AUDIOSCRIPT:

- 1 This time yesterday, I was having coffee with a friend.
- 2 On Sunday at midday, we were playing football.
- 3 Twelve hours ago, I was watching TV.
- 4 This time last week, we were sitting in a café in Paris.

EXTRA SUPPORT Tell Ss the number of words before they hear each sentence to give them something to check against later (i.e. 1 – 10 words, 2 – 8 words, 3 – 7 words, 4 – 12 words).

- B**  **2.02** | Model the pronunciation of the strong and weak forms of *was* and *were* as shown by the phonemic script, then play the recording again. Play it once more after checking answers so Ss who got the answer(s) wrong can better hear the pronunciation.

ANSWERS:

- 1 unstressed 2 /wəz/ 3 /wə/

EXTRA IDEA Play the recording again and ask Ss to identify the stressed words in each sentence (mainly time phrases and nouns). Remind them that because *was* and *were* are auxiliary verbs, they are unstressed. Play the recording again for Ss to listen and repeat the sentences.

- C** Ask Ss to close their books or cover the exercise. Display the first sentence from Ex 3A on the board. Give Ss time to think of the question, elicit and note it on the board, then ask Ss to open their books or uncover Ex 3C and check the answer. Put Ss in pairs and monitor as they make questions for the other sentences, eliciting corrections where appropriate. Display the answers from Ex 3A on the board for Ss to check and address any common issues. Ss then write two more questions of their own. Monitor and provide individual feedback where possible.
- D** Put Ss in new pairs so they speak to someone new. Monitor as Ss do the task and pay particular attention to their pronunciation of the weak forms of *was* and *were*. Provide feedback on this after a few Ss share something they learnt about their partner.

EXTRA SUPPORT Drill the questions so that Ss have practised producing the weak forms of *was* and *were* before interviewing their partner.

VOCABULARY

animals

4A Focus Ss on the photos and tell pairs that it is fine if they don't know all the words in the box. Encourage them to identify the things they know. Use feedback to clarify the meaning of any items Ss are unsure of. Check understanding by eliciting other animals which have each feature (except *web*) and drill any problematic words, e.g. *feather* (/feðə/), *fur* (/fɜ:/) and *tail* (/teɪl/).

ANSWERS:

dog – fur, tail
cat – fur, tail
frog – skin
bird – feather, tail, wing
tortoise – shell

EXTRA SUPPORT: DYSLEXIA Rather than asking Ss to identify the items in the photos, explicitly teach the meaning of the words, then ask Ss to identify them in the photos to consolidate their understanding.

EXTRA CHALLENGE Ask Ss if they know any other contexts where some of these words are used, e.g. the tail and wings of a plane, left-wing and right-wing politics, the world wide web, etc.

B This task introduces the idea of types of animals which is the focus of the Vocabulary Bank. Set a time limit so that Ss are encouraged to brainstorm quickly, e.g. two minutes, then refer them to the Vocabulary Bank on page 129 to see if their animals feature there. Elicit any animals which are not on that page and note them on the board.

EXTRA CHALLENGE Turn the activity into a competitive game. Put Ss in teams and give them three minutes to write down seven animals that are not on the page without using a dictionary. Tell Ss that they get one point for each correct animal, but two points if no other team writes down the same animal. When the time is up, ask each team to read out their animals and add up the scores. The team with the most points wins.

▶ page 129 VOCABULARY BANK animals

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. You may decide to set this particular set of items for study out of class, as Ss are likely to know some and there is quite a long list.

1A Do the first item together as a class to demonstrate the task. Encourage Ss to check their answers using a dictionary. When checking answers, write or display the full word on the board for Ss to check their spelling. Make it clear that *butterflies*, *bees* and *flies* are examples of *insects* and elicit the singular of *mice* (*mouse*).

EXTRA SUPPORT: DYSLEXIA Provide the full words in a mixed-up list for Ss to match with the photos.

ANSWERS:

A tiger	B dolphin	C frog
D butterfly	E tortoise	F fox
G rabbit	H snake	I mice (plural)
J spider	K monkey	L whale
M insects (plural)	N rat	O bear
P bee	Q wolf	R fly
S crocodile	T goat	

B  **VB2.01** | Play the recording. Pause after each word to give Ss plenty of time to repeat it chorally and for you to nominate a few Ss to repeat it individually. Focus the latter on those words you feel they are likely to have difficulty pronouncing clearly.

5 Look at the examples with the class. Model the task with an animal from the Vocabulary Bank, asking Ss to ask you *yes/no* questions to guess what it is, e.g. *Is it a pet? Is it wild? Does it have feathers?* Monitor as Ss do the task in pairs, then provide feedback on their use of the vocabulary after they complete the task.

SPEAKING

6A Check Ss understand the meaning of *duck* (a water bird), *teddy bear* (a soft toy that looks like a bear) and *runaway* (not in control). Explain that this task is about Ss using their imaginations. If time is short, you could reduce the number of headlines Ss discuss, but making sure they cover the first and third ones, as these feature in Ex 6B.

EXTRA IDEA Give pairs time to think of the most creative answer possible to either the first or third headline (or both). Elicit answers from each pair in the class, then vote on the best idea. (Ss can't vote for their own idea.)

B Explain that Ss are going to tell each other a story about an animal rescue from pictures. The stories are based on real-life stories. Put Ss in A/B pairs. Refer Ss to the relevant pages.

1 Ask Ss to look at their pictures individually and think about what's happening, then make notes to explain it. Monitor as they do this and provide support with vocabulary. You might want to set a time limit so Ss know how long they have for this part of the task, e.g. five to ten minutes.

EXTRA SUPPORT Ss could prepare their notes with someone from the same group to share ideas about the story and vocabulary. Provide them with useful vocabulary for this, e.g. Student A: *ladder*, *hole*. Student B: *stick*, *eagle*. Ss take turns to rehearse their story with each other as preparation for part 2.

2 Ask Ss to work in their A/B pairs. Make it clear that while Ss can look at their own pictures to help them tell the story, they shouldn't show them to their partner. Tell Student Bs to try to imagine Student A's story in their minds as they listen. When they have finished their preparation, tell their story to Student Bs. When Student As have finished telling the story, they show their partner the pictures and discuss what differences were between their predictions in Ex 6A and the real story in the pictures. You could provide this prompt on the board: *We thought that ... but actually ...*. Monitor as Ss do the task, focusing on the use, form and pronunciation of past tenses in particular for later class feedback.

3 Ask Student Bs to now tell their story. After Ss have finished the task, elicit a few ideas from the class about how the real stories differ from their ideas in Ex 6A. Then provide feedback on Ss' use of past tenses. Highlight good examples and elicit corrections to errors.

WRITING

write an animal story; use past time expressions

7A Tell Ss that they are going to write a story about an animal rescue. Before the task, check understanding of *zoo* (= a place, usually in a city, where animals live and people can visit them) and *cage* (= the place where animals live in a zoo so they can't get out). When checking the answer to the task, elicit what animal they think the story is about, but don't give the answer yet.

ANSWERS:

Firefighters catch runaway monkey

B You might like to point out that the headline gives them the information that firefighters catch the monkey in the end but that they should think of ideas about what happened before this. Monitor as Ss discuss their ideas and note any particularly interesting ones. Ask those pairs to share them with the class.

EXTRA SUPPORT Display these questions on the board to help Ss think of ideas:

- *Where did the monkey go?*
- *What did it do?*
- *How did people feel?*
- *Did people try to catch the monkey?*
- *What happened at the end?*

C Refer Ss to the Writing Bank on page 89.

▶ page 89 **WRITING BANK**

1A Put Ss in pairs after they have read the story to compare it with their own ideas. Note the following prompts on the board to help them: *In our story, ... but in the real story, ...*. Elicit some ideas from the class.

B Explain that the words and phrases in bold are past time expressions that help the listener to understand the order in which the actions happened. Elicit or explain the use of the past time expressions in the box, i.e. *later* comes before an action that happens at a point further away in time; *next* describes the action that happens immediately after the one being described; *just then* describes an action that happens almost at the same time as another action. Give Ss time to do the task alone before they check their ideas with a partner.

ANSWERS:

1 just then **2** later **3** Next **4** Later

WB

2A This task gives Ss controlled practice in using the past time expressions. Put Ss in pairs to check their answers after they complete the task. Ask Ss to explain their answers when checking them with the class.

ANSWERS:

1 just then 2 Later 3 Next

B This task gives Ss freer practice in using the past time expressions. Monitor as Ss complete the sentences and provide them with individual feedback. Ask one or two Ss to share an idea for each sentence in class feedback.

EXTRA SUPPORT Put Ss in pairs to do the task.

EXTRA CHALLENGE Ask fast finishers to write a sentence of their own using one of the past time expressions in Ex 1B. Ask some Ss to read their sentences out to the class for Ss to peer-check it.

3A Go through the suggestions as a class and give Ss time to decide which idea to write about. Ss can write a true story, an imaginary one or one from a book or film.

B Monitor as Ss make notes, helping with vocabulary and ideas where necessary. Set a time limit so that they know how much time they have to write, e.g. five minutes.

C Ss could write their story in the lesson or out of class, either handwriting their story or typing it digitally. Specify which you would prefer them to do or give them the choice. If Ss write their story in class, monitor and provide feedback and advice on ways to improve it.

D Put Ss in pairs or groups and ask them to swap and read each other's stories. Provide your own feedback on the stories, either as a class or individually, focusing on the use of past tenses and past time expressions in particular.

EXTRA IDEA : DIGITAL Ask Ss to take a photo of their handwritten stories or upload their typed stories and share them via a digital platform. They can then read each other's and vote on the best story.

TO FINISH

On the board display these prompts:

- *When we want to talk about ... we use the past simple.*
- *When we want to talk about ... we use the past continuous.*

Ss work in pairs to complete the prompts. Elicit some ideas from the class in feedback and discuss ways in which Ss can further practise these tenses.

2B Oops!

GRAMMAR | definite article: *the*

VOCABULARY | air travel; at the airport

PRONUNCIATION | strong and weak forms: *the*

LESSON OVERVIEW

In this lesson, Ss talk about travel and transport. The lesson starts with Ss reading a blog post about mistakes a traveller made. From this, Ss learn and practise using vocabulary related to air travel and being at the airport. Ss then read an article about travel mistakes. This leads into the grammar where they practise using the definite article *the* with a focus on its weak and strong form in pronunciation. The lesson ends with a speaking activity where Ss tell a story about a recent problem in a transport or travel situation.

Online Teaching

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

- **Ex 1D:** Ask Ss to share their screens in breakout rooms to show their partner some of their digital vocabulary notes or a photo of their handwritten notes before they do the task. Each Ss explains what information they usually note down to help them learn strategies from each other. Ss then do the task.
- **Ex 3B:** Give each 'lesson' in the first part of the article a number and allocate a different number to each student. Ask Ss to share their ideas as to what the mistake for their number/lesson could be via the chat box in the feedback stage, including the number so you know which lesson they are referring to.
- **Exs 6A and 6D:** When modelling the strong and weak form of *the*, focus Ss' attention on your mouth position, and their own, using the webcam. Ask Ss to use their camera to see how their own mouth moves and to help them get the right sound.

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

Tell Ss that they’re going to read about things that go wrong when people travel. Ask Ss to think of as many things that can go wrong when you travel by plane, bus, train or car as possible. Do this as a class or put Ss in small groups and then elicit ideas. When they have finished, ask Ss to open their books at page 20. Ask them to look at the photo and say how the woman is feeling and possible reasons why, e.g. annoyed; she left her backpack on the train when she got off; she missed her flight.

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

air travel

- 1 A** If Ss are unlikely to travel by one of these forms of transport, e.g. train, swap it for something more likely, e.g. metro/subway or tram. After Ss do the task, do a quick class survey to find out which form of transport is the most popular and elicit reasons.
- B** If possible, show a photo of the pyramids in Egypt and elicit what and where they are. Ask Ss where people can book holidays to pre-teach *travel agent’s*. After Ss have read the blog post, put them in pairs to check their answers.

ANSWERS:
He didn’t ask about a shorter flight.
He gave the wrong date when booking the hotel room.

- C** Focus Ss’ attention on the words and phrases in bold in the blog post. Give Ss time to try to work out the meaning of each item, then put them in pairs to share their ideas. Elicit ideas from the class, then ask Ss to choose the correct words and phrases to complete the sentences to show their understanding and see the items in a slightly different context. When checking answers, drill the pronunciation of any words you feel are challenging, e.g. *delay* /dɪˈleɪ/.

ANSWERS:
1 takes off, gets in
2 flight
3 delay
4 flies out, change
5 due to arrive
6 make
7 arrival time, landed

EXTRA: ALTERNATIVE IDEA Give Ss a list of definitions of the words and phrases in bold and ask them to match them with the items in the blog post. Check answers and clarify any meanings before Ss do the task.

EXTRA SUPPORT: DYSLEXIA Encourage dyslexic learners to use two L-shaped pieces of card to cover the majority of the text and show only the part they need to refer to, in this case, a word or phrase in bold. This will help them to focus on the target language. Either provide the cards yourself or show Ss how to cut out their own.

FUTURE SKILLS | Self-management

D Give Ss time to record the vocabulary from Ex 1B in their notebooks, then put them in pairs to explain what they noted down and why. Ask the class if anyone noted down any other words that go with the phrases (and if so, what they are) to find out if anyone already included useful prepositions. After Ss have completed the task, give them time to add prepositions to their notes if necessary.

ANSWERS:
get in at
make a reservation for
fly out from
change in
land in (a place) / at (a time)

- 2 A** Check Ss understand that *make a reservation for* is a more formal way to say *book* and that *get in* in this context means to arrive (for planes, trains, buses) and comes after the noun e.g. *The bus gets in at five* (in contrast to *get in a car or a taxi*). Give Ss time to note this information in their vocabulary notes at the end of the task.

ANSWERS:
made (make) a reservation, delay, got (get) in, change, due to arrive, arrival time

- B** Allow Ss some time to prepare their anecdotes, then put them in pairs and monitor the task. When they have finished, provide feedback on their use of the vocabulary in Ex 1B. Give examples of good and incorrect use the language and elicit corrections for the incorrect examples.

- C** This task encourages Ss to brainstorm vocabulary related to airports before they complete the Vocabulary Bank activities. Set a time limit for this, e.g. two minutes. Don't check answers yet.

EXTRA: ALTERNATIVE IDEA Make this a competition. Put Ss in teams and give them a three-minute time limit to think of as many places as possible. Teams then check their answers in Ex 2D or, alternatively, you can check them as a class. The team with the most places wins.

- D** Refer Ss to the Vocabulary Bank on page 130.

VB ▶▶ page 130 **VOCABULARY BANK** at the airport

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 check any items they are unsure of with a partner, then check answers with the class or move straight to Ex 1B and play the recording. You could ask Ss what happens at some of the places to check understanding e.g. *security* – you put your bags, laptop, etc., through a machine which looks inside them to check you have nothing bad in there.

ANSWERS:

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

EXTRA CHALLENGE Stronger classes or learners can cover the phrases and identify the places from the photos, then uncover the items to check their answers.

- B**  **VB2.02** | This task can be used for Ss to check answers, to notice the pronunciation of the phrases, or both. For the latter, pause the recording between items so that Ss can repeat each phrase.

AUDIOSCRIPT VB2.02

- A** go to the arrivals hall
- B** show your boarding pass
- C** go through passport control
- D** go through customs
- E** go to the baggage reclaim
- F** get off the plane
- G** board or get on the plane
- H** go to the departure lounge
- I** go to the check-in desk
- J** go through security

- C** Use the example to explain the task. Tell Ss that they need to include one item twice. Encourage them to use the linkers *then, next, later, after that*, etc. when putting the phrases in order to reinforce the language from the writing task in Lesson 2A. In feedback, ask one pair to share their answer with the class. The other pairs listen and peer check.

POSSIBLE ANSWER:

go to the check-in desk
show your boarding pass
go through passport control
go through security
go to the departure lounge
board / get on the plane
get off the plane
go through passport control
go through customs
go to the baggage reclaim
go to the arrivals hall.

READING

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

- 3 A** Use the examples to clarify the task. You could also tell Ss a mistake you've made when you travel as a further example, e.g. *I once left my suitcase on the train*. Put Ss in pairs to discuss their ideas. Ask Ss to share any particularly interesting or funny examples with the class.

- B** Check understanding of *mobile phone package* (= what you get for the money you pay for your phone each month, e.g. data, messages, free calls) and *foreign* (= not from your country). Give Ss time to read the first part of the article, then elicit the mistake Ss think is connected to the first 'lesson', i.e. *Check the weather before you leave*. Give an example to help them understand the task, e.g. *Someone went on a boat trip. It was really windy and they felt sick*. If time is short, put Ss in pairs and give each pair one or two 'lessons' to discuss. Elicit ideas as a class.

- C** This is a jigsaw reading task where Ss work in pairs, each reading a different text and then sharing the information with their partner. It practises reading, speaking and listening skills. Put Ss in A/B pairs and explain that they will each read different stories about the mistakes which taught the writer the lessons in Ex 3B. Refer them to the relevant pages.

- 1 Make it clear that the headings Ss are matching to stories 1–4 come from the ‘lessons’ in the first part of the article on page 21. Point out the definition of *free roaming* at the bottom of Student A’s text. Ss could work with a partner with the same set of stories to check their answers to this task. Check answers separately with each group or pair, or supply them for Ss to check themselves.

ANSWERS:

Student A: 1 d 2 b 3 e 4 g
Student B: 1 a 2 c 3 f 4 h

EXTRA SUPPORT: DYSLEXIA If possible, put Ss in pairs and allocate them Student A/B roles before the class. Share the relevant audio file with learners with dyslexia. As Ss will work on their own for part 1, they can then listen to the text while they read if they prefer.

- 2 Explain the task and ask what kinds of word Ss need to write down (ones that will help them to remember the main points of each story). Elicit ideas for each group’s first story (e.g. Student A – *taxi, twenty minutes, 200 euros, late, tired, paid*; Student B – *desert, clothes, hot temperatures, first night, three degrees*). Monitor as Ss make notes, checking they are on task.

EXTRA SUPPORT Ss can take turns to practise retelling the stories with a partner from the same group, checking their explanations are clear, before they work with their partner from the other group.

- 3 Put Ss in their A/B pairs. Tell them to listen carefully to each other’s stories because they’re going to answer some questions about them. Monitor as Ss tell their stories, then provide feedback on their clarity of storytelling and use of any of the vocabulary from Ex 1B.

- 4 Ss can stay in the same pairs as for Ex 3C for this task. Ask them to discuss the questions, then elicit answers in class feedback. Ask Ss to give reasons for question 3.

GRAMMAR

definite article: *the*

- 5A Focus Ss’ attention on the words in bold and elicit their part of speech (they are all nouns). Give Ss time to tick the sentences with a definite article before these nouns, then check answers as a class. Put Ss in pairs to discuss the reason some nouns have a definite article before them. Monitor and listen to Ss’ ideas to assess their current understanding. Either elicit ideas from the class and check them using the guidelines below or move straight onto Ex 5B, which deals with grammar rules regarding the use of *the*.

ANSWERS:

sentences 2, 5, 7 and 8
the Alps (sentence 2) and the Sahara Desert (sentence 5) – some geographical locations (like mountain ranges and deserts) take a definite article
the film (sentence 7) and the money belt (sentence 8) – the person is mentioning something for the second time

- B Ss use their ideas from Ex 5A to complete this task. Check the meaning of *geographical* (= relating to a place or area e.g. the Sahara Desert) and revise the terms *plural and uncountable* if necessary. You could refer Ss to the Grammar Bank notes on page 101 to check their answers. In feedback, make sure Ss understand that we use *the* to talk about something specific that the listener and speaker both understand and no article when talking generally about something.

ANSWERS:

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

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

▶ page 101 GRAMMAR BANK

Go through the notes with Ss or let them read the notes alone.

- 1 This exercise focuses on selecting nouns with or without the definite article. Ss complete the activity alone, using the Grammar Bank notes to help them. Put Ss in pairs to check their answers. In class feedback, ask Ss to explain their answers.

ANSWERS:

- | | |
|--------------------|----------------|
| 1 people | 6 the airport |
| 2 the window | 7 the evening |
| 3 rice | 8 chocolate |
| 4 The picture | 9 the students |
| 5 the twenty-fifth | 10 page |

- 2 This exercise is similar to Ex 1, but Ss have to write in the answers. Point out that *no article* should be marked with a dash (–). Put Ss in pairs to check answers when they have finished. Ask Ss to explain their answers when checking as a class.

ANSWERS:

- | | | | | | |
|-------|-----|-------|--------|-------|--------|
| 1 the | 2 – | 3 the | 4 – | 5 the | 6 – |
| 7 the | 8 – | 9 – | 10 the | 11 – | 12 the |

- 3** This exercise requires Ss to identify nouns in a text which need the definite article. Ask Ss to identify the first noun (*year*) and ask if it needs *the* before it (no) and why/why not (*last* comes before it so we know which year it is). Ss do the task individually, then check answers in pairs, referring to the Grammar Bank notes. Display the text when checking answers as a class, marking the answers clearly for Ss to see.

ANSWER:

This happened last year. We were staying in a hotel in York in **the** UK. **The** hotel was near **the** River Ouse. We arrived late in **the** evening and went to our room. We brushed our teeth and went to sleep. Five hours later at four o'clock in **the** morning, we woke up. There was a very loud noise. A woman was singing. **The** noise was coming from a radio alarm clock in **the** room. I turned off **the** radio, but we didn't sleep after that.

EXTRA: ALTERNATIVE IDEA Turn the text into a closed book 'dictogloss' activity. Read the text once while Ss listen to you. They do not write anything. When you have finished, give them two minutes to note down words and phrases they remember and share them with a partner. Read the text again. Ss listen a second time, then add to their words and phrases from the first listening. Ss then work in pairs to reconstruct the text. It doesn't need to be exactly the same as what you have said, but it should be similar. After this, give pairs a copy of the completed text to compare with their copies, focusing on their use of the definite article.

PRONUNCIATION

strong and weak forms: *the*

- 6A** As Ss are likely to have come across this pronunciation before, they are asked to identify the target pronunciation before they listen. Model the strong and weak forms of *the* before Ss do the task. If necessary, highlight how the mouth is relaxed for the weak form, but the lips are a little spread for the strong form and point out that the tongue should come between the front teeth for both. Encourage them to say the sentences out loud to help them do the task. Elicit answers, but don't confirm them yet.

- B**  **2.03** | When playing the recording, pause after each sentence to check the answer.

ANSWER:

examples of weak *the*: 2 the photo, 3 the Sahara, 4 the film, the clock, 5 the money belt
examples of strong *the*: 1 the Alps, 4 the end

- C** As a class, ask Ss to identify the sounds that follow the definite article in the sentences in Ex 6A. Point out that it's the sound, not the spelling, they're focusing on. Elicit examples from Ex 6A when checking answers.

ANSWERS:

1 consonant

2 vowel

- D** Put Ss in pairs and ask them to take turns to say the sentences in Ex 6A. They could record themselves and listen back, if possible, to self-assess their pronunciation. Otherwise, they can rely on their partner's feedback. Monitor and help Ss pronounce the sentences correctly if necessary.

EXTRA SUPPORT: DYSLEXIA To avoid dyslexic learners having to read out the sentences in Ex 6D, do the activity orally. Put Ss in A/B pairs, then play the recording, pausing it after the first sentence. Ask Student As to repeat it to Student Bs, who listen and check. Repeat with the second sentence, Ss swapping roles so Student B repeats and Student A checks the pronunciation. Continue alternating this until the end.

- 7** Put Ss in A/B pairs. Refer Ss to the relevant pages.

- 1** Give Ss time to identify which form of *the* the nouns need in front of them. Ss could check their answers for this part of the task with someone in the same group as them. Demonstrate the task with a confident Student B. Say *apple*, then ask them to repeat it with the correct form of *the*. Ss continue the activity in their pairs. Monitor as they do the activity, checking they are on task. Provide feedback to Student Bs on their pronunciation of *the*, as this may help Student As in their part of the task.

ANSWER:

Student A:

strong *the*: apple, armchair, oil, underground

weak *the*: forest, hotel, shelf, socks

Student B:

strong *the*: app, eggs, hour, ocean

weak *the*: boat, desk, jeans, lake

- 2** Repeat the demonstration you did in part 1 with a confident Student A and the word *eggs*. Monitor as Ss swap roles, providing feedback to Student As on their pronunciation of *the*.

EXTRA CHALLENGE Help Ss identify other features of connected speech, for example, that after the strong *the*, we usually add a linked /j/ (e.g. *you*, *young*) sound before a vowel. Practise with some common nouns, e.g. *the answer*, *the artist*, *the end*, *the idea*, *the orange*. There is more about linked /j/ sounds in Unit 7A.

SPEAKING

8A Read the instructions and questions with the class, then ask them to make their notes. If they can't think of a problem, give them one of the following suggestions to base their stories around: you miss your flight; your baggage gets lost; your baggage is too heavy to get on the flight; you lose your passport, etc. Ss could also use an idea from the To start activity. Suggest that they note down their answers to the questions using one or two words or phrases only to help them remember their story.

B Monitor as Ss tell their stories and provide feedback where appropriate. At this stage, you may want to focus on Ss' storytelling skills rather than their language use, e.g. their fluency, ability to explain clearly, their use of intonation to sound interesting.

EXTRA: ALTERNATIVE IDEA You could do this activity, Ex 8C and Ex 9B as a 3-2-1 activity. Ss tell their story in three minutes in this exercise, in Ex 8C, they tell it in two minutes and in Ex 9B, they tell it in one minute. The idea is that Ss are able to tell the story more fluently each time.

C Put Ss in new pairs. Encourage them to tell their stories without their notes this time, although weaker learners may prefer to use them. Again, monitor and when Ss have completed the task, provide feedback to the class. This time, you may want to focus on the Ss' use of articles in their story. Provide examples of good use and elicit corrections for incorrect use.

EXTRA IDEA: DIGITAL Ss can record themselves telling their story, then listen back to their use of the definite article to identify good and incorrect examples of its use. Encourage them to listen and note down the nouns they use, pausing the recording to think about whether the nouns need *the* or not. Ss can correct any incorrect usage in Ex 9A.

9A If you do not use the extra idea above, ask Ss to tell the stories again in their heads silently, note down some of the nouns they used when telling their stories and think about whether or not they need a definite article. Monitor and answer any questions Ss have at this stage.

B Put Ss in pairs with another new partner. Monitor and listen to their use of the definite article, providing them with feedback on progress in the use of this grammar point, as well as things to consider or note for future use.

EXTRA IDEA Ask Ss to write their story from the speaking section, then share it with you or the class either on paper or using a digital tool, e.g. a forum or online noticeboard. Ss should focus on their use of articles. Provide feedback on this.

TO FINISH

Put Ss in groups. Ask Ss to tell their group which of the three stories they heard was the funniest and/or most interesting and why. Write these prompts on the board to help them:

- *I thought [name]'s story was the funniest because ...*
- *I thought [name]'s story was the most interesting because ...*

2C How can I help?

HOW TO ... | make and accept offers

VOCABULARY | actions

PRONUNCIATION | intonation in offers

LESSON OVERVIEW

In this lesson, Ss learn and practise how to make and accept offers. The lesson starts by introducing verbs for actions and collocations with them. Ss then listen to three conversations where people make and accept offers and from this learn useful phrases for making and accepting offers. There is also a focus on intonation in offers. The lesson ends with a speaking activity where Ss make and accept offers.

Online Teaching

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

- **Ex 2A:** Use an online tool to create an interactive matching task. Share the link with Ss via the chat box so they can complete it and you can see all their answers. Ss could also take a screenshot of their answers and then use that to make notes after the lesson.
- **Ex 6:** Put Ss in breakout rooms to do their roleplays. Ask them to repeat one of the roleplays, swapping roles, if they finish early.

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

Ask Ss to tell a partner when they last helped someone. They should say when it was, who they helped and what they did. Model the task, e.g. 'I helped my neighbour yesterday. She couldn't find her car keys, so I helped her look for 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

actions

- 1 A** Encourage Ss to think about how they help people they know and people they don't, e.g. in shops, at the bus station, etc. Put Ss in pairs to do the task. In feedback, find out what kinds of thing the class do to help others.
- B** To answer the questions, Ss need to understand the verbs in bold (*cancel*, *carry* and *hold* may be new). Pre-teach or check understanding of them in feedback, before asking a few Ss to share something they learnt about their partner. Note that the focus in Ex 2A is collocations with the verbs in bold so pre-teaching them will help Ss with that task.
- 2 A** Focus Ss' attention on the words in bold in Ex 1B and explain that they're going to look at phrases which collocate with the actions. Use the example to explain the task. When checking answers, check Ss understand the meaning of *tray* (something you carry things like cups or plates on) and *take a break* (stop doing something for a rest). Point out that we can also use *get* with *some flowers* and *me a coffee*, to mean *bring* or *buy*, and that we can also use *have* with *a break* and *a shower*.

ANSWERS:

2 hold	3 bring	4 make
5 carry	6 take	7 answer

EXTRA CHALLENGE Drill the collocations, highlighting features of connected speech, i.e. consonant to vowel linking (where two words sound like one) and the weak forms of *a/an* (i.e. *cancel a party*, *make an appointment*, *carry a tray*, *take a break*).

- B** Check understanding of *gift* (something you give someone for their birthday, to say thank you, etc.) and *make a note* (write something down). Give Ss time to do the task alone, then check their ideas with a partner. Encourage Ss to record the answers clearly in their notebooks. Suggest they use the indefinite article (*a/an*), as in the example.

EXTRA SUPPORT: DYSLEXIA Provide a vertical list of the verb + noun phrases for the task (e.g. *cancel a party*, *answer an email*) so Ss aren't distracted by the other words in the text.

ANSWERS:

- b** a bag **c** a gift **d** a note
e a suitcase **f** a look **g** an email

- C** Use the examples to explain the task, then elicit another to check Ss' understanding, e.g. *How often do you bring a gift when you visit someone?* Monitor as Ss do the task, noting down good and incorrect examples of use of the collocations. Put these on the board in feedback in a mixed-up order and ask Ss to identify and correct the incorrect ones.

EXTRA CHALLENGE Ask Ss to cover their answers to Exs 2A and 2B when they do this activity.

How to ... make and accept offers

- 3A** Focus Ss' attention on the photos, then put Ss in pairs to discuss the questions. When they have finished, elicit a few ideas from the class and use the photos to check Ss remember the meaning of *give a presentation*. Don't confirm their ideas yet.

- B**  **2.04** | After playing the recording, put Ss in pairs to discuss whether their ideas were similar or different to the conversations. Ask the class to tell you what the problem in each situation was and what happened to check their understanding.

AUDIOSCRIPT 2.04

Conversation 1

J = Josie T = Tim S = Sarah

- J: I'll answer that.
T: It's OK, thanks. It's Sarah. Hello ... Sarah?
S: Hi, Tim.
T: Is everything OK?
S: Not really. I'm not feeling well. Actually I feel terrible. I need to stay in bed today. But I have to give that presentation at two o'clock.
T: Do you want me to do it? I can. I have it on my laptop.
S: Can you? That's really good of you.
T: No problem. Just email and tell the people there that there's a change of plan and that I'll be in their offices at ... er ... 1.45.
S: Thank you so much!
T: No problem. Stay at home and rest! Goodbye. ... Did you hear that?
J: Yes, how can I help? Are you sure you have Sarah's presentation?
T: Yes, she shared it with me yesterday, so it's in my email. Let me think. I have a meeting at twelve thirty.
J: Shall I cancel that for you? You need to look at the presentation.

T: Thank you, that's a great help.

J: I'll answer that. Go!

T: See you later.

Conversation 2

C = Café E = Erin

- C: Hello, the City Coffee Café.
E: Hello, I made a reservation for tomorrow lunchtime, but I need to cancel it. Can I change the booking to another day this week?
C: And your name is ... ?
E: My name is McAllister, Erin McAllister. And the booking is for 1.30.
C: Half past one. Right, I've got it. When would you like to change it to?
E: Can you do twelve o'clock, but not tomorrow, on Wednesday? Is that possible?
C: Let me take a look for you. Is it still for three?
E: Er no, it's for four.
C: I can give you a table at 1.30, but we're fully booked at 12.
E: That would be great.
C: So that's Wednesday the fifth at 1.30 for four people. Is that all?
E: Oh, one of my friends is allergic to eggs. She can't eat anything with eggs in it.
C: Oh, right. I'll make a note in the book. You can discuss any allergies with your waiter when you come on Wednesday.
E: Of course.

Conversation 3

V = Vikram D = Dev

- V: Hi Dev, what's up?
D: Vikram, hi. I've got a bit of a problem.
V: What is it? Are you OK?
D: I'm fine. But I'm ... outside my flat. I can't get in.
V: Do you have your keys?
D: No, they're inside. I came out to check the post. And the wind blew the door shut.
V: Ouch!
D: And I only have 10 percent battery on my mobile ... and I don't have my charger ... it's in my flat.
V: Do you want me to come over?
D: Thank you, but I'm OK. (sounding more panicky) I just don't know what to do ...
V: Calm down, Dev. I'll come over right now. I'll be there in fifteen minutes. You can charge your mobile in my car.
D: That's kind of you. But how can we get into the flat?
V: I can call somebody. The same thing happened to me last year. I used a really good lock company. They came fast and were very good.
D: OK. See you soon. Thanks a lot.
V: See you.

ANSWERS:**Conversation 1**

- 1, 2 Sarah's in bed at home.
- 3 Sarah is unwell and can't give her presentation.
- 4 Tim offers to do it for her.

Conversation 2

- 1 He's in a café.
- 2 He's answering the phone / working.
- 3 Erin needs to reschedule a reservation. The café is fully booked at the new time Erin wants.
- 4 He offers another time and Erin takes it.

Conversation 3

- 1 Dev's outside his flat.
- 2 He's talking to someone on the phone.
- 3 He's locked himself out of his flat. The keys are inside, the door is locked and his mobile only has 10 percent battery.
- 4 Vikram offers to call someone who can help (a locksmith / a lock company) and to come over to Dev's. Dev can charge his mobile in Vikram's car.

- 4A** Check understanding of *allergic to* (become ill when you eat or touch something). Give Ss time to do the task and then check answers in pairs. You can check answers as a class at this stage or move straight onto Ex 4B. If you check as a class, don't confirm answers yet.

EXTRA SUPPORT Give Ss a list of the missing words mixed up so that they can complete the gaps in the conversations from a list of choices. For weak classes or learners, provide two possible options for each gap for Ss to choose from.

- B**  **2.05** | You may want to pause the recording after each exchange so that Ss have time to write down their answers. Write the words on the board in feedback so Ss can check their answers.

ANSWERS:

- | | |
|--------------------|--------------|
| 1 OK/okay | 5 would |
| 2 me to, of you | 6 I'll |
| 3 Shall I, a great | 7 but |
| 4 Let me | 8 be, of you |

- C** Use the example to explain the task and elicit one more answer to check Ss' understanding. Ss could do the task in pairs. Refer them to the Grammar Bank on page 102 to check their answers. When checking answers with the class, point out the use of contractions with *will* and the lack of *to* with *will ...*, *can ...*, *let me ...* and *shall I ...* structures.

ANSWERS:

- 1 I'll ... ; Do you want me to ...?; Shall I ...?; Let me ...; I can ...
- 2 That's really good of you.; Thank you, that's a great help.; That would be great.; That's kind of you.
- 3 It's OK/okay, thanks.; Thank you, but I'm OK.

EXTRA SUPPORT: DYSLEXIA Provide the answers in a vertical list for Ss to match with the uses.

EXTRA IDEA Tell Ss that you don't feel well and ask them to offer to help you using the phrases in the exercise. Elicit as many ideas as possible, e.g. *Let me get you a drink of water. Shall I call a doctor? Can I open a window?* Check Ss' accuracy and encourage self- and peer correction.

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

 page 102 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone.

- 1** This exercise focuses on form. Point out the example, then ask Ss to identify and correct the errors alone, then check their ideas using the Grammar Bank notes. Put Ss in pairs to check their answers before checking with the class. Display the exercise on the board if possible, so Ss can see where the correction should be clearly.

ANSWERS:

Only the sentences with corrections are shown.

- 2 A: Do ~~want you~~ **you want** me to show you around?
- 3 B: That **would** be great.
- 4 B: Thanks. ~~That~~ **That's / That is** good of you.
- 5 A: Can ~~introduce~~ **I introduce** you to everyone here?
- 6 A: ~~I shall~~ **Shall I** switch off the lights?
- 7 A: Let **me** do that for you.
- 8 B: Thanks. That's kind ~~for~~ **of** you.

EXTRA SUPPORT Point out where each error is, e.g. by marking it in the exercise, so Ss only have to correct it.

GB 2 This exercise focuses on the form of the phrases. Ask Ss to read each conversation quickly and tell you what the problem and offer is for each one (1 A is worried about cat while they are away; B offers to feed her. 2 B (Kanye) feels unwell; A offers to buy him some fruit). Ask Ss to read the first line and ask them if there's a word missing (no). Ask Ss to read the second line and ask the same question (yes). Elicit the missing word (to). Ask Ss to do the rest on their own, then put them in pairs to check answers. Check answers as a class, displaying the conversations and marking where the missing words go.

ANSWERS:

Only the lines with mistakes are shown.

- 1 A: That's really kind **of** you. Yes, please.
B: And what about your plants? Shall **I** water them for you?
A: That would **be** great. Thank you so much!
- 2 A: I'm at the supermarket. **Can** I get you anything?
A: I'**ll** buy you some grapes and oranges. Does that sound OK?
B: That'**s** really good of you.
A: No problem. I'**ll** bring them over at about eleven.

EXTRA SUPPORT Point out where each missing word is, e.g. by marking it in the exercise, so Ss only have to choose which word to add.

3 This exercise focuses on form and meaning. Elicit the first sentence to check Ss understand the task and explain that more than one answer might be possible in some cases (i.e. for the first and last sentences). Display the completed conversations on the board in feedback if possible for Ss to check their answers against.

ANSWERS:

Conversation 1

- B: I'm free on Saturday. I'll come over. / I can come over.
A: That's really kind of you.
B: No problem. Shall I come to your flat at 7.30?
A: That would be great.

Conversation 2

- A: There's a problem with my laptop.
B: Do you want me to take a look?
A: Yes, please. That's good of you.
B: I'll be with you in ten minutes.
A: See you soon.

Conversation 3

- A: You've got a lot of books. Let me carry some of them.
B: It's OK, thanks.
A: Well, I'll hold the door open for you. / Well, I can hold the door open for you.
B: Thanks.

EXTRA IDEA Put Ss in stronger classes in pairs and ask them to act out the conversations from the prompts. Put Ss in weaker classes in pairs and ask them to act out the conversations using the completed versions.

PRONUNCIATION

intonation in offers

5A  **2.06** | Check understanding of *polite* (= in a respectful or kind way). Explain that when we make an offer we want to sound polite. Play the recording, stopping after the first pair of offers to elicit the answer and check Ss understand the task, then play the rest of the recording so Ss can complete the task. You could play it a second time, pausing after each pair to elicit and check the answers.

ANSWERS:

- 1 B 2 A 3 A 4 B

 AUDIOSCRIPT 2.06 AND 2.07

- 1 Do you want me to do it?
2 I can cancel that.
3 I'll take a look for you.
4 Shall I call you back?

B Ask Ss to read the rule and choose the correct word to complete it. You could play the recording again for Ss to check their answer.

ANSWER:

high

C  **2.07** | Pause the recording after each offer so that Ss have time to repeat it. Get them to do this chorally and then nominate a few Ss to repeat each one individually. You could nominate one first, then get that student to nominate the next one, etc. Help Ss get the right intonation if necessary by modelling it again and asking Ss to copy you.

D  **2.08** | Pause the recording after each situation and give pairs time to think of two ways to make an offer as a response. Encourage them to use a different phrase each time, especially stronger learners. Monitor, helping where necessary. Elicit a few ideas from around the class in feedback, eliciting corrections if needed. Repeat for each situation.

AUDIOSCRIPT 2.08

- 1 I can't carry this.
- 2 Oh no, the cakes are on the floor!
- 3 Dinner in twenty minutes! Oh no, we don't have eggs.
- 4 I have so much work, no time to make a coffee ... but I would love one.
- 5 You can come for dinner? Great. I have everything except dessert.
- 6 I can't read these instructions. I don't have my glasses here.
- 7 No, I can't speak to him. I feel too stressed.

POSSIBLE ANSWERS:

- 1 I can carry it for you. / Let me carry it for you.
- 2 I'll help. / I can pick them up.
- 3 Do you want me to get/buy some eggs? / Shall I get some eggs?
- 4 I'll make you a coffee. / Shall I make you a coffee?
- 5 I can bring a dessert. / I'll bring a dessert.
- 6 Do you want me to read them? / Let me read them.
- 7 I can speak to him. / Do you want me to speak to him?

EXTRA SUPPORT Write two prompts on the board for Ss to complete for each situation. Use different ones each time so Ss gain practice in completing several phrases from the lesson.

EXTRA IDEA Make offers to various Ss in the class and ask them to either accept or reject you using phrases from the Grammar Bank notes, e.g. *Ahmed, are you tired? Can I get you a cup of coffee?; Marisol, are you hungry? Let me get you a sandwich.*

SPEAKING

6 Put Ss in A/B pairs and explain that they're going to roleplay two situations where they make and accept or reject offers. Refer Ss to the relevant pages and ask them to read Situations 1 and 2. They could prepare with someone from the same group as them. Ask questions to check they understand their role and what they need to do, then monitor, helping them with ideas and useful language for making and accepting offers if necessary.

When they are ready, ask Ss to roleplay Situation 1. Monitor and assess Ss' use of language to make, accept and reject offers, along with their use of polite intonation. Provide feedback to Ss on this to help them recognise what to repeat and what to do differently in Situation 2. Monitor as Ss roleplay the second situation. When they have finished, ask Ss to tell their partner how well they think they made and accepted or rejected offers in the roleplays (i.e. very well, quite well, not very well, etc.) and why they think that. Monitor and listen to Ss' evaluations, then provide your own feedback.

EXTRA: HOW TO ... Ask Ss to each imagine a situation where they need help. Ss then stand up and mingle, telling each other about their problem and making offers of help. Model the task, e.g. 'I left my wallet at home and I can't pay for my bus home.' and elicit some offers, e.g. 'Do you want me to lend you some money?'

TO FINISH

Ask Ss when they might use the phrases for making and accepting offers outside the classroom, e.g. in a meeting, when helping a tourist, when travelling, when playing games online. Ask them to give examples of these phrases, e.g. in a meeting: *Do you want me to call Mr Smith?; When playing a game online: I'll go and find the wood. You get the stone.*

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

▶ page 153 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 222

2D BBC Entertainment

Difficult situations

GRAMMAR | *all, some, both, none of them*

SPEAKING | do a survey

WRITING | write a class report

LESSON OVERVIEW

In this lesson, Ss watch a video clip from the BBC programme *Us*, a drama about a family who go on a trip around Europe. They begin by discussing their own experiences of travelling. They then read some information about the programme and watch a clip in which the father of the family is stressed. They complete a series viewing tasks and focus on and practise *all, some, both* and *none of them*. Finally, Ss do a survey about a stressful situation and then write a class report to present the results of the survey.

Online Teaching

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

- **Exs 2A and 2B:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Exs 4B and 4C:** Put Ss in groups in breakout rooms for Ex 4C and ask them to take turns to ask and answer their questions. Make sure the Ss in each group have a different question. You might want to allocate these in Ex 4B.
- **Ex 7C:** Put Ss in pairs in breakout rooms and ask them to take turns to share their screen to show their work. Alternatively, Ss can share links to their work.

Additional Materials

For Teachers:

Presentation Tool Lesson 2D

Online Digital Resources

Grammar Bank 2D

Videoscript 2D: BBC Entertainment

For Students:

Online Practice 2D

Workbook 2D

TO START

Choose a popular tourist destination in the world (e.g. the Taj Mahal, the Eiffel Tower). Ask Ss to guess what it is by asking you *yes/no* questions, e.g. *Is it in America/Europe/Africa/Asia? Is it a building? Can people go into it?* If there is time, put Ss in pairs to take turns to choose and guess their own tourist destinations.

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

PREVIEW

- 1 A** Put Ss in pairs to discuss the questions. Monitor, helping with vocabulary and listening for any interesting answers. Invite Ss to share these answers with the class.
- B** Check Ss understand the meaning of *to be in trouble* (= be in a situation with lots of problems). Explain that the programme is about a family in trouble and give Ss time to read the information and do the task. Check answers as a class, asking Ss to explain their answers and correct the false information.

ANSWERS:

- 1** T
- 2** T
- 3** F (Only Connie wants to end the marriage.)
- 4** F (Albie doesn't want to be with the family. Douglas wants to be with the family. We don't know about Connie.)

VIEW

- 2 A** ▶ Ask Ss to look at the photo and identify where Douglas is (a train station). Ask them what kinds of thing could go wrong at a train station and elicit ideas. Ask Ss to read the questions. Elicit ideas for question 1, especially if they don't speak Italian. Say the word *caldo* /'kældəʊ/ out loud for them to hear so they can hear how similar it is to the English word *cold* /kəʊld/. Play the recording. Ss answer the questions, then check their answers in pairs. Check answers with the class.

ANSWERS:

- 1** He thinks it means cold.
- 2** Very stressed. He has missed his train and his bag is on the train.

- B** ▶ Give Ss time to read the phrases and predict the order (they could do this in pairs) and play the video again so they can check their ideas. Check understanding of the following phrases in feedback: *I've got to go* (= I have to leave); *It doesn't matter* (= it's not important); *Just like that* (= exactly as it is); *Keep the change* (= they can keep the money you should get back when you pay for something and give them more money than the price of it); *One of these* (= one of the cakes, sandwiches, etc., you are pointing at). Note that while you might prefer to check these before Ss watch the video, doing it afterwards gives them the opportunity to work out their meaning from context.

ANSWERS:

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

- C** Put Ss in pairs to discuss the question. Monitor and help Ss with vocabulary. Invite a few pairs to share their ideas with the class.

EXTRA IDEA Put Ss in pairs. Ask them to discuss what words they mix up in English and what words they mix up in their own language, or other languages.

GRAMMAR***all, some, both, none of them***

- 3A** Explain that the sentences in the activity are about the family in the TV programme. Give Ss time to read them and choose the correct alternatives, then put them in pairs to discuss their ideas. Check answers as a class.

ANSWERS:

- 1 they all, all of them
- 2 Two of them, Two people
- 3 they are both, both of them are

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

▶ page 103 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. Use the images to teach the meaning of *all/most/lots/some/none/both/two of them/us/you* if necessary.

- 1** This exercise focuses on meaning. Ask Ss to look at the signs and say what information is given (opening hours), then read question 1 and choose the correct alternative. Ss do the rest of the task individually. Put Ss in pairs to check answers. Check answers as a class and ask Ss to explain their choices.

ANSWERS:

- | | | |
|--------|--------|-------|
| 1 Both | 2 One | 3 Two |
| 4 all | 5 Most | 6 one |
| 7 None | 8 Two | 9 All |

- 2A** This exercise and the next focus on meaning and form. Do the first item together as a class to demonstrate the activity. You might want to ask Ss to complete both this and the next exercise before you check answers with the class.

EXTRA SUPPORT Elicit what Ss can see in the pictures before they do the task and assist with any unknown vocabulary.

ANSWERS:

- 1 All of them start
- 2 Two of them end
- 3 None of them are

- B** If you didn't ask Ss to complete this exercise at the same time as Ex 2A, ask them to complete it now, then check answers with the class.

ANSWERS:

- 1 All of them are
- 2 One of them uses
- 3 None of them are

EXTRA IDEA Find and display images of four objects, e.g. four different international dishes from one continent, four different digital devices or four random photos of completely different things. Ensure that the images also have some things in common e.g. they're all made of plastic. Ask Ss to work in pairs and make sentences about the items using *all, most, some, one, two, none of them*, etc. Monitor and listen to Ss' use of the target language. Elicit ideas from around the class in feedback.

SPEAKING**do a survey**

4A Explain that the survey is about stressful situations and elicit some examples like the one in the video, e.g. lose your house keys, run out of battery on your phone. Ask Ss to read and answer the questions on their own, then put them in pairs to tell each other their answers and give more information. Demonstrate this first, e.g. 'I get really stressed when I'm late for an important meeting. I'm always late, so I get stressed a lot!' Monitor as pairs do the task, then invite Ss with interesting answers to share them with the class.

EXTRA SUPPORT: DYSLEXIA Turn this into a listening task. Display options a, b and c on the board and read out the first situation. Put Ss in pairs and give them time to give their answer and add a little more information. When they have finished, read out the next situation and repeat. Continue until all situations have been discussed.

B Tell Ss that they are going to ask each other about one of the situations in Ex 4A. Ask pairs to each choose a different situation in Ex 4A. Set a time limit, e.g. 90 seconds, so Ss choose quickly. Alternatively, to ensure each pair focuses on different questions, allocate two questions to each pair so they are distributed evenly around the class.

C Ask Ss to find a new partner and ask them how they feel in the situation they chose. Point out the question prompt, then ask Ss to move around the room, finding new partners and asking the same question. Tell Ss to make a note of other Ss' answers as they need this information for the writing task. If Ss can't move around the classroom, ask them to take turns to ask and answer questions in groups.

EXTRA IDEA: DIGITAL This task could be completed online using an instant messaging tool or an online noticeboard. Ask Ss to post their question. Ss then answer each other's questions, giving a short explanation. Ss use the answers as the basis of their report. The task could then be finished out of class, with the subsequent tasks completed in the next lesson.

5A  **2.09** | Tell Ss that they are going to listen to two students talking about surveys they did, then discuss their own results. Ask Ss to read the questions, then play the recording. Check answers as a class.

AUDIOSCRIPTS 2.09

- A: Which one did you ask about?
 B: The one about food on your shirt.
 A: That's number ... four.
 B: Yeah.
 A: How many people did you ask?
 B: Five.
 A: And what did they say?
 B: Three of them said they get really stressed when that happens.
 A: Really? I'm surprised. It's not a big problem for me.
 B: No, it's not a problem for me either.
 A: What did people say they usually do in that situation?
 B: Most people said that they change the shirt. One person mentioned that she always has extra clothes in her desk at work.
 A: That's not a bad idea.
 B: I think it's a great idea. So which question did you ask?
 A: I asked people about an argument with a friend or colleague.
 B: Ah, that's an interesting one.
 A: Yeah. I spoke to eight students and I answered the question myself.
 B: And?
 A: None of them said 'c': it's not a problem.
 B: So all eight of them said it IS a problem.
 A: All nine, including me. And out of nine people, six of us get really stressed.
 B: Did they say anything else about it? For example, what do they do?
 A: Well, that was interesting. Most people thought it was best to just wait.
 B: And not talk to the person?
 A: That's right. Just let time go by.
 B: Let time go by. That's ... surprising. What did the rest of them say?
 A: Three of them said they get stressed for a moment ... Actually me too, I'm one of the three ... but then we go and talk to the person.
 B: It's the same for me.

ANSWERS:

- 1** questions 4 and 8.
2 question 4: Most people said they change their shirt.
 question 8: Most people get really stressed. Most people think it's best to wait.

- B**  **2.09** | Give Ss time to read the Key phrases. Check understanding of *mentioned* (= said quickly without giving much information) and *the rest of them* (= everyone else), then play the recording again for Ss to do the task. Check answers as a class.

ANSWERS:

All the phrases are used, except 'Why did they say that?'.

- 6A** Refer Ss back to their notes from Ex 4C and give them plenty of time to prepare and choose some of the key phrases to use. Monitor, helping Ss with useful language and encouraging them to make notes (rather than write full sentences).

- B** Put Ss in pairs with their partner from Ex 4B to discuss the results of their survey. Explain that as Ss are going to write about their own and their partner's results in the writing task, they need to listen carefully and make notes on what their partner says. Monitor as Ss do the task, assessing their use of the target language and phrases from the Key phrases box. When they have finished, ask pairs to share one interesting thing they learnt with the class. Provide feedback on Ss' use of the target language.

WRITING

write a class report

- 7A** Explain that the text is a report of a survey about stressful situations. Give Ss time to read it and complete the task, then share their answers in pairs. Check answers with the class. Highlight the use of *Most of us* and *All of us* because the writer is including themselves in the results and the use of *they* instead of *he/she* (*One person mentioned that they ...*) when we are unsure of the person's gender or do not want to say it.
- B** Ask Ss to plan their own report by thinking about what information they will put in each paragraph. Ss could do this with their partner from Ex 6B. Ss then write their reports, either in class or for homework, on paper or using a digital tool.

EXTRA SUPPORT Ask Ss to look at the report and identify the number of paragraphs (three) and what information is in each section (paragraph 1 – an introduction to the topic of the survey; paragraph 2 – the results about one situation; paragraph 3 – the results about a second situation). Ask Ss to notice how the writer introduces each situation in paragraphs 2 and 3 (by asking a question). Ss could use the introduction provided in the model in Ex 7A to begin their own reports.

EXTRA SUPPORT: DYSLEXIA Use colour to help Ss with dyslexia see how paragraphs are constructed. Reproduce paragraphs 2 and 3 with the questions at the start in a different colour. You could also put the target language in a separate colour so Ss can identify it more easily. Alternatively, put the introduction in a separate colour to the subsequent paragraphs.

- C** Ss compare reports with their partner from Ex 6B, identifying their different approaches to the task. After they read, you could ask them to identify one thing they like about their partner's report and one thing they could change. This could be done in class or for homework.
- D** Ask Ss to display their reports around the classroom. Alternatively, they could share them in groups or digitally. Ss complete the task. In feedback, ask the class if their answers were often similar or different and elicit some examples. Collect the reports in or view them online. Provide Ss with individual feedback if possible, focusing on their use of *none/most/many of them*, etc.

EXTRA: ALTERNATIVE IDEA Put Ss with a different partner from their partner from Ex 6B, so they read a report with different results.

TO FINISH

Put Ss in groups. Ask them to discuss their plans for the rest of the day. When they have finished, ask each group to present their answers to the class using *None of us*, *Most of us*, *Some of us*, etc. For example, *None of us have plans for tonight. Some of us will cook. Two of us will go to bed early. All of us will have dinner.* Alternatively, each group could make two or three sentences and the other groups could check their use of the target language.

2 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3A, 4A, 5A and 6A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

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

- **Ex 1A:** Consider using an online activity tool which allows you to create gap-fill tasks for your class. You can then analyse all Ss’ answers and provide better feedback as a result.
- **Ex 2B:** Create an online survey using an online platform that allows Ss to select their answers. You can then quickly see the most popular ideas.
- **Ex 5B:** Do this as a class activity. Ask Ss to give their reasons in turn, while the other Ss listen and share their guesses via the chat box.

Additional Materials

For Teachers:
Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 2 (Grammar: past simple and continuous, definite article: *the, all, some, both, none of them*; Vocabulary: animals, air travel, at the airport, actions; How to ... make and accept offers). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

past simple and continuous

1 A Check understanding of *ring* (= jewellery you put on your finger), *romantic* (= showing strong feelings of love) and *ceiling* (= the part of a room above the walls). Remind Ss that the verbs should be in either the past simple or past continuous. Ask Ss to do the task alone, then put them in pairs to check their answers. In feedback, elicit why Ss chose each verb form.

ANSWERS:	
1 was having	6 didn’t see
2 was holding	7 were looking
3 put	8 wanted
4 saw	9 was watching
5 was hanging	10 looked

EXTRA CHALLENGE For stronger classes or Ss, delete the verbs in brackets and instead put them in a box for Ss to choose from. You could do this on paper by blanking out the words in brackets or using a digital tool that allows you to create gap-fill exercises.

B Tell Ss that they only need to write between one and three sentences to complete the story and give them a time limit for this. Monitor as they write, providing individual feedback. Ask a few pairs to read out their ending. Give class feedback.

definite article: *the*

2 A Check Ss understand the meaning of *thumb* by showing yours. If you think Ss will spot that the information is not correct in two sentences (see Ex 2B), warn them before they do the task so they ignore this. Ask Ss to explain their answers in feedback.

ANSWERS:		
1 –	2 the, the	3 –
4 –, the	5 –, –, the, the	6 the

B Clarify that it is the information that’s not correct in two of the sentences, not the language. In feedback, say the number of each sentence (1–6) and ask Ss to put their hands up if they think the information is false. Give the correct answers after you have read out all the numbers.

ANSWERS:	
Sentences 5 and 6 are false.	

all, some, both, none of them

- 3A** Use the first pair of sentences to clarify the task. Ss match the other sentences individually. When checking answers as a class, ask Ss to explain their choices, e.g. *Both* refers to two people – my best friend and I.

ANSWERS:

2 b 3 d 4 c 5 a

- B** Change the words in the first pair of sentences to make it true for you, e.g. *There are five of us in my family. None of us can ride a horse.* Then give Ss time to change the sentences for themselves. Suggest they do this without making notes since this is a speaking task. Put Ss in pairs to do the task, then ask a few Ss to share one thing they learnt about their partner.

VOCABULARY

- 4A** Do the first item with the class to demonstrate the task. Write the answers on the board in class feedback so Ss can see the correct spellings.

ANSWERS:

2 feathers 3 fur 4 shell
5 skin 6 trunk 7 web
8 wings

EXTRA SUPPORT: DYSLEXIA Change this task to a listening activity. Give all Ss in the class the complete words mixed up in a word box, then read out each clue. Ss listen and write down the correct answers.

- B** Demonstrate the task with the class. Say the letter 'd' and invite Ss to guess the animal (duck) and the thing from Ex 4A (possible answers: feathers or wing). Give Ss time to choose one of the things in Ex 4A and think of an animal before they do the task in pairs. Monitor as they do the task, checking Ss' pronunciation of the animal words. Provide feedback on this when they have finished.

EXTRA CHALLENGE Ss say which thing in Ex 4A their animal has instead of the first letter.

- 5A** Encourage Ss to turn to the Vocabulary section on page 22 to check their answers. Encourage Ss to check their spelling carefully.

EXTRA SUPPORT: DYSLEXIA Turn the task into a gap-fill exercise. Provide the sentences with the verbs gapped and the verbs needed to complete the sentences in alphabetical or random order in a vertical list.

ANSWERS:

1 held 2 brought 3 cancelled
4 answer 5 made 6 took

- B** Use the example given to explain the task and elicit another example from the class to check their understanding, e.g. *A: Because my phone rang. B: You answered the phone? A: Yes!* Give Ss time to choose an action and think of a reason before they do the task in pairs. Monitor the activity to check Ss are using, forming and pronouncing the actions correctly. Invite a few pairs to share one of their reasons with the class for the class to guess the action.

- 6A** Ask Ss to read the story first to get a general understanding of the text. Ask the questions: *What did Jimmy K lose?* (a toy named 'Jacko') *What happened to the thing he lost?* (an airport worker found it and gave it back to him when he got back to Miami) Check answers. Ss complete the task alone, then check answers in pairs. Don't check answers yet.

EXTRA SUPPORT For weaker classes or learners, take one incorrect option away or provide a list of one incorrect answer for each question for Ss to delete themselves, e.g. 1 not C; 2 not B, etc.

- B**  **R2.01** | Play the recording for Ss to check their answers. Pause after each answer is given to help Ss if necessary. You could take the opportunity to go through the answers again with the class to check why some of the incorrect answers are not possible, e.g. the word doesn't go with the noun after the gap, the meaning isn't correct, it isn't the correct form, etc. Ask Ss what they thought of the story.

ANSWERS:

1 A 2 C 3 B 4 C 5 A 6 A
7 C 8 B 9 C 10 B 11 A 12 B

TO FINISH

Conduct a 'medal and mission' activity. Show Ss an image of a medal and ask them to think about their work in Unit 2 and what they should get a medal for. Then ask Ss to think about their mission, i.e. what they want to get a medal for in future units. Ss then share their ideas in pairs. Ask Ss to submit their ideas to you via a digital tool so you can use the information to inform future planning.

Global Scale of English **LEARNING OBJECTIVES**

3A A helping hand

- **READING** | Read an article about ideas for helping students: knowing, understanding and thinking; school and university subjects
- Talk about ideas for education around the world; *have to, don't have to, can't*
- **Pronunciation**: connected speech: *have to*

GSE INFORMATION

READING

40 Can understand simple details in simple informational texts (blogs, websites, catalogues, etc.).

VOCABULARY

30–42 Can use language related to knowledge or lack of knowledge.

30–42 Can use language related to studying, learning and teaching.

GRAMMAR

37 Can express obligation and necessity in the present and near future with 'have to'.

SPEAKING

39 Can give simple reasons to explain preferences, given a model.

3B I saw it on TV

- **LISTENING** | Understand people talking about things they learnt through TV programmes: positive adjectives
- Talk about a favourite TV programme or series: subject and object questions
- **Pronunciation**: word stress in adjectives
- Write a quiz; correct mistakes

GSE INFORMATION

LISTENING

39 Can generally identify the topic of discussion around them when conducted slowly and clearly.

VOCABULARY

30–42 Can use language related to describing something's quality.

GRAMMAR

38 Can ask wh- questions about the subject.

SPEAKING

41 Can give the reasons for a choice, using simple language.

WRITING

42 Can rewrite a simple text to correct mistakes.

3C Life hacks

- **HOW TO ...** | give instructions and check understanding: location, position and movement
- **Pronunciation**: intonation in short questions

GSE INFORMATION

VOCABULARY

30–42 Can use language related to location and position.

30–42 Can use language related to moving in a direction.

HOW TO ...

40 Can ask for clarification about key words not understood, using fixed expressions.

SPEAKING

37 Can give simple instructions to complete a basic task, given a model.

3D School rules

- **BBC STREET INTERVIEWS** | Understand street interviews about school
- Have a discussion about school rules: *had to, didn't have to, couldn't*
- Write an online post

GSE INFORMATION

VIEW

37 Can identify activities occurring in the past in short, simple dialogues.

GRAMMAR

46 Can use 'had to ...'/'Did ... have to...?' to refer to past necessity and obligation.

SPEAKING

40 Can ask and answer questions about past times and past activities.

WRITING

44 Can write a basic description of experiences, feelings and reactions, given a model.

42 Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.

BBC VLOGS

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

Ask Ss about the kinds of thing people read every day, e.g. the news, messages from friends, books, magazines, blogs, social media posts, etc. You might want to elicit or pre-teach some or all of the items in the key, although Ss don't need to identify all of them in part 2 of the task.

Read the vlog question with the class and tell Ss your answer to it to demonstrate part 1 of the task, e.g. 'I enjoy reading about my friends on social media because they can be really funny.' After Ss have done the first part of the task, elicit some of the things on their lists to the board.

 Before playing the video for the second part of the task, check Ss remember the meaning of *mention* (= to say something, usually quickly and without a lot of information). After playing the video, put Ss in pairs to discuss the question in part 2. Ask Ss which items from the list on the board were mentioned.

ANSWERS:

- 2 The speakers mention thrillers, comedies, (long) articles, fiction, stories, poetry, history books, cookbooks / cookery books, newspapers, political magazines, biographies, young adult novels, and travel magazines.

EXTRA CHALLENGE On the board, provide Ss with some or all the things the speakers mention in a mixed-up order. Check Ss understand the meaning of the words, then ask them to watch the video again and number the items in the order they are mentioned and note down any other information they hear. Play the video again. Note that articles and cookbooks / cookery books are mentioned more than once.

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 A helping hand

GRAMMAR | *have to, don't have to, can't*

VOCABULARY | knowing, understanding and thinking; school and university subjects

PRONUNCIATION | connected speech: *have to*

LESSON OVERVIEW

In this lesson, Ss talk about education. The lesson starts with Ss reading an article about the country singer Dolly Parton and how she helps people with their educations. From this, they learn and practise vocabulary related to knowing, understanding and thinking, and school and university subjects. They then learn and practise *have to, don't have to* and *can't* for obligation, no obligation and prohibition with a focus on the pronunciation of *have to* in connected speech. The lesson ends with a speaking activity where Ss tell each other about new ideas in education. Note that as Ss' previous experience at school is a major topic of Lesson 3D, you may want to avoid focusing on it in this lesson if you decide to broaden it out.

Online Teaching

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

- **Ex 2A:** Write the words in bold from the article in the chat box or on a display so Ss don't need to keep moving between the exercise and the text.
- **Ex 6A:** Ss can use the *hands up* feature in their online platform to vote, then share reasons for their answers via the chat box. Nominate one or two Ss to expand on their ideas orally.
- **Ex 6B:** To reduce time spent on setting up groups during the lesson, decide on the groups before the lesson. Create a document or slide stating who is in each group and assign each student a role: A, B or C. Display this when setting up the activity so Ss can quickly see what their role is and who they will be working with. While Ss are doing parts 1 and 2, set up the breakout rooms so you can quickly open them at the start of part 3.

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

Books closed. Describe a story you know Ss will be familiar with, e.g. ‘A boy and girl meet and fall in love but they are from two families that hate each other.’ Ask them to guess what it is (*Romeo and Juliet*). Invite a few Ss to describe another story for the class to guess or put Ss in pairs to take turns to guess each other’s description.

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

READING

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

- 1 **A** Ask Ss if they read a lot of books when they were children and why or why not. Put them in pairs to discuss the question, then find out which books were the most popular amongst the class in feedback. Ask one or two Ss to tell the class what their favourite book was and why.
- B** Ask Ss if they recognise Dolly Parton and what they know about her. If they don’t know anything, get them to speculate, then provide some information (see below). You could also play part of one of her songs if appropriate. As a class, ask Ss to read the ideas listed and say whether or not they think each one is a good idea. Ask a few Ss to share the reasons for their answers. Point out the definition of *scholarship* at the bottom of the article and ask Ss to read it, then match the sections of the article with the ideas. Make sure Ss understand that they only need to use three of the four ideas and set a time limit, e.g. three minutes, to avoid Ss trying to understand every word. In feedback, check Ss understand the meaning of *buddy* and a *buddy program*.

EXTRA CHALLENGE Ask Ss to cover the list of ideas. Provide two options for the main idea of the first section (e.g. *books for every child / a library in every town*). Ss read the first section and identify the correct idea (*books for every child*). Ss then read and identify the ideas for sections 2 and 3 themselves and discuss them with a partner. Finally, ask Ss to reveal the list of ideas and match them with the sections.

EXTRA SUPPORT: TEACHER Dolly Parton is a singer-songwriter, actress and businesswoman, but she’s most famous for being a country singer. She has written thousands of songs for herself (e.g. *Jolene*, *9 to 5*) and for other people. Whitney Houston’s *I Will Always Love You* was a cover of a song that Dolly Parton wrote for herself in the 1970s. Dolly has sold more than 100 million records around the world. She co-owns The Dollywood Company which owns numerous entertainment venues and she has created a number of charitable organisations.

ANSWERS:

- 1 d 2 c 3 b

C Ask Ss to read the statements and try to remember if they are true or false. Ask them to read the article again to check their answers, then check answers in pairs. Check answers as a class.

ANSWERS:

- 1 F (There are twelve children in total. She has eleven brothers and sisters.)
- 2 T
- 3 F (They get a free book every month.)
- 4 F (150 million between 1995 and 2020)
- 5 F (more than thirty percent)
- 6 T
- 7 T
- 8 F (They get \$15,000 each.)

D Give Ss time to think of their answer before they do the task. Put Ss in groups to discuss their ideas, then monitor and select a few Ss to share their ideas with the class.

EXTRA IDEA There are videos of Dolly Parton reading children’s stories online. While these stories are for children, Ss might enjoy listening to them. They could choose to watch one at home, then report back on the story in class, saying if they liked this kind of story when they were children or not. Ss can search for *Dolly Parton reading stories* online.

VOCABULARY

knowing, understanding and thinking

2 A Use the example to explain the task. Ss complete the task alone, then check answers in pairs. In feedback, ask Ss to identify what comes after each verb in the article (e.g. *decided + to help*, *developed + her ‘Buddy Program’*) to help expand their vocabularies. Explain or elicit the meaning of *expect* (= think something will happen because it is likely) as this is often confused with *look forward to*. You could also explain the difference between *search for something* (= look for that thing) and *search something* (= trying to find something in that thing e.g. search my room, search the internet).

ANSWERS:

- | | |
|-------------|--------------|
| 2 describe | 6 discovered |
| 3 explained | 7 decided |
| 4 expected | 8 developed |
| 5 searched | |

EXTRA SUPPORT: DYSLEXIA Dyslexic learners often benefit from direct instruction and may therefore prefer a direct explanation of the target language rather than trying to work it out for themselves using the context. Consider this as an approach for the whole class.

EXTRA IDEA Give and/or elicit more examples of phrases that collocate with the verbs, e.g. *discover* an interesting fact / a new moon / a new word in English; *develop* an idea / a new product / a new system; *expect* something to happen / go wrong / go well; *explain* a problem / a situation / what you mean; *describe* a person / a car / a home, etc.

B Model the activity by changing the first sentence so it is true for you, e.g. 'My friend and I never planned to do homework together. I liked working on my own.' Monitor as Ss do the task, assessing their use of the target vocabulary. Ask a few Ss to share what they learnt about their partner with the class in feedback.

EXTRA SUPPORT Give Ss time to write the sentences first, then put them in pairs to take turns to read their sentences, giving a little more information. Their partner can then ask one or two follow-up questions. Demonstrate this first by telling the class your first sentence (e.g. 'My friend and I planned to travel together, but we never did. We went to university in different cities and so we didn't see each other so much.') and inviting some follow-up questions (e.g. *Where did you plan to go? Do you speak to your friend now?*).

3A This task introduces the focus of the Vocabulary Bank on page 131. Give Ss time to find the subjects in the article before they do the task in pairs. In feedback, check answers to question 1 and elicit Ss ideas for question 2. Note any subjects Ss mention that don't appear in the Vocabulary Bank on the board. Return to these after completing the Vocabulary Bank to check understanding.

ANSWERS:

1 science, history, languages, maths, art

B Refer Ss to the Vocabulary Bank on page 131.

VB ▶ page 131 **VOCABULARY BANK**
school and university subjects

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. This particular set is one you may prefer to set as homework as there are a large number of items and not all of them are needed for the speaking task later in the lesson.

1A Ask Ss to complete the task, then put them in pairs to check any answers they are unsure of. Ss can use a dictionary at this stage to check any items they are still unclear about. When checking answers, make sure Ss understand all the subjects from the images, e.g. *economics* (= the way money and goods are made and used), *history* (= things that happened in the past), *engineering* (= designing and building roads, bridges, machines, etc.), *drama* (= acting) and *law* (= the study of the rules of a country).

ANSWERS:

1 F	2 K	3 I	4 R	5 N	6 O
7 J	8 E	9 A	10 G	11 B	12 L
13 C	14 M	15 H	16 Q	17 D	18 P

EXTRA SUPPORT: TEACHER Note that *mathematics* is shortened to the plural form *maths* in British English but the singular form *math* in American English. *PE* is used to describe sports lessons in UK schools; in American English, *phys-ed* is used. The university subject is usually referred to as *sports science* and involves academic study rather than just doing sport.

B  **VB3.01** | Focus Ss' attention on the pictures and play the recording. Pause after each word to give Ss enough time to repeat it chorally, then nominate individual Ss to say it on their own. Words such as *law* and *medicine* may need particular attention.

AUDIOSCRIPT VB3.01

A history
B languages
C maths
D science
E geography
F art
G information technology, IT
H physical education, PE
I dance
J engineering
K business studies
L law
M medicine
N economics
O education
P tourism
Q politics
R drama

C Give Ss time to respond to all of the sentences. Fast finishers can repeat them, with a focus on fluency.

- VB
- D Focus Ss on the prompt and make a sentence from it about yourself to demonstrate the task, e.g. 'I'm studying languages at the moment. I'm studying Japanese. In the future I'd like to study law because I like watching law programmes on TV!' Monitor as Ss do the task and check their use and pronunciation of the vocabulary, then provide feedback.

GRAMMAR

have to, don't have to, can't

- 4A
- Explain that all the sentences come from the article. Ask Ss to cover the article while doing the task and monitor to see how well they complete the sentences. Ss then uncover the article and check their answers. Check answers as a class and analyse the meaning of the correct sentences.

ANSWERS:

- 1 have to
- 2 don't have to
- 3 can't
- 4 have to

EXTRA SUPPORT Ask Ss to complete the sentences by rereading the article without trying to complete them themselves first.

- B
- Give Ss time to do this on their own before discussing their ideas in pairs to give slower learners a chance to think and process the language. You could refer Ss to the Grammar Bank notes on page 104 to check their answers. Make sure Ss are clear about the use and form of the three structures, especially the fact that *don't have to* doesn't describe prohibition in the way that *can't* does. Note that Lesson 3D focuses on the past forms *had to*, *didn't have to* and *couldn't*. There is a detailed focus on *must/mustn't* at B1 level but if Ss ask, you might choose to introduce *mustn't* as an alternative to *can't* and *must* as an alternative to *have to*.

ANSWERS:

- 1 is, can't
- 2 isn't
- 3 isn't
- 4 infinitive

- 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.

» page 104 GRAMMAR BANK

Go through the notes with Ss in the lesson and check they understand the key points.

- 1
- This exercise focuses on differences in the use and form of *have to* or *don't have to*. Do the first two together as a class to check Ss are using the grammar correctly. Make sure Ss understand that the correct form may be negative and that they will need to include a subject when they are completing a question, then ask Ss to complete the task individually. When checking answers, elicit why each form is used to reinforce the grammar point.

ANSWERS:

- 1 have to
- 2 has to
- 3 Do you have to
- 4 don't have to
- 5 have to
- 6 does she have to
- 7 has to
- 8 doesn't have to
- 9 don't have to
- 10 do we have to

- 2
- This exercise focuses on the use and form of *have to*, *don't have to* and *can't*. Do the first one as a class so Ss understand the task. Monitor as Ss complete the rest of the task, providing support where necessary. Display the answers on the board in feedback for Ss to check against. Address any common issues you noticed when monitoring.

ANSWERS:

- 2 Children under five don't have to
- 3 You can't
- 4 When do we have to
- 5 You have to
- 6 Do we have to
- 7 My son can't
- 8 Do all of us have to
- 9 What does my friend have to
- 10 Students can't

EXTRA CHALLENGE Ask Ss to turn sentences 1, 2 and 5 into questions with *have to*, e.g. *Do you have to turn the lights off when you leave?*

- 3** This exercise focuses on form. Tell Ss to check the correct question and short answer form is used in each FAQ and that *to* is used after *have* but not after *can't*. Put Ss in pairs to compare answers before checking as a class.

ANSWERS:

Q: My passport photo does **Does my passport photo** have to be in colour?

A: Yes, it does. And remember you can't ~~to~~ smile in the photo.

Q: Do I have **to** print out my boarding card before I check in?

A: No, you ~~haven't~~ **don't**. You can use your phone.

Q: How many bags can I take on the plane?

A: You have to check with the airline. Usually, you ~~don't have to~~ **can't** take more than ten kilos.

Q: My son wants to drive in the city centre. How old ~~he has~~ **does he have** to be?

A: He has to be eighteen or over, but people ~~don't have to~~ **can't** drive in the city centre. Only buses can go there.

EXTRA IDEA: DIGITAL Create an online multiple-choice quiz with six to eight gapped sentences about you and the class using *have to*, *don't have to* and *can't*, e.g. *We _____ to come to class tomorrow. It's Saturday!* Put Ss in teams and launch the quiz so that Ss play it in real-time and compete against each other. Use the answers to check Ss' understanding of the target language and review any incorrect answers.

PRONUNCIATION

connected speech: *have to*

- 5A**  **3.01** | This task helps Ss to hear *have to* in connected speech. Pre-teach *retired* (= no longer having to work because of your age) if necessary. Play the recording once all the way through, then play it again, pausing between sentences so Ss have time to write what they hear. Display the sentences for Ss to check in feedback.

EXTRA IDEA Before doing the task, play the first sentence in the recording once and ask Ss to count how many words they hear to help them identify word boundaries. Decide beforehand if contractions are counted as one or two words and make this clear to Ss. Give Ss a few seconds after they listen to count and then hold up the correct number of fingers on their hands. Repeat with the other sentences in the activity.

ANSWERS AND AUDIOSCRIPT:

- 1 I have to practise five hours every day.
- 2 We have to wear special clothes.
- 3 She doesn't have to work in the summer.
- 4 He doesn't have to work.

- B** This task checks Ss understand the meaning of the sentences. Ss do it individually or as a class as it is a short activity. Ask Ss to explain their choices when checking answers.

ANSWERS:

a musician – sentence 1

a nurse – sentence 2

a retired person – sentence 4

a teacher – sentence 3

- C** This task encourages Ss to notice how *have to* is pronounced in connected speech. If your Ss are not familiar or confident with phonemic symbols, show and model the vowel sounds, i.e. say *hat* for /æ/, *food* for /u:/ and a weak *the* for /ə/. You could pause the recording after each sentence and ask Ss to repeat what they heard to help them to better hear the sounds. After checking the answers as a class, drill the sentences again for further practice.

ANSWER:

/hæftə/

- D** Demonstrate the task by asking Ss to ask you *yes/no* questions with *have to* to guess a job e.g. *farmer* (the answer for the example question). Encourage Ss to ask about a variety of things, e.g. wear a uniform, use a computer, sit at a desk, talk to people on the phone, travel around, etc. Put Ss in pairs and monitor as they do the task, helping them to use and pronounce *have to* correctly.

EXTRA SUPPORT On the board write the prompts: *Do you have to ... ?; Yes, I do. and No, I don't.* to assist Ss as they do the task.

SPEAKING

- 6A** Give Ss time to read the sentences and decide if they agree with them or not (and why) before they do the task in pairs. In feedback, ask Ss to put their hands up if they agree with each idea. Find out which statement the most Ss agree with and elicit reasons for their opinions.

EXTRA SUPPORT: DYSLEXIA Put Ss in pairs and allocate roles (A or B), discretely making sure dyslexic learners are Bs. Ask Student As to read each sentence to their partner, with Student Bs beginning the discussion.

- B** Explain that Ss are going to read about a new idea in education like the ones in the Dolly Parton article. Put Ss in groups of three and allocate roles (A, B and C). Refer Ss to the relevant pages.

- 1** Check Ss understand the meaning of *training*, *cushions* and *robot* before they read their information. Ss can work with someone with the same role to check their answers to questions 1–4.
- 2** Refer Ss to page 148 to check their answers. Monitor and answer any questions.
- 3** Tell Ss that they are going to tell each other about the idea they have just read about. Explain that as they won't be able to see the texts when they do this, they should use their answers to the questions in part 1 to help them and note down a few words or phrases to retell the article. Put Ss in their groups and monitor as they do the task, noting any correct or incorrect examples of the language from this lesson. Display these in feedback and elicit corrections from the class.

EXTRA SUPPORT: TEACHER If the number of Ss in your class doesn't divide equally by three, make groups of four, e.g. have two Student As in a group. So that both Student As have a chance to describe their ideas, ask one Student A to describe the idea to Student B and the other to describe the idea to Student C at the same time.

- C** Keep Ss in the same groups as for Ex 6B for this task. In feedback, take a class vote to find out which idea is the most popular and why, then elicit ideas for question 2 from around the class.

EXTRA SUPPORT Provide some themes for Ss to think about in relation to question 2, e.g. things in the classroom, the library, ways of working, technology, equipment, etc.

FUTURE SKILLS | Critical thinking



- D** This task focuses on critical thinking, in particular, being able to justify opinions. Put Ss in groups so they are working with different Ss from Exs 6B and 6C. Ask Ss what they think *critical thinking* means, then get them to read the box to check their ideas and do the task. When they have finished, elicit ideas from a few groups.

EXTRA: EMPLOYABILITY SKILLS Ask Ss to think about a time they had to use critical thinking skills in their work or studies. Give Ss time to think about this individually first, then invite them to share their ideas in pairs, groups or as a class.

EXTRA IDEA Tell Ss that they work for an organisation that helps students with university costs and are going to give a £10,000 scholarship to three students. Put them in groups and ask them to decide on five rules to decide who will receive the scholarships (e.g. they have to be the best student in their school, they have to come from a lower-income family, they have to give an excellent presentation about a particular topic, etc.) When they have finished, groups share their ideas and ask questions about each other's rules. They could also say whether or not they think the rules are good and why.

TO FINISH

On the board, write: *To use the language from this lesson in the future, I have to ...*. Ask Ss to complete the prompt and tell their answer to a partner. Monitor as they do this, encouraging Ss to be specific (e.g. *I have to look for more examples of 'don't have to' so I understand it better*) rather than general (e.g. *I have to learn it*). When they have finished, invite Ss to share their ideas with the class and use this as a way to discuss further practice opportunities and inform your future lesson planning.

3B I saw it on TV

GRAMMAR | subject and object questions

VOCABULARY | positive adjectives

PRONUNCIATION | word stress in adjectives

LESSON OVERVIEW

In this lesson, Ss talk about TV programmes and series. The lesson starts with Ss listening to two people talking about things they've learnt because of a TV programme or series. From this, they learn a set of positive adjectives, with a focus on their word stress. Ss then learn and practise using subject and object questions before interviewing each other about a favourite TV programme or series. The lesson ends with a writing activity where Ss write a quiz, with a focus on correcting mistakes.

Online Teaching

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

- **Ex 3B:** Display the sentences on the board and invite Ss to mark the word stress on them. This may help with Ex 3C.
- **Ex 5B:** Demonstrate the task yourself with the class before putting Ss in breakout rooms so they know exactly what to do.
- **Writing Bank 3B, Exs 2A–2C:** Pairs can write their questions in a shared writing document or an online quiz maker, then share the links with another pair to complete the quiz. Alternatively, put Ss in breakout rooms and ask pairs to read out their questions for the other pair to answer.

Additional Materials

For Teachers:

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

For Students:

Online Practice 3B
Workbook 3B

TO START

If possible, play a part of a TV programme Ss will be familiar with. Ask them to close their eyes and identify the programme from what they hear only. Then, ask them to open their eyes to check. Alternatively, show Ss photos from TV programmes or series and ask them to guess what they are (there are many quizzes of this type online).

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

LISTENING

1 A Check Ss understand the meaning of *TV programme* by eliciting some examples. Tell them we can also say *TV show*. Check understanding of *signing* (= using sign language) and any other of the activities in the box that you think Ss may be unfamiliar with. You could also check *deaf* (= not able to hear) as this is referred to in Ex 1C. Focus Ss' attention on the photos and ask Ss to do the task. In feedback, check answers to question 1 before asking a few Ss to share what they learnt about their partner.

ANSWERS:

1 climbing (the bear is climbing a tree), signing, dancing, baking

B  **3.02** | Refer Ss back to the box in Ex 1A and play the recording. When checking answers, ask the class if they can remember the names of the TV programmes mentioned and if they have seen any of them.

AUDIOSCRIPT 3.02

E = Ellen M = Mark

E: This cake is delicious! You're a great cook.
M: Thanks. I love baking. It's a new hobby for me.
E: Really? When did you start?
M: About a year ago.
E: Who taught you?
M: My friend Anna taught me. She's a great cook.
E: Well, this cake **is** good. I like watching cooking programmes, but I never make the dishes. I just enjoy watching.
M: Well, I'm trying to make one new thing every week.
E: Where did you get this recipe?
M: Er. It's actually from a YouTube video. I'll send you the link. I'm sure you'll enjoy watching it.
E: OK, thanks!
M: I learn most things from TV and YouTube these days.
E: Yeah?
M: Yes. I started learning chess because of a TV series.

Unit 3 | Lesson B

- E: Oh really. Which one?
- M: *The Queen's Gambit*. It was brilliant, really good.
- E: What's it about?
- M: It's about a chess player called Beth. There isn't an equal number of women and men playing in big competitions, so she plays against a lot of men – and wins!
- E: What happens to her?
- M: Well, she has a lot of problems, but she's very clever. She learns really quickly. She becomes a champion.
- E: Is it a true story?
- M: No, it isn't a real story. It's from a book. Anyway, lots of people started playing chess after they watched it. What about you?
- E: Me?
- M: Yes, do you ever want to learn something when you see people doing it on TV?
- E: Well, ... yes. There *is* one thing.
- M: Yeah?
- E: A few years ago I watched *Strictly Come Dancing*.
- M: Oh yeah, I know. It's really popular, but I don't watch it.
- E: Yeah, it made me want to learn ...
- M: ... dancing?
- E: No, signing. Learning sign language.
- M: ... from a **dance** competition?
- E: Yes. You see, in 2021, there was a deaf woman in the competition. Her name was Rose.
- M: She was deaf? So she couldn't hear the music.
- E: That's right.
- M: What did she do? I mean how did she dance with the music?
- E: She just counted, you know, 1–2–3–4. She was great!
- M: Who did she dance with?
- E: A guy called Giovanni. The public loved them.
- M: Wow! That **is** amazing!
- E: And when Rose was dancing in the competition, a lot of people became interested in sign language. I started learning it. I'm still only a beginner, but I really enjoy it.
- M: Who won the competition? Rose and Giovanni?
- E: Yes! The final programme was very exciting. Rose was certainly my favourite dancer and a lot of other people felt the same!

EXTRA SUPPORT: TEACHER *The Queen's Gambit* is a TV mini-series released in 2020 about a fictional American chess prodigy in the 1950s and 1960s. It's based on a book with the same name. The Queen's Gambit is a chess move.

Strictly Come Dancing is a long-running TV series in the UK where, each year, celebrities dance with professional dancers to win a competition. Actress Rose Ayling-Ellis and dancer Giovanni Pernice won the competition in 2021, with one of their dances (the couple's choice) winning an award for Best TV Moment in that year.

ANSWERS:

baking, playing chess, signing (or 'learning sign language')

C  **3.02** | Give Ss time to read the topics. Play the recording again so that Ss can do the task. Check answers as a class.

ANSWERS:

Topics 1, 4 and 8 are mentioned.

EXTRA IDEA Use the search term *Rose and Giovanni Strictly couple's choice* to find a video of the dance mentioned online. Tell Ss that the purpose of the dance was to share Rose's experience of being deaf with people who can hear. Play the video. Ss watch it and identify what Rose's experience is (positive, joyous) and how the dance might have helped the audience to understand what it is like to dance as a deaf person (they dance to silence for part of the performance). Ask Ss how they felt watching the video and why.

EXTRA CHALLENGE Ask Ss to note down further details about each of the activities mentioned in Ex 1C. (Possible answers: the man started baking a year ago and learns from TV and YouTube; the woman learnt chess after watching the TV series *The Queen's Gambit*; the main character, Beth, played and beat a lot of male players; Rose, a deaf woman, won *Strictly Come Dancing* in 2021 with her partner Giovanni and a lot of people started learning to sign)

D Monitor as Ss discuss the questions to learn more about them and their interests. Elicit some answers in feedback and find out if there's an activity or hobby that many Ss would like to try.

VOCABULARY

positive adjectives

2A Explain that the sentences in the exercise are from the recording and ask Ss to complete them individually, using a dictionary if necessary. Monitor as Ss do the task and address any words they are unsure of in feedback. Note that *brilliant* can mean very bright (e.g. *brilliant light*), very clever or skilled (e.g. *Sammy's brilliant at maths, Danny's a brilliant drummer*) or very good (e.g. *The film was brilliant*). Share these meanings with your class and ask which meaning features in question 2. Drill the pronunciation of *delicious*.

EXTRA SUPPORT Explain the meaning of any unknown words to your Ss before they do the task.

EXTRA IDEA Play the recording of the conversation in Ex 1B again so that Ss can listen and check their answers.

ANSWERS:

- | | |
|-------------|-------------|
| 2 brilliant | 6 popular |
| 3 equal | 7 exciting |
| 4 clever | 8 favourite |
| 5 real | |

- B** This task helps to deepen Ss' understanding of the words in Ex 2A and introduces related adjectives. Give Ss time to do the task individually before they work in pairs. Check answers as a class.

POSSIBLE ANSWERS:

- 2 terrible
3 unequal
4 has learning difficulties
5 unreal
6 unpopular
7 boring (unexciting is possible but not very common)
8 least favourite

PRONUNCIATION**word stress in adjectives**

- 3A** Although this task focuses on meaning, Ss focus on the pronunciation of the sentences in the following activities. You might want to explain this before you begin so Ss understand how it fits within the pronunciation section. Ss work individually to choose the words, then compare in pairs. Don't check answers yet.

- B**  **3.03** | When playing the recording, pause after each sentence for Ss to mark their answer as correct or change it. Check answers as a class.

ANSWERS:

- | | |
|-------------|-------------|
| 1 exciting | 5 clever |
| 2 favourite | 6 real |
| 3 popular | 7 brilliant |
| 4 equal | 8 delicious |

EXTRA IDEA Ask Ss to make a note of the nouns that follow the adjectives in the sentences, e.g. *exciting programme*, *favourite film*, *equal prize money*, etc., then ask them to think of one more noun that each adjective can describe, e.g. *exciting activity*, *favourite song*, *equal pay*, etc.

- C** Model or ask Ss to identify the word stress in each stress pattern by clapping or banging on the table. Elicit which pattern *exciting* fits to demonstrate the task. Monitor as Ss do the task to see if there are any words they struggle to identify the pattern of. Don't check answers yet.

EXTRA SUPPORT Put Ss in pairs for the task so they can practise saying the words out loud to each other.

- D**  **3.04** | Play the recording twice, once for Ss to check answers and once for them to listen and repeat the words. Pause the recording after each word the second time so they can do this. Assist where necessary by modelling the pronunciation yourself, especially *brilliant* and *favourite*. Note that *favourite* is sometimes pronounced with three syllables, with a small schwa (/ə/) sound in the middle. Both options are recorded.

ANSWERS AND AUDIOSCRIPT:

- 1 real
2 favourite, equal, clever, brilliant
3 favourite, popular
4 exciting, delicious

- E** Put Ss in pairs and monitor as they do the task, focusing on their pronunciation of the words in Ex 3A. Provide class feedback on their word stress after inviting a few Ss to share something they learnt about their partner.

EXTRA IDEA Ask Ss to describe characters in a TV programme or series using adjectives from Ex 3A with the correct word stress. Write a prompt on the board to help Ss, e.g. ... *in the programme/film* ... *is really* ...

GRAMMAR**subject and object questions**

- 4A** Focus Ss' attention on the questions and tell them that while they aren't expected to know which question is correct at this stage, they can think about which question in each pair sounds right. Put Ss in pairs and monitor as they do the task to assess their current understanding of the question forms. Elicit Ss' ideas and write the correct questions on the board. Ask Ss for a possible answer to each question, e.g. *I started last Monday*. *Marianne teaches her*. Then ask if question 1 is asking about the subject or object of the answer (the object). Ask the same for question 2 (the subject). Continue with questions 3–6 (3 – subject, 4 – object, 5 – object, 6 – subject).

ANSWERS:

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

B Give Ss time to look at the correct questions (only) in Ex 4A and answer the question, then take a class vote on Ss' opinions. Confirm or clarify the answer and record the form on the board (i.e. subject questions: subject + verb; object questions: subject + *do/does/did* + infinitive). Alternatively, refer Ss to the Grammar Bank notes on page 105 to check their answer. Make it clear that in questions where the question word is the subject an auxiliary verb is not needed.

ANSWERS:

questions 2a, 3a and 6a

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.

1 This exercise focuses on form. Encourage Ss to think of answers to the questions to help them decide if the question word is the subject or object of the verb. Check this in class feedback.

ANSWERS:

- | | |
|---------------------|------------------------|
| 1 opened | 5 do you use |
| 2 does 'shake' mean | 6 happened |
| 3 cooked | 7 start |
| 4 makes | 8 does the train leave |

2 This exercise focuses on form, with Ss now completing the questions themselves. Check Ss understand the meaning of *jungle* and *deer* before they do the task. Ss do the task alone, then compare answers in pairs. Elicit and display the correct answers to the task for Ss to check against.

ANSWERS:

- | | |
|----------------|---------------------|
| 1 do you spend | 4 did Argentina win |
| 2 spends | 5 do you see |
| 3 won | 6 live |

3 This exercise requires Ss to write full question forms. Do the first one as a class so Ss understand the task. Point out the initial sentence and the fact that each question asks about a different part of it. Establish that 1a is an object question and 1b is a subject question. Monitor as Ss do the rest of the task and provide individual feedback where helpful. Address any common issues with the class, then put Ss in pairs to check answers. Elicit or display the correct questions on the board in feedback.

EXTRA SUPPORT Establish which questions are asking about the subject and which are asking about the object before Ss do the task. Ss then refer to the Grammar Bank notes to help them create the questions.

ANSWERS:

- 1 a** What does Patrizia love?
b Who loves chocolate?
- 2 a** Who has four brothers?
b How many brothers does Yasmin/she have? (or How many brothers has Yasmin/she got?)
- 3 a** What did Leo lose yesterday?
b Who lost his car keys yesterday?
- 4 a** Who did Jake see at school?
b Where did Jake see Maria?

EXTRA CHALLENGE Ss write a sentence with two answers similar to those in the exercise, e.g. *Leon plays a lot of video games. A. Leon. B. Video games.* They then swap these with a partner and write questions for their partners' answers, e.g. *Who plays a lot of video games? What does Leon play a lot (of)?*

SPEAKING

5A Explain to Ss that these questions are designed for TV dramas where there is acting and directing. Check understanding of *main characters*, *main part* and *directed*, then give them a time limit, e.g. five minutes, to note down their ideas for a TV programme or series, using their devices to check details if possible. Encourage Ss to include positive adjectives from the lesson in their answers.

EXTRA: ALTERNATIVE IDEA While full questions are provided in the activity to facilitate easy conversation, you could provide some or all of them in prompt form as an alternative, with Ss forming the questions before they answer, e.g. *What / name / the TV programme or series? Who / play / the main part?*

EXTRA CHALLENGE Ss could choose a different type of TV programme to talk about, in which case they will need to write their own questions, e.g. a reality competition programme – *What do the people have to do? What does the winner get? What happens to the loser?*, etc.

B Put Ss in small groups and ask them to take turns to tell each other about their programme or series. Nominate a confident student to begin. Encourage the other Ss to ask additional questions to find out more. Monitor and assess Ss' ability to give simple reasons to explain their preferences, the purpose of question 7 in particular, as well as their use of positive adjectives. Provide class feedback on these points.

EXTRA SUPPORT If Ss need more structure to do the task, ask Student A to ask Student B the questions. Student B then asks them to Student C, etc. (In this case, allocate the role of Student B to a confident student.) Ss could also tick off the questions as they ask them.

EXTRA IDEA: DIGITAL Ss could record themselves answering the questions on video or as an audio recording out of class. They could then share these recordings with each other, watch or listen to at least three other recordings and do Ex 5C in class the next day.

C Ss can remain in the same groups to do this. Tell them that giving reasons for their preferences is the objective of this speaking task and give them time to think about this before they do the task. Monitor and provide feedback on Ss' ability to give reasons in class feedback.

WRITING

write a quiz; correct mistakes

6A The focus of this task is to give learners practice in writing different types of questions and in correcting mistakes. Ask Ss to look at the quiz and focus on the form of the questions rather than answer them. Elicit and correct the mistake in question 1 as a class, then give Ss time to identify the other mistake and correct it individually. Check answers as a class.

ANSWERS:

- 1 Who ~~did sing~~ **sang** the James Bond theme song *No Time to Die*?
- 2 correct
- 3 Which male actor ~~did make~~ **made** the most money in 2021?

B Put Ss in pairs. Ss do the quiz. Refer them to page 140 to check their answers. Ask if any pairs got all three answers correct.

EXTRA SUPPORT: DYSLEXIA Tell Ss the questions that have errors in them, to reduce their reading load.

C Refer Ss to the Writing Bank on page 90.

page 90 WRITING BANK

1A Elicit some examples of prepositions and capitalisation in the quiz to check understanding before Ss do the task. Ss do the task individually, then check their answers in pairs. Display the questions on the board and ask a few Ss to come and correct them in feedback. Alternatively, elicit corrections and mark them on the board yourself.

ANSWERS:

mistakes with question forms:

- 4 Who ~~did write~~ **wrote** the James Bond novels?
- 6 Which K-pop group ~~did have~~ **had** a number-one hit called *Butter*?

mistakes with prepositions:

- 3 ~~on~~ **in** 2021
- 8 ~~in~~ **at** the same time

mistakes with spelling or capitalisation:

- 1 peeple **people**
- 4 ~~Novels~~ **novels**

EXTRA SUPPORT Tell Ss which questions contain errors, but do not say what type of error they are. For very weak classes or learners, provide both the questions and types of error to look for.

B Before Ss do the quiz, check understanding of *Nobel Prize for Literature* (= an annual prize for an author from any country for excellent work) and *number-one hit* (= a song which is the most popular to buy or play online in a country in one particular week). Once Ss have done the quiz, they could look up the answers online. Check answers as a class.

EXTRA: ALTERNATIVE IDEA Turn the quiz into a competition. Put Ss in teams and ask them to write and submit their answers on paper or via a digital tool. The team with the most correct answers win.

ANSWERS:

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

WB 2A Briefly elicit the topics in the quiz, then monitor as Ss complete the task, helping them to create accurate questions. Ss could use their devices to check the answers to their questions are correct, though they shouldn't give the answers on their final quizzes.

EXTRA SUPPORT Put prompts on the board to help Ss write their quizzes, e.g.
Film & TV: *Who played ... ? In which film ... ?*
Books: *Who wrote ... ? What happened ... ?*
Music: *Who sang ... ? Which group ... ?*
Art: *Who painted ... ? Which artist ... ?*

EXTRA CHALLENGE Encourage Ss to use both subject and object questions in their quizzes (They can look at the questions in the model quiz for examples of both). Fast finishers could write two questions on a topic of their choice, e.g. sport.

B Monitor the task to help Ss identify and correct errors, praising good examples of questions as well.

EXTRA IDEA Ask Ss to swap quizzes with another pair to check for any mistakes they didn't pick up. Choose different pairs to those they will work with in Ex 2C.

C Ss swap quizzes with another pair. When they have finished, ask them to swap back so the original writers can check their answers and give an overall score. They then swap again so pairs can see the correct answers.

EXTRA SUPPORT: DYSLEXIA Ask Ss to read out their quiz questions to their partner. While reading aloud is not usually recommended for dyslexic learners, they will be reading words they have written so it should be less challenging.

EXTRA IDEA: DIGITAL Ask Ss to work in pairs or teams and create another quiz using an online quiz maker. Ss can then share links to and complete each other's quizzes. (They will get immediate answers with an online tool.)

TO FINISH

Write the following prompts on the board:

- *What / make / you / happy in today's lesson?*
- *What / you / find / difficult?*

Give Ss time to create the questions in pairs (*What made you happy in today's lesson? What did you find difficult?*) then answer them. Monitor the discussions, then discuss possible steps to address what challenged them as a class. Use this information to set homework tasks and plan future lessons.

3C Life hacks

HOW TO ... | give instructions and check understanding
VOCABULARY | location, position and movement
PRONUNCIATION | intonation in short questions

LESSON OVERVIEW

In this lesson, Ss discuss life hacks. The lesson starts with Ss reading some suggestions for life hacks to solve problems. From this, Ss learn and practise using language that describes location, position and movement. Ss then listen to three conversations where people suggest and discuss life hacks and learn useful phrases for giving instructions and checking understanding. There is a focus on intonation in short questions. The lesson ends with a speaking task where Ss practise giving instructions and checking understanding when describing life hacks to each other.

Online Teaching

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

- **Exs 1C and 6C:** Use a survey tool to gather the most popular answer from the Ss.
- **Ex 5C:** Demonstrate this activity with the class by giving an instruction and asking Ss to follow it. Ask them to move away from their cameras so you can see their movements more easily. Put Ss in pairs or small groups in breakout rooms for this or complete it as a class activity. Give each student a chance to give an instruction if possible.
- **Ex 6B:** Put Ss in breakout rooms. Ask the student giving instructions to display the images for their hack to aid their partner's understanding.

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 the lesson is about life hacks (= tips or tricks that help to make something in life easier). Give them an example, e.g. *When you can't open a jar, put the lid under the hot tap for 30 seconds, then open it.* Then put them in pairs to swap one life hack they know. Ask one or two Ss to share their ideas with the class.

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

VOCABULARY

location, position and movement

1 A Ask Ss to identify the problem in picture A to demonstrate the task. Put them in pairs to discuss the other problems and monitor, helping with vocabulary. Elicit ideas for each picture in feedback. Make sure Ss understand the meaning of *spot* (= a small round area on fabric, wood, paper, etc. that is different from the rest of it), *jewellery* (e.g. rings) and *earring* (= jewellery for your ear). Ask Ss what kind of spot could be on the T-shirt to elicit *ink* as a possibility.

POSSIBLE ANSWERS:

- A** some ink is on a shirt, a pen broke
- B** the shoes are too small
- C** a jumper lost its colour in the washing machine
- D** an earring is lost
- E** the good and bad batteries are mixed up
- F** the person is coughing or sneezing
- G** some chewing gum is in the carpet and on the shoe

B Check Ss understand the meaning of *solve* (= find an answer to a problem). Give Ss time to read the introduction to the article alone before you put them in pairs to discuss the questions. Note their possible solutions on the board in feedback.

ANSWERS:

1 the problems in pictures B, C, A and D

C Pre-teach *freezer*, *vacuum cleaner*, *tube*, *toothpaste* and *inside out* before Ss read the complete article. Alternatively, teach them after they have read the article to give the words context. After Ss have read the article, ask them to discuss the questions with their partner. In feedback, elicit answers to the first question. Refer Ss to the solutions they suggested on the board in Ex 1B. Ask if these ideas were in the article or not, then elicit which of the hacks in the article would be the most and least successful.

EXTRA SUPPORT: DYSLEXIA Suggest Ss focus on one item in the list in the article at a time, covering the rest of the article to reduce distraction.

ANSWERS:

- 1 – picture B
- 2 – picture D
- 3 – picture A
- 4 – picture C

D Give Ss time to read the hacks again and choose their favourite, then put them in pairs to discuss their answers. In feedback, do a quick class survey to find out the most popular hack and why. Ask Ss if they know any similar hacks, especially if you haven't done the To start activity above.

2 A Elicit one or two prepositions that describe the position of something (e.g. *in*, *on*). Ask Ss to then identify one example in the article in Ex 1C (e.g. *inside*), then do the task. Elicit their answers and write them on the board. Ask Ss to tell you the position of something in the room using each preposition if possible, e.g. *The fire exit sign is above the door.*

ANSWERS:

inside, in, over, between, on, onto, into

B Give Ss one minute to think of ideas alone before they share them with a partner. Write their ideas on the board in feedback and give Ss time to record them.

C Refer Ss to the Vocabulary Bank on page 132 and ask Ss to see whether any of the prepositions they came up with in Ex 2B feature there.

▶ page 132 **VOCABULARY BANK** location, position and movement

1 A Do the first item together to demonstrate the task. Ask Ss to complete the activity alone, then check answers in pairs before you check them as a class. Note Ss may confuse *above* and *over*, as in some cases, the meanings overlap. Explain that *above* usually describes something that isn't moving (e.g. *The painting is above the sofa.*) while *over* usually describes something that is (e.g. *The plane flew over the city.*) and often comes after verbs of movement like *jump* or *fly*.

EXTRA CHALLENGE Ask Ss to cover the prepositions and try to identify the prepositions from the pictures alone. They then check their ideas by uncovering the prepositions and matching them with the pictures.

ANSWERS:

1 E 2 H 3 B 4 F 5 A 6 C 7 D 8 G

VB

B

 VB3.02 | Focus Ss' attention on the pictures. Play the recording, pausing after each word to give Ss time to repeat it chorally. Nominate individual Ss to say it on their own, modelling the pronunciation if necessary. Point out that *of* in *out of* is a weak form (/əv/) when pronounced in a sentence, e.g. *Look out of the window!*

EXTRA IDEA The syllables in some prepositions include vowel sounds and diphthongs which Ss sometimes find hard to pronounce, e.g. the vowel sound /ʌ/ in *above*, /aʊ/ in *around*, *outside*, *out of* and /əʊ/ in *over*. Ask Ss to categorise the prepositions with the same vowel sound and help them pronounce these vowel sounds.

EXTRA SUPPORT: TEACHER Help Ss to understand the position and movement of their jaw, tongue and lips when producing the vowel and diphthong sounds in the Extra idea above.

/ʌ/ – jaw open, tongue relaxed in mid-position, lips partially open

/aʊ/ – start with the jaw half open, tongue back, lips quite wide (the /æ/ sound), then move to jaw closed, tongue forward, lips rounded (the /u/ sound)

/əʊ/ start with the jaw slightly open, tongue and lips relaxed (the /ə/ (schwa) sound), then move to lips rounded (the /u/ sound)

 **AUDIOSCRIPT VB3.02**

A onto	E above
B inside	F into
C out of	G over
D outside	H around

- C** Demonstrate the task with a confident student. Put Ss in pairs and ask Student Bs to cover the words in Ex 1A. Ss then swap roles, with Student As covering the words. Monitor as Ss do the task, checking which prepositions they find easy and harder to remember. In feedback, encourage Ss to think of sentences to help them remember the more challenging prepositions.
- 2A** This task introduces further useful prepositions for location, position and movement. Do the first one with the class. Ss then do the task individually or in pairs, using a dictionary to help them. After Ss do the task, check they understand the meanings of the words.

EXTRA SUPPORT Mime the actions for each picture before Ss do the task or do this when checking answers so Ss understand them clearly then. Alternatively, ask Ss to mime the actions to show understanding.

ANSWERS:

1 D 2 C 3 E 4 F 5 H 6 G 7 B 8 A

EXTRA IDEA Ask Ss to follow your instructions, e.g. *walk forwards*, *way away from me*, *stand beside another person*, *jump up and down*, *put your books upside down*, etc. Ss then work in pairs or small groups and take turns to give each other instructions to follow. Monitor, assessing Ss' use of the target language. Elicit corrections where necessary.

- B**  **VB3.03** | Repeat the instructions for Ex 1B for this task. After Ss have listened and repeated the words and phrases, point out the use of the weak form of *from* in *away from* (/frəm/) and elicit the syllable with the main stress in phrases 4 (*out*), 7 (*down*) and 8 (*down*).

 **AUDIOSCRIPT VB3.03**

A upside down	E forwards
B up and down	F inside out
C beside	G towards
D away from	H together

- 3** Use the example to explain the task, then give a second one relevant for your context, e.g. *Rumit is wearing his jeans inside out*. Elicit from the class if it's true or false (true). Monitor as Ss do the task, checking their sentences are accurate and they are pronouncing the prepositions correctly. Elicit corrections where necessary and deal with any common issues in class feedback.

How to ... give instructions and check understanding

- 3A** Remind Ss that the lesson topic is life hacks and explain the meaning of *chewing gum* and *coughing* through mime. Show a battery or image of a battery if necessary. Drill the words so that Ss can say them when doing the task, then elicit some ideas with the class and note them on the board.
- B**  **3.05** | Explain that Ss will hear three conversations about the problems in Ex 3A and should listen and check if the ideas on the board are mentioned. Play the recording, then check answers with the class.

AUDIOSCRIPT 3.05**Conversation 1**

- A: Oh, no, there's a piece of chewing gum in the carpet!
 B: How did that happen?
 A: I don't know, but ... I can't get it out.
 B: Wait, don't pull it. I know a great life hack for this.
 A: OK, what do I do?
 B: We need a plastic bag ... Here, use this.
 A: OK.
 B: Do you have any ice? We need some ice cubes.
 A: How many?
 B: Four or five is fine. So first, you have to put the ice into the plastic bag.
 A: Oh, they're cold ...
 B: And close the bag. Always close the bag really well.
 A: Like this?
 B: Yes, that's good. Now press the bag onto the chewing gum.
 A: Is this right?
 B: Yes. And leave it there. You wait half an hour. After that, the chewing gum will be hard and you can break it.
 A: That's all?
 B: Yes, it's amazing. You'll see.

Conversation 2

- A: So anyway I ...
 B: Yeah?
 A: I ...
 B: Are you OK? Now, put your hands up. No, I meant you have to raise them above your head completely. Not like that, like this.
 A: That's incredible. It stopped.
 B: See?
 A: No it didn't.
 B: OK, it doesn't always work.

Conversation 3

- A: Oh, my remote control isn't working. I need some new batteries.
 B: I'll get some. Oh ...
 A: What's the problem?
 B: There are about twenty batteries here. Which ones are new?
 A: Er ... I don't know. Sorry.
 B: Ah! I know a good hack for this. You drop one on the table and watch it bounce.
 A: Sorry? Bounce? I don't know that word.
 B: Bounce, you know, like a ball. Like this.
 A: I'm not sure I understand.
 B: Here, take these batteries. Choose one and hold it over the table.
 A: Like this?
 B: Yes, but don't hold it so high. About fifteen centimetres. Yeah, that's right.

- A: OK, what next?
 B: Then you have to drop it onto the table. The end of the battery has to point down.
 A: And?
 B: Did you see that? It bounced a bit. Three or four times, like a ball.
 A: What does that mean?
 B: It means it's weak, or dead.
 A: Let me try another. Ah, look, just one little bounce.
 B: Yeah, that one's good.
 A: Let me do another ...

4A  **3.06** | Give Ss time to read the conversations and try to complete the phrases, then play the recording for them to check their answers. Display the missing words in feedback so Ss can check their spelling.

EXTRA SUPPORT Pause the recording after each gap to give Ss more time to write their answers.

ANSWERS:

- | | |
|----------------------------|----------------------------|
| 1 this, right | 4 Sorry, word, sure |
| 2 all | 5 what |
| 3 meant, that, this | 6 mean |

B Focus Ss' attention on the words and phrases in bold in Ex 4A and check Ss understand the meaning of *imperative* (= a verb without a subject with the same form as the infinitive which we use to give instructions, e.g. *Sit down!*) and linkers (words and phrases which link ideas). Note that in this lesson *linkers* refers to time sequencers like *First*. Ss do the task individually before checking answers in pairs. You could refer them to the Grammar Bank notes on page 106 to check their answers. Point out the use of *always* and *never* before imperative verbs, along with the use of *have to* and *need to* when giving instructions.

EXTRA SUPPORT: DYSLEXIA Give Ss the eight words and phrases from the conversation and the list of things they need to find on separate pieces of paper and ask them to match the phrases with the things 1–4. Do the same for Ex 4C.

ANSWERS:

- 1** Always close
- 2** press, put, don't hold
- 3** You wait, You drop
- 4** Now, After that, next (in *What next?*)

- C** This focuses on phrases used to check or make instructions clearer. Explain that the numbers in brackets tell them how many phrases they need to find. Elicit the answers for question 1 as a class before Ss work individually to find the others. Put them in pairs to share their answers before checking as a class. Check the pronunciation of *meant* (/ment/).

ANSWERS:

- 1 *No, I meant ...* ; Not like that, like this; Yes, but don't ...
 - 2 Like this?; Is this right?; I'm not sure I understand.
 - 3 Sorry? (Bounce?) I don't know that word.; What does that mean?
 - 4 That's all?; OK, what next?
- D** The Grammar Bank on page 106 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB page 106 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone.

- 1** This exercise focuses on recognising the form and meaning of the target phrases. Refer Ss to the Grammar Bank notes before they do the task individually. When checking answers, elicit the purpose of each phrase, e.g. to check instructions, to give instructions.

EXTRA SUPPORT Give Ss two or three options for each sentence beginning to make the task simpler, e.g. 1 – b / d / f; 2 – a / g / h, etc.

ANSWERS:

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

- 2** This exercise focuses on using the words and phrases in context. Ask Ss to read the conversation quickly and identify what it might be about (making pancakes), then do the task. When checking answers, as with Ex 1, ask Ss to identify the purpose of each phrase.

EXTRA SUPPORT Make the task easier by removing the word choice box and giving Ss two or three options for each gap.

ANSWERS:

- | | |
|-------------------|------------------|
| 1 First | 7 After |
| 2 Like | 8 that |
| 3 Now you add | 9 have |
| 4 Remember always | 10 right |
| 5 that word | 11 Next you turn |
| 6 What | 12 sure I |

- 3** This exercise focuses on form of the phrases. Ask Ss to look at sentence 1 and decide if a word is missing or if there is an extra word. Check the answer as a class (*to* is missing). Ss do the task individually, then check answers in pairs. In feedback, display the sentences on the board and mark the corrections so Ss can see them clearly.

ANSWERS:

- 2 Well, first you ~~do~~ choose five letters.
- 3 ~~You~~ Like this?
- 4 No, I ~~did~~ meant a word with five letters.
- 5 Always ~~you~~ choose a word with vowels in it.
- 6 In your first go, never ~~don't~~ choose OR ~~never~~ don't choose
- 7 ~~Do~~ Try 'ADIEU'.
- 8 I don't **know/understand** that word.
- 9 What does **that** mean?
- 10 What is now?

EXTRA IDEA Ask Ss if they know any online English word games, then search for one online and play it with Ss. Using the search term 'daily English word game' will bring up some useful options.

PRONUNCIATION

intonation in short questions

- 5A** Elicit the purpose of the short questions (to check you understand an instruction or ask for another instruction). Put Ss in pairs to do the task so they can say the questions out loud using different intonation patterns to help them decide what sounds right. Elicit answers but don't check them yet.
- B**  **3.07** | Play the recording twice, once for Ss to check their answers, then for them to listen and repeat. Pause after each question to give Ss time to repeat it chorally then individually, to practise the intonation.

ANSWERS:

In questions 1, 2, 4 and 6, the intonation goes up.
In questions 3 and 5, the intonation goes down.

- C** As a class, use the example to help explain the task, then demonstrate with another instruction, e.g. *You: Put your book onto the floor.*
Ss: What next?
You: Next, put your right hand into the air.
Get Ss to follow your instructions. Make it clear the instructions need to make sense. *Take your money out of your head* would not make sense, for example. Put Ss in A/B pairs. Student A gives a few instructions to Student B, then they swap roles. Monitor Ss' intonation in their short questions and provide feedback on this at the end of the activity.

SPEAKING

6A Tell Ss that they are going to give instructions for a life hack. Focus Ss' attention on the pictures and check understanding of *candle* using the picture. Give Ss time to think about the problems and solutions alone, then put them in A/B pairs, ready for Ex 6B. Ask Ss to share their ideas and elicit a few from the class.

B Check understanding of key vocabulary on pages 142 and 151 by asking what the outer part of an egg is called (*shell*; the same word used to describe part of a tortoise). Mime *shake* and *bend* and ask Ss what candles are made of (*wax*). Refer Ss to the relevant pages and point out the labels in the pictures.

- 1** Give Ss time to look at their pictures and work out what the hacks are. Monitor, helping as necessary, then ask Ss to prepare their hack instructions, using the pictures and Grammar Bank notes to help them. Monitor again, helping with language where necessary.
- 2** Ask Ss to work in their A/B pairs. Student Bs should listen and check understanding as Student As give their instructions. Monitor and note down any good examples of giving and checking instructions and any incorrect use of the phrases from the lesson.
- 3** Tell Ss to swap roles so Student Bs give their instructions. Monitor as for part 2. After the task, provide constructive feedback on Ss' instruction giving and elicit corrections to errors. You could also take a class vote to find out the hack Ss think is the most useful and why. Alternatively, ask Ss to share any other interesting hacks they know with the class.

EXTRA IDEA Ask Ss to peer-assess each other by telling their partner how clear their instructions were on a scale of 1–5 (5 = very clear) and why. Then ask Ss to give their instructions to a different student to improve any areas of weakness.

EXTRA: HOW TO ... Ask Ss to research life hacks online. There are many videos and instructions with images. Ss should find a hack they think is useful and either write or record instructions in their own words and share them via a digital tool. Ss read or listen to the hacks and vote for their favourite, either on the tool or in the next lesson.

EXTRA IDEA: DIGITAL Ss record themselves demonstrating a life hack in the relevant context with the relevant objects and instructions, then share it with the class.

TO FINISH

In pairs or groups, ask Ss to think of a life hack to help them remember the phrases from the lesson. Note down ideas on the board. Ask each student to choose one they want to try, then ask them to report back on how helpful they were in the next lesson.

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

► page 154 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 225

3D BBC Street Interviews

School rules

GRAMMAR | *had to, didn't have to, couldn't*

SPEAKING | have a discussion

WRITING | write an online post

LESSON OVERVIEW

In this lesson, Ss watch a set of street interviews about people's school experiences. The lesson starts with Ss talking about their own experiences of school. They then watch interviews with people talking about school and complete a set of viewing tasks. Ss learn and practising using *had to, didn't have to* and *couldn't* and have a discussion about rules at their school. The lesson ends with a writing task where Ss write an online post about their memories of school.

Online Teaching

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

- **Ex 2A, 2C, 3A and 3C:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 3D:** If time is limited, ask Ss to share their answers to the question via the chat box. Invite a few Ss to elaborate on their answers.
- **Ex 5C:** As it is difficult to monitor all breakout rooms closely at the same time, ask Ss to self-assess their speaking after completing the task. Before the task, provide them with a set of criteria, e.g. Describe at least three rules. Use *had to, didn't have to* or *couldn't* correctly to describe them. Listen and respond to my partner and ask follow-up questions. Add these criteria to a digital survey tool and share the link with Ss after they complete the task. Ss could either tick the ones they feel they achieved or select from options, e.g. *I did this very well. I did this quite well. I didn't do this well.*

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

Put Ss in groups and give them three minutes to note down as many words and phrases related to school as possible, e.g. *teacher, lesson, science laboratory, PE, school meals*, etc. Ask each group to share three of their items in class feedback. Alternatively, ask Ss to record their ideas on a digital tool and display the ideas on the board. Pick out a few interesting words and phrases and ask the group that added them to say a little more about 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.

PREVIEW

- 1 Put Ss in pairs to discuss the questions. Monitor and listen for interesting answers, then ask Ss to share those answers with the class. Find out if there was anything most Ss particularly disliked about school.

VIEW

- 2A ▶ Ask Ss to read the first question in the BBC box or read it to the class. Ask them to predict how many of the speakers didn't like school, then play the video so they can check their prediction. Check the answer as a class.

ANSWERS:

no

- B Point out the named photos on page 34 and 35. Give Ss time to do the task on their own, then ask them to discuss their answers in pairs. Don't check answers yet.
- C ▶ Tell Ss that sentences in Ex 2B appear in a different order from the information in the video. Play the video so Ss can check their answers to Ex 2B, then check as a class.

ANSWERS:

1 Kwame 2 Edward 3 Hager 4 Abiha

- 3A ▶ Tell Ss that they are going to hear the people in the video talking about rules at their schools. Check understanding of *rule* (= an official instruction about what you can or can't do) and *uniform* (= clothing worn by the police, school students, etc.) and ask them to predict the topic the speakers will talk about the most. Play the video for Ss to check their prediction. Check the answer as a class.

ANSWER:

clothes

- B** Elicit ideas for words to complete the first sentence from the class but don't tell Ss if their answer is correct or not. Make it clear that they are not expected to know each answer, but can note down any answers or ideas they remember. Ss do the rest of the task alone. Put them in pairs to check their answers. Don't check answers as a class yet.

EXTRA SUPPORT Give Ss the missing words and phrases mixed up on the board so they can match them with the sentences.

- C** ▶ Play the video again for Ss to check their answers to Ex 3B. Play the video a final time, pausing after each answer and checking it as a class.

ANSWERS:

- | | |
|------------------|------------------|
| 1 clothing | 5 good afternoon |
| 2 every day | 6 very much |
| 3 stand up | 7 o'clock |
| 4 sports uniform | |

- D** Give Ss time to tick the rules that were the same at their school, then put them in pairs to share their ideas. Monitor and listen to Ss' use of *had to*, *didn't have to* and *couldn't* to see if they can already use them and, if so, if they are using them accurately. Use this information as a reference when teaching the Grammar section. Invite a few Ss to share their answers with the class.

GRAMMAR

had to, didn't have to, couldn't

- 4A** Tell Ss that the sentences are about school rules so the context is clear. Ss do the task alone, then check answers in pairs or using the Grammar Bank notes on page 107. Check answers as a class. Make it clear that *didn't have to* means that you could do something but it wasn't necessary. As Ss have learnt *don't have to*, the concept should be familiar. Elicit the form of each structure and write it on the board, i.e. *have/has to* + infinitive, *don't have to* + infinitive, *couldn't* + infinitive.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing each of sentences 1–3 on a separate line and each of rules a–c on a separate line beneath them.

ANSWERS:

- 1 b 2 a 3 c

- B** 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**

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 meaning. Ask Ss to read the first sentence and elicit the answer and reason why as a class (past form of *have to*). Check understanding of *carry-on bag* (= a bag you carry onto the plane when you fly). Ss do the rest of the task alone, then compare answers in pairs. Ask Ss to explain their choices when checking answers as a class.

EXTRA SUPPORT Give Ss these prompts to choose from to explain their choices during feedback: *It was necessary*; *It wasn't necessary*; *It wasn't OK*.

ANSWERS:

- | | |
|------------------|-------------------|
| 1 had to | 5 have to |
| 2 had to | 6 didn't have to |
| 3 couldn't | 7 did you have to |
| 4 didn't have to | 8 couldn't fly |

- 2** This exercise focuses on meaning. Read the information before sentences 1–5 to the class so Ss are clear about the context. Point out the same information for sentences 6–10. Complete the first sentence together as a class. Monitor as Ss do the rest of the task and elicit corrections where necessary. Put Ss in pairs to check their answers, then check as a class, asking Ss to explain their answers.

ANSWERS:

- | | |
|------------------|------------------|
| 1 had to | 6 had to |
| 2 couldn't | 7 couldn't |
| 3 didn't have to | 8 couldn't |
| 4 had to | 9 didn't have to |
| 5 didn't have to | 10 had to |

- GB 3** This exercise focuses on meaning and form. Use the example given to help explain the task. Monitor as Ss complete the activity, eliciting corrections if necessary. In feedback, display the answers for Ss to check against. Address any common issues you noticed when monitoring, especially with regards to the target language structures.

ANSWERS:

- 1** B: That's all right. I had to have a shower and get dressed.
2 A: How was the interview yesterday? Did you have to answer a lot of questions?
 B: Yes I did, but they offered me the job.
 A: That's great news!
3 A: It's 11.30 p.m. Where's Helene?
 B: She's at the party.
 A: When I was young, I couldn't stay out late. I had to get home before 10.30 p.m.
 B: Really? I didn't have to get home early, but I had to phone my parents every hour.

SPEAKING**have a discussion**

- 5A** Tell Ss that they are going to have a discussion about rules at their schools. Check Ss understand *illness* (feeling ill) and *raising your hand* (holding it above your head). Give Ss time to do the task, making brief notes to remember their ideas. Monitor and help with vocabulary. When they have finished, give Ss a little more time to think about the language they can use to talk about those school rules, i.e. *had to*, *didn't have to*, *couldn't*.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners may prefer to plan their answers in their head rather than make notes.

- B** Ask Ss to look at the Key phrases and think about how they could use them in their discussion. Put Ss in pairs and ask them to share their rules and decide if they were good or bad. Monitor and check Ss' use of the target language from the lesson. When they have finished, do a quick class survey to find out if pairs decided the rules were good or bad, asking Ss to explain their reasons. Give the class feedback on their use of *had to*, *didn't have to* and *couldn't*.
- C** Put two pairs of Ss together to form small groups. (If you have an odd number of groups, split one pair and have two groups of five.) Use the example conversation to explain the task. Monitor as Ss write, helping with vocabulary. In feedback, ask each group to read out one or two of their rules and elicit corrections to any errors with *have to*, *don't have to* or *can't*.

WRITING**write an online post**

- 6A** Tell Ss that they are going to read a post answering an online question about school memories. Elicit what people might write about and check understanding of *scared* (= afraid) and *geniuses* (= very clever people). Give Ss time to read the post and complete the task. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Suggest Ss cover the two paragraphs they are not reading so they can focus on the paragraphs one by one.

ANSWERS:

liked the most: the friendly students, winning the maths competition
 disliked: too many rules

EXTRA IDEA Ask Ss to think of a memory they have from school, then put them in pairs to share their memories and generate ideas for Ex 7A.

- B** Tell Ss that there are no correct answers for this task and elicit an example detail from the class, e.g. the description of how the person felt (*scared*, *happy*). Ss read the post again, then share their ideas in pairs. Ask a few Ss to share their answers with the class.

POSSIBLE ANSWERS:

the school was small, only 350 students; two other students were geniuses; examples of the rules; details of the story of when the writer broke a rule

- 7A** If Ss completed the Extra idea above after Ex 6A, tell them that they can write about the memory they discussed. Alternatively, complete that task now to help Ss generate initial ideas. Suggest they draw a table with three columns or create a mind map with three subtopics, one for each memory, to make notes in. Monitor, assisting as necessary.

EXTRA IDEA Ask Ss to look at the post again and identify words and phrases they could use in their own answers, e.g. *My best memories come from ...* ; *I remember I felt ...* ; *Another great memory comes from ...* ; *But in the end, ...* ; *That was a great feeling ...* ; *My worst memory was earlier ...* .

- B** Ss write their post, using their notes and the model text in Ex 6A to help them. This could be done in class or for homework, on paper or digitally. If Ss do the activity in class, monitor and provide useful individual feedback.

EXTRA IDEA: DIGITAL Create a class discussion forum using an online tool, e.g. a virtual classroom environment (VLE), a digital noticeboard or a messaging app. Post the question at the top of the post in Ex 6A and ask Ss to reply with their posts.

- C** Ask Ss to display their posts around the classroom, share them in groups or access them digitally. Give Ss time to read as many as possible in the time you have, then complete the task. If using a digital tool, Ss could vote for their favourite story. In feedback, identify the most surprising story or ask a few Ss to share their favourite post with the class and explain why.

TO FINISH

Ask Ss to talk about three differences between learning a language when they were at school and learning a language now, using *had to*, *didn't have to* and *couldn't*. Give Ss time to think of ideas first, then put them in pairs to share their ideas. Elicit a few ideas in class feedback, checking Ss' use of the target language and highlighting their progress to end the lesson on a positive note.

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, 3A, 3B, 4A, 5A and 6A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

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

- **Ex 2A:** Use a whiteboard tool to display the questions and invite different Ss to correct questions on the board (give them permission to edit the board if necessary).
- **Ex 5A:** Use the Presentation Tool to help Ss check the spellings of the words.
- **Ex 6A:** Put Ss in breakout rooms to compare answers before Ex 6B. Ask one student to share their screen so they can both see the text as they discuss their answers and talk about the words around the gaps.

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: *have to*, *don't have to*, *can't*, subject and object questions, *had to*, *didn't have to*, *couldn't*; Vocabulary: knowing, understanding and thinking, school and university subjects, positive adjectives, location, position and movement; How to ... give instructions and check understanding). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

have to, don't have to, can't

1 A Make sure Ss understand that each group of sentences is about a different context and check understanding of *seat belt* (= a belt on the seat of a plane you put around your waist for safety reasons). If helpful, review the use of *have to* (something that is necessary), *don't have to* (something that is not necessary) and *can't* (something that is prohibited) before Ss do the task. Ss complete the task alone, then check answers in pairs. Check answers as a class, asking Ss to explain their choices.

ANSWERS:

- 1 b don't have to
c can't
- 2 a can't
b have to
c don't have to
- 3 a don't have to
b can't
c have to

B Model the task by choosing a place and eliciting an example sentence from the class, e.g. *You have to wash your hands when you enter and leave a hospital.* Put Ss in pairs and monitor as they write their rules, prompting corrections to errors and providing positive feedback.

EXTRA: ALTERNATIVE IDEA Ask Ss to write two sentences for three of the places individually. When they have finished writing, put Ss in pairs. Ask Ss to take turns to read out their sentences for one place for their partner to guess the place. Model the task, e.g. say: 'You can't take something without paying for it. You usually have to pay if you want a plastic bag.' (answer: a shop). Monitor as Ss do the task, providing feedback on their use of the target language, including the pronunciation of *have to* in connected speech.

EXTRA IDEA Put Ss in pairs or small groups to talk about the rules of their home using *have to*, *don't have to* and *can't*. Give a couple of examples, e.g. *I can't wear shoes in the house because the carpets are a very light colour, I have to clean the house at the weekends.*

subject and object questions

2 A On the board, write the questions: *When did you get here? Who brought you?* and ask Ss to identify which one is a subject question (the second one) and which is an object question (the first one). Review how subject and object questions are formed, then refer Ss to the Grammar notes on page 105 to help them with the task. Ss do the task individually. Display the answers on the board when checking answers as a class and mark them clearly for Ss to see.

ANSWERS:

- 1 What ~~does happen~~ happens on birthdays in your country?
- 2 correct
- 3 Who ~~does pay~~ pays for the birthday meal if it's at a restaurant?
- 4 correct
- 5 Which ~~does get~~ gets a bigger thank you, a money gift, a handmade gift or a nice card?
- 6 correct
- 7 correct
- 8 Who ~~does usually give~~ usually gives you presents on your birthday?

EXTRA CHALLENGE Before Ss do the task, ask them to predict what kinds of errors they think they might find in the questions to help them think about the form of subject and object questions and the differences between them.

B If time is short, put Ss in A/B pairs and allocate questions 1–4 to Student As and questions 5–8 to Student Bs. They take turns to ask each other their questions. Monitor and check the accuracy of their questions. Provide feedback on this. Ask a few Ss to share something they learnt about their partner with the class.

EXTRA CHALLENGE Ask Ss to cover Ex 2A. Display prompts on the board for each question, e.g.:
1 What / happen / on birthdays in your country?
2 What / the person with the birthday / have to / do?
Ss do the task using the prompts, trying to form the complete questions without looking at their books.

had to, didn't have to, couldn't

3 A Complete the first sentence with the class to model the activity. Ss complete the rest of the task alone, then compare answers in pairs. Check answers as a class. Ask Ss to explain their answers.

ANSWERS:

- | | |
|------------------|------------|
| 1 had to | 3 had to |
| 2 didn't have to | 4 couldn't |

- B** Model the task by providing an example, e.g. *I didn't have to go to bed early when I was a teenager*. Monitor as Ss write their sentences, assisting with accuracy.
- C** Put Ss in small groups. Ask them to take turns to tell each other about their rules, giving more information where appropriate, e.g. *I didn't have to go to bed early when I was 10. I could stay up until 11 o'clock*. Monitor as Ss do the task, noting both good and inaccurate examples of the target language. Ask Ss to share interesting information they learnt in class feedback. Then elicit corrections to the errors you noted and point out the examples of good use of the language.

VOCABULARY

- 4A** Make it clear that Ss might need to change the form of the words in the box, e.g. to the third person form. Before they do the task, check Ss understand the meaning of *personality* (= what someone is like, e.g. *friendly, kind, positive*, etc.) and *appearance* (= what someone looks like, e.g. *tall, slim, dark-haired*). Ss do the task individually. Put them in pairs to check answers, then check answers as a class. Note that the verbs for sentences 1 and 6 could be in the past simple form, however, as they're imaginary situations, it's common for the present tense to be used, i.e. *Imagine that someone discovers ...*

ANSWERS:

- | | | |
|-------------|----------|------------|
| 1 discovers | 2 expect | 3 describe |
| 4 popular | 5 decide | 6 develops |

- B** Put Ss in pairs to ask and answer the questions. If your class is unlikely to send get-well cards, they could change *card* to *message* and *'thank you' message* to *reply*. Monitor the discussions and note any interesting answers. Invite Ss to share those answers with the class in feedback.

- 5A** Do the first item with the class to demonstrate the task. Monitor and give clues to any words Ss cannot work out, then ask them to compare answers in pairs. When checking answers, write or display the words on the board so Ss can check their spelling.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by supplying the words with gaps for the missing letters or by providing pictures from the Vocabulary Bank for Ss to identify the subjects and write the words.

ANSWERS:

- | | |
|-------------|------------|
| 2 economics | 6 law |
| 3 education | 7 medicine |
| 4 history | 8 science |
| 5 languages | 9 tourism |

- B** Ss can choose their own criteria for the task, e.g. their top three and least three favourite subjects from school, the three they are best and least able to do, the three they would most and least like to study now. When they have decided, put Ss in pairs to share their answers. Monitor, checking Ss' pronunciation of the target words and providing feedback on this as a class.

- 6A** If possible, display a photo of a key which has broken in a lock and ask Ss what they can see. This will help to activate the relevant vocabulary before they read the story. Ask Ss if they know or can imagine a hack to pull out the broken key from the lock, then ask them to skim the text and check their ideas. Ss then complete the task. Give them time to check answers in pairs, but don't check answers as a class yet.

EXTRA CHALLENGE Remove the multiple-choice options and provide the first letter of each missing word instead. Ss use this and the context to guess the words for each gap. Note that Ss may produce answers which are correct but different to those in the recording, so elicit and check those after Ex 6B.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for dyslexic learners by breaking up the text into sections and placing the relevant options below each section.

- B**  **R3.01** | Play the recording pausing after each answer to check it with the class. You could ask why the incorrect answers are not possible in each case, e.g. the word doesn't go with the noun after the gap, the meaning isn't correct, it isn't the correct form, etc.

ANSWERS:

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

TO FINISH

Write the grammar, vocabulary and How to ... areas studied in Unit 3 on the board (see the To start activity above) or make a selection of four grammar, vocabulary or How to ... items. Ask Ss to number these areas 1–8, or 1–4 if you choose a selection, according to how confident they feel about using them (1 = very confident). Put Ss in pairs and ask them to share their orders and explain their reasons. Monitor, discussing possible opportunities for more practice with individuals and using the discussions to inform future lessons.

4 try this

Global Scale of English **LEARNING OBJECTIVES**

4A I've never ...

- LISTENING | Understand people talking about experiences: irregular past participles
- Talk about your experiences: present perfect simple (1)
- Pronunciation: irregular past participles
- Write a description of a first-time experience; link ideas

GSE INFORMATION

LISTENING

37 Can identify activities occurring in the past in short, simple dialogues.

GRAMMAR

41 Can use the present perfect to refer to personal experiences in the past.

41 Can form questions using the present perfect with 'ever'.

VOCABULARY

30–42 Can use language related to do or not do.

SPEAKING

40 Can ask and answer questions about past times and past activities.

WRITING

41 Can write descriptions of everyday personal experiences.

4B World record

- READING | read an interview about an amazing journey: travel; travel phrases
- Research and compare journeys: comparatives and superlatives
- Pronunciation: sentence stress

GSE INFORMATION

READING

39 Can identify specific information in a simple factual text.

VOCABULARY

30–42 Can use language related to travel.

GRAMMAR

40 Can use all forms of comparatives and superlatives of adjectives.

SPEAKING

37 Can make simple, direct comparisons between two people or things using common adjectives.

39 Can give simple reasons to explain preferences, given a model.

4C The perfect gift

- HOW TO ... | make suggestions and recommendations: giving gifts
- Pronunciation: intonation to show interest

GSE INFORMATION

VOCABULARY

30–42 Can use language related to get or give.

HOW TO ...

36 Can use 'should(n't)' to offer or ask for advice or suggestions.

41 Can make offers and suggestions using 'could'.

36 Can recognise when speakers agree in a conversation conducted slowly and clearly.

SPEAKING

41 Can make and respond to suggestions.

4D A taste of the Bayous

- BBC PROGRAMME | Understand a documentary about a trip to the USA to discover local food
- Give instructions for a dish: verbs of sensation + adjective or *like*
- Write a recipe

GSE INFORMATION

VIEW

32 Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly.

GRAMMAR

39 Can use adjectives after verbs of sensation (e.g. 'look, sound, feel, taste, smell, seem, appear').

42 Can use 'like' with sensory verbs to express similarity.

SPEAKING

40 Can give a simple description of how to carry out an everyday process (e.g. a recipe).

WRITING

38 Can write a description of a simple everyday process (e.g. a recipe).

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.

▶ Read the vlog question and the instructions for the first part of the task with the class. Elicit one or two examples of things in each category that people often try as adults. Play the video, then put Ss in pairs to discuss the question. When checking answers, ask if Ss remember any examples.

Then put Ss in pairs to do the second part of the task. When they have finished, invite a few Ss to share what they learnt about their partner with the class.

ANSWERS:

- 1 dancing – 1 (salsa)
 food – 1 (Georgian food)
 sports – 4 (golf, snowboarding, surfing, skiing)

EXTRA CHALLENGE Play the video a second time for Ss to identify exactly what each person tried and what they thought about it. (Ss could also do this 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 4
 Online Digital Resources
 Videoscript Unit 4 Opener: BBC Vlogs

4A I've never ...

GRAMMAR | present perfect simple (1)

VOCABULARY | irregular past participles

PRONUNCIATION | irregular past participles

LESSON OVERVIEW

In this lesson, Ss talk about past experiences. The lesson starts with Ss listening to a radio phone-in where people talk about things they have never done. This leads into the grammar, where Ss learn and practise using the present perfect simple to describe past experiences, with a vocabulary focus on irregular past participles and the pronunciation of the vowel sounds in these. Ss then play a guessing game using the present perfect and past simple. The lesson ends with a writing activity where Ss write a description of a first-time experience with a focus on linking ideas.

Online Teaching

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

- **Ex 2A:** Use the tools in the Presentation Tool or an interactive whiteboard to underline (or highlight) the verbs.
- **Ex 4A:** Use an interactive phonemic chart to model the target sounds for Ss.
- **Writing Bank 4A, Ex 3C:** Ask Ss to share their questions with you (but not the other Ss) via the chat box. Provide individual feedback or, if you have too many Ss for this, class feedback.

Additional Materials

For Teachers:

Presentation Tool Lesson 4A
 Photocopiable Activities 4A
 Writing Bank 4A
 Grammar Bank 4A

For Students:

Online Practice 4A
 Workbook 4A

TO START

Books closed. Ask Ss to stand in groups, with only one student in each group facing the board. On the board, write an activity. The Ss who can see the board mime the activity to their group. The group guesses the activity. When the mimer confirms it's correct, they shout it out to you and that group gets a point. Repeat with several activities and different Ss miming. The winning team is the one with the most points at the end. Activity suggestions: watching a football match, making a cake, catching a fish, meeting a famous person, building a snowman, camping in a tent (These all feature in the lesson.) You might want to demonstrate an activity yourself, e.g. swimming in a river, to demonstrate the task.

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

LISTENING

- 1 A** Put Ss in pairs and encourage them to look up the English words for any activities in the photos that they don't know, e.g. *roller coaster*. Check Ss understand and can pronounce these in feedback. Find out how many Ss like each activity and their reasons.

ANSWERS:

- 1** Top to bottom, left to right: They're camping. She's riding a horse. They're riding a scooter. They're on a roller coaster. They're playing in the snow.

- B**  **4.01** | Give Ss time to read the topics in the box. Ss should know *camping* from Ex 1A but you may want to check *technology* and *transport*. Remind Ss what a *radio phone-in* is (a show or part of a show where listeners call in and talk to the presenter). Explain that the presenter speaks to two people in the studio with him, a listener on the phone and also reads out some messages from other listeners. When checking answers, elicit extra information about what the speakers said about the topics to check Ss' understanding.

ANSWERS:

animals, camping, food, sport, weather

AUDIOSCRIPT 4.01

M = Mike A = Alicia G = Gina J = Josh

- M: Today's phone-in question is, 'What are some common things that you've never done?' Please call or message us with the things that you've never done. Let's ask my guest today, Alicia. Alicia, tell us one thing that you've never done, for example, something you've never eaten.
- A: Well, I've never eaten chocolate.
- M: Chocolate? Why not?
- A: I don't know. I just don't like the colour or the smell. Oh, and I've never seen a live football match.
- M: Do you mean live on TV?
- A: I mean live in person. Actually, I've never been to a football stadium. Oh wait, that's not true. I went to a football stadium to see a concert once.
- M: Really? Have you ever watched football on TV?
- A: Yes, I have, but I don't do it very often. I just don't enjoy it.
- M: So that's a good start. My guest Alicia hasn't eaten chocolate. She's watched football on TV, but she hasn't seen a live match in a stadium. Now we have Gina on the line. Hi, Gina.
- G: Hello, Mike.
- M: What do you want to tell us about?
- G: I've never made a cake.
- M: OK ... Have you ever **tried** to make a cake?
- G: No, I haven't. I like cooking, but I don't really like sweet things.
- M: Well, I'll tell you a secret. I've never made a cake, either. Thanks, Gina. We have some messages from listeners. Tony from Glasgow says, 'I've never been on a roller coaster. I got on a roller coaster once, but I got off before it started!' And Sonya from Dublin says, 'I've never had a pet. I really wanted a cat when I was young, but my parents said no because we lived in a small house. Then in 2012, we moved to an apartment in the city centre and my parents said no because it's not good for a pet to live in an apartment, either.' What about you, Alicia? Do you have a pet?
- A: No, I don't. I have to travel a lot for my job, so I can't really have a pet.
- M: Ah, yes. Ah ... Josh is on the phone. Hello, Josh.
- J: Hello, Mike.
- M: Tell us something that you've never done.
- J: I've never slept outside, in the open air.
- M: Do you mean in a tent, camping?
- J: Yes. I always wanted to when I was young, but my family always stayed in hotels. Actually, once my dad and I slept in the car because we had no petrol and it was nighttime. But never in a tent.
- M: Why don't you try it?
- J: Maybe I will. Oh, and one more thing ...
- M: Yes?

- J: I've never seen snow. I only came to the UK two months ago. I really want to see real snow.
- M: Good luck! I hope you do. Thanks, Josh. OK, one more message before we take a break. Kieron is from London. He's twenty-eight and he's never been to a concert. He says, 'I loved music when I was young and I played the guitar, but I've never been to a concert.' Well, I think it's time for some music. And just for you, Kieron, let's have some music with a great guitar part. Keep sending your ideas in.

C  **4.01** | Model the names before the task so Ss can listen out for them in the recording. Give Ss time to read the sentences and try to remember the answers, then play the recording again. Put Ss in pairs to check answers, monitoring to see how well they did the task. If necessary, play the recording again to help Ss with sentences they haven't completed.

ANSWERS:

- 1 a concert
- 2 sweet things
- 3 got off (before it started)
- 4 have a pet / get a cat
- 5 had no petrol and it was nighttime
- 6 played the guitar

EXTRA SUPPORT Before Ss listen, encourage them to highlight or note the speaker's name and key word(s) they need to listen for, e.g. *football stadium, cooking, roller coaster, apartment, slept, car, music*, etc. Pre-teach *concert* and *petrol* if helpful.

D Ask Ss to make their list of activities on their own, then put them in pairs to discuss the questions. Monitor and note any interesting or surprising answers. Ask those Ss to share them with the class or invite Ss to share anything interesting or surprising their partner told them.

EXTRA: ALTERNATIVE IDEA Provide a list of activities yourself rather than getting Ss to write them, e.g. look after someone's pet, go to the cinema, eat fish, drink coffee, go to the supermarket, go to the shopping mall, buy new clothes, play basketball, play video games, go on a boat, drive, ride a bike, sit in the rain.

GRAMMAR

present perfect simple (1)

2A Explain that these are sentences from the radio phone-in. Allow Ss time to do the task individually before eliciting answers as a class. You might want to put Ss in pairs to identify the tenses, as some Ss might not be familiar with the present perfect simple.

ANSWERS:

- 1 Alicia hasn't eaten chocolate.
- 2 She's watched football on TV, but she hasn't seen a live match.
- 3 Have you ever tried to make a cake?
- 4 I've never been on a roller coaster.
- 5 Then in 2012, we moved to an apartment in the city centre.

sentences 1–4 – present perfect simple,
sentence 5 – past simple

B Refer Ss to the Irregular Verb Table on page 175 for clarification if necessary. Point out that the past simple verb is the second form in the Irregular Verb Table and the past participle is the third form. After Ss do the task, you could refer them to the Grammar Bank notes on page 108 to check their answers. Check answers as a class. Highlight the form and use of the present perfect simple and contrast it with the past simple. Also point out the use of *ever* in question forms and the fact that *go* has two past participles (*gone, been*) with different meanings, e.g. *He's gone to Peru.* (= he's still there now) and *He's been to Peru.* (= he's not there now – he went and came back).

ANSWERS:

- | | |
|-------------------|-------------|
| 1 past participle | 3 say |
| 2 past | 4 don't say |

C 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. In this particular lesson, you may feel it is better to complete it after the Vocabulary section where Ss focus on forming irregular past participles.

 page 108 **GRAMMAR BANK**

Go through the notes with Ss in the class and check they understand the key points.

1 This task focuses on form. Do the first item as a class and ask Ss to work alone to complete the task. Remind them to look at the subject to decide if the auxiliary verb is *has* or *have* and use the Irregular Verb Table on page 175 to check the past participle form. Monitor, helping if necessary, before asking Ss to check their answers in pairs. Note the verb forms on the board in feedback so Ss can check their spelling of the irregular past participles.

ANSWERS:

- | | |
|-------------------------|------------------------|
| 1 's/has worked | 5 's/has been |
| 2 haven't used | 6 Has Sofia ever lived |
| 3 've/have never played | 7 's/has been |
| 4 Have you met | 8 has she made |

GB 2 This task focuses on the use of the past perfect simple and the past simple. Ask Ss to read the email quickly and to tell you what it is about (living in New Zealand). Elicit the correct words for the first item and ask Ss to explain their choice (it is a question about general experiences in the past). When checking answers, ask Ss to explain why the answer is correct for each item.

EXTRA CHALLENGE Turn the exercise into a gap-fill task for stronger Ss. Delete the alternative options and provide the verb in the infinitive form for each gap.

ANSWERS:

- | | |
|-----------------|---------------------|
| 1 Have you been | 6 rained |
| 2 've been | 7 've never visited |
| 3 travelled | 8 has driven |
| 4 been | 9 went |
| 5 stayed | 10 did |

3 This task focuses on the use and form of both tenses. Remind Ss to look at the use of time expressions in each conversation, e.g. *ever*, *before* (present perfect simple) and *last year* (past simple). Ss do the activity alone, then check answers in pairs. Display the correct answers for Ss to check in feedback.

ANSWERS:

- 1 A: Have you ever eaten Thai food?
B: Yes, I have.
A: Did you like it?
B: Yes, I did.
- 2 A: I've seen this programme before.
B: When did you see it?
A: I saw it last year. I didn't like it.
B: I've never seen it.

VOCABULARY

irregular past participles

3A In this activity, irregular past participles are treated as vocabulary to allow Ss the opportunity to review and memorise them. Put Ss in pairs to complete the table and monitor to note any common errors. Don't check answers yet.

ANSWERS:

- | | | |
|--------|-------|-----------|
| bought | done | drunk |
| driven | eaten | been/gone |
| had | made | ridden |
| seen | slept | |

B Refer Ss to the Irregular Verb Table on page 175 to check answers, then deal with any common errors you noted when monitoring in Ex 3A in feedback. Ask Ss to now complete the Grammar Bank exercises if you chose to delay this until after the Vocabulary section (see notes for Ex 2C).

PRONUNCIATION

irregular past participles

4A This task focuses on the vowel sounds in past participles, which may be different to the vowel sounds in the infinitive or past simple forms. Model or elicit each vowel sound in the table, pointing out the example words and ask Ss to identify another word with each sound (not a past participle) to check understanding. Use the examples to explain the task and refer Ss to the table in Ex 3A. Highlight that in *driven*, *eaten* and *ridden*, Ss should focus on the first vowel sound, not the second. Put Ss in pairs to complete the task, saying the participles out loud to hear the sounds. Monitor, noting any common errors, but don't check answers yet.

EXTRA SUPPORT: DYSLEXIA If you feel it would be easier for dyslexic learners to process, provide them with the table without the phonemic symbols. Instead, provide two or three more words with the sound for each category, e.g. *it*, *hit*, *ill*; *eat*, *seat*, *week*, etc.

B  **4.02** | Play the recording, pausing where appropriate for Ss to check and correct their answers. In feedback, display the correct completed table and address any common issues you noticed when monitoring Ex 4A, then play the recording a second time for Ss to listen and repeat the verbs chorally and individually. Ask Ss to repeat words with challenging vowel sounds several times, e.g. *bought*.

ANSWERS:

- /ɪ/ (**it**): driven, ridden
/i:/ (**eat**): been, eaten, seen
/e/ (**bed**): slept
/ʌ/ (**up**): done, drunk
/ɔ:/ (**or**): bought
other: gone, had, made

C This task introduces more past participles and their pronunciation. Allow Ss time to do this task alone before referring them to the Irregular Verb Table on page 175 to check their answers. Check answers as a class.

ANSWERS:

- | | | | |
|---------|--------|---------|--------|
| 2 give | 3 meet | 4 read | 5 swim |
| 6 teach | 7 win | 8 write | |

EXTRA IDEA Ask Ss to look at all the irregular verbs in Exs 3A and 4C and identify patterns in how they are formed and spelt, e.g. the same past simple and present perfect form (*have, make*); the same vowel change for all three verbs, e.g. *swim, swam, swum; drink, drank, drunk*; past participles with silent letters, e.g. *caught, taught, bought*.

FUTURE SKILLS | Self-management



D Ask Ss to use a dictionary (e.g. the Longman Dictionary of Contemporary English Online) to check the pronunciation of the past participles in Ex 4C. Elicit where the word *caught* goes in the table in Ex 4A as an example. As in Ex 4A, highlight that in *given* and *written*, Ss should focus on the first vowel sound, not the second. Monitor as Ss do the rest of the task on their own or in pairs. Check answers as a class, drilling the pronunciation of the past participles.

EXTRA: ALTERNATIVE IDEA Put Ss in A/B pairs. Ask Student A to look up words 1–4 and Student B to look up words 5–8 and place them into the table in Ex 4A. Ss research the pronunciation and then report back to each other, modelling the pronunciation.

ANSWERS:

/ɪ/ (**it**): given, written
 /i:/ (**eat**): –
 /e/ (**ed**): met, read
 /ʌ/ (**up**): swum, won
 /ɔ:/ (**or**): caught, taught
 other: –

EXTRA: EMPLOYABILITY SKILLS Ask Ss to think about a time in a job, either an existing one or a future one, when using an English dictionary might be useful for them. Elicit ideas from the class, e.g. to check the meaning of a word they see in an email, to check the pronunciation of a word before a presentation or meeting, to check the correct spelling of a word in British or American spelling.

5A This task gives Ss practice in using the present perfect simple communicatively with the correct pronunciation of the past participle. Point out the two example questions and elicit a third from the class that includes a verb from Ex 3A or 4C, e.g. *Have you ever won a prize?* Ss then write their own questions. You could let them use the examples so they only have to write three more questions. Monitor, helping as necessary.

EXTRA SUPPORT Put Ss in pairs to check their questions with each other. They can then work with a different partner in Ex 5B.

B Model the task with a confident student. Ask them a question you think they will answer 'yes' to so you can ask a follow-up question using the past simple. Ask Ss which tense you used to ask the questions to remind them of the use of the present perfect simple and past simple when discussing past experiences. Monitor as Ss do the task and assess their use of the two tenses. Ask a few Ss to share something interesting they learnt about their partner with the class. Use this opportunity to further monitor Ss' use of the tenses and provide feedback where appropriate.

SPEAKING

6A Tell Ss that they are going to play a guessing game. Explain the task and point out the sentence stems Ss can use to help them. Ss work alone to write their sentences. Monitor, helping as necessary.

EXTRA SUPPORT You might want to demonstrate the whole task (Exs 6A and 6B) with the class so that they are clear about what they are doing at each stage. Before the lesson, think of two true sentences and one false sentence about your own experiences using the sentence stems, e.g. *I've climbed a mountain. I've never been on a roller coaster. I haven't baked a cake.* Tell these to Ss, inviting them to ask you follow-up questions (in the past simple) after each one to help identify which is the false sentence. After a few minutes, ask Ss to vote for the sentence they think is false.

B Ask Ss to read the example conversation and highlight the use of the present perfect simple with the question *How many times ... ?* and the past simple with *When did you ... ?* Elicit why these tenses are used. Put Ss in groups, or pairs if you are short of time, to take turns to read out one of their sentences and answer the other Ss' questions. Monitor as the other Ss ask follow-up questions and either help them with accuracy where frequent errors occur or note these down. Address these errors in feedback before the other Ss take turns to read out their sentences.

EXTRA SUPPORT Elicit some possible follow-up question prompts and write them on the board, e.g. *Where did you ... ? When did you ... ? Who did you ... with? What did you ... ? Did you enjoy it? Why did you ... ? How many times have you ... ?*, etc.

EXTRA CHALLENGE Provide Ss with a copy of the example conversation, but delete some or all of the verb forms and provide gaps instead. Ss complete the conversation with appropriate verbs in the correct form. You can either provide the verbs or ask Ss to identify them.

EXTRA IDEA Give each student a maximum number of questions to ask for each statement (e.g. 1 or 2) to make the task more similar to a game.

WRITING

write a description of a first-time experience; link ideas

7A Ask Ss if they can remember what new things the people in the vlogs at the start of the unit tried recently and what Ss in the class have tried. Explain that Ss are now going to write about a first-time experience. After Ss read the beginning of the description, check they understand the meaning of *canal* (= a waterway similar to a river, but man-made). Put Ss in pairs to discuss their answers to the questions and elicit a few ideas from around the class.

B Refer Ss to the Writing Bank on page 91.

WB ▶ page 91 WRITING BANK

1A Before Ss do the task, check they remember the past participle of *ride* (*ridden*). After Ss have read the complete description, ask them to discuss with their partner from Ex 7A if their guesses were correct or not. With the class, elicit what the writer did and how they felt about the experience.

EXTRA SUPPORT: DYSLEXIA Read the description to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read.

ANSWER:

The writer cycled / rode her bike along the canal. She enjoyed it.

B This task encourages Ss to notice the use of different tenses in the description, to consolidate the two they have been learning about. When checking answers, note the tenses on the board if helpful.

ANSWERS:

The writer uses four tenses.

past simple, e.g. did, decided, went out

present simple, e.g. live, love

present perfect simple, e.g. 've (never) ridden, 've (often) ridden

past continuous, e.g. *was selling*

be going to + infinitive, e.g. 'm going to cycle, 'm not going to stop

EXTRA CHALLENGE Ask stronger classes or fast finishers why each tense is used. (Answers: present simple for something that is always true, habits, routines; past simple for past actions and states at a specific past time; present perfect simple for past experiences without a specific past time; *be going to* + infinitive for future intentions)

2A This task encourages Ss to notice the use of linkers to connect ideas in the description. They should know *so*, *but* and *because*, but *although* might be new. Ask Ss to cover the description while doing the task, then uncover it to check their answers.

ANSWERS:

1 but 2 so 3 because 4 Although

EXTRA CHALLENGE Put Ss in pairs to discuss the purpose of each linker before they do Ex 2B. Ss then do that exercise and check their ideas.

B Check Ss understand the meaning of *contrast* (= that something is very different from, or the opposite of, something else). Remind them to use the sentences in Ex 2A to help them. When checking answers, make it clear that a clause with *because* can start or end a sentence, e.g. Ex 2A, sentence 3 could be *Because I like the food there, I've often ridden to the market from my home*. Point out the comma and explain that clauses that start with *Although* include a comma, too. Note that while *But* is sometimes used to start a sentence, at this level, it's perhaps easier to explain that it usually doesn't as it affects formality.

ANSWERS:

1 but, although, but

2 because

3 so

C Put the first two sentences on the board and elicit the linker and how to join the sentences to check they understand the task. Monitor as Ss complete the task individually. Address any issues individually or with the class in feedback.

ANSWERS:

1 The route along the canal took a lot longer, but it was really beautiful. (*Although the route along the canal took a lot longer, it was really beautiful.* is also possible.)

2 We wanted a break, so we all stopped to have a drink.

3 We stopped several times because we wanted to enjoy the views.

4 I'm going to cycle there next weekend, although this time I'm not going to stop so often. (*I'm going to cycle there next weekend, but this time I'm not going to stop so often.* is also possible.)

3A Ss now plan their own descriptions. Explain that the topics in the box are suggestions and make it clear that Ss can choose their own. Suggest Ss write a plan before they write their descriptions and note these questions on the board to guide them:

- *What did you do?*
- *When did it happen?*
- *Who were you with?*
- *Why did you do it?*
- *What happened?*
- *How did you feel?*

Encourage Ss to note down their answers and then decide on the order of information.

Ss can write their descriptions in class or for homework. If they do it in class, monitor and provide positive feedback, as well as offering suggestions and eliciting corrections where necessary.

EXTRA SUPPORT: DYSLLEXIA Read out the topics so that dyslexic learners can choose one more easily. Alternatively, provide the list of topics as a vertical list.

EXTRA IDEA Before Ss write, ask them to read the model again and find useful phrases they can use in their own writing, e.g. *for the first time*; *about ... km away*; *Best of all were*; *We wanted ... , so we ... ; several times*.

B If Ss write their description in class, then include this activity in the lesson. If they write it for homework, set this activity, too, or include it in your next lesson. Note that Ss don't need to use lots of different tenses in their writing as it may not sound natural. They will probably use the past simple the most. Give Ss time to edit and check their descriptions.

C Put Ss in pairs. Elicit some examples of questions they might want to ask their partners about their experience, e.g. *How did you feel when ... ? Do you want to do it again?* Monitor as Ss read their partner's descriptions and prepare their questions. Offer suggestions where appropriate.

EXTRA: ALTERNATIVE IDEA Tell Ss not to write their names on their descriptions, then collect the descriptions and mix them up. Hand them out to Ss, checking that no one has got their own work. Ss read the description, guess whose it is and go to the person they think wrote it and ask them. If they are not right, they ask the next person they think it might be until they find the author.

D Monitor as Ss do the task, then select one or two to share what they learnt about their partner's experience with the class.

EXTRA IDEA: DIGITAL Ss can share their descriptions online using a tool that also allows comments, then post questions on their partner's post for them to answer.

TO FINISH

Put Ss in A/B pairs. Student A closes their book. Student B reads out an infinitive form from Ex 3A or 4C. Student A has to say the past participle of the verb. They repeat this a few times before swapping roles.

4B World record

GRAMMAR | comparatives and superlatives

VOCABULARY | travel; travel phrases

PRONUNCIATION | sentence stress

LESSON OVERVIEW

In this lesson, Ss talk about travel and compare places. The lesson starts with Ss reading about the youngest person to travel around the world on a motorbike. From this, they learn and practise using words and phrases related to travel. They then review and practise comparatives and superlatives with a pronunciation focus on sentence stress. The lesson ends with a speaking activity where Ss compare and choose places to visit.

Online Teaching

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

- **Ex 1C:** Ask Ss to submit their answers for each question via the chat box to assess their understanding individually. So they don't copy others' answers, ask them to do this to you privately or all at the same time publicly.
- **Ex 7A:** In order to monitor all breakout rooms during part 1 of the task, ask pairs to note down a few differences as they discuss them. Open a collaborative presentation slide deck and ask Ss to write on the slide that has the same number as their breakout room. Monitor the slides to assess Ss' progress, dropping into rooms where Ss are not writing or are consistently making errors to offer support. In feedback, display one or two slides, pointing out good use of the target language and eliciting corrections if necessary.
- **Ex 7B:** Reallocate pairs to breakout rooms with new pairs. Monitor, dropping into the rooms and recording examples of both good and incorrect use of the target language in a document or on a whiteboard. After groups share which place they chose and why, display the sentences, asking Ss to correct those they think are incorrect via the chat box.

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

Books closed. Put Ss in pairs and show them a map of the world if possible. Ask them to discuss if they'd like to travel around the world and if so, what type of transport they'd use to do this and why. Do a quick class survey to find out the most popular answer to each question.

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

READING

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

- 1 A** Put Ss in pairs. Focus Ss' attention on the map and photo. Ss discuss the question. Elicit ideas from the class, but don't give the answer yet.
- B** Set a time limit so Ss know how long they have to read to check their ideas, e.g. three minutes. Explain that Ss do not need to read everything in detail to answer the question. After Ss read the article, put them in pairs to check their answer. Check the answer as a class.

ANSWERS:

Jack went around the world on a motorbike.

EXTRA SUPPORT: TEACHER Note that the Pamir Highway, officially the M41 highway, starts in Dushanbe, Tajikistan, and ends in Osh, Kyrgyzstan. It is 1,200 km long and is the second highest highway in the world. The highest point is 4,655 m. The road, part of the ancient Silk Road trade route between Asia and Europe, passes through Afghanistan, Uzbekistan, Tajikistan and Kyrgyzstan and is considered to be one of the most epic journeys in the world.

- C** Check Ss understand the meaning of **base camp** (= the place where climbers start a climb), **border** (= a line that separates two countries), **degrees Celsius** (= the temperature in °C, sometimes called *degrees Centigrade*) and **petrol station** (a place where you buy petrol (gas) for your car). Ss complete the task alone, then check their answers in pairs. Check answers as a class, asking Ss to refer to the text for their explanations. Check understanding of **crashed the bike** (= hit something with or had an accident on the bike).

EXTRA: ALTERNATIVE IDEA Provide Ss with a copy of the interview with the questions removed and placed under or above the article in a jumbled order. Ss read the article, match the questions with the answers, then complete Ex 1C.

ANSWERS:

- 1** F (at least one person, the twenty-four-year-old, has done it)
- 2** F (In November he was in Peru.)
- 3** T
- 4** F (It wasn't in a café. It was at the border with border guards.)
- 5** F (He poured the water over his head because he was too hot.)
- 6** T
- 7** F (People were friendly, but they weren't friends that he knew.)
- 8** F (Now he feels better (more confident) about talking to older people.)

- 2** Check understanding of *long period* (= a long length of time with a start and end) and put Ss in pairs. Encourage them to think of at least two questions to ask Jack (question 1). In feedback, nominate pairs to share their ideas and other answers.

EXTRA IDEA Elicit the questions for Jack onto the board, then put Ss in new pairs. One student is Jack, the other is the interviewer. Ss roleplay the interview asking two or three questions. Then, they swap roles and repeat the task with different questions.

EXTRA IDEA: DIGITAL Ask Ss to find videos of Jack Groves' travels online and discuss what they saw with a partner in the next lesson. Alternatively, put Ss in A/B pairs. Ss sit opposite their partners, with only Student A able to see the board. Play a video of Jack Groves' travels with the sound off. Student A narrates the video as it plays, describing to Student B what's happening. Ask a question for Student B to answer in response to what they hear, e.g. *How do you think Jack felt about this part of his journey? Why?*

VOCABULARY

travel

- 3 A** Tell Ss that they are now going to focus on some of the vocabulary in the text. Ask them to look at the words in bold in the interview and try to work out their meanings (they can discuss ideas with a partner), then choose the correct words in the exercise. Ss can look the words up in a dictionary to check if necessary. When checking answers, check Ss know the compass points (north, south, east and west) related to *direction* and that *travel* can be a noun as well as a verb.

EXTRA SUPPORT: DYSLEXIA Highlight sound–spelling relationships in the target vocabulary, e.g. the silent /r/ in *border*, the *ou* sounds in *route* /u:/ and *journey* /ɜ:/ and the schwa /ə/ sound in the suffix *-ance* in *distance*.

ANSWERS:

- | | |
|-----------------|--------------------|
| 1 border | 4 travel |
| 2 distance, way | 5 journey |
| 3 trips | 6 direction, route |

B Monitor as Ss do the task, checking they are using and pronouncing the vocabulary correctly and providing feedback. You might want to suggest they try to use the vocabulary in their answers for more practice, even though it may sound unnatural, e.g. *A: What countries are on the border of your country?* *B: France and Portugal are on the border of my country.*

4A This task is an introduction to the Vocabulary Bank activities on page 133. Ask Ss to cover the interview while doing the task, then uncover it to check their answers.

EXTRA SUPPORT Give Ss the prepositions mixed up on the board for Ss to choose from.

ANSWERS:

- | | | |
|----------|---------------|------|
| 1 on, to | 2 on, between | 3 on |
|----------|---------------|------|

B Refer Ss to the Vocabulary Bank on page 133.

VB ▶▶ page 133 **VOCABULARY BANK**
travel phrases

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

1A Explain to Ss that the places in the map aren't real, then either ask them to complete the sentences using the map and then check Ss' understanding of the prepositional phrases (e.g. *on the border of*, *on the south coast of*) in feedback, or teach the phrases and then ask Ss to complete the sentences. Display the correct sentences in feedback so Ss can check their answers and record the phrases in their notes.

ANSWERS:

- | | |
|-------------------|--------------|
| 1 on, between/of | 4 in, of, on |
| 2 on, of | 5 to, of |
| 3 on, of, from/to | 6 on, to |

EXTRA IDEA Drill the sentences, highlighting the weak forms of the prepositions *of*, *from* and *to*.

B This task ensures Ss are ready for Ex 1C. Elicit answers from the class.

ANSWERS:

- | | | |
|---------------|-----------------|--------------|
| Branville – f | Denville – g | Endfield – i |
| Allentown – b | the airport – c | Fanwood – e |

C Demonstrate the task by giving a description of a place on the map and eliciting which one it is (you could use the example given). In pairs, Ss take turns to describe a place until they have all been guessed. Alternatively, set a time limit for the activity. Monitor as Ss do the task, providing feedback on their use of the phrases in Ex 1A.

2 This task reviews vocabulary from Ex 3A. Ask Ss to explain the difference between the nouns *journey*, *trip* and *travel* to a partner, then read the notes to check their ideas. Remind Ss that *travel* is also a verb we often use in the *-ing* form e.g. *I love travelling*, *We enjoy travelling*. Ask Ss to do the task. When checking answers, elicit why some of the incorrect answers are wrong, e.g. 1 – *travel* is used to talk generally about moving from one place to another. Also ask Ss to explain the difference in meaning for the two possible answers for sentence 1 (*That was a long trip* = you went to a place and stayed there for a long time; *That was a long journey* = moving from A to B took a long time.).

ANSWERS:

- | | | |
|------------------|----------|---------------|
| 1 trip / journey | 2 travel | 3 trip |
| 4 route / way | 5 way | 6 route / way |

GRAMMAR**comparatives and superlatives**

5A This task tests Ss' knowledge of comparatives and superlatives as it is likely they have studied them previously. Tell Ss the sentences are extracts from the interview in Ex 1B, but ask them to cover the text and try to complete the sentences before uncovering the interview to check their answers. Monitor to see how well Ss form comparatives and superlatives as preparation for Ex 5B. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Rather than test Ss' knowledge and ask Ss to read the interview again, use direct instruction to review the forms of comparative and superlative adjectives on the board, eliciting answers where possible, and establishing the general patterns. Ss then complete Ex 5A, but omit Ex 5B.

ANSWERS:

- | | | |
|-----------------------------------|-----------|-----------|
| 2 most exciting | 3 hottest | 4 windier |
| 5 better, older, more experienced | | |

B Put Ss in pairs to discuss the questions. Before checking answers as a class, you could refer them to the Grammar Bank notes on page 109 to check their answers. Remind Ss of the use of *than* after comparative adjectives and *the* before superlative adjectives. Note that some adjectives with two syllables use *more* and *the most* but at this level, the only one likely to be used by Ss is *famous*, i.e. *more famous*, *the most famous*. You might want to use this to explain that there are exceptions to the patterns they have looked at.

ANSWERS:

- 1 short adjectives: comparatives: add *-er* (*older*); superlatives: *the* + adjective + *-est* (*the oldest*)
long adjectives: comparatives: *more* + adjective (*more exciting*); superlatives: *the most* + adjective (*the most exciting*)
- 2 windy – windier – the windiest, friendly – friendlier – the friendliest, hot – hotter – the hottest, big – bigger – the biggest
- 3 good – better – the best, bad – worse – the worst, far – further/farther – the furthest / the farthest

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.

1 This exercise focuses on both use and form of the adjectives. Note that *the* is included in the text where the superlative form is required. Check Ss understand *underground* (= an underground train) and ask them to complete the text individually, then compare answers in pairs. After checking answers, ask Ss to read the text again and give examples of the ways the writer feels different today compared to a year ago, to check understanding further.

ANSWERS:

- | | |
|------------------|-------------|
| 1 more confident | 6 best |
| 2 more positive | 7 fastest |
| 3 nicest | 8 quicker |
| 4 longer | 9 fitter |
| 5 friendlier | 10 stronger |

EXTRA IDEA Put Ss in pairs and ask them to tell each other some ways their lives are different today compared to how they were a year ago.

2 Ask Ss in what ways they think the sentences might be incorrect, e.g. a comparative used instead of a superlative and vice versa, *the* is omitted from a superlative sentence, *than* is omitted from a comparative sentence, incorrect spelling of the adjective. Note that phrases for saying something is the same or different also feature in this exercise, so make sure Ss have read this part of the grammar notes. Display the sentences when checking answers so Ss can see the corrections clearly.

ANSWERS:

- 2 It's ~~more~~ darker in the evenings than it was last month.
- 3 Your computer is older ~~that~~ **than** mine.
- 4 She's **the** most interesting person in our office.
- 5 correct
- 6 Your phone is similar ~~of~~ **to** Ricki's.
- 7 The best time ~~for~~ **to** visit Mexico is from December to April.
- 8 This meal is the same ~~like~~ **as** yesterday's meal.
- 9 My birthday was the ~~most~~ wettest day of the year.
- 10 correct
- 11 My answer is different ~~of~~ **from/to** your answer.
- 12 It was the ~~baddest~~ **worst** day of my life.

3 In this task, Ss produce full sentences using the target language. Elicit the first sentence from the class and note it on the board. Monitor as Ss complete the conversation and provide individual feedback. Address any common errors with the class in feedback or during the exercise if necessary. If possible, display the completed conversation for Ss to check their own answers.

ANSWERS:

- 1 Q: When is the best time to visit?
A1: Well, although it's / it is warm in August, it's / it is busier than other months.
A2: Yes, it's / it is quieter in May than other months and it's / it is the prettiest month of the year.
- 2 Q: Is the north of the country the same as the south?
A1: It's similar to the south.
A2: I think it's very different from the south. The north is drier and hotter than the south.
- 3 Q: Which part of the country is the most beautiful?
A1: The west, but it's / it is also the most expensive.
A2: Yes, it's / it is the most popular place for holidays in the country.

EXTRA CHALLENGE Ask Ss to work in groups of three and take a role each: Q, A1 and A2. Ss then read the completed conversations aloud. When they have finished, ask them to do it again using only the prompts.

PRONUNCIATION

sentence stress

- 6A**  **4.03** | Play the recording twice so that Ss can write and then check their questions. Put them in pairs to check their ideas, then elicit the answers and write them on the board or display the completed sentences for Ss to check.

ANSWERS AND AUDIOSCRIPT:

See Ex 6B.

- B**  **4.03** | Put Ss in pairs to identify which words in the sentences were stressed, then play the recording again for them to check. Elicit answers and mark the stressed words on the board. Establish that these words are usually information words important for meaning (e.g. nouns and verbs) and not grammar words (e.g. pronouns, prepositions or articles). Note that although this task focuses on sentence stress, you might want to check the syllable stress of the stressed words, too.

EXTRA SUPPORT: DYSLEXIA Encourage Ss to finger tap on the table as they listen to notice the different syllables, tapping harder for the stressed words. Model this for the class if necessary.

ANSWERS:

- 1 Which is more interesting, geography or history?
- 2 Which is more beautiful, the east or the west of your country?
- 3 What's the most comfortable way to travel?
- 4 What's the most popular holiday place in your country?

The stressed words are information words.

- C** Monitor as Ss do the task, listening to their sentence stress. Model where necessary, asking Ss to repeat the questions to get the right stress. You might like to ask Ss where the pause comes in questions 1 and 2, i.e. after the adjective and before the two options.

EXTRA SUPPORT Play the recording again, pausing after each question so that Ss can listen and repeat the questions with the correct stress before they do the task.

- D** Use the example given to explain the task and elicit another one or two ideas to check Ss' understanding of the task (e.g. *Which is more difficult / more popular ... ?*). Monitor as Ss do the activity to check the forms are correct, then put Ss in new pairs and monitor as they ask and answer the questions. Provide feedback on their sentence stress as well as the form of the comparatives in the questions and answers.

SPEAKING

- 7A** Ss can remain in the same pairs as for Ex 6D. Refer them to page 142 and explain that they are going to compare information about two trips.

- 1 Check Ss understand the meaning of *kayaking* (= travelling on water in a small, narrow boat for one or two people) and remember the meaning of *hiking* (= going on a long walk in the mountains or countryside). Use the example to explain the task, then give Ss time to read the information and think of some differences on their own. Suggest they take notes but don't write full sentences. Ss then discuss the differences together. Suggest that they find at least eight so they have a target.

EXTRA SUPPORT: DYSLEXIA Encourage dyslexic learners to look at one section at a time (e.g. General description, followed by Accommodation, etc.), covering the rest of the text. This will reduce distraction.

POSSIBLE ANSWERS:

Place B is quieter than Place A.
 The five-star hotel in Place A is more expensive / more comfortable than the hotels in Place B.
 The two-star hotel in Place B is the cheapest hotel.
 Camping is cheaper than the hotels.
 Place A is more interesting than Place B.
 Place B is more exciting than Place A.
 The taxis in Place A are more expensive than in Place B.
 Place A is more dangerous at night than Place B.
 It's hotter in Place A in the daytime than in Place B.
 The temperature at night is the same in Place A as it is in Place B.
 Place B is drier than Place A.

- 2 Put two pairs together or ask Ss to work with a new partner to discuss which of the places they prefer and why. They can use their notes from part 1 to help them. Remind Ss to use comparatives and superlatives when giving their reasons. Monitor, assessing their use of this language. Ask a few pairs to share with the class whether or not they chose the same trip and give their reasons. Provide feedback on Ss' use of comparatives and superlatives before Ex 7B so that Ss can rectify any issues.

EXTRA SUPPORT On the board, provide some adjectives for Ss to use when making comparisons, e.g. *noisy, quiet, busy, expensive, cheap, good, interesting, exciting, fast, slow, safe, dangerous, cold, hot, wet, dry, comfortable*.

EXTRA: ALTERNATIVE IDEA Set a time limit and ask Ss to try to find as many differences between the two trips as possible, then write full sentences to describe them. When the time is up, Ss swap their sentences with another pair and check each other's for accuracy of content and language. Ss get one point for each correct sentence. The pair with the most correct sentences wins. Ss then discuss which trip they prefer.

B Ss could stay with their group or partner from Ex 7A part 2. First, ask Ss to choose three places to visit. Set a time limit for this, e.g. one minute, so they don't spend too long deciding. Next, give Ss time to think of their answers to the questions individually. Finally, ask Ss to discuss the questions with their partner(s). Remind Ss to use comparatives and superlatives when giving their reasons. Again, monitor and provide feedback on the Ss' use of the target language. Do a quick class survey to find out the places the pairs/groups chose to visit and why.

TO FINISH

Ask Ss to compare their use of comparatives and superlatives at the start of the lesson with it at the end of the lesson either in pairs or in writing. Write a few prompts to help them, e.g.:

- *My use of comparatives and superlatives now is ... than at the start of the lesson.*
- *I feel more confident about ...*
- *To use this language better in the future, I need to ...*

Monitor and listen to or read Ss' sentences. In feedback, provide ideas on how Ss can make improvements in their use of comparatives and superlatives and suggest resources they can use to help them do this.

4C The perfect gift

HOW TO ... | make suggestions and recommendations

VOCABULARY | giving gifts

PRONUNCIATION | intonation to show interest

LESSON OVERVIEW

In this lesson, Ss discuss giving gifts. The lesson starts with Ss reading an article about giving experiences as gifts. From this, they learn and practise using vocabulary related to giving gifts. Ss then listen to two people thinking of ideas for an experience gift for a third person. Ss focus on useful phrases for making suggestions and recommendations and practise showing interest through the use of intonation. The lesson ends with a speaking task where Ss choose an experience gift for a partner.

Online Teaching

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

- **Ex 1A:** Use a polling tool to find out the most popular answer to the question. Then invite Ss to give reasons for their choice orally.
- **Ex 2A:** Use a tool to create a matching task so the activity is more interactive and you can assess Ss' understanding more easily.
- **Exs 6A, 6B and 7:** Put Ss in pairs in breakout rooms to do Ex 6A. For Ex 6B, move one student in breakout room 1 to room 2, one from room 2 to room 3, one from room 3 to room 4, etc. Move the student in the final room to room 1. When Ss return to their original partner in Ex 7, move the student in room 4 back to room 3, from room 3 back to room 2, from room 2 back to room 1 and so on. Make a note of the Ss you move or always move the student whose name comes first alphabetically to help you remember.

Additional Materials

For Teachers:

- Presentation Tool Lesson 4C
- Photocopiable Activity 4C
- Grammar Bank 4C
- Mediation Bank 4C

For Students:

- Online Practice 4C
- Workbook 4C

TO START

Put Ss in pairs or small groups and ask them to tell each other about a gift they received recently, telling their partner what it was, who gave it to them, why they received it and how they felt 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

giving gifts

1 A Give Ss time to read the question and options before they discuss their answers in pairs. In feedback, ask a few Ss to explain their choice. You could also do a quick class survey to find out which option is the most popular.

B Ask Ss to read the advertisement heading and say what they think it's about. Elicit some possible examples of experience gifts to check they understand what they are. Check Ss understand the meaning of *pottery* (= things, such as plates and mugs, made from clay), showing a picture if you can. After Ss do the task individually, put them in pairs to compare and discuss their answers. In feedback, check answers to question 1 and find out which gift Ss would most like and why.

ANSWERS:

A experience 6 **B** experience 4 **C** experience 2

2 A Focus Ss' attention on the words in bold in the advertisement and comments in Ex 1B. Ask them to try to guess their meanings and share ideas with a partner before they do the matching task. In feedback, explain that the verb *receive* is more formal than *get*. Drill the pronunciation of *special* and *present*, highlighting the sound-spelling relationship of 'c' in the former (/ˈspeʃ(ə)l/), and the word stress of the latter as a noun (/ˈprez(ə)nt/) rather than a verb (/prɪˈzent/).

EXTRA SUPPORT: DYSLEXIA Provide the words in bold in a list alongside or under Ex 2A so Ss can do the matching activity without having to read the advertisement again. These could be the isolated words or set within a phrase so Ss can work out the meaning from the context, e.g. *I got a great present. We found a special gift for Mum.*

ANSWERS:

1 unusual **2** present **3** got, received
4 getting **5** special **6** low prices

B Before Ss do the task, explain that two words are possible for two of the gaps (the second gap in question 3 and the gap in question 4) as *get* and *receive* are synonyms. Ss complete the task alone, then check in pairs. Check answers as a class.

ANSWERS:

1 get **4** got/received
2 present, lowest price **5** special
3 unusual, got/received

C Monitor as Ss do the task, assessing their pronunciation and use of the vocabulary in Ex 2A. In feedback, ask Ss to share any interesting answers with the class and provide feedback on their use of the target language.

How to ... make suggestions and recommendations

3 A Ask Ss to read the notes and check they understand the meaning of *touristy* by eliciting some examples, e.g. visiting the Eiffel Tower or a museum, going on a bus tour of a city. Check understanding of *ancient* (= very old). After Ss have discussed the questions in pairs, elicit ideas and note them on the board.

POSSIBLE ANSWERS:

Ali would like: a pottery class, an art class, a cookery class or a class about making furniture; a visit to a tourist place, e.g. a museum or a castle or a boat trip; a visit to a museum or to some ancient ruins; a ticket to a football game

Ali wouldn't like: a visit to a modern art gallery; climbing a mountain or a very fast sport, e.g. car-racing; a meal in a restaurant or afternoon tea or coffee

B  **4.04** | Tell Ss they are now going to hear a conversation between two friends about Ali. Elicit a few ideas about the conversation topic, then play the recording. Ask Ss what the conversation was about (what to buy Ali) and if any ideas on the board from Ex 3A were mentioned, but don't elicit the other gifts mentioned in the recording yet.

AUDIOSCRIPT 4.04

A: It's Ali's thirtieth birthday on Saturday. I need to get him a present. Do you have any ideas?
B: I'm going to get him an experience gift.
A: That's a good idea. Did he say what he wanted?
B: Well, he just asked for an experience gift. He didn't say anything else.

Unit 4 | Lesson C

- A: So, what experience are you going to get him?
B: I'm not sure. I'm thinking about a pottery class.
A: Interesting. Has he ever done pottery?
B: No, but it's for complete beginners and he loves doing things with his hands. And it's a voucher for two people, so he can invite me.
A: Or me! What shall I get him? How can I find out about experience gifts?
B: There are lots of websites. Let me take a look ...
Hmm ... Hold on ... Look. How about a boat ride on the Thames?
A: I'm not sure. I think he's done that.
B: Wait, look at this. You could get him a helicopter lesson.
A: Oh, that sounds exciting ... and unusual. I'm sure he's never flown a helicopter.
B: OK, I'll save it.
A: What else is there?
B: There are a lot of private tours. Museums, street art ... Why don't you get something like that for him?
A: That's an interesting idea. He likes the British Museum. I'm sure he's never had a private tour.
B: And there is one for the British Museum.
A: Save it.
B: Got it. Oh, look at this, a tour of street art in the East End of London. A street artist takes you around and shows you all the street art.
A: I don't think he'd like that. He doesn't like modern art.
B: Mmm ... Oh, look at this. It's a special birthday 'hello' video from a famous person, like a sports star. What about that?
A: Do they have Messi?
B: No, but I can check if there are other big names.
A: Do you think he'd like that?
B: I think so. He loves football. I think you should give him that.
A: I still like the helicopter lesson. It's more exciting. How much is it?
B: Let's see. Oh, here, look.
A: Ouch. That's a lot. It's out of my price range. So, not the helicopter lesson. How about the others?
B: Here. They're all saved.
A: Hmm. It says that the prices are low, but for me they're all a bit expensive. Why don't we get something together?
B: That's fine with me. What should it be, then? The pottery class?
A: No, I think we should get the ...

C  **4.04** | Give Ss time to note down the gifts they remember, then play the recording again so Ss check and can add to their lists. Elicit the gifts discussed in class feedback.

EXTRA SUPPORT Ask Ss to compare their lists with a partner before you play the recording again. Alternatively, provide a list of all the gifts discussed with an extra three that are not mentioned. Ss listen to the recording and tick the ones discussed.

ANSWERS:

The gifts mentioned are:

- a pottery class
- a boat ride (on the Thames)
- a helicopter lesson
- a private tour of a museum (e.g. The British Museum)
- a tour of street art (in the East End of London)
- a birthday 'hello' video from a famous person

4A  **4.05** | Give Ss time to read the extracts and predict the missing words. Play the recording for Ss to complete the extracts, then ask Ss to compare their ideas in pairs. Note all the missing words or any potentially unclear missing words, e.g. 8 A: *d*, on the board in feedback so Ss can check them.

EXTRA SUPPORT Provide the words in jumbled order on the board for Ss to use to complete the extracts. They then listen to check their answers.

ANSWERS:

- | | |
|-------------------------|--------------|
| 1 good idea | 6 don't |
| 2 shall I | 7 What about |
| 3 about | 8 d, should |
| 4 You could, sounds | 9 we |
| 5 don't, an interesting | |

B Use the example to clarify the task. Tell Ss that the gapped words in Ex 4A make up part of the phrases they need to find and refer them to the Grammar Bank notes on page 110 to check their answers. Ask Ss to identify phrases which include an infinitive verb without *to* (*You can/could ...*, *Why don't we ...*, *You should ...*) and those with an *-ing* form (*How about ... ?*, *What about ... ?*). Note that while *Do you think he'd like that?* may get a suggestion as a response, it is not directly asking for one.

ANSWERS:

- 1 How can I find out about experience gifts?
- 2 How about a boat ride on the Thames?
You could get him a helicopter lesson.
Why don't you get something like that for him?
What about that?
I think you should give him that.
Why don't we get something together?
- 3 That's a good idea.
That sounds exciting ... and unusual.
That's an interesting idea.
That's fine with me.
- 4 I'm not sure.
I don't think he'd like that.
They're all a bit expensive.

C 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.

- 1 This exercise focuses on form. Explain that Ss should look at the verb forms when matching the sentence halves, as well as thinking about the meaning. After Ss complete the task individually, put them in pairs to check answers. Check answers as a class.

EXTRA SUPPORT Reduce the number of possible sentence endings by giving Ss three choices for each sentence beginning, e.g. 1 – e, f, g; 2 – h, i, j, etc.

ANSWERS:

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

- 2 Point out that as Ss have the first sentence from Ex 1 for each conversation they can tick these so they know not to use them again. Ss do the task individually then check answers in pairs. Write the letters on the board when checking answers as a class, as Ss may confuse some letters (e.g. e and i or g and j).

EXTRA SUPPORT Provide Ss with the sentences for each conversation mixed up, but already separated into conversations 1 and 2.

ANSWERS:**Conversation 1** (5, 1, 9, 6, 3)

Where shall we go for lunch?

How about going to that French restaurant near the gym?

I'm not sure that's a good idea because the service is very slow.

OK. So why don't we go to the Greek café?

Sounds good to me.

Conversation 2 (7, 2, 10, 8, 4)

My tooth is really bad. What should I do?

You should make an appointment to see the dentist, today.

I don't think my manger would like that. We have an important meeting.

What about phoning him and explaining the problem?

Good idea. Maybe he could cancel the meeting.

- 3 Use the example given to explain the task, but make it clear to Ss that they can either add or take away a word from each sentence. (In the example, a word is taken away.) Ask Ss to complete the activity alone, then check answers in pairs. Refer them to the Grammar Bank notes to check any answers they are unsure of. Display the conversation when checking answers so Ss can see the corrections clearly.

ANSWERS:

- 2 You should ~~to~~ take a taxi.
- 3 That's ~~s~~ too expensive for us.
- 4 How about ~~you~~ going by underground?
- 5 I really don't like ~~it~~.
- 6 Why ~~you~~ don't you take the airport bus from your hotel?
- 7 That's ~~a~~ good idea.
- 8 Yes, that's fine with ~~me~~.

EXTRA IDEA Tell Ss that you have a problem.

Explain that it's your friend's birthday today and you haven't had time to buy them a gift and you are seeing them in an hour. Ask Ss to use phrases from the lesson to make suggestions and recommendations for a last-minute gift.

PRONUNCIATION

intonation to show interest

5A  **4.06** | To establish the task, ask Ss to predict how an interested speaker might say response 1 and how an uninterested one might say it. Play the first sentence of the recording and ask the class to put their hands up if they think the speaker was interested. Play the rest of the recording for Ss to do the task, then play it a second time, pausing after each sentence to check the answers.

ANSWERS:

1 B 2 B 3 A 4 A

B Ask Ss how they knew the answers to Ex 5A and elicit ideas before Ss complete the rule. Play the recording from Ex 5A again so Ss can hear the intonation now they have a clearer understanding of it.

ANSWER:

higher and moves more

EXTRA IDEA Model each response in Ex 5A with intonation that shows interest. Ask Ss to listen to you and repeat, modelling again if Ss struggle to sound interested. Break the sentence into parts starting with the final words and get the student(s) to repeat, i.e.:

You: *a good idea*

Ss: *a good idea*

You: *That's a good idea.*

Ss: *That's a good idea.*

You could also clap or tap on the board to highlight the stressed words.

C You could ask Student A to also include a sentence giving general information about what their friend or family member likes. Demonstrate the activity with a volunteer, e.g.:

You: *I want to buy a gift for my cousin. He loves anything to do with planes.*

Student: *Why don't you buy him a model helicopter?*

You: (with interest) *That's a good idea.*

Ask the class to say if you sounded interested and explain their answer. Tell Ss they should always try to sound interested when responding to a suggestion. Monitor as Ss do the task in pairs, providing feedback on their use of the phrases for making suggestions and recommendations.

EXTRA: ALTERNATIVE IDEA Ss decide whether to respond using intonation that shows interest or intonation that shows no interest. Their partner has to identify which one they used.

SPEAKING

6A Put Ss in pairs and explain that they're going to choose an experience gift for each other, but need to find out about each other's interests first. Demonstrate the task with a confident student, e.g.

You: *What do you like doing in your free time?*
 Student: *I like being outside.*
 You: *Do you like sports?*
 Student: *Not really.*

Remind Ss that we usually use the *-ing* form after *like* and that to make question 4, they will need to use a past participle. Tell them they can use the prompts several times and that they should make notes on their partner's answers so they remember them. Monitor the discussions to check Ss are on task. You might want to set a time limit for this task so Ss have equal time to interview each other.

B Put Ss with a new partner and roles, A or B. Refer Ss to the relevant pages.

1 Tell pairs that they are going to talk about Student A's first partner first, then Student B's first partner. Student A gives Student B details of what they discussed in Ex 6A. Monitor and check Ss are on task.

2 Ask Student Bs to look at their list of ideas on page 147. Check they understand the meaning of *afternoon tea* (= tea, sandwiches and cakes usually eaten between about 3–5 p.m.), *costumes* (= clothes actors wear in films, plays, etc.), *paintballing* (= a team game where people shoot paint at each other) and *skydive* (= jump out of a plane with a parachute). Use the example discussion to explain the task to Ss. Give Student Bs time to think of the best ideas and language they can use to present them to their partner. Student As prepare how to start the conversation. When they are ready, Ss have a conversation about Student A's first partner. Monitor as Ss do the task. After Ss have completed the task, provide feedback to the class on their use of the phrases so they can use the target language better in part 4.

3 Explain that Ss are going to repeat the task for Student B's first partner. Explain that Student B should share information about them, but Student A shouldn't make suggestions yet. Monitor as Ss do the task to check they are on task.

- 4 Ask Student As to look at their list of ideas on page 143. Check they understand the meaning of *escape room experience* (= a game in which a team of players discover clues and solve puzzles in one or more rooms to escape from the game site) and *Formula 1 car* (= a very fast car that drivers use in international car races around a track). Give Ss time to prepare what to suggest. Monitor as Ss do the task, noting any progress in their use of the target language. Provide feedback on this to the class.

- 7 Ask Ss to work with their partner from Ex 6A again and explain what their chosen gift is with reasons. The receiving student can say if the chosen gift is their favourite from the list and explain why or why not. In class feedback, ask a few Ss to share what gift their partner chose for them and if they'd like it or not.

EXTRA: HOW TO ... Choose someone that everyone in the class knows, e.g. another teacher, the school manager or a receptionist. In small groups or as a class, Ss decide on an experience gift for that person.

TO FINISH

Ask Ss for suggestions and recommendations on how they can further practise the language from this lesson, e.g. *Why don't we message each other during the week and suggest ideas for good films or TV shows to watch?* Elicit ideas from around the class, then ask each student to pick one and try it out. In the next lesson, put Ss in pairs and ask them to share what they did and if it helped them and how or why not.

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

► page 155 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 228

4D BBC Documentary

A taste of the Bayous

GRAMMAR | verbs of sensation + adjective or *like*

SPEAKING | give instructions for a dish

WRITING | write a recipe

LESSON OVERVIEW

In this lesson, Ss watch a clip from a BBC programme which follows chef Nadiya Hussain discovering cooking in the USA. The lesson starts with Ss discussing travelling and food. They then read about and answer questions on the BBC programme. Ss watch a clip of the programme, complete some viewing tasks and learn and practise using verbs of sensation + adjective or *like*. The lesson ends with a speaking task where Ss give instructions on how to make a dish and a writing task where they write a recipe.

Online Teaching

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

- **Ex 1B:** Ask Ss to share their answers to the questions via private chat and confirm them orally.
- **Ex 2A:** In feedback, allow one student to annotate your screen by drawing lines from the ingredients to the photos. The other Ss check their answers.
- **Exs 2B and 2D:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 7B:** Share a collaborative word processing document with the class. Write each student's name at the top of a new page and ask them to write their recipe on it. Monitor as they write, offering support via the chat box or inviting Ss to a breakout room if they appear to need support. Ss can then read each other's recipes in the collaborative document in Ex 7C.

Additional Materials

For Teachers:

Presentation Tool Lesson 4D
Online Digital Resources
Grammar Bank 4D
Videoscript 4D: BBC Documentary

For Students:

Online Practice 4D
Workbook 4D

TO START

Find and display some photos of famous food dishes from around the world. Put Ss in teams. Give them a set time to decide which country or region each dish is from and write it on an answer sheet (they should write only one idea for each dish). When they have finished, ask teams to swap and mark each other’s answer sheets. Check answers as a class. The team with the most correct answers wins.

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

PREVIEW

- 1 A** Put Ss in pairs to discuss the questions. Note that question 2 refers to foods that Ss have tried in their own country from other places, not necessarily what they have tried abroad. Monitor and note down any interesting answers. Ask Ss to share those with the class.
- B** Tell Ss that they are going to watch a clip from a TV programme called *Nadiya’s American Adventure*. Ask Ss to look at the photo and predict what the programme is about. Ss read the description to check their ideas and answer the questions. Check answers as a class. Check Ss remember the meaning of *ingredients* (= food items you put in a dish). Show Louisiana on a map if possible and draw Ss’ attention to the photo of a *bayou* (= a large, slow-moving area of water in the southwest United States which has many water plants and fish) at the top of pages 44 and 45 to explain this.

EXTRA SUPPORT: DYSLEXIA Turn the task into a listening task. Ask Ss to cover the description and read it to the class. Ss listen and answer the questions.

ANSWERS:

1 From left to right: Nadiya, Lola, Belinda

2 From a river / the Mississippi River / a bayou where they caught fish.

VIEW

- 2 A** Put Ss in pairs to do the task and suggest they use a dictionary to help them check their ideas if possible. Note that Ss may not know all the ingredients in their first language so may need clarification of what they are and how they are used, especially *okra* (= a green vegetable used in Asian and southern US cooking) and *turmeric* (= a yellow powder that gives taste to food, e.g. curry).

ANSWERS:

1 E 2 C 3 B 4 A 5 D

EXTRA IDEA Put Ss in pairs. Ask them to tell each other which of these ingredients they use or have used in their cooking and if so, how, and which they’ve never tasted.

- B** ▶ Point out the names of the four people in the video clip and give Ss time to read the sentences. Explain that more than one person might match each sentence. Play the video clip for Ss to do the task, then put Ss in pairs to check answers. Check answers as a class.

ANSWERS:

1 N 2 L 3 S 4 N 5 B

- C** Explain that the sentences all come from the programme and that while both options are grammatically correct, the speaker said only one of them. Give Ss time to read the sentences. Either check understanding of *I’m just kidding/joking* (= saying something that’s not true) now or leave it until after Ss have watched the video clip again in Ex 2D. Don’t check answers yet.
- D** ▶ Play the video clip again so Ss can check their answers to Ex 2C. Check answers as a class.

ANSWERS:

1 excited 2 need 3 perfect

4 before 5 kidding 6 amazing

- 3** Put Ss in pairs to discuss the questions. In feedback, do a quick class survey to find out who would like to eat the curry and why/why not. Elicit common ingredients in Ss’ local area.

EXTRA IDEA Ask Ss to note down the five most important ingredients in their local cuisine. Ss then work in pairs and compare their lists. If they are from the same country, ask them to agree on the top five together and give reasons for their choices, e.g. the types of dishes they are found in. If they are from different countries, ask them to explain the reasons for their choices to their partner. In feedback, ask a few pairs to share what they discussed with the class.

GRAMMAR

verbs of sensation + adjective or *like*

- 4A** Ask Ss how many senses a human has (five – sight, hearing, smell, taste, touch). You could mime one or two of them to help Ss understand what you mean by senses. Ask Ss to do the task individually, then put them in pairs to check their answers. Check answers as a class. Ask Ss if the sentences refer to the present (yes) and what tense is used (the present simple). Explain that even though they refer to now, these verbs aren't usually used in the present continuous because they are state verbs. Ask Ss what type of words come after these verbs (adjectives or *like*).

ANSWERS:

1 smells 2 looks 3 look 4 tastes

Sound and *feel* are not in the sentences.

- 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.

GB ► 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.

- 1** This exercise focuses on meaning and form. Point out to Ss that they might need to change the form of the verbs in the box and complete the first sentence together as a class. Check Ss understand the meaning of *soap* (= something you use with water to wash and clean). Ss do the activity alone, then check answers in pairs. Check answers as a class. If relevant, tell Ss that *looks* is also possible in sentence 5 but that the instruction for the exercise specifies that they must use each verb twice only.

ANSWERS:

1 looks 2 sounds 3 feels 4 tastes
5 smells 6 feels 7 smells 8 sounds
9 look 10 tastes

- 2** This exercise focuses on form. As a class, ask Ss to read the first conversation and identify the mistake. Ss then do the rest of the task individually. Remind them to use the Grammar Bank notes to help them. Put Ss in pairs to check answers before checking as a class.

ANSWERS:

Only the lines with mistakes are shown.

- 1 A: How does it look ~~like~~?
2 B: Yes! It ~~was tasting~~ **tasted** wonderful!
3 B: Don't stand on the chair. It ~~no~~ **doesn't** look very safe.
4 A: What did the music sound **like**? / ~~What~~ **How** did the music sound?
5 B: It's a type of iris. It looks nice, but it's ~~smelling~~ **smells** horrible.
6 B: Yes. See, it's ~~feet~~ **feels** soft, but nice and dry.

- 3** This exercise focuses on meaning and form. Make it clear that not every sentence includes *look*, *taste*, etc., then elicit the first sentence from the prompt and write it on the board. Monitor as Ss write the rest of the sentences, providing individual feedback where possible. In feedback, display the completed conversations for Ss to check, highlighting any issues that arose while you were monitoring.

ANSWERS:

- 1 A: I can't find my wallet.
B: What does it look like?
A: It's small and black.
2 A: Your veggie burger smells good. How does it taste?
B: Well, it looks like meat and it smells like meat.
A: But does it taste like meat?
B: No, it tastes terrible!
3 A: You should go to bed.
B: You sound like my mother!

SPEAKING

give instructions for a dish

- 5A** Tell Ss to choose a favourite dish and give them time to choose their dish and make notes about the topics listed. They could use the internet and/or a dictionary to help them. Monitor, helping Ss with vocabulary.
- B**  **4.07** | Tell Ss that they are going to listen to a man describe his favourite dish. Focus Ss' attention on the four topics in Ex 5A and explain the task. Play the recording, then check answers as a class. Ask if Ss would like to eat Tom's pasta sauce or not.

AUDIOSCRIPT 4.07

One of my favourite dishes is my own pasta sauce. I call it 'Tom's pasta sauce'. I usually make it vegetarian, but I sometimes make it with meat. I'm going to tell you how to make the vegetarian version. I like it because it tastes good of course, but also because it's really healthy.

So, to make my pasta sauce, you need an onion, two peppers, some celery and carrots, and a large courgette. You also need a tin or two of tomatoes, chopped tomatoes. It's very easy to make. First you cut up the vegetables into small pieces. Then you put some olive oil in a deep frying pan and heat it up. When it's hot, you put in the onions, then the peppers and the other vegetables. Fry them all together. Don't stir it too often – the vegetables need a bit of time to cook on the bottom. I don't use a lot of spices, only black pepper and a little salt, but you can put in other spices. Oh, if you have some basil, that's really good to put in it.

After a few minutes, pour in the chopped tomatoes and stir everything together. Let it all cook for about 20 or 30 minutes, slowly. Then it's time to make the spaghetti and put the sauce on top. If you have some cheese, sprinkle a little on top of the sauce. I hope you like it!

ANSWERS:

He talks about all the topics.

- C**  **4.07** | Ask Ss to read the Key phrases, checking they understand the purpose of each phrase (e.g. to introduce the dish). Play the recording so Ss can complete the task, then ask them to compare answers in pairs. Check answers as a class.

ANSWERS:

All the phrases are used, except 'To make it, you need ...' and 'Then you mix in/add some ...'.

- 6A** Give Ss time to plan their description using their notes from Ex 5A and the Key phrases in Ex 5C. Ask Ss not to write full sentences as this is a speaking task. Monitor and help with vocabulary.
- B** Put Ss in pairs. Remind Ss to use Key phrases from Ex 5C and monitor as they take turns to describe their dishes. Assess how well Ss' descriptions are organised and their use of the Key phrases. Provide feedback to help them to recognise what they should continue to do and what they could improve as they will do the task again.
- C** Ask Ss to stand and mingle, describing their dish and listening to their partners to decide on one they would like to make. Set a time limit for this, e.g. ten minutes. If time is tight, ask Ss to describe their dish to just one other student. When they have finished, ask a few Ss which dish they would like to make and why. Provide feedback on their descriptions.

WRITING**write a recipe**

- 7A** Give Ss time to read the email and answer the question. Find out how many Ss would like to cook the dish and check understanding of *cornflakes* (= a type of breakfast cereal), *raw* (= uncooked) and *flour* (= a powder used to make bread, cakes, etc.).

EXTRA SUPPORT: DYSLEXIA Set a pre-reading task to help dyslexic learners better understand the context of the text. Tell Ss that Gabriel is writing to Kayla with a recipe for cornflakes chicken. Ask Ss what they think the dish is and elicit ideas. Write the ingredients on the board and ask Ss to say how they think the dish is cooked. Elicit ideas. Ss then read the text to check their ideas.

- B** Explain the task and elicit some possible ideas for each group (e.g. children: fish burgers, carrot fries; vegetarians: vegetable curry, tofu stir-fry; meat lovers: slow-cooked beef, steak with mushroom sauce, etc.) then give Ss time to plan their emails. Suggest they make notes on the steps needed to make the dish, researching these online if necessary. Monitor and help with vocabulary. Ss then write their emails, either in class or out of class, on paper or via a digital tool. If the activity is done in class, monitor and provide individual feedback where possible.

EXTRA SUPPORT Point out that Ss can include Key phrases from Ex 5C in their emails, too.

- C** Put Ss in groups to share their recipes or display them around the room so Ss can walk around and read them. Alternatively, ask Ss to share their recipes via a digital tool so all Ss can access them. Ss read the recipes and copy the ones they want to try, e.g. by taking photos on their phones or screenshots if the recipes are in digital format. Provide your own feedback on the recipes to the class, as well as individually if possible.

EXTRA IDEA: DIGITAL Ask Ss to create a video of themselves making their recipe, giving instructions as they do. Ss then share this with the class via a digital tool and watch each other's videos.

TO FINISH

Show the same photos as you did for the To start activity. Put Ss in pairs and ask them to make a few sentences about the dishes using verbs of sensation + adjective or *like*. Demonstrate, e.g. *I think the dish in this photo looks delicious. I've never had it but I imagine it tastes delicious, too.* In feedback, invite a few pairs to share their ideas with the class.

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, 3A, 3B, 4A, 5A, 6A and 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 1B:** As it's difficult for Ss to mingle in an online class, turn this from a *Find someone who* task to a class survey. Ask Ss to turn their sentences from Ex 1A into questions, then put them in groups in breakout rooms. Ss take turns to ask their questions and note down how many Ss have had the same experiences as them. Ss then return to the main room and report their results to the class via the chat box. This also revises language *All of them, Some of them, Two of them*, etc.
- **Ex 2A:** Ask Ss to share their sentences with you via the chat box so no one else can see their sentences. That way, they cannot copy from each other and you can assess Ss' abilities individually.
- **Ex 6B:** In turn, nominate Ss to provide an answer to a question to the class. Ss then type the correct question in the chat box. You could make this competitive by giving a point to each student with the correct answer. Repeat with different Ss. The student with the most points wins.

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: present perfect simple, comparatives and superlatives, verbs of sensation + adjective or *like*; Vocabulary: irregular past participles, travel, travel phrases, giving gifts; How to ... make suggestions and recommendations). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

present perfect simple (1)

- 1 A** On the board, write: *I've (swim) ...*. Ask Ss to put the verb in the correct past participle form and review the form of the present perfect simple (*has/have + past participle*) and use of the tense (past experiences without a specific time reference). Complete the sentence so it's true for you (e.g. *I've swum in a river.*) or point out the example given to demonstrate the task. Elicit an example sentence with another verb, e.g. *I've eaten sushi*. Refer Ss to the Irregular Verb Table on page 175 and monitor as Ss write their own sentences. Elicit corrections where necessary.

EXTRA SUPPORT Before Ss write their sentences, elicit the correct participle form for each verb and note them on the board.

ANSWERS:

Ss' own answers with eaten, been, had, lived, met, played, studied, swum, won and worked.

- B** Demonstrate the activity by asking a confident student a *Have you ever ...* question based on your example or the example sentence in Ex 1A, e.g. *Have you ever swum in a river?* If the student says 'no', ask them another question, e.g. *Have you ever eaten sushi?*, and so on, until they say 'yes'. Write their name next to this question and move to another student to do the same. Explain that Ss should do this until they have a name next to all of their sentences in Ex 1A. If time is limited, suggest Ss find names for five sentences and set a time limit for this. Pay attention to Ss' use of the present perfect when monitoring. In feedback, ask a few Ss to tell the class someone who has done the same thing as them. Provide feedback on Ss' use of the present perfect.

EXTRA CHALLENGE Ask Ss to ask one follow-up question to each student who answers 'yes' and note down the information.

comparatives and superlatives

2A Use the example sentences to clarify the task. Make it clear that there is not necessarily a correct answer to each item, but that the adjective form Ss use should be correct. Check Ss understand *alligator* by showing a photo of one. Refer Ss to the Grammar notes on page 109 to help them with the task. Monitor, providing individual feedback as they write. When they have finished, elicit the superlative forms but not Ss' individual sentences.

EXTRA SUPPORT: DYSLEXIA Write the superlative form of the target adjectives on the board so that Ss can check their spelling.

- ANSWERS:**
- Ss' own answers with these superlative forms:
- 2 the fastest, the most dangerous
 - 3 the most comfortable, the largest
 - 4 the most expensive, the quickest
 - 5 the most useful, the most interesting

B Put Ss in pairs. Suggest they say their sentences out loud to compare them and discuss their reasons. Ask a few Ss to tell the class whether they and their partner disagreed on any of the sentences.

3A Remind Ss that there are ways other than comparative and superlative adjectives to compare things. After Ss have done the task individually, refer them to the Grammar Bank notes to check their answers. Check answers as a class.

- ANSWERS:**
- 1 similar, than
 - 2 from, healthier, sweeter

B Give Ss time to think about the question on their own, then put them in pairs to discuss their ideas. Help them understand the meaning of *chips* if necessary (long, thin, fried pieces of potato). Check ideas as a class.

- ANSWERS:**
- 1 an armchair
 - 2 a banana (other answers are possible)

C Model the task yourself, e.g. 'It's similar to a cat but it's bigger, faster and more dangerous.' Ask Ss to guess what it is (a tiger). Put Ss in small groups to do the task. Monitor, providing feedback on their use of comparatives and superlatives.

verbs of sensation + adjective or *like*

4A Review the target language before Ss do the task by eliciting the verbs that represent the five senses (look, taste, sound, feel, smell) and what type of words come after them (adjective or *like*). Check Ss understand the difference between *look like* (+ noun) and *look* (+ adjective). Ss do the task alone, then compare answers in pairs. Check answers as a class.

- ANSWERS:**
- 1 tastes
 - 2 like a
 - 3 looks, smells OR smells, looks
 - 4 dry
 - 5 look like
 - 6 sounds

B Give Ss time to read the sentences and try to work out the answers on their own, then put them in pairs to check their ideas. Check answers as a class.

- POSSIBLE ANSWERS:**
- | | | |
|-----------|-----------|-----------|
| 1 soup | 2 perfume | 3 cheese |
| 4 a snake | 5 dogs | 6 thunder |

VOCABULARY

5A Do the first item as a class so Ss understand the task. Ss complete the task alone. When checking answers, note the correct spelling on the board, eliciting the infinitive forms for extra revision.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them a list of the infinitive form of the verbs in the task (*go, sleep, etc.*) to assist them in writing the past participle forms.

- ANSWERS:**
- | | | |
|----------|----------|--------|
| 1 been | 2 slept | 3 done |
| 4 taught | 5 driven | |

B Ask Ss what the vowel sound for each past participle in Ex 5A is. Note the phonemic characters for each verb on the board if your Ss are familiar with them. Put Ss in pairs to do the task. Encourage them to say different past participles out loud to check the vowel sounds and to use a dictionary to check their ideas.

POSSIBLE ANSWERS:

- | | |
|---------|--------------------------|
| 1 seen | 4 bought, caught |
| 2 read | 5 ridden, given, written |
| 3 drunk | |

- 6A** Make it clear that two of the words in the box are not needed. Point out the example when explaining the task. Ss do the task individually, then check answers in pairs. When checking as a class, ask Ss to explain the difference between *travel* and *trip* as nouns.

ANSWERS:

- 2 way
3 border
4 travel
5 journey (*trip* is also possible)
6 distance

- B** Use the example to explain the task. You could ask Ss to close their books or cover the exercise, read out Student A's part of the example and ask Ss to guess the question from memory, then get them to look at the example to check. Ask Ss to repeat the activity until they have guessed all the questions. Monitor and check Ss are answering the questions appropriately. After Ss have finished, provide feedback on Ss' use of the target vocabulary to the class.

- 7A** Ask Ss to imagine that they're going away on a trip to Egypt for a month. Ask them what leaving gifts they would like to receive and why and then ask them to read the text to find out what people bought the writer and how they felt about them. Check answers. (The writer received some walking boots, a journal, a hairdryer and a guidebook. They didn't find them very useful. / They didn't want any of them.) Ss then do the task, then compare their answers with a partner. Don't check answers yet.

EXTRA CHALLENGE Remove or ask Ss to cover the multiple-choice options and ask them to complete the text with their own ideas. They then look at the multiple-choice options and compare them with their ideas.

- B**  **R4.01** | Pause the recording after each answer is given to help Ss record their answers or amend what they have written if necessary.

ANSWERS:

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

TO FINISH

In pairs, ask Ss to say several places that they've travelled to in the past and what they did there. Then ask them to choose one place and compare it with where they live now using comparatives. When they have finished, ask Ss how confident they felt about using the present perfect and comparatives (very confident, quite confident or not confident). They can tell a partner or share their answer with you via note or digital tool. Use Ss' answers to provide tips on further practice or further class practice if necessary.

5 things

Global Scale of English **LEARNING OBJECTIVES**

5A Lucky find

- **READING** | Read an article about a man who found something valuable in a shop: money and value
- Order pictures and tell a story: possessive pronouns, *whose, this/that, there/then*
- Pronunciation: sounds /s/ and /z/
- Write a description of a past event; use pronouns and adverbs to avoid repetition

GSE INFORMATION

READING

39 Can understand a simple text about a past event.

VOCABULARY

30–42 Can use language related to money.

GRAMMAR

45 Can use possessive pronouns as objects and complements.

34 Can form questions with 'whose'.

39 Can use 'that' and 'this' as subject and object pronouns.

SPEAKING

40 Can tell a story or describe something in a simple list of points.

WRITING

42 Can write a short description of a trip or event.

5B The world of 'slow'

- **LISTENING** | Understand a podcast about the 'Slow' movement: countable and uncountable nouns
- Talk about different 'slow' movements: quantifiers
- Pronunciation: weak forms in quantifiers

GSE INFORMATION

LISTENING

42 Can understand the main points of a short, informal interview on a familiar topic.

VOCABULARY

30–42 Can use language related to group or mass.

GRAMMAR

37 Can use a range of basic quantifiers with 'of' and noun phrases.

36 Can correctly use a range of nouns with both countable and uncountable meanings.

SPEAKING

42 Can give a short, basic description of events and activities.

5C It's the best!

- **HOW TO ...** | talk about a product: common adjectives
- Pronunciation: phrasing

GSE INFORMATION

VOCABULARY

30–42 Can use language related to physical condition.

HOW TO ...

34 Can recognise some basic fixed expressions to describe products or services, given help with vocabulary.

40 Can explain what they like or dislike about something.

SPEAKING

38 Can read out a short, rehearsed statement (e.g. introduce a speaker, propose a toast).

40 Can make a short rehearsed announcement on a familiar topic.

5D Can you lend me your ... ?

- **BBC STREET INTERVIEWS** | Understand street interviews about borrowing and lending things
- Have a discussion about personal possessions: verbs with two objects
- Write an advice post

GSE INFORMATION

VIEW

38 Can make basic inferences in simple conversations on familiar everyday topics.

GRAMMAR

39 Can use direct + indirect objects together after ditransitive verbs like 'give/tell/pass'.

42 Can construct double-complement sentences with verbs such as 'give', 'tell', 'ask', etc.

SPEAKING

37 Can compare their own and others' possessions using simple language.

41 Can talk about personal possessions, including household pets.

WRITING

42 Can make basic informal suggestions in writing.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 5A. It shouldn't be exploited or taught at length, just played once or twice in class.

► Read the vlog question and the question in part 1 of the task to the class. Use the photo at the top of page 47 to check Ss understand the meaning of *collect* (= keep things of the same type because they're interesting). Ask Ss to read the items in the box and check they understand them. You can use the photo at the top of page 47 to check Ss understand the meaning of *figures* (= wooden or plastic models, e.g. of characters from films or of animals) and the photo in the BBC vlogs box to check Ss understand the meaning of *musical instruments* (e.g. guitar, piano). You could also elicit or explain the meaning of *trainers* (sports shoes). Play the video, then put Ss in pairs to discuss their answers. Check as a class. Note that some task items are shortened versions of what the speakers mention, e.g. *snail shells*. You could follow up by asking Ss if they know anyone who collects the items in the task.

Read the question in part 2 of the task to the class. Tell Ss that if they have never collected anything, they can talk about someone they know who collects or has collected things. Put Ss in pairs to do the task. When they have finished, elicit things Ss collect (or have collected) from the class.

ANSWER:

The speakers talk about (old video) games, (snail) shells, musical instruments, trainers, (wooden) figures, (travel) tickets. They don't mention stamps.

EXTRA CHALLENGE Ask Ss to watch the video again and note down any additional information. Put them in pairs to share what they learnt, then share answers as a 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 5

Online Digital Resources

Videoscript Unit 5 Opener: BBC Vlogs

5A Lucky find

GRAMMAR | possessive pronouns, *whose, this/that, there/then*

VOCABULARY | money and value

PRONUNCIATION | sounds /s/ and /z/

LESSON OVERVIEW

In this lesson, Ss talk about valuable objects. The lesson starts with Ss reading an article about a man who bought something in a charity shop that turned out to be valuable. From this, they learn and practise vocabulary related to money and value. Ss then study possessive pronouns, *whose, this/that* and *there/then*, with a pronunciation focus on /s/ and /z/ sounds in words like *this/those*. Next, Ss tell a story from pictures. The lesson ends with Ss writing a description of a past event, using pronouns and adverbs to avoid repetition.

Online Teaching

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

- **Ex 1C:** Ss share the words and phrases via the chat box so you can assess all Ss' understanding. Display the article and highlight the correct answers in the text.
- **Ex 5:** Put Ss in A/A or B/B pairs or small groups for part 1 of the task. Ask one student to share their screen so all Ss can see the pictures. However, make it clear that in part 2 (when Ss are working in A/B pairs), they must **not** share their screens or show their pictures.
- **Writing Bank 5A, Ex 3B:** Ss share their descriptions in breakout rooms using the share screen option or via the LMS, a chat tool, email or the private chat box in your platform.

Additional Materials

For Teachers:

Presentation Tool Lesson 5A

Photocopiable Activities 5A

Writing Bank 5A

Grammar Bank 5A

For Students:

Online Practice 5A

Workbook 5A

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.

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

- EXTRA SUPPORT: TEACHER** *The Hobbit*, published in 1937, was written by J.R.R. Tolkien, an English writer and professor at the University of Oxford, in the UK. It is a children's fantasy story about a hobbit called Bilbo Baggins who goes on an adventure with others to get back stolen treasure. Tolkien's next book was *The Lord of the Rings*. Both stories have been made into very successful films directed by Peter Jackson.

ANSWERS:

He found/bought a copy of *The Hobbit* in a shop and it was a first edition.

A woman at work saw the book and told him he could get a lot of money for it.

He sold his copy at the same time as the new film of *The Hobbit*.

He made a lot of money.

EXTRA IDEA Show the trailer for the film *The Hobbit* and put Ss in pairs to discuss what the story is about. Ask one pair to share their ideas with the class and the other pairs to say if they agree and why or why not. Ask Ss if they would go on a long journey to try to find treasure or a large amount of money.

- C** Check Ss understand the meaning of *expert* (= someone with a special skill or knowledge) and *face-to-face* (= with another person, not online or on the phone). Ss work alone to do the task, then check answers in pairs. When checking answers with the class, note the phrases and sentences on the board and elicit which paragraph they are in.

ANSWERS:

- 1 I liked chatting to the woman who worked there
- 2 I wanted to read it again
- 3 I called him
- 4 I thought maybe I could sell it for about £7,000 and he said that was probably true.
- 5 My heart was racing and I felt a little sick.
- 6 Andy Hewson continued to visit the shop where he bought the book

- D** Monitor as pairs discuss the question. Then invite Ss with interesting answers to share them with the class.

money and value

- 2A** Tell Ss that they are now going to focus on the meaning of the words in bold in the article. Give them time to look at the words and guess their meanings, then share their ideas with a partner. Then ask them to complete the definitions on their own. Ss can check their answers with their partner. In feedback, check Ss understand which part of speech each word is. Point out that in the article *cost*, *offer*, *increase* and *rent* are all verbs, but they can also be nouns with the same meaning. Note *increase* has different stress according to its part of speech: *increase* (v), *increase* (n). Explain that *savings* is always a plural noun. Drill the pronunciation of *fair*, *valuable*, *increase* (v) and *savings*, along with any other words Ss struggle with.

ANSWERS:

1 increases	5 spent, on
2 costs	6 fair
3 rent	7 offer
4 savings	8 valuable

B Give Ss time to read the statements and decide whether or not they agree with them before putting them in pairs to do the task. Monitor and encourage Ss to practise the vocabulary from Ex 2A. Model this if necessary, e.g. 'I agree with statement 1. I think phones are getting more expensive.' When Ss do the task, they can either discuss the statements they agree with or discuss each statement and say if they agree with it or not (the former will be a shorter task, but the latter will provide more discussion opportunity). After Ss finish the task, invite a few to share something they learnt about their partner. Provide feedback on their use of the target vocabulary.

EXTRA SUPPORT Write these prompts on the board to help Ss with their discussion: *I agree (with statement 1) because ... ; I don't agree (with statement 2) because ... ; (For statement 2), it depends on ...*. Model some answers if helpful, e.g. *For statement 2, it depends on where you buy the water or coffee. It's true when you buy them in a shop and make a cup of coffee at home.*

EXTRA CHALLENGE Provide Ss with the statements but remove the vocabulary from Ex 2A. Ss complete the statements, changing the forms of the words where necessary. Check answers before Ss work in pairs and discuss the statements.

GRAMMAR

possessive pronouns, *whose*, *this/that*, *there/then*

3A Explain that writers often use pronouns so they don't repeat words in a text. Use the example to explain the task, pointing out how *there* replaces *a shop near me*. Ask Ss if they do this when writing in their first language to compare approaches to target grammar use. Monitor as Ss do the task, assisting if necessary. When checking answers, establish the use of each pronoun (*there* refers to a place, *it* refers to a thing, *yours* refers to something that belongs to you, etc.).

EXTRA CHALLENGE Ask Ss to cover answers a–i, look at the numbered words and work out what they refer to in the text. Ss then do the matching task to check their answers.

ANSWERS:

2 e 3 h 4 a 5 d 6 b 7 c 8 i 9 f

B On the board, write: *I like coffee. Can you make me a coffee. Is that my coffee? That coffee is mine.* to show how the different forms are used in context. Alternatively, you could write gapped versions of the sentences above and elicit possible answers from the class for the different pronouns and possessives. Explain that subject and object pronouns replace nouns. Possessive pronouns (e.g. *mine*) replace possessive adjectives + noun (e.g. *my coffee*). Ss then do the task and compare their answers in pairs. Display the answers for Ss to check, pointing out the difference between *it's* (= it is) and *its* for possession.

ANSWERS:

2 yours	3 him	4 her	5 its
6 ours	7 them	8 theirs	

C After Ss have done the task individually, refer them to the Grammar Bank notes on page 112. In pairs, ask Ss to think of an example sentence with *their* (e.g. *I just met Ann and Tom. Is that their son?*) and one with *Who's* (e.g. *Who's Katerina?* = Who is?). Monitor to check understanding, then elicit some examples from the class.

EXTRA SUPPORT: DYSLEXIA Help Ss to pay attention to the different spelling and punctuation, in particular *who's/whose*, *they're/their/theirs*, and the use of *s* at the end of some of the possessive pronouns (*yours*, *ours*, *theirs*) with the pronunciation /z/. Encourage Ss to think of ways that will help them to remember the different spellings, uses and meanings, e.g. make notes of the pronunciation in their books, highlight the apostrophe in *who's*, etc.

ANSWERS:

1 there 2 Whose

D The Grammar Bank on page 112 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 112 **GRAMMAR BANK**

Go through the notes with Ss. In particular, you may want to address the use of *then/there* to replace times and places in writing and speaking and *this/that* for a full sentence or phrase.

- 1** This exercise focuses on form. Check Ss understand the meaning of *credit card* (= a bank card you use to buy things, but don't pay for until later). Monitor as Ss do the task to check if there are any common issues with the target grammar. Address these when checking answers.

ANSWERS:

- | | | |
|----------------|---------------|----------------|
| 1 yours | 2 her | 3 Whose |
| 4 Who's | 5 mine | 6 their |
| 7 Whose | 8 your | 9 Who's |
| 10 ours | | |

- 2** Elicit the first answer from the class to check Ss understand the task. Monitor as Ss do the task alone, providing individual feedback and eliciting corrections where necessary. Note answers on the board in class feedback so Ss can check they have the correct words.

ANSWERS:

- | | | |
|-----------------|--------------|----------------|
| 1 theirs | 2 its | 3 her |
| 4 him | 5 our | 6 her |
| 7 his | 8 me | 9 yours |
| 10 Mine | | |

- 3** In this exercise, Ss choose the correct pronoun to replace the words in bold. Elicit the first answer from the class as an example. Monitor as Ss do the task to provide individual feedback and elicit corrections. Put Ss in pairs to check answers. Note the correct words on the board when checking answers.

EXTRA CHALLENGE Fast finishers can write a similar short conversation on their own or in pairs. Give them a topic, e.g. one person can't find something and they're asking the other person where it is. Monitor to check Ss' work or ask pairs to read out their conversations for the rest of the class to check.

ANSWERS:

- | | | |
|----------------|---------------|---------------|
| 2 mine | 3 They | 4 them |
| 5 there | 6 It | 7 us |
| 8 That | 9 then | 10 him |

PRONUNCIATION

sounds /s/ and /z/

- 4A**  **5.01** | This task gives Ss the opportunity to notice the pronunciation of the target grammar in connected speech. Play the recording two or three times if necessary for Ss to write and then check their questions. Display the correct answers on the board for Ss to check.

ANSWERS AND AUDIOSCRIPT:

- 1** Whose is this phone?
2 Whose are those books?
3 Is this jacket yours?
4 Is that scarf his or hers?
5 Are these socks Pat's?

- B** Use the examples to help Ss recognise the sounds /s/ and /z/. You could say each one and ask Ss to identify them. Explain that when we pronounce the two sounds, our lips, tongue and jaw are in the same position. With /s/ we push air out. With /z/ we use our vocal cords. Drill the sounds by asking Ss to put their hands on their throats to feel the difference when pronouncing them. Their throat should vibrate with /z/ but not with /s/. Drill *this* and *these*. Put Ss in pairs to do the task, but don't check answers yet.
- C**  **5.01** | Play the recording and check answers as a class. Note the words on the board in two groups, those with the /s/ sound and those with the /z/ sound. Drill the words in isolation and help Ss get the right sounds by modelling them and showing where to position your mouth (tongue just behind the front teeth but not touching them; pushing air between the tongue and the roof of the mouth for /s/ and vibrating the vocal cords for /z/). Play the recording again, pausing after each question so that Ss have time to listen and repeat the questions both chorally and individually if possible.

ANSWERS:

- /s/ *this*, books, this, scarf, socks, Pat's
/z/ *Whose*, is, Whose, is, those, Is, yours, Is, his, hers, these

EXTRA IDEA Ask Ss to put some of their possessions in a pile, or several piles, around the classroom, e.g. pens, wallets, keys, gloves, scarves, etc.). Ss work in pairs and take turns to ask *Whose ... is it / are they?* Their partner responds, e.g. *I think they're his/hers/yours/Daniela's.*, pointing or indicating politely to the correct student.

SPEAKING

- 5** Tell Ss that they are going to use pictures to tell a story about someone who found something valuable. Put the class in two groups and assign roles, A and B. Refer Ss to the relevant pages.
- 1** Make it clear that there are eight pictures in this story but that each student can only see four of them. As these pictures are also mixed up, they need to work with a student from the other group to understand the whole story. First, ask Ss to think about what's happening in their pictures and how to describe them individually, then put them in pairs with someone from the same A/B group to discuss their ideas. Monitor and help Ss with ideas and vocabulary as necessary. You might want to pre-teach *attic*, *an auction house* and *auctioneer*, although Ss might be able to guess them from *auction*, which they met in the reading text earlier in the lesson. Advise Ss to only write key words and phrases, rather than full sentences, for this part of the task.

EXTRA SUPPORT Some learners may benefit from seeing all the pictures in the correct order so they can focus on the description rather than the puzzle element of the story. In this case, put Ss in A/B pairs and give them the pictures in the correct order (C, F, B, H, D, E, A, G). Ask them to work together to describe the pictures to tell the story.

- 2** Put Ss in A/B pairs. Ask them to sit opposite each other if possible and to not show each other their pictures. Give Ss time to take turns to describe their pictures, then work out the order of the story. Ss may want to take notes to help them remember the order. Monitor as Ss do the activity, noticing their ability to describe the pictures sequentially. Check the order of the pictures if necessary and provide any useful feedback to Ss before they move to the next stage of the task.

EXTRA CHALLENGE Ask Ss to plan the descriptions in their mind rather than take notes when deciding the order of pictures in the story, then tell the story from memory.

ANSWERS:

The correct order is C, F, B, H, D, E, A, G.

- 3** Display the sentence *This happened to my friend Pippa five years ago.* on the board. Suggest that Ss either take turns to practise telling the whole story or they tell half the story each. Ss can then listen to each other and say if they think the story was clear or not. Monitor as they do this, providing feedback for each pair.

EXTRA IDEA Ask Ss to work with a different partner to take turns to tell their stories, listening to check if they are the same or different. Alternatively, ask Ss to roleplay an interview where one student is a journalist and the other is the woman who bought the picture.

EXTRA IDEA Ss write their story for additional writing practice and share it with you via the LMS, email or on paper.

WRITING

write a description of a past event; use pronouns and adverbs to avoid repetition

- 6A** Explain to Ss that they are going to write a description of something they lost, but found again later. Give Ss time to read the description and think of the missing words. Put Ss in pairs to compare their ideas. Ask a few pairs to share their ideas with the class.

B Refer Ss to the Writing Bank on page 92.

▶ page 92 **WRITING BANK**

- 1A** Give Ss time to read the description again and see if they guessed what was lost correctly and which words were used to complete the description. Check answers as a class.

ANSWERS:

1 sunglasses **2** they **3** there

B Remind Ss that writers often replace words with pronouns and adverbs to avoid repetition. Ask Ss to do the task individually, then discuss their answers in pairs. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA In this task and the next, encourage Ss to use two pieces of L-shaped paper or card to isolate and read individual sentences or sections of the text. This will help them focus on the words in bold.

ANSWERS:

they = sunglasses
there = in my (the writer's) pocket

WB

WB **C** Elicit the first answer from the class, then monitor as Ss do the task and provide support where needed. Put Ss in pairs to check their answers, then check answers as a class. Point out that the word they used to replace item 11 (*That/This/It*) refers to the whole of paragraphs 1 and 2. You could refer Ss back to the final section of the Grammar Bank notes on page 112, which deals with this, if they need more help with this.

EXTRA SUPPORT You can make this activity more accessible for Ss with dyslexia by providing a vertical list of the missing words for each description in a mixed-up order rather than asking them to deduce them.

ANSWERS:

- | | | |
|---------|-----------------|---------|
| 1 They | 2 them | 3 us |
| 4 we | 5 them | 6 They |
| 7 there | 8 He | 9 his |
| 10 she | 11 This/That/It | 12 mine |
| 13 they | 14 there | |

2 This exercise provides further practice of using pronouns and adverbs to avoid repetition. Explain that these are additional replies to the social media post in Ex 6A on page 49. Put Ss in pairs to check their answers before checking as a class. Ask Ss which word, phrase or idea each pronoun or adverb refers to, e.g. item 1 refers to the bag the writer picked up. Note that the second description is of a true story which made the news. Ss could look it up to see photos using the search terms *lost ring* and *carrot*.

EXTRA SUPPORT You can make this activity more accessible for Ss with dyslexia by providing a vertical list of the missing words for each description in a mixed-up order.

ANSWERS:

- | | | | |
|--------|----------|--------|-------|
| 1 mine | 2 there | 3 hers | 4 us |
| 5 then | 6 it | 7 She | 8 his |
| 9 them | 10 there | | |

3A Ss now plan to write their own descriptions. Give them time to think of something they lost and later found. If they can't think of anything, they could write about an object that belongs to someone else or make the story up. Suggest Ss make notes before they start writing to answer questions such as *Where? When? Who? What? How?* Ss could write their descriptions in class or for homework, either digitally or on paper.

EXTRA SUPPORT Give Ss prompts to help them make up a situation, e.g.: *play – river – lose phone – later – call – find phone – in fish – phone broken – SIM card OK – another phone – everything OK*. Check understanding of *SIM card* if necessary.

EXTRA IDEA: DIGITAL Ss create a digital description using a tool that allows them to add text to photos, pictures or drawings – either their own or ones provided by the tool. They then share links to their descriptions with a partner or the class.

- B** Put Ss in pairs. If Ss wrote their descriptions at home, ask them to swap and read each other's descriptions in the next lesson or share them with a partner online. Alternatively, they can give feedback orally in the next lesson. Suggest that Ss first tell their partner what they liked about their description before they identify and give suggestions for any repetition. Display prompts to help them, e.g.: *I liked the description when ... ; Maybe you could use (them, their, this, etc.) here instead of ...*. Monitor to check Ss are giving constructive feedback and to pick up on any areas you might want to address with the class.
- C** Ask Ss to display their descriptions around the room or digitally. Ss read two or three more descriptions and tell the class which they found the most surprising in feedback.

TO FINISH

- On the board write:
- 1 *Today's lesson was about The most helpful part of the lesson for me was ...*
 - 2 *Three new words I learnt today were I can use the three new words when ...*
 - 3 *I felt positive in the lesson when The feeling was because*

Tell Ss that they are going to complete the sentences, but first, they need to replace the underlined words with pronouns. Give Ss time to think of answers in pairs, then check answers as a class (1 *it*, 2 *these/them*, 3 *This*). Put Ss in pairs and ask them to complete each sentence so it is true for them, e.g. *Today's lesson was about finding valuable objects. The most helpful part of it for me was when we learnt about there/then*. Monitor, listening to Ss' ideas to help inform future lesson planning. Alternatively, ask Ss to complete the sentences in writing and share them with you on paper or via a digital tool.

5B The world of 'slow'

GRAMMAR | quantifiers

VOCABULARY | countable and uncountable nouns

PRONUNCIATION | weak forms in quantifiers

LESSON OVERVIEW

In this lesson, Ss learn about the 'Slow' movement (a movement that promotes living a slower and more relaxed life). They begin by discussing and ordering the importance of a range of topics and learn about countable and uncountable nouns. Next, they listen to a podcast about the 'Slow' movement. This leads into the grammar where they study and practise using quantifiers, with a pronunciation focus on weak forms in quantifiers. The lesson ends with a speaking activity where Ss first read about one aspect of the 'Slow' movement, then tell a partner about it.

Online Teaching

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

- **Ex 1A:** In breakout rooms, one student in each pair writes the topics on sticky notes on a noticeboard tool, moving them around as they discuss the order with their partner.
- **Ex 4B:** To avoid two breakout room activities close together, omit the pair element of this task. Ask Ss to do it individually, share their ideas via the chat box, then listen and check the answers.
- **Ex 9B:** Ask Ss to type a message in the chat box when they have finished so you know when to close the breakout rooms. Set a fast finisher task for those who finish very early or ask them to assess their descriptions against some set criteria.

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

With books closed, write the title of the lesson on the board (*The world of 'slow'*). Ask Ss to guess what is meant by 'slow' in this context. Elicit ideas, then tell Ss that they will find out during the lesson.

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

countable and uncountable nouns

1 A To get Ss speaking immediately, put two items from the box on the board and ask pairs to discuss which is more important to them and why. After this, ask Ss to order the things in the box and think of their reasons individually before they compare their ideas with a partner. Ask Ss to try to agree on the order or at least the most and least important things. Ask each pair to share their most and least important things with the class to find out if they have similar ideas.

B Ss do the task alone. Monitor, assessing any common errors, then put Ss in pairs to check answers. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Recreate this exercise so that each sentence is on one line Ss with dyslexia are likely to find this easier to read.

EXTRA IDEA In class feedback, note the answers on the board into two columns – countable and uncountable nouns – but don't label them. In Ex 2A, rather than ask Ss to identify each noun as countable or uncountable, ask them to label the lists instead.

ANSWERS:

- 1 work, job
- 2 accommodation, apartment
- 3 fashion, jumper
- 4 meals, food
- 5 money, dollar
- 6 music, song
- 7 time, hour
- 8 social media, post

C Give Ss time to identify the sentences that are true for them before they do the task in pairs. Give an example yourself to start, e.g. ‘Sentence 2 is true for me. I always spend a lot of time looking for good accommodation. I like to find an apartment so I have a kitchen.’ Monitor and check Ss use countable and uncountable nouns correctly when giving their reasons. Note down any issues and address them either after Ex 2A on page 50 or after Ss have done the Vocabulary Bank exercises. In feedback, ask a few Ss to share one or two sentences that are true for them or their partner with the class.

2A Ask Ss to say which word in the pair *work/job* is countable and which is uncountable. Ask Ss if a singular or plural verb is used with uncountable nouns (singular). Use sentence 1 in Ex 1B to demonstrate this.

ANSWERS:

- countable: job, apartment, jumper, meals, dollar, song, hour, post
- uncountable: work, accommodation, fashion, food, money, music, time, social media

B This task introduces vocabulary in the Vocabulary Bank on page 134. Ask Ss to look at the three uncountable nouns and elicit one more countable noun for luggage, e.g. *rucksacks, backpacks*. Put Ss in pairs to complete the task, then elicit ideas from the class.

EXTRA SUPPORT: TEACHER Note that the relationship between uncountable and the correlating countable nouns is not always the same. Sometimes the uncountable noun is a superordinate (the countable nouns are examples of a bigger, or more important, type of classification), but sometimes the countable noun is more of an equivalent, e.g. *work – a job*. While there’s no need to point this out to Ss, it’s useful to be aware of it when using examples to check Ss’ understanding.

POSSIBLE ANSWERS:

- 1 rucksacks, backpacks
- 2 cars, buses, bikes, trams, etc. (any transport that you can find on the road)
- 3 sofas, chairs, tables

C Refer Ss to the Vocabulary Bank on page 134 and ask them to check their ideas for Ex 2B.

» page 134 **VOCABULARY BANK** countable and uncountable 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 This exercise focuses on the meaning of an uncountable noun set. Make it clear that not all the nouns 1–16 feature in the photos. After Ss have done the task, check answers as a class. Point out the spelling of *accommodation*, a word often spelt wrongly even by native English speakers, and check Ss understand its meaning (= places we live or stay in). Check the meaning of *electricity* (= power that gives us light, etc. in our homes) and *advice* (= a piece of information to help someone), then drill the nouns, highlighting the stress patterns.

EXTRA CHALLENGE Ask Ss cover nouns 1–16 and guess the words from the photos before they do the task.

ANSWERS:

- A 7 B 4 C 13 D 15 E 3 F 10 G 6 H 1

B Do the first item as a class to demonstrate the task. Ss work alone to match the uncountable nouns with the countable ones, then compare answers in pairs. In feedback, clarify the meaning of any challenging words, e.g. *social media post* (= something someone writes or a photo they share on social media), *overture* (= a type of classical music piece), *tip* (= a piece of advice).

ANSWERS:

- 1 j 2 n 3 b 4 k 5 a 6 l 7 o 8 e
9 m 10 i 11 h 12 f 13 d 14 c 15 p 16 g

C  **VB5.01** | Play the recording, pausing it after words you feel Ss need to repeat more than once.

2A Focus Ss’ attention on the word groups and explain that *piece*, *item* and *bit* are the missing words. Ss fill the gaps, then check answers in pairs. In feedback, give examples of these phrases in a sentence, e.g. *I’ve got five pieces of luggage. I need to finish a bit of work. Choose five items of clothing.* You could also show how the verb can be singular or plural depending on whether *piece*, *item* or *bit* is singular or plural (e.g. *This item of news is interesting. These items of news are interesting*). Point out that *item* is more formal than *piece*. With stronger classes, point out that an *item of news* or a *news item* means a whole story.

ANSWERS:

- 1 piece 2 bit 3 item

B This task gives Ss practice using uncountable and countable nouns and the phrases in Ex 2A. Ss should look at whether the verbs are singular or plural to help them complete the task. When checking answers, ask Ss to explain their choice for each sentence.

ANSWERS:

- | | |
|--------|------------------------|
| 1 Does | 4 advice |
| 2 cars | 5 Is |
| 3 Is | 6 piece of information |

C Give Ss time to think about their answers before they work in pairs. Monitor and check Ss' use of the nouns and accompanying verb forms as they do the task. Provide feedback on this after Ss share some things they learnt about their partner with the class.

EXTRA IDEA Ask Ss to change the grammar of the questions so the incorrect option becomes correct, e.g. *Do items of news always have to be exciting? Is there a lot of traffic on the road outside?*

LISTENING

3A This task introduces the topic of the 'Slow' movement. Put Ss in pairs to discuss the questions. When they have finished, have a class vote on each question to find out which options are the most popular. Elicit reasons from around the class.

B Refer Ss back to the To start activity if you did it and explain that the topics relate to the lesson title. In pairs, Ss use the questions in Ex 3A to help them answer the question. Elicit ideas from the class, but don't give any answers yet.

4A  **5.02** | Explain Ss will listen to a podcast to check their ideas in Ex 3B. Play the recording, then ask Ss to work with their partner and discuss whether their ideas were correct. In feedback, ask a different pair to explain the meaning of each thing in Ex 3B.

AUDIOSCRIPT 5.02

R = Roy M = Marcus J = Jen T = Teresa

R: Until three years ago, I got all my news from social media. Everything was short, maybe two or three sentences. I often felt angry or afraid after I read it. Now I only read 'Slow News' and I feel much better.

M: My life was fast, fast, fast. 'I have to do this, then this, then this ...' and at the end of the day, I was really tired. Now I believe in 'Slow Living'.

J: When I was about twenty, I bought new clothes every week and I wore them maybe three or four times and then I threw them in the bin. Now I follow 'Slow Fashion'.

T: You've just heard Roy, Marcus and Jen talking about big changes in their lives. They're all part of the 'Slow' movement. I'm Teresa Kwando and this is my podcast, *Go Slow*.

Roy, you got all your news from social media and then you stopped. Do you still read the news?

R: Yes, I do, but now I get Slow News.

T: What **is** Slow News?

R: Well, it's just ... longer than the news on social media. The journalists spend a lot of time checking the facts and getting information from different people. I think their articles are more accurate ... truer. So now, I don't read many articles, but I get more information.

T: So, is it a website? And how did you find it?

R: It's an app and I found it ... on social media, actually. There was a post about it.

T: It sounds interesting. Thanks, Roy.

Let's talk to Marcus. He said his life was 'fast, fast, fast'. Marcus, can you say more about that?

M: Yes, my typical day went like this: get up, check messages, drink coffee, run to catch the bus. Too much to do, not enough time. I took a short lunch break and had another three coffees. At the end of the day, I fell into bed, but I only got about four hours' sleep. It was terrible.

T: And then you found the 'Slow' movement.

M: Yes, I watched a talk about it and about Slow Living, on YouTube. I decided to plan to do less each day. I also spent a bit of time doing something nice every day. I make a little time for me. Maybe I have lunch with a friend or I go for a walk ... a slow walk.

T: Sounds great!

M: Yes, I know, it **sounds** great, but it was too slow for me. I like fast and I enjoy it. I still do something nice for myself every day, that's a positive change, but the rest of my day is fast and that's fine with me.

T: And now Jen. You remember Jen? She was talking about Slow Fashion. Jen, you say you were buying a lot of clothes.

J: Yes, I spent most of my money on clothes. All my friends did, too. I think it was because of social media. I mean you can't wear the same clothes in every post! At the end of the month, there was no money for food!

T: So what made you change your mind?

J: One day a friend of mine showed me a photo. It was a photo of a huge mountain of old clothes! It was in the middle of a desert. And lots of these clothes came from my country. I was shocked. Anyway, this friend told me about Slow Fashion. The point is to ask yourself some questions: 'Who made this? How did they make it? Do I really need it?' These days, I only buy two or three items every year. I'm much happier now and I've got some really good clothes.

T: So, Slow News, Slow Living and Slow Fashion. If you want to know more about this, check out my first podcast about the 'Slow' movement. Thank you for listening. In our next episode, we talk about Slow Cities and Slow Travel.

EXTRA SUPPORT: TEACHER The ‘Slow’ movement tries to reduce the impact of busy modern lives. It encourages people to take more time to do things with the aim that they enjoy them more, feel less stressed and take greater care of the world around them. It began in the 1980s in Italy with the ‘Slow Food’ movement (a response to fast food). Now there are many different areas where ‘slow’ is advocated, e.g. ‘Slow Fashion’, ‘Slow Travel’, etc.

ANSWERS:

In Slow News, individual stories and articles are longer than in social media news. The journalists are very careful about getting their information right.
In Slow Living, you plan to do less and do more for yourself, for example make time to meet a friend or go for a (slow) walk.
In Slow Fashion, you buy fewer clothes and you find out who made the clothes and how.

B  **5.02** | Ask Ss to first read and answer the questions individually, then discuss them with their partner. Play the recording again so Ss can check their answers. Check answers as a class.

ANSWERS:

- 1 Roy found a Slow News app on social media. Marcus watched a talk about Slow Living and the ‘Slow’ movement. Jen found out about Slow Fashion from a friend.
 - 2 Roy reads fewer articles, but reads more about a topic. Marcus does something nice for himself every day. Jen buys only two or three items of clothing a year.
- 5** Give Ss time to read the questions and think of their answers before you put them in pairs to discuss them. When they have finished, nominate a few pairs to share their ideas with the class.

GRAMMAR

quantifiers

6A Tell Ss that the sentences all come from the podcast and explain that there is an error in each one. Use the example to demonstrate, then ask Ss to do the task individually and check answers in pairs. You could refer them to the Grammar Bank on page 113 to check answers before you check answers with the class. In feedback, display the sentences on the board and elicit the extra words. Ask Ss to say why each sentence is incorrect, using this opportunity to clarify the use of quantifiers in positive, negative and question forms with countable and uncountable nouns. Point out that *much* is rarely used in positive sentences because it sounds very formal, e.g. *We have much work to do.* Normally, we use *a lot of* or *lots of*. Note that other quantifiers, e.g. *a great deal of*, can also be used, but these are above A2+ level.

EXTRA SUPPORT This task takes a test–teach approach. If you prefer to avoid this, use the Grammar Bank tables on page 113 to explain the use of quantifiers, then ask Ss to apply their understanding in Ex 6A.

ANSWERS:

- 2 Too much to do, not enough of time.
- 3 I took a short lunch break and had another three coffee coffees.
- 4 I make a little of time for me.
- 5 At the end of the month, there was not no money for food!
- 6 And a lots of these clothes came from my country.
- 7 Anyway, this friend told me about the Slow Fashion.
- 8 I’ve got any some really good clothes.

B The Grammar Bank on page 113 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 113 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. Note that the quantifier *few* is taught at B1 level.

1 This exercise focuses on meaning. Remind Ss to look at the noun and whether the verb is positive, negative or in a question. Complete the first one or two sentences as a class to demonstrate. Monitor as Ss do the task and help where necessary, then ask Ss to explain their answers in class feedback. Model the pronunciation of *enough* (/ɪˈnʌf/) if necessary.

ANSWERS:

- | | | | |
|--------|--------|--------|----------|
| 1 any | 2 much | 3 many | 4 enough |
| 5 some | 6 much | 7 many | 8 no |

2 This exercise focuses on form. Make it clear that two sentences in the activity are correct. Remind Ss to look at nouns and verb forms and refer them to the Grammar Bank tables to help them. Ss do the task alone, then check answers in pairs. In feedback, ask Ss to explain their answers for each sentence. Note that in sentence 7, *I don’t remember vocabulary a lot.* is also possible but this exercise is intended to practise quantifiers before nouns.

ANSWERS:

- 2 My coffee machine doesn't use ~~many~~ **much** electricity.
- 3 correct
- 4 I'm sorry. We haven't got ~~some~~ **any** bread.
- 5 There ~~are~~ **is** no new software this year. / There ~~are~~ **isn't any** new software this year.
- 6 How ~~much~~ **many** words do you know?
- 7 I don't remember a lot **of** vocabulary.
- 8 correct
- 9 I'm afraid there aren't ~~no~~ **any** blue shirts. / I'm afraid there ~~aren't~~ **are** no blue shirts.
- 10 I'd like to give you a bit of ~~advices~~ **advice**.

- 3** This exercise focuses on meaning. Ask Ss to read the text quickly and say what it's about (a plane journey). Monitor as they do the task, checking if there are any particular answers or quantifiers Ss are struggling with. Ask Ss to explain their answers in class feedback.

EXTRA CHALLENGE Ask Ss to complete the text without looking at the box, then uncover it to check their answers.

ANSWERS:

- | | | | |
|----------|--------|----------|------|
| 1 little | 2 lot | 3 enough | 4 a |
| 5 any | 6 many | 7 much | 8 no |

PRONUNCIATION**weak forms in quantifiers**

- 7A** Remind Ss of the weak schwa sound (/ə/) and model it if necessary. Explain that the schwa is usually used in unstressed syllables in words. Put Ss in pairs to discuss the questions. Encourage them to say the sentences out loud to help them. Elicit answers from the class but don't check them yet.

EXTRA SUPPORT: DYSLEXIA Avoid using the phonemic symbol for the schwa as it may confuse learners with dyslexia. Instead, model the sound several times and get Ss to repeat it so they can complete the task.

- B**  **5.03** | Play the recording all the way through for Ss to check their answers, then play it a second time, this time stopping after each sentence to elicit the correct answer. Play the recording a final time, pausing after each sentence so Ss can repeat it chorally. Invite Ss to repeat sentences individually, focusing on their pronunciation of the weak forms.

ANSWERS:

- a** 1 /ə'ləʊtəv/ 2 /'ləʊtsəv/ 3 /ə'brɪtəv/
 4 /ə'liːtl/ 5 /səm/
b a, of, some

- C** Ask Ss to change a word, some words or all the words after the quantifiers in bold to make sentences that are true for them. Give them an example, e.g. *Lots of my friends like fast food.*
- D** Read the example with the class. Ask Ss to say the sentences to themselves to practise the weak forms, before putting them in pairs to tell each other their sentences. Monitor, listening to Ss' pronunciation of the weak forms, providing feedback and drilling words for further practice where helpful.

SPEAKING

- 8A** Put the phrases *Slow Food* and *Slow Travel* on the board and ask Ss to discuss what they think they mean in pairs. Elicit ideas, but don't give any answers yet.
- B** Put Ss in A/B pairs and refer them to the relevant pages. Ask them to read their articles and answer the questions, making notes. Put Ss in pairs with someone in the same group as them to discuss their answers, then check answers with each group or provide the answers for Ss to check themselves.

EXTRA SUPPORT: DYSLEXIA Ask dyslexic learners to read the text before they come to class so they are prepared for the task. Alternatively, pair Ss with dyslexia with a partner who can read the text with them or record the text before the lesson so that Ss with dyslexia can listen while they read.

ANSWERS:**Slow Food**

- 1 It started because a fast-food restaurant was opening in Rome and people wanted to protect the traditional Italian lifestyle.
- 2 The important things are good food, long meals with the family and a slow daily life.

Slow Travel

- 1 It started because for a lot of people, when they travel, they move around a lot and feel one of the most important things is to put lots of photos on social media.
- 2 The important things are learning, meeting people and showing respect for the environment.

- 9A** Tell Ss that they are going to tell their partner about what they read in Ex 8B. Let them note down some key words or phrases from their notes from Ex 8B to help them do this first. When they are ready, ask Student B in each pair to tell Student A about Slow Food. Encourage them to cover the text and use their notes to do this. Make it clear that Student A needs to listen carefully, as Ss will discuss both movements later. Monitor and assess Student Bs' fluency, organisation of ideas and use of language as they give their descriptions. You may wish to give the class feedback on Student Bs' descriptions before Student As do this task in Ex 9B, to help them to learn from that feedback.
- B** Monitor as Student As describes Slow Travel and assess them on the same basis as Student Bs (see above).
- C** After Ss have discussed the questions in pairs, ask them to vote for the movement they think is more interesting to find out the most popular in the class. Ask some Ss to give reasons for their choice. Give feedback on Ss' ability to retell the information in their articles. Highlight strengths and elicit corrections to common errors or errors related to the language studied.
- 10**  Ask Ss to predict what each movement is before setting the task. Then ask Ss to choose one of the movements, research it online for homework and make notes about it. Suggest they find answers to the questions in Ex 8B. Alternatively, to ensure an even spread of topics in the class, you could ask Ss to work in pairs and choose one topic each. In their pairs (or bigger groups) Ss tell each other about what they learnt in the next lesson.

TO FINISH

On the board, write these sentences:

- 1 *In this lesson, I practised **a little / some / a lot of** new language.*
- 2 *I **had / didn't have** enough practice of this language.*
- 3 *I'd like to do a little more practice of ...*

Ask Ss to choose the correct options for them to complete sentences 1 and 2 and to complete sentence 3 with their own ideas. Monitor as they do this to get a sense of how Ss felt about the lesson. Discuss further opportunities for practice with Ss if needed.

5C It's the best!

HOW TO ... | talk about a product

VOCABULARY | common adjectives

PRONUNCIATION | phrasing

LESSON OVERVIEW

In this lesson, Ss describe products. The lesson starts with Ss discussing clothes and reading a post about selling a product online. From this, Ss learn and practise using common adjectives for describing products. They then listen to someone giving a sales presentation for a product. From this, they learn and practise phrases for talking about a product and focus on phrasing in pronunciation. The lesson ends with a speaking activity where Ss give a sales presentation for a product themselves.

Online Teaching

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

- **Exs 2A and 2B:** Give Ss thinking time, then ask them to type their ideas in your chat box so they can't see each other's ideas. You can then assess all the Ss' understanding.
- **Ex 4B:** Give Ss the audio recording and tell them to turn off their cameras, listen and do the task. That way, they can pause when and where it helps them.
- **Ex 5B:** Ask one student to mark the pauses on the text on screen and the other Ss to check their ideas. Discuss and clarify any differences of opinion.

Additional Materials

For Teachers:

Presentation Tool Lesson 5C
Photocopiable Activity 5C
Grammar Bank 5C
Vocabulary Bank 5C
Mediation Bank 5C

For Students:

Online Practice 5C
Workbook 5C

TO START

Ask Ss to work in pairs and give them two minutes to note down as many adjectives to describe the clothes they are wearing as possible without using a dictionary. Ask pairs to choose their two favourite adjectives and share them with the class in feedback.

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

VOCABULARY

common adjectives

1 A Check Ss understand the meaning of *advertisements* and *beauty products* by showing a few examples. Put Ss in pairs to do the task, then ask a few of them to share one thing they learnt about their partner with the class.

B Use the photo to teach the word *hoodie* (= a type of jumper with a hood). Ask Ss to imagine they want to sell a hoodie like the one in the photo and elicit ideas of how they might do that. Ss then read the text and answer the questions. Make it clear they need to choose two answers for each item. In feedback, ask Ss to explain what information gave them the answers. Ask if the writer's ways of selling was similar or different to their ideas.

ANSWERS:

1 b, c **2** a, b

2 A Focus Ss' attention on the words in bold in the text in Ex 1B and ask what type of word they are (adjectives). Ss are likely to know some of these adjectives, so give them time to do the task individually before they check answers in pairs. Check answers as a class.

ANSWERS:

1 heavy **2** thin **3** thick
4 bright **5** light **6** soft

B Give Ss time to think of their answers before you elicit them from the class.

ANSWERS:

heavy – light thin – thick

C Make it clear that the adjectives in the box are also in the text in Ex 1B, but the opposites aren't. Ss could think of ideas in pairs. Ss meet more adjectives and find pairs of opposites, including these, in the Vocabulary Bank so you may not want to give any answers yet.

ANSWERS:

See Vocabulary Bank 5C, Ex 2A.

D Refer Ss to the Vocabulary Bank on page 135.

▶ page 135 **VOCABULARY BANK** common 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 Note that the adjectives Ss have just seen appear in the Vocabulary Bank for consolidation. Give Ss time to do the matching task, then check their answers in pairs. Alternatively, display the answers for them to check. Clarify any Ss may find hard to understand, e.g. *metal* and *plastic*, and the difference between the pairs *thick* and *thin* and *wide* and *narrow*.

ANSWERS:

1 O	2 Q	3 M	4 J	5 D	6 C	7 A
8 B	9 N	10 R	11 L	12 S	13 T	14 E
15 G	16 H	17 P	18 F	19 I	20 K	

EXTRA CHALLENGE Ask Ss to cover the words 1–20 and identify the adjectives shown in the pictures. They then uncover the words to check their ideas.

B  **VB.5.02** | Focus Ss' attention on the pictures. Play the recording, pausing it after words you feel Ss need to repeat more than once, e.g. *thick* /θɪk/ and *thin* /θɪn/.

AUDIOSCRIPT VB5.02

A heavy	K wide
B light	L narrow
C full	M dark
D empty	N light
E strong	O bright
F weak	P warm
G thick	Q cool
H thin	R metal
I wet	S plastic
J dry	T soft

VB

VB 2A This task tests Ss' knowledge of the adjectives without visual support. Use the example to explain the task. Monitor as Ss work in pairs to find more opposites and encourage corrections if necessary. Check answers as a class. Note that *light* can be the opposite of both *dark* and *heavy*, with different meanings. When describing colour, *light* means the opposite of a *dark* colour. A *bright* colour is strong and easy to see.

ANSWERS:

- 3, 9 – dark, light
- 4, 19 – dry, wet
- 5, 6 – empty, full
- 7, 8 – heavy, light
- 11, 20 – narrow, wide
- 14, 18 – strong, weak
- 15, 16 – thick, thin

B Model the task with a confident student. Ask them to close their book and answer the example question. Invite other Ss to help if they don't know the adjective. Put Ss in pairs and ask Student A to close their books. Student B covers items 1–20 and ask *What's the opposite of ... ?* for several adjectives. Ss then swap roles.

EXTRA CHALLENGE Turn the task into a competition. Set a time limit, e.g. 1–2 minutes. Student A tries to guess as many opposites in that time. Repeat with Student B. The student in each pair who guessed the most wins.

3 Keep Ss in their pairs from Exs 2A and 2B. Tell them you're going to describe something and that they either have to guess what it is or ask a *yes/no* question to get more information. Ask Ss to close their books and read out the first sentence in the example dialogue, changing it if necessary to suit the clothes you can see. Ss guess the object or ask *yes/no* questions. Alternatively, just read the example with the class. Give Student A time to think of an object and adjectives to describe it. Encourage stronger Ss to use more than two adjectives if possible (preferably from the Vocabulary Bank, although they can also use others). Ss could describe clothing, objects in their bags or homes, from the natural world, etc. Monitor as Student As give their descriptions and Student Bs guess, then ask Ss to swap roles. Check Ss are using the adjectives in the Vocabulary Bank accurately and appropriately. Provide class feedback on this once they have finished the task.

EXTRA SUPPORT Give Ss nouns to work with instead of choosing their own, e.g. *a desert* (dry, empty, a lot of sand), *soup* (warm, wet, you can eat it), *a belt* (plastic or leather, narrow, you can wear it), *a safe* (strong, metal, you keep money in it), *hair* (dark, soft, you can brush it), etc.

How to ...

talk about a product

3A Check Ss understand the meaning of *pillow* (= a cushion you put your head on to sleep). Give Ss time to think of ideas alone. Ss can use adjectives from the Vocabulary Bank and others they know to answer the questions. Ask Ss to share a few of their ideas with the class in feedback but don't go into too much detail here, especially about the pillow as this is the subject of the listening text in Ex 3B. Find out if Ss would buy any of the items based on the what they have heard and why.

EXTRA SUPPORT Provide prompts to help Ss with ideas, e.g. size, looks, cost, function (what it does).

POSSIBLE ANSWERS:

a water bottle – heavy, light, full, empty, strong, wet, wide, narrow, metal, plastic; special features could include design/colour, metal (so strong), keeps cold drinks cold and hot drinks hot, has a shape that fits in the hand easily

a pillow – soft, thin, thick, light, heavy; special features are discussed in the sales presentation
trainers – heavy, light, strong, weak, wide, narrow, dark, light, bright, warm, cool, soft; special features could include that they're easy to put on or easy to fasten (e.g. with Velcro)

gloves – heavy, light, strong, weak, thick, thin, dark, light, warm, soft; special features could include that they don't get wet, they dry quickly, they fit all hand sizes, they can change colour

B  **5.04** | Explain that Ss will now hear a sales presentation. Ask where they might see or hear people giving a sales presentation (e.g. a shopping channel, an advertisement, a live demonstration of a product in a store). Ask Ss to listen for what the item is and what is special about it, then play the recording. Elicit answers from the class.

AUDIOSCRIPT 5.04

We all need a good pillow, but are you looking for something different? Maybe your pillow is too soft or not soft enough ... or too thick ... or too thin.

Well, here's the answer: the Softsleep Extra pillow! It's not just a normal pillow, and I'll tell you why. It has a special cover made of the softest material. Mmm.

And that's not all. It's also got a music system inside the pillow. Why is this important? Well, you can play music and we all know that music helps many people fall asleep. Just listen.

The Softsleep is perfect for adults and children. And the best thing about the Softsleep is the price – just 29.99 – and it comes in eight different colours! I really love my Softsleep and you're going to love yours, too!

ANSWERS:

It's extra soft, it has a music system inside, it's low-priced, it comes in eight colours.

EXTRA CHALLENGE Ask Ss to listen again while reading the audioscript and identify the techniques the speaker uses to make people want to buy the pillow. (Answers: using 'We' to connect the speaker and listener, talking directly to the listener, asking questions and then immediately answering them, giving a demonstration, saying how much they love it).

C Put Ss in pairs. Ask them to note their answers to both questions as they discuss them, then share their ideas with the class. Take a quick vote to ask how many Ss would buy the pillow.

4A Tell Ss that these phrases were used by the speaker to talk about the product. Give Ss time to read the sentences and try to complete them before they share ideas with a partner. Monitor to assess Ss' understanding, but don't check answers yet.

B  **5.04** | Play the recording again so Ss can check their ideas. You might want to pause after each item to give them time to correct or write down their answers. Refer Ss to the Grammar Bank on page 114 or the audioscript on page 166 to check their answers.

ANSWERS:

- | | |
|-------------------|-----------------|
| 1 need, different | 5 all |
| 2 too, enough | 6 important |
| 3 answer | 7 best, comes |
| 4 normal, why | 8 really, yours |

C 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.

1 Ask Ss to look at the toothbrush in the advertisement and describe what they see. Ask them how it's different from a normal toothbrush (it's made of bamboo) and what a sales presenter might say about it, e.g. it's electric, it's better for the environment than a plastic toothbrush, etc. This will help Ss to understand the sentences in the exercise better. Put the words in the correct order to make the first sentence with the class. Suggest Ss cover the Grammar Bank notes and only look at them after they have completed the task so they can test their knowledge first. Ss do the rest of the task alone. Display the answers so Ss can check their own sentences.

EXTRA: ALTERNATIVE IDEA Put Ss in pairs. One student orders the words for sentences 1–6 and the other for sentences 7–12. Ss then read their sentences to each other for their partner to check.

ANSWERS:

- 1 We all need a good toothbrush.
- 2 But most toothbrushes are plastic.
- 3 Do you have a problem with too much plastic?
- 4 Well, I have the answer.
- 5 The E-boo-brush is a bamboo toothbrush.
- 6 And that's not all.
- 7 It's electric, too.
- 8 Another thing is that it cleans your teeth well.
- 9 I like my E-boo-brush a lot.
- 10 That is because my teeth feel much cleaner.
- 11 Buy one for you and all your friends.
- 12 You're going to love it.

2 Use a photo or drawing to explain the meaning of *tripod* (= a support with three legs used to hold a camera). As a class, ask Ss to make a few suggestions of what a sales presenter might say about a tripod. Again, suggest Ss do the task without using the Grammar Bank notes at first to test their understanding, before they look at them to check their ideas. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words in the box as a vertical list.

ANSWERS:

- | | | |
|--------------|----------|----------|
| 1 us | 2 enough | 3 for |
| 4 the | 5 got | 6 it |
| 7 is | 8 in | 9 thing |
| 10 important | 11 we | 12 yours |

EXTRA IDEA Find a photo of an interesting product online and show it to Ss, e.g. a smart keyring that helps you find lost keys. As a class, prepare a simple sales presentation for the product using the phrases in the Grammar Bank notes. Elicit three or four sentences, or a longer presentation if you have time. Tell Ss that they will do something similar in the Speaking section of the lesson.

PRONUNCIATION

phrasing

5A  **5.05** | Tell Ss that they are going to listen to someone selling gloves. Do this using strange phrasing, e.g. *You're / going to / listen to someone selling / gloves*. Ask Ss if you said this in the right way (no) and elicit why not (you paused in strange places). Explain that when we speak, we pause a little after phrases and this is called *phrasing*. Play the recording twice so Ss can choose the better version. Have a class vote to find out which version the Ss think is better, then elicit their reasons.

AUDIOSCRIPT 5.05

See possible answer to Ex 5C.

ANSWERS:

The second version sounds better because the speaker uses pauses or breaks. This makes the text easier to listen to. It also gives the speaker a chance to make some ideas stronger.

B Ask Ss why they think there is a pause (//) between *gloves* and *but* in the first sentence (it's long, so it's a good idea to break up clauses and ideas with a pause so they are easier to understand). Ask Ss to identify where the next pause could be and why (after the full stop, because it's the end of the sentence and idea). Put Ss in pairs and suggest they read the script aloud as they do the task to help identify where the pauses go. Monitor as they do this, but don't give the answers yet.

C  **5.06** | Play the recording so Ss can check their ideas. Play it twice if necessary. Alternatively, pause after each sentence for Ss to mark their answers.

POSSIBLE ANSWER:

We all need a good pair of gloves, // but maybe yours aren't warm enough. // Or do you have to drive, // but your gloves are too thick? // Well, we have the answer. // The Warmall gloves. // The secret of these gloves is that they're thick, // but they're also comfortable. // And that's not all. // Our gloves are perfect for big and small hands.

D  **5.06** | Model the task for a sentence or two, so Ss understand that they should speak and pause at the same time as the speaker. Ask Ss to look at the audioscript on page 166, then play the recording and ask Ss to read it at the same time as the speaker. When you have finished, nominate individual Ss to do the same task for each sentence. Alternatively, model some of the sentences and get Ss to listen and repeat individually. Help Ss to get the right phrasing by modelling it yourself if necessary.

EXTRA SUPPORT: DYSPLEXIA Although dyslexic Ss will not be reading aloud on their own in this task, suggest they mouth the words and pauses rather than say them if they would feel more comfortable doing this.

EXTRA IDEA If your class did the task in Extra idea for Grammar Bank Ex 2, Ss could work in pairs and take turns to read out their sales presentations with appropriate pauses. Monitor and assess their phrasing, helping individual learners say things correctly. Alternatively, address any issues with the whole class.

SPEAKING

6A Explain to Ss that they are going to work with a partner to give a sales talk and read the list of products to them. Check the meaning of *TV remote*. Tell Ss that when creating new products, companies often start by thinking of a problem people have, then try to think of ways to help with that problem. Put Ss in pairs and monitor as they do the task. Note that Ss might need support with vocabulary for their ideas, e.g. *stain* (for coffee cup); *ink, top, leak* (for pen); *scratches, fingerprints* (for sunglasses); *complicated, dead batteries, buttons* (for TV remote), etc.

B Ask Ss to work in their pairs to make notes on their best idea from Ex 6A. Monitor and check every pair has an idea, setting a time limit so Ss make a quick decision if necessary.

EXTRA: ALTERNATIVE IDEA Ss can choose their own product to sell, e.g. an app, a T-shirt, a holiday or weekend away, a meal at a special restaurant, a meal with a celebrity, etc.

C Refer Ss to page 143 to look at other ideas for their chosen product. Check understanding of potential new vocabulary, e.g. *coffee cup – heater, self-cleaning, handle*; *sunglasses – microphone, earphones*; *TV remote – beeping sound*. Give Ss time to add any new ideas to their notes for Ex 6B.

7A Ss should continue working with the same partner. Remind them of the talk they heard in Ex 3B so they have a model for preparing their own talk. Make it clear that they don't need to use all the suggested sentences and that they can also refer to the adjectives in the Vocabulary Bank on page 135. Monitor as pairs write their talks, assisting as necessary.

B Suggest Ss read their talk aloud to work out where the pauses should go. Encourage them to mark the pauses with '/' as they did in Ex 5B. Monitor and check Ss' phrasing is logical.

- C** Tell Ss that they need to divide the talk in half so they both speak equally. Give them time to decide how to do this, e.g. one student starts and the other finishes or one student starts and ends and the other presents the middle section. Before Ss practise their talk, ask them what they should do when their partner is speaking, i.e. how should they stand, where should they look, etc. Elicit ideas. You might want to ask them to read the Future Skills box at this point. Ss then practise giving their talks. Monitor and provide useful feedback to pairs to help them give their presentations effectively.

EXTRA IDEA: DIGITAL Ask Ss to record themselves rehearsing their talk on their devices so they can listen to the recording and check that they pause in appropriate places, sound clear and confident and hand over to each other smoothly. They can then rehearse a second time to rectify any issues.

FUTURE SKILLS | Teamwork



- D** If you didn't do this in Ex 7C, ask Ss what they think they should do when their partner is presenting. Elicit ideas, then ask Ss to read the Future Skills box to check them. There are several ways to organise the talks.
- 1 Each pair presents to the whole class.
 - 2 Each pair presents to another pair.
 - 3 Pairs present to two or three other pairs, ideally all promoting different products so they have a reason to listen to each other.
 - 4 As for version 3, but with Ss all presenting the same products to focus on the differences between their talks.

As Ss give their talks, assess their use of the target phrases in Ex 7A, phrasing when reading out their talks and their teamwork skills. When they have finished, conduct feedback appropriate to the way the task was structured; for versions 1, 3 and 4, ask Ss to vote for the best talk in the class or their group (but they are not allowed to vote for their own); for version 2, ask a few pairs tell you what was similar or different about their and their partners' talks. Give feedback on Ss' talks, focusing on the use of the phrases in Ex 4A, phrasing and looking engaged when their partner was speaking.

EXTRA SUPPORT: DYSLEXIA Suggest dyslexic learners and their partners use notes to help them when giving their talks, rather than reading out a prepared text.

EXTRA IDEA: DIGITAL Ss could use their devices to record their talks, then listen to the recording and assess themselves. Provide some criteria for this or ask Ss to come up with their own, e.g. Our talk made the product sound good. Our ideas were clearly organised. Our language was appropriate and accurate. We presented the talk clearly and paused in the right places. We supported each other when speaking.

EXTRA: EMPLOYABILITY SKILLS Elicit other ways to show support of a partner or teammate in the workplace, e.g. listen to them carefully in meetings, praise their good ideas, encourage them if they don't feel confident or if they have a good idea, listen if they need someone to talk to, etc.

EXTRA: HOW TO ... Ask Ss to record their talks on their devices or create a second talk to present. This time, they do it without reading from their notes, as if they are on a shopping channel selling their product to viewers. Ss then share their videos online, voting for the best sales talk if appropriate.

TO FINISH

Books closed. Name an object, e.g. *a pillow*. In pairs, Ss think of as many adjectives to describe that object as possible in one minute. The pair with the most adjectives reads out their list for everyone to check. If all their words are correct, they win the game. If you want to repeat the task with other objects, they win one point each time.

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

► page 156 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 230

5D Street Interviews

Can you lend me your ... ?

GRAMMAR | verbs with two objects

SPEAKING | have a discussion

WRITING | write an advice post

LESSON OVERVIEW

In this lesson, Ss watch a set of street interviews about borrowing things. The lesson starts with Ss discussing questions about borrowing and lending. They then watch some street interviews where people talk about things they lend and have lent and not got back and complete some viewing tasks. There is a focus on verbs with two objects, before Ss have a discussion about lending valuable items to people they know. The lesson ends with a writing task where Ss write an advice post related to lending money.

Online Teaching

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

- **Exs 2A, 2B, 3A and 3C:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 3C:** Ask Ss to share their answers with you privately via the chat box to avoid the possibility of them copying from each other.
- **Exs 5A and 5B:** Provide Ss with instructions for both Exs 5A and 5B before you put them in breakout rooms to reduce the number of times you have to open and close these rooms. Put the instructions in the chat box for Ss to see or place them on a presentation slide and share your screen while they are in their breakout rooms.

Additional Materials

For Teachers:

Presentation Tool
Online Digital Resources
Grammar Bank 5D
Videoscript 5D: BBC Street Interviews

For Students:

Online Practice 5D
Workbook 5D

TO START

Put Ss in pairs. Check they understand the meaning of *borrow* (= use something someone else owns for a short time, then give it back) and *lend* (= let someone have something you own for a short time) and ask them to make a list of the type of things that people borrow from other people. Elicit one idea from the class (e.g. money) and then give Ss two minutes to think of more (e.g. clothes, books, games, umbrellas, equipment or tools). Elicit ideas from around the class in feedback. You might want to make a list on the board to help Ss with ideas for Ex 1A.

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

PREVIEW

1 A Put Ss in pairs to discuss the questions, referring to the list of ideas on the board from the To start activity if you made one. Monitor, noting down any interesting answers.

B Put two pairs together to form a group or, if you have an odd number of pairs, either put three pairs together in one group or split one pair and make two groups of three. Monitor and note down further interesting ideas, then ask the Ss with these ideas to share them with the class.

VIEW

2 A ▶ Ask Ss to read the questions in the BBC box and explain to Ss that they are going to watch a video with people answering the first one. Ask Ss to read the question in Ex 2A and predict the answer. Play the first part of the video, then check the answer with the class.

ANSWER:

One speaker doesn't lend things.

B ▶ Give Ss time to read the items in the box. Play the first part of the video again so Ss can complete the task. Put Ss in pairs to check their answers, then check as a class.

ANSWERS:

The speakers mention books, a car, clothes, money, a motorbike and toys.

They don't mention a laptop or a phone.

- 3A** ▶ Tell Ss they are going to watch the second part of the video. Use the example answer to help explain the task. Give Ss time to look at the photos of the people on the page so they know who is who (although the names in the exercise appear in the same order as the speakers), then play the video. Put Ss in pairs to check answers before checking as a class.

ANSWERS:

- | | | |
|----------------------|------------------|------------------|
| 2 friend | 3 friend | 4 friend |
| 5 doesn't say | 6 brother | 7 brother |

- B** Ask Ss to read the sentences and predict the missing words. Elicit one or two ideas for each one from around the class, but don't check answers yet.

EXTRA SUPPORT Provide the correct answers mixed up on the board for Ss to use to complete the sentences.

- C** ▶ Play the second part of the video again so Ss can check their answers to Ex 3B. Check answers as a class, noting the words on the board or referring Ss to the videoscript on page 173 of the Student's Book so they can check their answers.

ANSWERS:

- | | |
|------------------------|----------------------|
| 1 got them back | 3 got it back |
| 2 return them | 4 came back |

GRAMMAR

verbs with two objects

- 4A** On the board, write *She borrowed an umbrella*. Remind Ss that *She* is the subject of the sentence and *borrowed* is the verb. Elicit what *an umbrella* is grammatically (the object), then focus Ss' attention on the sentences. Give them time to read and answer the questions. Check answers as a class, making it clear that some verbs have two objects. If you feel Ss will struggle to do this on their own, do it as a class activity, highlighting the objects using two different colours in the sentences with two objects.

ANSWERS:

- 1** one object: motorbikes
- 2** two objects: my friend, a book
- 3** two objects: a bike, my brother

EXTRA IDEA Show Ss how sentences 2 and 3 can be reworded with the same meaning, i.e. 2 *I lent a book to my friend*. 3 *I lent my brother a bike*. Ask Ss to notice the difference (when the person is the second object, we use *to*).

EXTRA SUPPORT: TEACHER In very formal English, the question for the indirect object would be *To whom did he lend it?* However, the use of *To whom* is very uncommon in modern English. It is mostly found in legal or formal written English documents.

- B** 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.

- 1** This task focuses on the order of objects in a sentence. Do the first one together with the class, then monitor as Ss do the rest of the task, eliciting individual corrections where necessary and referring Ss to the Grammar Bank notes. In feedback, display the sentences on the board if possible, so Ss can check their answers.

ANSWERS:

- 1** When can you give us the money?
- 2** Let me show you our holiday photos.
- 3** Can you pass me a plate, please?
- 4** I sent a text to Ken about an hour ago.
- 5** I got my brother a ticket for his favourite band.
- 6** Can you tell us the way to the park, please?
- 7** We lent our house to some friends last summer.
- 8** Have you ever made anyone a piece of furniture?
- 9** I'm going to buy a plant for Jenny.
- 10** Do you want to ask me any questions?

- 2** This task focuses on the position of objects in a sentence. Look at the example with the class. Ask Ss do the rest of the task individually, then check answers in pairs. Check answers as a class.

EXTRA SUPPORT Display the sentences with ^ marks to indicate two possible places where the word(s) in brackets could go, e.g. *Could you show ^ a picture of the house ^?* Ss then select the position where they think the word should go.

GB

ANSWERS:

- 2 Did you send an email **to Mark and Rachel** yesterday?
- 3 I was telling **the children** a story when you came in.
- 4 Have you ever lent **money to** a friend?
- 5 You could buy a jumper **for Dad**.
- 6 I'll leave the keys on the table **for Justine**. /
I'll leave the keys **for Justine** on the table.
- 7 Let me give **you** my business card.
- 8 Did they offer the job **to Carlo**?
- 9 After our birthdays we had to write people **'thank you' letters**.
- 10 Why don't we get **Jennifer** an experience gift?

- 3** This task also focuses on the position of the objects in the sentences. Tell Ss that there is one mistake in the first line of the conversation and give them time to read the sentence and identify the mistake in pairs. Check the answer, then ask Ss to do the rest of the task alone. Put Ss in pairs to check answers before checking as a class. Display the conversations if possible so you can correct the mistakes for Ss to see.

EXTRA SUPPORT Highlight the errors so Ss can focus on correcting them rather than having to find them first.

ANSWERS:

Only the lines with corrections are shown.

- 1 A: Kelly, I have to give a talk **to** my class tomorrow.
A: Can I show ~~to~~ you the video?
- 2 B: Yes. I'll leave the wifi password **for** you in the kitchen.
B: Do you want to ask ~~to~~ me anything else?
- 3 B: I can send ~~the report her~~ **the report to her / her the report** in about an hour.
B: Can you get ~~for~~ me a sandwich?

EXTRA IDEA Write a few prompts on the board using the verbs in the Grammar Bank, e.g.:

- *I gave ... a ... for his/her birthday.*
- *I bought myself ... last week.*
- *I made ... for ...*

Ask Ss to complete the sentences so they are true for them. Monitor, check Ss' use of two objects, then put Ss in pairs to share their sentences. Provide feedback to the class when they have finished.

SPEAKING

have a discussion

- 5A** Tell Ss that they are now going to discuss objects that they own. Put them in pairs and ask them to complete the task (they should both write down the list). Monitor to check they are on task, then ask one or two Ss to share their lists with the class.

EXTRA SUPPORT Put some prompts on the board to give Ss ideas of what to include in their lists, e.g. technology, transport, hobbies, music, home.

- B** Give Ss time to read the questions and think of their answers and also their reasons alone before they discuss them. Monitor their discussions, listening for the use of verb + two objects, e.g. *My watch is valuable because my grandad gave it to me on my eighteenth birthday*. Nominate a few Ss to share their answers with the class. Elicit corrections to any errors you noticed while monitoring.

- C** Ask Ss to read the instructions for the task. Encourage them to consider age, their relationship to them and also the type of person they are while doing the task. Alternatively, you could describe two very different people for the class to discuss, e.g. a close friend who is very careful and organised and has returned things they have borrowed from you in the past, but never lends you anything; a family member who is happy to lend you things, but isn't organised and forgets they have borrowed things. Ask Ss to copy the table and complete it for their two chosen people. Explain that they need to think about all six items on their list from Ex 5A and make notes in the table. Monitor and check Ss are on task.

- D** Ask Ss to work with the same partner as they did in Exs 5A and 5B. Make it clear that Ss should tell each other about their decisions and reasons rather than just showing their partner the notes in their table. Note that this task could be treated as a rehearsal for Ex 6A, helping Ss to think of and convey ideas.

- 6A** Ask Ss to read the Key phrases. Elicit a possible ending for each phrase (e.g. *I'm not going to lend them money because they never remember to pay me back*), then give Ss time to think about how they can use the phrases in their conversation.

EXTRA SUPPORT: DYSLEXIA Provide the Key phrases in a list with each phrase on one, clearly-spaced line. Use a sans serif font like the one in the Student's Book, e.g. Arial, size 12–14 point. Text in a sans serif font with extra space between each line is easier to read.

- B** Explain to Ss that they are going to repeat the task in Ex 5D with a different partner and with a focus on using the Key phrases in Ex 6A. Demonstrate, e.g. *'I'm not going to lend my mobile phone to my daughter, because she posts silly photos of me on my social media! I sometimes lend clothes to my closest friend. The problem is that she doesn't always give them back.'* Pair Ss with a new partner to do the task. Encourage them to listen and say if they agree with their partner's decision or not. Monitor, assessing Ss' use of the Key phrases, as well as their general ability to start, engage in and continue a discussion. In feedback, ask one or two Ss to share their ideas and reasons with the class. Provide feedback on Ss' use of the Key phrases and their ability to discuss the topic.

WRITING

write an advice post

7A Ask Ss if they ever read requests for advice online or in magazines or newspapers. Tell Ss that they are going to read and reply to a post of this kind. Ask Ss to read the post and elicit some answers to the question.

EXTRA SUPPORT: DYSLEXIA Read the post to the class so dyslexic learners can listen while they read.

- B** Put Ss in pairs to discuss their ideas. When they have finished, ask a few pairs to share their ideas with the class.
- C** Focus Ss' attention on the phrases and ask them to make sentences with one or two of the ideas they shared in Ex 7B, e.g. *You should talk to your friend. How about lending your friend half the money?* Explain that Ss should now write a reply to the post. Elicit or suggest a way of starting the reply, e.g. *I know this is a hard situation for you.* Monitor as Ss write their replies, providing individual feedback where possible. Alternatively, provide feedback to the class.
- D** Put Ss in groups. Ask them to read each other's advice, then select the best to share with the class, giving reasons for their choice.

EXTRA IDEA: DIGITAL Create an online forum or use a digital noticeboard tool to present the post from Ex 7A. Ask Ss to reply to it there so they can all read each other's advice.

TO FINISH

Write: *lesson / me / This / to ... / taught* on the board. Give Ss time to reorder the words to make the beginning of a sentence (*This lesson taught me to ...*), then ask them to complete the sentence so it is true for them. Monitor to see what Ss are taking away from the lesson. Alternatively, ask them to share their sentences with you via a digital tool. Use the sentences as a springboard to a class discussion on where Ss can find further practice opportunities.

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, 2A, 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 3A:** When checking answers, display the sentences on an interactive whiteboard and invite Ss to correct them by marking where the incorrectly placed word should move to.
- **Ex 3B:** Provide a collaborative document where all Ss can write their sentences. Make a table with numbered sections (one per student) and assign each student a section to write in. Use this to monitor Ss' sentences as they write. Provide private feedback via the chat box to Ss where necessary.

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: possessive pronouns, *whose, this/that, there/then*, quantifiers, verbs with two objects; Vocabulary: money and value, countable and uncountable nouns, common adjectives; How to ... talk about a product). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

possessive pronouns, *whose*,
this/that, *there/then*

1 A Books closed. Do the first item as a class. Write the gapped sentence on the board. Explain that the short gap without a word in brackets after it needs to be filled with a noun (e.g. *laptop*, *T-shirt*) but that they will do this in Ex 1B. In this exercise they need to write the correct pronouns in the gaps with words in brackets after them. Elicit the correct form of *he* (*his*) pointing out that as there is a gap after it, it is a possessive adjective. Elicit the correct form of *I* (*mine*), pointing out that as there is no gap after it, it is a possessive pronoun. Ask Ss to complete the rest of the task, referring them to the Grammar Bank on page 112 to help them. Check answers as a class.

EXTRA SUPPORT Give Ss two options for each gap on the board, e.g. 1 *him/his*; *my/mine*.

ANSWERS:

2 my, yours 3 him, then 4 Our, theirs, theirs, ours
5 My, hers 6 there, its

B Provide your own example by completing the first sentence in Ex 1A with a noun, e.g. *I like his car, but I prefer mine*. Monitor as Ss complete the sentences, checking they make sense and eliciting corrections where necessary.

C Use the example to explain the task. Model the discussion with a confident student and your example sentence from Ex 1B, checking Ss understand they need to ask their partner a follow-up question each time. Monitor as Ss do the task, checking they are using the pronouns correctly. In feedback, ask Ss to share a few of their sentences with the class.

EXTRA CHALLENGE After Ex 1C, put Ss with a new partner to repeat the task, but this time ask Ss to close their books and display the sentences as they are given in Ex 1A. Ss have to complete them with the pronoun forms of the words in brackets and nouns of their choice as they speak.

quantifiers

2 A Ask Ss to read the first sentence and choose the correct word. Elicit the answer and the reason(s) why (make sure Ss understand that *many* is used because *people* is the plural form of a countable noun). Refer Ss to the Grammar notes on page 113 to help them as they complete the rest of the task alone, then check answers as a class.

ANSWERS:

1 many 2 bit, too 3 lot
4 many 5 much, enough 6 little, enough

B Give Ss time to think about whether or not they agree with the sentences before putting them in pairs to do the task. In feedback, ask a few Ss to share one thing they learnt about their partner. Provide the class with feedback on their use of quantifiers.

verbs with two objects

3 A Point out the sentence beginning *On my last birthday ...* so they understand it starts each of items 1–4. After Ss have done the task, refer them to the Grammar Bank on page 115 to check their answers, then check answers as a class.

ANSWERS:

1 my friends gave **me** a nice present ~~me~~.
2 someone ~~me~~ got **me** flowers.
3 an old friend **sent** me a greeting card ~~sent~~.
4 I bought ~~everyone~~ dinner for **everyone**.

EXTRA CHALLENGE Fast finishers could write a fifth sentence using a verb with two objects. Refer them to the Grammar Bank on page 115 for verbs to do this.

B Change the first sentence so it is true for you and put it on the board so Ss can see it, e.g. *On my last birthday, my friends gave me nothing!* Monitor as Ss change the sentences, checking for accuracy and providing individual feedback where possible. Address any common errors with the class and ask Ss to look at their sentences and make any necessary corrections. Then put Ss in pairs to compare sentences. Suggest they read each one out, rather than reading each other's sentences. Encourage them to give more information about their sentence. Alternatively or in addition, ask the student listening to ask a follow-up question. Invite a few Ss to share something they learnt about their partner with the class.

VOCABULARY

- 4A** Focus Ss' attention on the words in the box. Make it clear that Ss might have to change the form of the words and that one word is not needed. When checking answers, ask Ss if the article is *a* or *an* where there are two possibilities before the gap.

ANSWERS:

- | | | |
|------------|-----------|--------------------|
| 1 valuable | 2 fair | 3 offer |
| 4 spend | 5 savings | 6 increases, costs |

- B** Put Ss in pairs to answer the questions in Ex 4A and discuss their answers. In feedback, ask each pair to tell the class if their answers were generally the same or different. Ask one or two pairs to expand on how.

- 5A** Complete the first adjective with the class to model the task. Ss should try to complete the words from memory first, then use the Vocabulary Bank on page 135 to check their answers. In feedback, write the words on the board for Ss to check their spelling.

ANSWERS:

- | | |
|--------------------------|------------------|
| 1 soft, thick | 4 metal, strong |
| 2 bright, warm, darker | 5 dark, empty |
| 3 full, heavy, cool/cold | 6 light, plastic |

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the adjectives as a vertical list and the sentences with a gap for each adjective with just the first letter in place.

- B** Check Ss remember the meaning of *skin* (the outer layer of a person or animal's body). Give Ss time to read the sentences in Ex 5A and think of answers before comparing with a partner. Check answers as a class.

ANSWERS:

- | | |
|-----------------|---------------------|
| 1 a/your pillow | 4 a key |
| 2 sunshine | 5 your stomach |
| 3 a/your fridge | 6 a/your toothbrush |

- 6A** Ask Ss to read the title of the text and put them in pairs to discuss possible answers. Elicit a few ideas from the class. Ask Ss to read the article to see if the writer agrees with them, ignoring the gaps for now. Ask Ss what the writer's idea is (that money buys you time so you can spend it with people). Ask Ss to now complete the text, but don't check answers yet.

EXTRA: ALTERNATIVE IDEA Ask Ss to complete the text, check answers in Ex 6B, then ask Ss to discuss in pairs if they think money can buy happiness or not.

- B**  **R5.01** | Play the recording, pausing after each answer is given to help Ss amend their answers if necessary. Check answers as a class.

ANSWERS:

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

TO FINISH

Ask Ss to look at their answers to the tasks in the review and grade each section (i.e. possessive pronouns, *whose, this/that, there/then*; quantifiers, etc.) on a scale of 1–3 according to how confident they feel about using that language (1 = very confident, 2 = quite confident, 3 = not very confident). Ask Ss to note the score next to the sections or write them in their notes. (With online classes, Ss can share their ideas privately with you via the chat box.) Monitor and get a sense of Ss' confidence levels for each language focus, then conduct a class discussion, asking Ss which of the language points they feel quite or very confident in using and which they feel less confident about and discussing where Ss can find further practice opportunities. Use the feedback to help inform future lesson planning.

6 fit and well

Global Scale of English **LEARNING OBJECTIVES**

6A Sport for all

- **READING** | Read and do a quiz about sports: sports collocations (*play, do, go*)
- Talk about statements relating to sport: adverbs of frequency and manner
- Pronunciation: sentence stress: modifiers with adverbs

GSE INFORMATION

VOCABULARY

30–42 Can use language related to sport.

READING

38 Can understand basic opinions expressed in simple language in short texts.

GRAMMAR

36 Can correctly place adverbs of frequency in longer sentences.

36 Can use adverbs of frequency and manner in the correct position.

SPEAKING

41 Can give the reasons for a choice, using simple language.

6B Stressed!

- **LISTENING** | Understand extracts relating to a stressful situation; actions; physical actions
- Have conversations about stressful situations: present perfect simple (2)
- Pronunciation: weak and strong forms: *have, has*
- Write an informal email giving news

GSE INFORMATION

LISTENING

38 Can make basic inferences in simple conversations on familiar everyday topics.

GRAMMAR

42 Can use the present perfect with present reference.

45 Can use the present perfect with 'just' (BrE).

44 Can use the present perfect with 'yet' and 'still'.

VOCABULARY

30–42 Can use language related to actions and gestures.

30–42 Can use language related to physical condition.

SPEAKING

40 Can say how they or someone else feels, giving brief reasons.

WRITING

40 Can use appropriate openings and endings in simple informal emails.

41 Can write about everyday things (e.g. people, places, job, study) in linked sentences.

6C How do you feel?

- **HOW TO ...** | talk about health problems: health and illness; the body and symptoms
- Pronunciation: connected speech: final *-t* and *-d*

GSE INFORMATION

VOCABULARY

30–42 Can use language related to wellness and illness.

30–42 Can use language related to diseases, accidents, and injuries.

30–42 Can use language related to parts of the body and mind.

HOW TO ...

36 Can ask and talk about very basic symptoms and ailments (e.g. cold, flu).

42 Can understand basic medical advice.

37 Can use 'must' to express obligation and necessity in the present and near future.

SPEAKING

36 Can ask and talk about very basic symptoms and ailments (e.g. cold, flu).

6D Driven: The Billy Monger Story

- **BBC PROGRAMME** | Understand a documentary about a young racer and the accident he had
- Talk about a challenge: *be* + adjective + *to* infinitive
- Write about a challenge

GSE INFORMATION

VIEW

37 Can follow the sequence of events in a short, simple dialogue or narrative.

GRAMMAR

40 Can make statements with the verb 'be' and adjectives with verbs in the infinitive.

SPEAKING

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

WRITING

42 Can write a short description of a trip or event.

▶ 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.

▶ Read the vlog question with the class. Tell Ss they are going to watch a video of people answering the question. Read the question in part 1 of the task so Ss know what to watch for, then play the video. Put Ss in pairs to check their answers, then check answers as a class. If possible, show a short video clip of any of the sports Ss are unfamiliar with.

Remind Ss of the vlog question, then put them in pairs to discuss it, giving their reasons. When they have finished, have a class vote to find out which is the most popular opinion and elicit a few reasons why from the class.

ANSWER:

1 golf, rugby, tennis, football

EXTRA CHALLENGE Ask Ss to watch the video again and note down the sports each person says they like playing or watching and any reasons they give.

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 Sport for all

GRAMMAR | adverbs of frequency and manner

VOCABULARY | sports collocations (*play, do, go*)

PRONUNCIATION | sentence stress: modifiers with adverbs

LESSON OVERVIEW

In this lesson, Ss talk about sport. The lesson starts with Ss learning and practising sports collocations. They then read and do a quiz to find the right sport for them. This leads into the grammar, where Ss learn and practise using adverbs of frequency and manner with a pronunciation focus on stress in sentences where there are modifiers with adverbs. The lesson ends with a speaking activity where Ss discuss a set of sports-related topics and give reasons for their answers.

Online Teaching

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

- **Ex 1B:** Provide each pair of Ss with a shared document for them to add their sports so you can see their list as they write. Put Ss in groups if you have a large class to make this easier.
- **Ex 4C:** Display the sentences on an interactive whiteboard. Nominate Ss to highlight the stressed words on the board and ask other Ss if they are correct.
- **Ex 6B:** If it is too time-consuming to move pairs around breakout rooms, keep Ss with the same partner as they were with in Ex 5C to discuss their second and third statements.

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

Books closed. Put Ss in teams and give them two or three minutes to think of one sport beginning with the letters *B*, *C* and *S*. Stress they should write only one sport for each letter and that they should try to think of unusual sports that other teams won't write. When they have finished, teams tell you their sport beginning with *B*. They get one point for a correct sport and two points if no other team has written the same sport. Repeat for the other two letters. The team with the most points wins.

POSSIBLE ANSWERS:

- B – baseball, basketball, badminton, beach volleyball, boxing, bowling
- C – canoeing, climbing, cricket, cycling
- S – skiing, surfing, scuba diving, sailing, snooker, soccer, skating, swimming

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 collocations (*play, do, go*)

- 1 A** Explain that the lesson is about sport. Ask Ss what sports they can see in the photos (from left to right: table tennis, snowboarding and windsurfing) and put them in pairs to discuss the questions. In feedback, ask Ss if anyone has done any unusual sports and, if so, which ones they enjoyed.
- B** Set a time limit for this, e.g. two minutes. If you did the To start activity, you could ask Ss to work in their teams and to think of sports that begin with letters other than *B*, *C* and *S*. When the time is up, ask each pair (or team) to call out a few of their sports. Write some on the board, including at least one that collocates with each of *play, do* and *go*.

- EXTRA: ALTERNATIVE IDEA** Choose one of the following options to make this activity competitive.
- 1 Put Ss in teams and see who can write ten sports first.
 - 2 Set a time limit and see who can write the most sports in that time.
 - 3 Give each team a piece of paper and a pen. When the time starts, one student in each team writes down a sport, then passes the pen and paper to the next student who writes a different sport and then passes it to the next student, etc. This is repeated until the time ends. The team with the most (unrepeated) sports wins.
- C** Use the sports from Ex 1B to demonstrate the activity, eliciting which verbs the sports on the board go with. Monitor as Ss do the task and assess how well they are matching the sports with the verbs. Provide individual feedback and help Ss with corrections where possible. Don't check answer with the class, as Ss will come back to their lists after Ex 2B in the Vocabulary Bank.

D Refer Ss to the Vocabulary Bank on page 136.

» page 136 **VOCABULARY BANK** sports collocations

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 look at the first sport in the list and identify the photo (H) as a class. Monitor as Ss match the rest of the photos and sports on their own, encouraging them to use a dictionary if necessary. Display the answers on the board for Ss to check. Spend time on those you think may need further explanation, e.g. the difference between *judo, karate* and *tai chi*.

ANSWERS:

1 H	2 C	3 O	4 J	5 T	6 L	7 P
8 M	9 A	10 K	11 D	12 N	13 R	14 Q
15 G	16 I	17 F	18 S	19 B	20 E	

EXTRA CHALLENGE Ss cover the list of sports and try to identify the sports from the photos, before uncovering the list and matching them to check their ideas.

EXTRA SUPPORT: TEACHER **Judo** and **karate** are both Japanese martial arts, but in judo you try to throw your opponent to the ground, whereas in karate you attack using punches and kicks. **Tai chi** is a Chinese martial art used in defence, although it is also used as a form of exercise involving both body and mind.

- B**  **VB6.01** | Pause the recording after each sport so Ss can repeat them chorally, and then individually (you can nominate Ss for this). As the list is long, you may prefer to only drill problematic words, e.g. *bowling* /əʊ/.

 AUDIOSCRIPT VB6.01

A ice-skating	K judo
B volleyball	L cycling
C badminton	M horse-riding
D karate	N rugby
E windsurfing	O baseball
F table tennis	P hockey
G snooker	Q skiing
H athletics	R scuba diving
I snowboarding	S tai chi
J bowling	T cricket

EXTRA IDEA Put Ss in pairs. One student thinks of one of the sports in Ex 1A. The other student asks *yes/no* questions to guess what it is, e.g. *Do you do it outside? Does it use a ball? Is it a winter sport?* Once the word is guessed, Ss swap roles.

- 2A** This task helps Ss to identify patterns with verb-sport collocations. Ask Ss to look at the table and give them time to complete the rules. Put them in pairs to check answers with a partner, then check answers with the class. Note that there are exceptions to these general patterns, e.g. *do boxing*, *do weightlifting* – not *go*. You might want to tell Ss this.

ANSWERS:

1 go 2 play 3 do

EXTRA CHALLENGE Display the table without the rules. Ss try to work out the three rules from the table.

- B** Ss now use the rules in Ex 2A to match the sports in Ex 1A with the appropriate verb. Encourage them to record these in a useful way, e.g. by writing the verb next to the sport in the Vocabulary Bank, or writing them in their notes as they go. Check answers as a class. Note that *bowling* collocates with *go* even though there's a ball involved.

ANSWERS:

play: badminton, baseball, cricket, hockey, rugby, snooker, table tennis, volleyball
do: athletics, judo, karate, tai chi
go: bowling, cycling, horse-riding, ice-skating, scuba diving, skiing, snowboarding, windsurfing

EXTRA IDEA You can now ask Ss to check their list of sports from Ex 1C on page 58, using their answers to this exercise and the rules in Ex 2A to help them. Ss could also look up the sports in a dictionary and use example sentences listed there to check. Monitor, assisting as necessary, then discuss any answers Ss are unsure of as a class.

EXTRA IDEA Point out that when *do* and *go* (which end in a vowel sound) come before a word which starts with a vowel sound, we often add an extra /w/ sound to help us say it. In sports 1–20 in Ex 1A, this relates to *do athletics*, *do exercise* and *go ice-skating*. Model and drill the pronunciation of these collocations with the class.

- 3A** Ask Ss to make a table in their notes like the one in Ex 3A. Make it clear that they should choose their own sports from Ex 1A, put just one in each square and not show each other their table. Monitor and check Ss are doing the task correctly.

- B** Put Ss in pairs. Demonstrate the task with a confident student. You can use the example table in Ex 3A to help you, e.g.:

You: 'Have you ever done karate?'

Student: 'Yes, I have.' (crosses off on table) OR 'No, I haven't.'

Explain that the winner is the first student to cross off a row of three sports in their table, either across, down or diagonally. Make it clear that the purpose of the task is to practise the collocations, so Ss should include them in their questions. Monitor as Ss do the task, focusing on Ss' use of the sports collocations. Either point out the corrections Ss need to make individually or note any errors and elicit corrections from the class in Ex 3C.

EXTRA SUPPORT Provide some question prompts for Ss to assist with the activity, e.g.:

- *Do you ever ... ?*
- *Have you ever ... ?*
- *Would you like to ... ?*
- *When was the last time you ... ?*
- *How often do you ... ?*

- C** Ask the winning student in each pair to put up their hand and congratulate them. Ask one or two of them to share something they learnt about their partner with the class. Provide feedback on Ss' use of the sports collocations as a class.

READING

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

2A Tell Ss that they are going to do a quiz to find out the right sport for them. Check they understand the meaning of *long distance* (= far), *fitness* (= the health and strength to do sports) and equipment (e.g. a ball, a net). Ask Ss to read the quiz and choose the best option to answer the questions.

B Put Ss in pairs to share and compare their answers.

EXTRA CHALLENGE Ask Ss to listen to their partner's answers and tell them what sport they think is right for them. They can then compare their ideas to those in the key which they read in Ex 2C.

- C** Refer Ss to page 149 to check the key to the quiz. Check understanding of *active* (= always busy doing things) and ask Ss to read the suggestions for them.
- D** Ask Ss to work in the same pairs as for Ex 2B and tell their partner what their results were before they discuss the questions. Suggest that one student has their book open on the exercise and the other on page 149 so they can easily refer to both. If Ss don't have a book each, display the discussion questions on the board. Monitor as pairs do the task, listening for Ss' use of sports collocations, as well as any interesting answers you can focus on in class feedback.

GRAMMAR

adverbs of frequency and manner

3A Tell Ss that these sentences are from the quiz so they understand the context. Remind or elicit from Ss that an adverb gives more information about a verb. Focus Ss' attention on the adverbs in bold and questions a–f. Give them time to answer the questions, then put them in pairs to compare their answers. You might want to refer Ss to the Grammar Bank notes on page 116 before you check answers with the class. For question c, elicit answers from the class. Ss probably know at least: *always, usually, sometimes, often* and *never*.

EXTRA SUPPORT: DYSLEXIA When displaying the sentences, put the adverbs in bold in one colour to help Ss identify them. Use this colour consistently for adverbs throughout the course.

EXTRA CHALLENGE Display the sentences on the board with the adverbs not in bold. Give Ss a minute or two to read the sentences and identify the adverbs.

ANSWERS:

- a** never, normally
- b** quickly, hard, better
- c** Students' own answers
- d** We usually add *-ly* to an adjective.
- e** hard, better
- f** better

B The Grammar Bank on page 116 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 116 GRAMMAR BANK

Go through the notes with Ss in the class and check they understand the key points. Ask Ss to identify the position of both types of adverb, highlighting that an adverb of frequency comes before most main verbs, but after the verb *be*.

1 This exercise focuses on the position of adverbs. Use the example to explain the task, then ask Ss to complete the second sentence as a class, giving them time to read the sentence and choose the correct position for the adverb. Ss then complete the rest of the task on their own. In feedback ask Ss to explain their answers.

ANSWERS:

- 2** b **3** a **4** b **5** b **6** a **7** b **8** b

EXTRA CHALLENGE Put Ss in pairs. Ask them to choose three of the sentences in Ex 1 and decide who said them and why, e.g. question 1: *Someone telling a tourist about the differences between accents in the north and south of their country*. Invite a few pairs to share their ideas with the class.

2 This exercise focuses on when to use and how to form adverbs. Complete the first sentence together as a class to demonstrate the task. Remind Ss that verbs of sensation (*sound, smell, etc.*) are followed by adjectives and not adverbs. Monitor as Ss do the task, noting any common issues. Address these when checking answers.

ANSWERS:

- | | |
|----------------------|----------------------|
| 1 dangerously | 6 interesting |
| 2 quietly | 7 fast |
| 3 bad | 8 confidently |
| 4 safely | 9 brilliantly |
| 5 well | 10 hard |

GB

- 3** This exercise focuses on form. Ask Ss to quickly read the text to find out if it has a good or bad ending (it depends on your point of view – the writer was late but it didn't matter because they didn't have to be at work). This will help them understand it better when they are completing it. Monitor as Ss do the task, providing individual feedback where helpful. Check answers as a class, noting the adverbs on the board so Ss can check their spelling.

ANSWERS:

- | | | |
|----------------|-----------------|-----------------|
| 1 early | 2 loudly | 3 hard |
| 4 early | 5 easily | 6 slowly |
| 7 late | | |

EXTRA CHALLENGE Give Ss a sentence (e.g. *Mona comes to class and she studies*) and ask them to add as many adverbs as possible to it (e.g. *Mona always comes to class late and she hardly ever studies hard.* or *Mona rarely comes to class late and she always studies really hard.*).

PRONUNCIATION

sentence stress: modifiers with adverbs

- 4A**  **6.01** | This task gives Ss the chance to hear modifiers and adverbs in connected speech. Play the recording twice if necessary, so Ss can listen and make any corrections they need to the second time. Put Ss in pairs to check anything they are unsure of. Display the sentences so Ss can check their answers.

EXTRA SUPPORT: DYSLEXIA Give Ss gapped versions of the answer sentences, so they need to write fewer words.

ANSWERS AND AUDIOSCRIPT:

See answers to Ex 4C.

- B** You might like to do this exercise as a class.

ANSWERS:

- 2** quite = modifier; well = adverb
3 really = modifier; quickly = adverb
4 quite = modifier; often = adverb
5 really = modifier; carefully = adverb

- C**  **6.01** | Display the sentences on the board. Play the recording so Ss can underline or highlight the three stressed words, then play it again, pausing after each sentence to mark the stressed words on the board. Explain that it is important to stress an adverb after *quite*, e.g. *You did quite well*, as it can sound rude if not, e.g. *You did quite well* implies you didn't do *very* well.

ANSWERS:

- 1** I play this only occasionally.
2 I do this quite well.
3 I can cook this really quickly.
4 I do this quite often.
5 I like doing this really carefully.

EXTRA IDEA Play the recording again, pausing after each sentence so Ss can repeat and copy the sentence stress.

- D** Use the example to help explain the task and give Ss time to change each sentence in Ex 4A so it is true for them. Monitor, checking they are using adverbs correctly, then put Ss in pairs and ask them to share their sentences using appropriate sentence stress. Monitor and provide feedback.

SPEAKING

- 5A** Explain that Ss are going to practise giving reasons for their opinions on topics related to sport. Give them time to read the statements and check understanding of *professional* (= doing a sport for money). Ask Ss to choose three statements they are interested in.
- B** Ask Ss to read the statements in Ex 5A again and put a tick next to the ones they agree with and a cross next to the ones they disagree with. Explain that as their partner may have chosen to talk about different things, they need to prepare to talk about all the statements. Give them time to make notes on the reasons for their answers and monitor, assisting as necessary.
- C** Put Ss in A/B pairs. Ask Student A in each pair to tell their partner their opinion on the first statement they chose in Ex 5A and give their reasons. Student B should listen and, when Student A has finished, ask questions and say what they think. Ss then swap roles, with Student B talking about their first chosen statement and Student A responding. Monitor as Ss do the task, assessing their ability to explain their opinion and give reasons.

6A You might want to give Ss some feedback on their performance in Ex 5C before moving onto this task, which will help them to better give their opinion and reasons. Ask Ss to read the phrases. Explain that *I also think that ... because ...* and *Another point is that ...* both add opinions. Give Ss time to think about how they can use these phrases when discussing their two other statements.

EXTRA IDEA: DIGITAL Conduct Exs 6A and 6B online. Ask Ss to choose one of the statements, record themselves giving their opinion about it and share the recording via an online tool. They could repeat this with their second and third statements. Ss then listen to a few different recordings and post a recording in reply saying if they agree or not. This could be done out of class.

B Put Student As with a new Student B partner. This time Student B begins by giving their view on their second chosen statement, while Student A listens and then responds before they swap roles. Ss then repeat the task with another new partner and their third chosen statement. Monitor and assess Ss' on their ability to give reasons for their opinions. When they have finished, give the class feedback on this.

EXTRA SUPPORT Give useful phrases for showing both sides of an opinion if Ss don't feel strongly either way, e.g. *On the one hand, ... but on the other hand, ...*; *I think that ... because ...*, but *I also think that ... because ...*; *I'm not sure, because ... but ...*.

EXTRA CHALLENGE After completing Ex 6B, Ss work with another new partner to explain the views of their previous partners. Demonstrate how they can change the phrases in Ex 6A to do this, e.g. *He/She thinks that ... because ...*. Note that if you choose to do this task, you might want to let Ss know in advance, so they can make notes to help them remember each discussion.

TO FINISH

On the board, write these sentences:

- *I **can** / **can't** remember the sports collocations from the lesson.*
- *I **know** / **don't know** how to use adverbs.*
- *I **was** / **wasn't** able to give my opinions and reasons for them.*

Ask Ss to choose the positive or negative verb in each sentence and add an adverb (e.g. *very well, well, quite well*) to make it true for them, e.g. *I can remember the sports collocations quite well*. Monitor and see how Ss feel about the different aspects of the lesson. Use the information to inform your future planning and provide ideas for further consolidation of the language.

6B Stressed!

GRAMMAR | present perfect simple (2)

VOCABULARY | actions; physical actions

PRONUNCIATION | weak and strong forms: *have, has*

LESSON OVERVIEW

In this lesson, Ss talk about stressful situations. The lesson starts with Ss listening to a series of voicemails and conversations involving a woman with a stressful life. This leads into the grammar where Ss learn and practise using the present perfect simple with *just, already, recently, still* and *yet*. They then learn and practise vocabulary for actions and physical actions. There is then a focus on the pronunciation of weak forms of *have* and *has* in the present perfect before Ss roleplay having conversations in which they help people in stressful situations. The lesson ends with a writing activity where Ss write an informal email giving news.

Online Teaching

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

- **Ex 3A:** Display the sentences on an interactive whiteboard or equivalent and nominate five different Ss to underline example of the present perfect simple in one of the sentences at the same time. Other Ss observe and check their answers.
- **Ex 6C:** As Ex 7A is a breakout room activity, you may prefer to do this task as a class rather than in pairs. Allocate eight different Ss one line each and ask them to read the conversations aloud. The other Ss listen and check their pronunciation of *have*. Repeat with another eight Ss and so on until all Ss have had a chance to practise a line.
- **Writing Bank 6B, Ex 2B:** Suggest Ss do this task out of class and share their emails via a digital tool with you and with a partner in preparation for Ex 2C. Ss could do Ex 2C in the next lesson, discussing their suggestions with their partners in breakout rooms.

Additional Materials

For Teachers:

Presentation Tool Lesson 6B
Photocopiable Activities 6B
Writing Bank 6B
Grammar Bank 6B
Vocabulary Bank 6B

For Students:

Online Practice 6B
Workbook 6B

TO START

Books closed. Put Ss in small groups and ask them to write down as many adjectives that describe feelings as possible. Elicit a few ideas from around the class, then ask Ss to tell their group which adjective best describes their feeling today 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.

LISTENING

1 Focus Ss' attention on the photos. You might want to ask the whole class the first question *How do the people feel?* to check Ss understand the emotion *stressed* (= so worried and tired you can't relax). You could also teach other similar words (e.g. *upset, worried, unhappy, nervous*) at this stage. Check Ss understand the meaning of *instructor* (= teacher of a sport or practical skill), then put them in pairs to discuss the rest of the questions. Nominate pairs to share their ideas in class feedback.

2A  **6.02** | Check Ss understand *voicemail* (= a recorded message on a telephone or *voice message* on social media platforms/apps). Explain that Ss will now hear some voicemails and conversations and give them time to read the questions. Play the recording. Put Ss in pairs to check answers, then check as a class. Ask Ss what clues to Marsha's job are in the audio (*training, client, court, racquet and balls, etc.*), although they may need help with this vocabulary.

AUDIOSCRIPT 6.02

J = Jaya M = Marsha K = Kieron D = Dario
Y = Yolanda

J: Hi, Marsha. I've just seen your post on the local site. I've recently moved to this area and I'm interested in starting lessons. Could you call me back? My number's 482 852 9936 and my name's Jaya.

M: Hi, Kieron. How are you?

K: Hi, Marsha. I'm good, thanks. Have you looked at my email yet?

M: I'm really sorry, but I haven't read it yet. I'm so busy at the moment. Too much work.

K: Well, that's not good. Read my job offer. I know it's a big change, but you'll make the same money with very little stress. You know the city so well, you speak three languages. You're right for this job.

M: I understand. I still haven't decided. Sorry Kieron, I have to go. I'm meeting a new client.

K: OK, but think about it. We need an answer soon.

M: OK. I'll let you know by the weekend.

D: Hello, Marsha. This is Dario. I really enjoyed the training yesterday, but I need to cancel this evening. Can we arrange another time? Maybe next Monday. I'm free from 6 p.m. Could you call me back?

J: Hi, Marsha. It's Jaya again. Did you get my message? I have another question. Do I need to bring my own racquet and balls? Please call me.

D: Hi, Marsha, this is Dario again. Did you get my message? Please call me back.

M: Hi, Dario, sorry I didn't call you earlier. Monday is good for me. I've already booked court number three for 8 p.m. See you there.

M: Yolanda, hi.

Y: Hi, Marsha. How are you?

M: Not so good. I'm feeling really stressed. I have too much to do and Kieron wants an answer about the job. I've read the offer. It's not bad.

Y: I've already told you my feelings. You should take the job. It's perfect for you – you love working with people and you love travel. When are you going to decide?

M: Actually, do you know what? I have decided. Right now.

Y: So? Yes or no?

M: Why don't you come over? We can have a coffee and talk about it.

Y: Sounds great! See you soon.

ANSWERS:

- 1 She's a tennis instructor.
- 2 a tour guide
- 3 Because she has too much to do and because she needs to give Kieron an answer about the job offer / a new job.

B Stress that it's fine if Ss can't remember the information exactly as they will get a chance to listen again. Point out that this kind of text is called a *to do list* because it's a list of things people have to do. Drill the pronunciation of *to do list*, pointing out the weak form of *to*. Give Ss time to do the task individually before putting them in pairs to compare answers. Monitor to get a sense of Ss' understanding, but don't check answers yet.

C  **6.02** | Play the recording for Ss to check their answers to Ex 2B. Check answers as a class.

ANSWERS:

items 2, 3, 4 and 5

D Put Ss in pairs and monitor as they discuss the questions. Ask Ss to share any interesting answers in class feedback, especially their tips in question 3.

GRAMMAR

present perfect simple (2)

3A Remind Ss that they studied the present perfect simple for past experiences in Lesson 4A. In this lesson, they learn how it is used with *just, already, recently, still* and *yet*. This task reminds Ss how the present perfect is formed. Use the example to help explain the task and make it clear that the sentences come from the recording in Ex 2A. Ss complete the task alone, then compare answers in pairs. Display the sentences on the board and underline the examples of the present perfect simple as you check answers as a class.

EXTRA SUPPORT Ask Ss if they remember how the present perfect is formed (*have/has* + past participle) and its use (to describe past experiences when we don't mention a specific past time). Note the form on the board for Ss to refer to as they do the task.

ANSWERS:

2 I've recently moved to this area.

3 Have you looked at my email yet?

4 I'm really sorry, but I haven't read it yet.

5 I still haven't decided.

6 I've already booked court number three for 8 p.m.

B This task encourages Ss to notice the use of the present perfect simple for recent past events connected to the present. Note that this is similar to the previous use they learnt (past experiences) because there is no specific time given. Give Ss time to read the sentences, then put them in pairs to discuss their ideas. You could refer them to the Grammar Bank notes on page 117 and ask them to read the first section to check their answers. Alternatively, check answers as a class.

ANSWERS:

1 a short time before now

2 now

3 doesn't say

C This task gets Ss to notice and think about the use of *just, already, recently, still* and *yet* with the present perfect. Look at the example together as a class, then ask Ss to do the rest of the task on their own before checking answers in pairs. Check answers as a class or refer Ss to the Grammar Bank on page 117 to check their answers.

ANSWERS:

2 yet

3 already

4 recently

5 just

EXTRA IDEA To focus Ss' attention on the position of the adverbs in sentences, put a basic present perfect simple sentence on the board, e.g. *I've done it*, and ask Ss to rewrite the sentence five times adding *just, already, recently, still* or *yet* each time. Tell them they may need to change the verb in the sentence to the negative form. (Answers: *I've just done it. I've already done it. I've recently done it. / Recently, I've done it. / I've done it recently. I still haven't done it. I haven't done it yet.*)

EXTRA SUPPORT: TEACHER In US English, speakers often use the past simple with *just, already, yet*, etc., rather than the present perfect. If your Ss prefer using the past simple over the present perfect, this may be because they have been exposed to US English rather than British English. You might want to make Ss aware of the difference between the two varieties of English.

D 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. Make sure Ss understand the position of all the adverbs in a sentence or question and their meaning in each place.

1 This exercise contrasts the use of the present perfect with the past simple. Do the first item as a class and elicit the reason for the answer (it's a past event connected to the present with no specific past time given). Ss complete the task on their own, then check answers in pairs. Ask Ss to explain their answers in class feedback.

ANSWERS:

1 've forgotten

2 didn't see

3 've done

4 Has Beata gone

5 did you wake up

6 Have you shut

7 bought

8 has won

- 2** This exercise focuses on the position of the adverbs in present perfect simple sentences and questions. Point out that the first word in each sentence has a capital letter to help them and there is a question mark or a full stop at the end to indicate whether they need to write a question or not. Do the first one as a class to demonstrate the activity. Monitor as Ss do the task. When they have completed the task, display the correct answers on the board for them to check against. Address any common issues you noticed when monitoring.

ANSWERS:

- 1 We've just got off the plane.
- 2 Have you signed the contract yet?
- 3 I've already ordered our food, thanks.
- 4 You haven't answered my question yet.
- 5 Florence has recently got married.
- 6 I've already read that book. OR I've read that book already.
- 7 We still haven't moved to our new apartment.
- 8 Have the children learnt to swim yet?
- 9 I've just bought these new jeans.
- 10 Jayne hasn't told us her plans yet.
- 11 Hilary has recently left the company.
- 12 Our plane still hasn't taken off.

- 3** This exercise focuses on form. Write the first two lines with the class, providing feedback before Ss continue with the task. Monitor, noting any common issues with tense formation. Address these immediately if necessary or when checking answers with the class.

ANSWERS:

Only the sentences Ss have to write are shown.

Conversation 1

A: Have you finished the report yet?

B: I still haven't finished it.

B: Thanks, but I've already done five pages.

B: No, I did those yesterday.

Conversation 2

B: I haven't decided yet.

A: I've already chosen my main course. The fish. I had it last time.

B: It's OK. I've already paid.

A: How much was it?

EXTRA CHALLENGE Put Ss in A/B pairs. Ss read the conversations aloud, using only the prompts to help them.

VOCABULARY**actions**

- 4A** Explain to Ss that when talking about things that happened recently, we are often referring to actions. Focus Ss' attention on the first sentence and elicit the meaning and form of *crashed* (= have an accident by hitting something; the past participle). Refer Ss to the Irregular Verb Table on page 175 to help with the rest of the task, then put them in pairs to check answers and discuss what they think each action means. In feedback, check understanding of *drop* (= stop holding something so it falls) and *fall off* (= suddenly go on the ground after being on a high place e.g. a wall). Note that *take* in sentence 8 means *steal*, but can also mean removing something from a particular place so the owner doesn't know where it is e.g. *Someone has taken my pencil*.

ANSWERS:

- | | | |
|---------|--------------|-----------|
| 2 had | 3 forgotten | 4 had |
| 5 left | 6 fallen off | 7 dropped |
| 8 taken | | |

- B** This task encourages Ss to think further about the meaning of the actions and sentences in Ex 4A. Set a time limit, e.g. two minutes, to focus Ss' attention on the task.

- C** Focus Ss' attention on the example dialogue to help them understand what they need to do. Put them in pairs to compare their ideas, encouraging them to give reasons and share real-life experiences. Monitor and check Ss are using the action verbs in Ex 4A appropriately and accurately. When they have finished, ask one or two pairs to share something interesting they learnt about each other and provide feedback on Ss' use of the target vocabulary, eliciting corrections if necessary.

- 5A** This task is a lead-in to the Vocabulary Bank activities. Keep Ss in their pairs from Ex 4C and check understanding of *physical actions* (= actions which involve something moving). When they have discussed the questions, check answers as a class.

ANSWERS:

- 1 crash, drop, fall off, have an accident, leave, take

- B** Refer Ss to the Vocabulary Bank on page 137.

VB ▶ page 137 **VOCABULARY BANK** physical actions

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 identify the photo that represents the word *bite* as a class, then complete the rest of the task individually. Put them in pairs to compare answers, using a dictionary to check any they are unsure of. Don't check answers yet.

EXTRA CHALLENGE Ss cover the words 1–10 and try to identify the actions shown in the photos before they do the task.

ANSWERS:

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

- B**  **VB6.02** | Play the recording, pausing between items so Ss have time to make any corrections. Check understanding of the difference between *fall off* (fall from a high place) and *fall over* (fall down from standing). You could also demonstrate *click on* by miming the action or displaying this on the board if it's digital, so Ss can see it clearly. Play the recording again, pausing after each verb for Ss to repeat it. Pay particular attention to the pronunciation of *climb*, raising awareness of the silent *b*.

 AUDIOSCRIPT VB6.02

- | | |
|--------------------|-----------------------------|
| A jump | F pull |
| B fall over | G get something down |
| C point at | H click on |
| D push | I kick |
| E climb | J bite |

- C** Ss now practise using the verbs in context. Make it clear that *dead* in the first line means that the computer has stopped working completely and check understanding of *link* (= a piece of text on a website that takes you to another page when you click on it). Remind Ss they might have to change the forms of verbs they choose, then monitor as they do the task, providing individual feedback where possible. Address any common issues when checking answers.

ANSWERS:

- | | | |
|---------------|-----------|------------|
| 1 clicked on | 2 bitten | 3 climbing |
| 4 pointing at | 5 kicked | 6 pushing |
| 7 jump | 8 pulling | |

- D** Put Ss in A/B pairs. Ask Ss to roleplay the conversations, adding their own ideas in each case. Note that as Speaker A says more than Speaker B, it might be a good idea for Ss to swap roles halfway through. Monitor, checking Ss are using and pronouncing the verbs correctly. Provide feedback on this after the activity.

EXTRA SUPPORT: DYSLEXIA Suggest pairs with dyslexic learners do the Extra idea option below rather than Ex 1D.

EXTRA IDEA Ask Ss to work in pairs and roleplay a conversation of their own using the prompt: *I've just ...* and an action verb from Ex 1A. Ss continue the conversation for two or three turns. They can prepare it first in pairs and then perform it in front of another pair.

PRONUNCIATION

weak and strong forms: have, has

- 6 A** Explain that *have* and *has* are pronounced /həv/ and /həz/ in their weak forms and /hæv/ and /hæz/ in their strong forms. Put Ss in pairs to do the task together so they can say the sentences and questions out loud. This may help them. Make it clear that it's OK if Ss don't know the correct pronunciations, as they'll get a chance to listen.

EXTRA SUPPORT: DYSLEXIA Rather than use a test-teach approach, explain when the weak and strong forms are used before Ss do the task. You could also model the target sounds as phonemic symbols can be difficult for learners with dyslexia.

- B**  **6.03** | Play the recording once for Ss to check their answers, then play a second time, stopping after each sentence to elicit the correct answer. Ask Ss if they can see any patterns in when weak and strong forms are used (the weak forms are used when *has/have* is an auxiliary verb in a positive sentence or question, the strong forms are used when *have* is the main verb, in short answers because there is no main verb and in the negative form).

ANSWERS:

- 1** A: Has /ə/ anyone seen my jacket?
B: Sorry, I haven't. /æ/ When did you last have /æ/ it?
- 2** A: Have /ə/ you read any good books recently?
B: Yes, I have. /æ/ It was a really interesting book about India.
- 3** A: Have /ə/ you had a holiday yet this year?
B: No, we haven't, /æ/ but we're going to go away this summer.
- 4** A: Has /ə/ everyone finished?
B: We haven't /æ/ finished yet. Could we have /æ/ a bit more time?

EXTRA IDEA Play the recording again, pausing after each sentence so Ss can repeat it chorally. Invite Ss to repeat sentences individually, helping them to pronounce the strong and weak forms correctly by modelling and showing Ss where the position of their mouth should be, i.e. /æ/ jaw open, lips spread a little, tongue low in the mouth; /ə/ jaw closed, lips relaxed, tongue relaxed.

- C** Put Ss in A/B pairs. Monitor as they read the conversations aloud and help them to get the right forms of *have* and *has* by modelling and drilling.

EXTRA SUPPORT: DYSLEXIA Ask the whole class to complete the Extra idea below instead of Ex 6C so dyslexic learners do not need to read aloud.

EXTRA IDEA Put Ss in A/B pairs. Refer them back to the situation in Ex 2B and allocate them the roles of interviewer (Student A) and Marsha (Student B). Using the 'to do' list, Student A asks Student B questions, e.g. *Have you done ... yet?* Student B answers. Ask Ss to pay attention to their pronunciation of *has* and *have* during the activity. If there is time, ask Ss to swap roles.

EXTRA IDEA: DIGITAL Ss could record themselves on their devices and listen back to their pronunciation of *have* and *has* in Ex 6C and/or the Extra idea above.

SPEAKING

- 7A** This activity gives Ss practise in describing feelings and giving reasons. It also gives them the opportunity to practise using the vocabulary and grammar from the lesson. Tell Ss that they are going to have conversations in which they help people in stressful situations, then put them in A/B pairs and refer them to the relevant pages.

- 1** Ask Ss to read their situations. Then, ask Student As to think of what they lost and tell their partner what it was, so that they can both prepare effectively. Elicit suggestions to the board if necessary, e.g. keys, phone, purse/wallet, credit card, pet, money, document on their computer. Student As use the three bullet points to help them prepare what to say while Student Bs prepare their questions using the prompts. Remind all Ss to use the present perfect simple with *still*, *already*, *yet*, etc. and action verbs from the lesson where possible. Elicit an example or two from Ss, e.g. *I've just lost ...*; *Have you looked ... yet? I think I left it ...*. Monitor and help Ss with vocabulary where necessary.

EXTRA SUPPORT Ss could prepare what to say with someone from the same group as them.

EXTRA CHALLENGE Tell Student A *not* to tell their partner what their lost item is. Student B then improvises during their discussion.

- 2** Student As and Bs now work in their pairs to roleplay the conversation. Point out that Student Bs are given a starting sentence. Monitor and assess Student As' ability to say how they feel and why, along with their use of the present perfect simple. When they have finished, ask a few Student Bs to share with the class what their partner lost and where and when they lost it. Ask some Student As if their partner's suggestions were helpful. Provide feedback so Ss can put it into practice in the next part of the task.

EXTRA SUPPORT Remind Ss of phrases they learnt in Lesson 4C for making suggestions, i.e. *Why don't you ... ?*, *You could ...*, *You should ...*, *How/What about ... ?* and elicit how Ss could use these in their roleplays (to make suggestions for finding the lost item).

- 3** Tell Ss they are now going to roleplay a situation where Student B is stressed. Repeat the process for Ex 1, but with Student Bs preparing what to say about their situations and Student As preparing questions this time.
- 4** Repeat the process for Ex 2, but with Student A starting. When they have finished, refer Ss back to page 61.
- B** In the same pairs as for Ex 7A, Ss discuss the question, giving reasons for their answers. In feedback, ask one pair to share their ideas with the class and find out if other Ss agree and why or why not.

WRITING

write an informal email giving news

- 8A** Ask Ss who they write to when they have important news and elicit some examples. Tell Ss that they are going to practise giving news in an informal email. Give them time to read the beginning of the email and answer the questions. Elicit ideas from the class, making sure Ss understand what is meant by *the big move* (= moving home).
- B** Refer Ss to the Writing Bank on page 93. Tell them that they will find out the writer's answers to the questions in Ex 8A.

WB ▶ page 93 **WRITING BANK**

1 A Give Ss time to read the email, check their ideas in Ex 8A and answer the question. Check answers as a class, eliciting the meaning of *was a big headache* (= difficult and annoying) and *air conditioning* (= machine that makes a room cool in hot weather).

ANSWERS:

- 1** Celia has moved home. The move was difficult. There are problems because there is no parking space in front of the building.
- 2** The electricity went off, so they had no power for two days.
- 3** Johannes has lost his job and they need the money.

B This task focuses on useful phrases for writing informal emails and messages giving news. Ask Ss to cover the email and try to fill the gaps in the phrases without looking at it. When they have finished, they can uncover the email and check their answers.

ANSWERS:

- | | | |
|---------------|------------------|---------------|
| 1 for | 2 regards | 3 Hi |
| 4 busy | 5 've | 6 hear |
| 7 for | 8 all | 9 The |

C This task checks Ss' understanding of the phrases in Ex 1B. Ss could do this individually or in pairs. Check answers as a class, pointing out the use of commas after phrases for opening and signing off an email.

ANSWERS:

- a** 3 **b, c** 6, 7 **d-f** 4, 5, 9 **g, h** 2, 8 **i** 1

D Refer Ss to the email again to answer the question, then put them in pairs to check their ideas. Check answers as a class, explaining or eliciting that *as* in this context is used in the same way as *because*, i.e. to give a reason, but that it can also start a sentence, e.g. *As he's been really unhappy, I hope he finds something soon*. Ask Ss for other words that join sentences, e.g. *because* (give a reason) and *although* (contrast information).

ANSWERS:

and, so, but, as

2 A To prepare, write the name of each Ss in the class on pieces of paper and ask every student to take one. Note that every student must be accounted for or they won't receive an email to respond to in Ex 2D. Ss must also pick again if they get their own name. Tell Ss that they are going to write an email to this student, telling them their news. Give them time to think of and make notes on three pieces of news to share. Ss should try to give real news, but can make it up if they prefer.

EXTRA IDEA: DIGITAL To decide who each student in the class should write to, use a digital name picker. Add your Ss' names, then identify one student and start the name picker to select who they should write to. Repeat for each student.

B Ss now write their emails, incorporating phrases from Ex 1C where possible. They can write their emails by hand on paper, online via a noticeboard or via email. If you choose the latter option, ask them to copy you into the email so you can read it. Ss can do this in or out of class. If Ss do the task in class, monitor and provide support, noting any feedback that may be helpful for Ss before finalising their emails.

C When Ss have finished writing, put them in pairs to review and provide feedback on each other's emails. Note that they should not be paired with the person they are writing to. Ask Ss to read their partner's email and see if there are any places where they could join short sentences to make longer ones. If so, they suggest how to do this orally. Provide feedback based on your monitoring in Ex 2B, giving suggestions for any helpful changes so Ss can take these into account when reviewing their emails. Note that if Ex 2B is done for homework, you may decide to omit this task so Ss can send and reply to each other's emails before the next lesson.

D Ask Ss to 'send' their emails to the recipient selected in Ex 2A. This can be done by physically taking the paper to the person or sending the email online. Ask Ss to read their emails and identify the three pieces of news, then monitor as they write their replies, offering support where appropriate. Provide useful feedback individually or to the whole class and ask Ss to review their emails in the light of this. Ss then 'send' their replies and read the ones they receive.

TO FINISH

Put Ss in pairs, making sure they don't work with the person they wrote to in Writing Bank Ex 2D. Ss take turns to tell each other one piece of recent news, e.g. *I've recently ...*. Their partner listens and asks two or three follow-up questions.

6C How do you feel?

HOW TO ... | talk about health problems

VOCABULARY | health and illness; the body and symptoms

PRONUNCIATION | connected speech: final *-t* and *-d*

LESSON OVERVIEW

In this lesson, Ss talk about health problems. The lesson starts with Ss reading an article about a person who worries about their health. From this, Ss learn vocabulary related to health and illness and to describe parts of the body and symptoms. Next they listen to a conversation between a doctor and a patient and then practise pronouncing final *-t* and *-d* sounds in connected speech. The lesson ends with a speaking activity where Ss roleplay a conversation between a doctor and a patient.

Online Teaching

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

- **Ex 1A:** Put Ss in groups in breakout rooms to do the task. Nominate or ask Ss to select a 'scribe' who takes notes of the discussion and reports back to the class either orally or via the chat box.
- **Ex 7A:** Make it clear before you put Ss in breakout rooms that they are only thinking of what the doctor and patient could say, not roleplaying the conversation at this stage. Tell Ss to send you a message via the chat box when they have finished, so you know when to close the breakout rooms.

Additional Materials

For Teachers:

Presentation Tool Lesson 6C
Photocopiable Activity 6C
Grammar Bank 6C
Vocabulary Bank 6C
Mediation Bank 6C

For Students:

Online Practice 6C
Workbook 6C

TO START

Ask Ss to work in pairs. Draw an outline of a body and add facial features, then ask Ss to label as many parts of the diagram as they can. Set a time limit, e.g. two or three minutes. The pair with the most parts labelled correctly wins. Tell Ss that they will learn more parts of the body during the lesson.

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

health and illness

- 1 A** Check understanding of *fit* (= strong, healthy and able to exercise regularly) and *feel unwell* (= feel ill), then put Ss in pairs to discuss the questions. In class feedback, find out what Ss usually do when they feel unwell and invite pairs to share their tips.

EXTRA SUPPORT Help Ss with phrases they can use when they discuss question 2, e.g. *call a doctor, drinks lots of water, stay in bed, take medicine, go to the pharmacy, avoid food*. You could put them on the board with just the first letter of each verb and elicit the verbs from the class, e.g. *c___ a doctor*.

- B** Ask Ss to read the article and tick any activities they do. You could also ask them to indicate (perhaps with a double tick) any that their friends or family do. When they have finished, put Ss in pairs to share their responses, then elicit a few from the class. Note that the writer of this article could be described as a *hypochondriac*, a person who always worries about their health and thinks they're ill. You could discuss this as a class, but taking into account the sensitivities of individual Ss.

ANSWERS:

The things that the writer does are:

- use an internet search to find out about their illness
- become more worried or scared because of the things they read on the internet about an illness or symptoms
- go to the doctor for any reason, even simple reasons like a cold
- expect to get medicine from the doctor every time
- become very stressed about test results
- ask their doctor for advice when they see her in public

2A Demonstrate how to complete the task by asking Ss to find the words in bold in the first sentence in Ex 2A in the text in Ex 1B. Ask Ss to read the full sentences in the text and think about the meaning of both words. Elicit ideas from the class and confirm the correct word to complete the first sentence in Ex 2A. Use a dictionary to check the meaning to show good practice, either with a physical dictionary or an online dictionary displayed on the board. Give Ss the choice to work alone or with a partner to complete the activity. If they work alone, they should check with a partner when they have finished. In feedback, make sure Ss understand the meaning and word class of each word, e.g. a *painkiller* (n) which is a type of *pill* (n) and *surgery* (n) (= doctor's office). Model the pronunciation of *prescription* /prɪ'skrɪpʃ(ə)n/ and *medicine* /'med(ə)s(ə)n/.

ANSWERS:

- | | |
|--------------------------|--------------------|
| 1 symptom | 5 medical |
| 2 emergency | 6 pills, treatment |
| 3 virus | 7 surgery, results |
| 4 prescription, medicine | 8 painkillers |

- B** Ask Ss to read question 1 in Ex 2A and think of ways to complete it. Elicit ideas, e.g. *feeling tired* / *a cough* / *a headache*. Monitor as Ss complete the rest of the sentences and help with vocabulary.
- C** Put Ss in pairs to share their sentence endings. In feedback, elicit and check possible answers from the class.

3A Explain that a headache, temperature and other ideas Ss used to complete question 1 in Ex 2B are all *symptoms*. Give Ss time to scan the article in Ex 1B to find the answers, then check as a class. Note that this activity introduces the vocabulary focus in the Vocabulary Bank on page 138.

ANSWERS:

symptoms: a headache, a sore throat, a painful elbow
parts of the body: throat, elbow

- B** Put Ss in pairs to think of more examples of symptoms and parts of the body. If you completed the To start activity, you may just want to focus on symptoms here.
- C** Refer Ss to the Vocabulary Bank on page 138 and tell them that they will check their ideas to Ex 3B after doing the relevant exercises there.

▶ page 138 **VOCABULARY BANK** the body and symptoms

VB

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

1A Give Ss time to do the task individually, then compare answers with a partner. If Ss completed the To start activity, they should be able to do this quite quickly. Display the answers.

ANSWERS:

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

EXTRA CHALLENGE Ask Ss to cover words 1–12 and identify the parts of the body shown in the photos. They then uncover the words to check their ideas.

B  **VB6.03** | Focus Ss' attention on the photos, to help them create a visual and verbal memory of the words. Play the recording, pausing to focus on words with challenging sounds if necessary, e.g. *elbow* /əʊ/, *knee* (silent *k*), *throat* /əʊ/, *tongue* /ʌ/. You could now ask Ss to look at their answers to Ex 3B on page 62. Ask if they came up with any parts of the body that are not in the Vocabulary Bank and check them if so.

 AUDIOSCRIPT VB6.03

- | | |
|-------------------|-----------------|
| A elbow | G tongue |
| B finger | H knee |
| C neck | I mouth |
| D toe | J throat |
| E wrist | K lips |
| F shoulder | L ankle |

EXTRA CHALLENGE Ask Ss to look at the list in Ex 1A and find four words with the /əʊ/ sound (*elbow*, *shoulder*, *throat*, *toe*) and three with the /ɪ/ sound (*finger*, *lip*, *wrist*).

2A Ss can use the body parts as a reference to help them match the symptoms with the details in the pictures, then use the picture and/or a dictionary to work out the exact meaning. In feedback, check Ss understand the symptoms, especially *dizzy*, *sore throat* and *stiff neck*, as these are difficult to show in a photo. Note that we use an article with some phrases, e.g. *I've got a headache*, but not with others, e.g. *I've got backache*, *earache*, *stomachache*, *toothache* (although the absence of the article does vary with some of the symptoms, e.g. *stomachache*). Note also that while most people say *I've got a temperature* to mean they have a high temperature, medical staff are likely to say *He's got a temperature of... °C*.

ANSWERS:

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

EXTRA CHALLENGE Ask Ss to cover the list of symptoms in Ex 2A and identify the symptoms shown in the pictures. They then uncover the list to check their ideas.

B  **VB6.04** | Focus Ss' attention on the pictures. Play the recording, pausing after each symptom for Ss to repeat it. Model any challenging pronunciation, e.g. *cough* /f/ and *ache* /eɪk/ in *backache*, *earache*, *stomachache* and *toothache* and ask Ss to repeat it, copying the sounds. You could now ask Ss to look again at their answers to Ex 3B on page 62. Ask if they came up with any symptoms that are not in the Vocabulary Bank and check them if so.

** AUDIOSCRIPT VB6.04**

A a temperature	G toothache
B a headache	H a cough
C stomachache	I a sore throat
D dizzy	J backache
E a stiff neck	K a painful knee
F a painful elbow	L earache

EXTRA SUPPORT: DYSLEXIA Ask Ss to notice the spelling–sound relationship between *ache* and /eɪk/ by looking at the spelling while you model the pronunciation several times.

C This task gives Ss the chance to use the symptoms in Ex 2A in a personalised way. Give Ss time to think of their answers before you put them in pairs to discuss the questions. Monitor, assessing Ss' use of the vocabulary, then provide feedback as a class.

How to ...

talk about health problems

4A  **6.04** | Check understanding of *patient* (= a person who a doctor helps) and *antibiotic* (= a medicine that kills bacteria and cures infections). Explain that Ss will now listen to three patients talking to a doctor. Note that the first and third conversations are consultations via video conferencing or phone, but the second is face-to-face. You might want to explain this to Ss so that the context and target language is clear to them. Ask Ss what the writer of the article in Ex 1B was like (a hypochondriac) to so they know what types of thing to listen for. Play the recording and check the answer as a class.

** AUDIOSCRIPT 6.04****Conversation 1**

A: Hello.
B: Hello, I'm Doctor Traveti.
A: Oh yes, er, thank you for seeing me Doctor. Can you hear me all right?
B: Yes, just fine, and I can see you, too. What can I do for you?
A: I'm worried about my ankle. I fell over and hurt it yesterday and it's very painful now.
B: Have you tried putting ice on it?
A: Yes. I put ice on it for two hours when I got home and last night I put some pillows under it when I went to bed, but it's still very painful. I've taken some painkillers, but it still hurts a lot.
B: Can you move it?
A: I can ... ow ... ah ... move it a bit.
B: Hmm. I think you should wait a day. Then if it still hasn't got better, you should go to the hospital and get an X-ray.
A: Well, I checked my symptoms on the internet ... but you think it's OK?
B: Yes, well ... First of all you must rest it. Call me tomorrow.
A: Do you think I've broken it?
B: Probably not, but an X-ray will show us. Let's talk tomorrow.

Conversation 2

A: Hello. Come in and take a seat. How can I help you?
B: Ah ... I don't feel well. I feel dizzy when I stand up or sit down quickly and I have a really bad headache all the time.
A: When did these symptoms start?
B: I first noticed them about a week ago. I stood up suddenly and the room went round and round.
A: Do you have any other symptoms?
B: Well, my chest hurts, but I think that's just stress.
A: Let me check your breathing.
B: OK.
A: Do you have enough to drink? Enough water?
B: Probably not. I drink a lot of coffee.
A: Your breathing's fine. Could you stand up? Now close your eyes.
B: Whoa ... I can't do that ...
A: OK, please have a seat ...

Conversation 3

A: Hello, Hill Street Doctor's Surgery.
B: Hello. Hmm, can I speak to Dr Wilson, please?
A: Do you have an appointment?
B: Yes, for a phone consultation. My name's Ali, Ali Mitchell.
A: Just a moment. I'll put you through.
C: Hello, Dr Wilson.
B: Hello Doctor. This is Ali Mitchell.
C: Ms Mitchell. Er, what can I do for you?
B: Well, I think I've got flu. I need some antibiotics.
C: Could you tell me your symptoms?
B: My whole body aches. I can't stop coughing. I've got a sore throat. I'm feeling really tired, too. I can't get out of bed.
C: Well, I think you're right. It sounds like you've got flu.
B: I thought so. So, do I need antibiotics?
C: No. You should get lots of rest and drink lots of water.
B: OK.
C: And you must stay in bed of course. If you don't feel better in a couple of days, give me a call.
B: I will. Thank you.

ANSWERS:

the first and third speakers
The first speaker used the internet to check his symptoms and he's worried because of what he read there.
The third speaker asks about antibiotics twice, so she is similar in that she seems to expect to receive medicine or a prescription.

B 6.04 | Ask Ss to note down any of the symptoms then can remember from listening the first time, then play the recording again for them to check and add to their list. Put Ss in pairs to check their answers. Check answers as a class.

ANSWERS:

Speaker 1: a painful ankle
Speaker 2: dizzy, a headache, chest hurts
Speaker 3: body aches, a cough, a sore throat, tired

EXTRA SUPPORT: DYSLLEXIA If listening and making notes at the same time is challenging for your dyslexic learners, ask them to look at the list of symptoms in the Vocabulary Bank on page 138 and tick the ones the patients have.

C 6.05 | This focuses Ss' attention on useful phrases to talk about health problems. Point out that the phrases are organised into categories. Give Ss time to complete the sentences, making it clear that they are not expected to know every answer. Ss could work with a partner for this activity. Play the recording, then refer Ss to the Grammar Bank on page 118 to check their answers.

ANSWERS:

- | | | |
|-------------|----------------|------------|
| 1 a do | b help | c symptoms |
| d symptoms | | |
| 2 a worried | b taken, hurts | c hurts |
| d aches | e stop | f sore |
| g feeling | | |
| 3 a better | b sounds | c should |
| d must | e couple | |

D The Grammar Bank on page 118 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶▶ page 118 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. You might want to highlight the use of the present perfect for past actions which are important now, e.g. *I've broken/hurt/put ...*. This will help to consolidate Ss' understanding of the use of the tense.

1 This exercise focuses on form. Make it clear that A is the doctor in the conversation and B is the patient. Ask Ss to cover the Grammar Bank notes while they do the task. When they have finished, they can use them to check their answers. Check answers as a class.

EXTRA CHALLENGE Ask Ss to cover the verbs in the box and complete the conversation without the options.

ANSWERS:

- | | | | |
|--------|---------|----------|--------|
| 1 help | 2 hurt | 3 put | 4 hurt |
| 5 rest | 6 taken | 7 worked | 8 feel |

2 Ask Ss to cover the Grammar Bank notes and do the first item with the class. Ss do the task alone, then uncover the Grammar Bank notes to check their own answers. Check answers as a class.

ANSWERS:

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

- 3** Do the first item with the class, eliciting the type of error (the wrong verb form). Tell Ss to look for incorrect verb tenses and word forms, missing words, extra words and incorrect words. Ss complete the task on their own, then check answers in pairs. Display the sentences on the board when you check answers with the class.

ANSWERS:

- 1 I'm always tired and I can't stop cry **crying**.
- 2 I think I ~~break~~ **'ve broken** my little finger because it's very painful.
- 3 I'm worried **about** my elbow, it really hurts.
- 4 correct
- 5 When ~~have~~ **did** your symptoms ~~started~~ **start**?
- 6 You should ~~to~~ go to the hospital immediately.
- 7 It sounds **like** a bad cold, not flu.
- 8 My ~~all~~ **whole** body aches. / My ~~all~~ **All my** body aches.
- 9 If it still ~~has~~ **hasn't** got better tomorrow, call me.
- 10 My knee ~~pains~~ **hurts** a lot. / My knee ~~pains a lot~~ **is very painful**.

PRONUNCIATION

connected speech: final -t and -d

- 5A** On the board, write: *I've got flu*. Say it out loud several times and ask Ss to say whether the -t at the end of *got* is pronounced or not in connected speech (not). Put Ss in pairs to do the task, encouraging them to say the full sentences out loud to hear if the sound is pronounced or not. Elicit answers to gauge their understanding, but don't check them yet.
- B**  **6.06** | Play the recording so Ss can check their ideas. Play it twice if necessary, pausing the recording after each sentence. Check answers as a class.

ANSWERS:

- 1 The final -t is pronounced.
- 2 The final -d is pronounced.
- 3 The final -d is not pronounced.
- 4 The final -t is not pronounced.

- C** Give Ss time to identify the patterns and complete the rules individually before they check their ideas with a partner. Check answers. You could play the recording again to clarify Ss' understanding of the pattern.

ANSWERS:

- 1 pronounce 2 don't pronounce

EXTRA IDEA Play the recording again. Ss to listen and repeat each sentence, producing the right pronunciation of the final -t or -d in *got* and *should*.

- 6A** Model the phrases, then put Ss in pairs. Monitor as they do the task, modelling and drilling the phrases again if necessary.
- B** Use the example to explain the task. Give Ss time to complete the sentences in Ex 6A, then put them in pairs. Remind Ss to focus on connected speech as they have their short conversations. Monitor, providing class feedback when everyone has finished. Ss could repeat the task with a new partner for further practice.

SPEAKING

- 7A** Tell Ss that they are going to roleplay a conversation between a doctor and a patient, then put them in pairs. Ask them to choose a medical problem and then discuss what the doctor and patient can say in each turn. Remind Ss to use phrases in the Grammar Bank on page 118 to help them. Alternatively, Ss could check their ideas there when they have finished.

EXTRA SUPPORT While it is better for Ss' speaking skills if they don't create a written dialogue for this task, weaker learners may benefit from making notes.

FUTURE SKILLS | Self-management



- B** As a class, elicit situations where people think about what to say before they speak, e.g. before talking to a manager about a problem, before asking a friend for advice, etc. Ss read the Future Skills box. Ask Ss if they think the advice is helpful or not and if they already do this before speaking English. Give Ss time to silently rehearse phrases for the patient's role. If you think your Ss would benefit from more practice of the phrases the doctor will use, ask them to do this, too.

- C** Ask Ss to decide who will take the role of patient first and point out the example conversation to help them start their roleplays. Monitor, assessing Ss' ability to use the phrases in the Grammar Bank on page 118. Provide feedback on any issues before Ss swap roles. Monitor again, providing feedback on improvements to the class.

EXTRA IDEA: DIGITAL Ss record their first conversation, then listen to the recording and assess how well they used the target phrases from the lesson.

EXTRA: HOW TO ... Ask Ss to repeat Ex 7A with a new partner, with a new problem and symptoms. They could do this either with or without the prompts.

TO FINISH

Books closed. Put Ss in teams, then mime a symptom and give teams twenty seconds to write it down. Repeat with several symptoms, then check answers as a class. The team with the most correct answers wins. With online classes, ask Ss to write the answers in the chat box to you privately rather than work in teams.

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

» page 157 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES » page 232

6D **BBC Documentary**

Driven: The Billy Monger Story

GRAMMAR | *be* + adjective + *to* infinitive

SPEAKING | talk about a challenge

WRITING | write about a challenge

LESSON OVERVIEW

In this lesson, Ss watch a clip from the BBC documentary programme about a teenager racing car driver who returned to racing after losing both his legs in an accident. The lesson starts with Ss reading information about and watching a clip from the programme. They then complete some viewing tasks. This leads into the grammar where Ss focus on and practise using *be* + adjective + *to* infinitive. Ss then talk about a challenge with a partner. The lessons ends with Ss writing about a challenge.

Online Teaching

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

- **Exs 2A and 2D:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 5A:** Ask Ss to use the 'Thumbs up' emoji when they have selected a topic so that you know when to continue with the lesson.
- **Ex 7D:** Put Ss in pairs or small groups in breakout rooms. Each student displays their story in turn using the share screen function. The others read it and then either say what they think helped that student or ask them if they tried the activity again and why or why not.

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

Put Ss in pairs. Ask Ss if they ever watch motor racing on TV and why or why not. Elicit what kind of people make successful racing car drivers (e.g. calm, not afraid of speed).

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 Tell Ss that they are going to watch a clip from a BBC documentary about Billy Monger, who they can see in the photos. Check understanding of *champion* (= winner of a competition, especially in sport) and ask Ss to read the programme information and answer the question in pairs. Check Ss have understood the information by asking the class what happened to Billy when he was ten years old (he became British champion) and what happened to him at seventeen (he had an accident and lost both his legs). Elicit a few ideas answering the question in Ex 1.

VIEW

- 2A ▶ Read the question aloud and ask Ss to predict the answer. Play the BBC video clip, then check the answer as a class. Elicit the class's reaction to Billy returning to racing. Ask why they think he did it and what kind of person they think he is.

EXTRA SUPPORT: TEACHER Formula 3 (F3) involves open-car solo racing like Formula 1 (F1). F1 is the top league for professionals. F2 is for drivers who are transitioning from amateur to professional racing. F3 is the upper end of junior racing and is for amateurs.

ANSWER:

(less than) one year

- B Check Ss understand the meaning of *hands steering* (= using the steering wheel to change direction, but also to brake and accelerate), *artificial legs* (= things made for people without legs so they can walk) and *raised money* (= collected money). Give Ss time to read and order the events alone, then check their answers in pairs. Don't check the answer with the class yet.
- C Check understanding of *hero* (= someone people admire because of their skills or qualities) and *truly* (= really). Give Ss time to read and try to complete the sentences from memory before they discuss their ideas with a partner. Don't check answers with the class yet.

EXTRA SUPPORT Provide a list of the words to complete the sentences in a mixed up order for Ss to refer to.

- D ▶ Play the video clip again so Ss can check their answers to Exs 2B and 2C. Play it all the way through once, then check the answer to Ex 2B. Play it again, stopping after each sentence in Ex 2C and checking the answer with the class.

ANSWERS:

Ex 2B

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

Ex 2C

- | | | |
|---------|--------------|-----------|
| 1 races | 2 wheelchair | 3 legs |
| 4 hands | 5 fast | 6 amazing |

- 3 Read the question in Ex 3 to the class, then put Ss in pairs to discuss it. Elicit ideas from the class.

POSSIBLE ANSWERS:

his family, a doctor, the public, a design team, his own positive attitude

GRAMMAR

be + adjective + to infinitive

- 4A Explain that all the sentences in the activity come from the video clip. Ask Ss to do the task individually, then check their answers in pairs. Ask the whole class what verb form each answer takes (to infinitive) and why (it comes after an adjective).

ANSWERS:

- | | | |
|------------|----------|----------|
| 1 to learn | 2 to try | 3 to see |
|------------|----------|----------|

EXTRA IDEA Point out that *to* is pronounced in its weak form in connected speech, i.e. /tə/. This is also true of *for* /fə/. Model and drill this using the sentences in the exercise.

- B 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. You might want to divide them into sections and ask questions after each one to check understanding.

- 1 In this exercise, Ss have to think about meaning and form. Do the first item as a class, then ask Ss to complete the rest of the task alone. Put Ss in pairs to check answers. Check answers as a class.

ANSWERS:

- | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| 1 f | 2 b | 3 e | 4 c | 5 g | 6 a | 7 d |
|-----|-----|-----|-----|-----|-----|-----|

- GB 2** This task focuses on word order when using the *to* infinitive after an adjective. Do the first item as a class, then monitor as Ss complete the rest of the task, providing individual feedback where possible. Put Ss in pairs to check any answers they are unsure of. In feedback, display the answers so Ss can check their own against them if possible.

ANSWERS:

- 1 It's fine for you to come.
 - 2 It's great to see you again.
 - 3 It's OK not to be perfect.
 - 4 It's better to listen than to speak. / It's better to speak than to listen.
 - 5 Is it unusual for Wendy to cancel meetings?
 - 6 It's important to lock all the windows.
 - 7 It was exciting to meet Rachel.
 - 8 It was kind of you to pay for the meal.
 - 9 Was it hard to learn Spanish?
 - 10 It isn't safe for us to drive in this weather.
 - 11 Is it wrong to expect a 'thank you' message?
 - 12 It's quicker to travel by car than by train. / It's quicker to travel by train than by car.
- 3** Ask Ss to cover the exercise. On the board write the two sentences in item 1, but not the answer. Ask Ss to work in pairs and try to write one sentence that includes the ideas in both sentences and elicit ideas. Ss uncover the example to check the answer. You could also do the second item with the class to check they have understood before they do the rest of the exercise on their own. Monitor, providing individual feedback where possible, then put Ss in pairs to check their answers. Check answers as a class.

ANSWERS:

- 2 I was very sorry to hear your news.
- 3 Are you ready to leave now?
- 4 It's nice to have a balcony.
- 5 Adrian was sorry not to go to the party.
- 6 It's safe to drink the water.
- 7 It isn't polite to start eating before other people.
- 8 It's important for Isabella to pass the exam.
- 9 You were right to ask for a clean spoon.
- 10 I was pleased to meet my new manager yesterday.

EXTRA IDEA Write a few sentence prompts on the board (e.g. *It's common for people to ... around here. It's difficult for me to ... It's good to ... at the weekend.*). Ask Ss to complete them with their own ideas, then share them with a partner and ask and answer follow-up questions. Invite a few Ss to share something they learnt from their partner with the class.

EXTRA IDEA: DYSLEXIA Read out the suggested prompts in the Extra idea above one by one. Each time, ask Ss to turn to their partners and repeat them, finishing them with their own ideas. Give Ss time to explain their ideas to their partners.

SPEAKING**talk about a challenge**

5A Demonstrate the task by telling Ss about something difficult you had to do related to one of the topics, e.g. 'I had to read out a poem at my friend's wedding, but just before I had to do this, I lost the piece of paper with the poem on it. Luckily, I found it five minutes before it was my time to speak!' Ask Ss to read the topics and choose a topic from the list or think of their own idea. Check understanding of *playing a solo* (= playing a musical instrument on your own). Set a time limit, e.g. two minutes, for this part of the task, then put Ss in pairs to tell each other about their challenging activities. Monitor and listen to how well Ss describe these challenges so you can provide feedback on any improvements in Ex 6.

- B**  **6.07** | Ask them to read the questions, then play the recording. Put Ss in pairs to check their answers. Check answers as a class.

 AUDIOSCRIPT 6.07

This happened when I was in my early twenties. My sister got married and she asked me to make a speech at the wedding. The problem was that I wasn't very confident and it was hard for me to speak in front of a lot of people, but my sister asked me to do it and I didn't want to say no.

So I wrote a speech with some stories in it about when we were kids and about what a great sister she was. Then I wrote that I was happy for her, that I really liked her new husband and wished them years of happiness.

Then I found I had a problem. I was fine to tell the stories, but when I got to the part about my sister being a great sister and all that, I started to cry and I couldn't speak normally. I thought, 'This is crazy, I can't start crying in front of 200 people!' I practised again and again, but each time, I started crying.

Well, the wedding day came and then the party, and finally it was my moment. I stood up and everyone looked at me – 200 people ... 200 smiling people. I was shaking. I felt in my pocket for the paper with the speech. It wasn't there. So I said out loud, 'Well, I don't have my speech, so I guess I have to tell you my real feelings.' Everyone laughed. At that moment, I relaxed. I told the stories. I talked about my great sister. And I didn't cry.

Everything ended well, but it's one of the most difficult things I've ever done. I still feel the same way about making speeches – it's not for me.

ANSWERS:

The person had to make a speech at a wedding. She lost the paper with the speech on it, but people laughed and after that she felt relaxed. The result was good.

- C**  **6.07** | Ask Ss to read the Key phrases. Mime or elicit the meaning of *shaking* (= make quick movements you can't control when you're nervous), then play the recording. Ask Ss to tick the phrases the speaker uses, then check answers as a class.

EXTRA SUPPORT: DYSLEXIA Read out the Key phrases with the class to provide a pronunciation model. Ask Ss to repeat them so they can practise saying them and gain confidence in using them.

ANSWERS:

All the phrases are used, except 'I was afraid (of making a mistake).' and 'I was really nervous.'.

- 6** Tell Ss that they are going to retell their stories from Ex 5A to a new partner, this time using some of the Key phrases from Ex 5C. You could demonstrate this with the same story you told in Ex 5A, e.g. 'This happened when I was in my thirties. I had to read a poem in front of a hundred people at my friend's wedding. I was really nervous, but ...'. Ensure Ss are working in new pairs, then monitor as they retell their stories, listening for improvements, along with any good or incorrect examples of the target language from the lesson. In feedback, ask one or two Ss to share their partner's story. Highlight improvements between Ex 5A and this task and elicit corrections to any errors with the target language.

EXTRA SUPPORT Give Ss time to think about how they can use the Key phrases in Ex 5C to tell their story before they do the speaking task.

WRITING**write about a challenge**

- 7A** Check understanding of *verse* (a set of lines from a song or poem). Ask Ss to read the first paragraph of the story and think about the question in pairs. Elicit some ideas from the class, then ask Ss to read the story to check their ideas. Check the answer as a class.

ANSWER:

The writer saw that people were smiling and were enjoying the show. This made him feel relaxed and he played well.

- B** Ask Ss to scan the article for examples of adjectives + *to* infinitive and of the Key phrases, then compare answers in pairs. Check answers as a class, pointing out that Ss can include these structures in their own stories.

ANSWERS:

adjective + *to* infinitive: difficult to play, difficult for me NOT to make the mistake, amazed to see

Key phrases: This happened when I was (at university).; The problem was that (our first song had a big guitar solo in it).; I was really nervous.; At that moment, I relaxed

- C** Tell Ss that they are going to write the stories they told in Ex 6. Give them time to think about what they will say and in what order. Remind them to use at least four of the key phrases in Ex 5C. Ss then write their stories either in class or for homework. If they do the task in class, monitor, providing individual feedback and support with vocabulary where possible.

EXTRA SUPPORT Provide a paragraph plan for Ss to use when planning their stories:

Paragraph 1: *When? Where? What?*

Paragraph 2: *What happened first?*

Paragraph 3: *What happened next? How did you feel?*

Paragraph 4: *What happened at the end? How did you feel?*

- D** Ask Ss to share their stories in pairs or groups. In positive stories the listeners decide what helped the person. In negative stories they ask the writer if they have ever tried the challenge again. In feedback, ask one or two groups to share what they discussed with the class.

EXTRA IDEA: DIGITAL Ask Ss to share their stories via a digital tool. The class can then access that tool to read each other's stories.

TO FINISH

On the board, write:

- *After this lesson, it's easier to ...*
- *It's still difficult to ...*
- *It was interesting to ...*
- *It was useful to ...*

Ask Ss to complete two of the prompts with their own ideas. Monitor to see what Ss write, identifying ways they can address challenges with the language or skills in the lesson and discussing common ideas in class feedback. Use the information to inform future lesson planning.

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, 2A, 3A, 4A, 4B and 5A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

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

- **Ex 4C:** Nominate a student and ask them to say one of their additional words. The other Ss type the group it relates to in the chat box. The fastest then reads out one of their words and the task is repeated.

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: adverbs of frequency and manner, present perfect simple (with *just, already, recently, still, yet*), *be* + adjective + *to* infinitive; Vocabulary: sports collocations (*play, do, go*), actions, physical actions, health and illness, the body and symptoms; How to ... talk about health problems). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

adverbs of frequency and manner

1 A Before Ss do the task, review how to make adverbs from adjectives with the class. Write *I'm a quick runner.* and *I run ____.* (quickly) to elicit that we usually add *-ly* to the end of the adjective. Ss complete the task. Put Ss in pairs to check answers. Check answers as a class.

ANSWERS:

1 negatively
2 sadly
3 slowly
4 safely (*slowly* is also possible)
5 loudly

B Put Ss in pairs and ask them to take turns to ask the questions and discuss them together. Invite one or two Ss to share something they learnt about their partner with the class.

EXTRA CHALLENGE Ask fast finishers to write a sixth question about learning languages that includes an adverb of manner, e.g. *Why do you think some people learn languages very quickly?* They write this alone and then ask it to a partner.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the questions so dyslexic learners do not need to read aloud.

present perfect simple (2)

2 A Ask Ss which adverbs are used with the present perfect simple (*just, recently, already, yet* and *still*) and what position they usually come in. Refer Ss to the Grammar Bank notes on page 117 if they need to remind themselves of this. Ask Ss to do the task alone, then check answers as a class.

ANSWERS:

2 a 3 a 4 b 5 a 6 a 7 b 8 b

B Look at the example with the class. Put Ss in pairs to tell each other which of the statements are true for them and to find out more information about each one. Invite one or two Ss to share something they learnt about their partner with the class.

be + adjective + to infinitive

3A Complete the first sentence as a class to model the activity. Make it clear that each sentence has one extra gap which they should leave empty. Ss complete the task alone, then check answers in pairs. Check answers as a class.

ANSWERS:

- 2 It's easy **to** make friends.
- 3 It's not difficult **to** understand the public transport system.
- 4 It's important **to** dress nicely when you go shopping or to a restaurant.
- 5 People are happy **to** help visitors in the street.
- 6 It's safe **to** walk in the street late at night.
- 7 It's useful **for** visitors **to** have a map.
- 8 It's common **for** children **to** play in the street.

B Put Ss in pairs to complete the task. Monitor, assessing Ss' use of the target language. Invite a few Ss to share their ideas with the class, providing feedback where relevant.

EXTRA SUPPORT Ask Ss to tick the sentences that are true for their hometown (either the town where they live or the town they grew up in) so they have time to think about them before they discuss them in pairs.

VOCABULARY

4A Before the activity, make it clear that the words come from different lessons in the unit. Do the first one as a class. When Ss have finished, elicit the correct answers and display them on the board so they can check their spelling.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing a list with the first letter of each answer, e.g. *a_____*, then reading out a definition for each word (e.g. *a sport where you run, jump and throw things*). Ss listen and write down the answer (athletics). Put Ss in pairs to check answers, then check as a class.

ANSWERS:

- | | | |
|-----------------|-------------|--------------|
| 1 athletics | 2 climb | 3 a cough |
| 4 fall over | 5 finger | 6 shoulder |
| 7 a sore throat | 8 toothache | 9 volleyball |

B Copy the table without the example onto the board. Ask Ss which column *athletics* goes in and check the answer. Ss do the rest of the task, either alone or with a partner. Check answers as a class, completing the table on the board.

ANSWERS:

sports: *athletics*, volleyball

actions: climb, fall over

parts of the body: finger, shoulder

symptoms: a cough, a sore throat, toothache

EXTRA CHALLENGE Ask Ss which verb goes with the two sports (*do athletics*, *play volleyball*).

C Suggest Ss don't use their vocabulary notes or the Vocabulary Bank for this task. Put Ss in pairs to think of words, then ask them to compare ideas with another pair. Elicit ideas from each group and add them to the table in feedback.

D Read out the example, making it clear that the stories must be short and pointing out that Ss can choose from all the words now in the table on the board, then give them time to think of ideas. Monitor as Ss tell their story to a partner, checking they are using the vocabulary appropriately. Alternatively, Ss can prepare a story in pairs, then work with another pair to tell their stories.

5A Ask Ss to read the text and tell you why the person chose to play snooker and if it was a good decision, ignoring the gaps for the moment. Check ideas (other sports were too dangerous but the person got hurt playing snooker, too). Ss complete the task alone, then check answers in pairs. Don't check answers with the class yet.

B  **R6.01** | Play the recording, pausing as necessary so Ss can check their answers. Check answers as a class.

ANSWERS:

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

TO FINISH

Put Ss in groups and give them a set of vocabulary items from Unit 6 (each word should be on a separate piece of paper). Ss lay out the words so they can all see them, then take turns to choose and define a word without saying it. The first student to take the paper with the correct word wins it. Ss take turns to define and guess words until only one is left. The student with the most words wins. You could give Ss blank pieces of paper and ask them to write three additional words each (from different lessons to avoid repetition) to continue the game. As this would be difficult with online classes, instead ask Ss to choose a word from the unit and think of a definition for it. Ask a student to give the definition orally to the class. All Ss type the answer in the chat box, but the first to answer wins. Repeat with all Ss in the class. With larger classes, ask Ss to do this in groups in breakout rooms.

7 downtime

Global Scale of English **LEARNING OBJECTIVES**

7A Where shall we go?

- **LISTENING** | Understand conversations about arrangements: going out and staying in
- Plan what to do at the weekend: present continuous with future reference; other future forms
- Pronunciation: linking /j/, /w/ and /r/
- Write an email making arrangements

GSE INFORMATION

VOCABULARY

30–42 Can use language related to going to a movie, concert, exhibition, etc.

LISTENING

40 Can understand enough to manage simple routine exchanges without undue effort.

GRAMMAR

42 Can use the present continuous with future reference.

38 Can use 'in' as a preposition of time with future reference.

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

SPEAKING

42 Can make simple future arrangements and plans with reference to a diary or schedule.

WRITING

40 Can write simple texts or emails making arrangements to meet, given a model.

38 Can write a simple email to confirm information about a meeting (times, dates, etc).

7B Takeaway

- **READING** | Understand an article about takeaway around the world: eating out and eating in; containers
- Create a class survey: indefinite pronouns: *someone*, *nothing*, *anywhere*, etc.
- Pronunciation: sentence stress with indefinite pronouns

GSE INFORMATION

VOCABULARY

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

READING

40 Can scan a simple text, identifying the main topic(s).

GRAMMAR

40 Can use singular verb forms with impersonal pronouns 'every/any/no/some+body/where/one/thing'

SPEAKING

44 Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.

7C At the exhibition

- **HOW TO ...** | ask for and give permission: permission
- Pronunciation: polite intonation when asking permission

GSE INFORMATION

VOCABULARY

30–42 Can use language related to permitting or prohibiting.

HOW TO ...

41 Can use 'May I/we ...?' for formal and polite requests for permission.

37 Can use 'must' to express obligation and necessity in the present and near future.

46 Can use 'mustn't' to express prohibition in the present and near future.

SPEAKING

40 Can ask for and give or refuse permission.

7D Nice picture!

- **BBC STREET INTERVIEWS** | Understand street interviews about taking photos
- Talk about a photo: adverbial and prepositional phrases
- Describe a favourite picture

GSE INFORMATION

VIEW

42 Can understand the main points of a short, informal interview on a familiar topic.

GRAMMAR

38 Can use a range of common adverbs and adverbial phrases of position.

37 Can use phrases with prepositions + adjectives + nouns.

37 Can use 'with' and 'without' to refer to (lack of) possession and attribution.

SPEAKING

41 Can participate in short conversations in routine contexts on topics of interest.

WRITING

38 Can write short, basic descriptions of places, people or things.

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.

▶ Read the vlog question with the class. Explain to Ss that they will now watch a video of people answering it and should count how many people did activities connected to food. Play the video, then put Ss in pairs to discuss their answers and try to remember what activities connected to food speakers did. Check the answer with the class and elicit what Ss can remember about what the speakers said about activities connected to food. Explain or elicit the meaning of *had a picnic* if necessary and check Ss understand that *long in lunch* refers to the length of time.

Remind the class of the vlog question, then put Ss in pairs to discuss it. When they have finished, invite a few Ss to share with the class whether they and their partner did similar or different things, then ask Ss to put their hands up if any activities they talked about were connected to food.

ANSWERS:

Five people mention an activity which is connected with food:

Speaker 1 went to a (noodle) restaurant (for lunch).

Speaker 2 went to a street food market.

Speaker 3 went out to dinner.

Speaker 4 had a picnic.

Speaker 6 had a long lunch.

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 Where shall we go?

GRAMMAR | present continuous with future reference; other future forms

VOCABULARY | going out and staying in

PRONUNCIATION | linking /j/, /w/ and /r/

LESSON OVERVIEW

In this lesson, Ss talk about going out and staying in. The lesson starts with Ss learning and practising phrases used to describe activities we do when we go out and stay in, with a focus on /j/, /w/ and /r/ linking when pronouncing these phrases. Ss then listen to conversations between people talking about their arrangements for the weekend. This leads into the grammar where they learn and practise using the present continuous with future reference and other future forms. Then there is a speaking activity where Ss make arrangements with their classmates. The lesson ends with a writing activity where Ss write an email to make arrangements.

Online Teaching

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

- **Ex 2B:** Use the camera on your device to provide Ss with a close-up of how the mouth position at the end of one word can influence the sound added before the next word. Encourage Ss to look at the position of their own mouth using their cameras to see if it is the same as yours.
- **Ex 3A:** Ask Ss to type the letter of the photo that matches each conversation in the chat box. Ask Ss whose names begin with a letter between A–F to share their answers to conversation 1, Ss whose names begin with G–L to share answers to conversation 2 and so on.
- **Ex 6:** Put Ss in groups in breakout rooms and ask them to take turns to invite someone to make an arrangement with them.

Additional Materials

For Teachers:

Presentation Tool Lesson 7A

Photocopiable Activities 7A

Writing Bank 7A

Grammar Bank 7A

For Students:

Online Practice 7A

Workbook 7A

TO START

Books closed. Put Ss in pairs and ask them to tell each other about their plans for the weekend, later that day or the next day. Monitor, listening to Ss' use of future forms to get a sense of how well they can use them. Invite Ss to share any interesting plans 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

going out and staying in

1 A Check Ss understand *neighbourhood* (= the area around your home), then put them in pairs to do the task. In feedback, elicit and note ideas on the board. Note that Ss are likely to use some of the collocations from Ex 1B, e.g. *I sometimes go to the cinema*. Check these are correct or come back to them after Ex 1B and invite corrections then. Leave the ideas on the board for Ss to refer to in Ex 1C.

B Books closed. Do the example with the class. On the board, write *go: sightseeing, on a tour, a band, for a coffee, shopping*. Tell Ss that one of the phrases doesn't go with *go* and give them time to identify it. Now write *go to, have, see, watch* and explain that the incorrect phrase goes with one or more of these verbs. Elicit the answers then refer Ss to the word webs on page 68. Monitor as Ss do the rest of the task, assisting as necessary. In feedback, check understanding of potential new vocabulary (e.g. *go to a concert, see a comedy, see a band, have a rest, watch a race*). Remind Ss that for some places in a town, we use *the* e.g. *go to the theatre, go to the cinema*.

ANSWERS:

go: ~~a band~~; correct groups: **see** a band and **watch** a band

go to: ~~a programme~~; correct groups: **watch** a programme or **see** a programme

have: ~~out with friends~~; correct group: **go** out with friends

see: ~~an evening out~~; correct group: **have** an evening out

watch: ~~a club~~; correct group: **go to** a club

EXTRA: ALTERNATIVE IDEA Ask Ss to identify any phrases they are unsure of, then put them in pairs to peer-teach each other these phrases where possible. If both are unsure, they can check their ideas using a dictionary. With the class, invite pairs to share phrases they are unsure of or check meanings with you.

EXTRA SUPPORT: TEACHER When talking about going out to the cinema, a sports stadium or the theatre, we usually use *see*, e.g. *see a film, see a play*. When we are at home, we usually use *watch*, e.g. *watch a film, watch football (on TV)*. *Game* and *match* are used interchangeably, though the former is more common in the US (*basketball game, cricket match*). Note that in tennis, a game is part of a match.

C Give Ss time to tick the activities in Ex 1B they've done recently individually. (If you wrote activities on the board in Ex 1A, they could also use these.) Then put them in pairs. Monitor as Ss discuss the activities, checking their use of the target collocations. Provide feedback on this after inviting one or two pairs to share what they learnt about each other with the class.

EXTRA SUPPORT Review the use of the present perfect by asking Ss to identify the tense in the first line of the example and why it is used (a recent past activity with *recently*). Review the past participles of the verbs *go, see, have* and *watch* and encourage Ss to use the present perfect when discussing the activities.

PRONUNCIATION

linking /j/, /w/ and /r/

2 A Remind Ss that in fluent speech, we often link words together by adding or removing sounds to pronounce them more quickly and easily. Put Ss in pairs and encourage them to say the sentences out loud so they can hear what happens when the words in bold are linked. Monitor and assess Ss' ability to identify the additional linking sounds. Elicit ideas from the class, but don't check them yet.

EXTRA SUPPORT: DYSLEXIA If your dyslexic learners prefer direct instruction, model the three linking sounds and put them on the board. You could then do Ex 2B so Ss hear the model before trying to establish which sounds are used.

ANSWER:

We link the words by adding a sound: /j/, /w/ or /r/.

B  **7.01** | Read the question out loud to model the sounds, then play the recording. Ss check their ideas in Ex 2A and answer the question. Play the recording twice if Ss find it difficult to hear the linking sounds. In feedback, play each sentence again so Ss can focus on the target sounds. Ask why they are added (because the first word in bold ends in a vowel sound or diphthong and the next word starts with a vowel sound or diphthong. The extra sound is added to make it easier to pronounce the two words together).

ANSWERS:

with /j/: see_a (sentences 2 and 4)

with /w/: to_a (sentence 1), go_on (sentence 5)

with /r/: for_a (sentence 3)

EXTRA SUPPORT: TEACHER We use /j/ to link words ending with /ɪ/ or /i:/ sounds (including diphthongs) to a word beginning with a vowel or diphthong, e.g. Yes, she_is. /ˈjiːjɪz/; my_address /ˈmaɪjədres/.

We use /w/ to link words ending with /u:/ or /ʊ/ sound (including diphthongs) to a word beginning with a vowel or diphthong, e.g. Yes, you_are. /ˈjuːwɑː/; Go_away. /ˈɡʊəwəweɪ/.

We use /r/ to link words ending in 'r' to a word beginning with a vowel or diphthong. Although 'r' is part of the word, we don't normally pronounce it in British English, e.g. It's room number four /ˈnʌmbə/ /fɔː/. Compare this with *It's room number eighty-four_on the second floor.* /ˈeɪtɪfɔːrən/.

C  **7.01** | Play the recording, pausing after each sentence to give Ss time to repeat it chorally, then nominate Ss to repeat it individually. To help Ss get the linking right, you could start by drilling the words in bold in isolation first.

D Use the example to model the task. Explain that Ss need to say no and suggest an alternative. Continue the example with a confident student, e.g. You: 'Would you like to go to a concert?' S: 'Yes, I'd love to go to a concert.'. Make sure the correct sound between the words in bold is used. Put Ss in A/B pairs. Ask Student Bs to close their books. Set a time limit for Student As or ask them to suggest three different activities. When they have finished, Ss swap roles. Monitor and help Ss produce the right sounds by modelling and drilling the linking. Deal with any common issues with the class.

EXTRA IDEA: DIGITAL Ask Ss to record themselves doing the activity, then listen to the recording to identify whether they added the sounds between the words in bold in Ex 2A correctly or not.

LISTENING

3A  **7.02** | Give Ss time to look at the photos. Elicit what they can see and note any useful vocabulary on the board, e.g. *boat, river, concert hall, festival, market, open-air movie theatre*. Check understanding of *open-air* to describe a cinema (or *movie theatre* in US English) that is outside. Tell Ss they are going to listen to a podcast (a programme in the form of a video that can be downloaded from the internet) with conversations with people mentioning these places and they need to put them in the order the speakers talk about them. Play the recording, then check the answer as a class.

 AUDIOSCRIPT 7.02

**P = Phil C = Camila T = Tamiko A = Anna
D = David S = Stef**

- P: Hi, this is Phil Taylor. Welcome to my podcast *Around the World*, where we have a video chat with people in four different countries and ask them the same thing. Here in Ireland it's 11 a.m. on Saturday morning and my question is, 'What are you doing this evening? What plans do you have?' Today we've got Spain, Japan, Hungary and New York, and we'll open things up for the rest of the world in a little while. So let's get going. Hi everyone! So, who wants to start? Maybe Camila? Camila you're in Spain, in Barcelona today, I think ... Er, what time is it there?
- C: It's twelve noon here.
- P: What are you doing this evening?
- C: Well, today's the last day of the Primavera festival. The festival is once a year, but this is my first time there. So at nine, I'm meeting some friends near the beach. The weather's good at the moment and there are some great bands. We're going to listen to the music and dance all night!
- P: That sounds brilliant! Enjoy! Now let's go to the other side of the world. Tamiko, in Japan ... What time is it there?
- T: It's 7 p.m.
- P: And where are you?
- T: I'm in Kyoto. My brother is coming here in a few minutes and then we're going out. We're having dinner on a boat on the river.
- P: Dinner on a boat! Sounds nice. Er, what are you going to eat?
- T: We're having fish of course. Fresh fish. The chef cooks the fish in front of us.
- P: It sounds amazing. Anna and David, you're in Hungary, yes?
- A: Yes. We're staying with some friends in Budapest. It's our first time here.
- P: And I think Hungary is one hour ahead of us.
- D: Yes, it's twelve o'clock here.
- P: What are your plans for this evening?
- A: Well, erm, this afternoon we're going sightseeing and then this evening we're all going to a concert in the House of Music.
- P: The House of Music. What's that?
- D: It's a concert hall in Budapest. It's really beautiful. Have a look online.
- P: I'm looking at it right now. Wow! It looks brilliant. All those trees. They're growing through the roof. And that light! Er, what's the concert?
- A: It's classical music – Beethoven and Mozart.
- P: Have a great time! And next it's Stef in New York City. What time is it there Stef?

S: It's six o'clock in the morning here.
P: You're up early!
S: Yes, it's my birthday today.
P: Happy birthday! So do you have any special plans for this evening?
S: Yes. My husband is taking me to an open-air movie theatre tonight. It's next to the river, under the stars. I've heard about it, but I've never seen a movie there. It looks very romantic!
P: It sounds lovely. Have a great evening!
S: Thanks, Phil. I love your show. What are **you** doing tonight?
P: Me? I haven't decided yet. The cinema sounds like a good idea. I'll have a look now and see what's showing.

ANSWERS:

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

B Give Ss time to read the questions alone before sharing ideas with a partner. Elicit answers as a class, but don't check them yet.

EXTRA SUPPORT Play the conversations again, giving Ss time to select questions after each one. Check answers as a class instead of doing Ex 3C.

EXTRA CHALLENGE Ask Ss to cover Ex 3B, then play the conversations again. Pause after each one and ask Ss to write down two possible questions that could be asked next. Ss then compare their ideas with a partner. Elicit ideas, then ask Ss to do Ex 3B. Ss move onto Ex 3C to check their answers.

C  **7.02** | Play the recording again so Ss can check their ideas. Check answers as a class.

ANSWERS:

Conversation 1: Camila (Spain) a, h
Conversation 2: Tamiko (Japan) c, e
Conversation 3: Anna and David (Hungary) b, f
Conversation 4: Stef (New York City) d, g

D Put Ss in pairs to discuss their answers. In feedback, do a class survey to find out which place is the most popular. Ask Ss to share their reasons.

GRAMMAR

present continuous with future reference; other future forms

4A Elicit any ways Ss know to talk about the future and discuss them as a class. Alternatively, you could direct Ss to audioscript 7.02 on page 168 and ask them to find as many ways to talk about the future as they can. Check answers and direct Ss to Ex 4A. Make it clear that the sentences come from the vodcast in Ex 3A. Give Ss time to do the task, then compare answers in pairs. Check answers as a class.

ANSWERS:

- 1 *be going to* + infinitive
- 2 present continuous x2
- 3 present continuous
- 4 *will* + infinitive

B Elicit or explain the meaning of *arrangement* (a future plan, usually with someone else, that has been agreed) and how it differs from a plan or intention (with an arrangement, we usually know the place and time and might have already booked or bought tickets). Ss do the task, then compare answers in pairs. Check answers as a class or refer Ss to the Grammar Bank notes on page 120 to check. You might want to point out that *be going to* is sometimes also used to describe future arrangements and that when the main verb is *go*, the present continuous is usually used for future plans and intentions instead of *be going to*.

EXTRA SUPPORT: DYSLEXIA In feedback, display the sentences, indicating each future form in a different colour to help Ss identify them.

ANSWERS:

- a 2, 3 b 4 c 1

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 in the lesson and check they understand the key points, in particular the use of the different future forms.

- 1** This exercise focuses on form. Make it clear that two future forms might be possible in some cases and do the first item together as a class. Ss work alone to complete the task, then check answers in pairs. In feedback, ask Ss to explain their choices.

ANSWERS:

1 a, b **2** c **3** a, b **4** c **5** a

- 2** This exercise focuses on form and meaning. Correct the first sentence with the class. Make it clear that two sentences are correct and point out the use of *in* for future time expressions, e.g. *in two weeks* or *in two weeks' time*. Explain that Ss should also check the future time expressions are correct. Monitor as Ss do the rest of the task, providing individual feedback, then address any common issues when checking answers as a class.

ANSWERS:

- 2** Do you need some money? I'll lend you some.
3 Thank you for the party invitation. What ~~will~~ **shall** I bring?
4 We're landing in five minutes.
5 correct
6 I'm not going **to** tell you my plans.
7 How much luggage ~~do you take~~ **are you taking** next week?
8 When **are** you starting the IT course?
9 correct
10 I'm seeing Ali in a month's time.
11 When ~~they're~~ **are they** going to sign the contract?
12 Oh, so there's no more fish? Then I'll have the steak.

SPEAKING

- 5A** Focus Ss' attention on the diary pages (if the weekend doesn't fall on Saturday and Sunday where you teach, adjust it as necessary). Ask Ss to reproduce them in their notes, leaving space in each box to write a few notes. Recreate the diary pages on the board and demonstrate the task by placing three activities from the word webs in Ex 1B and one of your own choice in any four of the boxes. Make it clear that if Ss write their own activities, they have to be things they can do with other people outside their home. Monitor, checking they are on task.

- B** Ss now add further details to the activities they have written, i.e. what, where, when. You could demonstrate with one of your activities, e.g. *have dinner, The Spice, 8 p.m.* Monitor, checking they are on task.
- C** Go through the useful phrases, asking Ss to identify the purpose of each one (to invite [the first two], to refuse, to accept and agree on a place). Teach or elicit *What time shall we meet?* to help Ss with their arrangements. Put Ss in pairs to make an arrangement. Monitor and assess Ss' use of future forms and the useful phrases. Provide feedback on this as a class.

FUTURE SKILLS | Communication

- 6** Ask Ss to think about how they check arrangements in their own language, then ask if they know how to do this in English. Elicit ideas, then ask Ss to read the Future Skills box and check if the strategy is similar or different to how they would do this in their own language. As an example, ask a student to arrange an activity with you using the phrases in Ex 5C, then repeat the information to check what's been arranged.

Ss now move around the room, making arrangements and filling up their diary pages with the details. Make it clear that Ss should arrange only one activity with each student, although if you have a very small class, they could arrange two per person. Monitor, assessing Ss' use of future forms. In feedback, invite Ss to report back on the activities they are most looking forward to.

EXTRA IDEA Drill the useful phrases before Ss make their arrangements. Model appropriate intonation, in particular for accepting an invitation (*I'd love to.*) and turning down an invitation (*Sorry, I can't.*) so that Ss can sound suitably pleased or sad.

WRITING

write an email making arrangements

- 7A** Ask Ss if they know anything about Munich and what you can do there, then give them time to do the task. Elicit possible answers, but don't check them yet.

ANSWERS:

- 1 To ask her friend what activities she would like to do in Munich.
- B** Refer Ss to the Writing Bank on page 94. Tell them that they will read the full email to check their ideas for question 2 in Ex 7A with the writer's list.

WB ▶ page 94 **WRITING BANK**

- 1A** After Ss do the task, ask them to hold up fingers to represent the number of ideas they guessed correctly in Ex 7A on page 69. Check understanding of *musical* (a play, or show, where people sing and dance).

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read.

- B** Give Ss time to answer the questions, then put them in pairs to discuss. In feedback, ask a few Ss to share their answers to question 1 and check answers to question 2.

ANSWERS:

- 2 She needs to arrange renting bikes, seeing a play, going to a basketball match, seeing live music, having friends round for a party.
- C** Give Ss time to read the reply and answer the questions. Check answers as a class.

ANSWERS:

- 1 friends coming round, renting bikes, going to the theatre, having lunch at the market
- 2 dinner at her place, lunch at a fish restaurant, going to a club
- D** Ask Ss to find one example of the present continuous in the email in Ex 1C. Ss then find and count all the examples. Put Ss in pairs to check their answers to question 1 and discuss their ideas for question 2. Check answers as a class. Note that in all cases, the writer could use *be going to*, but it's more common to use the present continuous in these types of arrangement. The writer does use *be going to* twice in the first paragraph, but these are predictions rather than intentions. You could address this with stronger classes.

ANSWERS:

- 1 There are five: we're having dinner, Some of my friends are coming round, we're renting bikes and cycling up the river, we're going to the theatre, we're going to a club
- 2 She chooses the present continuous because she's talking about arrangements she has made.

- 2A** Explain the situation, then monitor as Ss write their activities individually, checking they are on task.

EXTRA: ALTERNATIVE IDEA Ss could do Ex 2B as a writing task for extra practice. Ask them to use the model text in Ex 7A to write an email to their partner suggesting six activities. They then 'send' this email to their partner who replies briefly with their preferences. Ss can then base their email in Ex 2C on this reply.

- B** Put Ss in pairs to tell each other the activities they thought of in Ex 2A so their partner can choose their top three. Suggest Ss note these down so they can remember them for Ex 2C. Again, monitor to check Ss are on task.
- C** Encourage Ss to plan their emails before they write them, using the bullet points and their notes from Ex 2B. Encourage Ss to include useful phrases from the email in Ex 1C and to use the present continuous for arrangements. Ss write their email in class or for homework. If they do it in class, monitor, providing support and feedback where helpful.

EXTRA IDEA In pairs, Ss swap emails and check each other's use of the present continuous, identifying good examples and suggesting corrections where necessary.

TO FINISH

Ask Ss to think of three arrangements they have over the next week, then put them in pairs, preferably with a different partner to the one they had in the To start activity. Ss tell each other about their arrangements and ask follow-up questions. Demonstrate this with a confident student, e.g.:

You: 'I'm meeting a friend for lunch on Saturday.'
Student: 'Where are you meeting?'

When they have finished, ask Ss to think about how confident they feel about talking about future arrangements compared to the start of the lesson. Ask them to discreetly show you three fingers for confident, two for quite confident and one for not confident or note it down for you to check while monitoring. Use feedback to plan future lessons and a class discussion on ways for Ss to build confidence, e.g. by accessing further practice material, by writing a summary of the arrangements they have in their calendar, etc.

7B Takeaway

GRAMMAR | indefinite pronouns: *someone, nothing, anywhere*, etc.

VOCABULARY | eating out and eating in; containers

PRONUNCIATION | sentence stress with indefinite pronouns

LESSON OVERVIEW

In this lesson, Ss talk about meals. The lesson starts with Ss learning and using vocabulary related to eating out and eating in and then reading an article about takeaway around the world. This leads into the grammar where Ss learn and use indefinite pronouns: *someone, nothing, anywhere*, etc. There is a pronunciation focus on sentence stress when using these pronouns. The lesson ends with a speaking activity where Ss do a class survey and report back on the results.

Online Teaching

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

- **Ex 1A:** As Ss will work in pairs in breakout rooms in Ex 1C, conduct this exercise as a class activity to avoid breakout room fatigue.
- **Exs 3B and 3D:** Allow Ss to turn off their cameras when they read so they can focus on the text, but set a time limit so they know when to switch their camera back on. You could also ask Ss to use the thumbs up icon to tell you when they have finished.
- **Ex 7B:** Put Ss in groups in breakout rooms, then ask them to take turns to ask and answer their questions and record the results. Ss then rewrite the sentences in Ex 7A as a group on a collaborative document that you and other Ss can view. Ask them to report back to the class on their two most surprising results.

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

Books closed. Put Ss in pairs and ask them to tell their partner about the last meal they ate. They should say what it was, where they ate it and who they ate it with. Alternatively, do an A–Z food brainstorm. Put Ss in pairs or small groups and give them three minutes to try to think of one food item for each letter of the alphabet, e.g. *apple, bread*, etc. When the time is up, pairs/groups count their food items. The one with the most items wins.

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

VOCABULARY

eating out and eating in

- 1 A** Check Ss understand the difference between *eating out* (e.g. in a restaurant) and *eating in* (e.g. at home). Put Ss in pairs to do the task. In feedback, do a class survey to find out which is their preferred option.

EXTRA CHALLENGE Ask Ss if they know the name of a meal you buy from a restaurant and take home to eat or that the restaurant brings to your home (*takeaway*; *takeout* in the US). Ask Ss how they think this noun was created (from the phrasal verb *take away*). Explain that this is one way we create new words and give a few more examples, e.g. *a plane's takeoff, have a sitdown*.

- B** Check understanding of *containers* using the photo at the top of page 70. Give Ss time to do the task before they share their ideas in pairs. Check answers as a class. Elicit the words that accompany those in the gaps to form collocations, e.g. *use an app, use a delivery service, get/order a takeaway, leave a tip*.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words in the box as a vertical list.

ANSWERS:

- | | | |
|----------------------------|------------------------|---------------------|
| 1 meal | 2 takeaway | 3 order, use |
| 4 delivery, pick up | 5 tip, delivers | 6 containers |

EXTRA SUPPORT: TEACHER A delivery service delivers meals from restaurants to people's homes. They often deliver food from restaurants which don't provide their own delivery service and/or visit several restaurants and deliver food to the same home. Another type of food delivery service involves a company supplying ingredients and instructions for people to make a meal at home. This is not the subject of this lesson.

C Put Ss in pairs to ask and answer the questions in Ex 1B. Monitor, checking they are using the vocabulary appropriately. Ask a few Ss to share things they learnt about their partner with the class in feedback.

2A This task introduces the Vocabulary Bank topic. Elicit something which comes in a carton, then give pairs one minute to come up with more ideas and ideas for a jar and a packet. Don't check their ideas yet.

POSSIBLE ANSWERS:

- a carton of milk, orange juice, other juices
- a jar of jam, honey, pickles, olives
- a packet of biscuits, cereal, crisps, tortillas, rice, pasta

B Refer Ss to the Vocabulary Bank on page 139. Tell Ss that they will be able to check their answers to Ex 2A a little later.

VB **▶▶** page 139 **VOCABULARY BANK** containers

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

1A Ss could do this in pairs or alone and check their ideas with a partner. Check as a class, clarifying the difference between the types of container, e.g. *mug* (= tall cup with a handle), *bowl* (= wide, round container) and *pot* (= tall cup without a handle or round container with a handle and an opening to pour tea or coffee). Elicit what goes in a bag or box to increase the vocabulary level, e.g. flour, rice, sweets, cereal.

EXTRA CHALLENGE Ask Ss to cover the list of containers and try to identify the containers from the photos. They then uncover the words and match them with the photos.

ANSWERS:

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

B **▶▶ VB7.01** | Play the recording, pausing after each item so Ss can repeat it. Pause for longer after any problematic words, e.g. *bowl*, *jar*, *tube*.

▶▶ AUDIOSCRIPT VB7.01

- | | |
|--------------|----------|
| A carton | F bowl |
| B bottle | G packet |
| C jar | H tube |
| D tin or can | I pot |
| E box | J mug |

EXTRA IDEA Focus on the differences between vowel sounds in the target vocabulary, e.g. /ɒ/ (bottle, pot), /ʌ/ (mug, bucket), /ɑ:/ (carton, jar) and /æ/ (can, packet). First, write the sounds on the board and say them several times. Then ask Ss to match words from Ex 1A with the sounds. Model and drill the words to show Ss the correct jaw, lip and tongue positions to pronounce the vowel sounds.

C Use the example to demonstrate the task, using photo G to check that Ss understand the meaning of *crisps*, then put Ss in A/B pairs. Ask Student As to start by saying a container, then Student Bs saying as many things they can think of that come in it. You might want to set a time limit for this, e.g. one minute. Student As then add to the list before Ss swap roles. They repeat this several times. Monitor and either elicit on the spot corrections or note down incorrect collocations and address them in feedback. Elicit ideas for each container as a class and note them on the board. Alternatively, invite Ss to share any they are unsure of. Ss can now check their answers to Ex 2A on page 139. Check any ideas Ss noted down which have not yet been discussed in the lesson.

READING

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

- 3A** Put Ss in pairs to discuss the questions. When they have finished, invite them to share their ideas with the class.
- B** Set a time limit for Ss to read the article and answer the questions, e.g. four minutes, then put them in pairs to check their answers. Check answers as a class. Elicit or explain the meaning of *drone* (= small aircraft piloted by radio), *robot* (= machine that does the work of a human) and *parachute* (= equipment that lets things fall slowly from the sky), using pictures if possible.

ANSWERS:

- 2 Australia: Chinese food; Brazil: sushi; China: Chinese food; South Africa: fish and chips; Turkey: pasta; the USA: Chinese food
- 3 speed
- 4 by car, by bike, by drone, by robot, by parachute

C Ask Ss to cover the article and put them in pairs to discuss the questions. Monitor their discussion to get a sense of how much they remember, but don't check answers yet.

- D** Ask Ss to read the article and check their ideas for Ex 3C. Check answers as a class.

ANSWERS:

- 1 from Queen Margherita, she liked the mozzarella pizza the best
- 2 When people got TVs in their houses, they often chose to eat in front of the TV.
- 3 People started ordering takeaway online.
- 4 They travel well and they're not expensive.
- 5 They only prepare takeaway food and can deliver more quickly than ordinary kitchens.

- 4** Put Ss in pairs to discuss the questions, then invite them to share their ideas with the class.

GRAMMAR

indefinite pronouns: *someone, nothing, anywhere, etc.*

- 5A** Put Ss in pairs. Ask them to cover the article and use their existing knowledge to do the task, then uncover the article to check their answers. Ask Ss when *-one*, *-thing* and *-where* are used (for a person, a thing and a place, respectively). Ask Ss when *some-*, *every-*, *any-* and *no-* are used and refer them to the Grammar Bank notes on page 121 to check their answers. Check answers as a class to ensure Ss have understood the notes.

EXTRA SUPPORT Allow Ss to use the article to help them complete the words, rather than cover it and check later.

EXTRA: ALTERNATIVE IDEA Ask Ss to cover Ex 5A. On the board, write *any-*, *some-*, *every-*, *no-*. Ask Ss what words they know that begin with the words on the board. Elicit ideas, then ask Ss to find examples of words with that start with the words on the board in the article and underline the whole sentences. Ss can then uncover Ex 5A and check their ideas.

ANSWERS:

- | | | |
|-------------|--------------|------------|
| 1 something | 2 everything | 3 anything |
| 4 No one | 5 anywhere | |

- 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.

page 121 GRAMMAR BANK

Go through the notes with Ss or let them read the notes alone. Point out the use of a singular verb with *every* even though it refers to more than one thing and the use of a positive verb with *no*.

- 1** This exercise focuses on form and meaning. For most of the questions Ss decide whether a person, thing or place is being referred to and therefore which prefix is necessary. Do the first item as a class and ask Ss to explain the reason for the correct answer. Monitor as Ss work alone to do the rest of the exercise, noting if there are any common issues among the class. Ss compare answers with a partner. Ask Ss to explain their answers in feedback.

ANSWERS:

- | | | |
|-------------|--------------|------------|
| 1 anything | 2 is | 3 someone |
| 4 somewhere | 5 everybody | 6 anyone's |
| 7 nothing | 8 everything | 9 's |
| 10 nowhere | | |

- 2** This exercise focuses on identifying and writing the correct pronouns. Complete the first sentence as a class and ask Ss to explain the correct answer. Monitor as Ss do the rest of the task, providing individual feedback and eliciting corrections when helpful. Check answers as a class, asking Ss to explain their reasons.

EXTRA SUPPORT Before Ss do the task, help them with a strategy to identify indefinite pronouns by going through the following steps with the first item:

- 1 Is the speaker talking about a person, thing or place? (person = *-one*).
- 2 Is the person making a statement or question? (question = *any-* or *some-*).
- 3 Is the speaker making a request or offer? (No = not *some-*).

Other questions they can ask are:

- Is the verb positive or negative?
 - Is the speaker talking about all or none of something?
- You could note all the questions on the board.

ANSWERS:

- | | |
|--------------------|--------------------|
| 1 anyone/anybody | 6 everywhere |
| 2 someone/somebody | 7 someone/somebody |
| 3 nothing | 8 anything |
| 4 anywhere | 9 everything |
| 5 somewhere | 10 nothing |

- GB 3A** In this task, Ss practise giving short answers using indefinite pronouns. Remind them to think about whether the question is about a person, thing or place and make it clear that they only need to write the indefinite pronoun in the gap. Ask the Ss to do the task alone, then check answers with a partner. Check answers as a class.

ANSWERS:

- 1 Nowhere. 2 Nothing. 3 No one/Nobody.

- B** In this task, Ss have to write full sentences including the indefinite pronouns. Explain that they should use a negative verb in each sentence and therefore they can't use *no-* pronouns. Monitor as Ss complete the task, then check or display the answers for them to check.

ANSWERS:

- 1 I didn't go anywhere.
2 She didn't do anything.
3 They didn't see anyone/body.

PRONUNCIATION

sentence stress with indefinite pronouns

- 6A**  **7.03** | Tell Ss that they are going to listen to some sentences that contain indefinite pronouns and write them down. Play the recording once, telling Ss not to worry if they can't write down every word. Put them in pairs to compare answers, then play the recording a second time for Ss to check their sentences. Display the sentences so Ss can check their answers.

ANSWERS AND AUDIOSCRIPT:

- 1 I'd like something hot to drink.
2 There's nothing interesting on TV tonight.
3 There's nowhere good to eat near here.
4 I don't usually do anything special on my birthday.
5 I'm not doing anything exciting this weekend.

- B** Ask Ss to do the task on their own. Display the sentences on the board and invite a student to come to the board and underline the pronoun and adjective in each sentence. Clarify the correct answers when they have finished and answer any questions as a class.

ANSWERS:

- 1 something hot 4 anything special
2 nothing interesting 5 anything exciting
3 nowhere good

- C**  **7.03** | Play the recording again so Ss can focus on the sentence stress. Note that while other words in the sentence might also be stressed (i.e. main verbs, nouns), here the focus is on the indefinite pronouns and adjectives. Check answers as a class, then play the recording again so Ss can listen to the sentence stress again.

EXTRA SUPPORT: DYSLEXIA Encourage Ss to finger tap the syllables in each sentence, tapping harder when a syllable is stressed.

ANSWERS:

We stress both.

- D** Use the example to demonstrate the task or change it to something you like, e.g. 'I'd like something interesting to watch on TV.' Highlight the use of the *to* infinitive verb after the adjective, then monitor as Ss create their sentences, checking their accuracy.

- E** Demonstrate the activity by reading the example dialogue aloud with a confident student. You could repeat the task with a different student and your additional example in Ex 6D, e.g.

You: 'I'd like something interesting to watch on TV.'

Student: 'Do you like watching documentaries?'

You: 'Yes, I do.'

Student: 'There's a good programme on ... It's called ...'

Put Ss in pairs. Monitor as they do the task, assessing and providing feedback on their use of sentence stress.

SPEAKING

- 7A** Focus Ss' attention on the survey. Ask them to read the statements and tick those they think are true for the class, then work in pairs and discuss their ideas and give their reasons. In feedback, invite each pair to share with the class one statement they think is true and give their reasons. Don't check answers yet as this is the purpose of the survey.

EXTRA SUPPORT: DYSLEXIA Read each statement aloud, leaving a few seconds for Ss to put a tick or cross next to it depending on whether they think it's true or not. This turns the activity into a listening rather than a reading task.

EXTRA CHALLENGE Ask Ss to discuss the statements they think are not true and give reasons for this. In feedback, ask each pair to share one sentence they think is false and give their reasons.

- B** Put Ss in pairs. After each pair chooses their two sentences, ask them to turn their sentences into questions. If you want to make sure that all the questions are covered during Ex 7C, you could allocate two questions to each pair. Monitor and check Ss' questions or display the correct questions for Ss to check. Pairs now take a question each and talk to other Ss in the class. Ask them to interview as many people as possible, making a note of the answers they get.

EXTRA: ALTERNATIVE IDEA If there is no space for Ss to mingle, put them in groups to ask and answer the questions. Ss record the results, then in Ex 7D they change the sentences so they refer to their group rather than the whole class.

- C** Ss now return to their partners and share what they learnt. Explain this using the example. Tell Ss not to forget to include themselves when they work out their results.
- D** Give pairs time to change the sentences in the survey so they are true, e.g. *Four people know somebody who never eats takeaway*, then invite pairs to share these with the class. Display the sentences on the board and change them as appropriate, eliciting corrections where necessary.

EXTRA SUPPORT: DIGITAL Provide Ss with a link to a collaborative document. Pairs change their two statements in the document so they are correct for the class. If more than one pair researched the same statement, ask Ss to retype the correct statement under the given one so they don't overwrite each other's work by mistake. Display the statements on the board and conduct feedback as for Ex 7D.

TO FINISH

Ask Ss to discuss whether their predictions in Ex 7A were correct or not and if anything surprised them about the results of Ex 7D. Then ask Ss to make predictions about people's arrangements for the rest of the day. Start with your own prediction, e.g. *Everyone is going home to have dinner*. Ask Ss to work in pairs and make more predictions. Ask each pair to share one prediction with the class and see if the class agrees with them.

7C At the exhibition

HOW TO ... | ask for and give permission

VOCABULARY | permission

PRONUNCIATION | polite intonation when asking permission

LESSON OVERVIEW

In this lesson, Ss learn and practise asking for, giving and refusing permission in the context of museums. The lesson starts with Ss learning and using phrases connected with permission. They then read some posts about some unusual museums and listen to three conversations that place in museums. From the conversations, they learn and practise using phrases to ask for and give permission, before focusing on polite intonation when asking for permission. The lesson ends with a speaking activity where Ss ask for and give or refuse permission.

Online Teaching

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

- **Ex 1B:** Ask Ss to submit their ideas for the rules via the chat box so you can judge their current use of language to talk about permission.
- **Ex 6C:** With small online classes, conduct this in the main meeting room rather than in pairs in breakout rooms. Ask Ss to take turns to ask another student about the rules of their museum. The other Ss can listen and confirm the correct use of the phrases for asking and giving permission via the chat box. This will allow you to assess Ss' learning more easily.

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

Show Ss some photos of famous museums around the world, e.g. the Louvre, the Museo Nacional del Prado, the Uffizi Gallery, the Egyptian Museum, etc. Elicit what they are and what you can usually see there. Ask if Ss have been to any of these museums or would like to visit 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

permission

- 1 A** Put Ss in pairs to discuss the questions, then invite them to share anything interesting they learnt about their partner in feedback. Elicit a few common museum rules and note them on the board.
- B** Focus Ss' attention on the pictures and ask Ss to do the task in pairs. Elicit some ideas, assisting with vocabulary, e.g. *selfie stick* (= device used to hold a camera further away than you can with your hand) but don't check them yet.

ANSWERS:

- A** No food or drink. / You can't take in food or drink.
- B** Don't put your hand on the paintings/things. / Don't touch the paintings/things.
- C** Don't bring your bag in. / You can't bring your bag in.
- D** No selfie sticks. / You can't use a selfie stick.
- E** You can wear your coat, but don't take it off and don't carry it on your arm.
- F** Don't lean against the wall. / Don't stand next to the wall.

- C** Do the first item together as a class. Ask Ss to complete the task on their own, then check answers as a class. Check Ss' understanding of *selfie stick* if it didn't come up in Ex 1B.

ANSWERS:

1 C 2 F 3 A 4 E 5 D 6 B

- D** Ss do the task alone or in pairs. In feedback, check understanding of *touch* and *lean*, using the pictures in Ex 1B or your own demonstration, and *banned* (= stop something officially). Explain or elicit that *They* in the sentences refers to the managers of the museum and point out that we often use *they* when referring to people in authority.

EXTRA SUPPORT: TEACHER *Don't let, shouldn't, don't allow, can't, banned* and *mustn't* can all be used to talk about prohibition or no permission. *Ban* is the only verb that isn't a modal and therefore has an infinitive (*ban*), past simple (*banned*) and past participle form (*banned*).

ANSWERS:

- 1 lean, take off, touch
- 2 don't let, shouldn't (lean), don't allow, can't (take off), 've banned, mustn't (touch)

- 2** Use the examples to demonstrate the task, then put Ss in pairs. Monitor and check they are using the phrases in Ex 1C appropriately in their discussion. When they have finished, elicit ideas from the class and provide feedback on Ss' use of the phrases.

- 3 A** Check understanding of *exhibition* (a show of paintings, photos or other objects). Explain that an exhibition can take place in part of a museum or other building, e.g. a city hall, school, art gallery, etc. Ask Ss to read the title of each post and say what they think visitors can see at each museum or exhibition. Elicit ideas. Encourage Ss to share what they know about Van Gogh and fill in the information if necessary (see Extra support notes below). Ss read the posts and answer the questions. Put them in pairs or groups to share and give reasons for their choice. Find out which museum or exhibition is the most popular with the class and why. Check Ss understand the meaning of *VR glasses* (= virtual reality glasses) and point out that another word for this is *VR headset*. Ask Ss what they know about Frida Kahlo and Diego Rivera and supply information if necessary (see Extra support notes below).

EXTRA SUPPORT: TEACHER Vincent Van Gogh

was a Dutch post-impressionist painter (1853–1890). He created over 2,000 pieces of art in his thirty-seven years. He wasn't famous in his lifetime, but is now one of the most famous painters in the world, with paintings such as *Sunflowers*.

Frida Kahlo (1907–1954) was a Mexican painter famous for self-portraits and her folk-art style. She was married to Mexican artist **Diego Rivera** (1886–1957), famous for the large paintings he made on walls.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from pre-reading tasks so make sure sufficient time is spent on Ex 3A.

ANSWER:

The photos are of the Museum of Ice Cream.

EXTRA IDEA: DIGITAL Search for the museums and exhibitions online and show further images or videos of them.

B Focus Ss' attention on the rules in Ex 1B and the phrases to talk about them in Ex 1C. Put Ss in pairs to do the task, then invite them to share their ideas with the class. Check their use of the phrases in Ex 1C and elicit corrections where necessary.

How to ... ask for and give permission

4A  **7.04** | Explain to Ss that they will now listen to three conversations that take place in the museums and exhibitions in the posts in Ex 3A. Tell Ss that the conversations are between visitors and staff and elicit what they could be about (e.g. paying, asking for information about the exhibitions, asking if they can take photos). Play the recording. Put Ss in pairs to check their answers and discuss how they worked them out. Check answers as a class.

AUDIOSCRIPT 7.04

Conversation 1

A: Excuse me.
B: Yes?
A: Is it OK if I take a selfie here, in front of this painting?
B: Sure, go ahead, but please don't lean against the wall.
A: OK, thank you.
B: And please don't touch the painting.
A: I won't.
B: Your coat's touching it. You're standing too close.
A: Oh, I'm sorry.

Conversation 2

A: Wow! That looks cool. Let me take some photos.
B: How many people can sit in here? Hmm, let me ask. Excuse me, is it all right if ten of us sit in here?
C: I'm sorry. You can't. There's a maximum of six people.
A: No problem. I'll take a selfie of us in front of it.
B: Wow! I love the pink and red everywhere.
A: Oh no. My phone's gone dead. Excuse me ... do you think I could charge my phone here for a few minutes?
C: I'm afraid that's not possible.
A: Oh! Suz, is it OK if I use your phone?
B: Sure, no problem. Here you are.
A: Thanks. Smile everyone!

Conversation 3

A: OK. Do we have anyone for the ten o'clock session?
B: Yes. Here's my ticket. May I leave my coat here on this chair for a moment? I want to go and get a VR headset.
A: I'm afraid not. You can leave your coat in the room over there.

B: Thanks. ... Hello. How much is a VR headset?
C: It's 5.50.
B: Let me try it on.
C: OK.
B: Oh, I don't like this one. It doesn't feel right. Do you think I could try another one?
C: Yes, of course. But they're all the same.
B: No, this one is better. Is it OK for me to use this one?
C: Sure, no problem.
B: Thanks.

ANSWERS:

Conversation 1 – The MALBA

Conversation 2 – The Museum of Ice Cream

Conversation 3 – Van Gogh Immersive Exhibition

B  **7.04** | Explain that these are extracts from the conversations in Ex 4A. Play the recording again, pausing if necessary to allow Ss time to complete the sentences. Ss check their answers in pairs. Display the answers or write them on the board when checking answers with the class so Ss can check what they have written.

EXTRA SUPPORT Provide a list of the missing words in a mixed-up order for Ss to use to complete the extracts. Alternatively, tell Ss that extract 5 has one word missing and all the others have two words missing.

EXTRA CHALLENGE Ask Ss to identify phrases that ask for, give and refuse permission in the extracts. Refer Ss to the Grammar Bank notes on page 122 to check their ideas.

ANSWERS:

- | | |
|------------------------------|------------------------------|
| 1 if I | 4 OK/okay if |
| 2 all right / alright | 5 May |
| 3 I could | 6 I could, it OK/okay |

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.

page 122 GRAMMAR BANK

Go through the notes or let Ss read them alone. Note that Ss don't need to worry about the exact level of formality or size of the request – this depends on a person's personality and on the context, although *May I ... ?* sounds very polite and formal.

1 This exercise focuses on the form of the phrases. Do the first one as a class. Explain that there is a missing word in the first line, then give Ss time to read it and decide what the word is and where to put it. Monitor as Ss do the rest of the task to assess their understanding of the phrases. Remind them to look at the notes to help them. When they have finished, check answers as a class.

GB EXTRA SUPPORT Display the exercise on the board or provide a handout with a gap in the location of each missing word so Ss only have to identify what is missing.

EXTRA CHALLENGE Ask Ss to cover the word-choice boxes and complete the conversations without them.

ANSWERS:

Only the lines with corrections are shown.

Conversation 1

- A: Dad, is it **OK** if I borrow the car tonight?
B: Sorry, you **can't**. I'm using it.
A: Well, **can** I use it tomorrow?
B: Sure, **no** problem.

Conversation 2

- A: Excuse me, **may** we join you?
B: Please **feel** free.
A: Could **I** ask you a question?
B: Sure, **go** ahead.

Conversation 3

- A: Excuse me. Is it all right **for** me to take photos here.
B: Yes, **of** course.
B: I'm afraid **not**. We don't allow photos.
B: Sorry Sir, but you **can't** take that bag in. It's too big.

2 Elicit the first line of Conversation 1 and write it on the board so Ss understand the task. In feedback, display the answers for Ss to check against.

ANSWERS:

- 1** A: Do you think I could change my holiday dates?
B: I'm afraid that's going to be difficult. What dates would you like?
A: Could I change them from the thirteenth to the twentieth of March?
B: I have to say no. I'm sorry.
2 A: Is it OK for me to use your wifi?
B: Go right ahead. Here's the password.
A: Thanks, and is it all right if I use the/your bathroom.
B: Sure, no problem.
3 A: You have to/must show your passport before you go through security.
B: Can I take this bottle of water with me?
A: No, we can't/mustn't take drinks through security.
B: It's full!
A: You can drink it now.
B: But I'm not thirsty!

EXTRA CHALLENGE Put Ss in A/B pairs and ask them to read the conversations aloud using only the prompts. Ss could also record themselves reading the conversations, then listen to the recording to check their use of the language.

PRONUNCIATION

polite intonation when asking permission

5A  **7.05** | Explain that polite intonation is important when asking for permission, otherwise the listener might reject the request. Play the recording for Ss to do the task, then play it a second time, pausing after each pair of questions to elicit and check which sounds polite as a class.

 AUDIOSCRIPT 7.05

- 1 May I sit here?
2 Is it OK for me to leave?
3 Do you think I could use the phone?
4 Is it all right if I open this window?

ANSWERS:

- 1** B **2** A **3** A **4** B

B Clarify the diagrams representing the two different types of intonation. Diagram A indicates that the speaker's voice goes up and down both higher and lower than in diagram B. Put Ss in pairs to discuss their answer, then check as a class, reinforcing that the pitch range is wider for polite and friendly.

ANSWER:

B

C  **7.06** | Tell Ss that these are the polite questions from Ex 5A. Play the recording, pausing after each sentence so Ss have a chance to repeat it (more than once if necessary). Ask Ss to do this chorally, then nominate Ss to repeat the questions individually.

 AUDIOSCRIPT 7.06

See audioscript 7.05.

D Demonstrate the task, e.g. by asking 'Is it OK if I borrow your pen?' with either polite or not very polite intonation. Ask Ss to identify which it was, then put them in pairs to do the task. Monitor, checking their accuracy in asking for permission as well as the ability to use polite intonation. Provide feedback where appropriate.

EXTRA: ALTERNATIVE IDEA Ss respond to the requests positively when they are polite and negatively when they are not.

SPEAKING

6A Focus Ss' attention on the pictures, then put them in pairs to identify the rules they show. Check answers as a class.

ANSWERS:

- A** No shouting. / Don't shout.
- B** No hot drinks. / You can't bring hot drinks in here.
- C** Don't sit on the statue/things in the gallery. / You can't sit on the statue/things in the gallery.
- D** No dogs. / You mustn't bring dogs in here.
- E** No photos. / You can't take photos here.
- F** No children. / Children aren't allowed here.
- G** No filming. / You can't film in here.
- H** Don't run. / You mustn't run in here.

B Explain that they should choose five of the rules from Ex 6A for their museum. Monitor as Ss do this, checking they are on task.

C Explain that Ss are going to imagine they are a visitor in their partner's museum. Use the example to clarify the task and put Ss in pairs. Monitor as they do the task. Provide feedback on Ss' use of the phrases to give and refuse permission.

EXTRA SUPPORT Give Ss time to think about the language they will need before they start the task. Encourage them to use different phrases for each rule.

EXTRA: HOW TO ... Ss work in pairs to tell each other what rules there are at museums that they have visited. Monitor, assessing their use of phrases for talking about permission. Give feedback on this after one or two pairs share what they discussed with the class.

TO FINISH

Ask Ss to work in pairs and choose a museum they would like to visit in their country or in another part of the world. You could provide them with a list of ideas or suggest Ss search for 'most famous museums in the world' for an extensive list. Give them time to research the museum to find out what it is, where it is, what visitors can see there, when it is open, how much it costs, etc. Put two pairs together to make a group. Ask them to take turns to tell each other about their museum. The Ss listening say if they'd like to go there or not and give their reasons.

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

► page 158 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 234

7D Street Interviews

Nice picture!

GRAMMAR | adverbial and prepositional phrases

SPEAKING | talk about a photo

WRITING | describe a favourite picture

LESSON OVERVIEW

In this lesson, Ss watch some street interviews with people talking about taking photos and photos they have taken. The lesson starts with Ss discussing their own photo-taking habits. They then watch the street interviews and complete a series of viewing tasks. This leads into the grammar where Ss focus on adverbial and prepositional phrases. Ss then talk about a photo they have taken. The lesson ends with a writing task where Ss describe a favourite picture.

Online Teaching

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

- **Ex 1A:** Ask Ss to share the numbers of the statements that are true for them in the chat box. Nominate different Ss to explain their reasons orally.
- **Exs 2A, 2C, 3A and 3C:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 6A:** Display the Key phrases box. Make sure the annotate function is on and ask Ss to tick the key phrases as they do the task so you can check they are doing it. Alternatively, number the phrases and ask Ss to type the numbers of phrases they can use in the chat box.
- **Exs 8B and 8C:** If you do these tasks in class, ask Ss to create their notes and their descriptions in a shared document so you can monitor their work.

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

Put Ss in A/B pairs with Student A sitting facing the board and Student B facing away from it. Student B needs a pen and paper. Display a photo on the board – either something that you took or something amusing such as an animal photobombing someone's photo. Ask Student As to describe the photo in as much detail as possible to Student B who draws it. Tell Student Bs that they don't need to be great artists for this task and that it is fine to draw stick people, etc. Monitor, assessing how well Ss describe the photos as this is the focus of the speaking task in this lesson. When they have finished, Student B looks at the photo to see how similar theirs is to the original.

EXTRA SUPPORT: DYSLLEXIA 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 Ask Ss to read the sentences. Check they understand the meaning of *scenery* (= natural features around you) and ask Ss to identify the sentences that are true for them.

B Put Ss in pairs and ask them to tell each other which sentences are true for them and why. Monitor, listening for any interesting answers and invite those Ss to share their answers with the class in feedback. You could also do some quick class surveys, selecting one or two of the sentences and asking Ss to put their hands up if it is true for them.

EXTRA: ALTERNATIVE IDEA Put Ss in groups of six or fewer and allocate each student in each group a sentence from the exercise. Ss mingle in their groups, taking turns to say their sentence. Their partner listens and says if the sentence is true for them and why or why not. Ss make a note of how many say the sentence is true for them. When they have finished, Ss tell their group what they found out. Alternatively, put all Ss with sentence 1 together, all Ss with sentence 2 together, etc. Ss share how many of their group said their sentence was true for them, add them together and present a final number to the class, e.g. *Ten students said they take a lot of selfies*.

EXTRA CHALLENGE In addition to the main task, ask Ss to discuss which statements are *not* true for them and why.

VIEW

2 A ▶ Read the questions in the BBC programme information box with the class and explain that Ss will listen to six people on the street answering the first question. Ask them to predict how many people will say yes and what reasons they might give. Elicit ideas. Read out the question in Ex 2A and play the first part of the video so Ss can answer it. Put Ss in pairs to check their answers, then check as a class. Also ask Ss how many people said they like taking photos (five).

ANSWERS:

Three speakers talk about remembering things: Lauren, Linda and Asia.

B Ss have seen *remind (me of)* (= make you remember) but may be unfamiliar with *capture a moment* (= record a moment in time in pictures). Review or pre-teach these words or ask Ss to read the sentences and guess their meanings before you clarify them. Model and drill the pronunciation of *capture* /'kæptʃə/, then give Ss time to choose the correct words. Put Ss in pairs to check their answers, but don't check as a class yet.

C ▶ Play the first part of the video again so Ss can check their answers to Ex 2B. Check answers as a class. Play sections again if Ss couldn't hear the correct answer, e.g. *catch / capture*.

ANSWERS:

- | | | |
|-----------|----------|------------|
| 1 me of | 2 seeing | 3 remember |
| 4 capture | | |

3 A ▶ Explain to Ss that they will now hear the people in the video talking about a photo they took recently. Give them time to note the speaker's names and relate them to the photos on the page. Play the second part of the video, then put Ss in pairs to check their answers. Check answers as a class.

ANSWERS:

- 1 New York / Times Square
- 2 Trafalgar Square
- 3 in a garden
- 4 Miami
- 5 in a garden (at a wedding)

B Point out that the person who said the first phrase is given as an example. Check understanding of *frame* (= the area shown in a photo) and *nest* (= the place a bird lays eggs). You might also want to check *bride and groom* (= the woman and man getting married at a wedding) before or after Ss listen, although this isn't necessary for this task. Give Ss time to do the task alone before they discuss their answers in pairs. Don't check answers yet.

- C** ▶ Play the second part of the video again so Ss can check their answers to Ex 3B. Check answers as a class.

ANSWERS:

- 2 Sean 3 Linda 4 Gerry
5 Lauren 6 Maelys

GRAMMAR**adverbial and prepositional phrases**

- 4A** Explain to Ss that all the sentences are from the video. Give them time to do the task individually and then put them in pairs to check their answers. Check answers as a class, highlighting the complete phrases, i.e. *in the middle of, in front of, in a, in the distance, in the background*.

ANSWERS:

- 1 the 2 front of 3 in a
4 distance, in the

- 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. Check Ss understand the meaning of the key phrases. The pictures should help with this.

- 1** This exercise focuses on both meaning and form. Do the first one together as a class. Ask Ss to complete the task alone, then check answers in pairs. Check answers as a class, asking Ss to explain the incorrect answers if they can, e.g. *background* isn't possible in sentence 1 because it is referring to the real world, not a photo.

ANSWERS:

- 1 distance 6 the right
2 the middle 7 left
3 bright blue 8 popular clothes shop
4 at 9 in front
5 background 10 on

- 2** Use the example to demonstrate the activity. Alternatively, ask Ss to cover the exercise, write the two sentences on the board and elicit the answer. Ss then uncover the example answer to check. Check understanding of *moustache* by showing a photo or drawing one. Ask Ss to do the task on their own, then check answers with a partner. Check answers as a class.

ANSWERS:

- 2 It's difficult for him to get a job without (having) any experience.
3 She's the girl over there with (the) long black hair.
4 Have you seen a pink phone with a flower on it?
5 Who's that man with a/the moustache?
6 This is the price without tax.
7 Ji-hoon often goes to parties with Izzy.
8 Pedro arrived at the airport without his passport.

- 3** Ask Ss to quickly read the email and tell you what it is about (a trip away). Do the first item together as a class. Ask Ss to complete the task alone, then check answers in pairs. Check answers as a class.

EXTRA SUPPORT Provide two options for each gap, e.g. 1 *on / with*; 2 *in / on* on the board so Ss can refer to them as they do the task.

ANSWERS:

- 1 with 2 in 3 of 4 on
5 the 6 right 7 without

SPEAKING**talk about a photo**

- 5A** Give Ss time to select a photo. (They could also find one online that they like if they have access to the internet.) Note that they should choose something that isn't just a portrait of a person but has several things in it. Explain that they should not show it to anyone but you. Monitor, checking Ss choose photos that are appropriate to talk about if this is a concern with your class.

- B** Put Ss in pairs to do the task, reminding them not to show each other their photos. Ask Student A to ask the questions to Student B and listen carefully to their answers. Student A should try to imagine the photo in their minds. Student B then asks Student A the questions and imagines Student A's photo in their minds.

EXTRA SUPPORT Give Ss time to think of their answers to the questions before they work with their partner.

- C** Tell Ss that they can now show each other their photos, but not any other Ss. Monitor as Ss discuss the question. Invite a few Ss to share their answer with the class.

6A Ask Ss to read the Key phrases. Demonstrate the task by displaying a photo or asking Ss to look at one from the book, e.g. the photo of one of the people in this lesson. Elicit phrases they can use to describe this photo, then ask Ss to work alone and decide which phrases they could use to talk about their own photo. Monitor, assisting with vocabulary and helping Ss complete the phrases ending with an ellipsis (...) as necessary.

B Put Ss with a new partner. Ss take turns to describe their photos without showing them to their partner. Monitor and assess their use of the Key phrases and language from the Grammar Bank.

C Tell Ss they can now reveal their photos and discuss the question. In feedback, ask if any Ss had very different ideas from the actual picture and to share this with the class if so. If not, nominate a student at random to share the differences between their idea of the photo and what it was actually like. Provide feedback on Ss' use of the target language from this lesson.

WRITING

describe a favourite picture

7 Explain that *picture* can mean a photo, a drawing or a painting. Give Ss time to read the description and answer the question. Check the answer as a class. Ask Ss if they are familiar with this painting and provide information about it if not (see the Extra support note below). Alternatively, ask Ss to find information about *Nighthawks* on the internet using their devices if possible.

EXTRA SUPPORT: TEACHER The description is of Edward Hopper's *Nighthawks*, an oil painting that was painted in 1942. It shows people at a late-night, brightly-lit diner (a small, inexpensive restaurant in the US) in a dark, deserted, but very clean street. There seems to be no entrance to the diner. Images of the painting are freely available online.

EXTRA IDEA Before Ss read the description, show them Edward Hopper's *Nighthawks*. Ask them to describe what they can see, to speculate about where and when it is set, who the people are and why people like the painting and to explain if they like it or not.

ANSWERS:

The writer likes the feeling of the painting.

8A Give Ss time to make their choice and tell their partner about it. (You might want to set a time limit for the selection part of the task so Ss don't spend too long on it.) Monitor and help with vocabulary.

B Ask Ss to make notes on their answers to the questions. When they have finished, ask them to organise their notes, thinking about how to order the information in their description, e.g. what the picture is and where it was taken or seen, a description of it (e.g. where, when, who, what), and why they like it. You could provide this suggested order on the board. Alternatively, ask Ss to look at the description in Ex 7 and come up with an order themselves, then check this with the class. Ask Ss to plan their description. Monitor and help with vocabulary.

C Ss could do this in class or for homework. If they do it in class, monitor, assisting with vocabulary and providing individual feedback where possible. Remind Ss to use the phrases from the Grammar Bank and the Key phrases box in their descriptions.

D Ask Ss to display their descriptions on the walls or tables and move around the room reading a few of them. If this is not possible, put Ss in groups and give each group a selection of the descriptions to read. When they have finished, Ss work in groups to discuss which descriptions helped them to visualise the picture clearly. If time is an issue, Ss swap descriptions with a partner and tell that partner how their description helped them to see the picture in their minds.

EXTRA IDEA: DIGITAL Ask Ss to share their descriptions via a digital tool. Once Ss have read each other's descriptions, they can then share the image, or a link to the image, for everyone to see before they discuss the question in Ex 8D. Ss can then say whether what they pictured in their minds was the same or similar.

TO FINISH

Put Ss in groups. Nominate one person to be the speaker while the others are listeners. Give each speaker the same photo with several people and objects in it and set a time limit, e.g. three minutes. Explain that the speaker has to direct the rest of the group so they mimic the photo, e.g. *Flavia, stand on the left-hand side of the photo. Sit in a chair. You're holding a cup and looking into the distance over there.* When time is up, tell everyone to stay where they are and not move. Look around and select the group who mimicked the photo the best. Tell them to stay where they are and invite the other groups to take a look at them. Alternatively, take a photo of the group and display it alongside the original for everyone in the class to see. Note that each group needs to have enough Ss to depict the people in the photos so you need to select the photo and groups accordingly. Ss could also depict objects, e.g. a table or a tree.

7 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3A, 4A, 4B and 5A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

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

- **Ex 3A:** Display the sentences on an interactive board and invite Ss to add the missing words or mark where they are missing.
- **Ex 3B:** To avoid too many breakout room activities in one lesson, conduct this with the class, asking Ss to choose two sentences each, change them and share them in the chat box. Provide feedback.
- **Ex 4C:** Demonstrate this task before you put Ss in breakout rooms to ensure Ss are clear about what to do. Say one of your items (see the notes on Ex 4C below for an example) and invite a confident student to guess what you are talking about. If they don't get it right, invite another until they guess it. If they get it right, they should ask you a follow-up question. Drop into each breakout room to check Ss are on task, before monitoring each room for a longer period.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 7 (Grammar: present continuous with future reference, other future forms, indefinite pronouns: *someone, nothing, anywhere*, etc., adverbial and prepositional phrases; Vocabulary: going out and staying in, eating out and eating in, containers, permission; How to ... ask for and give permission). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

present continuous with future reference; other future forms

- 1 A** Elicit when we use the present continuous for the future (for arrangements) and what other future forms there are (*be going to* for intentions and *will* for decisions made at the time of speaking). Do the first item as a class, then ask Ss to complete the task individually. Check answers as a class. In feedback, ask Ss to identify the future form in each question and why the speaker uses it.

EXTRA SUPPORT: DYSLEXIA Provide dyslexic learners with prompts for each question in the correct order, e.g. *What / you / do / this weekend?*

EXTRA CHALLENGE Remove one word from each question and ask Ss to identify this as well as put the other words in the correct order.

ANSWERS:

- 1 What are you doing this weekend?
- 2 Where are you going for your next holiday?
- 3 Are you going to study English tomorrow evening?
- 4 What are you going to have for dinner tonight?
- 5 What time are you getting up tomorrow morning?

- B** Put Ss in pairs to ask and answer the questions in Ex 1B. Invite different Ss to tell the class their partner's answer to the questions and find out how similar Ss' answers were.

indefinite pronouns: *someone, nothing, anywhere*, etc.

- 2 A** Ss do the task alone, then check their answers in pairs. Check answers as a class, asking Ss to give reasons for their answers.

ANSWERS:

- | | | |
|-----------|-------------|--------------|
| 1 No one | 2 Everybody | 3 Everything |
| 4 nothing | 5 everybody | 6 anything |

- B** Tell the class that the sentences in Ex 2A are ones that people often say. Give Ss time to think about whether they say the same or similar sentences in their own language, then put them in pairs to share their ideas. Ask different pairs to share their ideas for each sentence in class feedback.

EXTRA SUPPORT Ask Ss to think about when someone might say each sentence in Ex 2A, e.g. 1 when a friend feels bad because they got something wrong; 2 when a friend makes a mistake; 3 when something bad happens to a friend and you want to tell them that it'll be OK; 4 when you want to stop someone from saying unkind things about a person or explain why you're not talking about something; 5 when a place, e.g. a shop, a hotel, a park, etc., is enjoyed by all the people who go there; 6 when you want to say you aren't afraid to do new things.

adverbial and prepositional phrases

3A Do the first item together as a class. Before Ss complete the rest of the task alone, make it clear that Ss need to use some words more than once. Put Ss in pairs to check their answers, directing them to the Grammar Bank on page 123 to check any they are unsure of. Then display the answers on the board for Ss to check.

ANSWERS:

1 There are two chairs **at the** back of this room.

2 There's a desk **in** front **of** the window.

3 There are two men **with** beards and one **with** a moustache.

4 There's a window **on the** left side of the room.

5 You can see a road from the window and trees **in the** distance.

6 I usually do my homework alone, **without** help, but sometimes I do it **with** my friend.

B Do the first one together as a class so Ss understand the task. Put Ss in pairs to change the other sentences as necessary, then elicit answers from the class.

VOCABULARY

4A This exercise reviews vocabulary from the whole unit. Make it clear that two words in the box are not needed, then ask Ss to do the task alone. Ss compare answers with a partner. Check answers as a class.

EXTRA SUPPORT: DYSLLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words in the box as a vertical list on a separate piece of paper which they can hold next to the sentences as they complete them.

ANSWERS:

1 friends

2 went

3 watch

4 let

5 lean

6 go to

7 touch

8 can

B Demonstrate the activity by changing *this day* to make it true for you, e.g. *a few Saturdays each year*. Monitor as Ss write their phrases, checking they are appropriate and accurate. Note that Ss should not write full sentences as this will affect the next task.

C Use the example to model the task. Demonstrate with another example if Ss need further clarification, e.g.:
You: 'The shop next door to the school.'
Ss: 'You sometimes go there to buy food.'
You: 'That's right.'
Ss: 'What do you buy there?'
Monitor as Ss do the task, then ask Ss to share anything interesting they learnt about their partner in class feedback.

5A Ask Ss to read the title of the text and elicit or explain its meaning (things related to lunch that company managers can do to help staff to enjoy their jobs and work hard). Ask Ss to think of ideas that might be in the text. Ask Ss to complete the text while they check their ideas. You could elicit answers to gauge Ss' understanding at this stage, but don't check them yet.

B  **R7.01** | Play the recording, pausing after each answer is given. In feedback, ask Ss to explain why the two incorrect options are not possible in each case to show their understanding.

ANSWERS:

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

EXTRA IDEA Put Ss in pairs or small groups to discuss if they think the ideas in the article are good ideas or not and explain their reasons. Find out if this already happens in offices, schools or colleges where they work or study. In class feedback, elicit some additional ideas for ways to get workers to work better.

TO FINISH

Create six to eight quiz questions either based on the language learnt or the content of Unit 7 (e.g. *When do we use the present continuous to talk about the future? What are Anna and David from Hungary doing this evening?* Put Ss in teams and read out each question, giving Ss time to note down their answers. Check answers as a class, assigning one point for each correct answer. The team with the most points wins.

8 tomorrow

Global Scale of English **LEARNING OBJECTIVES**

8A Blue-sky thinking

- **READING** | Read an article about positive uses of drones: change
- Talk about predictions: *will* for predictions
- Pronunciation: contractions: *'ll* and *won't*

GSE INFORMATION

VOCABULARY

30–42 Can use language related to changing or staying the same.

READING

38 Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions.

GRAMMAR

38 Can use 'will' + infinitive for predictions about the future.

35 Can use 'will' to ask questions about the future.

SPEAKING

42 Can make simple predictions about the future.

8C Go green

- **HOW TO ...** | check information: the environment
- Pronunciation: intonation in question tags

GSE INFORMATION

VOCABULARY

30–42 Can use language related to environmental issues.

HOW TO ...

49 Can correctly use positive/positive (Br Eng), positive/negative and negative/positive question tags.

41 Can show interest in conversation using fixed expressions.

SPEAKING

39 Can initiate, maintain and close simple, restricted face-to-face conversations.

41 Can participate in short conversations in routine contexts on topics of interest.

41 Can check or clarify information using some simple fixed expressions.

8B Hopes and dreams

- **LISTENING** | Understand conversations about personal decisions: attitudes
- Have conversations about decisions: first conditional
- Pronunciation: linking in conditionals
- Write an advice post

GSE INFORMATION

VOCABULARY

30–42 Can use language related to wishes, wants, and desires.

30–42 Can use language related to unhappiness, dissatisfaction, and disappointment.

30–42 Can use language related to liking, disliking, and preferences.

LISTENING

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

GRAMMAR

46 Can describe possible future outcomes of a present action or situation using the first conditional.

SPEAKING

41 Can discuss what to do next using simple phrases.

WRITING

42 Can make basic informal suggestions in writing.

8D Tomorrow's Food

- **BBC PROGRAMME** | Understand a documentary about the changing world of food
- Have a discussion about food in the future: word building: nouns to adjectives
- Give an opinion

GSE INFORMATION

VIEW

48 Can identify a speaker's point of view in a simple presentation or lecture aimed at a general audience.

GRAMMAR

42 Can form adjectives from nouns with common affixes.

SPEAKING

42 Can use some basic interjections to express understanding, surprise, disappointment, and excitement.

WRITING

42 Can write simple texts giving key information about their culture (e.g. food, national holidays, festivals).

45 Can make simple, logical paragraph breaks in a longer text.

 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.

Read the vlog question with the class. Then put Ss in pairs to discuss the question and write their lists. Monitor, assisting with vocabulary as necessary. When they have finished, elicit a few ideas from the class and write them on the board.

 Tell Ss they are going to watch a video with people answering the vlog question. Read the instructions for part 2 of the task, then play the video. Ask Ss to compare answers with their partner. In feedback, ask Ss if the items on the board were mentioned and elicit any other activities mentioned not on their lists. Note that Speaker 6 (João) says *agenda* when he means *diary* or *calendar*, which may be a common error in your context.

ANSWER:

- 2 The speakers say they use their phone to listen to music, to message/text friends, for work, to check/read/write emails, to check social media (accounts)/social networks, to get information, to make (phone) calls, to take pictures, to order pizza, for research, to read news, as an agenda (meaning *diary* or *calendar*), as an alarm clock, for online banking.

EXTRA CHALLENGE Ask Ss to watch the video again and identify the person most similar to 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 8
- Online Digital Resources
- Videoscript Unit 8 Opener: BBC Vlogs

8A Blue-sky thinking

- GRAMMAR | *will* for predictions
- VOCABULARY | change
- PRONUNCIATION | contractions: *'ll* and *won't*

LESSON OVERVIEW

In this lesson, Ss talk about technology. The lesson starts with Ss learning and practising vocabulary to describe change. They then read an article about drones, with each student in a pair reading and then comparing a slightly different version of the article. This leads into the grammar where Ss study and practise using *will* for predictions, with a pronunciation focus on the contractions *'ll* and *won't*. The lesson ends with a speaking activity where Ss talk about and make predictions for the future.

Online Teaching

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

- Ex 1B:** Display the text using an interactive tool. Invite Ss to put ticks or green dots against the ideas they agree with and crosses or red dots against those they don't to visually represent the class's views.
- Ex 2B:** Allocate pairs of Ss breakout rooms (e.g. rooms 1–10 if you have twenty Ss). Tell half the pairs (e.g. rooms 1–5) they are Student A and the other half (e.g. rooms 6–10) they are Student B. Ss complete parts 1 and 2 of the task with someone from the same group as them. For part 3, put Ss in A/B pairs, e.g. swap one of the Ss in room 1 with one of the Ss in room 6, and similarly with rooms 2 and 7, 3 and 8, 4 and 9 and 5 and 10).
- Ex 6B:** To avoid breakout room fatigue for Exs 6A–6C, ask Ss to do this exercise individually, sending you their predictions privately. You could then give individual feedback (via the chat box) or class feedback before Ss do Ex 6C.

Additional Materials

For Teachers:

- Presentation Tool Lesson 8A
- Photocopiable Activities 8A
- Grammar Bank 8A

For Students:

- Online Practice 8A
- Workbook 8A

TO START

Books closed. Explain the meaning of *device* (= a machine that does a particular job) and tell Ss you are thinking of a device. Choose one from Ex 1A (e.g. a washing machine), but don't tell them what it is. Ss then ask you *yes/no* questions to find out what it is (e.g. *Does it make something? Is it large? Is it usually in a kitchen?*) When they have guessed the answer, put them in pairs to take turns to think of devices and ask questions to guess what it is.

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

change

1 A If you didn't do the To start activity, explain the meaning of *device*, then focus Ss' attention on the items in the box. Check understanding and model their pronunciation where necessary. Give Ss time to think of their answers to the questions before asking them to discuss them in pairs. In feedback, ask a few Ss to share one thing they discussed for each question.

B Read the title of the text out loud and ask Ss why there is a question mark at the end (the writer isn't sure and is asking the question). Ask Ss if they think change is always better and why or why not, then elicit ideas from around the class. Ask Ss to read the text and tick the ideas they agree with and cross the ones they don't agree with as they read. As an example, read the first sentence aloud and ask Ss to tick or cross it. When they have finished, put them in pairs to share their ideas. In feedback, read a few of the ideas (or just the ideas in the final sentence of the text) with the class and take a class vote to find out if the majority of Ss agree or disagree with it and why.

EXTRA SUPPORT: DYSLEXIA Turn this into a listening task. Read the full text aloud, then put Ss in pairs and ask them to read out each sentence in turn. After each one, Ss tell their partners if they agree with the idea or not. In feedback, ask a few Ss to share their ideas with the class. Ss can then read the text again before they do Ex 1C.

C Put Ss in pairs and ask them to look at the words in bold in the article in Ex 1B and try to guess their meanings. You could check their ideas or encourage them to check in a dictionary if you think it will help them complete the sentences more easily. Alternatively, allow Ss to go straight onto completing the sentences without checking their ideas. Check answers as a class, drilling any challenging words or phrases.

ANSWERS:

1 increasing	5 speed
2 becoming	6 improving
3 getting smaller	7 going down
4 stay the same	8 getting faster

EXTRA IDEA Ask Ss to categorise the words and phrases into these groups where possible: *be more or better*; *be less or worse*, *no change*. Check answers (*be more or better*: increase, get faster, improve; *be less or worse*: get smaller, go down; *no change*: stay the same).

D Put Ss in A/B pairs. Ask Student A to ask Student B questions 1–4 and Student B to ask Student A questions 5–8 but explain that pairs should both give their answers to all questions. Monitor, assessing Ss' use and pronunciation of the target vocabulary, then ask one or two Ss to share something they learnt about their partner in feedback.

EXTRA IDEA Put Ss in pairs. Ask them to choose three devices from the box in Ex 1A and talk about how they are changing. Demonstrate, e.g.: 'Hairdryers are getting lighter. They're getting better at drying hair, but their price isn't going down. The best ones are expensive.' When pairs have finished, ask them to share their ideas with the class.

READING

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

2 A Refer Ss to the lesson title, *Blue-sky thinking*, and elicit or explain that this is concerned with thinking of new and interesting ideas, without worrying about whether they are practical or not. Point out that this is a fun title here because the lesson focuses on technology in the skies. Ask Ss to look at the photo on page 79 and elicit or explain that it shows a *drone*. Ask Ss to read the title and introduction of the article, then put them in pairs to discuss the question. Elicit ideas from the class.

B Assign pairs from Ex 2A roles, A or B, and direct Ss to the relevant pages. Explain that they will read two versions of the same article, then share any information they have which is different.

1 Check Ss are looking at the correct article. Either before or after Ss read, you might want to check understanding of *get in trouble* (= be in a situation with problems), *lifeguard* (= person who helps swimmers in trouble), *vaccine* (= something that a doctor or nurse puts in your body to stop you becoming ill) and *blood* (= the red liquid your heart moves around your body). Set a time limit, e.g. three or four minutes, for Ss to read their article and answer the questions, then ask them to compare answers with someone who has the same role. Elicit answers to question 1 from the class.

2 Make it clear that each Ss can only answer five of the questions with their article. Ss do the task alone, then check answers with someone with the same role as them. Don't check answers yet.

EXTRA SUPPORT Tell Ss which questions they can answer with their article, i.e. Student A: questions 2, 4, 6, 7 and 9; Student B: questions 1, 3, 5, 8 and 10.

EXTRA SUPPORT: DYSLEXIA Provide the questions to dyslexic learners in two sections, section 1 with questions 2, 4, 6, 7 and 9 and section 2 with questions 1, 3, 5, 8 and 10. Tell Ss which section has the questions for their article and ask them to cover the other for now. When they do part 3, they can uncover this section.

3 Ask Ss to now work in their A/B pairs and ask their partner for the answers to the other questions in the activity. Monitor, checking they are on task and communicating effectively. In feedback, check answers to all questions and ask a few Ss to share their ideas for question 2 in part 1.

ANSWERS:

Student A's article answers these questions:

- 2 one or two minutes
- 4 to search for sharks or other dangerous animals
- 6 vaccines and blood
- 7 100 km per hour
- 9 sports businesses

Student B's article answers these questions:

- 1 No, they were teenagers.
- 3 It dropped a float into the water and the teenagers used it to get to the beach.
- 5 by text
- 8 They land in the village or they drop the medicines by parachute.
- 10 No, every course is different.

EXTRA CHALLENGE Ask Ss to note down the key points from their articles using words and phrases rather than full sentences. Ss use these to find out what is the same and different about their articles. In feedback, they can share what was different, i.e. what they learnt from their partner.

3 Keep Ss in their pairs from the previous task. Check understanding of *farming* and *firefighting* (they should be able to work them out from words they already know) and give them a minute to think of ideas individually. Monitor the discussions, providing hints from the possible answers below if Ss are struggling to come up with ideas. When they have finished, elicit a few ideas from the class.

POSSIBLE ANSWERS:

entertainment: drone light shows, drone 'dancing' (where a group of drones are programmed to dance in the air)

farming: planting seeds, spraying chemicals to kill insects and to protect plants, looking at very large areas of land for planning a farm

firefighting: looking for forest fires, spraying water or other material to put a fire out

transport: large drones could be used as taxis or private cars

GRAMMAR

will for predictions

4A Tell Ss these sentences come from the article they have just read and ask if they refer to the present or the future (future). Ask Ss to complete the task, then compare answers in pairs. Check as a class.

EXTRA: ALTERNATIVE IDEA Ask Ss to look at the version of the article they read on either page 145 and 149 again and identify the future form used (*will* + infinitive). Elicit why they think the writer uses *will* in the article. You could ask if it is a decision made at the time of speaking, which is the use of *will* they have studied previously (no, it isn't). Ss might not know or be able to guess why *will* is used, but it will hopefully activate their interest. Ss then do Ex 4A and Ex 4B, when the answer is revealed (to say what we think about the future).

ANSWERS:

- 1** The number of uses of drones will increase greatly over the next fifty years.
- 2** More rescues will happen this way.
- 3** This will mean that healthcare can get to many different places.
- 4** In the future, companies think that drone racing will become more popular.
- 5** Perhaps it won't become an Olympic sport.
- 6** It will probably develop into a professional sport.

- B** Give Ss time to do the task individually, then ask them to compare answers in pairs. Check answers as a class. Note the form on the board for Ss to record, i.e. subject + *will/won't* + infinitive. Establish that we use *will* to make future predictions. You may want to teach *predict* and *make a prediction* as Ss will see these in the Grammar Bank notes and in learning objectives. Note that *be going to* + infinitive can also be used to make future predictions based on present evidence, e.g. *I think it's going to rain*. Although not explicitly taught at this level, you could address this with stronger classes.

ANSWERS:

- 1 infinitive
- 2 won't
- 3 say what we think about the future
- 4 not sure

- C** 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.

GB ► page 124 **GRAMMAR BANK**

Go through the notes and check Ss understand the key points. You might want to remind them about subject and object questions from Unit 3 (Grammar Bank 3B, page 105).

- 1** This exercise focuses on form. Do the first item with the class, eliciting why the other option is incorrect (*will* isn't followed by *to*). Tell Ss to think about verb forms, contractions, word order and unnecessary words, and to check their answers using the Grammar Bank notes. Monitor, assisting if necessary, then put Ss in pairs to check answers. Check answers as a class.

ANSWERS:

- | | |
|-----------------|------------------|
| 1 will go down | 5 probably won't |
| 2 she will want | 6 will probably |
| 3 will | 7 will she take |
| 4 Perhaps it'll | 8 will happen |

- 2** This exercise focuses on word order. Do the first item with the class. Monitor as Ss do the rest of the task individually and encourage corrections where necessary. Display the answers so Ss can check their sentences themselves. Deal with any common errors in feedback.

ANSWERS:

- 1 I'm sure I will forget something.
- 2 Will there be a lot of people there?
- 3 You probably won't find a place to park.
- 4 We'll be with you in half an hour.
- 5 I don't think Teresa will come to the party.
- 6 What will scientists discover next?
- 7 It'll be impossible to see anything.
- 8 Mr Garcia will expect to stay in a good hotel.
- 9 You'll have a wonderful time in Greece.
- 10 Our plane will probably land in an hour.

- 3** This exercise focuses on use and form. Use A's line in the first conversation to demonstrate the task by asking Ss to read it and identify the mistake with *will* and how to change it. Check the answer, then ask Ss to complete the rest of the task alone. Put Ss in pairs to compare answers, then check as a class.

ANSWERS:

Only the sentences with corrections are shown.

- 1 B: It's OK. I'm sure they ~~won't~~ **will/ll** be here soon.
- 2 A: Will ~~be bad~~ the traffic **be bad** at six o'clock?
B: It'll **probably** be ~~probably~~ less busy at about seven o'clock.
- 3 A: Do you think Amara **will/ll** like this present?
B: I'm sure she will ~~like~~.
- 4 A: When will **they** decide about the job?
B: They **probably** won't ~~probably~~ decide anything today.
- 5 A: Who will ~~he~~ play the main part in the film, do you think?
B: Nobody's sure, but **maybe** it ~~maybe~~ will be Raiden Barlowe.
- 6 A: Will the children ~~to~~ be back at school?
B: It'll still be sunny and you ~~are having~~ **will/ll have** a wonderful time.
- 7 A: Do you think Winston will ~~signs~~ **sign** the contract?
B: I ~~won't~~ **don't** think he will.

EXTRA CHALLENGE Put Ss in A/B pairs. Ss read the conversations aloud using the uncorrected sentences. They correct the mistakes as they speak. They can then swap roles.

PRONUNCIATION

contractions: 'll and won't

5A  **8.01** | Explain that *will* is usually contracted in speech except in very formal situations. Ask Ss to look at the sentences and think how each version will be pronounced. Play the recording for Ss to complete the activity. Check answers as a class.

ANSWERS:

- | | | |
|-------|---------|-----------|
| 1 'll | 2 will | 3 'll fix |
| 4 fix | 5 won't | 6 want to |

B  **8.02** | Play the recording so Ss can write the sentences, including any contractions. Play it a second time, pausing after each sentence so Ss can check or correct their answers. Put Ss in pairs to check their answers. In feedback, display the answers for reference. Before Ss repeat the sentences, drill the contractions from the recording in isolation, i.e. *it'll*, *they'll* and *won't*, along with other possibilities, e.g. *I'll*, *he'll*, *she'll*, *you'll*, *we'll*, *Ben'll*, *Laura'll*, etc. Play the recording, pausing after each sentence to give Ss time to repeat it. Nominate some Ss to repeat it individually and model the /l/ sound again when Ss need help to get it right.

EXTRA SUPPORT: TEACHER There are two pronunciations of the /l/ sound in English – light and dark. When /l/ is before a vowel (e.g. *love*, *look*) it's 'light', the tip of the tongue touches the roof of the mouth just behind the teeth and the middle of the tongue is flat. When /l/ comes before a consonant (e.g. *felt*, *milk*) or at the end of a word (e.g. *ball*, *helpful*) it is 'dark', the middle part of the tongue is raised and not flat, with the tip of the tongue in the same position as for light /l/.

ANSWERS AND AUDIOSCRIPT:

- 1 It'll change my life a lot.
- 2 They'll probably do it.
- 3 You won't like it.
- 4 It won't happen.

C Use the example given to demonstrate the task, then put Ss in pairs. Monitor and check their pronunciation of 'll when using it, modelling and providing suggestions from the possible answers below where necessary. Elicit ideas for each sentence in class feedback.

POSSIBLE ANSWERS:

- 2 give money, help, do something bad
- 3 food, a film, a book
- 4 a shy person coming to a party, the teacher not giving homework, world peace

SPEAKING

6A Demonstrate the task with the first prediction, e.g. 'I think it'll probably happen in 10 years.' and invite Ss to say if they agree with you or not and why. Explain that *oil* in question 7 refers to fuel, not cooking oil. Look at the examples with the class, then put Ss in pairs to do the task. Monitor as Ss do the task in pairs, assessing their use of *will* for predictions. In feedback, ask a few pairs to share one prediction with the class and see if others agree with them.

EXTRA SUPPORT On the board, write these prompts for Ss to use during Exs 6A–C:

- *I think / I'm sure it'll happen ...*
- *I think it'll come true, but ...*
- *I imagine it'll come true, but ...*
- *I don't think it'll happen (at all / in five years).*
- *It'll probably happen ...*
- *It probably won't happen ...*
- *Perhaps it'll happen ...*

EXTRA SUPPORT: DYSLEXIA Turn this into a listening task. Ask Ss to draw a table with two columns, with the heading *I agree* for column 1 and *I don't agree* for column 2. Read out the predictions. Ss listen and write a few words to help them remember the prediction in column 1 if they agree and in column 2 if they don't. Ss then work in pairs and discuss their ideas.

B Ss now make their own predictions about the future. Give an example, e.g. 'People won't use mobile phones any more, they'll use something else.'. Tell pairs they can write about topics other than those in the box if they wish, but should each note down their predictions. Monitor, assisting as necessary.

C Remind Ss of your prediction from Ex 6B and ask them when they think it will happen to demonstrate the task. Put Ss in small groups, ensuring that no one is working with their partner from Ex 6B. Ss take turns to share a prediction and say when they think it will happen. Monitor, assessing Ss' use of *will*, then invite one or two groups to share something they all agreed on or couldn't agree on in feedback.

EXTRA IDEA: DIGITAL Ask Ss to share one prediction on a digital noticeboard or in a forum. Ss then comment on each other's predictions, saying when they think they will happen and why.

TO FINISH

Tell Ss two predictions for the rest of your day, e.g. 'I'll probably watch TV. I won't go to bed late.'. Ask Ss to work in pairs and make two predictions about the rest of their day. In feedback, invite one or two Ss to present their predictions and find out if those predictions are true for anyone else.

8B Hopes and dreams

GRAMMAR | first conditional

VOCABULARY | attitudes

PRONUNCIATION | linking in conditionals

LESSON OVERVIEW

In this lesson, Ss talk about hopes and dreams. The lesson starts with Ss learning and using a set of vocabulary to describe attitudes to life. They then listen to two conversations where people talk about decisions they have to make. This leads into the grammar where Ss study and practise using the first conditional, with a pronunciation focus on linking in conditionals. They discuss two situations involving decisions and roleplay these situations. The lesson ends with a writing activity where Ss write an advice post.

Online Teaching

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

- **Ex 1B:** Use a digital tool that allows you to create matching tasks and recreate this activity. Share the link with Ss and ask them to complete the task.
- **Ex 6A:** Set a time limit for Ss to read the situations and ask them to indicate via the chat box or a thumbs up icon when they have finished.
- **Ex 6B:** If you want to use breakout rooms for the roleplay in Ex 7B, do this as a class activity. Ss can share their ideas orally on screen or via the chat box.

Additional Materials

For Teachers:

Presentation Tool Lesson 8B
Photocopiable Activities 8B
Writing Bank 8B
Grammar Bank 8B

For Students:

Online Practice 8B
Workbook 8B

TO START

Books closed. Give Ss two *Would you rather ... ?* choices, e.g. *go to the beach or the mountains, get a cat or a dog, drink tea or coffee* (there are many such questions online if you search for them). If Ss can move around the room, ask them to stand on one side of the room if they prefer one option and the other side if they prefer the other. Ss then tell a partner the reasons for their choice – either a partner in the same group or a partner in the opposite group depending on how equal the groups are. Do this with two or three option pairs. In feedback, ask Ss whether or not they found it easy to make their decisions and why. Ask them what kinds of decision can be hard to make 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

attitudes

- 1 A** Ask Ss how people decide where to live and elicit a few ideas (e.g. they visit a place, read about it online, ask people who live there). Put Ss in pairs to do the task. When they have finished, elicit a few ideas for each decision from the class.
- B** Ask Ss to read the example (1 f) and say how they know it matches (*impossible* = can't do it, *impossible* is followed by *to* + infinitive). After Ss match the sentence halves on their own, put them in pairs to check answers. Check understanding of the meaning of the vocabulary in bold in class feedback. You could ask Ss to categorise the words and phrases into positive and negative attitudes. Point out the use of *about* after *worry* and the *to* infinitive after *impossible*. Explain that *dream* can be both a verb and a noun and that *experience* is uncountable in this case.

EXTRA SUPPORT: DYSLEXIA Give Ss the sentence beginning and endings in one sentence but gap the words in bold, or one word if it's a phrase, e.g. 1 *It's _____ to make decisions quickly. I can't do it.* 4 *I always look on the _____ side of life. I'm very positive.* Provide the missing words mixed up in a vertical list for Ss to use to complete the sentences.

ANSWERS:

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

- C** Give Ss time to indicate the sentences in Ex 1B that are true for them, then put them in pairs to discuss their reasons. Encourage Ss to use the vocabulary in bold when they do this, e.g. *For me, it's impossible to make decisions quickly. I don't want to make a mistake.* Monitor and check Ss are using the vocabulary accurately and appropriately. In feedback, ask Ss to share one or two interesting things they discussed with the class.

EXTRA: ALTERNATIVE IDEA To make sure Ss use all the vocabulary items, ask them to say whether each sentence in Ex 1B is true for them or not, e.g. *For me, it's not impossible to make decisions quickly. I usually know what I want to do.*

LISTENING

- 2A**  **8.03** | Explain to Ss that they will hear two conversations in which a person is trying to make a decision. Read out the question, then play the recording. Check the answer as a class. Note that you could check understanding of *act* and *move* before Ss listen, but they should be able to deduce the meaning from the context and the word *actor*. Note also that *detest*, *huge* and *fluent* should not be pre-taught as Ss try to work out their meanings in Ex 3A.

AUDIOSCRIPT 8.03

Conversation 1

- A: Have you decided what you want to do yet?
 B: I'm not sure. I love acting. It's a big chance for me.
 A: So why don't you take the job?
 B: If I say yes, I'll have to leave my job here.
 A: Oh, I see. And is the money OK?
 B: No, it's enough, but my job now pays more. Actors don't make a lot of money and the play is only for six months.
 A: Hmm. How do you like your job now?
 B: It's OK ... it's ...
 A: You detest it.
 B: That's a bit strong, ... but it **is** true, I really don't like it.
 A: So if you stay in your job, you'll be really unhappy.
 B: If I leave it, I won't have much money. But it **is** my dream to become an actor.
 A: Maybe you could make some extra money. Erm ... you could get a part-time job in a café or maybe teach online, for example.
 B: But maybe I'll never get another job as an actor after this one.
 A: Of course you will. If you get more experience, for example, from this new job, you'll get more jobs in the future.
 B: Do you think so?

- A: Well, you know me, I always look on the bright side of things. I think you should say yes.

Conversation 2

- A: France? You're moving to France?
 B: I'm not completely sure. I haven't decided yet, but I think so.
 A: Do you have a job there?
 B: No, I don't. I have a place to live in Paris. For the first three months.
 A: That's a huge decision. It's a really big thing. Have you really thought about it?
 B: I know what you mean but ... yes.
 A: Why France?
 B: I've never been there. When I was younger, it was my dream to live there.
 A: Why? Did you read about it or something?
 B: No, I saw a film set in Paris and I fell in love with the city.
 A: So will you stay in Paris?
 B: Maybe. I hope that I can find a job and stay there. We'll see.
 A: I don't really understand. You enjoy your life here.
 B: Yes, but I need a change. Nothing will change if I stay here.
 A: But all your friends are here. Me for example.
 B: I know. I'll miss everyone. But it's not far. You can visit.
 A: But you won't know anyone if you go there.
 B: Yes, I worry a bit about that, but I'm sure I'll meet new people.
 A: It's not so easy. And what about the language?
 B: Well, I can speak French quite well although I'm not fluent. I speak quite slowly, but I don't make many mistakes. I hope that I'll get better if I'm in the country.
 A: OK. You know me. I usually see the negative side of things first.
 B: It's good to hear what you think. Anyway, I'm going to think more about it.

ANSWERS:

Conversation 1: The man is deciding about a new job. Should he leave his job and take an acting job?

Conversation 2: The woman is deciding about moving. She wants to move to France.

- B** Check understanding of *present job* (= the job they have now at this time) and *acting* (= performing in a play or on film). As above, do not pre-teach *detest*, *huge* or *fluent* as Ss guess their meanings from context in Ex 3A. Give Ss time to think of their answers to the task individually before they work in pairs. Explain that it's fine if they don't remember if all the statements are true or false, as the aim of the task is to prepare them to listen again. Don't check answers yet.

- C**  **8.03** | Play the recording again. Check answers to Ex 2B as a class, asking Ss to correct false statements (e.g. 1 *The job offer / play is for six months not four months.*) and give a little more information about the true statements if possible.

EXTRA SUPPORT Play the recording once for Ss to check their answers and a second time so Ss can listen and note down how they know each sentence is true or false to help them provide more information in feedback.

ANSWERS:

- 1 F (It's for six months.)
- 2 T (He says, 'but it **is** true, I really don't like it.')
- 3 F (The money is 'enough' but not as good as his present job.)
- 4 F (She suggests that teaching can bring him extra money.)
- 5 T (He says, 'But maybe I'll never get another job as an actor.')
- 6 F (She has accommodation for three months and also says, 'I hope that I can find a job (and stay) there.')
- 7 F (She says, 'I've never been there.')
- 8 T (She says, 'No, I saw a film set in Paris and I fell in love with the city.')
- 9 T (He says, 'But you won't know anyone if you go there'.)
- 10 F (She says, I can speak French quite well ... I speak quite slowly, but I don't make many mistakes.)

- D** Put Ss in pairs to discuss the question, giving their reasons. In feedback, ask for Ss' opinions via a show of hands. Ask a few Ss for their reasons and see if others agree.

- 3A**  **8.04** | Tell Ss they are going to listen to extracts from the conversations in Ex 2A again and ask them to try to work out the meaning of the three words. Play the recording once or twice so that Ss can write down the words and think about their meanings.

AUDIOSCRIPT 8.04

- 1 detest
A: You detest it.
B: That's a bit strong, ... but it **is** true, I really don't like it.
- 2 huge
A: That's a huge decision. It's a really big thing.
Have you really thought about it?
- 3 fluent
B: Well, I can speak French quite well although I'm not fluent. I speak quite slowly, but I don't make many mistakes. I hope that I'll get better if I'm in the country.

- B** Put Ss in pairs to discuss their ideas before you refer them to page 150 to check their answers. Then ask them to discuss the question. If they are stuck for ideas, do the first item as a class. Show how in the situation, saying the meaning with different words and the tone of voice or the way the speaker says the word help to make the meaning understandable. In feedback, elicit a few ideas from the class.

EXTRA: ALTERNATIVE IDEA Rather than refer Ss to the definitions on page 150, ask them to check their ideas in a dictionary. Take the opportunity to encourage Ss to look for other useful information, e.g. the part of speech, pronunciation, collocations and common usage.

POSSIBLE ANSWERS:

See page 150 for the definitions.

detest

The woman says it in a way that makes it sound like something negative.

The man answers and gives the meaning in different words, 'it is true. I really don't like it.'

We know it is stronger than 'don't like' because the man says, 'That's a bit strong.'

huge

The man says it in a way that makes it sound like something exaggerated or big.

The man gives the meaning in different words 'It's a really big thing.'

We understand from the situation. We know that moving country is not a small decision.

fluent

The woman gives the meaning in different words, she says she's 'not fluent' and explains this 'I speak quite slowly, but I don't make many mistakes.'

We understand from the situation that living in the country can help her and she says, 'I hope that I'll get better if I'm in the country.'

- C** Ask Ss to discuss the questions in their pairs from Ex 3B, then monitor, checking they are using the target words appropriately. Ask one or two Ss to share something they learnt about their partner with the class and provide feedback on Ss' use of the words.

GRAMMAR

first conditional

- 4A** Focus Ss' attention on the sentences and explain that they come from the conversations in Ex 2A. Ask Ss to do the task alone, then work with a partner to compare ideas. Display the sentences on the board and invite Ss to come and underline the verbs in feedback while the other Ss check their answers.

EXTRA SUPPORT: DYSLEXIA Rather than underlining the verbs in the sentences in feedback, write the present simple verbs in one colour and *will* + infinitive in a different colour to show clearly that they are different.

ANSWERS:

- 1 stay, 'll be
- 2 leave, won't have
- 3 will change, stay
- 4 won't know, go

B Explain that the sentences in Ex 4A are first conditional sentences. Check understanding of *imaginary* (= not real, ideas in our minds). Give Ss time to do the task alone before checking answers with a partner. You could also refer them to the Grammar Bank notes on page 125 to check their answers. Check answers as a class.

EXTRA CHALLENGE Ask Ss to look at the sentences in Ex 4A and say if they are talking about a possible or imaginary situation (possible). Focus Ss' attention on the form and ask them to work out what the sentences have in common (they all have two parts (clauses) and one has *if* in it) and how each part of the sentence is formed (sentences 1 and 2: *if* + present simple, *will* + infinitive; sentences 3 and 4: *will* + infinitive *if* + present simple). Give Ss time to do this alone, then share ideas with a partner. Elicit ideas and write them on the board and check answers. Ask Ss to complete Ex 4B as a consolidation task.

ANSWERS:

- a possible
- b future
- c the present simple
- d *will* + infinitive

C 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.

GB ▶▶ page 125 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. Help them to recognise that the *if* clause can come either at the beginning or end of a sentence, with the comma between clauses when it is first.

1 This exercise focuses on form and meaning. Do the first one together as a class. Then ask Ss to do the rest of the task alone, suggesting that they think about the meaning of the two clauses and check that all their answers have one *if* clause and one present simple clause. Ss check answers with a partner. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Provide the complete sentences with just the word *will* missing (e.g. *I go to the party if you come with me*). Ask Ss to insert the correct form of *will* in the correct place for each item. Tell them to use the contraction *'ll* when appropriate.

ANSWERS:

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

2 This exercise focuses on form. Do the first item as a class, reminding Ss to use the contractions *'ll* and *won't* when appropriate. Monitor as Ss do the task alone, providing individual feedback, then check answers as a class. Note that although the focus here is limited to the present simple, in some of the *if* clauses it is also possible to use the present continuous, e.g. 5 *are driving*, 7 *'s snowing*, 8 *isn't feeling*, 11 *is starting*.

ANSWERS:

1 have, 'll go	7 will you do, snows
2 's, 'll come	8 doesn't feel, 'll cancel
3 leave, won't get	9 make, will (the boys) eat
4 'll find, look	10 leave, 'll call
5 'll crash, drive	11 won't have, starts
6 's, won't buy	12 cook, will (you) look after

3A This task focuses on both form and meaning. Complete the first sentence as a class, highlighting the use of the comma and noting the sentence on the board. Check Ss remember the meaning of *stir* (= mix substances together) and that they understand *burn* (= in this context, taste bad because it was cooked for too long). Monitor as Ss do the task alone, then put them in pairs to check their answers. In feedback, display the answers for Ss to check them.

ANSWERS:

Only the sentences Ss have to write are shown.

Conversation 1

B: If you wait a minute, I'll come and take a look.
B: No, but if I see her, I'll tell her you want to speak to her.

Conversation 2

B: It'll taste better if you add some salt.
B: If you don't stir it, it'll burn.

Conversation 3

A: What will you do if you fail the exam?
A: I'm not sure, but if I pass the exam, I'll study politics at university.

EXTRA CHALLENGE Put Ss in A/B pairs to read the conversations aloud, using the prompts rather than the completed sentences.

B Explain that the first conditional describes a possible future situation, but can also be used for the three purposes in the exercise. Check understanding of *offering* (= saying you'll do something for someone) and *giving advice* (= saying what you think someone should do). Give Ss time to do the task individually before they check with a partner. Check answers as a class.

ANSWERS:

- a** What will you do if you fail the exam?
... if I pass the exam, I'll study politics at university.
- b** If you wait a minute, I'll come and take a look.
No, but if I see her, I'll tell her you want to speak to her.
- c** It'll taste better if you add some salt.
Be careful. If you don't stir it, it'll burn.

PRONUNCIATION

linking in conditionals

5A  **8.05** | Tell Ss that they are going to listen to linking in conditional sentences and write down the phrases they hear. Play the recording once so Ss can write down the four phrases, then put them in pairs to check their answers. Play the recording a second time if necessary, then display the phrases on the board for Ss to check in class feedback.

EXTRA SUPPORT: DYSLEXIA Give Ss the phrases gapped so they only have to write one or two words to complete them.

ANSWERS AND AUDIOSCRIPT:

See Ex 5B.

B Remind Ss that linking happens between words which end with a consonant sound and begin with a vowel sound or diphthong (although the latter doesn't affect these examples). Ask Ss to look for this linking and draw a line between the two words, as in the example. Monitor, checking Ss are on task, then elicit answers from the class and note the linking on the board. Note that as Ss studied words which end with an /ɪ/ sound in Lesson 7A, so you might like to ask what happens after the word *study* in the second phrase (a /j/ sound is inserted).

ANSWERS:

- 1** If it's sunny tomorrow, ...
- 2** If I study English for three more years, ...
- 3** If I don't do the homework, ...
- 4** If it rains at the weekend, ...

C  **8.06** | Play the recording again, pausing after each phrase to give Ss time to repeat it chorally and for some to repeat it individually. (Try to give each student a chance to do the latter.) Help them link the words appropriately by modelling again yourself if necessary and asking Ss to repeat.

D Demonstrate the task by completing the first phrase with your own idea, e.g. 'If it's sunny tomorrow, I'll eat my lunch outside.'. Put Ss in pairs to take turns to complete the sentences with their own ideas and give more information. Monitor, noticing their use of connected speech, as well as accurate verb forms. In class feedback, ask a few Ss to share a sentence and encourage the other Ss to ask follow-up questions. Provide class feedback on Ss' use and pronunciation of their sentences.

EXTRA: ALTERNATIVE IDEA Suggest Ss write down their sentences before they compare their ideas with a partner.

SPEAKING

6A Check understand of *take a year off* (= stop doing what you usually do, e.g. your job, for a year) and *go camping* (= sleep outside in a tent). Give Ss time to read the situations and select two. Set a time limit for this or ask Ss to raise their hand when they have finished so you know when to move on to the next task.

EXTRA SUPPORT: DYSLEXIA Ask dyslexic learners to read the situations and choose two before they come to class so that they come prepared for the task.

B Put Ss in pairs to discuss the questions and the possible results of each alternative using the first conditional. Make it clear that Ss are talking about the situations in general at this stage, rather than their personal preferences. With the class, ask Ss to share one or two ideas for each situation, encouraging them to use the first conditional and providing support with this if necessary.

FUTURE SKILLS | Teamwork

- 7A** Ask Ss what they do when they are discussing something with someone and have a different opinion, e.g. say nothing, agree with them to be polite, disagree with them, etc. Elicit a few answers and ask Ss to read the Future Skills box. Ask Ss if they do something similar in their own language.

Put Ss in A/B pairs. Give them time to decide which situation to roleplay, read their role and prepare for the conversation. You could read out the examples and elicit a possible end to the final line *Well, if you ...* (e.g. *if you go to university, you find out more about your interests*). Set a time limit so Ss know how much time they have, e.g. three or four minutes. Monitor and help Ss with any language they might need.

- B** Ask Ss to roleplay the situation. Monitor and listen to their use of the first conditional, then provide feedback on this.

EXTRA CHALLENGE Ask Ss to try to use three or four vocabulary items from this lesson in their roleplay, e.g. *I'd like to start my own business but I worry about failing. I worry about spending money on a gym membership and not going. I always see the negative side of things.*

- C** Ss now swap roles. Give them time to choose another situation, read their roles and prepare, then monitor, again providing feedback on Ss' use of the first conditional. In feedback, ask one or two pairs to share what they roleplayed with the class and what their choice was and why.

EXTRA CHALLENGE Ask Ss to roleplay the situation without looking at the role information to help them. Give them a minute to review their roles first before they close their books and do the task.

WRITING**write an advice post**

- 8A** Remind Ss that one reason we use the first conditional is to give advice, e.g. *If you choose to ... , ... will happen*. Ask Ss to read the post and answer the question, then elicit some answers from the class.

EXTRA SUPPORT Give Ss two or three options to choose from, e.g. 1 *where to live*, 2 *what university subject to study*, 3 *what job to take*. Do a class survey to find out who chose each decision.

- B** Refer Ss to the Writing Bank on page 95. Tell Ss that they will find out what decision is.

page 95 WRITING BANK**WB**

- 1A** Give Ss time to read the question and check their ideas from Ex 8A on page 81. Ask if any Ss guessed correctly.

ANSWERS:

PurpleRose04 is deciding about a university subject. Should they choose history or business studies.

- B** Put Ss in pairs to come up with some advice for the person in Ex 1A, then ask a few pairs to share their ideas with the class. Ask if any Ss in the class have or have had this problem, and if so, what they did.
- C** Give Ss time to read the reply, then put them in pairs to say if they agree with the advice and why or why not. Ask one or two Ss to share their opinions with the class.
- D** Ask Ss to do the task alone, then put them in pairs to compare answers. Remind Ss about the Future Skills box and encourage them to listen to each other, respond with interest and ask *Why do you think that?* Check answers as a class. Note the phrases for making suggestions on the board so Ss can refer to them when writing their posts.

ANSWERS:

- 1** three: If you choose history, you'll enjoy your university studies; If you choose business studies, it's possible that you'll enjoy your studies, ... ; If you don't enjoy the course, you'll probably be a bit bored or unhappy, ...
- 2** How about ... ?; you should think about this question ...
- 3** Possible answers (from Lesson 4C): You can/ could ... ; Why don't you ... ?; What about ... ?

- 2A** Explain to Ss that they are going to write a reply to one of the four questions in the task. Check they understand *ex-girlfriend* (= a girlfriend from the past, not now), *fix up my flat* (= decorate or repair things in a flat) and *uncomfortable* (= not comfortable). Ask Ss to read the questions and choose one to reply to, then put them in pairs to tell each other which one they chose and why.

B Monitor as Ss write their notes, assisting with vocabulary as necessary.

EXTRA SUPPORT Before Ss write their plans, put them in pairs to discuss possible suggestions and the positive and negative sides of each one. This will give them ideas to include in their plans. You could encourage them to record their ideas visually, e.g. in the form of an ideas map. The middle of the map is a square in which Ss write the problem, e.g. *Flatmate's clothes*. From the square, lines lead to different suggestions, e.g. *Be honest, Say nothing, Suggest a shopping trip*. From each suggestion is a line leading to the possible positive effect of the solution, e.g. *He'll dress better and get a job*, and a line leading to the possible negative effect of the solution, e.g. *He'll get upset and stop talking to you*.

C Ss can write their reply in class or for homework. If they do the former, monitor, providing support and feedback.

EXTRA IDEA: DIGITAL Create a forum or digital noticeboard for the class with a shortened version of each question in Ex 2A, e.g. *My ex-girlfriend is getting married next month. She wants me to go to the wedding but I don't want to. Should I go?* Ss post their replies to the question they chose, then read each other's work in Ex 2D.

D Put Ss in groups. Ask them to read each other's posts, then discuss what they think about each other's advice. If Ss write their posts at home, they could read each other's before they come to class and work in groups to discuss them in the next lesson.

TO FINISH

On the board, write the prompt *If I have time tonight, I'll ...*. Ss complete the prompt and tell a partner their answers. Find out the most common activities in class feedback. Alternatively, write *If I can't remember the first conditional in a few days, I'll ...* and ask Ss to complete the sentence to share ideas for further review and practice. Discuss possible resources for Ss to use to help them review the first conditional.

8C Go green

HOW TO ... | check information

VOCABULARY | the environment

PRONUNCIATION | intonation in question tags

LESSON OVERVIEW

In this lesson, Ss learn how to check information in the context of the environment. The lesson starts with Ss learning and using vocabulary related to the environment through a quiz. Ss then listen to someone doing the quiz and hear examples of ways to check information. They then study and practise using question tags to check information. The lesson ends with a speaking activity where Ss do a second quiz and check information with each other.

Online Teaching

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

- **Ex 1A:** As Ss will work in breakout rooms in Ex 1C, you might want to conduct this activity with the class. Ask Ss to share their ideas via the chat box so everyone contributes, then nominate two or three Ss to expand their ideas orally.
- **Ex 1C:** Give Ss time to read and do the quiz alone before you put them in breakout rooms to check their answers.
- **Ex 5A–5C:** Ask one student in each pair to share their screen so both Ss can see the sentences in Ex 5A. Close the breakout rooms after the task to set up Ex 5B, then open them again in Ex 5C. Keep Ss in the same rooms so they have the same partner.

Additional Materials

For Teachers:

Presentation Tool Lesson 8C
Photocopiable Activity 8C
Grammar Bank 8C
Mediation Bank 8C

For Students:

Online Practice 8C
Workbook 8C

TO START

Write the word *environment* on the board and put Ss in teams. Give them three minutes to write as many words as they can using the letters in the word. e.g. *men, meet, met, even, ever, never, note, tree, oven, movie, metro, enter, mention*. Check answers as a class. The team with the most correct answers wins.

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

VOCABULARY

the environment

1 A Focus Ss' attention on the photos and ask them what they can see to establish the lesson topic. Check understanding of *green* in this context (= connected with taking care of the environment), then put Ss in pairs to discuss the questions. Invite Ss to share answers in class feedback.

B Ask Ss to read the quiz with a focus on understanding the vocabulary in bold, so that when they answer the questions later, they fully understand it. Ask Ss to read the first quiz question and find the definition for *environment* to demonstrate the task. Ss complete the task alone, then check answers in pairs. Check answers as a class, highlighting that *energy, heating, rubbish* and *pollution* are uncountable nouns. Note that *throw away* is a separable phrasal verb, e.g. *throw away rubbish* and *throw rubbish away* are both possible. Drill the word *environment*, highlighting the silent *n* in the middle.

ANSWERS:

a energy	b vegetarian	c environment
d heating	e rubbish	f throw away
g recycle	h pollution	

C Put Ss in pairs to do the quiz. With the class, invite pairs to share their answers and discuss their choices, but don't check them yet.

EXTRA SUPPORT Give Ss time to read the quiz again individually and choose their answers before they discuss them in pairs.

EXTRA SUPPORT: DYSLEXIA Read each quiz question and the options aloud in turn, giving Ss time to discuss their answers before reading out the next question. Alternatively, record the quiz before the lesson so Ss can listen as they read.

How to ...
check information

2 A  **8.07** | Tell Ss they are going to hear someone doing the quiz and they can listen and check their answers. Play the recording. In feedback, find out if any pairs got all the questions right and if any answers surprised them.

 **AUDIOSCRIPT 8.07**

A: Are you ready?
B: These questions are hard, aren't they?
A: Not for me. I have the answers here.
B: OK. Tell me.
A: So, what did you put for number one? Which helps the environment the most?
B: That's easy. It's c, isn't it? You become a vegetarian.
A: Correct! You eat a lot of vegetables, don't you?
B: That's right, but I'm not a vegetarian. I eat meat sometimes.
A: OK, the next one. Number two?
B: Hmm, I'm not sure about this one. Maybe the jumper, maybe turning the heating down. OK, let's go with b.
A: Yes. If you turn your heating down from 19 to 18 degrees, you'll save a lot of energy. About 10 percent.
B: That's incredible. Anyway, number three is glass, isn't it?
A: No.
B: Then newspaper?
A: Actually, it's plastic.
B: Really?
A: Yes. It says here that it takes a lot of energy to make plastic, so it's important to recycle it.
B: OK.
A: What did you put for number four?
B: This is a difficult one. My first guess is c, that it's the same. But wait, a business class seat takes more space, doesn't it?
A: A lot more space.
B: So it's worse. The answer is a.
A: Yup. You flew business class last year, didn't you?
B: Yes, I did. But never again!
A: OK, let's look at number five. What do you think?
B: I don't know. It's not the shoe. It's probably not the chewing gum. It's the glass bottle, isn't it?
A: It **is** the glass bottle. It says that glass can last for 4,000 years in nature. Or even more.
B: That's scary.

ANSWERS TO THE QUIZ:

1 c	2 b	3 b	4 a	5 c
-----	-----	-----	-----	-----

- B**  **8.07** | Tell Ss that the extracts are from the conversation they just heard. Give Ss time to read them and guess the missing words, then play the recording for them to check and note down their answers. In feedback, display the sentences on the board for Ss and establish that question tags are used to check information.

ANSWERS:

- 2 don't you 3 isn't it 4 doesn't it
5 didn't you

- 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. Explain that as well as to check information, question tags are often used in a conversation to encourage another person to participate, as the listener has to respond. However, point out that they shouldn't overuse question tags as it can sound like an interrogation. Also explain that *actually* in the final example means *in fact*.

- 1** This exercise focuses on form. Do the first question as a class, identifying the verb tense, the subject and then the corresponding question tag. Ss complete the task on their own, then check answers in pairs. Check answers as a class.

EXTRA CHALLENGE Ask Ss to cover options a–l and write the correct question tags. They can then uncover and match the options to check their answers.

ANSWERS:

- 1 i 2 d 3 k 4 h 5 g 6 l
7 b 8 a 9 f 10 e 11 j 12 c

- 2** Do the first one as a class, reminding Ss to follow the steps suggested in Ex 1. Monitor as Ss do the task, providing individual feedback. Ss compare answers in pairs. Deal with any common issues in class feedback.

ANSWERS:

- | | |
|---------------|---------------|
| 1 isn't it | 7 haven't we |
| 2 aren't you | 8 doesn't she |
| 3 didn't we | 9 isn't there |
| 4 won't you | 10 don't you |
| 5 wasn't it | 11 wasn't it |
| 6 haven't you | 12 hasn't he |

- 3** Write the first line of the first conversation as an example with the class, then monitor as Ss do the rest of the task. Put Ss in pairs to check answers, then check answers with the class. Note that correct intonation is as vital as grammar with question tags. Raise Ss' awareness of this by modelling *Liana wants to be a vet, doesn't she?* with both falling and raising intonation at the end. Ask Ss what they think the difference is and elicit ideas. Clarify that a speaker's voice falls at the end when they are checking an answer they are sure of and rises at the end when they are not sure of an answer. Move directly on to Ex 3A in the Pronunciation section on page 83.

ANSWERS:

- 1 A: Liana wants to be a vet, doesn't she?
B: That's right.
2 A: You studied economics at university, didn't you?
B: Actually, I studied law.
3 A: That's our luggage over there, isn't it?
B: Yes, it is.
4 A: Tomorrow, we'll have time to go shopping at the airport, won't we?
B: Yes, we/you will.
5 A: You've met Chris before, haven't you?
B: Yes, we met last year.
6 A: These are my sandwiches, aren't they?
B: Actually, they're mine.
7 A: You'll remember to shut all the windows, won't you?
B: Yes, I will. Don't worry.
8 A: You've printed our boarding passes, haven't you?
B: Yes, I have, but they're also here on my phone.

EXTRA CHALLENGE While at this level only positive question tags are taught, you could challenge your Ss by presenting some negative sentences with positive question tags, e.g. *We aren't late, are we?* *You don't speak French, do you?* You could then ask Ss to change three questions in Ex 2 so they're negative, e.g. *Your name isn't Sylvia, is it?* After that, Ss could write three negative questions of their own to ask a partner, e.g. *You don't like sport, do you?*

PRONUNCIATION**intonation in question tags**

- 3A**  **8.08** | If you didn't address this in Ex 3 of the Grammar Bank, explain that intonation is important in question tags because it changes depending on whether we are sure or not sure of an answer. Play the recording. Ss listen and choose the correct answer, then compare answers in pairs. Check answers as a class, then play the recording a second time so Ss can hear the differences in intonation again.

AUDIOSCRIPT 8.08

- 1 These questions are hard, aren't they?
- 2 You eat a lot of vegetables, don't you?
- 3 Number three is glass, isn't it?
- 4 A business class seat takes more space, doesn't it?
- 5 You flew business class last year, didn't you?

ANSWERS:

1 ✓ 2 ✓ 3 ? 4 ? 5 ✓

B Give Ss time to complete the rules, then compare answers in pairs. Check answers as a class.

ANSWERS:

1 rises 2 falls

C **8.08** | Play the recording again, pausing after each question so Ss have time to listen and repeat the questions chorally and individually. Help them produce the right intonation by modelling it again. You could also use your hand to show the rise or fall, or draw the intonation pattern on the board as a visual representation for Ss.

EXTRA IDEA Tell Ss to return to the Grammar Bank on page 126 and put them in A/B pairs. Ask them to read the conversations in Ex 3 aloud, practising the intonation in the questions (Ss should use falling intonation in 1–4 and rising intonation in 5–8). Ss then swap roles and repeat.

4A Put Ss in small groups. Explain that they should note down one thing they are sure about and one thing they are not sure about for each person in their group, either as full sentences or just a few words or phrases. (The latter makes the speaking element of the task in Ex 4C more challenging.) Make it clear they shouldn't speak to each other yet.

B Give Ss time to prepare their question tags. Monitor and assist where necessary, providing feedback on their use of question tags to help Ss get them right.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners may benefit from producing language orally before they write it down. Put Ss in pairs for this task and ask them to discuss questions to ask other Ss in their group. They then write these down so they can remember them.

C Ss now take turns to ask each other their questions. Use the examples to explain the task, then monitor, checking they are forming and pronouncing the question tags effectively. Provide feedback on this after you invite a few Ss to share what they learnt about or confirmed with their group.

EXTRA IDEA If you are comfortable with the idea, ask Ss to work in pairs and write two questions to ask you – one they are sure about and one they are unsure about (e.g. 'You have two children, don't you?', 'You like coffee, don't you?'). Monitor, assisting with language if necessary. As a class, Ss then ask you a question each using appropriate intonation. Answer these quickly, e.g. 'Yes, that's right', 'Actually, I prefer tea.' so all Ss get a chance to speak. In a large class, pairs could choose one question to ask.

SPEAKING

5A Tell Ss that they are going to do another quiz related to the environment. Give them time to read the sentences and think of the answers individually before they do the quiz in pairs. Don't let them look up any answers, just use their own knowledge or guess. Monitor to check they are on task.

EXTRA SUPPORT You might want to revise how to say the numbers as a class before Ss do this activity, in particular how to say 1,500 and 15,000 (*one thousand five hundred* and *fifteen thousand*).

EXTRA SUPPORT: DYSLEXIA Make sure dyslexic learners are given the role of Student B in each pair. Ask Student As to read out each quiz question to their partners so they can then discuss them.

B Refer Ss to the relevant pages to get the answers for the quiz. Ss should check their own answers but not tell their partner yet.

C Use the example to help Ss understand the task. Remind them to use rising intonation if they are not sure and falling intonation if they are sure. As Ss do the task, monitor, assessing their use of question tags. In feedback, ask if any of the information surprised them and, if so, why.

D Ss could work in the same groups for this task as for Ex 4C. Give them a minute to note down one or two ideas before their discussions, pointing out the prompts. In feedback, elicit ideas from around the class. Ask Ss which idea they think might have the biggest result on the environment.

EXTRA CHALLENGE Challenge Ss to use at least one question tag during their discussion.

EXTRA: HOW TO ... Ask Ss to work in pairs and write one more quiz question about the environment (or a different topic if you feel Ss might benefit from a change) e.g. *We recycle about 9 / 29 percent of plastic around the world.* Allow them to use the internet to find relevant information, then ask them to share their questions, via a digital tool if possible, along with their names. Alternatively, elicit questions from pairs and note them on the board. Ss discuss the questions and answers with their partners. Finally, invite Ss to ask the question writers a question with a question tag to check answers with the class e.g. *We recycle about 9 percent of plastic, don't we? Yes, that's correct.*

TO FINISH

Books closed. Put Ss in pairs or groups and ask them to discuss whether question tags exist in their first language and, if so, how similar or different they are to question tags in English. Ask them to think of question tags they could use in their lessons and make a list on the board, e.g. *We're going to do Exercise 3A now, aren't we? We have to work in pairs, don't we? We had some homework, didn't we? The next lesson is on Monday, isn't it?* Give an example yourself first so Ss understand the task. When they have finished, Ss could create a class poster with the questions to practise them in future lessons.

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

► page 159 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 236

8D BBC Documentary

Tomorrow's Food

GRAMMAR | word building: nouns to adjectives

SPEAKING | have a discussion

WRITING | give an opinion

LESSON OVERVIEW

In this lesson, Ss watch a clip from a BBC documentary about the food of tomorrow. The lesson starts with Ss discussing food they often eat. They then read about and watch a clip from the programme and complete some viewing tasks. Ss then focus on building adjectives from nouns using *-y* and *-ful* before they have a discussion about the food of tomorrow. The lesson ends with Ss writing a text giving their opinion.

Online Teaching

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

- **Exs 2A and 2C:** Ask Ss to do these tasks individually and invite volunteers to share their answers in feedback or ask all Ss to share them via the chat box.
- **Exs 2B and 2D:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 5A:** Ask Ss to use the thumbs up and thumbs down emojis, if available on your platform, to show if they feel positive or negative about each prediction and whether they think it will happen. Nominate a few Ss to explain their reasons.

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

Put Ss in pairs. Ask them to tell each other what their perfect meal would be. They should name a starter, main course and a dessert. Invite a few pairs to share their ideas with the class.

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

PREVIEW

- 1 **A** Ask Ss to work alone to write their lists, read the questions and think of their answers. Monitor to check they are on task, then put them in pairs to discuss the questions. Ask Ss to share their ideas with the class in feedback. Find out how important Ss think it is to know where their food comes from and why.
- B** Tell Ss that they are going to watch a clip from a TV documentary called *Tomorrow's Food*. Ask them what they think the programme will be about. Ss read the information to check their ideas and answer the questions. Put Ss in pairs to check their answers, then check answers as a class. Use the photo to check understanding of *greenhouse* (= a glass building where plants are grown).

VIEW

- 2 **A** Check understanding of *soil* (= the top layer of the Earth where plants grow) and *insecticide* (= a chemical which kills insects). Give Ss time to read the sentences before they work in pairs to discuss their choices. Don't check answers yet.
- B** ▶ Play the BBC video clip so Ss can check their answers to Ex 2A. Check answers as a class.

EXTRA SUPPORT Play the video once and tell Ss to watch it for overall meaning. Then, play it a second time and ask them to focus on checking their answers to Ex 2A.

ANSWERS:

1 control	2 rock wool	3 temperature
4 insects	5 potatoes	

- C** Check understanding of *bumble bee* (= a large, hairy type of bee) and *pollen* (= a powder that bees carry from one flower to another to help it make seeds). Show a photo of a bumble bee on a flower collecting pollen if possible. Use the example given to explain the task. Ss then work alone to match the sentences. Don't check answers yet.

- D** ▶ Play the video clip again so Ss can check their answers to Ex 2C. When they have finished, ask Ss to check their answers with a partner and then check as a class.

ANSWERS:

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

- 3 Give Ss time to think of their answers before they discuss them with a partner. In feedback, ask Ss to put their hands up if they would eat the tomatoes from the greenhouse and find out why or why not, then elicit ideas for question 2.

GRAMMAR

word building: nouns to adjectives

- 4 **A** Ask Ss what the purpose of an adjective is (to describe a noun), then ask them to underline the adjectives in the sentences. Display the sentences on the board and invite a student to come and underline the adjectives. Ask the rest of the class to check and confirm the answers.

ANSWERS:

1 cold, windy	2 useful
---------------	----------

- B** Ask Ss if *windy* comes from a noun (yes, *wind*). Give them time to look at the others and decide if they also come from nouns. Check answers as a class.

ANSWERS:

windy (from *wind*), useful (from *use*)

- 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.

▶▶ page 127 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone.

- 1 This exercise focuses on form. Do the first item together as a class. Remind Ss that some nouns lose letters when they become an adjective. Monitor as Ss do the task and prompt corrections where appropriate, then put Ss in pairs to check answers. Check answers as a class.

ANSWERS:

1 hill	2 luck	3 sleep
4 smoke	5 sport	6 dirt
7 taste	8 smell	9 care
10 colour	11 help	12 power
13 success	14 wonder	

- 2** In this exercise, Ss have to choose either the noun or the correct form of the adjective. Do the first item with the class as an example. Elicit why the incorrect answers aren't possible (*spice* is a noun so isn't the right part of speech; *spicey* is the incorrect spelling). Ss do the rest of the task alone, then check answers with a partner. Check answers as a class, asking Ss to give reasons for their choices.

EXTRA SUPPORT: DYSLLEXIA To ensure Ss do not see incorrect spelling models, provide the exercise with the incorrect spellings removed. Alternatively, provide Ss with the correct noun and ask them to complete each sentence with the correct form of the word, either an adjective or a noun, e.g. *This curry tastes delicious. It's really hot and _____ (spice).*

ANSWERS:

- | | | |
|----------|-----------|---------|
| 1 spicy | 2 creamy | 3 juice |
| 4 milky | 5 healthy | 6 oil |
| 7 sugary | 8 buttery | |

- 3** This exercise has a similar focus to Ex 1. Elicit what type of weather each icon represents. Do the first item together as a class so Ss understand how the icons relate to the task. Check Ss understand the meaning of *motorists* (= people driving a motor vehicle). Ss do the task alone and then check answers with a partner. Check answers as a class.

ANSWERS:

- | | |
|------------------|------------------|
| 1 snow, snowy | 5 rainy, rain |
| 2 ice, icy | 6 cloudy, clouds |
| 3 windy, wind | 7 sunny, sun |
| 4 storms, stormy | 8 fog, foggy |

- 4** This exercise provides further practice of forming adjectives from nouns. Ss complete the sentences alone, then check answers with a partner. Check answers as a class.

ANSWERS:

- | | | |
|------------|------------|-----------|
| 1 peaceful | 2 useful | 3 hilly |
| 4 sleepy | 5 helpful | 6 smoky |
| 7 sporty | 8 powerful | 9 painful |
| 10 dirty | | |

SPEAKING

have a discussion

- 5A** Tell Ss that they are going to have a discussion about the future of food. Ask them to read the predictions in the boxes and check understanding by asking: 'What will people eat in the future? Where will they eat it? What will people not eat?'. Check understanding of *disappear* (= become impossible to see any more). Give Ss time to read the questions and think of their answers, then put them in pairs to discuss. Monitor and help with vocabulary.

- B 8.09** | Explain that Ss will hear two people discussing the predictions. Play the recording for Ss to answer the question. Ask Ss to compare in pairs, then check answers as a class.

AUDIOSCRIPT 8.09

- A: OK, listen to this one. It says that insects will be on the menu at fast-food restaurants all around the world.
- B: That can't be true.
- A: Why not? People already eat insects in some countries.
- B: Really? I didn't know that.
- A: I'd love to try some! I'm happy to try anything new.
- B: Yes, you try ... and tell me what you think.
- A: Oh, here's another. It's about foods that will disappear. You like bananas, don't you?
- B: Yeah.
- A: Well bad news. It's possible that bananas will disappear.
- B: Are you joking? No bananas at all?
- A: No bananas at all. Or potatoes, avocados, strawberries ...
- B: Stop. I think that's terrible. I don't believe it will happen, not really. What else do they say?

ANSWERS:

Eating insects:

- The woman feels OK about it. (She says 'Why not?') The man doesn't seem to like the idea.
- The woman says that people already eat insects in some places, although not necessarily in fast-food restaurants. The man doesn't give an opinion.

Disappearing foods:

- They think it's bad news.
- The man doesn't believe it will happen.

- C** Ask Ss to read through the Key phrases, answer the question individually, then share their answers with a partner. In feedback, elicit the answers and ask the purpose of the phrases. Also check Ss understand that *kidding* and *joking* mean the same thing and that we use *That's a shame* when we feel sad and wish a situation were different.

ANSWERS:

That's wonderful. (The speaker thinks it's very good.)

That's terrible/a shame. (The speaker feels sad about something.)

Wait, say that again. (The speaker is checking they have understood/heard correctly.)

- D**  **8.09** | Explain that Ss should identify the Key phrases the man uses. You could ask them to try to do this from memory first. Play the recording, then ask Ss to compare in pairs. Check answers as a class.

EXTRA IDEA Help Ss to produce the right intonation for surprise by drilling all the Key phrases with the class.

- 6** Put Ss in A/B pairs and direct them to the relevant pages.

- 1** Explain to Ss that they are going to read different predictions about the future of food. Check understanding of *sensor* and *packaging* (Student A) and *supermarket check-outs*, *shopping cart*, *laboratory* and *legal* (Student B). Alternatively, ask Ss to read their facts and then guess the meaning of those words from context in A/A or B/B pairs before checking them. You could make sure that Student Bs are stronger learners as their texts potentially have more unknown vocabulary. Ss read their information and choose two or three facts to tell their partner about.
- 2** Ask Ss to work with their partners. Student As start with one of their facts. Encourage them to tell their partners about their chosen fact in their own words, rather than reading it aloud, listen carefully to Student B's reaction and then give their own opinion. Remind Ss to use phrases from the Key phrases box in their discussions. Monitor to assess how well they use them. Provide feedback on this, e.g. drilling the intonation again to help Ss sound surprised.
- 3** Ss now swap roles. Again, monitor and listen to Ss' use of the key phrases. Provide feedback on their use of the key phrases.
- 4** Ss continue to alternate, telling each other about the other facts they chose. If time is an issue, Ss could tell their partner about just one of their facts rather than all two or three of them. When they have finished, invite a few Ss to share the fact that they found the most surprising and why.

WRITING**give an opinion**

- 7 A** Ask Ss to read the title of the text, say if they think this is a good idea and if it will come true and give their reasons. Ss then read the text and answer the question. Put them in pairs to compare answers, then check as a class. Ask Ss if they changed their minds about the packaging after reading the text.

EXTRA SUPPORT: DYSLEXIA Give Ss with dyslexia the opportunity to read the text before they come to the lesson so they can review it in class, rather than read it for the first time.

ANSWER:

The writer thinks it's a good idea.

- B** Ask Ss how many paragraphs the text has (four) and then ask them to match the questions with the paragraphs. Put Ss in pairs to check answers. Check answers as a class.

ANSWERS:

1 c 2 a 3 d 4 b

- 8 A** Tell Ss they can choose one of their own ideas about the future of food or one that their partner told them about. Ask them to make notes to answer each question in Ex 7B, either in list form or as a mind map, to plan their writing. Monitor, helping with ideas and vocabulary.

- B** Ss can do the writing task in class or for homework. If they write their text in class, monitor, helping with language and providing individual feedback where possible.

- C** Put Ss in groups and ask them to share their texts. Give Ss time to read each other's work and then ask them to tell each other which parts of the texts they agree with as a group. Monitor and invite Ss with interesting points to make them to the whole class. Provide any useful feedback on their writing to the class.

EXTRA IDEA: DIGITAL Ask Ss to share their texts via a digital tool, e.g. a forum or digital noticeboard. Ss can then reply to each other's texts, saying which ideas they agree or disagree with.

TO FINISH

Put Ss in pairs and ask them to make one more prediction, either about food we will eat in the future or the way we will eat it. Suggest they think about restaurants, takeaways, family meals, etc. Monitor and help with vocabulary. When they have finished, pairs take turns to read out their predictions. The rest of the class listen, then vote on whether they agree or disagree with them, giving their reasons.

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, 4A and 5A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

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

- **Exs 1A and 1B:** Ask Ss to type their answers in Ex 1A, then copy and paste them into the chat box one by one to see if they are similar or not for Ex 1B.
- **Ex 3B:** To vary the collaborative tasks, conduct this as a whole class activity. Ask the first question. Ss give a thumbs up if they prefer the first option and a thumbs down if they prefer the second option. Find out which is the most popular and invite a few Ss to share their reasons via the chat box. For questions 2, 4 and 6, use the thumbs up and thumbs down emojis to gather answers. For questions 3, 5, 7 and 8, ask Ss to answer via the chat box.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 8 (Grammar: *will* for predictions, first conditional, word building: nouns to adjectives; Vocabulary: change, attitudes, the environment; How to ... check information). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

will for predictions

- 1 A** Do the first one as an example. Elicit how Ss could use *will* or *won't* to form different predictions in question 1, making it clear that the sentences should be true for them. Monitor while Ss do the task, providing feedback as necessary.

ANSWERS:

- 1** I'll make some mistakes in this exercise. OR I won't make any mistakes in this exercise.
- 2** We'll probably have some homework tonight. OR We probably won't have any homework tonight.
- 3** I'll probably forget my book next lesson. OR I probably won't forget my book next lesson.
- 4** There'll be a lot of messages on my phone after the/this lesson. OR There won't be a lot of messages on my phone after the/this lesson.
- 5** I'll probably see my best friend this weekend. OR I probably won't see my best friend this weekend.

EXTRA CHALLENGE Fast finishers can write two more predictions about the next few days.

- B** Put Ss in pairs to share their sentences, giving reasons to find out if they are similar or different. Monitor and assess Ss' use of *will* and *won't*, including their pronunciation of the contractions. In feedback, ask pairs to share how many of their sentences were the same and if so, what they were. Provide feedback on Ss' use of the target language by highlighting good examples and eliciting corrections to errors. Drill the pronunciation of contracted forms if useful.

first conditional

- 2 A** Check Ss understand the meaning of *room service* (= a service in a hotel; you phone up and order food and they bring it to your room) before they do the task on their own. Put Ss in pairs to check answers. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Turn this into a gap-fill exercise where Ss change the form of a verb in brackets in each sentence. In some sentences, gap the verb after *if* and in others, gap the verb in the other part of the sentence, e.g. 1 If you ____ (press) nine, you'll get room service. 2 If you park here, you ____ (have to pay) at least five euros.

ANSWERS:

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

- B** Elicit ideas for sentence 1 from the class to clarify the task (answer: *in a hotel*). Put Ss in pairs to think of possible contexts for the other sentences. Monitor and help with vocabulary where necessary, then check possible answers as a class.

POSSIBLE ANSWERS:

- 1** in a hotel
- 2** in a car park
- 3** when you're cooking
- 4** in a shop
- 5** when you meet a friend with their dog
- 6** in a shop

word building: nouns to adjectives

3A Do the first item as a class, checking Ss understand what *one* refers to (a restaurant) and reminding them that the two endings to change nouns to adjectives in Lesson 8D were *-y* and *-ful*. Note that Ss need to use the superlative form of the adjective in questions 3, 5 and 7. Point this out or see if they can transform the adjectives on their own, prompting only if necessary. Monitor as Ss do the task individually, providing feedback. Put Ss in pairs to check their answers, then check as a class.

ANSWERS:

- | | |
|----------------|------------------|
| 1 noisy | 5 most colourful |
| 2 sugary | 6 carefully |
| 3 most useful | 7 happiest |
| 4 sunny, snowy | 8 most helpful |

B Model the task by asking a confident student to ask you the first question in Ex 3A. Give an answer that models how much you want Ss to say in their response, e.g. 'I prefer quiet restaurants so I can hear what people are saying and we don't have to shout. It's nice to go to a noisy restaurant occasionally, but not all the time.' Put Ss in pairs to do the task and monitor their use of the target language. In feedback, ask one or two pairs to tell the class something they learnt about their partner. Provide feedback on Ss' use of the target language.

VOCABULARY

4A Ask Ss a few questions about vocabulary items from this unit to lead into the activity, e.g.:

- *What do you call a person who doesn't eat meat?* (a vegetarian)
- *What's the opposite of pass a test?* (fail a test)
- *If something doesn't change for a long time, it stays the ... what?* (same)

Make it clear that this exercise covers vocabulary from the whole unit. Check Ss understand the meaning of *lucky* (= good things happen to you by chance). Ss complete the task alone, then work in pairs to compare answers. Display the answers on the board in feedback or elicit and write them on the board so Ss can check their spelling.

EXTRA SUPPORT Reduce the number of gapped letters in longer words by writing in one or two of the missing letters or dictating them to Ss.

EXTRA SUPPORT: DYSLEXIA Provide the sentences with whole words gapped rather than individual letters, e.g. *It's easier to look on the bright _____ if you're always lucky.* Supply the missing words as a vertical list or provide the first letter of each missing word.

ANSWERS:

- 1 bright side
- 2 stay, same, become
- 3 impossible, negative side
- 4 improving, getting better
- 5 powerful, successful

B Give Ss time to think about whether they agree or disagree with each statement, then put them in pairs to discuss them. Encourage Ss to give reasons for their opinions. Monitor and listen for Ss' use of vocabulary from the unit and also any interesting answers. Ask those Ss to share their ideas with the class, then provide feedback on the Ss' use of vocabulary.

5A Check understanding of *maximum* (no more than), then ask Ss to read the title of the text and predict what they think a *SMART Eco-hotel* is. Elicit some ideas, then ask Ss to read the text to check their ideas before filling the gaps to complete it. Don't check answers yet.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for dyslexic learners by breaking up the text into sections and placing the relevant options below each section.

B  **R8.01** | Play the recording, pausing after each answer for Ss to check their ideas. In feedback, ask if anyone in the class would like to visit a smart eco-hotel and if Ss think all hotels should be like this.

ANSWERS:

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

EXTRA IDEA Ask Ss to look at their vocabulary notes from the whole course and select five different items (or fewer or more depending on how much time you have available). They should not tell anyone what their words are. Ss then prepare to define or explain them to a partner. Monitor, helping with vocabulary. Put Ss in teams of two or three and then put two teams together to compete – Team 1 and Team 2. One student in Team 1 goes first. They have two minutes to define their words to their team mate(s) who has/have to guess them as quickly as possible. The team gets one point for every word they guess correctly within the time. Team 2 listens and keeps score. Then, one student in Team 2 goes next and repeats the stages. The game ends when all Ss have described their words. The team with the most points wins.

TO FINISH

Write a list of reflection questions about Ss' experiences of the course (see suggested questions below). Number them 1–8, but don't show them to Ss yet. Write the numbers 1–8 in large font around the board. Invite a student to choose a number and read out the reflection question that corresponds to it. As Ss discuss the question in pairs or small groups, monitor and listen to some of their ideas. Invite another student to choose a number and repeat the task one or two more times. After this, summarise some of the comments you heard (e.g. 'So, it seems that many of you are pleased with how your speaking has improved.') and use any points made as a springboard for further discussion about next steps (e.g. 'Some of you mentioned that you want to improve your vocabulary in the future, so how can you do that?'). Finish by providing your own feedback on Ss' progress during the course, highlighting significant improvements and suggesting ways for Ss to progress further.

Suggested questions:

- 1 Which aspect of your English have you improved the most?
- 2 What do you feel most proud of?
- 3 What was the hardest thing? What helped you with this?
- 4 What aspect of your English do you want to improve the most now?
- 5 How did the course help you in your everyday life?
- 6 How did your classmates help you to learn? How did you help them learn?
- 7 How will you use what you have learnt on this course in the future?
- 8 What useful advice do you have for someone starting this course?

EXTRA IDEA: DIGITAL Turn the questions into a survey. Launch the survey if it's a feature of your platform or share a link to it with Ss. Ask them to complete it individually and submit their answers so you can see them. Then ask them to select two of the questions and discuss them with a partner.

SPEAKOUT GAME

The Speakout Game has great potential for exploitation, depending on your group and how much time you would like to spend on it. There are instructions on the board and Ss are likely to be familiar with board games. Put Ss in groups. Each group will need a dice and counters. Simply playing the game will result in lots of speaking and interaction. However, you can get more out of the game in a number of ways:

- Teach the useful phrases given in **B**. Ask Ss when they would use each one. Alternatively, check understanding by asking: *What do you say when you don't know whose turn it is?*, *What do you say when you don't understand a word?*, etc.
- Check Ss understand the instructions in **B**. You can do this by asking: *I'm on square 9 and I complete the task. Where do I go?* or *I'm on square 9 and I don't complete the task. Where do I go?*, etc.
- Check Ss understand the colour 'codes', as each of the four colours suggests a different instruction. You can do this by asking: *I'm on square 4. What do I do or say?*, etc. You could also demonstrate the first four squares with the class, to make sure everyone understands what to do once they're in groups. Monitor Ss playing the game and collect examples of both good use of language and errors for review afterwards. Consider the class atmosphere, keeping in mind that this is the end of the course.

ANSWERS:

Students' own answers apart from the following questions:

- 3 What were you doing at eight o'clock yesterday evening?
- 6 Who phoned you yesterday? Who did you phone?
- 10 Do you have to speak English in your daily life?
- 15 Who in your family is the most similar to you?
- 18 Have you seen a good film recently?
- 22 Have you ever travelled alone for a long time?
- 27 What are you doing tomorrow? OR What are you going to do tomorrow?
- 30 Do you have anything valuable in your bag? OR Have you got anything valuable in your bag?
- 34 What will you do if you win this game?

TO FINISH

Ask Ss what the most interesting thing they heard was while they were playing the game.