WELCOME TO *ROADMAP*

Roadmap is a new, flexible eight-level general English course for adults. Recognising that every class is different and every learner is unique, *Roadmap* provides a dual track approach that allows all learners to develop confidence in speaking while taking a more tailored approach to skills development. It does this by providing smooth syllabus progression based on the *Global Scale of English*, by putting clear and achievable speaking goals at the heart of every lesson, and by providing in-depth skills development lessons for teachers to choose from at the back of the Students' Book. Multiple opportunities are provided for learners to practise outside the classroom in print, online and using the mobile app.

Map your own route through the course

It can be challenging for institutions and teachers to deal with the different needs, interests and abilities of each student, especially if they have a wide mix of learners in the same class. The unique dual track approach of *Roadmap* helps you solve this problem.

- The **fast track route** concentrates on developing learners' speaking skills as well as giving them the grammar, vocabulary and functional language they need to achieve their goals.
- The **extended route** gives learners valuable practice in reading, writing and listening as well as specific training and strategies for developing these skills.

Fast track route:
10 core units featuring grammar, vocabulary and pronunciation with each lesson leading to a final GSE-related speaking activity.

Extended route:
10 core units plus additional skills-based lessons (reading, writing and listening) linked to the content of each lesson.

This unique approach also allows you to adapt material to suit different course lengths. Whatever the number of hours in your course and whatever the interests of your learners, the flexible organisation of *Roadmap* makes it easy for you to choose the best route for your students' success.

Build your students' confidence

Learners need to know what they are aiming for and why. This is key to building confidence, increasing motivation and helping learners make rapid, tangible progress.

- *Global Scale of English* learning objectives provide students with clear goals for every lesson (the goals have been selected to be useful and relevant to students in real-life situations).
- Grammar and vocabulary has been specifically selected according to how useful it is in terms of helping learners reach specific goals.
- Carefully structured tasks with 'models' and opportunities to review performance, *Check and reflect* activities and regular progress tests allow learners to see how well they are doing and highlight the areas they need to improve.

Make the most of your skills as a teacher

Roadmap is designed to be as supportive and easy to use as possible, whatever your level of experience, with:

- 'pick-up-and-go' lessons with clear aims and outcomes that are guaranteed to work.
- clear instructions on how to exploit each lesson, including help with tricky language points, ideas for warmers, fillers, extension and homework activities.
- a huge range of additional support materials, including video, photocopiable games and activities, online and mobile app practice activities, are provided to add variety to your lessons.

The front of class presentation tool makes it easy to access all the support material in one place and enhances your performance as a teacher.



FOR LEARNERS

STUDENTS' BOOK WITH DIGITAL RESOURCES AND MOBILE APP

- Ten units with three main input lessons linked to three *Develop your skills* lessons at the back of the book.
- Each lesson includes grammar, vocabulary and pronunciation and leads to a final speaking task based on *Global Scale of English* learning objectives.
- Key language presented and cross-referenced to a *Grammar bank* at the back of the book.
- A *Vocabulary bank* extends some of the key lexical sets in each unit and focuses on important areas such as word-building and collocation.
- An *English in action* lesson in each unit covers key functional language.
- *Check and reflect* pages at the end of each unit show learners how their confidence and mastery of spoken language has improved.
- Light-hearted video clips and worksheets (available online) extend and consolidate key language covered in the unit.
- Extra grammar and vocabulary exercises, available on the mobile app (the *Pearson Practice English* app), consolidate language points covered in the Students' Book.
- *Develop your skills* lessons at the back of the book expose learners to different genres and give them strategies for developing skills.
- *Communication games* at the back of the book enable learners to practise key language in a fun, communicative way.
- Audio/video scripts and word lists available online.



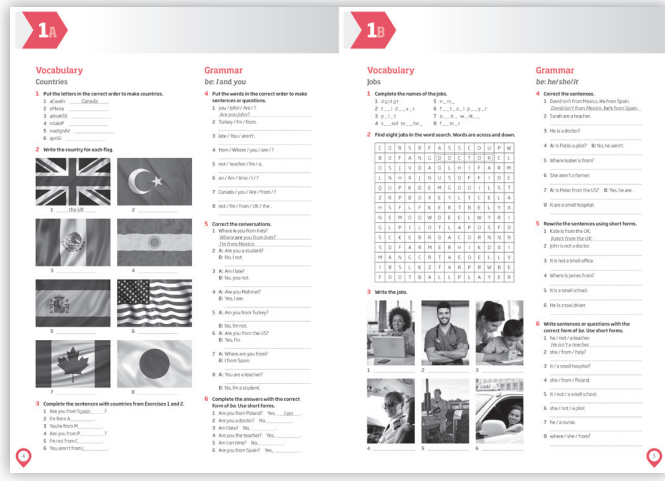
STUDENTS' BOOK WITH ONLINE PRACTICE, DIGITAL RESOURCES AND MOBILE APP

- Provides online practice for students, class management for teachers and a gradebook to review performance.
- Includes all the Students' Book material plus a digital version of the exercises and activities from the Workbook and Tests.
- Includes tools for managing and assigning self-study and practice activities to students, with automatic marking to save time.
- Includes a gradebook for reviewing performance of individual students and classes.



WORKBOOK WITH KEY AND ONLINE AUDIO

- Ten units provide additional practice of material covered in the Students' Book.
- Additional grammar, vocabulary and functional language practice activities.
- Additional reading, writing and listening practice activities.
- Answer key at the back of the book allows learners to check their answers.
- Audio available online.

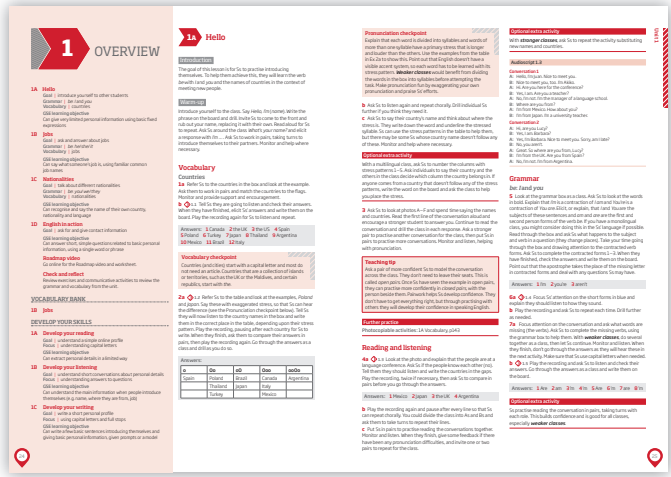


FOR TEACHERS

TEACHER'S BOOK

The Teacher's Book features a host of support materials to help teachers get the most out of the course.

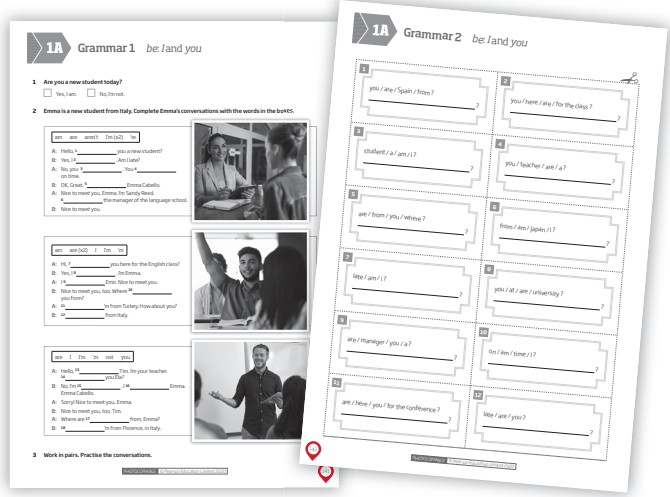
- Teacher's notes for every unit with warmers, fillers, alternative suggestions, advice on dealing with tricky language items, culture notes, etc.
- Teaching tips on useful areas such as dealing with mixed abilities, teaching grammar, vocabulary and pronunciation.
- Grammar and vocabulary photocopiable worksheets for every unit, including accompanying teacher's notes and answer keys.
- Class audio scripts and answer keys.
- Photocopiable worksheets for each Students' Book unit accompanied by teaching notes and answer key.



TEACHER'S DIGITAL RESOURCES

Additional resources can be accessed on the *Pearson English Portal* using the access code in the Teacher's Book.

- Class audio.
- Video and video worksheets.
- Audio and video scripts.
- Word lists.
- Students' Book answer key.
- Assessment package with a range of tests including unit tests (grammar, vocabulary and functional language), achievement and mid and end of course tests (grammar, vocabulary, functional language and skills), with accompanying audio.
- Workbook audio.



VIDEO

- Ten videos – one for each unit – designed to consolidate key language and illustrate some of the quirkier aspects of real life.
- Each video features a roving reporter who goes out on location to visit interesting places, meet interesting people and/or try new experiences.
- Video clips are 2–3 minutes in length and are designed to entertain learners and provide a bit of light relief.
- Video worksheets (to exploit the language in the videos) are available online.



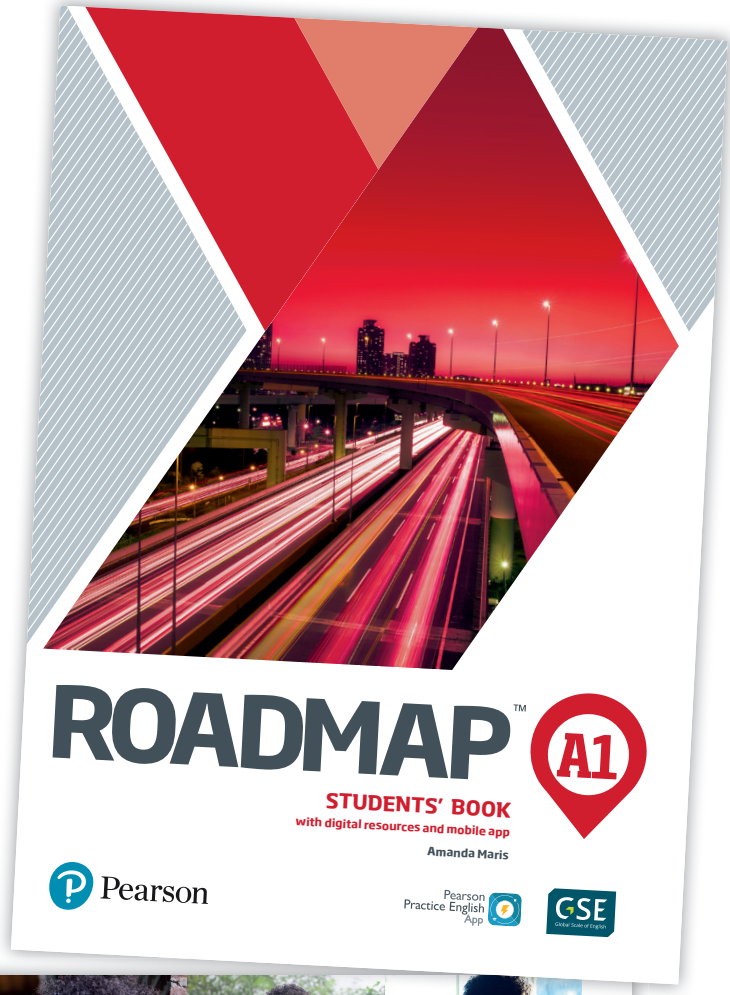
PRESENTATION TOOL

- Interactive version of the Students' Book with integrated audio and video is available on the *Pearson English Portal*.
- Planning mode (includes teacher's notes) and teaching mode.
- Easy navigation via book page and lesson flow.
- Answers to exercises at the touch of a button.
- Integrated audio.
- Integrated video, with timed-coded video scripts.
- A host of useful classroom tools.



The **Students' Book** has ten units featuring three double-page main lessons containing approximately 90 minutes of teaching material. Each lesson features grammar, vocabulary and pronunciation activities which lead up to a final speaking task. Each lesson links to a *Develop your skills* lesson and other material at the back of the book including a *Grammar bank, Vocabulary bank, Communication bank* and *Communication games*.

1. Clearly defined *Global Scale of English* objectives at the start of each lesson.
2. Different topics for each lesson to maintain interest and motivation.
3. Striking images provoke interest in the topic and provide a vehicle for teaching vocabulary.
4. Short reading and/or listening texts featuring real-life information are used to present grammar and/or vocabulary.
5. Grammar rules are clearly highlighted and target language practised through form-based and communicative practice activities.
6. Pronunciation is highlighted and practised in each lesson.
7. Additional practice is provided on the mobile app and in the *Grammar bank* at the back of the book.
8. Key vocabulary is presented in context and practised through personalised activities.
9. Carefully staged speaking tasks with 'models' and time to prepare build learners' confidence.
10. Relevant, meaningful tasks engage learners and prepare them for real life.
11. *English in action* pages focus on functional language.
12. Each unit ends with a *Check and reflect* page that consolidates key grammar and vocabulary.





1B Jobs

Goal: ask and answer about jobs
Grammar: *be: he/she/it*
Vocabulary: jobs



Vocabulary

1 a Look at the map and the profiles. Where are the people from?

b Complete 1–8 in the profiles with jobs a–h.

a football player	e farmer
b doctor	f nurse
c school teacher	g taxi driver
d pilot	h office worker

c 1.6 Listen and underline the stressed syllables in the jobs in Exercise 1b. Then listen again and repeat.

football player

2 Work in pairs. Choose a person from Exercise 1a. Then ask and answer questions about the person.

A: Are you from Poland?
B: No, I'm not.
A: Are you a football player?
B: Yes, I am. I'm Santiago.

Go to page 136 or your app for more vocabulary and practice.

Reading

3 Read the web page. Match people 1–3 with jobs a–c.

1 Lucy	a office worker
2 Paul	b doctor
3 Mila	c nurse

Green Cross Hospital

About us

Green Cross Hospital is a small hospital. It's in Manchester in the UK.

Hospital staff

Lucy Brown
Lucy is from London. She's a doctor.

Paul Turner
Paul is from Manchester. He's a nurse.

Mila Kowalski
Mila is from Toronto. She's an office worker at the hospital.

4 a Read the web page again. Choose the correct option, a or b, to answer the questions.

1 Is the hospital in London?
a Yes, it is.
b No, it isn't.
2 Is Paul from the UK?
a Yes, he is.
b No, he isn't.
3 Is Mila a doctor?
a No, she isn't a doctor. She's a nurse.
b No, she isn't a doctor. She's an office worker.

b Underline all the examples of *'s, is* and *isn't* in Exercises 3 and 4a.

Grammar

5 a Read and complete the grammar box with *'s* and *isn't*.

be: he/she/it

+	-
He's a nurse.	**He isn't** from the UK.
She 1_____ a doctor.	**She isn't** from Canada.
It 2_____ a small hospital.	**It** 3_____ a big hospital.

?	+	-
Is he from the UK?	Yes, **he is**.	No, **he isn't**.
Is she a doctor?	Yes, **she is**.	No, **she isn't**.
Is it in London?	Yes, **it is**.	No, **it isn't**.

with *where*
Where's *she from?* — *She* 4_____ *from Spain.*

b 1.7 Listen to the sentences. Notice the pronunciation of the short forms in **blue**.

1 She's a doctor.
2 He's a nurse.
3 It's a small hospital.
4 Where's she from?
5 She isn't a doctor.
6 Mila's an office worker.

c Listen again and repeat.

6 1.8 Choose the correct alternatives. Then listen and check your answers.

A: So, Patrick are you a football player?
B: Yes, 1*I'm / it is* a football player in the UK.
A: 2*It is / Is it* a good team?
B: Yes, 3*it is / it's*.
A: 4*Is the manager / The manager is* nice?
B: Yes, 5*he's / is he* OK.
A: 6*He's / Is he* from the UK?
B: No, he 7*isn't / not*.
A: Where 8*'s he / he* from?
B: 9*He's / Is* from Argentina.

7 a Look at the profiles in Exercise 1a again. Answer the questions.

1 Is Mali from Japan?
No, she isn't. She's from Thailand.
2 Is Santiago a pilot?
3 Is Sakura a farmer?
4 Is Emilio a nurse?
5 Is Josh a school teacher?
6 Is Yolanda a doctor?

b Complete the profiles for two people. Work in pairs and tell your partner about them.

Name: _____
Job: _____
City: _____
Country: _____

Name: _____
Job: _____
City: _____
Country: _____

A: This is Diego. He's a teacher. He's from Córdoba in ...

Go to page 116 or your app for more information and practice.

Speaking

PREPARE

8 Work in pairs. Student A: Turn to page 151. Student B: Turn to page 152.

SPEAK

9 Ask and answer the questions and complete the profiles on pages 151/152.

A: Is Julia a doctor?
B: No, she isn't. She's ...

Develop your listening page 87

1D 11 English in action

Goal: ask for and give contact information



1 Look at the photo. Work in pairs. Where are the people?

a at a conference
b in a language school
c in a hotel

2 1.14 Listen to the conversation. Who is the student? Where is she from?

3 a Read the Useful phrases box. Listen to the conversation again and number the phrases in the order that you hear them.

Useful phrases

Asking for information
What's your first name?
What's your family name?
What's your phone number?
What's your email address?

Checking information
Sorry, can you say that again?
How do you spell (your first name)?

Giving information
My first name is (Selin).
My family name is (Atakan).
My number is (020-555-7645).
My email address is (selin2000@dmail.com).

b Listen again and complete the form.

NEW CONTACT
1_____: Selin
2_____: Atakan
3_____: 020-555-7645
4_____: selin2000@dmail.com

4 a Complete the conversation with the correct questions. Use the Useful phrases to help you.

A: 1_____?
B: Dieter Neumann.
A: 2_____ first name?
B: D - I - E - T - E - R.
A: And 3_____ again?
B: Neumann. That's N - E - U - M - A - N - N.
A: 4_____?
B: It's 07700 900617.
A: Sorry, 5_____?
B: 07700 900617.
A: And 6_____?
B: It's dietern@intertalk.com.

b 1.15 Listen, check and repeat.

5 Complete the form with your information.

NEW CONTACT
First name: _____
Family name: _____
Phone number: _____
Email address: _____

6 Work in pairs. Ask and answer questions to complete the form with your partner's information.

NEW CONTACT
First name: _____
Family name: _____
Phone number: _____
Email address: _____

Go online for the Roadmap video.

12 Check and reflect

1 Find the ten countries in the wordsearch.

Argentina Brazil Canada Italy Japan
Mexico ~~Poland~~ Spain Thailand Turkey

P	L	B	R	A	Z	I	L	L	M
O	T	U	X	O	P	R	N	N	E
L	U	R	I	T	A	L	Y	K	X
A	R	G	E	N	T	I	N	A	I
N	K	J	A	P	A	N	S	F	C
D	E	K	Z	Z	O	N	B	T	O
B	Y	U	S	P	A	I	N	K	C
T	H	A	I	L	A	N	D	R	S
U	K	V	S	J	J	K	P	K	N
C	A	N	A	D	A	I	B	B	E

2 a Put the words in the correct order to make sentences.

1 from / I / Brazil / am
I am from Brazil.
2 am / London / from / not / I
3 you / class / my / in / Are ?
4 are / Where / from / you ?
5 my / you / are / No, / in / class / not

b Rewrite three of the sentences in Exercise 2a. Use short forms.

3 Complete the sentences with the correct form of *be*. Use short forms.

1 **A:** _____ you from Spain?
B: No, I _____ from Mexico.
2 **A:** I _____ in Class 4. _____ you?
B: No, I _____. I _____ in Class 3.
3 **A:** Hi, I _____ Tomoko. I _____ from Japan.
B: Nice to meet you. I _____ Burak from Turkey.
4 **A:** _____ I late?
B: No, you _____ late.

4 Complete the names of the jobs.

1 f_____ p*l a y e r*
2 s_____ t_____r
3 f_____r
4 o_____ w_____r
5 p__ o_
6 d__t_ _
7 t___ d____r
8 n_ ____

5 Correct the sentences. Add *is* or *isn't*.

1 Lionel Messi a football player.
2 Marina from Italy?
3 Yes, Yoko in Class 5.
4 The White House in New York.
5 Pete a doctor?
6 No, he.

6 Correct the sentences. Use the information in brackets.

1 Jennifer Lopez is English. (American)
Jennifer Lopez isn't English. She's American.
2 Cristiano Ronaldo is a doctor. (football player)
3 The students are at a British university. (American)
4 Celine Dion is from Spain. (Canada)
5 We are from Spain. (all over the world)

7 a Complete the sentences with the correct nationalities.

1 Gemma's from the UK. Gemma's *British*.
2 Murat's from Turkey. Murat's _____.
3 Sonoko's from Japan. Sonoko's _____.
4 Jake's from Canada. Jake's _____.
5 Felipe's from Brazil. Felipe's _____.
6 Manolo's from Spain. Manolo's _____.
7 Maria's from Argentina. Maria's _____.
8 Sergio's from Mexico. Sergio's _____.
9 Agnieszka's from Poland. Agnieszka's _____.
10 Anurak's from Thailand. Anurak's _____.

b Write the names, nationalities and jobs of three people you know.

c Work in pairs. Tell your partner about the people in Exercise 7b.
Gino's my friend. He's Italian and he's a doctor.

8 Choose the correct alternatives.

1 Ana and Lydia are friends. *We're / They're* from Mexico.
2 Hey Luca, *we are / are we* in Classroom 2 today?
3 Mike and Sally are teachers. *Are they / They are* British.
4 **A:** Hello Yuki, hello Yumi. *Are we / Are you* from Tokyo?
B: *We aren't / They aren't* from Tokyo. *You're / We're* from Osaka.
5 Hi Jaime, hi Abdul. Don't worry! *You aren't / They aren't* late.

9 Complete the text with *'re, are* and *aren't*.

Nick and Kelly _____ my friends in London. I'm from the UK, but Nick and Kelly _____ British. They _____ from Canada.

Reflect

How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can introduce myself to other students.
- I can ask and answer about jobs.
- I can talk about different nationalities.
- I can ask for and give contact information.

Want more practice? Go to your Workbook or app.

The **Students' Book** also features *Develop your skills* lessons at the back of the book. These lessons are based on GSE learning objectives and are thematically linked to the main lessons. They focus on developing specific strategies for improving reading, writing and listening and expose learners to a wide variety of different text types/genres. The *Develop your skills* lessons can either be done in class following the main lessons they are linked to, or they can be used for homework.

1. *Develop your reading* lessons provide practice of specific genres such as online profiles, descriptions, texts, articles, stories and blogs.
2. *Develop your listening* lessons provide practice in different types of listening such as short conversations on a range of familiar subjects, monologues, directions and descriptions.
3. *Develop your writing* lessons provide practice of specific genres such as personal profiles, informal messages, short descriptions and texts, online discussions and directions.
4. Each *Develop your skills* lesson has a clearly defined genre-related goal and a focus which teaches a sub-skill related to the genre.
5. Special *Focus boxes* highlight reading, listening and writing sub-skills such as understanding capital letters, understanding answers to questions, completing forms, understanding *and* and *but*, planning your writing and using subject and object pronouns etc.
6. Practice exercises are provided to ensure learners can recognise and use the sub-skills in focus.







The **Students' Book** also has extensive back of book material including a *Grammar bank*, a *Vocabulary bank*, *Communication games* and a *Communication bank*.

Vocabulary bank

1B Jobs

1 Look at the photos and complete 1–12 with the words in the box.

artist bus driver manager police officer receptionist shop assistant soldier ~~student~~ tennis player tour guide waiter/waitress writer



1 *student* 2 _____ 3 _____ 4 _____



5 _____ 6 _____ 7 _____ 8 _____



9 _____ 10 _____ 11 _____ 12 _____

2 Work in pairs. Do you know anyone who does the jobs in Exercise 1?

My mum is a bus driver.

2A Family

1 Look at the photos and complete the sentences with the words in the box.

aunt boyfriend cousins girlfriend grandad grandma nephew niece ~~parents~~ uncle



Beth: They are my mum and dad. They are my 1*parents*.



Yuri: They are my father's parents. He's my 2_____ and she's my 3_____.



Rick: They are my dad's brother and his wife. He's my 4_____ and she's my 5_____.



Marcus: They are my aunt and uncle's children. They are my 6_____.



Eve: They are my brother's children. He is my 7_____ and she is my 8_____.



Elsa: He's not in my family. He's my 9_____ and I'm his 10_____.

2 Work in pairs. Tell your partner the names of people in your family.

My uncle's name is Vladimir.

2B Everyday objects

1 Look at the picture and complete 1–12 with the words in the box.

backpack credit card glasses handbag keyboard laptop money ~~newspaper~~ passport screen umbrella wallet

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



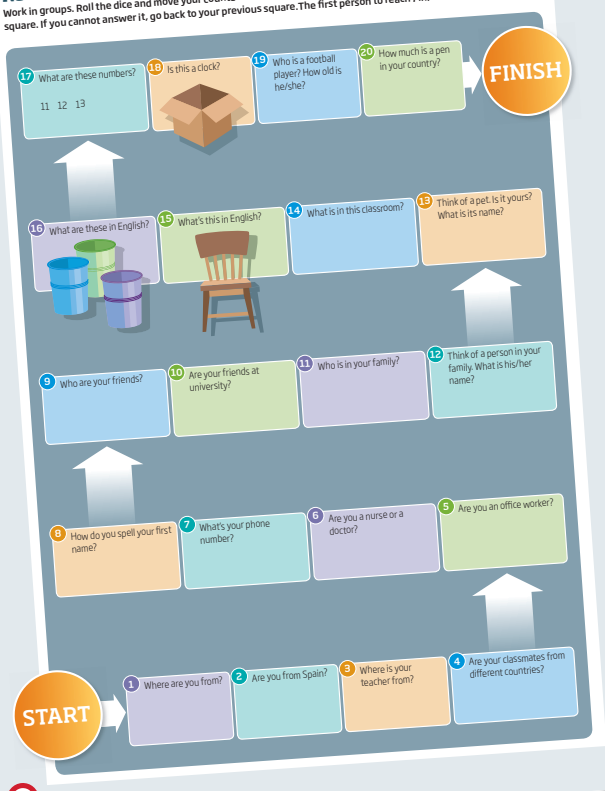
2 Work in pairs. What objects are in your bag?

my credit card, my glasses, ...

Communication review

Reach the end (Units 1–2 review)

Work in groups. Roll the dice and move your counter to the correct square. Read and answer the question on the square. If you cannot answer it, go back to your previous square. The first person to reach *Finish* wins.



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Communication bank

137

Lesson 1B

8 Student A

Read the profiles of Julia Smith and Pavel Kowalski and think of questions to complete the information. Then turn back to page 9, Exercise 9.

Is Julia a doctor?

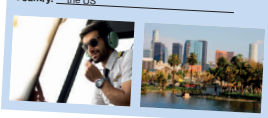
Name: Julia Smith
Job: _____
City: _____
Country: _____



Name: Pavel Kowalski
Job: _____
City: _____
Country: _____



Name: Javier Martinez
Job: pilot
City: Los Angeles
Country: the US



Name: Yuki Mori
Job: farmer
City: São Paulo
Country: Brazil



Lesson 2C

9 Student A

Read the profiles and think of questions to complete the information. Then turn back to page 19, Exercise 10.

Where's Lena from?

Name: Lena Baros
Country: _____
Age: 93
Job: _____



Name: Niran Meeboon
Country: Thailand
Age: _____
Job: _____



Name: Silvia Lopez
Country: Mexico
Age: _____
Job: doctor



Name: Thiago Moreno
Country: _____
Age: 81
Job: office worker



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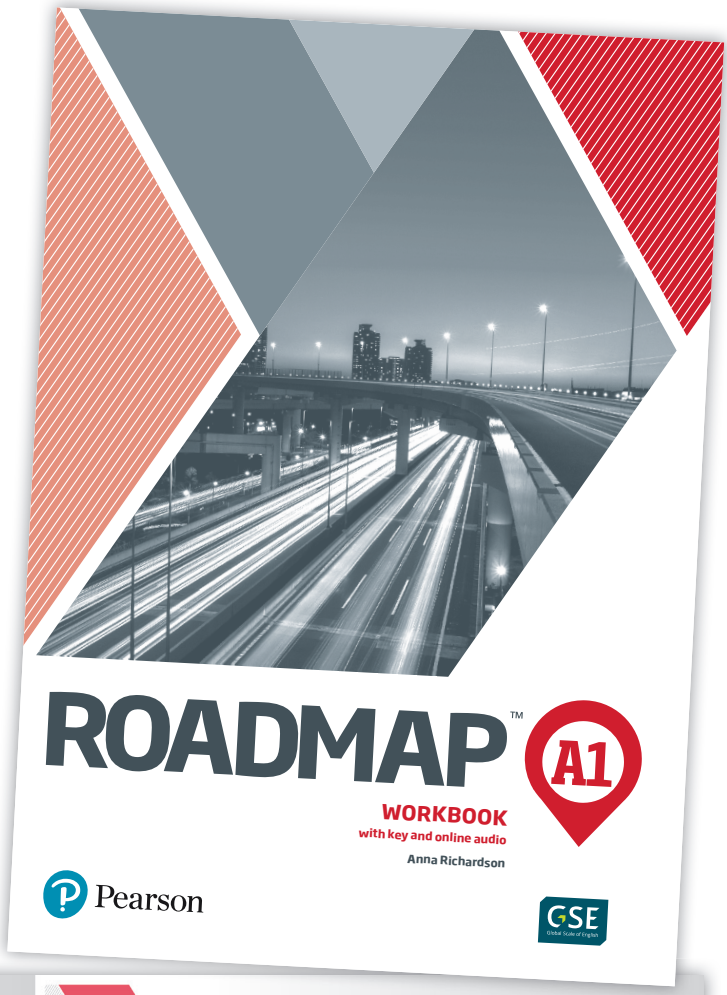
SUPPORT COMPONENTS

WORKBOOK WITH ONLINE AUDIO

The *Roadmap* **Workbook** contains a wide variety of grammar, vocabulary and functional language exercises that review all the areas covered in the Students' Book. It also features additional listening, reading and writing practice.

- Extensive practice of grammar, vocabulary and functional language covered in the Students' Book.
- Additional listening, reading and writing practice to further develop learners' knowledge and mastery of skills.
- Full answer keys and audio scripts are provided at the back of the book.

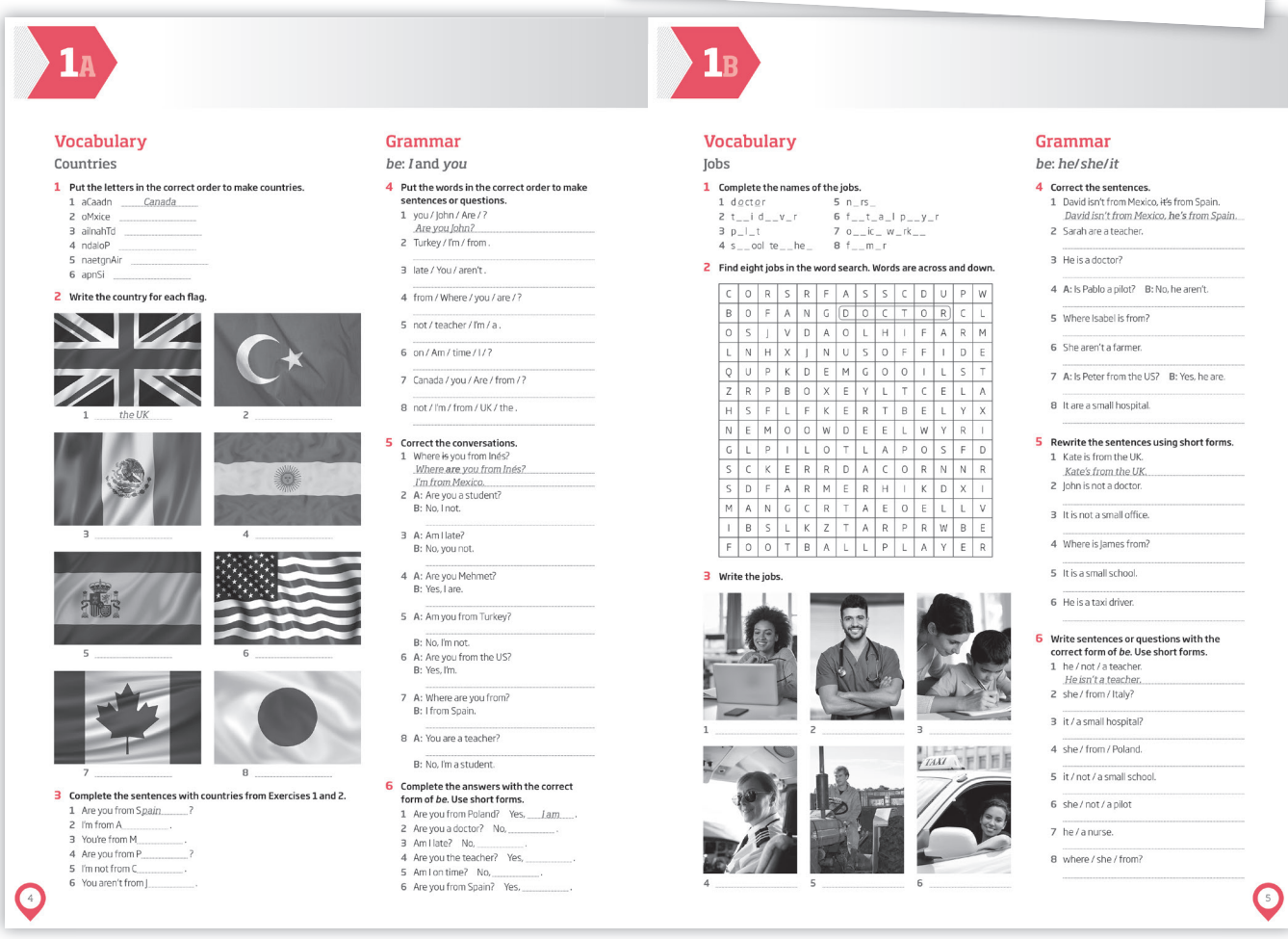
Roadmap Workbook audio is available online for students and teachers in the *Pearson English Portal*.



MOBILE APP

Extra grammar and vocabulary exercises, available on the mobile app (the *Pearson Practice English* app), consolidate language points covered in the Students' Book.

- On-the-go, bite-sized practice which can be done anywhere, any time.
- Instant feedback provided to students.
- Progressive levels of challenge.



1A

Vocabulary

Countries

1 Put the letters in the correct order to make countries.

1 aCaadn *Canada*
2 oMxice _____
3 ailnahTd _____
4 ndaloP _____
5 naetgnAir _____
6 apnSi _____

2 Write the country for each flag.

1 *the UK* 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____

3 Complete the sentences with countries from Exercises 1 and 2.

1 Are you from S*pain*?
2 I'm from A_____.
3 You're from M_____.
4 Are you from P_____?
5 I'm not from C_____.
6 You aren't from J_____.

Grammar

be: I and *you*

4 Put the words in the correct order to make sentences or questions.

1 you / John / Are / ?
Are you John?
2 Turkey / I'm / from .
3 late / You / aren't .
4 from / Where / you / are / ?
5 not / teacher / I'm / a .
6 on / Am / time / I / ?
7 Canada / you / Are / from / ?
8 not / I'm / from / UK / the .

5 Correct the conversations.

1 Where is you from Inés?
Where are you from Inés?
I'm from Mexico.
2 A: Are you a student?
B: No, I not.
3 A: Am I late?
B: No, you not.
4 A: Are you Mehmet?
B: Yes, I are.
5 A: Am you from Turkey?
B: No, I'm not.
6 A: Are you from the US?
B: Yes, I'm.
7 A: Where are you from?
B: I from Spain.
8 A: You are a teacher?
B: No, I'm a student.

6 Complete the answers with the correct form of *be*. Use short forms.

1 Are you from Poland? Yes, *I am*.
2 Are you a doctor? No, _____.
3 Am I late? No, _____.
4 Are you the teacher? Yes, _____.
5 Am I on time? No, _____.
6 Are you from Spain? Yes, _____.

1B

Vocabulary

Jobs

1 Complete the names of the jobs.

1 d o c t o r
2 t _ _ i d _ _ v _ r
3 p _ l _ t
4 s _ _ ool te _ _ he _
5 n _ rs _
6 f _ _ t _ a _ l p _ _ y _ r
7 o _ _ ic _ w _ rk _ _
8 f _ _ m _ r

2 Find eight jobs in the word search. Words are across and down.

C	O	R	S	R	F	A	S	S	C	D	U	P	W
B	O	F	A	N	G	D	O	C	T	O	R	C	L
O	S	J	V	D	A	O	L	H	I	F	A	R	M
L	N	H	X	J	N	U	S	O	F	F	I	D	E
Q	U	P	K	D	E	M	G	O	O	I	L	S	T
Z	R	P	B	O	X	E	Y	L	T	C	E	L	A
H	S	F	L	F	K	E	R	T	B	E	L	Y	X
N	E	M	O	O	W	D	E	E	L	W	Y	R	I
G	L	P	I	L	O	T	L	A	P	O	S	F	D
S	C	K	E	R	R	D	A	C	O	R	N	N	R
S	D	F	A	R	M	E	R	H	I	K	D	X	I
M	A	N	G	C	R	T	A	E	O	E	L	L	V
I	B	S	L	K	Z	T	A	R	P	R	W	B	E
F	O	O	T	B	A	L	L	P	L	A	Y	E	R

3 Write the jobs.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

Grammar

be: he/she/it

4 Correct the sentences.

1 David isn't from Mexico, it's from Spain.
David isn't from Mexico, he's from Spain.
2 Sarah are a teacher.
3 He is a doctor?
4 A: Is Pablo a pilot? B: No, he aren't.
5 Where Isabel is from?
6 She aren't a farmer.
7 A: Is Peter from the US? B: Yes, he are.
8 It are a small hospital.

5 Rewrite the sentences using short forms.

1 Kate is from the UK.
Kate's from the UK.
2 John is not a doctor.
3 It is not a small office.
4 Where is James from?
5 It is a small school.
6 He is a taxi driver.

6 Write sentences or questions with the correct form of *be*. Use short forms.

1 he / not / a teacher.
He isn't a teacher.
2 she / from / Italy?
3 it / a small hospital?
4 she / from / Poland.
5 it / not / a small school.
6 she / not / a pilot
7 he / a nurse.
8 where / she / from?



1

Reading

1 **Read the webpage. Choose the correct options, a, b or c.**

1 Thistle House is a ____.
- a university
- b language school
- c hotel

2 It is in ____.
- a London
- b Melbourne
- c Edinburgh

2 **Write the answers.**

1 Who is from South Korea? *Mi Na*
2 Who is an office worker? _____
3 Who is Brazilian? _____
4 Who is Canadian? _____
5 Who is a pilot? _____
6 Who is a manager? _____
7 Who is from New York? _____
8 Who is British? _____
9 Who is Italian? _____
10 Who is a nurse? _____

3 **Are the sentences true (T) or false (F)?**

1 Thistle House is a small school. *F*
2 Edinburgh is in the US. ____
3 The students come from a lot of different countries. ____
4 The teachers are all British. ____
5 The manager is from Edinburgh. ____
6 Steve and Jenny are both Canadian. ____
7 Samira isn't a teacher. ____
8 Mi Na and Matteo are students. ____

4 **Read the webpage again. Find six jobs, five countries and two nationalities.**

1 Jobs
student, _____, *teacher*, _____, _____, _____

2 Countries
_____, *Canada*, _____, _____, _____

3 Nationalities
_____, *English*, _____

Welcome to Thistle House!

Thistle House is a large English language school. It is in the centre of Edinburgh in the UK. Our students and teachers come from all over the world.

Hi! I'm Lesley. I'm the manager of Thistle House. I'm not from Edinburgh. I'm from London in the UK.

Hello, we're teachers here! I'm Steve. I'm from Vancouver in Canada. Jenny is American. She's from New York.

Hi, I'm Gabriela. I'm from Brazil. I'm an office worker at Thistle House.

Hi, we're students here. I'm Mi Na and I'm from South Korea. Matteo is from Italy. I'm a nurse and Matteo's a pilot.

1

Writing

1 **Read profiles A–D and complete the table.**

A Hi. I'm Sara Demir. I'm Turkish. I'm from Istanbul. I'm a doctor.

B Hello. I'm Matthew Turner. I'm from Manchester in the UK. I'm an office worker.

C My name is Sandra Fernandez. I'm from Buenos Aires in Argentina. I'm an English teacher.

D Hi. I'm Dawid Nowak. I'm from Warsaw in Poland. I'm a taxi driver.

Name	City	Country	Nationality	Job
Sara Demir	Istanbul			
	Manchester			
		Argentina		
			Polish	

2 **Read the Focus box. Underline the capital letters in the profiles in Exercise 1. Circle the full stops.**

Using capital letters and full stops

Use capital letters (A, B, C, etc.) at the beginning of a sentence. Use full stops (.) at the end of a sentence.
My name is Calum Edwards.
He's from Thailand.

We also use CAPITAL letters:
- for *I*: *I'm an office worker.*
- for names: *Her name is Alison Stewart.*
- for places: I'm from *V*ancouver in *C*anada.
- for nationalities: *He's Spanish.*
- for languages: *I'm an English teacher.*

3 **Rewrite the sentences with capital letters and full stops.**

1 becky isn't from the us she's from canada
Becky isn't from the US. She's from Canada.
2 my name is peter i'm from london
3 jane and i aren't sisters we're housemates
4 my mother is polish and my father is from italy
5 antoni is a football player
6 jose and pablo are in the same class

4 **Write profiles for the two people. Use capital letters and full stops.**

1 **Name:** gloria lopez **City:** mexico city **Country:** mexico **Job:** doctor

2 **Name:** charlie suparat **City:** bangkok **Country:** thailand **Job:** student

Prepare

5 **Complete the information about someone you know (a friend or someone in your family).**

Name: _____
City: _____
Country: _____
Job: _____

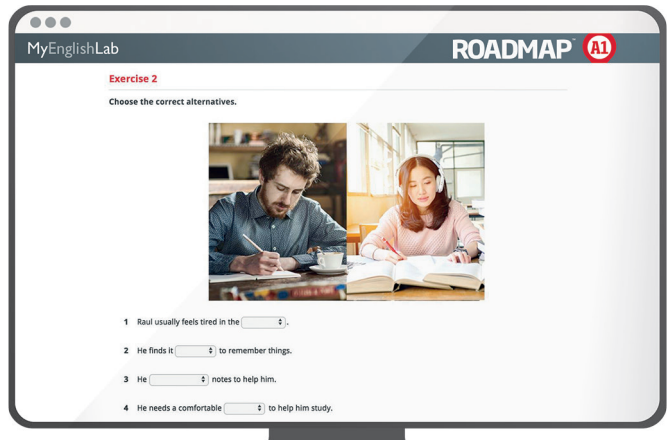
Write

6 **Write a profile using the information in Exercise 5. Use capital letters and full stops.**

ONLINE PRACTICE

Roadmap **Online practice** provides a blended and personalised learning environment with materials that can be assigned at the touch of a button.

- Interactive Workbook exercises with instant feedback and automatic grade book.
- Common errors report that highlights mistakes learners are making.
- Tips and feedback that direct learners to reference materials and encourage them to work out answers themselves.
- Unit, achievement, mid and end of course tests.

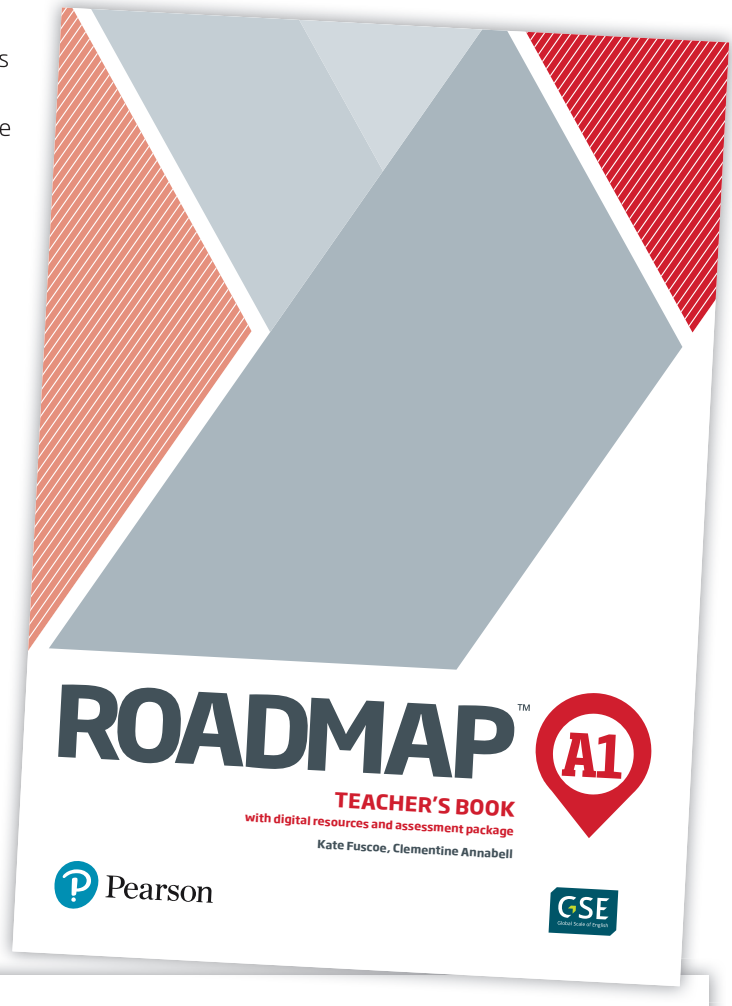




TEACHER'S BOOK

The *Roadmap* **Teacher's Book** provides step-by-step instructions on how to exploit the material.

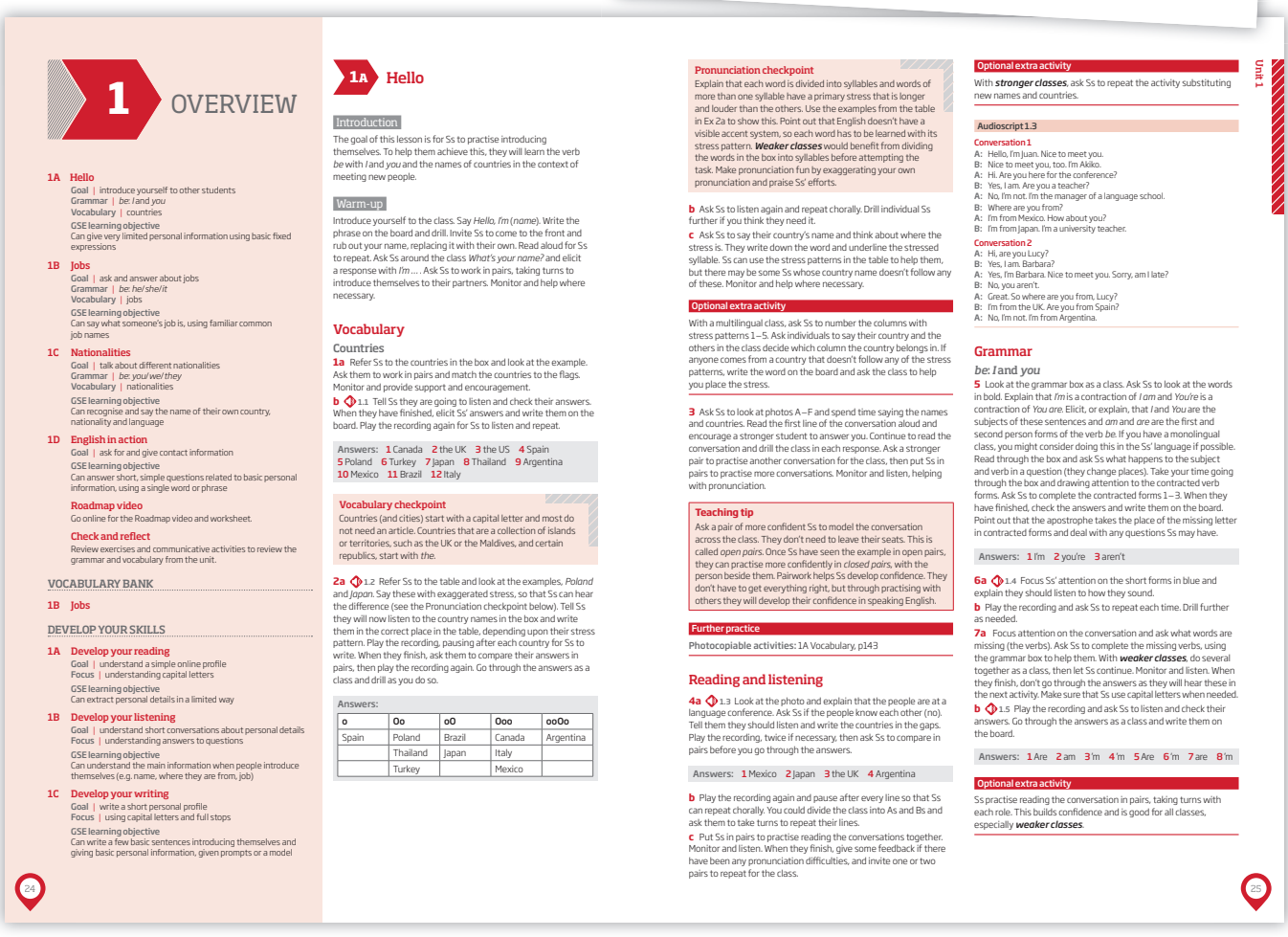
- Teacher's notes for every unit with warmers, fillers, alternative suggestions, culture notes and answer keys.
- Generic teaching tips on useful areas such as grammar, lexis, pronunciation etc.
- Photocopiable grammar and vocabulary worksheets for every unit.
- Class audio scripts.



TEACHER'S DIGITAL RESOURCES

The *Roadmap* digital resources area (accessed via the *Pearson English Portal*) provides a host of support materials to help teachers get the most out of the course.

- Photocopiable grammar and vocabulary worksheets for every unit, with teacher's notes and answer keys.
- Class audio and scripts.
- Workbook audio and scripts.
- Word lists.
- Students' Book answer key.
- Video, video scripts and video worksheets.
- Unit, achievement, mid and end of course tests.
- Tests audio, audio scripts and answer keys.



1 OVERVIEW

1A Hello
Goal | introduce yourself to other students
Grammar | *be: I* and *you*
Vocabulary | countries
GSE learning objective
Can give very limited personal information using basic fixed expressions

1B Jobs
Goal | ask and answer about jobs
Grammar | *be: he/she/it*
Vocabulary | jobs
GSE learning objective
Can say what someone's job is, using familiar common job names

1C Nationalities
Goal | talk about different nationalities
Grammar | *be: you/we/they*
Vocabulary | nationalities
GSE learning objective
Can recognise and say the name of their own country, nationality and language

1D English in action
Goal | ask for and give contact information
GSE learning objective
Can answer short, simple questions related to basic personal information, using a single word or phrase

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to review the grammar and vocabulary from the unit.

VOCABULARY BANK
1B Jobs

DEVELOP YOUR SKILLS
1A Develop your reading
Goal | understand a simple online profile
Focus | understanding capital letters
GSE learning objective
Can extract personal details in a limited way

1B Develop your listening
Goal | understand short conversations about personal details
Focus | understanding answers to questions
GSE learning objective
Can understand the main information when people introduce themselves (e.g. name, where they are from, job)

1C Develop your writing
Goal | write a short personal profile
Focus | using capital letters and full stops
GSE learning objective
Can write a few basic sentences introducing themselves and giving basic personal information, given prompts or a model

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1A Hello

Introduction
The goal of this lesson is for Ss to practise introducing themselves. To help them achieve this, they will learn the verb *be* with *I* and *you* and the names of countries in the context of meeting new people.

Warm-up
Introduce yourself to the class. Say *Hello, I'm (name)*. Write the phrase on the board and drill. Invite Ss to come to the front and rub out your name, replacing it with their own. Read aloud for Ss to repeat. Ask Ss around the class *What's your name?* and elicit a response with *I'm …*. Ask Ss to work in pairs, taking turns to introduce themselves to their partners. Monitor and help where necessary.

Vocabulary
Countries
1a Refer Ss to the countries in the box and look at the example. Ask them to work in pairs and match the countries to the flags. Monitor and provide support and encouragement.
b 1.1 Tell Ss they are going to listen and check their answers. When they have finished, elicit Ss' answers and write them on the board. Play the recording again for Ss to listen and repeat.

Answers: 1 Canada 2 the UK 3 the US 4 Spain 5 Poland 6 Turkey 7 Japan 8 Thailand 9 Argentina 10 Mexico 11 Brazil 12 Italy

Vocabulary checkpoint
Countries (and cities) start with a capital letter and most do not need an article. Countries that are a collection of islands or territories, such as the UK or the Maldives, and certain republics, start with *the*.

2a 1.2 Refer Ss to the table and look at the examples, *Poland* and *Japan*. Say these with exaggerated stress, so that Ss can hear the difference (see the Pronunciation checkpoint below). Tell Ss they will now listen to the country names in the box and write them in the correct place in the table, depending upon their stress pattern. Play the recording, pausing after each country for Ss to write. When they finish, ask them to compare their answers in pairs, then play the recording again. Go through the answers as a class and drill as you do so.

Answers:

o	Oo	oO	Ooo	ooOo
Spain	Poland	Brazil	Canada	Argentina
	Thailand	Japan	Italy	
	Turkey		Mexico	

Pronunciation checkpoint
Explain that each word is divided into syllables and words of more than one syllable have a primary stress that is longer and louder than the others. Use the examples from the table in Ex 2a to show this. Point out that English doesn't have a visible accent system, so each word has to be learned with its stress pattern. ***Weaker classes*** would benefit from dividing the words in the box into syllables before attempting the task. Make pronunciation fun by exaggerating your own pronunciation and praise Ss' efforts.

b Ask Ss to listen again and repeat chorally. Drill individual Ss further if you think they need it.
c Ask Ss to say their country's name and think about where the stress is. They write down the word and underline the stressed syllable. Ss can use the stress patterns in the table to help them, but there may be some Ss whose country name doesn't follow any of these. Monitor and help where necessary.

Optional extra activity
With a multilingual class, ask Ss to number the columns with stress patterns 1–5. Ask individuals to say their country and the others in the class decide which column the country belongs in. If anyone comes from a country that doesn't follow any of the stress patterns, write the word on the board and ask the class to help you place the stress.

3 Ask Ss to look at photos A–F and spend time saying the names and countries. Read the first line of the conversation aloud and encourage a stronger student to answer you. Continue to read the conversation and drill the class in each response. Ask a stronger pair to practise another conversation for the class, then put Ss in pairs to practise more conversations. Monitor and listen, helping with pronunciation.

Teaching tip
Ask a pair of more confident Ss to model the conversation across the class. They don't need to leave their seats. This is called *open pairs*. Once Ss have seen the example in open pairs, they can practise more confidently in *closed pairs*, with the person beside them. Pairwork helps Ss develop confidence. They don't have to get everything right, but through practising with others they will develop their confidence in speaking English.

Further practice
Photocopiable activities: 1A Vocabulary, p143

Reading and listening
4a 1.3 Look at the photo and explain that the people are at a language conference. Ask Ss if the people know each other (no). Tell them they should listen and write the countries in the gaps. Play the recording, twice if necessary, then ask Ss to compare in pairs before you go through the answers.

Answers: 1 Mexico 2 Japan 3 the UK 4 Argentina

b Play the recording again and pause after every line so that Ss can repeat chorally. You could divide the class into As and Bs and ask them to take turns to repeat their lines.
c Put Ss in pairs to practise reading the conversations together. Monitor and listen. When they finish, give some feedback if there have been any pronunciation difficulties, and invite one or two pairs to repeat for the class.

Optional extra activity
With ***stronger classes***, ask Ss to repeat the activity substituting new names and countries.

Audioscript 1.3
Conversation 1
A: Hello, I'm Juan. Nice to meet you.
B: Nice to meet you, too. I'm Akiko.
A: Hi. Are you here for the conference?
B: Yes, I am. Are you a teacher?
A: No, I'm not. I'm the manager of a language school.
B: Where are you from?
A: I'm from Mexico. How about you?
B: I'm from Japan. I'm a university teacher.
Conversation 2
A: Hi, are you Lucy?
B: Yes, I am. Barbara?
A: Yes, I'm Barbara. Nice to meet you. Sorry, am I late?
B: No, you aren't.
A: Great. So where are you from, Lucy?
B: I'm from the UK. Are you from Spain?
A: No, I'm not. I'm from Argentina.

Grammar
be: I and *you*
5 Look at the grammar box as a class. Ask Ss to look at the words in bold. Explain that *I'm* is a contraction of *I am* and *You're* is a contraction of *You are*. Elicit, or explain, that *I* and *You* are the subjects of these sentences and *am* and *are* are the first and second person forms of the verb *be*. If you have a monolingual class, you might consider doing this in the Ss' language if possible. Read through the box and ask Ss what happens to the subject and verb in a question (they change places). Take your time going through the box and drawing attention to the contracted verb forms. Ask Ss to complete the contracted forms 1–3. When they have finished, check the answers and write them on the board. Point out that the apostrophe takes the place of the missing letter in contracted forms and deal with any questions Ss may have.

Answers: 1 I'm 2 you're 3 aren't

6a 1.4 Focus Ss' attention on the short forms in blue and explain they should listen to how they sound.
b Play the recording and ask Ss to repeat each time. Drill further as needed.
7a Focus attention on the conversation and ask what words are missing (the verbs). Ask Ss to complete the missing verbs, using the grammar box to help them. With ***weaker classes***, do several together as a class, then let Ss continue. Monitor and listen. When they finish, don't go through the answers as they will hear these in the next activity. Make sure that Ss use capital letters when needed.
b 1.5 Play the recording and ask Ss to listen and check their answers. Go through the answers as a class and write them on the board.

Answers: 1 Are 2 am 3 I'm 4 I'm 5 Are 6 I'm 7 are 8 I'm

Optional extra activity
Ss practise reading the conversation in pairs, taking turns with each role. This builds confidence and is good for all classes, especially ***weaker classes***.

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PRESENTATION TOOL

The *Roadmap* **Presentation tool** contains everything you need to make the course come alive. It includes integrated whiteboard software that allows you to add notes, embed files, save your work and reduce preparation time.

Presentation tool:

- Fully interactive version of the Students' Book.
- Planning mode (includes teacher's notes) and teaching mode.
- Easy navigation via book page and lesson flow.
- Answers to exercises at the touch of a button.
- Integrated audio.
- Integrated video, with time-coded video scripts.
- A host of useful classroom tools.

Resources area:

- PDFs of the *Grammar bank* materials.
- Video worksheets.
- Photocopiable activities with teacher's notes.
- Audioscripts.
- Assessment package containing all the course tests.



Syllabus

The *Roadmap* syllabus is built on *Global Scale of English* language learning objectives (see below) but there is a strong focus on the key grammar, functional language, vocabulary and pronunciation needed to perform those objectives in each of the main lessons. Language items have been selected according to their level of difficulty and how useful they are in helping learners to achieve the communicative goal which is at the heart of each lesson. As a result, learners never feel that they are studying grammar, functional language, vocabulary or pronunciation for its own sake and can immediately see the relevance of what they are learning.

- Syllabus built on *Global Scale of English* learning objectives so learners can immediately see the relevance of what they are learning.
- Strong focus on the grammar, vocabulary, functional language and pronunciation needed to achieve the speaking objective at the heart of every lesson.

The Global Scale of English

The **Global Scale of English** (**GSE**) is a standardised, granular scale that measures English language proficiency. Using the GSE students and teachers can now answer three questions accurately: Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?

The GSE identifies what a learner can do at each point on a scale from 10 to 90, across all four skills (listening, reading, speaking, and writing), as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made and what they need to learn next.

The GSE is designed to motivate learners by making it easier to demonstrate granular progress in their language ability. Teachers can use their knowledge of their students' GSE levels to choose course materials that are precisely matched to ability and learning goals. The GSE serves as a standard against which English language courses and assessments can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Teacher Mapping Booklet and GSE Toolkit

You will find the GSE Teacher Mapping Booklet for *Roadmap* online at english.com/roadmap. This booklet provides an overview of all the learning objectives covered in each unit of *Roadmap*, lesson by lesson.

These GSE learning objectives are only a selection from the larger collection contained within the GSE. To explore additional resources to support students, there is an online GSE Teacher Toolkit. This searchable online database gives you quick and easy access to the learning objectives and grammar and vocabulary resources. It also gives you access to GSE job profiles: 250 job skills mapped to GSE learning objectives, enabling you to pinpoint the specific language skills required for professional learners.

For more information please go to english.com/gse.

Topics

Maintaining learners' interest is a vital part of the teacher's role. Research suggests that learners get bored if they stay on the same topic for too long so each lesson in *Roadmap* introduces a fresh theme, although there is always a coherent link in terms of language items covered from one lesson to the next. There is also a topic link with the *Develop your skills* lessons which are an extension of the main lesson. Fresh angles on familiar topics have been used wherever possible and reading and listening texts have been designed to be as authentic as possible. The texts are based on real-world sources and although they have been graded, especially at the lower levels, to make them accessible for students, the 'tone' of the texts is as realistic as possible. Every unit contains a variety of rich and authentic input material including specially filmed video clips.

- New topics are introduced in every lesson so learners never get bored.
- Fresh angles on familiar topics have been introduced wherever possible.
- Reading and listening texts are designed to be as authentic as possible and are based on real-world sources.

Grammar

Successful communication is dependent on an ability to recognise and use grammatical structures. Learners can often manage to make themselves understood with a limited repertoire of words and phrases but as their level progresses, they increasingly need grammar to navigate more complex situations and communicate more sophisticated ideas and opinions. Students also need a knowledge of grammar to understand sentence formation when reading and listening and to be able to produce accurate grammar in professional and exam situations. Grammar is a core feature of learning a language and *Roadmap* recognises this by giving it a central role in each of the main lessons:

- Grammar is introduced in context through short listening/reading texts so that learners can see the language in action, and understand how and when it is used.
- Grammar items are then presented and practised using a 'guided-discovery' approach. Learners study the patterns of a grammar point and are often asked to identify aspects of meaning or form by completing simple exercises and/or rules and tables.
- Language items are presented in a concise form in a Grammar box in the main lesson and a fuller explanation of each grammar point is provided in the *Grammar bank* at the back of the book.
- Each grammar point has one or two controlled practice exercises plus a freer personalised activity which is designed to be genuinely communicative and to offer students the opportunity to say something about themselves or the topic. Learners are also encouraged to use the language they have learned in the final speaking task.
- The *Grammar bank* in the Students' Book, the Workbook and mobile app have additional grammar practice exercises. There are also further photocopiable grammar activities in the Teacher's Book.

Vocabulary

Developing a wide range of vocabulary is also key to developing communicative competence. A good knowledge of vocabulary helps learners to improve their reading and listening skills and is also important for writing. A knowledge of high-frequency collocations and fixed and semi-fixed phrases is also an effective way to increase spoken fluency. Vocabulary is an important feature of every lesson in *Roadmap*. Vocabulary items have been selected a) according to the topic of the lesson and b) according to how useful they are for the final speaking task. Vocabulary is always presented in context through photos or texts and practised through controlled and freer practice activities. Vocabulary is also constantly recycled throughout the course and learners are actively encouraged to use the new vocabulary they have learned to give their personal opinions on the topics in focus and to talk about their own lives and experiences.

- Vocabulary is an important feature of every lesson. It is usually presented in context through quotes and/or short reading texts or illustrated with photos and/or cartoons so that learners can understand how and when an item is used.
- The emphasis throughout is on high-frequency, useful vocabulary. At lower levels, the focus is on presenting lexical sets and at higher levels there is an increased focus on word-building, collocation and useful fixed phrases.
- Vocabulary is practised in a variety of ways with one or two controlled practice activities for each vocabulary section. Learners are often asked to relate the vocabulary they have learned to their own lives making it more memorable.
- Vocabulary is constantly recycled throughout the course and further practice is provided in the *Check and reflect* pages, on the mobile app, in the Workbook and photocopiable activities in the Teacher's Book.
- The *Vocabulary bank* at the back of the Students' Book further extends some of the key vocabulary areas covered in the main lessons.

Functional Language

Learners need to manage communication in a wide variety of different situations and they need to be able to recognise and use phrases and expressions that are appropriate for each situation. These include transactional exchanges, where the focus is on getting something done or interactional exchanges where the focus is on socialising with others.

Roadmap recognises the importance of functional language and each unit has an *English in action* page which focuses on useful areas such as giving directions, asking for information, clarifying information, etc. Each *English in action* lesson has a communicative outcome based on a GSE learning objective and key functional language items are highlighted in a *Useful phrases* box.

- *English in action* lessons focus on useful functional areas such as giving directions, clarifying information, etc.
- Each *English in action* lesson has a communicative outcome based on a GSE learning objective.
- Key functional language items are highlighted in a *Useful phrases* box.

Pronunciation

Teachers often have mixed attitudes towards teaching pronunciation in their lessons. Some consider that it is relatively unimportant, especially if their learners can generally make themselves understood, but others place great importance on developing pronunciation that is more than just intelligible. They consider that a systematic focus on pronunciation in a lesson, however brief, can have a significant impact on developing learners' communicative competence.

In *Roadmap*, we have taken a practical, integrated approach to developing students' pronunciation by highlighting features that often cause problems in conjunction with the areas of grammar, vocabulary or functional language in focus. Where relevant to the level, a grammatical or functional language focus is followed by practice of a feature of pronunciation, for example, the weak forms of auxiliary verbs or connected speech in certain functional exponents. Students are given the opportunity to listen to models of the pronunciation, notice the key features and then practise it.

- Pronunciation is a prominent feature of the syllabus, and practice is generally linked to the main grammar, vocabulary and functional language in focus.
- *Listen and repeat* activities reinforce pronunciation of new language. As and when appropriate, there is an emphasis on areas of pronunciation that affect communication, for example, sentence stress/intonation.

Skills development

Roadmap recognises that effective communication involves receptive as well as productive skills. Although speaking is the main skills focus in each of the main lessons, short reading and listening texts are used to present and practise new language and introduce topics for discussion. These cover a variety of different genres – blogs, articles, fact files, etc. – but are never very long as research indicates that teachers want to maximise speaking practice during class time. *Roadmap* also recognises the importance of writing and suggestions for writing extension activities are suggested in the teacher's notes for each of the main lessons.

In addition to the reading, writing and listening material in the main lessons, there is a *Develop your skills* section at the back of the book for learners who want to improve their reading, writing or listening skills. There are three *Develop your skills* lessons for each unit. Each lesson is built around a GSE learning objective and concentrates on a specific skill – reading, listening or writing. They are linked thematically to one of the main lessons and can be done at home or in class. The *Develop your skills* lessons expose learners to different text genres of reading (articles, blogs, etc.), writing (emails, reports, essays, etc.) and listening (radio broadcasts, conversations, etc.) and focus on different strategies or sub-skills to improve general competence in each skill. These strategies are particularly useful for exam training.

Speaking

Most learners, whatever their age and whatever specific goals or reasons they might have for learning English, want to improve their speaking skills. Many learners lack opportunities to practise in the real world so they need to make the most of opportunities to speak English in the classroom. *Roadmap* recognises the importance of speaking and there are many opportunities throughout the course for learners to participate in a wide variety of different speaking activities. For example, learners might

be asked to discuss a series of questions, respond to photos or cartoons, give their opinions about the content of a reading or listening text or take part in conversations, discussions and role-plays. Speaking is a fundamental part of each lesson and learners are frequently asked to work together in pairs or groups to maximise opportunities to speak in class.

Many learners are reluctant or unable to speak because they have nothing to say or lack the language they need to say what they want to say. *Roadmap* helps learners to overcome these problems and one of the key aims of the course is to increase learners' confidence and fluency. Each of the four core lessons in each unit are built around a *Global Scale of English* speaking objective and all the grammar, functional language, vocabulary and pronunciation is geared towards helping learners achieve that objective. Learners develop fluency when they are motivated to speak and for this to happen, engaging topics and relevant, carefully-staged speaking tasks are essential. In each lesson of *Roadmap* there is a logical sequence of linked activities that have been carefully constructed and staged to help learners perform the final speaking task to the best of their ability. Learners are given time to prepare their ideas and think about the language they need for the final speaking task in a structured way. Giving learners time to rehearse is crucial in terms of building their confidence and this in turn leads to better motivation and greater accuracy and fluency. As learners' confidence increases, their willingness to experiment with the language also increases. Speaking is systematically developed in *Roadmap* through the following activities:

- Lead-in questions and/or striking images engage learners' interest and activate passive knowledge of vocabulary related to the topic.
- Grammar and vocabulary relevant for the final speaking activities are presented and practised.
- Personalised practice activities encourage learners to give their own opinions on the topic and talk about their own lives and experiences
- Learners are given 'models' and time to prepare their ideas for the final speaking task.
- Useful phrases give learners ideas and provide prompts to help them get started.
- Learners perform the speaking task in pairs or groups and are invited to reflect on their performance through a whole class round-up activity.

Listening

Listening is an important skill for all users of English and one which learners often find quite challenging. Many learners complain that they can understand their teacher but find it difficult to understand people speaking English outside the classroom, especially if speakers do not make any concessions to their audience in terms of their speed of delivery. Learners with poor listening skills are unlikely to be competent communicators or users of the language so listening features almost as prominently as speaking in the main lessons in *Roadmap*. It is important to expose learners to real language in use as well as different varieties of English. Listening material, particularly at lower levels, is scripted but aims to reflect the patterns of natural speech and is designed to be as authentic-sounding as possible whilst bearing in mind the need to make it accessible for the level. Listening texts are often used to present new grammar or vocabulary and can act as a springboard to stimulate discussion in class. In addition, there is a listening 'model' for each of the speaking tasks in which one or more speakers perform whole or part of the task. Learners listen to this and try to replicate what they have heard when they come to perform the task themselves.

Listening is a prominent feature in the main lessons but more in-depth practice of different genres, for example, short talks and monologues, conversations, radio interviews and discussions, etc. is provided in the *Develop your listening* lessons at the back of the book. The *Develop your listening* lessons also provide invaluable training in listening sub-skills, for example, predicting information, recognising discourse markers and weak forms, identifying examples and sequencing words. Each *Develop your listening* lesson provides an example of the genre as well as highlighting a sub-skill which is outlined in a special *Focus box* and practised in the lesson. As mentioned in the introduction to the Teacher's Book, the *Develop your listening* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used in conjunction with the main lessons to form the extended route through the course or they can be used individually and/or given to learners to do for homework.

- Listening is a prominent feature of the main lessons and is often used to present new grammar or vocabulary or act as a springboard to stimulate discussion.
- Listening 'models' are provided to build learners' confidence.
- Listening material is designed to be as authentic-sounding as possible whilst bearing in mind the need to make it accessible for the level.
- More in-depth practice of different listening genres – short talks and monologues, conversations, radio interviews and discussions – is provided in the *Develop your listening* lessons at the back of the book.
- *Develop your listening* lessons provide an example of the genre as well as highlighting different sub-skills needed to develop mastery of the skill.
- Listening sub-skills are outlined in a special *Focus box* and practised in the lesson.
- *Develop your listening* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used individually and/or given for homework.

Reading

Reading is important for many students, particularly if they need it for their work or studies. The learner who develops confidence in reading both in and outside the classroom will undoubtedly make faster progress. We now have access to a very wide range of English language reading material and it is a good idea to encourage learners to read as much as possible outside the classroom. *Roadmap* provides ample opportunities for learners to practise their reading skills, both in the main lessons and in the *Develop your reading* sections at the back of the book.

Short reading texts are included in the main lessons to contextualise new grammar or vocabulary and they also often serve as a springboard for discussion. As with the listening material, there is an emphasis on authenticity, and although reading texts have been adapted or graded for the level, there is an attempt to maintain authenticity by remaining faithful to the text type in terms of content and style. Texts are relevant and up-to-date, and are designed to stimulate interest and motivate learners to read. The texts represent a variety of genres and mirror the text types that learners will probably encounter in their everyday lives. Texts are generally not exploited in any great depth in the main lessons (as in-depth work on reading is provided in

the *Develop your reading* section) but learners are always given a reason to read along with basic comprehension exercises.

More in-depth practice of different genres is provided in the *Develop your reading* lessons at the back of the book. The *Develop your reading* lessons also provide invaluable training in reading sub-skills such as identifying the main ideas in a text, guessing the meaning of words from context, identifying positive and negative attitudes, understanding pronouns, missing words, etc. Each *Develop your reading* lesson provides an example of the genre as well as highlighting a sub-skill which is outlined in a special *Focus box* and practised in the lesson. As mentioned in the introduction to the Teacher's Book, the *Develop your reading* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used in conjunction with the main lessons to form the extended route through the course or they can be used individually and/or given to learners to do for homework.

- Reading is a prominent feature of the main lessons and is often used to present new grammar or vocabulary or act as a springboard to stimulate discussion.
- Reading material is designed to be as authentic as possible whilst bearing in mind the need to make it accessible for the level. Text types mirror those learners will encounter in their everyday lives, for example, blogs, social media posts, etc.
- More in-depth practice of different reading genres – stories, articles, reviews, factual texts, reports, social media and blog posts, etc. – is provided in the *Develop your reading* lessons at the back of the book.
- *Develop your reading* lessons provide an example of the genre as well as highlighting different sub-skills needed to develop mastery of the skill.
- Reading sub-skills are outlined in a special *Focus box* and practised in the lesson.
- *Develop your reading* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used individually and/or given for homework.

Writing

In recent years the growth of email and the internet means that people worldwide are writing more than ever before – for business, for their studies and for personal communication. Learners need effective writing skills for professional and academic purposes but people also use writing – email, text messages, social media posts, etc. – as an informal means of communication far more than they used to. The latter isn't simply speech written down and there are all sorts of conventions for both informal and formal writing. It is therefore important to focus on a range of genres, from formal text types such as essays, letters and reports to informal genres such as blog entries and personal messages. *Roadmap* provides extensive training in all these types of writing.

Writing is not a prominent feature of the main lessons in *Roadmap* although learners are frequently asked to make notes as preparation for the speaking task. There are also suggestions in the teacher's notes on ways to extend the tasks with follow-up written work. However, in-depth practice of different genres of writing is provided in the *Develop your writing* lessons at the back of the book. The *Develop your writing* lessons also provide invaluable training in writing sub-skills such as organising ideas, using paragraphs, explaining reasons and results, using time expressions and linkers, constructing narratives, etc.

Each *Develop your writing* lesson provides an example of the genre as well as highlighting a sub-skill which is outlined in a special *Focus box* and practised in the lesson. As mentioned in the introduction to the Teacher's Book, the *Develop your writing* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used in conjunction with the main lessons to form the extended route through the course or they can be used individually and/or given to learners to do for homework. Each *Develop your writing* lesson follows a similar format:

- Some writing practice is provided in the main lessons and in-depth work on different genres of writing as well as writing sub-skills is provided in the *Develop your writing* section at the back of the book.
- Each *Develop your writing* lesson starts with a few discussion questions designed to activate learners' vocabulary and get them thinking about ideas related to the topic.
- Each *Develop your writing* lesson provides a model of the genre in focus. These are designed to be as authentic as possible whilst bearing in mind the need to make them accessible for the level. Types of writing mirror those that learners will encounter in their everyday lives, for example, stories, formal and informal emails, blog posts, descriptions, invitations, reviews, etc.
- *Develop your writing* lessons provide examples of the genre as well as highlighting different sub-skills needed to develop mastery of it, for example, organising ideas, using paragraphs, explaining reasons and results, using time expressions and linkers, constructing narratives, etc.
- Writing sub-skills are outlined in a special *Focus box* and practised in the lesson.
- Learners prepare and then write their own example of the genre in focus and are encouraged to use the sub-skills they have practised in the lesson.
- *Develop your writing* lessons are optional and can be selected according to the needs of individual learners or classes. They can be used individually and/or given for homework.

Review and consolidation

Language items are regularly recycled in each lesson of *Roadmap*. At end of each unit, there is a *Check and reflect* page which is designed to review all the language points covered and give learners an opportunity to reflect on how their confidence and mastery of the language has improved. In addition, each unit is accompanied by a short video – *the Roadmap report* – that can be used to provide a break from the routine of the Students' Book as well as revise and consolidate language in a fun, light-hearted way. Each *Roadmap report* features a 'roving reporter' who goes out on location to visit interesting people and places and has a variety of new experiences. The videos are designed to illustrate some of the quirkier aspects of real life as well as show language items covered in the unit in realistic contexts.

- Video clips and extension activities consolidate key language covered in each unit and illustrate some of the quirkier aspects of real life.
- Video clips are 3–5 minutes in length and are designed to entertain learners and provide a bit of light relief.
- Video worksheets (to exploit the language in the videos) are available online.

1 OVERVIEW

1A Hello
Goal | introduce yourself to other students
Grammar | *be*: *I* and *you*
Vocabulary | countries

GSE learning objective
Can give very limited personal information using basic fixed expressions

1B Jobs
Goal | ask and answer about jobs
Grammar | *be*: *he/she/it*
Vocabulary | jobs

GSE learning objective
Can say what someone's job is, using familiar common job names

1C Nationalities
Goal | talk about different nationalities
Grammar | *be*: *you/we/they*
Vocabulary | nationalities

GSE learning objective
Can recognise and say the name of their own country, nationality and language

1D English in action
Goal | ask for and give contact information

GSE learning objective
Can answer short, simple questions related to basic personal information, using a single word or phrase

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to review the grammar and vocabulary from the unit.

VOCABULARY BANK

1B Jobs

DEVELOP YOUR SKILLS

1A Develop your reading
Goal | understand a simple online profile
Focus | understanding capital letters

GSE learning objective
Can extract personal details in a limited way

1B Develop your listening
Goal | understand short conversations about personal details
Focus | understanding answers to questions

GSE learning objective
Can understand the main information when people introduce themselves (e.g. name, where they are from, job)

1C Develop your writing
Goal | write a short personal profile
Focus | using capital letters and full stops

GSE learning objective
Can write a few basic sentences introducing themselves and giving basic personal information, given prompts or a model

1A Hello

Introduction

The goal of this lesson is for Ss to practise introducing themselves. To help them achieve this, they will learn the verb *be* with *I* and *you* and the names of countries in the context of meeting new people.

Warm-up

Introduce yourself to the class. Say *Hello, I'm* (*name*). Write the phrase on the board and drill. Invite Ss to come to the front and rub out your name, replacing it with their own. Read aloud for Ss to repeat. Ask Ss around the class *What's your name?* and elicit a response with *I'm …* . Ask Ss to work in pairs, taking turns to introduce themselves to their partners. Monitor and help where necessary.

Vocabulary

Countries

1a Refer Ss to the countries in the box and look at the example. Ask them to work in pairs and match the countries to the flags. Monitor and provide support and encouragement.

b 1.1 Tell Ss they are going to listen and check their answers. When they have finished, elicit Ss' answers and write them on the board. Play the recording again for Ss to listen and repeat.

Answers: **1** Canada **2** the UK **3** the US **4** Spain **5** Poland **6** Turkey **7** Japan **8** Thailand **9** Argentina **10** Mexico **11** Brazil **12** Italy

Vocabulary checkpoint
Countries (and cities) start with a capital letter and most do not need an article. Countries that are a collection of islands or territories, such as the UK or the Maldives, and certain republics, start with *the*.

2a 1.2 Refer Ss to the table and look at the examples, *Poland* and *Japan*. Say these with exaggerated stress, so that Ss can hear the difference (see the Pronunciation checkpoint below). Tell Ss they will now listen to the country names in the box and write them in the correct place in the table, depending upon their stress pattern. Play the recording, pausing after each country for Ss to write. When they finish, ask them to compare their answers in pairs, then play the recording again. Go through the answers as a class and drill as you do so.

Answers:

o	Oo	oO	Ooo	ooOo
Spain	Poland	Brazil	Canada	Argentina
	Thailand	Japan	Italy	
	Turkey		Mexico	

Pronunciation checkpoint

Explain that each word is divided into syllables and words of more than one syllable have a primary stress that is longer and louder than the others. Use the examples from the table in Ex 2a to show this. Point out that English doesn't have a visible accent system, so each word has to be learned with its stress pattern. ***Weaker classes*** would benefit from dividing the words in the box into syllables before attempting the task. Make pronunciation fun by exaggerating your own pronunciation and praise Ss' efforts.

b Ask Ss to listen again and repeat chorally. Drill individual Ss further if you think they need it.

c Ask Ss to say their country's name and think about where the stress is. They write down the word and underline the stressed syllable. Ss can use the stress patterns in the table to help them, but there may be some Ss whose country name doesn't follow any of these. Monitor and help where necessary.

Optional extra activity

With a multilingual class, ask Ss to number the columns with stress patterns 1–5. Ask individuals to say their country and the others in the class decide which column the country belongs in. If anyone comes from a country that doesn't follow any of the stress patterns, write the word on the board and ask the class to help you place the stress.

3 Ask Ss to look at photos A–F and spend time saying the names and countries. Read the first line of the conversation aloud and encourage a stronger student to answer you. Continue to read the conversation and drill the class in each response. Ask a stronger pair to practise another conversation for the class, then put Ss in pairs to practise more conversations. Monitor and listen, helping with pronunciation.

Teaching tip

Ask a pair of more confident Ss to model the conversation across the class. They don't need to leave their seats. This is called *open pairs*. Once Ss have seen the example in open pairs, they can practise more confidently in *closed pairs*, with the person beside them. Pairwork helps Ss develop confidence. They don't have to get everything right, but through practising with others they will develop their confidence in speaking English.

Further practice

Photocopiable activities: 1A Vocabulary, p143

Reading and listening

4a 1.3 Look at the photo and explain that the people are at a language conference. Ask Ss if the people know each other (no). Tell them they should listen and write the countries in the gaps. Play the recording, twice if necessary, then ask Ss to compare in pairs before you go through the answers.

Answers: **1** Mexico **2** Japan **3** the UK **4** Argentina

b Play the recording again and pause after every line so that Ss can repeat chorally. You could divide the class into As and Bs and ask them to take turns to repeat their lines.

c Put Ss in pairs to practise reading the conversations together. Monitor and listen. When they finish, give some feedback if there have been any pronunciation difficulties, and invite one or two pairs to repeat for the class.

Optional extra activity

With ***stronger classes***, ask Ss to repeat the activity substituting new names and countries.

Audioscript 1.3

Conversation 1

A: Hello, I'm Juan. Nice to meet you.
B: Nice to meet you, too. I'm Akiko.
A: Hi. Are you here for the conference?
B: Yes, I am. Are you a teacher?
A: No, I'm not. I'm the manager of a language school.
B: Where are you from?
A: I'm from Mexico. How about you?
B: I'm from Japan. I'm a university teacher.

Conversation 2

A: Hi, are you Lucy?
B: Yes, I am. Barbara?
A: Yes, I'm Barbara. Nice to meet you. Sorry, am I late?
B: No, you aren't.
A: Great. So where are you from, Lucy?
B: I'm from the UK. Are you from Spain?
A: No, I'm not. I'm from Argentina.

Grammar

be: *I* and *you*

5 Look at the grammar box as a class. Ask Ss to look at the words in bold. Explain that *I'm* is a contraction of *I am* and *You're* is a contraction of *You are*. Elicit, or explain, that *I* and *You* are the subjects of these sentences and *am* and *are* are the first and second person forms of the verb *be*. If you have a monolingual class, you might consider doing this in the Ss' language if possible. Read through the box and ask Ss what happens to the subject and verb in a question (they change places). Take your time going through the box and drawing attention to the contracted verb forms. Ask Ss to complete the contracted forms 1–3. When they have finished, check the answers and write them on the board. Point out that the apostrophe takes the place of the missing letter in contracted forms and deal with any questions Ss may have.

Answers: **1** I'm **2** you're **3** aren't

6a 1.4 Focus Ss' attention on the short forms in blue and explain they should listen to how they sound.

b Play the recording and ask Ss to repeat each time. Drill further as needed.

7a Focus attention on the conversation and ask what words are missing (the verbs). Ask Ss to complete the missing verbs, using the grammar box to help them. With ***weaker classes***, do several together as a class, then let Ss continue. Monitor and listen. When they finish, don't go through the answers as they will hear these in the next activity. Make sure that Ss use capital letters when needed.

b 1.5 Play the recording and ask Ss to listen and check their answers. Go through the answers as a class and write them on the board.

Answers: **1** Are **2** am **3** 'm **4** 'm **5** Are **6** 'm **7** are **8** 'm

Optional extra activity

Ss practise reading the conversation in pairs, taking turns with each role. This builds confidence and is good for all classes, especially ***weaker classes***.

8 Tell Ss they are now going to practise. Put Ss in pairs and refer them to the information on the badges. Explain that they should take one identity each from conversation 1 and practise the conversation in Ex 7a, changing the names, cities and countries to match the information on their badges. They repeat with conversation 2. ***Fast finishers*** can improvise more conversations.

Teaching tip

It can be helpful to ask questions to check Ss understand what to do before starting an activity, so that they can do it correctly and with confidence. These questions should focus on the key aspects of the task. In this case, *Do you write?* (no, speak) *Do you use your own information?* (no, the information on the badges).

GRAMMAR BANK 1A pp.116–117

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss, especially the use of contractions and the fact that *you* is both singular and plural. In each exercise, elicit the first answer, or look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** I'm **2** I'm **3** 'm not **4** You're **5** aren't **6** Are you **7** I am **8** are you
2 **1** I'm **2** Are you **3** I'm not **4** I'm from **5** Where are you

Further practice

Photocopiable activities: 1A Grammar 1, p141; 1A Grammar 2, p142

Speaking

Prepare

9 Focus on the conference card and ask Ss to look at what information is missing. Ask them to complete the card with their own details and choose an occupation (they don't have to be a student). Monitor and help. Allow a few minutes for this.

Speak

10 Model the activity by completing a card for yourself on the board and inviting Ss to question you. Drill as needed, then ask Ss to get up and move around the room, introducing themselves and asking questions. Monitor the activity, making a note of errors and problems. When Ss finish, ask them to sit again and correct the main errors on the board, focusing particularly on question formation.

Reflection on learning

Write the following question on the board:

How many country names can you remember? Make a list.

Put Ss in pairs to discuss the question. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 1A Ex 1–2, pp.116–117
Workbook: Ex 1–6, p4
App: grammar and vocabulary practice

Fast route: continue to Lesson 1B
Extended route: go to p86 for Develop your reading

1B Jobs

Introduction

The goal of this lesson is for Ss to talk about jobs. To help them achieve this, they will learn vocabulary for jobs and how to use the verb *be* with *he*, *she* and *it* in sentences and questions.

Warm-up

Write a list of cities on one side of the board and their countries, in a different order, on the other. From this lesson, include Chicago/the US, Guadalajara/Mexico and Nagoya/Japan. Ask Ss to match the cities and the countries. Ask Ss to work in pairs, then in feedback ask individuals to say the pairings aloud. Drill as needed.

Vocabulary

Jobs

1a Put Ss in pairs and give them a few minutes to discuss the question. Go through the answers as a class. Drill and mark syllable stress.

Answers: **1** The US **2** The UK **3** Poland **4** Japan **5** Mexico **6** Argentina **7** Spain **8** Thailand

b Ask Ss to look at the list of jobs. Explain that they must match the jobs (a–h) with the profiles (1–8).

Answers: **1** g **2** e **3** d **4** h **5** b **6** a **7** f **8** c

c 1.6 Tell Ss that they're going to listen to a list of jobs. They should listen and underline the stressed syllables in the jobs. Point out that one-syllable words don't have a stress and two-word jobs may have two stress points. Look at the first one as an example and play the recording. Before feedback, ask Ss to check answers in pairs, then go through with the whole class. Drill the sentences after the recording with the correct stress pattern.

Answers: **1** football player **2** doctor **3** school teacher **4** pilot **5** farmer **6** nurse **7** taxi driver **8** office worker

Vocabulary checkpoint

Point out that jobs take an article, *a* or *an*. Make sentences to show that we need *a* before consonants and *an* before vowels, e.g. *She's a doctor. He's an actor.*

Ss may have heard the gender specific terms *actor* and *actress*. Point out that these days we use *actor* for both males and females.

2 Look at the example conversation with the class. Explain that Ss should pretend to be someone else from Ex 1 and ask and answer questions to find out who their partner is. Read the example with the class and demonstrate the activity with a stronger student. Ss ask and answer the questions in pairs. Monitor and make notes on their language use for feedback after they've finished.

Grammar checkpoint

At this level, encourage Ss to use language at phrase level, without analysing exactly what it is or how it works as 'grammar'. If Ss are uncomfortable with this approach, assure them they will do more focused work on grammar as they progress with the course.

VOCABULARY BANK 1B p136

Jobs

These optional exercises build on the lexical set in the vocabulary section.

1 Ss match the words with the photos alone, then check in pairs. Check answers as a class.

Answers: **1** student **2** police officer **3** manager **4** soldier **5** artist **6** writer **7** tennis player **8** shop assistant **9** bus driver **10** waiter/waitress **11** receptionist **12** tour guide

2 Ss discuss the question in pairs. In feedback, nominate a few Ss to share their ideas with the class.

Optional alternative activity

Stronger classes can complete Ex 1 at home, then discuss Ex 2 in the next class.

Optional additional activity

Prepare a list of names of Ss in the class on a handout. Ss ask each other the question, *Are you … ?*, using the list provided and ticking the name when they have found the correct person. This is suitable for ***weaker classes*** that would benefit from further practice. It's good for classes that are new to each other, but can equally be used even when Ss know each other's names.

Further practice

Photocopiable activities: 1B Vocabulary, p146

Reading

3 Refer Ss to the web page. Ask Ss what the workplace is (a hospital). Ask Ss to read the web page, then match the names to the jobs. Ss can compare in pairs before you check answers as a class.

Answers: **1** b **2** c **3** a

4a Ask Ss to read the web page again and choose the correct answers (a or b) to the questions. Check the answers with the class.

Answers: **1** b **2** a **3** b

b Tell Ss that they are going to use the text from Exs 3 and 4a to study some grammar. Ask them to locate all the examples of *'s*, *is* and *isn't* in Exs 3 and 4a. They can underline or highlight. Ask Ss what kind of words these are (verbs). Go through the answers.

Answers:

Green Cross Hospital
About us
Green Cross Hospital is a small hospital. It's in Manchester in the UK.
Hospital Staff
Lucy Brown
Lucy is from London. She's a doctor.
Paul Turner
Paul is from Manchester. He's a nurse.
Mila Kowalski
Mila is from Toronto. She's an office worker at the hospital.

1 Is the hospital in London?
a Yes, it is. **b** No, it isn't.
2 Is Paul from the UK?
a Yes, he is. **b** No, he isn't.
3 Is Mila a doctor?
a No, she isn't a doctor. She's a nurse.
b No, she isn't a doctor. She's an office worker.

Grammar

be: he, she, it

5a Ask Ss to tell you the difference between *'s*, *is* and *isn't* – *'s* is the contracted verb with no change in meaning, and *is* and *isn't* are positive and negative forms of the verb.

Focus Ss' attention on the grammar box and point out how it is divided into positive, negative and question forms. Ask Ss to use the examples in bold to help them complete the gaps. Check answers with the whole class and be prepared to give further explanations or examples where necessary. With ***weaker classes***, do this activity as a class. Point out how the verb and subject change place in the question form.

Answers: **1** 's **2** 's **3** isn't **4** 's

Grammar checkpoint

Some Ss may consider full forms to be more 'correct' than contracted verbs. Point out that most people almost always use contracted verb forms when speaking and also in informal writing. Remind Ss that the apostrophe takes the place of the letter that has been removed. Show this with examples on the board.

b 1.7 Ask Ss to listen to the sentences, paying particular attention to how the short forms in blue are pronounced.

c Ask Ss to listen to the sentences again and repeat chorally after the recording. Monitor and make sure they pronounce the short forms correctly.

6 1.8 Ask Ss to look at the conversation and the pairs of options in italics. Ask Ss to underline the correct option, then listen and check. When they have finished listening, go through the answers as a class.

Answers: **1** I'm **2** Is it **3** it is **4** Is the manager **5** he's **6** Is he **7** isn't **8** 's he **9** He's

7a This exercise checks if Ss have absorbed the rules and can apply them. Refer Ss back to the profiles in Ex 1a. With ***weaker classes***, look at each person in turn, and ask if they are male (he) or female (she). Read the example question and answer as a class, then ask Ss to continue the activity in pairs. When they finish, go through the answers as a class. Ask pairs to read out each question and answer. Write them on the board to ensure that Ss record them correctly.

Answers:
1 No, she isn't. She's from Thailand.
2 No, he isn't. He's a football player.
3 No, she isn't. She's an office worker.
4 Yes, he is.
5 No, he isn't. He's a taxi driver.
6 Yes, she is.

Optional extra activity

Ask ***fast finishers*** in ***stronger classes*** to write some of their own questions about the people from the profiles. They then work in pairs to ask and answer the questions.

b Ask Ss to complete the profiles about people they know or people they have made up. Put Ss in pairs to tell each other about the people. Monitor and listen, making a note of any errors. ***Fast finishers*** can take turns to ask and answer questions about the people. When they finish, ask a few pairs to share information about the people they heard about. During feedback, go through any errors you heard and ask the class to help correct them.

GRAMMAR BANK 1B pp.116–117

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss, reminding Ss of how the word order changes in question forms. In each exercise, look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** Is **2** 's **3** he **4** isn't **5** it **6** it's **7** is **8** he's
2 **1** He's a nurse. He isn't a teacher.
2 She's a taxi driver. She isn't a doctor.
3 He's a teacher. He isn't a farmer.
4 She's a football player. She isn't a nurse.
5 He's an office worker. He isn't a pilot.

Further practice

Photocopiable activities: 1B Grammar 1, p144; 1B Grammar 2, p145

Speaking

Prepare

8 Read the instruction together. Name Ss A or B and ask them to turn to the correct page. Explain that they need to ask questions to complete the missing information. Give Ss time to think about the questions they can ask. ***Weaker classes*** can write the questions down.

Optional extra activity

Ss can prepare the questions in pairs, AA and BB, so they can help each other. If Ss need further practice, provide names or photos of famous people for them to ask and answer about.

Speak

9 Ask Ss to work in pairs, ask the questions and write the answers, then change roles. Monitor and check that they are using the correct verb forms in their questions and answers.

Teaching tip

Observe Ss during speaking activities. Look for common problem areas in pronunciation and grammar, etc. When Ss finish, decide which errors to focus on and add them to the board for Ss to try and correct. If there is a pronunciation problem, write the phrase or word and ask Ss to say it, then model yourself so they can hear the difference. Try and include examples of correct language use as well, so Ss don't feel disheartened.

Reflection on learning

Write the following questions on the board:
How many jobs can you name? Make a list.
How do you make a question with the verb to be? Write two questions and check with a partner.
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 7b: Write a profile for a family member or friend.
Grammar bank: 1B Ex 1–2, pp.116–117
Workbook: Ex 1–6, p5
App: grammar and vocabulary practice

Fast route: continue to Lesson 1C
Extended route: go to p87 for Develop your listening

1c Nationalities

Introduction

The goal of this lesson is for Ss to talk about different nationalities. To help them achieve this, they will learn and practise nationalities and further forms of the verb *be*.

Warm-up

Play a game to review the vocabulary from the previous lessons. Write the countries on the board, with some of the letters replaced by gaps. Ask Ss to work in pairs to write the names of the countries, without checking back in their books. After two minutes, go through the answers and write the missing letters in the words on the board.

Vocabulary

Nationalities

1a Ask Ss to work in pairs to look at the photos and name the countries. When they have finished, check the answers as a class and drill new words as needed.

Answers: **1** the UK **2** Canada **3** Argentina **4** the US **5** Japan **6** Thailand

Optional extra activity

You may like to lead a whole-class discussion on what places/things they can see in the photos.

Answers:
1 red phone boxes in the UK.
2 maple leaf, national symbol of Canada
3 a *gaucho* in Argentina
4 The Statue of Liberty in New York
5 Mount Fuji in Japan
6 a beach in Thailand

b Ask Ss to work in pairs. Ask them to match the countries with the nationalities and to discuss with each other how they think each nationality should be pronounced. Once they have completed the task, go through the answers with them, but don't discuss the pronunciation yet as that will be covered in the next task.

Answers: 1 d 2 j 3 g 4 i 5 c 6 l 7 a 8 b 9 e 10 f 11 k 12 h

2a 1.11 Ask Ss to look at the nationalities shown in Ex 1b. Play the recording for them to listen and underline the stressed syllables. Check the answers with the class.

Answers: Thai British Polish Spanish Turkish Mexican Japanese Italian American Canadian Brazilian Argentinian

b Ask Ss to listen again and repeat.

c 1.12 Ask Ss to look at the sentences. Read the first pair of sentences with the class, emphasising the stress on the words *Argentina* and *Argentinian*. Ss may notice that the vowel quality is a bit different, but the stress is in the same place. Put Ss in pairs to read the sentences and decide if the stress in the countries and nationalities is the same (S) or different (D). Play the recording for them to check before feedback as a class. Share the information in the Pronunciation checkpoint if you think your Ss will find it useful.

Answers:
1 She's from Argentina. She's Argentinian. (S)
2 She's from Canada. She's Canadian. (D)
3 He's from Japan. He's Japanese. (D)
4 She's from Mexico. She's Mexican. (S)
5 He's from Poland. He's Polish. (S)

Pronunciation checkpoint

All words of more than one syllable have a stressed syllable that is longer and louder than the others in the word. Related words don't always follow the same pattern. When a word becomes longer, as in *Japan* and *Japanese*, the placement of stress often changes. Two-syllable nouns are most often stressed on the first syllable, but not always. One-syllable words don't have a stress.

3 Name or show an image of a famous person. Ask Ss which country he/she comes from. Elicit a sentence about the person's nationality, e.g. *Jaden Smith is American*. Repeat with other examples. Then, ask Ss to write their own sentences about the nationalities of famous people and compare in pairs before feedback as a whole class.

Further practice

Photocopiable activities: 1C Vocabulary, p149

Reading

4a Ask Ss to read the blog silently and match the photos (A–E) to the correct paragraphs (1–5). Complete the first one together, to identify Nina (D), then ask Ss to continue. Check the answers as a class.

Answers: 1 D 2 A 3 C 4 B 5 E

Teaching tip

There are a few words and phrases in the text that Ss may not have seen before (*all over the world* and *team*), but they should be able to complete the task without knowing them. Encourage Ss to 'read past' unknown words and not look everything up on their device. This helps develop reading skills. Ss should read silently, as this is what we usually do in our first language, but if they finish quickly and are keen, they can read the text to their partner in pairs for pronunciation practice. At the end of the activity, go through the meanings of any words that Ss are still unsure of.

b Write the example on the board and go through it together. Show that false means *wrong* by marking it with a cross and the letter *F*. Ask Ss to read the text again and check if the remaining sentences are true or false, marking them *T* or *F*. Where the answer is false, they should rewrite the sentence so that it is true. When they finish, they should discuss in their pairs, before you go through the answers as a class.

Answers:
1 False – Nina is from the UK.
2 False – Tessa is from Turkey. Julia is from Poland.
3 True.
4 False – They aren't in the UK now. / They're at an American university.
5 False – He's from London. / He's in Vancouver.

Grammar

be: *you/we/they*

5a Ss will probably already have noticed the verb forms in the reading text. Read the instruction and ask which is positive (*are*) and negative (*aren't*). Ask Ss what *aren't* is a contracted form of (*are not*). Refer Ss to the grammar box and ask them to use the reading to complete the gaps. Go through the answers as a class. With ***weaker classes***, complete the gaps as a class. Make sure that Ss use capital letters when needed.

Answers: 1 aren't 2 are 3 Are 4 aren't 5 are

Optional extra activity

Ss work in pairs. One reads the left-hand column and their partner reads the right. This provides pronunciation practice while reinforcing Ss' understanding of the grammar. They change roles when they finish.

b 1.13 Ask Ss to listen, paying particular attention to how the short forms in blue are pronounced. Share the information in the Pronunciation checkpoint if you think it will help the class.

Pronunciation checkpoint

Ss often try to pronounce the letter *r* in the word *aren't* (ɑ:nt). Listen for this. Point out that the *r* is not sounded and drill as needed.

c Ask Ss to listen again and repeat the sentences. Monitor and make sure they pronounce the short forms correctly.

6 Ask Ss to complete the texts using the words in the box. Ask Ss to compare in pairs, then ask individuals to read the correct answers aloud as a whole-class check.

Answers: **1** are **2** 're **3** aren't **4** 're **5** 're **6** are **7** aren't **8** 're **9** are **10** are

7a Look at the example together, then ask Ss to work alone to write questions. Monitor and help where necessary, checking that they are completing the task correctly. When they have finished, ask pairs to compare, then go through answers as a class and write the correct answers on the board.

Answers:
1 Are you and your friends at university?
2 Are the teachers at your school American?
3 Are your classmates from different countries?
4 Where are you and your classmates now?
5 Who are your teachers?
6 Where are your teachers from?

b Ask Ss to work in pairs to ask and answer the questions in Ex 7a, about themselves. Monitor and listen. When they finish, ask a few confident pairs to question and answer across the class.

GRAMMAR BANK 1C pp.116–117

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, elicit the first answer, or look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** c **2** d **3** a **4** e **5** f **6** b
2 **1** My friends aren't American.
2 We aren't in Class 6 today.
3 They aren't from Thailand.
4 Karel and Suki aren't Polish.
5 Annie and Nick aren't from the UK.
6 We aren't in the same class for English.
7 They aren't from New York.
8 Beth and Simon aren't at work today.

Further practice

Photocopiable activities: 1C Grammar 1, p147; 1C Grammar 2, p148

Speaking

Prepare

8a Put Ss in pairs and name them A and B. Refer A to photo 1 and B to photo 2 and explain that these are their friends. Ask them to think about what the people might be called, which countries they come from and what their jobs are.

b Ask Student A to make notes about photo 1 and Student B about photo 2. Remind them they are making notes, like the example, not sentences. There are no fixed answers. Monitor and help.

Optional alternative activity

Some Ss may benefit from completing this task in pairs, particularly ***weaker classes*** or groups that need speaking practice. They can share ideas and help each other. Both Ss need to write, for the speaking stage that follows. Re-pair them for the next stage, so that when they come to ask their questions they work with a new partner who hasn't seen their profiles.

Speak

9 Look at the example as a class. With ***weaker classes***, do a more detailed example yourself and elicit other questions that Ss might need, e.g. *Is she (a farmer)? / Is he (a student)?* Write these on the board as a reminder. Put Ss in pairs to ask their questions and give their answers, taking turns to speak. Monitor and encourage them to ask a range of questions.

Optional extra activity

Ask Ss to pair with another student and repeat the activity. ***Fast finishers*** can repeat more than once with different partners.

Reflection on learning

Write the following questions on the board:
Can you remember all the forms of the verb to be? Write them.
How many nationalities can you remember? Make a list and compare with a partner.
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 8–9: Write sentences about the people.
Grammar bank: 1C Ex 1–2, pp.116–117
Workbook: Ex 1–6, p6
App: grammar and vocabulary practice

Fast route: continue to Lesson 1D
Extended route: go to p88 for Develop your writing

1D English in action

Introduction

The goal of this lesson is for Ss to ask for and give contact information. To help them achieve this, they will study numbers and spelling.

Warm-up

Write the numbers and words 1–10 in jumbled order on the board. Ask Ss to match them. Say the numbers 1–10 around the class.

1 Ask Ss to look at the photo, then answer the question in pairs. Check the answer as a class.

Answer: b

2 1.14 Tell Ss they are going to listen to a new student registering at a language school. They should listen and answer the questions. Play the recording, then check answers with the class.

Answers: The student is Selin Atakan. She is from Turkey.

3a Refer Ss to the Useful phrases and ask them to read them through. Explain that they will listen again and should number the phrases in the order that they hear them. Point out that there are two phrases they won't hear (*What's your first name?* and *My first name is …*). Play the recording. Ask Ss to check in pairs and play it again as needed. Check as a class.

Answers:
2 What's your family name?
4 What's your phone number?
7 What's your email address?
6 Sorry, can you say that again?
1 How do you spell … ?
3 My family name is …
5 My number is …
8 My email address is …

Vocabulary checkpoint

Go through the names of symbols in email addresses and their pronunciation:
@ = at
. = dot
_ = underscore
- = hyphen

Point out that we often 'chunk' phone numbers into groups of three to four digits, we say *oh* rather than *zero* in phone numbers and we say *double* when a number repeats:
031 4425 0865 = *oh three one, double four two five, oh eight six five*

b Ask Ss to look at the card and read it through. Tell them to listen to the recording again and complete the missing information. Ask Ss to compare answers with their partners, then go through the answers as a class.

Answers: First name: Selin Family name: Atakan
Phone number: 020-555-7645
Email address: selin2000@dmail.com

Audioscript 1.14

A: Hello. Are you a new student?
B: Yes, I am.
A: OK. I'm the manager of the school. My name is Julia. It's very nice to meet you.
B: Nice to meet you, too. I'm Selin.
A: Where are you from, Selin?
B: I'm from Turkey.
A: Great. Well, welcome to our school. Can I take your contact details?
B: Sure.
A: How do you spell your first name?
B: S-E-L-I-N.
A: And what's your family name?
B: My family name is Atakan. That's A-T-A-K-A-N.
A: And what's your phone number?
B: My number is 020-555-7645.
A: Sorry, can you say that again?
B: 020-555-7645.
A: Thank you. And what's your email address?
B: My email is selin2000@dmail.com.
A: Is that dmail.com?
B: Yes.
A: OK. Thank you.

4a Tell Ss they will listen to another conversation. First, ask them to use the Useful phrases to help them complete the gaps with questions. Allow plenty of time for this. Don't go through the answers as Ss will listen for them in the following activity.
b 1.15 Ss should check their answers to Ex 4a in pairs, then listen to the recording and check as a class. Pause the recording after each line for Ss to repeat chorally and individually.

Optional extra activity

Ss read the conversation in pairs, taking turns at both roles. This is a confidence building and enjoyable step before using their own details in Ex 6.

Answers:
1 What's your name?
2 How do you spell your …
3 what's your family name
4 What's your phone number?
5 can you say that again?
6 what's your email address?

Audioscript 1.15

A: What's your name?
B: Dieter Neumann.
A: How do you spell your first name?
B: D-I-E-T-E-R.
A: And what's your family name again?
B: Neumann. That's N-E-U-M-A-N-N.
A: What's your phone number?
B: It's 07700 900617.
A: Sorry, can you say that again?
B: 07700 900617.
A: And what's your email address?
B: It's dietern@intertalk.com.

5 Tell Ss that now it's time to practise. Refer them to the contact form and ask them to complete it. They can give their own details or invent them. Allow a few minutes for this and monitor to ensure Ss are completing it correctly.

6 Tell Ss they are going to ask and answer and complete the new contact information for their partner. Model a question and answer exchange with a stronger student, then put Ss in pairs to ask and answer. Remind them to use the Useful phrases to help them. Monitor and see how they manage with the phrases. When they finish, give feedback on good use of language or ask a confident pair to perform their roleplay for the class.

Optional extra activity

Make multiple copies of the form, so that Ss can repeat the activity with new partners.

Teaching tip

Ss at this level need to repeat several times. It's not boring for them; they need plenty of practice to help them embed new language. You can vary this by changing partners and details.

Reflection on learning

Write the following questions on the board:

Write two questions asking for information. Check with a partner.

When do you think you can use these questions in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–3, p7
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

1 Check and reflect

Introduction

Ss revise and practise the language of Unit 1. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework or use them as a diagnostic or progress test.

1 Look at the example with the class. Explain that nine more countries are hidden in the grid and may read across or down. Ss work alone to find the remaining countries, then check in pairs. Go through the answers as a class.

Answers:

P	L	B	R	A	Z	I	L	L	M
O	T	U	X	O	P	R	N	N	E
L	U	R	I	T	A	L	Y	K	X
A	R	G	E	N	T	I	N	A	I
N	K	J	A	P	A	N	S	F	C
D	E	K	Z	Z	O	N	B	T	O
B	Y	U	S	P	A	I	N	K	C
T	H	A	I	L	A	N	D	R	S
U	K	V	S	J	J	K	P	K	N
C	A	N	A	D	A	I	B	B	E

2a Ss write the words in the correct order to make sentences or questions in their notebook. Go through the answers as a class.

Answers:
1 I am from Brazil.
2 I am not from London.
3 Are you in my class?
4 Where are you from?
5 No, you are not in my class.

b Look at Ex 2a again with the class and ask Ss to identify the sentences (1, 2 and 5). Ss work alone to rewrite these sentences using short (contracted) forms. Go through the answers.

Answers:
1 I'm from …
2 I'm not from …
5 No, you aren't in …

3 Ss work alone to complete the sentences with the correct form of *be*, using short forms where possible. Ask Ss to compare in pairs, then go through the answers.

Answers: **1** Are, 'm **2** 'm, Are, 'm not, 'm **3** 'm, 'm, 'm
4 Am, aren't

4 Ss complete the job names alone, then check in pairs. Go through the answers.

Answers: **1** football player **2** school teacher **3** farmer
4 office worker **5** pilot **6** doctor **7** taxi driver **8** nurse

5 Elicit the first answer as an example. Ss work alone to rewrite the remaining sentences and questions, putting *is* or isn't in the correct place. Ask them to check in pairs, then go through the answers.

Answers:
1 Lionel Messi **is** a football player.
2 **Is** Marina from Italy?
3 Yes, Yoko **is** in Class 5.
4 The White House **is** in New York.
5 **Is** Pete a doctor?
6 No, he **isn't**.

6 Ask Ss to look at the sentences. Explain that all of the sentences are incorrect, but the correct information is given in brackets. If Ss don't know who all of the people are, it doesn't matter. Focus on the example. Show how the first sentence is negative and the second is positive. Ss correct the remaining sentences using the information in brackets. Put ***fast finishers*** in pairs to practise saying the sentences aloud. Go through the answers with the class.

Answers:
1 Jennifer Lopez isn't English. She's American
2 Cristiano Ronaldo isn't a doctor. He's a football player,
3 The students aren't at a British university. They're at an American university.
4 Celine Dion isn't from Spain. She's from Canada.
5 We aren't from Spain. We're from all over the world.

7a Ss complete the second sentence in each pair with the correct nationality, using the information from the first sentence. Go through the answers, paying attention to pronunciation.

Answers: 1 British 2 Turkish 3 Japanese 4 Canadian 5 Brazilian 6 Spanish 7 Argentinian 8 Mexican 9 Polish 10 Thai

b Ask Ss to think of three people they know and write their names, nationalities and jobs. Go round the class and check.

c Read through the example with the class. Ss tell each other about the people from Ex 7b, using the details they wrote down. Monitor and help with sentence formation and pronunciation where necessary. Ask some of the Ss to tell the class about one of their people.

8 Ss work alone to read the sentences and choose the correct option from each pair of alternatives. Ask them to compare in pairs, then go through the answers. Write them on the board to ensure Ss are correct.

Answers: 1 They're 2 are we 3 They are 4 Are you, We aren't, We're 5 You aren't

9 Ss work alone to complete the text with the correct words. Allow them to check in pairs, then go through the answers as a class.

Answers: are, aren't, 're

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 1.

1A Develop your reading

Introduction

The goal of this lesson is for Ss to understand a simple online profile. To help them achieve this, they will learn to identify and use capital letters.

Warm-up

Write the letters of the alphabet on the board in jumbled order, both in capital and lower case format. Ask Ss to work in pairs to match the capital letters to the corresponding lower case letters and write them down. Tell them that in today's lesson, they will be learning more about using capital letters.

1 Put Ss in pairs and ask them to match the sentences and photos, writing the letter with the number. In feedback, ask individual Ss to read the sentences aloud.

Answers: 1 C 2 D 3 A 4 B

2 Refer Ss to the Focus box. Read it aloud or ask a stronger student to read it, then ask Ss to underline the capital letters in Ex 1. Ask Ss to compare in pairs, then go through the answers.

Answers:
1 John Smith is from Liverpool in the UK.
2 Maria Fernandez is from Granada in Spain.
3 Toru Yamashita is from Osaka in Japan.
4 Natalia Mazur is from Poznań in Poland.

Optional extra activity

With classes whose first language doesn't have a Roman script, you might like to spend time looking at letter formation and position. Point out that capital letter shapes can be the same as their lower case equivalents, but larger, e.g. *s*/*S*, *w*/*W* and *c*/*C*. In other cases, the shape is different, e.g. *h*/*H*, *r*/*R* and *g*/*G*. Draw a line on the board and point out that capital letters go above the line, but some lower case letters extend below it. Show how capital *P* goes above the line, whereas lower case *p* rests on it, with the tail going below. Provide further examples for Ss to practise, e.g. *y*, *g* and *f*.

3a Refer Ss to the website text. Ask them to underline the people's names and circle the place names. Complete the first one together to ensure all Ss know what to do, then ask them to continue. Ask Ss to compare their answers in pairs. Go through the answers as a class.

Answers:
Underline: Marco Silva, Monika Lewandowski, Benjamin Carter, Mariko Sato, Sang Mai
Circle: Buenos Aires, Argentina, Warsaw, Poland, Auckland, New Zealand, Fukuoka, Japan, Hanoi, Vietnam

b Refer Ss to the five questions. Ask them to read the website again and find the answers. Weaker Ss can write single word answers; ***stronger classes*** can write sentences. Remind them to use capital letters for people's names and place names. When they finish, check the answers as a class.

Answers:
1 No, he isn't. He's from New Zealand.
2 He's from Buenos Aires in Argentina.
3 No, she isn't. She's from Fukuoka in Japan.
4 She's from Warsaw in Poland.
5 He's from Hanoi in Vietnam.

Optional extra activity

For extra speaking practice, Ss ask and answer the questions in pairs after you have checked the answers.

4 Refer Ss to the text and tell them it's an online discussion forum. Refer them to the table and ask them to complete it with the information. Point out that they can use capital letters to help them identify people's names and the places they come from. When Ss finish, ask them to compare answers, then check them as a class. Write the answers on the board, using capitals as required.

Answers:

	Name	From	Place of work
1	Antoni Bakula	Lublin in Poland	a language school in Berlin in Germany
2	Billy Davies	Chicago in the US	a university in Moscow in Russia
3	Josefina Flores	Acapulco in Mexico	a school in San Juan in Mexico

Homework ideas

Workbook: Ex 1–4, p8

1B Develop your listening

Introduction

The goal of this lesson is for Ss to understand short conversations about personal details. To help them achieve this, they will practise listening for specific information such as names, countries and jobs.

Warm-up

Write the following sentences on the board, without capital letters.

madrid is the capital of spain.
peter lives in germany.

Ask Ss to write them in their notebooks, using capital letters for people's names and place names. To check answers, ask a confident student to come and write the sentences on the board.

1a Ask Ss to match questions 1–3 with answers a–c, then check their answers in pairs. After a few minutes, go through the answers as a class.

Answers: 1 b 2 c 3 a

Optional extra activity

For extra speaking practice, Ss ask and answer the questions across the class after you have corrected the answers.

b 1.9 Explain to Ss that they will hear four different ways of responding to the same question. Play the recording for Ss to listen and complete the answers. Ask Ss to compare in pairs, play the recording again as necessary, then check the answers.

Answers: 1 I'm called Jason. 2 Jason. 3 My name's Jason. 4 It's Jason.

Audioscript 1.9

Narrator: 1
A: What's your name?
B: I'm called Jason.
Narrator: 2
A: What's your name?
B: Jason.
Narrator: 3
A: What's your name?
B: My name's Jason.
Narrator: 4
A: What's your name?
B: It's Jason.

Optional extra activity

Ask Ss to practise the four answers in pairs with their own names.

2 Refer Ss to the Focus box and ask them where the important information comes in a sentence.

Answer: At the end.

3 Ask Ss to match the questions with the different answers. Ask them to work individually, then check their answers in pairs.

Answers: 1 a, c, d, g 2 b, h 3 e, f

Teaching tip

In developing listening and reading skills, Ss need to learn to disregard information that is not important to them. These exercises help Ss to tune in only to the information required.

4 1.10 Play the recording for Ss to complete the information under each photo. Ask Ss to compare in pairs, then check the answers.

Answers:
1 Name: Dan Country: the US Job: Student
2 Name: Sara Country: the UK Job: Teacher
3 Name: Jim Country: Canada Job: Nurse

Audioscript 1.10

1
A: Hi! What's your name?
B: My name? It's Dan. D-A-N
A: Hi Dan! Where are you from?
B: I come from the US.
A: And what's your job?
B: My job? I'm a student.

2
A: Hello, come in! What's your name?
B: Hi! It's Sara. S-A-R-A.
A: Sara, great. And where are you from?
B: The UK.
A: The UK, OK. And what's your job, Sara?
B: My job? I'm a teacher.

3
A: Good morning, how are you?
B: Fine, thank you.
A: OK, so what's your name?
B: Jim. J-I-M.
A: Tim,
B: Jim.
A: Ah, Jim … And where are you from, Jim?
B: I come from Canada.
A: Canada, great. And what's your job?
B: I'm a nurse.
A: Great, thanks!

Homework ideas

Workbook: Ex 1–4, p7

1c Develop your writing

Introduction

The goal of this lesson is for Ss to write a short personal profile. To help them achieve this, they will learn how to begin a sentence with a capital letter and finish it with a full stop.

Warm-up

Display a map of the world and give Ss the following place names to locate on the map: Japan, Mexico, Spain, Canada, plus a few others of your choice. You could put Ss in pairs and give each pair a place name to stick on the map.
Ask Ss to identify their own countries on the map.

1 Read the instruction aloud or ask a student to read it out. Ask Ss to match the photos A–C to sentences 1–3. After a few minutes, put Ss in pairs and ask them for their answers.

Answers: 1 B 2 C 3 A

2 Refer Ss to the Focus Box. Read it aloud to the class. Ss then work alone to circle the capital letters and full stops in Ex 1. Ask them to compare in pairs, then go through the answers and deal with any queries. Point out that *doctor* has a lower case letter at the beginning when we're referring to someone's job but has a capital if it's a name – *Doctor Brown*.

Answers:
1 **H**i, **I**'m **P**edro**. I**'m from **B**arcelona in **S**pain**. I**'m a doctor**.**
2 **H**ello**. M**y name is **B**enjamin **T**urner**. I**'m from **V**ancouver in **C**anada**. I**'m an **E**nglish teacher**.**
3 **H**ello**. I**'m **R**aquel **J**imenez**. I**'m from **M**exico **C**ity in **M**exico**. I**'m an office worker**.**

3 Ask Ss to look at the poster. Give them a few minutes to read the information and ask if anything seems wrong (some of the punctuation is missing). Ask Ss to work alone to correct the poster by adding full stops and capital letters. Ask them to compare, then go through the answers as a class.

Answers:
1 Hello. I'm **L**ouisa **W**est. **I**'m from London**.** I'm an **E**nglish teacher.
2 **H**ello. **I**'m Marek Kowalski. **I**'m from Lodz in **P**oland. **I**'m a nurse.
3 Hi. I'm **C**hristine **C**hen. I'm from Beijing in **C**hina. I'm an office worker**.**
4 Hello. **I**'m Tamara Gonzalez. **I**'m from **V**alencia in Spain. **I**'m a football player.
5 **H**i. **I**'m **S**tefano **P**omesano. **I**'m from Bergamo in **I**taly. **I**'m a farmer.

Optional alternative activity

If you are short of time, divide the task among different pairs, then share answers as a class.

4 Ask Ss to read over the table quickly and use the information to write a profile for Jonas Weber, using sentences like the ones in Ex 3. Point out that they need to add capital letters and full stops. Give them a few minutes to work alone, then check in pairs. Go through the answers as a class.

Answers: Hello. I'm Jonas Weber. I'm from Berlin in Germany. I'm a taxi driver.

Prepare

5 Refer Ss to the table and ask them to complete it with their own information. Point out that they don't need to write sentences, just words.

Write

6a Ask Ss to use the information in the table to write sentences, like the profiles they saw in Exs 3 and 4. Remind them to use capital letters and full stops. Ss should work alone. Monitor and be available to help as needed.
b Put Ss in pairs. Ask them to exchange profiles and check each other's work for correct punctuation.

Optional extra activity

Put Ss in small groups to read their profiles to each other. When they finish, the profiles can be used for a wall display.

Homework ideas

Workbook: Ex 1–6, p9

2 OVERVIEW

2A Families
Goal | talk about your family
Grammar | possessive *'s*, *I*/*my*, *you*/*your*, etc
Vocabulary | family

GSE learning objective
Can talk about the family in a basic way, given prompts

2B Everyday things
Goal | talk about everyday objects
Grammar | *this, that, these* and *those*
Vocabulary | everyday objects (1)

GSE learning objective
Can talk about everyday things (e.g. people, places, job, study) in a basic way

2C Numbers
Goal | ask questions about other people
Grammar | question words with *be*
Vocabulary | numbers 1–100

GSE learning objective
Can ask simple questions about other people (e.g. their name, age, where they live, things they have)

2D English in action
Goal | pay for things in a shop

GSE learning objective
Can say a range of basic numbers, quantities and prices

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to review the grammar and vocabulary from the unit.

VOCABULARY BANK

2A Family

2B Everyday objects

DEVELOP YOUR SKILLS

2A Develop your reading
Goal | read a description of a photo
Focus | understanding subject pronouns and possessive adjectives

GSE learning objective
Can recognise some familiar words related to themselves and their family (e.g. 'girl', 'brother')

2B Develop your writing
Goal | complete a form
Focus | completing forms

GSE learning objective
Can complete simple forms with basic personal details

2C Develop your listening
Goal | understand a description of classmates
Focus | understanding numbers

GSE learning objective
Can understand cardinal numbers 21–100

2A Families

Introduction

The goal of this lesson is for Ss to talk about their family. To help them achieve this, they will study family vocabulary and possessive adjectives and the possessive *'s*.

Warm-up

Display a picture of a famous family, likely to be known to Ss. Ask Ss what they know about this family (where they are from, what they do, etc.) and perhaps elicit some names of family members. Show and teach the word *family tree*. Show Ss how the tree shows relationships of marriage and children (but do not teach vocabulary for the relationships at this stage). Tell Ss that today's lesson is about families.

Vocabulary

Family

1 Ask Ss to look at the photos and to complete the family tree with the names of the people in the photos. Go through the answers as a class.

Answers: María – mother José – brother
Luisa – brother's wife Alonzo – son

Vocabulary checkpoint
The family tree shows a range of males and females with various jobs. Point out that we don't usually have gendered titles for jobs and there is no need to say *male* or *female nurse*/*doctor*, etc. Remind Ss to use *a*/*an* before job titles. There are a few gendered titles such as *waiter*/*waitress*, but these days most people use gender neutral terms wherever possible.

2a Point out the male and female icons in the table. Ask Ss to complete the gaps in the table using the words in the family tree. They only need to put the family word, not *my*. Ss can work alone, then compare in pairs.

Answers: **1** mum **2** father **3** daughter **4** brother **5** wife

b 2.1 Play the recording for Ss to check their answers. When they finish, elicit answers onto the board and play the recording again for Ss to repeat. Elicit the word stress for the family words and mark it on the board. Point out that all the two-syllable words are stressed on the first syllable. This is a common stress pattern for two-syllable nouns.

Pronunciation checkpoint
Ss should record stress of new vocabulary items to help them remember how to pronounce them. It's a good idea to mark this on the board using a different colour to show that it's not part of the word. You could also draw attention to vowel sounds that Ss might find surprising, such as the /ʌ/ in *brother*, *mother* and *son*.

Answers:

♀	mother	mum	daughter	sister	wife
♂	father	dad	son	brother	husband

3 Refer Ss to the family tree in Ex 1 again and ask them to complete the sentences with family words. Complete the first one or two as a class to ensure Ss are clear about what to do, then ask them to continue alone. Ask Ss to compare in pairs before going through the answers. Point out that *children* is an irregular plural, and doesn't end in *s*.

Answers: **1** daughter **2** husband **3** son **4** brother **5** father **6** wife **7** children **8** parents

VOCABULARY BANK 2A p137

Family

These optional exercises build on the lexical set in the vocabulary section.

1 Ss complete the sentences with the words from the box, then check in pairs. Check answers as a class.

Answers: **1** parents **2** grandad **3** grandma **4** uncle **5** aunt **6** cousins **7** nephew **8** niece **9** boyfriend **10** girlfriend

2 Ss discuss the names of family members in pairs. In feedback, nominate a few Ss to share their answers with the class.

Optional alternative activity

Stronger classes can complete Ex 1 at home, then discuss Ex 2 in the next class.

Further practice

Photocopiable activities: 2A Vocabulary, p152

Listening

4a 2.2 Ask Ss to look at the photos and listen. They should number the photos in the order that they hear them. Ask Ss to check together, then go through the answers.

Answers: **1** A **2** C **3** D **4** B

Audioscript 2.2

1 This is my family. This is my husband, Jon, and our son. His name is James.
2 This is a photo of my children. Their names are Yuriko and Shinya. And this is our dog. Its name is Aki.
3 This is a photo of my brothers. Their names are Jan, Karol and Tomasz.
4 This is a photo of my parents. My father, Tony, is from Canada. His family are in Vancouver. My mother's name is Lily.

Optional alternative approach

Before they listen, Ss talk in pairs about what they can see in the photos and what they think the relationships are. This provides extra practice of the vocabulary as well as preparing them for the listening.

b Ask Ss to listen again and complete the sentences, then put them in pairs to compare and check. Follow with whole-class feedback and write answers on the board.

Answers: **1** husband, son **2** children **3** brothers **4** parents, father, mother

Grammar

Possessive *'s, I/my, you/your*, etc.

5 Focus on the grammar box and read it with the class. Explain that we use *'s* to show possession either after a person's name (as in the first example) or after a noun (as in the second).

We can also show possession with possessive adjectives. We don't use *'s* with these. Write an example sentence on the board and ask Ss to identify the possessive adjective, e.g. *Alice is my sister.* Then ask Ss to look at Ex 4b again and use the words in bold to complete the gaps in the grammar box.

Grammar checkpoint

Ss may remember coming across apostrophes in Lesson 1B. Point out these had a different function; to contract verb forms. The meaning of the sentence tells us whether *'s* is being used as a contraction or to show possession.

Answers: **1** my **2** his **3** its **4** our **5** their

6a 2.3 Write the first pair of sentences on the board and say them. Ask Ss if they can hear a difference in the pronunciation of *their* and *they're* (they sound the same). Discuss the difference in meaning (see Grammar checkpoint). Ask Ss to listen to the sentence pairs and decide if the highlighted words sound the same or different and which one is a possessive adjective (*Their, His, Your*) or contracted verb form (*They're, He's, You're*). Play the recording. Check answers as a class.

Answers: **1** same **2** different **3** same

b Ask Ss to listen again and repeat chorally and individually.

7 2.4 Ask Ss to underline the correct words, using the grammar box to help them, then listen to the recording and check. Go over the answers and deal with any questions.

Answers: **1** my **2** your **3** their **4** father's **5** He's **6** Her **7** your **8** our **9** His **10** friend's

Optional extra activity

Ss read the conversation aloud in pairs. When they finish, they change roles.

GRAMMAR BANK 2A pp.118–119

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

1 **1** Samia is Nick's wife.
2 Ana is Raquel's sister.
3 Peter's office is near here.
4 That's my friend's school.
5 They're Mike's students.
6 Eddie is Fran and Steve's son.
7 My brother's children are at university.
8 Rover is my parents' dog.

2 **1** your **2** Our **3** Her **4** His **5** Their **6** my **7** its **8** your

Further practice

Photocopiable activities: 2A Grammar 1, p150; 2A Grammar 2, p151

Speaking

Prepare

8 Tell Ss they are going to talk about their own families. Ask Ss to find a photo on their phones or in their wallets. If Ss don't have a photo of everyone together, allow a few minutes for them to choose several photos. If they don't have any photos, they draw a picture.

Speak

9 Read through the example with the class. Point out the phrase *This is …* to introduce someone. Ask Ss to take turns to show their photo(s) to their partner and talk about their family. Encourage Ss to ask questions about their partner's family.

Optional alternative approach

With ***weaker classes***, model this task by showing and talking about your own family. Encourage Ss to ask questions and drill and correct these before Ss move on to repeat the activity with their own family pictures.

Optional extra activity

Ask Ss to find a photo of a famous person with their family. They work in pairs: one student is the famous person and the other is an interviewer. They use the photo for a roleplay interview based on the conversation in Ex 9.

Reflection on learning

Write the following questions on the board:

How many family words can you remember? Write a list, then compare with a partner. Check your spelling.

Can you write two possessive sentences, one with a possessive 's and one with a possessive adjective?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 9: Write sentences about the people in the picture.
Grammar bank: 2A Ex 1–2, pp.118–119
Workbook: Ex 1–6, p10
App: grammar and vocabulary practice

Fast route: continue to Lesson 2B
Extended route: go to p89 for Develop your reading

2B Everyday things

Introduction

The goal of this lesson is for Ss to talk about everyday objects. To help them achieve this, they will study *this*, *that*, *these* and *those* and learn vocabulary for common objects.

Warm-up

Write the following categories on the board: *jobs*, *countries*, *family*. Ask Ss to write as many words as they can remember for each category in one minute, then compare in pairs. See how many they have got and, if appropriate, talk about the need for revising and remembering new vocabulary. Tell Ss today they will learn vocabulary for everyday things.

Vocabulary

Everyday objects (1)

1a Ask Ss to work in pairs and to decide where the people in the pictures are.

Answer: in an office

b Now ask Ss in their pairs to look at the pictures more closely and to match the objects with the words.

Answers: 1 f 2 j 3 e 4 l 5 k 6 b 7 g 8 d 9 h 10 i 11 c 12 a

2 2.5 Play the recording for Ss to listen and repeat the words.

3 Ask Ss to look at the first photo and the example conversation. Drill the question and answer. Put Ss in pairs to ask and answer about the remaining objects in the same way. Monitor, helping with pronunciation where necessary. When Ss finish, discuss the answers as a class.

Answers: 1 It's a pen. 2 It's a clock. 3 It's a chair. 4 It's a book. 5 It's a cup. 6 It's a key. 7 It's a box. 8 It's a phone.

4 Tell Ss that they are going to talk about items in the classroom. Read the example with the class, then ask Ss to look for the items from Ex 1 and take turns to name them, using *It's a …*. Monitor as they work and help as necessary.

Optional extra activity

Provide sticky notes for Ss to label the classroom. Encourage them to do this at home as well, to build their vocabulary.

VOCABULARY BANK 2B p137

Everyday objects

These optional exercises build on the lexical set in the vocabulary section.

1 Ss match the words with the objects in the picture alone, then check in pairs. Check answers as a class.

Answers: 1 newspaper 2 screen 3 backpack 4 keyboard 5 wallet 6 passport 7 handbag 8 umbrella 9 credit card 10 money 11 glasses 12 laptop

2 Ss discuss the objects they have with them in pairs. In feedback, nominate a few Ss to share their answers with the class.

Optional alternative activity

Stronger classes can complete Ex 1 at home, then discuss Ex 2 in the next class.

Further practice

Photocopiable activities: 2B Vocabulary, p155

Listening

5a 2.6 Ask Ss to look back at the pictures in Ex 1, then listen and choose which picture matches the recording. Check the answer with the class.

Answer: Picture B

b Refer Ss to the conversation and ask them to listen again and complete the gaps. Ask Ss to compare in pairs and play the recording again as needed. Go through the answers as a class and write them on the board. Ask Ss how we know if a word is plural (It has an *s* at the end) and if they can remember a plural that is different (*children*).

Teaching tip

Ss can find listening difficult and even stressful. If they compare answers after they listen, they can help each other, then listen again. Generally, Ss should listen to a recording at least twice. It's a good idea to write the answers on the board as you go through them, so that weaker Ss can catch up. If they have struggled with a recording, then play it again once you have checked the answers as a class, so that they can hear the correct answers in context.

Answers: 1 desk 2 keys 3 computer 4 desk 5 photos 6 chair

Audioscript 2.6

Max: Hi. Are you Carla?
Carla: Yes, I am.
Max: I'm Max. Nice to meet you.
Carla: Nice to meet you, too.
Max: Welcome to the company. This is our office. And this is your desk.
Carla: OK.
Max: These are your keys for the office.
Carla: OK.
Max: This is your computer and this is the password.
Carla: Great.
Max: And that is my desk. Please ask me for help.
Carla: Thank you. Are those photos of your family?
Max: Yes. That's my son and that's my daughter.
Carla: Very nice.
Max: Thank you. OK. Any questions?
Carla: Yes, where's my chair?
Max: Oh. Sorry. It's in the meeting room!

Grammar

this, that, these and *those*

6 Refer Ss to the grammar box. Ask Ss which words are singular (*this, that*) and how they differ (distance from the speaker). Then ask them to use the conversation in Ex 5b to help them complete the first gap. Check as a class. Ss should work alone to complete the other gaps, then check in pairs. Go through the answers and deal with any questions.

Answers: 1 this 2 that 3 these 4 those

7a 2.7 Ask Ss to look at the pairs of sentences. Explain that they should listen and tick the one they hear first. Play the recording, allow Ss to compare with a partner and play a second time for them to check. Go through the answers with the class.

Answers: 1 b 2 b 3 a

b Play the recording one more time, so that Ss can repeat after it.

Audioscript 2.7

1 These are my keys. This is my key.
2 This is my book. These are my books.
3 What's in this box? What's in these boxes?

Pronunciation checkpoint

The pronunciation difference here is both about the length of the vowel sound and the quality of the final consonant. *This* has a short vowel /ɪ/ and ends with /s/. *These* has a long vowel /iː/ and ends with /z/. If your Ss struggle to notice this, you can help them by showing the different mouth shape – spread lips for /iː/ vs neutral lips for /ɪ/. To hear the final consonant /s/ or /z/, ask Ss to place their hand on their throat when making each sound. With /z/ they will feel a vibration as the sound is voiced, with /s/ there is no vibration. Ss' pronunciation doesn't need to be perfect, but they should aim to hear the difference even if they can't reproduce it.

8 2.8 Ask Ss to complete the gaps, using the pictures to help them, then listen and check.

Answers: 1 that 2 those 3 this, That 4 those, these

9a Name half the class A and the other half B. Refer them to the pictures in Ex 1. Ask Ss to use their dictionaries to help them label the things in their pictures. Monitor and help. Ask Ss to compare in AA/BB pairs and practise saying the words.

Answers:
In picture A: table, chair, clock, phone, whiteboard, pen(s), cup, laptop, window
In picture B: desk(s), computer(s), pen(s), key, photo(s), books, light, flipchart

Optional alternative approach

With ***weaker classes***, give Ss A and B a list of the items to label their pictures, then check as a class or ask them to use their devices or dictionaries.

List for Ss A:
a door a flipchart a laptop a plant a rug a window

List for Ss B:
a cushion (cushions) a door a keyboard a light a monitor a mouse a picture a plant (plants) a rug

b Refer Ss to the example conversation and ask a stronger pair to model the activity. Ask Ss to work in A/B pairs, asking and answering about the objects in the pictures. They can write the names of the new items they learn on their pictures. Monitor and listen to how Ss pronounce the new words and, when they finish, have a final round-up, drilling any words that they had difficulties with.

GRAMMAR BANK 2B pp.118–119

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, look at each example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** this **2** this **3** are **4** Those **5** word **6** is **7** students **8** These
2 **1** They're cups. **2** They're keys. **3** They're boxes. **4** They're phones. **5** They're photos. **6** They're buses.

Further practice

Photocopiable activities: 2B Grammar 1, p153; 2B Grammar 2, p154

Speaking

Prepare

10 Ask a stronger student to read the instruction to the class or read it yourself. Write a few useful sentence starters on the board to help Ss and ask them to write endings to ensure they can use both singular and plural. *This is your/our/the … These are your …*

Speak

11 Put Ss in pairs of A and B. Explain that A is going to give a tour of the meeting room. Ask A to speak first. Monitor and listen, helping where necessary. When they finish, ask pairs to change roles.

Optional extra activity

With ***stronger classes***, encourage Ss playing the new worker to ask questions, *Is this/that my … ?* ***Fast finishers*** can improvise a conversation where they introduce their partner to the classroom.

Reflection on learning

Write the following questions on the board:
What activity did you enjoy most today?
Look around. How many everyday items can you name?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 2B Ex 1–2, pp.118–119
Workbook: Ex 1–7, p11
App: grammar and vocabulary practice

Fast route: continue to Lesson 2C
Extended route: go to p90 for Develop your writing

2c Numbers

Introduction

The goal of this lesson is for Ss to ask questions about other people. To help them achieve this, they will study vocabulary for question words with *be*, as well as numbers 1–100.

Warm-up

Count the numbers 1–10 around the class as fast as possible, with each student saying a number in turn. When you reach ten, count backwards down to one and back up again, depending on the size of the class.

Vocabulary

Numbers

1a Ask Ss to take turns to find the numbers, say them and match them with the words in the box. When they finish, elicit answers by saying, *What number's on the car?* etc. and drilling the pronunciation of numbers if needed.

Answers: **1** one **2** two **3** three **4** four **5** five **6** six **7** seven **8** eight **9** nine **10** ten

Culture notes

Photo 10 shows the door of 10 Downing Street. This is the home of the British Prime Minister and the headquarters of the British Government.

b 2.9 Ask Ss to read the numbers 11–19, listen and repeat after the recording.

c 2.10 Refer Ss to the numbers 20–100. Ask them to read them, then listen to the recording and repeat the numbers.

Optional extra activity

Ask pairs to discuss which birthdays are important in their country. Compare as a class.

2 2.11 Write the first number pair on the board and say them, so that Ss can hear the difference. Point out that in numbers ending *-ty*, the stress is on the first syllable and in numbers ending *-teen*, the stress is on the second syllable. Ask Ss to listen and circle the number that they hear. When you go through the answers, drill chorally.

Answers: **1** 13 **2** 14 **3** 50 **4** 16 **5** 70 **6** 80 **7** 19

3a Ask Ss to read the numbers and write down the next seven numbers in the sequence. They should write the numbers in words, not figures.

Answers: twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty

b 2.12 Put Ss in pairs to listen to the recording and check their answers. Then ask Ss to listen again and repeat the numbers.

Optional extra activity

Play a game of *Bingo*: draw a grid of six squares on the board and ask Ss to copy it, then write numbers of their choice in the boxes, in random order. Say a list of numbers in random order. Make a note of the numbers as you say them. Ss listen for their numbers and circle each one as you say it. The first student to circle all of their numbers calls out *BINGO!* Start with 1–10. With ***stronger classes***, go on to use numbers 1–30.

Further practice

Photocopiable activities: 2C Vocabulary, p158

Listening

4a 2.13 Put Ss in pairs and ask them to listen to the recording, then work together to add the people's ages to their profiles. The answers will be checked in the next activity.

Teaching tip

Although Ss have limited English, they can still be encouraged to use natural-sounding speech. Using the phrase, *I think she's about 40 or 50* sounds completely natural and will give Ss confidence to work at sentence level rather than just say a number. Similarly, use natural English in your instructions and praise to reinforce English speech patterns.

Answers: Anna = 99 Bill = 85 Satoru = 51

b Ask Ss to listen again and complete the missing information in the profiles. They may need to listen twice. Ask Ss to compare in pairs after they listen, then ask individuals for their answers and write them on the board.

Answers:

What's her name?	**Anna Chubb**
How old is she?	**99**
Where is she from?	**Canada**
What's her job?	**She's a teacher.**
What's his name?	**Bill Gooch**
How old is he?	**85**
Where is he from?	**The UK**
What's his job?	**He's a taxi driver.**
What's his name?	**Satoru Goto**
How old is he?	**51**
Where is he from?	**Japan**
What's his job?	**He's a football player.**

Audioscript 2.13

Woman: Look at this. These people are great!
Man: Oh yeah?
Woman: Yes, look at this photo. This is Anna Chubb. She's from Canada. She's a teacher.
Man: How old is she?
Woman: She's 99!
Man: Really? Wow!
Woman: And this is Bill Gooch. He's from the UK.
Man: How old is he?
Woman: He's 85 years old.
Man: What's his job?
Woman: He's a taxi driver.
Man: Amazing!
Woman: Yeah.
Man: And what's his name?
Woman: His name is Satoru Goto. He's 51 and he's a football player.
Man: Wow! Where's he from?
Woman: He's from Japan.

Grammar

Question words with *be*

5 Refer Ss to the table. Ask them to use the profiles to help them choose the correct options. With ***weaker classes***, do this as a class. Elicit answers and manage any questions.

Answers: **1** before **2** before

6a 2.14 Tell Ss to listen to the questions, paying particular attention to the pronunciation of the words in blue,

b Ask Ss to listen to the questions again and repeat chorally after the recording. Monitor and make sure they pronounce both forms correctly.

7 Tell Ss to write the questions for the answers provided. They can use the profiles to help them.

Optional alternative approach

This approach is suited to ***weaker classes***, classes that struggle with writing skills and to encourage collaboration and speaking. Print out sets of questions and answers and cut them up. Give pairs or threes the sets to match up, then conduct feedback.

Answers:
1 Where is he from? / Where's he from?
2 What is his job? / What's his job?
3 What is her name? / What's her name?
4 Where is she from? / Where's she from?
5 Where are they from?

8a Ask Ss to write the names of three family members.

b Write the names of three people on the board and tell Ss they are from your family. Make sure you include male and female examples. Tell Ss to ask you about their age and jobs. Elicit and drill the questions and answer them. Refer the Ss to the further example in their book. Then ask Ss to use their own three names and repeat the activity in pairs.

Pronunciation checkpoint

Show Ss how when two adjacent words have a consonant beside a vowel, they link across a phrase, so the words run together, e.g. *How old is she?* Show these links on the board. Point out that we don't usually hear /w/ at the end of *how*, but we do when it's followed by a vowel.

Optional extra activity

Ss repeat the activity with famous people and include *Where's he/she from?*

GRAMMAR BANK 2C pp.118–119

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** Where **2** Who **3** What **4** How **5** What **6** Where **7** How **8** When
2 **1** c **2** e **3** d **4** g **5** a **6** f **7** b **8** h

Further practice

Photocopiable activities: 2C Grammar 1, p156; 2C Grammar 2, p157

Speaking

Prepare

9 Name Ss A and B. Ask them to turn to the relevant pages to see the incomplete profiles. Ask them to think of the questions they will need to find the missing information. Go over the questions from Ex 5 again if you think Ss need it and write them on the board.

Speak

10 Ask Ss to work in pairs to ask and answer their questions and complete the missing information in their profiles. Monitor the activity, making a note of any mistakes you hear or problems with language. When Ss finish, go through the answers and resolve the language issues that you noted down.

Teaching tip

Ss improve and gain confidence the more they practise. Encourage them to notice this by giving feedback between each stage of a roleplay or speaking activity and by asking Ss to reflect on whether they noticed an improvement. Ss need to monitor their own language in order to keep improving, so getting them to correct language at the board is another good technique to use after speaking activities.

Reflection on learning

Write the following questions on the board:
Can you say numbers from 1 to 100?
What questions can you ask about other people?
Put Ss in threes to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 8A: Write sentences about one of the people.
Grammar bank: 2C Ex 1–2, pp.118–119
Workbook: Ex 1–6, p12
App: grammar and vocabulary practice

Fast route: continue to Lesson 2D
Extended route: go to p91 for Develop your listening

2D English in action

Introduction

The goal of this lesson is for Ss to practise the language of paying for things in a shop. To do this, they will practise saying the names of items, prices and quantities in this context.

Warm-up

Ask Ss to put two or three of their possessions on one table in the classroom (preferably items from Lesson 2B vocabulary). Then ask Ss to mingle and ask and answer questions about the objects on the table.
Is this your pen? *Yes, it is. / No, it isn't.*
Are those your keys? *Yes, they are. / No, they aren't.*
After a couple of minutes, tell the Ss to take back their possessions, saying what they are.
This is my phone. This is my book.

1 Ask Ss to look at the pictures and identify the items they see. With ***weaker classes***, provide a list of words on the board, or on a handout, for them to match. Go through the answers as a class and drill.

Possible answers: chairs, desks, books, pens, cups, photos, clocks, boxes, a computer, a phone

2a 2.20 Tell Ss they will hear a conversation in a shop and they should listen for the items that the man buys. Play the recording for Ss to listen and tick the items in the picture. Ss can then check in pairs. Go through the answers as a class.

Answers: He buys the clock and the cups.

Audioscript 2.20

Harry: Excuse me. How much is this book?
Shop assistant: That's £9.99.
Harry: And how much are those cups?
Shop assistant: It's £12 for four cups.
Harry: And how much is that?
Shop assistant: The clock?
Harry: Yes.
Shop assistant: Hmm. It's £15.99.
Harry: OK. The clock and the cups, please.
Shop assistant: OK.
Harry: Oh. And how much is this?
Shop assistant: That pen is £2.
Harry: Oh. OK. So, how much for the clock and the cups?
Shop assistant: That's £27.99, please. Cash or card?
Harry: Cash, please. Here you are.
Shop assistant: Thank you. Here's your change.
Harry: Thank you.

b Refer Ss to the Useful phrases and read them through. Demonstrate the meaning of *Here you are* by miming giving something as you say it. Tell Ss they should listen to the conversation again and tick the phrases they hear. Play the recording, twice if necessary. Ask Ss to check in pairs, then go through the answers.

Answers:
Ss should tick the following phrases:
How much is this book? *How much are those cups?*
How much is this? *How much is that?* *Here you are.*
It's £12. *That's £9.99.* *It's £15.99.* *That's £27.99, please.*
Cash or card? *Here's your change.*

c 2.21 Play the recording, pausing after each phrase for Ss to repeat. Ss in ***weaker classes*** can read the phrases as they listen. Repeat as needed.

3a Refer Ss to the conversation and ask them to work alone to complete it with the correct phrases from the box. Allow plenty of time for this and check or support Ss as needed. Ask pairs to compare answers, then go through them as a class.

Answers: **1** How much is **2** It's / That's **3** how much is **4** How much are **5** That's **6** Cash or card **7** Here's my card. / Here you are. **8** Here's your card.

b Ss practise the conversation in pairs. When they finish, ask Ss to say the conversation in open pairs across the class.

Optional extra activity

With ***stronger classes*** and classes that need more speaking practice, Ss repeat the conversation using other items and prices in the picture.

4a Tell Ss they will now roleplay a conversation in a shop. Read through the instructions and name Ss A and B in their pairs. A is the customer. Monitor as Ss do the activity and help where necessary. Allow ***weaker classes*** to look at the conversation in their books, but otherwise encourage Ss not to look at the book.

b Tell Ss to change roles and repeat.

Optional alternative activity

Provide Ss with real items or pictures for their shop. Ask them to decide on prices and make a price list. Give shopkeepers a maximum and minimum price. Give Ss a budget for their gift which is below the maximum, and tell them they have to buy something for less than the amount they have.

Reflection on learning

Write the following questions on the board:

What were the most useful phrases in today's lesson?
Where and when can you practise these in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–3, p13
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

2 Check and reflect

Introduction

Ss revise and practise the language of Unit 2. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework or use them as a diagnostic or progress test.

1 Ss work in pairs to complete the sentences with the correct family words. Go through the answers as a class.

Answers: **1** husband **2** wife **3** son **4** daughter **5** brother **6** parents **7** sister **8** father

2 Ss work alone to rewrite the phrases using the possessive 's. Go through the answers.

Answers: **1** Peter's sister **2** Julie's family **3** Martin's parents **4** my friend's dog **5** my teacher's pen **6** my brother's book

3 Ss work alone to read the sentences and choose the correct possessive adjectives from each pair of alternatives. Ask them to compare in pairs, then go through the answers.

Answers: **1** Our **2** Her **3** his **4** their **5** its **6** my, His

4 Ss work alone to correct the mistakes. Ask Ss to compare in pairs, then go through the answers.

Answers: **1** … photo of **your** mum **2** **Their** names are … **3** … your **father's** name … **4** **You're** from Spain …

5 Ss write the letters in the correct order to make everyday objects. Ask them to check in pairs. Go through the answers with the class.

Answers: **1** table **2** chair **3** phone **4** pen **5** desk **6** computer **7** key **8** photo **9** cup **10** book **11** box **12** clock

6 Ss read the sentences and choose the correct alternative from each pair of options. Go through the answers.

Answers: **1** this **2** That's **3** these **4** those

7a Ask Ss to do the sums, then write the answers as words. Go through the answers as a class, then ask Ss to say them with a partner.

Answers: **1** twenty-five **2** thirteen **3** thirty **4** fifty-six **5** fifteen **6** fifty **7** forty-two **8** fifty-six **9** twenty-nine **10** eighty-one **11** thirty-six **12** sixty-three

b Look at the example as a class and elicit the difference between the two sentences. (*My son* in the first sentence is replaced with the pronoun *He* and the number 10 is replaced with the phrase *ten years old*). Ss work alone to read the first sentence in each pair, then complete the second. They can check their answers in pairs before you go through the answers as a class.

Answers: **1** ten years old **2** fifty-eight (years old) **3** nineteen (years old) **4** thirty-three (years old)

8a Ask Ss to write the words in order to make questions. Go through the answers as a class.

Answers:
1 What is your father's job?
2 Where is your teacher from?
3 How old is your phone?
4 How old are your parents?
5 Where are Maradona and Messi from? / Where are Messi and Maradona from?

b Ss ask and answer the questions in pairs.

Answers: 1–4 Ss' own answers.
5 Maradona and Messi are from Argentina.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 2.

Sample answers:
1 I'm from Mexico.
2 No, I'm not. I'm from Japan.
3 She's from the UK.
4 Yes, they are. They're from Turkey, Germany and Argentina.
5 No, I'm not. I'm a student.
6 I'm a nurse.
7 It's three five one seven two six nine.
8 Daria. D-A-R-I-A
9 My friends are Jeremy and Paulo.
10 No, they're not.
11 My mum, my dad, my sister and me.
12 My grandmother. Her name is Sonya.
13 My friend's dog's name is Monday.
14 desks, chairs, students, books, a clock
15 It's a chair.
16 Those are cups.
17 eleven, twelve, thirteen
18 No, it isn't. It's a box.
19 Marta's a football player. She's 30 or 35.
20 It's two euros.

2 Communication review Reach the end (Units 1–2 review)

Ss revise and practise the language of Units 1 and 2 in a communicative game. This can be done after the Check and reflect page as a fun way to revise the language of Units 1 and 2.

For this game, Ss can write numbers 1–6 on small pieces of paper if dice are not available. All Ss place their counters on the START. Ss take turns to roll the dice or take one of the pieces of paper and move that number of squares along the board. When they land on a square, they must read the question aloud to the person on the left who answers it. Ss can assist each other with the answering if necessary. While Ss are playing, monitor and be on hand to assist. The first person to reach the FINISH wins.

Alternative activity

Ss work in pairs. They take turns to choose a question from the board to ask their partner, ticking the questions as they are answered correctly. For a competitive element, Ss could get one point for each question which they answer appropriately and accurately, and a bonus point for an extra sentence with additional information.

2A Develop your reading

Introduction

The goal of this lesson is for Ss to read a description of a photo. To help them achieve this, they will practise using subject pronouns, possessive adjectives and the possessive 's to describe relationships between people.

Warm-up

Bring in or display digitally a range of photos of family and friend groups. They don't need to be your family or real people (but they could be). Tell Ss about the different people and who they are and let Ss ask you questions. Tell Ss today's lesson is about describing photos.

1 Ask Ss to read the social media posts. Tell them that if there are any words they don't know, they should still try to answer the question. ***Weaker classes*** can do the exercise in pairs. Once Ss have finished, check the answer as a class and cover any unknown vocabulary.

Answer: b

2 Refer Ss to the Focus box and ask them to read it through. Give them a few minutes to read alone, then deal with any questions. Then ask Ss to choose the correct alternatives in each sentence. You may want to go through the first sentence with them or, for ***weaker classes***, go through all the options as a class.

Answers: 1 We 2 It's 3 They 4 He 5 Her

3 Refer Ss to the example, clarifying that they should identify the person that the pronoun in bold refers to. Complete a further example as a class, then ask Ss to continue. Let them compare in pairs before going through the answers as a class.

Answers: **1** Helena's **2** Robin **3** Susan and Pedro **4** Yulia's son **5** my family **6** Viola's **7** mine and Gus's / Gus's and my

4a Refer Ss to the text and ask them to read and circle the people's names. Elicit that names start with capital letters. When they finish, ask them to compare in pairs before going through the answers as a class.

Answers: Gloria Martínez, Joe, Javier, Sofia, Raul, Miguel, Rosa, Tony, Regina

Teaching tip
Ss need to engage with a text. Their reading skills development can be aided by marking a text, circling or otherwise highlighting sections where answers are found. In this way, they can retrieve the answers when checking (and re-read later if they need to). Ss don't tend to do this unless you encourage them, as they often don't like to (or may not have previously been allowed to) 'spoil' their book.

b Ask Ss to look again at the text and complete the sentences with the correct names. Complete the first example as a class, then ask Ss to continue. Go through the answers as a class.

Answers: **1** Gloria and Joe **2** Raul **3** Miguel and Rosa **4** Gloria (and Raul) **5** Rosa **6** Tony and Regina

Optional extra activity

Ss use the text in Ex 4a as a model to write about their own photograph. Their descriptions can then be shared by reading aloud in small groups or used to create a wall display.

Homework ideas

Workbook: Ex 1–4, p14

2B Develop your writing

Introduction

The goal of this lesson is for Ss to complete a form. To help them achieve this, they will practise finding and giving personal information in writing by completing forms.

Warm-up

Show a form, real or digital, and ask Ss what it is. Ask them when they complete one (at a hotel, a school, for a job, etc.) and what kind of information is included (name, address, etc.). Tell Ss today's lesson is about completing a form in English.

1 Focus attention on the form. Ask Ss what's another word for *occupation* (job) and explain that DOB means *date of birth*. Ask Ss to read the details on the form and to answer the questions. Elicit the answers from the class.

Answers: **1** William Sterling
2 12 Station Road, London, NW1 2PP

2 Ask Ss to read the Focus box. Ask individual Ss to take turns to read each point aloud and discuss. Point out that *DD/MM/YY* (day, month, year) is British English, while in the US dates are expressed *MM/DD/YY* (month, day, year). Refer Ss to the form in Ex 1 to answer the questions, then go over the answers.

Answers: **1** Surname **2** DOB **3** Occupation **4** address **5** DOB/date of birth

Culture notes
The term *surname* is used more commonly than *family* name. It's common to have one *first* name (or *forename*), a middle name and one surname. Sometimes couples like their children to have both of their surnames, but this is not a traditional practice. *DOB/date of birth* includes the year of birth, while *birthday* asks for only the day and month.

3 Refer Ss to the columns. Ask them to match form sections 1–7 with the appropriate information a–g, then check in pairs. Confirm answers with the whole class and point out that *Doctor* has a capital letter only because it's on a form. Jobs don't usually take capital letters.

Answers: **1** f **2** d **3** a **4** c **5** e **6** g **7** b

Prepare

4 Ask Ss to complete the form using the information in the box. They can work individually, then check answers in pairs.

Answers: **1** Isobel **2** Martinez **3** 22.10.91 **4** 65 Cherry Road **5** Cambridge **6** 07700 900 077 **7** i.martinez **8** Teacher

Write

5a Ask Ss to complete the form with their details. Remind them to use capital letters where needed. Point out that email addresses are generally lower case and that forms can be completed either in capital letters or with initial capitals for each word. Ss should not mix the two approaches within one form.

b Ask Ss to exchange forms with their partner and check them.

Optional extra activity

Ask Ss to ask and answer about the information on their forms. Ss could simply ask and answer or complete a blank form for their partner.

Homework ideas

Workbook: Ex 1–5, p15

2c Develop your listening

Introduction

The goal of this lesson is for Ss to understand a description of classmates. To help them achieve this, they will listen and identify numbers and practise giving information.

Warm-up

Ask Ss to write three to five numbers or sets of numbers that are important to them. Give an example yourself (house number, phone number, age, DOB, etc.) When they finish, ask Ss to show their numbers to their partner who should guess what they are. Tell Ss today's lesson is about numbers.

1 2.15 Ask Ss to look at the photos and say the numbers in pairs. After a few minutes, ask a few pairs for their answers. Then ask Ss to listen to the recording. Check answers with the whole class.

Answers: 1 B 2 D 3 C 4 A

Audioscript 2.15

Narrator: 1
Speaker 1: Today is my birthday! I'm 70 years old!
Narrator: 2
Speaker 2: My English class is in Room 19b.
Narrator: 3
Speaker 3: My email address is sarahj90@abcmail.com
Narrator: 4
Speaker 4: My address? Oh, it's 49 Oxford Road, London, W5 6RS

2a 2.16 Refer Ss to the Focus box. Point out that the stressed syllable in the first two examples is underlined. Drill the first two examples (13, 30, 14 and 40). Then play the recording and ask Ss to listen and underline the stress in the rest of the numbers. Elicit the answers as a class. Ask Ss if they can see a rule.

Answers: fifteen / fifty; sixteen / sixty; seventeen / seventy; eighteen / eighty; nineteen / ninety

Pronunciation checkpoint

The teen numbers are stressed on *teen*. The bigger numbers are stressed on the first syllable. This distinction helps as the words are so similar.

b Ask Ss to listen again and repeat.

3 2.17 Refer Ss to the list of numbers. Play the recording. Ask them to listen and underline the number that they hear. Go through the answers as a class.

Answers: 1 50 2 17 3 13 4 90 5 14 6 60 7 80

Optional extra activity

Ss work in pairs, both looking at the list of paired numbers. One says a number from a pair of their choice. The other points to the number they think they heard. After a few turns they change roles. This task focuses on recognising and distinguishing between similar sounding numbers.

4 2.18 Refer Ss to the incomplete sentences. Tell them that they will hear the missing numbers and should write the figure (not word) they hear. Give them a minute to read through, then play the recording for them to listen and complete the sentences. Ask Ss to compare in pairs, then go through the answers as a class. Play the recording again after checking the answers, if Ss want to hear it.

Answers: 1 30 2 13 3 17 4 40 5 90 6 18

Audioscript 2.18

1 This is my brother, Simon. He's thirty.
2 Your class is in Room 13b.
3 My sister is seventeen years old.
4 My name's George and I'm forty.
5 This hospital is ninety years old.
6 My address is eighteen London Road.

Optional extra activity

Ss read the completed sentences to each other. This approach may help ***weaker classes*** or classes that need or enjoy more pronunciation and speaking practice.

5 2.19 Refer Ss to the photos and captions. Ask them what information they will hear (age – a number). Ask them to listen and write the figures, not words. Pairs can compare and listen again. Then check answers as a class.

Answers: Lucia – 16; Yuri – 30; Ahmed – 19; Azra – 18; Petra – 50; Marco – 40

Audioscript 2.19

Paula: OK, so these are people from my English class. This is Lucia. She's sixteen. She's from Spain. This is Yuri. She's from Japan. She's thirty years old. This is Ahmed. He's nineteen years old. He's a university student from Saudi Arabia. This is Azra. She's from Turkey. She's eighteen years old. This is Petra. She's from Serbia. She's fifty years old. She's a doctor. And this is Marco. He's an office worker. He's forty years old and he's from Spain.

Homework ideas

Workbook: Ex 1–3, p13

3 OVERVIEW

3A My town
Goal | say what's in a town
Grammar | *There is/There are*; singular and plural nouns
Vocabulary | places in town

GSE learning objective
Can say what's in a town (e.g. buildings, places) using basic words and phrases

3B Is there wifi?
Goal | talk about a flat
Grammar | *Is there a/an ... ? / Are there any ... ?*
Vocabulary | rooms and things in a home

GSE learning objective
Can describe where they live

3C It's expensive!
Goal | describe a town or a city
Grammar | position of adjectives
Vocabulary | describing places

GSE learning objective
Can describe their home town or city using simple language

3D English in action
Goal | ask for and give directions

GSE learning objective
Can ask for simple directions, referring to a map or plan

Roadmap video
Go online for the Roadmap video and worksheet.

Check and reflect
Review exercises and communicative activities to review the grammar and vocabulary from the unit.

VOCABULARY BANK

3B At home

3C Adjectives (1)

DEVELOP YOUR SKILLS

3A Develop your reading
Goal | read a description of a place
Focus | understanding *and* and *but*

GSE learning objective
Can understand simple descriptions of places

3B Develop your listening
Goal | understand a description of a house
Focus | noticing intonation in lists

GSE learning objectives
Can understand basic factual statements relating to pictures or simple texts

3C Develop your writing
Goal | write about your town
Focus | using *and* and *but*

GSE learning objective
Can write simple sentences about their family and where they live

3A My town

Introduction

The goal of this lesson is for Ss to talk about what's in a town. To help them achieve this, they will study *There is/There are*, singular and plural nouns and vocabulary for places in a town.

Warm-up

Before the class starts, ask Ss to talk in pairs about which countries they would like to visit and why. This provides a context for the language of the lesson.

Vocabulary

Places in town

1a Ask Ss to work in pairs to match the places in the picture (A–L) with the words in the list (1–12).

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

b 3.1 Focus attention on the words in Ex 1a. Ask Ss to listen and underline the stressed syllable, where there is one. Go over the answers as a class, marking the stress on the board, then play the recording again for Ss to repeat.

Answers: a train station a hotel a café a bank a restaurant a supermarket a cinema a park a market a bookshop a house a flat

Optional extra activity

Display images of individual places for Ss to call out the names. This kind of drill is more challenging as Ss are not looking at the words.

2 Demonstrate the activity by pointing to a place and asking the class *How do you say this in English?* and eliciting a response. Move on to the spelling, as in the example. If Ss struggle to remember the letter sounds, go over this briefly. Show Ss the example conversation in their book, then ask a stronger pair to demonstrate. Put Ss in pairs to continue. Monitor and listen. Help where necessary.

Optional extra activity

Provide Ss with other pictures to practise further. ***Stronger classes*** can do this without looking at their books, while ***weaker classes*** may need to have a list of key words to help them.

Further practice

Photocopiable activities: 3A Vocabulary, p161

Listening

3 3.2 Focus attention on the pictures and ask Ss what they see. Tell Ss they are going to listen to three people talking and they should match each to their town, by writing the picture number beside the name. Play the recording, twice if necessary. Ask Ss to compare answers, then check as a class.

Answers: **1** B **2** A **3** C

Audioscript 3.2

1
Jack: My town is great. There are three cafés and two restaurants – a Spanish restaurant and a Japanese restaurant. And there is a supermarket and a bookshop.

2
Diana: In my town, there are three hotels, two restaurants and a cinema. There aren't any supermarkets. There's a market.

3
Yuki: This is my town. There aren't any shops and there aren't any restaurants. And there isn't a bank. There's a train station, a park and a café.

Teaching tip

Ss often struggle with listening activities. Staging tasks with progressive levels of challenge helps them. The first task here asks Ss to listen for the main idea (gist) and doesn't require writing. The second requires closer listening (for detail). Don't be tempted to rush the earlier easier listening as this helps Ss tune in to the main ideas and makes the second listening more manageable. Make sure you play a recording more than once as needed. Comparing in pairs helps Ss as it reassures them and encourages peer correction.

4 Tell Ss they will now listen again more carefully. Ask them to read through the sentences and explain that only one sentence in each pair (a or b) is correct. Play the recording again, pausing after each speaker to allow Ss time to choose the correct option. Ask Ss to check together. Go over the answers as a class.

Answers: **1** b **2** a **3** a **4** b **5** a **6** b

Grammar

There is/There are; singular and plural nouns

5 Refer Ss to the grammar box and ask them to complete the gaps using Ex 4 to help them. Complete the first one as a class, then ask Ss to continue alone. Have whole-class feedback discussing any questions and giving further clarification as needed.

Answers: **1** There is **2** There are **3** There are

Grammar checkpoint

Ss can find it difficult to distinguish identifying (*It's a cinema*) and locating (*There's a cinema*). Point out that *It's a cinema* is the answer to *What's this?*, but that *There's a* (*cinema*) is more often followed by a location *There's a cinema in the High Street*. Ss may need to translate the two forms and write further examples.

6a 3.3 Ask Ss to look at the sentences. Tell them that they are going to hear each sentence and to pay particular attention to how the words (*There is, There isn't, There are* and *There aren't*) link together. Give them a minute to read through first, then play the recording.

b Ss should listen again as needed and repeat, being careful to pronounce the contractions correctly. Share the information in the Pronunciation checkpoint if you think your Ss will find it useful.

Pronunciation checkpoint

In spoken English we tend to use contracted forms much more than full forms. Here, for example, *There is* becomes *There's* and *There are* becomes *There're*. The contracted *'s* makes the sound /z/ and is unlikely to cause problems for Ss. The contracted *'re* may be more difficult to hear and pronounce. It makes the sound /ə/. Drill Ss in these sounds.

7a Refer Ss to the sentences with *There is* and *There are*. Ask them to choose the correct alternatives. With ***weaker classes***, you may prefer to choose the first answer as a class. Ask Ss to work alone. Compare in pairs, then check with the whole class. Refer Ss to the rules in the grammar box as needed.

Answers: **1** are **2** a **3** is **4** any **5** no **6** two bookshops **7** There's **8** no

b Refer Ss to the grammar box and point out what happens when we want to make a noun plural. With most regular nouns we add an s when there is more than one of them. Ask Ss to complete the lists alone then check with the whole class.

Answers: **1** parks **2** café **3** restaurants

Optional extra activity

When Ss are giving the answers, drill around the class.

8 Ask Ss to read the text first, ignoring the gaps. They should then work alone to choose the correct word to fill each gap, using contractions where possible. They can use the grammar box to help them. Ask Ss to check answers in pairs, then conduct whole-class feedback.

Answers: **1** are **2** a **3** There's **4** there **5** are **6** no

9 In this exercise, Ss will practise writing their own sentences with *There is …* and *There are …* . Look at the examples and point out that Ss should write both positive and negative forms. Remind Ss that we use *any* in negative sentences when the noun is plural: *There aren't any hotels.* Ask Ss to work alone to write their sentences. Monitor the class, supporting and correcting individual answers. Put Ss in pairs to share their sentences with their partner. Then ask some of the Ss to share sentences with the class.

GRAMMAR BANK 3A pp.120–121

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, elicit the first answer, or look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** There's **2** isn't **3** There's **4** are **5** no **6** is **7** are **8** aren't
2 **1** any **2** a **3** any **4** a, an **5** any **6** a **7** no **8** a, a

Further practice

Photocopiable activities: 3A Grammar 1, p159; 3A Grammar 1, p160

Speaking

Prepare

10 Tell Ss they are going to write and talk about another town. Name alternate Ss A and B and refer them to the relevant pages, then ask them to write sentences about what's in the town. In ***weaker classes***, ask pairs of AA and BB Ss to work together, so they can help each other.

Teaching tip

Information gap activities such as this one require careful setting up to work well. If pairs work together or Ss work alone, check what they have written while you monitor the class, but don't have whole-class feedback as this will take away the element of surprise in the information gap. When Ss come to compare their pictures, it's important for Ss to realise that they must not look at each other's pictures, but must do this by speaking to each other. Model this with a stronger pair before they start.

Speak

11 Put Ss in A/B pairs. Explain that there are nine differences between their picture and their partner's. Refer Ss to the example conversation. They then take turns to tell each other their sentences and find the differences in the same way. When they find a difference, they should circle it on their page. Allow time for this and make sure Ss don't look at their partner's page. When they finish, they can compare pictures.

Answers:
In A there are two cafés. In B there are three cafés.
In A there is/there's a hotel. In B there isn't a hotel
In A there is/there's a train station. In B there isn't a train station.
In A there are two supermarkets. In B there is/there's one supermarket.
In A there is/there's a phone shop. In B there isn't a phone shop.
In A there is/there's a Mexican restaurant and a Thai restaurant.
In B there is/there's a Spanish restaurant.
In B there is/there's a cinema. In A there isn't a cinema.
In B there is/there's a park. In A there isn't a park.
In B there is/there's a market. In A there isn't a market.

Optional extra activity

Ss take turns to report back to the class about the differences. This provides extra speaking practice and may help ***weaker classes***. Provide the following structure on the board to help them, then elicit sentences around the class.

In picture A there's … , but in picture B … .

Reflection on learning

Write the following questions on the board:

How many places in town can you remember from this lesson?
What was easy in today's lesson? What was difficult?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 9: Choose another town you know well and write sentences about it.
Grammar bank: 3A Ex 1–2, pp.120–121
Workbook: Ex 1–5, p16
App: grammar and vocabulary practice

Fast route: continue to Lesson 3B
Extended route: go to p92 for Develop your reading

3B Is there wifi?

Introduction

The goal of this lesson is for Ss to talk about a flat. To help them achieve this, they will use the structures *Is there a/an … ?* and *Are there any … ?* They will also learn vocabulary for rooms and things in a house.

Warm-up

Ask Ss to discuss what they can see in the classroom in pairs. Write *There's a …There are …* on the board to remind them of this structure. ***Weaker classes*** can look back at the vocabulary on p16. ***Stronger classes*** can also use the negative form. When they finish, have a whole-class discussion about what's in the room.

Vocabulary

Rooms and things

1 Ask Ss to look at the photos in pairs and say what they can see. When they finish, ask a few Ss to report back and drill as needed.

2a Ask Ss to match items A–K in the picture to the words in the box. Allow them to compare with their partners, then check the answers as a class.

Answers: **A** living room **B** kitchen **C** bedroom **D** bathroom **E** toilet **F** shower **G** bed **H** oven **I** lift **J** TV **K** wifi

b 3.4 Play the recording and ask Ss to listen and repeat.

3 Look at the questions and make sure Ss know the question words. Elicit that the *Where* questions will have answers with *in the …* or *on the …* and the *What* questions will have answers with *There's …* or *There are …*. Ask Ss to work in pairs to ask and answer. If time is short, you can do this as a whole class. If you have plenty of time, ask Ss to repeat the exercise in open pairs across the class.

Answers:
1 The clock is in the kitchen.
2 There is a shower and a toilet in the bathroom.
3 The oven is in the kitchen.
4 There is a TV in the living room.
5 There are two beds in the bedroom.

4 This exercise provides further practice. Ask Ss to read the example, then to close their books and make similar sentences about the flat. Monitor and listen. When Ss finish, drill sentences or words you noted they had difficulty with. In ***weaker classes***, Ss can work in pairs, with one student having the book open to check their partner's sentences.

VOCABULARY BANK 3B p138
At home
These optional exercises build on the lexical set in the vocabulary section.
1 Ss match the words with the photos alone, then check in pairs. Check answers as a class.

Answers: 1 basement 2 hall 3 bath 4 window 5 floor 6 roof 7 door 8 mirror 9 washing machine 10 fridge 11 curtains 12 cupboard

Optional alternative activity

Stronger classes can complete Ex 1 at home.

Further practice

Photocopiable activities: 3B Vocabulary, p164

Listening

5a 3.5 Refer Ss to the three descriptions of flats and explain that they should listen and decide which flat the conversation is about. Play the recording, ask Ss to compare in pairs, then elicit the correct answer.

Answer: Flat 3

b Ask Ss to listen to the conversation again and tick the sentences they hear. Elicit answers from individual Ss in whole-class feedback.

Answers: Ss should tick all the answers except 4 and 8.

c Ask Ss to look at Ex 5b again. They should work on their own to add *a* and *an* to complete the description of another flat. Ask Ss to compare in pairs, then check answers with the whole class. Elicit which flat from Ex 5a the text describes.

Answer: There is **a** bathroom, **a** shower and **a** TV.
There isn't **an** oven.

Audioscript 3.5

Jakub: What's that?
William: It's the holiday flat website.
Jakub: Great! Are there any flats in Berlin for us?
William: Yes, look at this. It's £75 per night.
Jakub: OK. How many bedrooms are there?
William: There's one bedroom.
Jakub: Oh. How many beds are there?
William: There're two beds.
Jakub: OK. Is there a bathroom?
William: Yes, there is.
Jakub: Good. Is there a shower?
William: Yes, there is.
Jakub: Is there a living room?
William: No, there isn't, but there's a TV in the bedroom.
Jakub: Is there wifi?
William: No, there isn't.
Jakub: Hmm.

Grammar

Is there a/an … ? Are there any … ?

Optional alternative activity

Write *There's a shower* on the board. Ask Ss to make it negative and add this to the board. Ask Ss if they can make a question. Elicit the form to the board, name the subject and verb and highlight how the subject and verb change position in the question. Repeat with a plural example, then move on to Ex 6. This approach is most suitable for ***weaker classes***.

6 Refer Ss to the grammar box and explain that they should complete it using the positive and negative forms of *is* and *are*. Ask Ss to compare in pairs, then go through the answers as a class.

Answers: 1 Is 2 Are 3 is 4 isn't 5 aren't 6 are 7 is 8 are

7a 3.6 Refer Ss to sentences 1–6 and tell them that they're going to listen for whether the voice goes up or down in each one. Play the recording for Ss to listen and choose the appropriate arrows. Allow them to compare in pairs, then elicit the answers. Share the information in the Pronunciation checkpoint if you think Ss will find it useful.

Answers: 1▲ 2▼ 3▲ 4▼ 5▼ 6▼

Pronunciation checkpoint
Ss may observe that intonation rises in questions and falls in answers. While not all questions have rising intonation, those that are answered *yes* or *no* generally fit this pattern. To encourage Ss to attempt English patterns of intonation, you could point out that a lively tone of voice sounds friendly and a flat tone of voice the opposite.

b Ask Ss to listen again and repeat.

8 Tell Ss they will see another conversation about flats. Ask them to read through and complete each gap with *there* and *is*, *isn't*, *are* or *aren't*. Point out that sometimes they will need the question form *Is there/Are there … ?* Ask Ss to compare in pairs, then go through the answers. Point out where both contracted and full forms are possible.

Answers: 1 are there 2 There are 3 Is there 4 there is 5 Is there 6 there is 7 Are there 8 there aren't/there are not 9 There's/There is 10 Is there 11 there isn't/there is not

Optional extra activity

Ss read the conversation aloud in pairs. ***Stronger classes*** can do this a couple of times, then close their books and try and recall the conversation. To support this, add key prompts to the board in the order that they occur in the conversation.

9a This exercise practises the question forms from the lesson. Go through the first example with the class and write the question on the board. Remind Ss to start with a capital letter and finish with a question mark. Ss complete the exercise alone, then check in pairs. Check answers with the whole class.

Answers: **1** Where is your house or flat?
2 How many rooms are there? **3** Is there a shower?
4 How many TVs are there? **5** Is there wifi?

b Ask Ss to work in pairs to ask and answer about their own home. When they finish, they should change roles. Monitor and listen.

GRAMMAR BANK 3B pp.120–121

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, reminding them of the change in word order in questions. In each exercise, elicit the first answer, or look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** Are **2** rooms **3** Is there **4** any **5** Is there **6** many
2 **1** c **2** a **3** d **4** f **5** b **6** e
3 (possible answers)
1 Is there a shower in the flat?
2 Is there wifi in the bedroom?
3 How many bedrooms are there in your flat?
4 Is there a lift in the hotel?
5 How many tables are there in your flat?

Further practice

Photocopiable activities: 3B Grammar 1, p162; 3B Grammar 2, p163

Speaking

Prepare

10 Explain that Ss are going to ask and answer about flats. Put Ss in pairs and refer them to the table, then ask them to work together to write questions for the information they need.

Optional alternative activity

This task requires a lot of writing. With ***weaker classes***, you could provide the question stems: *How much …*, *How many …* and *Is there/Are there …* for Ss to add their endings to.

Speak

11a Name alternate Ss A and B. Ask A/B pairs to turn to their page and read the information, then complete the column for their flat and prepare to ask and answer about the flat.

b Ss ask and answer questions to complete the table for Flat 1 or Flat 2.

c When they finish, pairs should look together at the table and decide which flat is the best for a holiday.

Then discuss as a class and decide on the best flat.

Optional extra activity

To extend the activity and stretch ***stronger classes***, give Ss profiles of people to choose a flat for, e.g. a family, a group of friends or a couple. You could show images of these different groups. Ss also benefit from discussing with others in pairs.

Optional extra activity

For more speaking practice, Ss use the checklist from Ex 10 to interview each other about their own home. They won't need to ask about the price per night, so tell them to leave that one out! Ss can then use the checklist to write a paragraph about their home/their partner's home.

Reflection on learning

Write the following questions on the board:

How many words about flats can you remember? Work in pairs and write a list.

What was fun for you in the lesson? Why?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 8–10: Write four to six sentences about your home.
Grammar bank: 3B Ex 1–3, pp.120–121
Workbook: Ex 1–7, p17
App: grammar and vocabulary practice

Fast route: continue to Lesson 3C
Extended route: go to p93 for Develop your listening

3c It's expensive!

Introduction

The goal of this lesson is for Ss to describe a town or city. To help them achieve this, they will study the position of adjectives and vocabulary for describing places.

Warm-up

Ask Ss to work in pairs and give them one to two minutes to write as many places in a town as they can. When they finish, see how many they have. Ask the pair with the longest list to share their ideas with the class.

Tell Ss that today's lesson is about describing places.

Vocabulary

Adjectives

1 Put Ss in pairs to discuss the pictures for a few minutes, naming what they can see. Monitor and help if necessary. When they finish, elicit the names of the places.

Answers: **1** and **2**: cafés **3** and **4**: houses
5 and **6**: cinemas **7** and **8**: restaurants **9** and **10**: parks

2 3.12 Tell Ss they are going to hear the sentences from Ex 1. They should listen and repeat.

Vocabulary checkpoint

To reinforce the vocabulary, ask the class questions using the new words. These questions should be very simple, so that Ss just need to answer *yes* or *no*, e.g. *Is our classroom big? Is this book new?* etc. This kind of concept check questioning reassures Ss that they have the correct meaning.

3 Ask Ss to complete the sentences using the opposite adjectives. Pairs can compare before whole-class feedback. With ***stronger classes***, ask individuals to give the answers in full sentences. Check pronunciation and drill as needed.

Answers: **1** bad **2** big **3** old **4** expensive **5** quiet

4 Ask Ss to write sentences about their town, then work in pairs and tell each other. ***Stronger classes*** may be able to do this without looking at their sentences. ***Weaker classes*** can simply read from their notebook.

Optional extra activity

If Ss are from the same town, write the names of some key well-known shops or sights on the board. Ask Ss to make sentences about these. When they finish, ask individuals to read out one of their sentences, then ask others to agree or disagree. Introduce the phrases, *I agree/I disagree* first. This encourages Ss to listen to each other.

VOCABULARY BANK 3C p138

Adjectives (1)

These optional exercises build on the lexical set in the vocabulary section.

1 Ss choose the correct alternative according to what they see in the pictures, then check in pairs. Check answers as a class.

Answers: **1** dirty **2** a cheap **3** big **4** a new **5** closed **6** dark

2 Ss take turns to describe various objects to their partner. In feedback, nominate a few Ss to share their answers with the class.

Optional alternative activity

Stronger classes can complete Ex 1 at home, then discuss Ex 2 in the next class.

Further practice

Photocopiable activities: 3C Vocabulary, p167

Reading

5 Refer Ss to the leaflet and talk about it as a class. Ask Ss questions to check understanding, e.g. *What is this?* (a tourist leaflet) *What can you see?* (the sea, towns, etc.) *What is this?* (a station) *What is this building?* (a hotel) Tell Ss they should use the information in the leaflet to identify the towns from photos A–C and match them with the correct texts (1–3). Check the answers. If time allows, ask Ss to read the text to each other in pairs.

Answers: **1** A **2** C **3** B

Culture note

Norfolk is a county in East Anglia, in the east of England. It is mostly rural and the coast is popular for family holidays. The places in the leaflet are real. Cromer is famous for its crab. Sheringham has a lovely beach and is home to the North Norfolk Railway, which operates steam trains. West Runton is a small village with a sandy beach. The county town is Norwich.

6 Tell Ss they will now read the leaflet more carefully. Refer them to the statements and ask if the first is true or false (false). Ask Ss to continue alone, writing *T* for *true* and *F* for *false*. Monitor to ensure Ss know what to do. Allow Ss to check in pairs, then work through the answers. Where the answer is false, ask Ss to provide the true answer.

Answers:
1 F – Sheringham is a big town.
2 F – There are no hotels in West Runton.
3 T
4 T
5 F – The restaurant in West Runton is good.
6 T

Grammar

Position of adjectives

7 Write an example on the board, *It's big*, and ask Ss to identify the parts (subject, verb, adjective). Repeat this with *It's a big town.* (subject, verb, adjective, noun). Label these on the board, ideally with a different colour for each component. Ask Ss to read the grammar box and underline the adjectives in the tourist leaflet in Ex 5. Go through the answers as a class.

Answers: **1** quiet, good, small **2** busy, big, good, cheap, small **3** good, expensive, cheap, old, big

Grammar checkpoint

Ss need to know basic terms for talking about grammar. These include *subject*, *object*, *verb*, *adjective* and *noun*. While these terms are new, use them from the start and use colours to identify the components of a sentence, so that Ss soon learn them. This is particularly important where Ss' first language does not follow the subject-verb-object word order or where, for example, adjectives follow nouns rather than precede them.

8a 3.13 Look at the example and point out that in a sentence some words are stressed. Share the information in the Pronunciation checkpoint if you think Ss will find it useful. Ask Ss to listen and to underline the stressed words. Check the answers.

b Ask Ss to listen again and repeat the examples chorally and individually.

Answers: **1** This is a quiet town. **2** There are six small shops. **3** There are no hotels. **4** This town is busy. **5** There's a small cinema.

Pronunciation checkpoint

Ss have seen word stress. This is sentence stress. Point out that in a sentence some words are emphasised over others. These are the information carrying words. This is a feature of pronunciation that native speakers do automatically. Being aware of it will help Ss' listening skills as well as their pronunciation skills, as they should stop straining to hear every word.

9 Go through the first example with the class and write the answer on the board. Remind Ss to start with a capital letter and end with a full stop or question mark. With ***weaker classes***, write the example as a question and remind Ss of the word order change required. Ss then work alone to write the sentences before comparing in pairs. In feedback, nominate Ss to read the sentences aloud, focusing on correct stress and weak forms. Write the answers on the board, so Ss can check and point out which sentences we would usually use contractions in (2, 3, 5).

Answers:
1 This restaurant is expensive.
2 There is a small park.
3 These hotels are not cheap.
4 This is a busy station.
5 It is not a big supermarket.
6 Is this a new bank?
7 Is there a big station in your town?
8 Are there any good restaurants in your town?

Optional alternative activity

Give pairs or groups of three copies of the sentences cut up into words and ask Ss to put them in order at their desks.

10a Look at questions 6, 7 and 8 in Ex 9. Tell Ss they will now write their own questions. Go through the first question with the class as an example and write Ss' suggestions on the board. Ss continue, completing the remaining questions alone. Monitor and check or help where necessary. With ***weaker classes***, try the optional alternative activity below.

Optional alternative activity

With ***weaker classes***, provide the following structures on the board:

Is there a/an (adjective + noun) in your town?
Are there any (adjective + noun)s?
Is the (noun) in your town (adjective)?
Is your town's (noun) + (adjective)?

Elicit an example for each with the class and write the questions and short answers on the board. Ask Ss to create their own questions using the same patterns.

b Put Ss in pairs to ask and answer their questions. When they finish, ask one or two Ss to report back on what their partner said.

GRAMMAR BANK 3C pp.120–121

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, look at the example as a class. Ss work alone to complete the exercise, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** an old **2** new **3** small restaurant **4** an expensive hotel **5** a good **6** cheap **7** are new **8** big house
2 **1** They're good students.
2 It's a busy town.
3 Houses in this town are expensive.
4 Our hotel isn't big.
5 Paul Bryan is our new teacher. / Our new teacher is Paul Bryan.
6 Anna's car is expensive.
7 Is there a big cinema in this town?
8 There are no good restaurants here.

Further practice

Photocopiable activities: 3C Grammar 1, p165; 3C Grammar 2, p166

Speaking

Prepare

11 Explain that Ss are going to tell each other about different places. Read the instructions and put Ss in groups. Ask them to refer back to Ex 5 as an example, then prepare their notes. Monitor and help as needed.

Speak

12 Ask groups to take turns to tell the class about their places. Monitor and listen, making note of good language and errors. During feedback, go through the errors and praise the good language that you heard.

Optional alternative activity

With ***weaker classes*** who need more support and practice, provide Ss with small simple maps marked with information similar to that seen in Ex 5. Provide different maps to different groups. Ss work together to discuss and write. Regroup them to tell other groups, so all are presenting. They can do this more than once.

Reflection on learning

Write the following questions on the board:
How many adjectives can you remember from today's lesson? Can you describe a place with adjective + noun? Can you describe a place with be + adjective?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 10a and **b:** Write four to six sentences about your town or city.
Grammar bank: 3C Ex 1–2, pp.120–121
Workbook: Ex 1–5, p18
App: grammar and vocabulary practice

Fast route: continue to Lesson 3D
Extended route: go to p94 for Develop your writing

3D English in action

Introduction

The goal of this lesson is for Ss to be able to ask for and give directions. To help them achieve this, they will revise some useful phrases for such situations.

Warm-up

Play *Beat the clock* with place names. Write a line on the board for each letter of a place name, such as _ _ _ _ for *café*. Draw a clock face on the board. Invite Ss to call out letters. If the letter is in the word, put it in all spaces it occurs; if not, write the letter on the board and move the clock hand five minutes. The Ss must try and beat the clock by guessing the word before the clock advances one hour. Once Ss know the game, they can take turns to stand at the board and take your place.

1 Ask Ss to look at the map in pairs and say the place names to each other. When they finish, ask Ss if this is a big or small town (it's not very small as it has a train station and a cinema).

Answers: a Thai restaurant a supermarket a bookshop a Polish restaurant a bank a Turkish restaurant a hotel a café a cinema a big house a train station a park a school

2a 3.14 Refer Ss to the questions and explain that they should listen and look at the map to answer them. Play the recording. Ss can compare in pairs before you go through the answers.

Answers: **1** At the station. **2** At the Polish restaurant.

Audioscript 3.14

Mary: Hi, David. Where are you?
David: I'm at the restaurant.
Mary: Where is it?
David: It's on Main Street. Where are you now?
Mary: I'm at the station.
David: OK. Go down Station Road and turn right at the hotel.
Mary: Turn right at the hotel?
David: Yes, then go straight on. Go past the hotel and the café. Then turn left.
Mary: Go past the hotel and the café and turn left.
David: That's right, The restaurant is next to a bank. On the right.
Mary: On the right. OK. Is it a Thai restaurant?
David: No, the Thai restaurant was busy. I'm in the Polish restaurant.
Mary: OK. See you soon.
David: Bye.

b Ask Ss to look at the pictures and explain that they illustrate the phrases. Say each phrase and demonstrate the directions with your hands. Play the recording again for Ss to listen and number the directions as they hear them. Check as a class.

Answers: **1** F **2** C **3** A **4** D **5** B **6** E

c Ask Ss to use the directions to draw the woman's route on the map in Ex 1. Check as a class.

3 3.15 Refer Ss to the Useful phrases box and give them time to read it through. Ask Ss to listen to the recording and number the phrases as they hear them. Ask pairs to compare together, then check answers as a class.

Audioscript 3.15

M: Excuse me. Where's the (cinema) please?
F: It's on (Park Street). Go down (Main Street). Go past the (bank). Turn right (after the big house). It's on the right.
M: Is there a (supermarket) near here?
F: Yes, there's one on (Station Road). Go straight on. Turn left (at the bookshop). (The supermarket) is on the right. It's next to (a restaurant).

Answers:
Is there a (supermarket) near here? 7
Yes, there's one on (Station Road). 8
Excuse me. Where's the (cinema) please? 1
It's on (Park Street). 2
Go past the (bank). 4
Go straight on. 9
Go down (Main Street). 3
Turn left (at the bookshop). 10
Turn right (after the big house). 5
It's next to (a restaurant). 12
It's on the right. 6
(The supermarket) is on the right. 11

4a 3.16 Explain that Ss are going to listen to three short conversations about directions. They should first complete the gaps, using the Useful phrases and the map from Ex 1 to help them. They then listen to the recording and check. Play the recording a final time for Ss to go through the answers, pausing after each conversation.

Audioscript: 3.16

Narrator: 1
Man: Excuse me. Is there a supermarket near here?
Woman: Yes, there's one on Station Road. Go straight on. Go past the Turkish restaurant and the supermarket is on the left.
Man: Thank you.
Woman: You're welcome.
Narrator: 2
Woman: Excuse me. Where's the cinema, please?
Man: It's on Park Street. Go down Station Road, turn right after the park, go past the school and the cinema is on the left.
Woman: Thanks.
Man: No problem.
Narrator: 3
Man: Excuse me. Is there a bookshop near here?
Woman: Yes, there's one on Market Street. Go straight on, go past the supermarket and turn right onto Market Street. The bookshop is on the right.
Man: Thank you.
Woman: No problem.

Answers:

Conversation 1
1 Is there a supermarket near here?
2 Go straight on.

Conversation 2
3 Where's the cinema, please?
4 Turn right after the park.

Conversation 3
5 Go past the supermarket
6 The bookshop is on the right.

Optional alternative activity

With ***weaker classes***, provide copies of the conversations for each pair of Ss at the checking stage. They can then listen again and read the script at the same time.

b Ask Ss to work in pairs and practise the conversations. Monitor and listen. ***Fast finishers*** can change roles and repeat. When they finish, clarify the pronunciation of any words or phrases Ss have had problems with.

5a Ask Ss to choose a place on the map in Ex 1 without saying where it is. They should prepare directions from the station to this place. Allow plenty of time for this.

b Put Ss in pairs. Ask A to direct B to their secret place. B should follow the route on the map and say where they end up. When they finish, Ss change roles. Monitor and listen. Help where necessary.

Optional extra activity

Give Ss feedback on what they did well and not so well, then ask them to repeat the activity with another student. ***Fast finishers*** can improvise more conversations with other locations.

Reflection on learning

Write the following questions on the board:

How many direction words can you remember? Write a list.
When will this language be useful for you – on holiday, at home or when at work?

Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your own answers.
Workbook: Ex 1–2, p19
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

3 Check and reflect

Introduction

Ss revise and practise the language of Unit 3. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework or use them as a diagnostic or progress test.

1a Elicit the first answer as an example and write it on the board. Ss complete the missing letters alone, then check in pairs. Go through the answers as a class.

Answers: **1** train station **2** cinema **3** café **4** supermarket **5** park **6** hotel **7** house **8** flat **9** bank **10** restaurant **11** market **12** bookshop

b Ss work alone and tick the places there are in their town. Ask them to work in pairs to ask and answer about the places, using the example in their books as a model. Go through the answers as a class.

2 Ss work alone to complete each sentence with the correct word. Remind them to use short forms where possible. Go through the answers.

Answers: **1** are **2** 's **3** isn't **4** are **5** aren't **6** are **7** are **8** isn't

3 Ss work alone to correct the errors. Ask them to compare in pairs, then go through the answers as a class.

Answers: **1** ... aren't any/are no dogs ...
2 There are three keys ... **3** There's a box ...
4 ... isn't a teacher ...

4 Ss work alone to read the sentences and choose the most logical alternative from the two options. Ask them to check in pairs, then go through the answers with the class.

Answers: **1** kitchen **2** living room **3** bathrooms **4** beds **5** shower **6** TV

5a Ss complete the gaps with the words provided, using one word in each space. They will need to use each of the words more than once. Go through the answers as a class.

Answers: **1** Is there **2** Are there any **3** How many, are there **4** Is there **5** Are there any **6** How many, are there

b Ask Ss to work in pairs. They take turns to ask and answer the questions from Ex 5a.

6 Look at the example with the class. Point out that each short line represents a letter. Ask Ss to write the correct adjective to complete each sentence. Go through the answers as a class.

Answers: **1** small **2** old **3** big **4** quiet **5** expensive **6** busy **7** cheap

7 Look at the examples with the class. Establish that Ss should rewrite the sentences to mean the same thing with the adjective in a different position. Ask them to do this alone, check in pairs, then go through the answers as a class.

Answers: **1** café is busy **2** is an expensive car **3** shop is cheap **4** are new houses. **5** street is quiet **6** is a busy station **7** computers are new **8** is an old man

8a Ss write the words in the correct order to make questions. Go through the answers as a class.

Answers:
1 Is your computer new?
2 Is your town busy?
3 Is there a quiet park near your house?
4 Is your house big or small? / Is your house small or big?
5 Are hotels in your town expensive or cheap? / Are hotels in your town cheap or expensive?

b Ss ask the questions and give their own answers in pairs.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 3.

3A Develop your reading

Introduction

The goal of this lesson is for Ss to read a description of a place. To help them achieve this, they will look at what things *there are* and *aren't* in a town and practise longer sentences using *and* and *but*.

Warm-up

Show Ss a picture of a street scene. Tell them they should try and remember what they see. After a minute, remove the image and ask Ss to tell each other about the street in pairs, using sentences with *There's*, *There are*, *There isn't* and *There aren't*. The pairs can make a list of the buildings they remember. Show the picture again for them to check.

1 Refer Ss to the text. Ask them to read it quickly and choose picture 1, 2 or 3. After a few minutes, ask pairs to compare, then conduct feedback. Ask Ss to justify their answers.

Answer: 1

2 Refer Ss to the Focus box and and ask them to read it through. Give them a few minutes to read alone, then deal with any questions. Point out that the plus and minus signs represent contrasting ideas. Ask Ss to circle *and* and *but* in the text in Ex 1. Check answers with the class.

Answers: There is a train station and a bookshop, but there isn't a café. There isn't a hotel and there isn't a bank. There isn't a market, but there is a supermarket.

Optional alternative activity

Ask Ss to go through and underline the verbs in the text in Ex 1 and identify them as positive or negative, adding a + or – sign. Point out how these correspond with the use of *and* and *but*. Point out that there isn't a comma before *and*, but there is one before *but*. If necessary, explain that the words do not need capital letters as they are joining clauses together, not starting new sentences.

3 Tell Ss they will now practise using *and* and *but*. Ask Ss to read the sentences and choose the correct alternatives. Complete one example as a class, then ask Ss to continue alone. With ***weaker classes***, suggest Ss underline the verb forms in the first part of the sentence and circle the linking word to help them as they complete the exercise. Allow a few minutes, then ask Ss to compare in pairs before going through the answers as a class. Ask individuals to read the correct sentences aloud.

Answers: 1 is 2 isn't 3 is 4 isn't 5 is 6 isn't

4a Ask Ss to read descriptions 1–3 and match them with pictures A–C, writing the letter by the correct sentence. Ask Ss to compare in pairs, then go through the answers.

Answers: 1 B 2 C 3 A

b Ask Ss to read the texts in Ex 4a again and answer the questions with town A, B or C. Remind Ss they need to read the texts, as the pictures don't show all the places mentioned in the text. Ask Ss to compare in pairs, then go through the answers as a class.

Answers: 1 Town B 2 Towns B and C 3 Town A
4 Town A 5 Town A 6 Towns A, B and C

c Ask Ss to discuss which is the best place to live in. Monitor, offering support. Then ask Ss which place they think would be the best to live in. Elicit feedback from a few Ss.

Optional extra activity

Ask Ss to work in pairs, taking turns to read the descriptions to each other. This provides pronunciation practice and will help them to build confidence. Point out the weak pronunciation of *but* /bət/.

Homework ideas

Workbook: Ex 1–5, p20

3B Develop your listening

Introduction

The goal of this lesson is for Ss to understand a description of a house. To help them achieve this, they will practise listening for intonation in sentences listing several items.

Warm-up

Show Ss a picture of a room or floor plan of a building. Ask them to make a list of what they can see. Give a time limit of one to two minutes, then see who has got the longest list. Tell Ss today's lesson is about making lists.

1 3.7 Ask Ss to look at the pictures and explain that they will listen and match each picture with the sentences in the Focus box. Ask them to read the sentences a–d, ignoring the gaps for now. Play the recording, ask pairs to compare answers, then elicit answers.

Answers: 1 d 2 a 3 b 4 c

2a 3.8 Refer Ss to the Focus box. Ask them what the arrows mean (the voice going up or down). Ask Ss to read and listen as you play the sentences one by one. When playing the last two sentences, pause the recording so that Ss have enough time to draw in their arrows. Play again as needed. Ask Ss to discuss in pairs, then check the answers with the class, writing the arrows on the board. Share the information in the Pronunciation checkpoint if you think your Ss will find it useful.

Answers: 1 ▲ 2 ▼ 3 ▲ 4 ▲ 5 ▲ 6 ▼

Pronunciation checkpoint

Intonation is the rise and fall of the voice in speaking. Different languages have different intonation systems. A falling tone suggests to a listener that we have finished speaking, a rising tone suggests we are continuing. In the final item in a list – even if the list has just two items – the fall indicates that the list is finished.

b Play the recording again and ask Ss to listen and repeat chorally. Use your hand to show the up or down movement of the voice.

Audioscript 3.7 and 3.8

a There's a kitchen ↗, a bathroom ↗, two bedrooms ↗ and a living room ↘.
b There's a kitchen ↗, a bathroom ↗ and a bedroom ↘.
c There's a bathroom ↗ and a bedroom ↘.
d There's a kitchen ↗, a bathroom ↗, a bedroom ↗ and a living room ↘.

3a 3.9 Explain that Ss will listen to questions, then decide if the answer they hear is complete or whether it will continue according to the intonation. Ask Ss to read through first, then play the first question and establish the correct answer. Play the rest of the recording. Ask Ss to compare in pairs, but don't go through the answers yet. Play the recording again if necessary.

Answers: 1 F 2 U 3 U 4 F

Audioscript 3.9

1
A: What is there in the living room?
B: A TV.
2
A: What is there in the kitchen?
B: A TV ...
3
A: How many rooms are there?
B: Three bedrooms ...
4
A: What is there in the town?
B: A café.

b 3.10 Tell Ss that they will listen to the recording again with the complete answers. They will check their answers to Ex 3a regarding whether they could hear if the answers were complete or not according to the intonation.

Audioscript 3.10

1
A: What is there in the living room?
B: A TV.
2
A: What is there in the kitchen?
B: A TV, four chairs and a big table.
3
A: How many rooms are there?
B: Three bedrooms, a kitchen and a living room.
4
A: What is there in the town?
B: A café.

c Play the recording again for Ss to complete the sentences. Pause the recording as necessary so that Ss have enough time to write in the answers.

Answer:
2 ... , four chairs and a big table.
3 ... , a kitchen and a living room.

4a 3.11 Refer Ss to the table. Explain that they are going to listen to two people and should make notes about what they hear. Play the recording once for them to complete the table, pausing as needed. Ask pairs to compare, then play the recording again. Go through the answers.

Answers:
Flat 1:
Rooms: bedroom (2), living room, kitchen
Furniture: table, chair (4) a TV, bed (2)
Places in town: cafés (3), shops (about 5), park
Flat 2:
Rooms: bedroom, bathroom, kitchen
Furniture: bed
Places in town: shop, park

Audioscript 3.11

Narrator: Flat 1
A: OK, so this flat has got two bedrooms, a living room and a kitchen. In the living room there's a table and four chairs, and a TV. There are two beds – they are new. The town is nice, it has three cafés, about five shops and a park.
Narrator: Flat 2
A: OK, so this is the bedroom. The bathroom and the kitchen are over there.
B: Where's the living room?
A: There isn't a living room.
B: Is there any furniture?
A: Yes. There's a bed. It's a little old ...
B: Great. And the town? Is it nice? Are there any cafés, any shops?
A: Well ... No cafés, no. There's a shop. Ooh, and a small park. That's nice.

b Ask Ss to work in pairs and to discuss which of the two flats they like most. Monitor and make notes on Ss' language use for feedback later.

Optional extra activity

Give Ss a copy of the conversation and ask Ss to read it as you play the recording, paying attention to the way the voices rise and fall. Ask them to mark the words with arrows. Then ask pairs to read the conversation together, concentrating on intonation.

Teaching tip

Ss often enjoy listening again while reading the audioscript. It can be helpful when analysing a text for features or looking for specific language.

Homework ideas

Workbook: Ex 1–4, p19

3c Develop your writing

Introduction

The goal of this lesson is for Ss to write about their town. To help them achieve this, they will practise writing about which buildings *there are* and *aren't* in a town. They will focus on using *and* to join similar sentences and *but* where there is a contrast.

Warm-up

Write a number of jumbled adjectives on the board, e.g. *expensive, cheap, small, big, good, bad, busy, quiet* and ask Ss to match them into pairs of opposites. Then ask Ss to discuss which of the adjectives they think are positive and which are negative. Point out that with some adjectives (e.g. *cheap* and *big*) it can be a matter of opinion.

1a Ask Ss to read the description and tick the places which are mentioned. Ask pairs to compare, then check the answers.

Answers: Ss should tick: café, restaurant, market and hotel.

b Ss should read the post again and make a note of the adjectives used to describe the places.

Answers: café – good; restaurant – expensive; market – big and cheap; hotel – small and old

2 Refer Ss to the Focus box. Read the first example and ask Ss to decide if the adjectives *big* and *cheap* are considered to be good (they are). However, explain to Ss that whether an adjective is good or bad can depend on context or our own viewpoint. Do the same with the first example for *but*. Point out that, although the verb in the second sentence is positive, the adjective is negative because it follows *but*. If necessary, you could write the sentences on the board, using the plus and minus signs above the adjectives to show the similar and contrasting ideas, as in the Focus box on p92. Ss then look again at the text in Ex 1a and circle *and* and *but*.

Answers: In my town there is a café and a restaurant. The café is good, but the restaurant is expensive. There isn't a supermarket, but there is a market. It's big and cheap. There's a hotel, but there isn't a train station. The hotel is small and old.

3 This exercise practises *and* and *but*. Look at the first sentence and discuss the answer. If Ss are confused, point out that to use *but* we'd need a negative phrase – *there isn't*. Ask Ss to continue alone, choosing *and* or *but*, then put Ss in pairs to compare answers. After a few minutes, elicit answers from the class. Ask individuals to read the complete sentences aloud.

Answers: **1** and **2** but **3** and **4** and **5** but, and

4 Tell Ss to rewrite the sentences, joining them using *and* or *but*. Point out that, as they are making one sentence, there is no capital letter in the middle. Do the first one as an example, writing the sentence on the board. Point out that in a list of three, such as number two, *and* is only used to join the last item. Ask Ss to write the sentences alone, then check in pairs. Go through the answers, writing them on the board and pointing out changes in punctuation.

Answers:
1 There is a bookshop and (there is) a supermarket.
2 There is a hotel, a cinema and a park.
3 There is a hotel, but there isn't a restaurant.
4 The hotel is expensive but (it is) good.
5 The market is big, but it is bad.
6 There is a park and a hotel, but there isn't a café.

5 Ask Ss to work alone to select the correct options from the box to complete the text. They will need to think about sentence position, grammar and meaning. Ask pairs to compare, then check the answers.

Answers: **1** small **2** is **3** and **4** isn't **5** but **6** it's

Optional extra activity

When you have checked the answers, go over where we could use contractions in the text. Ss then take turns to read the text aloud in small groups. When they are happy with their pronunciation, they could record themselves and play it back.

Prepare

6 Tell Ss they are going to prepare to write about their town or city. Refer them to the list of places in the table. Tell them to write *Y* if there is one in their town, or *N* if there isn't, and make notes in the third column. Remind them they shouldn't write sentences but one or two words in each section. Monitor and offer support as needed.

Write

7a Ask Ss to write their description, using the notes they have made. Remind Ss they can use the text in Ex 5 as a model. They should write alone, but put Ss in pairs to help each other. Monitor and help as needed.

b Ask Ss to share their description with a partner, read and check.

Optional extra activity

Ss can read the texts to each other in small groups. The completed texts can be used for a wall display, with added pictures.

Homework ideas

Workbook: Ex 1–6, p21

4 OVERVIEW

4A You've got a friend
Goal | describe people
Grammar | *have/has got*
Vocabulary | describing people

GSE learning objective
Can describe someone's physical appearance in a basic way, if guided by questions or prompts

4B Have you got it?
Goal | prepare for a trip
Grammar | *have/has got*: questions
Vocabulary | everyday objects (2)

GSE learning objective
Can ask basic questions to find out what possessions others have got

4C Dos and don'ts
Goal | give advice
Grammar | imperatives
Vocabulary | common verbs

GSE learning objective
Can give basic advice using simple language

4D English in action
Goal | tell the time

GSE learning objective
Can tell the time of day to within five minutes

Roadmap video
Go online for the Roadmap video.

Check and reflect
Review exercises and communicative activities to review the grammar and vocabulary from the unit.

VOCABULARY BANK

4A Parts of the body

DEVELOP YOUR SKILLS

4A Develop your reading
Goal | understand a short text
Focus | understanding punctuation: apostrophes

GSE learning objectives
Can understand familiar phrases in a simple text

4B Develop your listening
Goal | understand a short, informal conversation
Focus | understanding questions

GSE learning objective
Can understand basic questions about objects in pictures or in their immediate surroundings

4C Develop your writing
Goal | write a message to a friend
Focus | using basic punctuation

GSE learning objective
Can write short, simple notes, emails and postings to friends

4A You've got a friend

Introduction

The goal of this lesson is for Ss to describe people. To help them achieve this, they will learn the verbs *have* and *has got*, as well as some parts of the face and descriptive adjectives .

Warm-up

Put Ss in pairs and ask them to write a list of parts of the face. Give them a short time, then stop them and see who has the most. For ***weaker classes***, you can write parts of the face on the board and see if Ss know any of them.

Reading and vocabulary

Parts of the body

1 Refer Ss to the social media post and ask them to read the descriptions. Put them in pairs if they are a ***weaker class***. Give them enough time to process the information. Once they have done that, ask them who is who in photos A and B.

Answers: **A** Luca **B** Mehmet

2 Ask Ss to read the profile again and to match the labels (1–6) with the words in the box. Ask Ss to check answers in pairs, then elicit answers from individuals in feedback with the whole class.

Answers: **1** blonde hair **2** blue eyes **3** in his 20s **4** brown hair **5** brown eyes **6** a beard **7** in his 30s

3a Ask Ss to look at the photos (A–D) and to match the descriptions (1–4) with the photos. Give them a few minutes to work alone, then check in pairs. Monitor and help where necessary, then go through the answers as a class.

Answers: **1** D **2** B **3** A **4** C

b 4.1 Ask Ss to listen to the recording. Pause it after each phrase, so that Ss can repeat the words in bold.

Vocabulary checkpoint
Remind Ss that adjectives go before the noun they modify: *blue eyes*. Adjectives do not change and take a plural form when the noun is plural. Point out that, in English, *hair* is not plural.

c Put Ss in pairs and give them some time to come up with more words for the diagram. While they are doing this, you may want to draw the spidergram on the board. When they have finished, see which pair has the most. Ask the Ss for their words and write them on the board. Say them and ask the Ss to repeat.

Possible answers:
colours blonde red grey orange yellow blue purple
the body ears mouth nose legs arms hands

4a Ask Ss to work on their own first and to write some sentences that describe someone in the class. Monitor and help where necessary. For smaller classes (one to ones or small groups), Ss can think of someone they all know. This person doesn't necessarily have to be in the room.

b Put Ss in pairs and ask them to take turns reading out their sentences. The other needs to guess who they are describing. When they have done this, you can ask some of them to read their sentences out loud and for the rest of the class to guess who they are describing.

VOCABULARY BANK 4A p139

Parts of the body

These optional exercises build on the lexical set in the vocabulary section.

1 Ss label the parts of the body with words from the box, then check in pairs. Check answers as a class.

Answers: **1** hair **2** head **3** face **4** ears **5** eyes **6** nose **7** mouth **8** neck **9** shoulder **10** chest **11** elbow **12** stomach **13** arm **14** fingers **15** hand **16** knee **17** leg

2 Ss write down any more parts of the body that they know in English. In feedback, nominate a few Ss to share their answers with the class.

Optional alternative activity

Stronger classes can complete Ex 1 at home, then discuss Ex 2 in the next class.

Further practice

Photocopiable activities: 4A Vocabulary, p170

Grammar

have/has got

5 Ask Ss to complete the grammar box in pairs, referring back to the text in Ex 3a. Allow plenty of time for this. With ***weaker classes***, complete as a class. Monitor and observe, then lead feedback and deal with any questions. Point out that in *she's got* the contracted verb is *has*, not *is*.

Answers: **1** have **2** has **3** hasn't

6a 4.2 Ask Ss to listen to the sentences and focus on the pronunciation of the contracted forms in blue.

b Ask Ss to listen again and chorally repeat the sentences after they hear them. You may want to pause the audio after each sentence and drill individuals to check. If you think it's useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint

In spoken English, we usually use the contracted form. When we use full forms, this sounds emphatic, e.g. *I have got a green bag. I have not got a black coat.*

The main stress falls on *got* rather than subject + *has/have* in the contracted forms. Most people use contracted forms.

7 Look at the first sentence together and remind Ss that the form of *have got* they need depends on the subject. Ask Ss to work alone and underline the correct options. Ask Ss to compare in pairs before going through the answers as a class.

Answers: **1** have **2** has **3** have **4** hasn't **5** haven't **6** has **7** haven't **8** have

8 Refer Ss to the picture and give them a minute or so to look at the details of the mother and son's appearance and work out where they are. Ask Ss to complete the gaps in sentences 1–9 with the correct words. Give them plenty of time to do this, then conduct whole-class feedback.

Answers:
1 Sofia is an office worker.
2 She's got a son.
3 She's got blonde hair and brown eyes.
4 She's in her 30s.
5 Her son's got brown hair and blue eyes.
6 He's eight years old.
7 They live in Paris.

GRAMMAR BANK 4A pp.122–123

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** b **2** b **3** a **4** a **5** b **6** b **7** a **8** a
2 **1** Dimitri hasn't got a sister.
2 We haven't got a big bathroom.
3 Sam and Emma haven't got a dog.
4 Rob hasn't got a beard.
5 I haven't got a class today.
6 You haven't got a lot of time.
7 My father hasn't got a credit card.
8 They haven't got children.

Further practice

Photocopiable activities: 4A Grammar 1, p168; 4A Grammar 2, p169

Speaking

Prepare

Teaching tip

Personalisation activities such as this enable Ss to make connections with language that go beyond mechanical repetition. Emphasise that Ss should make true sentences, as meaningful practice is more memorable.

9 Tell Ss they are going to describe a friend. Allow time for Ss to make notes. Explain that the notes should act as prompts and that they should avoid writing verbatim what they are going to say. Monitor the class, helping where necessary.

Speak

10a Once Ss have made their notes about the friend they are going to describe, put them in pairs. Ask them to take it in turns to describe themself and then their friend.

b Ask individual Ss to tell the rest of the class if their partner is very different to the friend they were describing.

Reflection on learning

Write the following questions on the board:

Which words and phrases from this lesson are new for you?
What did you find most difficult in today's lesson?
What can you do to improve this in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 9: Write a short description of a family member.
Grammar bank: 4A Ex 1–2, pp.122–123
Workbook: Ex 1–5, p22
App: grammar and vocabulary practice

Fast route: continue to Lesson 4B
Extended route: go to p95 for Develop your reading

4B Have you got it?

Introduction

The goal of this lesson is for Ss to talk about things that they need to take with them on a trip. To help them achieve this, they will learn more vocabulary for everyday things and to ask questions using the verbs *have* and *have got*.

Warm-up

Ask Ss to write down three things that they would take with them on a holiday or a business trip, using *I've got …* . Ask them to compare in pairs, then ask some of the Ss to tell the class about their partners' items.

Vocabulary and listening

Everyday objects (2)

1a Ask Ss to look at the photos (1–12) and work in pairs to match them with the words. After a few minutes, elicit their answers.

Answers: 1 tickets 2 passport 3 credit card 4 coat 5 food 6 bottle of water 7 camera 8 sunglasses 9 phone 10 money 11 bag 12 keys

b 4.3 Ask Ss to look at the words in Ex 1, listen and repeat.

2a Ss should look at photos A–D, then work alone to match them to the activities. Ask them to compare in pairs, then check answers as a class.

Answers: 1 C 2 B 3 D 4 A

b Ask Ss to look at the photos in Ex 1 again and work in pairs to decide on the items for each activity. After a few minutes, elicit their answers.

Possible answers:
1 bag, a bottle of water, coat, credit card, food, house keys, money, phone
2 bag, camera, coat, credit card, money, passport, phone, tickets
3 bag, a bottle of water, coat, credit card, food, house keys, money, phone
4 bag, a bottle of water, camera, credit card, money, passport, phone, sunglasses, tickets

3a 4.4 Tell Ss they are going to listen to a conversation about Sam's preparations for a trip. Ask Ss to listen through the first time and, in particular, for where Sam is going.

Answer: Brazil

Audioscript 4.4

Zara: OK, Sam. Are you and Fifi ready for your trip?
Sam: Oh yes, two weeks in Brazil! Woohoo!
Zara: And, have you got everything?
Sam: Yes. Yes, I have.
Zara: Have you got your passport?
Sam: Yes, I have.
Zara: Money?
Sam: Yes, Zara, I've got money. Duh.
Zara: OK … Have you got your camera?
Sam: No, I haven't – but I've got my phone. And Fifi has got a good camera.
Zara: OK. You're ready. Oh, have you got your tickets?
Sam: Tickets, tickets …
Zara: Has Fifi got your tickets?
Sam: Oh, yes, she has! Phew!

b Ask Ss to listen again and to tick the items on the list that Sam has. Play the recording more than once if necessary.

Answers: passport ✓ money ✓ camera phone ✓ tickets

Further practice

Photocopiable activities: 4B Vocabulary, p173

Grammar

have/has got: questions

4 Ask Ss to read an extract of the conversation they just listened to in Ex 3a. Tell them to underline the questions, then to check their work in pairs. Then, go over the answers as a class.

Answers:
Zara: OK … Have you got your camera?
Sam: No, I haven't – but I've got my phone. And Fifi has got a good camera.
Zara: OK. You're ready. Oh, have you got your tickets?
Sam: Tickets, tickets …
Zara: Has Fifi got your tickets?
Sam: Oh, yes she has! Phew!

5 Ask Ss to complete the table with either *have* or *has*. Tell them that they can refer to Ex 4 for help. Monitor the class, giving any help where needed. Once Ss have finished, go through the answers as a class.

Answers: 1 Have 2 have 3 Has 4 has 5 hasn't

6a 4.5 Ask Ss to read the sentences and listen to the recording, focusing on whether the words in blue sound the same or different. Ask Ss to check answers in pairs.

Answers: **1** different **2** different
Weak form on *has/have* in the questions (/həz/həv/); strong forms on *has/haven't* in answers (/hæz/hævənt/)

b Play the recording again. Ask Ss to listen to the conversations and repeat them, making sure that they pronounce the strong and weak forms correctly. If you think it's useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint

The vowel sound in *has* and *have* changes according to its position in the sentence. In questions, the vowel is reduced to a schwa /ə/ due to the unstressed position. In short answers, *have/has* is stressed and therefore the vowel has its full value and is sounded /æ/.

7a This activity checks if Ss can form their own questions with *have got*. Ask Ss to work alone to make the questions using the prompts. Refer them to the grammar box for help. Ask Ss to check in pairs, then go through the answers with the whole class. Ask Ss for individual answers. Drill as needed.

Answers:
1 Have you got food in your bag?
2 Has your sister got a camera?
3 Has your friend got a good job?
4 Have you got sunglasses?
5 Have you got a big family?
6 Have you got a new phone?

b Ask Ss to work in pairs to ask and answer their questions from Ex 7a. When they finish, ask pairs to say something about their partner to the group.

Optional extra activity

Ss write their own questions, ending
... in your bag?
... in your house/flat?
... in your room?
(or with no ending)
They then ask each other. This is a suitable extension for ***stronger classes*** and those who would benefit from more speaking practice.

Teaching tip

When Ss talk in pairs, asking for feedback reminds them to listen to each other. In this case, it also provides a further opportunity to practise *has got* and rounds off the exercise. You don't need to ask every pair in feedback. Just ask a few pairs randomly across the class, maintaining interest and pace.

8 Ask Ss to work in pairs. Tell them to put the sentences in the conversation in order and, when they think they have done so, to practise the conversation with each other and to make any necessary changes to the order. When Ss have finished the task, ask a pair to read out their conversation. Ask the others if they think it is in the correct order or whether they have something different.

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

GRAMMAR BANK 4B pp.122–123

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** Have you got a big family?
2 Has she got a blue coat?
3 Has he got a new passport?
4 Has your phone got a camera?
5 How many children have Ali and Sara got?
6 How many bottles of water have we got?
2 **1** c **2** f **3** a **4** e **5** b **6** d
3 **1** Have you got a credit card?
2 Has the shop got a lift?
3 Have we got a camera?
4 How many bathrooms has the house got?
5 How many brothers and sisters have you got?
6 How many computers has she got?

Further practice

Photocopiable activities: 4B Grammar 1, p171; 4B Grammar 2, p172

Speaking

Prepare

9 Tell Ss they are going to talk about what they've got in their bags. Name pairs of Ss A and B and ask them to turn to the relevant page and choose ten things. Monitor and help with vocabulary as needed.

Speak

10 Look at the example as a class, then ask pairs to ask and answer each other about their bags. With ***weaker classes***, you may want to ask a stronger pair to demonstrate the activity first. Monitor and help if necessary.

Optional extra activity

Ss work in pairs. One student makes a list of things they need for a trip to the park, the other makes a list for a trip to the shops. When they finish, they tell their partner where they are going. Their partner should try and find out what they have on their list by asking questions about what they have got.

Reflection on learning

Write the following questions on the board:
Can you write five things you have got in your bag? Compare your list with a partner.
When could you use 'have got' outside class?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 4B Ex 1–3, pp. 122–123
Workbook: Ex 1–5, p23
App: grammar and vocabulary practice

Fast route: continue to Lesson 4C
Extended route: go to p96 for Develop your listening

4c Dos and don'ts

Introduction

The goal of this lesson is for Ss to give advice. To help them achieve this, they will study imperatives as well as vocabulary for common verbs.

Warm-up

Ask if any members of the class have ever been to London. What did they think of it? Which places did they visit? Then ask Ss what they think 'Dos and don'ts' means and to suggest things that we tell others or that others tell us to 'do' or 'don't do', especially when we are visiting a new place. Make columns on the board and write the Ss' suggestions in the appropriate column.

Reading and vocabulary

1 Ask Ss to work in pairs to come up with as many place names in London as they can. Monitor and help with any spelling they might need. When they have finished, elicit the answers from Ss and write them on the board.

Possible answers: Notting Hill, Buckingham Palace, Madame Tussaud's, Big Ben, The British Museum, The Tate Gallery, The London Eye, Tower Bridge, The Tower of London, etc.

2a Ask Ss to read the text messages on their own and to underline any words that they either don't know or aren't sure how to pronounce. Once they have done this, ask the class what their queries were and answer them, so that everyone else hears, too. Make clear that certain words are not pronounced as they are written (e.g. Greenwich, cheap, coat). Assign each character in the message chain to a student and ask them to read the messages out loud. Elicit in whole-class feedback why Lydia is going to London.

Answer: She is going for work/for her job.

b Ask Ss to complete the gaps by referring to the words in bold in Ex 2a. Get them to check their answers in pairs before going through them with the class.

Vocabulary checkpoint
This is an exercise in collocation, where words go naturally together. Sometimes the collocations in Ss own language are different.

Answers: **1** try **2** go to, visit **3** take **4** drink **5** see

c 4.9 Play the recording for Ss. They will hear and then repeat the verbs that were in bold in Ex 2b.

3 Ask Ss to label the photos with phrases from 2b according to what they can see in the photos. Ask them to check in pairs before going through the answers with the class.

Answers: **1** drink tea **2** see a show **3** visit New York **4** try Japanese food **5** take a train **6** take photos

Further practice

Photocopiable activities: 4C Vocabulary, p176

Grammar

Imperatives

4 Ask Ss to read the text in 2a again and to tick the things that are good to do in London. For ***weaker classes***, you can ask them to work in pairs. Once they have finished, elicit the answers from the class.

Answers: Ss should tick all the answers except 1 and 3.

5 Show a prohibitive sign on the board, such as a crossed out image of a camera. Ask Ss what it means. They will probably say *no cameras*. Refer them to the language from Ex 2a and elicit *Don't take photos*. Ask Ss if it's positive or negative (negative) and what the positive would be (*Take photos.*). Point out that there is no subject in this construction. Turn to the grammar box and ask Ss to complete it, using Ex 2a.
Go through the answers as a class.

Answers: **1** Don't **2** Don't **3** See

6a 4.10 Tell Ss they are going to look at more examples of imperative sentences. Ask them to listen and choose the correct stress pattern for each sentence. Check answers with the whole class.

Answers: **1** Don't go to Notting Hill. **2** Try Polish food. **3** Drink coffee in a café. **4** Don't take photos.

b Play the recording again for Ss to repeat, making sure they stress the correct words in each sentence.

7 Ask Ss to look at the pictures of 'dos and don'ts'. Ask them to make sentences in the positive or negative forms depending on whether or not the pictures have a tick or a cross. When they finish, ask pairs to compare, then go through the answers.

Answers: **1** Drink coffee. **2** Try Italian food. **3** Visit Rome. **4** See a film. **5** Don't take a coat. **6** Don't take a camera.

Optional extra activity

Give instructions like the ones from Ex 2a to the class. Ss listen and mime the instructions you say, but only when the instruction is positive, not when you say *Don't ... !* If Ss like this activity, they can continue in pairs or small groups, with one student instructing.

GRAMMAR BANK 4C pp.122–123
Stronger classes could read the notes at home. Otherwise, check the notes with Ss. Elicit the first answer, or look at the example as a class. Ss work alone to complete the exercise, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** Please drink **2** Take **3** Put **4** Don't run **5** Please use **6** Do not eat
2 **1** Don't read **2** don't take **3** sit down **4** Don't buy **5** Don't use **6** Don't walk, Run

Further practice

Photocopiable activities: 4C Grammar 1, p174; 4C Grammar 2, p175

Speaking

Prepare

8 Ask Ss to think of the things that they would tell people to do or not do when they visit their town or city. Monitor and help where necessary.

Speak

9a Put Ss in pairs and ask them to tell each other their dos and don'ts. Monitor and help where necessary.

b In this task, Ss are meant to discuss whose city has more dos and don'ts. However, if they are from the same town or city, they can discuss whether their partners have chosen more dos than don'ts and whether they agree with their choices.

Reflection on learning

Write the following questions on the board:

What DON'T we include in the sentence when we use the imperative?

When do you use the imperative during each day?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 4C Ex 1–2, pp.122–123
Workbook: Ex 1–5, p24
App: grammar and vocabulary practice

Fast route: continue to Lesson 4D
Extended route: go to p97 for Develop your writing

4D English in action

Introduction

The goal of this lesson is for Ss to tell the time. To help them achieve this, they will revise numbers and learn phrases specific to time telling.

Warm-up

Ask Ss to count upwards from one, replacing any multiple of three with the word *fizz* and any multiple of five with the word *buzz*. Numbers that are both a multiple of three and five, such as 15, are *fizzbuzz*. Ss all listen. When someone makes a mistake, they go back to 1 again. This game causes much hilarity.

1 Look at the clock in the room or draw a clock face on the board. Count the hours around the clock from 1 to 12. Ask Ss to say a few times with *o'clock*. Show or draw a digital 24-hour clock. Show the time as 9.00, then ask for the time (nine o'clock). Then change the minutes, counting upwards in fives, for Ss to say the times. Point out that even when we use the 24-hour format, we still only use numbers 1–12 to say the hour, e.g. for 13.00, we say *one o'clock*, not *thirteen o'clock*. Refer Ss to D and elicit that we say *oh five*. Ask Ss to say the clock times in their books.

Answers:
A six forty-five
B eleven thirty
C ten forty-five
D twelve oh five
E three (o'clock)
F six fifteen
G seven ten
H eleven fifteen

2 4.11 Ask Ss to listen to four conversations and match them with the times in the pictures in Ex 1. Play the recording, then ask Ss to check their answers in pairs. Point out that there are four pictures that they don't need. Check answers with the whole class.

Answers: **1** E **2** F **3** B **4** C

3 Ask Ss to listen again and complete the gaps alone, then check in pairs. Check answers with the whole class.

Answers: **1** Three **2** six fifteen **3** Eleven thirty **4** ten forty-five

Audioscript 4.11

1
A: Excuse me. What time is it?
B: Three o'clock.
A: Thank you.

2
A: What time is it?
B: It's quarter past six.
A: Quarter to six?
B: No, six fifteen.

3
A: What time is it, Alex?
B: Er, it's half past eleven.
A: Sorry, eleven thirty?
B: Yeah.
A: Oh no! I'm late.

4
A: What time is our train?
B: It's at quarter to eleven.
A: Quarter past eleven?
B: No, ten forty-five.
A: Oh, OK.

4 4.12 Refer Ss to the Useful phrases box. Demonstrate the times with a clock with moveable hands and highlight *to* and *past* the hour. Drill thoroughly as you do this. Play the recording and ask Ss to look at the times and repeat.

Answers: **1** It's quarter past four. **2** It's five to five. **3** It's four o'clock. **4** It's twenty to five. **5** It's quarter to five. **6** It's half past four. **7** It's five past four.

5 Look at the example. Put Ss in pairs to ask and say the time for the clocks in Ex 1, using the Useful phrases in the box to help them. Monitor, helping where necessary.

6 Name alternate Ss A and B and ask them to turn to the relevant pages, read and prepare to say the times of the trains. When they are ready, ask a stronger pair to demonstrate asking and answering about the time of the train to London. Then ask Ss to work with their partners, taking turns to ask and answer about the train times to complete the missing information in the table. Monitor and check that Ss are managing the activity. When they finish, ask Ss to show each other their information to check they have recorded it correctly.

Reflection on learning

Write the following questions on the board:

What are the most useful phrases in today's lesson?
Where and when can you practise these in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 4: Write four times in digital format. Write sentences to say what the time is, e.g. *12.15: It's (a) quarter past twelve.*
Workbook: Ex 1–3, p25
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

4 Check and reflect

Introduction

Ss revise and practise the language of Unit 4. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework or use them as a diagnostic or progress test.

1 Refer Ss to the diagram. Tell them to match the words in the box to the three categories (Colour, Age, Body), then check in pairs. Go through the answers as a class.

Answers:
Colour: brown, blonde, red, grey
Age: in her 20s, in his 50s
The body: a beard, hair, eyes

2 Ask Ss to choose the correct words from the box to complete the sentences. Ss should compare in pairs, then go through the answers as a class.

Answers: **1** blonde **2** in her 20s **3** a beard **4** in his 80s **5** eyes

3 Ss work alone to write sentences with *has* or *have got*, as in the example. The sentences should be positive or negative as indicated by the symbol in brackets. Ss should use contracted forms. Go through the answers with the class.

Answers: **1** 've got **2** haven't got **3** 's got **4** hasn't got **5** hasn't got **6** 've got **7** haven't got **8** 's got

4 Ss complete the sentences, so that they are true for them. Ss can work alone, then compare in pairs. Monitor and help as necessary. Ask some of the Ss to share their answers with the class.

5a Ss work alone to write the words in the correct order to make questions. They check in pairs before you go through the answers with the class.

Answers:
1 Have you got a phone?
2 Has your teacher got green eyes?
3 Have your parents got blonde hair?
4 Have you got food in your bag?
5 Has your phone got a good camera?
6 Have you got a bottle of water?
7 How many credit cards have you got?

b Ss ask and answer the questions in pairs. Monitor and help as necessary, making a note of mistakes. When Ss finish, discuss the activity with the class. Ask some of the Ss to ask and answer questions. Go through the mistakes that you noted earlier, asking the class to help you correct them.

6 Ask Ss to read the sentences on their own, then choose the correct options to complete them. Ss can check in pairs, then go through the answers as a class.

Answers: **1** Go to **2** Visit **3** Take **4** Take **5** Don't take **6** Try **7** Drink **8** See

7 Refer Ss to the pictures (1–6). Give them plenty of time to write an imperative sentence for each picture. Ss work alone, then check in pairs. Go through the answers.

Answers:
1 Take your passport.
2 Don't go to Leicester Square.
3 Try English food.
4 Don't drink coffee.
5 Don't take a taxi.
6 Shop for clothes.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 4.

4 Communication review Cross the board (Units 3–4 review)

Ss revise and practise the language of Units 3 and 4 in a communicative game. This can be done after the Check and reflect page as a fun way to revise the language of Units 3 and 4.

Ss can either work in pairs or in groups of four (teams of two). Each turn, Ss pick one of the hexagons and complete the sentence (saying the complete sentence aloud). Point out that some of the sentences will have only one possible word to complete the sentence, and other sentences are open. (If it is a question, they should answer it as well.) The first student/team to make a line connecting the left and right sides wins. While Ss are playing, monitor and be on hand to adjudicate or help if necessary.

Alternative activity

Instead of aiming to get a line of hexagons, teams can keep playing until all the hexagons on the board are 'taken'. The team with the most hexagons wins. Alternatively, ***fast finishers*** could aim to get as many hexagons as possible after the first team has got a line.

Answers:

1 e.g. three banks, two cinemas and a big park.
2 e.g. TVs.
3 Is
4 Are
5 e.g. a cooker.
6 e.g. four chairs and a small table.
7 there
8 quiet
9 expensive
10 is/isn't
11 is/isn't
12 there
13 go
14 e.g. brown/blonde/blue/green
15 e.g. 20s, 30s
16 e.g. a blue bag.
17 e.g. red shoes
18 e.g. phone
19 How
20 Have
21 Has
22 take
23 Try
24 at
25 What

4A Develop your reading

Introduction

The goal of this lesson is for Ss to understand a short text. To help them achieve this, they will practise reading for gist and specific information. They will also focus on the function of apostrophes and what they tell us.

Warm-up

Give Ss one minute to make a list of all the colours they can remember. Show an image of a rainbow to start them off and set a timer if your Ss are competitive, then put Ss in pairs to see who has the most.

1 Focus on the pictures and ask Ss to read the text and choose the picture it refers to. Give them one minute, then ask them to check in pairs. Conduct feedback.

Answer: B

Optional extra activity

Ask Ss to work in pairs. They take turns to describe each picture.

2 Write *She's from Canada* on the board and point out the apostrophe. Ask Ss why it's there (it replaces a missing letter). Ask them to read the Focus box carefully and ask the other way we use apostrophes (for possession). Ask Ss to read the text in Ex 1 and circle the apostrophes, marking them *M* for missing letter(s) or *P* for possession. Allow plenty of time, then ask pairs to check their answers. When they finish, go through the answers as a class.

Answer:
She's got an old cat (missing *ha*)
His name's Peachy (missing *i*) and he's quiet. (missing *i*)
Her husband's books (possessive -*s*)
He's got brown hair (missing *ha*)
John's desk (possessive -*s*)
John's keys (possessive -*s*)
Her husband's not here (missing *i*)

Grammar checkpoint

Point out that when referring to more than one person, the apostrophe is placed after a plural *s*, while with a singular noun it is placed before the *s*. *My sisters' flat* (I have more than one sister and they live in the same flat), *My sister's flat* (I am talking about one sister only). When making a word plural, the *s* does not need an apostrophe, e.g. *one book, two books*.

3 Ask Ss to look at the sentences. Tell them they are going to decide if the apostrophe -*s* represents *is* or possession. Look at the first sentence as a class and elicit the answer (possessive -*s*). Ask Ss to continue alone, underlining the correct option. When they finish, ask Ss to compare answers in pairs. Check answers as a class. Where the apostrophe -*s* represents *is*, ask Ss to read the sentence with both contracted and full forms of the verb.

Answers: 1 possessive -*s* 2 is 3 possessive -*s* 4 is 5 is 6 possessive -*s* 7 possessive -*s* 8 possessive -*s*

4 Ask Ss to look at the pictures and choose the correct sentence for each one. Give Ss a minute to work alone, then ask them to compare in pairs before you elicit the answers. If they have difficulties, ask them *How many sisters/brothers are there?* and remind them of the position of the apostrophe.

Answers: **1** a **2** b

5 Ask Ss to read the text, then answer the questions. ***Stonger classes*** can work individually, then compare answers in pairs. Go through the answers as a class.

Answers: **1** F **2** F **3** T **4** F **5** F **6** T

Optional alternative activity

Ss work in pairs and take turns to read the text aloud to each other.

Optional extra activity

For extra speaking practice, Ss ask and answer the questions in pairs.

Homework ideas

Workbook: Ex 1–3, p26

4B Develop your listening

Introduction

The goal of this lesson is for Ss to understand a short, informal conversation. To help them achieve this, they will practise identifying intonation patterns in questions.

Warm-up

Ask Ss to imagine they are going on holiday and write down four items that they need to pack, using the vocabulary from the main lesson. They must not let their partner see their list. Ss work in pairs to find out what their partner has packed by asking questions with *Have you got … ?* When they have finished, ask a few individuals to tell the class about their partner.

1 Ask Ss to match the words with the photos. Elicit the answers as a class.

Answers: **A** hotel room **B** hotel restaurant **C** swimming pool **D** lift

2a 4.6 Play the recording for Ss and ask them where they think the people are.

Answer: In a hotel

b Before they listen to the recording again, ask Ss to read the questions so that they know what they are listening out for. Once they have done that, play the recording (more than once if necessary). Go through the answers as a class. Ask Ss to listen again and repeat. Play the recording, drilling chorally after each statement and question and showing the movement with your hand.

Answers: Tick: 1, 4, 6, 7, 9, 11

Audioscript 4.6

A: This room is *really* nice.
B: Yes, I love it.
A: Well, I'm hungry. Is there a restaurant in the hotel?
B: Yes, there are two, I think. Or, there's the restaurant Le Petit Bateau? It's in the town.
A: Is the restaurant in town good?
B: Maybe. Where's my phone?
A: I don't know, Paul.
B: Phone, phone, phone … aha! OK. Oh, what's the wifi code?
A: It's on the desk, Paul …
B: Got it. OK, Le Petit Bateau … Yes, it's good, they say.
A: OK, good. I'm hungry, Paul, can we …
B: Yes, yes – Have you got the room key?
A: It's next to the door, Paul …
B: Now, where's the lift … ?

3 Refer Ss to the Focus box. Ask them to read through and discuss as a class. Then ask them to underline the *Wh-* question words and the nouns and adjectives in the sentences in Ex 2b. Give them some time to do this. ***Weaker classes*** can work in pairs. Go through the answers as a class.

Answers:
1 Is there a restaurant in the hotel?
2 Is there a lift?
3 Is the hotel nice?
4 Is the restaurant in town good?
5 Where's my computer?
6 Where's my phone?
7 What's the wifi code?
8 Have you got the wifi code?
9 Have you got the room key?
10 Where's the room key?
11 Where's the lift?

Optional extra activity

Put Ss in pairs to listen to each other repeating the questions. When they finish, they should swap.

4a 4.7 Tell Ss they will listen to some short conversations and they need to write down the question words, adjectives and nouns that they hear in each question. Stop the recording after each question so that Ss have enough time to write the words. Play the recording more than once if necessary.

Answers:
1 Where, phone
2 hotel restaurant, good
3 Where, swimming pool
4 room key
5 room, OK

Audioscript 4.7

1
A: Donny? Donny? Where's my phone?
B: On the bed, Tina! On the bed!
A: It's not on the bed, Donny!

2
A: Hey, is the hotel restaurant good?
B: Yes, it's good, but it's not cheap.
A: Hmm. Maybe pizza …

3
A: Where's the swimming pool?
B: There isn't a swimming pool.
A: No swimming pool? But, but …

4
A: Have you got the room key?
B: Umm, no. It's in the room ...

5
A: Is your room OK?
B: No! It's very small and I haven't got a shower!
A: No shower???

b 4.8 Play the recording, pausing after each sentence so that Ss have enough time to listen and write the questions.

Answers:
1 Where's my phone?
2 Is the hotel restaurant good?
3 Where's the swimming pool?
4 Have you got the room key?
5 Is your room OK?

c Ask Ss to compare their answers in pairs before you go through the answers as a class, writing the sentences on the board so that Ss can check their spelling.

5a Ask Ss to familiarise themselves with the pictures. Then play the recording from Ex 4a again, pausing after each conversation if necessary, while Ss listen and number each picture according to what they have heard. Go through the answers as a class.

Answers: 1 E 2 A 3 C 4 B 5 D

b Ask Ss to discuss in pairs what the problem is in each of the conversations. Then go through the answers as a class.

Answers:
1 Tina has lost her phone.
2 The hotel restaurant is very expensive.
3 The hotel hasn't got a swimming pool.
4 The room key is in the room.
5 The hotel room is very small.

Optional extra activity

Ask Ss to work in pairs to create a short conversation with a question and a problem. They can read their conversation to the class.

Homework ideas

Workbook: Ex 1–4, p25

4c Develop your writing

Introduction

The goal of this lesson is for Ss to write a message to a friend. To help them achieve this, they will practise using basic punctuation (full stops, question marks, commas and apostrophes). They will also prepare for their writing by making notes.

Warm-up

Ask Ss to look in their bag or pockets and write down five things they have got. Remind Ss of the question form *Have you got a ...* and the short answers *Yes I have/No I haven't*. Put Ss in pairs to ask each other so as to identify the five things on their partner's list. ***Fast finishers*** can make a new list and repeat the activity.

1 Explain that Ryan, Monika and Sam are going on holiday together. Ask Ss to read the message and complete the table. Check the answers.

Answers:

Ryan			Sam
sunglasses	cups	bag	books

2 Ask Ss to read the Focus box and circle the punctuation in Ryan's message in Ex 1. When they finish, go through the answers as a class.

Answers:
We've got new things for our holiday. I've got sunglasses, cups and a bag. Sam's got books. Have you got a camera? Have you got your dad's credit card?

3 Ask Ss to correct the punctuation in the sentences, using the Focus box to help them. Give them a few minutes working alone, then put them in pairs to discuss and compare. After a few minutes, elicit answers and in feedback write the correct answers on the board so that Ss can see all the corrections.

Answers:
1 I've got a credit card.
2 Have you got a camera?
3 We've got a camera, a phone and food.
4 This is Danny's coat and this is Taylor's coat.
5 Is this your bag?
6 Are these Kaya's sunglasses?

4 Refer Ss to the message from Samira and give them a few minutes to find and correct five punctuation mistakes. Go through the answers as a class.

Answers:
I've got my bag for the park. I've got a bottle of water, food, money and sunglasses. Ben's got cups and we've got Jasmine's chairs. Have you got a book? The park is on School Road.

Teaching tip
Ss may point out that text messages don't often follow norms of punctuation, as they are written quickly. Explain that this exercise is about using punctuation correctly, so Ss should follow the rules.

Prepare

5 Tell Ss they are going on a trip to the park. Ask them to make a list of five things they want to take. Ss can work in pairs to help each other. Monitor and help as needed.

Write

6a Refer Ss back to Samira's message in Ex 4. Explain that they are going to go to the park together. Ask Ss to work alone to write their message answering her.

b Ask Ss to exchange messages and check each other's punctuation.

Homework ideas

Workbook: Ex 1–6, p27

5 OVERVIEW

5A My week
Goal | describe part of your week
Grammar | present simple (*I/you/we/they*)
Vocabulary | days of the week, everyday activities

GSE learning objective
Can describe daily routines in a simple way

5B A long journey
Goal | talk about how you travel to work/university
Grammar | present simple questions (*I/you/we/they*)
Vocabulary | travel and transport

GSE learning objective
Can ask and answer simple questions in areas of immediate need or on very familiar topics

5C Food and drink
Goal | take part in a survey about being healthy
Grammar | present simple with frequency adverbs
Vocabulary | food and drink

GSE learning objective
Can answer simple questions about habits and routines

5D English in action
Goal | order food and a drink

GSE learning objective
Can ask for a drink and food in a limited way

Roadmap video
Go online for the Roadmap video.

Check and reflect
Review exercises and communicative activities to review the grammar and vocabulary from the unit.

VOCABULARY BANK

5A Everyday activities

5C Food and drink

DEVELOP YOUR SKILLS

5A Develop your reading
Goal | understand a blog
Focus | understanding sequence adverbs

GSE learning objective
Can understand short, simple texts about everyday activities

5B Develop your listening
Goal | understand short, factual conversations
Focus | using pictures to help you listen

GSE learning objective
Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures

5C Develop your writing
Goal | write an informal message
Focus | using correct word order

GSE learning objective
Can write simple sentences about someone's life and routines

5A My week

Introduction

The goal of this lesson is for Ss to be able to describe their week. To help them achieve this, they will study present simple and vocabulary for everyday activities and days of the week.

Warm-up

Ask Ss to write the following words as you say them (or choose up to eight other words from previous lessons): *computer, thirty, hotel, mother, passport, teacher, sunglasses, money*. They can write in their notebooks or use mini whiteboards. When you finish, ask Ss to compare in pairs and check their spelling. Finally, ask individual Ss to spell the words to the board. If Ss like this, have regular spelling 'tests'.

Vocabulary

Routine verbs

1 Ask Ss to look at the pictures (A–J), then work in pairs to match them with the sentences (1–10). Go through the answers with the class.

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

Vocabulary checkpoint
When relying on translation, Ss can become over concerned about the lack of logic in attendant prepositions or variations in vocabulary items; why we say *go* ***to*** *bed*, but *go home*, for example. Encourage them to focus on the meaning of the whole expression rather than individual words. The best approach is to learn each 'chunk' as an expression.

2 Ask Ss to write five sentences about their own routine, using some of the phrases from Ex 1 and the time. Monitor and check they are doing this correctly. Put Ss in pairs to tell each other their sentences. Conduct brief feedback to hear a few pairs say their sentences to the class.

Optional extra activity
With ***weaker classes***, ask Ss to cover the phrases and say what the man does at each time. This helps consolidate the vocabulary and provides pronunciation practice.

3a 5.1 Ask Ss to read the days of the week, listen and repeat after the recording.
b Ask Ss to look at the table and complete the sentences. Monitor and check they are doing this correctly. Ask Ss to compare in pairs, then listen and go through the answers.

Answers: 1 work 2 go to 3 have 4 have 5 study 6 get up 7 watch

c 5.2 Play the recording so Ss can check their answers. Then play it again and ask Ss to listen and repeat.

Culture note

The weekend is a two-day period when most are not working. In western countries this is Saturday and Sunday, traditionally to coincide with the Christian day of rest. In the UK, shops used to be closed on Sundays, but now they can open for six hours. Places we go to for entertainment are open, but libraries, banks and GPs' surgeries are closed. In Islamic countries, the working week usually runs from Sunday to Thursday, so the weekend days are Friday and Saturday. This is also the case in Israel. Once again, this is to respect their days of worship.

Optional extra activity

Prepare and cut up sets of cards with the days of the week. Ask Ss to work in pairs or threes to put them in the correct order. As you go through the answers, get Ss to pronounce the days. Pay attention to *Tuesday* (/ˈtjuːzdeɪ/), *Wednesday* (/ˈwenzdeɪ/) and *Thursday* (/ˈθɜːzdeɪ/) in particular as the pronunciation/spelling is a bit tricky. Point out the stress and that each day starts with a capital letter. Ask Ss to say which is their favourite day and why.

4 Ask Ss to write three sentences about their week, using some of the verbs and phrases from Ex 3a. Monitor and correct. When they finish, put them in pairs to tell each other. At the end, ask a few pairs for examples.

VOCABULARY BANK 5A p140

Everyday activities

These optional exercises build on the lexical set in the vocabulary section.

1 Ss match the words and phrases with the photos alone, then check in pairs. Check answers as a class.

Answers: **1** run **2** have a shower **3** have a coffee **4** start work **5** finish work **6** go shopping **7** meet friends **8** relax **9** play a game **10** read a book

2 Ss discuss in pairs which of the activities in Ex 1 they do every day. In feedback, nominate a few Ss to share their answers with the class.

Optional alternative activity

Stronger classes can complete Ex 1 at home, then discuss Ex 2 in the next class.

Further practice

Photocopiable activities: 5A Vocabulary, p179

Reading

5a Ask Ss to read the text and to circle any words they don't understand or are unsure of. Tell them to try and find the answers to questions 1 and 2 even with the words they don't know. They should try and work things out from context. Once they have done this, ask Ss which words they circled and see if you can elicit the answers from other members of the class. Then, elicit the answers to questions 1 and 2.

Answers: **1** nurse **2** Yes, they are.

b Refer Ss to the text. Ask them to change the underlined information, so that it's true for them. Monitor and help where needed, as some of the underlined sections are long. For ***weaker classes***, you could brainstorm things that Ss do and write them randomly on the board before they start doing the exercise themselves.

c Ask Ss to work in pairs and to read their descriptions to each other. They then discuss if their weeks are very different.

Optional alternative activity

The following approach is suited to ***weaker classes*** and classes with literacy needs. Provide the Ss with various slips with activities (e.g. *I have dinner*, *I go to work*, etc.) and different times (e.g. *at 7 o'clock*, *at 10 o'clock*, etc.) that they can match to make phrases for themselves. They could have some blank slips to write their own times once they have done two or three of the pre-prepared ones.

Grammar

Present simple: *I/you/we/they*

6 Ask Ss to look back at the text in Ex 5a and underline the verbs. Ask them to identify a negative verb (don't work). Tell Ss that we use present simple to talk about daily routines. Focus attention on the grammar box and ask Ss to use the examples in the text to complete the gaps. Ss work alone, using the examples to help them, then check in pairs. Check answers with the whole class and be prepared to give further explanations or examples where necessary.

Answers: **1** at **2** at **3** on **4** On

Grammar checkpoint

Point out that *don't* is the contracted form of *do not*. Reassure Ss that most people use contracted forms all the time and they are not a sign of sloppy or incorrect English.

7a 5.3 Focus attention on the sentences. Remind Ss about sentence stress, where some words in a sentence are pronounced louder and longer than others, and ask them to listen and mark the stressed words.

Optional alternative activity

Stronger classes can predict where the stresses are. Then play the recording for Ss to listen and check.

Answers:

1 On Fridays, I have breakfast at ten.
2 I go to work at eight thirty.
3 At twelve o'clock, I have lunch.
4 I watch TV from seven thirty to eight thirty.
5 From ten to twelve, I play football with my friends.

b Play the recording again and ask Ss to repeat chorally and individually. If you think it's useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint

Stressed words carry the key message of the sentence. They are information carrying words such as nouns and lexical verbs. Small words such as prepositions and articles are not stressed and are sometimes hardly heard.

8 Look at the example with the class. Explain that the words are not in the correct order and that Ss need to order them to make sentences without adding any more words. Point out that the time phrase can go at the beginning or end, though, in practice, people usually put it at the end. Ask Ss to complete the sentences alone, writing them in full, then check in pairs. Check answers with the whole class. Drill the complete sentences with attention to the key stresses.

Answers:
1 I get up at six on Mondays. / On Mondays, I get up at six.
2 I have breakfast at seven thirty. / At seven thirty, I have breakfast.
3 I go to work at half past eight. / At half past eight, I go to work.
4 I work from nine to five.
5 I have dinner with my family at seven. / At seven, I have dinner with my family.
6 I don't go to bed late.
7 I don't work on Saturdays and Sundays. / On Saturdays and Sundays, I don't work.
8 I watch TV and read books on Saturdays. / On Saturdays, I watch TV and read books.

9a Write two sentences about your routine on the board. Tell Ss that one is true and one is not true. Ask Ss to work alone to think about, then write their sentences. Point out that they should write a mix of negative and positive, true and untrue, using the verbs from the lesson.

b Look at the example conversation, then read your two sentences to the class to model the activity. With ***weaker classes***, you may want to ask a pair of Ss to do a second demonstration. Put Ss in pairs to take turns saying their sentences for their partner to find the false ones. When they finish, ask if they found the false sentences easily.

GRAMMAR BANK 5A pp.124–125

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer, or look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** I get up **2** don't study **3** We have **4** on Mondays **5** I don't go **6** don't go
2 **1** I get up at 6.30.
2 She doesn't have breakfast in the kitchen.
3 He goes to work at 8.00.
4 We study English at home
5 They don't have lunch at 12.00.
6 I go to bed late on Sundays.
7 They watch TV on Saturdays.
8 He doesn't work in an office.

Further practice

Photocopiable activities: 5A Grammar 1, p177; 5A Grammar 2, p178

Speaking

Prepare

10 Tell Ss they are going to tell each other about their weekend routines. Share the Culture note on p70 with the class, focusing on the information most relevant to your Ss. Refer them to the table and ask them to make notes for the three days in their notebooks. Monitor and be available to provide vocabulary they need.

Speak

11a Put Ss in pairs and ask them to tell each other about their weekends and make notes about their partner. They don't need to ask questions. Monitor and listen. When they finish, give feedback on what they did well and what they need practice with.

Optional alternative activity

With ***weaker classes***, or when you are short of time and want to prioritise speaking practice over writing, provide Ss with completed tables about their weekends, using the verbs from the lesson.

b Ask Ss to look at the examples provided, then make their own. Point out the use of *we* and *you* and show how the verb form is the same as *I*. When they finish, ask them to join a new partner and report their sentences. Discuss the activity as a class and ask if Ss are similar or different to their partner.

Optional alternative activity

With ***stronger classes***, ask Ss to use linking words *and* and *but* to join their sentences.

Reflection on learning

Write the following questions on the board:
Can you talk about your daily routine?
How many phrases from the lesson can you remember?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 7a: Rewrite the sentences, so that they are true for you.
Grammar bank: 5A Ex 1–2, pp.124–125
Workbook: Ex 1–7, p28
App: grammar and vocabulary practice

Fast route: continue to Lesson 5B
Extended route: go to p98 for Develop your reading

5B A long journey

Introduction

The goal of this lesson is for Ss to talk about how they travel to work or university. To help them achieve this, they will study present simple question forms and vocabulary about travel.

Warm-up

Choose some verb and noun combinations, for example: *watch TV, have dinner, go home, go to work, read books*. Write the verbs on the left of the board and the nouns in a jumbled order on the right. Alternatively, prepare a handout matching task. Ask Ss to match the pairs. Check answers, then ask them to add more noun options for each verb – *have dinner, lunch, breakfast*. Finally, Ss discuss in pairs when they do these (e.g. every morning, every evening, etc.). Have a brief feedback session.

Vocabulary and listening

Transport

1a Ask Ss to match the sentences with the photos, then check each other's work in pairs. Go through the answers as a class.

Answers: 1 A 2 F 3 D 4 B 5 C 6 E 7 G

b 5.4 Ask Ss to listen to the recording and repeat the sentences. Pause the recording between each sentence, so that Ss have enough time to repeat. Ensure that all the words are being pronounced correctly and that Ss aren't just saying words as they are reading them, e.g. *boat*. Play the recording more than once if you feel that is necessary.

c Ask Ss to work in pairs and to discuss which sentences are true for them. Monitor and correct accordingly. If there is time, you can ask some of them to tell the class which are true for them.

Optional alternative activity

With ***stronger classes***, ask Ss to come up with other forms of travelling and write them on the board, e.g. *motorbike, scooter, tram, trolley bus*, etc. Ss can then write them in their notebooks.

2a Ask Ss to complete the transport phrases with the verbs. They can look at the transport phrases in Ex 1a to help them. Check the answers as a class.

Answers: 1 go/travel 2 take 3 cycle/drive/walk

b Ask Ss to complete the gapped sentences. Explain that we don't use a preposition with 'home'. Ask pairs to compare answers, then go through them as a class.

Answers: 1 to 2 by 3 take 4 go/travel 5 to

c Ask individual Ss to read a sentence each out loud.

Answer: arrive

3a 5.5 Ask Ss to read through the task first, so that they are familiar with what they will need to listen out for. Deal with any queries they may have. Play the recording twice if necessary. Go through the answers as a class.

Answers: 1 bike 2 6 3 8 4 bus 5 7.30

Audioscript 5.5

A: Nice bike, Tim!
B: Thanks, Donna!
A: Do you cycle to work every day?
B: Yes, I do.
A: Wow. What time do you leave home?
B: At 6.
A: 6?! And you arrive at 8?? Wow. That's a really long journey to work ...
B: Yes, but I like it. How do you travel to work?
A: I take the bus. I leave home at 7.30.
B: Oh, 7.30, OK. Do you cycle to work sometimes?
A: Umm, no. No, I don't.
B: Oh, OK. Well, see you later!

b Ask Ss to read the questions beforehand, so that they know what to listen out for. They will only tick the questions they hear. Play the recording more than once if necessary. Get them to check their work in pairs before going through the answers as a class.

Answers:
1 Do you drive to work?
2 Do you cycle to work every day? ✓
3 What time do you arrive at work?
4 What time do you leave home? ✓
5 How do you travel to work? ✓

Further practice

Photocopiable activities: 5B Vocabulary, p182

Grammar

Present simple questions: *I/you/we/they*

4 Ask Ss to look at the grammar box text and ask them what structure we are looking at now (questions). Refer Ss to Ex 3b to help them. See if any Ss can suggest words for the gaps. Elicit an example, then ask Ss to continue. Check the answers as a class.

Answers: 1 Do 2 do 3 don't 4 do 5 do 6 do

Grammar checkpoint

Point out that questions end with a question mark, but there is not a question mark at the start. (Some Ss may think this, due to questions starting that way in their language). Questions begin either with an auxiliary verb or a question word. Questions that begin with auxiliary verbs require a *yes/no* answer.

5 5.6 Ask Ss to look at the short conversations. Explain that they are going to listen to each one and decide whether the words in blue sound the same or different. Play the recording for Ss to write *S* for the same and *D* for different. Go through the answers. Share the information in the Pronunciation checkpoint if you think Ss will find it helpful.

Answers: 1 different 2 different

Pronunciation checkpoint

Auxiliary verbs such as *do* /duː/ are stressed when they stand alone, such as at the end of a short answer, and weak /də/ when within a phrase, such as at the start of a question. In questions beginning *Do you ...* the two words run together and are pronounced /djə/.

Negative auxiliary verbs are generally stressed as they are communicating an important aspect of meaning. There are weak and strong forms of all auxiliaries.

6 Look at the first line of the first conversation with the class, eliciting the correct alternative and discussing why it's correct. Ask Ss to continue alone before checking in pairs. Check answers with the whole class and write them on the board.

Answers: **1** do you travel **2** cycle **3** Do you go **4** we don't **5** do you leave **6** I walk **7** I take **8** do you **9** do your children travel **10** They go **11** leave **12** do they arrive

Optional extra activity

Ss practise the completed conversations in pairs. Ss practise the conversations again, substituting their own answers.

7a Refer Ss to the example answer, then ask them to work alone to write out the questions in the correct order. Monitor and help where necessary, paying attention to starting with capital letters and finishing with a question mark. When Ss finish, check the completed questions as a class and drill if needed.

Answers:
1 What time do you leave home?
2 Do you travel to work by bus?
3 What time do you have lunch in your office?
4 How do you travel home?
5 Do people at your office drive to work?
6 Do you cycle on Saturdays and Sundays?

Teaching tip

Ss may be able to write a question, but lack confidence to say it. Choral and individual drilling helps learners become confident and is a useful boost to their pronunciation. It's best to conduct choral drills before individual drills to allow Ss practice in the safety of the group. Select just a few people for individual drills to check. This phase of a lesson should be brief.

b Put Ss in pairs to ask and answer. Monitor and listen. If time allows, invite pairs to ask and answer across the class.

GRAMMAR BANK 5B pp.124–125

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** Do you walk to school?
2 Do your friends go to work by bike?
3 What time do you leave home?
4 Do your mum and dad travel by boat?
5 Do you take the bus to the office?
6 How do your friends travel to university?
2 **1** e **2** f **3** a **4** c **5** b **6** d
3 **1** What time do you take the train on Fridays?
2 Where do your friends ride their bikes? / How do your friends go to the park?
3 Do you take taxis/a taxi to work? / Do you go to work by taxi?
4 How do you and your brother go to the cinema?
5 What time do you arrive home?

Further practice

Photocopiable activities: 5B Grammar 1, p180; 5A Grammar 2, p181

Speaking

Prepare

8a Ask Ss to read the questions and to guess what the answers might be. Get them to write their answers, so that they can refer to them later to see how good their guesses were.

b Tell Ss they are going to do a survey and ask questions to people in the class. Refer them to the table in the grammar box. Ask Ss to find questions in 8a where the answer is *Y/N*. Elicit that these start with *Do*, and the others start with *What time …* or *How …* . Ask Ss to write the questions that will help them find the answers to the questions in 8a. Monitor and help where necessary.

Answers:
1 Do you drive to work/university? / How do you travel to work/university?
2 Do you leave home at 8 o'clock? / What time do you leave home?
3 Do you have a long journey to work/university? / How long is your journey to work/university?
4 Do you take two different forms of transport? / How many forms of transport do you take?
5 Do you have a short journey to work/university? / How long is your journey to work/university?

Speak

9a Ask Ss to mingle and ask and answer their questions. Monitor and make notes on good use of language or errors with target language. When they finish, write the errors on the board and ask pairs to try and correct them before clarifying as a class.

b Put Ss in pairs and ask them to compare their answers to the survey questions. In feedback, elicit the Ss' answers and write them on the board. Ask them how close their original estimates were to the answers they got from the questionnaire.

Optional alternative activity

For ***weaker classes***, elicit the questions as a class and write them on the board, so that Ss can copy them down before doing their survey.

Reflection on learning

Write the following questions on the board:
How many verbs can you remember from this lesson? Make a list, then compare with a partner.
Can you ask questions with 'How do you …' and 'What time do you …'?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 8–9: Write about your journey to work or school.
Grammar bank: 5B Ex 1–3, pp.124–125
Workbook: Ex 1–6, p29
App: grammar and vocabulary practice

Fast route: continue to Lesson 5C
Extended route: go to p99 for Develop your listening

5c Food and drink

Introduction

The goal of this lesson is for Ss to take part in a survey about being healthy. To help them achieve this, they will look at present simple with frequency adverbs and food-related vocabulary.

Warm-up

Write the following questions on the board and ask Ss to discuss in pairs:
What time do you have breakfast/lunch/dinner?
Where do you have breakfast/lunch/dinner?
When Ss finish, have a whole-class discussion and tell them that today they will talk about what they eat and drink.

Vocabulary

Food and drink

1a Ask Ss to look at pictures 1–14, then work in pairs to match them with the words in the box. Go through the answers with the class.

Answers: **1** tea **2** milk **3** cakes **4** sugar **5** sandwiches **6** salad **7** fish **8** bread **9** eggs **10** cheese **11** meat **12** chicken **13** chocolate **14** coffee

b 5.10 Play the recording for Ss to listen and repeat.

2 5.11 Refer Ss to the word pairs. Explain that Ss should listen and decide if the letters in blue make the same sound or a different one. Play the first example and show that the sound is different. Then play the recording, pausing for Ss to either write *S* for the same or *D* for different. Ask pairs to compare, then go through the answers. Drill the words. Point out that sound and spelling relationships in English don't always match.

Answers: **1** different **2** same **3** same **4** same **5** same **6** different **7** different

3 Ask Ss to work in pairs to categorise the food and drink in Ex 1a into 'healthy' and 'unhealthy'. For ***stronger classes***, they can add more food and drink that they might know. Once they have completed the task, elicit the answers from the class and write them on the board in their categories. Note: there may be disagreement over some items. Have a discussion with the class, e.g. a sandwich may be either depending on what is in it, a little bit of chocolate can be good for you, some say meat is good for you while others disagree, etc.

Suggested answers:
Healthy: milk, sandwiches, salad, fish, eggs, cheese, chicken
Unhealthy: tea, sugar, cakes, bread, meat, chocolate, coffee

VOCABULARY BANK 5C p140
Food and drink
These optional exercises build on the lexical set in the vocabulary section.

1 Ss match the words in the box with the items of food and drink in the pictures, then check in pairs. Check answers as a class.

Answers: **1** apple **2** rice **3** strawberry **4** soup **5** burger **6** water **7** tomato **8** carrot **9** orange **10** chips **11** banana **12** potato

2 Ss discuss the questions in pairs. In feedback, nominate a few Ss to share their answers with the class.

Optional alternative activity

Stronger classes can complete Ex 1 at home, then discuss Ex 2 in the next class.

Further practice

Photocopiable activities: 5C Vocabulary, p185

Listening

4a 5.12 Ask Ss to look at the list of words beforehand, so that they know what they will need to listen out for. Once they have done this, ask Ss to listen and tick the answers. Play the recording more than once if necessary, then go through the answers as a class.

Answers: tea, coffee, sugar, cakes, chocolate, meat, fish, salad, chicken

b Play the recording again and ask Ss to write down what Tim eats. Pause the recording if necessary if Ss need more time to write.

Answers: (green) tea, (chocolate) cakes, chocolate, fish, salad, meat, chicken

Audioscript 5.12

Basil: Hello everyone, I'm Basil Bainbridge, and this is RadioTalk. OK, today we ask the question *Are you healthy?* Our first caller is Tom. Tom, are you there?
Tom: Hi Basil. Yes, I'm here.
Basil: So, Tom, I've got some questions for you about food and drink, OK?
Tom: Sure, Basil.
Basil: So, Tom, how often do you drink tea or coffee? Never, sometimes, often, usually or always?
Tom: I never drink coffee, I don't like it, but I always drink tea in the morning. Hmm, so 'always'.
Basil: OK. How often do you have sugar in your tea?
Tom: I never have sugar in my tea. I drink green tea. It's not good with sugar.
Basil: And … how often do you eat cakes?
Tom: I often eat cakes. Chocolate cakes are sooooo good!
Basil: Hmm, I see. And do you often eat chocolate?
Tom: I usually eat chocolate at work. Maybe three times a week? Maybe four …
Basil: Last question. How often do you eat meat?
Tom: Hmm. Well, Basil, I sometimes eat fish or salad, but I often eat meat. Meat is great. I love meat, especially chicken.
Basil: Hmm, not good, Tom. You often eat unhealthy food, Tom. OK, so the next caller is … .

5 Ask Ss to read the sentences from the radio programme, paying particular attention to the words in bold. Then ask them to compare their answers in pairs. Draw a similar line on the board and elicit the answers from the class.

Answers: **1** never **2** sometimes **3** always

Grammar

Present simple with frequency adverbs

6 Tell Ss to read through the grammar box. Refer them back to the frequency line in Ex 5 to remind them of the meaning of the words in bold. Get them to choose the correct alternatives for questions 1 and 2. Ask pairs to compare answers, then check them with the whole class.

Answers: **1** before **2** How often

Grammar checkpoint

Some frequency adverbs, such as *sometimes* and *usually*, are more fluid and can be placed in other positions, apart from between subject and verb, such as at the start or end of the sentence, e.g. *I'm late for work sometimes. Usually, I have lunch at home.* If Ss come up with other examples, accept them when they are correct. The point is that the safe position is between subject and verb, so if they follow this simple rule they will always be correct.

Optional alternative activity

Draw a scale on the board, mark 0% at one end and 100% at the other and provide the adverbs on cards in jumbled order. Get Ss to put them in order on the line. Drill the adverbs.

7a 5.13 Ask Ss to listen for the pronunciation of the frequency adverbs in blue and underline the stress. Ask pairs to compare, then check the answers as a class.

Answers: **1** never **2** sometimes **3** often **4** usually **5** always

b Play the recording again and ask Ss to repeat. Check that they are stressing the correct syllable each time.

8a Ask Ss to work alone. They should read through sentences 1–8, then choose frequency adverbs to fill each gap to make the sentence true for them.

b Ss should compare answers in pairs. Then go through answers with the whole class, asking a few individuals to report on their partner's answers.

9a This exercise checks Ss' grasp on the word order rules when constructing questions. Ask Ss to work individually on this task. Monitor and help accordingly. If Ss make mistakes, refer them back to the rules in the grammar box.

Answers:
1 How often do you have breakfast at work?
2 How often do you have eggs for breakfast?
3 How often do you buy sandwiches for lunch?
4 How often do you drink coffee or tea?
5 How often do you have dinner at home?
6 How often do you eat sweet food?

b Ask Ss to ask and answer each other in pairs. Monitor and correct accordingly.

GRAMMAR BANK 5C pp.124–125

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 **1** My parents always eat chicken on Sundays.
2 I sometimes eat Turkish food with my friends.
3 How often do you eat chocolate?
4 He is usually late for work.
5 They never drink coffee.
6 I don't usually have sugar in tea or coffee.
7 We are always busy at work.
8 I never eat eggs for breakfast.
2 **1** I often have a sandwich for lunch.
2 I always have dinner at home.
3 I sometimes eat unhealthy food.
4 I usually drink water with dinner.
5 I never drink coffee with breakfast.

Further practice

Photocopiable activities: 5C Grammar 1, p183; 5C Grammar 2, p184

Speaking

Prepare

10 Explain that Ss are going to write their own survey. Refer Ss to the relevant page and ask them to read the survey through and add two of their own questions. Point out that the questions should relate to health as this is the survey topic. Monitor and help as needed.

Optional extra activity

Ask Ss to identify which questions they think are asking about good things and which are about bad things, including the extra two that they have written themselves.

Optional alternative activity

Put Ss in two groups and divide the questions between them. Ask them to write more of their own questions. Pair up Ss from different groups for the survey, so they are not asking the same questions and must listen to each other. This approach is suited to ***stronger classes***.

Speak

11 Put Ss in pairs and name them A and B. Tell Ss A to ask all their questions, then Ss B to ask all of theirs. When they finish, ask Ss to decide if their partner is healthy. ***Fast finishers*** can repeat their survey with a new partner.

Teaching tip

In activities like this one, it can be hard to keep all pairs working at the same pace. To try and keep things on track, tell the class that Student A will start asking questions and set a time limit of around three minutes. When time is up, or when most Ss appear to be ready, call the class to attention again and ask Student B to speak. If a pair finish early, try and re-pair them with another early finishing pair.

Reflection on learning

Write the following questions on the board:

How many food and drink words can you remember? Make a list and compare with a partner

What adverbs can you use to say how often you do things?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 5C Ex 1–2, pp.124–125
Workbook: Ex 1–5, p30
App: grammar and vocabulary practice

Fast route: continue to Lesson 5D
Extended route: go to p100 for Develop your writing

5D English in action

Introduction

The goal of this lesson is for Ss to order food and a drink in a café. To help them achieve this, they will learn some language used in this context and vocabulary specific to the situation.

Warm-up

Give Ss one minute to make a list of as many foods and drinks as they can. Ask Ss to work in pairs to tell each other what they wrote. Conduct brief class feedback to see what they wrote and who has the most words.

1 Ask Ss to look at the menu in pairs and say what the café offers, then have whole-class feedback. Drill as needed.

Answers:
Food: chicken sandwich, cheese sandwich, egg sandwich, fish and salad, chocolate cake, coffee cake
Drink: cup of tea, cup of coffee, bottle of water

2 5.14 Tell Ss that Ela is in the café and they should tick what she orders. With ***weaker classes***, tell them how many items they should listen for (two). Play the recording, then ask Ss to compare in pairs. When they finish, have a whole-class feedback session.

Answers: a cheese sandwich and a cup of coffee

Audioscript 5.14

Café worker: What would you like?
Ela: A cheese sandwich, please.
Café worker: Would you like white bread or brown bread?
Ela: White bread, please.
Café worker: Here you are. Would you like a drink?
Ela: Yes. I'd like a cup of coffee, please.
Café worker: Would you like milk?
Ela: No, thank you. How much is that?
Café worker: That's £4.75, please.
Ela: Thank you.
Café worker: You're welcome.

3 Explain that Ss should listen again to complete the conversation. Play the recording, pausing if necessary, to allow Ss time to write. Ask Ss to compare answers in pairs before conducting feedback.

Answers: **1** cheese **2** bread **3** White **4** coffee **5** milk **6** £4.75

4a 5.15 Ask Ss to match the café worker's questions with the customer's answers. Complete the first one together, then ask Ss to continue alone. Ask Ss to compare answers in pairs, then listen and go through the answers and explain further as needed. Point out that in conversation 5 it is the customer who is asking the question, not the café worker.

Audioscript 5.15

Narrator: 1
Café worker: What would you like?
Customer: I'd like a chicken sandwich, please.
Narrator: 2
Café worker: Would you like black coffee or white coffee?
Customer: Black, please.
Narrator: 3
Café worker: Would you like a drink?
Customer: Yes, please. I'd like a bottle of water.
Narrator: 4
Café worker: Would you like sugar?
Customer: No, thank you.
Narrator: 5
Customer: How much is that?
Café worker: That's £5.50, please.

Answers: **1** a **2** d **3** c **4** b **5** e

Teaching tip

Ss sometimes need to deal with language without having a full understanding of its meaning. They should rely on the context of a café to help them. It's not always necessary to translate every word, though beginner Ss may try to do this. Teach *Would you like* and *I'd like* as phrases and discourage Ss from focusing on every individual word.

b Ask Ss to listen and repeat.

5a 5.16 Ask Ss to put the conversation in the correct order. Find the first line together, then ask Ss to continue in pairs. Play the recording and ask them to listen and check before going through the answers with the class.

Answers: **1** g **2** c **3** e **4** f **5** i **6** b **7** d **8** h **9** a

Optional alternative activity

Prepare enough copies of the conversation for each pair of Ss. Cut up the conversation into strips. Ask Ss to listen and move the sections of text as they listen. ***Stronger classes*** can order the conversation before listening, then listen and check.

b Ask Ss to practise the conversation in pairs. Monitor and listen. Ask some of the pairs to act out the conversation for the class.

6 Tell Ss they are going to roleplay ordering in a café. Refer them to the menu in Ex 1 and put them in pairs. Designate one as customer and one as café worker and tell them to start. After a few minutes, ask them to change role.

Optional extra activity

If Ss enjoy this, you could get them to design their own menus and present them to their 'customer'. Ss may need you to help them with vocabulary. It doesn't matter if Ss are not correct. They will enjoy having fun and get a real sense of achievement using language for a purpose.

Reflection on learning

Write the following questions on the board:
What food and drink words can you remember from this lesson? Make a list.
When can you use this language outside the classroom?
Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–2, p31
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

5 Check and reflect

Introduction

Ss revise and practise the language of Unit 5. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework or use them as a diagnostic or progress test.

1 Look at the gapped words and complete the first day of the week with the class as an example. Ss work alone to complete the remaining days of the week, then check in pairs. Go through the answers as a class. Write the words on the board, so Ss can check their spelling.

Answers: **1** Monday **2** Tuesday **3** Wednesday **4** Thursday **5** Friday **6** Saturday **7** Sunday

2 Ss work alone to match verbs (1–6) with endings (a–f) to make collocations. Ask them to check in pairs. Go through the answers.

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

3 Ss work alone to put the words in order and make sentences. Ask them to compare in pairs, then go through the answers.

Answers:
1 I get up late on Sundays.
2 We have breakfast at 7 o'clock.
3 They don't work every day.
4 You don't study on Saturdays.
5 We watch TV on Saturdays and Sundays.
6 They go home at 5 o'clock.

4 Ss work alone to rewrite the sentences, making them negative. Ask Ss to compare in pairs, then go through the answers with the class.

Answers:
1 They don't play football on Sundays.
2 We don't have lunch at one thirty.
3 They don't go to bed at 10 o'clock.
4 I don't work from Monday to Friday.
5 They don't study at home on Wednesdays.
6 I don't get up late on Mondays.

5 Ask Ss what kinds of transport they remember from Lesson 5B. Ask, for example, *What can we use to travel by land/sea/air?* Refer Ss to the crossword grid and explain that Ss must complete it with different types of transport, using the letters already included to help them. Do the first one as an example (boat) and ask Ss to complete the rest of the grid alone before checking in pairs. Monitor and help as necessary. Go through the answers with the class.

Answers: **1** drive **2** cycle **3** car **4** boat **5** travel, taxi **6** train

6 Ask Ss to complete the sentences with the verbs in the box. Go through the answers as a class, then ask Ss to practise saying them with a partner.

Answers: **1** cycle **2** drive **3** take **4** leave, arrive **5** walk **6** travel

7a Ask Ss to look at the sentences. Point out that three are correct and five have mistakes in them. Ask Ss to read the sentences, find the mistakes and correct them. Monitor the activity, helping where necessary. Go through the answers as a class.

Answers:
1 correct
2 do you arrive
3 Do you have
4 correct
5 Do Simon and Lucy get up early?
6 What time do you leave ...
7 correct
8 How do your friends travel ...

b Ask Ss to look at the questions in 7a again. Ask how we form questions beginning *What time ...* and *How ...* with *I, you, we* and *they*. Elicit the following structure and write it on the board:

What time / How *do* *I/you/we/they ... ?*

Ask Ss to work in pairs. They take turns to ask and answer their own questions with *What time* and *How*. Ss in ***weaker classes*** may want to write their questions down first. Monitor the activity, helping where necessary. Go through the activity. Ask some of the Ss to ask and answer their questions while the class listens.

8a Ask Ss to order the letters to make food words. Point out that the first letter is provided. Ask Ss to work alone, then compare in pairs. Go through the answers.

Answers: **1** fish **2** cheese **3** sugar **4** chocolate **5** sandwiches **6** salad **7** chicken

b Ask Ss to look at the types of food. Explain that in each pair or group, there is one option that is incorrect. Ss work alone to cross out the incorrect option, then compare answers in pairs. Go through the answers as a class.

Answers:
1 chocolate cake/~~sugar cake~~/coffee cake
2 ~~a cup of meat~~/a cup of tea/a cup of coffee
3 a chicken sandwich/~~a milk sandwich~~/a cheese sandwich
4 chicken salad/egg salad/~~bread salad~~

9a Ss write the words in the correct order to make sentences. Ask them to compare in pairs. Go through the answers.

Answers:
1 We usually have dinner at 8.30 in the evening.
2 I am never hungry in the morning.
3 I always have meat or fish for lunch.
4 Do you often eat chicken?
5 How often do you buy coffee in a coffee shop?
6 Are your friends sometimes late for class?
7 Do your parents always work on Mondays?

b Refer Ss to Ex 9a. Ss ask and answer questions 4–7 in pairs, so that they are true for them.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 5.

5A Develop your reading

Introduction

The goal of this lesson is for Ss to understand a blog. To help them achieve this, they will practise using sequence adverbs to put actions in order.

Warm-up

Write some everyday activities from the main lesson on the board, in jumbled fashion. Ask Ss to note them down in the order that they do them. Ask one or two Ss to share their lists with the class and see if other Ss do things in the same order.

Tell Ss that putting things in order is also called sequencing and in this lesson they will learn some words we use to do that.

1 Refer Ss to the photos. In pairs, they talk about which of those activities they do every day. Ask a few Ss to share their answers with the class.

2 Ask Ss to read the blog and to underline any words they don't know. Explain that they should still try and understand what they are reading even when there are unknown words. Elicit from the class the activities from Ex 1 that are described in the blog.

Answers: A, B, C, D

3 Ask Ss to read the Focus box or read it to them. Ask them to underline the sequence adverbs in Ex 2. Check the answers. If you think it will help Ss, share the information in the Grammar checkpoint below.

Answers: First, then, After that, Next, After (work), Finally

Grammar checkpoint

Sequencers, or sequence adverbs, usually go at the beginning of the phrase and are followed by a comma. *First* and *finally* have a fixed position, at the beginning and end of a sequence. *Then*, *after that* and *next* can be used interchangeably with no difference in meaning. *Then* can also appear in the middle of a phrase, preceded by *and*.

4 Ask Ss to look at the short text and to put the sequence adverbs from the box into the correct gaps. Ask them to check their answers in pairs before going through them as a class.

Answers: 1 First 2 Next 3 After 4 Finally

5 Ask Ss to look at the text and explain that it's a blog. Ask them to complete the schedule with the activities that are missing. Ask Ss to compare in pairs, then go through the answers as a class.

Answers:
1 Watch TV.
2 Drink tea (and maybe eat a sandwich).
3 Walk to the park.
4 Go to bed.

Optional extra activity

For extra speaking practice, Ss create a schedule for their own routine, then tell each other in pairs, using the sequencing adverbs.

Homework ideas

Workbook: Ex 1–4, p32

5B Develop your listening

Introduction

The goal of this lesson is for Ss to understand short factual conversations. To help them achieve this, they will practise using pictures to make predictions.

Warm-up

Show a picture of a service encounter: a shop assistant and customer or server and customer in a café. Ask Ss to talk in pairs about what they can see, then elicit their ideas. Tell Ss today's lesson focus is listening to conversations like this and using information in pictures to help us.

1a Ask Ss to look at picture A and choose the likely answers to the questions in pairs. Don't check the answers yet as Ss will listen to these in the next activity.

b 5.7 Tell Ss they will hear the conversation between the people in the picture. Ask them to listen and check their answers. Ask Ss to compare their answers in pairs before going through them as a class. Play the recording a second time if necessary.

Answers: 1 c 2 a 3 b

Audioscript 5.7

Woman: Excuse me. What time is the London train?
Man: It's at three o'clock.
Woman: Three o'clock. Great. Thanks.
Man: You're welcome.
Woman: Oh, sorry, and what time does it arrive in London?
Man: At five o'clock.

c Ask Ss to look at the sentences. Tell Ss they're going to listen again to choose the correct option from each pair of alternatives. Play the recording, then ask Ss to compare in pairs before going through the answers as a class.

Answers: 1 London 2 5

Optional alternative activity

With ***stronger classes*** ask Ss to choose the correct alternatives from memory, then listen to check their answers.

2a Read through the Focus box as a class. Give Ss a few minutes to look at the picture and discuss the questions, then elicit their ideas. With ***weaker classes***, you may want to discuss as a class and add their ideas to the board. Accept any reasonable answers.

Suggested answers:
They are in a park/town.
There is a hotel and a bank.
The woman says: 'Where is the bank?' The man says: 'It's next to the hotel.'

Teaching tip

This activity is about predicting and activating prior knowledge. Research shows that this helps Ss in their skills development, as they are able to more quickly access the answers when they have anticipated them beforehand. It reflects what we do in real life, when we are in a listening situation, as we use existing knowledge and pick up on clues around us to help us understand what is going on.

b 5.8 Ask Ss to listen and complete the sentences. They can compare in pairs and listen again if they need to. Go through the answers as a class.

Answers: 1 bank 2 hotel

Audioscript 5.8

Woman: Excuse me. Where is the bank?
Man: It's next to the hotel.
Woman: Thank you.
Man: You're welcome.

3a Ask Ss to use the Focus box questions and the picture to prepare to listen. They can work in pairs. Give them a few minutes, then elicit their ideas in a brief whole-class discussion.

b 5.9 Ask Ss to listen and complete the sentences. They can compare in pairs and listen again if they need to. Go through the answers as a class.

Answers: 1 12.30 2 12 o'clock

Audioscript 5.9

Man: What time is our train?
Woman: It's at 12.30. What time is it now?
Man: It's 12 o'clock.
Woman: OK.

Optional extra activity

Provide Ss with a copy of the conversation from Ex 3b and ask them to practise reading it in pairs.

Homework ideas

Workbook: Ex 1–4, p31

5c Develop your writing

Introduction

The goal of this lesson is for Ss to write an informal message. To help them achieve this, they will practise writing sentences about their routine using correct word order.

Warm-up

Ask Ss to decide which day of the week is their favourite and why, then work in pairs and discuss what they do on that day, and why they like it. Give them a few minutes, then ask for feedback.

1 Refer Ss to Jess's message. Ask them to read through quickly and choose the best answer to the question. Ask pairs to compare, then check the answer.

Answer: c food in Paris

2 Refer Ss to Pierre's answer and give them some time to read through. Ask them to underline any words they don't know or aren't sure of and to complete the table. ***Weaker classes*** may find it easier to do this all together. After a few minutes, elicit answers and deal with any questions.

Answer:
1 12/1 o'clock
2 fish/meat, bread, salad, coffee
3 7/8 o'clock
4 soup/pasta/salad

3 Refer Ss to the Focus box. Tell them they need to complete the final row in the table with a sentence from Pierre's email. Go through the answers as a class.

Possible answer:

Time	Subject	Verb	Object	Place/Time
In the morning,	we	have	a small breakfast	at 8 a.m.

4 Go through the first example as a class. Remind Ss that the time can go at the beginning or at the end of the sentence. Also tell Ss to refer to the Focus box regarding the positioning of the frequency adverbs. Give Ss some time to do the task, then elicit the answers as a class.

Answers:
1 At 12 o'clock, we eat lunch. / We eat lunch at 12 o'clock.
2 I often drink tea.
3 My parents have got a big kitchen.
4 On Sundays, I sometimes have lunch at a café. / I sometimes have lunch at a café on Sundays.
5 We usually eat a small breakfast.
6 On Saturdays, my children are always busy. / My children are always busy on Saturdays.
7 We usually have breakfast at 8 a.m. / At 8 a.m. we usually have breakfast.

5a Give Ss enough time to find the mistake in each sentence and to make the corrections. Monitor and help where necessary.

Answers:
a I have **lunch** at 1 o'clock.
b I get up at 9 o'clock and have a **big breakfast**.
c **I** study Spanish after dinner and go to bed at 10.30.
d I **have** dinner at 6 o'clock.
e I usually eat bread, fish and eggs and **I drink tea**.
f I **never** get up early on Sundays.
g I **often have** meat and salad for dinner.
h After breakfast, **I** watch TV in the living room.
i After lunch, **I walk** in the park.
j I sometimes **have** cheese sandwiches for lunch.

b Point out that sentences a–j describe a day, but are in the wrong order. Show that sentence f comes first. Ask Ss to number the remaining sentences in the correct order. Ss can compare in pairs, then go through the answers.

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

Optional alternative activity

Prepare several sets of cut-up sentences for Ss to put in order in pairs or small groups.

Prepare

6 Ask Ss to make notes about the food and drink in their country. Point out they should not write sentences. Monitor and support with ideas and vocabulary as needed.

Write

7a Refer Ss to Jess's email in Ex 1. Using the notes they made in Ex 6, Ss write a response about the food in their country. Refer Ss to Pierre's reply in Ex 2 to help them.

b When they finish, ask Ss to exchange their texts with a partner and check the word order. Then get some of the Ss to read their responses out to the class.

Teaching tip

When you plan to ask Ss to read and correct each other's work, make sure you tell them before they write, so that they know to write as clearly as possible.

Homework ideas

Workbook: Ex 1–6, p33

6 OVERVIEW

6A Good and bad habits
Goal | talk about another person's habits
Grammar | present simple: *he/she/it*
Vocabulary | time expressions

GSE learning objective
Can talk about habits or daily routines in a simple way, given prompts or a model

6B Jobs around the house
Goal | ask and answer about things people often do
Grammar | present simple questions: *he/she/it*
Vocabulary | jobs around the house

GSE learning objective
Can talk about habits or daily routines in a simple way, given prompts or a model

6C Skills
Goal | ask and answer about things another person can do
Grammar | *can/can't* for ability
Vocabulary | skills

GSE learning objective
Can express ability or lack of ability with regard to basic activities using *can* or *can't*

6D English in action
Goal | make requests

GSE learning objective
Can make requests related to immediate needs using basic fixed expressions

Roadmap video
Go online for the Roadmap video.

Check and reflect
Review exercises and communicative activities to review the grammar and vocabulary from the unit.

VOCABULARY BANK

6C Skills

DEVELOP YOUR SKILLS

6A Develop your writing
Goal | write about a daily routine
Focus | using time expressions

GSE learning objective
Can write simple sentences about someone's life and routines

6B Develop your listening
Goal | understand short conversations
Focus | linking between words

GSE learning objective
Can answer simple questions about habits and routines

6C Develop your reading
Goal | understand a short text
Focus | understanding titles

GSE learning objective
Can understand familiar phrases in a simple text

6A Good and bad habits

Introduction

The goal of this lesson is for Ss to talk about other people's habits. To help them achieve this, they will study present simple with *he, she* and *it* and vocabulary for common verbs and time expressions.

Warm-up

Write on the board, *What's your favourite day of the week? Why? What's your favourite time of day? Why?* Get Ss to ask you and give your own answers. Put Ss in pairs and ask them to discuss. When they finish, have a show of hands to find out which day of the week and time of day is the most popular.

Teaching tip
Activities such as the one above warm Ss up to the topic, getting them speaking English and ready for the lesson. It should enable them to retrieve some of the vocabulary they will use in the coming lesson and make the content to be studied personal and meaningful for them. Ss learn better when they can make a personal connection with language and find it relates to their lives.

Vocabulary

Time expressions

1a Ask Ss to look at the pictures and to match them with the sentences. In ***weaker classes***, ask Ss to do this in pairs. After a few minutes, ask Ss for their answers.

Answers: 1 F 2 C 3 A 4 D 5 G 6 B 7 E

b 6.1 Play the recording. Ask Ss to listen and repeat the time expressions.

2 Write the example on the board. Underneath that, write the negative form followed by an example of what might be true for them, e.g. *Number 3 is not true. I don't watch TV in the evening. I watch TV at the weekend.* Ask Ss to work in pairs and to discuss whether any of the sentences from Ex 1a are true for them or not. Monitor and correct accordingly.

Optional extra activity

Write the words *every*, *in* and *at* as headings on the board. Elicit words that can follow each one and write them in the correct column, e.g. *every* (week, day, month etc), *in* (the morning afternoon, evening), *at* (the weekend, night). Ask some questions for Ss to say the answers using the time expressions from the board:
When is our class? When is the café open?
When is breakfast/lunch/dinner? When do you watch TV?
When do you visit friends? etc.

3a Ask Ss to work individually on this task. Explain that there are no right or wrong answers and that they are filling the gaps according to what is true for them.

b Get Ss to work in pairs and compare their answers. When they have finished, go through the answers as a class asking the Ss about the similarities and differences that they had with their partners.

Further practice

Photocopiable activities: 6A Vocabulary, p188

Reading

4a Ask Ss to read through both texts and to underline any words they don't know or aren't sure of. Ask them to try and match the texts with the corresponding photo. Elicit the answers from the class.

Answers: **A** = Tina **B** = Erica

b Cover any unknown vocabulary that Ss had in Ex 4a. Ask if they know what *a habit* is. Can they guess from the content of the texts in Ex 4a?.

Answer: a

c Ask Ss to work in pairs and to come up with as many other examples of good and bad habits as they can, including some of their own. Then, discuss them with the class. Do some Ss disagree on whether some habits are good or bad?

5 In preparation for the Grammar presentation, ask Ss to look at the descriptions in 4a and rewrite the sentences using *she*. For ***weaker classes***, ask them to work in pairs. Monitor to ensure that they are writing the correct form of the main or the auxiliary verb. Elicit the answers from the class and write them on the board.

Answers:
She doesn't take the bus.
She doesn't eat chocolate or cakes.
She goes to the gym.
She watches TV.
She never studies.

Grammar

Present simple (*he/she/it*)

6 Tell Ss you'll now use Exs 4a and 5 to study some grammar. Ask Ss to read the grammar box carefully. Ask how the verb is different with *he, she* and *it* in comparison to *I, you, we* and *they*. Elicit that it ends with *s*.

Focus on the negative form. Elicit that we use *doesn't* and explain that this is a contraction of *does not*. Underline the *es* on the end of *does* and point out that we don't add an *s* to the main verb (see Grammar checkpoint below). Ask Ss to look at the three rules and complete the endings. Ss can work alone first, then in pairs. Elicit answers and deal with questions as a class.

Answers: **1** -s **2** -ies **3** -es

Grammar checkpoint

Ss may try to add *s* to the end of the main verb in negative sentences, rather than the auxiliary verb. Show two examples on the board and highlight the difference:

I work *He/She works*
I don't work *He/She does<u>n</u>'t work*

Use colour to highlight the third person *s/es* in both positive and negative forms and show how the *es* in *doesn't* means we don't need to add *s* to the main verb. Drill other examples. With a multi-word verb, such as *get up*, point out that the verb takes *s*, not the particle, e.g. *He gets up*, not ~~*He get ups*~~.

7a 6.2 Ask Ss to listen to the verbs and write them in the correct column. If you think it's useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Answers:
These verbs end with an /s/ sound: puts, starts, walks,
These verbs end with a /z/ sound: arrives, goes, studies, wears
These verbs end with an /ɪz/ sound: finishes, uses, watches

Pronunciation checkpoint

The ending *s* is pronounced in three ways: /s/, /z/ or /ɪz/, depending on the sound that the verb ends with. If this is unvoiced, the *s* is pronounced /s/. If this is voiced, the *s* is pronounced /z/. When the verb ends with *ch, sh, x* and *s, es* is added. This is pronounced /ɪz/.

Optional alternative activity

Voiced sounds are produced where there is vibration of the vocal folds. Ask Ss to repeat the verbs from Ex 7a and, holding their hand to their throat, to see if they can feel the vibration on the final sound. Ask the Ss to say the verbs to each other and decide which sound comes at the end. Go over the three sounds, /s/, /z/ and /ɪz/. Finally play the recording and get them to check their answers. Even if they don't get the answers right, this activity will increase awareness of the sounds and how and where they are formed.

b 6.3 Play the recording, asking Ss to repeat the verbs chorally after they hear them.

8 Look at the first gapped sentence as a class and elicit the answer. Point out that this exercise practises the third person verb form. Ss then work alone to write the verbs in the correct form in the gaps, referring to the grammar box before checking in pairs. Check answers with the whole class, writing them on the board to ensure correct spelling. Remind Ss that *has* is an irregular form. Drill chorally and individually as needed in feedback.

Answers:
1 doesn't cycle, takes
2 doesn't eat, has
3 works, doesn't work
4 doesn't study, teaches
5 doesn't read, studies

Optional extra activity

With ***weaker classes*** and those who need more writing practice, ask Ss to write some sentences about things that they do or don't do.

GRAMMAR BANK 6A pp.126–127

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

1 **1** My dad doesn't have meat every day.
2 My brother walks to work.
3 The shop manager finishes at 8 o'clock.
4 Jack doesn't go to work on Saturdays.
5 My sister cycles from our house to the station.
6 My friend doesn't go to the gym.
7 Helen doesn't play sports in the morning.
8 My friend studies Spanish and English.

2 **1** starts **2** live **3** has **4** don't **5** doesn't **6** studies **7** eat **8** don't

Further practice

Photocopiable activities: 6A Grammar 1, p186; 6A Grammar 2, p187

Speaking

Prepare

9 Tell Ss they are going to talk about someone they know. Ask Ss to make notes about their chosen person. Refer them to Exs 3a and 8 for ideas on what to write about.

Speak

10a When they are ready, put Ss in pairs to tell each other about the person they chose. Ask them to listen carefully and make notes on what their partner tells them.

b When pairs finish, ask them to use their notes to tell their partner about his/her person and see how well they listened. Then put Ss in groups to discuss which good and bad habits many people have got.

Reflection on learning

Write the following questions on the board:

How many verbs can you remember from this lesson? Make a list.

What do you add to the end of the verb with he/she/it? Compare ideas with a partner.

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 9: Write a short description of someone you know.
Grammar bank: 6A Ex 1–2, pp.126–127
Workbook: Ex 1–5, p34
App: grammar and vocabulary practice

Fast route: continue to Lesson 6B
Extended route: go to p101 for Develop your writing

6B Jobs around the house

Introduction

The goal of this lesson is for Ss to talk about what they often do around the house. To help them achieve this, they will practise asking questions in the present simple and learn vocabulary related to jobs around the house.

Warm-up

Write the following words on the board in jumbled order. Underline the letter *a* or *ar* in each as shown:

bank, Saturday, park, café, market, family, start.

Ask Ss to say the words in pairs and divide them into two groups according to the sound – a short /æ/ or a long /ɑː/ (/æ/ bank, family, café, Saturday, /ɑː/ start, park, market).

See if Ss can add more words to each group.

Vocabulary

Jobs around the house

Culture notes

It's quite common to have domestic animals in the UK. About 45 percent of people have a pet and 90 percent of these say that this makes them happy. The most popular are dogs, cats or rabbits. Other, more exotic, pets are reptiles such as snakes.

1a Ask Ss to look at the pictures (A–H) and match them to the correct phrases (1–8).

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

b 6.4 Play the recording for Ss to listen and repeat. Drill new words and phrases further as needed.

Vocabulary checkpoint

There are various expressions that Ss might wonder about. Why do we say *do the washing* (clothes), but *wash the dishes*? Point out that *wash the clothes* would make grammatical sense, but we wouldn't usually use this phrase. On the other hand, we often say *do the washing up* instead of *wash the dishes*. Ss might also like to know the term *load the dishwasher*.

2 This is an opportunity for Ss to practise the new vocabulary and refresh the third person verb form. Ask Ss to look at the example sentence and picture C in Ex 1a, which shows Thomas cleaning the bathroom. Ss then work alone to write more sentences about the jobs that the people do. Ss in ***weaker classes*** can write one or two sentences for each person. Ss in ***stronger classes*** should write three. Monitor and help, ensuring Ss are forming accurate sentences. Go through the answers as a class. Ask Ss who they think has the best jobs.

Answers:
Thomas cleans the bathroom and washes the dishes.
Masaru cooks the dinner and goes to the supermarket.
Isabella does the washing and makes the beds.
Milada feeds the dog and walks the dog.

3 Refer Ss to Ex 1a and ask them to use it to complete the phrases in pairs. After a few minutes, ask a few individual Ss to read their answers aloud and invite others to agree or disagree with them.

Answers: **1** clean **2** cook **3** feed **4** wash

Vocabulary checkpoint

To *feed* means to give food to. We use this verb with those who can't eat by themselves, such as young children, elderly people or pets. Ss might want to say *wash the children*. Explain that it's not a common collocation. It's more usual to say *give the children a bath*.

Further practice

Photocopiable activities: 6B Vocabulary, p191

Listening

4a 6.5 Refer Ss to the table. Tell them they will hear Bella answering questions about which jobs she does and which her brother Albert does. Play the recording for Ss to listen and put ticks in the correct columns to show who does each job. Ask them to check in pairs, then go through the answers together.

Answers:
cleans the bathroom, cooks dinner, washes the dishes: Bella
does the washing, walks the dog: Albert

Audioscript 6.5

Melina: Do you live with your family, Bella?
Bella: Well, yes, I live with my brother, Albert.
Melina: Not good?
Bella: It's OK, but he doesn't help around the house. He never cleans the bathroom. I always clean it!
Melina: Ah, OK. Well, does he cook dinner?
Bella: Umm, no, no he doesn't. I cook dinner.
Melina: OK, but does he wash the dishes?
Bella: No, he doesn't, I do that.
Melina: What does Albert do? Does he do the washing? Or do you wash his clothes?
Bella: No, I don't! He does the washing. And he walks the dog. He loves the dog …

b Ask Ss to look at the gapped questions. Play the recording again, pausing after each one for Ss to write the missing words. Allow Ss to compare in pairs, then play the recording one more time. Go through the answers with the class.

Answers: **1** Do **2** does **3** does **4** does **5** do

Grammar

Present simple questions: *he/she/it*

5 Refer Ss to the grammar box and explain that they should use the conversation from Exs 4a and 4b to help them to complete it. Go through the answers as a class and be prepared to give further explanations as needed.

Answers: **1** Does **2** does **3** doesn't **4** does **5** does **6** does **7** does

6a 6.6 Explain that Ss should read and listen for the highlighted *does* in each question and answer. Play each conversation and ask Ss to notice the pronunciation of *does*. Ask Ss if the pronunciation is always the same. Give the information in the Pronunciation checkpoint if you think it will help Ss.

Pronunciation checkpoint

Does can be pronounced in two ways: /dʌz/ as a strong form and /dəz/ as a weak form. In short answers, it comes at the end of the sentence and is strong. In yes/no questions, it is also usually strong (unless used in rapid speech). When it has a different position, for example, in a *wh-* question, it is weak.

b Ask Ss to listen and repeat after the recording.

7 6.7 This exercise checks that Ss understand how to form questions and answers in the present simple. Ask Ss to work alone to choose the correct answers, then listen to the recording and check. ***Weaker classes*** can just listen for the answers. When they finish, go through the answers as a class. Ask Ss to practise the conversation in pairs.

Answers: **1** Do **2** walk **3** don't **4** walks **5** do **6** go **7** Does **8** run **9** does **10** plays **11** does **12** have **13** Does **14** feed **15** does

8a This exercise provides practice of making questions. Ask Ss to work alone to write the questions. They need plenty of time for this. When they finish, ask pairs to compare, then go through the answers as a class. Point out that number 3 is a subject question with *who* – see the Grammar box. Drill if you think Ss need it.

Answers:
1 Where does your friend live?
2 Does your friend live in a house or a flat?
3 Who does your friend live with?
4 Where does your friend work?
5 Does your friend have a dog?
6 How often do you talk to your friend?

Optional alternative activity

With ***weaker classes*** or those who enjoy kinaesthetic activities, provide the words for each question on cards or pieces of paper. Include the capital letter at the beginning of the first word and the question mark at the end of the last one. Give each pair of Ss a set of cards to put in order. Once they have completed the question correctly, they can copy it down or even stick the words in order in their books.

b Ask Ss to choose a friend, then ask and answer the questions in pairs.

Optional extra activity

Choose two famous people that you think will be popular with your Ss. Provide information about them in mini profiles (where they live, who they live with etc). Give half the Ss one profile, and half the other. Ask Ss to work in pairs to exchange information on their famous people, using the questions from Ex 8a and the profiles provided.

GRAMMAR BANK 6B pp.126–127

Stronger classes could read the notes at home. Otherwise, go over the notes with Ss. In each exercise, look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

1 **1** do you live **2** Do you clean **3** Does Elena clean **4** Does she cook **5** doesn't **6** Do you do **7** washes **8** Does she make

2 **1** What time does Keira cook dinner? She cooks dinner at 6 o'clock.
2 What time does Keira do the washing up? She does the washing up at quarter past seven.
3 What time does Keira walk the dog? She walks the dog at 8 o'clock.
4 When does Keira do the washing? She does the washing on Monday.
5 When does Keira clean the kitchen? She cleans the kitchen on Thursday.
6 When does Keira go to the supermarket? She goes to the supermarket on Saturday.

Further practice

Photocopiable activities: 6B Grammar 1, p189; 6B Grammar 2, p190

Speaking

Prepare

9 Tell Ss they are going to do a survey about housework. Refer them to the relevant page. Ask them to look at the activities in 1–6. They work in pairs to complete the table with their own activities for 7–10. Look at the example questions, then put Ss in pairs to write the questions for the other activities in the table. Note that where the question asks *who*, then Ss don't need the auxiliary verb (refer back to the Grammar checkpoint). Monitor and help as needed.

Optional alternative activity

Before Ss begin Ex 9, spend time brainstorming other activities that they could ask about. If it seems appropriate, extend this beyond the household tasks seen to other general duties such as picking up children, reading stories or tidying bedrooms etc.

Speak

10a Ss ask and answer their questions in pairs. Remind them to make notes in their table.

b Put Ss in new pairs to report back on their survey. Point out that they should use third person verb forms. Monitor and check for this. With ***weaker classes***, ask Ss to write a few sentences before telling their new partner. Ask a few pairs to share some of their findings and discuss who seems to do more at home.

Optional extra activity

With classes that enjoy or need speaking activities, ask Ss to repeat the survey in a group of four and find out how many people in their group do each job.

Reflection on learning

Write the following questions on the board:

How many household jobs can you remember? Make a list.
Can you make present simple questions with he, she and it?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them if they'd rather not.

Homework ideas

Ex 9: Write four to six sentences about who does which jobs in your house.
Grammar bank: 6B Ex 1–2, pp.126–127
Workbook: Ex 1–6, p35
App: grammar and vocabulary practice

Fast route: continue to Lesson 6C
Extended route: go to p102 for Develop your listening

6c Skills

Introduction

The goal of this lesson is for Ss to talk about what they can and can't do. To help them achieve this, they will study the verbs *can* and *can't*, as well as skills-related vocabulary.

Warm-up

Show images of famous sportspeople or singers that Ss will know. Elicit the word *famous*. Ask Ss to discuss what they know about them (their name, country and, if they are able to, what they are famous for). This is good revision of third person verb forms as well as introducing the concept of skills/abilities.

Vocabulary

Skills

1a Ask Ss to read through the phrases 1–12 before doing the task. Explain any unknown vocabulary. Ask them to match the photos (A–L) with the phrases (1–12). Go through the answers with the class.

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

b 6.13 Ask Ss to listen and repeat after the recording.

c 6.14 Look at the example with the class. Ask Ss to work in pairs to match the sounds they hear with some of the activities from Ex 1a. Monitor, helping and correcting as necessary before checking as a class.

Answers: **1** play football **2** ride a horse **3** swim **4** sing **5** fly a plane **6** make clothes

Vocabulary checkpoint

Point out the verb and noun collocations *make a cake* and *make clothes*. Ss may be able to suggest more examples: *make dinner/breakfast*, etc. Note that *fly a plane* means to operate it, otherwise we would say *travel/go by plane*. Point out that you can ride a bike as well as a horse, but you can't *ride a car* or *a train*.

VOCABULARY BANK 6C p141

Skills

These optional exercises build on the lexical set in the vocabulary section.

1 Ss complete the phrases using the verbs provided in the rubric, then check in pairs. Check answers as a class.

Answers: **1** ride **2** make **3** ride **4** play **5** make **6** ride **7** speak **8** make **9** play **10** play **11** speak **12** play

2 Ss discuss in pairs which activities they can do. In feedback, nominate a few Ss to share their answers with the class.

Optional alternative activity

Stronger classes can complete Ex 1 at home, then discuss Ex 2 in the next class.

Further practice

Photocopiable activities: 6C Vocabulary, p194

Reading and listening

2a Refer Ss to the website and discuss its purpose.

Answer: It helps people choose the right job.

b 6.15 Tell Ss they are going to listen to two people, Yusuf and Gloria, using the website. Ask them to listen and note which job is good for Gloria. Play the recording, then ask Ss for the answer. Deal with any vocabulary queries.

Answer: Teacher

Audioscript 6.15

Gloria: What's that website?
Yusuf: This is ChooseYourJob.com. You answer questions about your skills and it chooses a good job for you.
Gloria: Wow! Ask me the questions.
Yusuf: OK. Can you use a computer?
Gloria: Yes, I can.
Yusuf: OK. Can you build a website?
Gloria: Er, no, I can't.
Yusuf: Can you speak two languages?
Gloria: Yes, I can. I can speak English and Spanish.
Yusuf: OK. Can you drive?
Gloria: No, I can't.
Yusuf: Ah. Can you cook?
Gloria: Yes, I can.
Yusuf: What can you cook?
Gloria: Um … I can cook fish. Oh, and chicken!
Yusuf: Hmm. Can you draw?
Gloria: Yes, I can.
Yusuf: Can you sing?
Gloria: Yes, I can.
Yusuf: Can you dance?
Gloria: Yes, I can.
Yusuf: OK. The website says a good job for you is teacher.
Gloria: Wow!

c Refer Ss to the list of activities. Tell them they will tick the activities that Gloria can do. Play the recording again, pausing if necessary, for Ss to listen and tick. Allow Ss to compare in pairs, then play the recording again. Go through the answers with the class.

Answers: use a computer, speak two languages, cook, draw, sing, dance

Optional extra activity

Provide each pair of Ss with a copy of the conversation and ask them to read it aloud in pairs, taking a turn at each role. This type of speaking activity is undemanding and enjoyable for lower level Ss who have few chances of longer spoken exchanges. Monitor and be available if Ss ask you how to pronounce words.

Grammar

can/can't for ability

3 Tell Ss that they are going to study some grammar. If you printed out the conversations for Ss for the extra activity, ask them to refer back to this. Ask them to look at the grammar box and to choose the correct words. Ask pairs to compare, then elicit answers from individual Ss.

Answers: **1** sing **2** drive **3** use **4** play **5** cook **6** speak

Grammar checkpoint

Ss may be puzzled that *can* does not finish with s in sentences with *he, she* or *it*. Explain that *can* is a different category of verb (modal) which has the same form for all persons.

4a 6.16 Tell Ss that *can* has a strong and a weak form (see the Pronunciation checkpoint). Ask Ss to listen and decide whether the words in blue in each conversation sound the same as, or different to, each other. Play the recording to allow Ss to listen and compare in pairs. Then go through the answers one by one. Share the information in the Pronunciation checkpoint.

Answers: **1** same **2** different **3** different

Pronunciation checkpoint

Can has a weak and strong form, depending on its position in the sentence. It is strong at the end of sentences (as in short answers). It is weak when it takes another position in a sentence or question.

b Ask Ss to listen again and repeat after the recording. Ask pairs to practise the conversations together. Monitor and listen.

5 Refer Ss to the interview and explain that they should underline the correct alternatives. Ask pairs to compare, then go through the answers as a class. When you finish, ask pairs to practise reading the corrected interview.

Answers: **1** Can you **2** I can **3** Can you **4** I can **5** Can you **6** I can **7** can you **8** can **9** Can you **10** can

6a This is an opportunity for Ss to practise the question form a bit more creatively. Ask Ss to think about the skills needed for each job, then write three questions. With ***weaker classes***, brainstorm the likely skills as a class first. Monitor and help, as well as checking Ss are forming questions correctly.

Possible answers:
1 Can you drive? Can you work at the weekend? Can you read a map?
2 Can you use a computer? Can you send emails? Can you speak two languages?
3 Can you cook? Can you clean rooms? Can you speak two languages?

b Ask Ss to work in pairs to question each other, then choose a job for their partner. In feedback, ask Ss what kind of jobs their partners suggested and see if they agree.

Optional extra activity

Ss choose a job that they like and write questions for it. They ask their partner. Their partner answers the questions and tries to guess what the job is.

GRAMMAR BANK 6C pp.126–127

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:
1 1 can, drive; I can 2 can, speak; can speak
3 Can, cook; he can 4 Can, ride a horse; she can
5 Can, swim; she can't 6 can, play; can play
2 1 We can speak English, but we can't speak Spanish.
2 My dad can sing, but he can't dance.
3 Jack can ride a horse, but he can't ride a bike.
4 They can read Japanese, but they can't write it.
5 I can draw, but I can't paint.
6 My sister can ride a bike, but she can't drive.

Further practice

Photocopiable activities: 6C Grammar 1, p192; 6C Grammar 2, p193

Speaking

Prepare

Culture note

Extra-curricular clubs are popular in the UK, at primary and secondary schools as well as university, in order to develop Ss' skills, including building social skills. Clubs are usually organised by teachers with relevant skills or experience, or other helpers such as parents or volunteers.

7 Explain that Ss are going to write some questions to find teachers to organise clubs (see Culture note). Put them in pairs and ask them to read the information and example. Give them a few minutes to read through, then ask them to write. As they write, monitor and help with ideas and accuracy.

Optional alternative activity

Divide the different kinds of clubs among the class, with an even number of Ss preparing questions for each. When they finish, ask Ss to interview others to try and find the best person for their club. They can be regrouped to do this, or you could have them moving around and mingling if space permits.

Speak

8 Look at the example. Ask each pair to work with another pair. They take turns to ask and answer the questions from Ex 7. When they finish, they should choose the best teacher for each club.

Reflection on learning

Write the following questions on the board:

What new phrases can you remember from this lesson?
What can you do in English? Make a list of three things, e.g. I can talk about my family.

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 6C Ex 1–2, pp.126–127
Workbook: Ex 1–6, p36
App: grammar and vocabulary practice

Fast route: continue to Lesson 6D
Extended route: go to p103 for Develop your reading

6D English in action

Introduction

The goal of this lesson is for Ss to make requests in different situations. To help them achieve this, they will learn some questions and suitable responses in the context of jobs around the house.

Warm-up

Give Ss two minutes to make a list of jobs around the house.

Ask Ss to work in pairs to tell each other what they wrote and talk about which jobs they like/hate most. Conduct brief class feedback to see which jobs are popular or unpopular.

1 Ask Ss to look at the pictures in pairs and say what jobs they show. Have whole-class feedback. Drill as needed.

Answers: **A** wash the dishes **B** go to the supermarket **C** walk the dog **D** do the washing **E** clean the bathroom **F** make the bed

2 6.17 Tell Ss they will listen to six conversations and they should match each one to a picture. Play the conversations for Ss to find the matching picture. Ask Ss to compare answers, then go through the answers as a class.

Answers: **1** C **2** E **3** D **4** B **5** F **6** A

3 Tell Ss they will now listen again for who will do each task, Tom or Ana. Play the recording for Ss to write *T* or *A* after each conversation. Ask pairs to compare, then go through the answers. Ask Ss who they think gets the best jobs to do.

Answers: **1** Tom **2** Tom **3** Tom **4** Ana **5** Ana **6** Ana

Audioscript 6.17

Conversation 1
Tom: Look at the dog!
Ana: Yeah! Can you walk him, please?
Tom: Sure.

Conversation 2
Ana: Ugh! The bathroom!
Tom: Yeah …
Ana: Can you clean it?
Tom: I'm sorry I can't. I'm late.
Ana: OK.
Tom: I can clean it later.
Ana: Thank you.

Conversation 3
Ana: Are you busy?
Tom: No, not really.
Ana: Can you do the washing?
Tom: Sure, I can do that.

Conversation 4
Ana: We haven't got any food!
Tom: Can you go to the supermarket?
Ana: Sure. Can I use your bike, please?
Tom: I'm sorry, you can't. It's at my office.
Ana: No problem.

Conversation 5
Tom: My taxi is here. Can you make the bed, please?
Ana: Yes, I can. See you later.
Tom: Bye!

Conversation 6
Tom: Can I cook dinner this evening?
Ana: Yes, you can.
Tom: Great … can you wash the dishes?
Ana: Sure, no problem.

4a Tell Ss that when we ask people to do something, it's called a request. Give a simple classroom example, e.g. *Can you open the door, Anji?* Tell Ss that we also use requests to ask if we can do something. The change is the subject, e.g. *Can I open the window?* Refer Ss to the Useful phrases box and give them a little time to read it through. Tell Ss you will now play the recording from Ex 2 and 3 again and they should listen carefully for how many times each phrase is used. When they hear a phrase in the box, they should tick it. If they hear a phrase more than once, they should tick it each time. Play the recording, then ask pairs to compare answers. Go through the answers as a class.

Answers: Can I … , (please)? – 2 Can you … , (please)? – 6 Yes, you can. – 1 Yes, I can. – 1 Sure. – 4 No problem. – 2 I'm sorry, I can't. – 1 I'm sorry, you can't. – 1

b 6.18 Play the recording and ask Ss to repeat the phrases from the box.

5a Ss work alone to complete the conversation with the phrases from the box. Point out that there can be several possible answers in some cases. Ask Ss to compare in pairs, then go through the answers.

Answers:
1 Can you Sure./No problem./Yes, I can.
2 Can I Sure./No problem./Yes, you can.
3 Can I I'm sorry, you can't
4 Can you I'm sorry, I can't.

b Ask Ss to practise reading the conversations in pairs.

6a This activity allows Ss to practise requesting and responding in different situations. Point out that we have two types of question to practise, *Can I …* and *Can you …* Work as a class to elicit requests for the first situation and write them on the board, then ask pairs to continue with the other situations. Monitor, correcting and helping with vocabulary as needed.

Possible answers:
a teacher and a student:
Can I leave early today? Can you give me the homework?
a customer and a café worker:
Can I have the sugar? Can you bring me some more bread, please?
a customer and a shop assistant:
Can I help you? Can I try this in size 42? Can you look for the same shirt in red?
two friends in their flat:
Can you clean the kitchen? Can I use this bread?
an office worker and a manager:
Can I leave early today? Can you prepare a report?

b Ask Ss to work in pairs to roleplay conversations for the situations in Ex 6a. Ss in ***weaker classes*** may want to make notes to help them. When they finish, give feedback and ask a few confident pairs to roleplay a situation with the class listening (they don't need to leave their seats).

Optional extra activity

Organise Ss into two lines, facing each other. If your class is large, you may need several pairs of lines of about 12 – six and six. Tell them that the outside student is making requests and the inside one should respond. After they complete one exchange, ask all the outside Ss to move one place to the right, so everyone has a new partner. Then repeat. When Ss have had a few turns, they change roles, then change situations. This will be hectic and fun.

Reflection on learning

Write the following questions on the board:

What were the most useful phrases in today's lesson?
When do you think you might use them in the future?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.
Workbook: Ex 1–3, p37
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

6 Check and reflect

Introduction

Ss revise and practise the language of Unit 6. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework or use them as a diagnostic or progress test.

1 Ss match the time phrases 1–6 with the times a–f alone, then check in pairs. Go through the answers as a class.

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

2 Ss complete the text with the time phrases in the box. Ask Ss to compare answers with a partner, then go through the answers as a class.

Answers: 1 in the morning 2 in the afternoon
3 In the evening 4 at the weekend

3 Focus on the text. Look at the first example and elicit, or point out, that the text is in the third person, so the verb needs an *s* on the end. Ss work alone to complete the rest of the text with the correct form of the verbs in brackets. Go through the answers.

Answers: 1 works 2 gets up 3 travels 4 doesn't talk
5 draws 6 reads 7 doesn't have 8 buys 9 eats 10 has
11 watches 12 goes

Grammar checkpoint

Ss may need reminding of the irregular form *have – has*, and that *es* is added after *ch/x/o/sh* – as in *watches*. If you think the class will struggle with this, go over it first by asking them to find all the verbs, then elicit the third person forms and add them to the board.

4 Look at the example together. Ask Ss to work alone to rewrite the remaining information in the same way. First with a negative sentence, then with a positive sentence, using the verb in brackets. Go through the answers with the class.

Answers:
1 Julio doesn't study French.
2 She doesn't work in an office.
3 Aleksi doesn't listen to music on the train.
4 Linda doesn't teach at the university.
5 Amy doesn't take the bus to work.
6 Juan doesn't work in the evening.
7 Lizzie doesn't study in the evening.
8 Luke doesn't work in the morning.
9 Jane doesn't have lunch at home.
10 Danny doesn't watch a lot of TV.

5 Ss work alone to match the verbs 1–7 with the noun phrases a–g. Ask Ss to compare in pairs, then go through the answers.

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

6a Ss complete the questions 1–6 with *do* or *does*, then match with endings a–f. Ss can work alone, then check in pairs. Go through the answers.

Answers: 1 do – f 2 do – d 3 does – a 4 does – e
5 does – b 6 do – c

b Ss work in pairs to ask and answer the questions.

7a Ask Ss to read the questions and choose the correct option to fill each gap from the verbs in the box. Go through the answers.

Answers: 1 sing 2 cook 3 play 4 speak 5 fly 6 build
7 ride 8 use 9 draw 10 sleep

b Ss ask and answer in pairs. When they finish, ask a few pairs to report back to the class.

8a Ask Ss to complete the sentences with *can* or *can't*, according to fact. Ss can check in pairs, then go through the answers as a class.

Answers: 1 can 2 can't 3 can 4 can't 5 can 6 can't

b Ss ask and answer the questions in pairs.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 6.

6 Communication review Three in a line (Units 5–6 review)

Ss revise and practise the language of Units 5 and 6 in a communicative game. This can be done after the Check and reflect page as a fun way to revise the language of Units 5 and 6.

Ss work in pairs or groups of four (teams of two). One side is noughts (O) and the other side is crosses (X). They take turns to choose a square and complete the instructions. When they win a square, Ss draw their symbol in that square. The winning line of three may be vertical, horizontal or diagonal. For game 1, some examples are given in some squares and Ss can use the example as one of the items. While Ss are playing, monitor and be on hand to adjudicate or help if necessary. For game 3, if Ss are playing in teams, one member should ask the question (filling the gap) and the other should answer it.

Alternative activity

Ss work in pairs. Give Ss a time limit (e.g. six minutes) to work together to complete as many squares as possible. The pair with the most complete and correct answers wins.

Answers:

Game 1

1 e.g. I get up late. I play football. I watch TV.
2 e.g. by bus, by plane, by boat, by taxi, by plane, by bicycle/bike
3 e.g. coffee, tea, milk
4 e.g. usually, often, sometimes, never
5 e.g. Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
6 e.g. I have a shower. I have breakfast. I wash the dishes. I go to work
7 e.g. sandwich, fish, cheese, egg, meat, bread, sugar
8 e.g. I can sing. I can make clothes. I can dance. I can speak three languages. I can make a cake.
9 e.g. make the beds, do the washing, clean the kitchen, clean the windows, walk the dog

Game 2

1 can't 2 would 3 at 4 never 5 don't 6 can 7 Can 8 starts 9 much

Game 3 (Sample response in brackets)

1 What (e.g. I usually leave home at seven thirty on Wednesdays.)
2 speak (e.g. Yes, I can.)
3 do (e.g. I take the train.)
4 do (e.g. I sometimes go to bed late.)
5 take (e.g. Yes, I do.)
6 How (e.g. I never drink coffee.)
7 Who (e.g. I live with my parents.)
8 Does (e.g. My mother goes to the gym twice a week.)
9 What (e.g. I do my washing. I cook dinner. I clean up the living room.)

6A Develop your writing

Introduction

The goal of this lesson is for Ss to write a blog post about the daily routine of someone they know. To help them achieve this, they will practise planning, checking and correcting their work. They will use time expressions to say when they do things.

Warm-up

Write six jobs on the board (or show pictures of them), e.g. *doctor*, *farmer*, *school teacher*, *shop assistant*, *cook*, etc and ask Ss to rank them in order from those they like most to those they like least. Ask Ss to discuss in pairs which jobs they like best and why. Tell Ss today's lesson is about describing a job.

1 Ask Ss to read the blog post and decide which picture is of Monica. Go through any unknown words as a class.

Answer: D

2 Refer Ss to the table. Ask them to complete it with the information about Monica in the blog. Elicit the first answer as an example. Ask Ss to work alone. Give them a few minutes, then ask Ss to check in pairs before going over the answers.

Answers: **1** She swims **2** She meets her friends **3** She cooks **4** She goes to bed

3 Refer Ss to the Focus box. Look at the first sentence as a class and ask Ss to find the time expression and the comma. Point out that *at 7* means the same as *at 7 o'clock*. Ask Ss to continue alone, underlining and circling, then put them in pairs to compare answers. After a few minutes, elicit answers. Write the sentences on the board and ask individuals to underline the time expressions and circle the commas. Ask Ss when we need a comma (after a time expression at the start of a sentence).

Answers:

At seven, I take the bus to the hospital.
At the weekend, I get up late.
On Sundays, I study.
I get up at 6 o'clock.
I work every day.
I watch TV in the evening.
on Mondays
in the evening
at 4 o'clock

4 Refer Ss to the table. Tell Ss to write the time expressions in the correct column, using the text in Ex 1 to help them. Ask Ss to work alone, then check in pairs. Go through the answers, writing the answers on the board and drawing attention to trends (e.g. We use *in* with parts of the day, such as the morning and afternoon; *on* for specific days and *at* for times). Drill the prepositions and time expressions together.

Answers:

in	on	at
the morning the afternoon	Tuesdays	9 o'clock six thirty the weekend night

5 Ask Ss to make sentences using the word prompts and the correct prepositions (*in*, *on* or *at*). They should use the table from Ex 4 to help them. Complete an example as a class to show Ss what to do. Remind them they will need to use a comma if the time expression is at the start and that they will need to change the form of the verb for *he*, *she* or *it*. Ask Ss to work alone, then compare in pairs. Finally check the answers, writing them up and drilling as needed.

Optional extra activity

When you have checked the answers, get Ss to change the sentences by putting the time expression at the beginning or end. They practise saying the two versions of each sentence in pairs.

Answers:
1 On Tuesdays, she works at home.
2 He has dinner at 8 o'clock.
3 Her bus arrives at the office at 9 o'clock.
4 She studies Spanish on Wednesdays.
5 He drinks three cups of coffee in the morning.
6 They go to the cinema at the weekend.

6 Refer Ss to Harry's schedule. Read the example together, then make a second sentence as a class to show what to do. Remind Ss to add *s* to the end of the verb when we are using the third person, and that we use numbers one to twelve with *o'clock* times (13:00 = 1.00 o'clock). Ss then write a paragraph about Harry's routine. Monitor and help or correct. When they finish, Ss can read their completed paragraph to each other. In feedback, ask Ss if they like Harry's routine.

Suggested answer:
Harry gets up at 1 o'clock in the afternoon. He has breakfast at 2 p.m. He studies French at 3 p.m. At 5 o'clock, he has lunch. At 6 o'clock, he starts work at the restaurant. He finishes work at 2 o'clock in the morning and eats a sandwich. He goes to bed at 3 o'clock.

Teaching tip

Expressing a personal reaction to a text is an important step for low level learners. Even if they can only say *it's good* or *it's bad*, they show that they are responding to what they have read.

Prepare

7 Tell Ss that they are going to prepare to write about the routine of someone they know. Ask them to make notes in a table, similar to the ones about Harry in Ex 6. Remind them they shouldn't write sentences but times and one or two words in each section. Monitor and offer support as needed.

Write

8a Ask Ss to write a blog post, using the notes they made in Ex 7. They should write alone, but put Ss in pairs to help each other. Monitor and help as needed.

b Ask Ss to share their writing with a partner, to read and check. They should check that the time phrases and commas are correct.

Optional extra activity

Ss can read the texts to each other in small groups. The completed texts can be used for a wall display, with added pictures.

Homework ideas

Workbook: Ex 1–6, p39

6B Develop your listening

Introduction

The goal of this lesson is for Ss to understand short conversations. To help them achieve this, they will practise recognising linking between words in simple short conversations.

Warm-up

Dictate a series of sentences, one by one, and ask Ss to write what they hear. For example:
On Mondays, I get up at seven. *Would you like a cup of tea?*
They can write alone in their notebooks, or in pairs. You will need to repeat each sentence at least two or three times. When you finish, ask individual Ss to come and write on the board. Correct as necessary. Tell Ss today's lesson focuses on developing listening skills.

1a Ask Ss to look at the photo and discuss in pairs what they can see. Elicit their answers.

Answers: bread, butter, a bowl, a plate, milk

b 6.8 Refer Ss to the conversation which takes place in the kitchen in the photo. Ask Ss to complete the missing words as they listen. Play again as needed. Ask Ss to discuss in pairs, then check the answers as a class, writing them on the board.

Answers: **1** cup of **2** It's on **3** an egg **4** clean it

2a 6.9 Ask Ss what the vowels are in English (*a*, *e*, *i*, *o* and *u*). Read the Focus box introduction and read the first sentence so that Ss can hear the linking. Ask Ss to listen to the recording and underline the linking sounds in the fourth sentence and show this on the board.

Answer: We sometimes clean it.

Pronunciation checkpoint

Linking occurs in everyday speech. When one word ends with a vowel and the next starts with a consonant, the sounds join up. This makes it difficult to know where words end and begin. It can sometimes sound as though the speaker is using different words. We could say *an ice day* or *a nice day*. They sound the same. When this happens, Ss should use context to help them decide what has been said.

b Play the recording again and ask Ss to listen and repeat each sentence.

3a Refer Ss to the sentences. Explain that they should mark the linking using a line, as in the examples in the Focus box. Ask Ss to work in pairs and encourage them to say the sentences to each other to help them.

Answers: **1** Wash our cups. **2** It's on the chair. **3** An old car. **4** We often get up late. **5** A cup of coffee, please. **6** He's got a ticket.

b 6.10 Play the recording once for Ss to listen and check their answers, pausing as needed. Ask pairs to compare. Go through the answers, writing the links on the board. Play the recording again for Ss to repeat.

4a 6.11 Play the recording once for Ss to listen and write what they hear, pausing as needed. Ask pairs to compare. Go through the answers, writing the words on the board.

b Play the recording again for Ss to listen and repeat.

Audioscript 6.11

1: an office
2: don't eat
3: make a bed
4: five eggs
5: an old cinema

5a Ask Ss to work in pairs and say the phrases to each other. Tell them to pay special attention to how the words sound when you link them together.

b 6.12 Tell Ss they will listen to two conversations. Tell them to look at the phrases (they are the same ones they have just been practising) and say whether they hear them in conversation 1 or 2.

Answers:
Conversation 1: 1, 2, 5, 8 Conversation 2: 3, 4, 6, 7, 9

c Give Ss a minute to look at the sentences, then play the recording again for them to listen and answer. Go through the answers as a class.

Answers: 1 F 2 T 3 F 4 F 5 T

Optional extra activity

Give Ss copies of the conversations from Ex 5 and ask them to practise reading the conversations together, focusing on their pronunciation.

Audioscript 6.12

1
Anya: Where's my bag?
Yolanda: Is this it, Anya?
Anya: No, it's not a red bag. It's a grey bag.
Yolanda: Ah! Is it on that chair?
Anya: Yeah, that's it. Thanks.

2
Oliver: Would you like a sandwich?
Junko: Yes, please.
Oliver: Would you like cheese or meat?
Junko: Meat, please.
Oliver: Would you like a cup of coffee?
Junko: Yes, please. Have you got milk and sugar?
Oliver: Yes, they're on the table.

Homework ideas

Workbook: Ex 1–3, p37

6c Develop your reading

Introduction

The goal of this lesson is for Ss to read and understand a short text. To help them achieve this, they will work on understanding titles and practise making links between the title and content of a text.

Warm-up

Ask Ss why they are learning English and what other classes or clubs they could do in their free time. Make a list on the board. Ask Ss to discuss in pairs which classes they'd like to do and why. Tell Ss today's lesson is about reading about different kinds of classes.

1a Refer Ss to the texts (1–3). Ask them to read quickly and match photos A, B or C to each text. After a few minutes, ask pairs to compare, then conduct feedback.

Answers: 1 B 2 C 3 A

b Ask Ss to read the texts again and answer the questions. Ask them to compare answers, then check as a class.

Answers:
1 Sandra James
2 in the classroom or in the park
3 on Wednesdays and Thursdays at 7 o'clock.

Teaching tip
Ask Ss to underline the question words before they read. Point out how question words help them know what to look for and predict what the probable answers will be.

2 Refer Ss to the Focus box and read it aloud. Point out how we pronounce *title* /taɪt(ə)l/. Point out that titles usually have capital letters for the main words (but not linking words such as *and, or* or *but*). Ask Ss to circle the titles in Ex 1a. Go through the answers.

Answers: Singing Lessons Drawing Lessons
Website Building Lessons

3 Ask Ss to read titles 1–6 and match them with topics a–f, writing the letter by the correct title. Complete the first one as a class, then ask Ss to continue alone. Ask Ss to compare in pairs, then go through the answers.

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

4 Ask Ss to read texts 1–4 and choose the correct title from the box for each. Point out how Ss need to make connections between key words in the title (cake) and the text (cook). Ask Ss to compare in pairs, then go through the answers. Ask Ss which club they'd like to join.

Answers: 1 Make a Cake 2 Spanish Lessons 3 Cinema Club
4 Bike Club

5 Ask Ss to read the texts, then use the titles to help them answer the questions. Point out to Ss that they need to pay attention to the question word to know what to look for. Ask Ss to compare in pairs, then go through the answers as a class.

Answers: 1 on Saturday afternoons 2 at The Office Shop
3 on Saturdays and Sundays 4 Dorota

Optional extra activity

Ss write a notice advertising a class or club. They create a class noticeboard.

Homework ideas

Workbook: Ex 1–4, p38

7 OVERVIEW

7A Questions
Goal | ask and answer about a place
Grammar | *wh-* questions
Vocabulary | places

GSE learning objective
Can ask and answer simple questions in areas of immediate need or on very familiar topics

7B A good day
Goal | talk about good days
Grammar | *was/were, there was/were*
Vocabulary | months, dates

GSE learning objectives
Can make simple references to the past using *was/were*

7C How was it?
Goal | ask and answer about past events
Grammar | *was/were* (questions), *there was/were* (questions)
Vocabulary | adjectives

GSE learning objectives
Can ask very basic questions with *was/were*

7D English in action
Goal | buy travel tickets

GSE learning objectives
Can buy tickets on public transport using basic fixed expressions

Roadmap video
Go online for the Roadmap video.

Check and reflect
Review exercises and communicative activities to review the grammar and vocabulary from the unit.

VOCABULARY BANK

7C Adjectives (2)

DEVELOP YOUR SKILLS

7A Develop your writing
Goal | write directions
Focus | using sequence adverbs

GSE learning objective
Can write very short, basic directions

7B Develop your listening
Goal | understand a short conversation about events
Focus | understanding present and past

GSE learning objective
Can understand simple, everyday conversations if conducted slowly and clearly

7C Develop your reading
Goal | understand short texts
Focus | finding dates, times and place names

GSE learning objective
Can understand short written notices, signs and instructions with visual support

7A Questions

Introduction

The goal of this lesson is for Ss to ask and answer questions about a place. To help them achieve this, they will revise forming *wh-* questions and vocabulary in the context of places.

Warm-up

Before Ss look at their books, show some images of different scenes from both the city and the countryside, from different countries or around the Ss' country. Ask Ss to talk in pairs, taking turns to describe what they see. Encourage Ss to use *There's / There are* and *It's* + adjective in their descriptions.
After a few minutes, ask Ss for their ideas. Tell them today's lesson is about places.

Vocabulary

Places

1a Refer Ss to the photos and ask them to match them with the words in the box. For ***weaker classes***, put Ss in pairs to work. Give them a few moments, then go through the answers as a class.

Answers: **A** the sea **B** north **C** west **D** east **E** south **F** a mountain **G** an island **H** a lake **I** a hill **J** a river **K** a field **L** the sky **M** clouds **N** trees **O** flowers

Teaching tip
Introductory tasks like this are designed to activate Ss' existing knowledge of the subject matter and to increase awareness of the vocabulary they will need in the lesson. ***Weaker classes*** benefit from having a structure provided to make sentences before they start. In this case it could be *I can see ...* or *There's a ... / There are ... .*

b 7.1 Ask Ss to listen, then repeat the words.

2 This exercise checks understanding of the vocabulary. Complete an example as a class, then give Ss a few minutes to write the words in the correct boxes, then compare in pairs. ***Stronger Ss***, who finish quickly, can add more words to each box. Go through the answers.

Answers:

water	land	plants	air	directions
the sea a river a lake	a hill a mountain a field an island	trees flowers	the sky clouds	north east south west

Optional extra activity

Give Ss a few minutes to look at the book and try and remember what they can see. They then close their books and write down as many words as they can remember. When they have finished, ask them to swap their lists in pairs. Ss give each other one point for each word remembered and two points if the spelling is correct. This activity aids memory and retrieval.

3 Ss should underline the correct words. Ask them to compare answers, then ask individuals to read out the correct sentences. For ***weaker classes***, ask Ss to work in pairs.

Answers: **1** clouds, sky **2** south **3** river, lake **4** flowers, mountains **5** hill **6** north

4 Ask Ss to complete the gaps, so that the sentences are true about their town. When they finish, put them in pairs to say what they wrote. In multilingual classes, put Ss with a partner from another country.

Optional extra activity

Ss work in small groups of three or four to prepare a poster or map about their town. They work together; all contribute and make notes. When they finish, they take turns to present their poster or map to other small groups or to the class. This task is great for multilingual groups, but works equally well when Ss all come from the same place. The posters can later be used as classroom artwork.

Teaching tip

Personalisation is an important step in language learning as associative memory is powerful. Asking Ss to talk about somewhere they know also helps them see the value of the language being studied and it is immediately useful as it is meaningful. If Ss live somewhere that does not have many of the geographical features from the vocabulary set, either provide images that do or teach additional vocabulary items that they might need.

Further practice

Photocopiable activities: 7A Vocabulary, p197

Listening

5a 7.2 Tell Ss they are going to hear a conversation between Dan and Fatma about a holiday she is planning. They will listen to the recording to answer the question.

Answer: In the north of England

b Before playing the recording again, ask Ss to read the questions (1–8) and the answers (a–h) in order to familiarise themselves with what they need to listen out for in order to match the questions and answers. After listening, ask them to compare and help each other, then play the recording again if needed. Go through the answers as a class.

Answers: **1** d **2** c **3** b **4** f **5** h **6** a **7** e **8** g

Audioscript 7.2

Dan: OK, so there's this place … and I love it. It's the Lake District.
Fatma: Sorry, what's the name of the place?
Dan: The Lake District.
Fatma: Hmm. How do you spell that?
Dan: L-A-K-E D-I-S-T-R-I-C-T
Fatma: Ah, OK. Where is it?
Dan: In the north of England.
Fatma: And what do you like about it?
Dan: Well, there are mountains and lakes. It's very beautiful and quiet.
Fatma: Lovely! How many lakes are there?
Dan: Um, sixteen, I think.
Fatma: Sixteen? Wow! When do you usually go there?
Dan: In June or July.
Fatma: And who do you go with?
Dan: Sometimes with my friends, sometimes with my wife.
Fatma: Great! And how much is a train ticket from London?
Dan: Ah, quite expensive! Sometimes tickets are £100! But there is also a bus – we often take that.
Fatma: Good to know!

Grammar

Wh- questions

6 Tell Ss they are going to focus on some grammar. Ask them to look at the grammar box and complete it, using Ex 5b to help them. Ask Ss to look at the examples on the right, then use these to complete the rules on the left. They should work alone, then check in pairs. Go through the answers.

Answers: **1** things **2** way **3** days, months and times **4** people **5** places **6** prices **7** the number of things

7a 7.3 Ask Ss to read the questions, then listen to them and draw an arrow to show whether the voice goes up or down. Do the first one together as an example, then Ss can continue alone. Play the recording more than once if necessary. Ask pairs to compare answers, then go through the answers as a class and deal with further questions. Share the information in the Pronunciation checkpoint if you think your Ss will find it helpful.

Answers: **1** ▼ **2** ▲ **3** ▼ **4** ▲ **5** ▲

Pronunciation checkpoint

Ss sometimes wrongly assume that questions always rise. As shown in the exercise, questions that start with a question word tend to fall at the end, on the final stressed word, while questions that start with an auxiliary tend to rise.

b Ask Ss to listen again and repeat chorally.

Optional extra activity

Put Ss in pairs to ask the questions and give their own answers.

8a Ask Ss to work individually and to make the questions using the prompts given. Tell them to refer back to the grammar table for help regarding the sentence structure. When Ss have finished, ask them to check each other's work in pairs, then go through the answers as a class.

Answers: **1** What is the name of the place?
2 Where is it? **3** When do you usually go there?
4 What do you usually do there?
5 How much is a train ticket from here?
6 How many cafés are there? **7** Is it a quiet place?

b Once Ss have the questions in the correct form, get them to ask each other in pairs about the place they are thinking of. Monitor the class, checking for correct sentence structure and pronunciation.

9 Put Ss in pairs to write the questions as in the example. Allow plenty of time for this. With ***weaker classes***, go through the question words needed for each before they start. Monitor and help. When Ss finish, go through the answers and correct them.

Answers: **1** Where are your parents from?
2 Who do you go with? **3** Where (in the country) is it?
4 When do you visit? **5** How many lakes are there?
6 How much is a ticket? **7** How do you spell that?

GRAMMAR BANK 7A pp.128–129

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer, or look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
1 **1** What's **2** How many **3** Who **4** How much **5** How often **6** Where **7** How **8** When's **9** How old
2 **1** e **2** h **3** i **4** c **5** a **6** b **7** d **8** f **9** g

Further practice

Photocopiable activities: 7A Grammar 1, p195; 7A Grammar 2, p196

Speaking

Prepare

10a Ask Ss to think about another nice place that they like to visit in their country and to make some notes on it. Help them with any vocabulary they might need and make sure that they have written about enough aspects of the place to be able to answer several questions.

b Ss ask and answer each other questions in pairs. Give them enough time to do this. Monitor and check for sentence structure and punctuation.

Optional alternative activity

Ask Ss to choose just five of the questions to ask and answer. This is better for ***weaker classes*** or when you are short of time.

Speak

11 Put Ss in small groups, so individual Ss can tell the rest of the group about their partner's place. Monitor and make notes for feedback later on their language use. .

Reflection on learning

Write the following questions on the board:

What vocabulary can you remember from the lesson? Make a list.

Does your voice go up or down when you ask a question with a question word?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 10b: Write a few sentences about the place to visit in your country.

Grammar bank: 7A Ex 1–2, pp.128–129
Workbook: Ex 1–7, p40
App: grammar and vocabulary practice

Fast route: continue to Lesson 7B
Extended route: go to p104 for Develop your writing

7B A good day

Introduction

The goal of this lesson is for Ss to talk about good days. To help them achieve this, they will study past forms (*there*) *was* and (*there*) *were* and vocabulary of months and dates.

Warm-up

Ask Ss to write the days of the week. Check as a class. Ask Ss to tell each other which day of the week is their favourite and which they don't like, and why. Have brief feedback to see if there are shared ideas. Tell Ss this is today's topic and ask them to turn to Ex 1.

Reading and listening

1a Ask Ss to read the text, then match photos 1–5 with paragraphs A–E. Give them plenty of time to do this. Ss at this level may feel daunted by reading texts. They may want to read the text aloud. Explain that they don't need to do this, but should hunt for the answers, underlining when they find them. Focus attention on the task and reassure them that they can do it without understanding every word. To encourage focused reading, give a timeframe of two to three minutes. To increase confidence, ask pairs to compare before feedback.

Answers: **1** E **2** C **3** B **4** D **5** A

b 7.4 Tell Ss they will now listen and read at the same time. They should underline where the text differs from what they hear. Go through the answers with the class.

Answers:
1 He says they've got a big TV (not a big sofa).
2 He says he is 21 (not 31).
3 He says the hotel was near the sea (not a lake).
4 He says they were at a Thai restaurant (not Spanish).
5 He says he works for a food company (not a video games company).

Audioscript 7. 4

Narrator: David's year
David: These were my five very good days this year:
The 12th of February was the first day in our new flat. It's great. We've got a new table and chairs, and a big TV.
The 5th of April was my birthday. I was 21 this year. There was a party with great music – it was amazing!
The 7th of August was the first day of our holiday. We usually go to a big city, but this year was different. Our hotel was near the sea, and there were mountains and fields. There weren't any cars or buses. It was really quiet.
On the 14th of October in the evening we were at the Thai restaurant near Liverpool Street. Mike, Junko, Wes and Trin were there. The food wasn't cheap, … but it was really good
The 8th of December was my first day at my new job. I work for a food company in London and I often travel to other countries. It's a really good job.

Vocabulary

Months and dates

2a 7.5 Play the recording, so that Ss can listen and repeat chorally the months. Play the recording more than once if necessary.

b Get Ss to rewrite the sentences, so that they are true for them. Ask them to work in pairs and read their sentences to each other. Once they have done that, get a few of the Ss to read their sentences out to the class.

3a 7.6 Refer Ss to the ordinal numbers in the box. Point out that they are not in the correct order. Ask Ss to write the ordinal numbers next to the corresponding cardinal numbers. Monitor and check Ss are completing the activity correctly. Play the recording, so that Ss can listen and check, then go through the answers as a class.

Answers: **a** first **b** second **c** third **d** fourth **e** fifth **f** eleventh **g** twelfth **h** thirteenth **i** fourteenth **j** fifteenth **k** twentieth **l** twenty-first **m** twenty-second **n** twenty-third **o** twenty-fourth **p** thirtieth **q** thirty-first

Vocabulary checkpoint

Ask Ss to tell you today's date and write it on the board. Draw attention to the ordinal format, ending with *-th* and point out irregulars (1st – 3rd). Explain that with numbers that end in *y*, we change the *y* to *i* before adding *th* and with numbers ending with *ve* – *five* and *twelve*, we change the *ve* to an *f* before we add the *th*. Drill some dates chorally. Point out that we can say *April* (*the*) *eighteenth* or *the eighteenth of April*, although we don't write these extra words.

Optional extra activity

Ask Ss to work in pairs, pointing and saying the ordinal numbers to each other.

b Ask Ss to listen again and repeat chorally. Drill Ss further individually if you feel they need it.

4 Look at the example as a class. Remind Ss that the *'s* after *brother* is possessive, not a contraction of the verb *be*. Ask Ss to write sentences about the birthdays of people in their family. Monitor, correct and help. Ask pairs to tell each other their sentences.

5a Draw Ss attention to the first sentence and explain that all the other sentences will relate to this date. Ask them to work alone to complete the gaps in the remaining sentences, using the words in the box. When Ss have finished, ask them to check the answers in pairs, then go through them as a class.

Answers: **1** Today **2** Yesterday **3** Last **4** weekend **5** week

b 7.7 Play the recording, so that Ss can listen and check the answers, then ask them to repeat the sentences chorally.

Further practice

Photocopiable activities: 7B Vocabulary, p200

Grammar

was and *were*

6 Explain that Ss will now use the text from Ex 1a to study some grammar. Ask Ss to read through the grammar box, then refer them to the text to help them complete the missing words. Ask them to try and work out any of the missing words that aren't in the text.

Go through the answers. Ask Ss if we are talking about past or present (past).

Answers: **1** was **2** wasn't **3** were **4** weren't **5** was **6** wasn't **7** were **8** weren't

7a 7.8 Ask Ss to read the sentences and listen to the recording, focusing on the pronunciation of the words in blue. Share the information in the Pronunciation checkpoint below if you think it's useful.

b Ask Ss to listen again and repeat, focusing on the rhythm of the sentences.

Pronunciation checkpoint

Contractions are common in spoken and written English. When we use full forms in spoken English, we usually use them for emphasis (and we would usually emphasise the *not*, e.g. *The food was NOT cheap.*).

8 Write the first sentence on the board and ask Ss to choose the correct option to complete it (was). Ask why (*birthday party* is singular). Ss then work alone to underline the correct alternatives for the other sentences. Check answers with the whole class. Ask Ss to read the whole sentence aloud in feedback, so that you can work on pronouncing the weak forms of *was* and *were*.

Answers: **1** was **2** was **3** was **4** were **5** weren't **6** were **7** were **8** was

9a This exercise allows Ss personalised practice. Complete the first sentence on the board for yourself, making it clear that it should be true about you (so there is no fixed correct answer). Ask Ss to work alone to complete the sentences for themselves.

b Ask pairs to read their sentences to each other and tick where they have the same answers. In feedback see which pairs have the highest number of same answers.

GRAMMAR BANK 7B pp.128–129

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer, or look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

1
1 I <u>was</u> at the cinema last night.
2 You <u>weren't</u> at home last Sunday.
3 My parents <u>were</u> on holiday last week.
4 You <u>were</u> late for work yesterday.
5 Yesterday <u>wasn't</u> a good day.
6 Penpak <u>wasn't</u> at work last month.
7 There <u>weren't</u> any taxis.
8 There <u>was</u> good food at the restaurant.
9 Last week, I <u>was</u> on holiday in Italy.
10 There <u>weren't</u> any films on TV last night.
11 The food <u>was</u> really expensive.
12 Yesterday, there <u>was</u> a big party in my office.

GRAMMAR BANK 7B pp.128–129

Answers:

2
1 I was at work last week.
2 You were late yesterday.
3 My birthday was on Saturday last year.
4 They weren't at home last night.
5 Harry and Louise were in Thailand in March.
6 Marek's party was in March last year.
7 There were no cakes in the café yesterday.
8 There wasn't a train every day in January.
9 We were on holiday in July.
10 Sara and I were at a party last night.
11 There wasn't a birthday in our family last month.
12 There were no good films at the cinema last year.

Optional extra activity

Ask Ss to write three sentences using *was/were/wasn't/weren't*. Two should be true and one false. They read their sentences to each other and their partner says which one is not true.

Further practice

Photocopiable activities: 7B Grammar 1, p198; 7B Grammar 2, p199

Speaking

Prepare

10 Tell Ss they are going to talk about their good days from the last year. Refer them to the table and ask Ss to make notes, not complete sentences. Allow plenty of time for this and refer Ss back to Ex 1a for ideas. Monitor and help with vocabulary if needed.

Speak

11a Put Ss in pairs to tell each other about their good days. Advise Ss to draw a table to make notes about what their partner tells them. They should listen carefully and make notes.

b Put Ss in new pairs to report what they heard from their old partner. Point out that there is no change in the verb as the past form is the same for *I/he/she*. Monitor and listen. When Ss finish, give some correction and feedback.

Optional extra activity

Ss pair with a new partner to tell them about their good days.

Reflection on learning

Write the following questions on the board:

What was the vocabulary today? Write a list of five new words.
What is the past simple of is and are?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 11a: Write sentences about your good days.
Grammar bank: 7B Ex 1–2, pp.128–129
Workbook: Ex 1–7, p41
App: grammar and vocabulary practice

Fast route: continue to Lesson 7C
Extended route: go to p105 for Develop your listening

7c How was it?

Introduction

The goal of this lesson is for Ss to ask and answer questions about past events. To help them achieve this, they will study questions with *was/were* and a variety of adjectives.

Warm-up

Show an image or assemble a tray with common items that Ss will know the name of. Show it for one minute and tell Ss to look and try and remember. Cover the image or tray and ask pairs to count how many items they can remember. Write the sentence starters *There was ... There were ...* on the board for support.

Vocabulary

Adjectives

1 Ask Ss to look at adjectives 1–8 and match them with their opposites (a–h).

Answers: **1** c **2** h **3** a **4** f **5** b **6** g **7** e **8** d

2 7.12 Ask Ss to listen and repeat chorally. Pay closer attention to problem sounds (for example, /j/ in young, /ɔ:/ in short) and drill individually.

Optional extra activity

Ask Ss to cover the words and repeat again without looking. Ask Ss to work in pairs and take turns to say adjectives for their partner to say the opposites.

3 This is an opportunity for Ss to practise the vocabulary from Ex 1. Complete the first sentence together as an example, then ask Ss to continue. With ***weaker classes***, give two options to choose from for each. When they finish, ask Ss to compare, then go through the answers as a class.

Answers: **1** cold **2** high **3** old **4** slow **5** difficult **6** dark **7** happy **8** short

Optional extra activity

For extra listening and pronunciation practice for all groups, put Ss in pairs. Ss take turns to read their sentence up to the gapped word and their partner tries to fill the gap. This can also be done in groups or as a class.

4 As a class, look at the example, which states the opposite of sentence 1 from Ex 3 and uses the opposite adjective to *cold* (hot). Ask Ss to rewrite the rest of the sentences in the same way.

Possible answers:
1 In August, I have lunch in the park. It's hot.
2 A: Has that building got a lift?
B: No! The building is very low.
3 It's her second birthday today. She's young.
4 Take the bus. It's fast. It arrives at eight thirty. Don't take the train. It arrives at nine.
5 This book is easy. The words are short.
6 There are hundreds of lights here. It's really light at night.
7 My daughter has got homework this week. She's really sad.
8 That coat is really long. Is it your father's coat?

VOCABULARY BANK 7C p142

Adjectives (2)

These optional exercises build on the lexical set in the vocabulary section.

1 Ss complete the sentences by rearranging the jumbled letters, then check in pairs. Check answers as a class.

Answers: **1** tired **2** nice **3** sad **4** famous **5** bored **6** clever **7** favourite **8** interesting **9** old **10** slow **11** fast **12** difficult

Optional alternative activity

Stronger classes can complete Ex 1 at home.

Further practice

Photocopiable activities: 7C Vocabulary, p203

Listening

5a 7.13 Look at the photos as a class and talk about what they show. Tell Ss they will listen to conversations in each place and they should write the letter of the picture (A–C) for each one. Play the recording, pausing after each conversation for pairs to discuss. Go through the answers.

Answers: **1** B **2** A **3** C

Audioscript 7.13

1
Cassie: How was work?
Janet: It was OK.
Cassie: Was there a meeting today?
Janet: Yes, about the new computers.
Cassie: Was it a good meeting?
Janet: No, it wasn't. It was long.
Cassie: Were there cakes?
Janet: Yes, there were.

2
Lukas: How was the mountain?
Lola: It was OK.
Lukas: Was it difficult?
Lola: Yes, it was. It was really high.
Lukas: Were you cold?
Lola: Yes, we were!

3
Risa: How was the train journey?
Alex: It was bad.
Risa: Was it busy?
Alex: Yes, it was. And it was slow.
Risa: Why?
Alex: The train was really old.

Teaching tip

Having an initial task with minimal writing encourages Ss to focus on the skill being practised – listening. Some Ss want to start on the written task from the beginning. Discourage this by asking them to cover this section of their book. It is better if Ss listen first for the main idea (gist), then for detail.

b Ask Ss to listen again and to choose the correct alternative. Then play the recording again for Ss to listen and check. Go through the answers.

Answers:
1 **a** computers **b** long
2 **a** high **b** cold
3 **a** busy **b** old

Optional alternative activity

If Ss in ***weaker classes*** struggle to fill the gaps in the conversation, write the missing words on the board in jumbled order, for them to choose from, then play the recording again.

Grammar

was/were questions

6 Ask Ss to look at the grammar box and choose the correct options. Ask them to compare in pairs and say the sentences as they do so. Go through the answers as a class. Ask Ss what happens when we make a question with *was/were* compared to a sentence (the subject and verb change places).

Answers: **1** Was **2** wasn't **3** were **4** was **5** was **6** Were

7a 7.14 Explain that Ss should read and listen for the highlighted *was* or *were* in each question and answer. Play each conversation and ask Ss to notice the pronunciation of *was* and *were*. Ask Ss if the pronunciation is always the same. Give the information in the Pronunciation checkpoint if you think it will help Ss.

b Ask Ss to listen and repeat chorally. If your class is large, have rows or tables repeat to check.

Pronunciation checkpoint

In Ex 7, Ss learn that the words *was* and *wasn't* have strong and weak forms:

Strong forms: was /wɒz/ were /wɜ:(r)/

Weak forms: was /wəz/ were /wə(r)/

In most cases, we use the weak form of these words as they do not carry meaning, However, when the word appears at the end of a sentence, as it does in short answers, the strong form is used. We also use the strong form when we are stressing the word for emphasis. When *were* is followed by a word that begins with a vowel, there is an intruding /r/ sound, There is an example of this in the second conversation: *They were* (/wər/) *about £50.*

Optional extra activity

Ask pairs to practise reading the conversations aloud. When they finish, ask a few pairs of Ss to read across the class.

8 Ask Ss to choose the correct options, working alone, then checking in pairs. Check the answers. Ask pairs to read the corrected conversations.

Answers: **1** was **2** was **3** Was **4** was **5** was **6** were **7** Was **8** wasn't

9a Refer Ss back to the grammar box. Ask them to write the questions, using the word prompts. Monitor and help as necessary. When they finish, put Ss in pairs to check, then go through the answers as a class. Ask Ss if the intonation should rise or fall at the end (rise) and drill accordingly.

Answers:
1 Was your last test easy or difficult?
2 Were you at home on Saturday night?
3 Where were you at 10.00 p.m. last night?
4 Was there a swimming pool at your school?
5 Was it cold this morning?
6 What was your favourite class at school?

b Ask a strong pair to model the question and answer, then put Ss in pairs to ask and give their own answers. Monitor and listen.

GRAMMAR BANK 7C pp.128–129

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, look at the example as a class. Ss work alone to complete the exercise, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:
1 1 Was the class difficult?
2 How old were you on your last birthday?
3 How much were the train tickets?
4 Were you in the kitchen last night?
5 Where were you last weekend?
6 How many students were there at your school?
7 Was there a party last Saturday?
8 What time was your English class yesterday?
9 How much was the TV in your living room?
10 Who were you with yesterday?
2 1 Was your brother happy? Yes, he was.
2 Was your train OK last night? No, it wasn't.
3 Were your friends at your birthday party? Yes, they were.
4 Was your sister a good student? No, she wasn't.
5 Was there a restaurant at the hotel? Yes, there was.
6 Were there many people at the meeting? No, there weren't.
7 Was your teacher at school yesterday? Yes, he/she was.
8 Was there a good market in your town? No, there wasn't.

Further practice

Photocopiable activities: 7C Grammar 1, p201; 7C Grammar 2, p202

Speaking

Prepare

10a Refer Ss to the table and tell them it's about past events. Ask them to make notes for each section. If the class is in the morning, their notes can be about yesterday or another day that week. Monitor and support as needed.

b Look at the example questions and ask Ss to suggest more. Add these to the board.

Speak

11 Put Ss in pairs. Read the example conversation with a stronger student. Ask pairs to use their notes to ask and answer their questions from Ex 10b. When they finish, ask a few pairs to report on something interesting they learned about their partner.

Teaching tip

Ss can sometimes feel wary of speaking in English as they may make a lot of mistakes. Encourage contributions and praise to help Ss develop confidence. With emerging language, if you know what Ss want to say, reformulate it for them, then drill the phrase and write it up for them to copy.

Reflection on learning

Write the following questions on the board:
What was good about today's lesson?
How many pairs of opposite adjectives can you remember? Make a list.
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 10a: Write sentences about your day/weekend/holiday.
Grammar bank: 7C Ex 1–2, pp.128–129
Workbook: Ex 1–5, p42
App: grammar and vocabulary practice

Fast route: continue to Lesson 7D
Extended route: go to p106 for Develop your reading

7D English in action

Introduction

The goal of this lesson is for Ss to buy travel tickets. To help them achieve this, they will study vocabulary connected to the topic and revise times of day in a digital format.

Warm-up

Show, or draw, a simple map of the UK and ask Ss to identify the countries (or tell them). Provide the place names: Bath, Oxford, Cardiff, Swansea, Heathrow, London. These can be on cards if your class is small – give a card to each pair of Ss and ask them to place it on the map. With a larger class, have the names written at the side and give Ss clues with south, north, east or west about where they are, e.g. *Oxford is to the west of London.* Explain that today's lesson is about travel.

Teaching tip

Ss may be studying English to help with their work, others may be learning English as part of their studies, others for future travel. You could suggest Ss keep a notebook with useful phrases for different situations most relevant to them.

Culture note
The rail system in the UK is the oldest in the world, with almost 16,000 km of track. Train travel in the UK is expensive and sometimes it's cheaper to fly than travel by train. Many people buy tickets far in advance and use railcards to reduce the cost of tickets.

1 Ask Ss where they would see the information board (in a train station). Teach and drill the words *platform*, *arrive* and *leave*. Ask Ss what information the board shows (it tells us when and where trains arrive or leave). Ask them to work in pairs to share information from the board.

Possible answers:
The information board gives information on times and platforms.
The train to Cardiff leaves at 9:13 from platform 3.
The train to Oxford leaves at 9:17 from platform 2.
The first train to Bath leaves at 9:20 from platform 7.
The first train to Heathrow leaves at 9:25 from platform 5.
The second train to Bath leaves at 9:30 from platform 7.
The train to Swansea leaves at 9:45 from platform 1.
The second train to Heathrow leaves at 9:53 from platform 5.

2a 7.15 Tell Ss they will hear Jeff buying a train ticket. They should find the train he wants on the information board in Ex 1. Play the recording, ask Ss to check answers in pairs, then check as a class.

Answer: **5** The (fast) train to Bath at 9:30.

Audioscript 7.15

Jeff: Excuse me. What time is the next train to Bath, please?
Assistant: The next train leaves at 9.20. It's a slow train.
Jeff: What time does it arrive in Bath?
Assistant: It arrives at 12.15. The fast train leaves at 9.30 and arrives at 10.55.
Jeff: OK. A ticket for the fast train to Bath, please.
Assistant: Is that a single or a return?
Jeff: A return, please.
Assistant: OK. That's £68.20, please.
Jeff: Thank you. Which platform is the fast train to Bath, please?
Assistant: It leaves from platform 7.
Jeff: Thank you.

b Look at the tickets as a class and check Ss understand *single* (one way) and *return* (there and back). Say the prices. Point out how we say *a hundred and …* with numbers over 100. Ask Ss to listen again and choose the right ticket. Play the recording one more time if necessary. Check the answer as a class.

Answer: A

3a Look at the Useful phrases box as a class and check Ss understand them. Explain that Ss are going to listen again to the recording from Ex 2a and number the phrases in the box as they hear them. Point out that they will first hear the customer phrases and then the assistant ones; they are not in a conversation. Play the recording, ask pairs to listen and compare, then check the answers as a class.

Answers:
Customer
5 A ticket (for the fast train) to (Bath), please.
1 What time is the next (train) to (Bath), please?
3 What time does it arrive in (Bath)?
8 Which platform is the (fast) train to (Bath), please?
Assistant
6 Is that a single or a return?
2 The next train leaves at (nine twenty).
4 It arrives at (twelve fifteen).
9 It leaves from platform (7).
7 That's (£68.20), please.

b 7.16 Ask Ss to listen and repeat the phrases after the recording.

Optional extra activity

Prepare strips of paper with the Useful phrases on them. Give one to each student. With large classes, the sentences can be repeated. Play the recording again and ask Ss to stand up when they hear their sentence. Once you have done this, get Ss in a line, holding their sentence in front of them. They should listen carefully and get themselves in order.

Audioscript 7.16

Customer
A ticket (for the fast train) to (Bath), please.
What time is the next train to (Bath), please?
What time does it arrive in (Bath)?
Which platform is the (fast) train to (Bath), please?
How much is a ticket to Bath, please?

Assistant
Is that a single or a return?
The next train leaves at (9.20).
It arrives at (12.15).
It leaves from platform (7).
That's (£68.20), please.

4a 7.17 Read the instructions aloud, referring Ss to the information board in Ex 1, prices in Ex 2b and the Heathrow poster and Useful phrases in the box. Ask them to write a conversation in pairs, using the prompts in brackets to help them. Allow plenty of time for this and monitor and help. Elicit Ss' ideas, then play the recording for Ss to listen and compare their conversation with the one they hear. Finally, go through the answers as a class.

Possible answer:
Helena: Excuse me. What time is the next train to Heathrow, please?
Assistant: The next train leaves at 9:25. It's a slow train.
Helena: What time does it arrive at Heathrow?
Assistant: It arrives at 10:25. The fast train leaves at 9:53 and arrives at 10:15.
Helena: OK. A ticket for the fast train to Heathrow, please.
Assistant: Is that a single or a return?
Helena: A single, please.
Assistant: OK. That's £15, please.
Helena: Thank you. Which platform is the fast train to Heathrow, please?
Assistant: It leaves from platform 5.
Helena: Thank you.

b Ask Ss to practise the conversation in pairs, taking turns at both roles. When they finish, ask one or two confident pairs to repeat the conversation for the class. Give feedback on common pronunciation errors.

Audioscript 7.17

Helena: Excuse me. What time is the next train to Heathrow, please?
Assistant: The next train leaves at 9:25. It's a slow train.
Helena: What time does it arrive at Heathrow?
Assistant: It arrives at 10:25. The fast train leaves at 9:53 and arrives at 10:15.
Helena: OK. A ticket for the fast train to Heathrow, please.
Assistant: Is that a single or a return?
Helena: A single, please.
Assistant: OK. That's £15, please.
Helena: Thank you. Which platform is the fast train to Heathrow, please?
Assistant: It leaves from platform 5.
Helena: Thank you.

5 Tell Ss they are going to roleplay buying a ticket. Put Ss in pairs and name them A and B. Ask Ss to turn to the relevant pages and read their role cards carefully, making a few notes on which phrases they could use. When they finish planning, ask a few general questions to check that they know their roles: *Who is A?* (Ss put up their hand) *Who speaks first?* (the customer) *Where are you? Where are you going?*
When Ss have completed the roleplay, give feedback on what they did well or not so well, then ask them to change roles and allow some time to read the information before they repeat the activity.

Optional alternative activity

With ***weaker classes***, put Ss in A/A and B/B pairs, looking at the same information. Ask them to read and ask each other about the information that they have. First, elicit the questions needed and write them on the board, then go over how to say times and prices. Allow plenty of time for this. When Ss are comfortable with their information, pair them A/B to complete the roleplay.

Teaching tip

This is an information gap activity, where Ss don't know exactly what their partner will say. This reflects real-life interaction and requires close listening. Tell Ss not to show each other their role cards; they must listen to each other. Checking that everyone knows their role and deciding on who speaks first are helpful classroom management ideas that enable the activity to begin smoothly.

Reflection on learning

Write the following questions on the board:
How many words about train travel can you remember? Make a list.
What did you like in today's lesson?
Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Workbook: Ex 1–2, p43

Roadmap video

Go online for the Roadmap video and worksheet.

7 Check and reflect

Introduction

Ss revise and practise the language of Unit 7. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework or use them as a diagnostic or progress test.

1a Ask Ss to look at the compass and complete the words. Elicit the first word as an example, then ask Ss to continue alone. Ss check in pairs before you go through the answers with the class.

Answers: north, south, east, west

b Ss read the sentences and choose the correct options. Ask Ss to compare answers, then go through the answers as a class.

Answers: **1** cloud, sky **2** lake, fields **3** an island, the sea **4** mountains

2a Ss work in pairs to write the words in order to make questions. Go through the answers.

Answers:
1 What does a taxi driver do?
2 Where is the White House?
3 Who was Pelé?
4 When is Valentine's Day?
5 How many days are there in August?
6 How many rooms has the Taj Mahal got?

b Ss work in pairs to match the questions from 2a with the answers a–f. Go through the answers.

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

3a Ss work alone to complete the months in the correct order, then compare in pairs. Go through the answers.

Answers: **1** January **2** February **3** March **4** April **5** May **6** June **7** July **8** August **9** September **10** October **11** November **12** December

b Ss write the dates as words. Go through the answers.

Answers: **1** second **2** eleventh **3** twenty-third **4** nineteenth **5** thirtieth **6** twelfth **7** eighth **8** twenty-seventh **9** fifth **10** thirty-first

Optional extra activity

Ask Ss to work in pairs. They take turns to choose an ordinal number and ask their partner about the month, e.g. *What's the eighth month?*

c Ss read the words in the box, then complete the gaps with the correct option. Go through the answers as a class.

Answers: **1** yesterday **2** last **3** today **4** weekend

4 Ask Ss to read the text and complete the gaps with *was, were, wasn't* or *weren't*. Elicit the answer to the first one as an example, then ask Ss to continue alone. Ask Ss to compare in pairs, then go through the answers with the class.

Answers: **1** was **2** were **3** was **4** weren't **5** was **6** wasn't **7** were **8** was **9** was

5 Ss read the sentences and choose the correct option from each pair of alternatives. Go through the answers as a class.

Answers: **1** fast **2** an old **3** easy **4** cold **5** long **6** high **7** dark **8** hot **9** happy

6a Ss write the words in order to make questions. Check answers as a class and drill as needed.

Answers:
1 Were you at home last night?
2 What was your first teacher's name?
3 Was your phone expensive?
4 Where were you at 8.00 a.m.?
5 Was there a difficult question in class?
6 How many students were there in class last week?

b Ss ask each other and answer in pairs.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 7.

7A Develop your writing

Introduction

The goal of this lesson is for Ss to write directions. To help them achieve this, they will practise finding routes and using sequence adverbs to order sentences.

Warm-up

Show Ss images of the following and ask them to identify them: *a river, a hotel, a field, a shop, a bank, a boat, the sea, a café*. You could show them on the board or circulate smaller images for pairs to handle. Ask pairs to discuss what they see, then share their ideas with the class. Drill vocabulary as needed. Tell Ss that today's lesson is about describing a route from one place to another.

1 Focus attention on the pictures and discuss what they show. Ask Ss to use the pictures to put sentences a–e in the correct order. Ask Ss which direction is first (d), then ask them to continue in pairs. Check the answers.

Answers: **1** d **2** c **3** e **4** a **5** b

2 Ask Ss what helped them put the sentences in order. They may answer *the pictures*. Refer them to the sentences and ask them if anything else helped. If necessary, point out the first words in each sentence and tell Ss these are called sequence adverbs and they help to show the order of things. Ask Ss to read the Focus box and circle the sequence adverbs (or sequencers) in Ex 1 in pairs. When they finish, say the sentences as a class. Ask Ss which sequence adverbs have a fixed position (first, finally) and elicit that the others are interchangeable.

Pronunciation checkpoint
Point out that the sequence adverbs are followed by a comma. When we speak, there is a slight pause and, because something will follow, there is a rising tone. Get Ss to practise this as they say the directions.

Answers: First, leave the hotel. Then, turn left. Next, walk next to the river. After that, go past the field. Finally, turn right.

3 Ask Ss to complete the sentences with sequence adverbs, using the Focus box to help them. Give them a few minutes working alone, then put them in pairs to discuss and compare. After a few minutes, elicit answers and in feedback write the correct answers on the board, so that Ss can see them.

Answers: **1** First **2** Then/Next/After that **3** Then/Next/After that **4** Then/Next/After that **5** Finally

4 Ask Ss to rewrite the words in the correct order to make directions. Go through the answers as a class, asking individuals to read each sentence aloud and drilling as needed.

Answers:
1 First, take a bus to the station.
2 Then, take a train to Liverpool.
3 After that, take a taxi to Pier Head.
4 Next, take a boat to Douglas.
5 Finally, walk to the hotel.

Optional extra activity

Ask Ss to underline the capital letters in the sentences and remember punctuation rules for when they are used.

Prepare

5 Tell Ss they are going to prepare to write some directions. Refer them to the map and ask them to find the hotel and the train station, then to draw a route between them. Ss can work in pairs to help each other. Monitor and help as needed.

Write

6a Ask Ss to use the route they drew on the map to write their directions. Ask Ss to work alone to write their directions. Remind them to use sequence adverbs. Monitor and check they are completing the task correctly.

b Ask Ss to exchange directions and check each other's work.

Possible answers:
1 First, go out of the hotel.
2 Then, turn right.
3 Next, turn left.
4 After that, go past the supermarket.
5 Finally, go straight on. The station is on the right.

Optional extra activity

Put Ss in pairs. Ss write or say directions to a mystery location on the map. Their partner follows the directions and tells them where they arrived.

Homework ideas

Workbook: Ex 1–5, pp.45

7B Develop your listening

Introduction

The goal of this lesson is for Ss to understand short conversations about events. To help them achieve this, they will practise listening for the present and past.

Warm-up

Draw a timeline on the board with the present and the past. Ask Ss to work in pairs and write all the words they know to describe something happening in the present and something that happened in the past. Give them one minute to do this. Elicit answers. Tell Ss today's lesson is about understanding present and past.

1 Refer Ss to the photos and ask them to match them with the words. Ask them to work individually, then they can compare answers in pairs.

Answers: **A** a party **B** a meeting **C** a meal

2 7.9 Tell Ss they will hear four different people talking and they need to listen and choose what they are talking about from the three options. Play the recording more than once if necessary. Elicit the answers from the class.

Answers: **1** a **2** c **3** b **4** a

Audioscript 7.9

1
A: My husband was fifty last year. There was a big party at our house. His friends from work were there. It was really nice.

2
B: There was a family meal last week. It was really good. All the family were there. I was so happy.

3
A: There's a meeting every week on Friday. It's in the blue meeting room.

4
B: We usually have a small party at my parents' house for my mum's birthday.

3 Look at the Focus box as a class and ask Ss to read it through. Play each section of the recording in turn for Ss to listen again and decide which of the speakers are describing something in the past.

Answers: 1, 2

4 Go through the first sentence with the class and ask Ss what the missing words are. Make sure that Ss understand what they need to do. Explain that they need to work out what the missing word is before they write in the letter. ***Weaker classes*** can work in pairs. Give Ss enough time to do this task as it can be a little challenging.

Answers: **1** B,T **2** T,B **3** B,T **4** B,T **5** B,T **6** B,T **7** T,B **8** B,T

5 7.10 Play the recording for Ss to listen. Pause the recording after each sentence, if necessary, so that Ss have enough time to write the missing words. Play the recording more than once if needed. Elicit the answers as a class.

Answers: **1** 's, every month **2** Yesterday, was **3** Is, every year **4** was, last month **5** Is, every week **6** was, yesterday **7** Last week, was **8** is, always

Audioscript 7.10

1 There's a family lunch every month.
2 Yesterday, there was a big meeting in the office.
3 Is there a party in the office every year?
4 There was a street party in my town last month.
5 Is there a meeting every week?
6 There was a birthday party for John yesterday.
7 Last week, I was at a meeting with Tanya.
8 Sophie's birthday is in March. There's always a big party.

6a 7.11 Tell Ss that they are going to hear two people talking and they need to identify which of the two situations they are listening to. Ask them to read the two possible answers first. Play the recording and ask Ss to listen and choose the correct answer.

Answer: b

b Play the recording again for Ss and ask them to listen and tick whether the actions being discussed usually happen or have already happened in the past.

Answers:
Usually happens: 3, 6
Was in the past: 1, 2, 4, 5

Audioscript 7.11

A: How was the work party yesterday?
B: It was OK, but the weather was bad.
A: Oh no, sorry about that.
B: Meh, it's OK. How was your family party at the weekend?
A: Good. It was my dad's birthday, and we usually go for a meal in a restaurant. This year the party was at home, so it wasn't so expensive! Oh, how was the office meeting?
B: Last week?
A: Yes.
B: It was OK. Tony doesn't usually come to the meeting, but he was there last week.
A: Oh, good. Would you like another coffee?
B: No, I'm OK.

Optional extra activity

Print out the audioscript and put Ss in pairs. Ask them to read the conversation. Monitor and make notes on pronunciation for feedback.

Homework ideas

Workbook: Ex 1–4, p43

7c Develop your reading

Introduction

The goal of this lesson is for Ss to read and understand short texts. To help them achieve this, they will practise identifying dates, times and place names in notices and signs.

Warm-up

Show a poster for a local event such as a film or show. It doesn't need to be in English. Ask Ss what it is and what information is important (e.g. where/when it is; how much it costs, etc). Tell Ss today's lesson is about reading informational texts to find these details.

Teaching tip

Some Ss forget about their existing reading skills when they come to a new language. They worry about unknown words and don't focus on what's important. Reminding them of how we read for information and what we naturally do in our first language encourages them to activate and apply the skills to a new language.

1 Ask Ss to look at the photos A–C and say what they see. They then read texts 1–3 and match them with the correct photos. Give them one minute, then ask them to check in pairs. Conduct feedback.

Answers: **1** C **2** A **3** B

2a Read the Focus box with the class and ask Ss to think about the answer to the question. Allow plenty of time, then ask pairs to compare. When they finish, elicit the answer.

Answer: Look for a capital letter.

b Refer Ss to the table and explain that they should complete it with details from the texts in Ex 1. Complete the first one as a class. Point out that Ss are only looking for key information and they need to read quickly. Ask Ss to continue alone, underlining the information and transferring it to the table. When they finish, ask Ss to compare answers in pairs. Check answers as a class.

Answers:

Event	Date	Time	Place name
1 Dance show	6th June	14.00 to 16.00	City High School
2 Cooking class	08/07/21	3 p.m.	Red River Restaurant
3 Football game	Sun 9th June	1 o'clock	Milltown sports park

3 Ask Ss to look at the first item in the table (Chocolate Café). Explain that they should tick the category it belongs to: date, time or place name. Elicit the answer as an example. Ask Ss to work alone to tick the boxes for the remaining items in the table, then ask them to compare in pairs before you elicit the answers.

Answers: **1** place name **2** date **3** place name **4** time **5** place name **6** time

4a Refer Ss to the messages. Ask them to underline dates, circle times and box place names. Do an example of each as a class, then ask Ss to continue alone. They can check in pairs, then go through the answers with the class.

Answers:

- Mountain walk
  Come with us and walk up the mountain on Sun 9th October. Meet in the Mountain Café at 8 o'clock.
- Horse riding
  Learn to ride a horse at River Park on 8/10/21. We are open from 11 a.m. to 4 p.m.
- International food market
  Eat food from all over the world. South Park, Sat 1st Oct. 10.00–15.00.
- Photo show
  See beautiful photos of rivers, lakes and hills in India by R Greenwood. City Hotel, 15/10/21 from 10 to 6.

Optional extra activity

Ask fast-finishing Ss to work in pairs to identify the different functions of capital letters in the texts.

b Ask Ss to read the texts again and answer the questions. They don't need to write full sentences. Allow pairs to compare answers before you go through them as a class.

Answers: **1** 11 a.m. **2** City Hotel **3** 1st October **4** Mountain Café

Optional extra activity

For extra speaking practice, put Ss in pairs to ask and answer the questions in Ex 4b. For extra writing practice, Ss can write their own questions about the texts in 4a and ask each other.

Homework ideas

Workbook: Ex 1–4, p44

8 OVERVIEW

8A When I was young
Goal | give a talk about when you were young
Grammar | past simple (regular verbs)
Vocabulary | verb phrases
GSE learning objective
Can talk about past events or experiences, using simple language

8B You had a bad day
Goal | talk about a bad day
Grammar | past simple (irregular verbs)
Vocabulary | irregular verbs
GSE learning objective
Can talk about a past event or activity in a very basic way (e.g. *I went*)

8C Good places
Goal | talk about a holiday
Grammar | past simple (questions)
Vocabulary | holiday activities
GSE learning objective
Can ask and answer questions about past times and past activities

8D English in action
Goal | greet people
GSE learning objective
Can greet people, ask how they are and react to news

Roadmap video
Go online for the Roadmap video.

Check and reflect
Review exercises and communicative activities to review the grammar and vocabulary from the unit.

VOCABULARY BANK

8B Irregular verbs

DEVELOP YOUR SKILLS

8A Develop your reading
Goal | understand a short story
Focus | understanding *a/an* and *the*
GSE learning objective
Can understand simple, short stories

8B Develop your writing
Goal | write a description of your last birthday
Focus | planning your writing
GSE learning objective
Can write about a past event or activity in a very basic way (e.g. *I went*)

8C Develop your listening
Goal | understand directions
Focus | listening for sequence adverbs
GSE learning objectives
Can understand simple directions, if spoken slowly and clearly

8A When I was young

Introduction

The goal of this lesson is for Ss to be able to give a talk about when they were young. To help them achieve this, they will study regular past simple verbs and vocabulary relating to past activities.

Warm-up

Ask Ss to list the activities they liked doing when they were children. With ***weaker classes***, brainstorm the various activities they liked doing and write them on the board. Give Ss a two-minute time limit to list their favourite activities, then ask them to compare, before you go through the answers with the class.

Vocabulary

Verb phrases

1a Ask Ss to discuss the photos in pairs and write down what they see. After a few minutes, elicit answers and add any further useful vocabulary to the board.

b Ask Ss to read the text, underlining any words they don't know/aren't sure of. Tell them they can still match the text to a photo without knowing all the words. Elicit the answer from the class before covering any unknown vocabulary.

Answer: B

2a Focus attention on the word map. Ask Ss to work individually to add more words from the text. When they finish, ask Ss to compare in pairs, then go through the answers as a class.

Answers:
1 travel: to school
2 watch: a game
3 live: in a village
4 play: football
5 talk: to my friends, about football

b 8.1 Ask Ss to listen and repeat. Play the recording more than once if necessary.

3a Ask Ss to individually add the items in the box to the word map. They can then check their work in pairs.

Answers:
1 travel: to my grandparents' house, by car, with my family
2 watch: a film
3 live: in a town, with my family, in a house
4 play: tennis, with my family
5 talk: to my teacher, about my weekend

b In pairs, Ss add more words to the word map. Give them some time to do this. When they have finished, elicit answers and see which pair came up with the most.

4a Ask Ss to write sentences that are true for themselves. They can use examples from the previous exercises or any new ones they can come up with. Remind them to use a frequency adverb in each sentence and that they can write sentences about activities they don't like doing by using the adverb *never*.

b Get Ss to work in pairs to compare their sentences. Give them a few minutes to do this before eliciting answers from the class. You may want to draw up a frequency line on the board to see which activities are the least and most popular in the class.

Optional extra activity

With ***weaker classes*** you may want to recap frequency adverbs (studied in Unit 5) before Ss do this activity. Look at the example and remind Ss of the position of the adverb between subject and verb. Elicit other frequency adverbs and write them in order on a scale (frequency line) on the board. Ask Ss to include the adverbs in their sentences.

Further practice

Photocopiable activities: 8A Vocabulary, p206

Reading

5 Tell Ss they're going to read about three people from different countries talking about their past experiences of school. Look at the photos and ask Ss to suggest the nationalities, then ask Ss to read the text, underlining any unknown vocabulary as they go along, and complete the table by ticking the correct column. Go through the answers. Ask Ss whose school experience they prefer. Then elicit the meaning of any unknown words from other members of the class.

Answers:

Who ...	Nanami	Michal	Lucy
1 liked school?			✓
2 travelled every year?	✓		
3 went to a new country?		✓	
4 lived in a small place?	✓	✓	
5 doesn't talk about games?		✓	

Grammar

Past simple (regular verbs)

6 Tell Ss they're going to study some grammar. Refer them to the grammar box, asking Ss to read it through and complete the gaps, using the texts in Ex 5 to help them. Ss can discuss their answers in pairs before checking as a class. With ***weaker classes***, complete the gaps as a class.

Answers: **1** walked **2** liked **3** studied **4** travelled

Grammar checkpoint

Ss may struggle a bit with all the rules introduced here regarding spelling. To ease their concerns, point out that one positive point regarding past simple verbs is the verb doesn't conjugate – it's the same for all persons. Remind Ss of the exception (*be*) and elicit the two forms, *was* and *were*.

7a 8.2 Ask Ss to listen to the verbs to notice the pronunciation of the final sound. If you think it's useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Pronunciation checkpoint

This exercise looks at how the past simple *-ed* ending can be pronounced in three ways, depending on the preceding sound. The most important lesson for Ss is that the *-ed* ending is never pronounced as it looks – /ed/.With verbs that end with voiced sounds, we pronounce the *-ed* ending as /d/, e.g. *lived*. With verbs that end with unvoiced sounds, we pronounce the *-ed* ending as /t/, e.g. *worked*. Ss should recognise that verbs ending /t/ or /d/ have a different /ɪd/ ending. Encourage your Ss to place their hand on their throat to feel whether a sound is voiced or unvoiced.

b Ask Ss to listen again and repeat. Listen to see if Ss are pronouncing the endings correctly.

c 8.3 Ask Ss to listen and tick the correct pronunciation. They can compare answers, then go through them as a class and drill as needed.

Answers: **1** c **2** b **3** a **4** a **5** c

8a 8.4 This exercise practises the positive and negative forms of the past simple regular verbs from the lesson. Do the first sentence together and, with ***weaker classes***, complete the second one as a further example, as this involves a change in spelling. Then ask Ss to continue alone, referring to the grammar box to help them. Ask Ss to listen and check in pairs, then check answers with the whole class, with individual Ss reading the sentences aloud.

Teaching tip

It's often useful to ask Ss to read a sentence, not just the single word answer. It gives practice of the target language and pronunciation. It also encourages Ss with little English to deliver longer utterances and develop their confidence in speaking in front of others.

Answers: **1** started **2** travelled **3** cleaned **4** didn't like **5** played **6** studied

b Ask Ss to change the sentences in Ex 8a so that they are true for them. When they finish, ask Ss to tell each other in pairs. Ask a few pairs to share one of their partner's interesting responses.

9a Refer Ss to the verbs in the box. Provide an example yourself by writing two sentences on the board about you, one true and one false (though don't ask Ss to guess which is which at this stage). Ask Ss to write four of their own sentences; two true and two false. Monitor and help with accuracy. Encourage ***stronger classes*** to write a mixture of positive and negative sentences. ***Weaker classes*** can just write positive sentences.

b Look at the example as a class. Refer Ss back to your examples and ask them to guess which is false. Put Ss in pairs to tell each other their sentences and guess which of their partner's sentences are false. Monitor and listen. When they finish, ask Ss if they were good at guessing.

GRAMMAR BANK 8A pp.130–131

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:

1 **1** didn't like **2** started **3** worked **4** didn't cook **5** washed **6** cleaned **7** didn't stay **8** stopped **9** changed

2 **1** He played football yesterday.
2 I didn't walk to work yesterday.
3 We visited Paris by train yesterday.
4 She tried different food yesterday.
5 Dad cooked dinner yesterday.
6 You didn't listen to music yesterday.
7 She didn't stay in an expensive hotel yesterday.
8 I didn't work in the hospital yesterday.

Further practice

Photocopiable activities: 8A Grammar 1, p204; 8A Grammar 2, p205

Speaking

Prepare

10 Tell Ss they are going to give a talk about when they were young. Refer them to the list and ask them to look back at Ex 8a to help them. Ask Ss to make notes, using language from today's lesson. Monitor and help with vocabulary as needed.

Speak

11 Put Ss in small groups to tell each other about when they were young. When they finish, ask the groups about who had similar experiences and whose were very different or unusual.

Optional alternative activity

Ask Ss to give their talk first in pairs before speaking in small groups. The stages of rehearsal will help them gain confidence. They could also record themselves on their device and listen back to their pronunciation in order to improve it.

Reflection on learning

Write the following questions on the board:

What did you find difficult in today's class? What did you find easy?

How do we make a regular past simple verb?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they don't want to.

Homework ideas

Grammar bank: 8A Ex 1–2, pp.130–131
Workbook: Ex 1–6, p46
App: grammar and vocabulary practice

Fast route: continue to Lesson 8B
Extended route: go to p107 for Develop your reading

8B You had a bad day

Introduction

The goal of this lesson is for Ss to talk about a bad day. To help them achieve this, they will study past simple of irregular verbs.

Warm-up

Ask Ss to write three things they did yesterday. Put them in pairs to compare. They should use past simple, so listen for this and note how they do, but don't correct as they are just warming up. Ask pairs if yesterday was generally good or bad and what makes a day good or bad.

Vocabulary and reading

Irregular verbs

1a Ask Ss to look at the pictures and discuss in pairs whether they depict a good or a bad day. Encourage ***stronger classes*** to say more about what they can see. When they finish, elicit answers and write them on the board.

Answer: A bad day

b Ask Ss to look at the pictures again and to put them in the correct order of when they occurred. Ask Ss to do this individually or in pairs depending on ability.

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

c 8.5 Play the recording for Ss to listen and repeat each verb in the box after they hear it.

2a Ask Ss to read through the list of words. Explain any unknown words. Explain that they need to match them with their past form in bold in the text in Ex 1a. Give them some time to do this. Remind them that these are irregular verbs, so they don't follow the usual pattern when constructing the past form of a verb.

Answers: **1** get up – got up **2** break – broke **3** take – took **4** buy – bought **5** meet – met **6** lose – lost **7** feel – felt **8** speak – spoke **9** have – had **10** go – went **11** run – ran **12** eat – ate **13** forget – forgot **14** see – saw

b Ask Ss to work individually, completing each sentence with the correct verb. They can then check their answers in pairs before you go through them as a class.

Answers: **1** saw **2** felt **3** took **4** went **5** ate **6** met **7** forgot **8** lost **9** spoke **10** bought

3a Ask Ss to read through the text, underlining any vocabulary or phrases they are not sure of. Ask them to work out which picture the text is describing before covering any of the unknown vocabulary.

Answer: B

b Ask Ss to make lists of the things that Carla did or didn't do. ***Weaker classes*** can do the activity in pairs.

Answers:
She worked and worked and worked. She took the train. She arrived home. She ate chips. She watched TV. She forgot her mum's birthday.
She didn't have (time for) breakfast. She didn't speak to her colleagues (about football or the weekend). She didn't buy lunch. She didn't eat anything.

VOCABULARY BANK 8B p143

Irregular verbs

These optional exercises build on the lexical set in the vocabulary section.

1 Ss match the past simple form of the verbs with their present form, then check in pairs. Check answers as a class.

Answers: **1** e **2** j **3** h **4** a **5** l **6** b **7** k **8** c **9** i **10** f **11** g **12** d

2 Ss complete the sentences with the past form of the correct verb from Ex 1, then check in pairs. Check answers as a class.

Answers: **1** sent **2** left **3** saw **4** wrote **5** gave **6** sat **7** found **8** drove **9** spent **10** made **11** won **12** taught

Optional alternative activity

Stronger classes can complete Exs 1 and 2 at home.

Further practice

Photocopiable activities: 8B Vocabulary, p209

Grammar

Past simple (irregular verbs)

4 Ask Ss to look at the grammar box and to choose the correct alternatives. Go through the answers as a class. Show Ss the irregular verb list on p160.

Answers: **1** *-ed* **2** *didn't*

Grammar checkpoint

Remind Ss that there is no pattern regarding how irregular verbs are formed in the past tense and that they need to learn them by heart. If Ss are put off by this, remind them of the good news that the form is the same for all persons, as the verb doesn't conjugate.

5a 8.6 Write a positive sentence in past simple on the board and ask Ss to make it negative. Elicit, or remind them, that we use *didn't* and the base form to make a negative. Ask Ss to listen to the sentences. Tell them to listen for the pronunciation of *didn't* and decide which letter is not pronounced. If you think it is useful, share the information in the Pronunciation checkpoint below.

Answer: The final *t* is not pronounced in fast speech.

Pronunciation checkpoint

Point out that the final letter *t* in *didn't* is not usually fully pronounced. It is most easily heard when the following word starts with a vowel. Depending on the consonant that starts the next word, it may be more or less fully articulated. Remind Ss that this is natural spoken English and in no way sloppy.

b Ask Ss to listen again to the sentences and repeat them.

6 8.7 Ask Ss to read through the text first. Point out that in the first example, the verb hasn't changed because it is in the negative form. Get Ss to complete the gaps with the past form of the verbs in brackets. They can refer to the verbs in the box in Ex 1c if they don't remember the past form. When they finish, play the recording so they can listen and check their answers, then have whole-class feedback to confirm. Ask Ss to read the text aloud to each other for pronunciation practice.

Answers: **1** didn't get up **2** had **3** felt **4** met **5** went **6** ran **7** had **8** spoke **9** didn't take **10** didn't go **11** didn't see

7a Ss are now going to practise writing their own sentences in past simple. Look at the first sentence ending and discuss as a class how to complete the sentence. Make sure you elicit sentences with both positive and negative verb forms as well as a variety of subjects, not just *I*. Ss then work alone to complete the sentences, referring to the grammar box. Allow plenty of time for this, monitoring and helping. There's no need to check answers with the whole class as all Ss will have different answers, but you can elicit a few examples to bring the activity to a close.

b Ask Ss to say their sentences to each other. When they finish, have whole-class feedback to see if Ss have similar answers.

Teaching tip

This activity enables Ss to express their own thoughts. Personalisation is part of effective learning. Include personalisation stages to help Ss feel that they are expressing their real lives in English. Writing their own meaningful examples has more impact on Ss' retention of new language. Sharing the ideas aids the social dynamic of the classroom.

GRAMMAR BANK 8B pp.130–131

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer, or look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill if needed. Ss can refer to the notes to help them.

Answers:

1
1 Last week I lost my house keys.
2 I didn't forget my coat – I didn't wear it.
3 We made dinner yesterday.
4 I bought a new phone last week.
5 We didn't have a good holiday.
6 He put the book on the table this morning. Where is it?
7 She didn't go home from work late.
8 I ate chicken for dinner last night.

2
1 She didn't lose her ticket. She lost her phone.
2 I didn't forget her name. I forgot her phone number.
3 Your camera didn't break. Your bag broke.
4 My dad didn't take a bus. He took a taxi.
5 She didn't speak to Alan on Monday. She spoke to Dave.
6 My friend didn't buy new sunglasses. He/She bought a new coat.
7 The train didn't leave at 11.30. It left at 12.30.
8 You didn't make Thai food. You made Japanese food.

Further practice

Photocopiable activities: 8B Grammar 1, p207; 8B Grammar 2, p208

Speaking

Prepare

8 Tell Ss they are going to talk about a bad day. They can choose a real one or invent one. They can use the pictures in Ex 1a to help them with ideas. Refer them to the table and ask them to make notes.

Teaching tip

Making notes can be challenging. The notes that Ss make in Ex 8 are to support the speaking activity in Ex 9. Show Ss how to make notes – in this case, just verbs and nouns or a short phrase, by giving them an example on the board. Allow plenty of time for them to think about what they want to say and be available to help with vocabulary they need. The purpose is to ensure the following speaking phase is not simply reading aloud from a script. ***Weaker classes*** may need to write sentences.

Speak

9 When they are ready, put Ss in groups of three or four to tell each other about their bad day. When they finish, ask each group which person had the worst day.

Reflection on learning

Write the following questions on the board:
What did you learn today?
How many past simple irregular verbs can you remember? Make a list.
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they don't want to.

Homework ideas

Ex 8: Write about a bad day. It can be a real story or an invented one.
Grammar bank: 8B Ex 1–2, pp.130–131
Workbook: Ex 1–6, p47
App: grammar and vocabulary practice

Fast route: continue to Lesson 8C
Extended route: go to p108 for Develop your writing

8c Good places

Introduction

The goal of this lesson is for Ss to talk about a holiday. To help them achieve this, they will study past simple questions and vocabulary describing holiday activities.

Warm-up

Put Ss in pairs or small groups to talk about where they went last summer. When they finish, ask them to share their ideas and add useful vocabulary to the board. Tell Ss that today's topic is good places.

Vocabulary

Holiday activities

1a Refer Ss to the words in the box and ask them to underline any unknown words. Ask them to guess the meanings of the words from the pictures as they match them. When they have completed the task, ask them to check their work in pairs, then go through the answers as a class.

Answers: **A** have a good time **B** relax **C** go shopping **D** visit a museum **E** stay in a hotel **F** go for a walk **G** go to restaurants **H** swim in the sea

b 8.8 Play the recording so that Ss can repeat what they hear. Try to listen out for pronunciation and make any corrections. Play the recording more than once if necessary.

c Elicit the frequency adverbs that Ss might need for this task, e.g. *often, usually, always* (and possibly *sometimes*) and write them on the board. Ask Ss to work in pairs and tell each other what they usually do when they are on holiday. Monitor and help with any mispronunciation or with any new vocabulary Ss need. When they have completed the task, elicit answers from Ss about what their partners do. For ***weaker classes***, do the task as a classroom activity.

2a Ask Ss to read through the text, underlining any unknown vocabulary. Then ask them to find the present tense of the verbs in bold. When they have done this, they check their answers in pairs. Go through the answers as a class and cover any unknown words.

Answers: had – have relaxed – relax swam – swim visited – visit went – go stayed – stay

b Give Ss a few minutes to decide which verbs are irregular. Ask them how they identified the regular verbs (*-ed*).

Answers: had, swam, went

Further practice

Photocopiable activities: 8C Vocabulary, p212

Listening

3a 8.9 Tell Ss they are going to listen to a conversation between Alex and Megan and they need to listen for which topic Megan talks about.

Answer: She talks about her holiday.

Audioscript 8.9

Alex: Hey! Did you have a nice holiday, Megan?
Megan: Yes, we had a really good time. We went to the south of France.
Alex: Ooh, that's great! How did you get there? Did you fly?
Megan: No, we took the train! It was amazing!
Alex: Wow! And what did you do there?
Megan: Well, we relaxed, we went shopping, we visited a museum …
Alex: Wow. Was the weather good?
Megan: The weather … was … great!! We went to the beach every day and Josh swam in the sea every day. Oh, and we ate in amazing restaurants …
Alex: Uh huh. And who's Josh?
Megan: He's a friend … he's my boyfriend. And we went for walks in the evening …
Alex: Right.
Megan: And we stayed in this lovely hotel … It was called –
Alex: Wow, is that the time? I have a meeting, Megan. See you later.
Megan: Oh, OK. Bye.

b Play the recording again. Ask Ss to tick the questions they hear. Play the recording more than once if necessary.

Answers: 1, 3, 4

Grammar

Past simple (questions)

4 Ss will probably have noticed the past simple question forms in the lesson so far. Ask them to use the questions in Ex 3b to complete the rules in the grammar box. Confirm the answers. Remind Ss the contracted form *didn't* represents two words (did not).

Answers: **1** Did **2** Did **3** did **4** did **5** did **6** did

5a 8.10 Explain that Ss will hear the sentences twice, first slowly and then fast. When they hear the fast sentence, they should listen to how the two linked words run together. Do they hear a different sound? (*Did* and *you* join to sound like /dɪdʒə/). Play the recording again and ask Ss to listen out for it. Share the information in the Pronunciation checkpoint if you think it will help your Ss.

Pronunciation checkpoint

Ss may be confused if their first language is not stress timed as English is. They should note that both fast and slow versions are perfectly correct. The main aim in recognising the shortcuts of fast speech is to help Ss with their listening skills. While we want them to sound authentic when speaking English, they don't necessarily need to produce fast speech.

b Ask Ss to listen again and repeat the slow and fast sentences, chorally and then individually.

Optional extra activity

Ss ask each other the questions in the exercise and give their own answers.

6a Ask Ss to use the word prompts to write questions. Remind them to start with a capital letter. Monitor and correct as they write. Go through the answers as a class, drilling as needed.

Answers:
1 Did you have a good weekend?
2 What time did you get up on Saturday?
3 Where did you go?
4 Who did you go with?
5 Where did you have lunch on Sunday?
6 What did you eat?
7 What did you do in the evening?
8 Did you study English?
9 Did your best friend text you?

Teaching tip

When Ss are completing a written exercise, it's important to move around the class and see how they are completing it and if they are doing so correctly. If you point out an error early on, they have more chance to get the language correct later in the task. It's also confidence building for Ss to be asked and give a correct answer, rather than a wrong one, though of course this can happen. It's still necessary to have whole-class feedback as you may miss some errors.

b Put Ss in pairs to ask and answer the questions from Ex 6a. When they finish, ask a few pairs to report back on something their partner told them.

GRAMMAR BANK 8C pp.130–131

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers. Ss can refer to the notes to help them.

Answers:
1 **1** did, go; went **2** Did, have; did, had **3** did, go; went **4** Did, leave; didn't, left **5** did, learn; learned **6** Did, forget; didn't
2 **1** Where did you go at the weekend? **2** How did you travel to the lake? **3** Did you go in Enrico's car? **4** What did you do there? **5** Did you have a good time? **6** What time did you leave?
3 **a** went **b** had **c** left **d** drove **e** went **f** ate
1 e **2** a **3** d **4** f **5** b **6** c

Further practice

Photocopiable activities: 8C Grammar 1, p210; 8C Grammar 2, p211

Speaking

Prepare

7a Tell Ss they are going to have a discussion about a holiday. First, they need to write questions using the prompts in the table. Ask Ss to work individually and to make the questions using the prompts given. When Ss have finished, ask them to check each other's work in pairs, then go through the answers as a class.

b Now, Ss need to make notes about their favourite holiday to answer the questions their partner will ask them. Give them some time to do this as they need to work individually. Help them with any new words they want to include and the spelling of place names.

Optional alternative activity

With ***weaker classes***, elicit the questions as a class activity and write them on the board.

Speak

Optional extra activity

Model the activity yourself by showing a picture (or giving the name) of a place you visited and asking Ss to ask you their questions. This provides a chance to rehearse and focus on accuracy in question formation. ***Weaker classes*** will need to write their questions first. ***Stronger classes*** can try without writing.

8a Ask Ss to work in pairs to ask and answer the questions from Ex 7a. Monitor and listen.

b Ask a few individuals to report on what they learned. Give some feedback on how they used past simple, praising as well as correcting.

Teaching tip

It is important to feed back on the content of the activity – what information Ss have learned – as well as the way that they have completed it. This enables them to reflect on their performance and improve on it next time. As Ss are working in pairs, they will be pleased that you are still listening to them, so their practice is being monitored.

Reflection on learning

Write the following questions on the board:

How do we make a past simple question?
What did you like about this lesson?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they don't want to.

Homework ideas

Ex 7a and b: Write a short description of a visit to a good place.
Grammar bank: 8C Ex 1–3, pp.130–131
Workbook: Ex 1–5, p48
App: grammar and vocabulary practice

Fast route: continue to Lesson 8D
Extended route: go to p109 for Develop your listening

8D English in action

Introduction

The goal of this lesson is for Ss to greet people. To help them achieve this, they will learn useful phrases for giving and responding to greetings and starting and ending a conversation. They will use past simple to ask and answer questions about their weekend.

Warm-up

Play past simple Bingo. Ask Ss to draw a grid in their notebook with two rows and three columns, making six squares altogether. Ask them to write a past simple verb in each box. When they are ready, say some sentences which include the past simple verbs from the last two lessons, e.g. *We ate in a restaurant*; *I watched TV*, etc. If you say a verb that a student has, he/she crosses it out. The first student who crosses all their verbs out calls *BINGO!*

1a Ask Ss to look at the photos and discuss the questions in pairs. After a few minutes, elicit their answers and write useful vocabulary on the board.

Answers:
A They are at the train station. They are office colleagues.
B They are at university. They are students.

b 8.15 Tell Ss they will listen to two conversations, one for each photo, and they should match them. Play the recording. Check answers with the whole class

Answers: **1** B **2** A

c Ask Ss to listen again and make a note of what each person did at the weekend. Pause after each conversation for pairs to compare. Go through the answers as a class.

Answers:
1 Sara studied for a test and went to a restaurant with friends. Mike studied for a test and watched the football with his dad.
2 Erica went to the park with her family. Duncan went to the cinema.

Audioscript 8.15

Conversation 1
Sara: Hi, Mike.
Mike: Hi, Sara. How are you?
Sara: Fine, thanks. And you?
Mike: Great, thanks. How was your weekend?
Sara: Good. I studied for the test all day on Saturday and, in the evening, I went to a restaurant with friends. How about you?
Mike: I studied for that, too, and I watched the football with my dad.
Sara: Sounds good! See you later.
Mike: Yes, see you!

Conversation 2
Duncan: Good morning, Erica.
Erica: Good morning, Duncan.
Duncan: How are things?
Erica: Fine, thank you. And you?
Duncan: I'm very well, thank you. Did you have a good weekend?
Erica: Yes, thanks. I went to the park with my family. How about you?
Duncan: I went to the cinema.
Erica: What did you see?
Duncan: *The Difficult Mountain.*
Erica: Was it good?
Duncan: Yes, it was.
Erica: Great. Well, I'm a bit late for a meeting … goodbye, Duncan.

2a Refer Ss to the Useful phrases box. Ask them to listen again and tick the phrases they hear. Discuss the levels of formality (see Vocabulary checkpoint below) in the different phrases and deal with any questions Ss may have.

Vocabulary checkpoint

Point out that *Good morning* and *Good afternoon* sound quite formal and business-like. Many people shorten these phrases to *Morning* or *Afternoon*, which are not as formal. *Hi* is informal. *Hello* can be used in most situations. *Goodbye* sounds formal, and many shorten this to *Bye*. *See you* sounds more casual. People often ask *How are you?* or *How are things?* after a greeting. The response *Very well* sounds formal and a little old fashioned, *Fine* is more commonly used.

Answers:

Starting a conversation

✓ Hello / Hi. ✓ Good morning / afternoon / evening.

Questions for greetings

✓ How are you? ✓ How are things? Are you OK?

Answers for greetings

(I'm) OK, thank you. (And you?) (I'm) not bad, thanks. (And you?)
✓ (I'm) great, thanks. (And you?)
✓ (I'm) very well, thank you. (And you?)
✓ (I'm) fine, thanks / thank you. (And you?)
(I'm) good, thank you. (And you?)

Ending a conversation

✓ Goodbye / Bye. ✓ See you / See you later.

b 8.16 Ask Ss to listen and repeat chorally after the recording.

3a Ask Ss to complete the conversations with expressions from the Useful phrases box. They work alone, then compare answers in pairs. Check with the whole class and ask Ss which conversation feels more formal (the first).

Possible answers: **1** Good morning / Hello
2 I'm very well/great/fine/good, thank you. And you?
3 Bye / Goodbye **4** Hi / Hello **5** Fine/Great/Good/OK/Not bad, thanks. And you? **6** See you / See you later / Bye

b Ss practise the conversations in pairs. ***Stronger classes*** can do this first with their books open and then again with their books closed.

4 Ask Ss to get up, move around the room and greet each other, ask about each other's weekend, then say goodbye to each other. They should do this without their books. If your class is very large, Ss can do the activity in smaller groups of 12–15. If you have fixed desks and it's impossible for Ss to move around in your room, ask them to turn to the Ss at neighbouring desks and do the activity that way. Join in yourself to encourage Ss.

Reflection on learning

Write the following questions on the board:
What were the most useful phrases in today's lesson?
Where and when can you practise these in the future?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Workbook: Ex 1–3, p49
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

8 Check and reflect

Introduction

Ss revise and practise the language of Unit 8. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework or use them as a diagnostic or progress test.

1a Ask Ss to complete the sentences with the correct verbs. Ss check in pairs before you go through the answers with the class.

Answers: **1** live **2** play **3** talk **4** watch **5** travel

b Ss work in pairs. They should talk to their partner about which sentences in Ex 1a are true for them. In feedback, elicit interesting answers from a few pairs.

2 Ss work alone to complete the text with the correct form of the verbs in brackets. They check in pairs before you go through the answers.

Answers: **1** walked **2** travelled **3** cycled **4** arrived **5** started **6** studied **7** played **8** liked **9** didn't like **10** finished

3 Ss work alone to find and circle the past simple verbs in the grid. Go through the answers.

Answers:

X	F	A	T	E	K	R	A	N	M
Q	O	S	H	K	S	P	O	K	E
R	R	W	K	W	L	J	G	J	T
B	G	P	G	E	I	T	O	O	K
R	O	J	O	N	H	K	K	L	F
O	T	N	T	T	A	O	B	O	E
K	L	M	U	H	D	D	F	S	L
E	O	U	P	H	T	E	K	T	T

4 Ss work alone to choose the correct verb from the box to complete each sentence. Ask Ss to compare in pairs, then go through the answers.

Answers: **1** forgot **2** spoke **3** bought **4** got up **5** met **6** broke

5a Ss complete the sentences with the past form of the verbs in brackets. Ss can work alone, then check in pairs. Go through the answers.

Answers: **1** got up **2** had **3** made **4** ate **5** drank **6** bought **7** read **8** took

b Ss tick the sentences that are true for them, then tell each other in pairs.

6 Ss fill in the gaps with a suitable present simple verb, then check in pairs. Go through the answers.

Answers: **1** swim **2** visit **3** go **4** have **5** stay

7a Ask Ss to complete the questions so that they match the answers, as in the example. Ss can check in pairs, then go through the answers as a class.

Answers: **1** did you get up **2** Did you have **3** did you travel **4** Did you watch **5** Did you speak **6** did you eat/have

b Ss ask each other and answer in pairs.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 8.

8 Communication review Snakes and ladders (Units 7–8 review)

Ss revise and practise the language of Units 7 and 8 in a communicative game. This can be done after the Check and reflect page as a fun way to revise the language of Units 7 and 8. Put Ss into groups of two or three. For this game, Ss can write numbers 1–6 on small pieces of paper and put them in a bag if dice are not available. Ss place their counters on START. Ss take turns to throw the dice or take out one of the pieces of paper and move that number of squares along the board. When they land on a square, they must follow the instructions on it. (If it is a question, they should answer it as well.) If their answer is incorrect, Ss move back to the square they were on before. If they land on a square with a ladder and answer the question correctly, they move up it. If they land on a square with a snake, they go down it. The first person to reach FINISH wins. While Ss are playing, monitor and adjudicate or help if necessary.

Alternative activities

Ss work in pairs. They take turns to choose a question from the board to ask their partner, ticking the questions as they are answered correctly.

Have a team challenge. Put Ss into groups of three, then get them to work through the squares in order as quickly as possible (writing the answers) and see how many they can complete in ten minutes. Check the answers as a class. The team with the most correct answers wins.

Answers:
1 north, south, east, west
2 mountain
3 sky
4 many
5 much
6 What
7 When
8 (snake)
9 January, February, March, April, May, June,
10 e.g. was at home. / visited my friends. / had breakfast at a restaurant.
11 Was (Yes, it was./ No, it wasn't.)
12 (snake)
13 was (e.g. It was great, thanks).
14 easy
15 light, slow, low
16 were (e.g. I was at the cinema.)
17 (snake)
18 spring, summer, autumn, winter
19 e.g. My school started in September. We studied English every week.
20 e.g. When I was a child, I often played at the park.
21 (snake)
22 e.g. went to the cinema. / passed my driving test. / bought a dog.
23 bought, drank, ate, took
24 e.g. go shopping, visit a museum, go to the beach, swim in the sea, eat in a restaurant
25 did
26 (snake)
27 Did (Yes, I read an online newspaper and revised some vocabulary.)
28 e.g. I'm fine, thanks. I'm not bad, thanks, and you? I'm very well, thank you.
29 made, had, got, went
30 e.g. In winter people go to the mountains and they drink hot drinks.
31 e.g. I didn't like salad. I liked computers.
32 (snake)

8A Develop your reading

Introduction

The goal of this lesson is for Ss to understand a short story. To help them achieve this, they will study the articles *a/an* and *the*.

Warm-up

Ask Ss to think about the last story they read. They should then work in pairs to discuss the questions below.

When did you last read a story (in any language)?
What was it about?

After a few minutes gather Ss' ideas and tell them today's lesson is about reading a story.

1 Refer Ss to the photos. Ask them what animals they can see. Then ask Ss to read the text and say which animal is mentioned in the story.

Answer: A

2 Ask Ss to read the text, underlining any vocabulary they are not sure of. Then refer them to the photos and elicit what each photo depicts from the story. This should help them with the unknown vocabulary. Point out that although the word *kite* is probably unknown to them, with the help of the photo and the description (the colours red, yellow and blue) they should be able to work out what the word is without having to look it up in a dictionary. Finally, ask them to put the photos in the correct order they appear in the story. ***Weaker classes*** can work in pairs.

Answers: C, A, B

3 Refer Ss to the Focus box. Go through it as a class. Then ask Ss to underline articles *a/an* and *the* in the text in Ex 1. Elicit the answers. If you think it's useful, explain the information in the Grammar checkpoint below.

Answers:
When I was young, I had a dog. His name was Snowy. The dog loved me, and I loved my dog.
I lived in a small town. I didn't have any friends in the town. Well, I had one friend, Snowy. After school, I usually walked to a hill near my house, and Snowy walked with me. I had a kite. It was red, yellow and blue. We watched the kite in the blue sky.

Grammar checkpoint
We also use the definite article *the* when it is clear from the context that there is only one thing, e.g. *in the blue sky, a town near the sea, in the north of my country.*

4 Ask Ss to read the next part of the story (parts a–d). Tell them they have to put the parts in the correct order. Remind students of the rules on articles *a/an* and *the* to help them work out the order.

Answers: 1 c 2 a 3 d 4 b

5 Ask Ss to work individually to read the final part of the story and answer the questions, before comparing their answers in pairs. Elicit the answers as a class.

Answers: 1 F 2 F 3 T 4 F 5 T

6 Ask Ss to work in pairs to talk about animals and discuss which ones they like/don't like. Encourage them to give reasons for their answers.

Homework ideas

Ex 5: Ss write their own story describing their life when they were a child.
Workbook: Ex 1–3, p50

8B Develop your writing

Introduction

The goal of this lesson is for Ss to write a description of their last birthday. To help them achieve this, they will focus on using time phrases. They will plan their work by making notes.

Warm-up

Ask Ss how birthdays are celebrated in their country. Are there any specific customs followed on this event? How do they like to celebrate their birthday, if at all? Tell Ss today's lesson will involve writing about their last birthday.

1 Refer Ss to the pictures to answer the questions. Ask pairs to compare answers before going through them as a class.

Answers:
1 a birthday
2 A on a boat B in an office C at a party D in a city/town
3 Ss' own answers.

2 Ask Ss to read the text, circling any words they don't know or aren't sure of. They should still be able to work out which picture the text is referring to even with any unknown vocabulary. Give them enough time to complete the task before eliciting the answer.

Answer: A

3 Refer Ss to the Focus box. Go through it as a class. Then ask the Ss to underline the time expressions in the text in Ex 2. Elicit the answers.

Answers: last Saturday In the morning in the afternoon Later

4 Ask Ss to read the text in Ex 2 again and to answer the questions. ***Weaker classes*** can do the activity in pairs.

Answers:
1 Kerry's birthday
2 last Saturday
3 on an/a small island
4 her friends
5 They played games, cooked fish and ate it. Then they felt bad.
6 They didn't feel good/were sick.
7 sad

Optional extra activity

In pairs, Ss can verbally ask and answer each other the questions. Monitor and make note of any errors in pronunciation or sentence structure for class feedback at the end of the activity.

Prepare

5a Refer Ss to the questions. For ***weaker classes***, you may want to elicit a few ideas on the board to get them started. Ask Ss to think about what happened throughout the whole day. Point out they should write notes, not sentences. Monitor and help as needed.

b Once Ss have enough notes about activities that occurred throughout the day, ask them to complete the timeline with the activities, using past simple. Ss can work in pairs depending on their level.

Write

6a Ask Ss to write the description of their birthday. ***Stronger classes*** can do this as a homework activity. Otherwise doing the activity in class may be a better option, especially at this level, for classes that may need guidance.

b Remind Ss to check the bullet points against what they have written.

Optional alternative activity

For ***weaker classes***, you can put Ss in pairs and ask them to write about an imaginary person's birthday.

Homework ideas

Workbook: Ex 1–5, p51

8c Develop your listening

The goal of this lesson is for Ss to understand directions. To help them achieve this, they will focus on listening for sequence adverbs to help them follow a route.

Warm-up

Show images of famous landmarks from around the world and ask Ss to identify them and say where they are, e.g. Buckingham Palace (London), The Statue of Liberty (USA), The CN Tower (Canada), Wawel Castle (Poland), The Palace of Running Water (Argentina) and other sites that you think Ss will know. Tell Ss today's lesson is about understanding directions in a new city.

1a Ask Ss to look at the map and the photo and answer the questions in pairs. Have a whole-class discussion of their answers.

Culture notes

The Palace of Westminster, also known as **The Houses of Parliament**, is the place where the British parliament meets. The clock tower at the end of the building houses Big Ben, a bell weighing 15 tonnes. The sound of the bell is famous and the clock is very accurate. You can't go inside the clock tower.

The London Eye is an observation wheel which rotates slowly. You can take a ride on it to get views of London and can see up to 40 km away on a clear day.

Buckingham Palace is the London home of the British royal family. Every year 50,000 guests, including members of the public, are entertained at garden parties, dinners and other social occasions at the palace. You can also take tours of the palace's state rooms.

Answers: London; Covent Garden, Charing Cross Station, Trafalgar Square, Big Ben, the Houses of Parliament, Westminster Abbey, Buckingham Palace, the London Eye, Waterloo Station

b 8.11 Focus attention on the map. Explain that Ss will hear directions to one of the places. Ask them to listen and number directions a–e in the order that they hear them. Ask Ss to compare answers in pairs. Go through the answers as a class, but do not reveal the name of the place at the end of the route. Play the recording a second time if necessary.

Answers: 1 c 2 d 3 e 4 b 5 a

Audioscript 8.11

First, go out of Charing Cross Station.
Next, turn left onto The Strand.
Then, turn left again onto Northumberland Avenue.
After that, turn right at the river.
Finally, go straight on and you can see it.

c Tell Ss they're going to listen again to mark the route on the map. Ask Ss where they start (Charing Cross Station) and locate this on the map. Play the recording, with Ss drawing the route, then ask Ss to compare in pairs before playing it again. Elicit the name of the place at the end of the route.

Answer: Big Ben

2a Read through the Focus box as a class. Ask Ss to listen to the directions from Ex 1a again and write the five sequence adverbs. With ***weaker classes***, you may want to play the recording sentence by sentence, discuss as a class and add these to the board.

Answers: First, Next, Then, After that, Finally

b Ask Ss to listen one more time and repeat the directions. Pause the recording after each one.

3a 8.12 Ask Ss to listen and complete the sentences with the sequence adverbs. They can compare in pairs and listen again if they need to. Go through the answers as a class.

Answers: 1 First 2 Next 3 After that 4 Then 5 Finally

b Ask Ss to listen again and repeat the directions. Pause the recording after each one.

4 8.13 Refer Ss to the pictures. Talk about what they show, then ask Ss to listen and put them in order. Go through the answers.

Answers: 1 D 2 B 3 A 4 E 5 C

Audioscript 8.13

Sonia: Hi, Chris. The party is at my house on Saturday at 7 p.m. My house is on Park Road. Here are directions from the station. First, go out of the station and turn left. Then, go straight on and walk past the bank. Next, turn left at the supermarket and walk down River Street. After that, turn right at the school. Finally, turn right again at the café and walk down Park Road. My house is number 17. See you on Saturday. Bye!

Optional extra activity

Ss repeat the directions in pairs, using the pictures as prompts.

5 8.14 Refer Ss to the map. Talk about where they start (at the hotel), then ask Ss to listen and follow the route. Encourage pairs to compare answers and retell the directions before listening again. Go through the answers.

Answer: The Tower of London

Audioscript 8.14

Celia: OK. That's a good idea. How do I get there?
Receptionist: First, go out of the hotel and turn right. Then, go straight on. Next, turn left. Then, walk over the bridge. After that, turn right. Finally, go straight on and you can see it.
Celia: OK. Thanks.
Receptionist: No problem.

Homework ideas

Workbook: Ex 1–3, p49

9 OVERVIEW

9A Family photos
Goal | talk about the people in a photo
Grammar | object pronouns (*me, him, her*, etc.)
Vocabulary | prepositions of place

GSE learning objective
Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions

9B Hobbies
Goal | ask and answer about things you and I like to do
Grammar | *like/enjoy/love/hate + -ing*
Vocabulary | hobbies

GSE learning objective
Can express likes and dislikes in relation to familiar topics in a basic way

9C Study habits
Goal | ask and answer about study habits
Grammar | *why* and *because*
Vocabulary | learning a language

GSE learning objective
Can answer simple questions about habits and routines

9D English in action
Goal | make and respond to suggestions

GSE learning objective
Can make and respond to suggestions

Roadmap video
Go online for the Roadmap video.

Check and reflect
Review exercises and communicative activities to review the grammar and vocabulary from the unit.

VOCABULARY BANK

9B Hobbies

DEVELOP YOUR SKILLS

9A Develop your reading
Goal | understand short messages
Focus | understanding subject and object pronouns

GSE learning objective
Can understand short, simple messages on postcards, emails and social networks

9B Develop your listening
Goal | understand people's feelings
Focus | listening for how people feel

GSE learning objective
Can understand how people are feeling if they use simple language and speak slowly and clearly

9C Develop your writing
Goal | write a short text
Focus | using *because*

GSE learning objective
Can write simple sentences about what they and other people do

9A Family photos

Introduction

The goal of this lesson is for Ss to talk about people in a photo. To help them achieve this, they learn object pronouns *me, you, him, her, us, them* and vocabulary of prepositions of place.

Warm-up

Before Ss open their books, ask them to look around the room and make a list of the objects they can see. If your classroom doesn't have much in it, then you could display a picture of a room with everyday items, which will be useful for the lesson to come. Give them a few minutes, then ask them to compare in small groups. When they have finished, elicit answers and tell them this lesson is about describing what we can see.

Vocabulary

Prepositions of place

1a Ask Ss to look at the pictures and discuss the question in pairs. When they have finished, ask for their answers and write useful vocabulary on the board.

Suggested answers: a bag, a table, flowers, a hotel, a man, a chair, a picture, a computer, a clock, some books, a cup, a cake

b 9.1 Refer Ss to the sentences 1–9 and ask them to work alone to match each one with a picture (A–I). They compare their answers in pairs. Play the recording for them to listen and check, then go over the answers as a class. Point to the images and say them as you go through.

Answers: 1 C 2 F 3 B 4 D 5 H 6 A 7 E 8 G 9 I

c Play the recording again, pausing after each sentence, and ask Ss to repeat chorally.

Optional extra activity

For extra pronunciation practice, particularly with ***weaker classes***, put Ss in pairs and name them A and B. A looks at the sentences and B at the pictures. Ask A to read the sentences in random order and B to point at the correct picture. After a few turns, they change roles.

2a Ask Ss to write three sentences about things in the classroom, using *it* instead of the name of the item. Give an example yourself first: *It's on my desk.* Monitor and help if Ss need it. ***Stronger classes*** can write more sentences.

b Refer Ss to the example, then ask them to work in pairs and take turns to read out a sentence for their partner to guess.

Optional alternative activity

If your classroom doesn't have many objects in it, you could provide Ss with a picture of a room for this activity.

Further practice

Photocopiable activities: 9A Vocabulary, p215

Listening

3a 9.2 Refer Ss to the photo and ask what it shows (*a family*). Put Ss in pairs and give them a few minutes to talk about who they can see in the photo and what they think the relationships are. When they finish, explain that they will hear Tony telling Camilla about his family in the photo, and they should listen and write the correct name beside each person. Play the recording, ask pairs to compare, then check the answers.

Answers: **1** Tony **2** Carol **3** Agnes **4** Pat

b Tell Ss they'll now listen again more carefully. Ask them to read the sentences first, so that they know what they need to listen out for. They need to decide who says what. Play the recording, pausing as necessary, then ask Ss to compare in pairs and help each other. Play the recording again if needed. Elicit the answers and drill them.

Answers: **a** Tony **b** Camilla **c** Tony **d** Camilla **e** Tony

c Ask Ss to look at the words in bold and decide who the object pronouns are referring to. Give them a few minutes to do this. Once they have completed the task, ask them to check their answers in pairs. For ***weaker classes***, do the activity as a class, writing the answers on the board.

Answers:
1 me = Tony
2 you = Tony
3 us = Tony, Agnes and Carol / Tony's family
4 her = Tony's sister
5 them = Tony's sister's family
6 him = Pat

Audioscript 9.2

Camilla: Is that a photo of your family, Tony?
Tony: Yes, this is us at our home in Thanet.
Camilla: Great. So, who are the people in the photo?
Tony: Well, that's me behind the chair, next to my wife, Carol.
Camilla: Yeah, I know that's you!
Tony: [*laughing*] And my daughter Agnes is between me and my wife in the photo.
Camilla: Your daughter is so lovely!
Tony: Thanks. And, in front of us, that's my sister and her family – her husband and her two sons.
Camilla: Does your sister live in Thanet, too?
Tony: No, she lives in Australia. Her husband, Pat, is Australian.
Camilla: Wow, how often do you see her?
Tony: We visit them once a year, but Pat comes to the UK for work sometimes, so we see him three times a year, maybe.

Optional extra activity

To develop confidence with ***weaker classes***, once you have checked the answers, ask pairs to read the conversations together. They can do this twice, once in each role. Monitor and support with any pronunciation issues or questions.

Optional extra activity

Ss make sentences about the position of other Ss in the room, using the prepositions of place, e.g. *Marcia is between José and Gian*. This could be speaking and/or writing depending on how much time you have and the needs of the class.

Grammar

Object pronouns

4 Write the first sentence on the board *I live in London*. Ask Ss to identify the subject (*I*) and verb (*live*). Point out that the subject 'does' the verb and goes before it. Write a shortened version of the second sentence: *My parents visit me at the weekend*. Ask Ss to identify the subject (*My parents*) and verb (*visit*). Ask Ss what *me* is (the object). Point out that the subject 'does' the verb to the object. Ask Ss if the object goes before or after the verb (*after*). Refer Ss to the grammar box. Ask them to read the first section, then choose the correct option to complete the sentences, using Ex 3 to help them. When they finish, elicit the answers from different pairs and complete the box on the board.

Answers: **1** before **2** after

Grammar checkpoint

Some Ss may not have seen grammar terms like this before. Going through examples systematically, using different colour pens to highlight the different parts of a sentence, is very useful. It's particularly important for classes where the Ss' first language doesn't follow subject-verb-object word order.

5a 9.3 Tell Ss they're going to listen to some sentences. Ask them to read 1–3, paying attention to the pronunciation of the words in blue. If you think it's useful, explain the information in the Pronunciation checkpoint below.

Answer: They are unstressed.

b Play the recording again and ask Ss to repeat.

Pronounciation checkpoint

In natural speech, when object pronouns come in the middle or at the end of a sentence, they are usually unstressed and we use the weak form. This is because English is a stress timed language.

6 Refer Ss to the conversation. Ask them to read it and choose the correct words in italics. Remind them that the subject goes before the verb and the object after it. Ask Ss to work alone, then in pairs, then have a whole-class feedback discussion.

Answers: **1** They **2** them **3** I **4** I **5** her **6** him **7** us **8** him **9** She **10** She **11** me **12** we

Optional extra activity

After going through the answers, ask individual Ss to read sections of the conversation in open pairs, across the class. While Ss might find speaking in front of the class a bit stressful or embarrassing, as they have the correct answers they should feel more confident.

7 Put Ss in pairs to ask and answer. With ***weaker classes***, ask Ss first to underline the object in the question, then locate the object pronoun in the grammar box and write it beside the question. Do the first one together, showing how they should use the pronoun in the answer. Ask Ss to work in pairs, asking and answering the questions. Monitor and listen, making note of any mistakes. When they finish, ask a few pairs to report something interesting they learned about their partner and deal with any doubts or problems.

GRAMMAR BANK 9A pp.132–133

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer, or look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
1 1 c 2 a 3 a 4 b 5 a 6 c 7 b 8 a
2 1 it 2 them 3 her 4 it 5 them 6 him 7 us 8 it

Further practice

Photocopiable activities: 9A Grammar 1, p213; 9A Grammar 2, p214

Speaking

Prepare

8 Tell Ss they are going to talk about their own family or friends. Ask them to find a photo on their phone or in their bag. If they don't have a suitable one, they can use the photos in their book and pretend.

Speak

9 Read the example as a class, then ask Ss to tell their partner about their family. Tell them to ask questions, as in the example. Remind them that this activity is to practise object pronouns. Monitor and listen.

Optional extra activity

When they finish, ask Ss to write one or two sentences about their partner's family before reporting back to the class.

Teaching tip

It's a good idea to ask Ss to report back after a speaking activity. This encourages them to listen to each other and makes the activity purposeful. It's also an extra challenge to reformulate what their partner has said as it requires them to use different forms.

Reflection on learning

Write the following questions on the board:
What are the subject and object pronouns? Can you write a list?
What do you want to practise more from this lesson?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 8–9: Ss write sentences about their family and/or friends.
Grammar bank: 9A Ex 1–2, pp.132–133
Workbook: Ex 1–5, p52
App: grammar and vocabulary practice

Fast route: continue to Lesson 9B
Extended route: go to p110 for Develop your reading

9B Hobbies

Introduction

The goal of this lesson is for Ss to talk about their likes and dislikes. To help them achieve this, they will practise using the verbs *like*, *enjoy*, *love* and *hate* with the *-ing* form and vocabulary related to hobbies.

Warm-up

Before Ss open their books, put them in pairs and ask them to talk about what they did last week or at the weekend. Write a few prompts on the board, like *restaurant*, *cinema*, *study* or *football* or draw pictures. This will review some of the past simple verbs from Unit 8 as well as lead into today's topic. When they finish, ask a few pairs for their answers.

Vocabulary

Hobbies

1a Look at the photos with the class and discuss what Ss can see. Ask Ss to match the photos to the phrases (1–6). They work alone, then check in pairs. Go through the answers with the class.

Answers: 1 B 2 A 3 F 4 D 5 C 6 E

b 9.4 Ask Ss to look at the phrases, listen and repeat.

Optional extra activity

Ask Ss to listen again and repeat without looking at the phrases. Alternatively, ask them to cover the phrases and look at the photos and try and remember.

2a 9.5 Look at the first phrase and point out that the missing word is one of the verbs from Ex 1a but combined with a different ending. Ask Ss which verb it is (watch). Ask Ss to work alone to complete the phrases. Point out that with the verb *listen*, they will need to add the preposition *to*. When Ss have finished, play the recording for them to listen and check. Play it a second time if necessary and answer any questions that Ss have.

Optional extra activity

It's possible Ss may not know some of the nouns from Ex 2a. You could show images of *a story* (*book*), *a song*, *a play* and *a game* before they start the exercise or ask them to use dictionaries to check words they are unsure of.

Answers:
1 watch a play
2 watch a TV programme
3 play a game
4 listen to the radio
5 read a newspaper
6 do (some) sport/play (some) sport
7 play a video game
8 listen to a song
9 read a story/listen to a story

b Ask Ss to listen and repeat. Drill the words as necessary.

Vocabulary checkpoint

Ask Ss to make a note of the new verb and noun collocations. Encourage them to keep a special vocabulary notebook that they can look over regularly. Point out that their vocabulary can be organised by theme – in this case, entertainment – rather than alphabetically, and that writing their own personalised examples can be helpful aids to memory. If Ss already have vocabulary notebooks, they can show each other and compare methods.

3 Discuss the first sentence as a class and elicit the tense (present simple). Ask Ss to identify the subject (I – first person). Remind them they need to choose the correct verb, then the correct form of the verb. Ask Ss to complete the sentences working alone, then compare in pairs. When they finish, elicit answers and deal with any queries.

Answers: **1** read **2** listen **3** play **4** played **5** watched **6** read **7** uses **8** watch

4 Refer Ss to the incomplete questions and ask them to suggest ideas for the first one, using phrases from Ex 1a. Point out that number 2 needs past simple. Establish that there are several possible answers, then ask Ss to continue alone and complete the questions. When they finish, put Ss in pairs to ask and answer the questions. Conduct whole-class feedback, asking a few pairs to report back on what they learned.

Optional extra activity

Stronger classes can continue to write more questions similar to those in Ex 4a. With ***weaker classes***, work on building the questions together as a class, write them up on the board and drill them.

VOCABULARY BANK 9B p144

Hobbies

These optional exercises build on the lexical set in the vocabulary section.

1 Ss match the words with the pictures, then check in pairs. Check answers as a class.

Answers: **1** snowboarding **2** painting **3** sightseeing **4** camping **5** cycling **6** travelling **7** gardening **8** skateboarding **9** running **10** baking **11** cooking **12** fishing

2 Ss discuss the hobbies in pairs. In feedback, nominate a few Ss to share their answers with the class.

Optional alternative activity

Stronger classes can complete Ex 1 at home, then discuss Ex 2 in the next class.

Further practice

Photocopiable activities: 9B Vocabulary, p218

Listening

5a 9.6 Tell Ss they are going to listen to two people talking about what they like doing at the weekend. Ask them to look at the table, listen and tick the correct columns according to how the people feel about the activities. Play the recording, pausing after each speaker for Ss to tick. Allow them to compare in pairs, then play the recording again if necessary. Go through the answers as a class.

Answers:

Conversation 1: Tania

	loves	likes/enjoys	doesn't like	hates
going to restaurants		✓		
reading books				✓
running in the park	✓			

Conversation 2: Kristoff

	loves	likes/enjoys	doesn't like	hates
walking the dog		✓		
watching TV			✓	
playing video games				✓

Audioscript 9.6

Conversation 1

Interviewer: Excuse me. Can I ask you some questions about the weekend? It's for my university project.
Tania: Yes, OK.
Interviewer: Thank you. What do you and your family like doing at the weekend?
Tania: I enjoy going to restaurants with my friends. We love talking and eating!
Interviewer: Do you like reading books?
Tania: No, I hate it. My sister loves reading books, but I never read them.
Interviewer: Do you like doing sports?
Tania: Yes, I love running in the park. My sister doesn't like running, but she likes dancing and riding her bike.
Interviewer: OK. Thank you.

Conversation 2

Interviewer: Excuse me. Can I ask you some questions about the weekend?
Kristoff: Yes, sure.
Interviewer: Thank you. What do you and your family like doing at the weekend?
Kristoff: Er, I like walking the dog in the park and swimming.
Interviewer: Do you like watching TV?
Kristoff: No, I don't like it. My sons love watching TV. They watch TV every day.
Interviewer: Do they like playing games?
Kristoff: Yes, they do. They play video games. I hate them!
Interviewer: OK. Thank you.

b Tell Ss they are going to listen to the conversations again. Give them a few moments to read the questions and possible answers, then play the recording again for them to listen and choose the correct options (a or b). Allow Ss to compare in pairs before you go through the answers. ***Weaker classes*** may need to listen again.

Answers: **1** a **2** b **3** b **4** a **5** a **6** b

Grammar

like/enjoy/love/hate + -ing

6 Tell Ss you are going to use Ex 5 to focus on some grammar. Ask Ss to look at the questions from Ex 5b and underline the verbs *like/enjoy/love* and *don't* (*doesn't*) *like*. Point out that these will be in the third person. Ask Ss what form of the verb comes after these (the *-ing* form) and which two verbs have a similar meaning (*like* and *enjoy*). Ask Ss to look at the grammar box and complete the first gap (*walking*). Establish that Ss should complete the remaining gaps with the *-ing* form of the verb, referring back to Ex 5 to help them. Monitor and help. With ***weaker classes*** you may need to complete the exercise as a class. Go through the answers.

Grammar checkpoint

Ask Ss to look at the sentences from Ex 5b again. Point out that we say I *like playing video games*, not ~~*I like playing a video game*~~ but *I like walking the dog*, not ~~*I like walking dogs*~~. In the first sentence, we are talking about video games in general, but in the second sentence, we are talking about a specific dog.

Answers:
1 walking
2 watching
3 reading
4 running
5 reading
6 doing
7 doing
8 doing

7a 9.7 Tell Ss they're going to listen to how we pronounce the *-ing* form.

b Play the recording again for Ss to listen and repeat. Point out that the *-ing* ending is not stressed.

Grammar checkpoint

Point out that when the verb ends in *-ing* there are spelling rules, as they saw when they studied past simple regular verbs. Look at number 4 in Ex 7. Elicit that with verbs ending in consonant + *e*, we drop the final *e*, before adding *-ing*, e.g. *taking*. Ask Ss if they can remember other spelling rules. Elicit that we usually double the consonant on words ending with a single vowel, e.g. s*topping*.

8 Ask Ss to complete the sentences in pairs, using the verbs in brackets. Remind them they may need to change the spelling. Go over the rules for doubling consonants and dropping the *e* with ***weaker classes*** (see Grammar checkpoint). Go through the answers as a class, drilling as needed.

Answers:
1 staying
2 making
3 studying
4 cleaning
5 travelling
6 eating

9 Look at the example together. Ask ***weaker classes*** to write the questions based on the sentences in Ex 8, ***stronger classes*** can complete the activity by speaking only. Remind Ss of the short answers (*Yes, I do. / No, I don't.*) and ask them to ask and answer the questions in pairs. Monitor and listen. Ask a few pairs to share information they learned with the class.

Answers:
1 Do you like staying at home at the weekend?
2 Do you like making dinner for your friends?
3 Do you like studying in the evening?
4 Do you like cleaning your flat on Sundays?
5 Do your children like travelling by car?
6 Does your sister/mother like eating food from different countries?

GRAMMAR BANK 9B pp.132–133

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers:
1 **1** doing **2** swimming **3** using **4** listening **5** walking **6** having **7** stopping **8** playing **9** going **10** writing
2 **1** I enjoy taking photos.
2 He doesn't like losing things.
3 My son hates getting up early.
4 My children enjoy playing cards.
5 Ellen loves doing sport.
6 Does your dad like reading books?
7 Do you enjoy swimming?
8 Do your friends enjoy watching football?
9 Do you like listening to the radio?

Further practice

Photocopiable activities: 9B Grammar 1, p216; 9B Grammar 2, p217

Speaking

Prepare

10 Tell Ss they are going to write a survey. Ask Ss to read the list first and ask for suggestions for the next question. Put them in pairs to write six more questions. ***Stronger classes*** can write more. Monitor and check Ss are forming questions correctly.

Teaching tip

Working in pairs in creative activities helps Ss, as they can share ideas and help each other. It also provides speaking practice. Working alone is more suited to activities that you can use to see how well Ss understand a new point, such as a gap fill. Ss can still check in pairs afterwards before whole-class feedback.

Speak

11a Ask Ss to work in pairs to ask and answer their questions. If they prepared in pairs in the previous activity, then put Ss in new pairs to conduct their survey. Ask them to make notes on their partner's answers. Monitor and listen, making notes on how well they are using the verb forms.

b When they finish, ask individuals to report something about their partner. Give feedback on language used and drill words that Ss had difficulty with.

Optional alternative approach

Feedback is important as it closes the activity and gives Ss the opportunity to share their ideas. With whole-class feedback, make sure that Ss just say one thing about their partner as otherwise it will take too long. Alternatively, put Ss in new pairs or groups to report back fully to each other on what they learned. This allows more speaking practice.

Optional extra activity

Ss write a survey about learning English. Brainstorm the elements of a lesson: reading, writing, grammar, etc. Then ask Ss to devise questions to find out what others like and dislike. e.g. *Do you like learning grammar? Do you enjoy writing sentences?* etc. This can lead to an interesting discussion with adult learners about what they enjoy most in their classes.

Reflection on learning

Write the following questions on the board:

What do you like doing in your English classes?

What do you do to help you remember each lesson?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class.

Homework ideas

Ex 11a: Write a few sentences about what your partner likes and dislikes.

Grammar bank: 9B Ex 1–2, pp.132–133

Workbook: Ex 1–6, p53

App: grammar and vocabulary practice

Fast route: continue to Lesson 9C

Extended route: go to p111 for Develop your listening

9c Study habits

Introduction

The goal of this lesson is for Ss to talk about their study habits. To help them achieve this, they will study *why* and *because* in this context, as well as vocabulary related to learning a language.

Warm up

Ask Ss to work in pairs to make a list of free time activities (e.g. *watch a TV programme, play football*). Then ask them to make a list of jobs, such as those around the house (e.g. *cleaning the bathroom, cooking dinner*). Give them a few minutes. Take feedback, asking which list is longer, then ask pairs to talk about what they like/don't like doing in their free time. Ask Ss which list studying English goes in – work or free time. Tell Ss today's class is about study habits.

Vocabulary

Learning a language

1a Ask Ss to work together in pairs to match the pictures with the phrases. Tell them to underline any unknown vocabulary. Go through the answers and discuss as a class.

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

b 9.12 Refer Ss to the phrases. Ask them to listen and repeat chorally. Drill individuals further as needed.

2 Ask Ss to underline the verbs in Ex 1 in one colour and the nouns in another colour. Go through the answers. Refer Ss to the first gapped sentence. Ask them to decide if a verb or noun is needed (a noun – because we see *a* earlier in the sentence). Then ask them to suggest the answer (dictionary). With ***weaker classes***, go through all the sentences identifying if a noun or verb is needed, then ask Ss to complete the sentences using the correct form of the word. Ask them to work alone, then check in pairs. Elicit the answers.

Answers: 1 dictionary 2 remember 3 course 4 board 5 library 6 failed 7 exam 8 passed

3 Tell Ss they are going to do an 'exam'. Emphasise that it's not serious. Name half the Ss A and the other half B and ask them to turn to the relevant pages. Explain that Ss should read the question to their partner and tick or cross the answer. Teach the phrase *I can't remember*. Ask a strong pair to do an example together in front of the class, then ask Ss to work in pairs to complete the exercise. When they finish, ask pairs to add up their partner's score and tell them if they failed or passed.

Teaching tip

It's important to emphasise that this is just a bit of fun. The questions are quite easy, so Ss shouldn't have too much difficulty. With ***weaker classes***, if you think they will have difficulty, adapt the activity, e.g. put the answers on the board in jumbled order for them to choose from. Ss should not feel demotivated or embarrassed.

Further practice

Photocopiable activities: 9B Vocabulary, p221

Reading

4a 9.13 Refer Ss to the text and explain that it's an interview with a student talking about learning English. Ask Ss to read and match the answers A–E to the questions 1–5. Ask them to compare answers, then play the recording for them to check. Check the answers as a class.

Answers: 1 E 2 D 3 B 4 C 5 A

Audioscript 9.13

Man: Why do you study English?
Bianca: Because I use it for my work. I often talk to people from other countries. But English is difficult!
Man: Why is English difficult for you?
Bianca: Because I can't remember all the new words. And I didn't study English at school.
Man: Why didn't you study English at school?
Bianca: Because I didn't like my English teacher!
Man: Why have you got four lessons this week?
Bianca: Because there is an English exam on Saturday.
Man: Why do you study here?
Bianca: Because the teacher is very good. He knows about my exam.

b Ask Ss to read the interview again and write the answers to questions 1–3. Complete the first one as a class. Point out that Ss need to change the pronoun in the text to *she* in their answers. Ask Ss to work alone, then check in pairs. Go through the answers with the class. Draw attention to the third person *s* if Ss are missing it off the end of the verb and remind them why it's needed.

Answers:
1 she often talks to people from other countries.
2 there is an English exam.
3 he is very good and he knows about her exam.

Grammar

why and *because*

5 Tell Ss that they are going to use examples from the interview in Ex 4a to study some grammar. Ask ***weaker classes*** to underline all the examples of *why* and *because* in the text. Ask Ss to look at the left-hand column in the grammar box and find examples of the patterns in the interview, then write them in the right-hand column. Complete one or two examples as a class, then ask Ss to continue. Allow plenty of time for this. Check as a class.

Answers:
1 Why do you study English?
2 Why didn't you study English at school?
3 Why do you study here?
4 Why have you got four lessons this week?

6a 9.14 Play the recording and ask Ss to listen for the pronunciation of *because* in each sentence. Point out that the stress is always on the second syllable.

b Ask Ss to listen again and repeat the sentences chorally and individually.

7a 9.15 Ask Ss to complete the conversation with words from the box. Point out that two will not be used. Do the first one on the board with the class as an example. Ss should work alone to complete the rest, then compare their ideas in pairs. Monitor and support as needed. When they finish, play the recording for Ss to listen and check their answers. Finally, go through the answers as a class. In feedback, nominate Ss to read sections of the conversation aloud. Listen for pronunciation of the weak auxiliary verbs and correct if necessary.

Answers: 1 do you 2 Because 3 I 4 Where 5 Why 6 it's 7 Do 8 because 9 Why 10 because

b Ask Ss to practise reading the conversation in pairs. Monitor and help with pronunciation. When they have finished, they can change roles. Finally, ask a few pairs to perform the conversation for the class.

GRAMMAR BANK 9C pp.132–133

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill if needed. Ss can refer to the notes to help them.

Answers:
1 1 e 2 f 3 b 4 c 5 a 6 d
2 1 I went to the library because it has (got) a lot of good books.
2 I failed the exam because I didn't study every day.
3 I passed the exam because I studied every day.
4 I watched this film because I like the people in it.
5 I read a book every month because I love reading.
6 I took an English course because my English isn't very good.
3 1 Why weren't you at the office yesterday? Because I went to a meeting in town.
2 Why wasn't Hamid at school today? Because he got a job interview.
3 Why hasn't Serena got a computer? Because she doesn't like computers.
4 Why did you leave work early yesterday? Because I went to the cinema with my friends.
5 Why can your parents speak good Spanish? Because they lived in Mexico for four years.

Further practice

Photocopiable activities: 9C Grammar 1, p219; 9C Grammar 2, p220

Speaking

Prepare

8 Look at the examples with the class, then ask Ss to work in pairs to write their own questions about study habits.

Speak

9 Refer Ss to the example. Then put them in new pairs to ask each other and answer the questions they prepared in Ex 8. Monitor and listen for how well they do.

Teaching tip

In freer stages, Ss will of course make mistakes. This is an important part of gaining fluency. Avoid interrupting them as this disrupts the flow and can be demotivating. Collect examples of good and poor language use and use these to reflect on what needs more work. Write a few examples on the board. Ask Ss to discuss in pairs and correct the mistakes, then have a final whole-class focus, eliciting the corrections and discussing them.

Reflection on learning

Write the following questions on the board:

Why are you learning English?
How will today's lesson be useful outside the class?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 9C Ex 1–3, pp.132–133
Workbook: Ex 1–5, p54
App: grammar and vocabulary practice

Fast route: continue to Lesson 9D
Extended route: go to p112 for Develop your writing

9D English in action

Introduction

The goal of this lesson is for Ss to make and respond to suggestions. To help them do this, they will study useful phrases and expressions.

Warm up

Write a list of activities on the board (*watch TV*, *go to the cinema*, *read a book*, *study*, *eat breakfast*, *eat in restaurants*, etc) or show images of such activities. Ask Ss to discuss whether they like doing these activities alone or with other people and why. Tell them today's lesson is about asking people to do things with you.

1a Refer Ss to the photos and ask them to discuss the question in pairs. After a few minutes, ask a few pairs for their ideas. Add any useful vocabulary to the board.

Suggested answers:
You can watch a film.
You can eat food and drink things.
You can watch TV, play video games, read books, read newspapers, use a computer and use the internet.

b 9.16 Explain that Ss are going to hear three conversations. They listen to the recording and match each conversation to the correct photo (A–C). Ask them to check their answers in pairs before conducting feedback.

Answers: **1** C **2** A **3** B

2a Tell Ss they will listen again for more detail. Give them a minute to read the sentences, then ask them to listen and choose the correct answers. Play the recording, ask Ss to check in pairs, then check the answers as a class.

Answers: **1** music **2** 8.00 **3** Thai

Audioscript 9.16

Conversation 1
Kevin: Let's watch something on TV.
Nathan: Great. Let's watch this sports programme.
Kevin: Sorry, I don't like it.
Nathan: Oh. OK, let's watch a music programme.
Kevin: Good idea.

Conversation 2
Luke: Let's do something! Shall we go the cinema?
Paula: Yeah. What shall we watch?
Luke: Let's watch *London Story*.
Paula: OK.
Luke: When shall we go?
Paula: The film starts at 8, so shall we go at 7.30?

Conversation 3
Ellie: Let's go to a restaurant for dinner.
Ben: That's a great idea. Where shall we go?
Ellie: Let's go to the Spanish restaurant. I like the fish there.
Ben: Hmm. I went there last week. Shall we go to the Thai restaurant?
Ellie: Great idea. I love that restaurant.
Ben: OK. Let's meet there at 7.

b Refer Ss to the Useful phrases box. Ask them to listen again and write the conversation number beside each phrase. Play the recording, pausing after each one to allow Ss to check their answers in pairs, then conduct feedback. Ask Ss what other way someone says *yes* to a suggestion (*OK*).

Answers:

Making suggestions
2 – Let's do something!
2 – Shall we go at 7.30?

Saying yes to suggestions
3 – That's a great idea!
1 – Good idea.

Saying no to suggestions
1 – Sorry, I don't like it.
3 – Hmm. I went there last week.

Making plans
2 – When shall we go?
3 – Where shall we go?
2 – What shall we watch?

c 9.17 Ask Ss to listen and repeat the phrases.

3a 9.18 Ask Ss to put the conversation in order. Elicit the first line (*Let's do something.*), then ask Ss to continue numbering the lines. Play the recording for Ss to listen and check their answers. Go through the answers together.

Optional alternative activity

Ask pairs to order cut up lines of the conversation, before they listen, then play the recording. Ss listen and move the lines of conversation into the correct order. Play the recording one final time to check.

Answer:

4 Dylan: Hmm. It's very cold today.
10 Dylan: OK. Shall we play a video game?
7 Olivia: The library?
3 Olivia: Shall we walk to the lake?
6 Dylan: No, they haven't got any good films today. Let's go to the library.
9 Olivia: Hmm. I don't like reading.
1 Olivia: Let's do something.
8 Dylan: Yeah, let's read some books.
11 Olivia: Great idea! What shall we play?
2 Dylan: OK. What shall we do?
12 Dylan: Let's play this game. You can fly a plane.
5 Olivia: Yeah, you're right. Shall we go to the cinema?

Audioscript 9.18

Olivia: Let's do something.
Dylan: OK. What shall we do?
Olivia: Shall we walk to the lake?
Dylan: Hmm. It's very cold today.
Olivia: Yeah, you're right. Shall we go to the cinema?
Dylan: No, they haven't got any good films today. Let's go to the library.
Olivia: The library?
Dylan: Yeah, let's read some books.
Olivia: Hmm. I don't like reading.
Dylan: OK. Shall we play a video game?
Olivia: Great idea! What shall we play?
Dylan: Let's play this game. You can fly a plane.

b Ask Ss to practise the conversation in pairs, taking both roles in turn.

4 Put Ss in groups of three or four. Refer them to the example and Useful phrases and ask them to agree on six activities. Remind them that the objective is to have a discussion, saying *yes* or *no* to suggestions and suggesting alternatives. Monitor to see how they manage with the phrases. Remind them to note what their agreed plan is, including where and when. When they have finished, give feedback on good use of language or ask a confident group to perform a conversation for the class.

Reflection on learning

Write the following questions on the board:
What ways of making a suggestion can you remember?
Did you enjoy the groupwork? Why or why not?
Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class, but don't force them if they'd rather not.

Homework ideas

Reflection on learning: write your answers.
Workbook: Ex 1–2, p55
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

9 Check and reflect

Introduction

Ss revise and practise the language of Unit 9. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework or use them as a diagnostic or progress test.

1 Refer Ss to the pictures and ask them to complete the sentences using the prepositions in the box. Check they understand *above* and *below*. Ask them to check in pairs before going through as a class.

Answers: 1 on 2 above 3 behind 4 at 5 below 6 in front of 7 next to 8 between 9 in

2 Ss work alone to complete the gaps using object pronouns from the box. Complete the first one together, then Ss continue. Go through the answers as a class.

Answers: 1 him 2 her 3 them 4 me 5 us 6 it

3a Ask Ss to look at the sentences. Explain that they have to complete them with the correct form of the verbs in the box. Do the first one together, then ask Ss to continue alone. Allow them to check their answers in pairs, then go through the answers with the class.

Answers: 1 listen to 2 read 3 do 4 watched 5 use 6 play

b Ask Ss to tick the sentences from Ex 3a that are true for them, then compare in pairs.

4 Ask Ss to complete the sentences with the correct form of the verbs in brackets. Do the first one together and ask Ss to continue alone. Allow them to check in pairs before you go through the answers with the class.

Answers: **1** love reading **2** hate doing **3** do (you) enjoy watching **4** loves listening to **5** doesn't enjoy working **6** do (you) like listening to **7** don't like getting up

5 Ask Ss to complete the sentences using the correct form of the verbs in the box. They work alone, then check in pairs. Go through the answers as a class.

Answers: **1** take **2** pass **3** fail **4** do **5** use **6** go to **7** know **8** wrote

6a Ask Ss to work alone to write the words in order to make questions. They can check in pairs before you go through the answers as a class.

Answers:
1 Why are you hungry?
2 Why don't you eat your salad?
3 Why doesn't Leo know the answer?
4 Why didn't you go to work last week?
5 Why was Sam late this morning?
6 Why can Sara speak Portuguese?
7 Why have we got a new teacher?

b Ask Ss to work alone to read answers a–g and match them to the questions in Ex 6a. They can check in pairs before you go through the answers as a class.

Answers: **1** g **2** c **3** b **4** d **5** f **6** a **7** e

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 9.

9A Develop your reading

Introduction

The goal of this lesson is for Ss to read and understand short messages. To help them achieve this, they will look at how subject and object pronouns refer back to nouns.

Warm-up

Show Ss a picture of a family or more than one family in a social situation. Ask them to describe the people and talk about how they might be related. This task should revise subject pronouns and family words. Discuss their ideas as a class.

1a Refer Ss to the text message chat. Ask them where they would see this (on a phone). Ask them to read it quickly and decide who Jenny and Matt are, choosing from options a–c. After a few minutes, ask pairs to compare, then conduct feedback. Ask Ss to justify their answers.

Answer: b

b Tell Ss to read the text message chat more carefully and choose the correct answers to the questions from options a–c. Ask them to compare in pairs, then go through the answers.

Answers: **1** b **2** c **3** a

2 Refer Ss to the Focus box and read it through together. Look at the pairs of sentences and show how the underlined words relate back to the names in the first sentence (e.g. in the first pair of sentences, the word *her* refers to *Mum*).

Ask Ss to look at the second example and choose the correct answer to the question. Ask Ss to compare in pairs, then check the answer with the class.

Answer: Mum and Dad

3 Tell Ss they will now practise identifying pronouns. Ask Ss to match nouns 1–5 with the correct pronouns a–e. Do the first one as a class, then ask Ss to continue alone. Allow a few minutes, then ask Ss to compare in pairs before going through the answers as a class.

Answers: **1** b **2** d **3** c **4** a **5** e

4 Look at the first pair of sentences with the class. Ask who or what the underlined word *them* in the second sentence refers to (*my parents*). Ask Ss to circle these words in the first sentence. Ss do the same with the remaining sentences. Ask Ss to compare in pairs, then go through the answers.

Answers: **1** My parents **2** my grandmother **3** My husband and I **4** Tom **5** picture **6** my bag

Optional extra activity

When you have checked the answers, ask Ss to read the sentences aloud to each other in pairs, with one saying the first sentence and their partner saying the second in two ways, once repeating the noun and then using a pronoun. When they finish they can change roles.

5 Ask Ss to read the message chat and answer the questions. Remind Ss that the answer to *who* is a person/people. Ask Ss to compare in pairs, then go through the answers.

Answers:
1 Fernando, Martin, Jack and Mila
2 The film
3 Vanessa's mum

Homework ideas

Workbook: Ex 1–4, p56

9B Develop your listening

Introduction

The goal of this lesson is for Ss to understand people's feelings. To help them achieve this, they will practise listening and recognising how intonation shows how people feel.

Warm-up

Elicit a range of everyday activities and write them on the board, e.g. *watch TV*, *clean the bathroom*, *go to the shops*, *cook dinner*, *visit friends*. Ask Ss to work in pairs, taking turns to tell each other how they feel about the different activities. They should use the *-ing* form of the verb. Tell Ss today's lesson is about recognising and understanding how people feel by the way they speak.

1 Ask Ss to look at the photos in pairs and identify the activities. Elicit answers. Drill as needed.

Answers: **A** watch TV **B** play video games **C** play basketball **D** use the internet **E** read a book **F** listen to music

2 9.8 Tell Ss they are going to hear three conversations and they should listen out for which activity from Ex 1 is mentioned in each conversation (1–3). Play the recording. Ask Ss to compare answers, then play the recording again for them to check. Go through the answers as a class.

Answers: **1** read a book **2** play video games **3** play basketball

Audioscript 9.8

Conversation 1
A: I read an interesting book about French history on holiday.
B: Oh, really?

Conversation 2
A: My friends and I usually play video games on Friday nights.
B: That's great.

Conversation 3
A: He plays basketball for the New York Knicks.
B: That's amazing!

3 Refer Ss to the Focus Box. Ask them what the arrows mean (the voice goes up and then down). Play the recording from Ex 2 again for Ss to listen. Pause after each one for them to decide whether the speaker is interested or not interested. Allow Ss to compare in pairs, then play the recording again for them to check. Go through the answers with the class. Share the information in the Pronunciation checkpoint if you think Ss will find it useful.

Answers: **1** not interested **2** not interested **3** interested

Pronounciation checkpoint

The way we use intonation can show how we feel. A flat tone can suggest lack of interest or confidence; a rise-fall tone can show interest, excitement and enthusiasm. It's important that Ss work on natural sounding intonation to avoid giving the wrong impression without meaning to.

4a 9.9 Explain that Ss are going to read and listen to sentences and use the intonation to decide if the speaker is interested/excited in *a* or *b*.

b 9.10 Play the recording for Ss to listen again to the interested/excited speakers. Play each sentence and ask Ss to listen and repeat. Move your hand to show the intonation pattern and encourage Ss to do the same.

Answers: **1** a **2** b **3** b **4** a **5** a **6** b

Optional extra activity

Ask pairs to take turns to read the sentences together, concentrating on intonation.

5a 9.11 Explain that Ss are going to listen to conversations and use the rise-fall or flat intonation to decide whether or not the second speaker is interested/excited. Ss read through first, then play the first conversation and discuss whether the second speaker sounds interested/excited or not. Play the rest of the recording, pausing after each conversation for Ss to tick if the second speaker sounds interested or excited. Ask Ss to check in pairs. If necessary, play the recording again. Go through the answers with the class.

Answers: 2 and 4

b Play the recording again, sentence by sentence, and ask Ss to listen and repeat. Then ask Ss to work in pairs to roleplay the conversations, using intonation to show how they feel.

Optional extra activity

Ss work in pairs. One chooses the emotion they want to convey and says a sentence from Ex 5 in that way. Their partner identifies the feeling. This helps Ss know if their intonation is communicating what they think, as well as helping them develop their listening skills. Pairs change roles after a few turns.

Homework ideas

Workbook: Ex 1–3, p55

9c Develop your writing

Introduction

The goal of this lesson is for Ss to write a short text about studying English. To help them achieve this, they will look at how we use the linking word *because* to give reasons. They will plan their text by making notes and use peer correction to check their work.

Warm-up

Write the following verbs and noun collocations in two jumbled columns on the board, with verbs on the left and nouns on the right: *watch films, listen to music, go to the cinema, do homework, pass exams, have a notebook, use a computer, eat cake.*

Ask Ss to work in pairs to match the two parts and make the collocations. When they finish, go through the answers and discuss which of them are useful in learning English. (They are all useful, except *eat cake*!)

1 Ask Ss to read the speech bubbles and choose the photo (A–D) that matches each one. Ask pairs to discuss their answers. After a few minutes, conduct feedback.

Answers: 1 D 2 B 3 A 4 C

2 Refer Ss to the Focus box and read it through as a class. Ask Ss to look at Ex 1 and underline the reasons in each message. Give them a few minutes, then ask Ss to check in pairs before eliciting the answer. Write it on the board and elicit the changes to punctuation.

Answer:
1 (because) I like watching films.
2 (because) I like listening to music.
3 (because) I have got a British friend.
4 (because) I use it for my job at the café.

Grammar checkpoint

Ss learned how to use the linking words *and* and *but* in DY Reading lesson 3A. *Because* is also used to join two clauses; the second clause gives a reason for what is stated in the first one. Remind Ss that when we use a linking word, the two sentences become one. We do not use a capital letter for *because* or to begin the second clause.

3 This exercise practises making logical sentences with *because*. Look at the first one together. Explain that Ss must complete the sentence with *because* followed by the correct phrase from the box. Ask Ss to continue alone. Monitor the activity, helping where necessary. After a few minutes, elicit answers. Ask individuals to read the completed sentences aloud and write them on the board.

Answers:
1 because it is quiet.
2 because it was difficult.
3 because I forgot.
4 because I use my computer.
5 because I got up late.
6 because she speaks very fast.

4 Ask Ss to look at the sentences. Explain that they should complete them so that they are true for themselves by choosing *like* or *don't like* and giving a reason. Write the example on the board, choosing *don't like* and eliciting other ideas of how to complete the sentence. Ask Ss to complete the remaining sentences alone, then check their work in pairs. Monitor and support with vocabulary as needed. When they finish, ask some of the Ss to share their ideas with the class. Write their sentences on the board.

Prepare

5 Ask Ss to think about why they study English and make notes. Monitor and offer support as needed. With ***weaker classes***, have a whole-class brainstorm and write their ideas on the board.

Write

6a Ask Ss to write their text, using the notes they have made. They should write alone, but put Ss in pairs to help each other. Remind them to write about three different reasons, using *because* each time. Monitor and help as needed.

b Ask Ss to share their text with a partner, read and check.

Optional extra activity

Ss can read the texts to each other in small groups. The completed texts can be used for a wall display.

Homework ideas

Workbook: Ex 1–6, p57

10 OVERVIEW

10A Goals
Goal | ask and answer about dreams and wishes
Grammar | *would like/love to*
Vocabulary | collocations

GSE learning objective
Can ask what somebody would like to do using simple phrases

10B Party time
Goal | talk about plans for a class party
Grammar | *be going to*
Vocabulary | party vocabulary

GSE learning objective
Can talk about plans for the near future in a simple way

10C My plans
Goal | ask and answer about plans for the year
Grammar | *be going to*: questions
Vocabulary | seasons, time expressions

GSE learning objective
Can ask and answer questions about basic plans and intentions

10D English in action
Goal | make and respond to invitations

GSE learning objective
Can make and respond to invitations using basic fixed expressions

Roadmap video
Go online for the Roadmap video.

Check and reflect
Review exercises and communicative activities to review the grammar and vocabulary from the unit.

VOCABULARY BANK

10A Collocations

DEVELOP YOUR SKILLS

10A Develop your reading
Goal | understand a short article
Focus | understanding paragraphs

GSE learning objective
Can understand familiar phrases in a simple text

10B Develop your listening
Goal | understand a conversation about plans
Focus | checking information and showing understanding

GSE learning objective
Can understand simple, everyday conversations if conducted slowly and clearly

10C Develop your writing
Goal | write a short message for an online discussion
Focus | using subject and object pronouns

GSE learning objective
Can write short, simple notes, emails and postings to friends

10A Goals

Introduction

The goal of this lesson is for Ss to talk about dreams and wishes. To help them achieve this, they will study *would like/love to* and collocations for plans and ambitions.

Warm-up

Write the following cues on the board or display images: *home, family, work, studies, food.* Ask Ss to work in pairs and talk about their habits and what they like and dislike about their life in some or all of these areas. Give an example yourself to start them off. Food: *I like eating in restaurants, but I don't like cooking.*

Listening and vocabulary

Collocations

1 Ask Ss to look at the photos and talk about the question in pairs. Ask a few pairs for their ideas and write useful vocabulary on the board.

Suggested answers: **A** at a café/restaurant **B** in a park **C** in the mountains (countryside) **D** at a café **E** in a shop

2a 10.1 Tell Ss they will hear ten people talking. Five of them are in the photos. They should listen and match each photo with one of the speakers (1–10). Only five numbers will be used. Play the recording, then put Ss in pairs to discuss their answers. If they need to listen again, play the recording again. Go through the answers as a class.

Answers: **A** = 3 Matthew **B** = 6 Maria **C** = 9 Stella **D** = 2 Andy **E** = 1 Natalie

b Refer Ss to the text and play the recording a second time for them to listen and read. Pause after each gap for Ss to complete the phrase. Allow them to check in pairs, then play the recording again. Go through the answers and write them on the board.

Answers: **1** a business **2** a club **3** new friends **4** jobs **5** my family **6** sport **7** children **8** some things **9** a house **10** a big city

Audioscript 10.1

1 Natalie
Natalie: I'd like to start a business. I like making clothes and I'd love to open a shop and sell them to people.

2 Andy
Andy: I love reading, so I'd like to join a club and talk to people about books. My friends don't like reading!

3 Matthew
Matthew: I moved to a new city last month, so I'd like to make some new friends. I love talking to friends!

4 Lars
Lars: I'd love to change jobs. My job is very difficult, and my manager is never happy. I don't like working there.

5 Denise
Denise: My office is far from our flat. I leave home at 7 in the morning and arrive home at 9 in the evening. I'd like to spend more time with my family, because I never see them from Monday to Friday.

6 Maria
Maria: I always eat unhealthy food and I never exercise. I'd like to try a new sport and get healthy.

7 Brad
Brad: We'd love to have children, but our flat is very small, so we're going to buy a house.

8 Justine
Justine: Our new flat is very small, so we need to sell some things. Maybe our old books?

9 Stella
Stella: I hate living in the city. I'd love to build a house near a lake and walk in the mountains every day!

10 Hilal
Hilal: I live in a small village and I hate it. There isn't a cinema and there are no restaurants. I'd love to move to a big city.

Teaching tip

Ss can struggle with listening, especially at lower levels. It's important to provide support by encouraging them to compare answers after listening and playing the recording again. Reassure Ss that it is not a test, and they are still developing skills even if they don't get the answer correct. If Ss still struggle to hear the missing information, write it on the board in jumbled order for them to choose the correct answers. When they have finished, elicit the answers and write them on the board, in the correct order. If any Ss missed answers, you can play the recording again and they may now hear them.

c 10.2 Ask Ss to listen again and repeat the phrases chorally. Drill any phrases that they struggle with individually.

Optional extra activity

With ***stronger classes***, ask Ss to take turns reading out the whole statements to their partner.

3a 10.3 Share the information in the Vocabulary checkpoint below if you think Ss will find it helpful. Ask Ss to use the highlighted verbs from Ex 2b to complete the gaps, making new phrases. They should work alone at first, then compare in pairs. Play the recording for Ss to listen and check answers. Discuss any answers that Ss want to.

Vocabulary checkpoint

Explain that the highlighted expressions in the text in Ex 2b are verb and noun collocations. Point out that the verbs from Ex 2b can be used with other endings to make different collocations, e.g. you can *change jobs* or *change your hair*; you can *start a business* or *start a new job* and you could *try a new sport* or *try new food*.

Answers: **1** change **2** try **3** make **4** sell **5** join **6** spend **7** have **8** start **9** move **10** build

b Ask Ss to listen again and repeat the phrases chorally. Drill individually as needed.

4 Ask Ss to write five sentences about themselves, using the phrases from Exs 2 and 3.

Optional extra activity

As an extension, Ss write three more sentences about themselves, but one should be false. They read their sentences to a partner who should guess the false one. Model this activity yourself first, for the class to guess the false sentence.

VOCABULARY BANK 10A p145

Collocations

These optional exercises build on the lexical set in the vocabulary section.

1 Ss complete the diagram to make collocations, then check in pairs. Check answers as a class.

Answers:
move: to a big city; to a small town; to another country
build: a computer, a house
make: bread, clothes
spend time: with my kids, with my friends, with my grandparents
change: jobs, cars
join: a club, a band

2 Ss discuss in pairs which sentences are or aren't true for them. In feedback, nominate a few Ss to share their answers with the class.

Optional alternative activity

Stronger classes can complete Ex 1 at home, then discuss Ex 2 in the next class.

Further practice

Photocopiable activities: 10A Vocabulary, p224

Grammar

would like/love to

5 Focus attention on the grammar box and missing words. Explain that we use *I'd like/love to* to talk about things we want to do now or in the future. Refer Ss to Ex 2b for help. Ask Ss to complete the gaps, compare answers, then go through the answers as a class.

Answers: **1** would/'d **2** to **3** would/'d **4** to **5** would not/wouldn't **6** to **7** Would **8** to **9** would **10** to **11** would **12** to

Grammar checkpoint

Ss may get this structure confused with *like/love + -ing*. *I like/love/don't like + -ing* expresses our feelings of like/dislike about different activities and *I'd like to* expresses a desire to do something.

6a 10.4 Ask Ss to read the sentences, then listen and tick the one they hear. Play the recording again for Ss to listen and check the answers.

Answers: **1** a **2** a **3** b **4** b

b Ask Ss to listen again and repeat. Drill Ss individually if necessary.

Audioscript 10.4

1 I like being a nurse.
2 What would you like to do at the weekend?
3 We'd love to live in the city.
4 I like living near the sea.

Optional extra activity

Ask Ss to work in pairs. Student A reads aloud sentence a or b from Ex 6a. Student B must identify which one it is. Then they change roles.

7 10.5 Explain that Ss should read the conversation and choose the correct options. Point out that they need to look at the context to determine the correct answers. Ss work alone, referring to the grammar box, then check in pairs. Play the recording for them to listen and confirm their ideas. Check answers with the whole class.

Answers: **1** would **2** I'd like **3** love **4** to have **5** would **6** make **7** I love **8** to do **9** I love **10** I'd like **11** would you **12** to go **13** I love **14** to go

Optional extra activity

For consolidation, ask Ss to read the corrected conversations in pairs, taking turns with each role.

8a Ask Ss to complete the sentences so that they are true for them. Monitor and help if necessary.

b Ask Ss to work in pairs, taking turns to tell each other their sentences. When they finish, ask a few pairs to share their sentences with the class.

Optional extra activity

With ***stronger classes***, ask Ss to think of reasons with *because* for their sentences from Ex 8a. Ask the listening Ss to ask follow-up *why* questions where possible, e.g. *I'd like to travel around the world by boat.* Why? *Because I love travelling.*

GRAMMAR BANK 10A pp.134–135

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer, or look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill if needed. Ss can refer to the notes to help them.

Answers:

1 **1** I'd like to be a doctor one day.
2 We'd love to see you at the weekend.
3 I wouldn't like to live in another country.
4 Would you like to travel round the world one day?
5 I like my job so I wouldn't like to change it.
6 My sister would like to be a dancer.
7 John would like to work for a travel company.
8 Anne and Maxine would like to travel after university.

2 **1** would ... like to listen to
2 Would ... like to go out
3 would ... like to do
4 would ... like to visit
5 Would ... like to watch
6 Would ... like to spend

Further practice

Photocopiable activities: 10A Grammar 1, p222; 10A Grammar 2, p223

Speaking

Prepare

9a Tell Ss they are going to talk about their future goals. Ask them to tick one or more of the ideas (1–4) they'd like to do. They don't need to write their name.

b Ss should work alone and write four more ideas on lines 5–8, using the examples 1–4 to help them. Monitor and ensure they are doing this correctly.

Speak

10a Look at the example conversation together. Ask Ss to move around and ask the questions to their classmates. When a classmate responds *Yes*, they write the student's name and ask a follow-up question. They should use their imagination to think of interesting and positive answers, but they don't necessarily have to be realistic! As Ss do the activity, monitor how they use the target language.

b Ask Ss to report back a few of the interesting answers they heard.

Teaching tip

During a speaking activity where Ss need to complete several steps, it's worth asking questions to check their understanding of the task before they start, e.g. *Do you speak to only one person?* (No, different people). *Do you write the answers?* (No, just the name). Once they have started, your role is to ensure everybody is active and has a partner, as well as monitoring their language use, so it's best to avoid answering Ss' questions when they want to include you in the activity.

Reflection on learning

Write the following questions on the board:
Would you like to use English in your working life? How?
How many verb and noun collocations can you remember from today's lesson? Write a list.
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 8–10b: Write two or three sentences about what you'd like to do in the future regarding home, family or studies.
Grammar bank: 10A Ex 1–2, pp.134–135
Workbook: Ex 1–6, p58
App: grammar and vocabulary practice

Fast route: continue to Lesson 10B
Extended route: go to p113 for Develop your reading

10B Party time

Introduction

The goal of this lesson is for Ss to talk about plans for a class party. To help them achieve this, they will study *be going to* and vocabulary related to a party.

Warm-up

Ask Ss to discuss in pairs the last party that they went to. What did they do there? Were there any organised activities and was there any food? When they finish, elicit the answers they have and write them randomly on the board. Tell Ss today's topic is planning a class party.

Vocabulary

Party

1a Refer Ss to photos 1–5 and ask pairs of Ss to discuss which of these activities they often do at parties. For ***weaker classes***, you may want to discuss this as a class.

b Ask Ss to look at photos 6–10 and to discuss in pairs which they like. Monitor and help with any pronunciation or unknown vocabulary.

Optional extra activity

Ss cover the words and phrases and repeat them looking at the pictures only.

2a 10.6 Ask Ss to listen and repeat chorally. They can read the words as they do this.

b Ask Ss to work in pairs to list more party activities and food and drink. They can include those that they discussed when they were doing the warm-up. Give them a few minutes to do this. Monitor and help with any spelling of words that they haven't encountered in English before.

Teaching tip

Sometimes it's a good idea to set specific time limits for tasks. Some Ss enjoy working against the clock as it's fun and introduces an element of competition, especially when they work in teams.

Optional alternative activity

With ***weaker classes*** or classes with literacy needs, give out the words on cards or write them randomly on the board. Ask Ss to work in groups of three or four to decide if they are activities or food and drink and what they might be.

Further practice

Photocopiable activities: 10B Vocabulary, p227

Listening

3 10.7 Tell Ss that they will listen to a conversation between Charlie and Leo. Ask them to quickly read through the items so that they know what they need to listen out for.

Answers: 1, 2, 4, 5, 6, 7, 9

Audioscript 10.7

Leo: Charlie, It's our last class next week. Shall we have a party?
Charlie: Umm, OK. When?
Leo: After the class?
Charlie: Sure. Where shall we have it?
Leo: In the classroom? Or in a restaurant or a bar?
Charlie: Hmm – restaurants are expensive. Maybe in someone's house? Your house?
Leo: OK, I like that, yes, my house. We can listen to music and dance and play games, yeah? And Leyla can sing songs, maybe.
Charlie: OK … and let's have some small snacks and drinks?
Leo: And I can make sandwiches.
Charlie: Great. I can tell all the students in the class.

4a 10.8 Ask Ss to listen to the recording and to decide when Charlie uses *be going to*? Make sure Ss know the difference between the two options before they listen.

Answer: 1

Audioscript 10.8

Charlie: Hey guys? Guys?? We're going to have a party next week after the last lesson! It's going to be at Leo's house. We're going to have snacks and drinks, and Leo's going to make sandwiches. Oh and Leyla's going to sing songs! Yeah, Leyla?
Student 1: No! I'm not going to sing songs!
Charlie: OK! So … she isn't going to sing songs and she isn't going to listen to music!
Student 1: Oh, yes I am!
Charlie: Great. We can all listen to music … dance … play games. Sound OK? Guys? Any questions?

b Play the recording again, pausing after each sentence so that Ss have enough time to write their answers. Play the recording more than once if necessary.

Answers: **1** have **2** make **3** sing **4** listen to

c Play the recording again and ask Ss to listen for any other sentences with *be going to*. Elicit the answers and have feedback as a class.

Answers: It's going to be at Leo's house, We're going to have snacks and drinks, Leyla's going to sing songs!

Grammar

be going to

5 Ask Ss to find *going to* in the sentences and ask them what time it refers to (future). Refer Ss to the grammar box and ask them to complete the gaps with the correct forms, using the examples in Ex 4b, then go through the answers. Do this together as a class with ***weaker classes***.

Answers: **1** 'm not **2** 're **3** aren't **4** 's **5** isn't

6a 10.9 Play the recording and tell Ss to listen to how *going to* is pronounced in fast speech. Pause the recording as needed.

Pronunciation checkpoint

The form *going to* can be pronounced as *gonna* /gənə/ when spoken fast. This is not a widely accepted written form. When spoken more slowly, the main stress is on *going* and the main verb, the *to* is weak and is pronounced /tə/

b Ask Ss to listen again and repeat.

7 Refer Ss to the grammar box and ask them to make sentences using the verb in brackets in *going to* form. Ask Ss to work alone, then check in pairs. Go through the answers as a class and drill as needed.

Answers: **1** is/'s going to eat **2** are/'re going to buy
3 is/'s going to sing **4** am/'m going to cycle
5 are/'re going to arrive **6** am/'m going to make
7 is not/isn't going to come **8** is not/isn't going to play

8a Ask Ss to make their own sentences. They can be positive or negative. Monitor, correcting and helping.

b Ask a student to say one of their sentences. Introduce the response *Me too*. Put Ss in pairs to say their sentences to each other, with their partner giving the response *Me too*, if their sentence is the same. When they finish, ask a few pairs to report how many of their sentences were the same.

GRAMMAR BANK 10B pp.134–135

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer, or look at the example as a class. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and deal with any questions. Ss can refer to the notes to help them.

Answers:

1 **1** I'm **2** aren't **3** You're **4** are going **5** isn't **6** to move **7** I'm not **8** aren't

2 **1** I'm going to cycle to work tomorrow.
2 Mum isn't going to buy a new car.
3 We're going to go to the beach next weekend.
4 My friends are going to start a business next year.
5 We aren't going to go to the film club.
6 I'm not going to look for a new job.
7 Mike's going to make a dessert.
8 You aren't going to be at home on Saturday.

Further practice

Photocopiable activities: 10B Grammar 1, p225; 10B Grammar 2, p226

Speaking

Prepare

9 Put Ss in pairs. Explain that they need to make a plan for a class party. Tell them to use their imagination. Monitor and help with vocabulary as needed.

Optional alternative activity

Divide different themed parties among the class, with different pairs or small groups creating their plans for different types of party. When they have prepared, get each pair or group to present their plan.

Speak

10 Ask pairs to take turns to present their plans for their party. When they have all finished, ask Ss to vote on which sounds like the best party plan, pointing out that they can't vote for their own. When they finish, give some feedback, including praise and correction.

Reflection on learning

Write the following questions on the board:
What did you like most in today's lesson?
How are you going to remember what we studied today in class?
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 9–10: Write a few more sentences about your party plan.
Grammar bank: 10B Ex 1–2, pp.134–135
Workbook: Ex 1–5, p59
App: grammar and vocabulary practice

Fast route: continue to Lesson 10C
Extended route: go to p114 for Develop your listening

10c My plans

Introduction

The goal of this lesson is for Ss to ask and answer questions about plans for the year. To help them achieve this, they will study questions with *be going to* and future time expressions.

Warm-up

Ask Ss to talk in pairs about their last holiday. With ***weaker classes***, put the following prompts on the board for them to ask each other, *Where did you go on your last holiday? Where did you stay? Did you enjoy it? Where would you like to go next?* In feedback, ask Ss if they have planned their next holiday and tell them today's lesson is about plans for the year.

Vocabulary

Seasons, time expressions

1a Ask Ss to match the photos with the seasons. Elicit the answers as a class. You could generate a class discussion about which seasons are the Ss' favourite.

Culture notes

In the UK there are four seasons of roughly equal length, with distinct characteristics. Winter is cold and wet, and sometimes there is snow. Spring is mild, though early spring is often cold. Summer is warm with some hot days and autumn is cool. In Ss' own countries there may be more or less variation between seasons, depending on location and altitude. Ss may need the terms *rainy/dry* season to describe their countries and to discuss how many seasons there are.

Answers: **A** winter **B** spring **C** autumn **D** summer

b 10.13 Play the recording and ask Ss to listen and repeat.

Audioscript 10.13

autumn
spring
summer
winter

c Ask Ss to work in pairs to discuss when the different seasons are in their countries and to mark them on the calendar. Elicit the answers from the class.

2 Ask Ss to look at the calendar and fill in the gaps. Help with any unknown vocabulary. Once they have completed the task, they can check their work in pairs. Elicit the answers as a class.

Answers:

1 travel to Osaka
2 seven
3 take Jake to summer school
4 three
5 Olga's mother
6 December

3a Ask Ss to refer to Ex 2 to complete the task. Go through the example first, explaining that we use the preposition *in* before the season. For ***weaker classes***, you may want to do the next one, too.

b 10.14 Play the recording and get Ss to listen and check their answers. Ask them to repeat the full sentences after the recording.

Answers: 1 in, in 2 in, In 3 next, Next 4 on, on 5 for, for

4 Ask Ss to complete the sentences so that they are true for them. Give them some time to do this, monitoring and helping with any vocabulary they might need. Once they have completed the task, ask them to discuss their arrangements in pairs. Then ask some Ss to read out a sentence to the rest of the class.

Further practice

Photocopiable activities: 10C Vocabulary, p230

Listening

5 10.15 Explain that Ss will listen to a recording of Risa and Jason talking about their plans. Refer Ss to the questions and ask them to tick the correct answers as they listen. Play the recording, ask pairs to compare, then go through the answers.

Answers: 1 c 2 a

Audioscript 10.15

Jason: Are you going to go on holiday next year?
Risa: Yes, we are. We're going to go to New Zealand.
Jason: Wow! When are you going to go?
Risa: In August. We're going to stay there for three weeks.
Jason: Great. What are you going to do there?
Risa: My friend lives in Auckland, so we're going to visit him. Then we're going to see the mountains and lakes from *The Lord of the Rings* films.
Jason: Oh wow! I'd love to go there.
Risa: How about you? Are you going to go on holiday?
Jason: No, I'm not.
Risa: Are your parents going to visit you again?
Jason: Yes, they are. They're going to visit me next week.
Risa: Where are you going to take them?
Jason: We're going to go on a boat trip and have dinner in a nice restaurant.

6 Ask Ss to match the questions and answers from Ex 5. Then play the recording again for Ss to check their answers.

Answers: 1 d 2 c 3 b 4 a

Grammar

be going to (questions)

7 Ask Ss to complete the grammar box, using Ex 6 to help them. Go through the answers and discuss how we make a question with *be going to* (the subject and verb change places).

Answers: 1 Are 2 I'm not 3 Are 4 are 5 are 6 to

8a 10.16 Ask Ss to listen and underline the linked sounds. Ask Ss to compare before eliciting answers. Point out the main stresses in each question.

Optional alternative activity

With ***weaker classes***, Ss can do this exercise as a 'Listen and notice', in which case provide Ss with the underlined words and ask them to listen.

b Ask Ss to listen again and repeat. Pause the recording after each sentence to give them enough time to do so.

Answers:
1 What are you going to do in the summer?
2 When are you going to go?
3 Where are you going to stay?
4 How are you going to travel?
5 What are you going to do every day?

9 Explain to Ss that they need to insert the missing word in each sentence. Ask them to complete the task individually, then check their work in pairs. Give them enough time to do this. Monitor and make notes on any mistakes, especially particularly common ones, for feedback later. Check answers as a class and have whole-class feedback.

Answers: 1 going **to** finish ... 2 Where **are** you ...
3 **Is** Jane going ... 4 **What** are you ... 5 students **going** to ...
6 When **are** we ... 7 going **to** go ... 8 **Are** Pam and John ...

10a Tell Ss they're going to practise making questions with *going to*. Complete the first one together, then ask Ss to continue alone. Monitor to help and correct. Go through the answers as a class, then drill if you think Ss need it.

Answers:
1 What are you going to do in the autumn?
2 Where are you going to go next weekend?
3 Are you going to study on Sunday?
4 When are you going to go on holiday?
5 Who are you going to have dinner with on Saturday?
6 Are you going to take a trip next month?

b Put Ss in pairs to ask and answer the questions in Ex 10a. When they finish, ask a few pairs to report on their partner's plans.

GRAMMAR BANK 10C pp.134–135

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, look at the example as a class. Ss work alone to complete the exercise, then check their answers in pairs. In feedback, elicit Ss' answers and drill as needed. Ss can refer to the notes to help them.

Answers:
1 1 to 2 not 3 isn't 4 going 5 are 6 to 7 are
2 1 What are you going to do after work tonight?
2 Are your friends going to visit you next weekend?
3 Where is your son going to stay on his holiday?
4 Is your manager going to be at this shop next year?
5 When is Marek going to change jobs?
6 Are you going to study English next year?
7 Is the party going to be at Sam's house next weekend?
8 Is your sister going to learn to drive?
3 1 g 2 e 3 h 4 f 5 b 6 d 7 c 8 a

Further practice

Photocopiable activities: 10C Grammar 1, p228; 10C Grammar 2, p229

Speaking

Prepare

11 Ask Ss to make notes on what they plan to do over the year. Explain that they just need to make notes which will act as prompts as opposed to them having to read whole sentences. Monitor and support with vocabulary as needed. There are no fixed answers. ***Weaker classes*** may need to write whole sentences.

Speak

12a Refer Ss to the calendar on the relevant page. Put Ss in pairs to ask and answer about their plans, using their notes as prompts. They need to ask each other about three different activities so that they can complete the calendar. Remind Ss to listen to each other. Monitor and listen to how Ss are using the language from today's lesson.

b Once they have completed the speaking activity, Ss show each other the calendar to see if it has been completed correctly.

Reflection on learning

Write the following questions on the board:

What did you enjoy about today's lesson?

What can you ask other people about their plans?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Grammar bank: 10C Ex 1–3, pp.134–135
Workbook: Ex 1–6, p60
App: grammar and vocabulary practice

Fast route: continue to Lesson 10D
Extended route: go to p115 for Develop your writing

10D English in action

Introduction

The goal of this lesson is for Ss to make and respond to invitations. To help them do this, they will learn useful expressions for inviting, accepting and declining politely.

Warm-up

Ask Ss to discuss their plans for the weekend. Ask them if they are going to do these activities alone or with others. Tell them that today's lesson is about inviting people to do things with you.

1a Ask Ss to look at the photos and discuss the questions in pairs. Discuss Ss' answers as a class.

Answers:
A at the cinema
B at someone's house
C at a café

b 10.17 Tell Ss they will hear three conversations and they should match each one with the correct photo, writing the number beside the photo as they listen. Play the recording and check Ss' answers.

Answers: **1** C **2** B **3** A

c Refer Ss to the questions. Ask them to listen again and write the answers. Play the recording, then ask Ss to compare their answers in pairs, then check as a class.

Answers:
1 to the Green Café
2 He's going to go to his friend's house (for dinner).
3 at 6.30

Audioscript 10.17

Conversation 1
Mark: Julie, Frank, Laurence and I are going to have lunch together at the Green Café on Saturday. Would you like to come with us?
Mina: Sorry, I can't, because I work on Saturdays.
Mark: OK, no problem. Another time.
Mina: Yeah.

Conversation 2
Richelle: Oh, Kenny. We're going to have a dinner party at my house on Sunday. Would you like to come?
Kenny: I'd love to, thanks.
Richelle: Great! It isn't going to be a big party – just six of us.
Kenny: OK, what time?
Richelle: Oh, sorry, is seven thirty OK?
Kenny: Yeah, that's great. Thank you.

Conversation 3
Sue: Hey, Mel. How are you?
Mel: Good, thanks.
Sue: Listen, there's a good film on at the cinema on Thursday. It starts at seven. Would you like to come with me?
Mel: Yeah, that would be great. Can I ask Claire to come, too?
Sue: Yes, of course.
Mel: Great! What time shall we meet?
Sue: At six thirty? We can get a coffee before we go in.
Mel: OK.

2a Refer Ss to the Useful phrases box. Tell Ss they will listen again to the three conversations and they should write the number (1–3) beside each phrase as they listen. Point out that two phrases are not used. Play the recording, ask Ss to compare in pairs, then play the recording again. Go through the answers with the class.

Answers:
Would you like to come? 2
Would you like to come with me? 3
Would you like to come with us? 1
I'd love to, thanks. 2
That would be great. 3
Sorry, I can't, because I work on Saturdays. 1

b 10.18 Play the recording. Ask Ss to listen and repeat each phrase chorally. Pause after each line as necessary.

Optional extra activity

To help with pronunciation, ask Ss to mark the stressed words in each phrase as they listen, then check answers. Drill the stressed words and phrases.

3a 10.19 Ask Ss to complete the conversation with phrases from the Useful phrases box, then play the recording for them to check. Go through the answers as a class.

Answers: **1** Would you like to come **2** I can't, because **3** Would you **4** like **5** would be

Audioscript 10.19

Anna: Hi, Laurence. How are you?
Laurence: I'm good, thanks. And you?
Anna: Fine, thanks. Listen, we're going to have a small party on Friday night. Would you like to come?
Laurence: Sorry, I can't, because I'm going to have dinner with some friends.
Anna: Oh, OK.
Laurence: But I'm going to have lunch at the new café on Sunday. Would you and Greg like to join me?
Anna: Thanks. That would be great. What time shall we meet?
Laurence: Let's meet at 12.
Anna: OK. See you then.
Laurence: See you then.

b Ask Ss to practise the conversation in pairs, taking turns at both roles.

4a Ask Ss to think about their weekend plans and commitments.

b Ask Ss to choose an activity that is good to do with other people (not reading a book!) to do at the weekend. They can make a note in their notebook of the activity and the best time and place to do it.

c Ask Ss to get up and move around, asking others to join them in their activity and accepting invitations where they can.
When they finish, ask Ss to report back on what they're going to do and with how many people.

Optional alternative activity

Ask Ss to draw a diary page in their notebook and write the plans they have, as well as the activity they chose and the time and date. Then, when they make plans with other Ss, they add them. Ss can report back to the class about what they're going to do this weekend.

Reflection on learning

Write the following questions on the board:

What were the most useful phrases in today's lesson?
Would you feel confident to invite someone or to accept an invitation in English?

Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: write your answers.
Workbook: Ex 1–2, p61
App: grammar and vocabulary practice

Roadmap video

Go online for the Roadmap video and worksheet.

10 Check and reflect

Introduction

Ss revise and practise the language of Unit 10. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework or use them as a diagnostic or progress test.

1 Ask Ss to work alone to complete the sentences with the correct form of the verbs in the box, then check in pairs. Check answers with the whole class.

Answers: **1** change **2** sold **3** make **4** joined **5** started **6** have **7** build/have **8** move

2a Ask Ss to choose the correct options in the conversation. Complete an example as a class, then ask Ss to work alone. Ask Ss to check in pairs before going through the answers as a class.

Answers: **1** see **2** like **3** Would you **4** I'd **5** would **6** wouldn't **7** next **8** to talk

b Ask Ss to work in pairs. They take turns to ask and answer questions with *Would you like to* and the phrases in the box. Ask a few Ss to share answers with the class.

3 Ss work alone to rearrange the letters to make party words and collocations. They should check in pairs before going through the answers as a class.

Answers: **1** play games **2** listen to music **3** dance **4** sandwiches **5** talk to friends **6** snacks **7** drinks **8** a dessert **9** sing songs **10** salad **11** fruit

4 Ss complete the sentences with the correct form of *be going to*. Point out that the verb *be* may be positive or negative and they should look at the meaning of the sentence to decide. They can work in pairs, then check answers as a class.

Answers: **1** 'm going to **2** are going to **3** 'm going to **4** 're going to **5** 'm not going to **6** 're not/aren't going to

5 Ask Ss to look at the sentences. Explain that some of them contain mistakes. Ss work alone to tick the correct sentences, then check in pairs to correct those that are wrong. Go through the answers as a class.

Answers: **1** in May **2** ✓ **3** Next year **4** On 25th September **5** ✓ **6** ✓ **7** In July **8** ✓ **9** ✓ **10** What are you going to do

6a Ss use the prompts to make questions with *be going to*. They work alone, then check in pairs before going through the answers as a class.

Answers:
1 When is Emma going to start her new business?
2 Where are you going to have lunch today?
3 What time is this train going to arrive?
4 Who's/Who is Tim going to visit next month?
5 Is Fred going to change his job?
6 Are we going to take a taxi next week?
7 Are you going to finish early on Friday?
8 Where are you going to buy your new phone?

b Ask Ss to ask and answer in pairs. When they finish, discuss as a class how many Ss are going to do each thing.

c Ask Ss to ask and answer the questions with a new partner. When they finish, ask a few Ss to report on their partner's plans.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 10.

10 Communication review Points race (Units 9–10 review)

Ss revise and practise the language of Units 9 and 10 in a communicative game. This can be done after the Check and reflect page as a fun way to revise the language of Units 9 and 10. Organise Ss into groups made up of two pairs (or groups of three if necessary). Pairs take turns to choose a square to complete. The other team decides whether the answer is acceptable, checking with you if they are unsure. Circulate so that you are available to answer questions and adjudicate.

Alternative activities

For a more challenging alternative, pairs nominate squares for the other pair to answer.

For a non-competitive version, put Ss into pairs and tell them to work through the squares together in order. Then check as a class.

Answers:

1 behind
2 e.g. My friends live in the UK. I call them every month.
3 him, her, it, us, them
4 e.g. My mum's name is Rita. I live with her. My friend Billy calls me every week. I see him in the summer.
5 to
6 e.g. I enjoy taking photos.
7 e.g. I like reading newspapers. I like going to markets. I like playing cards.
8 e.g. Do you like listening to the radio? Yes, I do. What do you like doing on Saturdays? I enjoy watching TV.
9 remember
10 e.g. I took notes in the history lecture.
11 take, pass, fail
12 e.g. Why do you live here? Because my family lives here. Why do you study English? Because I enjoy it.
13 spend
14 e.g. I would like to join a club.
15 e.g. I would like to spend more time with my family. I would like to work at a big company. I would love to visit Africa.
16 e.g. Would you like to work in a different country? Yes, I would. Where would you like to visit? I'd love to visit Brazil.
17 songs
18 e.g. I'll bring the drinks and you can buy some snacks.
19 e.g. I'm going to study English. I'm going to go to the cinema. I'm going to visit my grandmother.
20 e.g. What are you going to do next month? I'm going to come to class. Are you going to change jobs next month? No, I'm not.
21 In
22 e.g. I've cooked the chicken. Next, I'm going to chop the carrots.
23 e.g. I'm going to go to the park. I'm going to go to the cinema.
24 A: Shall we go to the market tomorrow?
B: Hmm, I went there last week. Shall we go to the cinema?

10A Develop your reading

Introduction

The goal of this lesson is for Ss to read and understand a short article. To help them achieve this, they will study the structure of a paragraph, paying attention to the topics covered and how they are presented.

Warm-up

Write two of your ambitions on the board, e.g. *I'd like to write a book*; *I'd love to learn to sing*. Introduce the word *goal* and explain that this means something you want to do in the future. Underline the phrase *I'd like* and *I'd love* and ask Ss to write two goals for themselves. Point out that they can be personal, related to work or family, etc. Give them a few minutes and monitor to help with vocabulary. When they are ready, put Ss in pairs and ask them to tell their partner. Tell Ss that in today's lesson they will be reading about people's goals.

Teaching tip

Getting Ss to make a personal connection with the subject matter of the lesson makes them keen to engage with it.

1 Ask Ss to look at photos A–C and tell you what they see. Ask them to read texts 1–3 and match the writer's goals with the photos. Give them one to two minutes, then ask them to check in pairs. Go through the answers with the class.

Answers: 1 C 2 A 3 B

2 Ask Ss to read the Focus box carefully and give a topic label to the third paragraph. Allow plenty of time, then ask pairs to compare. When they finish, elicit the answer. With ***weaker classes***, provide a few topic labels to choose from.

Answer: family

3 Refer Ss to the text and explain that they should match topics 1–3 with three of the options a–f. Look at the first goal as a class. Point out that they should look for key information and they need to choose a topic that represents everything in the goal. Ask Ss to continue alone. When they finish, ask Ss to compare answers in pairs. Check answers as a class.

Answers: 1 f 2 a 3 d

4a Ask Ss to read the text and circle the key words that tell them the topic of the paragraph. Ask what kind of grammar words they will circle (nouns/main verbs). Give Ss a few minutes to work alone, then ask them to compare in pairs before you elicit the answers. In feedback, remind Ss that the topic (first) sentence usually tells us what a paragraph is about. Ask Ss if this is true here (yes).

Answers: 1 start, new sport 2 move, new house
3 start, online business

b Refer Ss to the questions. Ask them to locate the paragraph that answers them, then find the answers. Do the first one as a class, then ask Ss to continue alone, before checking in pairs. Go through the answers with the class.

Answers: 1 a house 2 on a website 3 swimming

Homework ideas

Workbook: Ex 1–4, p62

10B Develop your listening

Introduction

The goal of this lesson is for Ss to understand short conversations about plans. To help them achieve this, they will practise phrases for checking information and showing understanding.

Warm-up

Draw a question mark on the board and ask Ss to identify it. Ask Ss to work in pairs and write all the question words they know in one minute. Elicit the answers. Tell Ss today's lesson is about using question words to help you better understand listening.

1 Refer Ss to the photos and ask Ss to work in pairs to discuss which places are good for parties and why. Monitor and offer support. Once they have discussed for a few minutes, have a whole-class discussion.

2a 10.10 Tell Ss they need to listen for where the party is going to be.

Answer: West Park

b Play the recording again and ask Ss to listen and number the phrases (a–e) in the order they hear them. Play the recording more than once, if necessary. Go through the answers as a class.

Answers: a 1 b 4 c 2 d 3 e 5

c Play the recording again, possibly pausing the recording after each phrase so that Ss have a moment to think about their answer. Ask Ss to check their answers in pairs before going through them as a class.

Answers: a 2 b 1 c 2 d 1 e 2

Audioscript 10.10

Michael: OK, guys. Guys? So, my party is going to be on the 25th. We're going to –
Ellie: Sorry, was that the 25th, Michael?
Michael: Yes, that's right. We're going to meet at West Park and Gavin is going to bring …
Ellie: West Park? Not North Park?
Michael: Yes, West Park. Is that OK?
Ellie: OK, West Park, yes.
Michael: Great. And Gavin is going to bring snacks. Is that OK? Ellie?
Ellie: Sorry, did you say Gavin is going to bring snacks – or are you going to bring snacks?
Michael: You never listen, Ellie …

3 Look at the Focus box as a class and ask Ss to read it through. Then ask Ss to put the phrases in the box in the correct category. Answer the questions as a class.

Answers: 1 The 25th? 2 Great! 3 Right.

4a 10.11 Ask Ss to listen and choose the correct option. Play the recording for Ss to underline. Ss can compare in pairs before you go through the answers as a class. Play the recording again if there is any doubt.

Answers: 1 show understanding 2 check 3 check 4 show understanding

b Ask Ss to listen as you play the recording again. They should write the phrases used in conversations 1–4 to show that the speakers understand or are checking information. Ask Ss to check their answers in pairs before going through them as a class.

Answers:
1 Right.
2 At 7.30?
3 Sorry, did you say Dan?
4 Pizza, OK.

Audioscript 10.11

1
A: We're going to meet at the restaurant.
B: Right.

2
A: We're going to meet at 7.30.
B: At 7.30?
A: Yes.

3
A: I'm going to come with Dan.
B: Sorry, did you say Dan?

4
A: Charles, you're going to get some pizza.
B: Pizza, OK.

5 10.12 Play the recording and ask Ss to listen and write the information Alex gives Jack about the party. Ss should check in pairs, then elicit the answers from the class.

Answers: 1 The One Club 2 10.00 3 Dan

Audioscript 10.12

Alex: Jack, are you going to come to the party?
Jack: Hmm … Maybe … Where is it?
Alex: At the One Club.
Jack: The One Club?
Alex: Yes – you know it. We're going to meet at the One Club at 10.00 …
Jack: Uh huh.
Alex: … and I'm going to meet Dan there and –
Jack: Sorry, did you say Dan?
Alex: Yes.
Jack: I don't like Dan …
Alex: Dan is nice!

Optional extra activity

Print out the audioscript and put Ss in pairs to listen to each other as they roleplay the conversation. When they finish, they can change roles.

Homework ideas

Workbook: Ex 1–5, p61

10c Develop your writing

Introduction

The goal of this lesson is for Ss to write a short message for an online discussion. To help them achieve this, they will practise identifying subject and object pronouns and use them to avoid repeating names.

Warm-up

Put Ss in pairs to talk about their plans for the weekend. Give an example yourself first and write the questions on the board: *Where are you going to go? What are you going to do? Who are you going to see?*
When they finish, ask a few pairs to report back. Tell Ss that today's lesson is about writing about weekend plans in an online forum.

1 Focus attention on the photos and discuss where the people are. Ask Ss which one they'd like to do more.

Answers:
A at a restaurant
B in a library
C at home

2 Ask Ss to read the messages and answer the questions. Point out that the questions start with *who*, and elicit that they are looking for names. Give Ss a minute or two, ask them to compare in pairs, then check the answers as a class.

Answers: **1** Raquel **2** Josh **3** Victor

3 Ask Ss to read the Focus box and complete the sentences with the missing pronouns. Give them a few minutes to work alone, then put them in pairs to discuss and compare. After a few minutes, elicit answers and in feedback write the correct answers on the board so that Ss can see them.

Answers: **1** She **2** They **3** it

4 Ask Ss to read the sentences and choose the correct pronoun from the options given. Ss work alone, then check in pairs. Go through the answers as a class, asking individuals to read each pair of sentences aloud.

Answers: **1** We **2** They **3** she loves **4** He lives

Optional extra activity

Ask Ss to write a further sentence for each activity (1–4) in the exercise.

5 Ask Ss to read the sentences and complete them with the missing pronouns. Look at the first one together and elicit the answer (*him*). Some Ss may want to answer *us*. Point out that *took* applies to *my brother* only, and not *I*. Ask Ss to continue alone, then put them in pairs to discuss and compare. After a few minutes, elicit answers and write the correct answers on the board so that Ss can see them.

Answers: **1** him **2** her **3** them **4** me

6 Ask Ss to read the text and complete it with the missing pronouns. With ***weaker classes***, ask them to identify the subject with one colour, and the object with another. Give them a few minutes working alone, then put them in pairs to discuss and compare. After a few minutes, elicit answers and in feedback write the correct answers on the board. Ss can read the completed checked text to each other in pairs.

Answers: **1** We **2** us **3** She **4** They **5** them

Optional alternative activity

With ***weaker classes***, look at the text together before Ss begin. Focus on each gap in turn and ask Ss whether the missing pronoun will represent a subject or an object. Ss then complete the text in pairs before you go through the answers as a class.

Prepare

7 Tell Ss they are going to write about their own weekend plans. Refer them to the table and ask them to complete it with notes (not sentences) about their plans. Change the days as appropriate if the weekend falls on different days in the Ss' country. Monitor and help as needed.

Write

8a Ask Ss to use the notes they made to write their message. Remind them to use *going to*. They can use the texts from Exs 2 and 6 and the examples in the Focus box to help them. Ask Ss to work alone to write. Monitor and check they are completing the task correctly.

b Ask Ss to exchange texts and check each other's work.

Optional extra activity

With classes that need extra speaking practice, put Ss in pairs to tell each other about their weekend plans. Ss then report back to another pair.

Homework ideas

Workbook: Ex 1–8, p63