

Welcome to *Speakout 3rd Edition*

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

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

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

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

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

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

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



The Global Scale of English

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

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

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

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

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



places

6



VLOGS

Q: What's your favourite city?

- 1  Watch the video. Note down the speakers' favourite cities. Why do they like them?
- 2 Work in pairs and answer the question. Give your reasons.

Global Scale of English

LEARNING OBJECTIVES

- 6A LISTENING** | Understand people talking about great neighbourhoods: areas of a city
Describe your favourite neighbourhood: *so* and *such*
Pronunciation: intonation for emphasis with *so* and *such*
Write instructions for how to get somewhere
- 6B READING** | Understand an article about epic journeys: challenges; idioms
Describe a challenging experience: *be/get used to*
Pronunciation: *be/get used to*
- 6C HOW TO ...** | ask for and confirm information: city transport
Pronunciation: fast speech: *just*
- 6D BBC PROGRAMME** | Understand a TV programme about how China has changed
Talk about what a place is famous for
Write a description of a business idea

67

Measuring proficiency using the GSE

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

By using our Benchmark Tests alongside **Speakout 3rd Edition**, you will be able to see the progress being made by learners during their course of study and receive rich score reports which identify strengths and weaknesses along with recommendations on how to address them using **Speakout 3rd Edition**. For this level of **Speakout 3rd Edition**, we recommend Benchmark Test Level B1. Find out more about this test at www.pearsonenglish.com/exams-offer.

Your learners may also want to take a test that gives them a proficiency certificate. For this level of **Speakout 3rd Edition**, we recommend Pearson English International Certificate (PTE General) Level 2 (B1). Find out more about this test at www.pearsonenglish.com/exams-offer.

GSE Teacher Resources

You can find a full list of the GSE Learning Objectives covered in this Student's Book in the table at the back of this Teacher's Book (see pages 214–223).

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

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

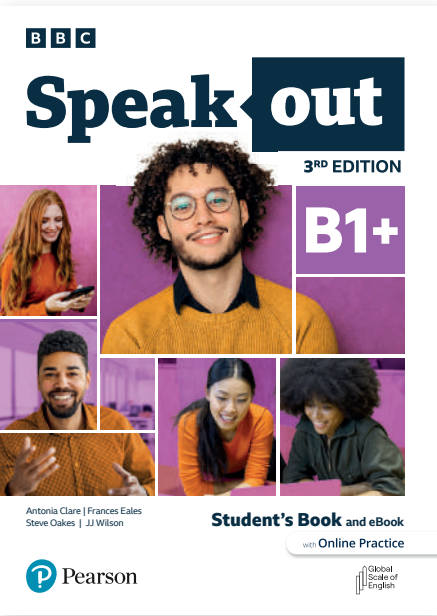
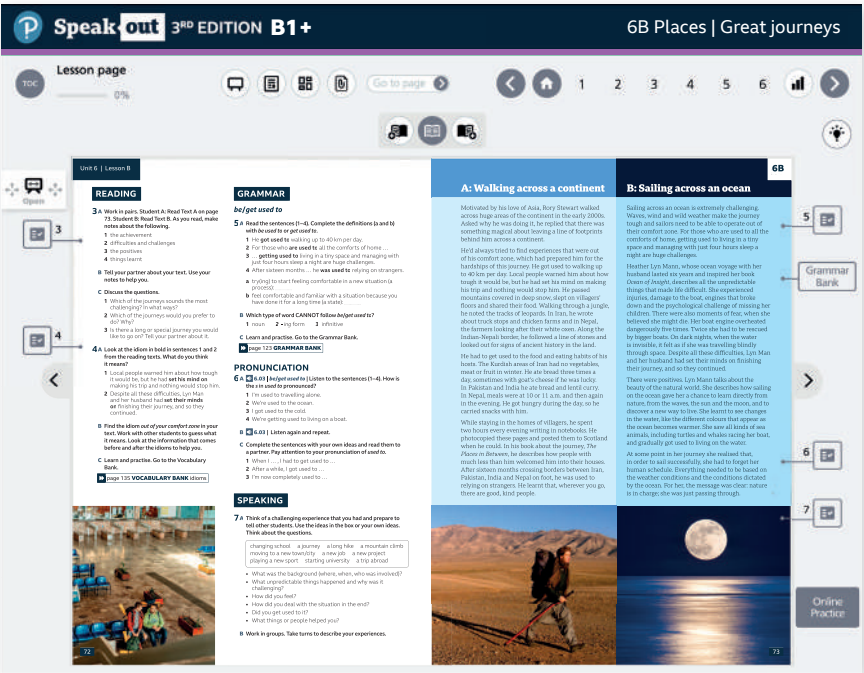
Student components

Student’s Book with eBook and Online Practice

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

Student’s eBook

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



Student’s Book

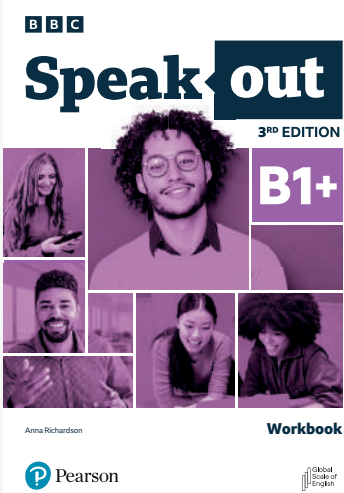
- Print version of the Student’s eBook
- Access code for the Student’s eBook and Online Practice

Online Practice

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

Gradebook

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



Teacher components

Teacher's Book with Teacher's Portal Access Code

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

Teacher's Book

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

Presentation Tool

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

Online Practice

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

Tests Package

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

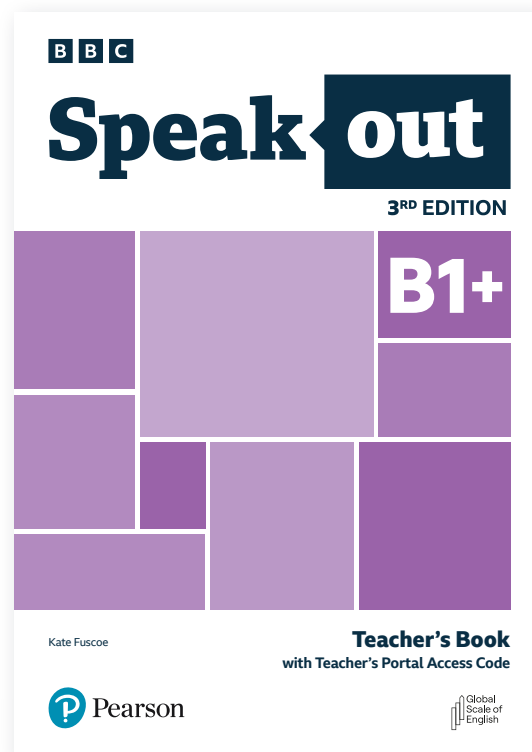
See page 24 for more details.

Gradebook

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

Teacher's Resources

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



Virtual classroom

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

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

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

How the course works

Unit walkthrough

Course summary

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

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

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

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

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

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

Unit Opener

Student’s Book

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

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

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



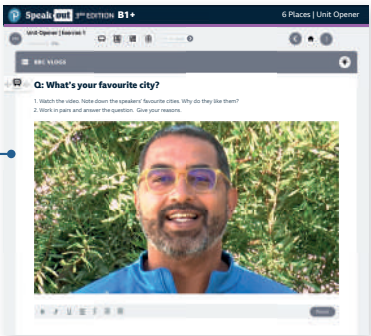
The Learning Objectives for each unit are adapted from the (GSE) Learning Objectives that the lesson is built on. GSE Learning Objectives can be found on pages 214–223.



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

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

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



Lesson B – main input lesson 2

Vocabulary sets are contextualised in the Reading tasks.

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

The lesson leads towards a final GSE-based skills task. Learners have the opportunity to practise the grammar and vocabulary learnt in this lesson (including any sets presented in the Vocabulary Bank). The final scaffolded GSE-based output task here is a Speaking task.

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

[illegible]

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

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

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

Speak **LISTEN** **TEST** **GO Places | Great Journeys**

Question Bank **Listen**

Exercise 1 **Play**

1. Write a letter to your nearest friend
2. Give your friend's name
3. Give the address and what time it is
4. Give the name of the street
5. Give the name of the town
6. Give the name of the village
7. Give the name of the city
8. Give the name of the country

Listen **Repeat** **Pause** **Stop** **Next**

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

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

[illegible]

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

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

00:00 / 04:07

S: Welcome back. This is the Sara Walker Show. And it's time for...

N: What a decide!

S: Hello, Nick, what have you got for us today?

N: Today is... the 2010s. From 2010 to 2019.

And first, let's start with technology. OK, Sara, here's a question for you: Which was first, TikTok, Snapchat or Instagram?

S: Hmm... Let me think... was it Snapchat?

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

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

Speak Out 2nd Edition B1+ 6B Places | Great journeys

Student's Book | Section 5

PROMONICATING | personal advice

5A. Listen and write

SA. Listen and write the sentences. Pause the recording after each one for 30 seconds, and then repeat it. Write the words you hear in the boxes. Write the words you hear in the boxes.

EXTRA SUPPORT: OVERVIEW

SA. Listen and write the sentences. Pause the recording after each one for 30 seconds, and then repeat it. Write the words you hear in the boxes. Write the words you hear in the boxes.

ANSWERS:

SA. Listen and write the sentences. Pause the recording after each one for 30 seconds, and then repeat it. Write the words you hear in the boxes. Write the words you hear in the boxes.

5B. Underline the stressed words in the sentences. Notice the pronunciation of than = there.

1. It's cheaper than a taxi.
2. It's bigger than a bus.
3. It's more comfortable than a train.
4. It's faster than a car.
5. It's more expensive than a taxi.

5C. Listen again and use only the stressed words with the recordings.

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

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

In the ‘How to ...’ section, students learn and put into practice real-world language that will help them in everyday situations, e.g. talking about things that annoy you, giving a presentation, asking for and confirming information and keeping a conversation going.

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

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

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

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

‘Speak Anywhere’ – interactive speaking activities

The Speaking Practice button in the Student’s eBook takes learners to ‘Speak Anywhere’, an interactive speaking activity based on the topic and Learning Objectives of Lesson C. Students speak to a bot, and have a conversation on an everyday topic, such as giving opinions or asking for and confirming information.

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

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

*examples are from level B1

‘Speak Anywhere’ *on mobile phone

‘Speak Anywhere’ *on computer

Lesson D – BBC video lessons

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

The BBC video lesson highlights key vocabulary that relates to the lesson topic.

Unit 1 Lesson 5

70

6D BBC Documentary

A city of tomorrow

SPAKING a discussion about what a place is famous for
WRITING a description of a business idea

PREVIEW

1 What in groups. Look at the photo of Shenzhen, China, and discuss the questions.

- What can you guess about the city? Think about:
 - population, technology, architecture and culture
 - what might it be like to live there? How might it be different from where you live now?

2 Read the programme information. How has Shenzhen changed and what do you think Reggie might do there?

Reggie in China

Reggie in China is a BBC travel programme. Reggie, a British presenter, visits different parts of China and sees how the country is transforming both itself and the world. In this episode, Reggie goes to Shenzhen. Lasted the late 1970s, Shenzhen consisted of farmland and fishing villages and had just 300,000 inhabitants. Now it's a centre of new technology and home to more than 12 million people.

VIEW

2 A Watch the BBC video clip and answer the questions.

- Why do you think this episode is called 'City of the Future'?
- Why did the presenter Reggie miss out on China?
- What are some of the inventions that Reggie saw?

2 B Complete the sentences with the words in the box. Work with a partner and check any words you don't know. Watch again and check.

selective areas innovators metropolis place

- It's become a **metropolis** of over 12 million.
- Among Shenzhen's population are a growing number of **innovators**.
- It's just the **selective** of change here. It's actually **selective** areas.
- _____ from all over come here with their ideas.

2 C Work in groups and discuss the questions.

- What might be interesting about Shenzhen as a city, and what might you like/dislike about it?
- Reggie says not much has changed in it. Is life in the place where he grew up, compared to Shenzhen, what about where you grew up? Have there been any changes in your life?

SPEAKING

a discussion about what a place is famous for

3 A Listen to Lupton talking about Shenzhen. Make notes about the following.

1. **structure** 2. **food** 3. **language**

3 B Listen again and tick the Key phrases you hear.

KEY PHRASES

These traditions have stayed the same.
 An example of the culture is ...
 One of the best-known ... is ...
 It's world-famous ...
 It's famous for its ...
 So, for example, it's like ...
 Another speciality of the region is ...
 It's well-known for its ...
 When it comes to ... the region was ...

4 Think of a city or town that is famous for something. Prepare to talk about it.

Use your ideas on the cards in Ex 3A. Make notes using some of the key phrases.

5 Work in groups. Tell other students about the place you chose.

WRITING

a description of a business idea

5 You are going to think of a business idea or a new company based in a particular place. Read the example, then complete the table by adding further notes 1–3.

FLD Global is a company based in India that is led by Shaban Patat. It intends start-up businesses to develop their own environmental technology in its Bengali region. The young innovators who there include a lot of experts. For example, there are people from Denmark, the UK, China and Australia. Innovations they are working on are connected to the environment. One example is a type of plastic that has made from plants. Another is a tablet which can be used to give you information about pollution levels in the air. One of the main reasons FLD Global is based in Bangladesh is that there is a strong focus on technology. For instance, India's two biggest IT companies are based there, and it is known as the Silicon Valley of India. FLD Global has a motto: build today to create tomorrow.

Name of company	FLD Global
Who runs the business	Shaban Patat
What they're interested in	Innovation, the future
What they do	Environmental technology
Where	Bangladesh, India
Why there	Focus on technology
Company motto	Build today to create tomorrow

6 Read sentences 1 and 2. Which is the main point? What is the purpose of the other sentence?

- The young innovators who go there include a lot of experts.
- For example, there are people from Denmark, the UK, China and Australia.

7 Find other main points and examples in the text. Which words are used to introduce the examples?

- Discuss the questions in pairs.
1. Why do you think it is important to give examples in texts?
2. How do examples help the reader?

7 A Think of a place and imagine a business or project you could run there. Use the questions below to help you.

- What does the company do?
- Where is it based?
- What is it called?
- What type of business will it be?
- What is the company based in this particular place? What advantages does this place have?
- What is the company motto?

8 Write a description of your idea, including main points and examples. Use the text in Ex 5 to help you.

9 Work in pairs. Read your partner's description. Do you think their business or project will be successful?

B B C

70

BBC

71

Each BBC
video lesson
ends with a
Writing task.

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

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

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

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

3C | 3D

Lesson 3D

GRAMMAR | expressing preferences
LISTENING | dream jobs

GRAMMAR

expressing preferences

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

- I'd prefer _____ by car.
a go b going c to go
- I prefer swimming _____
a rather than to run b but running
c to running
- I'd rather _____ to the theatre than the cinema.
a going b to go c go
- If you could choose, would you prefer _____ in the countryside or the city?
a to live b to living c living
- I'm feeling tired so I _____ out tonight.
a I wouldn't rather b I'd rather not
c I rather not
- I'd _____ prefer to work in an office rather than work at home.
a far b definitely c rather

B Complete the sentences with one word in each gap.

- In general, _____ you prefer working alone or with other people?
- I'd _____ travel by train than by aeroplane.
- I _____ prefer to read for a while rather _____ watch TV.
- If you had to choose, would you _____ to be a singer or a doctor?
- I'd prefer _____ to go for dinner tonight. Tomorrow is better for me.
- If I had to choose between being a dancer or a singer, I'd _____ for singer.

C Complete the sentences using between one and four words, including the word in brackets.

- Do you want to go for a walk or a bike ride later? (rather)
I'd prefer _____ for a walk or a bike ride later?
- I like playing tennis more than playing football.
I'm _____ playing football. (prefer)
- I'd prefer not to work at weekends. (rather)
I _____ at weekends. (rather)
- Noemi definitely liked her old job more.
Noemi _____ old jobs. (prefer)
- Which do you like more – tea or coffee?
I _____ tea or coffee? (prefer)
- Who would definitely prefer to have a cat.
She _____ a cat. (far)

LISTENING

2 A **3.09** Listen to the radio programme. Choose the two jobs that are not mentioned.

- a dancer
- a scientist
- a artist
- a train driver
- a astronaut
- a company director
- a lawyer
- a coach

B **3.09** Listen again. Choose the correct answer.

1. Anetia's job involves
 - a giving people advice on how to achieve their goals.
 - b finding new jobs for people.
 - c helping companies choose who to employ.
2. Some of Anetia's clients are people who are
 - a going back to work after spending time bringing up their children.
 - b bored of their current jobs.
 - c not as successful as they would like to be.
3. Anetia's dream job when she was a child was
 - a working with people.
 - b working with sea animals.
 - c being a company director.
4. Anetia loves the fact that in her job she
 - a doesn't sit in front of a screen all day.
 - b helps people make their lives better.
 - c travels to different places.
5. Anetia says that people should look for a job which
 - a does not have any negative parts.
 - b has more positive than negative parts.
 - c you enjoy despite the negative parts.
6. Anetia says that sometimes Anetia's lives change and
 - a they'd much prefer not to work long hours.
 - b they often attach importance to different things.
 - c they should have found their dream job.

2 B **3.10** Listen to the recording. Write what you hear. You will hear the sentences only once.

- _____
- _____
- _____
- _____

23


3RD EDITION B1+

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

Online Practice | Exercise 2
100%

GRAMMAR | present simple: regular verbs

2A. Choose the correct word or phrase to complete the sentences.

- _____ in a shop when you have a shopping list.
- _____ English at school?
- We _____ the classical music all evening.
- Maria _____ the film.
- _____ to work this morning?
- Did you _____ the lesson?
- Yes, I _____ it was great.

2B. Complete the blog post with the past simple form of the verbs in brackets.

A few years ago, I (1) _____ decide to do something different with my life. I really (2) _____ want to travel, so I (3) _____ left my job to visit some holiday. I (4) _____ study Japanese at school and (5) _____ remember a lot of it, so I (6) _____ books online for a job teaching English. There was an advertisement for a job in Argentina, so I (7) _____ phoned the company and we (8) _____ talk about the job. They (9) _____ asked me a lot of questions, but they (10) _____ not offer me the job. Then, a few days later, they (11) _____ called me again. This time they said good news! They wanted me to work in Buenos Aires. I (12) _____ like them for two years.

Online Practice

Workbook

Course methodology

A note from the authors

OVERVIEW

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

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

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

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

Topics and content

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

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

Grammar

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

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

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

Vocabulary

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

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

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

Functional Language (How to ...)

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

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

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

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

Speaking

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

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

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

Introduction

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

Listening

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

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

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

Reading

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

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

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

Writing

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

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

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

Pronunciation

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

Future Skills

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

Teaching B1+ Learners

Teaching B1+ learners can be highly rewarding. At this level, students are competent enough to participate in conversations about a variety of subjects. They have a solid command of grammar and vocabulary, and know enough strategies to compensate for any weaknesses in these areas. When speaking, they often possess a degree of fluency that means teachers can reduce remedial interventions and, instead, focus on how to refine students' output.

At the same time, B1+ represents a level designed to take students beyond what is sometimes described as 'the Intermediate plateau'. This plateau is a stage at which students are comfortable and cannot always find the motivation or resources to reach the next level. Their errors may have become fossilised and students tend to rely on a small repertoire of phrases to cope with all situations. Expanding this repertoire is one of the challenges of teaching B1+ learners.

Perhaps the main teaching goal at this level is to get students out of their comfort zone. They need to be presented with new tasks that demand more sophisticated responses and sometimes more specialized language. Teachers should seek to expand the range of B1+ students' speech acts: for example, asking them to give extended presentations or to do problem-solving activities that involve negotiation.

The same goal applies to the teaching of receptive skills. Getting out of the comfort zone is the key. Students can and should be exposed to authentic materials such as podcasts and film genres they may not have encountered before, perhaps readings from literary sources (short stories, poetry) or more extended news articles. These will drive both linguistic growth and competence in using strategies to deal with unknown language.

By B1+, most students will have studied a lot of core grammar, but much of this grammar will not yet be mastered. Students may recognise the forms, but be unable to produce them accurately or at the right moment. Alternatively, they may avoid using them altogether for fear of making mistakes. Certain grammatical areas are still likely to cause confusion: for example, the perfect tenses and the various future forms. As a result, B1+ students can benefit from reviewing and revising these forms while also learning new, more complex items.

Introduction

One really important area to develop at B1+ is vocabulary. While B1+ students often have a good knowledge of basic one-word items in the most common topic areas (e.g., food, travel, work), there will be gaps in their knowledge of less common fields. They also need useful phrases and lexical chunks that can oil the wheels of conversation. Such phrases include collocations such as ‘take up an activity’, ‘take responsibility for something’, and ‘take time to do something’. They include phrases for managing a conversation: ‘have I got this right?’, ‘so what you’re saying is . . .’, and ‘I didn’t catch that’. And they include more idiomatic language such as ‘be out of your comfort zone’, ‘be in hot water’ and ‘think on your feet’. Vocabulary development is one area where students can very clearly lift themselves off the Intermediate plateau.

Here are our top tips for teaching at this level:

- Challenge students to push beyond their current level. Encourage them to use new language through games and mini-speaking tasks. Ask them to express themselves in depth rather than superficially and on topics they may not have covered before. Try setting goals such as speaking for two minutes or formulating questions in response to a listening text.
- Set tasks that go beyond those of previous levels. One way to do this is to incorporate multiple skills in a task. For example, students can watch a video clip, summarise it orally for their peers, and then write comments on it together. Or students can listen to a presentation, discuss its qualities, write notes for their own presentation, and then deliver it.
- Focus on collocations and lexical chunks. Teach students how to identify, note down, and activate useful phrases so that they are constantly developing their range of vocabulary. Take time to review new vocabulary regularly so that students can see they are making progress.
- Help students to improve their understanding of fast natural speech as well as their own pronunciation, particularly of features of connected speech in conversations and talks; features such as linking, weak forms, and elision. Teach students how to pronounce phrases as well as single words, how to use intonation to express certain feelings, and how to ‘chunk’ longer stretches of speech to make them comprehensible.

- When correcting students, elicit alternative ways of saying things so that the correction activity becomes an enrichment activity, too.
- Have open discussions about good sources of authentic material. At this level, students should be starting to access authentic resources such as TV programmes, video clips, songs, and podcasts. Consider creating a digital bank of such resources that is curated – and regularly added to – by the students themselves.
- Focus on grammatical accuracy as well as fluency. B1+ students may have studied a lot of grammar already but this doesn’t mean they know it or can use it perfectly. Counteract students’ feelings that ‘we’ve done this already’ by pointing out different uses of grammatical items and showing students, through feedback, that knowing grammar rules isn’t the same as mastering the grammar.
- Pay attention to student motivation. At this level, it can be hard to see progress – a key motivator – so provide plenty of fun; a warm, friendly class atmosphere; occasional competitive games and tests; lots of positive feedback; and a variety of teaching techniques, materials, and classroom configurations to keep students on their toes.

Antonia Clare, Frances Eales, Steve Oakes and JJ Wilson

Mediation

What is Mediation?

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

Mediation and the CEFR and GSE

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

The GSE Mediation sub-skills or competencies are:

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

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

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

The full set of Mediation Learning Objectives can be found in the GSE Teacher Toolkit (www.english.com/gse/teacher-toolkit/user/lo), and the Mediation Learning Objectives used in this level of **Speakout 3rd Edition** can be found in the GSE Learning Objectives table at the back of this Teacher's Book (see pages 214–223).

Why is Mediation important?

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

Mediation in *Speakout 3rd Edition*

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

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

Testing and assessment while using *Speakout 3rd Edition*

In-course testing

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

Types of test

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

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

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

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

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

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

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

Adult Benchmark and Pearson English International Certificate

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



Adult Benchmark

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

Pearson English International Certificate



Pearson
PTE GENERAL

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

Lead-in

LESSON OVERVIEW

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

Online Teaching

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

- **Exs 1A and 1B:** Display the text on your device and read it aloud or ask individual Ss to read sections. Ask Ss to identify the parts of speech, highlighting them in the projected text.
- **Ex 2:** Display the task. Ask Ss to work alone then put them in breakout rooms to discuss their answers. Share your screen and work as a class to correct and annotate the sentences.
- **Exs 4A and 4B:** Ask Ss to mute their microphones while they say the words and match the rhymes. Play the recording for Ss to check and enable the annotate function for Ss to share their answers before confirming. Drill the pairs of rhymes as needed.

Additional Materials

For Teachers:

Presentation Tool Lead-in
Online Digital Resources

For Students:

Online Practice Lead-in

GRAMMAR

EXTRA IDEA If you want to start with books closed, elicit the type of information we usually ask when meeting a new person, e.g. hobbies, nationality, job, etc., and write it on the board. Ask Ss to write questions to elicit this information and check them as a class. In pairs, Ss ask each other the questions, then write a paragraph about the person they interviewed. These can be pinned around the room for Ss to circulate and read.

- 1 A** Preteach *gig* (a music concert). Ask Ss to read the text quickly, then discuss the question in pairs. Conduct feedback on what Ss have in common with Alejandra. If you're teaching online, remember that you can display the text on your device and read it aloud or ask individual Ss to read sections. You can then work as a class, asking Ss to identify the parts of speech, and highlighting them in the projected text.
- B** Do the first item as a class, checking the meaning of *superlative* if necessary. Ss identify and underline the forms alone, then compare ideas in pairs. Check answers as a class.

ANSWERS:

- 1 the wettest (city)
- 2 My flatmate told me it was the wettest city in the country!
- 3 I was told ...
- 4 I've been ...
- 5 ... , which is in the south of Spain, ...
- 6 I'd never travelled ...

EXTRA IDEA Ss write a paragraph to introduce themselves, using the text in Ex 1A as a model, then read it to a partner, display it on the wall or share it with the whole class via an online tool. You could also collect these and use them as a diagnostic tool.

COMMON ERRORS

- 2** Do the first item with the class as an example, then ask Ss to continue alone before comparing ideas in pairs. Check answers as a class, writing or projecting the corrected sentences on the board. If you're teaching online, you could display the task and ask Ss to work alone then put them in breakout rooms to discuss their answers. Share your screen and work as a class to correct and annotate the sentences.

EXTRA IDEA To give Ss an opportunity for further error correction, note down the errors that they make while discussing Ex 2 and correct them as a class. Alternatively, if Ss wrote their own texts after Ex 1B, as suggested in the Extra idea, use these for further error correction. (Note that the Ss who made the errors shouldn't be identified.)

EXTRA SUPPORT: TEACHER Ss may wonder why *I've visited* in item 2 is wrong. Remind them that we can't use the present perfect with a past time expression. Item 3 may also cause confusion, in which case remind them that *since* is used with a point in time and *for* with a period of time. You could use coloured pens to highlight changes such as word order on the board or projected exercise and clarify key grammatical terms as necessary.

ANSWERS:

1 Where ~~I can~~ **can I** buy a phone?
2 Yesterday ~~I've visited~~ **I visited** the castle.
3 I've known her ~~since~~ **for** fifteen years.
4 I will ~~to~~ work from home tomorrow.
5 If ~~I'll have~~ **I have** time, I'll come to the party.
6 What ~~means this~~ **does this mean?**

EXTRA IDEA Focus attention on item 6 (*What does this mean?*) and elicit other useful classroom language, e.g. *How do you say ... in English?*, *How do you pronounce/spell ... ?*, etc. Write these phrases on the board for Ss to copy or ask Ss to create classroom posters with key phrases on them. If Ss revert to their own language in the classroom, you or their peers can point to these posters to remind them of the English phrase they need.

VOCABULARY

3A Start the activity by brainstorming vocabulary related to study and writing useful language on the board. Ss work alone to complete the questions, then compare ideas in pairs. Check answers as a class. Note that many of the answers are phrasal verbs or collocations, e.g. *note down*, *make a phone call*, and point out that we can say *workmates* as well as *classmates*, and that *colleague* is a more formal term for this work relationship. Drill the questions as needed.

ANSWERS:

1 classmates	2 full-time	3 down
4 series	5 affairs	6 made
7 downloaded	8 up	

B Put Ss in pairs to ask each other the questions. Monitor, ensuring both Ss ask and answer and assisting where necessary. Ask a few Ss to tell the class something about their partner in feedback.

PRONUNCIATION

4A Explain that Ss should say the words aloud in order to match them, as the spelling is different in all cases, and do the first item as an example. Ss work alone to match the words, then compare ideas in pairs. Don't check answers yet. If you're teaching online, ask Ss to mute their microphones while they say the words and match the rhymes.

B  **L.01** | Play the recording for Ss to listen and check their answers, then play it again for them to listen and repeat. With online classes, enable the annotate function for Ss to share their answers before confirming. Drill the pairs of rhymes as needed.

EXTRA SUPPORT: TEACHER If you prefer, say the words for Ss instead of using the recording. Ss could request which words they want to hear again by telling you the number or letter.

EXTRA SUPPORT: DYSLEXIA Ss may struggle with the pronunciation and/or spelling of these words. Point out the silent letters in the relevant words, e.g. the *u* in *build*, and the *e* at the end of words, e.g. *white*, *late*. Explain that this final 'magic e' often makes the vowel sound earlier in the word longer. Ss could highlight silent letters and rewrite the words several times to help them remember the links between spelling and pronunciation.

ANSWERS:

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

C Ask Ss to work in pairs and make a list of words which rhyme with words 1–6 in Ex 4A. Monitor, assisting as necessary, then check answers as a class. Write some possible answers on the board, pointing out common spelling patterns and drilling pronunciation as necessary.

POSSIBLE ANSWERS:

1 good, hood	4 fight, light
2 hate, gate	5 go, flow
3 killed, drilled	6 sir, her

EXTRA IDEA Introduce a Look/Say/Cover/Write/Check system with a selection of the new words. Ss work alone, look at each word in turn, say it aloud, then cover it and write it again. They then reveal and check their spelling is correct. Remind them to repeat this procedure every few days to memorise target language.

REGISTER

- 5** Demonstrate the language point by greeting Ss in a very formal way, e.g. 'Good evening ladies and gentlemen', then in a very informal way, e.g. 'Hi guys'. Ask them to identify what is different in each case, then refer them to the task. Ss work alone to identify the register of each sentence, then compare ideas in pairs, discussing where they might see or hear each one. Check answers as a class.

EXTRA SUPPORT: TEACHER You could point out that as a general guide, more words indicate a formal register and fewer words a less formal one. Other indicators include punctuation – exclamation marks and contractions are common in informal writing. Note that (unlike many languages) English doesn't have formal or polite verb forms; vocabulary and intonation are used to denote politeness.

ANSWERS:

- 1** formal (written; letter applying for or asking something)
- 2** informal (written or spoken; congratulating a friend or colleague)
- 3** informal (written; note to flatmate or family member)
- 4** formal (written or spoken; presentation of a product)
- 5** informal (written or spoken; giving good or surprising news to a friend or colleague)

COLLOCATIONS

- 6A** Write the sentences *I make my homework.* and *I do my homework.* on the board and ask Ss to choose the correct one. Use the answer, *do homework*, to elicit the term *collocation* (words that go together) and refer Ss back to Ex 3A, which contains some examples. Explain that collocations can be verb + noun, adjective + noun, etc. Focus attention on the word webs and ask Ss to work alone to complete them with the words and phrases in the box. With weaker classes, do the first item as a class, then monitor, assisting as necessary. Ss compare ideas in pairs. Check answers as a class, clarifying the meaning and pronunciation of the collocations.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners may have difficulty looking at words and phrases organised horizontally in a box. In this case, provide the words and phrases in the box as a spaced vertical list that they can place alongside the word webs and move up and down to test different collocations.

ANSWERS:

have a break, a good memory
make a mess, a mistake
go on holiday, viral
get fired, lost

- B** Put Ss in pairs to make and tell each other sentences. Monitor, checking they are using the collocations correctly and assisting as necessary. Note that weaker classes may benefit from writing their sentences first. Elicit a few example sentences in feedback.

EXTRA CHALLENGE If you have time, Ss can use an online dictionary to add more words to the word webs. Encourage them to copy the webs into their notebooks and add further words as they learn them.

1 me & mine

Global Scale of English **LEARNING OBJECTIVES**

1A The story of me

- LISTENING | Understand people talking about their possessions: describing possessions; materials
- Tell 'a story of me in three objects': narrative tenses
- Pronunciation: auxiliary verbs: weak forms
- Write an advert to sell an item online

GSE INFORMATION

LISTENING

53 Can understand the key points about a radio programme on a familiar topic.

VOCABULARY

43–58 Can use language related to household objects and possessions.

GRAMMAR

51 Can use the past continuous to refer to temporary or changing past states or situations.

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

SPEAKING

59 Can describe objects, possessions and products in detail, including their characteristics and special features.

WRITING

57 Can write a description of items for sale on a trading website.

1B Less is more?

- READING | Read an article about minimalism vs. maximalism; verb patterns
- Answer a questionnaire about preferences: personal preferences
- Pronunciation: stress in prepositional phrases

GSE INFORMATION

READING

51 Can distinguish between fact and opinion in relation to common topics.

GRAMMAR

51 Can use the correct verb form (infinitive or '-ing') following a range of phrasal (separable) and prepositional (inseparable phrasal) verbs.

VOCABULARY

43–58 Can use language related to happiness and satisfaction.

SPEAKING

52 Can express opinions and attitudes using a range of basic expressions and sentences.

1C Don't forget to ...

- HOW TO ... | leave phone messages: phrasal verbs: housework
- Pronunciation: intonation in polite requests

GSE INFORMATION

VOCABULARY

43–58 Can use language related to housework and cleaning.

HOW TO ...

54 Can leave phone messages containing detailed information.

SPEAKING

51 Can make requests using 'Will you (please) ... ?'

54 Can make polite requests with 'would you' + verbs in the infinitive.

1D Your gadgets

- BBC STREET INTERVIEWS | Understand people talking about gadgets and screen time: *except for, apart from, (not) even*
- Answer a questionnaire about gadgets
- Write an online forum comment

GSE INFORMATION

VIEW

51 Can follow an everyday conversation or informal interview on common topics.

GRAMMAR

52 Can use 'except (for)' and 'apart from' after general and other noun phrases.

55 Can correctly use 'even' and 'not even' in the right position to emphasise a point.

SPEAKING

47 Can ask a group member to give the reason(s) for their views.

59 Can support ideas with relevant examples.

51 Can respond to opinions expressed by others.

WRITING

55 Can post comments on the discussion board of a website.

BBC VLOGS

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

► Write *What's the best present you've ever received?* on the board. Explain that Ss will watch a video of people answering this question. At this stage you might want to preteach vocabulary you think may be a problem for your learners, (e.g. *an engagement ring, a puppy, golf clubs*). Ss should listen and note what the speakers say, then decide which of the presents mentioned is the best. Play the video for Ss to answer the question. Put them in pairs to discuss their ideas, then play the video once more if necessary. Elicit answers from the class. Then ask Ss to discuss the question in part 2 in pairs. When they have finished, check answers briefly as a class. Tell Ss that the first lesson in the unit will involve them talking about important objects.

ANSWERS:

Students' own answers

EXTRA IDEA If Ss want to watch the video again outside class, you could ask them to listen and write exactly what one or two of the speakers say, and consider assigning them speakers who use the past perfect and past simple (i.e. speakers 4 and 8) for further exposure to these tenses.

If your class is weaker, you could provide a jumbled list of the presents mentioned and ask Ss to number them in the order they hear them. (The presents mentioned, in order: *laptop, engagement ring, puppy, saxophone, son, golf clubs, music studio, holiday, car, camera*.)

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

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

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

Additional Materials

For Teachers:

Presentation Tool Unit 1

Online Digital Resources

Videoscript Unit 1 Opener: BBC Vlogs

1A The story of me

GRAMMAR | narrative tenses

VOCABULARY | describing possessions; materials

PRONUNCIATION | auxiliary verbs: weak forms

LESSON OVERVIEW

In this lesson, Ss talk about possessions. The lesson begins with a listening about personal possessions. From this, Ss are introduced to vocabulary for describing possessions and then learn how different past tenses interact in a narrative. Ss are also made aware of weak forms of auxiliary verbs in sentences. They then practise by asking and answering about their own possessions. Finally, Ss learn about the reduced style of descriptions used in adverts online, then write their own advert to sell something.

Online Teaching

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

- **Ex 2B:** Display the task and share your screen. After Ss listen to the podcast, annotate the task to show the correct answers.
- **Ex 4B:** Display the questions on your device and share your screen. Depending on the size of your group, Ss discuss as a class or in breakout rooms.
- **Ex 7B:** Cameras on, ask Ss to show and answer questions about (one of) their important objects.
- **Ex 9D:** Ss add their adverts to a collaborative document to read each other's writing.

Additional Materials

For Teachers:

Presentation Tool Lesson 1A

Photocopiable Activities 1A

Grammar Bank 1A

Vocabulary Bank 1A

For Students:

Online Practice 1A

Workbook 1A

TO START

Tell Ss to imagine that their house is on fire and that they can save three important things. Ask them what those things would be. Give them an example yourself, e.g. 'I'd save my phone because it has all my photos on it. I'd save my jewellery box because there are some precious items in there. And I'd ...' Put Ss in pairs to discuss, then ask for feedback from a few pairs.

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

LISTENING

- 1 A Ask Ss to note the names of three people they know and choose two or three objects associated with those people. Give an example yourself by writing some notes on the board, e.g. *my brother – pan (always cooking!)*, and then saying a complete sentence, for example 'The pan reminds me of my brother because he's always cooking!'
- B Put Ss in pairs to tell each other about what they wrote. Monitor and encourage follow-up questions. In feedback, write any useful vocabulary on the board.

EXTRA SUPPORT: TEACHER With weaker classes, you may want to preteach some adjectives and phrases to help with the discussion as well as preview the content of the lesson, e.g. 'The pan *reminds me of* my brother *because* he's always cooking! He's a very *homely* person, so it *reflects his personality*.'

- 2 A Focus attention on the text and the photos. Put Ss in pairs to suggest why the objects might be important to the speakers. Ss can discuss the photos before listening and then, in Ex 2B, can annotate the task to show the correct answers. Make sure you don't confirm any answers at this point.

EXTRA SUPPORT Read the text aloud with the class or put Ss in pairs to read it with both Ss taking turns reading and listening / tracking the text. Encourage fast finishers to read the text again, with a focus on pronunciation.

- B  1.01 | Refer Ss to the objects in the box. Ask them to listen and note the order they are mentioned in. For online teaching, remember you can display the task and share your screen. Play the recording. Put Ss in pairs to compare ideas, then check answers as a class.

ANSWERS:

1 silver rings	4 Spanish guitar
2 leather jacket	5 walking boots
3 lemon tree	6 coffee pot

 **AUDIOSCRIPT 1.01**

M = Marta T = Tim

M: I've worn silver rings all my life. I got this ring in a street market when I was living in Italy for a few months. I bought it to replace a similar one that I'd lost. This one belonged to my mother and I inherited it when she died. It's not worth a lot, but it's very special to me.

I borrowed this leather jacket from a friend when I was studying at university and I never gave it back. It's a genuine 1980s leather jacket. When I was wearing it, I always thought it looked really cool. It's a bit damaged now, but I still love it.

I have a beautiful lemon tree that a friend gave me as a birthday present. I'd told her that I'd always wanted to live in a house with a lemon tree, so to make my dream come true, she bought me one. I was having a party to celebrate my thirtieth birthday, and in the middle of the party my friend arrived and gave me the lemon tree in a pot. So, now I grow my own lemons!

T: I bought my Spanish guitar in a famous guitar shop in Madrid. Even when I open the case today, I can still smell the wood of the shop. I remember trying it out in a corner. I was quietly playing my favourite piece of music as I didn't want to draw too much attention to myself. However, to my horror, the shopkeeper had listened to me playing and he asked me, 'Are you a professional?' Naturally, I bought the guitar quite soon after he'd asked that question! Six months later I returned to the shop to buy some new strings and there was someone else trying out a guitar. He was playing a piece of music I knew, but he wasn't playing very well. The same shopkeeper was there and said to the man, 'Wow, you must be a professional!' Suddenly, I understood.

I enjoy doing long-distance walks, preferably with friends. I bought these boots while I was travelling around New Zealand. I was about to head off for the Milford Track, quite a challenging four-day walk, and my old boots fell to pieces. I had one day to find a new pair. Years later, I still have those boots. They're not in very good condition and they're heavy, old, leather boots, but they're still comfortable and they're like old friends. I've had such great times with friends and family walking, talking and exploring.

And this? It's an Italian moka coffee pot. A friend gave it to me at university because he had watched me making instant coffee without much care or thought. He said, 'The small ritual of a good coffee is too important to give up.' We used to laugh at him for being so serious about things we thought were unimportant, but now every time I use the pot I realise that he was right. If you can't enjoy little things, then you will never be happy.

- C** In pairs, Ss discuss what they can remember about each object from the recording. When they have finished, elicit ideas and write them on the board.

- 3A**  **1.01** | Refer Ss to the statements and check they understand *inherit* (be given something when somebody dies), then play the recording for them to decide if the statements are true or false. Ss compare ideas in pairs, then check answers as a class.

ANSWERS:

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

- B** Check Ss understand the phrase *have something in common* (have a shared possession, interest, attitude, etc.) and put them in groups of three or four to discuss the questions. Elicit Ss' ideas of the meaning of 'little things' in feedback.

VOCABULARY

describing possessions

- 4A** Refer Ss to the extracts and the words in bold. Ask them to match the words with the meanings (1–8), then compare ideas in pairs. In feedback, ask individuals to read out whole sentences and correct their pronunciation as needed. Point out that *belonged* and *inherited* are regular past simple verbs, but that *damaged* is an adjective (related to the verb *damage*). Drill and mark the stress on these words.

EXTRA SUPPORT: DYSLEXIA Provide Ss with a vertical list of the words in bold on a piece of paper that they can hold alongside meanings 1–8. Alternatively, write the list on the board for Ss to refer to.

ANSWERS:

- | | |
|-------------------|-----------|
| 1 belonged to | 5 genuine |
| 2 not worth a lot | 6 damaged |
| 3 leather | 7 special |
| 4 inherited | 8 cool |

- B** Refer Ss to the questions and put them in pairs to ask and answer them. When they have finished, ask a few pairs to tell the class something interesting they learnt about their partner. With online classes, remember you can display the questions on your device and share your screen for Ss discuss as a class or in breakout rooms.

- C** Refer Ss to the Vocabulary Bank on page 132.

 page 132 **VOCABULARY BANK** materials

VB

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

- 1A** Ss match the type of material (1–12) with the photos (A–L), using their devices or a dictionary if necessary, then compare answers in pairs. Take feedback, but don't confirm answers yet.

- B**  **VB1.01** | Play the recording, then check answers as a class and drill difficult words as needed.

ANSWERS:

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

AUDIOSCRIPT VB1.01

- A** They're made of glass.
B It's made of wood.
C It's made of a diamond.
D It's made of plastic.
E They're made of cotton.
F It's made of silver.
G It's made of denim.
H It's made of rubber.
I It's made of steel.
J They're made of iron.
K It's made of gold.
L It's made of stone.

- 2A** Preteach *smash* (break into small pieces, especially glass), then ask Ss to complete the sentences with the most suitable material. Check answers as a class, accepting any reasonable alternatives to materials where appropriate.

POSSIBLE ANSWERS:

- | | | |
|----------|-----------|------------|
| 1 denim | 2 stone | 3 diamond |
| 4 cotton | 5 steel | 6 gold |
| 7 iron | 8 rubber | 9 glass |
| 10 wood | 11 silver | 12 plastic |

- B** Put Ss in pairs to discuss the question. Then ask Ss to report back to the class to give them an opportunity to pronounce the new words. You could take a poll to see which material is the most common.

GRAMMAR

narrative tenses

5A Focus attention on the sentences from the podcast and ask Ss to identify the two tenses in bold (past continuous and past perfect). Ss then match the sentences with the rules, and choose the correct words to complete them. Check answers as a class.

EXTRA SUPPORT With weaker classes, or to save time, complete this activity as a class. Write the sentences on the board and work with Ss to match the sentences with the rules and to choose the correct words. Then highlight how the tenses are formed (past continuous: *was/were* + verb + *-ing*; past perfect: *had* + past participle) and point out the contraction *'d* for *had*.

ANSWERS:
1 a, b; temporary 2 c, d; before

EXTRA IDEA Ask pairs of Ss to draw a timeline for one of the sentences in Ex 5A, then show their timeline to, or compare their timeline with, other pairs. Stronger classes could create timelines for all three tenses: past simple, past continuous and past perfect.

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

GB page 104 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. You might want to divide the notes into sections and ask questions after each one to check understanding. You can do this by asking concept questions, focusing on each tense in turn and eliciting further examples. Point out that the past continuous has several different functions. Explain that the past perfect doesn't always describe a particularly distant event and is frequently used with time expressions such as *after*, *as soon as*, etc., for example *They came to the party after they'd eaten*.

1 Ask Ss to work alone and choose the correct words, then compare their answers in pairs. Check answers as a class.

ANSWERS:
1 was jogging, realised, had dropped
2 was looking, came, had found
3 was fishing, caught, had lost
4 was studying, decided, hadn't said

2 This exercise practises the form and meaning of narrative tenses in context. If necessary, complete the first gap as a class. Ask Ss to complete the two stories alone, then compare ideas in pairs. Check answers as a class. As a follow up, Ss could practise reading the stories aloud to each other.

EXTRA SUPPORT: DYSLEXIA The number of options and items here may cause difficulties for Ss with dyslexia. To help, divide each story into shorter sections, each with the corresponding options from the box. Alternatively, provide two options (one correct and one incorrect) for each gap to reduce the writing load.

ANSWERS:
1 were staying 9 had always loved
2 hadn't seen 10 were staying
3 arrived 11 drove
4 was carrying 12 was laughing
5 had just returned 13 was going
6 opened 14 realised
7 gave 15 crashed
8 bought 16 had completely broken

3 Do the first item as a class and discuss the reasons for the answer (*was looking* – a longer action, background information). Ask Ss to complete the exercise alone, then compare ideas in pairs. Check answers as a class.

ANSWERS:
1 was looking 6 hadn't tried
2 found 7 thought
3 'd/had hidden 8 bought
4 was studying 9 fell
5 spent 10 hadn't realised

PRONUNCIATION

auxiliary verbs: weak forms

6A  **1.02** | If necessary, remind Ss of weak forms by writing an example sentence on the board and eliciting the pronunciation of the auxiliary, e.g. *I was studying* – /wəz/ as opposed to /wɒz/. Focus attention on the gapped sentences and explain that Ss should listen and write the words they hear. Play the recording, pausing as needed. Ask Ss to compare ideas in pairs, then write the correct answers on the board.

EXTRA SUPPORT To offer more support for weaker classes, write the auxiliary verbs (*was*, *were*, *had*) on the board for them to choose from as they listen. If your class is mixed ability, encourage stronger Ss to work without this support.

ANSWERS:

- | | |
|------------------|-------------|
| 1 was travelling | 4 had lost |
| 2 were living | 5 had given |
| 3 was studying | 6 had seen |

- B**  **1.02** | Ask Ss to identify the auxiliary verb in each sentence and then play the recording again for them to decide if they are stressed or not. Check answers as a class, writing the sentences on the board with a circle over the stressed words, then ask Ss to listen again and repeat chorally. Elicit that the stress is on the main verb.

ANSWER:

The auxiliary verbs are not stressed – they are weak forms.

EXTRA IDEA: DIGITAL Ask Ss to record themselves saying the sentences in Ex 6A, then play the sentences back and compare them to those on recording 1.02. They can also play their recordings to each other in pairs, giving each other feedback on their pronunciation of the weak forms.

- C** Put Ss in pairs to read through the options, then make sentences to tell their partner. Monitor and give feedback on their use of narrative tenses and weak forms of auxiliary verbs. When they have finished, ask a few pairs to share any interesting information they learnt with the class.

SPEAKING

- 7A** Model the activity yourself by writing a few key words about an important item on the board, e.g. *ring – holiday, present*, and expanding them into spoken sentences, for example ‘My ring is important to me. My boyfriend gave it to me when we were on holiday. He’d bought it as a present.’ Monitor as Ss write their notes, offering support as needed.

EXTRA SUPPORT Allow weaker classes additional planning time for this speaking task. Ss can write key words, make notes or even draw timelines related to their objects (refer them to the timelines in the Grammar Bank as a reference). Point out that they shouldn’t write full sentences. Monitor as Ss prepare, assisting as needed.

EXTRA SUPPORT: TEACHER A *biker’s jacket* is usually made of leather and offers protection from motorcycle accidents and crashes, though it can also be a fashion item. A *motorcycle courier* (or *cycle courier*) is a common job in cities and urban areas. Such couriers can get through traffic more easily than a car to make small deliveries, such as important documents, to clients.

- B** Put Ss in small groups to tell each other their stories. If you are short of time, Ss could talk about one or two objects instead of three, or take turns to ask and answer questions about one object to ensure everybody gets a turn. For online teaching, remember you can extend this activity by asking Ss to turn their cameras on, and to show and answer questions about (one of) their important objects.
- C**  Ask Ss to bring photos of their objects to their next class in order to test each other’s memories. Creative Ss could draw their objects as an alternative.

WRITING**an advert to sell an item online**

- 8A** Show a screenshot or name a popular online platform that you know your Ss will be familiar with, and then elicit more platforms that Ss know or use. Ask Ss to read and discuss the questions in pairs. When they have finished, check answers as a class and conduct a general discussion about the process of online selling.
- B** Preteach *brand new* (completely new) and *in perfect condition* (used, but still looks new). Ask Ss to complete the descriptions with the words in the box alone before they compare answers in pairs. Check answers as a class.

ANSWERS:

- | | | | |
|-------------|--------|------------|-------|
| 1 condition | 2 used | 3 Includes | 4 new |
| 5 Italian | 6 good | 7 Leather | |

- 9A** Focus attention on item 1 and elicit the types of word missing from the reduced sentence. Point out that this is a tradition from when people paid by the word to put an advert in a newspaper. Do the same with item 2. Check answers as a class, summarising the types of word missing on the board. You could link this to newspaper headlines, which also cut out words for more impact.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners can find word sequencing challenging and consequently have difficulty summarising. To help with this, display the pairs of sentences next to each other on the board and then highlight the extra words in the original sentences, so that the missing words are more obvious.

ANSWERS:

nouns, articles, pronouns and verbs

- B** Identify the first reduced sentence in the adverts. Ask Ss to work alone to locate the reduced sentences in the adverts and identify the words which are missing, then compare answers in pairs. Check answers as a class. You could ask Ss if the same process occurs in their first language.

EXTRA SUPPORT: DYSLEXIA For Ss with dyslexia, ‘carrying’ text from one place to another can be challenging. It may help dyslexic learners if you provide the reduced sentences from the adverts on a piece of paper for them to hold alongside the complete sentences. Consider using a sans serif font for this as this will be more accessible for dyslexic learners.

ANSWERS:

- 1 Bought earlier this year but never used.
- 2 As new
- 3 Serves 4.
- 4 ... back slightly damaged.
- 5 In original box.

C Ss work alone to write the sentences in note form, then compare answers in pairs. Check answers as a class.

EXTRA SUPPORT If you think Ss will find this activity challenging, simplify it by providing two options of reduced sentence for each item and ask them to choose the correct one, e.g. *Bike bought earlier ... / Bought earlier ...*, etc.

POSSIBLE ANSWERS:

- 1 Slightly damaged.
- 2 Price includes spare (set of) strings.
- 3 Never used.
- 4 Very good condition.

D Brainstorm and build up on the board a list of items that Ss might like to sell. As a class, discuss what key information should be included in their adverts, e.g. cost, condition, and write these categories on the board. Explain or elicit that their adverts should be two or three sentences long. Ss write their descriptions. Monitor, assisting and reminding Ss to use reduced forms where necessary. With online classes, remember that Ss can add their adverts to a collaborative document to read each other’s writing.

EXTRA: ALTERNATIVE IDEA Give each student a picture of something different to sell online. Brainstorm vocabulary Ss think they will need to describe their item, and add it to the board as extra scaffolding.

TO FINISH

Write the following questions on the board:
On which occasions do you give/receive presents?
Do you like to receive surprise presents or do you prefer to choose?
Do you know any alternative gift-giving traditions?

Ask Ss to discuss the questions in pairs or groups. When they have finished, elicit a few ideas about gift-giving traditions in a brief class discussion. You could tell them about alternative approaches, such as ‘Secret Santa’ (where you buy just one present for a person in a group to a fixed budget) if appropriate.

1B Less is more?

GRAMMAR | verb patterns
VOCABULARY | personal preferences
PRONUNCIATION | stress in prepositional phrases

LESSON OVERVIEW

In this lesson, Ss talk about personal preferences. They begin with verb patterns, presented in a reading text about minimalism and maximalism. They also learn vocabulary for expressing personal preferences and practise stress on prepositional phrases. The lesson ends with a questionnaire which leads into a discussion about Ss’ approach to life.

Online Teaching

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

- **Ex 2A:** Ss write their answers in the chat box, then compare them before confirming as a class.
- **Exs 3A and 3B:** After Ss have completed the task, project the sentences and share your screen, highlighting the correct answers.
- **Ex 4A:** Ss could do this in pairs in breakout rooms, then write their answers in the chat box for you to feed back on.

Additional Materials

For Teachers:

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

For Students:

Online Practice 1B
Workbook 1B

TO START

Start the lesson by writing the following statement on the board: *Less is more. If you buy things, the things you own will own you.* Ask Ss in pairs to discuss whether they agree with the statement, then elicit some ideas from the class.

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

READING

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

- 1 A** Refer Ss to the photo, then put them in pairs to discuss the questions. When they have finished, elicit answers from different pairs and write any useful vocabulary on the board.

EXTRA: ALTERNATIVE IDEA With weaker classes, you may want to discuss the photo in detail, eliciting useful vocabulary such as *sofa*, *cushion*, *coffee table* and *vase*, and eliciting the term *minimalist* (and its opposite, *maximalist*) in preparation for the reading to come.

- B** Preteach *average* (typical) and *zebra stripes* (thick black and white lines). Explain that Ss should read the introduction to the article and identify anything that they find surprising. Set a time limit for this, for example two minutes, to prevent Ss from becoming too focused on unknown vocabulary, then ask Ss for their opinions.

EXTRA SUPPORT In this exercise, Ss are looking for the main ideas (i.e. gist reading), so this should be a quick task. In later exercises, which require Ss to read for more detail, they will need more time. Note that Ss don't need to know technical terms for different types of reading or be told to read more quickly/slowly, but a time limit can encourage them to read in the right way.

- C** Put Ss in A/B pairs and refer them to page 139. Explain that Ss should now read their section of the article and make notes on the writer's opinion of minimalism or maximalism. When they have done this, put them in pairs to tell each other an interesting fact from their part of the article.

EXTRA SUPPORT: DYSLEXIA Share the audio files with learners with dyslexia so they can read and listen to the texts in Exs 1C and 1D if they prefer.

- D** Ss read each other's texts, then discuss with their partner whose argument they think is stronger. Elicit a few answers to the question in feedback.

- 2 A** Do the first item as an example, then put Ss in new pairs to see if they can remember what the article says about the other items. Explain that they shouldn't look at the article again at this point, but should try to remember what they can first. Ss discuss their answers, then scan the text again to check their ideas. With online classes, remember Ss can type their answers in the chat box to compare. Check answers as a class. If you can, project the text and underline where the answers can be found.

ANSWERS:

- 1 This refers to the 300,000 items in the average American home.
- 2 '... the average British 10-year-old owns 238 toys but plays with only twelve daily.'
- 3 'There are more phones in the world than people.'
- 4 Minimalism is about returning to a simpler world.
- 5 They presented a Netflix series about minimalism.
- 6 Having fewer possessions means you can appreciate things that really matter.
- 7 Richard Mbuya collects objects that give his visitors pleasure.

- B** Write the words *fact* and *opinion* on the board. Give an example, e.g. 'I think all pasta comes from Italy.' and ask Ss to identify it as a fact or an opinion (opinion; *I think* indicates there is no source). Read the examples as a class, then ask Ss to work alone to decide if the ideas are facts or opinions. When they have finished, check answers as a class.

ANSWERS:

- 3 Fact. This comes from a documentary called *The Story of Stuff*.
- 4 Opinion. There is no source for this information. It is what 'minimalists like me' believe.
- 5 Fact. That they presented the series *The Minimalists: Less is Now* on Netflix could be checked.
- 6 Opinion. There is no source for this information. It is what Zuleya believes.
- 7 Opinion. Richard thinks the things he describes give his visitors pleasure, but he cannot know for sure.

- C** Put Ss in pairs to discuss briefly which opinions in the article they agree with, then ask them to compare ideas with another pair. Check Ss' reactions to the opinions in feedback.

GRAMMAR

verb patterns

- 3 A** Highlight the verb forms of the two options in the first item (the *to* infinitive and the *-ing* form), then ask Ss to work individually and choose the correct words. Remember that if you're teaching online, you could display the sentences in this exercise for Ss to refer to in Ex 3B as they check their answers in the article.
- B** Refer Ss back to the article on page 139, then check answers as a class, writing the correct verb forms on the board, or highlighting them on your shared screen if teaching online.

ANSWERS:

1 designing

2 persuading

3 be

4 become

5 creating

6 visiting

C Put Ss in pairs and ask them to refer to the sentences in Ex 3A and answer the questions. Check answers as a class.

ANSWERS:

1 the *-ing* form

2 sentences 3 and 4

4A Point out that some verbs can be followed by either the infinitive or the *-ing* form with a change in meaning. Ask Ss to match the examples (1–2) with the meanings (a–b) in pairs (in breakout rooms with online classes). Check answers as a class.

ANSWERS:

1 b

2 a

B The Grammar Bank on page 105 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶▶ page 105 GRAMMAR BANK

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding. Draw attention to the occasions when there is a change in meaning depending on whether the infinitive or the *-ing* form is used.

1 This exercise focuses on form. Complete the first sentence as a class, discussing why the answer is an *-ing* form (*about* is a preposition). Ss do the task alone, then compare answers in pairs. Check answers as a class and drill the correct sentences in feedback to reinforce the structure.

ANSWERS:

1 having

2 to become

3 collecting

4 to be

5 arriving

6 starting

2 This exercise focuses on the change in meaning with the infinitive or the *-ing* form. Do the first pair of items as a class and discuss the meaning of the two sentences. Ss then match the other pairs of sentences alone, before comparing ideas in pairs. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Make the exercise more accessible by photocopying and enlarging the pairs of sentence beginnings and endings and cutting them up for Ss to match.

ANSWERS:

1 b

2 a

3 b

4 a

5 a

6 b

3 Use your desk and the things on it to preteach *surface* and *piles*. Then read the title of the text and ask Ss to predict what they think it will be about, then quickly read to check, ignoring the gaps. Refer Ss to the options underneath the text. Complete the first item as a class, then ask Ss to continue alone, before comparing answers in pairs. Ask Ss to explain their answers in feedback.

EXTRA SUPPORT Reduce the number of options for each gap to two and, to support dyslexic learners, provide them with a vertical list of the two options for each gap to hold next to the text. This list can be added to the board if more convenient.

ANSWERS:

1 A

2 A

3 C

4 B

5 A

6 B

7 C

VOCABULARY

personal preferences

5A Elicit any new vocabulary Ss can remember from the article in the Reading section, then tell them to match the words in bold in the two sections of the article on page 139 with the definitions (1–6). Ss complete the task alone, then compare ideas in pairs. Check answers as a class, drilling the words and phrases with the correct stress.

EXTRA SUPPORT Draw attention to the unusual pronunciation of *appreciate* /ə'pri:ʃi,et/ and *pleasure* /'pleʒə(r)/. Remind Ss that while English does not have an accent system, stress is an important part of being able to use a word correctly, so they should record it systematically in new vocabulary. Suggest that they mark the stress in a different colour, to emphasise that it's not part of the word, and that they note tricky phonemes in their notebooks.

EXTRA SUPPORT: DYSLEXIA Ask Ss to note the number of the definition beside the correct word or phrase, so less writing is involved. Remind Ss to cover the parts of the exercise they are not working on to focus their attention on each item.

ANSWERS:

1 ideal, dream

2 I'm not a big fan of, It's not for me.

3 (can) do without

4 appreciate

5 give (someone) pleasure

6 tastes

- B** Ask Ss to read the two summaries alone and choose the correct words, then compare answers in pairs. Check answers as a class. Ask individuals to read the answers out to reinforce pronunciation, monitoring words such as *appreciate* and *pleasure* (see Extra Support, above) and drilling where required.

ANSWERS:

- | | |
|--------------|-----------------------|
| 1 ideal | 5 for him |
| 2 appreciate | 6 is not a big fan of |
| 3 do without | 7 pleasure |
| 4 dream | 8 tastes |

EXTRA SUPPORT For further pronunciation practice, put Ss in pairs, with one reading sections of the text aloud and the other listening and following the text, correcting and helping where necessary.

- C** This exercise provides personalised practice of the target vocabulary. Ask Ss to work alone and complete the sentences, while you monitor and provide assistance as necessary. When they have finished, put them in pairs or threes to compare ideas.

PRONUNCIATION

stress in prepositional phrases

- 6A**  **1.03** | Refer Ss to the sentences and ask them to say them quietly to themselves and decide which words are stressed. Don't do an example as a class as it will reveal the pronunciation rule. Ss work alone, then compare ideas in pairs before listening to the recording. Check answers as a class.

ANSWER:

The prepositions (*in*, *about* and *on*) are not stressed.

- B**  **1.03** | Play the recording again so that Ss can listen and repeat the sentences.
- C** Refer Ss to the example and remind them that the *-ing* form of a verb usually follows a preposition. Ss work alone to write their own sentences. Allow plenty of time for them to think about both ideas and language. Monitor, providing support as needed.
- D** Put Ss in pairs to read their sentences to each other, reminding them to focus on pronunciation. When they have finished, ask a few pairs to tell the class if any sentences were true for both of them.

EXTRA IDEA: DIGITAL Ss record themselves saying two or three of their sentences. They play their recordings back and focus on their own (or their partner's) pronunciation of the prepositional phrases.

SPEAKING

- 7A** Ask Ss to read the questionnaire quickly and think about their answers. Preteach *social butterfly* (someone who loves socialising), *multitasker* (someone who can do more than one thing at a time) and *belief* (the noun form of *believe*).

EXTRA SUPPORT: DYSLEXIA Pair dyslexic learners with a student who can help them read the questionnaire before they discuss their answers together.

FUTURE SKILLS | Communication



- B** Read the Future Skills box with the class. Elicit further emphatic phrases from Ss and write them on the board as a reference. Point out that this type of language must also be said in an emphatic way and drill. Ss then look ahead to the questions in Ex 7C and think about how they might include emphatic phrases in their answers to them.

POSSIBLE ANSWERS:

I'm sure ... , I'm positive ... , There's no way ... , That's ridiculous.

- C** Put Ss in groups of three or four to ask and answer the questions in the questionnaire. Monitor the discussions, making a note of good language use and errors. In feedback, write examples of common errors on the board and invite Ss to correct them.
- D** Put two groups of Ss together to guess the others' answers. If Ss don't know each other well yet, they could tell each other one or two interesting points from their discussions instead.

EXTRA IDEA Ss write a paragraph summarising the opinions of their group, then add it to a shared document for the rest of the class to read. Alternatively, they can read it aloud to the class for a more pronunciation-based focus.

TO FINISH

Ask Ss to think about how personal life choices can have a wider impact, e.g. on the environment, the planet, fast fashion, etc. and what they think about events like Black Friday and Buy Nothing Day. Ss then write two or three sentences about this topic using language from the lesson.

1C Don't forget to ...

HOW TO ... | leave phone messages

VOCABULARY | phrasal verbs: housework

PRONUNCIATION | intonation in polite requests

LESSON OVERVIEW

In this lesson, Ss learn how to leave phone messages. The lesson begins with phrasal verbs for housework in the context of 'to do' lists. Ss then listen to recorded phone messages and focus on the functional language of direct and indirect requests. They then practise intonation in polite requests and finally practise leaving phone messages themselves.

Online Teaching

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

- **Ex 1A:** Ss write their ideas in the chat box or on a shared noticeboard, so they can see each other's ideas.
- **Ex 3B:** Display the word choice box on your screen and share with the class for Ss to refer to as they listen. Remind Ss to switch off their microphones before you play the recording.

Additional Materials

For Teachers:

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

For Students:

Online Practice 1C
Workbook 1C

TO START

Write the following questions on the board:

Do you like housework?

Who does the housework in your home?

Give an example, e.g. 'I don't like housework. I hate cooking. My husband usually does the cooking.'
In pairs, Ss discuss the questions. When they have finished, have a show of hands to see if any Ss like housework.

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

VOCABULARY

phrasal verbs: housework

1 A Put Ss in pairs and time one minute while they make a list of household tasks. Consider extending the time limit if you can see that Ss have plenty of ideas. Ask the pair with the most ideas to read their list in feedback, while others tick the ones they have and add any additional ideas. When teaching online, remember that Ss can write their ideas in the chat box or on a shared noticeboard.

EXTRA SUPPORT: TEACHER If your group will benefit from noting down the new vocabulary, organise it into columns under the headers *do*, *make* and *other*, e.g. *do the dishes*, *make the bed*, *clean the bathroom*, etc.

B Referring to their lists, ask Ss to discuss the questions. When they have finished, elicit which tasks are the most and least popular.

2 A Check Ss know 'to do' list (a list of tasks to complete, possibly in order of priority). Refer Ss to the activity. Ask them if they make lists like these and why/why not, then elicit an example task for situation a, e.g. *packing boxes*. Ss quickly read and match each list (1–3) with the correct situation (a–c). Check answers as a class. Tell Ss they will be studying the vocabulary in detail later.

EXTRA SUPPORT: TEACHER If necessary, explain that in some countries the post office can redirect post to a new address for a fee, usually for a set period of six or twelve months.

ANSWERS:

a 3 **b** 2 **c** 1

B Elicit that a phrasal verb is a verb with one or two prepositions or adverbs (technically referred to as particles) after it that together give a new meaning, and elicit a few examples. Ask Ss to look at the 'to do' lists in Ex 2A and find phrasal verbs to match the meanings (1–8). Do the first item as a class if necessary. Ask Ss to work alone, then compare ideas in pairs. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Write the phrasal verbs on the board in a vertical list or on a piece of paper for Ss to hold alongside the exercise.

ANSWERS:

- | | | |
|-------------|-----------|-----------|
| 1 take out | 2 turn up | 3 lock up |
| 4 throw out | 5 pick up | 6 hang up |
| 7 go over | 8 tidy up | |

C Do the first item as a class by asking the question and getting Ss to answer you. Ask them to complete the task alone, then compare ideas in pairs. Check answers as a class. Point out that when a pronoun is used with a separable phrasal verb it must go between the verb and the particle. Where a verb is not separable, this is not possible, e.g. *go over them*.

EXTRA SUPPORT: TEACHER With stronger classes, it might be useful to look at patterns in the meaning of the particle. For example, the particle *up* can mean *do completely* (e.g. *lock up, tidy up*) or *put in a higher place* (e.g. *hang up, pick up*). The particle *out* can mean *away from here* (e.g. *throw out, take out*). Ask Ss if they can think of more examples to fit these patterns (e.g. *finish up, clean up; put out*, etc.).

ANSWERS:

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

D Put Ss in A/B pairs. Student As close their books, and Student Bs read out two or three questions for their partner to answer. Ss then change roles. Monitor, providing assistance as necessary.

EXTRA CHALLENGE Ask Ss to write two questions to elicit an answer that is one of the phrasal verbs studied, then give them to a partner. Alternatively, they could mime the activities to test their partner.

How to ... leave phone messages

3A Put Ss in pairs to discuss the questions.

Alternatively, conduct a class discussion about situations in which someone might need to leave or listen to phone messages in English, (e.g. *they work for a UK company*), and discuss what is difficult about talking on the phone as opposed to face-to-face, e.g. *loss of visual cues from the other speaker*.

B  **1.04** | Refer Ss to the items in the box and ask them to number them as they hear them. Play the recording (with Ss' microphones off with online classes). When teaching online, remember you can share the box on your screen for Ss to refer to as they listen. Ss number the items alone, then compare ideas in pairs. Check answers as a class.

ANSWERS:

- | | |
|------------------|---------------|
| 1 leather jacket | 5 pizzas |
| 2 garage door | 6 broken pipe |
| 3 alarm system | 7 plants |
| 4 folder | |

 AUDIOSCRIPT 1.04

1

- A: You've reached Café Roma. I'm afraid we're busy at the moment. Please leave a message and we'll get back to you.
- B: Hello. This is Marcelo Fagundes. I'm calling about my jacket. I was having dinner in your restaurant an hour ago and I left my jacket. Do you think you could have a look for it for me? It's the leather jacket hanging on the hook by the stairs. Can you call me back? You can reach me on this number – 0779542867.

2

- A: You've reached Sam's mobile. Please leave a message.
- B: Hi Sam. It's Mum. Could you check that the garage door is locked? I think I might have left it open. The key's in the kitchen. You'll find it on the table next to the window. Also, before you leave, will you take out the rubbish please, and make sure you turn the heating off? Thanks. See you later.

3

- A: I'm sorry I can't take your call at the moment. Please leave a message.
- B: Hi Ricardo. It's Gemma. I've got a guest coming to stay in the apartment later. Would you explain the alarm system to her? You'll need to unlock the box and show her how it works. That would be really helpful. Thanks.

4

- A: Hi, you're through to Jacob. I can't take your call right now, but if you leave a message with your name and number, I'll get back to you as soon as I can.
- B: Hi Jacob, it's Patricia here. I wonder if you could bring my folder to the meeting? You'll find it on my desk in the office. The meeting starts at 4 p.m., so we'll need to be there at least fifteen minutes earlier. Could you please let me know that you've got this message? Thanks.

5

- A: Noelle, it's Pete. Listen, I was going to cook, but there's no food in the house. Do you think you'll be able to pick up some pizzas on the way home? There's a great place just on the corner by the station. You choose the toppings. That would be great. Bye.

6

- A: Thank you for calling Smiths and Co. Our office hours are 8 a.m. to 6 p.m. If it's urgent, please leave a message with your name and number and we'll contact you as soon as possible.
- B: Hello. This is Natalie Ivanov. I'm calling because we have a broken pipe in our house and the water is going everywhere! I need someone to come and fix it, please. Will you please call me back as soon as possible? It's urgent. You can reach me on this number.

7

- A: Hi, you're through to Teresa. Please leave me a message and I'll call you right back.
- B: Hi Teresa, it's Yumi. I'm calling to ask a favour. I'm going away in a couple of weeks. I wonder if you'd mind watering the plants for me, like you did last time. I can leave the key with my neighbour. That would be so kind. Let me know. Bye.

C Focus attention on the incomplete phrases from the listening and explain that Ss should complete them with the words in the box. Put Ss in pairs to compare answers. Don't check answers yet.

EXTRA SUPPORT If Ss struggle to complete the phrases, proceed straight to Ex 3D.

D  **1.05** | Play the recording for Ss to check their answers. Ask Ss to compare ideas in pairs, then elicit the correct answers.

EXTRA SUPPORT: DYSLEXIA Provide dyslexic learners with the words on slips of paper to place next to each sentence as they listen.

ANSWERS:

1 reached	2 back	3 calling
4 message	5 This	6 here
7 You'll	8 find	9 call
10 number		

4A Ask Ss to complete the requests and point out that these are extracts from the phone messages in Ex 3B. Ss complete the requests, then compare answers in pairs. Don't check answers yet.

EXTRA SUPPORT Weaker Ss, or Ss with dyslexia, might find it easier to complete the requests (1–5) message by message (i.e. request 1, message 3; requests 2–3, message 4; request 4, message 5; request 5, message 7). Play the relevant message to check the request(s), then move on to the next one. Ss can then complete the requests with the words once they are sure of the answers. Write the answers on the board to ensure accuracy.

B  **1.06** | Play the recording for Ss to check their ideas in Ex 4A. Ask Ss to compare in pairs, then check answers as a class. Drill the requests chorally and individually.

ANSWERS:

1 Would	4 Do you think
2 I wonder if you	5 wonder
3 Could you please	

C In pairs or groups, Ss discuss the questions. Check answers as a class. As Ss may have questions about direct and indirect questions, you could briefly recap the word order changes or assure Ss that they will be looking at this in more depth in the Grammar Bank shortly.

ANSWERS:

1 direct	2 indirect	3 direct
4 indirect	5 indirect	

With indirect requests, the word order is the same as for affirmative statements.

D The Grammar Bank on page 106 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 106 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. Answer any questions Ss have, and check and drill pronunciation as needed.

1 Point out that in this exercise, Ss don't need to add any words. Ss work alone to match the beginnings of the messages (1–6) with the endings (a–f), then compare in pairs. Check answers as a class, drilling the complete messages.

ANSWERS:

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

2 This exercise focuses on form. Preteach *plumber* (someone who repairs water pipes, toilets, showers, etc.). Do the first item as a class, then ask Ss to choose the correct words alone and compare ideas in pairs. Check answers as a class. As a follow-up, Ss could identify whether each request is direct or indirect.

ANSWERS:

1 arrange	2 Would you	3 you could
4 look	5 Could	6 going
7 Will you	8 staying	

3 This exercise practises the target language in context. Preteach *faulty* (not working) and *go off* (make a loud noise). Ss use the words in the boxes to complete the phone messages alone, then compare ideas in pairs. Check answers as a class. Ss can read the completed exchanges in pairs for further practice.

EXTRA SUPPORT: DYSLEXIA Help dyslexic learners by giving them two options for each gap, one correct and one distractor. Ss can then choose the correct alternative.

ANSWERS:

- | | | |
|-----------|------------|-----------|
| 1 reached | 2 message | 3 this |
| 4 here | 5 to | 6 think |
| 7 Can | 8 take | 9 get |
| 10 it's | 11 ringing | 12 wonder |
| 13 You'll | 14 Could | |

PRONUNCIATION**intonation in polite requests**

- 5A**  **1.07** | Read out the first request with very flat intonation and ask Ss how they think it sounds. Elicit that intonation (movement of the voice) is very important to the impression we give when we speak and refer Ss to the rest of the requests. Play the recording and ask pairs to discuss the intonation after each one. Check the answer as a class.

ANSWER:

The speaker starts with a high pitch to sound polite.

- B**  **1.07** | Play the recording again, with Ss saying the sentences to themselves quietly at the same time. Demonstrate the movement of the voice with your hand. If the voice is high, hold your hand high, then lower it to show it falling, in line with the recording as it plays. This helps Ss 'see' the intonation.
- C** Ask Ss to complete the requests, e.g. 'I wonder if you could open the window.', then read them to a partner. If they are struggling for ideas, brainstorm and write a few tasks on the board at the start of the activity, e.g. *open the window, close the door*, etc. Monitor as Ss read their requests, assisting with pronunciation if necessary. Ask a few Ss to model their requests in feedback.

SPEAKING**FUTURE SKILLS | Communication**

- 6A** Explain the task and ask Ss what a successful phone message includes, aiming to elicit the four bullet points in the Future Skills box. Then read through the box as a class.

- B** Put Ss in A/B pairs and refer them to the relevant pages. Remind them to use the information in the Future Skills box to structure their messages. Monitor, assisting as needed.

EXTRA SUPPORT With weaker classes, put Ss in A/A and B/B pairs to help each other prepare their messages, then put them in A/B pairs for Ex 6C.

- C** Ask Ss to take turns to say their messages. They should start with Student B leaving their 'welcome' message, as in the example, and Student A leaving a message.

EXTRA IDEA Ask Ss to sit back-to-back while saying their messages to replicate the lack of visual clues in a telephone call.

EXTRA IDEA: DIGITAL Ask Ss to record messages for each other using an online platform or their phones. They should think of two situations that are relevant to them and plan their messages using the Future Skills box. (They can also refer to the Grammar Bank and ask you if necessary.) Put Ss in pairs to practise leaving their messages. Monitor and check they are using phrases from the lesson correctly, as well as polite intonation. You could ask Ss to record one direct and one indirect message, focusing on intonation, then listen back and see which sounds better.

TO FINISH

Ask Ss to discuss in pairs or small groups how they feel about using English outside the classroom. Write the following questions on the board:

Where will you use English and in what situations?
(e.g. *tourism, work or study*)

What skills will you mainly need?

Will you need to make/receive phone calls?

Will you need to speak to people in English?

When they have finished, elicit answers in feedback. You can use the information for planning future lessons.

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

▶ page 145 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 198

1D BBC Street Interviews

Your gadgets

GRAMMAR | *except for, apart from, (not) even*

SPEAKING | a questionnaire about gadgets

WRITING | an online forum comment

LESSON OVERVIEW

In this lesson, Ss talk about their attitude towards technology. The context is a video of interviews with people saying which electronic items are important to them, which they could live without and whether they think people spend too much time looking at screens. This leads into a grammar focus on *except for, apart from* and *(not) even*. Ss then do a speaking activity where they discuss their own attitudes to gadgets. The lesson ends with a writing activity where Ss write contributions and comments on an online forum.

Online Teaching

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

- **Ex 1B:** Ss share their screens and name/show the technology/gadgets they have around them.
- **Ex 2A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 4C:** Put Ss in breakout rooms for the discussion. When they come back to the main room, ask each group to summarise their answers to one of the questions.
- **Exs 5B and 5C:** Ss write their posts and comments in a collaborative document.

Additional Materials

For Teachers:

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

For Students:

Online Practice 1D
Workbook 1D

TO START

Ask Ss to work in pairs to make a list of everyday technology. Elicit a few examples, e.g. mobile phone, kettle, etc., then give Ss two minutes to note down as many as they can. When they have finished, see which pair has the most items. Elicit their answers and discuss which technology is most important to Ss. Explain that technology and gadgets is the topic of the lesson.

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

PREVIEW

- 1 A** ▶ Preteach *technophile/technophobe* (technology lover/hater) and *gadget* (a small electronic device). Refer Ss to the statements and ask them to tick the one they identify with most.

EXTRA SUPPORT: TEACHER Explain that *-phile* and *-phobe* are suffixes from Greek. A word ending in *-phile* means a person who enjoys a certain thing and one ending in *-phobe* means a person who dislikes or is afraid of a certain thing, e.g. *Europhile*, *technophobe*, etc. This links to the word suffix *-phobia* (a fear of something), e.g. *claustrophobia*, *technophobia*, etc. You could ask Ss to guess what the words *bibliophilia/phobia* mean (a love/fear of books) and ask Ss if they know any other examples.

- B** Put Ss in pairs to discuss their answers. When they have finished, ask a few pairs which is their favourite gadget and why. With online classes, remember you can also ask Ss to share their screens and name/show the technology/gadgets they have around them.

EXTRA IDEA Build a list of useful vocabulary that comes up when Ss are talking about gadgets on the board as a reference.

VIEW

- 2 A** ▶ Refer Ss to the photos of the speakers and explain that they should watch the video and identify the items they mention. Make it clear though that they do not need to note who says each item. To help with the second question, suggest Ss write the word *screens* in their notebooks and tick when speakers say that people spend too much time looking at them. Play the video, pausing after the first section for Ss to compare ideas in pairs, then check answers as a class. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Discuss the meaning of any items Ss are unsure of, then play the second section and check the answers.

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

EXTRA SUPPORT: DYSLEXIA Prepare a handout with the bulleted items in a vertical list and the word *screen* in a different column. Consider using a sans serif font, such as Comic Sans, which will be more accessible for dyslexic learners. Ss tick the items when they hear them.

EXTRA SUPPORT: TEACHER A *smartwatch* is a wearable gadget frequently used when doing exercise. It monitors your heartrate, calories burned, etc. *Guitar pedals* can be connected to your guitar to adjust the volume, tone, etc.

ANSWERS:

- 1 The following items are mentioned: home computer, gaming console, iPad, smartwatch, guitar pedals, phone.
- 2 All of them (seven people)

- B** ▶ Refer Ss to the photos of the speakers and their names at the top of the page again. Explain that they will watch the first part of the video again and need to match a speaker or speakers with each statement. Play the video, pausing as needed, then ask pairs to compare ideas before checking answers as a class.

EXTRA SUPPORT: DYSLEXIA Give Ss the names of all the speakers on slips of paper to place beside the statements so they don't need to write. Tell Ss that two statements have one name and one has two.

ANSWERS:

- 1 Joshua 2 Marc 3 Rory, Josh

- C** ▶ Refer Ss to the incomplete sentences and preteach *screen time*. Ask them what their daily screen time is, more or less. Ss watch the second part of the video and complete the sentences. Check answers with the class.

EXTRA SUPPORT Provide a word choice box with the missing words in random order, either on the board or on a piece of paper.

ANSWERS:

- 1 face-to-face 3 too much time
- 2 addicted 4 person

- D** Put Ss in pairs to discuss the statements, then see how many people agree with each one in feedback.

GRAMMAR

except for, apart from, (not) even

- 3A** Write a few simple conjunctions on the board, e.g. *and, but* and *so*, and elicit that they are used for connecting ideas. Ask Ss to read the sentences and complete the rules alone, then compare ideas in pairs. If you're short of time, do this exercise as a class. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA To support dyslexic learners, read the sentences and rules aloud to the class, pausing after each rule for pairs to complete it before moving on to the next.

ANSWERS:

- 1 even
- 2 apart from; except for
- 3 apart from, except for

- B** The Grammar Bank on page 107 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 107 **GRAMMAR BANK**

Check understanding of the notes with the class. Highlight the rules for when we don't need *for* after *except*, and draw attention to the word order and the position of the different conjunctions, especially if Ss' first language(s) may cause interference with this.

- 1** This exercise focuses on meaning. Do the first item with the class as an example. Ask Ss to continue the exercise alone, then compare ideas in pairs. Check answers as a class, discussing the change in meaning in sentences 2a and 2b.

ANSWERS:

- 1 same
- 2 different (In 2a Juan usually likes films (but doesn't like this one) and in 2b Juan doesn't usually like films (so it's a surprise he likes this one).)
- 3 same

- 2** This exercise focuses on accuracy of use. Point out that one conversation does not have mistakes, then complete the first item as an example. Ss work individually to find and correct the mistakes, then compare ideas in pairs. Check answers as a class, referring Ss back to the rules as needed.

GB

ANSWERS:

(Only the sentences where there is a mistake are given.)

- 1 A: I could live without gadgets, **except** for my phone.
- 2 B: Yes, apart **from** two Spanish tourists.
- 3 B: That's right. He **didn't** even want a bone, which is his favourite food.
- 5 A: **Apart** from History, what other school subjects do you like?

EXTRA IDEA Ss practise reading the corrected conversations aloud in pairs.

- 3 Preteach or check the meaning of *volunteer work*. Refer Ss to the title and ask them to predict what the text will be about, then ask them to read and check their ideas. Do the first item as a class, then ask Ss to complete the activity alone before comparing ideas in pairs. Check answers with the class.

ANSWERS:

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

EXTRA IDEA Ask Ss to discuss what they think of Soumaya's decision to stop using social media and if they have ever considered or would ever consider doing the same.

SPEAKING

a questionnaire about gadgets

- 4A Refer Ss to the example, then give them a few minutes to make their lists alone and assist with vocabulary as needed. Ss then compare ideas in pairs or small groups. Elicit the most common items in feedback.
- B Read through the questionnaire as a class and deal with any queries. Then ask Ss to work alone and make a note of their answers in their notebooks. Point out that they should not write full sentences in their notes.
- C Read through and check Ss' understanding of the Key phrases, then drill and elicit the main stresses. Put Ss in groups of three or four (in breakout rooms with online classes) to discuss their answers to the questionnaire in Ex 4B using the Key phrases. Monitor, then conduct feedback.

EXTRA SUPPORT Assist with vocabulary and pronunciation where necessary, writing any new words or phrases on the board.

WRITING

an online forum comment

- 5A Check Ss know what an *online forum* is, and ask if they ever contribute to them. Focus attention on the question and replies, then ask Ss to read and decide which suggestions they think are good and which they think are bad, then compare ideas in pairs. Elicit some answers and reasons in feedback.

- B Read the instructions with the class, then put Ss in pairs. Tell them to choose one gadget and write a post describing it and the problem it would solve. Monitor and help with vocabulary and ideas. If you're teaching online, remember Ss could write their posts in a collaborative document in this exercise so that others can respond in the same document in Ex 5C.

EXTRA IDEA With weaker classes, work together to build up a list of possible inventions on the board for Ss to choose from.

- C Collect the posts and give each to a new pair. Ss read and comment on each other's ideas using the Key phrases. Monitor, assisting with language as necessary. Pass the posts to additional pairs if time allows. When they have finished, feed back on any common areas of difficulty as a class.

EXTRA CHALLENGE With stronger classes, collect Ss' work and number the posts, then display them on the walls of the classroom. In their pairs, Ss walk around and read the posts, then write their responses beside the number of the post in their notebooks. Conduct feedback, asking Ss to give opinions on what they have read.

TO FINISH

Write the following questions on the board:

Do you use translation apps or gadgets?

What are the positives or negatives of these apps/gadgets?

If there was an invisible gadget that could translate for you, would you use it?

Put Ss in pairs to discuss what gadgets could help them with learning English and what impact translation gadgets can have on language learning.

1 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3A, 4A and 5A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

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

- **Ex 1A:** Ask Ss to do the task in pairs and write their answers in a shared collaborative document before you check answers as a class.
- **Ex 1B:** Ss discuss the question in breakout rooms. Visit each room to ensure Ss are on task, then choose one or two pairs to listen to for accuracy. Do the same for Exs 2B, 3B and 4B.
- **Ex 2A:** Ss do the activity in groups in breakout rooms, typing their sentences in a shared document which they can display in the main room during feedback.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 1 (Grammar: narrative tenses, verb patterns, *except for*, *apart from*, *(not) even*; Vocabulary: describing possessions, materials, personal preferences, phrasal verbs: housework; How to ... leave phone messages). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

narrative tenses

- 1 A** Before Ss complete the task, elicit some examples of the narrative tenses they saw in the unit (i.e. past simple, past continuous, past perfect). Complete the first item as a class and ask Ss to continue alone, then compare answers in pairs (writing their answers in a shared collaborative document if you're teaching online). Check answers as a class, nominating individuals to read the completed sentences.

ANSWERS:

- | | | |
|--------------|---------------|--------------|
| 1 had learnt | 2 taught | 3 was riding |
| 4 happened | 5 was raining | 6 didn't get |
| 7 had wanted | 8 hadn't been | 9 had |
| 10 watched | | |

'You could say the wheel has come full circle' means that the speaker is now in the same situation they remember as a child, but is now the parent with their own child.

- B** You could give an example of your experience of learning to ride a bike or learning to drive to model the task. Read the instruction as a class and give Ss a few minutes to make notes on their story before talking in pairs (in breakout rooms with online classes). When they have finished, ask if any Ss had similar experiences in feedback.

verb patterns

- 2 A** Focus attention on the example sentence, then elicit a further example from a stronger student. Ss work alone to write their sentences. Monitor, assisting with language as necessary. With online classes, remember that Ss can do the activity in groups in breakout rooms, typing their sentences in a shared document which they can then discuss in Ex 2B and share in feedback.
- B** Put Ss in groups to read out and compare their sentences. In feedback, ask what similar ideas Ss had.
- 3 A** Do the first item as a class, pointing out that one word is not used in the activity. Ss work alone to complete the sentences, then compare ideas in pairs. Check answers, asking Ss to read each sentence aloud and writing it on the board to ensure correct word order.

ANSWERS:

- 1 I'm the quietest person in my family, apart **from** my father.
- 2 Everyone in my family dances, **even** my grandparents, who love it.
- 3 No one in my family knows how to cook **apart** from my mother.
- 4 Everyone I know plays video games **except** for me.

- B** In pairs, Ss tell each other which sentences are true for them. Fast finishers can write their own examples using other family members or friends. Ask a few pairs to share what they discussed in feedback.

VOCABULARY

- 4A** Ask Ss to write down as many materials as they can in one minute, then see who has the most in feedback. Do the first item as an example, then ask Ss to continue alone before comparing ideas in pairs. Check answers as a class, discussing why each option is correct.

ANSWERS:

- 1 silver, belonged to
- 2 denim, damaged
- 3 stone, not worth a lot, special
- 4 genuine, leather

- B** Ask Ss why we might need to describe something, e.g. in an online advert or when talking about a photo, then put them in pairs to discuss the question. Monitor, assessing use of the target language, then ask one or two Ss to share what they discussed in feedback.

EXTRA: ALTERNATIVE IDEA To narrow the focus of the task and practise specific vocabulary, provide Ss with specific pictures to discuss.

- 5A** Refer Ss to the story and explain that it tests both grammar and vocabulary from the unit. Preteach *ancestor*, *seam (of gold)*, *to mine* and *to pass down*. Ask Ss to choose the correct option for each gap individually, then compare answers in pairs. Don't check the answers yet.

EXTRA SUPPORT: DYSLEXIA Pair Ss with a partner who can read the text with them and who they can discuss the options with.

- B**  **R1.01** | Play the recording for Ss to check their answers. Answer any questions Ss have, then ask them to summarise the story in two or three sentences and share their ideas with a partner.

ANSWERS:

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

EXTRA IDEA: DIGITAL Ss read and record some or all of the story on their phones or an audio platform where you (and other Ss if they wish) can hear them, and you can assess their pronunciation. Alternatively, Ss could send you an audio file for individual assessment.

TO FINISH

Ss write their own story, using five new words from the unit and narrative tenses.

2 behaviour

Global Scale of English **LEARNING OBJECTIVES**

2A Change of habit

- **READING** | Understand an article about how to change habits: making changes
- Talk about ways of changing habits: present perfect continuous
- Pronunciation: weak form of *been*

GSE INFORMATION

VOCABULARY

43–58 Can use language related to changing or staying the same.

READING

57 Can identify the writers' communicative purpose in a text.

GRAMMAR

47 Can use the present perfect continuous with 'for/since' and time expressions.

47 Can use the present perfect continuous with present reference plus 'recently/lately'.

SPEAKING

51 Can express hopes for the future using a range of fixed expressions.

2B People pleaser

- **LISTENING** | Understand people talking about being a 'people pleaser': collocations: feeling and behaviour
- Talk about ways of saying 'no': relative clauses
- Pronunciation: chunking in relative clauses
- Write emails to decline invitations

GSE INFORMATION

VOCABULARY

43–58 Can use language related to having or causing emotions.

LISTENING

55 Can recognise examples and their relation to the idea they support.

GRAMMAR

51 Can use embedded defining (restrictive) relative clauses.

51 Can use object relative clauses with relative pronouns to specify or define.

SPEAKING

51 Can express opinions as regards possible solutions, giving brief reasons and explanations.

WRITING

53 Can write an email invitation to a work-related meeting, briefly addressing the reason for the meeting and what will be discussed.

2C That's annoying!

- **HOW TO ...** | talk about things that annoy you: pet hates
- Pronunciation: stress and intonation to show annoyance

GSE INFORMATION

VOCABULARY

43–58 Can use language related to actions and gestures.

HOW TO ...

51 Can follow an everyday conversation or informal interview on common topics.

SPEAKING

51 Can express and respond to feelings (e.g. surprise, happiness, interest, indifference).

52 Can express opinions and attitudes using a range of basic expressions and sentences.

55 Can explain why something is a problem.

2D Planet Earth II: Jungles

- **BBC PROGRAMME** | Understand a TV wildlife programme about an exciting escape
- Discuss difficult situations
- Write a story about a personal experience

GSE INFORMATION

VIEW

59 Can recognise inferred meaning in a simple presentation or lecture.

SPEAKING

50 Can ask someone to clarify or elaborate what they have just said.

47 Can begin to use a repertoire of common idiomatic phrases in routine situations.

WRITING

50 Can write about experiences, feelings and reactions in a simple connected text.

 BBC VLOGS

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

Write the following questions on the board: *Do you have any bad habits? What are they? Do you want to stop them?* Give an example yourself, e.g. 'I eat a lot of sweets, but I want to stop because it's bad for my health.' and then put Ss in pairs to discuss the questions. When they have finished, elicit a few answers.

 Explain that the vlogs are of people talking about their good, not their bad, habits. Ss should listen and note the habits they talk about. Point out that some people give several examples, so they might not get all of them. Play the video, then ask Ss to compare answers before checking as a class. Write the habits and any useful vocabulary on the board, then ask Ss to discuss the question in part 2. Elicit answers from a few pairs.

ANSWERS:

1 eating healthily, meditating, being punctual, having a great breakfast, drinking plenty of water, taking a walk every day, cycling, reading before bed, playing chess, going swimming outside

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

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

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

Additional Materials

For Teachers:

Presentation Tool Unit 2

Online Digital Resources

Videoscript Unit 2 Opener: BBC Vlogs

2A Change of habit

GRAMMAR | present perfect continuous
VOCABULARY | making changes
PRONUNCIATION | weak form of *been*

LESSON OVERVIEW

In this lesson, Ss talk about making changes. The context is a reading where people talk about trying to change bad habits. This is used to highlight the grammar of the present perfect continuous. Ss also practise the weak form of *been* in this structure. The lesson ends with a communicative activity where Ss talk about habits they would like to change and how they are trying to change them.

Online Teaching

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

- Ex 1A:** Share the photos on your screen and ask Ss to identify the habits that match them. Use a pointer to drill the sentence for each photo.
- Ex 2B:** Display the task in a collaborative document and share your screen. Ask Ss to call out or select Ss to type their answers in, then discuss answers as a class.
- Ex 3C:** In feedback, display the text, share your screen and elicit Ss' answers. Highlight where the answers are found in the text.
- Ex 6B:** Ask Ss to type their answers in the chat box or in a collaborative document, then discuss the answers and the rules as a class.

Additional Materials

For Teachers:

Presentation Tool Lesson 2A

Photocopiable Activities 2A

Grammar Bank 2A

For Students:

Online Practice 2A

Workbook 2A

TO START

Ask Ss if, at the beginning of a new year, season, university term, etc. they make promises to change their habits. Ask them what kinds of promises they make. Put Ss in pairs to discuss the question, then elicit a few answers. Explain that at the beginning of January, these changes are called New Year's resolutions, and share some of yours if you feel comfortable, e.g. 'At New Year I decided to eat more fruit.'

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

VOCABULARY

making changes

1 A Focus attention on photos A–C. Ask pairs to talk about what they can see and match them with three of the bad habits (1–6). Check answers as a class. If you're teaching online, you could share the photos on your screen and ask Ss to identify the habits that match them. You could also use a pointer to drill the sentence for each photo.

EXTRA SUPPORT: TEACHER To *binge* means to 'do something to excess', usually eating or drinking. To *binge watch* means to 'watch several episodes of a TV series one after the other'. A *series* is a TV programme with a fixed number of episodes.

ANSWERS:

A 3 **B** 2 **C** 6

B Ss discuss in pairs if they do any of the things in Ex 1A. If you are short of time, do this as a class.

2 A Ss read and discuss the statements in pairs. When they have finished, ask a few pairs to tell the class if there are any statements that are true for both of them.

EXTRA SUPPORT: TEACHER Ss should be able to infer the general meaning of the words and phrases in bold from the context. However, with weaker groups, do Ex 2B first as a class, to deal with meaning, and then return to Ex 2A for personalisation.

B Look at the example together and point out that Ss may need to change the form of the verb to complete the sentences. Ask Ss to work alone to complete the sentences, then compare answers in pairs. Check answers as a class, asking individual Ss to read the completed sentences aloud and drilling them as needed. Alternatively, if you're teaching online, you can display the task in a collaborative document and share your screen. Ask Ss to call out or select Ss to type their answers in, then discuss answers as a class.

EXTRA SUPPORT: DYSLEXIA Help dyslexic learners by preparing a vertical list of the phrases in the correct form to complete the sentences for them to hold alongside the activity. Also encourage Ss to cover the parts of the exercise they are not working on to avoid distraction. If possible, pair Ss with dyslexia with a partner who can read the sentences out as they do the exercise.

ANSWERS:

- | | |
|-----------------------|-----------------------------|
| 2 keeps on | 7 manage |
| 3 can't resist | 8 putting (it) off |
| 4 give (it) up | 9 achieved (my) goal |
| 5 took (it) up | 10 making an effort |
| 6 stick to | |

C Refer Ss back to Exs 2A and 2B and elicit the structure of a phrasal verb (verb + one/two prepositions/adverbs (technically referred to as particles)). Elicit that phrasal verbs may or may not be separable. In pairs, Ss identify the verb patterns (1 or 2) and the phrasal verbs (3). Check answers as a class, writing the phrases in columns on the board. You could check which phrasal verbs are separable at this stage (*put sth off*, *give sth up*, *take sth up*). Remind Ss that when a pronoun is used with a separable phrasal verb it must come between the verb and the particle.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners may have difficulty identifying the words and phrases within the statements in Ex 2A. Provide them with a table with three columns headed 'to + infinitive', 'verb + -ing' and 'phrasal verb'. Alongside, give them the words and phrases in a vertical list for them to write in the correct column. For greater support, some items could be completed in advance.

ANSWERS:

- 1 make an effort, manage
- 2 keep on, give up (Note that, although there are no examples in Exs 2B or 2C, *put off*, *take up* and *stick to* can also be followed by verb + -ing, as this pattern usually follows prepositions; and *can't resist* can also be followed by verb + -ing.)
- 3 put off, keep on, give up, take up, stick to

3A Elicit some situations where people might want to stop a bad habit or build a new positive one, e.g. after a health scare, with a new partner, in a new job, etc. Ask Ss to discuss the questions in pairs, then elicit a few answers in feedback.

ANSWER:
1

ANSWERS:

- 1 The writer is a life coach and worked as a psychologist.
The writer has been helping people for a long time.
The writer has been trying to change their own habits.
- 2 give yourself mini-goals, be prepared for triggers, just do it, remind yourself of your goals
- 3 a feeling (internal), something external
- 4 helpful, informal

4 A Read the Future Skills box as a class.

EXTRA SUPPORT: DYSLLEXIA For Ss with dyslexia, you could provide the quotes on a piece of paper. Dyslexic learners can usually process text presented in lists more easily. This will also help support weaker learners.

1 a, b **2** a, b **3** a, b **4** a, b, c, d **5** a, b, c, d, e

GRAMMAR

6A Elicit any time phrases Ss know (*last week, ago*, etc.). Then ask them to work alone to identify the time phrases in the sentences, then compare ideas in pairs. Check answers as a class, highlighting the time phrases on the board. Point out that time phrases can come at the beginning as well as the end of a sentence.

- 1 for over ten years
- 2 since the start of my career
- 3 recently
- 4 since I was twenty-two
- 5 for a long time

B Refer Ss to the rules and ask them to choose the correct words, referring to the sentences in Ex 6A to help them. With online classes, remember you can ask Ss to type their answers in the chat box or in a collaborative document, before you discuss the answers and the rules as a class.

EXTRA SUPPORT With weaker classes, write the sentences in Ex 6A on the board and highlight how the forms differ by using concept-checking questions, e.g. ‘In sentence 1, is the writer working as a psychologist now?’ (No); ‘In sentence 4, is the writer working seven days a week now?’ (Yes), ‘When did the writer start working seven days a week?’ (at twenty-two), etc.

1 finished
2 unfinished
3 *-ing* form
4 point in
5 period of

GB ► page 108 **GRAMMAR BANK**

Go through and check understanding of the notes with Ss. You could ask confident Ss to read sections of the Grammar Bank aloud, before discussing each one as a class. Point out that when either the present perfect simple or the present perfect continuous can be used, the continuous form is usually preferred, e.g. *I've been working here for ten years.* rather than *I've worked here for ten years.* Finally, draw Ss' attention to the information about state verbs.

- 1** This exercise focuses on form. Do the first item with the class as an example. Ss complete the sentences alone, then compare ideas in pairs. Check answers as a class. Ask individuals to read the sentences aloud, drilling if necessary.

ANSWERS:

- 1 has (he) been living
- 2 's/has been raining
- 3 Have (you) been watching
- 4 've/have been studying
- 5 's/has been getting up
- 6 've/have been running
- 7 have you been doing
- 8 've/have been trying

- 2** This exercise practises the meaning and the form of the present perfect continuous. Do the first item with the class as an example, then ask Ss to continue choosing the correct words. When they have finished, nominate Ss to read their answers aloud or come to the board to write an answer. Check answers as a class. Refer Ss back to the Grammar Bank information if they make errors.

ANSWERS:

- | | |
|-------------------------|----------------------|
| 1 I've been working | 5 we've been getting |
| 2 have known | 6 began |
| 3 started | 7 had |
| 4 we've been developing | 8 we've been working |

- 3** Read the instructions with the class. Do the first pair of items as a class, eliciting why only a is correct. Ss continue, choosing a, b or both individually, then check in pairs. Check answers with the class, asking different Ss to give the answers. Where both sentences are correct, ask Ss to explain any difference in meaning.

ANSWERS:

- 1 Only a is possible, because *like* is a state verb.
- 2 Both are possible, with little change in meaning.
- 3 Only a is possible, because *know* is a state verb.
- 4 Both are possible. In a the focus is more on the completion, whereas in b the focus is on the activity.
- 5 Both are possible, with little change in meaning.
- 6 Only a is possible, because *understand* is a state verb.

PRONUNCIATION**weak form of *been***

- 7A**  **2.01** | Tell Ss that they are now going to practise pronunciation. Write sentences 1–4 on the board, remind Ss of the work they did on the weak forms of auxiliary verbs in Lesson 1A and ask them to predict the pronunciation of *been*. Play the recording. Ss listen and identify the main stresses in each sentence, then compare ideas in pairs. Check answers as a class and mark the main stresses on the board. Elicit the pronunciation of *been* and point out that in *-ing* verb forms the final *g* is often not fully pronounced, before playing the recording again if necessary.

ANSWERS AND AUDIOSCRIPT:

- 1 How long have you been studying English?
 - 2 I've been studying since I was ten.
 - 3 Have you been living in the same place for a long time?
 - 4 I've been living there for five years.
- The weak form of *been* is /bɪn/.

- B**  **2.02** | Play the recording for Ss to listen and repeat chorally in the pause between the two parts. This acts as a drill, with Ss getting used to saying each complete sentence by focusing on the verb form in it first. You could also say the sentences yourself, adding clear emphasis on the stressed words and including individual as well as choral drilling.

EXTRA SUPPORT: TEACHER As well as the short vowel /ɪ/ in *been*, the weak form of *have* (/həv/) is used in these sentences. Ss at this level should be aware of the schwa sound (/ə/), but you may need to remind them of this and also point out that the initial /h/ in the weak form of *have* is not fully pronounced.

 AUDIOSCRIPT 2.02

- 1 have you been studying
How long have you been studying English?
- 2 I've been studying
I've been studying since I was ten.
- 3 have you been living
Have you been living in the same place for a long time?
- 4 I've been living
I've been living there for five years.

SPEAKING

- 8A Check Ss understand *lifestyle* (the way someone lives) and discuss what it includes, e.g. diet, exercise, hobbies. Tell Ss that they are now going to talk about changing their lifestyle habits. Read the instructions and point out that Ss should only choose habits they feel comfortable sharing with their classmates. Refer Ss to the images to get ideas then monitor while they make their lists, helping as necessary.
- B When they have made their lists, ask Ss to think about how they could change these habits. Point out that they could refer to ideas in the reading text earlier in the lesson for this.

EXTRA SUPPORT It might be helpful for Ss to make notes on their ideas in a table for easy reference. Copy the following table onto the board and complete it with an example of your own. Point out that *how long* generally applies to the bad habits that they want to stop, but could also apply to how long they've wanted to start a good habit.

Good habits	How long	Steps
eat fruit regularly	this year	buy fruit and take to work

- C Put Ss in pairs to listen and give each other advice. Monitor the discussions, making notes on their use of language. In feedback, write examples of good language on the board as well as errors with the target language for Ss to correct.

- D Put Ss in small groups to repeat their goals and share some of the ideas their partner gave them in Ex 8C. In feedback, ask Ss to report on the most popular goals.

EXTRA: ALTERNATIVE IDEA Ask Ss to move around the class and interview at least five other Ss about their goals, making a note of their answers. When they return to their seats, they can summarise any trends they noticed, e.g. 'Two people want to eat more fruit and everybody wants to start doing more sport!'

EXTRA IDEA: DIGITAL Ask Ss to use their device to record one of their goals and planned steps, then listen back to their recording to think about their pronunciation and fluency. Remind them to focus on sentence stress and the weak forms of *have* and *been* when using the present perfect continuous. Ss can rerecord themselves if they think they can improve, and could also compare recordings and offer each other feedback on pronunciation.

- 9  Ask Ss to research ideas for how to change one of their habits and to be ready to present their ideas on it in the next lesson. You may want to elicit and direct them to suitable websites or other sources.

TO FINISH

Write the following questions on the board:
What good habits have you developed to learn English?
What study habits would you recommend to others?

Ask Ss to discuss the questions in pairs or small groups. In feedback, ask Ss to share their strategies. You can also remind Ss of good study habits, such as revising vocabulary regularly and completing homework carefully. Write these on the board for Ss to note down or consider making a class charter or poster for good habits to follow.

2B People pleaser

GRAMMAR | relative clauses

VOCABULARY | collocations: feelings and behaviour

PRONUNCIATION | chunking in relative clauses

LESSON OVERVIEW

In this lesson, Ss talk about feelings and behaviour. The context is a quiz and listening about pleasing others, with a focus on learning vocabulary (collocations). This leads into the grammar of relative clauses and a pronunciation focus on chunking in relative clauses, followed by a speaking activity about ways to say no to people. The lesson ends with a writing activity where Ss write emails to decline invitations.

Online Teaching

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

- **Ex 2A:** Display the task in a collaborative document with the annotate function on. In feedback, ask Ss to take turns to choose the correct option.
- **Ex 7A:** Ask Ss to mute their microphones when listening, then put them in breakout rooms to discuss their answers or ask them to type the sentences in the chat box in the main room.
- **Ex 12A:** Ask Ss to write their emails alone, then post them in a collaborative document. They then read each other's emails and answer the questions about them in Ex 12B.

Additional Materials

For Teachers:

Presentation Tool Lesson 2B
Photocopiable Activities 2B
Grammar Bank 2B

For Students:

Online Practice 2B
Workbook 2B

TO START

Ask Ss to write down two adjectives that describe their personality or behaviour, then two that other people might use to describe them. Give them an example about yourself to start, writing the four adjectives on the board as you say sentences using them, e.g. 'I'm *tidy*, but my mum thinks I'm *messy*. I'm *shy*, but people often think I'm *confident*.' Put Ss in pairs to compare ideas and discuss the following questions:
What kind of person are you?
What do other people think of you?
Is what others think of you important?

Conduct brief feedback and explain that the lesson extends and develops this topic.

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

VOCABULARY

collocations: feelings and behaviour

- 1 A** Draw Ss' attention to the lesson title, *People pleaser*, and elicit or teach the meaning (someone who cares a lot what people think of them, or someone everyone thinks is kind and helpful). Elicit or explain that the term is not completely positive because often you're not being your authentic self if you do everything for other people. Ask Ss to discuss the second question in pairs, then elicit a few examples in feedback.
- B** Refer Ss to the quiz. Preteach *give someone a lift* (take them somewhere in your car) and *host* (someone who organises an event or party). Ask Ss to read and answer the questions, then check with the key. Make it clear the quiz is light-hearted, as sometimes Ss get worried about producing the 'right' answers to such activities. Put Ss in pairs to briefly compare results and say whether they agree with the results.
- 2 A** Tell Ss that they're going to use the context of the quiz to help them understand some new vocabulary. Ss work alone to choose the correct options, then compare ideas in pairs. Check answers as a class. With online classes, remember you can display the task in a collaborative document with the annotate function on and in feedback, Ss can take turns to choose the correct options.

EXTRA SUPPORT It's worth clarifying some collocations even if Ss get them correct, e.g. contrast *in a bad mood* (temporary) with *bad-tempered* (general characteristic). You could also point out that *feeling guilty* does not mean that you did something wrong, whereas *it's your fault*, means you did something wrong. Note that *being happy to do* something means you have no objection to doing it, rather than being linked to personal happiness!

ANSWERS:

1 b

2 a

3 a

4 a

5 b

6 b

7 a

8 b

9 b

10 a

B  **2.03** | Explain that Ss will now hear different situations they need to link to phrases in Ex 2A. Play the recording, pausing after the first item to look at the example. Ss complete the activity alone, then compare ideas in pairs. Play the recording again if necessary, then check answers as a class.

POSSIBLE ANSWERS:

2 She's **making a comment**.

3 He's **getting upset**.

4 She's **in a bad mood**.

5 He **feels like** going dancing.

6 She's **feeling** guilty.

7 He's **avoiding an argument**.

8 She **feels comfortable** talking to you.

 **AUDIOSCRIPT 2.03**

1 A: Help you with your work? Well, I'm a bit busy but ... sure, I can help.
B: He's ...

2 A: Can I say something? Erm, well, your hair looks great, but the jacket is horrible.
B: She's ...

3 A: My phone ... Where is it ... ? I can't find it! Oh no, what am I going to do without my phone?
B: He's ...

4 A: I'm having a bad day. Go away! Leave me alone!
B: She's ...

5 A: Oh, I really want to go dancing. Come on, let's go dancing!
B: He ...

6 A: I'm so sorry. It's my mistake. I feel so bad that I've hurt you.
B: She's ...

7 A: No, no, no, I agree with you, really! Really, no need to discuss it, you're right!
B: He's ...

8 A: It's so easy to talk to you. I'm totally relaxed whenever we have a conversation.
B: She ...

LISTENING

3A  **2.04** | Explain that Ss will listen to a podcast with three people discussing 'people pleasing'. Ask Ss to write the three names in their notebooks so that they can tick or cross them and write any details beside them. Play the recording, then elicit Ss' answers, asking them to justify their ideas.

ANSWERS:

No. Greta and Colin are 'people pleasers', but Anna isn't.

 **AUDIOSCRIPT 2.04**

G = Greta C = Colin A = Anna

G: Am I a people pleaser? Well, when someone asks me to do them a favour, I almost always say yes. For instance, last week when my manager asked me to stay and work late, I just said yes without thinking. And I do that all the time. I'm always the person who stays late or does extra work.
I think the problem is that I care too much about what other people think of me. Like when I buy a new dress and wear it for the first time. I know it's crazy, but I don't really feel comfortable until someone says something nice about it. And it's even better if I don't know the person saying it. And if someone makes a negative comment, I get really upset and I might never wear that dress again.

C: I'll do anything to avoid an argument. I just listen to other people's opinions or what they want and agree with them. It's just easier that way. Like when my friend says, 'Let's go and get a pizza' and I feel like having sushi. I just do what he wants. We always have pizza.
One of my friends recently said I don't seem to have my own opinions. He isn't the first person to tell me that. It's true, when I'm in a group of classmates at college and we're discussing something, I don't say very much. I listen, and then I basically agree with the majority. For example, last weekend I was out with some friends. We were talking about a film we'd just seen and my friends really liked it. I thought it was boring, but I didn't say so. I don't know why. It makes life easier, I suppose.

A: It's important to me that people like me. But I think people who care too much about other people's opinions are wasting their time. For example, on social media I don't pay attention to comments that are negative. I don't get upset. It's not my problem. Maybe the person is just in a bad mood.
Yeah, basically, I'm a very positive person, but I don't go with the crowd. Like at work in a meeting. If someone has an idea and I think it's terrible, I'm the first person to say, 'I really don't think that will work', even if everyone else thinks it's a good idea!

- B** Focus attention on the examples and explain that each one is connected with the speakers' 'people-pleasing' behaviour. In pairs, Ss discuss what they can remember from the podcast and make notes. Don't check answers yet.

EXTRA SUPPORT This stage enables Ss to help each other before listening to the podcast again. If they don't remember many details, proceed straight to Ex 3C. If there is an uneven ability to remember in the class, write any answers on the board so weaker Ss can copy them, without confirming if they are correct.

- C**  **2.04** Play the recording again for Ss to check their ideas. Check answers as a class, ticking them off on the board if you wrote them up in Ex 3B.

ANSWERS:

- 1 Greta works late every time her manager asks her to.
- 2 Greta doesn't feel comfortable in a new dress until someone has said something nice about it. It's even better if a stranger says something nice about it.
- 3 Colin always does what his friend wants – order a pizza – when in fact he would like to order sushi.
- 4 Colin saw a film recently and thought it was boring, but he said nothing because his friends liked it.
- 5 Anna doesn't pay attention to negative comments on social media and she doesn't get upset about them.
- 6 Anna is happy to say that she thinks an idea is terrible even if everyone else in the meeting thinks it's a good idea.

- 4A** Ask Ss to turn to the audioscript and identify the phrases used to introduce the examples in Ex 3B. Ask Ss to compare ideas, then elicit and write the phrases on the board.

EXTRA IDEA The phrases we use to introduce examples are short, but the listening required to identify them is intensive. To help Ss process this language in context, if you have time, play the recording again while Ss follow the audioscript. This also enables everyone to stay in step as they identify the phrases.

ANSWERS:

Greta uses: *For instance, ...* and *Like when ...*

Colin uses: *Like when ...* and *For example, ...*

Anna uses: *For example, ...* and *Like ...*. She goes on to say 'If ...', so we can use *Like if ...* as well as *Like when ...*

- B** Put Ss in pairs to discuss the question, then elicit a few answers in feedback. You could also ask Ss which of the speakers they are most similar to.

GRAMMAR

relative clauses

- 5A** Elicit any information Ss know about relative clauses, then do the first item as a class and discuss the reasons for the correct answers (*who* and *that* refer to people, *which* refers to things). Confident Ss can continue alone, then compare ideas in pairs; otherwise do the activity as a class. Check answers, with Ss giving reasons if possible, then drill the sentences chorally and individually with each correct option, drawing attention to the weak form of *that*.

ANSWERS:

- | | |
|---------------|-------------------------|
| 1 who, that | 4 who says, saying |
| 2 which, that | 5 who has told, to tell |
| 3 which, that | |

- B** Put Ss in pairs to answer the questions. Check answers to the first question with the class, then ask Ss to move on to the other questions in pairs. When they have finished, check those.

EXTRA SUPPORT With weaker classes, work through the relative pronouns in bold as a class, relating them to what they refer to earlier in the sentence or complete the whole activity as a class.

ANSWERS:

- 1 **1** people
- 2 comments
- 3 a film
- 4 the person
- 5 the first person
- 2 In sentence 3 we can leave out *which* or *that* because the verb in the following clause (*we'd just seen*) already has a subject (*we*). The relative pronoun (*which/that*) is the object of the verb.
- 3 **4** verb + *-ing* (*saying*)
- 5 **5** *to* + infinitive (*to tell*)

- C** The Grammar Bank on page 109 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 109 **GRAMMAR BANK**

This focuses on the form and use of defining relative clauses. Check understanding of the notes, especially the occasions when relative pronouns can be omitted or replaced with verb + *-ing* or *to* + infinitive.

- 1 A** Do the first item as a class, then ask Ss to continue alone. Monitor, assisting if necessary. When they have finished, nominate different Ss to read their answers in feedback.

EXTRA SUPPORT: DYSLEXIA Sentence writing exercises can be challenging for dyslexic learners. In this case, you could provide them with the completed sentences with the relative pronoun missing. Give Ss the relative pronoun for each sentence, so they only have to put them in the correct position.

ANSWERS:

- 1 That's the town where I grew up.
- 2 Have you got the book which I lent you last month?
- 3 Is this the actor who you were talking about yesterday?
- 4 Monday is the day when I start my new job.
- 5 Patrizia is the Italian girl whose painting won a prize.
- 6 The film which we saw yesterday was fantastic.
- 7 Students who do lots of practice usually do well.
- 8 The man whose mother lives next door is a good friend of ours.

- B** Ask Ss to discuss the sentences in pairs, then check answers as a class.

ANSWERS:

We can use *that* in sentences 2, 3, 4, 6 and 7.

- C** Look at the first two sentences as a class and discuss why the pronoun can be omitted in the second one (the relative clause already has a subject, *I*). Ask Ss to complete the exercise in pairs. You could tell them there are two more instances in Ex 1A. Check answers as a class.

ANSWERS:

We can leave out the relative pronoun in sentences 2, 3 and 6.

- 2** Ask Ss work alone to choose the correct words, then compare ideas in pairs. Check answers as a class. Ss could then summarise the text or discuss which idea they think is the most unusual or unbelievable.

ANSWERS:

- | | |
|-----------------|------------|
| 1 scientists | 7 both |
| 2 both | 8 that |
| 3 both | 9 both |
| 4 they | 10 taking |
| 5 which judges | 11 whose |
| 6 that measures | 12 to find |

PRONUNCIATION**chunking in relative clauses**

- 6 A** Remind Ss what a clause is (a subject and verb) and explain that we usually say these elements of a sentence in meaningful units or 'chunks' of words. Put Ss in pairs to identify the relative clause and the noun in the sentence, then elicit and write the answers on the board.

ANSWERS:

Relative clause: who lie

Noun: people

- B**  **2.05** | Ask Ss to listen and write the number of the sentence that sounds best, 1 or 2. Play the recording, then elicit the answer.

EXTRA SUPPORT The main point here is to raise awareness of the importance of not pausing before a relative pronoun in a defining relative clause, an error which can sometimes lead to confusion and misunderstanding. The essence of the 'chunk' focused on here is noun + relative pronoun + verb, along with any other words which come in between.

ANSWER:

2

- 7 A**  **2.06** | Ask Ss to listen and write the sentences they hear, pausing the recording as necessary. Ss compare ideas in pairs. Play the sentences again if necessary, then check answers as a class. When teaching online, remind Ss to mute their microphones when listening, then put them in breakout rooms to discuss their answers or ask them to type the sentences in the chat box in the main room.

ANSWERS:

See Ex 7B.

- B** Ask Ss to work in pairs to identify the relative clauses and nouns. When they have finished, elicit and highlight the answers on the board.

ANSWERS AND AUDIOSCRIPT:

(nouns in **bold**; relative clauses underlined)

- 1 I'm **someone** who feels comfortable talking to big groups.
- 2 **The person** I always ask to help me with problems is my brother.
- 3 **One situation** I really hate is when I forget someone's name.
- 4 I'm usually **the first person** to give my opinion.
- 5 **The thing** I love most about my country is the weather.
- 6 I think **people** living in foreign countries should learn the language.

- C**  **2.06** | Ask Ss to listen and say the sentences quietly to themselves at the same time as the speaker. Pause and repeat the recording as necessary.

- 8A** Explain that Ss should focus on changing the sentence endings to make them true for themselves and give an example if necessary, e.g. 'I'm someone who feels shy at parties.' Monitor while Ss write their sentences, assisting as necessary.

- B** Put Ss in pairs and tell them to take turns to say their sentences with a focus on practising pronunciation and chunking. Refer them to the example conversation and explain that they should ask a question each time. Monitor and note how Ss manage chunking, helping where necessary. When they have finished, give feedback on their pronunciation.

SPEAKING

- 9A** Ask Ss if people pleasers find it difficult to say no to others (they do!). Elicit a few reasons why this might be difficult, then preteach *firm* (strong). Tell them to read the tips and tick the ones they think are good ideas.

- B** Put Ss in pairs to compare their ideas and discuss the questions. When they have finished, take a class vote on which three tips are the best.

WRITING

emails to decline invitations

- 10A** Ask Ss if they think it's more difficult to say no in writing or face to face, and if they know a more formal word for saying no (*to decline*). Put Ss in pairs to discuss the questions, then elicit a few ideas.

- B** Refer Ss to the email and give them one minute to read it and identify the event and what will happen there. Check answers as a class, clarifying that a *provisional agenda* is not fixed.

ANSWERS:

- 1 a meeting
- 2 They will make arrangements for a guest speaker programme, possibly for a conference. This will involve choosing the speakers, suggesting topics and deciding dates.

EXTRA SUPPORT Depending on Ss' ages and culture, this kind of semi-formal work email may or may not be familiar. It's worth talking about the level of formality, aspects of general culture and workplace cultures. Highlight the greeting, which lacks *Hi*, so is quite formal and possibly from a senior person, and the sign off *Regards*, which is also quite formal (note though that the use of the first name *Pat* is less formal). Semi-formal English such as this is common in professional exchanges. You could also ask Ss to give examples from their own experiences.

- C** Ask Ss to read the answers quickly and identify the level of formality in the two emails, then compare ideas in pairs. Elicit as a class which is a more suitable response to the email in Ex 10B.

ANSWER:

Email 2 is more suitable for a work situation. It has an apology, a formal phrase to make a request (*Would you mind if ... ?*), and a standard sign off (*Best wishes*). It's also cced to the same person as the original email.

EXTRA IDEA Draw a table on the board with two columns, for features of *professional* emails and features of *informal* emails. Ask Ss to refer to the emails in Exs 10B and 10C and contribute ideas to each column, either from the emails or their own ideas.

Professional	Informal
<i>Could we meet on ... ?</i>	<i>... no good for me.</i>

EXTRA SUPPORT Point out that whereas in the past, a formal email might not have contained contracted forms, e.g. *I am unable to answer calls after 3.00 p.m.*, nowadays most work emails use contracted forms, e.g. *I'm out of the office all day*. Very formal language may nevertheless still be acceptable in contexts such as declining an invitation to a business or academic dinner, etc.

D Refer Ss to the items (a–d) for writing the email and ask them to put them in order, referring to the second email in Ex 10C if necessary. Ss work alone, then compare ideas in pairs. Check the answer as a class.

ANSWER:

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

11 A Refer Ss to the sentences and the three categories in the rubric and look at the example together. Ss work alone to decide on the function of each sentence, then compare ideas in pairs. Point out that in one case there are two functions. Check answers as a class.

ANSWERS:

2 N 3 N, A 4 N 5 R 6 R 7 A 8 R

B Ask Ss to discuss the level of formality of the sentences in Ex 11A in pairs, then elicit the answers. Point out that missing out the subject in sentence 3 (*Afraid I can't.*) can be applied to other informal phrases (*don't know, can't think*, etc.) both in speech and writing.

ANSWERS:

Sentences 2 and 7 are very formal.
Sentences 3 and 6 are very informal.

12 A Ask Ss to read the two email invitations quickly and decide which is formal (the first) and which is informal (the second) and why. Explain that they should decline each invitation in a suitable style using everything they have studied in Exs 10 and 11 to help them. Monitor as Ss write their emails, assisting as needed. With online classes, Ss can post their replies in a collaborative document. They can then read each other's emails, referring to the questions in Ex 12B, and discuss which they think are particularly good examples of formal and informal emails.

EXTRA: ALTERNATIVE IDEA If you know your Ss will only need to write either formal or informal emails, set the task accordingly. You could also let Ss choose the one they think more relevant to their lives. With weaker classes you may also choose to focus on just one of the styles to speed up the activity.

B Put Ss in pairs to read each other's emails, checking them against questions 1–4. Note that if Ss only wrote one email, they should just answer the first question.

EXTRA IDEA Exploit the topic of email invitations further by asking Ss to write a series of invitations and responses to different events. Choose an event that you think will be meaningful to them, e.g. a conference, a wedding, etc. and ask pairs to write an invitation then 'send' it to another pair, who should respond in a suitable style.

TO FINISH

Write the following questions on the board:
How and where will (or do) you use English?
Is it more important for you to communicate in English in writing or in speaking?
Is formal/professional or informal writing more useful for you?

Ask Ss to discuss the questions in pairs or groups. Alternatively, Ss write this information and share it with you (electronically). Make a note of Ss' future plans to inform your lesson planning. Help them reflect on their learning and what they need in feedback.

2C That's annoying!

HOW TO ... | talk about things that annoy you

VOCABULARY | pet hates

PRONUNCIATION | stress and intonation to show annoyance

LESSON OVERVIEW

In this lesson, Ss talk about pet hates. The context is a listening where they hear a conversation about people's behaviour on public transport. This leads into a focus on short conversational phrases which express annoyance. Ss then study and practise saying these phrases with stress and intonation to show annoyance. The lesson ends with a speaking activity where Ss discuss their feelings about different situations.

Online Teaching

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

- **Ex 1B:** Display the word webs in a collaborative document and ask Ss to use a hands up icon to vote on the answers they think are correct.
- **Ex 2A:** Ss brainstorm ideas in breakout rooms or on an online discussion board.
- **Exs 5A and 5B:** Put pairs/groups in breakout rooms to have their conversations. Go round each room, monitoring while they practise.

Additional Materials

For Teachers:

Presentation Tool Lesson 2C

Photocopiable Activity 2C

Grammar Bank 2C

Mediation Bank 2C

For Students:

Online Practice 2C

Workbook 2C

TO START

Give a real or imaginary scenario that annoys you about the people you live with or share a workspace with, e.g. someone staying in the bathroom for a long time in the morning when you need to clean your teeth and go to work. Ask Ss to discuss in pairs what annoys them about the people they live, work or study with. Tell them that today's topic is expressing feelings about other people's behaviour.

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

VOCABULARY

pet hates

1 A Introduce the term *pet hate* (something that annoys you a lot, maybe more than other people) and explain that it's not related to animals! Focus attention on the article and preteach *classic* (an excellent example) and *litter* (rubbish that falls in the street, often paper, or food or drink containers). Ss read the article, then discuss the questions. Elicit a few answers in feedback.

B Refer Ss to the word webs and discuss how they are organised. Explain that they should identify the one collocation that is not correct in each web, using the article in Ex 1A to help them. Ss complete the activity alone, then compare ideas in pairs. Check answers as a class. If teaching online, remember that you can display the word webs in a collaborative document and ask Ss to use a hands up icon to vote on the answers they think are correct.

ANSWERS:

- | | | |
|----------------|-----------------|----------------|
| 2 give | 3 listen | 4 slip |
| 5 lift | 6 rude | 7 reply |
| 8 annoy | | |

EXTRA SUPPORT: TEACHER Most of the errors in the collocations relate to form. Remind Ss they need to learn these on a case-by-case basis. In item 2, *to give way* (without *the*) means 'to do something under some pressure' or 'to let a car go in front of you if you are driving'. In item 5, *to lift* means 'to raise to a higher position'; the correct term is *to pick up litter*. Note that *drop* can be unintended, but *throw away* is conscious; if we *throw away* litter it's in the bin, but if we *drop* it, it's on the street.

C Put Ss in pairs and model the example conversation with a stronger student. Ask Ss to use some of the collocations from Ex 1B when telling their partner about things that annoy them on the street. Note that there may be street behaviours that Ss don't know the words for in English (e.g. *spitting*), so either brainstorm these at the start or assist Ss as you monitor the activity. Conduct a class discussion about which behaviours are most annoying as feedback.

How to ...

talk about things that annoy you

2 A Tell Ss that this section focuses on annoying behaviour on public transport. Elicit some examples of forms of transport and then put Ss in pairs (in breakout rooms with online classes) to make lists of what annoys them. When they have finished, elicit and write their ideas on the board. If you're teaching online, remember you could also use an online discussion board for this activity. If your Ss don't use public transport, do this as a class and get them to copy down the ideas.

B  **2.07** | Explain that Ss should listen to the conversation and tick any things that the speakers talk about that are on their list. Play the recording. Put Ss in pairs to compare ideas, then check answers as a class, ticking off the things on the board.

AUDIOSCRIPT 2.07

- A: Sorry I'm late. I had a really bad journey.
 B: Why? Were there a lot of people on the train?
 A: No, not many, but it's just the way some people behave. I can't stand it.
 B: Why, what happened?
 A: Everything. First I had to queue to buy a ticket because the ticket machines were broken.
 B: I hate it when that happens.
 A: And of course people were jumping the queue, saying they were in a hurry and could they please go in front of me.
 B: Maybe they **were** in a hurry.
 A: Right. Like I wasn't?
 B: All right.
 A: Then I got on the train, sat down – there were lots of empty seats – and this guy sat down next to me, took out a burger and started to eat it.
 B: Yuk! People are always doing that on trains! I expect it smelled bad.
 A: Yeah, the smell was terrible! It really got on my nerves. I kept looking at him, you know like this, but he didn't react. **So** annoying.
 B: Sometimes it's better if you don't react.
 A: You mean do nothing? Maybe. Anyway, after two stops he got off ... but then three teenagers got on and they were watching a football match. Really loud.
 B: You really did have a bad time.
 A: And then one of them opened some windows and it was like a tornado. It blew my hair all over the place.
 B: I know what you mean, without asking anyone?
 A: Yeah, it really annoys me when they do that.
 B: You're always getting so upset about things. And you're here now.

- A: But that sort of behaviour really bugs me. And I'm not finished.
 B: There's more?
 A: I was so annoyed that I didn't pay attention to where we were, and I missed my stop.
 B: It really doesn't matter. Look, let's get something to eat.
 A: OK, sorry ...

3 A Put Ss in pairs to complete the extracts from the listening. Don't check answers yet.

EXTRA SUPPORT: DYSLEXIA Provide the missing phrases to Ss in a vertical list for them to hold alongside the extracts. Alternatively, these can be written on the board.

B  **2.08** | Play the recording, pausing after each extract to allow Ss to check their answers with a partner. Check answers as a class. If necessary, point out that a *bug* is a small creature or insect and that the expression *It bugs me* derives from this and means something is small, but very irritating.

ANSWERS:

- | | |
|-------------------------|-------------------------------|
| 1 can't stand | 4 really annoys |
| 2 it when that | 5 always getting, really bugs |
| 3 are always, got on my | |

C The Grammar Bank on page 110 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

page 110 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. Then draw attention to how phrases for expressing annoyance can be combined with *when* and a clause. Check also understanding of the use of the present and past continuous with certain adverbials to express annoyance, contrasting them with the present and past simple, which have no such implication, e.g. *He's always emailing me*. (present continuous; annoying) compared to *He always emails me*. (present simple; neutral).

1 This exercise focuses on the meaning and form of the phrases in context. Check the meaning of *advert*, and point out that three of the words in each box will not be needed. Ss complete the conversations alone, then compare ideas in pairs. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Remove the three extra words from each box and remind Ss to work on one section at a time, covering the other areas of text to avoid distraction.

ANSWERS:

- | | | |
|------------|---------------|--------------|
| 1 when | 2 drives | 3 constantly |
| 4 bugs | 5 annoying | 6 stand |
| 7 on | 8 putting | 9 started |
| 10 reading | 11 it | 12 so |
| 13 who | 14 travelling | 15 is |

- 2** This exercise focuses on form. Explain that Ss need to find two mistakes in each conversation. Ss complete the exercise alone, then compare ideas in pairs. Check answers as a class, then put Ss in pairs to practise the corrected conversations.

ANSWERS:

- 1** A: It gets **on** my nerves when people play loud music out of their apartment windows.
 B: Yes, and in my block the guy next door is continually ~~sing~~ **singing** along with his favourite songs.
- 2** A: This light above my desk ~~is drives~~ **is driving / drives** me mad. It's constantly buzzing.
 B: It **doesn't** bother me. I guess I've stopped noticing.
- 3** A: Oh no! I've lost one of my earrings. I'm ~~usually~~ **always/constantly/continually/forever** doing that.
 B: Yes, so ~~annoyed~~ **annoying!** I always buy two pairs of earrings so that I have a spare pair.
- 4** A: I really hate this zip in my bag. It's ~~for~~ **forever** getting stuck.
 B: Yes I have a bag like that. And don't ~~make~~ **get** me started on zips which come undone above and below the zipper.

EXTRA CHALLENGE Ss work in pairs to write similar conversations of their own, using the target phrases.

PRONUNCIATION

stress and intonation to show annoyance

- 4A** Tell Ss to read the sentences in pairs and decide where the people are talking about. Check answers as a class, discussing the reasons for Ss' ideas.

ANSWER:

a shop, probably a supermarket

- B**  **2.09** | Refer Ss to the sentences in Ex 4A again and ask them to say them aloud and predict where the main stress in each is. Model the sentences for the class to revise their ideas if necessary, then ask them to listen and confirm the stressed words. Play the recording, then go through the answers as a class. Play the recording again for Ss to identify whether the voice is higher or lower on the key stressed word. Check answers. You could point out that the higher pitch on the stressed words conveys a higher sense of irritation, or accentuates the feeling of annoyance.

EXTRA SUPPORT Before Ex 4B, write the stress pattern ooOo and two phrases from the exercise on the board (*I can't stand it.*, *It drives me crazy.*) and ask Ss to decide which phrase matches the stress pattern (*I can't stand it.* has the right number of syllables (four) and the stress falls on the third). Ask Ss what the circles represent (syllables) and what the larger one means (a stressed syllable).

ANSWERS:

The stressed words are 1 stand, 2 annoys, 3 crazy, 4 hate, 5 bear and 6 always.
 The speaker's voice is higher on the stressed word.

- C** Put Ss in A/B pairs and ask them to take turns to read and respond to the sentences in Ex 4A. Monitor, checking their intonation and assisting where necessary. When they have finished, ask a few pairs to model their exchanges for the class.

EXTRA SUPPORT Before the activity, Ss decide on the main stresses in each response in the speech bubbles in Ex 4C. Check answers and drill the responses as a class. Note these responses are covered in the Grammar Bank, so Ss will be familiar with them by the time they get to this exercise.

Yes, that annoys me, too.

Yes, I hate that, too.

Yes, that gets on my nerves, too.

I don't mind that.

That doesn't bother me

EXTRA: HOW TO ... Put Ss in pairs and ask them to write a short conversation that includes phrases from the lesson. When they have finished, ask a few pairs to perform their conversation for the class.

SPEAKING

5A Refer Ss to the list and explain that they will now talk about what annoys them. In pairs (in breakout rooms with online classes), Ss choose three of the situations and identify things that annoy them about each one, making notes if helpful. Monitor, ensuring they use a range of behaviours and phrases from the lesson and assisting as necessary.

EXTRA SUPPORT: TEACHER Think about pairing for this activity. Two people of similar ages and backgrounds might have similar opinions or interests and therefore be better able to choose situations that resonate with both of them.

- B** Put Ss in small groups to explain what annoys them. With weaker classes, put pairs that worked together for Ex 5A in groups of four to support each other. With stronger classes, separate pairs so each student joins a new group. Note this will involve more talking time and a longer activity. Remind Ss to listen actively and ask follow-up questions. Monitor, assessing how well they use the phrases from the lesson.
- C** Ask Ss to report back on the most common situations to the class. They could take a vote on the most annoying behaviour in each one. Give feedback on good language use and write errors related to the content of the lesson on the board for Ss to correct.

TO FINISH

In small groups, ask Ss to discuss if there are any aspects of the English language that annoy them, e.g. the fact that spelling often doesn't correspond to sounds, or that words can be pronounced differently according to their position or function in a sentence. When Ss have finished, elicit their ideas to the board so that others can comment, using the phrases from the lesson.

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

» page 146 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES » page 200

2D BBC Documentary

Planet Earth II: Jungles

SPEAKING | discuss difficult situations

WRITING | a personal experience

LESSON OVERVIEW

In this lesson, Ss learn phrases to talk about difficult situations through the context of a wildlife documentary. Ss watch a video clip about the natural world, then do a speaking activity to practise talking about difficult situations. The lesson ends with a writing activity where Ss write a story about a personal experience.

Online Teaching

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

- Ex 1A:** Share your screen and talk about the questions as a class. Ss can contribute verbally or, if you have a very large group, use the chat facility.
- Ex 2A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- Ex 2B:** Display the exercise on a shared screen and enable the annotate function so Ss can highlight their answers during feedback.
- Ex 4:** Ss complete the activity in breakout rooms. Visit each room briefly to monitor the discussions.

Additional Materials

For Teachers:

- Presentation Tool Lesson 2D
- Online Digital Resources
- Videoscript 2D: BBC Documentary

For Students:

- Online Practice 2D
- Workbook 2D

TO START

Show pictures of the following creatures: lizard, chameleon, dragon, skunk, snake and wasp (all of which feature in the lesson), as well as a couple of domestic animals familiar to your Ss. Put Ss in pairs to describe and identify the animals (you could provide a list of adjectives on the board, e.g. *cute, scary, interesting, beautiful*, etc. to help with this), then discuss ideas as a class. Tell Ss that today's lesson includes a video clip about wildlife.

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

PREVIEW

1 A Ask Ss to discuss the questions in pairs. When they have finished, elicit a few answers, writing useful vocabulary on the board. With online classes, remember you can share your screen and talk about the questions as a class. Ss can either contribute verbally or, if you have a very large group, use the chat facility.

B Refer Ss to the programme information and preteach *episode* (single programme in a series) and *extraordinary* (very unusual or special). Put them in pairs to read the information and discuss the questions. Elicit and write their answers on the board, but don't confirm them yet.

EXTRA SUPPORT: DYSLEXIA Read the programme information aloud to the class.

EXTRA SUPPORT: TEACHER The Draco lizard is known as a flying lizard. Their 'wings' enable them to glide up to fifty metres through the air. There are more than forty species found in South East Asia and the East Indies.

VIEW

2 A ▶ Ask Ss to watch the video clip and check their predictions, then check answers as a class, ticking or revising the predictions on the board. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue.

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

ANSWERS:

- 1** a Draco lizard
- 2** It wants to make its home in a tree.
- 3, 4** It can escape by flying (gliding), and this is its 'extraordinary ability'.

B ▶ Ask Ss to work alone to choose the correct words, then compare ideas in pairs. Point out that as both answers are grammatically possible, they need to choose based on the correct meaning. Don't check answers yet. Play the video clip again, pausing as needed, then ask pairs to compare again before checking answers as a class. If you're teaching online, remember you can display the exercise on a shared screen and enable the annotate function so Ss can highlight their answers during feedback.

EXTRA SUPPORT The pairs of words in each sentence in this exercise are mostly partial synonyms, so Ss might need help with the following meanings: *battle* implies fighting for a long period of time; *flee* is a more formal verb than *run away*; *soar* means to 'fly high in the air'; and *resident* refers to someone who lives in a place.

ANSWERS:

- | | | |
|-----------------|---------------|-------------------|
| 1 pencil | 2 need | 3 battle |
| 4 flee | 5 soar | 6 resident |

C Refer Ss to the animals in the box and if you worked on some of these in the To start activity, remind them of this. Use pictures to check any Ss are still unsure of at this point. Ask them to discuss the questions in pairs. Monitor, assisting with vocabulary, then elicit ideas in feedback. Add any useful vocabulary to the board.

POSSIBLE ANSWERS:

- 1** bird – fly away
chameleon – change colour so it can't be seen
deer – run
mouse – run through narrow holes into a hidden place
skunk – spray a bad smelling substance
spider – bite, or play or pretend to be dead
wasp – sting
- 2** fight – stay in the situation and deal with the threat or problem directly, by fighting physically or with words
flight – run away, leave, escape, remove yourself from the situation in some way
freeze – keep very still, even if doing so puts you or means you are still in danger, in the hope of being ignored

SPEAKING

difficult situations

3A Refer Ss to the situations. Preteach *growl* (an aggressive noise made by dogs) and *drop ... on the floor* (let something fall to the ground intentionally). Elicit a few answers for the first item as a class, e.g. 'Flight! I'd run away!' Remind Ss that we use *I would ...* to talk about imaginary or unlikely events such as these. Ask Ss to discuss the situations in pairs, then discuss as a class to compare reactions and reasons.

B  **2.10** | Ask Ss to listen and identify the situations from Ex 3A the speakers talk about, and to note what the woman in the conversation says she would do in response. Before they start, suggest they write 1–4 in their notebooks with space next to each to make notes. Point out that the speakers don't talk about all four situations, and the woman doesn't say what she would do for all of the ones they talk about. Play the recording. Ask Ss to compare ideas and play the recording again if necessary, then check answers as a class.

ANSWERS:

- 1 They talk about situations 1, 2 and 4.
- 2 In response to the snake situation (1), the woman says she'd freeze, then move very slowly to the door and then run away.
In response to the train situation (4), the woman says she'd probably get up and walk away, though she might give the person a hard look.
(In response to the knock on the door situation (2), it's the man who answers and he says he'd just ignore it.)

AUDIOSCRIPT 2.10

- A: These are really interesting questions.
B: Yes, I thought so, too.
A: But in some of these situations you could just run away.
B: So, in which situations would you run away?
A: If I saw a snake in my bedroom. I would ... I'd freeze actually.
B: And then what?
A: Then I'd move very slowly to get to the door and then run away, as fast as I could. You?
B: It depends how big the snake is.
A: Here's another question. You're alone at a friend's house and it's winter. Someone knocks on the door. It's ten o'clock at night.
B: Well, do I have a choice of answering or not?
A: How do you mean?
B: I could just ignore it.
A: Is that what you'd do?
B: Yes, I suppose so. How about this one? You're on a train and the person opposite you drops their empty drink can on the floor.

- A: That's a tricky one. I'm the kind of person who ... well, I'd like to say that I'd immediately say something, but ... You know ...
B: I don't quite get what you mean.
A: I mean that I could say that I'd ask them to pick up their rubbish, but I think that in real life I'd hesitate.
B: Why's that?
A: Maybe the person would get angry. And it depends on whether they're with their friends or if they're bigger than me.
B: Do you mean that it might be better not to say anything?
A: That's what I mean I guess. I'd probably get up and walk away. I might give them a hard look! Like this. What would you do?
B: Oh, no question in my mind. I would definitely ...

C  **2.10** | Preteach *tricky* (difficult) and *hesitate* (stop and think for a moment) and play the recording again. Ss listen and identify the Key phrases they hear, then compare ideas in pairs. Play the recording again if necessary. Check answers, drilling any phrases Ss are unsure of.

EXTRA SUPPORT: DYSLEXIA Read the Key phrases first with the class, to help Ss identify what they need to listen for. This would also be useful for weaker classes.

ANSWERS:

All the phrases are used, except: 'Could you say more about that?'

D Elicit the first phrase as a class as an example. Ask Ss to continue the activity alone, then compare ideas in pairs. If they are struggling, tell them how many phrases there are to ask someone to give more detail (six). Check answers as a class.

ANSWERS:

And then what?
How do you mean?
I don't quite get what you mean.
Could you say more about that?
Why's that?
Do you mean that ... ?

4 Preteach *lightning*, *storm* and *paddleboard*, then put Ss in pairs (in breakout rooms with online classes) and ask them to turn to page 140 to describe what they would do in each situation. Remind them to include the Key phrases in their discussions and ask each other to give more detail. Monitor, assisting as needed, then ask each pair to tell the class which situation they found most worrying, annoying or frightening in feedback. Add any useful vocabulary to the board.

EXTRA SUPPORT With weaker classes, give pairs of Ss time to prepare their responses to the situations, making notes if appropriate. Then put Ss in new pairs, taking turns to talk about their responses.

WRITING

a personal experience

5A Preteach *wallet*, *fake* and *pickpocket* (a thief who steals from someone's pocket or bag without them noticing). Give Ss two or three minutes to read the story, then tell a partner what they would do. Elicit a few ideas in feedback.

EXTRA IDEA Before Ss read, give them the following words and ask them to work in pairs and predict the story before reading it to check their ideas: *New York*, *subway*, *shouting*, *knee*, *pickpocket*.

EXTRA SUPPORT: DYSLEXIA Record the story before the class, indicating where the gaps occur, and play the recording, or read the story aloud to the class. If you read it, Ss can listen again in Ex 5B as you read it with the extra words and phrases included.

B Ask Ss how the story could be improved and elicit or explain that adjectives or adverbs could be used in places to better describe people's feelings and reactions. Refer them to the words and phrases (a–d) and do the first item as a class. Ask Ss to complete the activity alone, then compare ideas in pairs. Check answers as a class.

ANSWERS:

1 d 2 a 3 c 4 b

6A Ask Ss to choose one of the situations on page 140 which they discussed in Ex 4 and make notes in answer to the questions. Monitor, assisting with vocabulary and ideas if necessary.

EXTRA SUPPORT With weaker classes, choose one of the situations together and work as a class to note responses to the questions on the board, along with useful vocabulary, before Ss write their stories individually.

B Ss write their story, using their notes from Ex 6A and the story in Ex 5A as a model. You could tell them they should aim to write 150–180 words.

C Put Ss in pairs to read each other's stories and discuss whether they would do the same thing in the situation they describe. In feedback, elicit how Ss would react to the situations in Ex 4 and see if there is any consensus.

TO FINISH

Put Ss in pairs to discuss if they like reading books about difficult situations or watching scary films and, if so, to recommend some to the class.

2 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 1B, 2A, 3A and 4A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

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

- **Ex 1A:** Ss can put their answers in the chat box for other Ss to compare with.
- **Ex 3A:** Display the activity in a collaborative document with the annotate function on. Ask different Ss to complete each phrase.
- **Ex 3B:** Put Ss in pairs in breakout rooms for this task.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 2 (Grammar: present perfect continuous, relative clauses; Vocabulary: making changes, collocations: feelings and behaviour, pet hates; How to ... talk about things that annoy you). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

present perfect continuous

1A This exercise focuses on the form of the present perfect continuous. Preteach *mark exam papers*. Ss complete the task alone, then compare ideas in pairs (in the chat box with online classes). Check answers as a class, with individual Ss reading sentences aloud.

ANSWERS:

- 1 've/have been trying
- 2 've/have been practising
- 3 's/has been researching
- 4 've/have been talking
- 5 've/have been marking

- B** Look at the example with the class and elicit a possible job from Ss, e.g. *journalist*. Ask Ss to suggest further sentences the person might say. Ss then complete the activity alone.

EXTRA SUPPORT: DYSLEXIA As this task involves a lot of writing, Ss with dyslexia could record their sentences on a device, then play them to a partner in Ex 1C.

POSSIBLE ANSWERS:

- 1 chef / café owner
 - 2 musician
 - 3 (political) journalist
 - 4 business person / sales person / company owner, etc.
 - 5 teacher
- Students' own answers for the sentences.

- C** Put Ss in pairs to take turns to say their sentences and identify the jobs. In feedback, ask a few pairs to say their sentences for other Ss to guess.

relative clauses

- 2A** Refer Ss to the notes about relative clauses in the Grammar Bank if they need support then ask them to complete the phrases with the words in the box. Point out that not all the missing words are relative pronouns and if it's possible to leave the gap blank, they should. Ss compare ideas in pairs. Check answers as a class.

ANSWERS:

- | | | |
|-------------|---------------|--------------|
| 1 -/that | 2 -/when/that | 3 -/who/that |
| 4 to | 5 whose | 6 which/that |
| 7 to | 8 -/that | 9 where |
| 10 who/that | | |

- B** Put Ss in groups of three or four. Ask them to take turns to nominate topics for their group to talk about for a minute. You could display a timer on the board for Ss to keep track of how long they have been speaking. Make sure all Ss have a turn. If Ss enjoy the activity, you can return to it in another class.

VOCABULARY

- 3A** Refer Ss to the exercise and ask them to add the vowels to complete the phrases. Point out that each underscore represents one letter. Ss work alone to complete the activity, then compare ideas in pairs. Check answers as a class. If you're teaching online, remember you can check answers by displaying the activity in a collaborative document with the annotate function on and asking different Ss to complete each phrase.

EXTRA SUPPORT: DYSLEXIA English spelling can be challenging for Ss with literacy issues or dyslexia because of the lack of sound-spelling correspondence. To make the task easier, say the words one at a time while Ss listen and complete the phrases. Alternatively, provide a vertical list of the completed words for Ss to refer to.

ANSWERS:

- | | | |
|-----------|----------|-----------|
| 1 achieve | 2 argue | 3 avoid |
| 4 fault | 5 favour | 6 guilty |
| 7 ignore | 8 keep | 9 comment |
| 10 manage | 11 goals | 12 take |

- B** Put Ss in pairs and tell them to choose and talk about one of the topics, using phrases from Ex 3A. Allow weaker classes preparation time before starting the activity, e.g. pairs first agree on a topic, make notes, then discuss the topic with a new partner. If you're teaching online, Ss could also work in pairs in breakout rooms for this task.

- 4A** Ask Ss if queuing is common in their country and why/why not. Refer them to the text and ask them to read it quickly and note down the ideas it mentions to make waiting more bearable. Ask them to read the text again more carefully and choose the correct options to complete it, then put them in pairs to compare ideas. Don't go through the answers yet.

EXTRA SUPPORT: DYSLEXIA Record the text, indicating where the options occur, for dyslexic learners to listen to as they read. Alternatively, put Ss in pairs to do the activity and ask them to take turns reading sections of the text to each other.

- B**  **R2.01** | Play the recording for Ss to check their answers, then check answers as a class.

ANSWERS:

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

EXTRA IDEA: DIGITAL Ask Ss to read the text aloud in pairs in meaningful chunks of a few sentences each. When they have practised it all, ask them to record it individually and listen back, making comments to help each other improve their pronunciation and stress. They should then record the text again and make improvements based on the feedback.

TO FINISH

Ask Ss to work alone to write three words or phrases they have learnt and want to remember from Unit 2. When they have finished, ask Ss to compare answers. Discuss how Ss can use their notebooks for revising and retrieving vocabulary and grammar after lessons.

3 working life

Global Scale of English **LEARNING OBJECTIVES**

3A Working from home

- **READING** | Understand an article about famous authors working from home: work phrases
- **Pronunciation**: stress in phrases
- **Talk about your approach to work or study**: conditional structures: *unless, even if, in case (of)*

GSE INFORMATION

READING

54 Can recognise examples and their relation to the idea they support.

VOCABULARY

43–58 Can use language related to work activities.

GRAMMAR

55 Can describe present or future outcomes of a hypothetical situation using ‘unless’/‘even if’.

56 Can use ‘in case’ with the present tense to refer to future eventualities.

SPEAKING

56 Can give an opinion on practical problems, with support when necessary.

3B Gig work

- **LISTENING** | Understand people talking about the gig economy: work
- **Talk about what’s important in a job**: necessity, obligation and permission
- **Pronunciation**: elision of /t/
- **Write a cover email for a job application**

GSE INFORMATION

VOCABULARY

43–58 Can use language related to work activities.

LISTENING

56 Can distinguish between different points of view in a discussion or presentation.

GRAMMAR

51 Can express necessity or absence of necessity with ‘(not) necessary to ...’.

55 Can talk about expectations and obligations in the present tense using ‘(not) supposed to ...’.

52 Can talk about permission using ‘(not) allowed/ permitted to ...’.

SPEAKING

58 Can report the opinions of others.

WRITING

54 Can check and correct spelling, punctuation and grammar in simple written texts.

3C Good question

- **HOW TO ...** | take part in an interview: personality adjectives (1); negative prefixes
- **Pronunciation**: word stress in personality adjectives

GSE INFORMATION

VOCABULARY

43–58 Can use language related to personality, abilities and traits.

HOW TO ...

57 Can carry out a prepared interview, checking and confirming information as necessary.

57 Can understand a range of questions in a job interview.

SPEAKING

52 Can repeat back what is said to confirm understanding and keep a discussion on course.

55 Can ask for clarification of an unknown acronym or technical term used in conversation.

3D This or that?

- **BBC STREET INTERVIEWS** | Understand people talking about their preferred jobs
- **‘This or That?’ questions**: expressing preferences
- **Write a discussion board post**

GSE INFORMATION

VIEW

51 Can follow an everyday conversation or informal interview on common topics.

GRAMMAR

52 Can use ‘would rather ... (than) ...’ to express preference.

55 Can express preference with regard to actions using ‘prefer ... (to ...)’.

SPEAKING

51 Can briefly give reasons and explanations for opinions, plans and actions.

WRITING

55 Can post comments on the discussion board of a website.

 BBC VLOGS

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

Introduce the activity by asking Ss if they prefer coming to class or studying online (if this is within their experience). Have a brief class discussion and write any useful vocabulary on the board.

 Play the video for Ss to watch and answer the question in part 1 and check answers as a class. Then put Ss back in pairs to discuss the question in part 2. In feedback, have a show of hands to see which place for working is the most popular.

ANSWERS:

1 libraries, cafés, home and the office

EXTRA IDEA If Ss want to watch the video again outside class, you could ask them to listen for the phrases the speakers use to express their preference, e.g. *I (way/really) prefer ...* and *My favourite spot is ...*. These could be useful for speaking activities later.

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

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

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

Additional Materials

For Teachers:
Presentation Tool Unit 3
Online Digital Resources
Videoscript Unit 3 Opener: BBC Vlogs

3A Working from home

GRAMMAR | conditional structures: *unless, even if, in case (of)*

VOCABULARY | work phrases

PRONUNCIATION | stress in phrases

LESSON OVERVIEW

In this lesson, Ss learn phrases related to work and how to stress these correctly. The context is a reading describing how famous writers work from home. This leads into the grammar of conditional structures with *unless, even if* and *in case (of)*. Ss practise these, then talk about their approaches to work or study.

Online Teaching

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

- Ex 1B:** Create a click and drag exercise where Ss pull the headings to the correct sections of the article.
- Ex 3B:** Read through the lines of the conversations one by one. Ss write their answers in the chat box to compare ideas before checking as a class.

Additional Materials

For Teachers:
Presentation Tool Lesson 3A
Photocopiable Activities 3A
Grammar Bank 3A

For Students:
Online Practice 3A
Workbook 3A

TO START

Show Ss photos of some of the writers mentioned in the article, choosing those you think they may recognise, e.g. Ernest Hemingway, Ian Fleming, Maya Angelou. Ask if they know who they are and what they know about them. Ss discuss their ideas in pairs, and, if they have an internet connection, can check on their devices any information they are not sure about. Take feedback as a class and then tell Ss that they are going to read about what these and other famous writers say about working from home.

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

READING

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

- 1 A** Check Ss understand that *challenge* is a positive word for a problem or difficulty. Put Ss in pairs to discuss the questions. If Ss don't work or study at home, they can discuss what they think might be the advantages and problems with it. When they have finished, elicit a few answers and add useful vocabulary to the board.
- B** Refer Ss to the headings. Explain that they belong to an article about how writers manage their time. Ask Ss to predict how writers spend their time. Elicit/Teach *a tip* (a piece of advice or good idea; informal). Give them a minute to read and match the headings (a–d) with the sections of the article (1–4) and ask Ss to check their ideas in pairs. Check answers as a class, asking Ss to point out which words or phrases helped them identify the correct headings. If you're teaching online, remember you could create a click and drag exercise for Ss to pull the headings to the correct sections of the article when checking answers.

ANSWERS:

1 c 2 b 3 d 4 a

- 2 A** Go through the example and ask Ss to continue the task alone, then compare ideas in pairs. Check answers as a class.

EXTRA: ALTERNATIVE IDEA Prepare a grid with the tips down one side and the authors' names along the top. Ss can then read and tick. This cuts down on writing and can help classes with literacy issues or when you are short of time.

ANSWERS:

- Keep to a routine and ... – Hemingway, Le Guin, Fleming, Murakami, Evaristo (There's not enough information to include Angelou.)
- Set daily goals. – Fleming
- Remove anything that ... – Murakami, Smith, Law, Angelou (Murakami doesn't use social media, but the article doesn't say that this is to avoid distraction.)
- Exercise regularly. – Fleming, Murakami, Evaristo

- B** Refer Ss to the statements and point out the three answer options. Complete the first one as an example, highlighting in the article where the answer can be found (section 1: *If there's one group of people ...*). Ask them to read carefully to find the answers alone, then put Ss in pairs to compare ideas. If they are struggling, tell them that there are two NM answers in the activity. Check answers as a class, asking Ss to highlight the answers in the text.

ANSWERS:

1 T 2 NM 3 F 4 T
5 NM 6 T 7 T 8 F

- C** Put Ss in pairs to discuss the questions. When they have finished, ask a few pairs to feed back on each question. As a class, discuss which author's routine Ss prefer.

POSSIBLE ANSWERS:

Students' own answers, but for question 2 they might say that of the authors whose whole days we have enough information about, i.e. Ian Fleming, Haruki Murakami and Bernardine Evaristo, they all seem to have other things in their day besides work: Fleming had a swim and a nap, and took a break from writing between noon and 5 p.m.; Murakami seems to finish work by 10 a.m. and then does sport, listens to music and reads; and Evaristo takes breaks to exercise and take a siesta, and also looks at online news in the morning.

VOCABULARY

work phrases

- 3 A** Refer Ss to the phrases in bold in the article. Do the first item as a class, then ask Ss to match the remaining phrases with the meanings using context to help them. When they have finished, Ss compare ideas in pairs. Check answers as a class. There's no need to drill the phrases, as there is a separate focus on this in the pronunciation section.

EXTRA SUPPORT With weaker classes, or for Ss with dyslexia, provide Ss with a vertical list of the phrases in bold to match with the meanings (1–8) more easily. They can still look at the article for context.

ANSWERS:

- 1 avoid distractions
2 keep to a routine
3 meet a deadline
4 get a lot done
5 lose concentration
6 fall behind schedule
7 deal with a/the challenge
8 get something out of the way

B Ask Ss to use the phrases in bold from the article to complete the conversations. Do the first one together and point out that they need to use the correct form of the phrase (in this case *got*, past simple) to complete the sentences. When Ss have finished, ask pairs to compare ideas, but don't check answers yet. If you're teaching online, remember you can read through the lines of the conversations one by one, pausing after each line with a gap for Ss to write their answers in the chat box and compare ideas before checking as a class in Ex 3C.

C  **3.01** | Ask Ss to listen and check their answers. Play the recording, twice if necessary, then write the answers on the board. If necessary, clarify why certain forms are needed by highlighting the relevant parts of the sentence.

ANSWERS:

- 1 get (it) out of the way
- 2 got a lot done
- 3 fallen behind schedule
- 4 dealing (with a) challenge
- 5 keep to a routine
- 6 avoid distractions
- 7 lose concentration
- 8 meet the deadline

EXTRA SUPPORT: TEACHER Some of these phrases may appear quite similar to Ss and may be worth exploring in more detail, e.g. *get something out of the way* means to complete a task that we don't like doing, while *get something done* is more neutral. A *deadline* is a single time-related point for something to be done, whereas a *schedule* is a series of regular, time-related points.

EXTRA CHALLENGE Ss practise reading the conversations in pairs, trying to extend some of them to include one or two more of the phrases studied.

PRONUNCIATION

stress in phrases

4A  **3.02** | Model the example phrase for the class and ask Ss to listen and underline the stressed words in the phrases from Ex 3B. Play the recording. Ss listen, then compare answers in pairs. Check answers as a class.

ANSWERS:

See Ex 4B.

B  **3.02** | Focus attention on the example, highlighting the main stress on *done*, which has a double underline. Play the recording again, pausing as needed, for Ss to identify the main stress and underline it again, as in the example. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA As underlining can interfere with the words on the page, dyslexic learners could highlight the main stresses with a highlighter pen.

ANSWERS AND AUDIOSCRIPT:

- 1 got a lot done
- 2 get it out of the way
- 3 fallen behind schedule
- 4 dealing with a challenge
- 5 keep to a routine
- 6 to avoid distractions
- 7 lose concentration
- 8 meet the deadline

C  **3.02** | Play the recording again, pausing as needed between each phrase for Ss to listen and repeat. Use your arm to mark the stresses by bringing it up on the main stress, then down. Encourage Ss to stress the words in line with the recording.

D Put Ss in A/B pairs to use the first lines of the conversations in Ex 3B and answer with one of the phrases studied. Ask a few pairs to model their conversations in feedback.

5 This is an opportunity to personalise the target vocabulary. Put Ss in new pairs if possible, then demonstrate an exchange with a stronger student, encouraging them to give extra information in their answer. Monitor as Ss speak, assessing their pronunciation. Highlight and drill any common problems in feedback.

EXTRA IDEA If you have space for Ss to move around, allocate Ss different questions and ask them to survey the group, making a note of the other Ss' answers. If the class has more than eight Ss, allocate questions in pairs or have several groups speaking at the same time. Ss summarise what they learnt in feedback.

GRAMMAR

conditional structures: *unless*, *even if*, *in case (of)*

6A Ask Ss what they know about conditional structures and elicit the form of the first conditional (*if* + present simple, *will* + infinitive). Refer Ss to the sentences and ask them to complete them with the correct words. They will have studied conditional structures before, so elicit that these words are variations on *if*. Ask Ss to compare ideas in pairs, then check answers as a class. Point out that the two clauses in conditional structures can be reversed, as in sentence 4, and remind Ss that there is no comma required in that case. Remind Ss that first conditional alternatives to *if* are followed by the present simple, not by *will*.

ANSWERS:

- 1 If 2 Unless 3 Even if 4 in case

B Do this as a whole class activity if you are short of time, giving further examples to confirm meaning, e.g. 'Even if you say you can't cook, you can make an omelette.', 'You can't make an omelette unless you have eggs.', etc.

ANSWERS:

- a Even if b Unless c In case

EXTRA SUPPORT If Ss need extra support with the meaning of *in case*, write the following pair of sentences on the board and discuss how they differ:

1 Take an umbrella *in case* it rains.

2 Take an umbrella *if* it rains.

In sentence 1, 'in case' means 'take an umbrella to protect yourself if it rains'. In sentence 2, 'if' means 'take an umbrella when you leave the house in the rain'.

C The Grammar Bank on page 111 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ► page 111 **GRAMMAR BANK**

The Grammar Bank focuses on the meaning and use of the different conjunctions as well as revising first conditional structures. Go through the notes with Ss, reading them in sections, or let them read them alone. Check understanding where necessary.

1 A Check Ss understand *spare* (extra) and *power cut*. Ask them to work alone to choose the words to complete the sentences, then compare ideas in pairs. Check answers as a class, pointing out that *in case of* is followed by a noun, whereas *in case* is followed by a clause.

ANSWERS:

- | | | |
|--------------|-----------|---------------|
| 1 if | 2 even if | 3 unless |
| 4 In case of | 5 both | 6 in case |
| 7 unless | 8 even if | 9 In case |
| 10 both | 11 if | 12 In case of |

B Ask Ss to discuss the differences in meaning in pairs, then check ideas as a class.

ANSWERS:

- 5** *Even if* – the person is definitely not going to wear a coat.
Unless – the person is going to wear a coat if it's really cold.
- 10** *unless* – something might change.
even if – it's certain that nothing will change.

2 This exercise focuses on form. Complete the first item as a class, writing the answer on the board if helpful. Ss work alone to rewrite the sentences, then compare ideas in pairs. Check answers as a class, paying attention to the inclusion and position of commas in the transformed sentences where necessary.

EXTRA SUPPORT Put Ss in pairs or groups and divide the task between them. When they have finished their sentences, they show each other their answers and check and complete all the sentences.

ANSWERS:

- 1 unless you read him
- 2 Even if it rains, we're definitely going to
- 3 things you've bought online in case they're / they might be
- 4 to smile even if I'm in a really bad
- 5 Unless Carol sticks to her plan,
- 6 In case of (an) emergency, push the red
- 7 in case I miss the last
- 8 to tell Sigrid unless I
- 9 in case of problems with my
- 10 stand near the edge in case you

7 A Do the first item as a class, pointing out that Ss need to read the second sentence to understand the context of the correct answer (*share ideas, get lonely*). Ss work alone to complete the sentences, then compare ideas in pairs. Check answers as a class. Note that Ss may want to answer *If* for item 2, but a better answer is *Even if* because it gives additional emphasis to turning off the phone.

ANSWERS:

- | | | |
|----------|-----------|-----------|
| 1 unless | 2 Even if | 3 in case |
| 4 Unless | 5 If | |

B Focus attention on the example sentence and model the activity yourself if possible, e.g. 'I can't work if I have people around me. I need silence.' Ss rewrite the sentences to make them true for themselves. Monitor, assisting as needed with vocabulary and discretely suggesting corrections.

EXTRA CHALLENGE It's important to get Ss to rely less and less on what they've written in a preparation stage like Ex 7B. For Ex 7C, write prompts on the board for the five items, e.g. 1 *people around me*, 2 *turn off phone*, 3 *food*, 4 *music*, 5 *studying online / face to face* and ask Ss to close their books and notebooks during the activity and tell their partner their sentences from memory.

C Put Ss in pairs to tell each other their sentences and compare them, then ask a few pairs to share a similarity or difference they discussed with the class.

SPEAKING

8A Preteach *socialising* (seeing other people). To enable Ss who have not worked or studied from home to participate, elicit reasons people might work or study from home, e.g. health concerns, non-people-facing jobs, study leave, etc. and write ideas on the board. Monitor as Ss complete or change the sentences, assisting with language if necessary.

B Put Ss in A/B pairs to take turns to explain their way of working and ask questions. Monitor, noting down any common errors and good language. When they have finished, ask Ss to share any ideas they would like to ‘borrow’ and give feedback on their use of the target language as a class.

EXTRA IDEA Before the activity, elicit why talking without interruption can be a challenge, e.g. you feel nervous, forget what to say, run out of ideas, etc. Point out that speaking individually is a feature of some exams and a useful skill for giving presentations, etc. It could be helpful for you to keep time during the activity, e.g. use a timer such as a stopwatch on the board to let Ss know when to start and stop talking and when to ask questions.

C Put Ss in new pairs to discuss what they talked about in Ex 8B, then choose the three ideas they like best. Discuss which ideas are the most popular in feedback.

EXTRA IDEA: DIGITAL If you’re teaching online, Ss could create a list of good online working practices using language from the lesson, e.g. *Keep your camera on in case ...* , *Turn off your microphone if ...* , etc.

TO FINISH

Put Ss in pairs to discuss the advantages and disadvantages of working or studying from home, then discuss their ideas as a class.

3B Gig work

GRAMMAR | necessity, obligation and permission
VOCABULARY | work
PRONUNCIATION | elision of /t/

LESSON OVERVIEW

In this lesson, Ss learn more vocabulary related to work. The context is a listening about gig work. This leads into the grammar, *have got to*, *need to*, etc., to describe necessity, obligation and permission. Ss then practise the elision of /t/ in the grammar phrases and do a speaking activity in which they compare attitudes to work. Finally, they write a cover email for a job application.

Online Teaching

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

- **Ex 5A:** Share the activity on your screen. Ask Ss to complete it individually, then enable the annotate function and ask individuals to complete the sentences for the class to check.
- **Ex 7B:** Put Ss in breakout rooms for the discussion. Drop in on each breakout room briefly, then choose one or two to assess fully. Share ideas and give feedback in the main room.
- **Exs 10B and 10C:** Ss post their emails on a shared noticeboard to read, check and respond to each other’s work.

Additional Materials

For Teachers:

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

For Students:

Online Practice 3B
Workbook 3B

TO START

Show Ss pictures of a range of jobs, e.g. professional, hospitality, factory work, etc. and ask them to discuss which they would like or not like to do and why.

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

VOCABULARY

work

- 1 A** Preteach *steady* (not changing) and ask Ss to suggest *a steady job*, e.g. teaching. Ask them to discuss statements 1–5, then ask pairs which they agree with most and least and why.

EXTRA IDEA For further practice of the conditional structures and expressions from the previous lesson, ask Ss to write two or three sentences about factors that affect our work choices, e.g. age, if you have dependents, fixed expenses, etc., and why or how these can affect our choices. Write the expressions *if*, *unless* and *even if* on the board and give some example sentences, e.g. 'If you have a family, you need a steady income.', 'You can't be your own boss unless you have money.', etc. Ss write their sentences, then discuss them in small groups.

- B** Show Ss some pictures of popular gig work, e.g. food delivery cyclist, taxi driver, babysitter, etc. and ask what the jobs have in common. Ss may say *low-paid*, *insecure*, etc. Add any vocabulary to the board. Introduce the phrase *gig work* and tell Ss that today's lesson is about this style of employment. Depending on the Ss' country/ies gig work may relate to different kinds of jobs, so be conscious of this when choosing examples. Ask Ss to read the definition and decide which people in Ex 1A would like it. Discuss answers as a class.

ANSWERS:

1, 3 and possibly 5 (since they say 'all the time' – in gig work someone might be telling you what to do, but only when you're on the gig)

- 2 A** Preteach *webinar* (an online seminar or event) and read the three summaries aloud. Ask Ss to read the text quickly and choose the best one. To encourage fast reading, give them a time limit of two minutes. Put Ss in pairs to compare ideas, then check the answer as a class.

EXTRA IDEA Before reading, Ss discuss the three summaries and decide which they agree with (note that they could agree with more than one). Once again, encourage them to use conditional structures as studied in Lesson 3A, e.g. 'Unless you have experience, it's hard to get work.'

ANSWER:

2

- B** Ask Ss to read the text again and decide which three questions they'd most like to hear the answers to. Weaker classes could highlight all the questions first, then decide. Ask Ss to compare the questions they chose in pairs, then have a class discussion or take a vote to see which are the most popular.

- C** Refer Ss to the questions (1–8) and point out the words and phrases in bold. Explain that they should find words and phrases in bold in the text in Ex 2A to replace them, then rewrite the questions in their notebooks, changing the form of the words and phrases as necessary. Do the first item as a class. Ss complete the activity alone, then compare ideas in pairs. Check answers as a class.

ANSWERS:

- | | |
|------------------------------------|---------------------|
| 1 opportunities | 5 handling |
| 2 experience | 6 temporary |
| 3 organised | 7 permanent |
| 4 taking responsibility for | 8 exploiting |

EXTRA CHALLENGE Ask Ss to prepare a short talk on one of the questions in Ex 2C, working alone or in pairs, then present it to a group or the whole class.

- D** Put Ss in pairs to ask and answer the questions in Ex 2C. Encourage them to use the new vocabulary in their discussion. When they have finished, ask pairs to report back their answers on some of the questions in feedback.

EXTRA IDEA As an alternative or extra, Ss ask you some of the questions in Ex 2C. This will provide them with useful listening practice and a model for how to answer, as well as an opportunity to learn more about their teacher's opinions and experiences.

LISTENING

- 3 A** Elicit one advantage of gig work, e.g. *you can work when you want*, and one disadvantage, e.g. *you always have to be available*, then put Ss in pairs to discuss and list the advantages and disadvantages. If you are short of time, elicit ideas as a class and write them in two columns on the board.

- B**  **3.03** | Tell Ss they will listen to part of the webinar on gig work from Ex 2A and should tick the advantages and disadvantages mentioned which are on their list. Play the recording. Ss check their ideas, then compare in pairs. Elicit Ss' answers and tick them off on the board if you wrote them there in Ex 3A.

EXTRA SUPPORT With weaker classes, preteach core vocabulary before Ss listen to the recording, e.g. *marketing company*, *ride-hailing*, *catering*, *passion* and *unpredictable*.

 AUDIOSCRIPT 3.03

A = Andrea P = Paul C = Cybil

- A: ... and that's one of the dangers. It's not true of all gig work, but with some jobs, where you're working for a big company, you still have a boss, and there's a possibility that they will exploit you – get you to work extra hours and for low pay. Gig workers aren't very well protected, and many of us involved in the industry feel that something needs to be done about the rights of gig workers.
- And now we're going to hear from two of our special guests, Paul and Cybil, both of whom have been doing gig work for some years now, but with very different stories. Paul, give us a quick summary of how you ended up doing gig work, and what it is that you actually do.
- P: So, two years ago I lost my job at a marketing company, couldn't find another one, so I started delivering online orders for a supermarket. I was surprised, it was actually fun at first. I enjoyed driving, and I learnt to deal with a lot of different people and handle different problems! The money wasn't great – I couldn't rent a flat so I had to move back in with my parents for a while.
- A: So the money side isn't so good?
- P: Not for me, no. I've picked up a few more gigs – I drive for a ride-hailing company, and I deliver furniture for a big store. I like it because you're allowed to choose when you work, but you have to work long hours to earn enough money. And you feel pressure to do all the work they offer you. I feel as if I've got to say yes to every offer that comes along ... so I do.
- A: So if you were offered a permanent job, would you take it now?
- P: I really don't know. It would depend, probably on the money!
- A: Thanks Paul. A lot of people end up doing gig work because it's the only option they have. Other people choose gig work as a sort of lifestyle choice. You're one of those people, aren't you Cybil?
- C: Yes, I've always had three or four jobs, so gig work is normal for me. I don't even call it gig work, it's just work. When people ask me what I do, I'm not sure where to start, so I say 'This and that'. Then they always want to know more, so I give the list – I'm a dog walker, a babysitter ... I love working with kids so I do children's parties, you know face painting, organising games ... Sometimes I teach art in schools, but as a one-off, not a steady thing. A friend of mine has a catering business, and she hires me for day jobs now and then. I don't love all of the work, but I do enjoy some of it.
- A: So it's necessary to find a balance, to do enough work that you actually like doing.
- C: Yes, you've got to make sure that at least some of the jobs really suit you. And still leave yourself time for what you really love doing outside of work.

- A: Let me guess. Is that art?
- C: Yes! My real passion is painting, so I do that when I get time.
- A: And what's a typical day or week like for you?
- C: My days are completely unpredictable. I have weeks when I work seven days, and very long days, then weeks with nothing. That's when I paint! The regular work, the dog walking and babysitting, doesn't bring enough money to pay for all the basic things, and that can be a problem. After a few weeks I get stressed if other work isn't coming through. I can't get sick – no work, no pay – and I don't get paid holidays. It's essential to have savings for times like this, for going on holiday or if I get ill. I try and organise things so that I always have some savings.
- A: Where do you see yourself in, say, five years?
- C: You know, some of my friends ask me that question and my parents ask it a lot. People act like you're supposed to have a big goal in life, a work-related goal, to earn so much money and climb to the top of the ladder. That's not for me, I'm OK with what I do. I just need enough to live on and to give me time for my painting.
- A: I completely agree with you Cybil, thank you for making that point. So now we'll open the webinar to questions. Please type your questions – for me, Paul or Cybil, in the comments box, and we'll answer them as best we can ...

C  3.03 | Put Ss in pairs to discuss and note who they think said what before they listen again. Don't check answers yet. Play the recording again, pausing as needed, then check answers as a class.

EXTRA SUPPORT: DYSLEXIA This task requires both auditory processing (listening) and reading, which could be challenging for dyslexic learners. To facilitate, read through the list with the class before playing the recording again to help Ss focus on what they are listening for. When you have corrected the task, Ss listen again to confirm the correct answers.

ANSWERS:

1 C 2 P 3 B 4 P 5 B 6 B 7 C 8 P

4 Put Ss in pairs to discuss the questions, or conduct a brief class discussion instead. Add any useful vocabulary to the board in feedback.

GRAMMAR

necessity, obligation and permission

5A Remind Ss of how the speakers in the recording talked about the needs and obligations of workers and ask if they can remember anything specific that they said in order to elicit the target grammar. Explain that they'll now study this grammar. Ask Ss to complete the sentences alone, then compare ideas in pairs. Monitor, but don't check the answers yet. If you're teaching online, remember you can share the activity on your screen. After Ss complete it individually, enable the annotate function and ask individuals to complete the sentences for the class to check. Again, don't check the answers yet.

EXTRA SUPPORT This task is intended to activate previous knowledge of the grammar point, which means weaker classes may not be able to complete the sentences confidently. In this case, proceed straight to the recording in Ex 5B, so Ss can listen and complete the sentences, and then play the recording again once you have checked answers.

B  **3.04** | Play the recording for Ss to check their answers, then check as a class, writing the sentences on the board to ensure accuracy.

ANSWERS:

- | | |
|-------------------------|------------------------|
| 2 're allowed to choose | 5 's essential to have |
| 3 've got to say | 6 're supposed to have |
| 4 's necessary to find | |

EXTRA SUPPORT: TEACHER Ss may ask about the difference between *have to* and *have got to*. Explain that while they mean the same thing, the formation of negatives and questions differs, e.g. *Do you have to ... ? / Have you got to ... ?* Note that in UK English, *have got to* is common in speech, with the verb *have* usually contracted. In sentences 5 and 6 in Ex 5A, the verb *have* is used lexically.

C This exercise helps Ss identify the meaning of the structures for necessity, obligation and permission. Point out that the use of *you* in the sentences is impersonal (i.e. it means people in general). Put Ss in pairs to answer the questions. With weaker classes, tell Ss they are looking for two more phrases to answer question 1 (three in total) and two phrases to answer question 2, and that one phrase is used twice. Check answers as a class.

ANSWERS:

- 1 *needs to, (It)'s necessary to, (It)'s essential to*
- 2 *(you)'ve got to, (you)'re supposed to*
- 3 *(you)'re supposed to*
- 4 *(you)'re allowed to*

D The Grammar Bank on page 112 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

page 112 **GRAMMAR BANK**

Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of the different levels of formality in the phrases.

1 This exercise focuses on form. Do the first item with the class, asking Ss to identify the mistake. Make Ss aware that one sentence is correct. Ss work alone to correct the sentences, then compare ideas in pairs. Check answers as a class, asking individuals to read out the sentences and writing corrections on the projected text or full sentences on the board.

EXTRA SUPPORT Divide the exercise among the class with pairs completing a few sentences each. Encourage dyslexic learners to cover the sentences they are not working on to focus their attention.

ANSWERS:

- 1 ~~It is~~ **It's** essential to print your name after your signature.
- 2 The video doesn't need to be ~~finish~~ **finished** until next Wednesday.
- 3 Don't do that! You aren't supposed ~~jumping to~~ **jump** the queue!
- 4 I ~~'ve~~ / **have** got to make a real effort to stop eating chocolate.
- 5 Is it necessary **to** wear a uniform in your job?
- 6 correct

2 This exercise focuses on meaning. Preteach *administrator* and do the first item with the class, checking Ss understand they don't need to add words or make changes to the items in the box. Ss complete the text individually, then compare ideas in pairs. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Provide the missing words in a vertical list that Ss can hold alongside the exercise. Suggest Ss cover the sentences they are not looking at to help them focus.

ANSWERS:

- | | | |
|----------------|--------------|-----------|
| 1 essential | 2 permitted | 3 are not |
| 4 is supposed | 5 not to | 6 got to |
| 7 is necessary | 8 don't need | |

3 Do the first item with the class as an example. Point out that the tense is an important aspect of the exercise, then ask Ss to work alone before comparing their ideas in pairs. Check answers as a class.

GB

GB EXTRA SUPPORT: DYSLEXIA Dyslexic learners might like to use a ruler to aid focus on each line of the activity.

ANSWERS:

- 1 At your first school, were you allowed to wear your own clothes or did you have to wear a uniform?
- 2 If you're selling something on our site, it's essential to be honest about its condition.
- 3 What time are we supposed to arrive at the party this evening and have we got to wear anything special?
- 4 When does/will this report need to be finished by?

PRONUNCIATION

elision of /t/

6A Refer Ss to Ex 5A and put them in pairs to identify the phrases for necessity and permission that end in the letters 't' or 'd' and are followed by an initial 't', as in the example. Write their ideas on the board, but don't check answers yet.

B  **3.05** | Play the recording, pausing after each sentence. Check answers with the class, underlining or highlighting the final letters on the board (or inviting Ss to do so).

ANSWERS:

allowed to, got to, supposed to

AUDIOSCRIPT 3.05

- 2 I like it because you're allowed to choose when you work.
- 3 I feel as if I've got to say yes to every offer that comes along.
- 6 People act like you're supposed to have a big goal in life.

C  **3.05** | Play the recording again for Ss to listen to the final sounds. Elicit the answer and drill.

EXTRA SUPPORT Ss might find it helpful to understand that sounds are removed (elided) when we speak rapidly. Point out that this frequently happens at word boundaries when the sound is the same or is articulated at the same point in the mouth, e.g. *got to*, but make clear that this is not a sign of sloppy speech.

ANSWER:

It disappears.

D Give Ss a few minutes to think about, but not write down, their ideas. Then put them in pairs to tell each other, emphasising the focus on pronunciation. Ask a few pairs to share what they discussed in feedback.

EXTRA IDEA: DIGITAL Ss record all or part of their discussion from Ex 6D, then listen back and focus on the elided sounds, rerecording as necessary to improve their performance.

SPEAKING

7A Refer Ss to the statements and ask them to mark them with ticks or crosses according to how strongly they agree or disagree.

EXTRA CHALLENGE Choose a statement that you think will be of interest to your class. Organise Ss so that half write arguments for and half write arguments against it, then set up a debate. Depending on the size of your class, you could have more than one debate going on at a time, with Ss from each side taking turns to make their arguments. After Ss have finished, everyone votes on the best arguments.

B Put Ss in pairs and ask them to agree on two statements to discuss. Refer them to the phrases and elicit more, e.g. *I can't agree., That's rubbish!, That's a good point!, I'm with you there.,* etc. You could write these on the board for Ss to refer to during the activity. Ss discuss the statements (in breakout rooms with online classes), giving their opinion and commenting on their partner's.

EXTRA SUPPORT: TEACHER Depending on your class, it could be good to pair Ss who are likely to have differing viewpoints, e.g. they are at different life stages (e.g. living at home vs. independently), or from different backgrounds or of different nationalities. This may make for a more interesting discussion.

C Read the instruction to the class or ask a student to read it. Ask Ss to choose a statement each, but try to ensure all of them are allocated if possible. Conduct a class mingle with Ss asking each other their opinions. If this isn't possible, Ss can work in smaller groups.

EXTRA: ALTERNATIVE IDEA Ask your class to survey a group outside their class and report back their findings.

D Put Ss in groups of three or four to share what they found out, using the phrases to help structure their report.

EXTRA SUPPORT: TEACHER As the focus here is on reporting opinions, it's important to keep in mind that rules of reported speech are not rigid in this case, e.g. not subject to tense shifts, because they are reporting something which is still true. If necessary, explain to Ss that reported speech will be explored later in the course.

EXTRA IDEA Ss write a paragraph summarising their findings from the discussion. This can be posted in a class magazine, online or used for a wall display in the classroom.

WRITING

a cover email for a job application

- 8** Refer Ss to the job adverts and preteach *corporate function* (a business event). Give them two minutes to read and decide which they would prefer, then compare and give reasons for their choices in pairs, e.g. 'I'd prefer the first job because I like cooking.', 'I wouldn't like the evening job because I have children.' Elicit which job is more popular.
- 9A** Tell Ss to read the email and identify the job in Ex 8 the person is applying for. Explain that if they notice any mistakes in the text, they should ignore these for the moment. Elicit the answer as a class and discuss what key points helped identify the job (the email mentions a smartphone, bike, working every evening, etc.).

ANSWER:

Delivery Rider

- B** Ask Ss to work alone to order the sections of the email without looking at it again, then check their ideas in pairs, referring back to the email if necessary. Check answers as a class, discussing if there could be any variation in order (sections d and e could change places, for example).

ANSWER:

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

- C** Identify the first mistake as a class, then put Ss in pairs to work through the email. Suggest Ss read the email aloud because they can sometimes hear a mistake that they can't see, and point out that they can also read silently in their heads in an exam. Check answers as a class.

ANSWERS:

(Only the sentences where there is a mistake are given.)

- 1** I live **'ve lived** / **'ve been living** here for three years now.
I look forward to discuss **discussing** my application and ...
- 2** I am a good candidate because; :
... I will phone on Monday to check? .
- 3** I beleive **believe** I am a good candidate ...
... with many diferent **different** guests.

- 10 A** Explain to Ss that they will now write a cover email for the other job advertised. Point out that their email should be neat as someone else is going to read it. Alternatively, Ss can apply for a job of their choice. Monitor as Ss write their emails, assisting as needed. Ss should write 100–150 words and organise their email in the order shown in Ex 9B.

- B** Tell Ss to check their email for mistakes in grammar, punctuation and spelling, then swap with a partner and check their work, too. Monitor, confirming if Ss have made appropriate corrections if necessary. Remember that when teaching online, Ss can post their emails on a shared noticeboard to read, check and respond to each other's work.
- C** Number and display the emails around the room. Ss circulate, reading them and noting the numbers of ones they particularly like. When they have finished, put Ss in pairs to tell each other about one of the emails they read.

EXTRA SUPPORT: TEACHER Extend the writing task by (a) getting Ss to write questions they would expect to be asked at an interview for the job based on their email and/or (b) role-playing some job interviews. Be aware that as Lesson 3C focuses on interviews, you could save an interview based on these emails for the next lesson.

TO FINISH

Write the following questions on the board and put Ss in pairs or small groups to discuss them:

How does work reflect our changing society?

Do we all need to work?

Would Universal Basic Income (where everybody is paid even if they are not working) be effective in your society?

Why/Why not?

3C Good question

HOW TO ... | take part in an interview

VOCABULARY | personality adjectives (1); negative prefixes

PRONUNCIATION | word stress in personality adjectives

LESSON OVERVIEW

In this lesson, Ss learn personality adjectives through the context of job interviews. They also learn prefixes for making adjectives negative. This leads to a listening where they learn a range of job interview questions. Finally, Ss practise phrases for asking for clarification in job interviews.

Online Teaching

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

- **Ex 4A:** Ask Ss to write their ideas in the group chat box, so they can see each other's answers, then go through the answers together.
- **Ex 5A:** Share the activity on your screen and discuss the questions as a class.
- **Exs 6A and 6B:** Use a collaborative document to check answers. Nominate a different student to type each answer into the gaps.

Additional Materials

For Teachers:

Presentation Tool Lesson 3C
Photocopiable Activity 3C
Grammar Bank 3C
Vocabulary Bank 3C
Mediation Bank 3C

For Students:

Online Practice 3C
Workbook 3C

TO START

Write on the board: *When did you last have a job interview? How did it go?* Ss discuss the questions in pairs. If your class are younger, they could discuss the questions: *What usually happens at a job interview? How would you feel?* When they have finished, elicit answers from a few Ss in a brief class discussion. Tell Ss the lesson topic is job interviews.

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

VOCABULARY

personality adjectives (1)

- 1 A** Focus attention on the questions and ask Ss to discuss them in pairs. Younger classes could skip the first question. When they have finished, ask a few Ss to share their ideas for questions 2 and 3 as a class.

POSSIBLE ANSWERS:

1–2 Students' own answers

- 3** These sorts of surprising questions are sometimes asked in order to assess a candidate's ability to respond on the spot, to be creative and to show some of their personality.

- B** As a class, ask Ss to suggest reasons why an interview might not go well, e.g. you arrive late, you don't dress suitably. Tell them they are going to read about an interview where answering the questions went badly and decide how they could have been answered better. Ss work alone to complete the activity, then compare ideas in pairs. Check answers as a class and write any useful vocabulary on the board.

POSSIBLE ANSWERS:

Why do you want this job?

Because I want to progress my career.
Because I'd like a new challenge.
Because your company has a very good name.

What three words would your closest friend use to describe you?

That's an interesting question. I think ... (+ three realistic positive adjectives).

How much of a team player are you?

I'm a good team player.
I enjoy working with other people and they seem to like working with me.

Why are you the best person for this job?

I think I have the right experience for the job.
I have a lot to offer the company. I'm ...

What's your biggest weakness?

Some people have said that I'm too enthusiastic and I take on too much.

How do you fit an elephant into a fridge?

I'll be honest and say that I have absolutely no idea!
Let me think about that one ... erm ... put some nice fresh fruit in there?

EXTRA IDEA Ss work in pairs to ask and answer the interview questions, giving their own answers.

2A Refer Ss to the box and ask what kind of words are in it (adjectives). Tell Ss to find four of them in the text in Ex 1B. Elicit answers as a class.

ANSWERS:

independent, sensitive, flexible, enthusiastic

B Explain that Ss need to find paraphrases for the four words in Ex 2A in the text in Ex 1B. Do the first one together as an example then ask Ss to continue. Ss compare ideas in pairs before checking as a class. Note that *sensitive* and *sensible* are false friends in some languages, so check Ss fully understand the meaning of *sensitive* here. *Sensible* (meaning practical) is taught in Unit 5.

ANSWERS:

independent: *I like to do things on my own.*

sensitive: *I get very emotional when people give me negative feedback.*

flexible: The text uses *not all that flexible* and says *I like to do things my way. I don't like change, ...*. Therefore *flexible* is the opposite and means 'I can do things other people's way and I don't mind change.'

enthusiastic: *I get very excited and interested in new ideas.*

C Ask Ss to complete the sentences with the other words in the box in Ex 2A alone, then check their ideas in pairs. Check answers as a class. You don't need to drill the items, as there is a separate focus on pronunciation.

ANSWERS:

- | | |
|----------------|---------------|
| 1 confident | 3 willing |
| 2 professional | 4 responsible |

PRONUNCIATION

word stress in personality adjectives

3A Write the words from Ex 2A on the board and work on the first word with the class as an example. Ss work in pairs to count the syllables, then locate the stress in each word. Don't check answers yet.

EXTRA SUPPORT If you think it's useful to represent the stress visually, use large and small circles to do this. Write the pronunciation patterns of the words on the board and get Ss to match them with the words, e.g. Ooo (*confident*), oooOo (*enthusiastic*), etc.

B  **3.06** | Play the recording for Ss to listen and check their answers, then write the correct stress patterns on the board.

ANSWERS:

- 1 three syllables: con-fi-dent
- 2 five syllables: en-thu-si-as-tic
- 3 three syllables: fle-xi-ble
- 4 four syllables: in-de-pen-dent
- 5 four syllables: pro-fe-ssio-nal
- 6 four syllables: res-pon-si-ble
- 7 three syllables: sen-si-tive
- 8 two syllables: wi-lling

C  **3.06** | Ask Ss to listen and repeat the words chorally. Play the recording, pausing between each word. Move your arm up and down to help emphasise where the stress lies.

D Ss discuss the questions in pairs. This exercise is intended to practise the target vocabulary, but be available to help with any additional vocabulary Ss need if necessary. Elicit a few answers in feedback.

4A Ask Ss to identify the word with a negative prefix in Ex 2A. Then put Ss in pairs to try to add negative prefixes to the other adjectives. If you're teaching online, remember that Ss can write their ideas in the group chat box, so they can see each other's answers. Don't check answers other than 'independent' yet. You may want to point out that 'negative' in this context is a grammatical term which means make the meaning opposite, and that an adjective with a negative prefix may have a positive meaning – as with 'independent'.

ANSWER:

independent

B Refer Ss to the Vocabulary Bank on page 133 to check their ideas.

 page 133 **VOCABULARY BANK** negative prefixes

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

1A Ask Ss to add one of the three prefixes to the adjectives (1–20) to make them negative. Ss work alone, then compare ideas in pairs. Don't check answers yet, but explain the meanings of the positive adjectives if Ss don't know them. If Ss ask how they should decide which prefix to use, explain that there are few firm rules and that the approach here is simply to learn the pairs of adjectives.

VB

VB **B**  **VB3.01** | Play the recording. Ss listen and check their answers, then compare ideas in pairs. Check answers as a class, writing the complete words on the board to make sure Ss have added the correct prefixes.

ANSWERS:

- | | |
|------------------|-------------------|
| 1 inappropriate | 11 informal |
| 2 uncertain | 12 unhealthy |
| 3 unclear | 13 unlucky |
| 4 unconfident | 14 unnecessary |
| 5 independent | 15 unpopular |
| 6 unemployed | 16 unprofessional |
| 7 unenthusiastic | 17 irregular |
| 8 inexpensive | 18 irresponsible |
| 9 unfair | 19 insensitive |
| 10 inflexible | 20 unwilling |

2 Model or ask Ss to say a few of the adjectives, then elicit the rule as a class. As a follow-up, Ss could listen again and identify the main stress on each adjective.

ANSWER:

don't stress

3 Refer Ss to the sentences and preteach *gorgeous* (beautiful). Ss complete the activity alone, then compare ideas in pairs. Check answers as a class.

ANSWERS:

- | | |
|-----------------|-------------------|
| 1 unwilling | 7 unpopular |
| 2 unemployed | 8 uncertain |
| 3 inappropriate | 9 informal |
| 4 inflexible | 10 unenthusiastic |
| 5 unnecessary | 11 irresponsible |
| 6 unlucky | 12 unclear |

EXTRA IDEA Ss work in pairs, Student As with their books open, Student Bs with their books closed. Student As read some of the sentences in Ex 3 up to the adjective and Student Bs complete the sentence. After a few turns, they change.

How to ...
take part in an interview

5A Refer Ss to the job advert and questions. Preteach *work on-site* (work in the workplace) and *work remotely* (work away from the workplace or work at home) and *coding*. Ask Ss to discuss the questions in pairs, then check answers as a class, writing relevant vocabulary on the board. If you're teaching online, you may prefer to share the activity on your screen and discuss the questions as a class.

POSSIBLE ANSWERS:

- 1 someone with good programming skills; a creative person who is also good at communicating with other people; probably someone independent, but who is also a good team player
- 2 Students' own answers
- 3 Why do you want / are you interested in this job?
Why do you want to leave your present job?
Which programs do you have experience with?
Can you work independently?
What experience do you have working as part of a team?
What experience do you have working remotely?
What's your situation at home for working remotely? What is your home office like? What equipment do you have?

B  **3.07** | Refer Ss to the questions in the text in Ex 1B. Tell them they are now going to hear an interview for the job in Ex 5A. Ss should listen and identify which questions are asked. Play the recording. Ask Ss to compare ideas in pairs, then check the answer as a class.

EXTRA SUPPORT: DYSLEXIA Provide the questions from the text in Ex 1B on a separate piece of paper for Ss to tick, to avoid the distraction of the rest of the text.

ANSWER:

Why do you want this job?

 AUDIOSCRIPT 3.07

- A: Hi, how are you today?
B: Very well, thank you.
A: Have a seat.
B: Thank you.
A: So, tell me a bit about yourself.
B: Oh, erm, where should I start?
A: Let's keep it work-related.
B: All right. I've always loved working with computers, and doing coding. I get an idea for a new app, and I sit and create it. I'd love to show you some of my work.
A: So you like to work alone.
B: Not really, and this is what I wanted to say, that I think I'm not a typical IT person in that I like being with people, working as part of a team. It's important to me to have personal contact, even if the work itself is sort of ... solo work.
A: So why are you here today?
B: How do you mean?
A: Why do you want **this** job?
B: I've done some research about the company and I think it's doing the best work in app development. I want to be part of that, and I think I have a lot to offer.

- A: OK, so what will you bring to the company?
- B: I think one of my main strengths is that I have a problem-solving mind, and I bring in a lot of creativity in solving problems. And I'm a fast learner. I've learnt most of what I know just by doing. And as I said, I like working in a team.
- A: Tell me about a time you had a problem with a co-worker. How did you handle that?
- B: Hmm ... Can I use an example from university?
- A: Sure.
- B: At the end of my last year, we were doing a team project that was basically my thesis. There were four of us. Developing a prototype scheduling app. And the other three people kind of let me do all the work. That made me angry.
- A: And how did you deal with that?
- B: I don't think I dealt with it very well. I didn't confront them. I just did the work, and they took part of the credit.
- A: How do you think those three classmates would describe you?
- B: Oh, good question.
- A: So ... ?
- B: You know, in the end I think they respected me. I think they would say I'm professional and responsible, that I get the job done and do it well. They would definitely call me independent. That can be a good thing, I think.
- A: Is that all they would say?
- B: Are you asking what criticisms they might have?
- A: You could put it that way.
- B: I suppose they would say I'm not very flexible. In that situation, I had a clear idea of how the work should go. I wanted everyone to follow that.
- A: And is it true?
- B: Is it true that I'm not very flexible?
- A: Yes, that's what I'm asking.
- B: Well, I think I've grown up a lot since then. I think people would say that I've become more open to others' ideas.
- A: OK. I have more questions, but let's turn things around for a bit. What questions do you have for me?
- B: About the job?
- A: About the position, the company, anything.
- B: Well, first of all I'd like to ask ...

6A Put Ss in pairs and refer them to the extracts. Point out that they should write two words in each gap to complete them. Don't check answers yet. If you're teaching online, you may wish to set up a collaborative document and nominate a different student to type each answer into the gaps before they listen and check in Ex 6B.

EXTRA SUPPORT: DYSLEXIA Provide Ss with the missing pairs of words in a separate vertical list. This could be on a handout or on the board.

B  **3.08** | Play the recording for Ss to check their answers. Pause after each line or section to allow them time to write if necessary. Check answers as a class, then ask Ss to practise the extracts in pairs, taking turns at each role.

ANSWERS:

- | | |
|-------------------|-------------------------|
| 1 a bit | 6 to offer |
| 2 I start | 7 bring to |
| 3 you mean | 8 main strengths |
| 4 this job | 9 for me |
| 5 've done | 10 the job |

C Put Ss in pairs to match the phrases (1–10) with the three categories. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Provide the phrases cut up separately on slips of paper, so Ss can then move them into three groups.

ANSWERS:

Interviewer's questions: 1, 4, 7, 9

Phrases to check: 2, 3, 10

Interviewee's answers: 5, 6, 8

FUTURE SKILLS | Job interviewing



7A Read through the Future Skills box with the class. Refer Ss to audioscript 3.07 to identify three more examples of the interviewee checking they understand, then compare ideas in pairs. Check answers as a class and drill the phrases.

ANSWERS:

Can I use an example from (university)?

Are you asking (what criticisms they might have)?

Is it true that (I'm not very flexible)?

B The Grammar Bank on page 113 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 113 **GRAMMAR BANK**

The Grammar Bank focuses on the form and use of phrases for interviewers and interviewees. Read the notes with the class or give them a few minutes to read them alone, then answer any questions they have.

1 Complete the first item as an example. Point out how the word with the capital letter starts the sentence. Ss complete the exercise alone, then check their ideas in pairs. Check answers as a class.

GB

ANSWERS:

- 1 One of my main strengths is that I am very flexible.
- 2 How do you mean?
- 3 It's important for me to have new challenges.
- 4 Tell me a bit about your current position.
- 5 I think that people would say I'm highly professional. / I think people would say that I'm highly professional.
- 6 What will you bring to the company?
- 7 Where should I start?
- 8 Why are you interested in this job?

- 2** Refer Ss to the example and ask them to add the missing words to the conversation alone, then compare ideas in pairs. If they struggle, they can do the whole exercise in pairs. After checking answers as a class, Ss could practise the conversation in pairs to reinforce the language.

ANSWERS:

(Only the sentences where there is a missing word are given.)

- A: So, I have your CV, but can you tell **me** something about ...
- B: Yes, over the last few months I've **been** working as ...
- A: ... Why have you decided **to** leave your current job?
- B: ... the railways, but **it** is important for me to find a new challenge.
- A: And why a hotel? What **will/would** you bring to the company?
- B: Well, I think I have **a** lot to offer.
- B: One of my main strengths **is** that I'm ...
- B: And colleagues would **say** that I'm ...
- A: So, Vineeta, do you have any questions for me **about** the company ...
- B: Well, I've **done** some research about ...

- 3** Ask Ss to complete the conversations, explaining that there may be more than one possible answer in some cases. Ss work alone to complete the task, then check their ideas in pairs. Elicit the answers.

EXTRA SUPPORT Share the task out between pairs of Ss so that each student only has to complete two of the conversations. Put Ss together to share ideas before checking answers as a class.

ANSWERS:

- 1 should/do I start?
- 2 What do you mean by
- 3 give an example from
- 4 Are you asking

- 8** Explain that Ss will now practise using checking phrases in context. Put them in A/B pairs to ask and then seek clarification about the questions and point out that they don't need to answer the questions in full at this point. When they have finished, ask a few pairs to demonstrate their exchanges in feedback.

EXTRA SUPPORT: TEACHER The intention here is to prepare Ss for the speaking activity to come, so Ss don't need to actually answer the questions, but they can give short answers if they want to. However, if you have time and wish to extend the practice, you could make answering them fully a requirement.

SPEAKING

- 9** Explain that Ss will now take turns to interview each other for job roles. Put Ss in A/B pairs and refer them to the relevant pages.

Give Ss plenty of time to read their role for Roleplay 1 and prepare what they're going to say. Monitor and offer help where necessary. When they are ready, Ss roleplay the interview. Monitor and make notes on their language use for later feedback. When they have finished, correct any common errors and/or highlight any examples of good language use as a class.

Ss change roles. Give them time to read and prepare for Roleplay 2 before they complete it. And again, monitor and provide feedback on common errors and good language use. In feedback, ask Ss which role, human resources manager or job applicant, they found most challenging and why and give general feedback on their use of checking phrases.

EXTRA: HOW TO ... Put Ss in pairs to reuse the job adverts from Lesson 3B and practise job interviews further. They take turns as interviewer and interviewee. While they do this, monitor, assisting as necessary.

TO FINISH

Put Ss in pairs to discuss other aspects important in a successful interview, e.g. what to wear, timing, researching the company in advance, etc.

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

► page 148 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 202

3D BBC Street Interviews

This or that?

GRAMMAR | expressing preferences

SPEAKING | 'This or That?' questions

WRITING | a discussion board post

LESSON OVERVIEW

In this lesson, Ss talk about their preferences. The context is a video of interviews with people talking about their preferred job. This leads into a focus on phrases for expressing preferences. Ss then do a speaking activity where they practise talking about their own preferences. The lesson ends with a writing activity where Ss write a contribution to a discussion board.

Online Teaching

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

- **Exs 2 and 3A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 3B:** Share your screen and enable the annotate function so individual Ss can add the answers, before watching again and checking as a class.
- **Ex 5A:** Ss write their questions in the group chat box. Correct and drill questions as necessary.
- **Ex 5B:** Focus on the phrases in the main room, then ask Ss to practise using them in breakout rooms. Briefly visit each room, then ask Ss to report back on return to the main room.

Additional Materials

For Teachers:

Presentation Tool Lesson 3D

Online Digital Resources

Grammar Bank 3D

Videoscript 3D: BBC Street Interviews

For Students:

Online Practice 3D

Workbook 3D

TO START

Put Ss in pairs. Give them two minutes to make a list of jobs they know, then see who has the longest list in the class and ask them to share their ideas. Write any useful vocabulary on the board and ask other pairs to contribute any additional ideas they had. Ask Ss to decide which are the best and worst jobs on their list for them and say why. Tell Ss that today's lesson is about expressing preferences.

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

PREVIEW

- 1 Preteach *suit you* (be good for your skills and/or personality), then put Ss in pairs to ask and answer the questions. See what kinds of jobs are popular in feedback.

EXTRA SUPPORT With weaker classes, provide an example to give Ss a clear idea of what you are expecting, e.g. 'When I was growing up, I wanted to be a lawyer,' 'I think being an actor would suit me now. It's not very different to teaching!', 'Being a footballer definitely wouldn't suit me. I hate exercise!'

VIEW

- 2 ▶ Refer Ss to the first question (*How many speakers talk about more than one job?*) and ask them to count how many people mention more than one job as they watch the street interviews. Play the video, then ask Ss to compare ideas in pairs. Check answers as a class. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue.

Ss then write the words *sports* and *entertainment* in their notebooks, and make notes under these when one of the speakers mentions a related job. Preteach *PE* (Physical Education; a school subject) and play the first section of the video again. Put Ss in pairs to compare ideas, then check answers as a class. Ask Ss which jobs they liked best when they were very young and which are popular with children in their country now.

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

ANSWERS:

Three speakers talk about more than one job: Monica (doctor, lawyer, astronomer), Daniel (astronaut, doctor) and Rohan (electrician, musician / reggae singer).

Sport: Dara wanted to be a PE teacher and Des wanted to be a footballer.

Entertainment: Tian and Sky wanted to be actors and Rohan wanted to be a musician / reggae singer.

3A ▶ Ss watch the second part of the video, noting the jobs beside the names, then compare ideas in pairs. Play the video again if necessary, then check answers as a class.

EXTRA SUPPORT: DYSLEXIA Provide Ss with a vertical list of the jobs for them to match with the names as they watch.

ANSWERS:

- | | |
|-----------------------|------------------|
| 1 (Dara) teacher | 6 (Daniel) chef |
| 2 (Monica) journalist | 7 (Sky) farmer |
| 3 (Des) author | 8 (Rohan) author |
| 4 (Eva) farmer | 9 (Anais) chef |
| 5 (Tian) politician | |

B ▶ Put Ss in pairs and refer them to the activity. Allow time for them to read and complete the sentences, but explain that you don't expect them to remember everything and that they can guess information if necessary. Ss then watch the second part of the video again and check their ideas, then compare with another pair. Check answers as a class. Remember that, if you're teaching online, you can share your screen and enable the annotate function so individual Ss can complete the extracts, before watching again and checking as a class.

ANSWERS:

- | | |
|----------------------|------------------|
| 1 children, children | 6 cooking |
| 2 world | 7 nature |
| 3 people, home | 8 stories, story |
| 4 arguing | 9 dishes |
| 5 arguing | |

EXTRA IDEA In pairs, Ss read the sentences again and say which of the speakers they agree with.

GRAMMAR

expressing preferences

4A Ask Ss to choose the correct words in each sentence, then compare ideas in pairs. If you're short of time, project the exercise on the board and complete it as a class. Check answers.

ANSWERS:

- 1 rather 2 would 3 prefer 4 go for

B The Grammar Bank on page 114 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 114 **GRAMMAR BANK**

Check understanding of the notes with the class, making sure Ss understand the verb forms that follow the different phrases (including the negative) and the use of *than* in making a comparison. The exercises all focus on form.

1 Do the first item as a class and point out that the key phrase to help Ss choose the correct word is *In general*. Ask Ss to continue the exercise alone, then compare ideas in pairs. Check answers as a class, writing them on the board and referring Ss back to the notes if necessary.

ANSWERS:

- | | | |
|-----------|-----------------|---------------|
| 1 do | 2 to | 3 would |
| 4 much | 5 cooking | 6 eating |
| 7 to have | 8 'd rather not | 9 sit |
| 10 to be | 11 sit | 12 far rather |

EXTRA IDEA Ss practise the completed conversations in pairs.

2 Do the first item with the class as an example. Point out that slashes usually indicate a missing word. Ss write sentences individually, then compare ideas in pairs. Check answers as a class.

ANSWERS:

- 1 I'd rather have something to eat.
- 2 I'd prefer to carry on until we finish / 've finished.
- 3 I'd rather not make a comment at this moment.
- 4 I'd go for the first one (which/that) we saw.
- 5 Where would you rather go?
- 6 I'd prefer to wait (for) a few days.

EXTRA IDEA: DIGITAL Ss practise reading the conversations in pairs, aiming to improve their pronunciation, then record themselves and listen back to themselves and others.

EXTRA CHALLENGE Ss write an extension to one of the short conversations, then perform it for the class.

- 3** Do the first item with the class as an example and point out that in some sentences Ss will need to change the form of the words in brackets. Ss rewrite the sentences individually, then compare ideas in pairs. Check answers as a class.

EXTRA SUPPORT This exercise could be divided in half, with some Ss rewriting sentences 1–6 and others 7–12; or into three with some Ss rewriting sentences 1–4, some 5–8 and others 9–12. Ss then come together to share and complete their answers.

ANSWERS:

- 1 I'd prefer not to talk about it right now.
- 2 Would you rather stay in or go out on Saturday?
- 3 Hu Min prefers walking to running.
- 4 We'd prefer not to miss our deadline.
- 5 I'd rather avoid an argument with the manager.
- 6 Kanye prefers rugby to football.
- 7 Most people prefer being early to being late.
- 8 We'd rather not queue.
- 9 Would you prefer to go on your own to see Luke?
- 10 Would they rather go sightseeing than relax on the beach?
- 11 They definitely preferred living in the country.
- 12 Sven would rather be a teacher than a student.

SPEAKING

'This or That?' questions

- 5A** Refer Ss to the list and example question. Put them in pairs and explain that they should write questions for the remaining pairs of items. Monitor, assisting as necessary. With online classes, remember that Ss can write their questions in the group chat box. When they have finished, elicit and drill the completed questions.

EXTRA SUPPORT You could point out that when we offer a choice of two things, there is a rise–fall intonation on the two options, e.g. '... a dentist (↗ rise) or a vet (↘ fall)?'.

POSSIBLE ANSWERS:

Where would you prefer to live, in the city or in the country?

Which would you rather have as a pet, a cat or a dog?

Where would you prefer to spend your holiday, in the mountains or at the beach?

Which flavour of ice cream do you prefer, chocolate or vanilla?

- B** Read the Key phrases as a class. Ask Ss to provide sample completions to some of them, reminding them of the correct verb forms if necessary. Put Ss in pairs (in breakout rooms with online classes) to ask each other their questions from Ex 5A and use the Key phrases in their answers. Monitor, assisting with vocabulary and pronunciation if necessary. Ask a few pairs to share something interesting they discussed in feedback, writing any useful vocabulary on the board.

EXTRA SUPPORT: TEACHER Point out that *I'd much rather/prefer ...* suggests a stronger preference than *I'd rather/prefer ...*. We can also say *I'd far rather ...* and *I'd definitely prefer ...*. When we use these more emphatic phrases, the extra word is stressed, e.g. *I'd much rather ...*.

- 6** Put Ss in A/B pairs and refer them to the relevant pages to prepare their part of the activity. When they are ready, pairs take turns to ask and answer the questions, using the Key phrases where possible. Monitor their use of the Key phrases and when they have finished, give feedback and add useful language to the board.

EXTRA SUPPORT With weaker classes, put Ss in pairs or groups with Student As together and Student Bs together to help each other prepare their questions first. Discretely check each pair's or group's questions before putting them in A/B pairs for the question-and-answer activity.

WRITING

a discussion board post

- 7A** Ask Ss for a show of hands of who can and who can't drive, then ask a few of them if they prefer driving or being a passenger. Tell Ss they'll read some comments on this question and need to decide which one they agree with most. Preteach *stare* (look in a fixed way), *for a living* (as a job) and *concentrate*. Give Ss a few minutes to read the discussion board posts alone, then put them in pairs to compare ideas. Elicit a few answers in feedback.

EXTRA SUPPORT: DYSLEXIA You could record the posts before the class so Ss can listen as they read. Alternatively, you could read them with the class.

- B** Read the instruction to the class. Ss work individually and, on a piece of paper, write a question like the ones in Ex 5A using the ideas in the box or their own ideas. They then write their own answer to the question and give reasons, using the comments on the website as models. Monitor and help and correct.

EXTRA IDEA: DIGITAL Ss can post their questions on a class webpage and answer them there.

- C** Put Ss in groups of four or five and ask them to swap papers with each other. Ss read each other's questions and comments and then add their own comments in the style of the discussion board in Ex 7A. They keep swapping papers until everyone in the group has answered all the questions.

EXTRA CHALLENGE Stronger classes could do this as a group writing and speaking activity. Collect the questions, then number and pin them around the room. Ss walk around reading the questions and writing answers in their notebooks. When they have finished, Ss can read their questions aloud and listen to answers from different Ss in the class.

- D** When they have finished, Ss return the papers to the student who started each post. Each student reads out the different answers to their question and guesses who gave each one. Ask a few Ss to report back on any answers they found surprising in feedback.

TO FINISH

Write the following questions on the board:
Would you rather study grammar or vocabulary?
Do you prefer reading or listening?
What's your favourite kind of lesson?

Put Ss in small groups to discuss the questions. Encourage them to give reasons for their opinions, then elicit some answers in feedback. Bear their preferences in mind for future lesson planning.

3 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 4A and 5A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

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

- **Exs 1B and 2B:** Put Ss in breakout rooms in pairs for these exercises.
- **Ex 2A:** Use a collaborative document and enable the annotate function for Ss to highlight and check answers.
- **Ex 4A:** Ask Ss to write their answers in the group chat, then go over them as a class in the main room.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 3 (Grammar: conditional structures: *unless, even if, in case (of)*, necessity, obligation and permission, expressing preferences; Vocabulary: work phrases, work, personality adjectives (1), negative prefixes; How to ... take part in an interview). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

conditional structures

- 1 A** This exercise focuses on the meaning of the conjunctions. Do the first item with the class, clarifying the difference between the two answers if necessary. Ask Ss to complete the rest of the sentences, then compare ideas in pairs. Check answers as a class, with Ss reading the pairs of sentences aloud. Discuss alternatives Ss suggest and any change in meaning.

ANSWERS:

- | | |
|-----------------------|---------------------|
| 1 a even if | b unless |
| 2 a unless | b in case of |
| 3 a in case | b unless |
| 4 a in case of | b even if |

- B** In pairs (in breakout rooms with online classes), Ss discuss the statements they agree with, giving reasons for their answers. When they have finished, ask a few pairs to share one interesting point they discussed.

necessity, obligation and permission

- 2A** This exercise focuses on both meaning and form. Check Ss understand *carry-on* and *seatbelt*. Do the first item as an example and ask Ss to choose the correct words alone, then check their ideas in pairs. Check answers as a class and drill the structures as needed. If you're teaching online, you can use a collaborative document and enable the annotate function for Ss to highlight and check answers.

ANSWERS:

- | | |
|--------------------------|-------------|
| 1 permitted, are allowed | 4 supposed |
| 2 necessary | 5 've got |
| 3 removed | 6 essential |

- B** Ask Ss to work in pairs (in breakout rooms with online classes) to read each sentence and decide where it might be said. Discuss the first situation or context as an example if necessary, eliciting Ss' ideas and reasons. Check answers as a class.

POSSIBLE ANSWERS:

- 1 taking a language exam
- 2 at a library
- 3 at airport security
- 4 while driving; or possibly on an escalator or moving pavement
- 5 at immigration; when checking in at an airport
- 6 while driving or riding in a car

EXTRA IDEA Ask Ss to write a new rule for each situation or context, using the phrases in bold from Ex 2A. Monitor as they do this, assisting as necessary. Put Ss in pairs to read out their sentences to a partner, who tries to guess the situation or context.

expressing preferences

- 3A** Do the first item as an example, then put Ss in pairs to read and identify the places. Check answers as a class, accepting any reasonable answers.

POSSIBLE ANSWERS:

- 1 at a hotel
- 2 at a restaurant
- 3 at a gym
- 4 at a doctor's surgery or in a hospital

- B** Ask Ss to choose a new place alone and monitor as they make sentences related to it using the phrases in bold in Ex 3A. In pairs, Ss then take turns to read their sentences and guess each other's places. Ask a few pairs to read their sentences aloud to the class in group feedback.

VOCABULARY

- 4A** Explain that the missing words are all personality adjectives or work words and phrases and point out that Ss have the first letter of each word to help them. In feedback, ask Ss to write the words on the board and check spelling. Remember that, if you're teaching online, you can ask Ss to write their answers in the group chat, then go over them as a class in the main room.

EXTRA SUPPORT: DYSLEXIA Give Ss the completed words in a vertical list, in the incorrect order, to hold alongside the task.

ANSWERS:

- | | | |
|-------------|----------------|--------------|
| 1 confident | 2 enthusiastic | 3 exploiting |
| 4 lot done | 5 the way | 6 handle |

- B** Ask Ss to work with a partner and make a list of personality adjectives and work words and phrases. Monitor, assisting as needed.

EXTRA IDEA Put Ss in new pairs or small groups to take turns to give examples and/or definitions for the words and phrases in their lists. Their partner or the group tries to identify the word or phrase.

- 5A** Check Ss understand *commuting* (travelling regularly to and from work) and elicit some advantages and disadvantages of remote working. Add these to the board and then ask Ss to read the text quickly and check if their ideas are mentioned. Refer Ss to the options below the text and ask them to read more carefully and choose the correct options. Don't go through the answers yet.

- B**  **R3.01** | Play the recording. Ss listen and check their answers. Check answers as a class.

ANSWERS:

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

TO FINISH

In pairs or groups, ask Ss to discuss which aspects of grammar and vocabulary they found most challenging in this unit and what they would like to spend more time on. To give them more support, you could write some sentence beginnings on the board to complete, e.g. *The vocabulary in this unit was ...*, *The thing I liked the most was ...*, *I have some doubts about ...*.

4 fact or fiction?

Global Scale of English **LEARNING OBJECTIVES**

4A Hoax!

- **READING** | Read about a hoax: truth and lies
- **Pronunciation:** silent consonants
- **Retell the story of a hoax:** past plans and intentions

GSE INFORMATION

READING

52 Can follow chronological sequence in a formal structured text.

VOCABULARY

43–58 Can use language related to correct, true or incorrect, untrue.

43–58 Can use language related to doubt, belief, or disbelief.

GRAMMAR

56 Can use 'meant/planned/intended' + 'to' + infinitive to talk about past plans and intentions.

58 Can use a range of verbs in the past continuous to refer to past plans and intentions.

SPEAKING

56 Can summarise and comment on a short story or article and answer questions in detail.

4B Documentary

- **LISTENING** | Understand people talking about favourite documentaries: adjectives to describe films; films and film-making
- **Present a pitch for a documentary:** indirect and negative questions
- **Pronunciation:** intonation in indirect and negative questions
- **Write a review**

GSE INFORMATION

GRAMMAR

52 Can ask negative questions with 'wasn't', 'didn't', etc.

LISTENING

51 Can follow an everyday conversation or informal interview on common topics.

VOCABULARY

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

SPEAKING

55 Can express their thoughts in some detail on cultural topics (e.g. music, films).

WRITING

52 Can write a simple review of a film, book or TV programme.

4C News

- **HOW TO ...** | talk about the news: news headlines; the news
- **Pronunciation:** word stress in adverbs for summarising

GSE INFORMATION

VOCABULARY

43–58 Can use language related to newspapers and magazines.

HOW TO

52 Can discuss the main points of news stories about familiar topics.

SPEAKING

52 Can express opinions and attitudes using a range of basic expressions and sentences.

4D Fake friends

- **BBC PROGRAMME** | Understand a TV programme about keeping secrets
- **Have a conversation with an old friend**
- **Write a personal email/letter**

GSE INFORMATION

VIEW

50 Can recognise a speaker's feelings or attitudes.

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

SPEAKING

53 Can use a basic repertoire of conversation strategies to maintain a discussion.

WRITING

55 Can write personal emails/letters, reporting recent events in detail.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 4A. It shouldn't be exploited or taught at length, just played once or twice in class.

► Write the following words on the board: *biography, film, news, documentary, story, novel*. Put Ss in pairs and ask them to organise the words into two categories, but don't specify what the categories you are thinking of are. When they have finished, elicit their answers (they may come up with different ideas, which is fine if they can justify them) and tell them the two categories you were thinking of were *fact* and *fiction* (fact: biography, news, documentary; fiction: film, story, novel). Discuss what the terms mean and explain that Ss are going to watch a video with people talking about whether they prefer true stories (fact) or fiction. Play the video. Ss complete the first part of the task alone. Check answers as a class, then put Ss in pairs to discuss the question in part 2. Conduct feedback.

ANSWER:

1 More speakers prefer true stories to fiction.

EXTRA IDEA If Ss want to watch the video again outside class, you could ask them to listen and note which two genres are mentioned by more than one speaker.

ANSWER:

Documentaries and biographies are mentioned by more than one speaker.

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

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

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

Additional Materials

For Teachers:

Presentation Tool Unit 4

Online Digital Resources

Videoscript Unit 4 Opener: BBC Vlogs

4A Hoax!

GRAMMAR | past plans and intentions

VOCABULARY | truth and lies

PRONUNCIATION | silent consonants

LESSON OVERVIEW

In this lesson, Ss talk about truth and lies. They start by reading a hoax story from which they learn vocabulary related to truth and lies, then practise the pronunciation of silent consonants. They then review and practise verbs to express past plans and intentions. Finally, Ss practise retelling and adding their own comments to a hoax story.

Online Teaching

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

- **Ex 1C:** Create a click and drag exercise where Ss put the summary sentences in the correct order.
- **Ex 3A:** Play the recording, reminding Ss to mute their microphones. Use the chat box to elicit answers from the whole class, then nominate individuals to say and confirm the correct answers.
- **Ex 5B:** Put Ss in breakout rooms. They could use the whiteboard or chat box to record each other's sentences before reporting back to the class. However, note that when they return to the main room, this may no longer be accessible.

Additional Materials

For Teachers:

Presentation Tool Lesson 4A

Photocopiable Activities 4A

Grammar Bank 4A

For Students:

Online Practice 4A

Workbook 4A

TO START

If you can, play a video or audio extract of rap or hip hop music and show some pictures of well-known hip hop artists, e.g. *Grandmaster Flash, the Sugarhill Gang, Tupac Shakur, Jay-Z*, etc. Ask Ss to identify the music style, then briefly discuss where it originates (see Extra Support: Teacher in the Reading section of these notes) and if they like it.

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

READING

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

EXTRA SUPPORT: TEACHER Hip hop is a style of music created by African Americans, Latino Americans and Caribbean Americans in the 1970s in the Bronx, New York City. Hip hop is associated with breakdancing and one explanation for its name is that it combines *hip* = fashionable with *hop* = a leaping movement. Note that while rap is primarily a musical style, hip hop is a subculture that includes style of dress, dance and more.

- 1 A** Ask Ss to read the definition, then discuss the questions in pairs. If they struggle to think of ideas, give an example, e.g. instant messages or emails warning of a non-existent threat that download a virus to your device when clicked on, etc. When they have finished, elicit answers from around the class.
- B** Tell Ss they're going to read about a hoax. Refer them to the text and questions and give them three minutes to read the text quickly, ignoring the words in bold, then discuss their answers to the questions in pairs. Check answers as a class.

ANSWERS:

- 1 That they were from California / the USA.
- 2 They became more successful.
- 3 They told the truth and a film was made of their story.

- C** Preteach *summary*. Ask Ss to read the text again and put the events of the story (a–h) in order, then compare ideas in pairs. Check the answer as a class. If you're teaching online, remember you could create a click and drag exercise where Ss put the summary sentences in the correct order.

EXTRA: ALTERNATIVE IDEA For greater support, make this a kinaesthetic task by preparing enlarged copies of the sentences (a–h) for each pair of Ss, cut up into strips. Pairs can then move and change them around until they reach a satisfactory order for the summary.

ANSWER:

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

- D** Check Ss' know the word *talent* (a natural ability rather than a skill developed through training). Ask Ss to discuss the questions in pairs, then conduct feedback.

VOCABULARY

truth and lies

- 2 A** Ss locate the words in bold in the text and discuss their meaning, using the context to help. Point out that we can find out the part of speech through context as well, e.g. in *The hoax was turned into a film.*, 'hoax' is a noun as it's preceded by 'The'. If Ss struggle to paraphrase the meanings and you have a monolingual class, ask them to agree on translations for the words and phrases.

EXTRA SUPPORT: DYSLEXIA Remind Ss to cover the parts of the text they're not working on, to avoid distraction. You could also read (or ask individual Ss to read) sections of the text aloud, then give them time to discuss the vocabulary.

- B** Focus Ss' attention on the sentences and do the first item as a class. Ss work alone to complete the sentences, changing the verb forms as required, then compare ideas in pairs. Check answers as a class, nominating individuals to read out the sentences. Drill and get Ss to identify stress in the target vocabulary, correcting if the pronunciation is not right. Point out that we *tell the truth* or *tell a lie*, not *say*, and that *live a lie* and *come clean* are both quite informal expressions.

ANSWERS:

- | | |
|-----------|------------------|
| 1 deceive | 5 make up |
| 2 pretend | 6 tell the truth |
| 3 scheme | 7 come clean |
| 4 doubt | 8 live a lie |

- C** Ask Ss to work alone to think of examples, then put them in pairs to discuss their ideas. Monitor, providing feedback on Ss' use of the vocabulary for truth and lies in feedback.

PRONUNCIATION

silent consonants

- 3 A**  **4.01** | Give Ss time to read the words, encouraging them to say them aloud to help identify the letter that is not pronounced. Play the recording. Check answers as a class, pointing out that we pronounce the *g* in the noun *signal*, but not in the verb *sign*. With online classes, when you play the recording, remind Ss to mute their microphones. You can then use the chat box to elicit answers from the whole class, then nominate individuals to say and confirm the correct answers.

EXTRA SUPPORT: DYSLEXIA Encourage learners to record the sound–spelling relationships in the words by using colours in their notes to highlight or cross out the silent letters.

ANSWERS:

1 h 2 b 3 g 4 w 5 l 6 t

- B**  **4.01** | Play the recording again for Ss to listen and repeat the words.

GRAMMAR**past plans and intentions**

- 4A** Remind Ss that sentences a–d relate to the hoax in the text in Ex 1, so the context is clear. Ask Ss to discuss the questions in pairs, then check answers as a class.

ANSWERS:

1 a and b 2 c and d

- B** This exercise involves identifying the form of past plans and intentions. Do the first item with the class, then ask Ss to continue the task in pairs. Elicit answers in feedback.

ANSWERS:

- 1 d (weren't expecting)
2 c (thought they'd = thought they would)
3 a (planned to) and b (intended to)

- C** The Grammar Bank on page 115 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB page 115 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. You might want to divide this into sections and ask questions after each one to check understanding. Point out the slightly greater formality of *intend* compared with the other forms.

- 1** This exercise focuses on the form of the verbs. Explain that Ss should focus on the words before and after the gaps to help them choose the correct option for each sentence. Ss work alone to complete the exercise, then compare ideas in pairs. Check answers as a class, asking Ss to read the completed sentences aloud.

ANSWERS:

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

- 2** This exercise focuses on using the form *was/were going to*. Preteach *ridiculous* and ask Ss to work alone to complete the sentences using the target structure and the verbs in the box, then compare ideas in pairs. Check answers as a class, asking Ss to read the completed sentences aloud. Drill as needed, placing the stress on *going*, e.g. *were going to watch*. Fast finishers or stronger classes could practise substituting other verbs, e.g. *intending*, *meant*, etc. for *was/were going to* in the completed sentences.

ANSWERS:

- 1 were going to watch
2 Were they going to tell
3 were going to make
4 was going to wear
5 Were you going to walk
6 was going to visit
7 was going to send
8 Were they going to arrive

- 3** Ask Ss to work alone to match the sentence halves, then compare ideas in pairs. In feedback, ask one student to read a sentence beginning and another to say the ending, drilling pronunciation as needed.

EXTRA SUPPORT: DYSLEXIA Copy and cut the sentence endings into strips, so Ss with dyslexia can move them around and try them against the different sentence beginnings.

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

EXTRA CHALLENGE You could ask fast finishers to write their own endings for some of the sentence beginnings, then read them to a partner to check.

- 5A** Write the first sentence beginning on the board and complete it with your own idea, e.g. 'When I was a child, I planned to become a vet, but I never did.' Ask Ss to work alone to complete the sentences. Monitor, offering support as needed and allowing Ss plenty of time to think about both ideas and language.
- B** Ask Ss to read their sentences to a partner and decide whether they are telling the truth or not. With online classes, put Ss in breakout rooms and suggest they use the whiteboard or chat box to record each other's sentences before reporting back to the class.

EXTRA: ALTERNATIVE IDEA Ask Ss to complete the sentences with two true and two false (but believable) facts about themselves. Demonstrate the task with your own idea, or use the example sentence from the notes for Ex 5A. Tell Ss they can ask you questions to discover if you are telling the truth or not, then ask them to complete their own sentences in a similar way. Ss then work in pairs or small groups, sharing their sentences and guessing which are true and which are false. Monitor, assisting with vocabulary as needed.

SPEAKING

FUTURE SKILLS | Communication



6 Explain to Ss that they are going to retell the story of a hoax in their own words. Focus on the Future Skills box, pointing out that the adjectives in it refer to emotional responses. Ask Ss to work in pairs to list adjectives, then write their ideas on the board. You could organise their adjectives into positive and negative categories, or organise them into a substitution table with the phrases in the Future skills box, e.g. 'The interesting/funny/nice thing was ...'; 'This was the strange/amazing/funny part ...'. Try adjectives Ss suggest in position, as some may not be grammatically or lexically correct.

EXTRA SUPPORT Provide weaker classes with a bank of adjectives to sort into positive and negative categories, e.g. *amazing, shocking, interesting, worrying, sad*, etc.

7A Put Ss in A/B pairs and preteach *shaving cream, blindfolded* and *ready-made*. Ask them to read their text alone, then retell it to their partner. Monitor as they retell the stories, checking their use of verb patterns and vocabulary from the lesson. When they have finished, provide feedback by writing examples of good language and errors on the board for Ss to evaluate.

EXTRA SUPPORT With weaker or mixed ability classes, first group Student As together and Student Bs together to prepare for the activity in pairs or groups, depending on your classroom set up. Student As and Bs can then each work together, reading through and rehearsing what they will say. Check answers with each group discretely before putting Ss in A/B pairs for the retelling activity.

ANSWERS:

Student A

- 1 to have a restaurant
- 2 to expose how ratings websites can't be trusted
- 3 the public
- 4 The restaurant became too successful.
- 5 Yes. He wrote an article for *Vice* magazine, explaining his plan.

Student B

- 1 to be from a rich family
- 2 to live a rich person's lifestyle and start a \$40 million private club
- 3 bankers, hotel owners and new 'friends'
- 4 She got caught and went to prison.
- 5 No. She later said she wasn't sorry for her actions, and claimed that she had intended to pay all the money back.

B In their pairs, Ss discuss the questions. Conduct a class discussion of their answers to questions 1 and 2. As feedback on question 3 might be time consuming, reduce time spent on it as needed.

EXTRA IDEA For writing practice, Ss write up one of the hoax stories they talked about in question 3, using narrative tenses. They can share these with other Ss online or in class or it can simply be a homework task. Alternatively, Ss can write a summary of the story they read about in Ex 7A. Refer them to Ex 1C for a model summary.

TO FINISH

Introduce the term *a white lie* (a lie to save someone's feelings) and give an example, e.g. 'My friend had a terrible haircut and when she asked me, I said it looked good.' Put Ss in pairs to discuss the question: *Is it ever OK to tell a lie?*, then elicit some example answers.

4B

Documentary

GRAMMAR | indirect and negative questions

VOCABULARY | adjectives to describe films; films and film-making

PRONUNCIATION | intonation in indirect and negative questions

LESSON OVERVIEW

In this lesson, Ss talk about documentaries. The lesson begins with Ss reading about documentaries. They focus on the indirect and negative questions in the text and practise the intonation of these. They then listen to people discussing their favourite documentaries and study language related to films and film-making, with a particular focus on adjectives. Next, Ss prepare and practise delivering a pitch for a documentary. Finally, Ss read a film review, study adverbs that could be used in one and write their own review.

Online Teaching

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

- **Ex 2A:** With cameras off, Ss read the interview and prepare a one-sentence summary. After a few minutes, they turn cameras back on to discuss their answers.
- **Ex 5A:** Read each sentence aloud then ask Ss to put their answer in the group chat. When they have done this, confirm the correct answer.
- **Ex 9:** Ss post their reviews on a collaborative noticeboard so they can read each other's work.

Additional Materials

For Teachers:

Presentation Tool Lesson 4B
Photocopiable Activities 4B
Grammar Bank 4B
Vocabulary Bank 4B

For Students:

Online Practice 4B
Workbook 4B

TO START

If possible, show a still or short clip from a popular documentary, such as *Planet Earth*. Alternatively, write the word *documentary* on the board and elicit the meaning. Ask: *What is the purpose of documentaries? Are there any recent ones that you have enjoyed?* Elicit a few ideas as a class.

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

GRAMMAR

indirect and negative questions

- 1 Put Ss in groups of three or four to discuss the questions. Elicit ideas as a class, adding any useful vocabulary to the board.
- 2A Check the meaning of *blogger* (someone who writes regular online content, usually with a specific focus) and explain that Ss will read a short interview with a film blogger. Refer Ss to the text. Give them two minutes to read and answer the question, then ask them to check with a partner before eliciting the answer. Elicit or teach the meaning of *fly-on-the-wall* in this context (the camera is unobtrusive and filming appears very real). If you're teaching online, ask Ss to turn their cameras off before they read the interview and prepare a one-sentence summary of it. After a few minutes, they turn their cameras back on to discuss their answers.

ANSWER:

The blogger says that social media is about the quick exchange of ideas and information, but documentaries go deeper into a story in a way that social media can't.

EXTRA IDEA In pairs, Ss ask and answer the first, second and final questions in the text.

EXTRA IDEA: DIGITAL If Ss are interested in the topic, you could ask them to go online in or out of class to watch or find out more information about the documentary.

- B Put Ss in pairs to discuss their reaction to the blogger's opinions and how social media and documentaries differ. If they struggle to come up with ideas, write some prompts on the board, e.g. *truthful, reliable, length*, etc. Collate Ss' ideas on the board during feedback.
- C Focus attention on the interviewer's questions. If you have an interactive board, project the '3-minute interview' and highlight them there. Ask Ss to answer questions 1–3 in pairs. When checking answers as a class, mention that they will see more opening phrases for indirect questions in the Grammar Bank shortly.

ANSWERS:

- 1 What's your favourite documentary?
- 2 Wasn't it an Oscar winner?, Don't you think the popularity of documentaries right now is partly because of the rise of social media?
- 3 Could you tell us what it's about?, Do you know where we can find this film?

D The Grammar Bank on page 116 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶▶ page 116 GRAMMAR BANK

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

- 1 This exercise focuses on recognising the correct form. Do the first item with the class, making it clear that there is only one correct answer in each case. Monitor as Ss complete the rest of the exercise alone. Tell them to refer to the rules if necessary, then compare ideas in pairs. Check answers as a class.

ANSWERS:

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

- 2 This exercise focuses on form. Do the first item as a class, reminding Ss of the form of indirect questions if necessary. Monitor as they do the exercise, prompting self-correction if possible. Check answers as a class, asking Ss to read the pairs of questions aloud, and drill the negative and indirect questions.

ANSWERS:

- 1 Can you tell me what time it starts?
- 2 Don't you think it will make a difference?
- 3 Wouldn't you say that this is his best film?
- 4 Can I ask if you have ever seen one of these before?
- 5 Do you know what the problem is?
- 6 Could you tell me what you think of the idea?

- 3 Refer Ss to the interview. Ask them to work alone to choose the correct alternatives, then compare ideas in pairs. Check answers by asking different Ss to read sections of the interview.

EXTRA SUPPORT With weaker classes, you may want to preteach *orphan*, *discourage*, *determined* and *inspirational*.

ANSWERS:

- | | |
|--------------------|----------------|
| 1 you thought | 5 Wasn't |
| 2 Didn't it | 6 didn't |
| 3 Can I ask you | 7 Wouldn't you |
| 4 she fell in love | |

EXTRA IDEA Ss practise reading the interview aloud in pairs once you have checked answers. They could record themselves as an additional challenge, then listen back to their pronunciation.

PRONUNCIATION

intonation in indirect and negative questions

- 3A 4.02 | Refer Ss to the question, then play the recording twice and elicit the answer.

ANSWER:

high

- B Write *Where is the bank?* on the board and elicit a way to complete the first question prompt with the information (*Can you tell me where the bank is?*). Make sure Ss form the question correctly, then model the pronunciation, emphasising the intonation. Put Ss in pairs to take turns to form and say questions, using the question prompts. Their partner should answer their questions, if possible.

EXTRA SUPPORT With weaker classes, focus first on getting Ss to use the correct structures to complete the prompts. They can write their questions out in full if helpful. Monitor and correct them discretely before putting Ss in pairs to practise asking and answering their questions. When they have done this, encourage them to close their notebooks and ask the questions again without referring to their notes. Ask a few pairs to ask and answer in front of the class.

EXTRA IDEA: DIGITAL Ask Ss to record themselves saying the questions in Ex 3A and/or some of their questions from Ex 3B, then listen back and decide if their pronunciation is correct or not.

LISTENING

- 4A 4.03 | Ask Ss to look at the photos and say what they can see. In pairs, Ss discuss the question. Elicit ideas and write their predictions on the board, along with any useful vocabulary. Play the recording for Ss to check their ideas, then tick off the correct predictions on the board as a class.

EXTRA SUPPORT: TEACHER *My Octopus Teacher* was made by film-maker Craig Foster in 2020 and won an Oscar.

Sebastião Salgado is a Brazilian photographer who first qualified as an economist. His photography often portrays people living in desperate economic circumstances and he has produced several documentary series during his career.

ANSWERS:

My Octopus Teacher is about a diver who spent every day for a year with a wild octopus.

The Salt of the Earth is about the life of photographer Sebastião Salgado.

AUDIOSCRIPT 4.03

P = Presenter A = Amy D = Dave

P: Hello and welcome to the Documentary Podcast, where today we're looking at the power of a documentary to change the way we think about the world. We have two guests with us in the studio and they're going to tell us about some of their favourite documentaries. Let's start with you, Amy.

A: Hello.

P: First of all, Amy could you tell us what your documentary is called?

A: Yes, I'm going to talk about *My Octopus Teacher*.

P: OK, so, what's it about?

A: It's the extraordinary story of a diver who makes friends with a wild octopus over the period of a year.

P: That sounds unusual. And can you explain what you found so interesting about it? What did you learn?

A: Well, the film-maker, Craig Foster, was basically suffering from stress at work, so he decided to spend some time freediving to get close to nature. And he spotted this wild octopus and then decided to go back to the same spot and film every day for a year. The underwater filming is very dramatic. I'd never seen anything so beautiful on screen. But it also gives us these amazing insights into the life of an octopus. I learnt a lot about how these creatures live.

P: Aren't octopuses supposed to be really intelligent?

A: Yes, they are. And that's the point. As we watch, we see how Foster gets to know this one octopus really well. And the octopus starts to recognise him, to get to know him. When he arrives, the octopus comes out to play. As the year progresses, Foster starts to learn about himself from his relationship with the octopus. He starts to think about his relationships with people and how he could improve them.

P: Hence the name *My Octopus Teacher*.

A: Exactly. He starts to look at the world differently because of the time he spends underwater. It's a very intelligent film in that it makes you realise just how important our oceans are and how we need to protect them. And the whole film is really enjoyable. My family loved it.

P: That sounds great. Definitely one to watch.

D: I don't know if I should say this, but I saw *My Octopus Teacher*, and I found it a bit disappointing.

A: Oh no!

P: Really? Didn't you like it? Why not?

D: It was really slow. A lot of the film just shows footage of the octopus. I found it a bit boring.

A: Didn't you think that was amazing to watch? I thought it was beautiful ...

D: No, I just didn't find it very exciting. Maybe it's not my kind of thing.

P: Right, isn't it interesting how we can have different reactions to the same documentary. Dave? So, can you tell us about one you did enjoy? Isn't your documentary also about nature?

D: Yes, I'm going to talk about *The Salt of the Earth*.

A: Oh, wasn't that the one about the photographer? Um ... Salgado?

D: That's right, yes.

P: Excellent. Could you tell us about it?

D: Well, it's a really powerful documentary about the life and work of photographer Sebastião Salgado. Salgado travelled the world taking photographs and documenting the different natural environments and also the people who live in them.

P: So wouldn't you say it's more about people than about nature?

D: Well, I think it's both. With his beautiful photography he encourages us to think about some of the biggest problems facing humanity. He tells the story of the shocking conditions that many people around the world often have to live in. So, it forces us to examine human nature and try and learn from our mistakes instead of repeating them again and again.

P: That sounds fascinating. And it's obviously such an important topic.

D: Yes, absolutely. I thought it was a wonderful documentary that really makes you think about the world.

A: That's exactly what I thought about *My Octopus Teacher*. I loved *The Salt of the Earth* too though. I thought it was stunning, very powerful. You can't watch something like that and not come away with a different viewpoint. The way it ...

B 4.03 | Ask Ss to work in pairs and answer as many of the questions as possible from memory. Monitor as they do this, but don't give any answers, as they will listen again. Play the recording, twice if necessary, and ask Ss to compare answers with another pair. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA This task involves reading, listening and writing all at the same time, which can be challenging for dyslexic learners. In this case, you could adapt the task to make it a True/False exercise, e.g. *Craig Foster made a film about whales.* (F), *Dave enjoyed My Octopus Teacher.* (F), etc., and pause the recording after each piece of information relevant to an answer.

ANSWERS:

- 1 He was suffering from stress at work and decided to spend some time in nature.
- 2 He started to learn about himself and about his relationships and how he could improve them. He also started to look at the world differently.
- 3 It teaches us that the oceans are important and that we need to protect them.
- 4 Dave didn't enjoy the documentary. He thought it was slow.
- 5 It focuses on the life of the photographer Sebastião Salgado.
- 6 It shows people living in terrible conditions to highlight some of the biggest problems facing humanity.
- 7 The documentary tries to teach us to learn from our mistakes, instead of repeating the same mistakes again and again.
- 8 Amy loved *The Salt of the Earth*. She thought it was beautiful (stunning) and very powerful.

C Put Ss in small groups to discuss their answers. Ask them to rank the threats they think of in order of seriousness, then explain their ideas in feedback.

VOCABULARY

adjectives to describe films

5A Give Ss two minutes to make a list of positive and negative adjectives to describe films, then write their answers on the board. Refer them to the task and explain that the sentences are from the discussion they've just listened to. Ask Ss to use the context and their own knowledge to work out what the adjectives in bold mean, then compare ideas in pairs. Check answers as a class, drilling items as needed, pointing out the silent *a* in *extraordinary* /ɪk'strɔːdnəri/. If you're teaching online, you could read each sentence aloud then ask Ss to put their answer in the group chat. When they have done this, confirm the correct answer.

ANSWERS:

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

B This task checks how well Ss have understood the adjectives. Ask them to work alone to choose the best words, then compare ideas in pairs. Check answers as a class. You could point out that *vegetarianism* is the noun of the movement, as opposed to a *vegetarian* (the person).

ANSWERS:

- | | |
|------------|---------------|
| 1 dramatic | 3 slow |
| 2 powerful | 4 intelligent |

C Put Ss in pairs to tell their partner about a film, documentary or TV programme they've watched recently. Allow preparation time first for them to collect their thoughts and make notes, so that they can use the adjectives they have just seen.

EXTRA IDEA As a class, Ss agree on a film, documentary or TV programme to watch. They then watch this at home or outside of class. In a later lesson they discuss what they thought of it, focusing on specific aspects such as the set, production, etc.

D Refer Ss to the Vocabulary Bank on page 133.

▶ page 133 VOCABULARY BANK films and film-making

VB

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

1 Ask Ss to read the article and then match the words and phrases in bold with the meanings (1–10). Check answers as a class. Point out that *star* can be a noun as well as a verb.

ANSWERS:

- | | |
|---------------|----------------------|
| 1 film, shoot | 6 star |
| 2 producing | 7 directing |
| 3 film-maker | 8 location |
| 4 footage | 9 soundtrack |
| 5 script | 10 the film industry |

2 Put Ss in pairs to discuss the questions. If they haven't made a film, they should talk about the process in general or speak about a film they have seen.

EXTRA IDEA Write the following questions on the board for Ss to discuss in pairs or groups:
What's more important, the location or the script?
Do you have a favourite film-maker?
Would you like to work in the film industry? What's good or not so good about it?

SPEAKING

6A Preteach *pitch* (to propose something) and situations when people do this, e.g. when competing for a business contract. Read the instructions with the class and elicit some documentary topics, e.g. nature, history, etc. Refer Ss to the questions to shape their thoughts and give them time to make notes with key ideas, assisting with vocabulary if necessary. This stage doesn't need to be too long, as Ex 6B involves agreeing on just one idea in their group.

EXTRA SUPPORT: TEACHER In the speaking section, make sure the stages are clearly explained. The initial brainstorm (Ex 6A) shouldn't be too long or detailed, but nevertheless sufficient to enable Ss to explain their concept. Ex 6B is the main idea gathering and preparation stage. It's important that all Ss are involved in this. Make sure they all take notes in Ex 6B if you plan to regroup Ss for Ex 6C rather than working as a class. Ex 6D could be a class activity or within the same groups as Ex 6C, depending on time available.

B Put Ss in small groups to complete the task. Explain that they should listen carefully to each other and decide which documentary idea it would be best to pitch, then plan how to present it using the questions in Ex 6A. Encourage Ss to look at the vocabulary studied in this lesson and identify words and phrases they can use in their presentation.

C As a class, groups or Ss present their documentary ideas to each other, taking questions when they have finished. If you prefer, put Ss in two or three large groups, breaking up the groups from Ex 6B. Monitor as Ss present and provide feedback on their use of language from the lesson afterwards. Elicit corrections, but also highlight good use of this language.

D Put Ss in groups of three or four to discuss which documentary they would like to fund and why. Point out that they shouldn't automatically choose their own! Then discuss their ideas in feedback.

WRITING

a review

7A Ask Ss how they decide which films, series or TV programmes to watch and elicit the word *review*. Tell Ss they're going to read a film review and elicit what kind of information will be included in it. Preteach *dark comedy* (a film or play that deals with difficult or sad topics in a humorous way). Ask Ss to read the review and work alone to answer the question, then compare ideas in pairs. Check answers as a class.

ANSWER:

The writer likes the original plot, the humour, the acting and the set.

B Ask Ss to identify which points (1–5) are included in the review, then compare ideas in pairs. Check answers as a class. If you can project the text, highlight where the points are found in the review.

ANSWERS:

Points 1, 2, 3 and 5 are covered. Point 4 is not.

8A As a class, ask Ss to identify the adverbs in the sentences. The role of adverbs is covered in the next activity, but you could ask the questions from Ex 8B here if preferred, to save time.

ANSWERS:

1 desperately 2 cleverly

B Ask Ss to discuss the questions in pairs, then elicit the answers. Ss may ask why sometimes the *l* is doubled in the spelling of adverbs. Draw attention to the pattern of vowel + *-lly* and the typical ending *-fully*.

ANSWERS:

1 a 2 -ly 3 Students' own answers

C Complete the first sentence as an example, then ask Ss to work alone before comparing their ideas in pairs. Check answers as a class. Ask individuals to read each sentence aloud and discuss the different options. You could point out that *very* cannot precede *wonderfully* as it's an absolute adjective.

ANSWERS:

1 intelligently
2 slowly
3 dramatically (*powerfully* is also possible)
4 wonderfully (*dramatically/powerfully* are also possible)

9 Ask Ss to write a review of a film, documentary or TV programme of their choice, using points 1, 2, 3 and 5 in Ex 7B as a guide. Point out that the most common tense for reviews is the present simple as events in the film are always true. The present simple also adds a freshness and immediacy to the writing (similar to news reporting, as they will see in the next lesson). You could also mention plot 'spoilers' or 'reveals' (including specific details about the story and/or significant action), which are not usually included, but are clearly signalled by the writer if they are. With online classes, remember that Ss can post their reviews on a collaborative noticeboard so they can read each other's work.

EXTRA IDEA: DIGITAL Ss could go online to read more English-language reviews of *Parasite*, or of other films they are interested in, and note down any useful vocabulary. Note that depending on the platform or website, reviews can be very informal, so you may want to direct them to particular sites.

TO FINISH

Ask Ss to discuss how reading, watching programmes or films or listening to music in English can be helpful for their language skills. Write the following questions on the board for pairs to discuss:

Do you watch films or programmes in English? Do you use subtitles?

Do you listen to music in English? How could this help your language skills?

4C News

HOW TO ... | talk about the news

VOCABULARY | news headlines; the news

PRONUNCIATION | word stress in adverbs for summarising

LESSON OVERVIEW

In this lesson, Ss talk about the news. The lesson begins with a focus on vocabulary from news headlines and about the news in general. Ss listen to people discussing news stories and complete the headlines and some extracts that go with them. There is then a focus on word stress in adverbs for summarising. Finally, Ss describe a current news story of their choice, bringing together the elements of this lesson.

Online Teaching

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

- **Exs 4A and 4B:** Remind Ss to mute their microphones while they listen in Ex 4A. For both Exs 4A and 4B, they could write their ideas in the group chat before feedback.
- **Grammar Bank 4C, Ex 1:** After Ss do the exercise, nominate individual Ss to read out their answers and ask the other Ss to use a thumbs-up icon to indicate if they agree.
- **Ex 6A:** Ask Ss to prepare for the task in A/A and B/B pairs in breakout rooms. Visit the rooms and remind Ss that they can also message you if they need help.

Additional Materials

For Teachers:

Presentation Tool Lesson 4C
Photocopiable Activity 4C
Grammar Bank 4C
Vocabulary Bank 4C
Mediation Bank 4C

For Students:

Online Practice 4C
Workbook 4C

TO START

Bring a newspaper to the class, elicit the various elements of it and write these up on the board, e.g. *headline, sports pages, crossword, editorial section*, etc. Put Ss in pairs to talk about how they get their news (online, social media, etc.). Elicit some ideas and tell them that the news is today's topic.

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

VOCABULARY

news headlines

- A** If you can, show a clip or still from a popular social media site, or elicit the names of some sites, then ask Ss to discuss the questions. You could let them use their phones for this part of the task, and show each other what they usually view, or give them an example from your own viewing, e.g. 'I love cat videos. Even though they're silly, they make me smile. I share them with my son as he loves cats, too.'
- B** Elicit the purpose of a news article headline (to invite us to read more or to tell us the main points of the story). Ask Ss to read the headlines and decide which stories they might read and which they wouldn't, then put them in pairs or groups of three to tell each other which stories are more or less interesting for them and why. As a class, ask for a show of hands to see which story is the most and least popular.
- C** Ss may not know all the words in bold in the headlines in Ex 1B, but they should be able to use other language to match the headlines with the opening lines successfully. Ask them to work alone before comparing ideas in pairs. Check answers as a class.

ANSWERS:

1 b 2 e 3 a 4 c 5 d

- D** Check or teach the phrase *go viral* (become popular very quickly by being shared on social media). Put Ss in pairs to discuss which stories they think are more likely to go viral and why. Elicit their ideas in feedback, adding useful vocabulary to the board.

EXTRA SUPPORT Weaker and dyslexic learners may benefit from learning more about the words in focus before they do Ex 2A. Some of the words have similar meanings, e.g. *to quit* means to leave generally, but *to escape* means to leave a place of captivity. A *strike* is when workers don't work as a form of negotiation with employers, whereas a *protest* is general and not necessarily connected with work. In this context, *to march* means to make a public protest with a large group of people walking with banners.

Note that many of these words have nouns and verbs with the same form, e.g. *a march / to march, a protest / to protest, an arrest / to arrest, an attack / to attack, a strike / to strike, an escape / to escape, a rescue / to rescue*.

EXTRA SUPPORT: TEACHER The internet and messaging enable people to share ideas and information very rapidly. If something *goes viral*, many people are sending it to each other – like a virus passing between them. Marketing companies use social media to exploit these trends. Note that there are more words related to news and social media in the Vocabulary Bank.

2A Explain that Ss will now see the words in bold in Ex 1B in a different context. Ask them to choose the correct words alone, then compare ideas in pairs. In feedback, ask individuals to read sections of the paragraph aloud so that you can focus on pronunciation and drill the target words in context.

ANSWERS:

- | | | |
|------------|-----------|---------------|
| 1 quit | 2 scandal | 3 celebrities |
| 4 arrested | 5 rescued | 6 escaped |
| 7 march | 8 protest | |

B Put Ss in pairs to talk about which of the words in bold in Ex 2A have been in the news recently. You could also get Ss to research this before the next class and report back then.

C Explain that Ss will now learn more words connected to the news. Refer them to the Vocabulary Bank on page 134.

VB ► page 134 **VOCABULARY BANK** the news

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

1A Ask Ss to match the words in the box with the meanings (1–8), then compare ideas in pairs. Check answers as a class, making sure Ss fully understand how the items function in a sentence and collocate with other words, e.g. *to make an announcement*, *to be biased against something/someone*, *to subscribe to something*, etc. This will help them with Ex 1B.

ANSWERS:

- | | |
|-----------------|-------------|
| 1 breaking news | 5 go viral |
| 2 trending | 6 updates |
| 3 biased | 7 live feed |
| 4 announcement | 8 subscribe |

B Ask Ss to complete each section alone, then compare ideas in pairs.

EXTRA IDEA Fast finishers can create two or three gapped sentences to test other Ss on the new vocabulary.

ANSWERS:

- | | |
|-------------|-----------------|
| 1 go viral | 5 subscribe |
| 2 updates | 6 breaking news |
| 3 biased | 7 announcement |
| 4 live feed | 8 trending |

2 This exercise allows Ss to personalise the vocabulary. Put them in groups of three or four to discuss the questions and monitor, assisting as necessary. In feedback ask groups to tell the class an interesting point they discussed.

How to ... talk about the news

3A Put Ss in groups of three or four to discuss the questions. Keep this section brief, as later in the lesson they will talk about a news story in detail. You could make a note of stories Ss mention as this may be useful for Ex 7A. When they have finished, elicit a few answers in feedback. You could also ask what form Ss prefer to get their news in, e.g. radio, internet, etc.

B  **4.04** | Explain that Ss will hear people discussing news stories. Ask them to read the headlines and ask you about any words they are not sure of, then play the recording. Elicit answers as a class.

EXTRA IDEA To add an element of fun to the activity, Ss could guess the missing words before listening and see which pair gets closest to the correct answers.

ANSWERS:

- | | | |
|-----------|--------------|-----------|
| 1 Giraffe | 2 fire | 3 manager |
| 4 Flights | 5 Protesters | |

AUDIOSCRIPT 4.04

Conversation 1

- A: Have you seen that story about the kid in the zoo?
 B: No, what happened?
 A: Haven't you seen it? It went viral. Look, I'll show you. Oh, my battery's dead. So there was this little kid in the zoo with his parents, right?
 B: Yeah.
 A: So, basically, what happened was that he was feeding the giraffe and the mother was filming him. So he holds up a big leaf to feed the giraffe. And the giraffe takes the leaf and pulls his head upwards, really high, and the kid is still holding onto the branch with the leaf, so the giraffe lifts the boy up into the air, really high. It's hilarious!
 B: Oh no! That sounds scary.
 A: No, the kid was fine – the dad pulls him down. It's just really funny ...

Conversation 2

A: Have you heard about the fire?
B: What fire?
A: In town. Didn't you see the smoke?
B: No, what happened?
A: The supermarket caught fire. It's all over the news.
B: Really?! I had no idea. How did that happen?
A: I don't know. It seems there might have been an electrical fault or something.
B: Was anyone hurt?
A: No, everyone's fine. Luckily, the supermarket was closed, so it was empty at the time.
B: Oh, that's a relief!
A: But the whole building pretty much burned down.

Conversation 3

A: Did you hear the news about Sean Davies?
B: No. What happened?
A: He's quit his job as manager.
B: Really? I had no idea!
A: Yes. I saw it on the news. He was less than two months into his contract. I can't remember the details, but basically, it seems like he's going to manage a different team.
B: Wow, that's quite a scandal, after all that money he was paid!

Conversation 4

A: Have you seen what's happening at the airports?
B: No, what do you mean?
A: Loads of flights have been cancelled because of the weather. Apparently, thousands of people are stuck at the airport. It's on all the news channels.
B: That reminds me of that time we got stuck in Athens. Do you remember?
A: Yes, we had to wait all night in the airport. It was awful ...

Conversation 5

A: Are you following the news about the protests?
B: Yes, it's received a lot of coverage. It's terrible. Apparently, the protesters have taken over the university buildings and they're refusing to leave.
A: I know. It all happened so quickly. I can hardly believe it.
B: Yes, there was an announcement that if they didn't leave, they would all be arrested.
A: That's unbelievable!

C Put Ss in pairs to try and recall the stories. If you are short of time or have a weaker class, give pairs different stories to focus on, then conduct a class discussion. Reassure Ss that it doesn't matter if they don't remember everything, because they will have another chance to listen to the recording and check their ideas.

ANSWERS:

- 1 A boy was feeding a leaf to a giraffe in the zoo and the giraffe picked up the boy, who was holding onto the leaf. The dad pulled him down and the boy was fine.
- 2 A fire started in a supermarket. It might have been an electrical fault. Nobody was hurt, but the building burned down.
- 3 Sean Davies quit his job as manager less than two months into his contract. He's going to manage a different team.
- 4 Lots of flights have been cancelled because of the weather. People are stuck at the airport.
- 5 Protesters have taken over the university buildings and they're refusing to leave. There was an announcement that they would all be arrested.

4A  **4.04** | Give Ss time to read the extracts and predict the answers before you play the recording again. Preteach *catch fire* and *electrical fault*. Tell Ss that one to three words are missing in each gap. Suggest they write the numbers on separate lines in their notebooks and note their answers there to allow space to write corrections. Play the recording. Ss complete the extracts, then compare ideas in pairs. Play the relevant parts of the recording again when checking answers, pausing and repeating as needed. If you're teaching online, remind Ss to mute their microphones while they listen. And remember that for both this exercise and the next they could write their ideas in the group chat before feedback.

ANSWERS:

- | | |
|-----------------|------------------|
| 1 you seen | 7 seems |
| 2 basically | 8 on |
| 3 sounds | 9 can't remember |
| 4 heard | 10 Apparently |
| 5 what happened | 11 on |
| 6 all over | 12 following |

B Explain that the phrases in bold in Ex 4A have different functions in a conversation. Check that Ss understand *initiating* (starting), then ask them to match the phrases in Ex 4A with the functions (1–4). Point out that *It's received a lot of coverage* is formal, and that *It's all over the news* is the informal equivalent.

EXTRA IDEA Print out or write the expressions on strips of card and distribute them to different class members. They should be large enough for Ss to see when seated. Write the four categories of phrase on the board, then ask Ss to come up and stick their phrase (with adhesive putty, tape or similar) in the correct column. Ss then review the phrases and discuss and decide if they want to move any before you confirm the correct answers.

ANSWERS:

- 1 Have you seen ... ?
Have you heard about ... ?
Did you hear the news about ... ?
Are you following the news about ... ?
- 2 So, basically, what happened was ...
It seems ...
I can't remember the details, but basically ...
Apparently, ...
- 3 It's all over the news.
I saw it on the news.
It's on all the news channels.
it's received a lot of coverage.
- 4 That sounds scary.
Really? I had no idea!
It's terrible.
I can hardly believe it.

C The Grammar Bank on page 117 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ► page 117 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone and ask any questions they have.

- 1 Preteach *canal* and *graffiti*. Refer Ss to the conversations and do the first item as a class. Remind Ss that they can refer to the phrases in the notes to help them with this exercise. Ss complete the exercise alone, then compare ideas in pairs. Check answers as a class. With online classes, after Ss have finished the exercise, you can nominate individual Ss to read out their answers and ask the other Ss to use a thumbs-up icon to indicate if they agree.

ANSWERS:

- | | | |
|--------------|--------------|------------|
| 1 news | 2 happened | 3 news |
| 4 basically | 5 apparently | 6 scary |
| 7 relief | 8 it | 9 Really |
| 10 following | 11 channels | 12 details |
| 13 basically | 14 Really | 15 appears |
| 16 believe | | |

- 2 Make sure Ss understand that there are two mistakes in each conversation. Do the first item as an example. Ss work alone to underline the parts of the conversations they think may be wrong, then compare ideas in pairs and correct them. Check answers as a class by asking Ss to read their corrected conversations aloud and confirming the corrections on the board if necessary to ensure accuracy.

EXTRA SUPPORT: DYSLEXIA As dyslexic learners might find this task challenging, it could be helpful to provide two options for each mistake, the correct one and a distractor, for Ss to choose from, e.g. *Have you heard / listened the news?* Yes, it's received a lot of cover / coverage. In this way they can still participate in the exercise at the same time as the rest of the class.

ANSWERS:

- 1 A: Have you ~~listened~~ **heard/seen** the news about ... ?
B: Yes, it's received a lot of ~~cover~~ **coverage**.
- 2 A: ~~Do you follow~~ **Are you following** the story about ... ?
B: Yes, it's all ~~on~~ **over** the news.
- 3 A: So, ~~basie~~ **basically**, what happened was ...
B: Oh no! That's ~~awfully~~ **awful**!
- 4 A: I can't remember the ~~detailed~~ **details**, but ...
B: I know, I saw it on the ~~new~~ **news**.
- 5 A: ~~Apparent~~ **Apparently**, the singer Katie has ...
B: It's ~~really~~ **Really**? I had no idea.
- 6 A: It ~~seem~~ **seems** that ...
B: That ~~sound~~ **sounds** scary.

PRONUNCIATION**word stress in adverbs for summarising**

- 5  **4.05** | Write the words *basically* and *apparently* on the board. Ask Ss to identify the syllables and suggest the placement of the stress as a class, then play the recording for them to check. Drill the words and then the sentences.

ANSWERS:

Ba-si-cally (three syllables, main stress underlined)
A-ppa-ren-tly (four syllables, main stress underlined)

- 6A Put Ss in A/B pairs and refer them to the relevant pages to rehearse their story before retelling it to their partner. If you're teaching online, remember that you can ask Ss to prepare for the task in A/A and B/B pairs in breakout rooms first. Visit the rooms and remind Ss that they can also message you if they need help.
- B Remind Ss that the focus of the activity is pronunciation. Refer Student Bs to the responses in the box to use as they listen to their partner. Student As start. Monitor as Ss tell their stories, listening for the phrases taught in the lesson. When they have finished, give feedback on this aspect of the activity and correct any common errors. Students Bs then tell their story to Student As. Fast finishers can read each other's texts.

SPEAKING

7A Explain that Ss are going to choose a current news story to talk about and that the story could be local or global. The questions (1–5) are there to help them shape their ideas. Monitor and ask Ss what story they have chosen to check they are on task. Encourage Ss to make notes of useful vocabulary from the lesson that they can use.

EXTRA: ALTERNATIVE IDEA Ss may want to do the preparation for this task in pairs, to share ideas and knowledge about a story they know.

B Put Ss in groups of three or four and tell them to take turns to explain and respond to each other's stories. Set a timer to ensure that everybody gets a turn to speak. Monitor the discussions, checking use of the target vocabulary, especially the adverbs. Elicit a few discussion topics in feedback.

EXTRA SUPPORT Ss who planned their news story in pairs could also present it together. Alternatively, separate the pairs when you form groups and try and include a range of story types in each group for interest. Stress that Ss should listen carefully, then ask questions at the end of each story. Monitor, providing feedback on use of the language from this lesson.

EXTRA: ALTERNATIVE IDEA If your classroom layout allows Ss to move around, this activity could be conducted as a mingle, with feedback at the end on which stories were the most enjoyable, shocking, etc. (using the language from Lesson 4A).

EXTRA IDEA: HOW TO ... Ask Ss to prepare a news report, incorporating the stories they told each other about in the discussion. They should decide in which order the stories should be reported, then make an audio or video recording of them. They can do this in class or out of class via an audio or video sharing tool.

TO FINISH

Ask Ss to tell their partner what they found most interesting about this lesson and which words or phrases they think they'll use again in the future.

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

▶▶ page 150 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶▶ page 204

4D BBC Entertainment

Fake friends

SPEAKING | a conversation with an old friend
WRITING | a personal email/letter

LESSON OVERVIEW

In this lesson, Ss watch a video clip from a BBC drama series. They begin by reading information about the programme and predicting what might happen. They then watch the video clip and complete a set of viewing tasks. After this, they listen to a conversation between friends with a focus on key phrases for informal conversations, then practise similar conversations. Finally, Ss write a personal email or letter.

Online Teaching

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

- **Ex 2A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 3A:** Remind Ss to mute their microphones before listening. Play the recording and ask Ss to write their answer (T/F) in the group chat before confirming.
- **Exs 4A and 4B:** Give Ss time to switch off their microphones and cameras and make notes before they do the task in breakout rooms. Visit the breakout rooms and make notes for feedback as they talk to each other.

Additional Materials

For Teachers:

Presentation Tool Lesson 4D

Online Digital Resources

Videoscript 4D: BBC Entertainment

For Students:

Online Practice 4D

Workbook 4D

TO START

Ask Ss if they ever watch drama series or soap operas and what topics these programmes usually cover, e.g. relationships, social issues, family, work, etc. Put Ss in pairs to discuss briefly which programmes they watch, if any. Take a class vote to find out the most popular and elicit reasons from a few Ss. Tell Ss that in this lesson they will watch a clip from a BBC drama series.

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

PREVIEW

1 A Put Ss in pairs to discuss the question, then elicit a few ideas, adding any useful vocabulary to the board. Ask Ss to suggest times when it's good to keep a secret, e.g. a surprise party, and when it's not good, e.g. hiding important information from someone.

B Focus attention on the still from the programme and explain that Holly is a character from the drama. Preteach *ordinary* (normal or everyday) and *consequences* (results). Ask Ss to read about the programme and say whether *Ordinary Lies* sounds like a programme they might enjoy. Elicit a few answers to the question in Ex 1B.

EXTRA SUPPORT Ask Ss to identify and explain vocabulary in the programme information related to television, e.g. *drama*, *series*, *episode*, etc.

VIEW

2 A Give Ss time to read the events and preteach the phrasal verbs *bump into*, *catch up*, *look up* and *dress up*. Play the video clip once, then ask them to compare ideas in pairs. Check the answer as a class. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue.

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

EXTRA SUPPORT In pairs, Ss predict the order of the events before they watch. Play the video so they can check their answers.

ANSWER:

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

B Give Ss time to read the conversation extracts and predict the answers. Preteach *crazy* in this context (very surprising) and *amazing* (very good). Play the video clip again. Ss complete the activity alone, then compare ideas in pairs. Check answers as a class, playing the video clip again if necessary.

ANSWERS:

- 1 I know.
- 2 Yeah, I moved back a few months ago.
- 3 So do you.
- 4 Er, not far. I have an apartment.
- 5 That would be great.

C Put Ss in groups and monitor as they discuss the questions, noting down any interesting answers. Invite these Ss to share their answers in feedback. Take a vote to see how many Ss think what Holly did was a good or bad idea. You could also discuss what Ss think about telling the truth on social media.

EXTRA IDEA: DIGITAL Ss could record the scene they watched in the video clip using the script and/or record and improvise their own version of the scene, then play it to another pair. Alternatively, they could discuss what will happen next, then record a roleplay of the scene, with two of them taking the roles of Holly and Adam and another two directing and filming.

SPEAKING

a conversation with an old friend

3 A  **4.06** | Explain to Ss that they will listen to two people meeting again after a long time. Refer them to statements 1–6 and preteach *freelance* (working independently for different companies rather than being employed by one particular company) and *kids* (children). Play the recording. Ss listen and mark the statements True (T) or False (F), then compare ideas in pairs. Check answers as a class. If you're teaching online, remind Ss to mute their microphones before listening. Ss can also write their answers (T/F) in the group chat before you confirm the correct answers.

ANSWERS:

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

AUDIOSCRIPT 4.06

N = Nikolas J = Jade

N: Hi, Jade – is that you?

J: Wow, Nikolas! How amazing to see you!

N: This is crazy ... How long is it since we've seen each other?

J: Oh, I don't know ... about ... um ...

N: Maybe five years or so.

J: Yeah, probably. I thought you were living in New Zealand.

N: That's right, but I moved back a while ago.

J: OK. Are you still working for that film company?

N: Ah ... no, actually, I'm freelance now. I'm still a director, but I work for myself.

J: Wow, that's amazing.

N: Yeah, I can't complain. How about you?

J: I'm still in the bakery.

N: Really?!

J: Yes, I love it there. It's such a nice team of people to work with.

N: So do you still see Rob at all?

Unit 4 | Lesson D

- J: Yes, he lives around here. I see him all the time.
You know he's married now.
- N: No! Is he really? Wow.
- J: Yeah, he's got two small kids.
- N: Really?! I can't believe it!
- J: I know! How about you? Are you married, in a relationship?
- N: Uh, no. No, I'm ... you know ... it's just me.
- J: And do you still ski?
- N: Yes, whenever I can. You know I passed my exams to be a ski instructor?
- J: Really?! That's great. You always said you wanted to do that.
- N: Well remembered. Yes, I did. I took the course last year, so now I can teach during the ski season.
- J: That's brilliant. I'm so pleased to hear that. It's amazing bumping into you. We should maybe get together sometime, and catch up properly.
- N: Yes, I'd really like that. Perhaps we can get Rob to come, too.
- J: Great idea. I'll send him a message telling him I saw you. Have you still got the same number?
- N: Yeah, I have ... you should have it.
- J: Ah yes, here it is. I'll send you mine. It's really great to see you again.
- N: Yes, you too.
- J: Stay in touch.
- N: I will. See you soon.

B  **4.06** | Read the Key phrases as a class, then play the recording again for Ss to tick the phrases they hear. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Read the Key phrases with the class before playing the recording again to help Ss with dyslexia identify what they need to listen for.

ANSWERS:

All the phrases are used, except: 'Did you ever finish your degree/start your own company?'

EXTRA IDEA Work with Ss to identify the main stress (underlined) in the following expressions, which should be said with a lively intonation. Drill the expressions chorally and individually.

How amazing to see you!

This is crazy!

Wow that's amazing/brilliant!

I can't believe it!

4A Read the instructions as a class and refer Ss to the topics in the box. Ask them to make notes. Monitor, assisting with vocabulary as needed. With online classes, remind them to switch off their microphones and cameras while they make their notes.

B Put Ss in pairs to have their conversations, reminding them to use the Key phrases in their discussion where possible. Monitor, then give feedback as a class. If you're teaching online, Ss can do this task in breakout rooms and you can visit the rooms and make notes for feedback as they talk to each other.

EXTRA IDEA If there is space in the classroom, Ss could stand up and 'bump into' each other to have the conversations. If time allows, they could repeat the activity with more than one student. Encourage Ss to use animated intonation to sound enthusiastic in their conversations.

C Put Ss in new pairs and ask them to report what they talked about to their new partner. If time is short, conduct brief feedback from a few Ss as a class.

WRITING

a personal email/letter

5A Explain that the email is from Jade to Rob, who was mentioned in the conversation in Ex 3A. Give Ss time to read the email, then discuss how it compares with the recording in pairs. Elicit the answer as a class, playing the recording again if Ss can't find any differences.

ANSWER:

No. Nikolas passed his ski instructor exams last year, so he can already teach during the ski season.

B Ask Ss how Rob, Jade and Nikolas know each other (they worked together). Ask Ss if the style of Jade's email is formal or informal and how they know (informal: it uses first names, contractions, exclamation marks, etc.). Ask Ss to write a similar email of around 150 words about their conversation in Ex 4B. Monitor as they write, assisting as necessary.

EXTRA SUPPORT: TEACHER Ss might ask the meaning of *Anyway* near the start of the email. Explain that it's an adverb used either when we are changing subject or when we are closing a conversation and that it is useful in informal speech and writing. Another useful expression to highlight in the email is *Let me know (what you think)*. You could also point out that *Best wishes* can be used both informally and more formally, and elicit other options, e.g. *Best, All the best, See you soon*, etc.

- C Put Ss back in their pairs from Ex 4B to read each other's emails and check that the information included from their conversation is correct.**

EXTRA IDEA: DIGITAL Ask Ss to share their emails with each other, either digitally or by displaying printed copies around the classroom. Ss read at least one or two others and comment on the organisation and style. Alternatively, ask Ss to make an audio recording of their email and share a link to their recording. They can then listen and compare other recordings with their own in or out of class.

TO FINISH

Ask Ss to discuss the following questions in pairs or small groups:

What can you learn from watching drama series or other programmes in English? Do you do this?

Is it helpful to use subtitles when you watch?

Monitor the discussions, then elicit any programmes Ss recommend in feedback. Point out that dramas can be useful for speaking and listening practice of everyday (informal) language and that watching with subtitles can be a support when viewing as it aids comprehension.

4 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3A and 4A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

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

- **Ex 1A:** Nominate individual Ss to read their answers aloud in feedback. Ask the rest of the class to use the thumbs-up or thumbs-down icon to say whether they agree or not before confirming the answer.
- **Ex 2A:** Share your screen to display the task and enable the annotate function to allow Ss to correct the mistakes. Ask all Ss to comment in the chat on whether they agree with the corrections before confirming the answers.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 4. (Grammar: past plans and intentions, indirect and negative questions; Vocabulary: truth and lies, adjectives to describe films, films and film-making, news headlines, the news; How to ... talk about the news). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

past plans and intentions

- 1 A** This exercise focuses on form. Ask Ss to work alone to choose the correct words, then compare ideas in pairs. Check answers as a class, asking Ss to confirm the form that follows each verb, e.g. *intend + to infinitive*. If you're teaching online, nominate individual Ss to read their answers aloud in feedback and ask the rest of the class to use the thumbs-up or thumbs-down icon to say whether they agree or not before confirming the answer.

ANSWERS:

- | | | |
|--------------------|-------------------|----------------|
| 1 going | 2 would | 3 do |
| 4 to become | 5 planning | 6 meant |

- B** Put Ss in pairs to discuss the questions. If they don't know anything about the people, they can look them up online. Ask pairs to share their ideas in feedback.

indirect and negative questions

- 2A** This exercise focuses on form, particularly word order. Ask Ss to correct the mistakes alone, then compare ideas in pairs. Check answers as a class, addressing any errors with inversion, auxiliary verb use, etc. With online classes, you can share your screen to display the task and enable the annotate function to allow Ss to correct the mistakes. Ask all Ss to comment in the chat on whether they agree with the corrections before confirming the answers.

ANSWERS:

- 1 Could I ~~to~~ ask you how you became a film director?
- 2 ~~Are n't~~ **Don't** you think it's easier these days to ... ?
- 3 How ~~you are~~ **are you** able to cope with so many things like ... ?
- 4 Can you explain ~~me~~ / **to** me how you find locations for your films?
- 5 **But** isn't it / Isn't it ~~but~~ extremely difficult to get your film into cinemas?
- 6 Do you know where ~~can~~ **I can** start if I want to be a film-maker?

- B** Put Ss in pairs to roleplay the interview. You could choose some famous film directors for them or let them choose their own. When they have finished, Ss swap roles, repeating the interview with the same or a different director.

EXTRA IDEA: DIGITAL Ask Ss to research a film director and how they might really answer the questions, then record themselves conducting the interviews and play these for the class. Give feedback on good intonation and fluency and tips on how to improve.

VOCABULARY

- 3A** Explain to Ss that the words in the box feature the truth and lies vocabulary from Lesson 4A, and the film vocabulary from Lesson 4B. Ss work alone to complete the conversation. Encourage them to select words based on form as well as meaning. When checking answers, listen carefully to Ss' pronunciation of the vocabulary and drill as needed.

EXTRA SUPPORT: DYSLEXIA To reduce the reading load for dyslexic learners, complete some of the gaps in advance, encourage Ss to cover the parts of the conversation they are not working on and provide the remaining words in a vertical list on a piece of paper that Ss can hold alongside the exercise.

ANSWERS:

- | | |
|-------------|-----------------|
| 1 pretended | 5 intelligent |
| 2 lived | 6 extraordinary |
| 3 doubted | 7 clean |
| 4 deceiving | 8 enjoyable |

- B** Ask Ss to discuss the film *Catch Me If You Can* and/or the actors who star in it (Leonardo DiCaprio, Tom Hanks, Christopher Walken, Martin Sheen, Nathalie Baye). If possible, show a clip or still from *Catch Me If You Can*. If Ss haven't seen the film, ask if they'd like to, based on the conversation.

- 4A** This task focuses on a range of grammar and vocabulary from the unit. Tell Ss to focus on collocations and sentence grammar as well as fixed phrases to complete the text. Ss work alone to do the task, then compare ideas in pairs. Don't check the answers yet.

- B**  **R4.01** | Play the recording so that Ss can check their answers. Follow up by selecting some or all of the items and asking Ss to explain why the incorrect answers are incorrect. This could be because of meaning, form or collocation.

ANSWERS:

- 1 B 2 C 3 A 4 C 5 C 6 B

EXTRA IDEA: DIGITAL Ss could work in pairs to research movie 'Easter Eggs' online. In film-making, an 'Easter Egg' is a message from the film-maker that only the most alert viewer will see. *Toy Story* and *Star Wars* are examples of films with a lot of Easter Eggs, e.g. in *Toy Story* the carpet in Sid's room is the same as the carpet in the horror classic *The Shining*. Ss could research a film of their choice, perhaps from their country, and present information on its 'Easter Eggs' to another pair or the class. Alternatively, they could research the subject outside class and share what they found out digitally, via an audio recording or a short text, or with a partner at the start of their next lesson.

TO FINISH

Ask Ss to discuss the following questions in small groups:

What's the best technique for watching films or international news stories in English?
Should you use subtitles? Why/Why not?
How long should you spend watching?
Should you take notes? If so, what kind of notes?
How much new vocabulary should you look up in a dictionary?

Discuss resources such as music, streaming services and the many apps and online resources that Ss can access to improve their English in feedback.

5 consumer

Global Scale of English **LEARNING OBJECTIVES**

5A The customer is always right?

- **LISTENING** | Understand people making complaints: personality adjectives (2)
- Pronunciation: word stress in adjectives
- Roleplay making complaints: clauses of purpose: *to, so as to, in order to/that, so that*
- Write a complaint email

GSE INFORMATION

VOCABULARY

43–58 Can use language related to personality, abilities and traits.

LISTENING

57 Can extract the meaning of unknown words from context if the topic discussed is familiar.

GRAMMAR

52 Can use '(in order) to' to express purpose and intention.

66 Can express purpose using 'so as to' with infinitive clauses.

60 Can express negative purpose with 'so as/in order not to'.

SPEAKING

51 Can make a complaint.

WRITING

51 Can write a basic email/letter of complaint requesting action.

5B Too good to be true

- **READING** | Understand an article about marketing tips: advertising; money
- Discuss a marketing campaign: comparative and superlative structures
- Pronunciation: linking *r* in phrases

GSE INFORMATION

VOCABULARY

43–58 Can use language related to advertising and branding.

READING

56 Can recognise significant points and arguments in straightforward newspaper articles on familiar topics.

GRAMMAR

53 Can use a repeated comparative to emphasise the rate or amount of change.

53 Can use parallel comparatives.

53 Can use 'ever' for emphasis with comparatives and superlatives of adjectives.

SPEAKING

56 Can express approval and appreciation of other people's ideas in a discussion.

5C Which should I buy?

- **HOW TO ...** | summarise information from different sources: describing products
- Pronunciation: intonation in summarising phrases

GSE INFORMATION

VOCABULARY

43–58 Can use language related to buying and selling.

43–58 Can use language related to describing something's quality.

43–58 Can use language related to products and goods.

HOW TO ...

57 Can collate information from several written sources and summarise the ideas orally.

SPEAKING

56 Can express and comment on ideas and suggestions in informal discussions.

5D I do it myself

- **BBC STREET INTERVIEWS** | Understand people talking about what they do themselves and what they have done
- Talk about planning an event: causative *have* and *get*; reflexive pronouns
- Write a meeting summary

GSE INFORMATION

VIEW

51 Can follow an everyday conversation or informal interview on common topics.

GRAMMAR

56 Can use 'get/have' to refer to having things done by other people.

56 Can refer to indirect causation with 'get/make' + person + action.

51 Can use reflexive pronouns for emphasis.

SPEAKING

52 Can use a suitable phrase to invite others into a discussion.

48 Can refer to an agenda in a meeting using some basic fixed expressions.

WRITING

58 Can write a simple summary of the decisions made in a meeting.

52 Can write a simple summary of action points in a meeting.

 BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 5A. It shouldn't be exploited or taught at length, just played once or twice in class.

 Ask Ss to discuss briefly when they last had a problem with a product or service and elicit a few ideas, writing any useful vocabulary on the board. Explain that Ss will watch a video of people talking about this topic. Play the video. Ss complete the first part of the task alone. Check answers as a class, then put Ss in pairs to discuss the question in the second part of the task. Conduct feedback.

ANSWERS:

- 1 a broken dishwasher, a problem with a broadband connection, no car at a car rental agency, a problem with a milk delivery, glasses which didn't have the right lenses, a food delivery which didn't arrive

EXTRA IDEA If Ss want to watch the video again outside class, you could ask them to number the problems the speakers give in order of how annoying or serious Ss think they are, then discuss in pairs or groups in the next class, giving reasons for their answers.

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

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

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

Additional Materials

For Teachers:

- Presentation Tool Unit 5
- Online Digital Resources
- Videoscript Unit 5 Opener: BBC Vlogs

5A The customer is always right?

GRAMMAR | clauses of purpose: *to, so as to, in order to/that, so that*

VOCABULARY | personality adjectives (2)

PRONUNCIATION | word stress in adjectives

LESSON OVERVIEW

In this lesson, Ss talk about complaining. They start by completing a quiz about complaining and from this, work out the meaning of personality adjectives before looking at word stress related to these. They listen to customers complaining about products or services, then review and practise clauses of purpose. Finally, they practise making complaints by phone and then by email.

Online Teaching

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

- **Ex 2A:** Share the word stress patterns on your screen. Ask Ss to type their answers in the chat for each pattern to see if they agree.
- **Ex 3A:** Remind Ss to mute their microphones as they listen, to avoid interference. After they listen and before feedback, put Ss in groups in breakout rooms to discuss answers before coming back to the main room to check their answers.
- **Exs 10B and 10C:** Provide individual feedback on Ss' draft emails via private chat before they swap emails with a partner.

Additional Materials

For Teachers:

- Presentation Tool Lesson 5A
- Photocopiable Activities 5A
- Grammar Bank 5A

For Students:

- Online Practice 5A
- Workbook 5A

TO START

Tell Ss about a situation when you experienced poor service and ask them what you can do in this situation, e.g. 'I ordered fish in a restaurant and waited for a long time, and when it came it was cold.' Elicit *complain* and *make a complaint*, and then elicit other situations where people complain and write these on the board. In pairs, Ss discuss what they would do in the situations. Tell Ss that making complaints is the lesson topic.

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

VOCABULARY

personality adjectives (2)

1 A Focus Ss' attention on the photo. Elicit where the man is and what they think is happening, then ask them to discuss the questions in pairs. In feedback, ask Ss if they've ever had an experience like this, and how they would feel answering the call in this situation.

EXTRA IDEA With weaker classes, use the situation to elicit or teach adjectives and phrases that will be useful later in the lesson, e.g. *He looks angry.*, *The person on the phone is probably being very polite.*, etc.

B Tell Ss they're going to do a quiz to find out what kind of complainer they are. Preteach *make threats* in this context (question 4, option a talks about doing something to harm the business) and point out that *lose your temper* and *get angry* mean the same thing and that the opposite is *keep your cool* or *stay calm*. Ask Ss to do the quiz in pairs, but point out that they don't have to agree on their answers. They then check their answers against the key and discuss whether they agree with their results or not.

C Put Ss in pairs to discuss the questions. When they have finished, conduct feedback.

EXTRA SUPPORT Pair Ss from different backgrounds for this discussion to be most fruitful. That could be age, gender, or if you have a multilingual class, it could be cultural background.

D Ask Ss if they can identify any adjectives in the quiz, e.g. *polite*, *angry*, etc. Explain to Ss that they will now match characteristics described in the quiz (1–8) with adjectives. Ss work alone to note the most suitable word from the box for each sentence, then compare ideas in pairs. Check answers as a class. Note that *sensible* is a false friend with *sensitive* in some languages. To check understanding, you could ask concept questions, e.g. 'If you go for a long walk, do you need sensible shoes?' (yes), 'If you can't use perfume on your skin, is your skin sensitive or sensible?' (*sensitive*). Point out that *pleasant* is a synonym for *nice*. There is a separate pronunciation focus on the adjectives, but drilling the adjectives in feedback will still be useful.

ANSWERS:

1 shy	2 aggressive	3 patient
4 calm	5 direct	6 pleasant
7 confident	8 sensible	

EXTRA CHALLENGE To expand the vocabulary set, ask Ss to work together to match the adjectives into pairs of opposites, e.g. *aggressive/calm*, *confident/shy*. They could also attempt to use prefixes to make negative forms of the adjectives, e.g. *unconfident*, *indirect*, *impatient*, *unpleasant*. You could suggest *foolish* or *stupid* as the opposite of *sensible*.

PRONUNCIATION

word stress in adjectives

2 A Write two of the target stress patterns, e.g. *Oo* and *oO* on the board. Hum them, then ask Ss to repeat. Write an adjective not used in the exercise, e.g. *angry*, on the board and ask Ss to identify the pattern it matches (*Oo*). Ss then work in pairs to categorise the adjectives in Ex 1D. Monitor, but don't give any answers yet. If you're teaching online, remember that you can share the word stress patterns on your screen and ask Ss to type their answers in the chat for each pattern to see if they agree.

B  **5.01** | Play the recording for Ss to check their ideas, then check answers as a class. Drill the words and encourage Ss to note the stress patterns in their notebooks.

ANSWERS AND AUDIOSCRIPT:

1 <i>calm</i> , <i>shy</i>	4 <i>confident</i> , <i>sensible</i>
2 <i>patient</i> , <i>pleasant</i>	5 <i>aggressive</i>
3 <i>direct</i>	

EXTRA CHALLENGE As an extension task or for fast finishers, Ss could add more adjectives that match each stress pattern e.g. 1 *nice*, 2 *friendly*, 3 *polite*, 4 *punctual*, 5 *important*.

- C** Refer Ss to the example conversation and preteach *tend to* (usually do something). Point out that in most cases adding *Do you ... ?* instead of *I to* the start of the sentences will make a question. Put Ss in pairs to ask and answer questions and monitor, checking pronunciation. In feedback, ask a few Ss to ask new partners questions across the class, drilling words as necessary.

EXTRA SUPPORT Draw attention to the use of the modifier *quite* before the adjective in the model conversation and elicit other examples, e.g. *very, really, pretty*, etc. Point out that frequency adverbs, e.g. *always* or *never*, can also modify adjectives and that a negative attribute can be softened by using the quantifier *a bit*, e.g. 'He can be a bit aggressive.'

LISTENING

- 3A**  **5.02** | Elicit products or services that Ss might complain about, or remind them of the situations they thought about in the To start activity if you used it. Explain that Ss will hear two conversations in which customers make complaints and should make notes on the questions (1–2) for each conversation. Preteach *receipt*, then play the recording. Ss make notes and compare ideas in pairs. Check answers as a class. If you're teaching online, remind Ss to mute their microphones as they listen, to avoid interference. After they listen and before feedback, put Ss in groups in breakout rooms to discuss answers before coming back to the main room to check their answers.

ANSWERS:

- 1 a chair that broke; lost luggage that hasn't been delivered
- 2 Students' own answers

AUDIOSCRIPT 5.02

Conversation 1

- A: Good morning. How can I help you?
 B: Good morning. I'm here to make a complaint about a chair I bought from you.
 A: OK. I'll need some details. Can I have your name?
 B: Yes, it's Elinor McDonnell. That's M-c-D-o-n-n-e-l-l. Capital D.
 A: Ms or Mrs?
 B: Mrs.
 A: So Mrs McDonnell, can you explain exactly what happened?
 B: Yes, I bought one of your office chairs for my son's work desk, and yesterday he was sitting in the chair ... He leant back and it broke. The metal piece holding the seat just snapped, and the whole seat fell off. He almost broke his arm!

- A: I'm sorry to hear that. When exactly did you buy it?
 B: It was about three years ago.
 A: Three years. Could you give me the exact date?
 B: I don't know the exact date. But that's not the point. The design's obviously faulty. It's not normal for a chair to break.
 A: We **will** need the receipt so as to check the date when you bought the chair. If it's over three years ago, we won't be able to help.
 B: But that's outrageous! My son could have been seriously hurt. This shouldn't happen, even if the chair's not brand new.
 A: I'm sorry, but there's nothing I can do about it. The warranty is for three years.
 B: This isn't good enough. I want to speak to your manager.
 A: My line manager isn't here at the moment. He should be back in an hour. If you give me your number, he can give you a ca—
 B: What do I have to do in order to get someone to help me? Listen, get me your supervisor right here, right now or I'm going public with this. On social media.
 A: Just a moment. I'll give him a call.

Conversation 2

- C: Good morning. Customer Service. Francisca speaking.
 D: Hi Francisca. My name's Filip. Look, I'm really not happy with the situation with my luggage. I was wondering if you could help.
 C: Can you give me your full name?
 D: Of course. My name's Matas, that's M-A-T-A-S, Filip Matas.
 C: And the nature of your complaint?
 D: Well, my luggage got lost two days ago. I flew in from Lima and had a stopover in Madrid, but my suitcase never arrived here. I spoke to one of your colleagues yesterday and he assured me it would be here today, but it hasn't arrived.
 C: I'll need to take the flight number so that I can check what has happened.
 D: Of course. It was ESE1472.
 C: Let me check the record on this ... Oh yes. It says the suitcase was delivered to your address this morning.
 D: Well, then we have a huge problem here, because it wasn't delivered. I've been here all day. Look, I know it's not your fault, but this really isn't good enough. Do you think you could find out exactly what's happening?
 C: Yes, it does sound wrong. I'll phone the delivery company this morning.
 D: Is it possible to do it now? I can hold on so as not to waste time. I really need to know what's happening.
 C: Just a minute, I'll put you on hold.
 D: Thank you so much. I really appreciate your help.

- B** This task focuses on referencing pronouns. Briefly discuss why we use pronouns (to save repeating a noun) and ask Ss to discuss the extracts from the conversations in pairs. Monitor as they complete the task, but don't confirm answers.

EXTRA SUPPORT In mixed-ability classes, write Ss' answer suggestions on the board as a reference for weaker Ss before playing the recording again.

- C**  **5.02** | Play the recording for Ss to check their answers, pausing or replaying sections as needed. Ss compare ideas in pairs, then check answers as a class. If you wrote on the board previously, you can tick their ideas off there.

ANSWERS:

- 1 (the back of) the chair
- 2 the exact date she bought the chair
- 3 the date she bought the chair
- 4 the problem / the broken chair
- 5 the supervisor
- 6 the luggage/suitcase
- 7 the record in the computer
- 8 to phone the delivery company

- D** Put Ss in pairs to discuss the questions. In feedback, have a show of hands to see which complainer Ss thought was more effective and why. Invite Ss to share the strategies they would use when complaining in these situations.

POSSIBLE ANSWERS:

- 1 Students' own answers, particularly as we don't know the outcome of either situation. Ss might however point out that a lot of energy was expended and stress created in the first conversation because of the customer's aggression.
- 2 Students' own answers

- 4A**  **5.03** | Explain that Ss have practised working out meaning from context when reading texts and now will do so through a listening context. Play the recording for Ss to write the target word first, then play the extract to provide context. Ss work alone to work out the meaning of each word. Don't check answers yet.

EXTRA SUPPORT The point of Exs 4A–C is for Ss to develop their deductive skills, not for them to learn to use the words (unless they're interested or find them useful). The only word they need to remember (which appears in the roleplay later in the lesson) is *warranty*.

AUDIOSCRIPT 5.03

- 1 snapped – He leant back and it broke. The metal piece holding the seat just snapped, and the whole seat fell off.
- 2 faulty – The design's obviously faulty. It's not normal for a chair to break.
- 3 outrageous – But that's outrageous! My son could have been seriously hurt.
- 4 brand new – This shouldn't happen even if the chair's not brand new.
- 5 warranty – I'm sorry, but there's nothing I can do about it. The warranty is for three years.
- 6 assured – I spoke to one of your colleagues yesterday and he assured me the suitcase would be here today.

- B** Put Ss in pairs to compare ideas and discuss which strategies they used, using the list as a reference. Don't check answers yet.

- C** Refer Ss to page 141 to check the meanings. In feedback, take a class poll on which words were easiest to guess and which strategies were the most popular or useful. Discuss how Ss could use these strategies generally when listening, e.g. listening to an announcement or someone speaking in a situation where you can't ask for clarification.

GRAMMAR

clauses of purpose: *to, so as to, in order to, that, so that*

- 5A** Focus attention on the sentences from the listening and check Ss understand *purpose* (reason) and *clause of purpose* (the part of a sentence that gives a reason). If they struggle to identify the clauses, explain that they are the answer to the question *why* in each sentence, then complete the first one together. Monitor as Ss complete the task. Check answers as a class.

ANSWERS:

- | | |
|-----------------------|---------------------------|
| 1 to make ... | 4 so that I can check ... |
| 2 so as to check ... | 5 so as not to waste ... |
| 3 in order to get ... | |

- B** Focus attention on the first sentence in Ex 5A and identify the infinitive with *to* (*to make*), then ask Ss to continue the activity alone. Elicit answers as a class. If possible, project the exercise and highlight the structures on the board. Point out that *so that* is followed by a clause (subject + verb).

ANSWERS:

- 1 four (*to, so as to, in order to, so as not to*)
- 2 so that (+ subject + verb)

- C Write sentence 5 from Ex 5A on the board and draw Ss' attention to the position of *not* (before *to*). Ss work alone to rewrite the sentences, first locating the clause of purpose and then making it negative. They then compare ideas in pairs. Check answers as a class, pointing out that *not* is stressed in the construction and drilling as necessary. Point out that in sentence 4 the structure is a clause, not an infinitive, hence the different negative form.

ANSWERS:

- 1 I treat the person with respect so as **not** to upset them.
- 2 I usually write an email **not** to avoid talking to someone, but because ...
- 3 I keep receipts in a file in order **not** to lose them.
- 4 I breathe deeply so that ~~that~~ I **won't** lose my temper.

- D The Grammar Bank on page 118 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ► page 118 GRAMMAR BANK

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding. You might also want to point out that *so that* in a purpose clause is a unit and never separated, because in the next unit *so* + adjective + *that* is presented.

- 1 This exercise focuses on form. Explain that only one alternative is correct in each item. Ss complete the exercise alone, then compare ideas in pairs. When checking answers, you could ask stronger Ss to reformulate some of the sentences with the other option.

ANSWERS:

- | | |
|--------------------|----------------|
| 1 to | 5 to avoid |
| 2 to | 6 so that |
| 3 that it wouldn't | 7 not to |
| 4 in order to | 8 so as not to |

- 2 This exercise focuses on form and use in context. Preteach *have an early night*. Point out to Ss that they should read the words both before and after each gap and identify the other parts of the structure to help them choose the correct word. Monitor as Ss complete the email, assisting as necessary, then check answers as a class, asking Ss to read sections of the completed email aloud.

EXTRA SUPPORT Provide the missing words in a word choice box or as a jumbled list for Ss to select from. As some words appear more than once, you could mention how many times they appear, e.g. *not* (x3).

ANSWERS:

- | | | | |
|---------|--------|-----------|-------|
| 1 order | 2 that | 3 so | 4 not |
| 5 to | 6 not | 7 n't/not | |

- 3 Check the meaning of *a traffic jam*, then explain that Ss need to rewrite the whole sentence in each case, as in the example. Ss work alone, then compare ideas in pairs. Check answers as a class. When Ss read out their answers, focus on the weak forms in these longer sentences, e.g. 3 ... *so that* (*I don't get stuck*) /səʊðæt/; 5 ... *so as not to* (*fall behind*) /səʊwəznɒtə/.

ANSWERS:

- 2 Could you contact the marketing department in order to arrange a meeting?
- 3 I always use this app so that I don't/won't get stuck in a traffic jam.
- 4 Let's open the window to let in some fresh air.
- 5 We often have to work late so as not to fall behind schedule.
- 6 I always take a hat with me in order not to get cold.

- 6A Explain to Ss that they will now look at some sentences and have to try to identify what has gone wrong in each situation. Write the first sentence on the board, look at the example conversation as a class and elicit more suggestions for possible problems. Point out that Ss should only skim the sentences to think about what's happening at this stage, rather than try and complete them. Put Ss in pairs to discuss their ideas, then discuss as a class.

POSSIBLE ANSWERS:

- 2 the person is talking about an object they bought that was in a box, which could be anything. It's possible the object was well-wrapped or fragile, and that's why they didn't want to take it out.
- 3 the object is something with strings, possibly a musical instrument, for example a guitar or a violin
- 4 the person had a bad dish in a restaurant
- 5 the person is complaining in a shop (not a restaurant), and the sales assistant didn't want to help them contact the manager
- 6 the person thinks that taking a taxi turned out not to be the best way to travel

- B If you have a stronger class, ask Ss to work alone, but with a weaker class, or if you want to prioritise speaking, Ss can work in pairs. Monitor, ensuring Ss are making accurate sentences and prompting self-correction where possible.

- C** Put Ss in pairs to read out their sentences and discuss if they have been in similar situations. If they worked in pairs for Ex 6B, make sure you put them with new partners here.

EXTRA CHALLENGE Ask Ss to create a continuation of one of the situations using clauses of purpose and including adjectives to say how they felt, e.g. 'In order to check the light was working, I switched it on and off, but nothing happened. I felt rather annoyed! Then I switched off the electricity so that I could change the bulb.' They can then read their sentences either to each other in small groups or to the class.

SPEAKING

- 7A** Explain to Ss that they are going to make a complaint by phone and ask them what might be easier or more difficult about this than complaining face-to-face, e.g. chance to be more direct, loss of visual clues, etc. Put Ss in pairs and refer them to the sentences to complete, reminding them to use the adjectives from Ex 1D as a reference. Monitor, providing support as necessary.

POSSIBLE ANSWERS:

- 1 keep them on your side / make sure they will want to help you
- 2 calm / pleasant
- 3 aggressive / (too) direct

- B** Ask Ss to work alone and decide which phrases would be effective, then compare ideas in pairs. In feedback, you could discuss how the way something is said is just as important as the words and practise saying the phrases both politely and angrily.

EXTRA SUPPORT Refer Ss to audioscript 5.02 and ask them to highlight useful phrases to use in their conversations, e.g. *I'm sorry to hear that.*, *Could you give me the exact date?*, *I really appreciate your help.*, etc. As further preparation, Ss could read the conversations again in pairs.

ANSWERS:

- 1 effective because it focuses on the problem immediately
- 2 might be effective because it takes the blame off the worker being spoken to; but might be ineffective because it expresses impatience and annoyance
- 3 too direct and a bit aggressive because of the use of 'demand'
- 4 might be effective because it makes clear that the issue is not resolved; but might be ineffective if it comes across as too emotional
- 5 effective because it shows respect for the person on the other end and treats them as a partner in solving the problem

- C** Put Ss in A/B pairs and refer them to the relevant pages. Alternatively, for greater support, for each roleplay you could first put Ss in A/A and B/B pairs to prepare their roles, before forming A/B pairs for the roleplays themselves. Preteach *shipment* and *dissatisfied*. Monitor Ss' preparation, assisting with language as necessary as Ss read their role cards. For the roleplays themselves, you could ask Ss to turn their chairs away from each other, so as to remove non-verbal cues and make it more similar to a phone call. Give feedback on use of the target language and pronunciation in feedback at the end of the section.

WRITING

a complaint email

- 8A** Focus attention on the questions and put Ss in pairs to discuss their ideas. If you feel the topic is outside their experience, e.g. with very young Ss, discuss the questions as a class. Add useful vocabulary to the board in feedback.

POSSIBLE ANSWERS:

- 1 Students' own answers
- 2 a formal style, clarity in terms of what the problem is and what the person wants to happen, good spelling and presentation, shouldn't be too long
- 3 no hot water, slow room service, dirty room, noise, bad food, something getting stolen, price different from the one promised, credit card machine not working, bad smells, no curtains

- B** Ask Ss to read the complaint email and then discuss the questions with their partner, referring back to Exs 7A and 8A. When they have finished, check off any ideas written on the board in Ex 8A. Ask Ss if they think it's a good complaint letter and if so, why.

POSSIBLE ANSWERS:

- 1 Yes. The writer keeps a tone of respect even when saying that the problems were the fault of the manager and/or the staff. The writer is not aggressive. The writer comes across as sensible.
- 2 Students' own answers

- C** Ask Ss to read the complaint email again and find phrases which match with 1–10, then compare ideas in pairs. Check answers as a class.

EXTRA SUPPORT With weaker classes, or for Ss with dyslexia, provide a handout with the phrases from the email in a jumbled list for Ss to match with the meanings. Alternatively, provide a version of the email (either as a handout or projected on the board) with the phrases highlighted and lettered a–j for Ss to match with meanings 1–10.

ANSWERS:

- 2 I found it extremely annoying that ...
- 3 I was shocked to discover that ...
- 4 by this point I was beginning to regret ...
- 5 the problems didn't end there ...
- 6 I am afraid to say that ...
- 7 (A hotel guest) should never be put in this situation.
- 8 I was reasonable and patient with your staff ...
- 9 my experience was completely unacceptable.
- 10 I am confident that we can reach a sensible resolution.

9 Ask Ss to complete the instructions alone using the email in Ex 8B as a reference, then compare ideas in pairs. Check answers as a class.

ANSWERS:

1 only as much detail as is necessary	5 formal
2 why you're writing	6 avoid using
3 the problem	7 can often
4 you want	8 use

10A Put Ss in pairs to discuss the questions, then build up a list of useful vocabulary that can be used in their complaints on the board in feedback.

EXTRA: ALTERNATIVE IDEA If a restaurant scenario is not suitable for your class, choose another that you feel will be more relatable, e.g. complaining about a product or service, e.g. a mobile phone, or experience, e.g. a cinema visit.

- B Ask Ss to write their email, using the ideas from Ex 10A and vocabulary from the board. Remind them to follow the structure and style of the email in Ex 8B. Ss should aim to write 150–200 words. Monitor, assisting as necessary and ensuring Ss are using a suitably formal tone in their email. With online classes, remember you can provide individual feedback on Ss' draft emails via private chat before they swap emails with a partner.
- C When they have finished, ask Ss to swap and evaluate each other's emails according to the tips in Ex 9.

EXTRA CHALLENGE Ss write a response to their partner's complaint email as manager of the restaurant, either agreeing with the complaint, suggesting alternative compensation or refuting the complaint.

TO FINISH

Write the following sentence beginnings on the board:
I'm learning English so as to ...
In order to improve my skills, I'm going to ...
To remember this lesson, I'll ...

Ask Ss to complete the prompts so they are true for them, then share their sentences in small groups. Sharing their ideas should enable them to practise the clauses of purpose from the lesson.

5B Too good to be true

GRAMMAR | comparative and superlative structures
VOCABULARY | advertising; money
PRONUNCIATION | linking *r* in phrases

LESSON OVERVIEW

In this lesson, Ss talk about marketing. They start by learning vocabulary related to advertising and also learn more vocabulary related to money, then read an article about marketing techniques. This is the context for the grammar focus on comparative and superlative structures, which then leads into a pronunciation focus on linking *r* in phrases. Finally, Ss plan a marketing campaign to encourage people to take up a premium gym membership and have a discussion about the most effective ideas to do this.

Online Teaching

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

- **Ex 4B:** Ask Ss to switch off their cameras while they read, to fully engage with the text. Set a time limit of five minutes for this, then ask them to switch their cameras back on.
- **Ex 5B:** This activity could be done in breakout rooms or Ss could share their comments via the chat box.

Additional Materials

For Teachers:

- Presentation Tool Lesson 5B
- Photocopiable Activities 5B
- Grammar Bank 5B
- Vocabulary Bank 5B

For Students:

- Online Practice 5B
- Workbook 5B

TO START

Show Ss a range of global and local brand names or logos on the board or screen, aiming for a range from high end to more modest, and put them in pairs to answer the following questions:

Which brands do you recognise?

What is the profile (i.e. kind of person) of someone who buys this brand?

Give an example, e.g. 'That's the *Star* logo. That's quite a high-end shop. I think people who shop there are trendy.' In feedback, ask a few pairs to describe a buyer profile while the other Ss listen and guess the brand.

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

VOCABULARY

advertising

1 A Put Ss in pairs to discuss the questions. Conduct brief feedback, writing any useful vocabulary on the board.

B Explain that Ss should work out the correct response to each sentence using the contextual clues and that they don't need to fully understand the words and phrases in bold to do this. Ask Ss to work alone, then compare ideas in pairs. Check answers as a class, asking Ss to explain their choices. They could practise saying the sentences and responses in pairs as a follow-up. When you have read all the sentences out, check answers, allowing Ss to make any changes.

EXTRA SUPPORT With weaker classes, allow Ss to check a limited number of words, e.g. three, in the dictionary to help them with this task.

ANSWERS:

1 d 2 a 3 b 4 e 5 c

C Remind Ss of the strategies they saw for working out meaning from context in Ex 4B in Lesson 5A. Ask them to think briefly about their ideas alone before discussing in pairs. In feedback, ask Ss how many they know or think they can guess from context. Don't elicit the meanings yet.

D Tell Ss they now need to match the words and phrases in bold in Ex 1B with the definitions without referring to a dictionary. Point out that identifying the part of speech can be helpful, e.g. *good or useful* in item 5 suggests Ss are looking for an adjective. Model this strategy by doing the first item as a class, e.g. *buy something* (verb + noun) matches *make a purchase* (verb + noun). Monitor, assisting as necessary. Ask Ss to compare ideas in pairs, then check answers as a class, saying the definitions so Ss pronounce the target words. Drill as needed.

ANSWERS:

- | | |
|-------------------|-------------------------|
| 1 make a purchase | 6 consumer |
| 2 quality | 7 brand loyalty |
| 3 influence | 8 a bargain hunter |
| 4 on offer | 9 a good deal |
| 5 worth | 10 limited availability |

EXTRA SUPPORT Some words and phrases in the activity are similar in meaning, so give Ss further examples where helpful. A *bargain* is an item sold at a low price. When something is *on offer*, the price is lower for a certain period for all customers. To get a *good deal* is to get something at a good price. These words are all informal or neutral. In contrast, *purchase* and *consumer* are more formal, technical terms for *buy* and *buyer*. Note that *purchase* is both a noun and a verb.

2 A Give an example to demonstrate the task, e.g. 'I'm a bargain hunter. I love going to the sales.' Monitor as Ss make their notes using the target vocabulary, assisting as necessary.

B Put Ss in pairs to give their descriptions aloud. Monitor, noting examples of good use of language and errors. Highlight the good language and ask Ss to correct the errors on the board in feedback.

3 A Focus attention on the example and ask Ss to make a list of nouns related to money and price in pairs. Give them three minutes for this, but allow more time if you see they have lots of ideas.

B Ask Ss how many words they have and refer them to the Vocabulary Bank on page 134 to check their ideas. Add any other valid words on their lists to the board.

▶ page 134 **VOCABULARY BANK** money

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

1 A Ask Ss to discuss what they can see in the photos in pairs before deciding which words are connected with them. Check Ss understand that some photos may be connected with more than one word. Check answers as a class, drilling words as necessary.

VB

VB

ANSWERS:

A fare

D loss, profit

B donation

E bargain, discount

C charge, fee

EXTRA IDEA After checking answers, ask Ss to cover the words and try to remember as much of the vocabulary associated with the photos as possible. Alternatively, they could test each other by asking their partner to name the words associated with a specific photo.

B Preteach the verb *reduce* and the noun *reduction*. Ss complete the task alone, then compare ideas in pairs. Check answers as a class, asking questions to confirm meaning where words appear similar, e.g. ‘When you pay a lawyer, do you pay a fare or a fee?’ (*a fee*), ‘Do businesses like to make a profit or a loss?’ (*a profit*) and drilling unusual pronunciations such as *receipt* (/rɪˈsi:t/).

EXTRA SUPPORT: TEACHER Although all of these words are presented in noun form, several of them also have verb forms, e.g. *to bargain*, *to charge*, *to discount*, *to donate*, *to refund*, and/or form collocations with other verbs, e.g. *to make a donation/loss/profit*, *to pay a fee/fare*. Note also that *a refund* is stressed on the first syllable while *to refund* is stressed on the second.

ANSWERS:

a 5

b 1

c 9

d 7

e 3

f 8

g 10

h 6

i 2

j 4

C Ss match the words with the stress patterns individually, then compare ideas in pairs. If they are struggling, model the words for them. Don’t check answers yet.

EXTRA SUPPORT: DYSLEXIA Provide Ss with a table with the stress patterns at the top of four columns and the nouns in a vertical list at the side for Ss to write in to help with the challenge of ‘carrying’ a word from one area of the page to another.

D  **VB5.01** | Play the recording so that Ss can check their ideas, then check answers as a class, drilling as needed to reinforce the patterns. When answers are confirmed, Ss can recite each column of words in pairs, taking turns to say the words.

ANSWERS:

1 charge, fare, fee, loss

2 bargain, discount, refund, profit

3 receipt

4 donation

2A Ss work alone to complete the task, then compare ideas in pairs. Check answers as a class, asking Ss to read the questions aloud so that you can highlight pronunciation of the target vocabulary.

ANSWERS:

1 charge

4 refund, receipt

2 profit

5 donations

3 discount

B Ss ask and answer the questions in Ex 2A in pairs. Ask a few pairs to share an interesting point they discussed and/or have a show of hands for questions 3 and 4 in feedback.

READING

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

4A Point out the title of the article and elicit Ss’ ideas of what it means (*Tricks of the trade* = clever and effective methods of working used by people experienced in a particular type of job or activity, e.g. a technique or ‘trick’ to make a photo look better if you’re a photographer, or methods to sell things on a market stall). Put Ss in pairs to discuss the image and the questions, encouraging them to use the vocabulary in Ex 1B, then elicit ideas from around the class.

EXTRA SUPPORT: TEACHER Explain that *technique* is a neutral word, but *trick* can have a slightly negative connotation of trying to deceive someone. Explain or elicit that *marketing* is the activity of deciding how to sell a product or service, for example what sort of advertisements to make and where to put them, how to price a product or service, etc.

B Preteach *decoy* (an imitation used to trick or confuse someone) and *scarcity* (not enough). Ask Ss to read the article quickly and rank the three marketing techniques, then compare ideas in pairs. Check their ideas as a class, asking Ss to justify their choices. With online classes, ask Ss to switch off their cameras while they read, to fully engage with the text. Set a time limit of five minutes for this, then ask them to switch their cameras back on.

C Refer Ss to phrases a–h and ask them to try to match them with the techniques individually, without referring back to the article, before comparing ideas in pairs. Don’t check answers yet.

EXTRA SUPPORT Match the first two or three phrases as a class, then ask Ss to continue the task alone.

D Ss read the article again to check they have matched each phrase with the correct technique. Confirm answers as a class.

ANSWERS:

- 1 d, f
- 2 a, c, g
- 3 b, e, h (possibly also g if there is an emphasis on price, e.g. 'Only 5 left at this [low] price!')

5A Remind Ss of the meaning of *summary* (seen in Unit 4) and ask them to complete the summaries alone or in pairs. Point out that they don't need to change the form of the phrases and they can use the sentence grammar to help them. Monitor, assisting as necessary, then check answers as a class, asking individuals to read sections of the summaries aloud. Drill words and phrases as needed.

ANSWERS:

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

B Before the discussion, elicit other situations where the techniques in the reading might be used and other marketing techniques Ss are aware of, e.g. 'buy one get one free' in supermarkets, 'meal deals', etc. Ss discuss the question in pairs. Monitor, then invite Ss with interesting ideas to share them in feedback. With online classes remember that this activity could be done in breakout rooms or Ss could share their comments via the chat box.

6  Ask Ss to make notes on and, if possible, photograph examples of one of the marketing techniques discussed to share with the class.

GRAMMAR

comparative and superlative structures

7A Point out that the sentences are from the article in Ex 4. Briefly revise comparative and superlative forms by eliciting some examples of short, long and irregular adjectives. (Note that the Grammar Bank also begins with a review and an initial practice of basic comparative forms.) Ask Ss to identify the full structures in the sentences individually or in pairs. Check answers as a class.

EXTRA SUPPORT: TEACHER If you think the class would benefit from more explanation at this stage, help Ss notice patterns in the formation of comparative and superlative structures, e.g. the importance of including *the* in superlative and certain comparative phrases as well as the inclusion of *than* after comparatives, not *that*.

ANSWERS:

- 2 Among the most annoying marketing techniques ...
- 3 As you go deeper and deeper into the process, ...
- 4 The more time you spend, the less likely you are to stop.
- 5 Consumers are more aware than ever of the different tricks ...

B Find the first example of a comparative that uses repetition as a class, then ask Ss to work alone to identify the remaining features in the sentences, then compare ideas in pairs. Check answers as a class. Point out that the repetition of comparatives is quite common in idiomatic phrases, e.g. *the sooner the better*, *the more the merrier*, etc. and see if Ss have similar phrases in their first language, too.

ANSWERS:

- 1 'deeper and deeper' (sentence 3); *the* + comparative, *the* + comparative (sentence 4)
- 2 'more ... than ever' (sentence 5)
- 3 'slightly' (sentence 1)
- 4 'Among' (sentence 2)

C The Grammar Bank on page 119 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 119 **GRAMMAR BANK**

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

1 This exercise focuses on form. Ss should decide if the comparative or superlative is needed, referring to the notes in the Grammar Bank to help them. You may wish to use this activity to do a quick review of the basic spelling and position rules of adjectives, as well as irregular comparatives and superlatives. Monitor as Ss complete the activity alone, assisting as necessary, then put Ss in pairs to compare answers before checking as a class. Write the answers on the board to confirm the spelling and confirm spelling change rules if needed.

EXTRA SUPPORT: TEACHER One-syllable words with a single consonant preceded by a single vowel double the consonant in the comparative form, e.g. *fit*, *fitter*. Ss may also need reminding of the irregular comparative/superlative *far*, *further*, *furthest*. Note that the rule of changing a -y adjective to *i* (e.g. *dry*, *drier*) does not apply with *shy*.

EXTRA SUPPORT: DYSLEXIA To reduce the reading and writing load, provide the sentences completed with both comparative and superlative forms, e.g. *Rihanna is much **shyer** / **shyest** than her sister*. Ss circle the correct options.

GB

ANSWERS:

- 2 I've been going to the gym every day and I feel a lot **fitter** than I used to.
- 3 Samuel is always losing his temper. He needs to become **more patient**.
- 4 We're going to be late. Can you drive **faster**?
- 5 Mohammed is great! He's **the most enthusiastic** student I've ever taught.
- 6 Petrol is slightly **cheaper** than it was last week.
- 7 The government will need to take the housing problem **more seriously**.
- 8 In my opinion, this is Petrov's **most successful** novel so far.

- 2** This exercise focuses on form. Do the first item as a class, then monitor as Ss do the task, providing support as necessary. Put Ss in pairs to compare ideas, then ask Ss to explain their corrections when checking answers.

ANSWERS:

- 1 Self-driven cars are becoming more **and** more reliable.
- 2 Natalie is one **of the** most intelligent people in the company.
- 3 The customer service department wasn't **as** helpful as I would expect.
- 4 The calmer you are, the **more** effective your complaint will be.
- 5 My new computer is **by** far the most powerful I've ever had.
- 6 correct
- 7 The new James Bond film is the **most** exciting ~~than~~ **ever**. / is the ~~exciting~~ **more exciting** than ever.

PRONUNCIATION

linking *r* in phrases

- 8A** Write the phrase *cheese or eggs* on the board. Ask Ss to say it, then point out how the *r* links to the *e* in the second and third words (/tʃiːz ɔːregz/). Point out that *are* and *more* end with an *r* sound because the final *e* is silent. Put Ss in pairs to say the sentences and discuss whether the *r* is pronounced in each word in bold. Ask Ss for their ideas, but don't confirm the answers yet.

- B**  **5.04** | Play the recording for Ss to check their ideas, then check answers as a class. If appropriate, point out to Ss that this is a feature of standard British English. The *r* sound is always pronounced in standard American English, whether it is followed by a consonant or a vowel.

ANSWERS:

r is pronounced in:

- 1 ever advert
- 2 more and
- 3 cheaper and
- 4 more I, better I

r is silent in:

- 1 for jeans
- 2 are becoming, more like
- 3 are getting, cheaper

When the word following the *r* begins with a vowel (or diphthong) sound, we pronounce the *r*.

When the word following the *r* begins with a consonant sound, we don't pronounce the *r*.

- C**  **5.04** | Play the recording again, asking Ss to say the sentences at the same time as the speakers. Drill further if necessary.

EXTRA IDEA If your Ss are struggling to link with the *r*, try backchaining. Repeat chunks of each sentence from the end, building up to the full item, e.g. *for jeans*, *one for jeans*, *seen one for jeans*, etc., attaching the *r* to the following noun and drilling, e.g. *radvert*, *eve radvert*, *best eve radvert*, etc. Once you've done this, get Ss to repeat the sentences from Ex 8A again on their own.

- 9A** Write the example sentence on the board and elicit a few alternative ways to complete it, then ask Ss to work alone to make the sentences in Ex 8A true for them. Monitor, assisting as necessary.

POSSIBLE ANSWERS:

- 2 TV ads / Series / Films are becoming more and more boring / longer and longer / funnier and funnier.
- 3 Electronic equipment / Cars / Houses / Food / Plane tickets are getting cheaper and cheaper. / Phones are getting better and better / more and more complicated.
- 4 The more I throw things away, the better I feel. / The more I buy, the worse I feel. / The less I buy, the better I feel.

- B** Put Ss in pairs to share their sentences and give specific examples. When they have finished, ask a few pairs to share something interesting they discussed with the class.

SPEAKING

- 10A** Focus attention on the three products and preteach a *premium gym membership*. Ss discuss the question in pairs, referring to their own experiences.
- B** Check Ss understand *tag line* by reading the definition together and eliciting a few examples of tag lines for popular products. Put Ss in pairs to discuss the questions, then check answers as a class, making sure that Ss justify their choices. See which tag line is the most popular.

EXTRA IDEA: DIGITAL If you have access to the technology, Ss could provide their answers via a polling device or online survey.

- C** Put Ss in pairs to think about the other two products in Ex 10A. If you are short of time, divide the class so half are working on each product. Alternatively, allow Ss to choose the product they are most interested in. Encourage both Ss to take notes in their discussion, as they can use these in Ex 11B. Monitor and provide language support where necessary.

FUTURE SKILLS | Communication



- 11A** Read the Future Skills box as a class and invite completions for the comments. Write Ss' ideas on the board.

- B** Put Ss in groups of three or four and give them time to choose and prepare their marketing campaigns. Groups should nominate a secretary to make a note of their ideas. Suggest they use their notes from Ex 10C for ideas. Encourage them to use the phrases from the Future Skills box to accept or reject each other's ideas.
- C** Ask groups to make a decision on their best idea and tag line, taking a vote if they wish, then decide how they will present their chosen ideas to the class.
- D** Groups present their ideas in turn, and take notes of the ideas and tag lines they hear described. When they have finished, have a class vote on the most effective idea and tag line. Nominate Ss to give reasons for their choices.

EXTRA IDEA Ss prepare a poster or leaflet to advertise their chosen product to practise the grammar and vocabulary of the lesson. Alternatively, they could record a TV or radio advert on their device to show or play to the class.

TO FINISH

Write the following sentence beginnings on the board:

The best part of this lesson was ...

The most interesting thing I learnt was ...

I have a question about ...

Ask Ss to complete the sentences, then share ideas in pairs. When they have finished, ask pairs to report what they discussed and take any questions.

5C Which should I buy?

HOW TO ... | summarise information from different sources

VOCABULARY | describing products

PRONUNCIATION | intonation in summarising phrases

LESSON OVERVIEW

In this lesson, Ss talk about buying decisions. The lesson begins with a message exchange and reviews about buying a bicycle and vocabulary related to quality. Ss then listen to a conversation about buying an e-bike with a focus on phrases which summarise information and practising intonation. Finally, they evaluate information and discuss which backpack is best for different people.

Online Teaching

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

- **Ex 4C:** When Ss are listening intensively, remind them to mute their microphones. In feedback, ask Ss to type their answers in the chat box to assess everyone's understanding.
- **Ex 6C:** Ask Ss to mute their microphones so they can say the phrases at the same time as the speaker when you play the recording again. Then nominate individual Ss to unmute themselves and listen and repeat a phrase for the class to hear.
- **Ex 8A:** Ask Ss to post their ideas in the group chat, then work as a group to discuss the suggestions.

Additional Materials

For Teachers:

Presentation Tool Lesson 5C

Photocopiable Activity 5C

Grammar Bank 5C

Mediation Bank 5C

For Students:

Online Practice 5C

Workbook 5C

TO START

Ask Ss if they know what an e-bike is, and then put them in pairs to come up with a list of reasons why someone might buy or use one and any disadvantages they can think of. When they have finished, conduct feedback and write useful vocabulary on the board.

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

VOCABULARY

describing products

1 A Refer Ss to the questions and give them a few minutes to discuss in pairs. Point out that they need only look at the texts briefly (i.e. *scan* the texts), not read them in detail. Check answers as a class.

ANSWERS:

- 1 Students' own answers
- 2 The information comes from: a friend, through messaging and in reviews on a website.
- 3 Students' own answers

B Refer Ss to the message exchange. If you can, show a photo of a bicycle and use this to teach some of the key vocabulary used in the message exchange, e.g. *rack, basket*. Consider also showing images of the different bikes mentioned, e.g. *mountain bike, cruiser bike, commuter bike* in order to preteach these. Ss could highlight the useful information as they read. Elicit answers as a class.

ANSWERS:

The type of bike that's best for her: a commuter bike, especially because you can easily carry things on a commuter bike and you can't on a mountain bike.

That two of the commuter bikes can also be used in a forest.

2 Preteach *battery* and *range* (in this context, how far something can go). Ss read the reviews, then discuss the question in pairs.

EXTRA SUPPORT: DYSLEXIA Spend some time looking at non-linguistic features of the reviews, e.g. the titles, stars, dates, etc. and discuss what they contribute. As the texts are quite short and reflect spoken language, you could read the reviews aloud to the class as Ss follow the text or put dyslexic learners with a partner who can read the text with them before they discuss the question together.

ANSWERS:

The reviews give useful information about:

- the weight (26 kg / 22 kg)
- the possibility of the bikes being used as either commuter bikes or in the hills / off-road
- the price (£1,899 / £1,400)

(There is also information about the range. However, Lynn doesn't really need to know this because in the message exchange in Ex 1B it is clear that she isn't intending to ride the bike for long distances.)

3 A Ss work alone to match the adjectives with the meanings, then compare ideas in pairs. In feedback, elicit how they chose their answers. Elicit or explain that the preposition *for* often collocates with *suitable*, e.g. *suitable for me, suitable for using*, and that *reasonable* often collocates with *price*, e.g. *the price is reasonable*. *Solid* is used to describe something strong and well made, while *stable* is used to describe something which is not likely to move or fall over.

EXTRA SUPPORT With weaker classes, or for dyslexic learners, provide the adjectives in bold in a vertical list on a piece of paper for Ss to refer to when completing the exercise, and suggest they cover the sentences they are not working on.

ANSWERS:

1 <i>decent</i> , acceptable	4 reasonable
2 impressive, superb	5 solid
3 suitable	6 stable

B Do the activity as a class, writing the phrases in order on the board from most to least positive and discussing where substitutions are possible. Note that *nothing special* is a fixed phrase meaning 'OK'. Both *not a bad* + noun (e.g. *choice, buy, bike, etc.*), meaning good for the price, and *an excellent* + noun (e.g. *choice, buy, bike, etc.*) can be varied with substitutions. A *pleasant surprise* is something that is better than expected.

ANSWER:

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

C Give Ss a few minutes to think about how to describe their items, then put them in pairs, encouraging them to use the language in Exs 3A and 3B in their discussion. Monitor, providing assistance as necessary. Ask a few pairs to describe something they discussed in feedback.

EXTRA IDEA: DIGITAL Ss can make an audio or video recording of a mini-presentation on a product they have bought, using a minimum of three words or phrases from Exs 3A and 3B. They play it to a partner or group, who raise their hand when they hear the key vocabulary.

How to ...

summarise information from different sources

4A  **5.05** | Explain that Ss will now listen to the woman from earlier in the lesson discuss e-bikes with a different friend. They should note the bike she decides to buy and the reasons she gives. Preteach *make up your mind* (decide) and play the recording. Ss answer the questions, then compare ideas in pairs. Check answers as a class.

ANSWERS:

She decides to buy the Wells Rider. The main reason is the price. She also doesn't need the longer range or the greater power that the Dorith bike has.

AUDIOSCRIPT 5.05

- A: So have you made up your mind?
- B: Well, yes and no. I messaged Sam and he had some good advice. And I've read a lot about e-bikes, you know, reviews and websites, everything.
- A: So, what did Sam say?
- B: Well he was really helpful. From what he says, it depends on what you want to use it for. I just want a bike to get to work and do the shopping, so I thought a commuter bike would be perfect.
- A: But?
- B: But Sam made a good point, that if I ever want to use the bike outside the city, go into the forest or something, I'd be better off with a commuter bike that's also good off-road.
- A: What about a mountain bike then?
- B: The only thing is that a mountain bike is no good for carrying things like shopping, and according to Sam, it's quite heavy. So anyway, he recommended two models that would be good for both things and I'm trying to decide which one.
- A: Let me see. They both **look** nice. Wow, they're not cheap. Which one's better, do you think?
- B: Not sure. There are a few things I need to think about. Like how much power the bike has, how much range ...
- A: How much range?
- B: Yeah, how far it goes before it runs out of electricity. I hadn't thought of that before I started looking. Anyway, the Dorith has a better range, and it also has more power going uphill. Long story short, it's a better bike.
- A: So it's a matter of whether you want to pay more for more range and a better uphill ride?
- B: Yes, in the end, it's a question of how much I want to pay.
- A: Have you read any reviews?

- B: Yes, tons. All in all, reviewers of both models were happy with their bikes, though one said the Wells Rider didn't have the range he expected.
- A: So they didn't help.
- B: They did, I guess. They made me think about things like range and power, but I don't really need those to be amazing. It all comes down to the price, really, if I'm deciding between these two models. I don't mind spending more, but is it worth it?
- A: Well, just because something's less expensive it doesn't mean it's not good.
- B: Yes, taking everything into account, I think the Wells Rider is good enough for me.
- A: Well, let's go get it then!

B Refer Ss to the sentences from the listening and ask them to complete them in pairs. Explain that you don't expect them to remember every word, so they can guess at this point. Don't check answers yet.

EXTRA SUPPORT Provide a list of the missing words for Ss to choose from either on a handout or on the board.

C  **5.06** | Play the recording, pausing after each phrase or sentence for Ss to check their answers. Check answers as a class. Note that there's no need to review all the phrases and their functions at this point, as this is covered in the next task. However, you could point out that *according to* is only used for other people or sources, e.g. we can't say *according to me*. And you could also explain that *long story short* is a shortened form of *to cut a long story short*, an informal expression to sum up an idea. With online classes, remember that when Ss are listening intensively, as they are in this exercise, they should mute their microphones. In feedback, ask Ss to type their answers in the chat box to assess everyone's understanding.

ANSWERS:

- | | | |
|---------------|----------|-----------|
| 1 what | 2 thing | 3 to |
| 4 story | 5 matter | 6 end |
| 7 in | 8 down | 9 because |
| 10 everything | | |

5A Look at the examples in the table as a class, then ask Ss to work in pairs to complete the task. Elicit the answers in feedback, drilling if necessary.

EXTRA SUPPORT If Ss are struggling, tell them how many items are in each category or provide the phrases on slips of paper for Ss to assign to the correct category. Point out that *From what he says* is an informal way of saying *According to him*.

ANSWERS:

saying where you got the information: *From what he says, ... ; According to ...*

summing up ideas: *Long story short, ... ; it's a matter of ... ; in the end, ... ; All in all, ... ; taking everything into account, ...*

focusing on a specific point: *The only thing is that ... ; It all comes down to ... ; just because something's ... , it doesn't mean ...*

EXTRA IDEA For Ss to hear all the phrases in Ex 4A used once more in context, play audio 5.05 again, pausing after each phrase when it is used.

B The Grammar Bank on page 120 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶▶ page 120 **GRAMMAR BANK**

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

1 This exercise focuses on form. Preteach *brochure* and encourage Ss to complete the exercise without looking at the phrases in the grammar notes. Ss compare ideas in pairs, then check answers as a class. They could practise the conversations in pairs as a follow-up.

ANSWERS:

- 1 everything
- 2 what
- 3 just
- 4 both are possible
- 5 in the end,
- 6 all in all
- 7 The only thing
- 8 According to
- 9 It's a matter
- 10 Long story short
- 11 It all comes down to that
- 12 both are possible

2 This exercise focuses on accurate formation of the target phrases and other grammar. Point out that the slashes often represent a missing word and complete the first line as a class. Ss work alone, then compare ideas in pairs. Check answers as a class, asking pairs of Ss to read parts of the conversation aloud, paying attention to their intonation and how well they stress key words in each item.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners may struggle with the writing load in this task. Consider giving them the completed prompts with a few key words missing for them to fill in (they could refer to the phrases from the grammar notes to do this).

ANSWERS:

- A: Shall we have dinner somewhere new tonight?
- B: How about the Stagecoach Inn? According to the reviews, the food is superb.
- A: But just because the reviews are positive, it doesn't mean the restaurant is good.
- B: Have you heard something negative?
- A: One of my colleagues ate there last week. From what she says/said, I'm not so sure about it.
- B: Why, what does/did she say?
- A: Basically, the food is/was excellent. The only thing is/was that the service is/was a bit slow.
- B: So, it's a question of whether we're prepared to wait for a good meal.
- A: All in all, I'd rather stay at home and order a takeaway.
- B: Let's do that.

PRONUNCIATION

intonation in summarising phrases

6A Refer Ss back to Ex 4B. If possible, project the task on the board. Ask Ss to identify the phrases that end with a comma and write or highlight these complete phrases on the board.

ANSWERS:

From what he says,
According to (Sam),
Long story short,
in the end,
All in all,
taking everything into account,

B  **5.07** | Play the recording for Ss to listen and decide if the intonation on the phrases with commas in Ex 4B goes up or down at the end. Mark these arrows (up for rise, down for fall) on the board when checking answers.

EXTRA SUPPORT: TEACHER The focus here is on the fall-rise or rise that speakers use to show that they aren't finished and have more to say. There is also a natural short pause after phrases that are followed by a comma. This section gives Ss extra practice in chunking and noticing again how the stress tends to fall on the last main stressed word in a phrase, in this case *says, Sam, short, end, all, account*. You could take this opportunity to remind Ss of both features of pronunciation.

ANSWERS:

The intonation goes up. For some speakers this is a fall-rise and for others it's just a rise. However, the main point is that the voice does not fall.

AUDIOSCRIPT 5.07

- 1 From what he says
From what he says, it depends on what you want to use it for.
- 2 According to Sam
According to Sam, it's quite heavy.
- 3 Long story short
Long story short, it's a better bike.
- 4 In the end
In the end, it's a question of how much I want to pay.
- 5 All in all
All in all, reviewers of both models were happy with their bikes.
- 6 Taking everything into account
Taking everything into account, I think the Wells Rider is good enough for me.

C  **5.07** | Play the recording for Ss to listen and say the phrases at the same time as the speaker. Help Ss replicate the intonation by raising and lowering your hand when the intonation rises or falls. If you're teaching online, remember to ask Ss to mute their microphones when you play the recording and then nominate individual Ss to unmute themselves and listen and repeat a phrase for the class to hear.

7A Ss choose a suitable item and prepare some notes on it alone using some of the phrases in Ex 5A. Elicit some ideas if necessary, e.g. *clothes, phone, service*, etc., and list them on the board. Monitor, assisting as necessary.

EXTRA IDEA: DIGITAL Once Ss have prepared what they are going to say, ask them to record it, focusing particularly on appropriate intonation and pausing. They can then play this back to themselves or send it to classmates or you for feedback.

B In pairs, Ss take turns to talk about their items, with a focus on the intonation of the summarising phrases. You could play the phrases from audio 5.07 again immediately before Ss start as a reminder of how to pronounce them. Monitor, giving feedback where appropriate. Ask a few pairs that have good intonation to say sentences for the class.

SPEAKING

8A Ask Ss if they use backpacks and if so, when and why, e.g. work, school, holidays, etc. Refer them to the images and ask them to discuss the question in pairs. If you're short of time, do this activity as a class. Conduct feedback, writing useful vocabulary on the board, including *compartment* as this appears in Ex 8B. With online classes, ask Ss to post their ideas in the group chat, then work as a group to discuss the suggestions.

B Put Ss in pairs and ask them to read the information about the two people and make notes of the key information. As a class, elicit initial reactions as to which of the backpacks in Ex 8A would be better for each of them and why. Preteach *dimensions* and *carry-on*. Then refer Ss to page 142.

- 1 Individually, Ss read and make notes about the backpacks, and think about which would be better for each of the people they read about on page 63.
- 2 Ss return to their pairs and discuss the information, talking about the similarities and differences they found, and deciding which backpack is most suitable for each person. Monitor, assisting as necessary.
- 3 Put two pairs together or reorganise Ss in new groups of three or four. Ss explain their decisions, giving reasons for their choices. Remind them to use phrases from Ex 5A to do this. Elicit a few answers in feedback.

EXTRA: HOW TO ... Ask Ss to talk about the features and qualities of their own bags or backpacks. Encourage them to use vocabulary from the lesson, as well as the comparative and superlative structures studied in Lesson 5B.

TO FINISH

To review the vocabulary from the lesson, ask Ss to work in pairs and each prepare descriptions of familiar items, such as their mobile phones. Encourage them to use the descriptive vocabulary seen in the online reviews in Ex 2. When they have finished, they can read each other's reviews or swap with another pair and decide which review is the best.

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

► page 152 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 206

5D Street Interviews

I do it myself

GRAMMAR | causative *have* and *get*; reflexive pronouns

SPEAKING | planning an event

WRITING | a meeting summary

LESSON OVERVIEW

In this lesson, Ss talk about household and personal tasks. The context is a video of people talking about what they do themselves and what they get done. Ss then focus on the grammar of causative *have* and *get* and reflexive pronouns and practise language used when planning an event. The lesson ends with a writing activity where Ss summarise a meeting.

Online Teaching

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

- **Ex 1:** Ss discuss the questions in breakout rooms, then return to the main room and report back.
- **Exs 2A and 3B:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 5A:** Ss write their lists in the group chat then work as a group to decide on the tasks that need to be done. Depending on the class size, this could be in breakout rooms.
- **Ex 7C:** Ss add their summaries to an online noticeboard where they can read and comment on each other's work.

Additional Materials

For Teachers:

Presentation Tool Lesson 5D

Online Digital Resources

Grammar Bank 5D

Videoscript 5D: BBC Street Interviews

For Students:

Online Practice 5D

Workbook 5D

TO START

Write *How often do you ... wash your hair?* on the board. Elicit a few answers and ask for other completions to the question (eliciting personal and household tasks if possible). Write them on the board, then ask Ss to discuss in pairs. When they have finished, conduct feedback and tell Ss today's lesson will involve talking about household and personal tasks.

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

PREVIEW

- 1 Check understanding of *fix* (repair), then put Ss in pairs to ask and answer the questions. Elicit some answers as a class and add any useful vocabulary to the board. If you're teaching online, Ss can discuss the questions in breakout rooms, then return to the main room and report back.

EXTRA IDEA Elicit the names of people that provide services for you and write them on the board. You could introduce *handyman* (general tradesperson who puts up shelves, etc.) and *DIY* ('Do It Yourself', used when you do small jobs around the house yourself rather than get a professional to do them) as these come up in the video.

EXTRA SUPPORT: TEACHER At this stage, Ss may form inaccurate sentences when talking about services they have done. However, as this is the grammar focus of the lesson, don't correct these mistakes at this point.

VIEW

- 2A ▶ Refer Ss to the questions in the box and play the first part of the video. Suggest Ss use the photos to keep track of who is speaking. Ss note who is most similar to them, then compare ideas in pairs. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. In feedback, write the names of the speakers on the board and tick them when Ss say they are similar.

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

- B ▶ Refer Ss to the reasons (1–4) and the names of the speakers (a–d), then play the first part of the video again. Ask them to compare ideas in pairs, then check answers as class.

EXTRA SUPPORT: TEACHER An *MOT* test is a test that cars in the UK need to go through annually to ensure they are safe and roadworthy.

ANSWERS:

1 b 2 d 3 c 4 a

- 3A** Refer Ss to the items (1–6) and elicit one or two example jobs, e.g. *1 cut the grass, 2 wash the car*, and write these on the board. Give them a few minutes to work alone to list specific jobs for each item, then ask them to compare ideas in pairs. Monitor, assisting with vocabulary, writing any useful vocabulary on the board in feedback.

EXTRA SUPPORT If Ss struggle with vocabulary, use the possible answers below as a reference to provide a list of items for them to match with each category, e.g. hair – cut/dye/style; nails – paint/cut/polish, etc.

POSSIBLE ANSWERS:

- 1 cut the grass/trees/hedges, plant flowers, weed the garden
- 2 clean/wash the car, repair/fix the car, service/check the car
- 3 cut hair, colour/dye/tint hair, style hair
- 4 buy food, deliver food, cook food
- 5 clean/wash windows, repair/fix windows
- 6 paint nails, cut nails, polish nails

- B** ▶ Play the video, pausing as needed, then ask pairs to compare their ideas before checking the answers with the class.

EXTRA SUPPORT: DYSLEXIA Write Ss' answers to Ex 3A on the board and ask Ss to copy them, ensuring the answers to Ex 3B (see below) are included. When Ss watch the video, they tick the ones they hear. This removes the need for writing while watching, so that Ss can focus completely on listening.

ANSWERS:

Dean: grass – cut
 Imogen: car – clean
 Rory: hair – cut
 Eden: food – deliver, hair – colour, nails – paint
 Jane: windows – clean
 Elphida: car – check
 Sagar: hair – cut
 Aisha: hair – colour

- C** ▶ Put Ss in pairs and refer them to the sentences. Ss complete the sentences, then watch and check their ideas. Check answers as a class.

EXTRA SUPPORT Provide the missing words in a list on the board or on a handout for Ss to refer to when completing the sentences. Point out that the verb *worth* can be followed by a noun, e.g. *It's worth the money.*, or an *-ing* form, e.g. *It's worth doing.*

ANSWERS:

- | | |
|---------------------|----------|
| 1 worth | 4 check |
| 2 coloured, painted | 5 colour |
| 3 cleaned | |

GRAMMAR**causative *have* and *get*; reflexive pronouns**

- 4A** Ask Ss to read the sentences and answer the questions. If you're short of time, do this exercise as a class. Check answers. If necessary, remind Ss that *cut* is an irregular verb, so the form appears the same, but is the present simple in sentence a and the past participle in sentence b.

ANSWERS:

- 1 a the speaker; b–d someone else
- 2 past participle
- 3 infinitive with *to*

- B** Write sentence 5 from Ex 3C on the board and underline the reflexive pronoun (*myself*). Ask Ss what meaning it adds (it emphasises that *I* do the action, not someone else). Ask Ss to complete the table, then compare ideas in pairs. Check answers as a class and drill.

EXTRA SUPPORT If Ss ask about the difference between *by myself* and *myself*, explain that *by myself* means 'alone' or 'without help', e.g. *I live by myself.*, *I did the homework by myself.*, and that *on my own* is an alternative for *by myself*. *Myself* means 'me and not another person', e.g. *I made the cake myself.* (I didn't buy it.). This differs from regular reflexive verbs, e.g. *wash myself*, as there is an object between the verb and reflexive pronoun, as in the lesson title *I do it myself*.

ANSWERS:

I	you	he	she
myself	yourself	himself	herself
it	we	you	they
itself	ourselves	yourselves	themselves

- C** The Grammar Bank on page 121 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

Check understanding of the notes with the class, particularly any potential confusion over the word order of the present perfect and causative *have*.

- 1 This exercise focuses on form. Check understanding of *heating* and *dry-clean*. Do the first item with the class as an example, then ask Ss to complete the exercise alone before comparing ideas in pairs. Check answers as a class, writing the correct sentences on the board. Point out that *having* is correct in sentence 6 because of the verb *hates*.

EXTRA SUPPORT: DYSLEXIA To reduce the writing load for dyslexic learners, divide the task, with half of them doing items 1–4 and the other half items 5–8.

ANSWERS:

- 1 I get my hair cut once a month.
- 2 Where do you have your car repaired?
- 3 We need to get the heating fixed before winter.
- 4 We're having a new roof put on the house.
- 5 You should have the furniture delivered.
- 6 Zara hates having her photo taken.
- 7 Have you ever had your ears tested?
- 8 Nicolás needs to get his suit dry-cleaned before tomorrow.

- 2 Do the first item with the class as an example. Ss complete the sentences, then compare answers in pairs. Check answers as a class, asking Ss to read out the complete sentences and drilling to reinforce the structures.

ANSWERS:

- | | |
|----------------|--------------|
| 1 a themselves | 4 a myself |
| b painted | b done |
| 2 a myself | 5 a yourself |
| b fixed | b repaired |
| 3 a ourselves | 6 a herself |
| b cleaned | b made |

- 3 Point out that two sentences are correct and that Ss should find the mistakes in the other six and correct them. Check answers as a class, referring Ss to the grammar notes if needed.

ANSWERS:

- 1 Sharon got ~~myself~~ **me** to clean her car.
- 2 I'm going **to** get a colleague to phone Head Office for me.
- 3 correct
- 4 We'll get Mike **to** make copies of the report.
- 5 You need to get ~~to~~ one of your parents to sign this.
- 6 You should ~~have~~ get a professional jeweller to fix your ring. / You should have ~~get~~ a professional jeweller ~~to~~ fix your ring. / You should have ~~get~~ **got** a professional jeweller to fix your ring.
- 7 correct
- 8 I can never get Patrizia **to** tidy her room.

SPEAKING

planning an event

- 5A Put Ss in small groups and ask them to choose one of the projects and make a list of tasks that need to be done. Monitor and be available to help with vocabulary, but don't take feedback at this stage. With online classes, Ss can write their lists in the chat then work as a group to decide on the tasks that need to be done. Depending on the class size, this could be in breakout rooms.

EXTRA: ALTERNATIVE IDEA To support weaker classes, brainstorm relevant vocabulary as a class and write it on the board for them to refer to during the activity.

EXTRA SUPPORT: TEACHER Groups should ideally have three or four members for Exs 5A and 5D to allow everyone to contribute to the meeting. Depending on the project Ss choose, they may also need help with vocabulary specific to the topic, e.g. actions related to renovating a house, etc.

- B Ss work alone to decide which tasks they could do themselves and which they would need to pay someone else to do, marking them on their lists. Monitor, providing assistance as necessary.
- C Read the Key phrases as a class, then ask Ss to read them again and identify the ones they think they can use in the discussion.
- D Refer Ss to the agenda to guide their discussion and remind them to make notes on their decisions as they complete the task. Check understanding of *purpose* (reason). In their groups from Ex 5A, Ss discuss their project using the Key phrases to help them. Monitor, assisting as necessary.

EXTRA SUPPORT: TEACHER You might want to appoint or get Ss to appoint a chair for their meeting – someone to start it off and follow the agenda, whilst remembering that the meeting structure is informal.

- 6A** As a class, refer Ss back to the Key phrases and ask them to identify the ones that ask for other people's opinions.

ANSWERS:

Does anyone want to suggest anything?

Does anyone have any other ideas?

What do you think?

- B** Regroup Ss to tell each other about their plans in new groups. Remind them to ask questions and use the Key phrases in their discussions. Monitor, noting any good or incorrect examples of target language use. Give feedback on this as a class at the end of the activity. You could also ask groups which projects they heard about sounded the hardest, the most fun, etc.

EXTRA SUPPORT: TEACHER If all groups in the class choose the same project, they can compare their decisions about it at this stage. Encourage them to ask questions about why they decided to do tasks themselves or pay other people to do them, e.g. 'Why didn't you (do it) yourself?'

WRITING

a meeting summary

- 7A** Ask Ss if they ever go to meetings, and if so, whether notes are taken and why. Elicit that notes are used as a reminder of who is going to do what afterwards (action points). Preteach *catering*, *farewell gift* and *budget* and tell Ss to turn to page 140 and give them a few minutes to read the summary and answer the questions. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Read the summary aloud with the class or ask stronger Ss to read sections aloud.

ANSWERS:

Doing themselves: the group: decorations; You-Jung: design invitations

Getting someone else to do: catering company: food and drink; DJ: music; printing company: print invitations

- B** Explain that Ss should now relate their notes from Ex 5D to the headings, using the summary they read as a guide. Stress that they don't need to write detailed answers at this point. With weaker classes, ask Ss to do this in pairs so they can support each other. Monitor, assisting as needed.

ANSWERS:

- 1 You can include a quick summary of the decisions made during the meeting.
- 2 You can include as many action points as necessary.
- 3 You can include ideas here that need further discussion after the meeting or at the next one.

- C** Explain that Ss should copy the headings in Ex 7B then write their summary, using the summary in Ex 7A as a model. Point out that they can use features such as bullet points and underlining to organise their ideas. Ss should aim for a summary of around 200 words, but stronger Ss could write more than this. With online classes, Ss can add their summaries to an online noticeboard where they can read and comment on each other's work.

- D** Ask Ss to share their summaries with other Ss. Alternatively, post their summaries on the walls of the classroom and ask them to walk around, reading each other's work. As a reading task, ask Ss to identify which summaries contain the most expensive plans.

TO FINISH

Put Ss in pairs to discuss the following questions:

How often do you attend meetings?

Do you think they are a productive use of time?

How do meetings in your country compare to the ones we have seen in this lesson?

If you have a multicultural class, mix Ss up for a more interesting discussion. Elicit a few ideas from each pair in feedback.

5 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2, 4A and 5A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

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

- **Ex 1B:** Ss can discuss the tips in breakout rooms, then report back to the class and share their reactions to the tips.
- **Ex 4A:** Ss complete the task as far as possible before you read the complete sentences aloud to them. Nominate individual Ss to type the spellings in the chat where other Ss can see them and decide if they are correct or not.

Additional Materials

For Teachers:
Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 5 (Grammar: clauses of purpose: *to, so as to, in order to/that, so that*, comparative and superlative structures, causative *have* and *get*, reflexive pronouns; Vocabulary: personality adjectives (2), advertising, money, describing products; How to ... summarise information from different sources). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

clauses of purpose: *to, so as to, in order to/that, so that*

- 1 A** Check Ss understand the meaning of *packing light* (taking only a small bag on holiday) and explain that they should write two words in each gap, paying attention to the words before and after the gaps to help guide their choice. Check answers as a class, asking individuals to read the whole sentence aloud and, if necessary, confirm the grammar patterns.

ANSWERS:

2 in order

3 so that

4 not to

5 order to

6 as not

7 order that

8 to make/be

B Ss discuss the tips in pairs (in breakout rooms with online classes). Take a poll to see which tips Ss found most useful (or not) in feedback.

EXTRA CHALLENGE In pairs, Ss write three tips for another travel topic, using clauses of purpose. They could come up with their own topics or you can suggest some, e.g. travelling with children, travelling on a limited budget (specify a suitable daily amount to suit your teaching context), saving time when preparing meals, etc. When they have finished, they swap tips with another pair and choose the ones they think are most useful or interesting.

comparative and superlative structures

- 2** Look at the example as a class then give Ss time to write their answers using the words in brackets as well as other necessary words to make comparative or superlative structures. Ss could work in pairs to do this. Monitor, directing Ss to the Grammar Bank if they are having difficulty. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Provide the completed sentences with only the adjectives in brackets gapped. Dyslexic learners can then focus on making these comparative or superlative.

EXTRA SUPPORT Elicit the target comparative or superlative structures and write them on board for Ss to refer to as they complete the exercise, e.g. *2 repeated comparative; 3 the + comparative 1, the + comparative 2*. Alternatively, Ss could refer to the Grammar Bank as they do the task.

ANSWERS:

2 harder and harder

3 older, the happier

4 the most enjoyable

5 longer, ever

6 colder, ever (*before* is also possible)

EXTRA IDEA To give Ss an additional opportunity for personalisation and discussion, put them in pairs to discuss which sentences in Ex 2 they agree with, giving reasons for their answers.

causative *have* and *get*

- 3** Remind Ss of the structure of causative *have* and *get*, then put them in pairs to ask and answer questions about the tasks in the box. Elicit some answers from a few pairs in feedback.

VOCABULARY

- 4A** This exercise features a range of vocabulary from the unit. Elicit the vowels (*a, e, i, o, u*) to the board as a reference. Ss work alone to complete the task, then compare ideas in pairs. Check answers as a class, writing the correct spellings on the board and drilling pronunciation as necessary in feedback. If you're teaching online, Ss complete the task as far as possible before you read the complete sentences aloud to them. Nominate individual Ss to type the spellings in the chat where other Ss can see them and decide if they are correct or not.

EXTRA SUPPORT: DYSLEXIA To make this task more accessible, you could reduce the number of items for dyslexic learners to complete or add more vowels so that only one is missing in each word. Suggest Ss write the five vowels near the words to refer to as they complete the activity.

ANSWERS:

- | | |
|------------------------|--------------------------------|
| 1 reasonable | 5 confident, aggressive |
| 2 decent | 6 direct |
| 3 worth | 7 patient |
| 4 not a bad buy | 8 sensible |

- B** Ss can tick the statements they agree with before working in pairs to discuss them. When they have finished, ask a few pairs to choose one statement they both agreed with to share with the class.

- 5A** This task covers a range of language from the unit. Preteach *eye-level* and *senses*. Refer Ss to the options and ask them to complete the activity alone, then compare ideas in pairs. Don't check the answers yet.

- B**  **R5.01** | Play the recording so Ss can check their answers, then conduct feedback.

EXTRA CHALLENGE Ask Ss to explain why the incorrect answers are wrong in each item, e.g. because of meaning, form, collocation, etc.

ANSWERS:

- 1** B **2** C **3** A **4** C **5** B **6** A
7 B **8** A **9** C **10** B **11** A

EXTRA IDEA Ss record themselves reading (sections of) the text, then evaluate their pronunciation of words and phrases from the lesson.

TO FINISH

Write the following questions on the board and put Ss in pairs or small groups to discuss them:

What was the most important skill that you developed in Unit 5?

What grammar or vocabulary area(s) do you need to go over again?

How will you practise the language from this unit so that you can remember it?

When they have finished, conduct feedback and discuss ways Ss can revise the content.

6 places

Global Scale of English **LEARNING OBJECTIVES**

6A In the city

- **LISTENING** | Understand people talking about great neighbourhoods: areas of a city
- Describe your favourite neighbourhood: *so* and *such*
- Pronunciation: intonation for emphasis with *so* and *such*
- Write instructions for how to get somewhere

GSE INFORMATION

VOCABULARY

43–58 Can use language related to areas, districts and neighbourhoods.

LISTENING

51 Can distinguish between main ideas and supporting details in familiar, standard texts.

GRAMMAR

51 Can use 'so' + adjective/quantifier + 'that' to express results and consequences.

52 Can correctly use 'so' and 'such (a)' with adjectives and nouns respectively.

52 Can correctly use 'such' and 'such a' with mass and count nouns respectively.

SPEAKING

57 Can ask people to elaborate on specific points they made in their initial explanation.

WRITING

53 Can give someone clear, detailed directions on how to get somewhere in a letter, email, or online posting.

6B Great journeys

- **READING** | Understand an article about epic journeys: challenges; idioms
- Describe a challenging experience: *be/get used to*
- Pronunciation: *be/get used to*

GSE INFORMATION

VOCABULARY

43–58 Can use language related to normal or strange.

43–58 Can use language related to fear or anxiety.

READING

55 Can infer meaning based on information in a text.

GRAMMAR

55 Can use 'be used to' to express the state of being familiar with a situation.

55 Can use 'get used to' to express the process of becoming familiar with a new situation.

SPEAKING

54 Can relate the basic details of unpredictable occurrences (e.g. an accident).

6C City transport

- **HOW TO ...** | ask for and confirm information: city transport
- Pronunciation: fast speech: *just*

GSE INFORMATION

VOCABULARY

43–58 Can use language related to city life.

HOW TO ...

55 Can generally follow most of what is said and repeat back details to confirm understanding.

SPEAKING

53 Can present findings from a research project in a simple way.

6D A city of tomorrow

- **BBC PROGRAMME** | Understand a TV programme about how China has changed
- Talk about what a place is famous for
- Write a description of a business idea

GSE INFORMATION

VIEW

51 Can identify details that support a point of view in a simple presentation or lecture aimed at a general audience.

SPEAKING

60 Can make new information more accessible by using repetition and adding illustrations.

66 Can give clear, detailed descriptions on a wide range of familiar subjects.

WRITING

55 Can show a simple relationship between a main point and an example in a structured text.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 6A. It shouldn't be exploited or taught at length, just played once or twice in class.

► Put Ss in pairs to discuss what they like about the place where they live, then elicit ideas as a class and write these on the board. Play the video. Ss complete the first part of the task alone. Check answers as a class and highlight any of the ideas on the board which the speakers mention in their answers. Then put Ss in pairs to discuss the question in the second part of the task.

EXTRA IDEA As Ss are working in pairs and discussing the question *What's your favourite city?*, note the cities they mention and some of the reasons they give on the board. In feedback, Ss can share their opinions about the cities on the board they know and discuss each other's reasons for liking them.

ANSWERS:

- 1 Speaker 1: Katowice, Poland; beautiful architecture, nice size, very friendly
- Speaker 2: Rio de Janeiro, Brazil; magnificent energy, friendly people, the geography (sea, mountains, forests), football, music
- Speaker 3: Valencia, Spain; Spanish culture, traditional and modern architecture of the city
- Speaker 4: Lisbon, Portugal; wonderful architecture, amazing food, easy to get around
- Speaker 5: Istanbul, Turkey; beautiful, full of history, East meets West
- Speaker 6: York, the UK; old, rich history, beautiful in any season
- Speaker 7: Paris, France; so beautiful, so human, so full of life

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

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

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

Additional Materials

For Teachers:

Presentation Tool Unit 6
Online Digital Resources
Videoscript Unit 6 Opener: BBC Vlogs

6A In the city

GRAMMAR | *so* and *such*

VOCABULARY | areas of a city

PRONUNCIATION | intonation for emphasis with *so* and *such*

LESSON OVERVIEW

In this lesson, Ss talk about cities. They start by reading a short article about city neighbourhoods. From this text, Ss work out the meaning of vocabulary related to areas of a city. They then listen to three people talking about features of different areas. From this listening, Ss focus on the grammar and pronunciation of *so* and *such*. They then talk about a favourite neighbourhood. Finally, Ss write an email giving instructions for how to get somewhere.

Online Teaching

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

- **Ex 1A:** Ss could record their list of activities on the whiteboard in breakout rooms, with one student sharing their screen, selecting the whiteboard and acting as secretary. Ss then save and share the answers in the main room during feedback.
- **Ex 1B:** Ask Ss to switch off their cameras for an agreed time, e.g. three minutes, to read the article and compare with their own ideas.
- **Exs 5A and 5B:** Tell Ss to complete the sentences alone, then share your screen and elicit the words with the main stress. Play the recording for Ss to check against with their microphones muted. Then ask individual Ss to unmute themselves in turn to say the sentences so that you can focus on pronunciation and drill accordingly.

Additional Materials

For Teachers:

Presentation Tool Lesson 6A
Photocopiable Activities 6A
Grammar Bank 6A

For Students:

Online Practice 6A
Workbook 6A

TO START

Divide the class in two. Ask one half to write down adjectives to describe the countryside and the other half to write down adjectives to describe cities. Give them two minutes to do this, working in pairs or as a larger group, then elicit ideas and add useful vocabulary to the board. Ask Ss which environment they prefer and why.

You could develop this activity to revise the grammar from the previous unit by putting Ss in pairs, one representing the countryside and the other cities, to discuss which is better using comparative structures. They could then write sentences about what they discussed.

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

VOCABULARY

areas of a city

- 1 A** Focus attention on the photos and ask Ss to identify the three countries where the cities are located (Peru, Australia and Canada) then put them in pairs, or discuss the questions as a class. Elicit feedback as a class, building two columns of useful vocabulary on the board, one for the reasons (question 1) and one for the activities (question 2). If you're teaching online, Ss could record their list of activities on the whiteboard in breakout rooms, with one student sharing their screen, selecting the whiteboard and acting as secretary. Ss then save and share the answers in the main room during feedback.
- B** Explain that the article talks about what makes a good neighbourhood. Give Ss two minutes to read it, ignoring the words in bold, and then check against their answers to Ex 1A. Discuss answers as a class, ticking off the ideas mentioned on the board. With online classes, ask Ss to switch off their cameras for an agreed time, e.g. three minutes, to read the article and compare with their own ideas.
- 2 A** Ask Ss to look at the words and phrases in bold and match them with meanings 1–12. Check answers as a class, pointing out that some words appear in different combinations, e.g. *spot* (an informal word for place) appears in *an ideal spot for some shopping* and *a popular tourist spot*. Elicit further examples, e.g. *a nice spot for lunch*, *a lovely spot for a swim*, etc. Point out that the adjective *run-down* is stressed on the second word and can also apply to people, meaning in poor health or stressed from working hard. *High-rise buildings* are always modern buildings, also known as *tower blocks*. *High-rise* can be used alone as a noun ('They live in a high-rise.') or in front of the noun *building*, as in the article.

EXTRA SUPPORT: DYSLEXIA To help Ss with dyslexia do this task, provide the sentences or phrases with the words and phrases in bold from the article in a vertical list. Ss can use these to match the words with the meanings without being distracted by the rest of the article.

EXTRA SUPPORT Help Ss to pronounce the target vocabulary correctly by drilling and marking the word stress, focusing particularly on *wealthy*, *mural* and *atmosphere*.

ANSWERS:	
1 tree-lined avenues	7 wealthy areas
2 historic buildings	8 lively nightlife
3 tourist spot	9 busy street market
4 high-rise buildings	10 sense of community
5 an ideal spot for	11 colourful murals
6 run-down part of the city	12 relaxed atmosphere

EXTRA IDEA: DIGITAL Ask Ss to research a neighbourhood of their city, or a city of their choice, online, then write a short paragraph about it that includes some of the target vocabulary. They share this with other Ss via an online platform or wall display or read it out in class. If online, they can add images or links to their text.

B Give Ss time to think about how to use the vocabulary in Ex 2A in their answers to the questions. If all Ss in your class come from the same city, suggest they talk about different neighbourhoods. Ss do the task in pairs. Monitor, providing feedback on their use of vocabulary from Ex 2A, as well as other common errors.

EXTRA IDEA For extra listening practice, invite Ss to ask you the questions and give extended answers yourself to reinforce the activity. To model the speaking task, do this before Ss work in pairs.

EXTRA SUPPORT Weaker Ss can prepare their answers to the questions in small groups before pairing with a partner who has prepared information about a different place (you could assign these to ensure Ss are focusing on different places). With multicultural classes, pair Ss with someone from a different place if possible.

LISTENING

- 3 A**  **6.01** | Explain to Ss that they will now hear people talk about the places in the three photos, i.e. Lima, Melbourne and Toronto. Give them a few minutes to read the phrases in the boxes and check understanding and pronunciation of *ocean*. Play the recording. Ss tick the phrases individually, then compare ideas in pairs. Check answers as a class.

EXTRA SUPPORT Ss may notice, or it could be useful to point out, that Logan is Canadian and therefore uses American English (*sidewalk, stores*, etc.). Ask Ss if they know the British English equivalents for these terms (*pavement, shops*).

ANSWERS:

Logan mentions all the things, except: 'lively nightlife'.

Cecilia mentions all the things, except: 'bookshops'.

Amy mentions all the things, except: 'colourful murals'.

AUDIOSCRIPT 6.01

L = Logan C = Cecilia A = Amy

L: There are so many diverse neighbourhoods in Toronto. However, I'll go with the one that's just nearby my house because I go there so often. It's Rosedale. It's a very wealthy neighbourhood just to the northeast of the city centre (it's about a ten-minute walk). It has these huge tree-lined avenues, with these historic century-old houses, each one different to the next, so the architecture is really interesting and unique. The streets wind around, with different street lamps and sidewalk styles. And the tall trees offer shade, so it's a lovely spot for walking. One thing I love about this area is that there are no restaurants or stores or high-rise buildings; there are plenty of them back in the centre. The east side is entirely surrounded by a deep valley, where Torontonians jog, walk their dogs, or just stroll by the river. There's a really relaxed atmosphere. It's so peaceful that you hardly realise you're still in the city.

C: The Barranco district is one neighbourhood I always try to visit when I travel to Lima. It was an area where wealthy residents used to enjoy the beach. So it has these historic, old summer houses, but the area became very run-down, and then lots of artists moved in, so now the whole district is covered with these amazing colourful murals and street art. It's so beautiful to walk around. The houses are painted in different colours and there are lots of little bars and coffee shops to enjoy. There's a busy market where local artists sell their work, and you can buy jewellery or hand-made Peruvian arts and crafts. The area has become so popular that it's quite a tourist spot now, but it is still a great place to wander around. It has such a friendly, welcoming atmosphere and there are lots of things you can do, like maybe visit an art gallery, or enjoy a delicious meal with a fantastic view of the ocean. Or you can visit in the evening because it has such lively nightlife, too.

A: One of my favourite neighbourhoods has to be Yarraville, in Melbourne, Australia. In fact, it was named as one of the coolest neighbourhoods in the world. It's a wonderful place to live because it has such a great sense of community. There's so much to do in Yarraville. There's an amazing Art Deco cinema and there are lots of lively music venues and fun places to shop. There's an amazing bookshop called the Sun Bookshop, and there are organic food shops, bakeries, things for your house, plant shops. It has a busy farmer's market where you can find lots of local produce or get a great coffee in one of the coffee shops. Yarraville is also a fantastic place to eat and drink. You can get Mexican burritos or Japanese noodles. You can enjoy restaurants with delicious food from all over the world. Or you can listen to live music or enjoy a bit of culture. Basically, Yarraville has everything you need – you don't need to go anywhere else. I love it.

B  6.01 | Refer to the example and explain that in this task Ss don't need to write full sentences, they can just make notes. Play the recording again, pausing between speakers to allow Ss to write and compare answers in pairs. Monitor, assisting as necessary. Play the recording again if needed, then check answers as a class.

EXTRA SUPPORT: DYSLEXIA Note-taking is a demanding task which involves skill mixing (listening and writing). To assist dyslexic learners, provide a vertical list of examples for them to match with the correct places while listening.

EXTRA SUPPORT: TEACHER *Art Deco* is an architectural style from around 1920, exemplified by the Chrysler Building in New York. The *Arts and Crafts* movement started in Britain as a response to the mass production of the industrial revolution and was based on the idea that objects should be both useful and beautiful.

ANSWERS:

- 2** tree-lined avenues; tall trees offer shade; lovely spot for walking; deep valley, where Torontonians jog, walk their dogs, or just stroll by the river
- 3** lots of artists moved in; whole district is covered with amazing colourful murals and street art; houses painted different colours; market where local artists sell their work; art galleries to visit
- 4** busy market; quite a tourist spot; lively nightlife
- 5** get a great coffee in one of the coffee shops; restaurants with delicious food from all over the world; Mexican burritos or Japanese noodles
- 6** Art Deco cinema; live music; fun places to shop (including amazing bookshop (The Sun bookshop)); organic food shops; bakeries; farmer's market; coffee shops; fantastic place to eat and drink; enjoy culture

- C** Put Ss in pairs to discuss which neighbourhood they would like to visit. You could write a sentence structure on the board and ask them to complete it about each place, e.g. *I'd like to visit ... because ...* before they work together. Monitor, listening for errors and examples of good language use. Ask a few pairs for their ideas and reasons in feedback. You could have a show of hands to see which place is the most popular.

EXTRA CHALLENGE: DIGITAL Ask Ss to record a short talk about the place they chose and explain why they chose it. They could upload this to an online platform for other Ss to listen to or send you the recording for feedback.

GRAMMAR

so and such

- 4A** Put Ss in pairs to read the sentences and answer the questions, then check answers as a class. Elicit that after *such* we use *a/an* for countable nouns and no article when the noun is uncountable or plural.

EXTRA SUPPORT: DYSLEXIA Reduce the number of examples to exemplify each rule, e.g. one with *so much*, one with *so many*, one with *such a*, and one with *such*, then read the examples aloud and write them on the board. Highlight the form in each example as a class, then ask Ss to complete the task with a partner.

ANSWERS:

- 1 so, so, such
- 2 to emphasise a point ✓
to talk about the results or consequences of something ✓

- B** The Grammar Bank on page 122 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ►► page 122 GRAMMAR BANK

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

- 1** This exercise focuses on meaning and form. First ask Ss to match the sentence halves, then check this as a class. Check the meaning of *a heavy sleeper* (someone who doesn't wake up easily) and then add *so* or *such* to the first item as a class. Ss complete the task individually, then compare ideas in pairs. Check answers as a class.

ANSWERS:

- 1 e It's **such** an exciting city ...
- 2 a I'm **so** hungry ...
- 3 d It was **such** a terrible waste ...
- 4 b ... was **so** delicious.
- 5 g ... were **so** beautiful ...
- 6 c He's **such** a heavy sleeper ...
- 7 h It's **such** a peaceful place ...
- 8 f It's **so** important ...

EXTRA CHALLENGE Ss write their own continuations for the sentence beginnings (1–8) using *so* and *such*, then read them to a partner.

- 2** This exercise focuses mainly on form. Do the first item as an example, then ask Ss to work alone to rewrite the remaining sentences. Monitor, assisting as necessary, then put Ss in pairs to compare ideas. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Limit the amount of writing for Ss with dyslexia by asking them to complete just the first three items.

ANSWERS:

- 1 The music was so loud that we couldn't chat.
- 2 The hotel was such a long way from the station that we decided to get a bus.
- 3 It was such a brilliant book that I read it twice.
- 4 The nightlife was so lively that we couldn't get to sleep.
- 5 The market had such a lot of different food from around the world that I couldn't decide what to eat.
- 6 The area by the river was so calm and peaceful that it didn't feel like you were in the city.
- 7 The murals are/were so colourful that I couldn't stop taking photos.
- 8 I took so many photos that I'll have to delete some of them.

- 3** This exercise focuses on accuracy of form. Do the first item with the class as an example, then ask Ss to find the remaining mistakes with *so* and *such* alone. Monitor and prompt for self-correction. Put Ss in pairs to compare ideas, then check answers as a class. Ask individuals to read the sentences aloud so you can focus on pronunciation.

EXTRA SUPPORT: DYSLEXIA To make the task more supported, add two options, the error and the correct form (e.g. 1 He was **so angry** / **such angry** that ...) to each sentence. Ss read and choose the correct option. Alternatively, divide the exercise so that pairs of Ss do four items each.

ANSWERS:

- 1 He was ~~angry~~ **so angry** that he couldn't think properly.
- 2 It was ~~such~~ **a** good idea to visit the museum early in the morning.
- 3 We waited ~~so~~ **such** a long time for our meal to arrive.
- 4 It was ~~such~~ **a** generous offer that we couldn't refuse.
- 5 They were ~~such~~ **so** surprised to see us.
- 6 The neighbourhood had ~~so~~ **such** a friendly atmosphere.
- 7 She was ~~that~~ **so** excited about visiting Rome she forgot to call home.
- 8 It was ~~such~~ **a** lively area that at night we didn't get much sleep.

PRONUNCIATION**intonation for emphasis with *so* and *such***

- 5A** Ask Ss to complete the sentences alone, then compare ideas in pairs. Elicit the answers, asking Ss to say the sentences to identify the main stresses. Mark their ideas on the board (or by sharing your screen and annotating with online classes), but don't confirm answers yet.

- B**  **6.02** | Play the recording so Ss can check their answers. Check answers as a class. If you're teaching online, remind Ss to mute their microphones when you play the recording. Then ask individual Ss to unmute themselves in turn to say the sentences so that you can focus on pronunciation and drill accordingly.

ANSWERS:

- 1 so 2 such 3 so 4 such

So and *such* carry the main stress, for emphasis.

EXTRA IDEA To give Ss more practice, play the recording again and ask Ss to listen and repeat the sentences or conduct further drills yourself. When drilling, highlight the linking when *so* is followed by a consonant, e.g. /səʊdɪ'liʃəs/ and the intrusion when followed by a vowel, e.g. /səʊw'ɪntrəstɪŋ/.

- C** Put Ss in A/B pairs and ask them to decide on two cities that they both know well. If this is not possible, they can invent the details of their answers. Refer Ss to the relevant pages. Note that they may need to change some questions slightly to suit the cities they have chosen, e.g. if there isn't a museum, they can ask about an art gallery, if there isn't a lake, they can ask about a river, etc. Ss complete the activity in pairs, talking about one city in the first step and the other city in the second step. Monitor, then feed back on the pronunciation and use of *so* and *such* as a class.

SPEAKING

- 6A** Ask Ss to make notes on their chosen neighbourhoods using the language from the lesson so far. Weaker classes could build on their description from Ex 2B. Monitor, assisting with vocabulary as necessary.

FUTURE SKILLS | Collaboration

- B** Read the Future Skills box as a class. Elicit some suitable follow-up questions, e.g. *How do you get there?*, *Where is good to eat?*, etc. and add them to the board. Weaker classes could write one or two questions.

- C** Demonstrate the task by describing an area you know, e.g. 'My favourite city is Madrid and the neighbourhood I love is Chueca. It's in the city centre and it's very lively.' Encourage Ss to ask you follow-up questions, e.g. 'When did you go there?', 'What's the best time of year to visit?', etc., then put them in groups of three or four. To encourage them to listen to each other and ask questions, tell them you will be asking them to report back on what they heard. Monitor as Ss complete the task, noting good examples and incorrect use of the target language from the lesson. When they have finished, ask a few Ss to tell the class something they learnt from their partners, providing feedback and eliciting corrections where necessary.

EXTRA IDEA When Ss have all described their favourite neighbourhood, ask the groups to decide which one is the most interesting and which one they'd like to visit most and why.

WRITING**instructions for how to get somewhere**

- 7A** Put Ss in pairs and point out that they should plan a trip in another town or country rather than one in the local area. If this is outside your Ss' experience, demonstrate the task by talking about how you plan for such trips, e.g. 'When I travel to a new city, I usually look online for interesting areas, restaurants to visit and things like that.' Ask Ss to discuss the questions, then elicit ideas and add useful vocabulary to the board in feedback.

B Ask Ss why someone might travel alone, e.g. for business, for a conference, on a holiday, etc., and check understanding of *tapas* (small plates of food for sharing, Spanish style). Give them a few minutes to read the email and answer the questions, then check answers as a class. Ask Ss if they think Sara knows Max (probably not, as he's providing his number; maybe he's a host or fellow academic), if they would feel confident to follow these instructions in a new city and why or why not (she arrives at night, she needs to change trains, maybe she doesn't speak the language, etc.).

EXTRA SUPPORT Some Ss may spot *so* in the email (*so I'll book a place, so you won't have to wait long*) and wonder why it doesn't follow the pattern studied earlier in the lesson. Point out that this use of *so* is as a conjunction, where it means *therefore*.

ANSWERS:

- 1 to attend a conference
- 2 at the restaurant (El Xampanyet), in the El Born district
- 3 Because it's a lively area with lots of tapas bars and restaurants, it's near the hotel and it's a lovely place to walk around in the evening and enjoy the atmosphere of Barcelona.
- 4 by train and walking

8A Ask Ss what the main information in the email is (directions). Refer them to the phrases and tell them they need to find words that fit the same patterns in the email. Complete the first item as an example. Ss read the email and identify the words to complete the phrases. Check answers as a class, eliciting the main verb form used for giving directions (imperatives).

ANSWERS:

- | | |
|---------------------|------------------------|
| 1 easiest | 4 a train |
| 2 a 5-minute walk | 5 off |
| 3 the airport train | 6 across the road from |

EXTRA SUPPORT Ss may want to say *a 10 minutes drive*, *a 5 minutes walk*, etc. Point out that *10-minute* functions as an adjective in this case, so it doesn't have a plural form, and that we join the words with a hyphen.

B Ask Ss to complete the directions, using the phrases in Ex 8A and the sentence grammar to help them, then compare ideas in pairs. As the task contains lots of words that are not English, you could read out the sentences and deal with any questions when checking answers.

EXTRA SUPPORT: DYSLEXIA Read the sentences aloud one by one while Ss complete them as a dictation. Encourage Ss to cover the rest of the task and focus on each sentence in turn. They can use a ruler to focus attention on the correct part of the page. They should still be able to see the word choice box.

ANSWERS:

- | | |
|--------------------------|-----------------|
| 1 best way, take the bus | 4 Walk down |
| 2 20-minute | 5 on the corner |
| 3 Get off | 6 opposite |

C Ask Ss to decide on a place and write their own email with directions, using the examples and language seen in this section to help them.

EXTRA IDEA: DIGITAL Ss could send their emails to each other or post them online where they can read and evaluate each other's directions. They could then feed back on how confident they are that they could follow the instructions in the email. They could also answer each other's emails with further questions about the location.

TO FINISH

Ask Ss to work alone and list five words or phrases from the lesson that they want to remember. Encourage them to write personalised examples in sentences to do this. Monitor and check for accuracy. Ss can then share their sentences in pairs.

6B Great journeys

GRAMMAR | *be/get used to*

VOCABULARY | challenges; idioms

PRONUNCIATION | *be/get used to*

LESSON OVERVIEW

In this lesson, Ss talk about challenges. The lesson begins with a blog post from which they learn vocabulary related to challenges. They then jigsaw read a magazine article on the topic before focusing on idioms from the text. The Vocabulary Bank then introduces more idioms. Next, Ss study and practise *be used to* and *get used to* before focusing on the pronunciation of the phrases. Finally, Ss tell each other about a challenging experience.

Online Teaching

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

- **Ex 3A:** Put Ss in breakout rooms with groups reading the same text together, so that they can support each other. Visit each breakout room to check their answers before regrouping Ss for Ex 3B.
- **Ex 6B:** Ask Ss to mute their microphones before you play the recording. Ss can then practise saying the phrases aloud on their own. Unmute a few individuals to repeat the phrases when repeating the audio.
- **Ex 6C:** Ss write their sentences in the chat box. Use the private chat option if you don't want them to see or copy each other's ideas, or the group chat to provide support for weaker Ss.

Additional Materials

For Teachers:

Presentation Tool Lesson 6B
Photocopiable Activities 6B
Grammar Bank 6B
Vocabulary Bank 6B

For Students:

Online Practice 6B
Workbook 6B

TO START

Write the following questions on the board for Ss to discuss in pairs:

Which language do you imagine is the hardest to learn?

Which is the easiest? Why?

Which new language would you like to learn? Why?

Elicit some ideas in feedback. You could tell Ss that the top three hardest languages are often thought to be Arabic, Mandarin and Japanese, and that English is considered challenging because of its unpredictable spelling and pronunciation and its challenging grammar. The easiest language for English speakers to learn is probably Norwegian, but the easiest for your learners will vary, depending on their first language. Elicit or teach the adjective *challenging*, meaning 'difficult, but in a positive way', and the noun *challenge* and tell them that challenges is the topic of this lesson.

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

VOCABULARY

challenges

- 1 A** If possible, display a world map on the board or ask Ss to access one on their devices. Put Ss in groups and give them a few minutes to discuss the questions, then write two lists on the board for positive and negative points about travelling.
- B** Refer Ss to the two lists on the board, and ask them why they think people choose to go on difficult journeys. Preteach *destination* (where you are going). Ask them to read the blog post and decide which comment they agree with more. After checking answers as a class, return to the lists on the board and discuss which of their ideas from Ex 1A were mentioned.
- C** While Ss will be used to matching words in bold with their meanings by now, these questions help them to think about the grammar of the words as well. As a class, ask Ss to identify the part of speech of each word. Explain that recognising common word type endings can help them do this, e.g. nouns: *-ion*; adjectives: *-able*, *-ing*, etc. The context should also help them. Ss complete the task in pairs. Monitor, offering assistance as necessary. Check answers as a class, inviting different pairs to answer each question. Write the words on the board and mark the stress and drill pronunciation if necessary, e.g. *tough*.

ANSWERS:

- 1 tough, challenging
- 2 risk, escape (*escape* means 'get free')
- 3 unpredictable, unfamiliar; *predictable* means something or someone acting in a way that is expected; *familiar* means you know something well
- 4 difficulties, conditions, safety; *safety* is the opposite of *danger*

EXTRA IDEA

Identify the root words in some of the target vocabulary, e.g. *difficulty* (*difficult*), *predictable* (*predict*) and *familiar* (*family*), and the prefix and suffixes *un-*, *-ing* and *-able*. Point out that a prefix usually affects meaning and a suffix usually changes the grammatical form of the word. Remind Ss that sometimes the stress remains in the same place when a word gets longer, e.g. *predict*, *predictable*, and sometimes it changes, e.g. *family*, *familiar*.

2A Ask Ss to first discuss the photos using the vocabulary in the blog post, then write their sentences alone. Point out the example then monitor, support and prompt correction.

EXTRA SUPPORT: DYSLEXIA

Provide the words in Ex 1C in a vertical list for Ss to refer to as they write their sentences.

EXTRA SUPPORT

Ask all Ss to write three sentences. Stronger Ss can write more and weaker Ss will still be able to complete the task.

B Put Ss in pairs to share their sentences, then elicit a few examples, writing any good ones on the board.

READING**EXTRA SUPPORT: DYSLEXIA**

There are recordings of the reading texts available to help dyslexic learners.

3A Give Ss time to read the four areas they need to take notes about and preteach *achievement* (something that you succeed at, especially if it isn't easy) and the verb *achieve*. Put Ss in A/B pairs and tell them to read and make notes on the relevant text on page 73. Monitor, assisting as necessary. If you're teaching online, remember you can put Ss in breakout rooms with groups reading the same text together, so that they can support each other. Visit each breakout room to check their answers before regrouping Ss for Ex 3B.

EXTRA SUPPORT: DYSLEXIA

If possible, divide the class into pairs and allocate them Student A or B roles before the class and share the relevant audio file with learners with dyslexia. As Ss work on their own in Ex 3A, they can then read and listen to the text if they prefer.

EXTRA SUPPORT

The vocabulary *insight* and *dictated* in text B may also need checking. Teach this discretely as you monitor the note-taking stage or allow Ss to look up words in their dictionary or on their device as necessary.

EXTRA SUPPORT: TEACHER

Ss might be interested to know more about the people in the texts. Rory Stewart later became a Conservative MP in the UK, then an academic. Heather Lyn Mann is a spiritual ecologist and practitioner of Buddhism.

POSSIBLE ANSWERS:**Student A**

- 1 walking across huge areas of Asia
- 2 mountains covered in deep snow; sleeping on villagers' floors; food and eating habits of his hosts were different: the Kurdish areas of Iran had no vegetables, meat or fruit in winter; he had to carry snacks in Nepal because meals were at 10 or 11 a.m. and then not until the evening
- 3 something magical about leaving a line of footprints behind him across a continent; seeing the tracks of leopards, truck stops and chicken farms in Iran, farmers looking after their white oxen in Nepal; people with much less than him welcoming him into their houses
- 4 wherever you go, there are good, kind people

Student B

- 1 sailing on the ocean for six years
- 2 having only four hours' sleep; living in a tiny space without the comforts of home; injuries; damage to the boat; engines breaking down; the psychological challenge of missing her children; moments of fear, when she believed she might die; the boat engine overheating dangerously five times; having to be rescued by bigger boats
- 3 the beauty of the natural world; a chance to learn directly from nature (from the waves, the sun and the moon) and to discover a new way to live; learning to see changes in the water (like the different colours that appear as the ocean becomes warmer); seeing sea animals, including turtles and whales (racing her boat)
- 4 in order to sail successfully, she had to forget her human schedule and base everything on the weather conditions and the conditions dictated by the ocean; nature is in charge; she was just passing through

B In their pairs, Ss tell each other about what they read. Monitor as they do this, ensuring Ss are on task. Pairs that finish quickly can read each other's texts.

C Ss remain in their pairs and discuss the questions. As feedback, have a class show of hands to decide which journey was the most challenging, and then discuss the reasons why, and then find out which of the journeys Ss would prefer to do and if there are any long or special journeys Ss would like to go on. You could also ask Ss if or why they think the challenges were not just physical (they both have a mental aspect).

EXTRA IDEA: DIGITAL Ss could also look up more information on either or both of the people, then use the information to roleplay an interview between a journalist and one of the adventurers.

- 4A** Elicit that an idiom is a fixed expression with a non-literal meaning. Point out that the idiom in bold appears in both texts and ask Ss to discuss the question in their pairs, using the context to help them. Check answers as a class, pointing out that while some idioms contain words that never change, e.g. *time flies*, this one is semi-fixed as we can change the possessive adjective (*his, their*, etc.) according to the subject.

ANSWER:

to decide to do something even if it is very difficult

- B** Ask Ss to locate the idiom in their text and then discuss the meaning, using the context to help them. Elicit ideas as a class, then confirm the answer. Ask Ss if this or similar idioms exist in their language.

ANSWER:

a situation in which you don't feel comfortable doing something because it is not what you normally do

- C** Refer Ss to the Vocabulary Bank on page 135.

VB ► page 135 **VOCABULARY BANK** idioms

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

- 1A** Ask Ss to use the context to help them match the idioms with the meanings (do the first one as a class if they are struggling). Check answers, pointing out that even though these idioms are fixed, they can be used in different tenses, e.g. 'We broke the journey in London, then continued to Manchester.' You could tell Ss that *travel light* is the most commonly used of these idioms.

ANSWERS:

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

- B** Preteach *hammock*. Ss work alone to complete the blog post with the idioms in Ex 1A, then compare ideas in pairs. Check answers as a class. Ask Ss to read out sections of the blog post as they answer and drill the phrases if necessary.

ANSWERS:

- | | |
|----------------------|----------------------------|
| 1 travel light | 4 living out of a suitcase |
| 2 think on your feet | 5 weather the storm |
| 3 get into hot water | 6 break the journey |

- C** As a class, ask Ss if they have ever travelled alone like this, then put them in pairs to discuss what they think of the advice. Elicit answers in feedback.

EXTRA IDEA Ask Ss to write their own advice on travel using one or more of the target idioms, then share it with a partner to see if they agree with each other's ideas.

GRAMMAR

be/get used to

- 5A** Explain that the sentences are from the reading in Ex 3A. Ss complete the definitions individually, then compare ideas in pairs. Elicit the rules from the class, asking Ss what helped them decide to check their understanding. Point out that *get* generally means a change from one state to another, e.g. *I'm single (be; state) – I got married (get; change) – I'm married (be; state)*.

EXTRA SUPPORT Ss will probably have studied *used to* to refer to discontinued past habit at B1 level. If you think they may get the two forms confused and/or *be/get used to* is new for them, introduce a situation to elicit the *be/get used to* form, e.g. 'Mary lives in England. She's lived there all her life. It rains regularly. This is normal for Mary. She (elicit: *is used to*) the rain.', 'John came to England a few years ago from a very hot country. At first the weather was really bad for him, but now, he (elicit: *is getting used to*) the rain.'

ANSWERS:

- a get used to b be used to

- B** Refer Ss to the examples in Ex 5A again to elicit the answer. Note that Ss may confuse these structures with *used to* + infinitive. Remind them that the two are different in meaning, with *used to* referring to a discontinued past habit. Refer Ss to this section of the Grammar Bank notes and give further examples if necessary.

ANSWER:

The infinitive can't follow *be/get used to*.

- C** The Grammar Bank on page 123 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 123 **GRAMMAR BANK**

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

1 This exercise focuses on form. Point out that Ss need to read the conversations and consider sentence grammar to understand the context and choose the correct forms. Refer them to the grammar notes for support if necessary. Check answers as a class, asking Ss to give reasons for their choices. Ss could read the completed conversations in pairs.

ANSWERS:

- | | |
|----------------|-----------|
| 1 get | 6 'm used |
| 2 getting used | 7 get |
| 3 'm | 8 used |
| 4 weren't | 9 got |
| 5 get | 10 isn't |

2 This exercise focuses on both meaning and form. Remind Ss to read the whole text quickly before writing any answers. Preteach *enclosed* and monitor as Ss complete the text, assisting as necessary. Ask Ss to compare ideas in pairs, then check answers as a class. (You could read the text aloud, eliciting the answers as you go along, to do this.) Write the answers on the board when checking to ensure accuracy. Point out that after *problem* we use an *-ing* verb.

ANSWERS:

- | | | |
|--------|----------|-----------|
| 1 to | 2 used | 3 got |
| 4 used | 5 wasn't | 6 getting |

3 This exercise focuses on form. Remind Ss to look carefully at the words before and after the gaps and point out that as exactly three words are needed in each gap, sometimes the verb is needed and sometimes only the *be/get used to* structure is needed. Ss complete the exercise alone, then compare ideas in pairs. Check answers as a class.

ANSWERS:

- | | |
|-------------------|--------------------|
| 2 used to living | 6 'm/am used to |
| 3 getting used to | 7 get used to |
| 4 used to eating | 8 used to sleeping |
| 5 get used to | |

PRONUNCIATION

be/get used to

6A  **6.03** | Give Ss time to read the sentences, then play the recording, pausing after each sentence to elicit the sound. Focus on the /s/ sound in *used* and the schwa sound in *to* to show how the two words link together.

ANSWER:

The s sounds like /s/.

B  **6.03** | Play the recording again for Ss to repeat chorally. Point out that the stress falls on *used* and the main verb or noun in the sentences. With online classes, remember to ask Ss to mute their microphones before you play the recording. Ss can then practise saying the phrases aloud on their own. Then unmute a few individuals to repeat the phrases when repeating the audio.

C Model the activity with a sentence of your own, e.g. 'When I started secondary school, I had to get used to taking the bus on my own.', then ask Ss to work alone to write their sentences. Point out that they need to think about times when their life/routine changed. Monitor, assisting as necessary, then put Ss in pairs to exchange sentences and listen to each other's pronunciation. Ask a few pairs for examples in feedback and correct and drill pronunciation as needed. If you're teaching online, Ss can write their sentences in the chat box. Use the private chat option if you don't want them to see and copy each other's ideas or the group chat to provide support for weaker Ss.

SPEAKING

7A Give Ss time to read the situations in the box and choose one, or think of their own idea, to talk about. Ss think about the questions and write key words. Monitor, assisting with ideas and vocabulary as necessary.

EXTRA SUPPORT Provide Ss with prompts for some of the bullet points, such as feelings, e.g. *afraid, worried, excited*, etc. or work as a class to build up a bank of useful words and phrases on the board for Ss to draw on.

EXTRA SUPPORT: DYSLEXIA Reading the questions aloud in class will help dyslexic learners with the reading load. Alternatively, give the responsibility for doing this to a partner who can help them.

- B** Put Ss in groups of three or four (or pairs if you have limited time) to talk about their experiences. If you have Ss that dominate, consider using a timer and telling groups when it's time to move on to the next person. Monitor, noting good language and any common errors. When they have finished, ask groups if they had similar stories or experiences. Write errors on the board and elicit corrections to these by asking groups to amend them in feedback.

EXTRA SUPPORT Providing responses would help weaker Ss listen actively, e.g. *That sounds hard/difficult/stressful ...*, *What happened then/next/after that?*, *Did you ... ?*, etc. Add these expressions to the board as reference before Ss start the task.

TO FINISH

Write the following questions on the board:

What did you find most challenging in this lesson?

What was easier for you?

Which of the people we talked about would you most like to meet? Why?

Ask Ss to consider their answers alone, then discuss them in pairs. Monitor, listening to their ideas, then elicit a few answers in feedback. Help Ss to come up with strategies for dealing with the things which they found challenging.

6C City transport

HOW TO ... | ask for and confirm information

VOCABULARY | city transport

PRONUNCIATION | fast speech: *just*

LESSON OVERVIEW

In this lesson, Ss learn how to ask for and confirm information. The lesson begins with a focus on city transport vocabulary. Ss then listen to people asking about and recommending trips. From this conversation, Ss learn and practise phrases related to asking for and confirming information, then focus on pronouncing *just* in fast speech. Finally, Ss roleplay conversations in which they ask for and confirm information.

Online Teaching

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

- **Ex 2A:** Display the task on your screen. Ask Ss to complete the activity alone, then enable the annotate function and ask individuals to complete the sentences. Ask other Ss what they think before confirming answers as correct.
- **Ex 6B:** Choose two stronger Ss to demonstrate the roleplay in the main room, then put pairs in breakout rooms to do the activity.
- **To finish:** Ss could share their ideas via the chat box.

Additional Materials

For Teachers:

Presentation Tool Lesson 6C

Photocopiable Activity 6C

Grammar Bank 6C

Mediation Bank 6C

For Students:

Online Practice 6C

Workbook 6C

TO START

Put Ss in pairs and ask them to discuss the following questions:

How did you get to class today?

How long did it take?

What other ways could you travel to class?

When they have finished, conduct feedback to see which is the most popular form of transport. Tell Ss that in this lesson, they will be talking about different methods of transport.

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

VOCABULARY

city transport

1 A Refer Ss to the photos and give them two or three minutes to discuss the questions. Take feedback, using the photos to check the meaning of *e-scooter*, *bike-sharing* and *tuk-tuk* as well as any other vocabulary Ss may bring up.

EXTRA: ALTERNATIVE IDEA For additional speaking practice, ask Ss to create a transport survey, using the questions from the To start activity and the two questions in Ex 1A. Each student surveys five Ss in the class, then reports their findings to the class.

B Preteach *convenient*, *abandoned*, *vehicle* and *fumes*. Write the headers *E-scooters*, *Bike-share* and *Tuk-tuks* on the board and give Ss three or four minutes to read the article and identify the problems with each method of transport. Ask Ss to compare ideas in pairs, then check answers as a class. Ask Ss which of these transport methods they have where they live and/or which they think would work best there.

ANSWERS:

E-scooters: not popular with everyone, increasing number of accidents, riders don't respect the speed limits

Bike-share: in China, some cities had too many public bicycles, the bike-share companies failed and hundreds of thousands of bikes were abandoned

Tuk-tuks: avoid rush hour because of car fumes

2 A Do the first item to model the task. Point out that we can also say *the rush hour*, but that in this exercise Ss don't need to change or add anything to the words and phrases in bold. Ss complete the activity individually, then compare ideas in pairs. Check answers as a class, asking questions to ensure understanding, e.g. 'What time is rush hour in this city?', 'What is the speed limit in a city / on a motorway in this country?', etc. If you're teaching online, you can display the task on your screen. Ask Ss to complete the activity alone, then enable the annotate function and ask individuals to complete the sentences. Ask other Ss what they think before confirming answers as correct.

EXTRA SUPPORT: DYSLEXIA Provide the words and phrases in bold in the article in a vertical list on a handout for Ss to hold alongside the exercise as they complete the sentences.

ANSWERS:

- | | |
|---------------------|--------------------|
| 1 rush hour | 4 speed limits |
| 2 cycle lanes | 5 unlimited travel |
| 3 additional charge | 6 book in advance |

B Ask Ss to work alone to identify the sentences in Ex 2A that are true for them, then put them in groups of three or four to compare answers. If you have a multicultural class, mix different nationalities for a more interesting discussion. When they have finished, ask each group for a true sentence they agree on and correct pronunciation of new vocabulary as needed.

EXTRA SUPPORT Highlight the compound nouns *cycle lane*, *speed limit*, *rush hour*, *traffic jam* and *car fumes* in the article and explain that they are all stressed on the first word. You could develop this area further to include other travel-related compound nouns, e.g. *traffic lights*, *speed camera*, *fast lane*, etc.

How to ...
ask for and confirm information

3 A  **6.04** Check Ss understand *cruise* (and by extension *river cruise*). Ask Ss what the purpose of a city cruise is (to see the sights along the river, canal, waterfront, etc.) and if they have ever been on one. Preteach *landmark* and give examples your Ss will recognise, e.g. *The London Eye*, *the Sydney Opera House*. Explain that Ss will hear a conversation with a tourist asking for information about cruises. Give them time to read the options, then play the recording. Ss identify the correct answer, then compare ideas in pairs. Check answers as a class.

ANSWER:

C

AUDIOSCRIPT 6.04**B = Boris T = Tonya**

- B: OK, so Tonya, could you tell us the best way to see the London sights using public transport? What do you think is our best option?
- T: Yes, absolutely. As I was telling you earlier, I'd recommend you take the Thames Clipper river boats. I mean, there are lots of different river boats, but the cruises designed for tourists are much more expensive. The Thames Clipper is really good because basically it's public transport.
- B: So what you're saying is the Thames Clipper is cheaper, right?
- T: Cheaper than a cruise, yes, that's right. And the great thing about it is that you don't need to buy a special ticket as it's part of London's public transport system. You don't need to book in advance, you can just use your travel card to tap in and tap out. And it's easy to get on a boat. You just go to the nearest tube station.
- B: Sorry, I didn't catch what you said about 'tap in and tap out'.
- T: Oh, yes of course. You can use your travel card or your bank card and just tap the ticket machine and it automatically takes the fare for your journey. You also have to tap out at the end of the journey.
- B: I see. So we don't have to book in advance or buy a special ticket that is valid just for the boat?
- T: That's right.
- B: OK, that's great. And where would you suggest we get the boat?
- T: Well, there are two different routes – one which goes up the river and one which goes down. You can hop on and hop off at any point, just like you do with the bus or a train. But a very popular option with visitors is to get the boat from Westminster Pier. You take the tube to Westminster and it's signposted from there.
- B: Sorry, can you just say that last bit again? Where do we take the tube?
- T: To Westminster. You can walk to Westminster Pier from there.
- B: OK.
- T: And you take the boat right along the river all the way to Greenwich.
- B: So let me just check I've got this right. So, we can take the boat from Westminster Pier to Greenwich.
- T: Yes. And on the way, the boat passes many of London's famous landmarks – you see the Houses of Parliament, London Bridge, Tower Bridge, you go past the Globe Theatre and the South Bank.
- B: Oh, in other words, we see nearly everything. That sounds great. And what's the boat like?

- T: The boat itself is quite big, and you can sit inside. You can sit outside, too, but it gets a bit crowded and it can be windy. So if you go inside, there's a café and toilets. It's very comfortable. And there's no tour guide explaining everything, you can just get hold of a tourist map with information about all the landmarks and learn about them as you go along.
- B: So, have I got this right? There isn't a guided tour.
- T: That's right, but you can find out all the information and have it on your phone.
- B: Yes, I think we prefer that.
- T: It's a really fantastic day out. I'd thoroughly recommend it if the weather is good.

B  **6.04** | Before you play the recording again, give Ss time to read the statements. Ss listen and mark them as True (T) or False (F), then compare ideas in pairs. Check answers.

ANSWERS:

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

EXTRA IDEA The recording describes a trip down the River Thames, naming several landmarks. If Ss are interested, you could display a map of this route and get Ss to follow it as they listen, noting the landmarks.

4A Explain that sentences 1–6 are from the recording. Allow time for Ss to read them and explain that they should try and complete them from memory.

EXTRA SUPPORT: DYSLEXIA To support dyslexic learners, provide a vertical list of the missing words and phrases on a piece of paper or on the board.

B  **6.05** | Play the recording for Ss to listen and check their answers, pausing after each sentence to allow Ss time to compare answers in pairs and make any changes. Check answers as a class, writing the missing words on the board to ensure accuracy.

ANSWERS:

1 you're saying	2 catch	3 bit
4 check	5 words	6 right

C Look at the phrases in Ex 4A again as a class. Discuss the difference between *repeating* and *checking* (repeating involves saying something again, while checking asks for clarification because you didn't understand something), then ask Ss to categorise the phrases in pairs. Check answers as a class.

ANSWERS:**Repetition:** 2 and 3**Checking:** 1, 4, 5 and 6

D The Grammar Bank on page 124 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB page 124 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. You could ask Ss to mark the stress on the phrases. These exercises all focus on form.

1 Preteach *hop-on, hop-off* and *promptly*, then ask Ss to use the words in the box to complete the conversations. Check answers, asking pairs of learners to read parts of the conversations aloud for pronunciation practice.

EXTRA SUPPORT: DYSLEXIA Provide the missing words in a vertical list rather than a box as Ss with dyslexia find this format easier to read. Remind Ss to cover the areas of the task they are not working on to help focus their attention on each gap.

EXTRA SUPPORT Ss may notice that there are hyphenated words in this task, i.e. *24-hour, hop-on, hop-off, four-hour* and *non-stop*. Explain that these are compound adjectives, which can be made of various parts of speech and remind Ss that they saw *high-rise* and *run-down* in Lesson 6A. The hyphen is used to show they are part of the same adjective, though there are some compound adjectives that don't have hyphens. The number + noun compound (*24-hour pass*, etc.) appears several times in this unit.

ANSWERS:

- | | | |
|--------------------|----------------|-----------------|
| 1 options | 2 catch | 3 repeat |
| 4 right | 5 words | 6 get |
| 7 correctly | 8 check | |

2 Ask Ss to work alone to choose the correct options, then compare ideas in pairs. Check answers, asking individual Ss to explain their choices and read the whole sentence so you can work on pronunciation.

ANSWERS:

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

3 Tell Ss the mistake in each conversation relates to form, e.g. word order, extra words, etc. Ss work alone to complete the exercise, then compare ideas in pairs. Check answers, asking Ss to read the conversations aloud and writing the corrections on the board to ensure accuracy. After the exercise has been corrected, pairs can practise the dialogues.

EXTRA SUPPORT Provide a version of the exercise with the correct options as well as the mistakes and ask Ss to circle the correct option in each case.

ANSWERS:

(Only the sentences where there is a mistake are given.)

- 1** B: Sorry, could you just ~~to~~ go through those options again, please?
- 2** A: So let me just ~~checking~~ **check**. We can have a table, but ...
- 3** A: So what ~~you're~~ **you** mean is we're too late to book a tour.
- 4** A: If I've understood correctly, what ~~you say~~ **you're saying** is that ...
- 5** B: Can ~~just you~~ **you just** say that last bit again?
- 6** A: I don't ~~get~~ **get** what you're saying about the speed.
- 7** A: I didn't ~~to~~ catch what you said about the payment.
- 8** A: So, in other ~~word~~ **words**, we need to return the car with ...

PRONUNCIATION

fast speech: just

5A  **6.06** | Ask Ss what happens when we speak English quickly and elicit that words run together and weak forms occur. Refer them to the sentences and ask them to predict the position of *just* in each one, then play the recording, pausing after each sentence for Ss to add the word. Check answers as a class.

ANSWERS AND AUDIOSCRIPT:

- 1** Could you **just** go over those options again, please?
- 2** So let me **just** check, ...
- 3** Can you **just** say that last bit again, please?

B Ask Ss to suggest the pronunciation, playing the recording again if necessary. Check the answer. Play the recording again and drill if you feel your Ss need it. Then discuss as a class why we sometimes add *just* to sentences.

ANSWERS:

/dʒʌs/

We sometimes add *just* to sentences to help make things sound easy.

C Ss add *just* to the sentences in pairs. Confirm the correct position in feedback before asking Ss to practise saying the sentences fast in their pairs. When they have finished, ask a few individuals to say the sentences for the class.

ANSWERS:

- 1** Could I **just** check something with you?
- 2** Let me **just** ask you a question ...
- 3** Can you **just** say the last bit again, please?
- 4** Can you **just** go over those options?

EXTRA CHALLENGE Encourage Ss to think of other ways to complete the structures in which they use the sentence beginnings + *just* and then add their own endings, e.g. 'Could I just ask a question?', 'Let me just go and close the door.', 'Can you just finish clearing the table?', etc.

EXTRA IDEA For additional practice, write the questions *Could I just check something with you?* and *Can you just answer?* on the board. As a class, mark the main stresses and linking in the questions. Highlight that *just* and the main verb are stressed, and that while the /t/ on *just* disappears before a consonant (e.g. *check*), it is clearly pronounced when before a vowel (e.g. *answer*). Ask Ss to practise saying the questions.

SPEAKING

6A Refer Ss to the flow chart and elicit the first question and write it on the board. Monitor as Ss write the conversation from the prompts, encouraging self-correction where possible. When they have finished, ask open pairs to say the conversation across the class as feedback. Drill pronunciation as needed.

POSSIBLE ANSWERS:

A: Can you give me some information about the river tours?

B: Yes. There are three types of tour: one short tour, which is thirty minutes long, one long tour, which lasts for two hours, and one night tour, which leaves at 8 p.m.

A: Could you just go through those options again?

B: Of course. There are three types of tour: one short tour, which is thirty minutes long, one long tour, which lasts for two hours, and one night tour, which leaves at 8 p.m.

A: Great. How can I get tickets?

B: You can get them from the ticket office or online. Online is cheaper and you can reserve seats. You must buy your tickets in advance.

A: Let me just check I've got this right. Online tickets are cheaper and you can reserve seats and you must buy tickets in advance.

B: That's right.

A: Do you know where it leaves from?

B: There are different places you can get on. The easiest place is Trumpton Bridge.

A: Can you say that last bit again? I didn't catch the name.

B: Yes. There are different places you can get on. The easiest place is Trumpton Bridge.

A: Thank you. That's very helpful.

B Ask Ss to roleplay the conversation using only the prompts, taking turns at both roles. If pairs struggle, allow them to refer to the full version of the conversation from Ex 6A, then try a second time with the prompts only. When they have finished, ask a few confident pairs to perform sections of the roleplay for the class. If you're teaching online, you could choose two stronger Ss to demonstrate the roleplay in the main room first, then put pairs in breakout rooms to do the activity.

7 Explain that Ss will now have a conversation about hiring transport when visiting a new place. Preteach *fuel* and *congestion charge* (a fee designed to reduce car use, and therefore emissions, in cities), then put Ss in A/B pairs and refer them to the relevant pages to read their information. Be available to answer questions, then ask them to roleplay the first conversation (in which Student A starts). Monitor as Ss complete the task, assessing their ability to ask for and give information. Provide brief feedback on this, then ask them to do the second roleplay (in which Student B starts). When they have finished, give final feedback, asking Ss which transport they'd prefer to use and why.

8  Read the instructions with the class and, if possible, make sure they choose a variety of different cities to research. In the next lesson, put Ss in pairs, or in small groups if there is sufficient variety of destinations, to tell each other about the trips/tours they chose.

EXTRA: HOW TO ... Put Ss in pairs and ask them to prepare a conversation using the lesson target language at a tourism office, college registry, dental surgery, hotel reception or place of their choice. When they are ready, Ss perform their conversation, without saying where they are, in front of another pair who must listen and identify the location when they have finished.

TO FINISH

In pairs, Ss discuss the following questions:
How will you use the language of this lesson in the future? (at work, for tourism, etc.)
Which words and phrases do you want to remember? How will you do that?

Elicit answers in feedback or, with online classes, Ss could share their ideas via the chat box.

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

► page 153 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 208

6D BBC Documentary

A city of tomorrow

SPEAKING | a discussion about what a place is famous for

WRITING | a description of a business idea

LESSON OVERVIEW

In this lesson, Ss watch a video clip from a travel documentary. They begin by looking at an image of Shenzhen in China and reading information about the programme. They then watch the video clip and complete a set of viewing tasks. Ss follow this with a listening activity with a focus on phrases to talk about what a place is famous for and use these in a discussion. Finally, they write a description of a business idea.

Online Teaching

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

- **Ex 2A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 2B:** Ss discuss the words in breakout rooms, then share their answers via the chat box on return to the main room.
- **Ex 3B:** Display the Key phrases on an interactive whiteboard or in another document. Enable the annotate function and invite Ss to tick the phrases, then ask the rest of the class to say if they agree or not using the thumbs up or thumbs down icon.

Additional Materials

For Teachers:

Presentation Tool Lesson 6D

Online Digital Resources

Grammar Bank 6D

Videoscript 6D: BBC Documentary

For Students:

Online Practice 6D

Workbook 6D

TO START

Show some photos of China, Spain and another country relevant to your Ss and ask them to identify the countries, briefly share what they know about them and then discuss which of the three they'd be most interested in visiting and why. Take a class vote to see which countries are most popular.

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

PREVIEW

1 A Ask Ss which Chinese cities they know, then focus them on the photo and put them in pairs to discuss the questions. Elicit a few ideas in feedback, adding any useful vocabulary to the board.

B Preteach *transform* (change radically) and refer Ss to the programme information. In their pairs, Ss discuss the questions. Elicit answers and discuss what information travel programmes usually include in feedback.

ANSWERS:

Shenzhen has grown from farmland and fishing villages with 30,000 inhabitants to being a centre of new technology with 12 million people.

(Reggie visits an office for tech start-ups, but Ss will confirm this when they watch the video clip in Ex 2A.)

VIEW

2 A ▶ Refer Ss to the questions before playing the video clip. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Ss complete the task alone, then compare ideas in pairs. Check answers as a class.

EXTRA SUPPORT: TEACHER Preteach the following items before Ss watch the video clip: *tech, innovate/innovator* and *Dragons' Den* (a reality TV programme where entrepreneurs pitch for funding to a panel of wealthy investors).

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

ANSWERS:

- 1 Because Reggie says 'They say if you want to see the future of the human race, you want to come here.' The focus of the office he visits is on new technology and he talks with Duncan about the speed of change.
- 2 Because of the speed of change. Duncan says 'it's actually addictive'.
- 3 glasses that can talk to you, robots for car parks and machines that play table tennis

B ▶ Give Ss time to read the sentences and check the vocabulary in pairs, then complete the sentences before watching the video clip again to check their answers. If you're teaching online, Ss can discuss the words in breakout rooms, then share their answers via the chat box on return to the main room.

EXTRA SUPPORT With weaker classes, preteach the vocabulary in the box. Point out that *expat* is short for *expatriate* (a person who lives outside their home country).

ANSWERS:

- | | | |
|--------------|----------|-------------|
| 1 metropolis | 2 expats | 3 addictive |
| 4 Innovators | 5 pace | |

C Put Ss in groups of three or four, aiming, if you have a multicultural group, to mix Ss from different places for a more interesting discussion. Monitor as Ss discuss the questions, noting down any interesting ideas. Invite these Ss to share their answers in feedback.

EXTRA IDEA: DIGITAL Ss could go online and find pictures of where they grew up from different time periods to show how it has changed, then compare images in pairs. They could also check data such as population, etc. over a particular time period. Ss could also create and give presentations using this information.

SPEAKING**a discussion about what a place is famous for**

3A ▶ **6.07** | Show Ss a map of Spain and locate Oviedo. Ask them if they know anything about the city, then refer them to the topics (1–3). Play the recording and ask them to listen and make notes about the three topics. Elicit the answers as a class, asking Ss to add detail where they can.

ANSWERS:

- 1 medieval buildings and structures, e.g. the archaeology museum and La Foncalada Fountain
- 2 *fabada*, a dish made of beans and meat; amazing rice dishes with octopus and shrimp
- 3 Many people speak Asturian, which is similar to Spanish.

AUDIOSCRIPT 6.07

I'm going to talk about my adopted city of Oviedo in the north of Spain. It has wonderful cultural traditions – its music, language and food – and these traditions have stayed the same for many generations.

An example of the culture is Oviedo's architecture and public art. The old town is famous for its medieval buildings and structures such as the archaeology museum and La Foncalada Fountain. There are also many sculptures in public places – in the parks and streets. One of the best-known is a sculpture of a mother and child by the Colombian artist Fernando Botero. But really, as I said, anywhere you go in the centre you'll find sculptures and statues.

Oviedo is also famous for its traditional food. So, for example, let's take *fabada*. *Fabada* is a dish made of beans and meat, like a type of stew. It's absolutely delicious. Another speciality of the region is rice. There are some amazing rice dishes, such as rice with octopus or with shrimps. So I'd say *fabada* and the rice dishes are the best specialities to try in Oviedo.

The city also has its own culture and language. Many people in Oviedo still speak Asturian, which is similar to Spanish. And when it comes to music, the region even has its own musical instruments. There's one that is similar to a Scottish bagpipe. You can hear it at the many festivals that celebrate the regional culture and history.

B ▶ **6.07** | Read the Key phrases as a class, then play the recording again for Ss to identify the ones they hear. Check and drill answers as a class, asking Ss if they can remember what was referred to for each one. Ss can check in audioscript 6.07. If you're teaching online, remember you can display the Key phrases on an interactive whiteboard or in another document. Enable the annotate function and invite Ss to tick the phrases, then ask the rest of the class to say if they agree or not using the thumbs up or thumbs down icon.

ANSWERS:

All the phrases are used, except: '... is world-famous' and 'It's well-known for its ...'.

- 4A** Give Ss time to think of a suitable city or town and make some notes on what it is famous for. If possible, aim for a good spread of places across the class to add variety in the next exercise. Monitor, assisting with vocabulary as needed. Encourage Ss to use the Key phrases to help them structure their descriptions.

EXTRA IDEA: DIGITAL Ss could create a video presentation or use photos to add visuals to their descriptions.

- B** Put Ss in groups of three to five to do the task. The Ss listening should ask follow-up questions when each speaker has finished. Ask Ss which place they'd like to visit most and why in feedback.

WRITING

a description of a business idea

- 5** Tell Ss that they're going to read about a company, then think up a new business idea related to a specific location. Ask Ss what they know about *Silicon Valley* (home to technology in the US) and preteach *start-up* and *motto*. Refer them to the text. Ss read it and complete the table, then compare ideas in pairs. Check answers as a class. If you have an interactive whiteboard, you could project the table and elicit the answers on to it.

EXTRA SUPPORT: DYSLEXIA Ask a stronger student to read the text aloud to the class. Alternatively, if Ss are working in pairs, pair dyslexic learners with a student who can read the text with them.

ANSWERS:

- 1 expats
- 2 (information) technology / IT
- 3 'Build today to create tomorrow'

- 6A** Ask Ss to read the sentences and complete the task in pairs, or do the activity as a class, writing or projecting the sentences on the board.

ANSWER:

Sentence 1 is the main point. Sentence 2 gives examples.

- B** Give Ss a few minutes to work alone to identify the main points and highlight how the examples are introduced. Ask them to compare ideas in pairs, then check answers as a class. In feedback, highlight the answers on the projected text if possible.

POSSIBLE ANSWERS:

- Main point: All the inventions they are working on are connected to the environment.
- Example: One example is a type of plastic that is made from plants.
- Example: Another is a jacket with sensors that give you information about pollution levels in the air.
- Main point: ... the city has a strong focus on technology.
- Example: For instance, India's two biggest IT companies are based there, ...
- Words used to introduce examples: *One example is ...*, *Another is ...* and *For instance ...*

- C** Ask Ss to discuss the questions briefly in pairs or if short of time, do this as a class. Elicit a few answers in feedback.

EXTRA IDEA Ss could show or discuss texts they use at work or in their studies that include examples. Point out that textbooks often use graphs, diagrams, pictures, etc., too.

POSSIBLE ANSWERS:

- 1 Without examples, a text will only contain general statements with no proof. Examples provide proof that what the writer is saying is true.
- 2 Examples help the reader to understand the writer's points. They can also help the reader to visualise what the writer means.

- 7A** Give Ss a few minutes to work alone to read the questions and think of a place and business idea or project related to it. Suggest they use the table structure in Ex 5 to help them. Alternatively, brainstorm the first two bullet points as a class, writing Ss' ideas on the board, then ask them to complete the rest of the questions themselves.

- B** Using the text in Ex 5 as a model, Ss write their own description. They should write 130–170 words and make sure they answer all the questions in Ex 7A.

- C** Put Ss in pairs to read each other's descriptions. They then give their opinion on whether they think their partner's business or project will be successful or not, giving reasons for their ideas.

TO FINISH

Ask Ss to discuss the following questions in pairs or small groups, prompting if you wish with an example, such as food or technology:

Is change always good?

What changes and developments in the last twenty years have been the most useful?

Which have been the most negative? Why?

When they have finished, ask pairs or groups to share one or two points they discussed in feedback.

6 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3A and 4A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

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

- **Ex 1A:** Display the sentences in a document that Ss can amend or annotate. Ask Ss to complete them.
- **Ex 1B:** Ss could share their sentences, or at least one sentence, with you via private chat so that you can provide some feedback.
- **Ex 4A:** Use the chat box to gather answers to Ex 4A before Ss listen to check in Ex 4B. You can then assess which answers to focus on after they listen so that you can help them to understand why the correct answer is correct.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 6. (Grammar: *so* and *such*, *be/get used to*; Vocabulary: areas of a city, challenges, idioms, city transport; How to ... ask for and confirm information). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

so and *such*

- 1 A** Elicit what Ss can remember of the rules for using *so* and *such*. Ask them to work alone to complete the sentences (in an online document with online classes), then compare ideas in pairs. Check answers, encouraging Ss to identify the grammar of the word that follows the gap to reinforce the rules, e.g. countable noun, adjective, etc. Point out if necessary that in sentences 4 and 8, *fun* and *style* are uncountable nouns, so there is no need for *a*, and that in 5, *well* is an adverb.

ANSWERS:

- | | | |
|----------|--------|----------|
| 1 such a | 2 so | 3 so |
| 4 such | 5 so | 6 such a |
| 7 so | 8 such | |

- B** Demonstrate the task by providing an example linked to the sentences in Ex 1A, which are about either places or people, e.g. 'We had such a lovely time in London.' Tell Ss to write three sentences (stronger Ss can write more), then monitor as they write, assisting as necessary. When Ss have finished, put them in groups of three to share their sentences. If you're teaching online, ask Ss to share their sentences, or at least one sentence, with you via private chat so that you can provide some feedback.

be/get used to

- 2 A** This task focuses on the difference in meaning and use between *be/get used to* and *used to*. Before Ss start, elicit if people drive on the left or right in the USA (right), in the UK (left) and in Japan (left). Do the first item as a class and discuss why it's correct (*get* is a change). Refer Ss to the Grammar Bank to help them if you think they need it. Ss complete the activity alone, then compare ideas in pairs. Check answers as a class, asking Ss to give reasons for their answers.

ANSWERS:

- | | | |
|-------|--------|-----------|
| 1 get | 2 used | 3 get |
| 4 'm | 5 get | 6 'll get |

EXTRA IDEA Once you have checked the answers, ask pairs to practise reading the conversation, focusing on the pronunciation of *be/get used to* and *used to*.

- B** Discuss as a class what kinds of things people need to get used to in the different situations and build up a list of prompts on the board, e.g. *food, climate, clothing styles*, etc. Monitor as pairs write their advice and questions, assisting as necessary. When they are ready, Ss share ideas in feedback.

EXTRA CHALLENGE Ss roleplay one of the situations in Ex 2B in their pairs.

VOCABULARY

3A Elicit the answer to item 1 to make it clear that Ss are adding missing letters in each word and explain that Ss can refer to Lessons 6A and 6B and the Vocabulary Bank to help them. Ss work individually to complete the words, then compare answers in pairs. Check answers, recording the words on the board so Ss can check their spelling.

EXTRA SUPPORT: DYSLEXIA The incomplete words in this exercise may be challenging for Ss with dyslexia. Give Ss two words from the same family as options for each gap, e.g. 1 *historic/history*, 2 *familiar/unfamiliar*, etc., for them to choose the correct word.

ANSWERS:		
1 historic	2 familiar	3 high-
4 run-	5 tough	6 safety
7 challenging	8 spot	9 escape

B If Ss come from the same city or area, they can go straight to discussing their ideas in pairs. If they are from different places, they could prepare their answers alone, then share ideas. Note the use of the article *a* before *historic*, i.e. *a historic building*. Some speakers might argue that *an historic building* is the correct article usage. However, many people today say ‘a historic’ and the use of *an*, even when the /h/ in the following word is clearly pronounced, is often considered old-fashioned. The same is true with *a/an hotel*.

EXTRA IDEA Ss research and find images to support their ideas, e.g. a tree-lined avenue.

4A Ask Ss if they know of any space programmes or films, e.g. *Gravity*, *The Martian*, *Hidden Figures*, and what they imagine the life of an astronaut is like. Elicit a few ideas, then focus them on the text and preteach *launch pad*, *storey* and *(Earth’s) atmosphere*. Ss work alone to choose the correct options to complete the text, then compare ideas in pairs. Don’t check answers yet. If you’re teaching online, remember that you can use the chat box to gather answers to Ex 4A before Ss listen to check in Ex 4B. You can then assess which answers to focus on after they listen so that you can help them to understand why the correct answer is correct.

EXTRA IDEA If you can, use a short clip from a film such as *Gravity* to elicit vocabulary related to the text.

EXTRA SUPPORT: DYSLEXIA Break the exercise up on a handout so that Ss focus on smaller chunks, e.g. paragraph 1 with items 1–2, paragraph 2 with item 3, etc.

B  **R6.01** | Play the recording, then check answers as a class. Elicit reasons for Ss’ choices, e.g. the sentence grammar, the meaning, etc.

ANSWERS:						
1 A	2 C	3 B	4 C	5 A	6 B	7 B

EXTRA IDEA: DIGITAL Ss could record themselves reading the text with a focus on pronouncing the *be/get used to* structures correctly, then play it back and compare with the recording.

TO FINISH

Ask Ss to discuss the following questions in pairs:
What was challenging for you in this unit?
Which topic did you enjoy most and least? Why?
How will you practise the grammar and vocabulary from the unit?
Have you got any questions about what we have studied?
Elicit ideas in feedback. Use the information to help your future planning and provide additional support to learners.

Global Scale of English **LEARNING OBJECTIVES**

7A Mix-up

- **LISTENING** | Understand a podcast about misunderstandings: reporting verbs; ways of speaking
- Talk about conversations you had recently: reported speech
- **Pronunciation:** stress in reporting verbs
- Write about an event

GSE INFORMATION

LISTENING

58 Can recognise misunderstandings without explicit prompting.

GRAMMAR

53 Can use a wide range of common reporting verbs with 'that' + complement clause and appropriate tense changes.

55 Can report *yes/no* questions with 'if/whether'.

56 Can make tense changes (present to past) in reported speech.

VOCABULARY

43–58 Can use language related to speaking or saying something.

SPEAKING

58 Can tell someone about a discussion or conversation in some detail.

WRITING

53 Can write a description of a real or imagined event (e.g. a recent trip).

7B Oversharing

- **READING** | Understand an article about over-sharing online: computer use; internet words
- Discuss issues connected to internet privacy: passives
- **Pronunciation:** stress and weak forms in passives

GSE INFORMATION

VOCABULARY

43–58 Can use language related to internet and using the internet.

READING

58 Can recognise the writer's point of view in a structured text.

GRAMMAR

55 Can use the present continuous passive.

52 Can use the present perfect passive with 'just/already'.

52 Can use the present perfect passive with 'yet'.

SPEAKING

53 Can develop an argument using common fixed expressions.

7C Conversation savers

- **HOW TO ...** | keep a conversation going: adverbs
- **Pronunciation:** intonation in short questions

GSE INFORMATION

VOCABULARY

43–58 Can use language related to manner of doing something.

51 Can use a range of adverbial intensifiers with adjectives.

HOW TO ...

58 Can express support in a manner that shows they were actively listening to the other person.

SPEAKING

53 Can use a basic repertoire of conversation strategies to maintain a discussion.

7D A good communicator

- **BBC STREET INTERVIEWS** | Understand people talking about good and bad communication
- Talk about communication: avoiding repetition: *so, to, not, be*
- Write an email giving advice about a problem

GSE INFORMATION

VIEW

51 Can follow an everyday conversation or informal interview on common topics.

GRAMMAR

51 Can express agreement and disagreement with '... hope so/not'.

51 Can use 'do'/'did' as a general placeholder (substitute) for verbs.

58 Can use 'so' in sentence-final positions as a placeholder (substitute) for verbs and verb phrases.

57 Can omit words and phrases in a range of parallel structures.

SPEAKING

59 Can discuss options and possible actions.

WRITING

59 Can support ideas with relevant examples.

 BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 7A. It shouldn't be exploited or taught at length, just played once or twice in class.

 Focus attention on the vlog question and give an example answer, e.g. 'My favourite word is 'outrageous' because when you stress the main syllable it's very expressive.' Play the video. Ss complete the first part of the task alone. Check answers as a class, then put Ss in pairs to discuss the question in the second part of the task. Point out that they can choose a word from any language. Conduct feedback.

ANSWERS:

- 1 Speaker 1: likes 'words that sound a bit like what they mean', e.g. *lazy*
Speaker 2: (*hold your*) *wheesht* – Scottish word, means 'be quiet'
Speaker 3: *petrichor* – means 'the smell of earth after it rains'
Speaker 4: *giggle* – means 'laugh'
Speaker 5: *groke* – means 'stare at people who are eating in the hope that they will give you some of their food'
Speaker 6: *yosh* – Japanese word, means 'OK' or 'all right'
Speaker 7: *mangelwurzel* – it's 'a vegetable that grows underground like a potato'

EXTRA IDEA If Ss want to watch the video again outside class, you could ask them to identify the reasons that speakers say they like their chosen words, if they give them.

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

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

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

Additional Materials

For Teachers:

- Presentation Tool Unit 7
- Online Digital Resources
- Videoscript Unit 7 Opener: BBC Vlogs

7A Mix-up

- GRAMMAR | reported speech
- VOCABULARY | reporting verbs; ways of speaking
- PRONUNCIATION | stress in reporting verbs

LESSON OVERVIEW

In this lesson, Ss talk about misunderstandings. They start by listening to a podcast about how miscommunications can happen. From this listening, they review and practise using reported speech and are introduced to reporting verbs. They listen to and focus on syllable stress in reporting verbs, then practise reporting conversations. Finally, they write a story about a misunderstanding.

Online Teaching

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

- **Ex 3A:** In feedback, read the direct speech and ask Ss to post their answers in the chat at the same time to compare their ideas.
- **Ex 5B:** Before discussing their sentences, Ss post them on an online noticeboard, or share them with you via private chat so that you can provide feedback.
- **Ex 10C:** Ss share their stories in breakout rooms or take turns to share their screen so everyone in the group can read the story at the same time.

Additional Materials

For Teachers:

- Presentation Tool Lesson 7B
- Photocopiable Activities 7B
- Grammar Bank 7B
- Vocabulary Bank 7B

For Students:

- Online Practice 7B
- Workbook 7B

TO START

Refer Ss to the photo and ask them to discuss what is happening. Elicit a few answers as a class. Explain that today's class is about misunderstandings and elicit reasons people sometimes don't understand each other when they are speaking, e.g. they're tired, there's a cultural difference, there's a language problem, etc. Tell Ss this is today's topic.

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

LISTENING

1 A Discuss the first sentence as a class, then ask Ss to discuss the other sentences in pairs. Monitor as they discuss the sentences, assisting as necessary. Ask a few Ss to share their ideas in feedback. Accept any reasonable suggestions, but don't confirm if Ss come up with the misunderstandings in Ex 1B, to ensure they maintain focus in the next activity.

B  **7.01** | Explain that Ss will listen to a podcast about misunderstandings which includes information about each sentence in Ex 1A. They should compare the information against their predictions. Play the recording. Ask Ss to compare ideas in pairs, then check answers as a class. You could ask Ss if similar misunderstandings could occur in their language (e.g. the dual meaning of *invite*), or how the interactions could be changed to make them clearer, e.g. 'Could you close the door after you / when you go out?', etc.

EXTRA SUPPORT: TEACHER The prefix *mis-* (which appears in *miscommunication* and *misunderstand* in the listening) implies 'incorrect' or 'wrongly'. Further examples include *misspell* (verb, 'spell wrongly'), *misread* (verb, 'read wrongly'), *mistake* (noun, 'something incorrect') and the newly coined *misspeak*, meaning to say something later regretted and recognised as wrong.

ANSWERS:

- 1 The speaker (Luisa) thought the invitation meant that her friend would pay for the meal. In fact, everyone who was invited had to pay for their own meal.
- 2 The speaker (Rich) did not realise that his manager expected him to leave the room and close the door behind him. He thought the manager was asking him simply to close the door without leaving the room.
- 3 The speaker (Josh) thought that the party was on the Saturday following the Wednesday when he was asked. In fact, his friend meant the Saturday afterwards. Otherwise, he might have said 'this coming Saturday'. (In English there can be confusion about this: from Thursday we definitely talk about 'this Saturday', but earlier in the week some people use 'next Saturday' to mean the Saturday at the end of the week and some to mean the Saturday following that.)
- 4 The speaker (Ela) thought that she was asking if the Scottish woman was *bored* (tired of or not interested in the conversation). Ela didn't understand the difference between *bored* (how you feel) and *boring* (something or someone that makes you feel bored).

AUDIOSCRIPT 7.01

H = Host L = Luisa R = Rich J = Josh E = Ela

- H: What's in a word? Well, it depends on who says it, and what they mean. Many of us believe that most conflicts in relationships are the result of miscommunication, and so often this comes down to language. Sometimes just one word. Take the word 'invite' for instance.
- L: A few days before my friend's birthday, she sent me a message saying that she wanted to invite me to her birthday party. It was in a private room at an expensive restaurant. I knew the place, but only from the outside. But I messaged her back and replied that I'd be there. I bought her a present, and when the day came, I went. At the end of the meal, when the bill came, it was clear all of the guests were expected to pay our part of the bill. I was really upset. She should have been clearer. It cost me a whole week's salary. It was such an expensive place.
- H: Well that can't have been good for your friendship. And what about other types of relationship? Maybe workplace ones? Rich has a story from his workplace.
- R: I was in my first month on the job and my manager said she wanted to talk to me and could I come to her office. I felt really nervous. She had a very serious style, kind of scary. I walked into her office, and sat down. She was actually really nice. She wanted to know if I liked the job. Then she asked whether I'd had any problems with colleagues or anything. I answered her and we had a good conversation. Then she started checking her computer and she said, 'OK, could you close the door?' I got up, closed the door – on the inside – and stood there. My manager kept looking at something on her computer, and there was dead silence. Finally, she looked up and said, 'Oh, are you still here?' I was so embarrassed.
- H: That **is** embarrassing! At least next time you'll know what to do. If there is a next time. And speaking of next time, when is next weekend? Sometimes it's not so clear, like in Josh's story.
- J: Not long ago, my friend Endre called me on a Wednesday night and asked me if I was doing anything the following Saturday – he said, 'Are you doing anything next Saturday?' and I said no. He said he was giving a surprise party for his wife, Moni, and asked me if I could come. I said yes. Endre told me that I'd be in trouble if I told her! I promised that I'd keep it a secret. Anyway, it was at their house, and the plan was for me to go there at 7 p.m. on Saturday and set things up, then the other guests would arrive at 8 p.m., and Endre and Moni would come back from a restaurant at nine. So three days later, on Saturday at 7 p.m., I drove over to their house and knocked on the door. Moni answered the door, and said 'Josh, what are you doing here?' I just said, 'What happened to the party?' Endre walked up behind her and looked at me with an angry expression and said, 'I told you, it's **next** Saturday.' I basically ruined the whole thing.

- H: Very awkward. I would have been pretty angry with you, too. Meanwhile, we have time for one more, and this one's a reminder to all of you learning a foreign language to pay close attention to your grammar. Here's Ela.
- E: So, I was having a coffee with a Scottish woman who I met at the college, and at the time my English wasn't as good as it is now. We were sitting chatting, getting to know each other, and at one point the conversation went a bit quiet. So I said, 'I'm sorry, I've been talking too much. Are you boring? Shall we leave?' A very simple mistake, I know, but as I said at the time my English wasn't great, and I didn't even realise my mistake. She said OK, asked the waiter for the bill, and when we said goodbye I noticed she looked a bit uncomfortable. After that we didn't meet again. I didn't realise what I had said until much later, during an English lesson about adjective endings. I still feel really bad when I remember that.
- H: Well, maybe she **was** boring. We'll never find out! We'd love to hear more of your experiences though, so write in the comments or send me an audio message with your story of how a misunderstanding affected one of your relationships. Thanks for listening and we'll be back with more next time!

- 2A** Put Ss in pairs and ask them to discuss and choose the best option for each sentence. Explain that they should still attempt the task even if they can't remember much, as it will familiarise them with the content before they listen again. Elicit answers as a class, but don't confirm them yet.
- B**  **7.01** | Play the recording again for Ss to listen and check their ideas, then check answers as a class.

ANSWERS:

- 1 a 2 c 3 a 4 b 5 c
6 b 7 a 8 b 9 c 10 c

- C** Put Ss in pairs or small groups and monitor while they discuss the questions, assisting as necessary. Invite a few Ss to share what they talked about in feedback.

EXTRA IDEA Use the podcast as an opportunity to revise participle adjectives (*embarrassed/embarrassing* and *bored/boring* both feature in the recording). Write the following sentences on the board:

a *She's bored.*
b *She's boring.*

and ask Ss to discuss the difference in adjective use in each sentence. (In sentence a, the person ('she') is experiencing the feeling, whereas in sentence b, the person ('she') is the cause of the feeling). Suggest more adjectives in this group, e.g. *amused/amusing, tired/tiring, interested/interesting*, etc. Ss could then tell each other what they are 'bored by', 'interested in', etc. Point out that these adjectives are usually followed by the preposition *by*, with some exceptions, e.g. *interested in, worried about*.

EXTRA IDEA You could explore words and expressions that are commonly misunderstood or confused in English further, including homophones, e.g. *there, they're, their; see, sea*, etc. If your class is monolingual, you could also look at common false friends in their first language, e.g. in Spanish *embarazada* means 'pregnant', not 'embarrassed'; in French, *sensible* means 'sensitive', so you can say 'your skin is sensible'; *aktüel* in Turkish means 'current' (as in 'current news') not 'actual', etc.

GRAMMAR

reported speech

- 3A** Ask Ss to briefly read the first pair of sentences and guess what word might be missing from the reported speech sentence. Elicit the answer and why it is used (*would* is the past of *will*). If Ss seem confident with this, ask them to do the same with the rest of the pairs of sentences, working alone or in pairs. Don't check answers yet. If Ss are struggling, you could just proceed to listening to the reported speech sentences in Ex 3B. If you're teaching online, in feedback, read the direct speech and ask Ss to post their answers in the chat at the same time and compare their ideas.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners are likely to benefit from you or a partner who can help them reading the sentences aloud as they work through the exercise. You could also give them two choices for each reported speech sentence, either on the board or a handout, e.g. 1 *will/would*, 2 *if/that*, 3 *'d/'ve*, to offer more support.

- B**  **7.02** | Play the recording for Ss to confirm their ideas. Check answers, building up a list of the tense changes on the board (*will – would, have – had*, etc). Where contractions are used in the listening, elicit the full word, e.g. *'d* can be *would* or *had*.

ANSWERS:

- 1 'd (*would* is also possible, but the contracted form is used in the recording)
2 if (*whether* is also possible, but isn't used in the recording)
3 'd (*had* is also possible, but the contracted form is used in the recording)
4 following
5 was
6 could
7 'd (*would* is also possible, but the contracted form is used in the recording)
8 |

- C** Refer Ss to the sentences in Ex 3A to help them complete the rules. Elicit and write the completed rules on the board as a class.

ANSWERS:

- a back
- b both are correct (most of the sentences in Ex 3B show the change of pronouns and sentence 4 changes 'next' to 'the following')
- c sometimes
- d must
- e statement

4A  **7.03** | Explain that Ss will need to report the sentences they hear in the recording. Ask them when they need to report using the verb *ask* (when it's a question), then play the first item and look at the example together. Play each sentence, pausing in between each item, with pairs taking turns to report the items.

EXTRA SUPPORT If Ss want to use *told* to report the sentences remind them that we need a direct object when using *tell*, e.g. *he told me*, but not with *say* (*he said me*).

ANSWERS:

- 2 She said (that) she couldn't do it.
- 3 He said (that) we'd (we would) all get wet.
- 4 She said (that) she was leaving the next/following day.
- 5 He asked (me/us) if/whether I'd (I had) / we'd (we had) stayed home the previous day / day before.
- 6 She asked if/whether we had to speak English.

AUDIOSCRIPT 7.03

- 1 Are you going out tonight?
- 2 I can't do it.
- 3 You'll all get wet.
- 4 I'm leaving tomorrow.
- 5 Did you stay at home yesterday?
- 6 Do we have to speak English?

B The Grammar Bank on page 125 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB page 125 **GRAMMAR BANK**

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

1 Explain that Ss should complete the reported statements, paying attention to all aspects of form, including punctuation. Note that the names in the sentences indicate whether Ss need a male or female pronoun, so assist if Ss are not familiar with them.

ANSWERS:

- 1 she really appreciated good food.
- 2 his/her/their mother had thrown out his/her/their favourite T-shirt.
- 3 we could go to the zoo with him the next/following weekend.
- 4 she'd (she had) been pretending to be in a bad mood the day before.
- 5 we'd (we would) like to organise a goodbye party for Stefan that afternoon.
- 6 she wasn't really enjoying her time there.

2 Do the first sentence as a class to demonstrate the exercise, then monitor as Ss report the conversation in pairs, assisting if necessary. Check the answer as a class, projecting or writing it on the board as a reference or providing it as a handout.

POSSIBLE ANSWER:

I met my husband in the funniest way. It was about five years ago. He walked up to me in a café and asked me if we'd (we had) met before. I replied (that) I wasn't sure. He wanted to know if I'd (I had) been at Sam's party a few weeks before, but I told him (that) I didn't know anyone called Sam. Then he said (that) he thought he'd (he had) seen me on a bus the previous week / week before, but I told him (that) I never took/take the bus. Finally, he realised (that) we had gone to the same school ten years before, but I said (that) I was sorry, but I still didn't remember him.

VOCABULARY**reporting verbs**

5A Explain that Ss can use other verbs to report, depending on what they are saying or how they are saying it and ask them to suggest any they know, e.g. *warn*. Ss then work in pairs, first identifying the verb that matches the words in bold. Check this, then ask Ss to work individually to change the sentences as necessary. Monitor, prompting self-correction if possible. Check answers as a class, asking what structure follows each verb (either *that* or an *'if clause'*) and point out which verbs need to be followed by a direct object (i.e. *convince* and *warn*).

ANSWERS:

- | | |
|--------------------|----------------|
| 2 confirmed (that) | 6 argue |
| 3 warned me | 7 mentioned |
| 4 added | 8 convinced me |
| 5 enquired | |

- B** Demonstrate the task with the first sentence beginning, e.g. 'If I had one minute to introduce myself, I'd mention that I'm a vegetarian.' Ss work alone to complete the sentences. Encourage them to write true sentences as they will use these in Ex 5C. Monitor, assisting as needed. If you're teaching online, before Ss discuss their sentences in Ex 5C, they can post them on an online noticeboard, or share them with you via private chat so that you can provide feedback.
- C** Put Ss in pairs to share their sentences, asking follow-up questions as in the example. Point out that Ss should listen to each other, not look at each other's sentences. Monitor, listening for errors and examples of good language. When they have finished, ask a few pairs to report something interesting they learnt about their partner, correcting errors in reported speech if they occur.

PRONUNCIATION

stress in reporting verbs

- 6A** Write the two stress patterns on the board. Say the first word in the box (*agree*) and ask Ss which pattern it fits (pattern 2). Ss continue classifying the words in pairs, saying them aloud to check the pronunciation. Monitor, but don't correct or check answers yet.
- B**  **7.04** | Play the recording. Ss tick the words in their lists as they hear them, then compare answers in their pairs. Check answers as a class, eliciting and writing the words on the board under the two patterns. Drill as needed.

ANSWERS AND AUDIOSCRIPT:

- answer, argue, mention, promise, wonder
- agree, complain, confirm, convince, enquire, explain, reply

- C** Monitor as Ss point and say the words, addressing errors as necessary. When they have finished, you could play the recording again for them to check their pronunciation.

EXTRA SUPPORT You could point out that *answer*, *mention*, *promise* and *reply* are all both verbs and nouns, with no stress change in the noun form, then elicit the nouns of the other verbs in the activity (*agreement*, *argument*, *complaint*, *confirmation*, *conviction*, *enquiry* and *explanation*). Draw Ss' attention to the word formation patterns *-ment* and *-tion* (both typical noun suffixes) and point out that the syllable before these endings is usually stressed. You could ask Ss for further examples, e.g. *entertainment*, *education*, etc. Point out that *wonder* is also both a verb and a noun, but with a change in meaning (verb: to think about something that you are not sure about and try to guess what is true, what will happen, etc.; noun: a feeling of surprise and admiration for something very beautiful or new to you).

EXTRA SUPPORT: TEACHER You might want to give Ss some guidance on two-syllable stress patterns. Very generally:

Nouns: the stress is on the first syllable, e.g. *secret*, *trouble*, *colleague*, *party*, *birthday* (though there are many exceptions, e.g. *surprise*).

Adjectives: the stress is on the first syllable, e.g. *angry*, *boring*, *sorry* (though, again, there are many exceptions, e.g. *upset*).

- 7A** Ask Ss if they can think of other words for ways of speaking loudly or quietly. Give an example, e.g. *whisper*, to get Ss started. Put Ss in pairs to brainstorm ideas, then ask them how many they have in feedback.

- B** Refer Ss to the Vocabulary Bank on page 136 to check their ideas.

▶ page 136 **VOCABULARY BANK** ways of speaking

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

- 1A** Put Ss in pairs and ask them first to identify what is happening in photos A–E, then to identify which words from 1–8 are in the photos. Point out that not all the words are in the photos and that one photo shows two words. Check answers as a class.

ANSWERS:

A 2 **B** 3, 8 **C** 1 **D** 5 **E** 7

- B** Ss match the eight words in Ex 1A with the seven definitions, then compare ideas in pairs. Check answers, demonstrating the ways of speaking if necessary, e.g. *whisper* the word *whisper*. Point out that *scream* and *shout* differ in terms of pitch as well as context of use. Note that while *yell* and *shout* are synonyms, *yell* is used more in US English.

ANSWERS:

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

- 2** Put Ss in pairs and tell them to take turns to ask and answer the questions, so they both practise saying the vocabulary. When they have finished, ask a few pairs to report an answer they agreed on in feedback.

EXTRA CHALLENGE To extend the practice, ask Ss to write one or two questions of their own with the target vocabulary to ask each other.

VB

SPEAKING

- 8A** Tell Ss they are now going to report misunderstandings to each other. Divide the class into Student As and Student Bs and refer them to the relevant pages. Point out that each student has two conversations and ask them to work alone and read them. Monitor and discretely check answers to make sure Ss understand what the problem is in each one.

EXTRA SUPPORT Ask A/A and B/B pairs of Ss to read their information together and discuss it in this first part of the task. This should help support dyslexic learners as well as weaker Ss.

ANSWERS:

Student A

Conversation 1: in an office, restaurant, etc.; Lisa is pushing the door when she needs to pull it.

Conversation 3: in a text message conversation; predictive text has changed the word 'Princeton' to 'prison'.

Student B

Conversation 2: in a text message conversation; in the US the bottom floor of a building is the '1st floor', but in the UK it is the 'ground floor'.

Conversation 4: at someone's home for lunch or dinner; Martin uses the phrasal verb *fed up* (annoyed) when he needs to use *full up* (not wanting any more).

- B** Tell Ss that in the final part of the task they are going to report the misunderstandings to each other. In this second part, Ss work individually or with a partner who read the same conversations as them and make notes to help them remember the main details of what happened. Monitor, assisting with ideas and/or language to report their misunderstandings.
- C** When they are ready, put Ss in A/B pairs. Monitor again, listening to how they manage active listening and to check they are including reporting verbs in their conversations. When they have finished, ask Ss which misunderstandings they think were the most familiar, likely and serious.

WRITING

a story about an event

- 9A** Tell Ss they will read a story about a misunderstanding at a wedding. Preteach *guy* (an informal word for man) and ask them to predict what the misunderstanding could be. Ss read the story and check their ideas. Elicit the answer as a class.

ANSWER:

The man looked like a wedding guest, but he was only visiting his son. He was well-dressed, like a wedding guest, but couldn't speak English well enough to explain that he wasn't really a guest.

- B** Ask Ss why we use paragraphs in a text (to break it into different ideas to help the reader). Point out that a paragraph needs to have two or more sentences, but not be so long that the reader gets confused. Refer Ss to the questions and complete questions 1 and 2 as a class before asking Ss to answer questions 3 and 4 individually. Check answers as a class.

ANSWERS:

- Paragraph 2: would start with 'We arrived ...'
Paragraph 3: would start with 'It turned out that ...'.
- Paragraph 1: setting the context and the situation
Paragraph 2: describing the main events
Paragraph 3: explaining the misunderstanding
- four: *asked, said, reply, enquired*
- a** at which point
b It turned out that
c Funny thing is
d Things got more bizarre when
e Apparently

- 10 A/B** Refer Ss to the list of situations and preteach *a stroke of good fortune* (a piece of unexpected good luck). Suggest Ss write 150–180 words for their story and remind them to use paragraphs to organise their ideas. Point out that other Ss will read their story, so they should write clearly. Monitor, assisting as necessary.

EXTRA IDEA: DIGITAL Ask Ss to record their story, then play it to a partner or upload it to a digital platform for other Ss to listen to.

- C** Ss read each other's stories (with online classes this can be either in breakout rooms or by sharing their screens in turn). Depending on your situation you could display the stories around the classroom, for Ss to walk around and read, gallery style, or pass them between the desks. Ask a few Ss which story surprised them the most and why in feedback.

TO FINISH

Ask Ss to discuss the following questions in pairs:
When have you had a misunderstanding in English? What happened?
How can you avoid misunderstandings?

When they have finished, ask a few pairs to report back what they discussed and recap phrases to use when you don't understand the other speaker, e.g. *I'm sorry, What was that?, Could you repeat that?*, etc.

7B Oversharing

GRAMMAR | passives

VOCABULARY | computer use; internet words

PRONUNCIATION | stress and weak forms in passives

LESSON OVERVIEW

In this lesson, Ss talk about the dangers of computers and the internet. The lesson begins with vocabulary related to computer use and the internet. Ss then compare ideas about social media etiquette and read an article about posting photos online. From this article, Ss learn and practise passive forms, then focus on stress and weak forms in passives. They then read an extract from an article about online privacy and revise phrases for agreeing and disagreeing. Finally, Ss discuss the topic of privacy.

Online Teaching

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

- **Ex 1A:** Ask Ss how studying online differs from the classroom (how they submit answers to an activity, etc.) to elicit vocabulary relevant to this lesson, before displaying Ex 1B and sharing your screen.
- **Ex 3C:** Share your screen and display the article and statements. Ask Ss to annotate the items and highlight the relevant sections of the article when checking answers.

Additional Materials

For Teachers:

Presentation Tool Lesson 7B
Photocopiable Activities 7B
Grammar Bank 7B
Vocabulary Bank 7B

For Students:

Online Practice 7B
Workbook 7B

TO START

Ask Ss to discuss the following questions in pairs:
How long do you spend on your device(s) each day?
What do you use it (them) for?
Would you like to use it (them) less? Why?
What social media platforms do you use?

Elicit answers as a class, adding any useful vocabulary to the board. Tell Ss this lesson centres on the internet and device usage.

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

VOCABULARY

computer use

- 1 A** Ask pairs to discuss the question and mime the actions they think of. If Ss are struggling, tell them to get out their phones or open their computers and use the devices to find something – this should elicit a few basic actions like *click*, *search*, *swipe*, etc. When they have finished, check ideas as a class and write any new vocabulary on the board. If you're teaching online, you could start the discussion by asking Ss how studying online differs from the classroom (how they submit answers to an activity, etc.) to elicit vocabulary relevant to this lesson, before displaying Ex 1A and sharing your screen.
- B** In pairs, Ss discuss and predict the words, making a note of their answers. Ask them to cover Ex 1C as they do this. When they have finished, write their answers on the board, but don't confirm them.
- C** Ss match the words in the box with the definitions, checking their predictions from Ex 1B. When they have finished, check answers as a class, confirming if any other guesses are also acceptable.

ANSWERS:

- | | | |
|--------|-----------|------------|
| 1 spam | 2 back up | 3 pop-up |
| 4 post | 5 forward | 6 username |
| 7 tag | 8 profile | |

- 2 A** Preteach *file*, *hard drive* and *fake* (false). Ask Ss to work individually to complete the sentences with the correct form of the words in Ex 1C, using the words before and after each gap to help them. Put Ss in pairs to compare ideas, then check answers as a class, asking Ss to read the completed sentences aloud. Discuss sentence grammar as needed, pointing out that *pop-up* and *post* are countable, and *spam* is uncountable.

EXTRA SUPPORT: DYSLEXIA Provide the words in Ex 1C in the correct form in a vertical list. Ss hold this alongside the exercise as they complete the answers, masking the sentences they are not working on. If they can work in pairs, their partner can read the sentences aloud as they work on them.

ANSWERS:

- | | | |
|----------|------------|-----------|
| 1 post | 2 back up | 3 forward |
| 4 spam | 5 username | 6 profile |
| 7 pop-up | 8 tags | |

- B** Ask Ss to work individually and decide which sentences are true for them.
- C** In pairs, Ss compare ideas. If you have a class with different ages, you could mix them up here for a more interesting discussion. If not, Ss can comment on how they think different age groups (e.g. grandparents, parents, children) would respond to the issues. When they have finished, conduct feedback. Ask Ss why they need to be careful about spam and if any Ss have had any experiences of phishing emails, fraud, etc.
- D** Explain that Ss will now learn more internet words. Refer them to the Vocabulary Bank on page 137.

VB page 137 **VOCABULARY BANK** internet words

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

- 1 A** Put Ss in pairs and ask them to identify as many of the pictures as they can before they look at the words. Elicit a few ideas, then ask them to match the words with the pictures and compare ideas in pairs. Don't check answers yet.
- B**  **VB7.01** | Play the recording so that Ss can check their answers. Drill the pronunciation of the items as needed.

EXTRA SUPPORT Most of the same-word verbs and nouns in the set, i.e. *download*, *upload* and the less common *refresh*, are stressed on the first syllable if they are a noun, and on the second syllable if they are a verb, e.g. *a download*, *to download*. Ask Ss to think of more same-word verb/noun examples with these stress patterns, e.g. *record*, *import*, etc. Explain that *network*, the only other same-word verb/noun in the set, has no stress change. Remind Ss to record stress in new vocabulary in their notebooks, e.g. with a box or circle over the stressed syllable.

ANSWERS:

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

- C** Ss work alone to match the words with the definitions, then compare ideas in pairs. Check answers as a class.

ANSWERS:

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

- 2 A** Check the meaning of *cloud storage* and explain that Ss may need to change the form of the words to fit the gaps. Ss work alone to complete the sentences with words from Ex 1A, then compare ideas in pairs. Check answers as a class.

ANSWERS:

1 upload **2** scrolling, swiping **3** folders
4 inbox **5** icons

Icons from left to right: trash, wifi, mute, microphone.

- B** Put Ss in pairs to discuss the questions in Ex 2A, then elicit a few answers in feedback.

EXTRA IDEA To personalise the task further, ask Ss to get out their phones and give each other instructions (*scroll down/up*, *swipe right*, *tap the icon*, etc.). They could also instruct their partner to perform a specific task, e.g. take a photo, open a certain app, delete a file, etc.

READING

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

- 3 A** Ask Ss why people usually post online, e.g. to share photos or information with family and friends, etc. and if they can think of any disadvantages or dangers to this, e.g. loss of privacy, data theft, etc. Check the meaning of *selfie* and preteach *intern* and *internship*.
- B** Refer Ss to the three summaries and ask them which ones they agree with before they read the article. Give them a few minutes to read the text quickly and choose the best summary, then elicit answers in feedback, asking Ss to justify their choices.

ANSWER:

2

- C** Ask Ss to read the article again more carefully and decide if the statements are true or false, then compare ideas in pairs. Check answers, asking Ss to give reasons and eliciting where they found the answers in the article and dealing with any problem vocabulary. With online classes, remember that you can share your screen and display the article and the statements so Ss can annotate the items and highlight the relevant sections of the article when checking answers. Finish by asking Ss if any of the information in the article surprised them.

EXTRA SUPPORT With weaker classes, preteach *take to court*, *a (job) seeker*, *theme park* and *tracking* before Ss read the text again.

ANSWERS:

- 1 F (Rob feels ‘really embarrassed’ when his mum posts pictures of him and he doesn’t want his friends to see them, but Makayla is worried that ‘it could have a bad effect’ when she wants to get a job.)
- 2 T
- 3 T
- 4 F (The article states that this depends ‘on how a future employer views the post’.)
- 5 F (It wasn’t a selfie. ‘Someone took a photo of him in costume ... [and] posted it on social media’.)
- 6 F (The writer says that ‘Even if he didn’t post the photo, it’s hard not to blame him.’)
- 7 T
- 8 T

FUTURE SKILLS | Critical thinking

D Read the Future Skills box with the class, then ask Ss to find examples of the author’s opinion. Check answers as a class and discuss whether Ss agree with the author or not.

ANSWERS:

No one in the UK has been taken to court yet, but one would hope that that’s going to change.
Parents need to understand how their kids feel, and why.
Makayla raises a very important point.
So it seems natural that employers search people’s social media profiles ...
Even if he didn’t post the photo, it’s hard not to blame him.
Maybe the key mistake wasn’t going to the theme park, but posting the photo.
Perhaps the only solution is not to post at all.

GRAMMAR

passives

- 4A** Tell Ss the sentences are taken or adapted from the article they just read, to provide context. In pairs, Ss choose the correct words. Monitor, assessing their choices, but don’t check the answers yet.
- B** Refer Ss back to the article to check their answers, then confirm as a class. If you can, project the article and highlight where the answers are found. Ask Ss to identify the tenses in feedback.

EXTRA SUPPORT: DYSLEXIA If possible, provide Ss with a version of the article with the sentences highlighted, either on a handout or projected on the board. They can then refer to this while they do the exercise so they don’t have to identify them.

ANSWERS:

- 1 has already been posted
- 2 is being analysed
- 3 are given
- 4 has been taken
- 5 getting fired

C Write the first sentence from Ex 4A on the board and elicit why the passive is used in this case (because we don’t know who is actually posting her photo). Ask Ss to work in pairs to answer the questions, then check answers as a class.

ANSWERS:

- 1 *be* + past participle; *get* + past participle
- 2 the person/thing affected by the action
- 3 four: sentences 1, 3, 4, 5

D The Grammar Bank on page 126 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 126 **GRAMMAR BANK**

GB

Go through the notes with Ss or let them read them alone. You could have them read a section then ask some questions to confirm their understanding before moving to the next section.

- 1** This exercise focuses on form. Do the first item as a class, discussing the reason for the answer (because ‘she’ did the action, so it’s active, and because of the time marker, *last night*). Refer Ss to the table with the form in the grammar notes and remind them to look at the whole sentence to help them choose their answers. Ss work alone to complete the activity, then compare ideas in pairs. Check answers, asking Ss to explain their choices.

ANSWERS:

- | | |
|-----------------|-----------------|
| 1 forwarded | 4 organises |
| 2 will be held | 5 are convinced |
| 3 is being used | 6 has been done |

- 2** This exercise focuses on word order. Preteach *bluetooth speaker*. Do the first item as a class, pointing out that there are two cases where the word can be placed at both (a) and (b). Ss work alone to complete the exercise, then compare ideas in pairs. Check answers as a class, with individuals reading the correct sentences aloud.

EXTRA SUPPORT: DYSLEXIA Provide the words in brackets before the sentence. Learners with dyslexia will find them easier to read in this format.

ANSWERS:

1 b 2 a 3 both 4 b 5 a 6 both

3A This exercise focuses on tense, so highlight for Ss that all the verbs are in the passive form. Preteach *formula*. Ask Ss to read the texts quickly and identify the genres (academic paper, phone messages). Elicit answers, then ask Ss to complete each text with the correct passive forms. Check answers as a class.

ANSWERS:

- 1 is measured
- 2 is added (contracted 's is too informal here)
- 3 is tested
- 4 has recently been discovered / has been discovered recently
- 5 are being carried out
- 6 will be published (*going to* is too informal here)
- 7 've/have just been sent
- 8 Are (your folders) backed up / Have (your folders) been backed up
- 9 is stored / has been stored
- 10 was tricked

EXTRA IDEA For extra writing practice, ask Ss to work in pairs (or individually out of class) to write a short text of a similar type to one of those in Ex 3A and gap the passive constructions. They then give it to another pair (or student) to complete. Alternatively, they could find suitable texts online or in textbooks, etc. and locate the passive constructions.

B Give Ss time to look at the texts again and find two places where it would be natural to use *get* instead of *be*. Check answers as a class, asking Ss to read out the altered sentences and discuss why we use *get* in these cases.

ANSWERS:

7 just got sent 10 got tricked

Get is used instead of *be* in informal (dramatic) negative situations.

PRONUNCIATION

stress and weak forms in passives

5A  **7.05** | Tell Ss that they will hear five sentences which they need to write down. Play each sentence as many times as needed, pausing as necessary to allow Ss to complete it. Check answers, writing the correct sentences on the board.

EXTRA SUPPORT: DYSLEXIA The mix of listening and writing skills in this task may be challenging for dyslexic learners, so give them the complete sentences and ask them to listen for one or two gapped key words (not weak forms) in each.

ANSWERS:

See Ex 5B.

B Ask Ss which words were easy and which were difficult to hear in the recording. Put Ss in pairs to discuss which words are stressed and how to pronounce *been* and *was*. Check answers, playing the recording again if helpful. Mark the stressed words with a coloured circle on the sentences on the board for Ss to copy into their notebooks.

ANSWERS AND AUDIOSCRIPT:

- 1 I've just been tagged in a photo. /bɪn/
- 2 I haven't been messaged yet. /bɪn/
- 3 I was given my phone case by a friend. /wəz/
- 4 My phone got damaged recently.
- 5 I'm being sent a lot of spam at the moment.

C  **7.05** | Ask Ss to repeat as you play the recording again. Raise your hand up and down on the stressed words to help Ss 'see' the stress placement as they hear it.

EXTRA SUPPORT Elicit that we usually stress information carrying words, in this case, the past participles. If necessary, point out that we usually stress nouns as well, e.g. *I've just been tagged in a photo.*

6A Demonstrate the task with an example, e.g. 'I've never been tagged in a photo.' Monitor as Ss prepare their sentences, assisting as necessary.

B In pairs, Ss take turns to say their sentences and respond, giving more information where possible. Monitor, listening to Ss' use of stress in the passive constructions and provide feedback on this aspect in feedback.

SPEAKING

7A Ask Ss if they know of any high-profile online privacy cases, e.g. cases involving photos of celebrities taken by paparazzi that have been challenged, etc. Preteach *consent* (permission) and *minor* (a person not legally considered an adult), then put Ss in pairs to read the extract and do the task. When they have finished, discuss answers as a class.

EXTRA IDEA: DIGITAL Ss research privacy laws for their country, then report their findings to the class.

- B** Briefly revise phrases for agreeing and disagreeing. Write expressions Ss know on the board, e.g. *I agree, I disagree*, etc. then ask them to match the phrases (1–6) with the uses (a–c) in pairs. Monitor, assisting as necessary. Check answers as a class, drilling the phrases. Fast finishers can add more expressions to each category.

EXTRA SUPPORT If appropriate, review or input other fixed expressions, e.g. to get someone to agree with you (*Wouldn't you agree that ... ?*), to disagree with someone (*I see what you mean, but ...*) and to strengthen or add to ideas (*I tend to think ... , I've always thought ... , The way I see it is that ...*).

EXTRA IDEA: DIGITAL If you have an interactive whiteboard, you could create a click and drag activity where Ss pull the phrases to the correct category. When it's complete, Ss can take a photo of the board.

ANSWERS:

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

- 8A** Put Ss in pairs to read the statements. Ask them to use the phrases from Ex 7B as they think of some possible problems and solutions for each one. They should both make notes as they will need these in the next exercise. Monitor, providing feedback on Ss' use of the target language and observing the problems and solutions they come up with, but don't discuss any ideas with the class yet.

EXTRA CHALLENGE In Exs 8A–C, you might want to give Ss roles in order to vary their points of view, e.g. parent of two children, professional influencer, actor, human resources manager. Limit this to three or four different roles, selecting roles you think your Ss will find relatable and allow them some preparation time in groups of the same role before putting them in groups.

- B** Separate the pairs from Ex 8A and put Ss in groups of three or four to share their ideas from Ex 8A about possible problems. They then agree on possible solutions together. Encourage Ss to continue to use the phrases from Ex 7B in their discussion.
- C** Ask Ss to share their ideas with another group. You could change group members around again to keep the discussion fresh or discuss the problems and solutions as a class.

TO FINISH

Ask Ss to discuss the following questions in pairs:
Have you studied English online? What are the benefits and disadvantages to learning this way?
What online sources do you use for learning English?

In feedback, recommend some online resources Ss could access to improve their English.

7C Conversation savers

HOW TO ... | keep a conversation going

VOCABULARY | adverbs

PRONUNCIATION | intonation in short questions

LESSON OVERVIEW

In this lesson, Ss talk about making conversation. The lesson starts with Ss reading an article about how to keep a conversation going at a party. From the article they learn adverbs that intensify adjectives. They then listen to conversations between two strangers, one less successful and one more successful, and learn and practise phrases for keeping a conversation going. Finally, Ss focus on the intonation used in short questions, and then practise keeping conversations going.

Online Teaching

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

- **Ex 2B:** Ss write their ideas in the chat box. When they have all typed them in, confirm the correct answers.
- **Ex 3C:** Use a tool outside of your platform to create a multiple choice or gapped form and share the link. Ss listen individually and choose the correct options or complete the phrases, then submit the activity to you. You can then assess Ss individually.
- **Exs 6C and 6D:** Put Ss in breakout rooms in groups of three. Two have a conversation for two minutes with the third listening, who then gives feedback. They should change partners twice, so they all have a chance to listen and speak.

Additional Materials

For Teachers:

Presentation Tool Lesson 7C
Photocopiable Activity 7C
Grammar Bank 7C
Mediation Bank 7C

For Students:

Online Practice 7C
Workbook 7C

TO START

Put Ss in pairs. Ask them to discuss the following questions:

How do you feel about meeting new people?

Do you prefer socialising with people you know well?

Why/Why not?

Invite feedback from a few pairs and tell them that socialising and making conversation is today's topic.

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

VOCABULARY

adverbs

1 A Ask Ss to talk about the last time they went to a party and what it was for. Elicit a few ideas in feedback. Ask Ss if they generally like parties and why/why not, then refer them to the questions. Put them in pairs and monitor the discussions, noting any interesting answers. Ask those Ss to share their answers in feedback.

B Preteach *small talk* (polite chat about unimportant things). Ask Ss to look at the headings in the article, or show them the headings only so they're not tempted to read the main content, and ask them to work in pairs and predict what each section might say and what advice they expect the article will give. Take feedback as a class.

EXTRA: ALTERNATIVE IDEA Instead of the task in Ex 1C, Ss read the article quickly and discuss how similar the ideas in it are to their predictions for Ex 1B.

C Preteach *hook* (something to catch a person's attention) and then give Ss time to read the article, then discuss their answers in pairs. Check answers as a class to see if there is a general consensus.

2 A Write *That's totally fine.*, on the board. Ask Ss what part of speech *totally* is (an adverb) and what it describes (the adjective, *fine*). Elicit what it adds to the adjective (it intensifies or qualifies it) and ask Ss for more examples, e.g. *very*, *absolutely*, etc. Do the second item as a class, then ask Ss to read the article again and find the remaining adverbs. When checking answers, point out that the adverbs are listed from greatest to least strength.

EXTRA SUPPORT With weaker classes, work together to identify the adverbs. You could highlight them in the article, then ask pairs to match them with their meanings using the context. Note that *fine* is both an adverb and an adjective. Demonstrate this with substitution, e.g. *It works fine.*, (adverb meaning 'well/adequately'); *I'm fine.* (adjective meaning 'well/happy').

EXTRA SUPPORT: DYSLEXIA Provide the sentences with the six adverbs on a separate piece of paper so Ss can access the context, but don't need to read so much. Advise Ss to cover the sentences they are not working on to help focus their attention.

ANSWERS:

- | | |
|------------------------------|------------|
| 1 <i>perfectly</i> , totally | 4 fairly |
| 2 extremely | 5 slightly |
| 3 particularly | |

B Explain that certain adverbs collocate with certain adjectives, e.g. we can say *He's extremely angry.*, but not *He's totally angry.* In pairs, Ss read the sentences and identify the incorrect adverbs. Check answers as a class, explaining that sometimes there is no reason why an answer is correct, it is just a question of collocation. If you're teaching online, when checking answers Ss can write their ideas in the chat box. When they have all typed them in, confirm the correct answers.

EXTRA SUPPORT Ss may have studied extreme adjectives before, in which case you could explain that *totally* is an extreme/absolute adverb and therefore needs to be used with an extreme adjective, e.g. *totally fascinating* (not *totally interesting*).

ANSWERS:

- | | | |
|------------|----------------|-----------|
| 1 slightly | 2 particularly | 3 totally |
| 4 slightly | 5 perfectly | 6 fairly |

C Give Ss time to think about which sentences in Ex 2B are true for them, then put them in pairs, encouraging them to give reasons for their answers. Monitor, providing feedback on Ss' use of adverb/adjective collocations, then ask a few pairs to give examples in feedback.

EXTRA IDEA For further practice, ask Ss to write their own statements using the adverb/adjective collocations and changing the rest of the sentence, e.g. 'I'm extremely good at swimming.', 'It's totally normal to bring lunch to work.', etc. They then share their sentences in groups or in a class mingle.

How to ...

keep a conversation going

3A  **7.06** | Explain that Ss will hear a conversation between two people at a party. Refer them back to the article in Ex 1C and tell them to listen and identify the advice (i.e. the headings) that the man does not follow. Play the recording. Ask Ss to compare ideas in pairs, then check answers as a class. Ask Ss how they think the speakers feel, e.g. Paul: distracted; Denise: a bit upset/annoyed, etc.

EXTRA IDEA Monitor as Ss discuss their ideas. Identify any answers they struggle with, then play the recording again to give them another chance to hear the problem sections.

ANSWERS:
He asks *yes/no* questions.
He doesn't 'listen with his whole body' – he's obviously paying attention to other people in the room.

 **AUDIOSCRIPT 7.06**
P = Paul D = Denise
P: Hi. Nice party.
D: Yes, yes, very nice.
P: I'm Paul.
D: I'm Denise.
P: So, do you know Celia?
D: Yes, I do. We went to college together.
P: Sorry, I just saw someone I know. So, from college?
D: Yes, that's right.
P: Oh ... erm, this is a nice party.
D: Yes, I think so, too. It's my first time ...
P: Hey Sharon! Hi Jez! Sorry. So, nice weather, isn't it?
D: Yes, very.
P: Very. Erm ...
D: Oh, I've just seen someone I know. Nice to meet you.

B  **7.07** | Explain that Ss will now hear a more successful version of the conversation. This time they should identify the advice from the article in Ex 1C that the speakers follow. Play the recording, allowing time for Ss to compare ideas in pairs before checking answers. Ask Ss how the speakers feel this time, e.g. Paul and Denise: engaged, animated.

ANSWERS:
They don't stick with small talk.
They ask questions, but don't use *yes/no* questions.
They both use 'power questions': Paul asks 'What exactly is 'food technology'?', 'Such as?' and 'For instance?'; and Denise asks 'Why's that?', 'How come?' and 'How did that make you feel?'
We can't see them, but it's obvious that they are both listening well to each other, i.e. 'with their whole bodies'.

 **AUDIOSCRIPT 7.07**
P = Paul D = Denise
P: Hi. Nice party.
D: Yes, yes, very nice.
P: I'm Paul.
D: I'm Denise. Nice to meet you.
P: And you. How do you know Celia?
D: We went to college together.
P: Oh yes, were you on the same course as her?
D: Yes, we both did food technology.
P: How did you get into that?
D: My mother was a chef, so I suppose I just thought it was a good idea.
P: You know, I've always wondered, what exactly is 'food technology'?
D: Well, obviously you learn a lot about cooking, but it covers all sorts of other things.
P: Such as?
D: Well, how food is produced, erm, researching new flavours.
P: That sounds interesting. What do you mean by 'researching new flavours'?
D: Well, different ice cream flavours or crisp flavours.
P: Crisp flavours! That's unusual. So, for instance?
D: Well, I once developed a banana-flavoured crisp.
P: Sounds terrible. What was it like?
D: My tutor said it was the most disgusting thing she'd ever tasted.
P: I'm not surprised! It sounds awful.
D: It was! What about you? How do you know Celia?
P: I used to work with her, at the café. I was a waiter there, but I left.
D: Really? Why's that?
P: I liked the people I was working with, but I didn't like some of the customers.
D: How come?
P: Well some of them were quite rude to the waiters. They got very impatient if we didn't serve them immediately. They were always complaining.
D: How did that make you feel?
P: Pretty angry, actually. But you can't lose your temper with customers.

- D: Yeah, I can imagine. But you like food?
 P: Yeah. I love food. This food's extremely good.
 D: Yes, isn't it? This salad's particularly nice. How about you? Are you at all interested in cooking?
 P: I love cooking, but I'm a terrible cook! I'm more of a restaurant person.
 D: Oh, so am I, but I'm fairly new to this area. Can you recommend any good restaurants near here?
 P: What sort of food do you like?
 D: Indian, Mexican, and I quite like ...

C Put Ss in pairs to complete the phrases. Explain that they can use their knowledge of grammar and vocabulary, as well as what they heard in the conversation, to do this. If you're teaching online, consider using a tool outside of your platform to create a multiple-choice exercise or a gapped form and share the link. Ss can then listen individually and choose the correct option or complete the phrases, then submit the activity to you. This will allow you to assess Ss individually.

D  **7.08** | Play the recording so Ss can check their answers, pausing as needed between sections of the conversation. Check answers as a class.

ANSWERS:

- | | | |
|---------------|------------|----------|
| 1 How do | 2 get | 3 as |
| 4 interesting | 5 you mean | 6 Sounds |
| 7 like | 8 that | 9 How |
| 10 make | | |

4A This task focuses on the different functions of the phrases from the second version of the conversation, in Ex 3B. Monitor as Ss work alone to match the phrases with the uses (a–d), then ask them to compare their ideas in pairs. Check answers as a class.

ANSWERS:

- a** How do you know Celia?
b That sounds interesting.
 Sounds terrible.
c Such as?
 Why's that?
 How come?
d How did you get into that?
 What do you mean by 'researching new flavours'?
 What was it like?
 How did that make you feel?

B Refer Ss to audioscript 7.07. Give them a few minutes to read the complete conversation and make a note of additional phrases related to uses 1–4 in Ex 4A, then tell them to compare ideas. Check answers as a class, drilling phrases as necessary. You could write the answers under the correct heading on the board for Ss to copy into their notebooks.

POSSIBLE ANSWERS:

- You know, I've always wondered, what exactly is 'food technology'?
 Are you at all interested in cooking?
 Can you recommend any good restaurants near here?
- That's unusual.
 It sounds awful.
 Really?
 Yeah, I can imagine.
- So, for instance?
 How about you?
- Oh yes, were you on the same course as her?
 But you like food?

C The Grammar Bank on page 127 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

page 127 **GRAMMAR BANK**

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

- For revision, ask Ss to do this task without looking at the phrases in the grammar notes, then check their ideas against the notes. Ask Ss to compare ideas in pairs, then check answers as a class.

EXTRA SUPPORT: DYSLEXIA Error correction tasks can be hard for dyslexic learners, especially where there are extra or missing words. You might want to provide the correct conversation on a handout, with a few key words gapped and available in a vertical list.

ANSWERS:

- (Only the sentences where there is a mistake are given.)
 A: How **do** you know Philomena?
 A: ~~You did~~ **Did you** really?
 A: Sounds ~~are~~ interesting.
 A: What exactly ~~mean you~~ **do you mean** by that?
 B: Are you ~~all at~~ **at all** interested in graphic design?
 A: How did you get ~~that into~~ **into that**?
 A: How did that ~~made you felt~~ **make you feel**?

GB 2 Complete the first word web as a class, then ask Ss to work alone to complete the others. Check answers as a class, projecting the exercise on the board if possible so that Ss can see the completed word webs clearly.

ANSWERS:

- 1 How
- 2 What
- 3 Like
- 4 And
- 5 For
- 6 Why

3 Ss use the questions from Ex 2 to complete the conversations. Remind them there may be more than one option for each item. Check answers as a class, with pairs reading different sections of the conversation.

EXTRA SUPPORT: DYSLEXIA Provide the missing questions in a jumbled vertical list for Ss to hold alongside the conversation or write them on the board. Remind Ss to use a ruler or paper to cover the sentences they are not working on to aid focus.

ANSWERS:

- 1 What's it like?
- 2 Like what? / For instance? / For example?
- 3 How come? / Why's that? / Why not?
- 4 And then?
- 5 How come? / How so? / Why's that?

EXTRA IDEA Put Ss in A/B pairs and ask them to read the conversation in Ex 3 aloud. For an extra challenge, ask them to then repeat it, varying some of the words and responses, e.g. *nice shoes*, etc.

PRONUNCIATION

intonation in short questions

5A 7.09 | Focus attention on the questions and ask them to predict if the intonation will go up or down. Play the recording, and then elicit the answers. Play the recording again for Ss to listen and repeat.

EXTRA SUPPORT: TEACHER In this section, Ss see how 'real' questions, i.e. questions with a question word (*Why, What, How*), have falling intonation, while 'false' questions, i.e. questions without a question word (*Such as?, Because?, For instance?*), need rising intonation to indicate that we are using these phrases as a question. Note that while this is a general rule, there is a growing trend to make all questions rise, especially amongst younger people. Explain that it is important for Ss to use lively intonation in questions so that they sound interested.

ANSWERS:

- 1 up
- 2 down

AUDIOSCRIPT 7.09

P = Paul D = Denise

- 1 P: It covers all sorts of other things.
D: Such as?
- 2 P: I used to work with her, at the café. I was a waiter there, but I left.
D: Really? Why's that?

- B** Ask pairs to look at each question and mark an up or down arrow according to the intonation pattern they expect.
- C 7.10** | Play the recording to confirm answers, then drill the questions.

ANSWERS:

- 1 up
- 2 down
- 3 down
- 4 up

D Elicit or give an example ending for the first sentence beginning, e.g. 'This weekend I want to tidy my bathroom.' Ask Ss to think about how to complete the sentence beginnings and which words they should stress when sharing their sentences. When Ss are ready, model a dialogue with a stronger student, then put them in pairs. Monitor the conversations, listening to the intonation in their follow-up questions, and then conduct feedback. Ask a few confident pairs to perform part of their conversation for the class.

EXTRA SUPPORT Weaker classes may benefit from writing down their ideas for how to complete the sentences first. Monitor, if possible, and help them with accuracy.

EXTRA IDEA: DIGITAL Ask Ss to make an audio or video recording of their conversation, then listen back to see if their follow-up questions sound enthusiastic and friendly, use the right intonation and emphasise the right word(s).

EXTRA CHALLENGE Encourage Ss first to respond to their partner's sentences with a response from Ex 4, e.g. 'That sounds great!', then follow with a question, e.g. 'Why's that?' Point out that this seems more friendly than just answering with a question, which can sound rather abrupt.

SPEAKING

6A/B Give Ss a few minutes to choose their topics, then put them in pairs to prepare for the task. They can make notes if helpful. Monitor, assisting with vocabulary and ideas as necessary.

- C** Put Ss in new pairs. Remind them to respond to their partner using the phrases in Ex 4 in their conversations. Monitor, then provide feedback on their use of language and intonation in feedback. With online classes, Ss can work in breakout rooms in groups of three for Exs 6C and 6D. Two have a conversation for two minutes with the third listening, who then gives feedback. They should change partners twice, so they all have a chance to listen and speak.

EXTRA SUPPORT If Ss can't find a topic in common, they can choose one from the table that suits them both. It may be useful to start both Exs 6C and 6D like this because it provides a structured, focused 'lead-in' to the conversation.

- D** Put Ss in new pairs to have another conversation. Monitor, providing feedback on their use of the language and their intonation. To finish the activity, ask: *Who talked more?, Who was a good listener?, Who asked more questions?, Did anyone ask a 'power question'?* Ask Ss to discuss in their pairs (or groups), then elicit some answers in feedback.

EXTRA IDEA To vary the interaction, make Exs 6C and 6D a mingle activity by telling Ss to imagine they are at a party. Ss move around the room freely asking and answering questions. Clap your hands or ring a bell when it's time to close the conversation and move to a new partner. You could teach phrases for this, e.g. *I'm just going to get a drink / talk to Fred / go to the bathroom.*, etc. If it's not possible to move around the room, create a carousel where Ss sit in inner and outer circles, one circle moving one to the left when Ss need a new partner, or half the class stay in their chairs and the others move to a new partner when signalled.

EXTRA: HOW TO ... Ask Ss to roleplay meeting new people at a conference or party. Remind them to use the tips from the article, such as making eye contact and using positive body language.

TO FINISH

Ask Ss to discuss the following questions:
Are the rules about conversations, body language and eye contact the same in your language and culture? If not, how are they different?
Are 'small talk' topics similar? Why/Why not?

If you have a multicultural class, they can discuss in mixed groups for a more interesting conversation. In feedback, Ss can report on cultural differences.

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

► page 154 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ► page 210

7D BBC Street Interviews

A good communicator

GRAMMAR | avoiding repetition: *so, to, not, be*

SPEAKING | a discussion about communication

WRITING | an email giving advice about a problem

LESSON OVERVIEW

In this lesson, Ss watch a video with interviews of people on the street talking about how well they think they communicate. Ss begin by discussing their own communication skills before they watch the interviews and complete a set of viewing tasks. This is followed by a grammar focus on avoiding repetition, then Ss discuss communicating in different settings. Finally, they write an email giving advice about a communication situation.

Online Teaching

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

- **Exs 2A and 3A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 4A:** Ss individually add their answers one by one to the group chat or shared whiteboard.
- **Exs 5A and 5B:** Ss prepare their lists with cameras off, to aid focus, then discuss them in breakout rooms.

Additional Materials

For Teachers:

Presentation Tool Lesson 7D
 Online Digital Resources
 Grammar Bank 7D
 Videoscript 7D: BBC Street Interviews

For Students:

Online Practice 7D
 Workbook 7D

TO START

Tell Ss that they're going to watch a video of people talking about how well they think they communicate in different situations. Ask them to work in pairs to make a list of ways to communicate, e.g. talking on the phone, sending text messages, emails, etc. then add useful vocabulary to the board in feedback

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

PREVIEW

- 1** Elicit a few examples of situations where people need to communicate, e.g. giving a speech, in a job interview, then put Ss in pairs to discuss the questions. Monitor, assisting as necessary and referring them to the list of ways to communicate on the board from the To start activity. Invite Ss with interesting ideas to share them in feedback.

VIEW

- 2A** Explain that Ss will now watch some street interviews where people say if they think they are good communicators. Preteach *debating* (a formal public discussion that ends with a vote) and play the first part of the video. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Ask Ss to count how many speakers say they are good at communicating in some situations, but not others. Ss can just count on their fingers. Check the answer as a class.

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

ANSWER:

Three speakers (Joshua, Pear, Lily) say they are good communicators, but not in all situations.

- B** Give Ss time to read the sentences before playing the video again. Ss watch and choose one or both names, then compare ideas in pairs. Check answers as a class.

ANSWERS:

1 Joshua 2 Monica 3 Lily 4 both

- 3A** Refer Ss to the list of topics and explain that they should watch the second part of the video and tick each topic every time it is mentioned. Play the video. Ss complete the task alone, then compare ideas in pairs. Check answers as a class.

ANSWERS:

- 1 arguments ✓ (Zoe)
- 2 speaking to a lot of people ✓✓ (Joshua, Monica)
- 3 speaking via the internet ✓ (Janine)
- 4 their mood or feelings ✓✓✓ (Monica, Pear, Hannah, Raihan)
- 5 talking to particular people ✓✓ (Yiannis, Raihan)

- B** Explain that the sentences come from the video. Give Ss time to read them and think about the missing words, then play the video again, pausing as necessary for Ss to complete the sentences before comparing ideas in pairs. Check answers as a class. Make sure Ss understand the meaning and pronunciation of *face to face* (in person) and *come across* (make an impression).

EXTRA SUPPORT Provide Ss with a jumbled list of the missing words to refer to before they watch again.

ANSWERS:

- | | | |
|------------|-----------|----------|
| 1 face | 2 perfect | 3 across |
| 4 pressure | 5 words | |

- C** Put Ss in pairs and refer them back to the sentences in Ex 3B. Ss say which they agree with, giving reasons for their answers. Elicit their ideas in feedback, taking a vote to see which are the most common feelings.

GRAMMAR

avoiding repetition: *so, to, not, be*

- 4A** Either ask Ss to complete the sentences individually or, if you are short of time, do the task as a class. Check answers. If you're teaching online, you can ask Ss to individually add their answers one by one to the group chat or shared whiteboard before confirming the correct answers.

ANSWERS:

- 1 so 2 like 3 hope

EXTRA SUPPORT Ask Ss how they express *I hope so*, *I'd like to be*, etc. in their first language to compare and contrast forms and structures.

- B** The Grammar Bank on page 128 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶▶ page 128 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. You might want to divide them into sections and ask questions after each one to check understanding. Advise Ss that the two different ways of forming negatives, i.e. *I don't think so*. and *I hope not*., are not interchangeable. (*I think not*. is possible, though very formal, but *I don't hope so*. is not correct.) Both exercises focus on form.

- 1** Do the first sentence as a class, demonstrating that Ss need to identify the subject and tense to be able to select the word from the box. Ss work alone to complete the sentences, then compare ideas in pairs. Check answers as a class.

GB

ANSWERS:

- 1 does 2 did 3 not 4 to
5 so 6 be 7 do

EXTRA IDEA Ss choose one of the two-line conversations (i.e. items 3, 5 or 6), write four more lines of dialogue to develop it, then perform their conversation for another pair.

- 2** Do the first item as a class and point out that the places to avoid repetition are numbered. Monitor as Ss do the task, assisting as necessary, then check answers as a class. Ask Ss to read the correct conversations in pairs.

ANSWERS:

- 1 I don't think so. (*I don't think I did.* is also possible)
2 I'm trying to!
3 I really hope so. (*I really hope it is.* is also possible)
4 Yes, I suppose so.
5 I hope not.
6 No. Andy wanted to, but I said no.
7 ... different and I told him so.

SPEAKING**a discussion about communication**

- 5A** Give Ss time to read the situations and check they understand *to upset* (to make sad or angry). They then work alone to order the situations for them. If you're teaching online, suggest Ss prepare their lists with cameras off, to aid focus.

EXTRA SUPPORT Ss may not have experienced all the situations in the list, e.g. giving a speech, talking on the phone in English. Point out that this probably makes those situations more difficult because they are unknown.

- B** Put Ss in pairs (in breakout rooms with online classes) to discuss their answers to Ex 5A. Monitor, noting down any useful vocabulary and interesting ideas, then ask Ss to share these in feedback. Build a list of useful vocabulary on the board.
- C** Read the Key phrases as a class and preteach *avoid*. Put Ss in pairs to decide which short answers can go with each question. Point out that *I guess so.* and *I suppose so.* mean the same thing. In feedback, say each question in turn and elicit the possible short answers then drill the questions, pointing out that the stress is on the main verb, and the short answers.

ANSWERS:

Do you think you're good at communicating when giving a speech/sending a message, etc.?

I (don't) think so. / I guess so. / I suppose so.

Do you think you're a friendly/communicative/positive person?

I (don't) think so. / I hope so. / I guess so. / I suppose so.

Would you like to get better at talking on the phone in English?

I'd like to. / I want to. / I'm going to try (to).

Do you avoid talking to people sometimes?

I (don't) think so. / I guess so. / I suppose so. / I try not to.

EXTRA IDEA Ss ask and answer the questions in pairs, then write their own questions about communication to ask each other. Alternatively, they could choose one of the questions and conduct a class poll to answer it, or record people answering their question (similar to the video street interviews that they watched) and present the results to the class.

- D** Put Ss in new pairs and ask them to compare the situations they found most difficult in Ex 5A and talk about how to improve them. Remind them to use the questions and the short answers in the Key phrases box to help and monitor their discussions for correct use of the target language.

WRITING**an email giving advice about a problem**

- 6A** Ask Ss if they have ever done any public speaking or made a speech at a wedding, and preteach *to project your voice*. Explain that they are going to read an email giving advice in this area and ask them to predict what it might say. Elicit a few ideas as a class and write them on the board. Ss read the email quickly to check their ideas and compare them to the list on the board. Refer Ss to the two questions and ask them to read the email again in more detail and answer them, then discuss which of the ideas would work for them in pairs. Check their ideas as a class.

EXTRA SUPPORT: TEACHER Weddings speeches in the English-speaking world vary in style and form. Traditional weddings have a meal where speeches are often made by the father of the bride and the best man. At a more modern wedding, the bride or other friends might also make a speech.

- B** Put Ss in pairs. They each choose a situation from Ex 5A that is challenging for them. Encourage them to help each other come up with ideas for how to make the situations less difficult and make a note of these to refer to in the next exercise. They could also research ideas on the internet.
- C** Ss write their email, using their ideas from Ex 6B and the email in Ex 6A as a model. They should aim to write 150–200 words. Monitor, providing assistance as necessary and focusing on ways to give advice and examples.

EXTRA SUPPORT Ask Ss to count the suggestions in the email in Ex 6A (there are four), to give them a guide as to how many they should list in their own email. Point out how the advice is offered (imperatives, *You could ...*) and elicit further ways to offer advice, e.g. *You might like to ...*, *Maybe you could ...*, etc. You might also choose to highlight the expressions *for example*, *like* and *such as* in the email as well as useful phrases to structure it, e.g. the opening and closing phrases.

- D** Ss work in the same pairs as in Ex 6B, swap emails, read each other's work and check they have included all their initial ideas. Alternatively, pin the emails on the wall so Ss can walk around and read each other's work.

EXTRA IDEA: DIGITAL Ss could send their emails to the partner they worked with in Ex 6B or upload them to a digital platform where they can read and respond to each other's work as a group.

TO FINISH

In pairs or small groups, Ss tell each other what advice they would give to someone just starting to learn English. Write these expressions on the board: *Practice makes perfect.*; *We learn by making mistakes.*; *If at first you don't succeed, try, try and try again.* Discuss which ideas are the best as a class.

7 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3A, 3B, 4A and 5A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

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

- Exs 1A and 1B:** Ss can share their questions via the group chat box. Once you are confident they are correct, they can practise asking and answering the questions in pairs in breakout rooms.
- Ex 2A:** Create a form outside your platform where Ss can put the words in the correct order. Ss can submit their answers individually so that you can assess them and provide individual feedback.
- Ex 4A:** Make this a dictation, saying each complete sentence at normal speed and then again more slowly for Ss to complete it. Check answers and confirm spelling by sharing your screen, enabling the annotate function and asking individuals to type in the answers.

Additional Materials

For Teachers:
Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 7 (Grammar: reported speech, passives, avoiding repetition: *so*, *to*, *not*, *be*; Vocabulary: reporting verbs, ways of speaking, computer use, internet words, adverbs; How to ... keep a conversation going). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

reported speech

- 1 A** Point out the example given and elicit or remind Ss of the tense differences between direct and reported speech, referring them to the Grammar Bank to help them. Monitor as Ss complete the task, assisting if necessary. When they have finished, Ss compare ideas in pairs. Check answers as a class. You could draw Ss' attention to the fact that *can* and *could* are both used in requests, but *could* is used in reported speech for both. If you're teaching online, Ss can share their questions via the group chat box. Once you are confident they are correct, move on to Ex 1B where they practise asking and answering the questions in pairs in breakout rooms.

POSSIBLE ANSWERS:

- B: ²No, I didn't. It's not really morning yet.
 A: ³Are you planning to do anything this evening?
 B: ⁴I haven't planned anything special.
 A: ⁵Can/Could we meet for dinner tomorrow?
 B: ⁶I'm happy to. We have dinner together every day anyway.
 A: ⁷Have you ever tried Thai food?
 B: ⁸I haven't, but I'd like to.
 A: ⁹I'll contact you tomorrow.
 B: ¹⁰You should go back to sleep.

- B** Ask a stronger pair to demonstrate the task, making it clear that they are giving their own answers to the questions (i.e. 1, 3, 5 and 7) and that they should note the answers they receive. Put Ss in pairs, then monitor the conversations, providing feedback if necessary.

- C** Use the example to explain the task. Remind Ss of the time changes in reported speech, e.g. *tomorrow – the following day*. Refer them to the Grammar Bank as well as the text in Ex 1A. Put Ss in pairs to report their previous conversations. Monitor, providing feedback on their use of reported speech.

EXTRA IDEA After feedback, put Ss with a new partner to report the conversation again with the aim of improving their performance for fluency and accuracy.

passives

- 2 A** Elicit what Ss remember about passive structures. Ask them to put the words in the correct order, using the capital letter to help them identify the first word. Ss work alone to complete the questions, then compare ideas in pairs. Check answers as a class. If you're teaching online, you could create a form outside your platform where Ss can put the words in the correct order. Ss can submit their answers individually so that you can assess them and provide individual feedback.

EXTRA SUPPORT: DYSLEXIA This task might challenge Ss with dyslexia, for whom word order is already a challenge. Consider providing a handout with the questions ordered correctly, but with one or two key words in each missing and provided in a vertical list at the side.

ANSWERS:

- 1 Did you ever get lost when you were a child?
- 2 Have you ever been given a present that you really hated?
- 3 When you get stuck in traffic, what do you do?
- 4 Have you ever been asked to give a speech?
- 5 Whose opinion are you most influenced by? / Whose opinion are you influenced most by?
- 6 Have you been asked a question by the teacher yet today?

- B** Put Ss in pairs to ask and answer the questions. Monitor, assisting with passive constructions as necessary. When they have finished, ask a few Ss to tell the class something interesting they discussed with their partner.

avoiding repetition: so, to, not, be

- 3 A** Elicit a few of the structures seen in the unit to avoid repetition, then focus attention on the conversations. Ss work alone to complete the conversations, then compare ideas in pairs. Check answers as a class, drilling the phrases as necessary. As a follow-up, Ss could work in pairs to practise the conversations.

ANSWERS:

- 1 so 2 to 3 so 4 not

- B** Look at the example with the class, then give Ss time to write or think of their sentences. Monitor, assisting with vocabulary as necessary.
- C** Model the activity using the example in Ex 3B or a different one, e.g. 'Do you think you've done the homework correctly?', and asking a stronger Ss to reply to you. Put Ss in pairs to say and reply to each other's sentences. Monitor, assessing their use of short answers and correcting pronunciation as necessary. Ask a few pairs to say their conversations in feedback.

VOCABULARY

4A This task combines different vocabulary areas from the unit. Do the first item with the class as an example, then ask Ss to continue. When checking answers, elicit the missing letters to the board so Ss can check their spelling. If you're teaching online, you could make this a dictation, saying each complete sentence at normal speed and then again more slowly for Ss to complete the words. Check answers and confirm spelling by sharing your screen, enabling the annotate function and asking individuals to type in the answers.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners may find this type of activity challenging. In this case, provide the exercise with the whole word gapped and give them the correct words in a vertical list to hold alongside the exercise.

ANSWERS:

- 1 perfectly, yourself, whisper
- 2 slightly, yells
- 3 extremely, speak
- 4 convince
- 5 spam, inbox

B Ask Ss to discuss the sentences in Ex 4A in pairs. Monitor, providing feedback on Ss' use and pronunciation of the vocabulary in focus. Either elicit ideas from around the class after pairs have finished or put two pairs together to share their ideas.

5A Write the phrase *Necessity is the mother of invention* on the board and ask Ss what they think it means. Elicit or give an example, e.g. wearing a handkerchief on your head when it's sunny and you don't have a hat. Check the meaning of *earplugs* and preteach *to jam* (to get stuck). Ask Ss if they can think of anything that could be invented to improve earplugs, printers and sunglasses, and then tell them to read the text, ignoring the gaps, to check their ideas. Ss then complete the activity alone, before comparing ideas in pairs. Don't check answers yet.

EXTRA SUPPORT: DYSLEXIA Provide a handout with the options on that Ss can hold alongside or near the gaps to help focus their attention. Remind them to cover the parts of the text they are not working on for the same reason. Coloured overlays can also be helpful for dyslexic learners who can find black on white dazzling to read.

B  **R7.01** | Play the recording for Ss to check their ideas. Check answers as a class and discuss any queries. Ask Ss which inventions in the text they would find most useful.

ANSWERS:

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

EXTRA IDEA Ss could write a paragraph about their own idea for an invention, researching ideas online if appropriate.

TO FINISH

Write the following questions on the board:
Which topic in Unit 7 was most interesting to you? Why?
What vocabulary or grammar from the unit do you think you'll find hard to remember? Why?

Ss could either discuss the questions in pairs or write their thoughts on paper or on electronic exit slips and give/send them to you. Have a whole group focus to see if there are common areas of interest. If there are, make opportunities for Ss to practise these topics again.

8 wisdom

Global Scale of English **LEARNING OBJECTIVES**

8A Wise words

- **READING** | Read advice from people of different ages: phrases of advice
- Describe a situation and give advice: third conditional and *should have*
- **Pronunciation**: contractions in complex sentences

GSE INFORMATION

VOCABULARY

43–58 Can use language related to advising and suggesting.

READING

51 Can make simple inferences based on information given in a short article.

GRAMMAR

58 Can describe hypothetical (counterfactual) past results of a previous action or situation using the third conditional.

58 Can use ‘should(n’t) have ...’ to express regrets, wishes, or disapproval about the past.

SPEAKING

57 Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.

8B Life lessons

- **LISTENING** | Understand an account of the origins of one man’s curiosity: learning; phrasal verbs
- Discuss the qualities of a mentor: *would*
- **Pronunciation**: contracted *would*
- Write a short biography

GSE INFORMATION

VOCABULARY

43–58 Can use language related to expressing interest.

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

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

LISTENING

53 Can understand the key points about a radio programme on a familiar topic.

GRAMMAR

55 Can use ‘would’ to refer to past habits and routines.

SPEAKING

55 Can respond to ideas and suggestions in informal discussions.

WRITING

51 Can write short, simple biographies about real or imaginary people.

8C One thing I know ...

- **HOW TO ...** | give a presentation: presenting
- **Pronunciation**: stressing words in key phrases

GSE INFORMATION

VOCABULARY

43–58 Can use language related to exemplifying and explaining.

43–58 Can use language related to explaining or elaborating meaning.

HOW TO

53 Can give a short, rehearsed talk or presentation on a familiar topic.

SPEAKING

54 Can answer simple factual questions about a presentation they have given.

8D Dragons’ Den

- **BBC PROGRAMME** | Understand a TV programme about entrepreneurs pitching ideas
- Talk about pitching a business idea
- Write an email giving work-related news

GSE INFORMATION

VIEW

51 Can follow an everyday conversation or informal interview on common topics.

SPEAKING

60 Can present a summary of a straightforward business proposal.

WRITING

57 Can write an email giving details of work-related events, facts, or plans.

 BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 8A. It shouldn't be exploited or taught at length, just played once or twice in class.

 Focus attention on the question and give an example answer, e.g. 'The best piece of advice I've ever been given was to travel and see the world when I finished my education.' Play the video. Ss complete the first part of the task alone. Check answers as a class and ask Ss which piece of advice given in the vlogs they thought was the best. Put Ss in pairs to discuss the question in the second part of the task. Conduct feedback.

ANSWERS:
Students' own answers

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

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

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

Additional Materials
For Teachers:
Presentation Tool Unit 8
Online Digital Resources
Videoscript Unit 8 Opener: BBC Vlogs

8A Wise words

GRAMMAR | third conditional and *should have*
VOCABULARY | phrases of advice
PRONUNCIATION | contractions in complex sentences

LESSON OVERVIEW

In this lesson, Ss talk about advice. They begin by studying the meaning of some mottos and phrases of advice associated with them. They then read a text about life advice from different generations and are introduced to *would have* and *should have* to express regret. They then focus on the pronunciation of contractions in complex sentences with *would(n't) have* and *should(n't) have*, before giving advice about situations from their past experience.

Online Teaching

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

- **Ex 3B:** For extra pronunciation practice, nominate individuals to read each section of the text to the group before moving on to the reading tasks. Ss could do this in breakout rooms or as a whole class depending on the size of the class.
- **Ex 6B:** Ask Ss to mute their microphones before playing the recording. Tell them to repeat the sentences after the recording, for themselves, then ask individuals to turn their microphones back on and repeat them to the class.
- **Ex 7C:** Put Ss in breakout rooms and aim to drop in on each group, making a note of errors, then come back to the main room for feedback.

Additional Materials
For Teachers:
Presentation Tool Lesson 8A
Photocopiable Activities 8A
Grammar Bank 8A

For Students:
Online Practice 8A
Workbook 8A

TO START

Put Ss in pairs and ask them to discuss who they go to for advice on the following areas: money, work, relationships, big decisions (plus any other areas that are appropriate to your class), and why. Conduct feedback, seeing if there are any common patterns, e.g. in the opening vlogs, speakers mentioned their husband, coach, mother and colleague, so you could see if this is the same in your class).

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

VOCABULARY

phrases of advice

1 A Refer Ss to the definition of a motto. Give pairs a few minutes to think of examples from their first language, monitoring and helping them with ideas and vocabulary if necessary, and help them to translate to the English equivalent where it exists. If they can't think of any, remind them of *Follow your heart*, which was mentioned in the vlogs. Write Ss' examples on the board if they have English equivalents.

EXTRA SUPPORT: TEACHER The noun *motto* can be pluralised as either *mottos* or *mottoes*. Nouns ending in -o preceded by a consonant usually form the plural with -es, e.g. *potatoes*, *tomatoes*. Nouns ending in -o that do not follow this pattern are often music-related words (especially from Italian) and take their plural form according to the rules of that language, e.g. *pianos*, *concertos*, *sopranos*, etc.

B Ask Ss to paraphrase the first motto, then refer them to the ideas and ask them to match the mottos with the ideas. Preteach *ponder* (think carefully and slowly). Ss work alone to complete the task, then compare ideas in pairs. Check answers as a class.

ANSWERS:

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

C Find one or two phrases for item 1 as a class, then put Ss in pairs to complete the task. Check answers as a class, further clarifying the meaning of the phrases as needed. Point out that all the mottos are in imperative form, using the infinitive of the verb.

EXTRA IDEA: DIGITAL If you have an interactive whiteboard, prepare a table with five columns and the expressions in bold in Ex 1B as a separate list. Ss discuss in pairs, then work as a class to click and drag them to the correct place. You can ask individual Ss to come to the board to do this. When complete, Ss take a picture of the board, or you can save it and send it to them.

ANSWERS:

- 1 Be careful not to, Stop worrying about, Don't be afraid to, Don't take (life) too
- 2 Take time to
- 3 Pay attention to
- 4 Be ready to
- 5 Make the most of

2 A Put Ss in pairs to discuss the questions. If you have a multilingual class, mix nationalities for a more varied discussion. Conduct brief feedback to see which expressions are the most common. Ask: *Do you have a phrase or motto that you live by? If you had to choose one from Ex 1B, which would it be?*

B Look at the examples as a class and point out that Ss can be creative when writing their advice. Ss work individually to write their sentences. Monitor, assisting as necessary, then put Ss in pairs to compare ideas. Elicit some examples in feedback.

READING

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

3 A Elicit examples of the situations from the vlogs at the start of the unit and the people who gave advice in each one, then put Ss in pairs to discuss the questions. Conduct brief feedback.

B Ask Ss to read the title of the text, and then ask them if they think advice changes with age and why, e.g. we learn through life experience, different things are important at different life stages, etc. Preteach *generation* and check understanding of the difference between *young* and *youth*. Ask Ss to look at the photos and predict what advice might be given by each person. Ss read and choose the advice they like the best, then compare ideas with a partner. Conduct brief feedback. If you're teaching online, give extra pronunciation practice by nominating individuals to read each section of the text to the group before moving on to the reading tasks. Ss could do this in breakout rooms or as a whole class depending on the size of the class.

FUTURE SKILLS | Critical thinking



C Read the Future Skills box as a class. Give Ss time to do the task individually before they discuss their ideas with a partner. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Encourage Ss to cover the rest of the text to focus better on John's paragraph. Consider providing a tinted overlay and/or enable Ss to play this section of the recording again as they read to do this task. Apply the same strategies to the next exercise.

ANSWERS:

John probably didn't do well in his exams. He says 'I should have studied more. The exams weren't that difficult, but when you aren't prepared, everything is difficult.'

- D** This task asks Ss to infer information from the text, as they did in the Future Skills box. Do the first item as a class, then ask Ss to continue in pairs. Point out that *sort of* and *type of* have the same meaning. Check answers, asking Ss to justify their choices for each item.

EXTRA: ALTERNATIVE IDEA If you are short of time, divide the questions and texts among different Ss, giving one or two to each pair, then conduct feedback.

ANSWERS:

- 1 b; Indira says, 'Now I think I'm more relaxed, especially when tasks aren't urgent. At least that's what my colleagues tell me.' If she has colleagues, she probably works in an organisation. Also, she has 'tasks', which are probably related to her work.
 - 2 c; Alexandra says, 'And you don't have to win every argument. If I'd known that when I was younger, I'd have lost more arguments and kept more friends.' If she had lots of arguments, she probably had strong opinions.
 - 3 a; Lisbeth says, 'Make things. Any things. Make meals, make a mess, make art. Just bring things into the world and see what happens.' Making things (especially art) suggests she's creative.
 - 4 c; Lee says, 'We all get things wrong.', 'Now I just laugh about [my mistakes]. I moved on and life got better.' and 'Don't waste your energy with what-ifs: 'I should have done this and I shouldn't have done that.' Forget it. It's too late. Pay attention to the here and now.' These sentences all suggest he doesn't worry about his past mistakes.
- 4** Ask Ss to discuss the questions in pairs. Elicit a few ideas in feedback, asking Ss to give reasons for their answers.

GRAMMAR

third conditional and *should have*

- 5A** Make Ss aware that the sentences come from the reading text and find the first verb form together as an example. Ss continue the task alone, then compare ideas in pairs. Check answers, highlighting the verbs on the board, and ask Ss what the contracted 'd represents (*had*).

ANSWERS:

- 1 If I'd realised this, I would have had more fun at school.
- 2 If I'd known that when I was younger, I would have lost more arguments and kept more friends.
- 3 I should have studied more.
- 4 I shouldn't have done that.

- B** Referring to the sentences in Ex 5A, ask Ss to work in pairs to answer the questions, or do the activity as a class. In feedback, identify each verb form on the board by writing it in a different colour above the sentence parts. Ss may notice that Indira uses a different conditional form to the others in the text (*If I had to give one piece of advice, ...*). You could explore this, asking Ss if it's about the past (No. It's about a hypothetical future.) and what this tense is commonly called (the second conditional).

EXTRA SUPPORT: TEACHER Ss may ask about the difference between a *verb tense* and a *verb form*. Explain that a verb tense is the complete structure, e.g. present simple, whereas a verb form is part of a tense, e.g. infinitive, *-ing* form, past participle, etc.

ANSWERS:

- a the past
- b They wish things had been different.
- c past perfect
- d past participle
- e past participle

- C** The Grammar Bank on page 129 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 129 GRAMMAR BANK

Go through the notes with Ss or let them read them alone. You might want to divide them into sections and ask questions after each one to check understanding, in particular of the non-reality of third conditional statements. All the exercises focus on form.

- 1** Elicit or preteach *stuck in traffic*. Explain that Ss should select the correct words in each sentence and refer them to the notes as needed. Monitor as Ss work alone to complete the exercise, then compare ideas in pairs. Check answers as a class.

ANSWERS:

- | | |
|----------------------|-------------------|
| 1 would have | 7 wouldn't have |
| 2 had listened | 8 hadn't lost |
| 3 would have | 9 might have |
| 4 wouldn't have been | 10 could have |
| 5 had | 11 might have |
| 6 known | 12 could have met |

- 2** Look at the example as a class, then monitor as Ss write the sentences, assisting as necessary. Ask Ss to compare ideas in pairs, then check answers as a class, dealing with any tense issues if they arise.

ANSWERS:

- 2 She should have bought it online.
- 3 I shouldn't have gone to bed at 4 a.m.
- 4 She should have drunk more water.
- 5 I shouldn't have left at 6 p.m.
- 6 They should have spoken to us first.
- 7 You should have worked harder.
- 8 They shouldn't have paid so much.

- 3** Preteach *dog shelter* (a place for unwanted or stray dogs) and *strict* (with strong discipline). Ss read and complete the texts. Point out that contractions count as one word. Check answers as a class, asking individuals to read the texts aloud and writing the correct answers on the board.

ANSWERS:

- 1 'd (had)
- 2 shouldn't
- 3 wouldn't (*mightn't* is also possible)
- 4 should
- 5 have
- 6 'd (would) (*might* is also possible)

EXTRA IDEA Ss write an anecdote similar to one of the short texts in Ex 3. This could be true or invented.

PRONUNCIATION

contractions in complex sentences

- 6A**  **8.01** | Focus attention on the parts of the sentences in bold and ask them how they think they will be pronounced. Play the recording so that Ss can check their ideas.

ANSWER:

In fluent speech, *should* is pronounced as /ʃəd/, *would* is pronounced as /wʊd/, *have* is contracted to /əv/ and *been* is contracted to /bɪn/.

- B**  **8.01** | Play the recording again for Ss to listen and repeat the sentences. Help them pronounce the weak vowel sounds by drilling the phrases at natural speed to help preserve the pronunciation. If you're teaching online, remember to ask Ss to mute their microphones before playing the recording. Tell them to repeat the sentences after the recording, for themselves, then ask individuals to turn their microphones back on and repeat them to the class.

EXTRA IDEA If Ss are struggling to pronounce the phrases in bold, drill by backchaining, so they repeat the sentences in chunks from the end. Build up piece by piece to the whole phrase, e.g. *so worried, been so worried, have been so worried*.

- C** Model the activity yourself, e.g. say 'Last night, I should have gone to the gym, but I didn't because I was feeling lazy!' and ask Ss to write their own sentence endings, explaining that they don't need to write a reason unless they want to. Monitor, assisting as necessary, then put Ss in pairs to share their answers. Encourage them to ask follow-up questions and extend the conversation if possible. Monitor, observing and discretely correcting Ss' pronunciation of *should have*, *would have*, etc.

EXTRA CHALLENGE Divide the sentence beginnings among the class and ask Ss to complete their sentences in as many ways as they can within a certain amount of time, e.g. five minutes.

SPEAKING

- 7A** Explain to Ss that they will read about someone regretting an opportunity to learn English and ask them to predict the situation. Ss read the text alone, both the situation and the advice, then discuss the question with a partner. Conduct feedback.
- B** Refer Ss to the situations in the box and ask them to work individually and choose a past occasion in which they might have done something differently. Ask Ss to make notes both to describe the situation and the advice they would give someone else based on their experience. Monitor, assisting with grammar and vocabulary and making sure Ss write notes rather than full sentences.
- C** Put Ss in groups of three or four to describe their situations and advice and ask them to listen and respond as in the examples after their partners have given their advice. Monitor the discussions, noting Ss' use of the third conditional, *should have*, etc., as well as the lesson vocabulary. In feedback, ask groups to share anything interesting they found out, then provide feedback on Ss' use of language. If you're teaching online, put Ss in breakout rooms and aim to drop in on each group, making a note of errors, then come back to the main room for feedback.

TO FINISH

Ask Ss to discuss the following questions, or select the most relevant ones according to your class:
What language might you have studied if you hadn't studied English?
What career would you have chosen if you hadn't chosen your job? Why?
Is there anything you should have done (or shouldn't have done) when you were at school?

(If Ss are still at school, add 'last year' or 'this term/semester' to the last question.) Ss work in pairs, then report back what they discussed in feedback.

8B Life lessons

GRAMMAR | *would*

VOCABULARY | learning; phrasal verbs

PRONUNCIATION | contracted *would*

LESSON OVERVIEW

In this lesson, Ss talk about learning 'life lessons'. The lesson begins with Ss reading about how different famous people developed their interests. From this, Ss learn vocabulary, including phrasal verbs, to talk about their own interests. They then listen to a programme about the scientist Hans Rosling and learn how he developed his interest in the world. From this, Ss focus on *would* (and its contracted form) to express a past habit and talk about their own childhood learning experiences. They then go on to talk about the qualities and behaviours of a good mentor. Finally, they read and study linking phrases in a short biography, then write their own.

Online Teaching

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

- **Ex 1B:** Find and share pictures of the three people in the article on your screen. Give Ss a few minutes to look at them then discuss why they might be famous.
- **Ex 8:** Split the class in two and give the two halves of the class different links to Hans Rosling talks you think they'll enjoy, e.g. *The Joy of Stats* and *How not to be ignorant about the world*. When they have watched the talks, put Ss together in breakout rooms to tell each other about what they learnt.
- **Ex 10D:** Ss share their first draft with you via private chat or a document sharing platform. Provide individual feedback to help them improve their writing.

Additional Materials

For Teachers:

Presentation Tool Lesson 8B

Photocopiable Activities 8B

Grammar Bank 8B

Vocabulary Bank 8B

For Students:

Online Practice 8B

Workbook 8B

TO START

Put Ss in pairs and ask them to tell each other why they are learning English. When they have finished, elicit some answers in feedback to see if there are any common motivations. Explain that today's class is about ways to learn.

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

VOCABULARY

learning

- 1 A** Put Ss in pairs to discuss the questions. Monitor, noting the language they use (question 3 might elicit *used to*, which is related to the use of *would* studied in this lesson) and any unusual interests. Ask these Ss to report what they discussed to the class.
- B** Tell Ss they are going to read about how some famous people developed their special interests. If you're teaching online, you could start by finding and sharing pictures of the three people in the article on your screen. Give Ss a few minutes to look at them then discuss why they might be famous. Preteach *mentor* (an experienced person that you learn from) before asking Ss to read the article quickly and match questions 1–3 with the correct person, then compare ideas in pairs. Check answers as a class. Ask Ss which of the three people they'd most like to meet and why.

EXTRA SUPPORT If necessary, preteach the following words in the text: *fossil*, *specimen*, *cyberbullying*, *midwife*, *rural* and *longing*. Alternatively, encourage Ss to read past these words to achieve the task or to look them up in a dictionary.

EXTRA SUPPORT: TEACHER David Attenborough (1926–) is a British natural historian and writer. His filmography includes *Planet Earth* and *Blue Planet*. His early work focused on the natural world, with his later work supporting environmental causes such as raising awareness of climate change.

Gitanjali Rao (2005–) is an American scientist and inventor. Named TIME magazine's 2020 *Kid of the Year*, she became the first person to receive this award.

Priscilla Sitienei (1923–) is a Kenyan grandmother who went back to school aged 90 to learn to read and write. She was in class with some of her great-great-grandchildren and other children she had delivered as a midwife.

ANSWERS:

- 1 Gitanjali Rao
- 2 Priscilla Sitienei
- 3 David Attenborough

EXTRA IDEA: DIGITAL Ask Ss to research one of the three people featured in the article online. You could give them free choice or allocate people so they are all covered. Ss could then roleplay and record interviews between a journalist and their chosen individual or write a short biography about them (more on this later in the lesson).

- 2 A** Work with Ss to identify the parts of speech of the words and phrases in bold (noun, verb, etc.) then ask them to complete the sentences. Ss complete the task alone, then compare ideas in pairs. Check answers as a class, drilling and marking the stress on any challenging words, e.g. *passion* /'pæʃ(ə)n/, *encouraged* /ɪn'kʌrɪdʒd/.

ANSWERS:

- | | |
|----------------------|-------------------------|
| 1 made good progress | 5 master |
| 2 lifelong passion | 6 deepened his interest |
| 3 inspire | 7 motivated by |
| 4 encouraged | 8 achieved |

- B** Model the activity, e.g. 'Cooking has always been my passion. I love it.', then ask Ss to choose and write their own sentences. Monitor this stage, assisting as necessary. Put Ss in pairs to share their sentences, then ask a few Ss to report what they discussed to the class.

- C** Elicit that the structure of a phrasal verb is a two- or three-word unit consisting of verb + one/two prepositions/adverbs (technically referred to as particles), then focus attention on the highlighted phrasal verbs in the text. Ss discuss the meaning of each in pairs. Refer them to the Vocabulary Bank on page 137 to check their ideas.

ANSWERS:

To dream up means 'to invent'.
To write down means 'to record on paper'.

VB ➡ page 137 **VOCABULARY BANK** phrasal verbs

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

- 1 A** Preteach *goal* (something you want to achieve in the future) and *daydream*, then refer Ss to the title of the text. Ask Ss to predict what the text will be about, then ask them to read quickly and check if their ideas are mentioned. Elicit the first answer as a class and then monitor as Ss complete the sentences. Note any common errors, but don't check answers yet.

- B**  **VB8.01** | Play the recording so that Ss can check their answers, then conduct feedback, clarifying the meanings of the phrasal verbs if necessary. Point out that *get together (with someone)* is the only phrasal verb in the set which doesn't need an object. Explain that all the other phrasal verbs need an object and that when the object is a pronoun, it has to go between the verb and the particle. Ask Ss what else they might *figure out*, e.g. a problem, *try out*, e.g. a new recipe or restaurant, *write down*, e.g. a phone number, and *follow up on*, e.g. a work opportunity.

ANSWERS:

- | | |
|-----------------|----------------------|
| 1 figure out | 5 write (it) down |
| 2 try (it) out | 6 break (it) down |
| 3 dream (it) up | 7 think (it) through |
| 4 get together | 8 follow (it) up |

EXTRA CHALLENGE Ask Ss to write a few sentences about how they learn new vocabulary and grammar using the phrasal verbs, e.g. 'I always write new words down in my notebook.', 'I don't use a dictionary with new words, I try to figure them out from the context.', etc. When they have finished, they compare strategies with a partner.

- 2** Model the activity by giving an example of your own (this could be real or imagined if you prefer not to share personal information with the class). Give Ss a few minutes to work alone to make notes on the questions, providing assistance if necessary, then put them in pairs to share their answers. Monitor, assisting as necessary and providing feedback on the use of phrasal verbs. Invite a few pairs to share what they discussed in feedback.

LISTENING

- 3 A** Focus attention on the information about the BBC Radio programme. Ask if anyone has heard of Hans Rosling, then monitor while Ss read the programme information and answer the question. Check the answer as a class. Note that, although 'learnt' is generally used on this course, here we use 'learned' as this is the title of a published work. If Ss notice, point out that both are valid and use of one or the other is a matter of style.

EXTRA SUPPORT: DYSLEXIA If possible, record the programme information before the lesson or read it aloud to Ss. As the text is short, it can be beneficial to all Ss to listen and read at the same time.

EXTRA SUPPORT: TEACHER Hans Rosling (1948–2017) was born in Sweden and lived in various developing countries during his career. He studied statistics and medicine and combined these areas in his work in healthcare and development. A feature of his famous presentations are interactive graphics and challenges to orthodox ideas. Encourage Ss to access some of his work if they find it interesting.

ANSWER:
Hans Rosling was a famous doctor, academic and public speaker.

B  **8.02** | Ask Ss to answer the questions as they listen to the programme, making notes if helpful. Play the recording, then ask Ss to compare ideas in pairs. Check answers as a class.

ANSWERS:
1 He learnt about different countries from an atlas, and he learnt something about how people in those different countries lived (for example, how the coffee pickers lived in Brazil).
2 He was inspired by the stories about the coins in the coffee sacks to learn more about the world, which in turn, inspired him to find out more about how people lived in other countries and how their living conditions could affect their health.

 **AUDIOSCRIPT 8.02**
When my father came home from work in the evening, he always smelled of coffee. He worked in a roasting shed at Lindvalls Kaffe in Uppsala. That’s how I came to love the scent of coffee long before I began to drink it. I watched out for him cycling along the street and I’d ask the same question every time: ‘Did you find anything today?’
When the sacks of green coffee beans arrived for roasting, they were tipped onto a conveyor belt and screened by a powerful magnet. The idea was to remove any metal objects that might have ended up in the sack during the drying and packing. Pappa would bring these things home and tell me a story about every one of them.
Sometimes he brought a coin. ‘Look, this is from Brazil,’ he’d say. ‘Brazil produces more coffee than anywhere else.’
He’d let me sit on his lap, open up the world atlas in front of us and tell the story: ‘It’s a large country and very hot. This coin turned up inside a sack from Santos,’ he’d explain, pointing at the Brazilian port city.
He’d describe the working men and women, links in the chain that ended with people in Sweden sipping their coffee. Early on, I realised the coffee pickers got the poorest pay.
My powerful longing to understand the world began with Pappa telling me about the coins in the coffee sacks and showing me all those countries in the atlas. This longing grew into a lifelong passion.

C  **8.02** | Give Ss time to read the statements (1–7) and choose the correct options. Check the meaning of *longing* (a strong desire for something) if necessary. Tell Ss not to worry if they can’t answer all the questions as they will listen to the programme again. Put Ss in pairs to compare ideas, but don’t check answers yet.

EXTRA SUPPORT: DYSLEXIA Read the statements and options aloud before Ss listen to the recording again. While they listen, Ss should cover the questions and options they are not referring to, to reduce distraction.

ANSWERS:
1 b 2 a 3 a 4 b 5 a 6 b 7 b

D Put Ss in pairs to discuss the questions, then ask a few pairs to share their ideas in a class discussion.

GRAMMAR

would

4A  **8.03** | Explain that the sentences come from the BBC Radio programme they have just heard. Give Ss time to read the sentences before they listen and preteach *lap*. Play the recording. Ss work alone to complete the sentences, then compare ideas in pairs. Check answers as a class or ask Ss to check against audioscript 8.03.

ANSWERS:
1 I’d ask 2 would bring 3 I’d let
4 I’d explain 5 I’d describe

B Put Ss in pairs to choose the correct words and answer the question, referring to the completed sentences in Ex 4A. Elicit the answers in feedback.

EXTRA: ALTERNATIVE IDEA Display the sentences in Ex 4A on the board and do the activity as a whole class. Elicit answers from a few Ss before confirming the correct answer for each item.

ANSWERS:
1 would
2 a past habit or routine
3 used to

C The Grammar Bank on page 130 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 130 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. You might want to divide the notes into sections and ask questions after each one to check understanding. It might also be useful to revise the differences between states and habits, focusing on state verbs, e.g. *be, like, think, believe*, etc.

- 1** This exercise focuses on form. Preteach *get hold of* and *physical* and do the first item with the class. Explain that thinking about whether the verb is a state verb or not will help them decide which form to use. Remind them that if both *would* and *used to* are possible, they should use *would*. Ask Ss to compare ideas in pairs, then check answers, eliciting reasons for choosing each item.

ANSWERS:

- | | |
|-----------------------|---------------------------------|
| 1 would go | 7 would keep;
would remember |
| 2 would always get | 8 would always take |
| 3 would ask | 9 would look |
| 4 would normally look | 10 would use |
| 5 used to be | |
| 6 would call | |

- 2** Explain to Ss that this activity involves looking carefully at the position of any adverbs of frequency in the sentences as well as thinking about whether the verb is a state verb or not. It also requires them to think about the tense. Monitor as Ss do the task, assisting if necessary, then check answers as a class.

ANSWERS:

- | | | |
|---------------|----------------|--------------|
| 1 play | 2 take | 3 would live |
| 4 would study | 5 have visited | 6 would love |
| 7 would work | 8 would think | |

PRONUNCIATION**contracted *would***

- 5A**  **8.04** | Ask Ss to listen carefully and identify the correct alternative from the words in bold. Play the recording, pausing after each sentence so Ss can compare ideas in pairs. Check answers as a class.

ANSWERS:

- 1 I'd 2 He'd 3 He'd 4 He'd

EXTRA IDEA Play the sentences again, drilling Ss chorally and individually. Point out the /d/ sound can be heard more clearly when the consonant meets a vowel, e.g. *He'd always*, *He'd explain*, because it links to the vowel at the start of the next word.

- B** Ask Ss to prepare to talk on their own, making a note of key words for their happy memories. Monitor, assisting with vocabulary if necessary. Put Ss in pairs to discuss their memories, monitoring for accuracy and pronunciation of contracted *would*. When they have finished, ask pairs if they had any similar memories in feedback.

- 6A** Focus attention on the example, then ask Ss to make notes on the people they learnt from. Point out that the example is about an approach to learning rather than any specific skill, though Ss could also talk about these. Monitor as they prepare, assisting as necessary.

EXTRA SUPPORT Ss prepare their notes in a table in their notebook (see example below). Explain that they shouldn't write sentences, just notes in the table, but that they can refer to it when they speak.

Who	What	How
Dad	be on time	always on time himself

- B** Put Ss in groups of three or four to share their stories, encouraging them to ask follow-up questions. Ask a few groups to share something they discussed in feedback.

SPEAKING

- 7A** Check the meaning of *mentor* and ask Ss if they have experience of being one, either formally or informally. Refer them to the ideas and ask them to work alone to identify the qualities a mentor needs, adding their own ideas. Monitor, assisting with ideas and vocabulary as necessary.

FUTURE SKILLS | Collaboration

- B** Ask Ss to read the Future Skills box and note other phrases they could use. Write these on the board in feedback, drilling as necessary.

POSSIBLE ANSWERS:

Nice idea.
Exactly!
Absolutely!
That's really important.
Yes, I agree with ...
I don't agree with that because ...

- C** Put Ss in groups of three or four and ask them to discuss the question using the notes they made in Ex 7A. If you have a range of ages and/or nationalities, mix them up for a more interesting discussion.

- D** Depending on how much time you have, either mix groups again to discuss further or conduct a class discussion. You could ask any Ss who have been a mentor to talk about their experience, and ask those who haven't if they would like to be and why/ why not.
- 8**  **Out of class, Ss should watch one of the videos and learn more about Hans Rosling to be ready to talk about it in the next class. If you're teaching online, split the class in two and give the two halves of the class different links to Hans Rosling talks you think they'll enjoy, e.g. *The Joy of Stats* and *How not to be ignorant about the world*. When they have watched the talks, put Ss together in breakout rooms to tell each other about what they learnt.**

WRITING

a short biography

- 9A** To introduce the topic, show covers of a few recently published biographies of people you know will be familiar to your Ss and elicit the topics usually included in these books, e.g. personal information, dates, key life events, etc. Refer Ss to the biography. Give them a few minutes to read the text, then put them in pairs to discuss the question. Elicit answers as a class, asking Ss to justify their choices.

ANSWERS:

The writer admires Olga Mumford because she was always laughing and enjoying herself. Also, because she loved spending time with her grandchildren, was a very independent woman, always enjoyed life and was always smiling. Olga loved her work and teaching and inspired the writer to study design at art school.

- B** Give Ss time to read and note the information. Ask them to compare ideas in pairs before checking answers as a class.

ANSWERS:

- 1** born in Hungary in 1947; died in Canada in 2016
- 2** Vancouver, Canada
- 3** worked as an artist and a teacher in Hungary; continued as an artist in Canada
- 4** regularly exhibited her work in art galleries in and around Vancouver
- 5** met and fell in love with her future husband when he visited Hungary on business
- 6** married with children and grandchildren, with whom she had a good relationship
- 7** independent, enjoyed life, always laughing, smiling and enjoying herself

- 10A** Elicit that *a result* is what happens after we do something, but *a reason* is why we do something. Refer Ss to the linkers and ask them to categorise them. Check answers as a class.

EXTRA SUPPORT: DIGITAL If you have an interactive whiteboard, provide Ss with the sentences containing linkers as clickable units. Ss can then click and drag them to the correct category. When the answers are correct, they can take a picture of the board for their records, or you can send it to them.

ANSWERS:

1 as a result of this	3 as
2 as a consequence	4 because of

- B** Do the first item with the class and elicit whether the linker shows a result or a reason (a reason). Ss read the sentences and choose the correct words, then compare ideas in pairs. Check answers as a class.

EXTRA SUPPORT: DYSLEXIA Remind Ss to cover the sentences they are not working on to focus their attention. If possible, put Ss in pairs for this task and ask them to take turns to read each sentence aloud before tackling it.

ANSWERS:

1 because	3 so
2 result	4 consequently

- C** Explain that Ss can choose somebody famous or someone they know personally for this activity. Refer them to Ex 9B to remind them what to include in their biography and remind them to use linkers and paragraphs to organise their work.
- D** Ss work alone to write their biography. They should write 200–250 words. Monitor, support and correct as they write, or take their work in for marking at the end of the lesson. If you are short of time, this task could be completed at home. If you're teaching online, ask Ss to share their first draft with you via private chat or a document sharing platform. Provide individual feedback to help them improve their writing.

TO FINISH

Put Ss in pairs and ask them to discuss the following questions:
What inspired you in this lesson?
What encourages or motivates you to learn English?
Do you feel you are making good progress?
How could you improve?

Ask Ss to share their ideas in feedback. Help them with ideas for improving if possible, such as regular revision of their notes.

8C One thing I know ...

HOW TO ... | give a presentation

VOCABULARY | presenting

PRONUNCIATION | stressing words in key phrases

LESSON OVERVIEW

In this lesson, Ss give a presentation. The lesson begins with vocabulary related to presenting. Ss discuss what makes a good presentation, then listen to and complete notes on one. From this, they learn and practise phrases for organising presentations and dealing with questions, then focus on stressing words in key phrases. Finally, they prepare and give their own presentations.

Online Teaching

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

- **Ex 2C:** Share the task on your screen. Enable the annotate function and call on individuals to choose the correct words in the activity. Invite the class to respond with a thumbs-up or thumbs-down icon before confirming the answers so you can assess all learners.
- **Ex 5A:** Enable the annotate function. Nominate Ss to mark the stress in each phrase before listening, then play the recording and give them the opportunity to revise their answers if they wish to.
- **Exs 6C and 6D:** Ss give their presentations in breakout rooms. They give each other feedback, then upload their presentations to a digital platform or send them to you for feedback.

Additional Materials

For Teachers:

Presentation Tool Lesson 8C
Photocopiable Activity 8C
Grammar Bank 8C
Mediation Bank 8C

For Students:

Online Practice 8C
Workbook 8C

TO START

Put Ss in pairs and write the following questions on the board for them to discuss:

*Do you prefer working alone or in pairs or groups? Why?
How would you feel if the teacher asked you to talk at the front of the class? Why?*

Would you feel the same way if you were speaking in your language? Why?

Take a poll, either digitally or with a show of hands, for the answer to the first question and tell Ss that today's class is about talking to groups of people.

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

VOCABULARY

presenting

- 1** Put Ss in pairs to discuss the questions, then elicit some ideas in feedback. Add any useful vocabulary to the board.
- 2A** Ask Ss to read the text quickly to answer the questions, then check ideas in pairs. Nominate Ss to answer the questions in feedback.

EXTRA SUPPORT: TEACHER You could play a section of Ken Robinson's (1950–2020) TED Talk, *Do Schools Kill Creativity?*, said to be the most viewed TED Talk of all time. He is recognised as an expert on creativity and education who rejected the traditional narrow focus on literacy and numeracy and neglect of the arts.

A TED Talk is a video created from a presentation made at an official conference of Technology, Education and Design, hence the initials 'TED'. These influential videos by expert speakers are free to stream and download.

EXTRA SUPPORT: DYSLEXIA If possible, record the text before the lesson so that Ss with dyslexia can listen while they read. Alternatively, if Ss work in pairs to answer the questions in Ex 2A, they could work with a partner who can read the text with them.

ANSWERS:

- 1** It didn't use slides, there was no clear outline and the presenter didn't provide lots of facts and figures.
- 2** The presenter's delivery was unforgettable: he told jokes and stories, and the main message was inspiring.
- 3** Students' own answers

B Ask Ss to discuss the meaning of the words in bold in pairs. If Ss use dictionaries, monitor to check they are finding the correct meaning of the words for the context as several have more than one meaning, e.g. *field*, *delivery*, *engage*. Check answers as a class.

EXTRA: ALTERNATIVE IDEA Divide the words and phrases among pairs in the class. Note that there can be repeated words and phrases, depending on the size of the class. Give each pair a card and ask them to write the word or phrase on one side and to look up and translate it (if in a monolingual class) or define it in writing or with an image on the other. Check their definitions (making sure that Ss have the correct meaning of the word for the context), then ask Ss to show their words to each other, explaining the meaning if they don't know it.

ANSWERS:

- slides:** images that you show on a screen
- outline:** a general description or plan giving the main ideas, but not the details
- presenter:** the person who gives a presentation
- key points:** the most important ideas in a presentation
- subject matter:** the topic being presented
- field:** an area of activity or interest
- facts and figures:** exact information, e.g. numbers, not opinions
- delivery:** the way someone speaks in public
- engage:** to attract someone's interest
- illustrate:** to explain something by using examples
- argument:** the reasons given to persuade others of something
- talk:** presentation

C Preteach *essential* (very important) and ask Ss to read and choose the correct words to complete the sentences. Ss work alone to complete the task, then compare ideas in pairs. Check answers as a class, asking Ss to read the sentences aloud and dealing with any pronunciation issues. If you're teaching online, remember that you can share the task on your screen. Enable the annotate function and call on individuals to choose the correct words in the activity. Invite the class to respond with a thumbs-up or thumbs-down icon before confirming the answers so you can assess all learners.

EXTRA SUPPORT: DYSLEXIA Encourage Ss with dyslexia to cover the sentences they are not working on as they complete the task. Consider also reducing the number of options to two in each item. Alternatively, put Ss in pairs with a partner who can read each sentence with them as they focus on it.

ANSWERS:

- | | |
|----------------------------|--------------|
| 1 talk | 5 outline |
| 2 facts and figures, field | 6 illustrate |
| 3 delivery | 7 engage |
| 4 slides | |

D This exercise gives Ss the opportunity to personalise the vocabulary in Ex 2C. Encourage them to take turns to read each sentence aloud before they discuss it. Monitor, providing feedback on their pronunciation and use of language, then ask a few Ss to tell the class an interesting point they discussed.

EXTRA IDEA: DIGITAL Ss watch a TED Talk on a topic they are interested in, then report back to the class on what they found out.

How to ...
give a presentation

3A  **8.05** | Preteach *chunk* (piece). Allow time for Ss to read the notes, then ask them to complete them as they listen. Play the recording, then put Ss in pairs to compare ideas, playing it again if necessary. Check answers, writing the missing words on the board to ensure accuracy.

ANSWERS:

- | | |
|----------------------|---------------------------|
| 1 twenty | 4 action |
| 2 visual, understand | 5 enthusiastic/passionate |
| 3 how | |

 AUDIOSCRIPT 8.05

P = Presenter AM = Audience Member

P: Today I'm going to talk about five things that you need to know about people if you want to give a good presentation. When a speaker gives a presentation, they need to understand their audience. The more the presenter knows about how people think and listen, the easier it is for them to give a presentation which informs, inspires and motivates the audience.

So, to begin with, can I just get a show of hands for all the people here who have had to listen to a long presentation with lots of facts and figures and they've found it difficult to stay focused? Right. Lots of you. This brings me to my first point. People learn best in twenty-minute chunks. After that time, it becomes difficult to keep your concentration. So, if you're giving a presentation, it's best to keep it short. Think about TED Talks. Most of them are twenty minutes long. If your talk is longer, maybe an hour, then divide the talk into three sections, each of twenty minutes. In between the sections try to have a short break or activity.

Next, my second point. People can listen and watch at the same time, but only if the visual information is easy to read and helps us to understand what is being said. If the visual information is too complicated, people will start trying to read and they'll stop listening to the speaker. So it's important not to put too much text on your slides. Only use a visual where it clearly illustrates your idea and helps the listener to understand.

Moving on to the next point, it's important to remember that what you say is only part of your message. The audience will be looking at your delivery. How are you standing? Do you look confident? Do you look like you know what you're talking about? We get a lot of information from just looking and listening to **how** the speaker talks, before we listen to the actual words they say.

Turning now to what you want people to do when they listen to your presentation. Do you want them to buy a product, or sign up to your website? If you want people to do something, it's important that you tell people exactly what to do at the end of the presentation. This is called a 'call to action'.

As a final point, think about your emotions. People will copy your emotions and your feelings, so be enthusiastic about your subject, be passionate about what you're saying and then your audience will feel the same.

So, just to recap. 1 Keep your presentation short – less than twenty minutes. 2 Keep the visuals very clear. 3 Think about your delivery. 4 Include a call to action. And finally, number 5, be enthusiastic. I think that's it.

Does anyone have any comments or questions? Yes, thank you.

AM: What do you do if the technology doesn't work and you can't show your presentation? Do you have any advice?

P: That's a very good question. I'm not sure I can answer that now. Obviously, it depends on the presentation, but one thing I suggest is that ...

B Ask Ss to discuss the presentation briefly in pairs, or do this as a class activity, and elicit that it was a good presentation.

C  **8.05** | Explain that Ss need to choose the words they think the speaker used and point out that as both options are grammatically possible, they should try and remember the exact collocations they heard. Play the recording again. Ask Ss to compare ideas in pairs, then check answers as a class.

EXTRA SUPPORT Rather than testing Ss before they listen again, play the recording and ask them to listen and choose the words that complete the phrases.

ANSWERS:

- | | |
|---------------------|-------------|
| 1 talk | 6 now |
| 2 a show of hands | 7 final |
| 3 first | 8 recap |
| 4 point | 9 questions |
| 5 to the next point | 10 good |

4A Ask Ss to discuss the function of, then categorise, the phrases in Ex 3C in pairs. Check answers as a class.

EXTRA: ALTERNATIVE IDEA Enlarge, photocopy and cut up the phrases. Put Ss in groups of three or four and give each group a set of phrases to categorise. When they have finished, they can check other groups' answers before you confirm as a class.

EXTRA SUPPORT: TEACHER Point out that even if Ss never do presentations in English, recognising these signalling phrases will be helpful if they attend or watch them, for example at university, in conferences, meetings, etc.

ANSWERS:

- 1 1, 2 2 3, 4, 5, 6, 7 3 8, 9 4 10

B The Grammar Bank on page 131 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 131 **GRAMMAR BANK**

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

1 Do the first sentence as a class, then refer Ss to the grammar notes to help them find the mistakes. Ss complete the exercise alone, then compare ideas in pairs. Write the correct sentences on the board in feedback.

EXTRA SUPPORT: DYSLEXIA If dyslexic learners find locating the errors in the sentences challenging, project or write the activity on the board, then ask Ss to correct them in pairs, groups or as a class.

ANSWERS:

- Thanks for ~~join~~ **joining** me at today's presentation.
- Can I just get a show of ~~hand~~ **hands**?
- Moving ~~in~~ **on** to the next point, I want to ...
- Turning now ~~on~~ **to** the main problems, let's ...
- To sum ~~over~~ **up**, this project has been ...
- I'd like ~~for~~ to end with a summary of ...
- Let me ~~to~~ get back to you on that.
- That's a ~~question~~ **tricky** **tricky question**.

- GB 2** Ask Ss if they have heard of the story of *Frankenstein*. Elicit what they know, then ask them to skim the presentation and check their ideas. Preteach *monster* and *dozens*. Focus attention on the first gapped sentence in the presentation and elicit the missing word. Ss complete the task individually, then compare ideas in pairs. Check answers, asking Ss to read the completed sentences aloud.

EXTRA SUPPORT: DYSPLEXIA To help dyslexic learners, provide the missing words in a vertical list and remind them to cover the parts of the presentation they are not working on to aid focus.

ANSWERS:

- | | | | |
|---------|---------|--------|----------|
| 1 for | 2 about | 3 show | 4 with |
| 5 going | 6 on | 7 a | 8 anyone |
| 9 get | 10 to | | |

PRONUNCIATION

stressing words in key phrases

- 5A**  **8.06** | Give Ss time to read the phrases and predict the stressed word or words in each, then play the recording so they can listen and check. After checking answers, point out that the stressed words act as 'signposts' and signal the organisation of the talk. If you're teaching online, enable the annotate function and work as a class. Nominate Ss to mark the stress in each phrase before listening, then play the recording and give them the opportunity to revise their answers if they wish to.

ANSWERS:

- | | |
|------------------------------|--------------------------------|
| 1 To <u>begin</u> with, ... | 4 As a <u>final</u> point, ... |
| 2 The <u>first</u> point ... | 5 To <u>sum up</u> ... |
| 3 <u>Moving on</u> to ... | 6 Just to <u>recap</u> ... |

- B**  **8.06** | Play the recording again, pausing between phrases for Ss to repeat them chorally.

SPEAKING

- 6A** Refer Ss to the topics in the box, but make it clear they can choose their own topic if they wish. Monitor as Ss prepare, checking their topics are suitable and assisting with vocabulary if necessary.
- B** Focus attention on the bullet points and ask them to think about the questions and make notes if they find this helpful. Monitor, providing support and eliciting corrections where necessary.

- C** Ask Ss to practise their presentations in pairs to develop confidence, then put them in groups of three or four. Point out that to show they have been listening, Ss should each ask at least one question at the end of each presentation. As five minutes could be a long time for some Ss to talk at this level, you could allow them to stop after three minutes if they appear to be running out of things to say. If you're teaching online, Ss give their presentations in breakout rooms. They then give each other feedback, following the advice in the Future Skills box in Ex 6D (see below), before uploading their presentations to a digital platform or sending them to you for individual feedback.

FUTURE SKILLS | Communication



- D** Read the Future Skills box as a class, then give Ss a few minutes to think of feedback for the presentations they saw in Ex 6C. When they are ready, Ss give their feedback. Monitor, noting any good phrasing or vocabulary, then share this in feedback.

EXTRA: HOW TO ... Once they have given and received feedback, Ss revise and improve their presentations, then take turns to deliver them to new groups, or even the whole class, sequenced over a series of lessons.

TO FINISH

Put Ss in groups and ask them to discuss the following questions:

How did you feel doing your presentation?

Did you enjoy getting feedback?

Is presenting in English something you'd like to do more of?

In feedback, help Ss with advice on presenting, e.g. breathing techniques and using key notes. If they'd like to present more, make a note of this and provide opportunities in future classes.

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

▶▶ page 156 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶▶ page 212

8D Entertainment

Dragons' Den

SPEAKING | pitch a business idea

WRITING | an email giving work-related news

LESSON OVERVIEW

In this lesson, Ss watch a video clip from a TV reality business programme called *Dragons' Den*. They begin by reading information about the programme. They then watch the video clip and complete a set of viewing tasks. Ss then listen to a business idea being pitched and focus on phrases to talk about aspects of a business. They then use the phrases to pitch a business idea themselves. Finally, Ss write an email giving work-related news.

Online Teaching

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

- **Ex 2A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 2B:** Ss discuss the statements in breakout rooms, then share their answers via the chat box on return to the main room before watching the video clip again in Ex 2C.
- **Ex 4B:** Ss plan their pitch in breakout rooms. Encourage them to use the whiteboard and chat to record their ideas.

Additional Materials

For Teachers:

Presentation Tool Lesson 8D

Online Digital Resources

Videoscript 8D: BBC Entertainment

For Students:

Online Practice 8D

Workbook 8D

TO START

Ask Ss to discuss the following question in pairs: *Would you rather have your own business or work for someone else? Why?* Elicit a few answers in feedback and add any useful vocabulary to the board. Tell Ss that in this lesson they'll be thinking about having their own business.

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

PREVIEW

1 A Focus attention on the photo from the programme, then ask Ss to read the programme information and match the words in bold with the meanings. Ss compare ideas in pairs. Check answers as a class, drilling pronunciation as necessary.

EXTRA SUPPORT If Ss are interested, draw attention to the word families related to the words in the text, e.g. *an investor* (person), *an investment* (thing), *to invest* (action), etc. Point out that sometimes the form is the same across parts of speech: *a share, to share; a pitch, to pitch; a profit, to profit*, etc. Encourage Ss to record words they find useful in their notebooks.

ANSWERS:

- | | |
|------------------------|------------------------|
| 1 shares | 4 pitch |
| 2 investors | 5 make an offer |
| 3 entrepreneurs | |

B Put Ss in pairs or groups of three. Refer them to the information and ask them to discuss the questions. Elicit answers in feedback. If Ss have a similar programme in their country, ask them to translate the name if possible.

EXTRA SUPPORT: TEACHER The reality programme *Dragons' Den*, in which entrepreneurs look for investment from venture capitalists, originated in Japan in 2001. Local versions have been produced in around thirty countries, including the US, Croatia, Egypt and Denmark. The format of these follows that of the UK version and the titles often feature the name of a creature (*Shark Tank*, *Lion's Den*, etc.), with investors being known by that creature's name. A *Dragons' Den* in Shenzhen was featured in the video clip in Lesson 6D, so you could mention this to see if Ss remember it.

VIEW

2A ▶ Explain that the video clip is from a UK episode of *Dragons’ Den*. Refer Ss to the questions and play the video clip. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Ss work alone, then compare ideas in pairs. Check answers as a class. Ask Ss what they think of the products and if they think they could be successful in their country.

EXTRA IDEA Before watching, show Ss Kerala on a map of India and ask them to name products that can come from coconuts. Ss check if their ideas are mentioned when they watch the video clip.

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

ANSWERS:

- 1 coconut products including coconut water, coconut milk, snack bars and coconut oils
- 2 Yes. He accepts two offers from the Dragons.

B Give Ss time to read the statements, and preteach *split* (divide). Ss complete the task alone, then compare ideas in pairs. Don’t check answers yet. If you’re teaching online, Ss could discuss the statements in breakout rooms, then share their answers via the chat box on return to the main room before watching the video clip again in Ex 2C.

EXTRA SUPPORT With weaker classes, preteach the following business-related vocabulary: *turnover*, *marketing*, *purchasing* and *logistics*.

C ▶ Play the video clip for Ss to check their answers, then elicit answers as a class.

ANSWERS:

2 F 3 F 4 T 5 T 6 F

D Put Ss in groups of three or four. If you have a multicultural group, aim to mix Ss from different places for a more interesting discussion. Monitor as they discuss the questions, noting down any interesting answers. Invite those Ss to share their ideas in feedback.

EXTRA IDEA: DIGITAL Ss watch another episode of *Dragons’ Den* online, either an episode in English or a local version of the programme, then report back on the pitches they saw in the next class.

SPEAKING

pitch a business idea

3A 🔊 **8.07** | Show Ss pictures of some of the adventurous activities that will be mentioned in the recording, e.g. mountain climbing, caving, rock climbing and trekking. Ask Ss to name them and write the vocabulary on the board. Refer them to the questions and play the recording. Ss answer the questions, then compare ideas in pairs. Check answers as a class, asking Ss to add details where they can, e.g. the presenters’ responses to the investor’s questions.

ANSWERS:

- 1 organised adventure holidays
- 2 €100,000, a ten percent share
- 3 Who is the target market for these adventure holidays? Is it mostly families, couples, individuals? So, can you tell me about your social media strategy?

AUDIOSCRIPT 8.07

D = Dan M = Melissa J = Jack

D: Hello. My name is Dan Barnett.

M: And I’m Melissa Barnett.

D: We are entrepreneurs and together we run a business called Live Your Life Adventure Holidays.

M: Years ago we realised we didn’t like spending our holidays just lying on a beach doing nothing. We’re both very active and like to be out of our comfort zone, so we started organising adventure holidays for ourselves.

D: And then our friends asked us to do the same for them. Pretty soon we were arranging ten to fifteen holidays a year, so we realised it was a business opportunity.

M: We organise holidays in various locations around the world. Our holidays are a mixture of physical activity, stunning natural environment and cultural experiences. For example, you can stay on a farm in Romania, climb mountains in Turkey or walk along the Italian coastline and then learn to make fresh pasta with an Italian chef. We also offer riskier activities where you need some training. Examples include caving, rock climbing and trekking.

D: What’s special about Live Your Life is that we work very closely with our clients to arrange the perfect holiday for them, and also we’ve personally tried out every trip that we offer.

M: Adventure tourism is a very large tourism sector. The market for global adventure tourism is worth nearly \$500 million and it’s forecast to grow steadily over the coming years, so this is a huge market. Our turnover figures for the last three years have been €70,000, €100,000 and €150,000.

- D: We'd like to expand our business to cover more countries in Asia and South America and to reach new clients in these parts of the world. We're hoping that an investor will have business experience in these areas and useful contacts that can open doors for us.
- M: And we're asking for €100,000 for a ten percent share of the business.
- J: The idea's great, but I have a couple of questions. Who is the target market for these adventure holidays? Is it mostly families, couples, individuals?
- M: All of the above. We tailor the holiday to the client's needs.
- J: OK. So, can you tell me about your social media strategy?
- M: Yes, of course. We have several social media channels so we try to make sure that there's a constant stream of photos and videos of people enjoying their adventures on social media and then ...

B  **8.07** | Read the Key phrases as a class, then play the recording again for Ss to tick the ones they hear. Ask Ss to compare ideas in pairs, then check answers, drilling the phrases as necessary.

ANSWERS:

All the phrases are used, except: 'Our long term plan is to ...'.

4A Put Ss in pairs and give them time to think of and make notes on a product or service to pitch.

EXTRA CHALLENGE Allocate the topics in the box to different pairs and ask them to research online instead of allowing them to choose their own.

B Refer Ss to page 144.

- 1** Ss work together to plan their pitch, using the Key phrases to help them structure their presentations. Monitor, assisting with vocabulary as needed. Explain that both Ss should make notes and that they both need to be involved in making the pitch. If you're teaching online, Ss can plan their pitch in breakout rooms. Encourage them to use the whiteboard and chat to record their ideas.
- 2/3** Put pairs together to form groups of four. Tell pairs to take turns to pitch and respond to each other's ideas, following steps 1–3 in the activity. When both pairs have pitched, ask a few of them to explain whether they made any offers and if they were accepted (and why/why not) in feedback.

EXTRA SUPPORT To keep up the pace of the activity, use a timer to let pairs of entrepreneurs know when their three minutes is about to finish and then allow two or three minutes for questions.

EXTRA IDEA: DIGITAL Ss could create a video presentation, following the format of the *Dragons' Den* programme, or use photos to add visuals to their pitch and make an audio recording of it.

WRITING

an email giving work-related news

5A Ask Ss to read the email and identify the news it describes.

ANSWER:

They have accepted an offer from a food investor and are searching for two new locations and hiring staff.

B Preteach *accurate*. Read the list as a class and ask Ss to tick the pieces of advice the email follows, then compare ideas in pairs. Elicit the answers in feedback, finding examples in the email.

ANSWER:

It includes or does all of them.

C Ss plan an email about the outcome of their own pitch from Ex 4B, using the email in Ex 5A and the guidance in Ex 5B to help. Monitor, assisting with ideas and vocabulary if necessary.

D Ss write their emails individually, then swap them with the partner they pitched with in Ex 4B and read each other's work, checking whether they followed all the advice in Ex 5B.

EXTRA CHALLENGE: DIGITAL Ss add their texts to an online platform and read and comment on each other's work.

TO FINISH

In groups, ask Ss to discuss what they found most challenging about making a pitch and writing an email update. Ask:

Which was more difficult? Why?
How can you communicate effectively?
What could you improve next time?

Elicit some ideas in feedback.

8 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2, 3A, 4A, 5A, 6A and 7A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

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

- **Ex 2:** Ss complete the task, then use the group chat to submit their answers one by one. Confirm answers when all Ss have submitted, so that you can assess how well they have done.
- **Ex 4A:** Share the task on your screen and enable the annotate function. Nominate Ss to complete the sentences and ask others to use the thumbs-up icon if they agree.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 8 (Grammar: third conditional and *should have*, *would*; Vocabulary: phrases of advice, learning, phrasal verbs, presenting; How to ... give a presentation). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

third conditional and *should have*

- 1 A** This task focuses on form. Explain that Ss should use the prompts to make sentences, using either the third conditional or *should have*. Do the first item as a class, then ask Ss to work alone to complete the task before comparing ideas in pairs. Check answers as a class, asking Ss to read each sentence aloud to check pronunciation.

EXTRA SUPPORT: DYSLEXIA Rewriting sentences can be difficult for Ss with dyslexia. In this case, provide the completed sentences on a handout with one or two gaps to complete. For greater support, provide multiple-choice options for each gap.

ANSWERS:

- 1 If I'd (had) known the job would be this difficult, I wouldn't have offered to help.
- 2 ... I should have studied harder.
- 3 If I'd (had) studied harder at school, I might have gone to university.
- 4 If I'd (had) had more confidence, I'd (would) have changed jobs earlier.
- 5 I wouldn't have overslept this morning if I'd (had) gone to bed earlier last night.
- 6 I shouldn't have drunk so much coffee last night. ...
- 7 ... If there hadn't been so much traffic, we'd (would) have arrived on time.
- 8 ... I should have sent it in sooner.
- 9 He'd (would) have been on time for the interview if he'd (had) left the house at 8 a.m.
- 10 If she'd (had) gone to university, she might have become a teacher.
- 11 If they'd (had) given us the correct directions, we wouldn't have got lost.
- 12 I'd (would) have gone on the course if I'd (had) known about it.

- B** Ask Ss to choose three things and give them a few minutes to think about their answers to the questions. Put Ss in pairs to discuss their ideas. Monitor, providing feedback on Ss' ability to describe regrets using the third conditional and *should have*. Elicit a few things Ss discussed in feedback.

EXTRA SUPPORT If Ss struggle to think of ideas, refer them to the sentences in Ex 1A and suggest they think about the sentences in relation to their own experiences and make small changes where necessary so they are true for them.

- 2** This activity provides further practice of the third conditional and *should have*. Preteach *candidate* and do the first item as a class. Ss complete the activity alone, then compare ideas in pairs. Check answers as a class, asking Ss to read out the correct sentences and drilling pronunciation as necessary. With online classes, Ss can use the group chat to submit their answers one by one. Confirm answers when all Ss have submitted, so that you can assess how well they have done.

ANSWERS:

- 1 would have been, had bought
- 2 had met, would have recognised
- 3 have offered
- 4 left, would be
- 5 shouldn't have
- 6 had trained, would have won

would

- 3A** This task focuses on use. Remind Ss to think about whether the verb in bold in each sentence is a state verb to help them choose between *would* and *used to*. Refer them to the Grammar Bank if necessary as this is a challenging language point.

ANSWERS:

- 1 My best friend **used to live** in Vienna when she was younger.
- 2 I **would spend** most weekends with my grandparents when I was a child.
- 3 I **didn't use to think** money was important, but ...
- 4 Every summer holiday I **would work** in a café to earn some money.
- 5 After class I **would play** football in the park with my friends.
- 6 My parents **would always make** a special cake for my birthday.
- 7 Stefan **used to be** a bank manager, but he gave it up and ...
- 8 ... a long car journey, my sister and I **would sing** all our favourite songs.
- 9 ... at home. I **would always leave** my clothes all over the floor!
- 10 I **used to play** the guitar, but I gave it up because I didn't have time.

- B** Ask Ss to read the sentences in Ex 3A again and choose four to rewrite. Ss adapt the sentences, then compare them in pairs, trying to find things they had in common as children, but don't do now. Elicit a few answers in feedback.

VOCABULARY

- 4A** Preteach *jujitsu* (a Japanese martial art) and ask Ss to complete the sentences. Explain that they don't need to change the form of the words in the box, so can use the sentence grammar to help them. Ask Ss to compare ideas in pairs, then check answers as a class. If you're teaching online, you can share the task on your screen and enable the annotate function. Nominate Ss to complete the sentences and ask others to use the thumbs-up icon if they agree.

EXTRA SUPPORT: DYSLEXIA Give the words in the box in a vertical list to make them easier for dyslexic learners to read. Encourage Ss to cover the sentences they are not working on to reduce distraction.

ANSWERS:

- | | |
|-----------------------|--------------|
| 1 worrying, seriously | 5 encouraged |
| 2 deepened | 6 time |
| 3 afraid | 7 attention |
| 4 most | 8 passion |

- B** Give Ss time to choose and change some of the sentences in Ex 4A so they are true for them. You might want to put Ss in different pairs to those for Exs 1B and 3B to vary the classroom interaction. When they have finished, ask a few pairs to share something they have in common.

- 5A** Do the first item with the class, reminding Ss of the importance of using the correct prepositions and/or adverbs with these verbs. Ss choose the correct options, then compare ideas in pairs. Check answers as a class.

ANSWERS:

- | | | | |
|------|--------|-----------|--------|
| 1 by | 2 out | 3 through | 4 out |
| 5 up | 6 with | 7 down | 8 down |

- B** Model the activity by giving an example, e.g. 'I'm getting together with my family in the summer holidays. We're going to my grandparents' farm.' Give Ss a few minutes to choose three of the verbs from Ex 5A and write their sentences, then put them in pairs to compare ideas. Monitor, assessing Ss' use and pronunciation of the verbs, then elicit a few sentences in feedback.

- 6A** Ask Ss which useful words related to giving presentations they can remember, then read the words in the box aloud to see if any of them were mentioned. Focus attention on the text and ask Ss to read the first sentence and say whether the presentation was good or bad (bad; it was 'a complete disaster'). Ss complete the task alone, then compare ideas in pairs. Check answers as a class, asking Ss to read out complete sentences from the text and drilling the words as necessary.

ANSWERS:

- | | | |
|--------------|------------|------------|
| 1 presenter | 2 talk | 3 slides |
| 4 illustrate | 5 outline | 6 points |
| 7 figures | 8 delivery | 9 engage |
| 10 expert | 11 field | 12 subject |

- B** Put Ss in pairs to discuss the question, using as much of the vocabulary from Ex 6A as possible. Elicit a few experiences in feedback.

- 7A** This exercise focuses primarily on vocabulary from the unit, but also includes the grammatical forms studied. Ask Ss if they have heard of Ann Makosinski and use the title of the text to predict what they think the writer will say about her. Tell Ss to skim the text and check their predictions, ignoring the gaps for now. Ss then read the text again and choose the correct options. Encourage them to think about the meaning of the individual words, as well as collocations.

EXTRA SUPPORT: DYSLEXIA Reorganise the exercise so that the text is divided into a few sentences at a time, with the relevant options sitting alongside each section. This will reduce the distance Ss will need to move their eyes between the gaps and the options.

EXTRA SUPPORT: TEACHER Ann Makosinski (1997–) is a Canadian inventor and presenter of Polish/Filipino descent. She has won several awards for her science and engineering work, including being named on the *Forbes* ‘30 Under 30’ list.

B  **R8.01** | Play the recording, then check answers as a class.

ANSWERS:

- 1 C 2 A 3 B 4 A 5 A 6 A 7 C
8 C 9 A 10 C 11 B 12 C 13 B

EXTRA IDEA: DIGITAL Ss practise reading the text aloud, and when they are familiar with the facts, record themselves giving a presentation about Ann Makosinski, incorporating some of the advice on giving presentations studied in this unit. Alternatively, they can look online to find more information about her, to create a more detailed presentation.

TO FINISH

Write *grammar, vocabulary and skills (listening/ speaking/reading/writing)* on the board. Ask Ss to work in pairs and discuss which area they found most challenging in this unit, and throughout the course in general if helpful. Use this information to help you better understand your Ss’ abilities and to help them make a plan to improve what they want to work on.

1C We're really busy right now

SPEAKING OUTPUT | a work-based discussion

GOAL | agree on the best way to fix a work problem

MEDIATION SKILL | inviting contributions

CEFR mediation descriptor: Can allocate turns in a discussion, inviting a participant to express their views.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to collaborate to discuss and solve a work issue, namely the poor feedback on a company's automated message service.

WARM-UP

- 1 Read the questions aloud and put Ss in pairs to discuss them. Monitor and help with vocabulary as necessary. When they have finished, ask some Ss to share their answers and discuss with the class.

PREPARE

- 2  **MB1.01** | Ask Ss to read the Scenario then play the recording before asking them to respond to the question. Check the answer as a class.

ANSWER:
Janel wants to talk about the automated message system because of the negative feedback about it.

AUDIOSCRIPT MB1.01

You've got through to Well Gym. Press 1 to book a personal trainer. Press 2 to book the pool. Press 3 to speak to someone.

We're really busy right now. Continue to wait or maybe call back later. While you're waiting, why don't you leave us a five-star review online?

We're really busy right now. Continue to wait or maybe call back later. While you're waiting, why don't you leave us a five-star review online?

- 3A  **MB1.02** | Ask Ss to listen to the conversation and answer the question. Check answers as a class.

ANSWERS:
the person's voice
the music

AUDIOSCRIPT MB1.02

J = Janel R = Rich L = Lesley

- J: So, everyone hates our automated message. Can we share one idea each about how we can change this?
- R: I think it's the music. It's so stupid. It's just the same thing again and again and again ...
- J: OK, Lesley, what are your thoughts on it? Does the music need changing?
- L: Yes, Rich is right, it's so annoying and it doesn't help people relax while they're waiting.
- J: Agreed. Also, I think the guy's voice is a bit boring. What does everyone else think?
- R: I like his voice.
- L: I agree with Janel, and he speaks reeeally slooowly, too.
- J: OK, so that's the music and the guy's voice, now let's talk about the actual messages. How does everyone feel about ...

- B**  **MB1.02** | Ask Ss to listen to the conversation again and answer the question.

ANSWERS:

1, 2 and 4

- 4 Ask Ss to read the Mediation Skill box and tick the phrases Janel used in the conversation. Play the recording again if necessary.

ANSWERS:

Can we share one idea each about (how we can change this)?
(Lesley,) what are your thoughts on (it)?
(I think the guy's voice is a bit boring.) What does everyone else think?

- 5 Ask Ss to look at the conversation and complete it with sentences from the Mediation Skill box. Point out that in some cases more than one answer is possible.

ANSWERS:

- 1 OK, what does everyone think? / How do we feel about these ideas?
- 2 Rich, how do you feel about Chris's idea?
- 3 What does everyone else think?

- 6 Ask Ss to look at the Scenario again and make notes on how they would change the automated message. If necessary, play recording MB1.01 again so Ss can hear how the speaker and music sound.

MEDIATE

- 7 Put Ss in groups to discuss the issue. Encourage them to use the skill they focused on in the Mediation Skill box. When they have finished, ask each group to summarise what changes they propose.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner involves others by organising the conversation and inviting people to share their views
- learner makes reasonable suggestions about how to improve the automated message system

The following examples show the kind of student output that can be expected. Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

- A:** I think we need to change the music. It's just so loud and annoying.
- B:** Well, yes, it's not great, is it? It's not very relaxing.
- A:** And some of the text is a bit rude. Like we never say sorry because they have to wait.
- C:** Yes, I noticed that.
- A:** And the guy's voice. He sounds bored. I think we need someone who sounds positive and friendly.
- B:** Yes, he's not exactly super-excited, is he?
- A:** So, with the wording, I think we should say 'Sorry we can't take your call right now. Please wait, and we will try to answer as soon as possible.'
- C:** Yes, OK, that sounds good.

Teacher's comments

Student A does come up with some useful suggestions about how to fix the system, but they don't organise the conversation to allow other people to share their ideas, too. They change the conversation abruptly according to their own needs and don't take into account the fact that other people might want to have input on the same topics.

Marks: 2/5

EXAMPLE OUTPUT B

- A:** OK, let's talk about the music first, then we can talk about the messages.
- B:** Sure, sounds good.
- A:** So, how do we feel about the music?
- B:** Well, I think the music is great, actually.
- A:** Oh, you like it? C, what are your thoughts on it?
- C:** Yes, I agree with B, I think it's great.
- A:** OK, well I don't like the music, I don't think it's very relaxing, but if you guys like it ... How do we feel about the messages?
- C:** A bit rude, maybe, a bit cold?
- A:** B, do you feel they're a bit cold, too?
- B:** Yes, I do. I think we need to sound like we care about the customer's experience.
- A:** I totally agree.
- B:** How do you think we should change them?
- A:** Well, we should ...

Teacher's comments

Student A seeks to organise the conversation and asks both general questions and questions to specific individuals.

Marks: 4/5

2C Well-being Week

WRITING OUTPUT | a written summary

GOAL | summarise an article

MEDIATION SKILL | summarising skills

CEFR mediation descriptor: Can summarise a short narrative or article, talk, discussion, interview or documentary and answer further questions about details.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to create short written summaries from longer source material.

WARM-UP

- 1 Read the questions aloud and put Ss in pairs to discuss them. Monitor and help with vocabulary as necessary. When they have finished, ask some Ss to share their answers and discuss with the class.

PREPARE

- 2 Ask Ss to read the Scenario and say what they think ‘Well-being Week’ is. Check their ideas as a class.

POSSIBLE ANSWER:
a week in a company or school when people do activities to help them think about their mental health

- 3 Put Ss in A/B pairs and refer them to the relevant texts. Ask Ss to read their text, looking for any mention of the topics in the box.

ANSWERS:
Student A
pretending things are OK (tip 1)
knowing your own behaviour (tip 4)
Student B
taking a different point of view (tip 1)
writing something down (tip 2)

- 4 Ask Ss to read the Mediation Skill box and then to answer the question. Check the answer as a class.

ANSWER:
We can sometimes remove long introductions to the topic and examples.

- 5 Ask Ss to look again at the article that they read in Ex 3 and find the key information in each paragraph.

MEDIATE

- 6A Ask Ss to write a short summary of the key information in the article they read. You may wish to write a starter sentence on the board to help Ss who need support, e.g. *Here are the main points from the article I read for ‘Well-being Week’.*
B Put Ss in A/B pairs, ideally with the partner they worked with in Ex 3, and ask them to exchange their summaries. Allow them time to read their partner’s summary and ask any questions they may have.
C Keep Ss in the same pairs and ask them to work together to choose the top five tips they would include in an article about avoiding anger in a team. Make it clear that they don’t need to write this article, although you may want them to do this as an extension activity.
D Put pairs together in groups of four. Ss share the tips they chose and explain why they chose them. Take feedback as a class on which tips are generally felt to be the most useful.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner is able to identify key points in a text
- learner is able to create effective summaries of texts by selecting relevant information

The following examples show the kind of student output that can be expected. Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

Here are the main points from the article I read for 'Well-being Week'.

- The text says that it's good if you can see a situation from another point of view, because you can understand people better.
- The writer recommends writing down how you are feeling, because it can help you explain the details of a problem more easily than when you are talking about them.
- The writer also says that it's good to focus on the answer to the problem, not just the bad feeling that you have.
- The text recommends making sure you take care of yourself. Things like sleep and exercise are very important to help us feel relaxed and make us less likely to argue with colleagues.

Teacher's comments

The summary includes all the relevant information from the article and doesn't include anything irrelevant. The student uses bullet points and a variety of phrases to introduce their summary of each paragraph.

Marks: 5/5

EXAMPLE OUTPUT B

Here are the main points from the article I read for 'Well-being Week'.

- The text says that it's good if you can see a situation from another point of view, because you can understand people better. If you imagine a situation like a stranger, you might feel embarrassed because you can see how badly you are behaving. This happened to the writer.
- The text says writing down how you feel is good. I often do this and it's very helpful.
- The text says that it's good to focus on the answer to the problem.

Teacher's comments

This is not a complete summary of the article (only three points out of four are included). The summary does not always include the key information (e.g. why writing down your feelings is good in the second point) and includes some irrelevant information ('you might feel embarrassed because you can see how badly you are behaving. This happened to the writer.')

Marks: 2/5

3C The volunteers

SPEAKING OUTPUT | a meeting

GOAL | choose a candidate for a position

MEDIATION SKILL | asking people to explain their reasons

CEFR mediation descriptor: Can ask questions to invite people to clarify their reasoning.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to take part in a meeting in which they have to collaborate with other participants to make a decision.

WARM-UP

- 1 Read the questions aloud and put Ss in pairs to discuss them. Monitor and help with vocabulary as necessary. When they have finished, ask some Ss to share their answers and discuss with the class.
- 2 Ask Ss to read the text about what makes a good volunteer, then put them in pairs to answer the questions. When they have finished, ask some Ss to share their answers and discuss with the class.

PREPARE

- 3 Ask Ss to read the Scenario and answer the question. Check the answer as a class.

ANSWER:

They need to decide which of three candidates should get the volunteer position.

- 4  **MB3.01** | Play the recording. Ss listen to the three extracts from conversations and identify which of the candidates each of the women selects and note down their reasons. Check answers as a class.

ANSWERS:

- 1 Laura – ‘she just seems like a nice person.’; she doesn’t want to get paid. (B doesn’t say this directly, but her reason for rejecting Bella is that she wants to get paid, so it’s implied.)
- 2 Bella – ‘she has the most experience’; even though ‘she wants to be paid’, C thinks ‘she’s worth it’.
- 3 Trent – D thought ‘he was a very positive person’.

AUDIOSCRIPT MB3.01

Conversation 1

- A: OK, so you chose Laura, right?
 B: That’s right.
 A: And what were your reasons for choosing Laura?
 B: She just seems like a nice person.
 A: Bella has more experience. Why not Bella?
 B: Because she wants to get paid and none of the other volunteers do.

Conversation 2

- A: So, who did you prefer?
 C: OK, so I think Bella is the best person for the role.
 A: Ah, I see. Why exactly do you think that?
 C: It’s obvious, she has the most experience.
 A: But she wants to be paid. Laura and Trent don’t want that.
 C: Yes, I know, but I think she’s worth it.

Conversation 3

- A: Any thoughts?
 D: Well, I would choose Trent.
 A: OK, he’s an interesting choice. Can you explain why you picked him?
 D: I thought he was a very positive person, that’s important.
 A: What about Laura?
 D: Hmm, not for me.
 A: Can you explain your thinking?
 D: She seemed a little nervous. Maybe it would be hard for her to talk to strangers.

- 5A  **MB3.01** | Ask Ss to read the Mediation Skill box. Play the recording again and ask Ss to identify two more ways in which the man asks for more information.

ANSWERS:

Why not Bella?
 Can you explain your thinking?

- B Put Ss in pairs to practise the conversation together, replacing *Why* with a phrase from the Mediation Skill box. When they have finished, ask them to swap roles and repeat the activity.

MEDIATE

- 6A Put Ss in groups of three and assign each student a role, A, B or C. Give them a couple of minutes to think about the advantages of their candidate, then ask them to discuss who should get the role, encouraging them to ask each other for reasons where appropriate. They should come to an agreement on which candidate to choose.
- B Ask each group to feed back to the class on who they chose and the reasons why they were chosen.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner is able to give their opinion about the suitability of a candidate
- learner is able to ask other participants in a discussion to explain their thinking in greater detail
- learner responds appropriately/encouragingly to other participants during the discussion

The following examples show the kind of student output that can be expected.

Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

- A:** OK, so what do you think?
B: Well, I think Bella is a good candidate.
A: Ah, OK, that's interesting. Can you explain why you think she's a good choice?
B: Well, she has lots of experience.
A: Yes, that's a good point, but she didn't seem very friendly. What about Trent? He seemed very friendly and I think people would enjoy talking to him.
C: Hmm, I don't think he's a great choice.
A: Oh, OK. Why exactly do you think that?
C: It's because he's leaving for university in a few months. That's not a very long time and then we would need to look for someone again.

Teacher's comments

Student A offers relevant opinions on the candidates and encourages other participants to explain the thinking behind their choices.

Marks: 5/5

EXAMPLE OUTPUT B

- A:** OK, well I like Trent. He's free three days a week and he cares a lot about the project.
B: I think I prefer Bella, actually.
A: Well, she doesn't seem as friendly as Trent.
B: Well, that's not the reason I prefer her.
A: I know Trent doesn't have any previous experience, but he seems very motivated and I think that's really important.
C: Well, I don't think Trent is a good choice. How about Laura? She already has some experience.
A: I don't think she's a very good idea. She's only free in three months and we really need someone now.
C: Well, yes, that could be a problem.

Teacher's comments

Student A has relevant opinions about the candidates, but does not engage well with the other participants, failing to ask them any questions about the reasons for their preferences.

Marks: 3/5

4C Newsflash!

WRITING OUTPUT | a social media post

GOAL | report a news story

MEDIATION SKILL | writing in note form

CEFR mediation descriptor: Can paraphrase more simply the main points made in short, straightforward texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible for others.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to create short-form social media posts summarising news stories, using some conventions of shorthand common to the genre.

WARM-UP

- 1 Read the questions aloud and put Ss in pairs to discuss them. Monitor and help with vocabulary as necessary. When they have finished, ask some Ss to share their answers and discuss with the class.

PREPARE

- 2 Ask Ss to read the Scenario quickly and respond to the question, saying why they preferred a particular story. Check ideas as a class.

- 3A Put Ss in pairs and ask them to read the news story and discuss how they could make it shorter.

- B Ask Ss to read the shortened version and notice the differences between the two versions. Elicit answers from Ss, but don't confirm them yet.

- 4 Ask Ss to read the Mediation Skill box to check their answers to Ex 3B. Work through the Mediation Skill box with Ss, referring them back to Exs 3A and 3B to provide additional examples.

- 5 Ask Ss to look at the texts in the Scenario again and find words and phrases that they could cut in order to produce a short summary. For groups that require additional support, you may want to work through the first of the texts together to do this.

MEDIATE

- 6A Ask Ss to rewrite the stories, using the cuts they have already made to the Scenario texts to help them create concise summaries.

- B Put Ss in pairs to compare their shortened versions of the stories and see if they can reduce their answers any further.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner creates a coherent summary of the stories
- learner is able to use note form in order to create short summaries

The following examples show the kind of student output that can be expected.

Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

A farmer in Hamilton, New Zealand has grown world's largest potato. Farmer Colin Craig Brown discovered the potato last week and called it 'Doug'. Potato weighs 8 kg.

Teacher's comments

This is a coherent summary of the story and note form is used effectively. The summary is overlength, however (28 words), and perhaps provides some details which could have been omitted, such as the full name of the farmer.

Marks: 4/5

EXAMPLE OUTPUT B

There's a report that says there's a really interesting bus tour in Hong Kong for people who can't sleep. The tour is extremely popular.

Teacher's comments

The summary doesn't provide much information, and includes content which could have been removed e.g. ('There's a report.', 'a really interesting bus tour'). However, it does stay within the 25-word limit.

Marks: 2/5

5C The next big thing

SPEAKING OUTPUT | a spoken proposal

GOAL | explain something clearly to sell an idea to other people

MEDIATION SKILL | selling an idea

CEFR mediation descriptor: Can explain how something works by providing examples that draw on people's everyday experiences.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to give a short engaging presentation where they sell a concept by drawing on people's everyday experiences.

WARM-UP

- 1 **A** Read the question aloud and put Ss in pairs to discuss it. Monitor and help with vocabulary as necessary. When they have finished, ask some Ss to share their answers and discuss with the class.
- B** Look at the example as a class and then put Ss in pairs to discuss their ideas. In feedback, elicit some ideas from the class.

PREPARE

- 2 Ask Ss to read the Scenario and respond with their own answers. Provide any support required with vocabulary related to the product ideas.
- 3 **A**  **MB5.01** | Play the recording and ask Ss to answer the question. Check the answer as a class.

ANSWER:
The presentation is about the talking recycling bin.

AUDIOSCRIPT MB5.01
So, it's frustrating when you don't know what you can recycle, isn't it? It feels like a lottery – maybe this can go in the recycling bin, maybe not ... You put things in, then you take them out again, you do this for hours. Well, you can stop this situation from happening with our new product which tells you if the things you put in the bin can be recycled or not. The bin is a bit like those checkout machines in the supermarket that can recognise products – it has a camera which can 'see' the products and decide if they're OK. It's also similar to the supermarket machine because it speaks. It will say something like 'I'm sorry, you can't recycle this.' Your life will never be the same again when you have this product in your home – you'll help the planet and feel good about yourself.

B  **MB5.01** | Play the recording a second time and ask Ss to complete the sentences. Check answers as a class.

ANSWERS:
1 frustrating 2 feels 3 happening
4 bit 5 similar

- 4 Go through the Mediation Skill box with the class, referring them back to Ex 3B and asking them to match the sentences with the headings in the box. Check answers as a class.

ANSWERS:
Show that you understand other people's experiences: 1, 2
Show how your idea fixes a problem: 3
Make comparisons to other experiences to explain how something works: 4, 5

- 5 Put Ss in pairs and ask them to choose a product to promote from the Scenario, discouraging them from choosing the talking recycling bin as it's already been exemplified (unless they need extra support). Try to ensure that there is a good range of products chosen. Ss can also come up with their own ideas if they prefer. Ask Ss to discuss the three points and make notes if necessary. Point out that both Ss should make notes as they won't be working together in the next step.

MEDIATE

- 6 **A** Put Ss in groups with as wide a range of products as possible, and separating the pairs from the previous exercise. Ask them to take it in turns to give their presentation and allow time at the end of each one for other Ss to ask questions.
- B** Either within their group or as a class, Ss vote on which product should be made. Encourage Ss to give reasons for their votes.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner is capable of selling a concept during a short oral presentation
- learner is able to explain how something works by comparing it to other experiences

The following examples show the kind of student output that can be expected. Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

So, this is a thing which helps you put your socks in pairs. It's really annoying sometimes when you can't find a pair of socks, especially if you don't have much time to look for them because you woke up late for work in the morning. It's electronic, but it doesn't use batteries, the socks just make a small sound when they're close to each other.

Teacher's comments

The summary describes the product, although not in great detail and not completely clearly. The student relates to people's experiences with the product, but doesn't make any comparisons to help people understand the idea better.

Marks: 3/5

EXAMPLE OUTPUT B

So, you know when you do your laundry? You have all your socks and they're all similar colours, you don't know which ones go together – they all look more or less the same. Then you put on socks that don't go together. It's not good! Well, you can avoid this problem with our product. It's a bit like that electronic system which helps you to find your keys, or your phone if you lose it – when two socks are a pair and they are near to each other, they will make a small electronic noise to tell you that those socks are a pair. It's easy and simple, and it means you always have the right pair on your feet. You'll feel happy and more confident.

Teacher's comments

The student describes the product in reasonable detail, relating to people's experiences and describing the way it works using comparisons to help people understand ideas.

Marks: 4/5

6C Getting around

SPEAKING OUTPUT | a radio phone-in

GOAL | discuss a proposal

MEDIATION SKILL | collaborating on a task

CEFR mediation descriptor: Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to take part in a discussion on a radio phone-in, eliciting opinions from other participants and reacting to others' suggestions before attempting to make a decision on the best way to improve the transport system in a town.

WARM-UP

- 1 Read the questions aloud and put Ss in pairs to discuss them. Monitor and help with vocabulary as necessary. When they have finished, ask some Ss to share their answers and discuss with the class.

PREPARE

- 2 Ask Ss to read the Scenario and tick the transport solutions they would like to have in their town or city. Then put them in pairs and have them compare their selections, encouraging them to give reasons for their choices. When they have finished, ask some Ss to share their selections and discuss with the class.
- 3  **MB6.01** | Play the recording and ask Ss to answer the question. Check the answer as a class.

ANSWER:

smart roads, self-driving buses

AUDIOSCRIPT MB6.01

A = Art M = Melinda G = Georgina

- A: Well, obviously it needs to be the smart roads idea, really. There are so many traffic accidents at the moment, and anything we can do to reduce that number is good.
- M: Yes, good point, and smart roads would definitely help with the problem, especially with the heavy snow in winter, but another way to fix the problem is to have fewer people in cars in our city. Does everyone agree with that?

- A: It's a nice idea Melinda, but I feel it's going to be very difficult to make people leave their cars at home.
- M: OK, let's bring in a new voice to this discussion. Georgina.
- G: Hey there, Melinda.
- M: Georgina, what do you think? Do you see it the same way as I do? Fewer cars? Maybe we should charge people for driving into the city centre?
- G: Well, yes, Melinda, we need fewer cars on the road, but I'm not sure about charging people. Another possibility is to make it cheaper to travel on public transport. The self-driving buses would help us with that.
- A: But maybe people just prefer their cars. They feel more comfortable in their own space, not sitting on a crowded bus ...
- M: But it's not a question of if they are comfortable, Art. People need to be taught to use a new system, and we shouldn't worry if they get a little upset about changing how they behave. That's normal. Don't you think that people need to grow up and stop doing things which hurt our city, hurt the planet?
- A: I understand how you feel, but I think you don't understand how people's minds work. They're not going to change their behaviour just because you get angry with them, they need to choose to do the right thing.
- M: OK, let's bring in Roger, now. Roger, what ...

- 4  **MB6.01** | Go through the Mediation Skill box with Ss before playing the recording again and asking them to make a note of any language that could be added to the categories in the Mediation Skill box.

ANSWERS:

Respond to other people's ideas

Yes, good point, ...

It's a nice idea (Melinda), but I feel it's going to be ...

Well, yes, (Melinda), ...

But maybe people just prefer ...

I understand how you feel, but ...

Ask other people if they agree

Does everyone agree with that?

Do you see it the same way as I do?

Don't you think that people need to (grow up and stop doing things which hurt our city, hurt the planet)?

Make alternative suggestions

... but another way to fix the problem is to (have fewer people in cars in our city).

Maybe we should (charge people for driving into the city centre)?

Another possibility is to (make it cheaper to travel on public transport).

- 5** Put Ss in groups of three and ask them to take turns to choose a topic from the box. Student A gives an opinion, which Student B responds to before bringing in Student C, who should offer an alternative view. You may want to model the activity with stronger Ss.
- 6** Ask Ss to look at the Scenario again, encouraging them to think about the town's transport problems and to make notes about which of the problems each of the ideas will solve, together with any other problems and benefits they can think of.

MEDIATE

- 7A** Put Ss in small groups and nominate one student in each group to be the radio phone-in host. They will start the conversation and bring in the different callers, but can also act as a normal participant, offering opinions and agreeing or disagreeing where they see fit. Ensure all Ss in the task have equal opportunities to mediate.
- B** Groups feed back on the solution they chose and explain their reasons for choosing it.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner is able to offer reasoned opinions on the topic of transport issues
- learner is able to further a discussion by reacting to other speakers' opinions, asking about agreement/disagreement and making alternative suggestions

The following examples show the kind of student output that can be expected. Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

- A:** The best idea for me is the Skyway one. I think it would be really cool to be able to walk around the city like that. B, do you feel the same?
- B:** No, not really. I think it would be really ugly. Everywhere you look you'll see this Skyway thing, so you can't see anything else.
- A:** Well, maybe you're right. I guess another idea is to have smart roads. You don't see them because ... well, because they're just roads.
- C:** But isn't that a really expensive option? It sounds like science fiction to me!
- A:** That's very true. B, do you share the same opinion? Are smart roads not a very realistic option?
- B:** I think we should forget about skyways and smart roads. For me, the self-driving bus is the best idea.
- A:** I'm not sure I would trust a self-driving bus. C, do you agree with B? Are self-driving buses a good idea?

Teacher's comments

Student A offers their own opinions, while bringing in other Ss to the conversation and responding to their ideas. Even when disagreeing, Student A manages to help progress the discussion.

Marks: 5/5

EXAMPLE OUTPUT B

- A:** Let's see. The smart roads. That's a good idea, isn't it?
- B:** Well, yes, maybe, they will definitely help with some problems.
- A:** Yes, I think it's the best solution. Don't you think?
- B:** Well, it helps car drivers, but it doesn't really help people who don't drive. C, do you agree with A that the smart roads are the best solution?
- C:** No, not really. It would help reduce the number of accidents, but it doesn't help with the cost of public transport or with crowded city streets. A, do you agree that it doesn't solve all the problems?
- A:** I think that road accidents are something really serious. If we can find a way to reduce the number of accidents, I think it will be a really good thing.

Teacher's comments

Student A makes attempts to find out if other Ss agree with them, but doesn't really react to what they are saying other than to acknowledge their points, and doesn't make any alternative proposals, preferring to stay rooted in the same opinion.

Marks: 3/5

7C Invasion of the chatbots

WRITING OUTPUT | informal notes

GOAL | explain a chatbot flowchart

MEDIATION SKILL | describing diagrams

CEFR mediation descriptor: Can interpret and describe detailed information in diagrams even though lexical gaps may cause hesitation or imprecise formulation.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to provide notes that another person could use to describe diagrams, in this case ones which detail interaction with a chatbot.

WARM-UP

- 1 Preteach *chatbot* (a kind of software that simulates human conversations by using text messages). Read the questions and the example aloud and put Ss in pairs to discuss them. Monitor and help with vocabulary as necessary. When they have finished, ask some Ss to share their answers and discuss with the class.

PREPARE

- 2 Ask Ss to look at the Scenario quickly and answer the question. Check the answer as a class.

ANSWER:

The friend needs help in explaining how some new chatbots work to their boss.

- 3 Ask Ss to focus on the flowcharts in the Scenario and answer the questions. Check the answer and Ss' ideas as a class.

POSSIBLE ANSWERS:

They're for a hotel chain.

They are probably good systems, but with this type of system, it is very important to be logical, clear and systematic.

- 4 Tell Ss to read the Mediation Skill box and tick the sentences that could be used to describe the flowcharts in the Scenario.

ANSWERS:

The arrow shows the direction of (the conversation). (Blue) indicates (the customer).

After that, you find out (how many people they want to bring).

- 5 Ask Ss to read the sentence beginnings and then the chatbox flowchart which follows them. Ss then try to complete the sentences using the chatbox flowchart and language from the Mediation Skill box to help them. Check answers as a class.

POSSIBLE ANSWERS:

- 1 the direction of the conversation
- 2 a different step/phase in the conversation
- 3 the customer
- 4 the chatbot
- 5 asking the customer how they are
- 6 if they need any help
- 7 answers the customer's question
- 8 the bot waits for 5 minutes and then asks again

MEDIATE

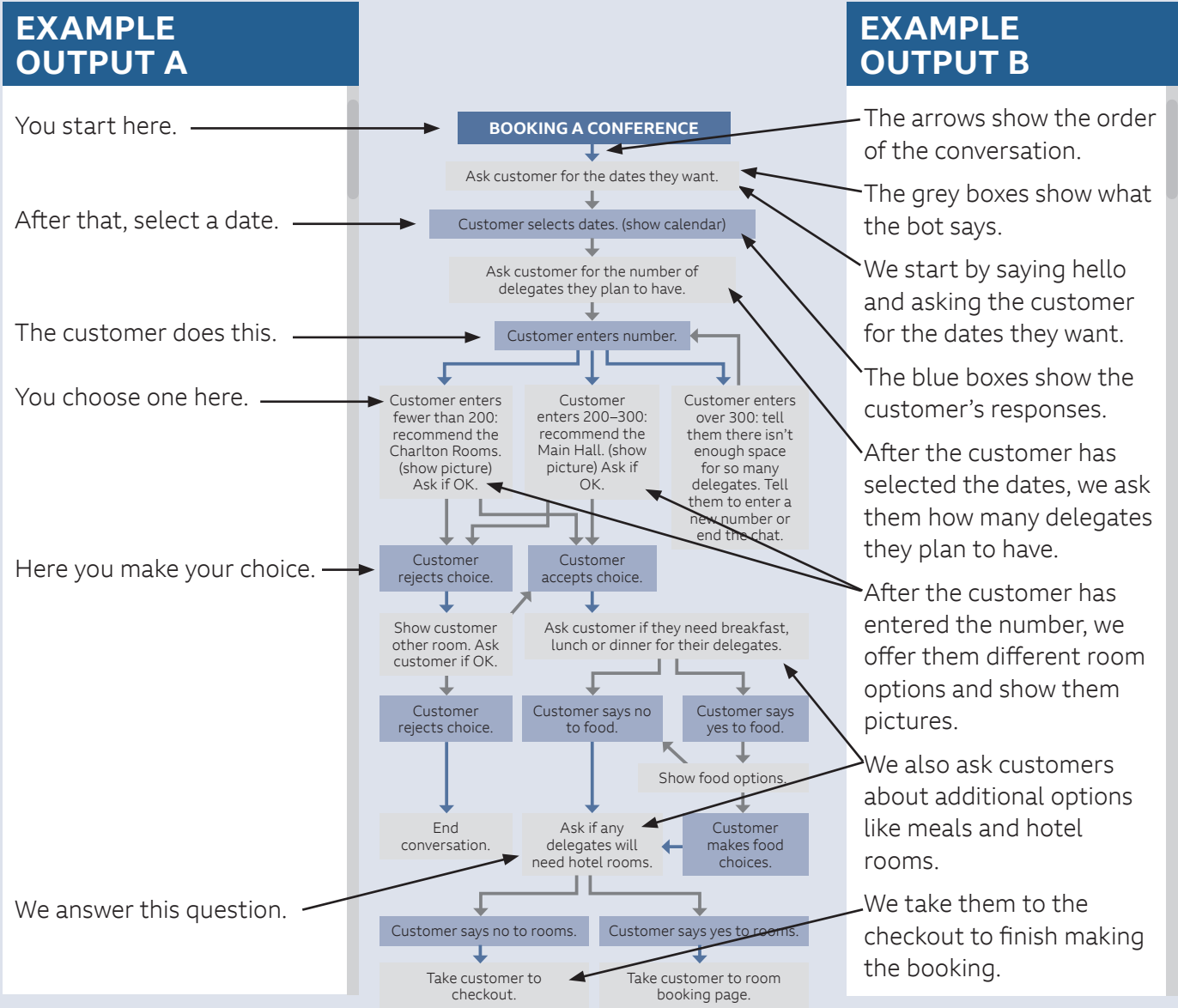
- 6 Ask Ss to make notes about the chatbot flowcharts in the Scenario to explain how they work, encouraging them to use the example sentences from the Mediation Skill box to help them. As the focus is on notes here, don't worry about getting Ss to connect the sentences.
- 7 Put Ss in pairs. Ask them to exchange their notes with their partner and see if there is anything their partner has included that they haven't. Encourage Ss to improve their notes by borrowing ideas from their partner.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner is able to describe a diagram via concise notes
- learner can describe a sequence of events logically

The following examples show the kind of student output that can be expected. Marks awarded are based on the key mediation criteria above.



Teacher's comments

The student provides some notes, but they miss out several stages. They lack clarity in terms of who is performing the actions and they would not give the friend much help in terms of being able to explain how the chatbot works.

Marks: 1/5

Teacher's comments

While not commenting on everything, the student provides fairly comprehensive notes which explain the flow of the conversation and what the various features of the flowchart mean.

Marks: 4/5

8C Tell me more

SPEAKING OUTPUT | discussion following a presentation

GOAL | ask follow-up questions after a presentation

MEDIATION SKILL | asking someone to elaborate on what they said

CEFR mediation descriptor: Can ask people to elaborate on specific points they made in their initial explanation.

Timing | 35–40 minutes

LESSON OVERVIEW

The goal of this lesson is for Ss to listen to a presentation and ask relevant follow-up questions about it.

WARM-UP

- 1 Read the questions aloud and put Ss in pairs to discuss them. Monitor and help with vocabulary as necessary. When they have finished, ask some Ss to share their answers and discuss with the class.

PREPARE

- 2 Ask Ss to read the Scenario quickly and answer the question. Ask them to share their ideas in feedback.
- 3A Ask Ss to read the follow-up questions and speculate as to what the presentation may have been about.

- B  **MB8.01** | Play the recording for Ss to check their answer to the question in Ex 3A. Check the answer as a class.

ANSWER:

The presentation was about someone who left their medicine course and eventually became an accountant.

AUDIOSCRIPT MB8.01

I was studying medicine, in my second year at university, and everyone was so happy, so proud of me, our son is going to be a doctor type of thing. Except, I had a different feeling. I didn't share the excitement about being a doctor, in fact I couldn't imagine myself as a doctor. Not a good one anyway. I tried to ignore the feeling, but it just didn't work. In the end, I left the course, and obviously everyone was disappointed, and I was the most disappointed person of all – I was going to be the one in the family that everyone was proud of, and I'd let everyone down. For a few months I thought about what I really wanted to do with my life and decided on a new direction, and here I am ten years later and I'm a very successful accountant. And a happy one, too. Some people are born doctors, and I'm a born accountant.

- 4 Tell Ss to read the Mediation Skill box and come up with possible endings for each of the sentences. Put them in pairs to compare ideas before they share some of their sentence endings with the class.

POSSIBLE ANSWERS:

In your presentation/talk, you spoke about *two big things that happened when you were on holiday*.
You said/told us that you *were worried about it*.
You described your *feelings*.
Can you explain why *you left*?
Can you say a little more about your *experience*?
Can you explain your reasons for *choosing that one*?
When you said *you left*, did you mean that *you left for a short time or you left forever*?
I'm not sure I understood what you meant by '*social*'.
Did you mean social media?

- 5 Ask Ss to read the extract from a presentation and come up with follow-up questions. Collate the questions Ss come up with on the board and elicit corrections as necessary.
- 6 Ask Ss to read the Scenario again and make notes on the three points, highlighting that they don't need to present for very long as the main aim of the lesson is to focus on the follow-up questions.

MEDIATE

- 7A/B Put Ss in groups and ask them to take it in turns to give short presentations. Encourage the other Ss to note down questions while the presenters are speaking. At the end of each presentation the other Ss ask their questions to the presenter before moving on to the next one.

OUTPUT AND EVALUATION

The key mediation criteria to evaluate this activity are:

- learner is able to ask relevant questions about a short presentation
- learner is able to refer to what someone has said

The following examples show the kind of student output that can be expected.

Marks awarded are based on the key mediation criteria above.

EXAMPLE OUTPUT A

- A:** In your presentation, you spoke about leaving your job after a long time. How did it feel?
- B:** It was a relief, actually. I was tired of it, after so many years of doing the same thing.
- A:** Right. And can you say a little bit more about what you did next?
- B:** Well, I said I worked for myself, and that's what I did. I started my own business selling candles, and it's been really nice. I don't make much money, but that's not everything.
- A:** You said that the idea to leave came 'out of the blue', and I'm not sure I understood what you meant by that.
- B:** Oh, I mean the decision came suddenly, I didn't need to think about it too much.

Teacher's comments

Student A is able to refer to sections of the presentation accurately in a way that helps the presenter know what they are being asked about and also asks relevant questions that facilitate the presenter in giving more information about the topic.

Marks: 5/5

EXAMPLE OUTPUT B

- A:** How did you feel about it?
- B:** Sorry, how did I feel about ... ?
- A:** About when you moved close to your parents.
- B:** Oh, I see. Well, I knew it was the right thing to do. It felt good.
- A:** And can you say more about your reasons?
- B:** My reasons for moving home?
- A:** No, for leaving your job in the city to move home.
- B:** Well, it was about wanting to move home, but also I think I was a little bored by the job.

Teacher's comments

Student A asks relevant follow-up questions, but it's not clear to the presenter what they are asking about specifically and therefore they need a degree of follow-up before the presenter can answer them.

Marks: 2/5