



Rachel Godfrey with Julian Gakley and Wayne Rimmer





# EVIPONER SECOND EDITION TEACHER'S BOOK WITH DIGITAL PACK



Rachel Godfrey with Julian Oakley and Wayne Rimmer

# **CAMBRIDGE**UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314-321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi - 110025, India

103 Penang Road, #05-06/07, Visioncrest Commercial, Singapore 238467

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781108961745

© Cambridge University Press 2022

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2022

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Poland by Opolgraf

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-95968-1 Starter Student's Book with eBook

ISBN 978-1-108-96169-1 Starter Student's Book with Digital Pack

ISBN 978-1-108-96172-1 Starter Workbook with Answers

ISBN 978-1-108-96173-8 Starter Workbook without Answers

ISBN 978-1-108-96170-7 Starter Combo A with Digital Pack

ISBN 978-1-108-96171-4 Starter Combo B with Digital Pack

ISBN 978-1-108-96174-5 Starter Teacher's Book with Digital Pack

ISBN 978-1-108-95969-8 Starter Presentation Plus

Additional resources for this publication at www.cambridge.org/empower

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

# Contents

Empower introduction	iv
Learner engagement	v
Measurable progress	vi
Manageable learning	vii
Rich in practice	viii
Unit overview	ix
Getting Started	x
Empower Methodology	xvii
Assessment	xx
Documentary videos	xxiii
eBooks	xxiv
Empower and the CEFR, English Profile	xxv
Resources – How to access	xxvi
Introduction to the Cambridge Life Competencies Framework (CLCF)	xxvii
Student's Book Scope and Sequence	xxviii
Teaching Notes	
Unit 1	2
Unit 2	12
Unit 3	22
Unit 4	32
Unit 5	42
Unit 6	53
Unit 7	
Unit 8	74
Unit 9	
Unit 10	
Unit 11	407
Unit 12	118
Teaching Plus	130



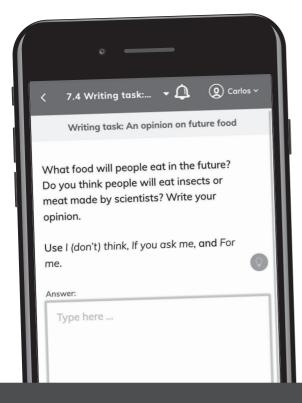
**EMPOWER SECOND EDITION** is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

Empower's unique mix of engaging classroom materials and reliable assessment enables learners to make consistent and measurable progress.

# Content you love.

**Assessment you** 

can trust.





Better Learning with Empower

Better Learning is our simple approach where **insights** we've gained from research have helped shape **content** that drives **results**.

# Learner engagement

# 1 Content that informs and motivates

# Insights

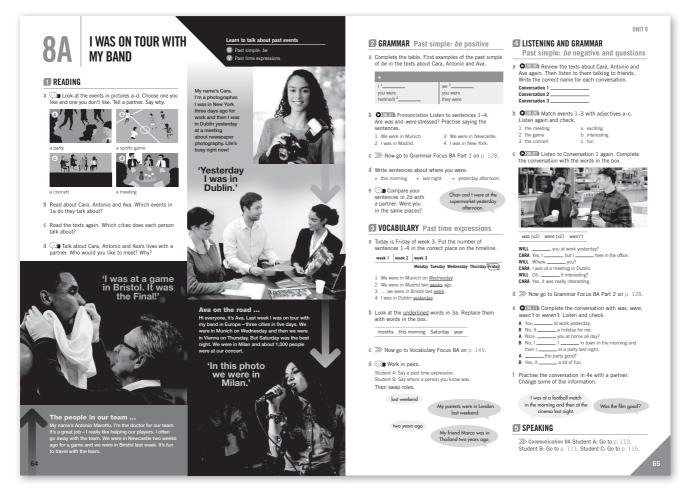
Sustained motivation is key to successful language learning and skills development.

# Content

Clear learning goals, thoughtprovoking images, texts and speaking activities, plus video content to arouse curiosity.

# Results

Content that surprises, entertains and provokes an emotional response, helping teachers to deliver motivating and memorable lessons.



# 2 Personalised and relevant

# Insights

Language learners benefit from frequent opportunities to personalise their responses.

# Content

Personalisation tasks in every unit make the target language more meaningful to the individual learner.

# Results

Personal responses make learning more memorable and inclusive, with all students participating in spontaneous spoken interaction.

There are so many adjectives to describe such a wonderful series, but in my opinion it's very reliable, practical, and modern.

Zenaide Brianez, Director of Studies, Instituto da Língua Inglesa, Brazil

# Measurable progress

# 1 Assessment you can trust

# **Insights**

Tests developed and validated by Cambridge Assessment English, the world leaders in language assessment, to ensure they are accurate and meaningful.

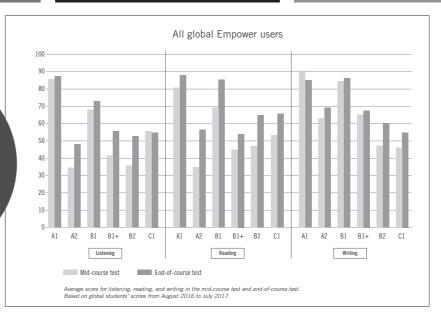
# Content

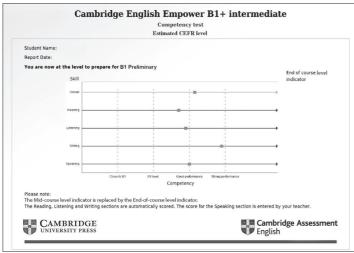
End-of-unit tests, mid- and endof-course competency tests and personalised CEFR test report forms provide reliable information on progress with language skills.

# Results

Teachers can see learners' progress at a glance, and learners can see measurable progress, which leads to greater motivation.

Results of an impact study showing % improvement of Reading levels, based on global Empower students' scores over one year.





We started using the tests provided with Empower and our students started showing better results from this point until now.

Kristina Ivanova, Director of Foreign Language Training Centre, ITMO University, Saint Petersburg, Russia

# 2 Evidence of impact

# Insights

Schools and universities need to show that they are evaluating the effectiveness of their language programmes.

# Content

Empower (British English) impact studies have been carried out in various countries, including Russia, Brazil, Turkey and the UK, to provide evidence of positive impact and progress.

# Results

Colleges and universities have demonstrated a significant improvement in language level between the mid- and end-of-course tests, as well as a high level of teacher satisfaction with Empower.

# Manageable learning

# 1 Mobile friendly

# **Insights**

Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

# **Content**

Empower provides easy access to Digital Workbook content that works on any device and includes practice activities with audio.

# Results

Digital Workbook content is easy to access anywhere, and produces meaningful and actionable data so teachers can track their students' progress and adapt their lesson accordingly.



I had been studying
English for ten years before
university, and I didn't
succeed. But now with
Empower I know my level
of English has changed.

Nikita, *Empower* Student, ITMO University, Saint Petersburg, Russia

# 2 Corpus-informed

# Insights

Corpora can provide valuable information about the language items learners are able to learn successfully at each CEFR level.

# Content

Two powerful resources – Cambridge Corpus and English Profile – informed the development of the *Empower* course syllabus and the writing of the materials.

# Results

Learners are presented with the target language they are able to incorporate and use at the right point in their learning journey. They are not overwhelmed with unrealistic learning expectations.

# Rich in practice

# 1 Language in use

# **Insights**

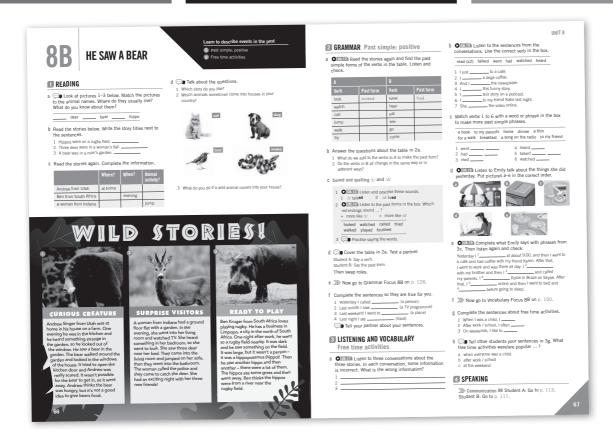
It is essential that learners are offered frequent and manageable opportunities to practise the language they have been focusing on.

# **Content**

Throughout the *Empower* Student's Book, learners are offered a wide variety of practice activities, plenty of controlled practice and frequent opportunities for communicative spoken practice.

# Results

Meaningful practice makes new language more memorable and leads to more efficient progress in language acquisition.



# 2 Beyond the classroom

There are plenty of opportunities for personalisation.

Elena Pro, Teacher, EOI de San Fernando de Henares, Spain

# **Insights**

Progress with language learning often requires work outside of the classroom, and different teaching models require different approaches.

# Content

Empower is available with a print workbook, online practice, documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

# Results

This choice of additional resources helps teachers to find the most effective ways to motivate their students both inside and outside the classroom

# **Unit overview**

# **Unit Opener**

**Getting started page** – Clear learning objectives to give an immediate sense of purpose.

# **Lessons A and B**

**Grammar and Vocabulary** – Input and practice of core grammar and vocabulary, plus a mix of skills.

Digital Workbook (online, mobile): Grammar and Vocabulary

# **Lesson C**

Everyday English – Functional language in common, everyday situations. Digital Workbook (online, mobile): Listening and Speaking

# **Unit Progress Test**

# **Review**

Extra practice of grammar, vocabulary, and pronunciation.
Also a 'Review your progress' section for students to
reflect on the unit.

# Mid- / End-of-course test

# **Additional practice**

Further practice is available for outside of the class with these components.

Digital Workbook (online, mobile)
Workbook (printed)

# **Components**

# Resources - Available on cambridgeone.org

- Audio
- Video
- Unit Progress Tests (print)
- Unit Progress Tests (online)
- Mid- and end-of-course assessment (print)
- Mid- and end-of-course assessment (online)
- Digital Workbook (online)
- Photocopiable Grammar, Vocabulary and Pronunciation worksheets

# **Getting Started**

# Clear learning objectives Striking and unusual give an immediate sense images arouse curiosity. of purpose. CAN DO OBJECTIVES Describe events in the pastMake and respond to sugges UNIT **PAST EVENTS GETTING STARTED** a 💬 Look at the picture of a New Year's Eve celebration $\boldsymbol{b} \ \ \boldsymbol{\begin{tabular}{l} \begin{tabular}{l} \begin{tabular}{l}$ and talk about the questions. 1 Where were you last New Year's Eve? 1 Do you want to go there? Why / Why not? 2 Who were you with?3 What things did you do? What do you think is happening at this New Year's Eve celebration? Here are some ideas: 4 Did you have fun? music dancing eating food 63 shopping meeting friends

**Activities** promote emotional engagement and a personal response.

# Lessons A and B Grammar and Vocabulary and a mix of skills

# 'Teach off the page'

A straightforward approach and clear lesson flow help to minimise preparation time.

# Clear goals

Each lesson starts with a clear, practical, and achievable learning goal, creating an immediate sense of purpose.



# Manageable learning

The syllabus is informed by English Profile and the Cambridge English Corpus. Students will learn the most relevant and useful language at the most appropriate point in their learning journey. The target language is benchmarked to the CEFR.

4 LISTENING AND GRAMMAR 2 GRAMMAR Past simple: be positive Past simple: be negative and questions a Complete the table. Find examples of the past simple of be in the texts about Cara, Antonio and Ava © 08.06 Review the texts about Cara, Antonio and Ava again. Then listen to them talking to friends. Write the correct name for each conversation. we 3\_\_\_ Conversation 1 you were Conversation 2 he/she/it 2\_ Conversation 3. b 08.06 Match events 1-3 with adjectives a-c. b 08.01 Pronunciation Listen to sentences 1–4. Listen again and check. Are was and were stressed? Practise saying the 1 the meeting sentences. b interesting 2 the game 1 We were in Munich. 3 We were in Newcastle. 3 the concert c fun 2 I was in Madrid. 4 I was in New York. € 08.07 Listen to Conversation 1 again. Complete c >>> Now go to Grammar Focus 8A Part 1 on p. 128. the conversation with the words in the box d Write sentences about where you were: • this morning • last night • yesterday afternoon e Compare your Chan and I were at the Chan and I were at .... supermarket yesterday afternoon. sentences in 2d with a partner. Were you in the same places? **3 VOCABULARY** Past time expressions was (x2) were (x2) wasn't a Today is Friday of week 3. Put the number of sentences 1–4 in the correct place on the timeline. WILL \_\_ vou at work vesterday? CARA Yes, I \_\_\_\_\_, but I \_\_\_ week 1 week 2 week 3 WILL Where \_\_\_\_\_ you? Monday Tuesday Wednesday Thursday Friday CARA I was at a meeting in Dublin. WILL Oh, \_\_\_\_\_\_ it interesting?
CARA Yes, it was really interesting. 1 We were in Munich on Wednesday. 2 We were in Madrid two weeks ago. ... we were in Bristol last week. d >>> Now go to Grammar Focus 8A Part 2 on p. 128. • 4 I was in Dublin yesterday e 008.11 Complete the conversation with was, were, b Look at the underlined words in 3a. Replace them wasn't or weren't. Listen and check. with words in the box. A You \_\_\_\_\_ at work yesterday. B No, it \_\_\_\_\_ a holiday for me months this morning Saturday year A Nice. \_\_\_\_\_ you at home all day? B No, I \_\_\_\_\_\_ in town in the morning and \_ at a party last night. c >>> Now go to Vocabulary Focus 8A on p. 149. then I \_\_\_\_ \_\_ the party good? \_\_ a lot of fun. d 💬 Work in pairs. Student A: Say a past time expression. f Practise the conversation in 4e with a partner. Student B: Say where a person you know was. Change some of the information. Then swap roles. I was at a football match last weekend in the morning and then at the cinema last night. My parents were in London Was the film good? last weekend. two years ago 5 SPEAKING My friend Marco was in

# Regular speaking activities

Frequent speaking stages get students talking throughout the lesson.

Thailand two years ago.

 $\label{localization} \begin{tabular}{ll} \hline \end{tabular} \begin{tabular}{ll} \begin$ 

Rich in practice Clear signposts to Grammar Focus and Vocabulary Focus sections offer extra support and practice.

# HE SAW A BEAR

# Learn to describe events in the past

### READING

- a Dook at pictures 1–3 below. Match the pictures to the animal names. Where do they usually live? What do you know about them?
  - \_\_\_\_\_ deer \_\_\_\_\_ bear \_\_\_\_ hippo
- b Read the stories below. Write the story titles next to the sentences.
- Hippos were on a rugby field.

  Three deer were in a woman's flat.

  A bear was in a man's garden.

U	read the stories again	. Complete	the inform	nation.
		Where?	When?	Animal activity?
	Andrew from Utah	at home		









# Learner engagement

Engaging images and texts motivate students to respond personally. This makes learning more memorable and gives learners ownership of the language.



# 2 GRAMMAR Past simple: positive

a ©108.12 Read the stories again and find the past simple forms of the verbs in the table. Listen and

A		В	
Verb	Past form	Verb	Past form
look	looked	have	had
watch		hear	
call		eat	
jump		see	
walk		go	
trv		come	

- b Answer the questions about the table in 2a.
- 1 What do we add to the verbs in A to make the past form?
  2 Do the verbs in B all change in the same way or in different ways?
- C Sound and spelling /t/ and /d/
- 1 ◆ DEMEN Listen and practise these sounds.

  1 /// Lalked 2 /d/ lived

  COUNTER Listen to the past forms in the box. Which earl endings sound ...?

   more like /d/ more like /d/ looked watched called tried walked played finished
- 3 Practise saying the words.
- d Cover the table in 2a. Test a partner. Student A: Say a verb. Student B: Say the past form. Then swap roles.
- e >>> Now go to Grammar Focus 8B on p. 128. f Complete the sentences so they are true for you.
- 1 Yesterday I called \_\_\_\_\_\_ (a person)
  2 Last month I saw \_\_\_\_\_\_ (a TV programme)
  3 Last weekend I went to \_\_\_\_\_\_ (a place)
  4 Last night I ate \_\_\_\_\_\_ (food)
  Tell your partner about your sentences.

### ■ LISTENING AND VOCABULARY

а	▶ Listen to three conversations about the
	three stories. In each conversation, some information is incorrect. What is the wrong information?
	1
	2

b \$\infty\$08.18 Listen to the sentences from the conversations. Use the correct verb in the box.

read (x2) talked went had watched heard

- C Match verbs 1 to 6 with a word or phrase in the box to make more past simple phrases.

a book to my parents home dinner a film for a walk breakfast a song on the radio to my friend

- 1 went \_\_\_\_\_ 4 heard \_\_\_\_\_ 2 had \_\_\_\_ 5 talked \_\_\_\_\_ 3 read \_\_\_\_ 6 watched \_\_\_\_

UNIT 8









Vesterday I and Check.

Yesterday I all about 9.00, and then I went to a cafe and had coffee with my finere Airen. After that, I went to work and was there all day, I and called with my brother and then I and called my parents. I and called my parents. I and called my parents. I and confiner and then I went to bed and a before going to sleep.

- f >>> Now go to Vocabulary Focus 8B on p. 150.
- g Complete the sentences about free time activities.
- When I was a child, I \_\_\_\_\_\_

   After work / school, I often \_\_\_\_\_

   On weekends, I like to \_\_\_\_\_\_
- h Tell other students your sentences in 3g. What free time activities were/are popular ... ?
- a when everyone was a child b after work / school c at the weekend
- SPEAKING

 $\mathop{\ggg}$  Communication 8B Student A: Go to  $p.\ 113.$  Student B: Go to  $p.\ 111.$ 

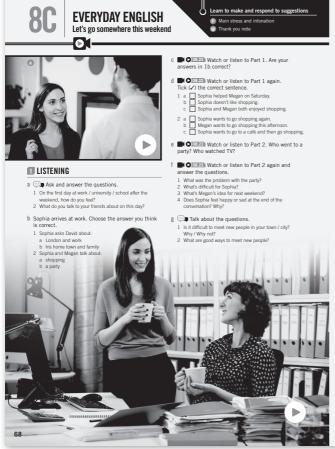
# Spoken outcome

Each A and B lesson ends with a practical spoken outcome, so learners can use language immediately.

# Lesson C Effective real-world spoken communication

# **Everyday English**

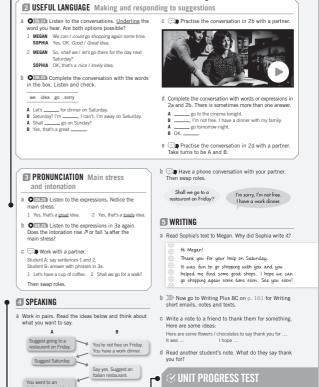
Thorough coverage of functional language for common everyday situations helps learners to communicate effectively in the real world.



# Comprehensive approach to speaking skills

A unique combination of language input, pronunciation, and speaking strategies offers a comprehensive approach to speaking skills.

UNIT 8



### **Everyday English video**

Language is showcased through high-quality video, which shows language clearly and in context.

# **Unit Progress Test**

Learners are now ready to do the Unit Progress Test, developed by Cambridge Assessment English.

# Spoken outcome

Italian ressaurant ass.
weekend. Suggest a
Mexican restaurant.

Agree with Student B.
Say yes. Suggest a time.

Thank Student A
and say goodbye.

Each C lesson ends with a practical spoken outcome.

d Read another student's note. What do they say thank

◆ ⊗ UNIT PROGRESS TEST

→ CHECK YOUR PROGRESS



### **Review and Extension**

Extra practice of grammar and vocabulary is provided.

### c Complete the table with the words and phrases in the box. **Review** a video game a football match (x2) a magazine a pizza a podcast a shower a drink, a coffee, 1 **GRAMMAR** music, 3 listen to a Write past simple sentences and questions with be \_\_\_, a film watch and the words and phrases. read > (?) where / you yesterday the guitar, 6\_\_\_ Where were you yesterday? play \_, football 1 (+) I / in a meeting. go to the cinema, a party, 7\_ 2 (?) / you OK 3 (-) James / at work this morning. d Correct the sentences. 4 (?) where / he 1 I was in Munich before two weeks ago. 5 (+) Yasmin and Kylie / in New York two weeks ago. 2 We were in Milan last the weekend. 6 (-) we / in Paris six years ago 3 I had coffee with Lily at Friday. b Complete the text with the past simple form of the 4 We went a party yesterday. 5 I listened music last night. verb in brackets. Last week my family and I 1\_\_\_ 6 We played the football this morning. \_\_ (be) in Dublin. We <sup>2</sup> (arrive) on Wednesday morning. First, we <sup>3</sup> (visit) my dad's family. My dad and **3** SOUND AND SPELLING we <sup>3</sup>\_\_\_\_\_ (visit) my dad's family. My dad and his brothers <sup>4</sup>\_\_\_\_ (talk) for a long time. Then we $^5$ \_\_\_\_\_ (go) to a big museum in the city centre. We $^6$ \_\_\_\_\_ (see) lots of interesting things there. In the evening, we $^7$ \_\_\_\_\_ (watch) a film at the cinema © 108.27 Look at the words in the box. Is the final sound /t/ or /d/? Complete the table. Practise saying the words. 7\_\_\_\_\_ (watch) a film at the cinema. \_\_\_ (stay) at the Dylan Hotel. The rooms We 8\_\_\_\_ 9 \_\_\_\_\_ (stay) at the bytan hotel 9 \_\_\_\_\_ (not / be) very big, but I 10\_\_\_ (like) the bathroom and the food 11\_\_\_\_\_ (have) toas called talked lived watched (be) great! listened played finished \_\_\_\_ (have) toast, eggs, fruit and coffee for breakfast. **2 VOCABULARY** b 08.28 Look at the information in the table. a Tick ( ) the correct answer. Today is WEDNESDAY 21 OCTOBER. It's 7:30 pm. play, stay, day white, knife, wife game, paper, radio n**igh**t, r**igh**t 1 Wednesday 7 October a two weeks ago by yesterday 2 2:30 pm on Wednesday 21 October great, grev c 08.29 Are the marked sounds the same (S) or a last night b this afternoon 3 21 August different (D)? Practise saying the words. 1 white - night 4 stay - grey 2 great – game 3 right – day 5 paper – knife 6 radio – play a \_\_\_ two months ago b \_\_\_ last month 4 Tuesday 20 October a \_\_\_\_\_ yesterday b \_\_\_\_ a few days ago REVIEW YOUR PROGRESS • 5 Saturday 17 October a this morning b last Saturday How well did you do in this unit? Write 3, 2 or 1 6 Sunday 18 October $3 = \text{very well} \quad 2 = \text{well} \quad 1 = \text{not so well}$ a six months ago I CAN ... talk about past events b Ask and answer questions with Where were describe events in the past you ... ? and a past time expression.

make and respond to suggestions.

# Real-world video

Engaging video documentaries provide students with further opportunities to explore the themes of the unit.

# **Review Your Progress**

helps students reflect on their success. Each unit links to additional sections at the back of the book for more grammar, vocabulary, and speaking practice.

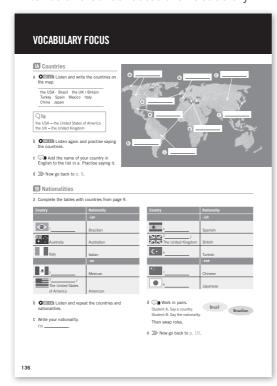
# **Grammar Focus**

Provides an explanation of the grammar presented in the unit, along with exercises for students to practise.



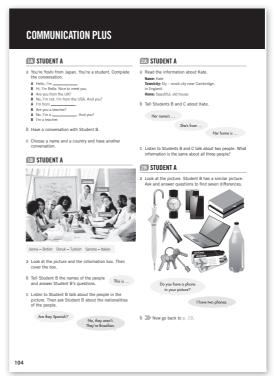
# **Vocabulary Focus**

Extends and consolidates the vocabulary.



# **Communication Plus**

Provides a series of communication activities for each unit, providing additional opportunities for students to practise their speaking.



# **Empower Methodology**

# A Learner-Centred Approach

Empower, with its unique mix of learning and assessment, places students and their needs at the centre of the learning process. This learner-centred approach also applies to the course methodology – the Student's Book and the additional resources provide a range of classroom materials that motivate learners, address their language needs, and facilitate the development of their skills. This wide range of materials also means different learning preferences are catered to in each unit of the course. It provides teachers with flexibility with different learner groups.

# Meeting the Needs of Learners at Different Levels

# Supporting the Teacher

Empower also supports the teacher with classroom methodology that is familiar and easy to use, and at the same time is flexible and creative. A number of key methodological principles underpin the course, enhancing the interface between learners and their learning, and between students and teachers. Empower:

- 1 encourages learner engagement
- 2 delivers manageable learning
- 3 is rich in practice
- 4 provides a comprehensive approach to productive skills.

# **Measurable Progress**

Empower includes a uniquely reliable assessment package developed by test experts at Cambridge Assessment English. This allows teachers and learners to measure progress and determine learners' strengths and needs. Not only do learners feel more motivated when they can see they are making progress, but they are then able to target and address specific learning needs.

# **Key Methodological Principles**

# 1 Learner engagement

### **Getting Started**

Each unit begins with a Getting Started page, designed to engage students from the very start of the unit – leading to greater motivation and more successful learning. It does this in the following ways:

- Striking images take an unusual perspective on the theme – this raises curiosity, prompts ideas and questions in the mind of the learner, and stimulates them to want to communicate.
- Speaking activities prompt a personal response exploring beyond the surface of the image – while providing a cognitive and linguistic challenge for the student and a diagnostic opportunity for the teacher.

### Remarkable texts, audio and video

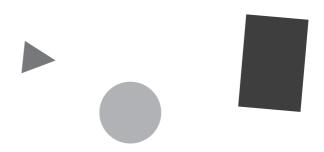
Throughout the course, learners encounter a range of **reading texts**, along with **audio and video**. The texts have been carefully selected to appeal to learners from a variety of cultural backgrounds. The topics will inform, amuse, surprise, entertain, raise questions, arouse curiosity and empathy and provoke an emotional response. The texts, audio and video in *Empower* provide learners with new insights and perspectives on a variety of topics. By using a varied range of spoken and written contexts, students are consistently motivated to engage with the target grammar and vocabulary.

# Frequent opportunities for personal and critical response

There are frequent opportunities to contribute personal views, experiences and knowledge when discussing each lesson's themes. Every lesson includes regular activities that encourage learners to respond personally to the content of the texts and images. These include **personalisation** tasks which make the target language in every unit meaningful to the individual learner. Many activities also involve some kind of critical response to the content of texts. This helps develop students' critical thinking skills as well as gives them further speaking practice.

### Independent learning

In order to make progress, learners must build their language knowledge and their ability to use this knowledge in an active way. Reading and listening widely in English will help students to progress faster, as will the development of good study skills. In *Empower*, **Learning Tips** support learners both in and outside the classroom. These features accompany the texts and audio and encourage learners to notice and systematically note useful language. The Teacher's Notes for each lesson include **Homework activities** which encourage students to put the Learning Tips into practice in their independent learning and motivate further reading and listening outside the classroom.



# 2 Manageable learning

A second core principle that informs *Empower* is a recognition of the importance of manageable learning. This offers students (and their teachers) reassurance that the material is suitable for the level being taught: the language syllabus avoids overly complex language at any given level, and the reading, listening and video materials are carefully chosen to be accessible while consistently acknowledging learners' linguistic competencies and challenging them. *Empower* classroom materials reflect the concept of manageable learning in the following ways:

# 1 Syllabus planning and the selection of language

A key element in making learning material appropriate is the selection of target language. In *Empower*, two powerful Cambridge English resources – the Cambridge Corpus and English Profile – have been used to inform the development of the course syllabus and the writing of the material. This means that learners using *Empower* are presented with target language that includes:

### Grammar

- a logically sequenced progression of grammar items and activities that focus clearly on both meaning and form
- systematic recycling of grammar within units and across each level
- a fresh approach to familiar language accompanied by Cambridge Corpus-informed Tips, with notes on usage and typical errors – helps learners improve usage and tackle habitual mistakes

### Vocabulary

- lexical sets that make vocabulary memorable and easier to learn
- an appropriate lexical load for each lesson so learners are not overwhelmed by too many vocabulary items
- activities that clarify different meanings of vocabulary
- Wordpower activities that aim to develop learners' vocabulary range.

Each level is carefully designed to offer measurable progress through the core syllabus while students develop toward each level's competency as independent individual learners.

# 2 Lesson flow

Teaching and learning are also made manageable through the careful staging and sequencing of activities, ensuring that each individual learner will be challenged and engaged while working together as a class. Every lesson is comprised of several sections, each with a clear focus on language and/or skills. Each section builds on the next, and activities within sections do likewise. Every section of language input ends in an output task, offering learners the opportunity to personalise the target language. At the end of each lesson, there is a substantial, freer speaking and/or writing activity that motivates learners to use new language in context.

# 3 Task and activity design

Tasks and activities have been designed to give students an appropriate balance between freedom and support. As an overall principle, the methodology throughout Empower anticipates and mitigates potential problems that learners might encounter with language and tasks. While this clearly supports students, it also supports teachers because there are likely to be fewer unexpected challenges during the course of a lesson, which means that necessary preparation time is reduced to a minimum. Students at all levels need to increase their language knowledge and their ability to use spoken and written language in a variety of situations. However, learners' needs can vary according to level. For example, at lower levels, students often need more encouragement to use language in an active way so they can put their language knowledge into immediate use. Conversely, at higher levels, learners need to be more accurate in the way they use language in order to refine their message and convey their ideas with more complexity and subtlety. Empower responds to these varying needs in the following ways as the course progresses from level A1 to C1:

- Topics, tasks, and texts with an appropriate level of cognitive and linguistic challenge at each level motivate learners by providing new challenges.
- Multiple communicative opportunities in every lesson either encourage fluency or allow students to refine their message using a wider range of language.
- Varied and stimulating texts motivate learners to develop their reading and listening skills so that a wider range of texts becomes accessible as the course progresses.
- Listening and video materials expose students to a
  wide variety of voices and natural, colloquial speech,
  while giving a strong focus on the language that
  students need to produce themselves.
- **Learning Tips** support learners in developing a broad vocabulary both in and outside the classroom.





# 3 Rich in practice

It is essential that learners be offered frequent opportunities to practise the language they have been focusing on – they need to activate the language they have studied in a meaningful way within an appropriate context. *Empower* is rich in practice activities and provides students and teachers with a wide variety of tasks that help learners to become confident users of new language.

### Student's Book

Throughout each *Empower* Student's Book, learners are presented with a wide variety of practice activities, appropriate to the stage of the lesson and real-world use of the language.

- There are frequent opportunities for spoken and written practice. Activities are clearly contextualized and carefully staged and scaffolded. Extended spoken and written practice is provided in the final activity in each lesson.
- Grammar Focus and Vocabulary Focus pages at the back of the Student's Book offer more opportunities for practicing the grammar and vocabulary, helping to consolidate learning.
- Review and Extension activities at the end of each unit provide more opportunities for both written and spoken practice of the target language.

### Teacher's Book

- Many learners find practice activities that involve an element of fun to be particularly motivating. Such activities – seven per unit – are provided in the photocopiable activities in Cambridge One, providing fun, communicative practice of grammar, vocabulary, and pronunciation.
- The main teacher's notes also provide ideas for extra activities at various stages of the lesson.

# Other components

- The Workbook provides practice of the target input in each A, B and C lesson.
- The Digital Workbook component offers practice activities that can be completed on a mobile device or computer.
- Through Cambridge One, Empower provides an extensive range of practice activities that learners can use to review and consolidate their learning outside the classroom.

# 4 A comprehensive approach to productive skills

Most learners study English because they want to use the language in some way. This means that speaking and writing – the productive skills – are more often a priority for learners. *Empower* is systematic and comprehensive in its approach to developing both speaking and writing skills.

### Speaking

The **C lesson** in each unit – Everyday English – takes a comprehensive approach to speaking skills, and particularly in helping learners to become effective users of spoken language for social and professional purposes. The target language is clearly contextualised by means of engaging video and audio that will be relevant and familiar to adult learners.

These Everyday English lessons focus on three key elements of spoken language:

- Useful language focusing on functional language that is most relevant to learners' needs
- Pronunciation focusing on intelligibility and the characteristics of natural speech, from individual sounds to extended utterances, developing learners' ability to express meaning by varying intonation and stress
- Conversation skills speaking strategies and sub-skills that help learners to become more effective communicators

This comprehensive approach ensures that speaking skills are actively and appropriately developed, not just practised.

### Writing

In the *Empower* Student's Book, learners receive guidance and practice in writing a wide range of text types. Writing lessons are not 'heads-down.' Instead, and in keeping with the overall course methodology, they are highly communicative, mixed-skills lessons with a special focus on writing. In *Empower*, writing is dealt with in the following ways:

- Writing is fully integrated into listening, reading, and speaking – as it is in real life – and is not practised in isolation.
- There is an explicit focus on key linguistic features of written language that encourage students to express themselves with greater clarity and accuracy.
- A process writing methodology is embedded in the instructions for writing activities, and learners are often encouraged to self-correct and seek peer feedback.
- Communicative outcomes writing lessons lead to a final, communicative task, ensuring that learners are always writing for a purpose.



# Assessment

# Learning Oriented Assessment What is Learning Oriented Assessment (LOA)?

Teachers are naturally interested in their students' progress. Every time they step into the classroom, teachers note if a learner is struggling with a language concept, is unable to read at a natural rate, or can understand a new grammar point but still can't produce it in a practice activity. This is often an intuitive and spontaneous process. By the end of a course or a cycle of learning, the teacher will know far more about a learner's ability than an end-of-course test alone can show.

An LOA approach to teaching and learning brings together this ongoing informal evaluation with a more formal or structured assessment, such as end-of-unit or end-of-course tests. LOA is an approach that allows the teacher to pull together all this information and knowledge in order to understand learners' achievements and progress and to identify and address their needs in a targeted and informed way. A range of insights into students and their progress feeds into total assessment of the learner. It also allows the teacher to use all of this information not just to produce a report on a learner's level of competence, but to plan and inform future learning.

# How does Empower support LOA?

Empower supports LOA both informally and formally, and both in and outside the classroom:

# 1 Assessment that informs teaching and learning

- Reliable tests for both formative and summative assessment (Unit Progress Tests and skills-based Competency Tests)
- A clear record of learner performance through Cambridge One

### 2 LOA classroom support

- Clear learning objectives and activities that build toward those objectives
- Activities that offer opportunities for learner reflection and peer feedback
- A range of tips for teachers on how to incorporate LOA techniques, including informal assessment, into their lessons as part of normal classroom practice

# 1 Assessment that informs teaching and learning

Empower offers two types of tests written and developed by teams of Cambridge Assessment English exam writers. The tests in the course have been piloted, involving thousands of candidates across all tests and levels, to ensure that test items are appropriate to the level. Cambridge Assessment English tests are underpinned by research and evaluation and by continuous monitoring and statistical analysis of performance of test questions. Empower tests are designed around the following essential principles:

- Validity tests of real-world English and the language covered in the Student's Book
- Reliability tasks are consistent and fair
- Impact tests have a positive effect on teaching and learning, in and outside the classroom
- **Practicality** tests are user-friendly and practical for teachers and students.

# **Unit Progress Tests**

The course provides an online Unit Progress Test at the end of every unit that tests the target grammar, vocabulary, and functional language from the unit. The teacher and learner are provided with a score for each language area that has been tested, identifying the areas of mastery and where the learner has encountered difficulties and needs more support. Paper-based versions of the tests are also available.







# **Competency Tests**

**Empower** offers mid-course and end-of-course Competency Tests. These skills-based tests cover Reading, Writing, and Listening and Speaking and are calibrated to the Common European Framework of Reference (CEFR). They provide teachers and students with a digital record of achievement which indicates the students' performance in all language skills within the relevant course level.

Cambridge One provides teachers and students with a clear and comprehensive record of each learner's progress during the course, helping teachers and learners to recognise achievement and identify further learning needs. Cambridge One helps teachers to systematically collect and record evidence of learning and performance, and in doing so demonstrates to teachers and students how much progress has been made over time. Paper-based versions of the tests are also available.

# 2 LOA classroom support

### Clear objectives

An LOA approach encourages learners to reflect and self-assess. In order to do this, learning objectives must be clear. In *Empower*, each unit begins with a set of 'can do' objectives so that learners feel an immediate sense of purpose. Each lesson starts with a clear 'Learn to ...' goal, and the activities all contribute toward that, leading to a significant practical outcome at the close of the lesson. At the end of each unit, there is a Review Your Progress feature that encourages learners to reflect on their success, relative to the 'can do' objectives at the start of the unit. Within the lessons, there are also opportunities for reflection, collaborative learning and peer feedback.

### LOA classroom tips for teachers

In a typical lesson, teachers are likely to use some or perhaps all of the following teaching techniques:

- **monitor** learners during learner-centred stages of the lesson
- elicit information and language
- concept check new language
- drill new vocabulary or grammar
- encourage learners to review and reflect after they've worked on a task.

The chart below summarizes core and LOA-specific aims for each of the above techniques. All of these familiar teaching techniques are a natural fit for the kind of methodology that informally supports LOA. An LOA approach will emphasise those parts of a teacher's thinking that involve forming evaluations or judgments about learners' performance (and therefore what to do next to better assist the learner). The 'LOA teacher' is constantly thinking things like:

- Have they understood that word?
- How well are they pronouncing that phrase?
- Were they able to use that language in a freer activity?
- How many answers did they get right?
- How well did they understand that listening text?
- How many errors did I hear?
- What does that mean for the next step in the learning process?

The Empower Teacher's Book provides tips on how to use a number of these techniques within each lesson. This will help teachers to consider their learners with more of an evaluative eye. Of course, it also helps learners if teachers share their assessment with them and ensure they get plenty of feedback. It's important that teachers make sure feedback is well balanced so that learners know what they are doing well in and what needs a little more work.

	Teaching techniques				
	monitoring	eliciting	concept checking	drilling	providing feedback
Core aims	checking learners are on task     checking learners' progress     making yourself available to learners who are having problems	checking what learners know about a topic in order to generate interest	checking that learners understand the use and meaning of new language	providing highly controlled practice of new language	finding out what ideas learners generated when working on a task     praising learners' performance of a task     indicating where improvement can be made
LOA aims	Iistening to learners' oral language, and checking learners' written language, in order to:     diagnose potential needs     check if they can use new language correctly in context	finding out if learners already know a vocabulary or grammar item     adapting the lesson to take into account students' individual starting points and interests	checking what could be a potential problem with the use and meaning of new language for your learners     anticipating and preparing for challenges in understanding new language, both for the whole class and for individuals	checking that learners have consolidated the form of new language     checking intelligible pronunciation of new language	asking learners how well they feel they performed a task     giving feedback to learners on specific language strengths and needs     fostering 'learning how to learn' skills

### LOA and learner motivation

The teaching and learning materials in *Empower* ensure learners maintain motivation throughout the course. In addition, teachers can further amplify learner motivation by adopting LOA approaches in their lessons. Here are some core LOA motivation ideas:

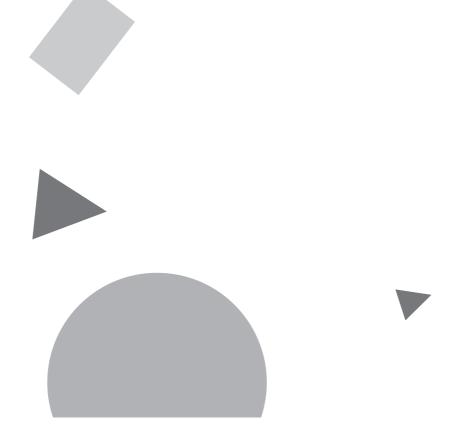
- Make learning aims explicit to learners teachers should point out the 'can do' objectives and tell students how they will help their language development.
- Modify learning objectives on the basis of learner feedback – after learners complete an activity, teachers can get feedback on how they thought it went and respond to their suggestions (for example, learners may wish to repeat the activity because they feel they could do it better the second time).
- Judge when to give feedback on learner language –
  different learner groups and different activities require
  different types of feedback. Sometimes a teacher can
  give language feedback as learners are speaking, and
  sometimes it's better to wait until they have finished the
  activity; teachers should consider the most appropriate
  approach for each activity.
- Balance developmental feedback with praise it's
  important to acknowledge what learners do well and
  praise their efforts, so teachers should give balanced
  feedback, but they should also make sure praise is
  targeted and not too general, otherwise it may sound
  insincere.

xxii

# LOA and capturing learner language

One of the biggest challenges for teachers during the course of a lesson is being able to tune into learner language. This is particularly difficult with larger classes, when students are all speaking at the same time in pair or group work. If teachers want to adopt an LOA approach and capture language samples from a range of learners, they can consider some of the following techniques:

- Listen only for the target language that has just been taught and whether students are using it accurately don't worry about the other mistakes learners might make.
- Target specific learners for each activity sometimes it's not possible to listen to all learners for every activity, so if there are three speaking activities during the course of the lesson, the teacher can aim to tune into a different third of the class for each activity. By the end of the lesson, the teacher will have listened to all of the learners.
- Ask learners to complete the speaking activities
  located in each unit of the Digital Workbook they can record their responses using a smartphone and submit the recordings in Cambridge One. The teacher can then give written feedback it's not very different from giving feedback on written work that students have submitted.



# **Documentary videos**

# Expose your students to English via authentic, real-world contexts.

These high-interest supplementary Empower videos are thematically linked to the topics and language of each unit.

Each video comes with a downloadable and printable video worksheet.

Teachers can use the video and worksheet at any point in a unit.



# eBooks

The Empower eBook includes all of the content from the print Student's Book, and can also be used to:









# Empower and the CEFR, English Profile



# The CEFR and English Vocabulary Profile

The *Empower* course syllabus is informed by English Profile and the Cambridge English Corpus and is carefully benchmarked to the Common European Framework of Reference (CEFR). This ensures that students encounter the most relevant and useful language at the right point in their learning.

The Cambridge English Corpus is a multi-billion word collection of texts taken from a huge variety of sources, including newspapers, the Internet, books, magazines, radio, schools, universities, the workplace and even everyday conversation – and is constantly being updated.

Our language research features in most of our materials. In particular, we use it to:

- ensure that the language taught in our courses is natural, accurate and up-to-date
- select the most useful, common words and phrases for a topic or level
- focus on certain groups of learners and see what they find easy or hard
- analyze spoken language so that we can teach effective speaking and listening strategies.

English Vocabulary Profile offers reliable information about which words (and which meanings of those words) and phrases are known and used by learners at each level of the CEFR.

For more information on English Profile and the Cambridge English Corpus, please use these links:

http://www.englishprofile.org

https://languageresearch.cambridge.org/cambridge-english-corpus

The CEFR is a standard guideline to recognise a learner's level of language fluency. Each level of *Empower* is carefully mapped to the appropriate CEFR level in accordance with English Vocabulary Profile, guaranteeing that students encounter the right language at the right level.

Empower	CEFR Level
Starter	A1
Elementary	A2
Pre-Intermediate	B1
Intermediate	B1+
Upper Intermediate	B2
Advanced	C1

# Resources – How to access

To access the online resources, go to cambridgeone.org and register.

	For Teachers	For St	udents
Resource	Teacher's Book with Digital Pack	Student's Book with eBook	Student's Book with Digital Pack
Class Audio	cambridgeone.org	cambridgeone.org	cambridgeone.org
Class Video	cambridgeone.org	cambridgeone.org	cambridgeone.org
<b>Video Activity Sheets</b>	cambridgeone.org	cambridgeone.org	cambridgeone.org
Video Teaching	cambridgeone.org		
Notes / Answer Keys			
Digital Workbook	cambridgeone.org		cambridgeone.org
End-of-unit	A Unit Progress Test for every unit (automatically		A Unit Progress Test for every
assessment	marked) covers grammar, vocabulary, and		unit (automatically marked)
(Online version)	functional language.		covers grammar, vocabulary, and
	cambridgeone.org		functional language.
			cambridgeone.org
Mid- and end-of-	Mid-course and end-of-course competency tests		Mid-course and end-of-course
course assessment	cover all four skills and generate a CEFR report		competency tests cover all
(Online version)	which reliably benchmarks learners to the target		four skills and generate a CEFR
	level.		report, which reliably benchmarks
	cambridgeone.org		learners to the target level.
			cambridgeone.org
End-of-unit	Unit Progress Tests with Teacher's answer key	Please ask your	Please ask your teacher for further
assessment	for every unit which covers grammar, vocabulary,	teacher for further	information.
(Print version)	and functional language.	information.	
	cambridgeone.org		
Mid- and end-of-	Mid-course and end-of-course competency Tests	Please ask your	Please ask your teacher for further
course assessment	with Teacher's answer key for every unit which	teacher for further	information.
(Print version)	covers grammar, vocabulary, and functional	information.	
	language.		
	cambridgeone.org		
Workbook audio	cambridgeone.org	cambridgeone.org	cambridgeone.org
Workbook answers	In Workbook with Answers or		
	cambridgeone.org		
Photocopiables	cambridgeone.org		
Presentation Plus	Displays all Student's Book material, plays all Class		
	Audio and Video, shows answer keys and more.		
	For access, contact your local Cambridge		
	representative.		
Teaching with	An introduction to the <i>Empower</i> online		
Empower	assessment and practice materials, via a short		
	teacher training course. For access, contact your		
	local Cambridge representative.		

# **Empower** components

The following Empower components are available for 6 levels (A1–C1):

- Student's Book with eBook
- Student's Book with Digital Pack
- Workbook with Answers
- Workbook without Answers
- Combo A with Digital Pack
- Combo B with Digital Pack

- Student's Book with Digital Pack, Academic Skills and Reading Plus (levels A2, B1, B1+, B2)
- Teacher's Book with Digital Pack
- Presentation Plus

Find out more:

cambridge.org/empower

# Introduction to the Cambridge Life Competencies Framework (CLCF)

How can teachers prepare their students to succeed in a world that is rapidly changing? They need to help students develop transferable skills, to work with people from around the world, to think creatively, to analyze sources critically and communicate their views effectively. How can they teach these skills alongside language? In response to these questions, Cambridge University Press has developed the Cambridge Life Competencies Framework. The Life Competencies are explored throughout the *Empower* course.

# The Cambridge Life Competency Framework

The Framework outlines core areas of competency that are important for development: creative thinking, critical thinking, learning to learn, communication, collaboration, social responsibilities.

Creative Thinking	Preparing for creativity	Generating ideas	Implementing ideas and solving problems	
Critical Thinking	Understanding and analysing ideas and arguments	Evaluating ideas and arguments	Solving problems and making decisions	
Learning to Learn	Developing skills and strategies for learning	Taking control of own learning	Reflecting on and evaluating own learning	
Communication	Using appropriate language and register for context	Facilitating interactions	Participating with appropriate confidence and clarity	
Collaboration	Taking personal responsibility for own contribution to a group task	Encouraging effective group interaction	Managing the sharing of tasks in a group activity	Working towards task completion
Social Responsibilities	Understanding personal responsibilities as part of a social group	Showing intercultural awareness	Understanding global issues	
Emotional Development	Identifying and understanding emotions	Managing own emotions	Empathy and relationship skills	



# **Student's Book Scope and Sequence**

Less	on and objective	Grammar	Vocabulary	Pronunciation	Everyday English
	1 Hello!				
	ng started Talk about countries and	d flags			
1 <b>A</b>	Say your name and country	be: I / you / we	Countries	Sound and spelling: I'm, we're	
1B	Talk about people you know	be: he / she / they	Nationalities; this / these	Syllables and word stress	
10	Meet and greet new people			Syllables and word stress; Main stress; Intonation	Greeting people; Meeting new people
Unit	2 All about me				
Getti	ng started Talk about objects				
2A	Talk about your home town	<i>be</i> : <i>it's</i> / <i>it isn't</i> ; Possessive adjectives	Common adjectives; in / near	Sound and spelling: $/h/$ and $/w/$	
2B	Talk about possessions and common objects	Plural nouns; I have / you have; a / an	Common objects 1; Numbers 1	Sound and spelling: /s/, /z/, /ız/; Do you ?	
20	Ask for and give personal information			Main stress in questions; Intonation in questions	Asking for and giving personal information
Unit	3 Food and drink				
Getti	<b>ng started</b> Talk about the food in a	shopping trolley			
3A	Say what you eat and drink	Present simple:  I / you / we / they	Food 1	Syllables and word stress; Sound and spelling: /iː/, /ɪ/ and /aɪ/	
3B	Talk about food and meals	Adverbs of frequency	Food 2; Time; What time / When?	Sound and spelling: /uː/ and /ɔː/	
3C	Order and pay in a café			Syllables and word stress; Sentence stress	Ordering and paying in a café
Unit -	4 My life and my family				
Getti	ng started Talk about who people a	are and what they do			
4A	Talk about your life and ask about others'	Present simple: Wh- questions	Common verbs; study	Stressed words	
4B	Talk about your family	Present simple: he / she / it positive	Family and people; Numbers 2; How old?	Sound and spelling: /ð/	
4C	Ask and talk about photos			Sound and spelling: /tf/ and /dg/	Asking and talking about photos
Unit	5 Places				
	ng started Talk about an unusual n	nuseum			
5A	Describe a town	there is / there are: positive	Places in a town; a few, a lot of	there's / there are; Sound and spelling: /uː/ and /ʌ/	
5B	Talk about hotels and hostels	there is / there are: negative and questions	Hotels	Sound and spelling: /ʃ/; Stressed syllables	
5C	Ask and say where places are			Emphasising what you say 1	Asking and saying where places are
Unit	6 Work and routines				
Getti	ng started Talk about a job				
6A	Talk about people's jobs	Present simple: he / she / it negative	Jobs; work / job	Main stress in compound nouns; Sound and spelling: /3ː/	
6B	Talk about daily routines and habits	Present simple: he / she / it questions	Daily routine; for, from to, until	Consonant clusters; Sentence stress	
6C	Make and accept offers			would; Emphasising what you say 2	Making and accepting offers

Listening	Reading	Speaking	Writing
A conversation about who you are	Three conversations meeting other students	Who you are and where you're from	
A conversation about people in pictures		People in a picture	
First day at work	An online profile	Greeting and meeting new people	A personal profile; Capital letters and full stops  Unit Progress Test
Three conversations about home towns	Three posts: Our Homes	Homes and home towns	My home town; A friend's home
A conversation at the airport		Possessions; What's in the bag?	
Finding a new flat	A personal information form	Asking for and giving personal information	A personal information form; Spelling  Unit Progress Test
A conversation about food likes and dislikes	Three families' weekly food: Food for One Week	Food likes and dislikes	
Three conversations about dinner	An article: <i>The Number One Breakfast</i>	Saying the time; Meal times and what you eat	
In a café	A text message	Ordering and paying in a café	A text message; Contractions  Unit Progress Test
A conversation about work and travel to work	A blog: <i>Breakfast in Málaga and</i> Lunch in London	Work, home and study	About you
Photos of famous people and their families	Photo captions; An International Family	Your family	
Talking about family photos	A photo caption	Photos	Photo captions; Word order
			Unit Progress Test
A conversation about places in a town	An article: Very hot! Very cold!	A street in your town	On my street
A conversation at a hostel reception	A hostel review	Hotels and hostels	Questions about a town
Looking for a shop	An email	Places in a town	About your town; and and but  Unit Progress Test
Four people talk about their jobs	A website: Jobs International	People's jobs	Questions about jobs
A conversation about taking photos at night	An article: A Good Night's Sleep	People's daily routines and habits	Questions about daily routines
A visit to the new flat	An email about daily life	Offering to pay for food and drink	An email about daily life; because and also  Unit Progress Test

7B	Talk about the clothes that	Possessive 's;	Clothes; Colours;	Sound and spelling: /ʃ/ and /dʒ/	
76	people wear	Revision of adverbs	dark / light	Sourid and Spenning: /J/ and /d/3/	
7C	Ask about and pay for things in a shop			Connected speech	Going shopping
Unit	8 Past events				
	ng started Talk about your last New Y		D 11:	,	
8A	Talk about past events	Past simple: be	Past time expressions	Was / Were	
8B	Describe events in the past	Past simple: positive	Free time activities	Sound and spelling: /t/ and /d/	
<b>8C</b>	Make and respond to suggestions			Main stress and intonation	Making and responding to suggestions
	9 Holidays	PI			
9A	ng started Talk about an interesting h Talk about travel and holiday	Past simple: negative	Transport: go	Sound and spelling: the letter a;	
JA	experiences	r ast simple. Hegative	папэроп. до	Sentence stress	
9B	Talk about past holidays	Past simple: questions	The seasons; The weather; <i>like</i>	Sound and spelling: the letter o	
9C	Make and respond to requests			Syllables and spelling	Making and responding to requests
	10 Here and now				
	ng started Talk about communicating Talk about your home	Present continuous:	The home; in / on	Sound and spelling: $t / and / \theta$ ;	
	rain about your nome	positive		Sentence stress	
10B	Ask where people are and what they're doing	Present continuous: negative and questions	Place phrases with prepositions	Sound and spelling: /ə/; Main stress in questions	
					Asking for travel information
10C	they're doing			Main stress in questions Sound and spelling: /ɪə/ and	0
10C Unit	they're doing Ask for travel information	negative and questions		Main stress in questions Sound and spelling: /ɪə/ and	0
10C Unit Gettin	they're doing Ask for travel information	negative and questions		Main stress in questions Sound and spelling: /ɪə/ and	0
Unit Gettin	they're doing  Ask for travel information  11 Achievers  ng started Talk about a climber's expertalk about people's lives  Talk about things you know how	negative and questions	prepositions  Life events; Years  Abilities;	Main stress in questions Sound and spelling: /ɪə/ and /eə/	0
Unit Gettin 11A 11B	they're doing Ask for travel information  11 Achievers ng started Talk about a climber's expertalk about people's lives	negative and questions erience Object pronouns	prepositions  Life events; Years	Main stress in questions Sound and spelling: /ɪə/ and /eə/ Sound and spelling: /ɜː/	0
Unit Gettii 11A 11B	they're doing  Ask for travel information  11 Achievers  ng started Talk about a climber's expertalk about people's lives  Talk about things you know how to do	negative and questions erience Object pronouns	prepositions  Life events; Years  Abilities;	Main stress in questions Sound and spelling: /ɪə/ and /eə/ Sound and spelling: /ɜː/  can / can't	information
Unit Gettin 11A 11B 11C	they're doing Ask for travel information  11 Achievers ng started Talk about a climber's expertalk about people's lives  Talk about things you know how to do Talk about opinions	negative and questions erience Object pronouns  can for ability	prepositions  Life events; Years  Abilities;	Main stress in questions Sound and spelling: /ɪə/ and /eə/ Sound and spelling: /ɜː/  can / can't	information
Unit Gettin 11A 11B 11C	they're doing Ask for travel information  11 Achievers Ing started Talk about a climber's expertal talk about people's lives  Talk about things you know how to do Talk about opinions	negative and questions erience Object pronouns  can for ability	prepositions  Life events; Years  Abilities;	Main stress in questions Sound and spelling: /ɪə/ and /eə/ Sound and spelling: /ɜː/  can / can't	information
Unit Gettii 11A 11B 11C Unit Gettii 12A	they're doing Ask for travel information  11 Achievers Ing started Talk about a climber's expertalk about people's lives  Talk about things you know how to do Talk about opinions  12 Plans Ing started Talk about a family holiday	erience Object pronouns  can for ability  be going to: positive	Life events; Years  Abilities; (very / quite) well  Months and future time expressions; Ordinal	Main stress in questions Sound and spelling: /ɪə/ and /eə/ Sound and spelling: /ɜː/  can / can't  Main stress; Consonant clusters	information

Listening	Reading	Speaking	Writing
A conversation at a home store	Places to go shopping	At a home store	
A conversation about old clothes	An article: They Make Colourful Clothes	The clothes you wear	A question about clothes
In a shop	An advertisement and an email	Going shopping	An email reply to an advertisement; Commas, exclamation marks, and question marks
			Unit Progress Test
Three conversations about past events	People who travel for work	Past events	Sentences about past events
Conversations about animal stories	A website: WILD Stories!	Yesterday's activities	Sentences about free time activities
Monday morning at work	A thank you note	Making plans	A thank you note; Writing short emails, notes and texts
			Unit Progress Test
A	A 1 1 0 1 0 1	A	0 1
A conversation about a trip to Colombia	A website: Garden Camping	A past travel experience	Sentences about your last holiday
A conversation about summer holidays	A blog post: New Year's Fun in the Big Apple	A past holiday	Questions about a past holiday
A day trip to Henley	An online post	Asking for help and responding	An online post about a trip; Making the order clear
			Unit Progress Test
A monologue about a flat	Text messages	Present activities	A text message to a friend
Five phone conversations about present activities	A message board: How much do you use your phone?	A phone conversation to make plans	A message board comment
At the train station	A message to a friend	A conversation about travel information	A message asking for information; Word order in questions  ✓ Unit Progress Test
A conversation about Valentina Tereshkova	An article: They Were the First!	Past life events	Sentences about past life events
A conversation about a job description	An article: Amazing Humans	Your abilities	Questions about abilities
At Sophia's flat	An email to a friend	Interesting places to visit in a town / city	An email to a friend; Pronouns
		,	Unit Progress Test
Three conversations at	A TV progresses	Value part halfel-	Notes about Indiana
Three conversations about summer holiday plans	A TV programme review: <i>Danger Zone</i>	Your next holiday	Notes about holiday plans and everyday activities
Two conversations about weekend plans	An article: Only 4,000 Weekends in Your Life!	Your future plans	Questions about future plans
At a dinner party	Invitations and replies	Inviting a friend	An invitation and a reply; Paragraphs
			<b>♥ Unit Progress Test</b>
Writing Plus p. 158			

# UNIT THELLO!

# **UNIT OBJECTIVES**

At the end of this unit, students will be able to:

- understand information, texts and conversations about people's countries and nationalities
- understand conversations in which people meet and greet others and do so themselves
- write a personal profile

# **UNIT CONTENTS**

# **G** GRAMMAR

- be: I / you / we positive, negative and questions
- be: he / she / they positive, negative and questions
- Language Plus: this / these

# **V** VOCABULARY

- Countries: Australia, Brazil, Britain, Canada, China, Colombia, England, Italy, Japan, Mexico, Spain, Turkey, the UK, the USA
- Nationalities: American, Australian, Brazilian, British, Canadian, Chinese, Colombian, Italian, Japanese, Mexican, Spanish, Turkish

# P PRONUNCIATION

- Sound and spelling: I'm, we're
- Syllables and word stress
- Main stress
- Intonation

# **C** COMMUNICATION SKILLS

- Saying your name and country
- Talking about people you know
- Meeting and greeting new people
- Writing a personal profile
- Writing Plus: Capital letters and full stops

# **CULTURE NOTES**

The flags on the hot-air balloons in the picture are as follows (starting on the right and going clockwise):

the USA (partial view) (red/white stripes, with stars on blue background)

Italy (green/white/red stripes)

Canada (red/white stripes and red maple leaf)

Germany (black/red/yellow stripes)

the UK (two red/white crosses on blue background)

Japan (red circle on white background)

**b** In pairs, students say the names of other countries they know in English. Take feedback as a class and write any new countries on the board.

Exercises a and b can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

# (+) ADDITIONAL MATERIAL

Photocopiable activities: Pronunciation 1A

# **GETTING STARTED**

# **♥ OPTIONAL LEAD-IN**

Books closed. Write the name of the country you are in now on the board. Elicit or teach the word *country*. If you have students who are not from the same country, write the names of their countries on the board in English. Elicit or teach the word *countries*.

# **<b>② EXTRA ACTIVITY**

Open books on SB p. 6. Demonstrate the classroom language. Say: *Listen*. and put your hand to your ear, and play recording 00.02 (just play the speaker saying *Track 00.02*, then stop the audio). Point to the picture and repeat the word: *Listen*. Repeat these steps, and encourage students to do the action for *Listen* with you. Use a similar procedure for the other classroom language on this page.

Work in pairs. (Go and stand next to a confident student and gesture to encourage other students to find a partner, too.)

Books closed. Play recording 00.02 and do the movements for each action. Play the recording again and encourage students to do the movements while you stay still.

# 1A I'M FROM MEXICO

# P OPTIONAL LEAD-IN

Books closed. Show the class one or more photos of people greeting each other. Elicit what they might be saying, e.g., *Hi, Hello, Good morning*. Write these greetings on the board. Ask students to stand up and move around the classroom, greeting each other using the words and phrases on the board.

# **11** READING AND GRAMMAR

# be: I/ you/ we positive and questions

- a **Ol.01** Point to the pictures and play the recording for students to read and listen to the people saying hello and their names. Nominate a few students to say the sentences with their own name. In pairs, students say the sentences to each other.
- **b O**1.02 Point to the three groups of people in the picture and the three conversations they are having. Play the recording for students to listen and match the conversations (1–3) with the groups of people (a–c). Play the recording again if necessary. Check answers as a class.

# Answers

1 c 2 b 3 a

**c** Write a gapped sentence with *I* and then your name on the board, for example: *I* \_\_\_\_ *Katy*. Elicit *I'm Katy*. Circle the contraction *I'm* and draw an arrow to the *I* and an arrow to the *'m*. Elicit or teach that *I'm* is the shortened form of *I am*. You may wish to use gestures to help explain this. Write *be* at the top of the board.

Individually, students complete the table. Check answers as a class.

### Answers

I/we	you
l' <u>m</u> Camila (= <i>I am</i> ) We' <u>re</u> from Spain.	Are you from the UK? How <u>are</u> you?
(= we are)	

# CAREFUL!

Students at this level often use apostrophes unnecessarily when writing, e.g., *l'am very happy!* (Correct form = *I am very happy!*) They may also write *I am* as one word, e.g., *lam ready*. (Correct form = *I am ready*.)

At the end of this lesson, students will be able to:

- understand conversations in which people say their name and country
- use *be* (with *I, you* and *we*) correctly in positive and negative statements and questions
- use a lexical set of words to name countries correctly
- ask and answer questions about their name and where they're from
- d >>> 01.03-01.05 Students read the information in Grammar Focus 1A Part 1 on SB p. 116. Play the recording where indicated and ask students to listen and repeat. Individually, students complete the exercises in Part 1 on SB p. 117. Check answers as a class. Tell students to go back to SB p. 8.

### Answers (Grammar Focus 1A Part 1 SB p. 117)

а

- 2 We're students.
- 3 You're Roberto.
- 4 I'm fine, thanks.
- 5 We're from Mexico.

### D

- 2 Are you from the USA?
- 3 Are we in Turkey?
- 4 Am I OK?
- 5 What's your name?
- e Sound and spelling I'm, we're
  - **101.06** Play the recording for students to listen and notice the difference in sound between *I am*, *I'm* and *We are*, *We're*. The contracted forms are shorter.
  - In Exercise 2, put students into pairs to practise saying the words.
- Put students into pairs, then into groups of three, then into new pairs to practise the three conversations in 1b. Monitor and check students' pronunciation of the target language and correct as necessary.
- Students repeat the conversations using their own names. Monitor and check how fluently students can speak to each other.

# LISTENING AND GRAMMAR

# be: I/ you/ we negative

a **DOI.O7** Check that students understand the words *student* and *teacher* by pointing to a student in the class and asking: *Student or teacher?* Point to yourself and repeat the question. Play the recording for students to read and listen to the conversation and complete the task below it. Check answers as a class.

### Answers

1 a 2 b

**b** Individually, students complete the table. Check answers as a class.

### Answers

Positive (+)	Negative (–)
I'm a student. (= I am) We' <u>re</u> from England. (= we are)	I'm <u>not</u> a student (= I am not) We aren't from England. (= we are not)

# **LOA TIP DRILLING**

Drilling is intensive, teacher-controlled spoken practice of the target language (vocabulary, grammar or everyday expressions) with the class.

Drilling new language gives students the opportunity to practise producing new language orally in a restricted and safe way. It allows you to listen and notice what aspect of a new structure or lexical item students find easy or difficult to produce. This attention to accuracy means that drilling is closely connected with immediate feedback (praise and error correction).

Try to keep the pace of drills quite fast so that students have to think and speak reasonably quickly. Repeating a drill once or twice allows students to notice their own progress.

In many cases (e.g., in a simple, 'listen-and-repeat' drill like the one below), the focus of a drill is pronunciation. Students listen either to you or to a recording to hear examples of the spoken language. Other drills (like the one in the Extra activity below) give students the opportunity to practise manipulating a new structure in different ways.

- Say the four sentences from the grammar box for students to listen and repeat. Then say the following sentences for students to listen to and repeat: I'm OK. We're OK. I'm fine. We're fine. I'm not a teacher. We aren't from England.
- **c** Dollow Students read the information in Grammar Focus 1A Part 2 on SB p. 116. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Part 2 on SB p. 117. Check answers as a class. Tell students to go back to SB p. 9.

# Answers (Grammar Focus 1A Part 2 SB p. 117)

- а
- 2 You're Rebecca. You're not Rebecca.
- 3 I'm a teacher. I'm not a teacher.
- 4 We're in Paris. We aren't in Paris.
- 5 I'm OK. I'm not OK.
- b
- 2 lam
- 3 we aren't / you aren't
- 4 we are

# **♥ EXTRA ACTIVITY**

Use this drill to give students controlled practice of short answers. Ask the questions below to the class or to individual students, as indicated. Elicit the short answers below from students. Keep the pace fast and encourage students to self-correct if they make mistakes. Repeat the drill once or twice.

Ask: Are you students? (to the class) Students say: Yes, we are.
Ask: Are you teachers? (to the class) Students say: No, we aren't.
Ask: Are you at home? (to the class) Students say: No, we aren't.
Ask: Are you a student? (to one student) Student says: Yes, I am.
Ask: Are you a teacher? (to one student) Student says: No, I'm not.
Ask: Am I a student? (to the class) Students say: No, you aren't.
Ask: Am I a teacher? (to the class) Students say: Yes, you are.

**d** Write this sentence on the board: *I'm at home.* Ask: *Is it true*? Elicit the true sentence: *I'm not at home.* 

Give students one minute to correct sentences 1–5 so they are true for them. Monitor and help as necessary. e Teach the same and different by holding up two objects that are the same and two that are different. Check understanding by pointing to a few pairs of objects in the classroom (e.g., a couple of pens, a couple of bags). Ask: Are they the same or different? In pairs, students read their sentences to each other to find out if they are the same or different. Take feedback as a class.

# **3 VOCABULARY AND READING Countries**

# Answers 1 Turkey 3 the USA 5 Brazil 7 Mexico 2 China 4 the UK 6 Spain 8 Japan

b ©01.10 Give students two minutes to read the student group profile and add the missing countries. Check answers as a class. You may wish to give students information from the Culture Notes below about the difference between England, the UK and Britain.

### Answers

1	Brazil	3	Mexico	5	Japan	7	Turkey
2	Spain	4	China	6	the UK	8	the USA

# **CULTURE NOTES**

England is part of the UK. The UK (the United Kingdom or the United Kingdom of Great Britain and Northern Ireland, to give its full name) refers to the political union between England, Wales, Scotland and Northern Ireland. The UK has one monarch and one government, but the nations that it is formed of are also countries in their own right. Britain (also known as Great Britain) is generally used to mean England, Scotland and Wales.

Vocabulary Focus 1A on SB p. 136. Play the recording for students to complete Exercise a. Then play the recording again for students to listen and practise saying the countries in Exercise b. For Exercise c, students write down the name of their country in English, if it isn't one of the countries in the box, and then tell a partner. Monitor and help with spelling and pronunciation as necessary. Tell students to go back to SB p. 9.

### Answers (Vocabulary Focus 1A SB p. 136)

а

а	the USA	d	the UK / Britain	g	Italy
b	Spain	е	Mexico	h	Turkey
C	China	f	.Japan	i	Brazil

# **♥ FAST FINISHERS**

Ask fast finishers to list as many country names in English as they can. Give them one minute to do this. They then compare lists in pairs.

- **d** Students write the name of a city and its country from 3a on a small piece of paper.
- Take all the pieces of paper and redistribute them around the class. Students ask each other *Are you from* ...? until they find someone with the city and country on their piece of paper. Monitor and correct students as appropriate and listen for correct usage of the target language from this lesson.

### 4 SPEAKING

Divide the class into pairs and assign A and B roles. Student As read the conversation on SB p. 104. Student Bs read the conversation on SB p. 106. Give students two minutes to complete their part of the conversation. Monitor and help as necessary.

Put students into pairs to have the conversation. When they've finished, tell them to repeat the conversation with different names and countries. Monitor and correct students' pronunciation as appropriate and listen for correct usage of the target language from this lesson. Nominate a few pairs to perform their conversations for the class.

### (+) ADDITIONAL MATERIAL

Workbook 1A

Photocopiable activities: Grammar 1A, Vocabulary 1A, Pronunciation 1A

Documentary Video Unit 1 Hello!

Video Worksheet Unit 1 Hello!

# **1B**

### **HE'S ITALIAN**

### **♥ OPTIONAL LEAD-IN**

Books closed. Show the class photos of a tennis player and a football player you think they'll know (not the ones in the book). Elicit the names of other famous tennis and football players and write them on the board. Tell students to look at the pictures on SB p. 10 to see if any of the players are the same as the ones the students mentioned.

### **11 VOCABULARY** Nationalities

- Tell students to look at the pictures on SB p. 10. Point to picture c and ask: *Do you know Venus and Serena Williams?* Put students into pairs to ask the same question about the other players. Take feedback as a class. Draw a heart symbol on the board and ask: *Football, basketball, volleyball or tennis: which is best?* Students will almost certainly be able to express their opinion on this, even with limited language! Take a vote to find out which is the most popular sport in the class
- **b** Point to the small flag on each picture. In pairs, students match the nationalities with the pictures. Check answers as a class by pointing to each picture and saying the nationality. You may wish to give students information from the Culture Notes.

### Answers

a Spanish c American e Brazilian g Chinese b Japanese d Italian f British h Mexican At the end of this lesson, students will be able to:

- use a lexical set of nationalities correctly
- understand a conversation about people from different countries
- use *be* (with *he*, *she* and *they*) in positive and negative statements and questions correctly
- use this and these correctly
- ask and answer questions about people's nationalities

### **CULTURE NOTES**

Ricky Rubio (Spain, 1990) was the youngest basketball player to ever play for the Spanish ACB league, at the age of 14.

Shohei Ohtani (Japan, 1994) won the 2018 American League Rookie of the year award and recorded the fastest pitch in a baseball game in Japanese history so far.

The Williams sisters (Venus, 1980; Serena, 1981; USA) started playing tennis when they were around three years old. They have collectively won over 20 grand slam titles in their careers to date.

Fabio Fognini (Italy, 1987) started playing tennis when he was four years old. He has won ATP titles in both singles and doubles during his career.

Neymar (Brazil, 1992) won the South American Player of the Year award in 2011 and 2012. He joined Paris Saint-Germain in 2017.

Heather Watson (UK, 1992) won her first WTA singles title in the Japan Open, becoming the first British tennis player to win a singles title since 1988.

Zhu Ting (China, 1994) is a volleyball player. She has won several gold medals with the Chinese National Team, including the 2016 Olympic Games.

Javier Hernández (Mexico, 1988) played for his home town club Guadalajara before transferring to Manchester United in 2010.

Guillermo Ochoa (Mexico, 1985) won his first league title in 2005 and was the club's first-choice goalkeeper up until 2011, participating in 4 FIFA World Cups.

01.12 **Pronunciation** Write the following word on the board with a line between each syllable: A|mer|i|can. Say the word slowly, pausing where the gaps are, and pointing to each syllable as you say it. Then say the word again, clapping or moving your hand as you say each syllable. Play the recording for students to listen and decide how many syllables there are in each word. Check answers as a class.

### Answers

Span|ish = 2 syllables Jap|a|nese = 3 syllables A|mer|i|can = 4 syllables I|tal|ian = 3 syllables Bra|zil|ian = 3 syllables Britlish = 2 syllables Chi|nese = 2 syllables Mex|i|can = 3 syllables

### **LANGUAGE NOTES**

A syllable is a unit of pronunciation which contains a vowel sound. For example, Chinese has two syllables, each containing one vowel sound: Chi /aɪ/ nese /i/.

In English, as in other languages, one syllable in each word is stressed more than the others. For example, the second syllable in Chinese is stressed more than the first. However, unlike some other languages, English words can stress any syllable. For example, the second syllable is stressed in Brazilian, and the final syllable is stressed in Japanese.

**d D 01.13** Play the recording for students to listen for the stressed syllable. Check the answer as a class. Write American on the board with the stressed syllable underlined.

### Answer A|mer|i|can

e Doi.12 Play the recording again for students to listen and underline the stressed syllables in all the nationality words. Check answers as a class. Play the recording again for students to listen and repeat. Monitor and correct students' pronunciation as appropriate.

### Answers

Spanish Italian British Mexican Japanese Brazilian Chinese

f Double Students go to Vocabulary Focus 1B on SB p. 136. Individually, students complete the tables in a. They then compare answers in pairs. Check answers as a class. In Exercise b, play the recording for students to listen and repeat the countries and nationalities. For Exercise c, write students' nationality or nationalities on the board and make sure they can all pronounce their nationality correctly. Put students into pairs for Exercise d. Tell students to go back to SB p. 10.

### Answers (Vocabulary Focus 1B SB p. 136)

1 Brazil 3 the USA 5 the UK 7 China 2 Mexico 4 Spain 6 Turkey 8 Japan

### 2 GRAMMAR be: he / she / they positive

a Doi.15 Individually, students match the sentences. Play the recording for them to listen and check their answers. Check the answers again by reading each statement out and asking students to say the sentence that matches.

### Answers 1 c 2 a 3 b

**b** Individually, students complete the table. Copy the table onto the board and elicit the answers from the students. Ask: How many syllables is 'he is'? (two) And 'he's'? (one) How many syllables is 'they are'? (two) And 'they're'? (one).

### Answers 1 he's 2 they're

### CAREFUL!

Students at this level often omit be, e.g., He Polish. They Brazilian. (Correct form = He's Polish. They're Brazilian.) Students may also make agreement errors, e.g., They's American. (Correct form = They're American.), omit the pronoun before be, e.g., I speak English with Kaito because is Japanese. (Correct form = I speak English with Kaito because **he**'s Japanese.), or omit the pronoun as well as be, e.g., I speak English with Kaito because Japanese. (Correct form = I speak English with Kaito because he's Japanese.).

c 100 01.16 Students read the information in Grammar Focus 1B Part 1 on SB p. 116. Play the recording where indicated and ask students to listen and repeat. Students complete Exercise a in Part 1 on SB p. 117. Check answers as a class. Tell students to go back to SB p. 11.

### Answers (Grammar Focus 1B Part 1 SB p. 117)

- 1 He's
- 2 She's 3 She's
- 4 They're
- 5 They're
- 6 He's

### **LOATIP ELICITING**

Eliciting is a classroom technique which involves giving students simple prompts to see if they can produce the target language. It's a useful technique for engaging the whole class on a language point and seeing how much they know. It's best to start with minimal prompts, being prepared to give students more guidance if they struggle.

• After the Grammar Focus on be: he / she / they, indicate a female student in the class (if there aren't any female students in your class, point to the picture of Kelly, who's American, in the picture on SB p. 8) and, with a quizzical expression, say: Nationality? See if students can produce She's (+ nationality). If not, prompt them with She .... Can students produce the target language now? If not, supply it. Repeat the process, this time indicating a male student (or pointing to the picture of Michael, who's British, in the picture on SB p. 8) and eliciting He's (+ nationality). Finally, indicate two students and elicit They're (+ nationality or nationalities).

**d** Students write two sentences about the athletes, thinking about their sport and their nationality. Monitor and help as necessary.

### Suggested answers

- 1 Ricky Rubio is Spanish. He's a basketball player.
- 2 Zhu Ting is Chinese. She's a volleyball player.
- 3 Javier Hernández and Guillermo Ochoa are Mexican. They're football players.
- e in pairs, students read their sentences to each other to see if they're the same. Invite some students to read their sentences to the class.

### 3 LISTENING

a DOI.17 Play the recording for students to listen, read and complete the task. Play the recording again if necessary. You may wish to elicit the meaning of *friends* (people you know well and like) by using the picture. Check answers as a class by nominating two students to read the completed conversation aloud.

Answers		
1 Ana	3 Spanish	5 Italian
2 Luis	4 Lucia	

**b** Give students one minute to prepare what they're going to say. In pairs, students talk about two of their friends. Monitor, but don't interrupt fluency unless communication breaks down altogether. At the end, invite a few students to tell the class about their two friends.

### 4 GRAMMAR be: he / she / they negative and questions

a Individually, students complete the tables. Check answers as a class.

### Answers

+	-	?
		<u>Is she</u> Spanish?
They're Chinese.	They <u>aren't</u> Chinese.	Are they Chinese?

**b** Doi:18-01.20 Students read the information in Grammar Focus 1B Part 2 on SB p. 116. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises in Part 2 on SB p. 117. Check answers as a class. Tell students to go back to SB p. 11.

### Answers (Grammar Focus 1B Part 2 SB p. 117)

a		
1 isn't 2 aren't 3	isn't 4 aren't 5 isn'	't 6 isn't
b		
1 Is he Turkish?	3 Are they English?	5 Is she Chinese?
2 🗸	4 Is he Italian?	6 🗸
c		
1 's 2 ls 3 isn't	4 's 5 're 6 Are 7	aren't 8 're

### **♥ EXTRA ACTIVITY**

Students write down the names of four more tennis and football players on a piece of paper. In pairs, they use the *Who* questions from Grammar Focus 1B Part 2 on SB p. 116 to ask about the names. For example, *Who's he? Who are they?* They should also ask about nationality. For example, *Is he Spanish? Is she Japanese?* 

c 01.21 Individually, students complete the task. Play the recording for students to listen and check their answers. Check answers as a class.

### Answers

- 1 Is; he isn't
- 2 Are; they are
- 3 ls; she isn't
- 4 Are; they aren't
- 5 Is; he is
- **d** In pairs, students practise saying the five miniconversations in 4c.

### **♥ FAST FINISHERS**

Ask fast finishers to stay in the same pairs and use the pictures of sports players on SB p. 10 to have more mini-conversations like the ones in 4c, e.g., Is he Spanish? No, he's Japanese. Is she a football player? No, she isn't. She's a tennis player.

### Language Plus this / these

Read the information with the class. You may wish to check that students know when to use *this is* and *these are* by pointing to different things in the room, e.g., the door, a pile of books. Ask the class: This is *or* these are? Each time, indicate that the students should say *this is* or *these are*.

Point out that we don't usually say *these are* with the names of people, e.g., *These are Lucia and Matteo*. Instead, we can say: *This is Lucia and Matteo* or *These are my friends*, *Lucia and Matteo*.

Give a few more examples, e.g., *This is my phone. These are my students, Maya and Sabine.* Contrast the short vowel sound /ɪ/ in *this* with the long vowel sound /i:/ in *these*.

### **5** SPEAKING

Divide the class into pairs and assign A and B roles. Student As go to SB p. 104. Student Bs go to SB p. 106. Give students two minutes to look at the picture and information box and to prepare what they're going to say about their own picture and ask about their partner's picture. They then cover the information box and talk with their partner. Monitor and note down any common mistakes/errors to deal with when giving feedback.

### (+) ADDITIONAL MATERIAL

Workbook 1B

Photocopiable activities: Grammar 1B, Vocabulary 1B, Pronunciation 1B

# **1C**

# **EVERYDAY ENGLISH**

### Nice to meet you

### OPTIONAL LEAD-IN

Books closed. On the board, write: *I'm* .... Then draw a big question mark. Tell students you're a tennis player or football player from Lesson 1B. They can ask you five questions with *Are you* ...? to guess who you are (e.g., *Are you a football player? Are you Mexican?*). Give students a few minutes to write down questions, before taking them from the class.

### 1 LISTENING

- a Pre-teach the phrase *new place* by writing the question *Where?* on the board and looking around. Ask: *Am I in a new place?* (no). Point to the picture of Sophia and ask: *Is she in a new place?* Elicit students' ideas but don't check the answer at this point.
- **b** 11.22 Play Part 1 of the video or audio recording for students to check the answer. Check the answer as a class, and establish that it's Sophia's first day at Electric Blue Technology. Ask: *Where's she from?* (Canada).

Answer

Yes, she is.

### Video/Audioscript (Part 1)

**RECEPTIONIST** Good morning. Electric Blue Technology?

**SOPHIA** Hi, my name's Sophia Taylor. It's my first day ...

- R Sophia? Sophia Taylor? From Canada?
- s Yes, that's right.
- R Come on in!
- c D01.22 Play Part 1 of the video or audio recording again for students to complete the sentences. Check answers as a class.

### Answers

<u>Good morning</u>, Electric Blue Technology. <u>Hi</u>, my name's Sophia Taylor. It's my first day.

### 2 USEFUL LANGUAGE Greeting people

**a** Students match the times of day with the words in the box. Check answers as a class.

Answers

1 morning 2 afternoon 3 evening

**b O**11.23 **Pronunciation** Play the recording for students to listen for the number of syllables in each greeting. Check answers as a class.

Answers

hello (2) good morning (3) good afternoon (4) good evening (3)

c 101.23 Play the recording again for students to listen for the stressed syllables in each greeting. Check answers as a class and drill all the phrases.

### Answers

good <u>mor</u>ning good after<u>noon</u> good <u>eve</u>ning

At the end of this lesson, students will be able to:

- understand a conversation in which someone meets new people at work
- greet people at different times of the day
- use appropriate phrases when meeting new people
- use appropriate intonation when meeting people
- read and understand a personal profile
- use capital letters and full stops correctly
- write their own personal profile
- d In pairs, students practise saying the right greeting for each time of day. Check answers as a class, inviting different students to say the greeting for each time.

### Answers

1 Good evening.

- 3 Good morning.
- ng. 5 Good morning.
- 2 Good afternoon. 4 Go
- 4 Good evening.
- 6 Good afternoon.

### LISTENING AND USEFUL LANGUAGE

Meeting new people 1

a **Q01.24** Point to the picture of the manager of Electric Blue Technology. You may wish to elicit or pre-teach the word *manager*. Play Part 2 of the video or audio recording for students to listen for the manager's name. Check the answer as a class.

Answer

David

### Video/Audioscript (Part 2)

DAVID Hello!

**SOPHIA** Good morning!

- **D** Welcome, Sophia. I'm David.
- **s** Nice to meet you, David.
- **D** Nice to meet you, too. How are you?
- s I'm good, thank you. And you?
- **D** I'm fine, thanks. OK, well, come with me, please.
- s OK!
- **b** 101.25 Play the recording for students to listen to the two sentences and underline the words they hear. Check answers as a class. Nominate a few students to introduce themselves using the two phrases.

### Answers

1 My name's 2 I'm

Yes, both options in 1–2 are possible.

- **c O**1.26 **Pronunciation** Play the recording for students to listen to the conversation and notice the stress on the underlined words.
- **d** In pairs, students practise the conversation.
- e ▶01.27 Point to the faces in the table and use your own facial expression to check students understand that ⓒ is happy and ⓒ is neither happy nor sad. Students complete the sorting task. Play the recording for students to listen and check their answers. Play the recording again for students to listen and repeat. Encourage students to use their faces and body language as well as the words to express the feeling behind the expressions.

### Answers

Д	\	В⊖
- 1		I'm OK, thank you. Oh, not bad, thanks.

f In pairs, students practise the conversation in 3c again, changing roles and using the different expressions in 3e. Invite one or two stronger pairs to have a conversation for the class to hear.

### 4 LISTENING AND USEFUL LANGUAGE

### Meeting new people 2

a Doint to the picture of Megan and Sophia in the office. Ask: Where are they? Elicit or teach the word office. Play Part 3 of the video or audio recording for students to answer the question. Check the answer as a class.

### Answer

No, they aren't.

### Video/Audioscript (Part 3)

**DAVID** Hi, Megan – Sophia's here. **MEGAN** Oh. Already? Great!

- **D** Sophia, this is Megan Jackson. **SOPHIA** Nice to meet you, Megan. **M** Oh, yes, of course.
- M Nice to meet you too, Sophie.
- not Sophie. **M** Oh! Yes, yes, of course. I'm sorry. **M** OK, so ... This is your desk.
- Sophia.
- s That's OKI
- **M** Nice to meet you, Sophia!
- **D** So, this is your office. Your home for the next year.
- **M** It's not home, David!
- **D** No, OK. Well, you're in here with Megan, and she can help you

- **M** Everything!
- s Thank you, Megan. That's great.
- **D** Sorry, but I need to ...
- D See you later, Sophia.
- s Mm, Sophia. My name's Sophia, s Sure. Thank you, David.
  - D Bve!

  - s Oh, right. Good!
  - **M** So, welcome to your new office, welcome to Electric Blue Technology, and welcome to the UK!
  - s Thank you, Megan! Thank you very much!

### 

Write these words from Parts 2 and 3 of the video or audio recording on the board and ask students to find pairs with the same or similar meaning:

Sorry. Bve. Great! Sure. Of course. I'm sorry. See you later. Good!

Check answers as a class (Sorry. - I'm sorry, Great! - Good!, Of course. - Sure, See you later. - Bye.). Drill the words and phrases.

**b** 01.28 Play Part 3 of the video or audio recording again for students to complete the task. Check answers as a class. Referring back to the picture of Sophia looking lost, point to the picture of Sophia and Megan in the office and ask: Is Sophia OK now? (yes).

### Answers

1 meet 2 office 3 desk

c 01.29 Students put the conversation in order. Play the recording for them to listen and check.

### Answers

- 1 DAVID This is Megan Jackson.
- 2 SOPHIA Nice to meet you, Megan.
- 3 MEGAN Nice to meet you too, Sophie.
- **d** Put students into groups of three to practise the conversation using their own names.

### 5 PRONUNCIATION Intonation

**a D**01.30 Say: Good morning, how are you? with a flat voice, with no intonation change at all. Then repeat it in a cheerful way. Repeat it, and gesture with your hands to show how your voice moves when you want to sound cheerful. Say: This is 'intonation'. Write intonation on the

Play the recording for students to answer the question. Check the answer as a class. Play the recording again and use your hand to indicate how the intonation moves.

### Answer

The intonation changes.

### **LANGUAGE NOTES**

English speakers use intonation across words, phrases and sentences to express meaning and mood. If students don't use a changing intonation when they speak, they may not express the emotion they intend, or even fail to get their meaning across entirely. For these reasons, it's good to start raising students' awareness of the importance of intonation early. At the same time, it's also worth bearing in mind that students whose first language doesn't use intonation in the way that English does may feel self-conscious about copying English intonation patterns. It's important to spend time helping these students listen for and recognise intonation change before insisting on them trying to produce it.

**b** 101.30 Play the recording again for students to listen and repeat. Monitor carefully, pausing the recording to correct sensitively any mistakes with the intonation that you hear.

### 6 SPEAKING

a Doi:31 Tell students that they can now practise using all the language from the lesson. Students complete the conversation individually. Play the recording for them to listen and check their answers. Check answers as a class.

1 is 2 meet 3 you 4 fine

**b** Put students into groups of three to practise reading the conversation. Then tell them to repeat the conversation, but this time using their own names. Encourage them to change roles a few times. Monitor and listen out for how well the students use changing intonation.

### **LOA TIP MONITORING**

Monitoring means paying close and careful attention to students' spoken and written output as they work, usually with a particular focus on language recently learned. When students are doing pair and group work, the easiest way to monitor is to walk round the classroom looking and listening to what they're doing. Crouching down to desk level can make your presence less large, as well as making it easier to see and hear mistakes. Monitoring often involves helping students, giving them positive feedback and correcting errors. You can do this 'on the spot' as you walk around or you can note down examples of errors and good language use and give students feedback at a later stage. The second approach can be more effective as it avoids singling out individual students.

With 6b, monitoring is a little more difficult, as you are aiming to feed back on students' pronunciation. As you monitor, listen to students' use of intonation, and react appropriately. For example, if students' intonation is flat and unchanging, don't say anything, but react by gesturing with your hands or face that you want students to use a changing intonation. If students' intonation sounds good, react by smilling or nodding.

### 7 WRITING

**a** Give students one minute to read Sophia's profile and answer the question. Check the answer as a class.

### Answer

She's from Toronto.

**b** Students go to Writing Plus 1C on SB p. 158. Read through the information in Exercise a. If appropriate for your students, ask them to do Exercise b individually. Check answers by inviting a few students to come and write the correct capital letters on the board. Similarly, as students complete Exercise c, copy the uncorrected sentences onto the board and invite students to come and correct the punctuation. Tell students to go back to SB p. 13.

### Answers (Writing Plus 1C SB p. 158)

2 c

2 B 3 D 4 E 5 G 6 H 7 Q 8 R 9 T

1 We're from Brazil. 4 I'm in a class with Amy Lee.

5 My name is Sandro.

3 This is Ruben. 6 Their flat is in Mexico City. It's small.

**c** Write this title on the board: *Student profile: Me and my English class*. Give students five minutes to write a personal profile like Sophia's. Monitor and help as necessary.

### **♥ FAST FINISHERS**

2 He's a student.

Ask fast finishers to write a profile like Sophia's for Megan Jackson and David (the people Sophia meets at Electric Blue Technology). Tell them to invent their nationalities and David's surname.

**d** Students share their personal profiles with other students. Give them two or three minutes to read each other's work. Ask: *Are you all from the same place? Are you all from the same country?* 

### (+) ADDITIONAL MATERIAL

Workbook 1C

**Unit Progress Test** 

# UNIT 1 Review

### **11** GRAMMAR

a Individually, students underline the correct answers. Check answers as a class.

### Answers

1 'm 2 we are 3 aren't 4 Am I 5 are you 6 're

**b** Individually, students add the missing words. Check answers as a class.

### **Answers**

1 isn't 2 are 3 is 4 Are 5 aren't 6 Is, isn't

- c ••• In pairs, students ask and answer the questions in 1h
- **d** Individually, students correct the sentences. As they work, write the uncorrected sentences on the board. Check answers as a class by inviting students to come and correct them.

### Answers

- 1 No, he isn't / he's not from China.
- 2 Are you OK?
- 3 Yes, I am.
- 4 Is she Mexican?
- 5 I'm not Italian.
- 6 Are they from the UK?

### **2** VOCABULARY

**a** Students look at the map and unscramble the letters to write the country names. Check answers as a class.

### Answers

1 United States 3 Spain 5 Japan 2 Mexico 4 China 6 Brazil

**b** Ask a few students: *What's your nationality?* Students look at the flags and complete the nationality words. Check answers as a class.

### Answers

1 Turkish 3 Mexican 5 British 2 Brazilian 4 Japanese 6 Italian

### **♥ FAST FINISHERS**

Ask fast finishers to write down as many other nationalities as they can in one minute. In pairs, they compare lists.

### EXTRA ACTIVITY

Put students into pairs. Give them one minute to write down the names and nationalities of two or three famous people from different countries. The nationalities must be in the list in Vocabulary Focus 1B on SB p. 136. Join pairs with other pairs. They take turns to say a name and ask: Where's she from? or Where's he from? How many questions can each pair answer correctly?

### 3 SOUND AND SPELLING

**a** Give students one minute to complete the table with the short forms of the verb *be*. Clarify any doubts that may appear at this point individually.

Answers		
Full forms	Short forms	
lam	ľm	
They are	They're	
She is	She's	
We are	We're	
He is	He's	
I am not	I'm not	
He is not	He isn't	

- **b** 01.32 Have students listen and repeat the short forms in the table.
- c D11.33 Play the recording twice to give a chance for all students to finish. Check answers as a class. Play the recording again, then put students into pairs to practise saying the sentences.

### Answers

- 1 Good <u>mor</u>ning 3 They're A<u>me</u>rican. 5 Nice to <u>meet</u> you. 2 How are <u>you</u>? 4 We're <u>tea</u>chers.
- **d** 1.33 Play the recording one more time for students to check their answers. Check answers as a class.

### **LOA REVIEW YOUR PROGRESS**

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

# UNIT 2 ALL ABOUT ME

### **UNIT OBJECTIVES**

At the end of this unit, students will be able to:

- understand information, texts and conversations about places and common objects
- exchange information about places and common objects
- ask and talk about possession
- describe objects and places
- understand conversations in which people ask for and give personal information and do so themselves
- complete a form with personal information

### **UNIT CONTENTS**

### **G** GRAMMAR

- be: it's / isn't
- Possessive adjectives
- Plural nouns
- I have / you have
- Language Plus: in / near

### **V** VOCABULARY

- Common adjectives: bad, beautiful, big, boring, difficult, easy, funny, good, happy, interesting, new, old, right, sad, small, wrong
- Common objects 1: book, bottle of water, computer, key, knife, newspaper, phone, ticket, umbrella, watch
- Numbers 1: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety
- Language Plus: a / an

### PRONUNCIATION

- Sound and spelling: /h/ and /w/
- Sound and spelling: /s/, /z/, /ɪz/
- Do you ...?
- Long and short vowel sounds in do and have
- Main stress in questions
- Intonation in questions

### **C** COMMUNICATION SKILLS

- Talking about your home town
- Talking about possessions and common objects
- Asking for and giving personal information
- Completing a form
- Writing Plus: The alphabet and spelling

### **GETTING STARTED**

### **☑ OPTIONAL LEAD-IN**

Books closed. Collect some common objects from around the classroom, including some of your own things. Put them on a table in front of the class. These objects could include books, pens, a wallet, a bag, etc. Elicit or teach the word things, gesturing to the collection of objects. Find out if students know the names of the objects in English.

If you have time, extend this activity by asking students to look away while you remove one of the objects. Can they tell you which one you removed?

Write on the board: house, dog, window, door, pink, blue, yellow, white, red. Ask students to find them in the picture. Monitor and see how easy or difficult students find this. Check answers as a class. Say: One, two, three ... and find out if students can count to five. Put students into pairs to look at the picture and answer Questions 1–3. Monitor and notice whether students attempt to use it's and they're, but don't correct errors at this stage. Go through the questions as a class, writing students' ideas on the board. If students suggest more than one answer (e.g., Mexico, the USA), write them all on the board. Leave students' ideas on the board for the next stage. If you wish, give students information from the Culture Notes.

Exercise a can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

### **CULTURE NOTES**

The photo shows a house in Detroit, Michigan, USA, referred to as 'Dotty Wotty House'. It was created by the artist Tyree Guyton as part of a project called the Heidelberg Project. Guyton painted his first house in 1986 as a way to transform a street in ruins into an art environment. As part of his project, abandoned houses became 'gigantic art sculptures' transforming Heidelberg Street.

The Heidelberg Project's mission is to inspire people and to show that it is possible to use art as a way to improve the social and economic health of a community.

b Put students into pairs to say what colours they see on the house. If students are struggling, give some examples of your own, e.g., *I see blue and red.* Monitor and notice how much vocabulary for colours they can produce. Don't correct errors at this stage. Take feedback as a class.

## A IT'S A BIG CITY

### **♥ OPTIONAL LEAD-IN**

Books closed. Write this word snake on the board or one that is similar with other cities in it:



Put students into pairs and ask: Can you find ten cities in one minute? Check answers as a class (for this word snake: Izmir, Madrid, Acapulco, Washington, Vienna, Dakar, Jakarta, Manchester, Kyoto, Quito).

### 1 LISTENING

102.01 Tell students to look at the pictures. Ask: What differences do you see? Elicit students' ideas, but don't confirm answers at this point. Individually, students match the words with the pictures. Play the recording for students to listen and check. Drill the words.

Answers

a city b town c village

- Put students into small groups to ask and answer the question. Ask students to share their answer with the class.
- **b** 02.02 Play the recording for students to listen and match the names of the people with the pictures. Check answers as a class and write the names of the places on the board (Ravello, Valencia and Polperro). If you wish, give students information about the two places from the Culture Notes.

Answers

a Nuria b Giovanna c Robin

### Audioscript

### Conversation 1

**INTERVIEWER** Giovanna, where are you from? GIOVANNA I'm from Ravello, in Italy.

- Ravello? Is it a big city?
- **G** No, no. It isn't a city. It's a small town near Naples.

Conversation 2

I Where are you from, Nuria?

NURIA I'm from Valencia.

- Valencia? In Spain?
- N Yeah.
- I It's a big city.
- N Yes, it is. It's a very big city.

Conversation 3

I Robin, where are you from?

ROBIN I'm from Polperro, in the UK.

- R No, it isn't. It's a village. It's near Plymouth.

At the end of this lesson, students will be able to:

- understand a text about people's homes
- use it's and it isn't correctly to talk about places
- use a lexical set of common adjectives to describe objects, people and places
- · use possessive adjectives correctly
- talk about home towns and homes

### **CULTURE NOTES**

Ravello (population: approx. 2,500) is located on the Amalfi coast in the southwest of Italy. Popular attractions include a thirteenthcentury villa, a tower and an outdoor pavilion. In summer, the pavilion hosts events at the Ravello Festival.

Valencia (population: approx. 2.5 million) is on the southeast coast of Spain. Tourist attractions include relaxing on one of the beautiful beaches, shopping in the Central Market and a visit to the museums in the City of Arts and Sciences.

Polperro (population: approx. 1,500) is a village in the south of England. It has narrow streets, old fishermen's houses and a pretty harbour. The area is very popular with tourists, particularly during the summer months.

c © 02.02 Play the recording again for students to listen and complete the conversations with the words in the box. Students check in pairs. Check answers as a class.

### Answers

1 it 2 Itisn't 3 It's 4 is 5 Is 6 isn't

### 2 GRAMMAR he: it's / it isn't

a Write the following sentence on the board: Ravello is in Italy. Underline Ravello is and ask: One word? Elicit that It's can replace Ravello is.

Individually, students complete the table. Check answers as a class. Drill the three sentences.

### Answers

+	Ravello is in Italy.	<u>It's</u> in Italy.
-	Ravello isn't in Mexico.	<u>It</u> isn't in Mexico.
?	Is Ravello in Italy?	Is <u>it</u> in Italy?

### CAREFUL!

Students often omit it's, e.g., Have a new phone. A very small phone. (Correct form = I have a new phone. It's a very small phone.), or forget the apostrophe, e.g., Its fantastic! (Correct form = It's fantastic!). Another common error is using it's where is would be correct, e.g., Central Park it's very nice. (Correct form = Central Park is very nice.).

- **b** Individually, students complete the sentences with he's, she's, or it's. They then check in pairs.
- c © 02.03 Play the recording for students to listen and check their answers.

### Answers

1 It's 2 He's 3 He's 4 It's 5 It's

d >>> 02.04-02.05 Students read the information in Grammar Focus 2A Part 1 on SB p. 118. Play the recording where indicated and ask students to listen and repeat. Individually, students complete Exercises a and b in Part 1 on SB p. 119. Check answers as a class. Tell students to go back to SB p. 16.

# Answers (Grammar Focus 2A Part 1 SB p. 119) a 1 It's 2 They're 3 It's 4 They're 5 They're 6 It's b 1 They aren't 3 It isn't 5 They aren't

6 They aren't

4 It isn't

### Language Plus in | near

2 it isn't

Tell students to look at the two maps. Ask: Where's Naples? (in Italy) Where's Ravello? (near Naples).

### LOA TIP CONCEPT CHECKING

Ask the following question about the country you're in now: Are we <u>in</u> (the country) or <u>near</u> (the country)? (in). Then repeat the same question with the names of a town, city or country near your location. Finally, say the name of the town or city you're in now and ask: Are we <u>in</u> (the town) or <u>near</u> (the town)? (in).

- **e** Individually, students use the prompts to write sentences about themselves. Monitor to check that they are using the target language correctly.
- Put students into pairs to tell each other their sentences. Nominate a few pairs to share their sentences with the class.

### **EXTRA ACTIVITY**

Write on the board: Where? Think of a village, town, city or country that everyone in the class will know. Keep it secret. Students can ask you ten questions with Is it in ...? and Is it near ...? They should try to guess the place in ten questions. Put students into small groups to play a few more rounds of the game. Monitor, but don't interrupt fluency.

### **3 READING AND VOCABULARY**

### **Common adjectives**

**a** 202.06 Go through the table with the class. Ask: *How many people? How many homes?* (seven people, six homes). Point to the example answer and pre-teach the word *flat*. Play the recording for students to listen and read *Our Homes*.

Play the recording again for students to complete the table. They then check answers in pairs. Check answers as a class. You may wish to remind students of the word *friend*.

### Answers

	home		home
Nuria	big flat	Miguel	small house
Giovanna	big, old and beautiful flat	Pietro and Susanna	big flat
Robin	small house	Sonia	small, new and beautiful flat

### **b Sound and spelling** /h/ and /w/

**© 02.07** For Exercise 1, play the recording for students to listen for which words have a /h/ sound and which have a /w/ sound. Focus only on the initial sound of each word. Check answers as a class and drill each word.

### Answers

1/h/sound: home, hi, who, how, hotel; /w/sound: what

For Exercise 2, put students into pairs to practise saying the words. Monitor and correct students' pronunciation as appropriate.

the words in the box. Play the recording for students to listen and check.

### Answers

1 small 2 new 3 big 4 old

**d D2.09** Students complete the exercises in Vocabulary Focus 2A on SB p. 137. Play the recording for students to listen and repeat the adjectives in Exercise a. For Exercise b, put students into pairs to practise saying adjectives and their opposites. Individually, students complete Exercise c with their own ideas. They then compare ideas with a partner. Check answers as a class by eliciting three or more possible adjectives for each sentence. Tell students to go back to SB p. 17.

### 4 GRAMMAR Possessive adjectives

**a** Write *Our Homes* on the board and underline *Our*. Copy the table below on the board with only the word *our* in it. Elicit *we* from the class and add it to the table. Then write *you* in the table and elicit *your*.

Pronoun		Possessive adjective
	we	our
you		your

Tell students to look at the table on SB p. 17. They need to find possessive adjectives in *Our Homes* to complete the table. Check answers as a class. Drill the possessive adjectives.

### Answers

Р	ronoun	Possessive adjective
1		<u>my</u>
Ју	ou	your
h	е	<u>his</u>
S	he	her
W	ve .	our
tl	hey	<u>their</u>

### CAREFUL!

Students often confuse possessive adjectives and pronouns, using pronouns where they should use possessive adjectives, e.g., Where's me phone? (Correct form = Where's my phone?), or possessive adjectives instead of pronouns, e.g., Can you help my? (Correct form = Can you help me?). This error most frequently occurs with me and my. Students may also leave out the possessive adjective, e.g., Thanks for help. (Correct form = Thanks for your help.), or use an article (most commonly the) in its place, e.g., It's a picture of the home town. (Correct form = It's a picture of my home town.).

**b** Individually, students complete the sentences. They then check in pairs. Check answers as a class.

### Answers

1 His 2 your 3 Our 4 Her 5 Their

c D02.10 Students read the information in Grammar Focus 2A Part 2 on SB p. 118. Play the recording where indicated and ask students to listen and repeat. Individually, students complete Exercise a in Part 2 on SB p. 119. Check answers as a class. Tell students to go back to SB p. 17.

Answers (Grammar Focus 2A Part 2 SB p. 119)

1 your 2 her 3 their 4 Our 5 your 6 their

- ${f d}$  Individually, students think of a friend and complete the sentences.
- **e** Put students into pairs to tell each other their sentences.

### **FAST FINISHERS**

Ask fast finishers to repeat the task about a different person they know.

### **5** SPEAKING

Divide the class into groups of three and assign A, B and C roles. Student As read the information on SB p. 104, Student Bs on SB p. 106 and Student Cs on SB p. 108. Remind students of the meaning of *the same* by showing two books that are different and asking: *Are they the same*? (no). Then show two books that are the same and repeat the question (yes). Students tell their information to the other two students. Monitor, but don't interrupt fluency. When students have finished, they answer the following question in their groups: *What information is the same about all three people*? Check the answer as a class.

### Answer

They all live in a small city.

### (+) ADDITIONAL MATERIAL

Workbook 2A

Photocopiable activities: Grammar 2A, Vocabulary 2A

Documentary Video Unit 2 All about me

Video Worksheet Unit 2 All about me

# DO YOU HAVE A PHONE?

### **♥ OPTIONAL LEAD-IN**

Books closed. Write the names of some famous airports on the board, for example Heathrow, Narita, JFK, along with the name of a major airport in the country you are in now. Elicit the word airport.

In pairs, give students two minutes to think of other words related to airport, for example, plane, fly, travel, ticket. Which pair can think of the most? Write the words on the board and any others students thought of. Elicit a sentence containing each word from the class.

### 1 VOCABULARY Common objects 1

a D02.11 Ask students to look at the picture at the bottom of SB p. 18. Ask: Where is it? If you didn't do the optional lead-in, elicit or pre-teach the word airport.

In pairs, students match the words with the objects in the picture. Play the recording for students to check their answers. Drill the words.

### Answers

1 a newspaper 5 a bottle of water 8 a knife 2 a phone 6 a key 9 a ticket 3 a book 7 a computer 10 a watch 4 an umbrella

**b** Ask students to look at the picture again. Ask which two items are not OK in this picture. Check the answer as a class.

### Answer

a knife; a bottle of water (you can't take them through security)

### • LOA TIP DRILLING

Model and drill the  $/ \theta /$  sound in  $a / \theta /$  and  $an / \theta n /$ . Then model and drill a key, a book, an apple, an umbrella. Increase the challenge with this simple drill:

Say: book Students say: a book Say: watch Students say: a watch

Say: umbrella Students say: an umbrella

Say: newspaper Students say: a newspaper Say: ice cream Students say: an ice cream

Say: apple Students say: an apple

Say: bottle of water Students say: a bottle of water

### Language Plus a | an

Tell students to look at the objects in the picture again and then read the rules. Ask: How many is 'a'? (one) How many is 'an'? (one). Draw a picture of an apple and a phone on the board. Write:  $\_\_$  apple and  $\_\_$  phone on the board and ask: a or an? Elicit an apple and a phone and complete the phrases on the board.

Tell students to cover the box in 1a. In pairs, students ask and answer the question What's this? about

### • use a lexical set of nouns for common objects correctly

- understand a conversation with a customs officer about objects you can take on a plane
- · use plural nouns correctly
- use I have and Do you have ... ? correctly to talk about possession
- use numbers 1-20 and 30, 40, 50, 60, 70, 80, 90 correctly
- ask and say what they have with them now

the objects in the picture. Monitor and check that students are using the question and It's a/an ... correctly and correct their pronunciation as appropriate.

Students complete the exercises in Vocabulary Focus 2B on SB p. 138. For Exercise a, play the recording for students to listen and repeat the objects. Put students into pairs to do Exercises b and c. Monitor and help as necessary. Tell students to go back to SB p. 18.

### 2 LISTENING AND GRAMMAR

### Plural nouns

a D02.13 Tell students to look at the picture of John Munroe. Ask: Where is he? (at an airport). Play the recording for students to listen for the words he says. Play the recording again for students to listen and check, pausing after each answer. If you wish, give students information from the Culture Notes below.

### Audioscript

**INTERVIEWER** What things are OK at **J** Yes, they're fine.

an airport?

**JOHN** Most things are fine. Computers are fine, and

phones, and watches of course, I And, of course, no knives?

all no problem. What about umbrellas?

- I So, what's not OK?
- J Well, bottles of water, they're not OK.
- J Uh. no!

computers, phones, watches, umbrellas, bottles, knives

### **CULTURE NOTES**

On many flights, passengers who want to take a bottle of water on the plane must buy it from the shops at the airport after going through security - or they can fill an empty bottle after going through security.

Passengers are allowed to take certain items onto the planes in their hand luggage. These can include:

spoons, small scissors and round-ended scissors, disposable razors, nail files, knitting needles, sewing needles, umbrellas, walking sticks, safety matches, medical equipment and electronic equipment such as a tablet or laptop.

Passengers aren't allowed to take dangerous items onto a plane in their hand luggage. These depend on the airline and the area the flight takes place in, but can include:

corkscrews, knives, large scissors, non-safety matches, fireworks, work tools such as screwdrivers, and sports equipment such as ice skates and fishing rods.

**b** Pick up a book. Ask the class: What's this? (a book). Pick up two other books and ask: What are these? (books). Write book and books on the board and write singular (=1) and plural (=2+) above them. Tell students to complete the table individually. Check answers as a class.

### Answers

Singular (= 1)	Plural (= 2+)
a key	keys
a newspaper	<u>newspapers</u>
a watch	<u>watches</u>
a knife	<u>knives</u>

**c** Discuss the question as a class.

### Answers

watch - watches (add -es) knife - knives (change the f to v and add -s)



### CAREFUL!

Students often make mistakes with plural noun endings, e.g., Have two phone. (Correct form = I have two phones.) and They're big citys. (Correct form = They're big cities.).

### **d Sound and spelling** /s/, /z/ and /ɪz/

02.14 Remind students what a syllable is by writing phone and computer on the board and asking: How many syllables do these words have? (phone - 1 syllable, computer – 3 syllables). Repeat the question with the words apple and umbrella (apple - 2 syllables, umbrella -3 syllables). For Exercise 1, give students one minute to read the task. Play the recording. Check the answer as a class. If necessary, say book/books, key/keys, watch/ watches so students can hear the contrast between the singular and plural forms.

### Answer

watches

**D**02.15 For Exercise 2, play the recording for students to listen for which plural noun has an extra syllable. Check the answer as a class. Write villages on the board. Model the /dʒ/ sound in this word. Point out that this sound is followed by /ız/. Play the recording again for students to listen and repeat.

### Answer

villages

- e Put students into pairs so they can practise saying the plural forms of singular nouns.
- f Students read the information in Grammar Focus 2B on SB p. 118. Students then complete the exercises on SB p. 119. Check answers as a class. Make sure that students have changed the y at the end of country and city to -ies. Tell students to go back to SB p. 19.

### Answers (Grammar Focus 2B SB p. 119)

a			
1 eggs	3 girls	5 towns	7 houses
2 knives	4 countries	6 phones	8 cities
b			
1 a big city	3 asmall	5 bottles	7 cities
2 a town	4 flats	6 baby	8 tickets

### 3 GRAMMAR I have I you have

a D02.16 Tell students to look at the picture of the bag. Ask: What's in the bag? In pairs, students complete the conversation. Play the recording for students to listen and check their answers.

### Answers

1 book 2 keys 3 umbrella 4 phone 5 bottle; water

- **b** 02.17 Play the recording for students to hear the positive and question forms of have.
- c © 02.17 **Pronunciation** Play the recording again. Drill the sentences as a class, then put students into pairs to practise saying the sentences a few more times.
- **d** In pairs, students ask and answer questions about the common objects in the picture in 3a with Do you have ... (here/at home)? Monitor, but don't interrupt fluency. To close the activity, invite students to ask you a few questions.

### 4 VOCABULARY Numbers 1

- 202.18 Play the recording for students to listen and repeat the numbers.
- **b** Students match the words and numbers. Check answers as a class.

### Answers

seven 7, two 2, nine 9, four 4, eight 8, eleven 11, three 3, six 6, one 1, ten 10, twelve 12, five 5

c Demonstrate the activity by saying a number between 1 and 11 and nominating a student to say the next number. Put students into pairs to do the activity.

### EXTRA ACTIVITY

Put students into pairs to use the numbers in different ways, for example:

- counting up from one to twelve (one, two, three ... ) and down from twelve to one (twelve, eleven, ten ...)
- counting in twos (two, four, six ... / one, three, five ... ) and threes (three, six, nine ...)

Students can also give each other simple sums to do, for example:

- **A** What is six and four?
- **d** Divide the class into pairs and assign A and B roles. Student As go to SB p. 104 and Student Bs go to SB p. 106. Remind students what the same means by showing two books and two pens that are the same. Then show two books and two pens that are different and elicit different. Students read the instructions and the example question and answer. Indicating the A and B pictures, ask the class: How many things are different? (seven). Students complete the task in pairs. Monitor, but don't interrupt fluency. At the end of the activity, ask the class: What are the seven differences?

Student A has two books, Student B has three books. Student A has two phones, Student B has one phone. Student A has one knife, Student B has four knives. Student A has one watch, Student B has two watches. Student A has five keys, Student B has one key. Student A has three tickets, Student B has no tickets. Student A has no newspaper, Student B has one newspaper. **e (1)** 02.19–02.20 Students complete the exercises in Vocabulary Focus 2B on SB p. 141. For Exercise a, play the recording for students to listen and repeat the numbers. In Exercise b, play the recording for students to listen and underline the correct number. Check answers as a class. Tell students to go back to SB p. 19.

Answers (Vocabulary Focus 2B Numbers 1 SB p. 141)

a 30 b 40 c 15 d 60 e 17 f 18 g 90

### **5** SPEAKING

- **a** Ask students to write three things they have in their bag (or pocket).
- Put students into pairs to play this guessing game. Extend the game by changing the pairs a few times. Monitor, but don't interrupt fluency.

### **FAST FINISHERS**

Tell fast finishers to ask you some questions about what's in your bag.

### **♥ EXTRA ACTIVITY**

In pairs, students role play a conversation between a customs officer and a passenger at an airport. The customs officer asks Do you have ...? and the passenger replies with Yes or No. The passenger can also say I have a .... Is it OK? Monitor, but don't interrupt fluency unless students make mistakes in their choice of vocabulary.

Nominate a few pairs to act out their conversation in front of the rest of the class.

### **(+)** ADDITIONAL MATERIAL

Workbook 2B

Photocopiable activities: Grammar 2B, Vocabulary 2B, Pronunciation 2B

# **2C** ENGLISH What's your a

## **EVERYDAY**

What's your address?

### **♥ OPTIONAL LEAD-IN**

Write on the board:

- old houses
- new houses
- big houses
- small houses
- old flats
- new flats
- big flats

Say: Think about (the town/city you're in now). Where can you see these buildings?

Put students into small groups to discuss their ideas for two minutes, then take feedback as a class. Does this town/city have areas with all these buildings?

At the end of this lesson, students will be able to:

- understand a conversation in which someone gives personal information
- · use appropriate phrases to ask for and give personal information
- understand a conversation about a flat
- use appropriate intonation in questions
- say their name, phone number and address
- use the alphabet to spell words aloud
- · complete a form

### 1 LISTENING

- **a** Write *A good home* on the board. Give students one minute to think about what is a good home and tick four boxes. Check students understand park and shops by giving examples from your local area that everyone will know.
- Put students into pairs to discuss their opinions. Then put pairs together to make small groups to extend the discussion. To bring the discussion to a close, ask each group: Do you have the same or different ideas? Why?
- **D**02.21 Look at the picture with the class. Point to Sophia. Ask: Who's this? and Why is she here? (for a new home). Play Part 1 of the video or audio recording for students to answer the questions. They then check in pairs. Check answers as a class.

### Answers

1 the woman 2 a flat

### Video/Audioscript (Part 1)

**RACHEL** Good morning.

SOPHIA Good morning.

- R Can I help you?
- **s** Well ... yes ... I need a flat near **R** Alpha Hotel. Right. And what's here.
- **R** OK sure we can help! Please **s** Well, it's my mobile number. It's sit down. OK, so ... a flat just for you?
- s Yes, just me.
- **R** One bedroom?
- **s** One bedroom is fine, yes.
- R One or two questions if that's OK?
- s Of course.
- **R** What's your name?
- s Sophia Taylor.
- **R** OK. That's Sophia ... S-O-F-I-A? **R** And this one. It's quite big, and
- **s** No. S-O-*P-H-*I-A.
- **R** Ah yes, sorry. Sophia er Taylor. **s** Oh, yes. That *is* nice. How do you spell that?
- s T-A-Y-L-O-R.
- R T-A-Y-L-O-R. And what's your address? Do you have an address in London?

- s Well yes, but it's a hotel.
- R OK.
- s It's the Alpha Hotel, A-L-P-H-A.
- your phone number, please?
- 07832 647893.
- R 07832 67489...
- **s** No, sorry, it's 647893.
- **R** 647893?
- s That's right.
- R OK, thanks. Well now ... we have two nice flats in this part of London. This one. It's an old flat. Very big rooms.
- s Hmm.
- it's a really nice flat.
- R It's near here. We can go there now.
- s OK, great!
- **d** D02.21 Play Part 1 of the video or audio recording again for students to tick the correct answers. If necessary, pause and replay the recording when Sophia spells out her personal information. Check answers as a class.

Answers

1 b 2 a 3 b

### 2 USEFUL LANGUAGE

### Asking for and giving personal information

a D02.22 Tell students they're going to hear more people asking for and giving personal information. Play the recording for students to listen and underline the correct words. They then check in pairs. Check answers as a class.

1 It's 2 It's 3 It's 4 It's

**b** 02.23 Play the recording for students to listen to how phone numbers and email addresses are said. Check answers as a class.

Answers

1 a 2 b

c 202.24 Play the recording for students to listen and underline the correct question word. Check the answer as a class.

Answer

How

**d** • 02.25 **Pronunciation** Play the recording for students to notice the main stress in each question. Play the recording again, pausing after each question for students to repeat it. Listen and correct their pronunciation as necessary.

e Documents go to Writing Plus 2C Part 1 on SB p. 158. Play the recording in Exercise a for students to hear how each letter is pronounced. Drill each letter sound with the class, going down each column (A, H, *J*, etc.). For Exercise b, students add the missing letters. Encourage them to say the letters aloud. Check answers as a class. Tell students to go back to SB p. 20.

Answers (Writing Plus 2C Part 1 SB p. 158)

2 H 3 Y 4 C 5 F, Z 6 R 7 O

- In pairs, students practise asking questions and spelling their own surname.
- Divide the class into pairs and assign A and B roles. Student As ask the questions on SB p. 105 and Student Bs read the information on SB p. 108. Students then swap roles, with Student Bs asking questions and Student As reading the information and answering. Monitor and help as necessary. Tell students to go back to SB p. 20.

### 

Ask fast finishers to stay in the same pairs and take turns to spell out words from Units 1 and 2 to each other. How quickly can the listener guess what their partner is spelling out?

### 3 LISTENING

**a** © 02.27 Tell the class to look at the picture. Ask: *Is it a* house or a flat? (a flat). Elicit or pre-teach the meaning of nice. Draw a happy face on the board to show the meaning of really nice and a sad face for isn't very nice. Play Part 2 of the video or audio recording for students to tick the sentence which matches Sophia's opinion. Check the answer as a class. Ask: Do you think the flat is nice?

### Answer

1 The flat's really nice.

### Video/Audioscript (Part 2)

RACHEL So, this is it. One bedroom. And a kitchen, of course. And it's quite big!

SOPHIA Yes, it is. It's beautiful.

- R Yes, it's a very good flat for one person ... It's a nice street. And near a park.
- s Oh, good.
- R Take a look.
- **s** Thank you.
- s OK, thank you. It's a good flat it's great. I like it. I really like it.
- R OK, great!
- **b** 02.27 Check students understand *supermarket* by giving an example from your local area that everyone will know. Play Part 2 of the video or audio recording again for students to listen for the correct information about the flat. They then check in pairs. Check answers as a class. Ask: Would you like to live here? Why / Why not? Encourage students to express their opinion without worrying about accuracy.

### Answers

1 big 2 good for one person 3 near a park

### • LOA TIP ELICITING

Elicit some positive and negative adjectives from the class. Write *nice* on the board and ask students to call out more adjectives from Unit 2 to talk about flats and houses. Check that students can pronounce the adjectives correctly, then write some of them on the board:

old, new, big, small, good, bad, interesting, boring, beautiful Write these sentences from Exercise 3a on the board:

It's really nice.

It isn't very nice.

Elicit more sentences like this by asking students to change the adjective, e.g., *It isn't very biq. It's really bad.* 

Finally, elicit some personal responses to the flat that Sophia looks at. Ask students to look at the picture on SB p. 21. Point to different things in the picture and nominate a few students to give their opinions using the adjectives on the board or their own ideas. For fun, you could also elicit students' opinions about things in the classroom (e.g., the chairs, a picture on the wall, the carpet, one of your pens) using *Do you like this/these?*.

### 4 PRONUNCIATION Intonation in questions

a 202.28 Play the recording for students to listen for whether the intonation goes up or down at the end of the questions. Check the answer as a class, playing the recording again if necessary and using your hands to show the downward movement of the intonation.

### Answer

The intonation goes down

### VIII 🛥

### **LANGUAGE NOTES**

In  $\mathit{Wh}\text{-}$  questions, the intonation usually falls from high to low at the end of the question:

What's your surname?

- **b** 02.28 Play the recording again, pausing after each question so students can listen and repeat.
- c 02.29 In pairs, students practise saying three more questions. Monitor and check whether students are saying the question with a downwards intonation at the end. Play the recording for students to compare themselves to the audio.

### **5** SPEAKING

Tell students that they can now practise using all the language from the lesson with a partner. Give students one minute to prepare their questions and answers. They then work with two or three different partners to ask for and give personal information. Monitor and note down any common mistakes/errors to deal with during feedback. Take feedback as a class.

### 6 WRITING

**a** Give students one minute to read the form and find any new information about Sophia. They check in pairs. Check answers as a class.

### Answers

The address of the Alpha Hotel (High Street) Sophia's email (sophiat@electricblue.com)

**b** D2.30 Students go to Writing Plus 2C Part 2 on SB p. 158. Read through the information in the box. Write *adress* on the board and elicit the correct spelling: *address*. Individually, students complete Exercise d. Play the recording so students can check the spelling. Then write all the correct answers on the board. Tell students to go back to SB p. 21.

### Answers (Writing Plus 2C Part 2 SB p. 158)

1 address 6 difficult
2 book 7 interesting
3 umbrella 8 right
4 happy 9 wrong
5 small 10 knife

C Give students up to five minutes to complete the form with their own information. Monitor and point out errors for students to self-correct.

### 

Students copy out the form in 6c on a piece of paper, leaving it empty. In pairs, they role play a conversation. Student A works at Local Rentals. Student B is a customer. Student A asks questions and fills in the form with Student B's information (first name, surname, etc.). Write this opening exchange on the board which students can use to begin their conversation:

A: Can I help you?

B: Yes, I need a flat near here.

Students A and B then swap roles and repeat the conversation.

### (+) ADDITIONAL MATERIAL

Workbook 2C

**Unit Progress Test** 

Photocopiable activities: Pronunciation 2C

# UNIT 2 Review

### **GRAMMAR**

**a** Students correct the underlined word in each sentence. Check answers as a class. Write the correct words on the board.

### Answers 1 her 2 your 3 It's 4 It's 5 their 6 Our

**b** Students add the plural form of the nouns to the sentences. Check answers as a class by asking students to spell out the plural forms.

Answers			
1 keys	3 watches	5	cities
2 knives	4 bottles of water	6	books

**c** Students complete the sentences with the words in the box. Check answers as a class.

```
Answers
1 It's 2 are 3 they 4 They're 5 Is 6 his 7 it isn't
```

### **2** VOCABULARY

**a** Students match the opposites. Check answers as a class.

```
Answers
1 difficult 2 good 3 wrong 4 happy 5 boring 6 old
```

### **♥ EXTRA ACTIVITY**

Tell students to cover the adjectives on the left (big, easy, etc.). They then look at the adjectives on the right (small, difficult, etc.) and write the opposites. When they finish, they can look at the adjectives they covered and check their spelling.

**b** In pairs, students look at the pictures and complete the crossword. Check answers as a class.

```
Answers

1 umbrella 3 watch 5 computer 7 phone
2 book 4 ticket 6 key 8 newspaper
```

### **♥ FAST FINISHERS**

In pairs, fast finishers ask each question with *Do you have ...?* about the objects in the crossword and other things from the unit (e.g., *a flat*, *an umbrella*).

### 3 SOUND AND SPELLING

**a D**02.31 Play the recording for students to listen to the pronunciation of the plural nouns in the box. Students add the plural nouns to the correct place in the table according to the final sound (/s/, /z/ or /iz/). Play the recording again. Check answers as a class. In pairs, students practise saying the words.

### Answers

/s/	/z/	/IZ/
flats	keys	watches
tickets	umbrellas	addresses
books	computers	houses

**b Q2.32** Play the recording for students to listen and tick the words with a /h/ sound. Play the recording again if necessary. Check answers as a class. In pairs, students practise saying the words.

### Answers

hello, her, his, home, house, how, who, happy

### **LOA REVIEW YOUR PROGRESS**

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

# UNIT 3 FOOD AND DRINK

### **UNIT OBJECTIVES**

At the end of this unit, students will be able to:

- understand and convey information, texts and conversations about food, drink and meals
- ask and tell the time
- talk and ask about people's meal times and habits
- understand conversations in which people order and pay in a café and role play similar conversations
- write a text message

### **UNIT CONTENTS**

### **G** GRAMMAR

- Present simple: I / you / we / they
- Adverbs of frequency
- Language Plus: What time ...? / When ...?

### **V** VOCABULARY

- Food 1: bread, coffee, cola, eggs, fish, fruit, fruit juice, meat, milk, rice, tea, vegetables, water
- Food 2: apple, banana, biscuit, butter, cake, cereal, cheese, ice cream, orange, pizza, potato, sandwich, tomato
- Time: o'clock, half past, (a) quarter past, (a) quarter to, twenty past, twenty to

### P PRONUNCIATION

- Syllables and word stress
- Sound and spelling: /iː/, /ɪ/ and /aɪ/
- Sound and spelling: /aː/ and /ɔː/
- Sentence stress

### **C** COMMUNICATION SKILLS

- Saying what you eat and drink
- Talking about food and meals
- Ordering and paying in a café
- Writing a text message
- Writing Plus: Contractions

### **GETTING STARTED**

### **♥ OPTIONAL LEAD-IN**

Books closed. On the board, draw and . Show students some pictures of food you think they'll know the words for in English. For each picture, elicit the food and then say: *Who likes (the food)?*, encouraging students to raise their hand if they do. If the majority of the class likes the specific food, write it on the board under . If they don't, write it under . Repeat the procedure for the other pictures you've brought.

**a** Use the picture to teach *shopping trolley*, *food* and *buy*. Put students into pairs to look at the picture and ask and answer Questions 1–4. Monitor and notice whether students attempt to use *I buy / I don't buy* and *I like / I don't like*, but don't correct errors at this stage. Also check how easily students can talk about food shopping and the names of food items that they buy. Take feedback as a class. Write any food words that students use on the board and leave them there for the next stage.

### **EXTRA ACTIVITY**

Write the following sentences on the board:

In my salad, I like tomatoes and lettuce.

I make fruit juice with bananas.

Give students one minute to think of a recipe or a meal that uses one or more of the ingredients shown in the picture. Invite students to share their answers with the class.

**b** In pairs, students answer the question. Monitor and check how much food vocabulary they can produce. Don't correct errors at this stage. Take feedback as a class

Exercises a and b can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

### P OPTIONAL LEAD-IN

Books closed. Mime eating something. Elicit the words *eat* and *food*. Mime drinking something. Elicit or teach the word *drink*. Write *food* and *drink* on the board.

Say some names of popular food and drinks from the country you're in, or some famous food and drinks from around the world (e.g., *spaghetti*, the name of a well-known fizzy drink or *hamburger*). For each one, ask students to say food or drink.

### 1 VOCABULARY Food 1

a **©** 03.01 Individually, students match the words with the pictures. Play the recording for students to listen and check their answers.

Answers			
1 meat	3 vegetables	5 rice	7 bread
2 fish	4 fruit	6 eggs	

**b** • **O3.01 Pronunciation** Remind students what syllables are by comparing the words *food* (one syllable) and *happy* (two syllables). Play the recording again for students to listen for the word that has more than one syllable. Check the answer as a class. Ask: *How many syllables does the word* vegetable *have?* (three). *Which syllable is stressed?* (vege).

Answer vegetables

- c Elicit the word *like* by pointing to the smiley face on the page, pointing to the pictures of fruit and fish, smiling and saying *I like fruit. I like fish.* Put students into small groups to say what they like. Take feedback as a class.
- d Sound and spelling /iː/, /ɪ/ and /aɪ/
  - $\bigcirc$  03.02 For Exercise 1, play the recording for students to listen and repeat the sounds and words. Ask students: *Which sound is short?* (/I/).
  - ▶03.03 For Exercise 2, give students time to look at the task. Say *big* and ask which part of the table it goes in (the Sound 2 column). Play the recording once for students to complete the task individually. They compare answers in pairs. Play the recording again if necessary. Check answers as a class.

### Answers

Sound 1 /iː/	Sound 2/I/	Sound 3 /aɪ/	
eat me teacher	big sister it's milk his	nine China five hi	

For Exercise 3, put students into pairs to practise saying the words.

- use a lexical set of food and drink words correctly
- use the present simple with *I*, *you*, *we* and *they* in positive and negative statements correctly
- understand a text about people's eating habits
- use the present simple with *I*, you, we and they in questions correctly
- talk and ask about eating habits
- 03.04-03.05 Students complete the exercises in Vocabulary Focus 3A on SB pp. 139–140. Play the recording for students to listen and repeat the words in Exercise a. Monitor and correct students' pronunciation in Exercise b as appropriate. Students do Exercise c individually. Play the recording in Exercise d for students to listen and check their answers. Then play it again for them to listen and repeat the words. Before students start Exercise e, point to the speech bubbles and highlight the phrases *I think* ... and *Maybe* ... . Use gestures or facial expressions to convey the idea of uncertainty and guessing. Monitor and correct students' pronunciation as appropriate. Tell students to go back to SB p. 24.

Answers (Vocabulary Focus 3A SB p. 139)

c 1 water 2 milk 3 tea 4 coffee 5 fruit juice 6 cola

### FAST FINISHERS

Ask fast finishers to write down their favourite kinds of the following: tea, coffee, fruit, meat, vegetable. Encourage them to use bilingual dictionaries if they have them. In pairs, they compare lists.

### 2 READING AND GRAMMAR

Present simple: // you / we / they positive and negative

**a** Ask students which food words in 1a they can see in the pictures.

### Answers

- 1 fruit, eggs, rice, bread, meat
- 2 fruit, vegetables, bread, rice, eggs
- 3 fruit, vegetables, meat (chicken), eggs, rice

There is no fish in any of the pictures.

**b** 103.06 Play the recording as the students read the three texts. They match the texts with the pictures. Check answers as a class.

Answers
a 3 b 1 c 2

**c** Individually, students complete the table. They can use the texts for help. Check answers as a class. Drill the two negative sentences, replacing the food words with other food and drink words, e.g., *I don't eat bread. I don't like tea.* 

### Answers

+			-		
I We They	eat like	meat. fish.	I We They	don't eat don't like	

**d** Tell students to read the three texts again and underline the correct answers. They then check in pairs. Check answers as a class.

### Answers

1 don't eat 2 don't eat 3 don't like 4 eat 5 like

e in pairs, students discuss which family's food they would like to have for a week and why. Take feedback as a class. Encourage students to give their reasons and express their opinions as much as they are able to.

### **3 LISTENING AND GRAMMAR**

Present simple: // you / we / they auestions

a © 03.07 Play the recording for students to listen and decide what Rajit eats. Play the recording again if necessary. Students compare their answers. Check answers as a class.

### Answers

fish, vegetables, rice, fruit

**b** 03.07 Play the recording again for students to complete the conversation. Check answers as a class.

### Answers

1 Do 2 like 3 eat

c 03.08 Individually, students look at the conversation and complete the questions in the table. Play the recording for students to check their answers. Be aware that there is more than one correct answer, and both *eat* and *like* are possible as main verbs. Drill the two questions, replacing *fish* and *fruit* with other food and drink words, for example, *Do you eat eggs? Do you like coffee?* 

### Answers

+	_	?
I eat fish.	I don't eat fish.	<u>Do</u> you <u>eat</u> fish?
We like fruit.	We don't like fruit.	<u>Do</u> you <u>like</u> fruit?

d >>> 03.09-03.10 Students read the information in Grammar Focus 3A on SB p. 118. Play the recording where indicated and ask students to listen and repeat. Students complete Exercise a on SB p. 119. Check answers as a class. As students do Exercise b, monitor and point out errors for students to self-correct. Check answers as a class. As students do Exercise c, monitor and help with vocabulary as necessary. Nominate a few students to read out their sentences to the class. Tell students to go back to SB p. 25.

### Answers (Grammar Focus 3A SB p. 119)

- a 1 don't 2 Do 3 do 4 eat 5 don't 6 don't
- **b** 1 They eat meat. 4 They eat rice.
  - 2 They don't eat fish. 5 They don't eat bread.
  - 3 They eat vegetables.

### **LOA TIP DRILLING**

Backward drilling (also known as back-chaining) is an effective technique for building students' confidence with pronouncing longer phrases and sentences. It involves starting the drill with the last word of a sentence and gradually building up the sentence by adding words. Drill the question *Do you like fruit?* as shown below:

Say: fruit? Students repeat.

Say: like fruit? Students repeat.

Say: you like fruit? Students repeat.

Say: Do you like fruit? Students repeat.

Repeat the drill, building up the question *Do you eat fish?*Make sure you keep the pronunciation consistent as you build up the question.

• Put students into pairs to practise the conversation in 3b.

### **EXTRA ACTIVITY**

Write these short answers on the board: Yes, I do. No, I don't. Yes, they do. No, they don't. Drill each short answer for pronunciation, then draw a plus sign (+) and a minus sign (-) on the board. Ask the class the questions below, pointing each time to either the plus or the minus sign. Students should give the appropriate short answer. For example, ask: Do you like fish? Then point to the minus sign and elicit No, I don't. Repeat the activity a few times, increasing the pace to increase the challenge.

- Do you like fish?
- Do they eat meat?
- Do you drink coffee?
- Do they eat rice every day?
- Do you eat eggs?
- Do they drink cola?

### 4 SPEAKING

To demonstrate the activity, nominate one or two students to ask you some of the questions. Put students into pairs to interview each other and complete the table. Monitor and note down any common mistakes/errors to deal with when giving feedback. Take feedback as a class.

**b** Tell students to write the words for three drinks. They then use these words to interview their partner using: *Do you like ... ?* and *Do you drink ... (every day)?* 

Take feedback as a class. Ask a few pairs: What food and drink do you like? so that they can tell the class using We .... For example, We like rice. We don't like vegetables.

### **ADDITIONAL MATERIAL**

Workbook 3A

Photocopiable activities: Grammar 3A, Vocabulary 3A, Pronunciation 3A

Documentary Video Unit 3 Food and drink Video Worksheet Unit 3 Food and drink

# 3B

### I USUALLY HAVE DINNER EARLY

### **OPTIONAL LEAD-IN**

Books closed. Draw a simple picture of the sun rising on the board, as well as a very simple picture of what you ate and drank for breakfast this morning. (If you had nothing, draw an empty plate!) Elicit or pre-teach the word *breakfast*.

Ask students: *Do you have breakfast*? Take a class vote on how many people eat breakfast.

### **TI READING**

- **a** If you didn't do the optional lead-in, elicit or teach the word *breakfast* by pointing to the four typical kinds of breakfast food in 1c. You may also wish to teach the word *nothing* (= 0). Give students one minute to tick their answers in the table.
- **b** In pairs, students compare their answers. Nominate a few pairs to share their answers with the class.
- In pairs, students guess the answer to the question. Elicit students' ideas, but don't check the answers at this point.
- **d** Give students one minute to read the text and check if their idea in 1c was correct.

### Answer

pastry (with coffee)

### **♥ EXTRA ACTIVITY**

Write pastry – 1 on the board. Ask: What about the other pictures? Ask students to say what they think are the two most popular things for breakfast in the UK (toast – 1, cereal – 2).

Put students into pairs to ask and answer the questions, then take feedback as a class. If you wish, give students information from the Culture Notes.

### At the end of this lesson, students will be able to:

- understand a text about breakfast in Italy
- use a lexical set of food words correctly
- use a lexical set of time phrases to say the time correctly
- understand three people talking about dinner
- use adverbs of frequency correctly
- ask and answer questions about meal times

### **CULTURE NOTES**

In some countries, including the UK and the USA, most people eat specific 'breakfast food' – things like cereal with cold milk and toast with butter and jam. They don't usually eat these things for lunch or dinner and they never or rarely have lunch food or dinner food for breakfast. In other places, however, breakfast meals are the same as or similar to other meals of the day. Here are some examples:

- In Pakistan, Northern India and Bangladesh, people often eat khichdi for breakfast; it's made of rice, lentils, spices and pickles – ingredients that are used in other meals during the day.
- Similarly, in Japan, people often eat a breakfast dish made of natto (fermented soy beans), rice, miso soup and groun to.
- In Turkey, people eat tarhana a thick soup made of wheat, yogurt and vegetables – at all meals, not just breakfast.
- In Morocco, people often eat the leftovers of the previous day's tagine (spiced meat and vegetable casserole) for breakfast.
- In El Salvador, a typical breakfast is fried sweet plantains, black beans and rice in onion sauce with salsa – all standard foods eaten at other meals.
- A popular Egyptian breakfast is ful medames beans cooked with olive oil, onion, parsley, garlic and lemon juice.

### 2 VOCABULARY Food 2; Time

**a** In pairs, students match sentences 1–3 with pictures a–c. Check answers as a class. Point out the time expressions on each picture too and drill in the morning, in the afternoon and in the evening.

**Answers**1 b 2 c 3 a

**b** © 03.11–03.12 Students complete the exercises in Vocabulary Focus 3B on SB p. 140. Play the recording where indicated and ask students to listen and repeat the words in Exercise a. In pairs, students match the words and pictures in Exercise b. Check answers as a class and drill all the food words. For Exercise c, students tell each other what they eat at different mealtimes. Monitor and correct students' pronunciation as appropriate. Nominate a few students to share their answers with the class. Tell students to go back to SB p. 27.

### Answers (Vocabulary Focus 3B SB p. 140)

b	1	apple	4	sandwich	7	cake	10	orange
	2	biscuit	5	tomato	8	ice cream	11	butter
	3	cheese	6	banana	9	potato	12	pizza

c © 03.13 Tell students to look at the three meal pictures on SB p. 26. Ask: What food and drink can you see in the pictures? Play the recording for students to listen for the correct times in sentences 1–3. Check answers as a class by playing the recording again and pausing after the time in each sentence. Draw a clock face on the board showing one o'clock, and write the phrase. Repeat with six o'clock and seven o'clock.

**Answers**1 one 2 six 3 seven

**d** • Students match the clocks with the times. Tell them to compare their ideas in pairs, then play the recording for students to listen and check, pausing after each time phrase.

### Answers

- 1 four o'clock
- 2 half past four
- 3 (a) quarter past four
- 4 (a) quarter to five
- e in pairs, students use the clocks to practise saying the times.
- f >>> 03.15-03.16 Students complete the exercises in Vocabulary Focus 3B on SB p. 141. Play the recording for students to check their answers to Exercise a. For Exercise b, play the recording again for them to practise saying the times. Give students one minute to write their answers to Exercise c before they talk in pairs. Tell students to go back to SB p. 27.

### Answers (Vocabulary Focus 3B SB p. 141)

- a 1 (a) quarter past two
  - 2 twenty past two
  - 3 twenty to two
  - 4 (a) quarter to two
  - 5 two o'clock
  - 6 half past two

### **♥ FAST FINISHERS**

Ask fast finishers to draw more clock faces on a piece of paper and use them to test a partner by asking: What's the time?

- g Sound and spelling /ar/ and /or/
  - **© 03.16** For Exercise 1, play the recording for students to hear and copy the long sounds  $/\alpha$ :/ and  $/\alpha$ :/. Point out that the two small triangles in the phonetic symbols  $/\alpha$ :/ and  $/\alpha$ :/ show that these are long sounds.
  - © 03.17 For Exercise 2, play the recording for students to put the words in the correct place in the table. Play the recording again, then check answers as a class.

### Answers

Sound 1 /aː/	Sound 2 /ɔː/
class	all
father	water
afternoon	daughter

- For Exercise 3, put students into pairs to practise saying the words in the table.
- h >>> Teach these questions: What's the time? What's the time in (London/Bangkok/Sydney)? Divide the class into pairs and assign A and B roles. Student As go to SB p. 105 and Student Bs go to SB p. 107. Students exchange information about the time in different cities around the world. Monitor, but don't interrupt fluency. Tell students to go back to SB p. 27. To close this stage of the lesson, look at your phone, watch or a clock and ask: What's the time?

### **3 LISTENING**

a Do3.18 Play the recording for students to listen and match the people with the countries. Check answers as a class.

Answers

1 the USA 2 Brazil 3 Spain

### Audioscript

### CONVERSATION 1

**INTERVIEWER** Are you from China, Julie?

**JULIE** No, I'm not. My parents are Chinese, but I'm American.

- When do you have dinner?
- J In my family, we usually have dinner at about 7 o'clock.
- I And what do you have?
- **J** We usually have rice with meat and vegetables.

### CONVERSATION 2

o'clock.

- I Where are you from, Lucas? Lucas I'm from Brazil.
- And what time do you have dinner?
- unner?
  L I have dinner at about eight
- I And what do you have?

L I like fish. I always have fish for dinner.

### **CONVERSATION 3**

I Are you Spanish or Mexican, Bianca?

BIANCA I'm Spanish.

- I What time do you have dinner?
- **B** I usually have dinner between nine and ten o'clock.
- I You have dinner late.
- **B** Yes. People never have dinner early in Spain.
- What do you have?
- **B** I usually have meat and vegetables, but I sometimes have bread and cheese.
- **b** 03.18 Play the recording again for students to listen in more detail and complete the table. Then, have them check in pairs. Check answers as a class.

### Answers

Name	Dinner time	Food
Julie	at about seven o'clock	rice, meat, vegetables
Lucas	at about eight o'clock	fish
Bianca	between nine and ten o'clock	(usually) meat and vegetables, (sometimes) bread and cheese

Students discuss the question in pairs. Invite a few students to share their answers with the class. Briefly give your own response, too.

### 4 GRAMMAR Adverbs of frequency

a © 03.19 Play the recording for students to listen and complete the sentences with the words in the box. Check answers as a class.

### Answers

- 1 usually
- 2 always
- 3 never
- 4 sometimes
- **b** In pairs, students complete sentences 2 and 4 with the adverbs of frequency. Check answers as a class. Write on the board: *We usually have rice*. Highlight the position of the adverb of frequency (*usually*). It goes between the subject (*We*) and the verb (*have*).

### Answers

2 usually 4 never

### CAREFUL!

Of the four adverbs taught in this lesson, always is the most commonly used, followed by usually, then sometimes, then never. Students often make mistakes with word order, e.g., feat always at 7 pm (Correct form = I always eat at 7 pm), and The food usually is good. (Correct form = The food is usually good.)

This mistake is most commonly made with always. Another typical error is students splitting sometimes into two words, e.g., We some times eat rice. (Correct form = We sometimes eat rice.)

**c** 33.20 Students read the information in Grammar Focus 3B on SB p. 120. Play the recording where indicated and ask students to listen and repeat. Students then complete Exercises a and b on SB p. 121. Check answers as a class. Tell students to go back to SB p. 27.

### Answers (Grammar Focus 3B SB p. 121)

- **a** 1 We sometimes have dinner at 10:00. / Sometimes we have dinner at 10:00.
  - 2 I never have coffee in the evening.
  - 3 Tusually have a sandwich for lunch.
  - 4 We always have dinner at home.
  - 5 I always eat fruit at lunchtime.
- 6 I usually have lunch in a café.
- **b** 1 sometimes
  - 2 never
  - 3 always
  - 4 always

### **LOATIP DRILLING**

A prompt drill is a useful form of very controlled practice. Instead of just listening and repeating, students have to think. In the prompt drill below, the prompt is a percentage which students have to translate and apply as an adverb of frequency.

Write these percentages on the board: 0%, 50%, 80% and 100%. Remind students that these numbers match adverbs of frequency. As you say each of the sentences below, point to one of the numbers on the board. Students change the sentence by adding the correct adverb of frequency. For example, say: I eat fish and point to 50%. The students follow by saying: I sometimes eat fish.

- Leat fish
- · They have breakfast.
- · You drink coffee.
- We eat bread.
- I have lunch.
- · They drink cola.

Repeat the drill a few times, changing the percentage each time.

**d** Individually, students complete the exercise. Monitor and make sure the students have placed the adverbs of frequency in the correct position. Check answers as a class.

### **Answers**

- 1 I <u>sometimes</u> have breakfast at 9:00 at weekends. / <u>Sometimes</u> I have breakfast at 9:00 at weekends.
- 2 I <u>usually</u> have a sandwich for lunch.
- 3 I <u>never</u> have breakfast.
- 4 In the evening, I <u>always</u> have dinner at about 7:00.

### **♥ FAST FINISHERS**

Ask fast finishers to write more sentences about their eating habits using adverbs of frequency.

e In small groups, students discuss which sentences are true for them. Take feedback by reading each sentence and asking students to put up their hand if it's true for them.

### Language Plus What time ... ? | When ... ?

Tell students to read the two questions. Point out that What time and When have the same meaning. Drill the two questions. Invite two confident students to ask and answer questions with have breakfast, have lunch or have dinner. Repeat a few times with different pairs of students.

### 5 SPEAKING

- a Give students two minutes to write their answers to the four questions and then write another question about meals and food. Monitor and help as necessary.
- **b** Students use their questions to interview three or four other students. They write down the names of students who have the same answers. Monitor, but don't interrupt fluency. Take feedback as a class.

### **LOATIP REVIEW AND REFLECT**

Write these number ranges on the board:

- · 0-8
- 9-14
- 25-21
- 22-28

Ask students: How many words for food, drink and meals do you know from this lesson? Indicate the four number ranges on the board and ask students to each choose a number range from the board. Give them two minutes to write down as many food, drink and meal words from the lesson as they can, without looking in their books or notebooks. Ask them to count their words. Take feedback as a class. Are they surprised by how many words they know?

### (+) ADDITIONAL MATERIAL

Workbook 3B

Photocopiable activities: Grammar 3B, Vocabulary 3B

3C ENGLISH

# **EVERYDAY**

I'd like a cup of tea, please

### **♥ OPTIONAL LEAD-IN**

Books closed. Write the names of some local cafés on the board. Ask: Do you know these cafés? Do you like these cafés? What food and drink do people eat at these cafés? Encourage students to express their opinions without worrying about accuracy.

To continue personalising the topic, write these sentences on the board:

- I sometimes have breakfast in a café.
- I usually have coffee and a cake in a café.
- I always have lunch in a café.
- I never go to cafés.

Ask: Are these sentences true for you? Put students into pairs to discuss their answers, then take feedback as a class.

### 1 LISTENING

a Point to the picture of Sophia and Megan in a café on SB p. 29. Ask the class: Where are Megan and Sophia? (in a café). Put students into pairs to look at the menu on SB p. 28 and discuss what food and drink they like. Take feedback from a few students. Tell the class what you like. At the end of this lesson, students will be able to:

- understand a conversation in a café
- use sentence stress correctly in a piece of cake, a cup of tea. etc.
- use appropriate phrases to order and pay in a café
- order something in a café
- write a text message

**b** 03.21–03.22 **Pronunciation** Play the first recording for students to hear the two syllables in coffee. In pairs, students find words with two syllables in the box. Play the second recording for students to check their answers.

### Answers

sandwich and orange both have two syllables (banana and tomato both have three syllables)

c D03.22 Play the recording again for students to listen and underline the stressed syllables in each word. Check answers as a class.

### Answers

sandwich, banana, orange, tomato

- **d** .... In pairs, students practise saying the words.
- **e** In pairs, students find the items in pictures a–c. Check answers as a class.

### Answers

1 b 2 c 3 a

f D03.23 Play the video or audio recording for students to understand the general meaning and put pictures a-c in order. They check in pairs. Check answers as a class.

### Answers

a 3 b 2 c 1

### Video/Audioscript

**MEGAN** Hi, Sophia. How are you? SOPHIA I'm well. In fact, I'm very well!

- **M** What's that? A key?
- s It sure is!
- **M** Your new flat!
- **s** That's right.
- M Great.
- **s** I'm so happy! Come on time for a coffee!
- **M** Yes, good idea.

- **s** OK something to drink?
- s Coffee. OK.

### ASSISTANT Hi.

- **s** Hi. So two cups of ...
- **M** No...um...l'd like tea. Yes, a cup **M** Is it near the office? of tea, please.
- **s** Tea right. Cake?
- M No, thank you.
- **s** OK. Can I have a cup of tea, a cup of coffee and a piece of chocolate cake, please?

- A OK... So that's a cup of tea, a cup of coffee and a piece of chocolate cake.
- s That's right. Thanks.
- M Sorry, but I'd like a piece of chocolate cake too. Sorry!
- **s** Sure no problem. Can we have two pieces of chocolate cake, please?
- A Certainly. That's £11.00, please.
- s Here you are.
- A Thank you.
- M So the flat?
- M Yes, I'd like a cup of coffee, please. S It's nice. Look it's quite big and very beautiful.
  - M Oh yes, lovely.
  - **s** And it's quite old. I like that.

    - s Yes, it is. It's also near a park. It's great.
    - M Sorry. It's from my cousin, James.
    - s That's OK.
    - M Sorry. I can answer later. So, London's now home!
    - s Yes! London's now home.
- g 03.23 Play the video or audio recording again for students to decide whether the statements are true or false. Check answers as a class. Encourage students to correct the false answers. You may wish to pre-teach cousin by drawing a very simple family tree on the board.

### Answers

- 1 T
- 2 F (Sophia has a cup of coffee. Megan has a cup of tea.)
- 3 T
- 4 F (The message is from Megan's cousin.)

### 2 PRONUNCIATION Sentence stress

a Play the recording for students to listen to the pronunciation of the words and phrases. Check the answer as a class.

No, it isn't. In 1 (in isolation) it is pronounced /pv/. In 2 and 3 (in phrases) it is pronounced /əv/.

**b** 03.25 Play the recording for students to listen and notice which word isn't stressed. Check the answer as a class.

The word a in these phrases isn't stressed. It is pronounced  $/\partial/$ .

### **LANGUAGE NOTES**

English is a stress-timed language, unlike some other languages which are syllable-timed. This means that in connected speech, the words a, an, and, of and the are usually unstressed and contain the weak /ə/ (schwa) sound.

### 

Say these word pairs a few times, clapping as you say each word: cup, tea; piece, cake.

Ask students to say and clap the word pairs with you. Then, without changing the beat of two claps, and without clapping the weak sound of  $(/\partial v/)$ , say:

- cup of tea
- · piece of cake

Again, ask students to speak and clap along with you. Finally, still without changing the beat of two claps, and without clapping the weak sounds for  $a(/\theta)$  and  $of(/\theta v)$ , say:

- a cup of tea
- · a piece of cake

This focus on the rhythm of the stressed words should help students pronounce the unstressed words a and of naturally as the weak forms /ə/ and /əv/.

- In pairs, students practise saying the phrases in 2b.
- **d** Remind students of the food and drink in Vocabulary Focus 3A and 3B on SB pp. 139-140. Elicit a few more phrases with  $a \dots of \dots$ . Then put students into pairs to think of more phrases and practise saying them.

### **3** USEFUL LANGUAGE

### Ordering and paying in a café

a D03.26 Play the recording for students to listen and complete the sentences. Check answers as a class. Play the recording again for students to listen and repeat the questions. Write on the board: I'd like ... , please. and Can I have ..., please?. Elicit some different examples from the class, e.g. I'd like a glass of cola, please., Can I have a piece of banana cake, please?.

### Answers

1 like 2 have

**b** 03.27 Individually, students put the words in the correct order. Play the recording for students to listen and check their answers.

### Answers

- 1 Can I have a cup of coffee, please?
- 2 I'd like an egg sandwich, please.
- 3 Can we have two tomato sandwiches?
- In pairs, students practise saying the sentences.
- **d** 03.28 Individually, students put the conversation in the correct order. Play the recording for students to listen and check.

### Answers

- 3 A cheese sandwich, please.
- 4 Of course. That's £6.00, please.
- 2 Certainly. And to eat?
- 5 Here you are.
- 1 Can I have a glass of cola, please?
- 6 Thank you.
- e Put students into pairs to practise the conversation, but with different details (drink, food and price). Monitor and correct students' pronunciation as appropriate and listen for correct usage of the target language from this lesson.

### 4 SPEAKING

a Divide the class into pairs and assign A and B roles. Give students one minute to read the instructions and prepare what they want to say. Monitor and note down any common mistakes/errors to deal with during feedback.

### **LOA TIP MONITORING**

Rather than writing down comments at random as you monitor, try grouping them under grammar, vocabulary, pronunciation and everyday English headings. Note down good uses of the target language, as well as mistakes.

Working like this will help you find out which areas your students need more help with. It will also give you an organised list of points to address at the feedback stage. When feeding back to your students, be specific about their positive achievements. Write any mistakes that you noticed on the board. Let the mistakes be anonymous – don't attribute them to individual students – and get the whole class involved in correcting them.

**b** Students swap roles and repeat the activity. Give feedback on the students' achievements using the notes you made while monitoring.

### **FAST FINISHERS**

Ask fast finishers to have more café conversations in pairs, using different food and drink words.

### 5 WRITING

**a** Point to the image in blue and elicit what it is (a text message). Tell students to look at the picture and the text message. Give the students one minute to read the text and answer the questions. Check answers as a class. Ask: *Who is the text message about?* (Sophia).

### **Answers**It's from Megan. It's for James, her cousin.

**b** Students go to Writing Plus 3C on SB p. 159. Read through the information in Exercise a as a class. Write on the board: you're, she isn't, I don't. Ask: What are the full forms? (you are, she is not, I do not). Individually, students do Exercises b and c. Check answers as a class by inviting students to come and write them on the board. Tell students to go back to SB p. 29.

# Answers (Writing Plus 3C SB p. 159) b 1 you're 3 l'm 5 they're 7 we're 2 she's 4 don't 6 we aren't 8 it isn't c 1 He's 3 lt isn't 5 You aren't 7 don't 2 They're 4 don't 6 l'm 8 l'm not

- **c** Give students up to five minutes to look at the ideas and write their own text message to a friend. Monitor and point out errors for students to self-correct.
- **d** In pairs, students read each other's text messages. Invite students to tell the class who their partner wrote about.

### **ADDITIONAL MATERIAL**

Workbook 3C

**Unit Progress Test** 

Photocopiable activities: Pronunciation 3C

# UNIT 3 Review

### **11** GRAMMAR

**a** Individually, students write statements and questions from the prompts. Check answers as a class.

### Answers

Do you like eggs?
 We eat bread every day.
 I don't drink fruit juice.
 Do you like eggs?
 You like fruit.
 Do they eat fish?

**b** Individually, students underline the correct answers. Check answers as a class.

### Answers

1 I always 4 never 2 sometimes drink 5 I never have 3 usually eat 6 sometimes don't

In pairs, students discuss whether the sentences in 1b are true or false for them.

**d** Students correct the sentences. Check answers as a class. Write the corrected sentences on the board.

### Answers

No, we don't.
 I usually drink water.
 I always have breakfast.
 Do you like tea?
 We don't eat fish.
 Yes, I do.

### **2 VOCABULARY**

**a** In pairs, students use the words in the box to complete the groups. Check answers as a class. Allow the students to name what the groups are if they can.

### Answers

- 1 fruit juice (cold drinks)
- 2 coffee (hot drinks)
- 3 banana (fruit)
- 4 dinner (meals)
- 5 fish (these foods come from animals)
- 6 cakes (these foods are sweet)
- **b** In small groups, students tell each other what their favourite group of food or drinks is.

### **⊕** EXTRA ACTIVITY

Students play a guessing game. Write these sentence beginnings on the board:

- You like ...
- You don't like ...
- You eat ... every day.
- You never eat ...

Individually, students guess and write down five eating and drinking facts about students sitting near them, e.g., (name of partner) *likes cereal*. They then talk together to see if their guesses were correct, e.g., *Do you like cereal?* Take feedback as a class. Find out if anyone got all their guesses right or wrong.

**c** Tell students to look at the picture and complete the food words.

### Answers

1 bread 2 rice 3 meat 4 apples 5 oranges 6 eggs

### **3** SOUND AND SPELLING

a D03.29 Write /I/, /i:/ and /aI/ on the board. Then, write these word groups on the board and ask students to match the words with the sounds in the groups:

1 my, nine, five 2 cheese, eat, teach 3 it, fish, six

Check answers as a class (1 = /aI/, 2 = /i!/, 3 = /I/).

Play the recording for students to choose the correct answers. They check in pairs. Play the recording again if necessary. Check answers as a class. In pairs, students practise saying the sentences.

### Answers

1 a 2 a 3 b 4 a

**b** © 03.30 Write /ɔː/ on the board and then write the words sit, walk, run. Ask: Which word has the /ɔː/ sound? (walk). Play the recording for students to check the correct words. They check in pairs. Play the recording again if necessary. Check answers as a class. In pairs, students practise saying the words.

### Answers

1 water 4 morning 7 quarter 8 all

### FAST FINISHERS

Ask fast finishers to find food and drink words on SB p. 30 and group them into words of one syllable, two syllables and three syllables. For example, one-syllable words include: rice, cakes, fruit, eggs, meat, milk, tea, bread, fish.

Two-syllable words include: ice cream, biscuits, cola, water, orange, coffee, apple, soda. Three-syllable words include: vegetables, tomato, potato, banana.

### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

# UNIT 4 MY LIFE AND MY FAMILY

### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about their own and other people's daily lives and families
- exchange and convey information and opinions about their own and other people's daily lives and families
- discuss what they know about famous people and their families
- talk about their own family
- ask and talk about photos of family and friends
- write a caption for a favourite family photo

### **UNIT CONTENTS**

### **G** GRAMMAR

- Present simple: Wh- questions
- Present simple: he / she / it positive

### **V** VOCABULARY

- Common verbs: go, live, meet, play, speak, study, teach, work
- Family and people: baby, boy, brother, children, daughter, father, girl, husband, man, men, mother, parents, people, sister, son, wife, woman, women
- Numbers 2: twenty-four, thirty-seven, forty-six, etc., a hundred
- Language Plus: study ... (at university/English/maths, etc.)
- Language Plus: *How old ...?*

### P PRONUNCIATION

- Sentence stress in present simple questions
- Sound and spelling: /ð/
- This is ...
- Sound and spelling: /tʃ/ and /dz/

### **C** COMMUNICATION SKILLS

- Talking about your life and asking about others'
- Talking about your family
- Asking and talking about photos
- Writing about a family photo
- Writing Plus: Word order

### **GETTING STARTED**

### **♥ OPTIONAL LEAD-IN**

Books closed. Draw a simple diagram of your family tree on the board. Your name should be in the centre. Say: *This is me*. Write the names of any children you have under your name, brothers or sisters to the left or right, and parents above. Add lines connecting your name to the other people's. Elicit or teach the word *family*. Say: *This is my family*.

Remind students that they learned *This is* ... for talking about people in Lesson 1B. Put students into pairs to look at the picture and answer questions 1–4. Monitor to find out whether students attempt to use the present simple positive with *he* and *she*, and how much family and people vocabulary they can produce, but don't correct errors at this stage. Go through the questions as a class, writing students' ideas on the board. If students suggest more than one answer (e.g., *They have a meal*. *They go out.*), write them all on the board and leave for the next stage. If you wish, give students information from the Culture Notes.

### **CULTURE NOTES**

The two older people in the photo are playing a music video game, in which players get microphones, plastic controllers that look like musical instruments and a lot of songs to play along with. Music games are one of the best types of computer games for bringing friends and families together to express themselves and entertain each other.

Exercises a and b can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

### WHAT DO YOU STUDY?

### 

Books closed. Write work and study on the board and ask students if they work or study or both.

Write My life on the board and draw two circles. Write on Tuesdays above one and on Saturdays over the other. Divide the circles into sections to show how you spend your time, for example:





Ask students to draw their own circles and compare them with a partner. Invite one or two students to come to the board to draw and talk about their circles to the class.

### 1 VOCABULARY Common verbs

04.01 Students match the sentences with the pictures. Play the recording for students to listen and check.

### Answers

1 c 2 b 3 d 4 a 5 e

### **EXTRA ACTIVITY**

Write sentences 1, 2, 4 and 5 from 1a on the board. Then, underline the preposition in each sentence (study in, work in, live in, go to). Elicit where else you can study in, work in, etc.

- Study at university or ...? (school, home, college ...)
- Work in an office or ...? (a factory, a shop, a bank, New York ...)
- Live in London or ...? (Paris, a big house, a small flat ...)
- Go to the gym or ...? (work, school, the cinema ...)
- **b** In pairs, students discuss which sentences in 1a are true for them. Take feedback as a class.
- c >>> 04.02 Students complete the exercises in Vocabulary Focus 4A on SB p. 142. Play the recording in Exercise a for students to read and listen to the phrases and practise the pronunciation of the verbs. Check answers to Exercise b as a class. Monitor Exercise c and help as necessary. Tell students to go back to SB p. 32.

### Answers (Vocabulary Focus 4A SB p. 142)

b

2 play 4, 5, 6 speak, study, teach 3 live 7 study

At the end of this lesson, students will be able to:

- · use a lexical set of common verbs correctly
- understand a blog about living in one country and working in another
- understand a conversation about living in one city and working in another
- use present simple Wh- questions correctly
- ask questions and talk about where they live, work, etc.

### 2 READING

**a** Tell students to look at the photos and the blog title. Use the picture of the plane to elicit the verb fly. Give students one minute to read the blog for general meaning and to choose the sentence which is true. They then compare answers in pairs. Check the answer as a class.

### Answer

Sentence 2 is true.

**b** Pre-teach the word *expensive* and its opposite, *cheap*, by writing one expensive and one cheap thing on the board, along with their prices. Give students three or four minutes to read the blog again and make notes on the different things. They then compare answers in pairs. Check answers as a class.

### Answers

- 1 They're very expensive.
- 2 They're beautiful.
- 3 three
- 5 Matt studies at a language school on Saturday.
- 6 It's a beautiful city.
- c Put students into pairs or small groups to discuss what they think of Matt's life, then take feedback as a class. If you wish, give students information from the Culture Notes below.

### **CULTURE NOTES**

Matt is an example of a cross-border commuter: someone who regularly travels to another country for work. Employees may choose to do this for the same reason as Matt: because they prefer to live somewhere cheaper, or because they don't want to move their families to another country or abandon other family members.

From an employer's point of view, paying for someone to crossborder commute can be a good way of getting the candidates they really want. It may also be cheaper to pay for an employee to cross-border commute than to relocate them and their

On the downside, regularly travelling long distances is tiring and can be stressful. This can lead to problems at work and put a strain on the commuter's family life. There is also the negative impact that frequent, long-distance travel can have on the environment.

### Language Plus study

Go through the information with students. Write the following gapped sentence on the board and ask students to complete it with the name of a subject (e.g., English) and the name of a place (e.g., school, home, university):

Lstudy	in/at	

- **d** Give students two minutes to complete sentences about themselves using the prompts. Monitor and check that students are using the language from the lesson correctly.
- **e** ... In pairs, students tell each other their sentences in 2d.

### 3 LISTENING

a D04.03 Point to the map and ask: Which country is this? (New Zealand). Now point to the flight route, indicate distance with your hands and ask: How many miles/ kilometres is it from Auckland to Wellington? Encourage students to guess (it's 306 miles / 492 km). Play the recording for students to answer the question. Check the answer as a class.

### Answer Miriam

### Audioscript

**TOM** Where are you from, Miriam? **T** Do you work at home? MIRIAM I'm from Brazil – Rio de Janeiro, but I live here in

- New Zealand now.
- T Where do you live? M I live in Auckland – it's really nice there.
- **T** And where do you work?
- **M** I work in Wellington.
- ▼ Wellington?! But that's so far
- M Yes, I go to work three days a week - I fly.

- M Yes, I work two days at home.
- T Are you married?
- M Yes, my husband's name is Bernardo.
- T Is he Brazilian?
- M Yes, he is.
- T Ah, OK. Do you speak English or Portuguese at home?
- M We speak Portuguese, of course!
- **b** 04.03 Play the recording again for students to listen in more detail for the correct answers. Students compare answers in pairs. Check answers as a class. Elicit a personal response to the listening text by asking: What do you think of Miriam's life? What's the same about Matt's and Miriam's lives? (They both fly to work every week. They both work at home two days a week.) What's different? (Matt lives in one country, Spain, and works in a different country, the UK. Miriam lives in one city in New Zealand, Auckland, and works in a different city in the same country, Wellington.)

### Answers

1 Brazilian 2 New Zealand 3 isn't 4 is 5 Portuguese

### 4 GRAMMAR

Present simple: Wh- questions

a D04.04 In pairs, students complete the table. Play the recording for students to check answers and practise saying the questions.

### Answers

Yes/No questions	Wh- questions
<u>Do</u> you work at home?	Where <u>do</u> you live? When <u>do</u> you have dinner? What <u>do</u> you study at university?

### CAREFUL!

Students are most likely to make mistakes with word order, e.g., Where your house is? (Correct form = Where is your house?), and What you do study? (Correct form = What do you study?). They may also omit do completely, e.g., When you have lunch? (Correct form = When do you have lunch?), or combine the two errors, e.g., Where work you? (Correct form = Where do you work?).

**b** 3 04.05–04.06 Students read the information in Grammar Focus 4A on SB p. 120. Play the recording where indicated and ask students to listen and repeat. Individually, students complete Exercise a on SB p. 121. Check answers as a class. Individually, students complete Exercise b. Monitor and point out errors for students to self-correct. Check answers as a class. Tell students to go back to SB p. 33.

### Answers (Grammar Focus 4A SB p. 121)

- **a** 1 do 2 do 3 's 4 are 5 do 6 are 7 do 8 's
- **b** 2 When do you go to work (in the morning)?
  - 3 What do you eat for lunch?
  - 4 Where do you study (in Madrid)?
  - 5 What do you study (at university)?
  - 6 When do you go to your lesson?
- c 04.07 Individually, students write the words in the correct order to make questions. Play the recording for students to check their answers.

- 1 Do you work in an office?
- 2 Where do you work?
- 3 Where do you live?
- 4 What do you study at university?
- 5 Do you speak Spanish?

### 

Ask fast finishers to use the verbs in Vocabulary Focus 4A on SB p. 142 to write more present simple Wh- questions.

- **d** 04.07 **Pronunciation** Play the recording for students to listen for the stressed words in the questions.
- 04.07 Individually, students complete the task. Check answers as a class. Play the recording again so students can listen and repeat the questions in 4c. Monitor and correct students' pronunciation as appropriate.

### Answers

- 1 question word (e.g., where)
- 3 main verb (e.g., work)
- f :In pairs, students ask and answer the questions in 4c. Monitor and note down any common mistakes/errors to deal with during feedback.

### 5 SPEAKING

Divide the class into pairs and assign A and B roles. Student As read the information and look at the map on SB p. 105. Student Bs do the same on SB p. 108. Student A uses the questions to interview Student B, then they swap roles. Monitor and write down any common mistakes/errors to deal with during feedback.

### LOA TIP REVIEW AND REFLECT

Write these four kinds of questions on the board:

- 1 Yes/No questions with be, e.g., Are you a student?
- 2 Yes/No questions with do, e.g., <u>Do you like your office?</u>
- 3 Wh- questions with be, e.g., What's your name?
- 4 Wh- questions with do, e.g., Where do you live?

Next, draw this scale on the board:

very difficult

difficult

easy

verv easv

Ask students to think about the four kinds of questions. Ask: How easy or difficult are 1-4? Give them one minute to choose a word on the line.

### (+) ADDITIONAL MATERIAL

Workbook 4A

Photocopiable activities: Grammar 4A, Vocabulary 4A, Pronunciation 4A

Documentary Video Unit 4 My life and my family Video Worksheet Unit 4 My life and my family

### SHE HAS A SISTER AND **A BROTHER**

### **OPTIONAL LEAD-IN**

Pre-teach the words man, woman and famous by gesturing to appropriate students in the class or pointing to pictures on SB p. 10. Write these phrases on the board:

- · an American woman
- a Spanish man
- a funny man
- a beautiful woman
- a good man
- an interesting woman

Put students into pairs to write down the name of one person who matches each phrase. Take feedback as a class to see if the pairs have the same names or different names in their lists. At the end of the activity, use all the names to pre-teach the word

### READING AND LISTENING

**a** Point to the pictures of famous people on SB pp. 34–35. If you didn't teach famous people in the optional lead-in, you may wish to pre-teach it now. Ask the class: Do you know the famous people in the pictures?, but don't elicit any names yet. Put students into pairs to try to match the pictures with the sentences.

At the end of this lesson, students will be able to:

- understand information about famous families
- use a lexical set about family and people correctly
- understand a text about an international family
- use numbers 21–100 correctly
- use the present simple with he / she / it in positive statements correctly
- talk about their families

**b** 04.08 Play the recording for students to check their answers.

### Answers

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

### Audioscript

- player. He's with his three sons in this photo.
- 2 e This is Beyoncé, the pop star. 6 b It's a photo of singer Camila In this photo, she's with her husband, Jay-Z, and her sister Solange.
- a This is a photo of the film star Kate Hudson. She's with her parents in this photo.
- 4 f And this one this is the film director Alejandro González Iñárritu. That's his wife, his son and his daughter.
- 1 c It's Lionel Messi, the football 5 d It's a photo of the actor Colin Hanks. He's with his father Tom Hanks, a famous actor.
  - Cabello. She's from Cuba. She's with her mother in this photo.

In pairs or small groups, students discuss what else they know about the people in the photos. If you wish, give students information from the Culture Notes.

### **CULTURE NOTES**

Lionel Messi (born in Argentina, 1987) is married to Antonella Roccuzzo and together they have three sons (Thiago Messi, Mateo Messi, Ciro Messi).

Beyoncé (born in the USA, 1981) has a younger sister named Solange and two half-siblings (Nixon and Koi). She is married to Jay-Z and they have three children (Blue Ivy Carter, Sir Carter, Rumi Carter).

Kate Hudson (born in the USA, 1979) is the daughter of the actress Goldie Hawn and the actor/musician Bill Hudson. She has three children and a brother.

Alejandro González Iñárritu (born in Mexico, 1963) is married to Maria Eladia González and they have two children, Maria Eladia and Eliseo

Colin Hanks (born in the USA, 1977) is the son of the actors Samantha Lewes and Tom Hanks. He is the nephew of actor / director / voice actor / producer Jim Hanks.

Camila Cabello (born in Cuba, 1997) is a singer who emigrated to the USA when she was young. She is very close to her mother, Sinuhe Cabello and her younger sister, Sofia.

### VOCABULARY Family and people

a Students complete the table by finding the words in the sentences in 1a. Check answers as a class. Draw attention to the silent *gh* in *daughter* and the /∧/ sound in *son*, *mother* and *brother*. Drill all the words.

# mother daughter wife sister father brother

**b** Students find the words in the sentences in 1a. Check

### Answers

1 parents 2 children

**c** Point to the picture of the family tree and teach the phrase *family tree*. Students work individually to complete the exercise. Check answers as a class.

### Answers

- 1 Ron and Mary, Michael and Jane, Natalie and James
- 2 Laura, Diana, Natalie
- 3 Diana, Michael, Laura, Oliver
- 4 Ron and Mary, Michael and Jane
- d Use the questions in Exercise c to elicit yes/no questions with you. (Are you married? Do you have a brother? Do you have a sister? Do you have a child / children?) You may wish to write them on the board. Demonstrate the activity by secretly choosing one of the people on the family tree. Tell the class to ask you questions to find out which person you are. Put students into pairs to take turns asking and answering questions to find out which person on the family tree their partner is. Give the students about four minutes to play the game. Monitor to make sure they are using yes/no questions correctly.

• 204.09-04.10 Students complete the exercises in Vocabulary Focus 4B on SB p. 143. Play the recording where indicated and ask students to listen and repeat. When checking Exercise d, make sure students pronounce woman /wumən/, women /wımın/ and people /pi:pl/ correctly. Tell students to go back to SB p. 34.

### Answers (Vocabulary Focus 4B SB p. 143)

b 1 mother 4 wife 7 father 10 children
2 son 5 brother 8 daughter
3 husband 6 sister 9 parents
d 1 children, boy, girls 3 woman, sister 5 people, women, man
2 husband 4 baby, girl

### EXTRA ACTIVITY

### f Sound and spelling /ð/

**O4.11** For Exercise 1, play the recording for students to listen and repeat the sound and the example word. Make sure they place the tip of their tongue between their upper and lower teeth and that they are voicing the sound.

**O**4.12 For Exercise 2, play the recording twice for students to listen and repeat the words.

For Exercise 3, put students into pairs to practise saying the words in Exercise 2.

### **3 READING AND VOCABULARY Numbers 2**

a Point to the picture and the text *An International Family*. Tell students to read the first paragraph and ask: *Are Pablo and Alicia brother and sister?* (No, they're husband and wife.) Ask: *Are they the same nationality?* (No, he's from Spain and she's from Argentina.) Write on the board: *international = more than one country*. Give students one minute to read the whole text and decide if the statements are true or false. Check answers as a class. Ask students to correct the false statements.

### Answers

- $1\;$  F (Pablo and Alicia's son Alex is 19 and their daughter María is 24.)
- 2 T
- 3 F (Their son Alex lives in Mexico; Pablo and Alicia live in New York.)
- **b** Ask: Which country do Pablo and Alicia live in? (the USA). Individually, students read the text again and write the country where each person lives. Check answers as a class. Ask: Do you have family members in or from other countries? Who? Where do they live? Where are they from? Allow time for some students to share their answers with the class.

### Answers

1 Argentina 2 Brazil 3 Mexico 4 Turkey 5 Turkey

C Discuss the question as a class. Write the answers on the board.

### Answers

1 thirty-seven 2 nineteen 3 twenty-four

### Language Plus How old ...?

Give students time to read the information. Write on the board: How old/Carlos? How old/Alex and María? Elicit and drill the full questions: How old is Carlos? How old are Alex and María?

**d** D04.13 Students complete the exercises in Vocabulary Focus 4B on SB p. 141. For Exercise a, play the recording for students to listen and repeat. Write a few numbers between 21 and 100 on the board for the students to say as a class. Put students into pairs for Exercise b. Make sure they swap roles and repeat this a few times. Tell students to go back to SB p. 35.

### **♥ FAST FINISHERS**

Ask fast finishers to work in pairs and test each other with numbers between 21 and 100. For example, Student A says: What's forty-two and thirty-seven? Student B answers: Seventy-nine.

**e** Look at the example as a class. Give students one minute to write down the names of three famous people. Then put students into small groups to say or guess their ages.

### 4 GRAMMAR

### Present simple: he / she / it positive

a Tell students to look at the table. Elicit answers from the class.

### Answers

- 1 work changes to works, have changes to has, live changes to lives
- 2 work and live are regular verbs and add-s to the I / we / you / they form; have is an irregular verb and changes to has in the he / she / it form
- **b** Students complete the sentences. Check answers as a class.

### Answers

1 works 2 lives 3 has

### CAREFUL!

The most common learner error with this grammar area is the omission of the -s/-es ending from the verb, e.g., My-brother start work at 6:00 a.m. and finish at 4:00 pm (Correct form = My brother starts work at 6:00 am and finishes at 4:00 pm). This error is seen most frequently with the verbs have, start, do, take, stay, open, begin and like.

Focus 4B on SB p. 120. Play the recording where indicated and ask students to listen and repeat. Students complete the grammar exercises on SB p. 121. Write the answers on the board for students to see the correct spelling of the verb endings. Check answers as a class. Tell students to go back to SB p. 35.

### Answers (Grammar Focus 4B SB p. 121)

- **a** 1 drinks 2 studies 3 works 4 has 5 goes 6 plays
- **b** 1 lives 2 studies 3 eats 4 drinks 5 has

### • LOA TIP DRILLING

Use the following drill to give students some controlled practice in adding the -s ending to verbs. First do the drill as a whole class, then nominate a few students individually to say sentences. Finally, repeat the drill with the whole class.

Say the sentences below followed by the third-person prompt in brackets. Students must use the prompt and repeat the sentences with the verbs with the -s ending.

Say: They work in Barcelona. (John) Students say: John works in Barcelona.

Say: We live in London. (Megan) Students say: Megan lives in London.

Say: You study English. (my sister) Students say: My sister studies English.

Say: I have two sisters. (my friend) Students say: My friend has two sisters.

Say: I like coffee. (he) Students say: He likes coffee.

Say: You teach children. (my mother) Students say: My mother teaches children.

d Divide the class into pairs and assign A and B roles. Student As read the information about Omar on SB p. 105. Student Bs read the information about Monica on SB p. 109. Student As tell Student Bs their information, then swap roles. Monitor and note down any common mistakes/errors to deal with during feedback.

Elicit or pre-teach the word both (the two). Ask: What six things are the same about Omar and Monica? Check answers as a class. Tell students to go back to SB p. 35.

### Answers

- 1 They're both students.
- 2 They both study English.
- 3 They both live at home with their parents.
- 4 They both have one brother.
- 5 Their brothers are married.
- 6 Their brothers work at airports.

### **5** SPEAKING

- a Give students two minutes to prepare what they're going to say. Then put students into pairs to tell each other about their families. Before they begin, ask: *Can you make notes?* (no you should remember). Use a gesture to show that *remember* means 'keep something in your head'.
- **b** Students tell their partner what they remember. Monitor, but don't interrupt fluency. To close the activity, ask: Is it easy or difficult to listen? Is it easy or difficult to remember? Is it easy or difficult to speak?

### ADDITIONAL MATERIAL

Workbook 4B

Photocopiable activities: Grammar 4B, Vocabulary 4B

### **EVERYDAY** ENGLISH This is

### This is me with my father

### **♥ OPTIONAL LEAD-IN**

Books closed. Show students photos of your own family and ask them to guess who they are. Encourage students to ask questions about them.

### 11 LISTENING

- a Pre-teach the word wallet by showing your own, or drawing one on the board. Give students one minute to think about their answers to the questions. Then put them into pairs or small groups to discuss the questions. Take feedback as a class.
- Look at picture a and discuss the questions as a class. Write students' ideas on the board. Don't check answers at this point.
- c D04.15 Play Part 1 of the video or audio recording for students to check if their guesses were correct. Take feedback as a class.

### Answers

- 1 sad
- 2 Because her family is in Canada and she's in London.

### Video/Audioscript (Part 1)

**MEGAN** Good morning! **SOPHIA** Hi there.

- **M** So ... how's the new flat?
- **s** Oh, it's great. I really like it. You **s** Oh, she's fine. It's just ... must come and see it.
- M I'd love to ... Are you OK, Sophia?
- **s** Well, yes and no ... an email from my sister.
- M In Canada?
- s That's right.
- M Is she OK?
- **M** ... she's in Canada.
- s And my parents, and my brother.
- M And you're here in London.
- s It's difficult.
- **d** Play Part 2 of the video or audio recording for students to answer the questions. Students check answers in pairs. Play the recording again if necessary. Check answers as a class.

### Answers

- 1 five (her mother, her father, her sister, her sister's two girls)
- 2 three (her brother, her brother's wife, her cousin)

### Video/Audioscript (Part 2)

MEGAN Yeah ... Do you have photos of your family?

SOPHIA Yes. Yes, I do.

- **M** Ooh, can I see them?
- s Sure ... OK. This is my mother. She's a teacher.
- **M** Oh, yes. Nice picture!
- s And this one, this is my father.
- M Oh, right. Is he a teacher too?
- s No, he's a manager. He works for a big supermarket.
- M And who's this?

- understand a conversation about family
- use appropriate phrases for asking and talking about
- recognise and produce the sounds /tf/ and /ct/
- talk about photos of family and friends
- write about a favourite photo of their family
- **s** This is my sister, Jackie. And her **M** He is. He lives in Scotland. two girls.
- **M** Oh, they're beautiful. How old **M** He works with computers. are they?
- **s** This is Kylie, she's ten, and this **M** And this is Helen, his wife. is Amanda, she's eight.
- M Oh. They're lovely.
- **s** Yes, they are ... So, what about **s** Ah. Nice photo. you? Do you have photos?
- M Yes, I do! Just a minute ... Ah, here we are. So ... this is Mike.
- **s** Oh right. Who's Mike? ... Is he your ... husband? M No, I'm not married! He's my
- brother

s Oh! He looks nice.

- s What's his job?
- s OK
- She works in a hotel. She's a manager.
- M And this is James. He's my cousin. He's really great!
- s Oh, yes.
- M James lives near you. Maybe we can go and see him?
- s Yes ... I'd like that. Thank you, Megan.
- 04.16 Give students one minute to read the information. Then play Part 2 of the video or audio recording for students to complete it. They compare answers in pairs. Check answers as a class. Ask: Does Sophia think Megan's photos are interesting? (yes). Does Megan think Sophia's photos are interesting? (yes). How does Sophia feel now? (happy/not sad).

### Answers

1 teacher	3 sister	5 hotel
2 supermarket	4 computers	6 cousir

**f** Give students two minutes to think of a favourite family photo and prepare their answers to the question. Put students into pairs or small groups to discuss this.

### USEFUL LANGUAGE

### Asking and talking about photos

- a Individually, students match the expressions from Part 2 of the video or audio recording to the three different functions. Don't check answers at this point.
- **b** 04.17 Students match the four expressions to the groups in 2a. Play the recording for students to check answers to Exercises 2a and 2b.

### Answers and Audioscript

### a ask about photos

Do you have photos of your family?

Can I see them?

Who's this?

Do you have any pictures of your home?

### b talk about your photos

This is my mother.

This is my sister, Jackie.

This is a picture of my town.

These are my friends, Sayeed and Mona.

### c talk about another person's photos

Nice picture!

They're lovely.

It's really nice.

c • 04.18 **Pronunciation** Play the recording and go through the questions as a class, highlighting the answers on the board. Play the recording again for students to listen and repeat.

### Answers

- 1 Yes. The s at the end of *This* links to the *i* at the beginning of *is*.
- 2 No. The s at the end of *This* is pronounced /s/; the s at the end of is is pronounced /z/: *This\_is = /ðisiz/*.

### **LANGUAGE NOTES**

The link in *This* is is an example of linking in connected speech. Consonant sounds at the end of words link to vowel sounds at the beginning of words, e.g., *picture of*, and *Emma*.

### **EXTRA ACTIVITY**

Write these sentences and phrases on the board and ask students to come to the board to mark the consonant-to-vowel links. Check answers as a class and drill each sentence and phrase, paying attention to the linking sounds.

- Can I see them? (Can I see them?)
- These are my friends. (These are my friends.)
- photos of my family (photos of my family)
- pictures of your home (pictures of your home)
- · Sayeed and Mona (Sayeed and Mona)
- **d** 19 Individually, students complete the task. Play the recording for students to check their answers. Ask one pair of students to read out the complete conversation. Help students to sound interested (see Language notes) by drawing attention to the way the voice moves. Drill the questions and expressions in the box, listening carefully to students' pronunciation.

### Answers

- 1 Do you have any photos of your friends?
- 3 Great photo!

2 Can I see them?

4 He's funny.

### **LANGUAGE NOTES**

In English, we can use a wider than normal voice range to show we are interested.

- Can I see them?

When the voice range is narrow, we don't sound interested; this would seem rude to the listener:

- Great photo!

### **LOA TIP MONITORING**

Drill the expressions in the box in 2d, bearing in mind the advice below on monitoring your students.

You probably monitor your students most often by walking round the classroom and listening to them as they speak or write. Remember, though, that monitoring also includes paying careful attention to your students' accuracy while doing drills with the whole class. When drilling (whether with words, sentences or expressions), be an active listener and be prepared to give specific guidance for improvement.

In this case, when drilling the questions and expressions in the box, listen carefully for how well students are using their voice to show interest. If necessary, model the target language again yourself or play recording 04.19 again. Use your own voice, arrows on the board, hand gestures or a combination of all three to show how wide the up-and-down range of the voice needs to be. Keep listening and drilling until you are satisfied with your students' output.

e In pairs, students practise the conversation in 2d. Continue to monitor students to see how well they are using their voice to sound interested.

### FAST FINISHERS

Ask fast finishers to repeat the conversation using different people and adjectives.

### 3 PRONUNCIATION

Sound and spelling: /t// and /ct//

- a Play the recording for students to listen and repeat the words and the sounds /tʃ/ and /t͡ʒ/.
- **b** Play the recording for students to find the word in each line where the marked sound is different. Check answers as a class.

### Answers

1 jeans 2 choose 3 orange 4 cheese

c In pairs, students practise saying the words in 3b.

### 4 SPEAKING

Divide the class into pairs and assign A and B roles. Student As look at the pictures on SB p. 105. Student Bs look at the pictures on SB p. 108. Give them one minute to prepare what they're going to say. Monitor and note down any common mistakes/errors to deal with during feedback. Take feedback as a class. Tell students to go back to SB p. 37.

### **5** WRITING

a Give students one minute to read Sophia's photo caption and answer the question. Check the answer as a class.

### Answer

They live in a new house in Toronto. Tom is her husband.

**b** Students go to Writing Plus 4C on SB p. 159. Read through the examples in Exercise a. Individually, students do Exercises b and c. Check answers as a class. When checking answers for Exercise c, nominate a few students to write the sentences on the board. Tell students to go back to SB p. 37.

### Answers (Writing Plus 4C SB p. 159)

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

- 1 They don't speak German.
- 2 You have coffee there.
- 3 We don't work in a factory.
- 4 My dad teaches Italian at the university.
- 5 I don't like the computer at the office.
- 6 They have a nice house in New Zealand.

### 

Ask fast finishers to write more sentences using the sentence patterns in Exercise 5a.

- **c** Remind students about the family photo they talked about in Exercise 1f. Give them five minutes to write about it. Encourage them to look at Sophia's photo caption again and to use the expressions in the Useful Language section.
- **d** Students read their partner's text. Ask: *How many people* does your partner write about? Take feedback as a class.

### **(+)** ADDITIONAL MATERIAL

Workbook 4C

**Unit Progress Test** 

Photocopiable activities: Pronunciation 4C

## UNIT 4 Review

#### **1** GRAMMAR

**a** Write the example on the board and do it as a class. Students write the present simple questions. Check answers as a class.

#### **Answers**

- 1 What's your name? / What is your name?
- 2 When do you have lunch?
- 3 What time do you go to work?
- 4 Where are your friends from?
- 5 What do you study?
- 6 Where's your school? / Where is your school?
- **b** In pairs, students ask and answer the questions.
- C Students correct the underlined word in each sentence. Check answers as a class. Write the correct words on the board.

#### Answers

1 works 2 eats 3 has 4 goes 5 teaches 6 studies

**d** Students underline the correct answers. Check answers as a class.

#### Answers

1 do 2 lives 3 are 4 do 5 are 6 go

#### **2** VOCABULARY

**a** Write the example on the board and do it as a class. Ask students to tell you the answer that isn't possible.

#### Answers

1 to the gym 3 Italian 5 to school 2 home 4 to the cinema 6 Japan

- **b** Students tick the sentences in 2a that are true for them. They then tell a partner.
- C Students complete the numbers. Check answers as a class and write them on the board.

#### Answers

1 thirty- 3 seventy- 5 ninety- 7 forty- 9 hundred 2 twenty- 4 eighty- 6 fifty- 8 sixty-

**d** Students match the words with the people in the pictures. Check answers as a class. Say the numbers and ask students to say the words so you can check their pronunciation.

#### Answers

1 women 2 men 3 woman 4 baby 5 girl 6 boy

#### **♥ FAST FINISHERS**

Ask fast finishers to write a list of more words related to people from this unit or previous units. Possible words include: family, friends, brother, sister, son, daughter, manager, football player, tennis player, teacher, student, etc.

#### **3** SOUND AND SPELLING

#### Answers

- 1 These are my friends.
- 2 I study there.
- 3 This is my father.
- 4 They're at the cinema.
- 5 They teach at the university.
- 6 I like their daughter.
- **b** 104.23 Tell the students to study the information. Play the recording for them to hear the pronunciation of the sounds and words.

#### **♥ EXTRA ACTIVITY**

Write these words on the board with the key sounds underlined: <u>Chinese, Spanish, German, city, picture, juice</u>. Ask the class to find the matching pairs (<u>Chinese, picture; Spanish, city; German, juice</u>). Drill the words a few times.

the recording for students to complete the task. Play the recording again if necessary. Check answers as a class. In pairs, students practise saying the sentences.

#### Answers

1 D 2 S 3 D 4 S 5 S 6 S

#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

## UNIT J PLACES

#### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about places and hotels
- exchange and convey information and opinions about places and hotels
- evaluate places to live and stay
- ask and answer questions about towns and places
- ask and say where places are
- write an email about a place

#### **UNIT CONTENTS**

#### **G** GRAMMAR

- there is / there are: positive
- there is / there are: negative and questions

#### **V** VOCABULARY

- Places in a town: bank, beach, café, cinema, hospital, hotel, museum, park, restaurant, school, shop, station, supermarket, swimming pool
- Hotels: bath, bed, blanket, car park, pillow, room, shower, towel, TV, wi-fi
- Language Plus: a few, a lot of

#### P PRONUNCIATION

- there is / there are
- Sound and spelling: /uː/ and /ʌ/
- Sound and spelling: /ʃ/
- Stressed syllables
- Emphasising what you say 1

#### **C** COMMUNICATION SKILLS

- Describing a town
- Talking about hotels and hostels
- Asking about and saying where places are
- Writing about a part of town
- Writing Plus: and and but

a Students to look at the picture and check the things they think are in this building. Put students into pairs to compare answers. Notice whether students attempt to use *there is/are*, but don't correct errors at this stage. Take feedback as a class. If you wish, give students information from the Culture Notes.

#### **CULTURE NOTES**

The picture shows the Louis Vuitton Foundation building in Paris, France. It is an art museum and cultural centre. It opened in 2014. The museum is a complex of connected buildings designed by the architect Frank O. Gehry. It houses modern and contemporary art.

Exercises a and b can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

#### **GETTING STARTED**

#### **♥ OPTIONAL LEAD-IN**

Books closed. Write the word *MUSEUM* on the board and ask students to name some museums in the town or city you're in. Write them on the board. Ask about the museums on the board: *Which museums are old? Which are new? Which are good?* With stronger classes, ask: *Why?* 

## THERE ARE A

#### **♥ OPTIONAL LEAD-IN**

Books closed. Write on the board: a hot place you know; a cold place you know. Give students an example for each, and then give students a few minutes to talk about the hot and cold places they know in pairs. Take feedback as a class.

#### READING

- a Point to the pictures of Timbuktu and Harbin on SB p. 40. In pairs, students discuss the questions. If you have time, show students where these towns are on a
- **b** Give students one minute to read the texts and check their answers to 1a.

#### Answers

Timbuktu is in a desert.

Harbin is in the snow. It's a good place for tourists.

**c** Give students two minutes to read the texts again and match the statements to the two places. Check answers as a class, encouraging students to give information from the text to support their answers. If you wish, give students information from the Culture Notes.

#### Answers

- 1 T
- 2 H
- 3 H 4 T
- 5 H

#### **CULTURE NOTES**

#### Timbuktu, Mali

Timbuktu is a small town in Mali in West Africa. It's in the desert, so it's very dry and there's sand in the streets. It's also very hot during the day – sometimes 49°C in the summer. There's a large market and it's a very important UNESCO World Heritage site. In the town, there's only one petrol station, but there are some shops and there are a few hotels and restaurants.

#### Harbin, China

Harbin is a large city in China with a population of about 10 million people. It's nice in summer (25°C), but it's very cold in winter (-20°C). Lots of people call it the 'ice city'. From December to February every year, there is an ice and snow festival in Harbin. So, there are a lot of tourists in the winter. There are a lot of shops, good roads and hotels in the city.

At the end of this lesson, students will be able to:

- understand a text about a hot and a cold place
- use there is and there are in positive statements
- use a lexical set for places in a town correctly
- understand someone talking about places in a town
- talk about the area of town they're in now

#### **♥ EXTRA ACTIVITY**

Ask students to find all the adjectives in the articles about Timbuktu and Harbin. Write them on the board: small, (very) dry, (very) hot, large, (very) important, nice, (very) cold, good.

Ask students to choose one of these adjectives from the board and think of another place that also possesses that characteristic, e.g., Istanbul is a large city. Madrid is hot in the summer.

**d** In pairs, students discuss the questions. Take feedback as a class.

#### Language Plus a few, a lot of

Ask students to look at the pictures and phrases. Drill the phrases. Check understanding by pointing to the picture of Timbuktu and asking: A lot of houses or a few houses? (a few houses).

#### 2 GRAMMAR there is I there are: positive

- a Write on the board: It's cold. It's hot. Underline cold and hot. Write on the board: There's a new town. There are two teachers. Underline town and teachers. Write these grammar patterns on the board:
  - It's/They're + adjective (e.g., hot, cold).
  - There's + a/one + singular noun (e.g., town).
  - There are (+ two / three / four / a few / a lot of) + plural noun (e.g., teachers).

Give students one minute to look at the texts in 1b and complete the two sentences. Check answers as a class.

#### Answers

1 There 2 are

#### CAREFUL!

Students commonly confuse is and are with this structure, e.g., There are a school. There is two cinemas. (Correct form = There's a school. There are two cinemas.) They may also leave out there altogether, e.g., In my town is a big museum. (Correct form = In my town there's a big museum.)

**b** 05.01 **Pronunciation** Play the recording, pausing after each sentence for students to complete this dictation activity. Play the recording again if necessary. Check the answers as a class. Write the sentences on the board yourself or invite students to the board to write them. Students practise saying the sentences.

#### Answers and audioscript

- 1 There's a large market.
- 2 There are a lot of shops.
- 3 There are a few hotels.
- 4 There's only one petrol station.
- c >>> 05.02 Students read the information in Grammar Focus 5A on SB p. 122. Play the recording for students where indicated and ask students to listen and repeat. Students then complete the exercises on SB p. 123. For Exercise a, they write about Regent Street on SB p. 122. Check answers as a class. For Exercise b they write about the picture on SB p. 123. Tell students to go back to SB p. 40.

#### Answers (Grammar Focus 5A SB p. 123)

- a 1 There are a lot of flats.
  - 2 There are three cars.
  - 3 There's a/one supermarket.
- **b** 1 There are two taxis.
- 5 There's a/one girl.
- 2 There's a/one restaurant. 6 There are two boys.
- 3 There are a lot of shops.
- 7 There's a/one school.
- 4 There are two women.

#### • LOA TIP ELICITING

When you've just introduced students to a new piece of target language (in this case, there is / there are), eliciting more examples of the structure from the class is a good way to check that students know how to use it. Students can write the examples down in their books as a written record. If eliciting is a new process for your students, you might like to show them how it works by writing one prompt with a gap on the board and asking the students what's missing.

You can then move on to eliciting verbally. Start by giving students minimal visual or spoken prompts, e.g., pointing to a picture or asking: How can we say this? You can then give more prompts, if necessary, to draw out the target language, e.g., There ... There are .... Encourage the whole class to be involved in building sentences with the new language as you elicit. Don't just focus on one or two students.

Eliciting is an opportunity to discover what your students find difficult about a new piece of language. Using studentto-student error correction encourages collaboration. Use hand gestures to indicate that something is not exactly right, and to indicate to other students that they can contribute their own ideas or corrections.

At this stage in this lesson, draw a simple house on the board. Elicit the sentence: There's a house. Draw two more houses and elicit the sentence: There are three houses. Draw five more houses and elicit: There are eight houses or There are a lot of houses. Now change the context by putting a book on your desk and eliciting: There's one book. Make a pile of books, eliciting a new sentence each time. You could repeat the process with other common objects, e.g., keys, bottles of water, pens.

**d** Students write sentences about the places in the text from memory. Make sure students cover the texts. Monitor and help as necessary.

#### Answers

There are a lot of hotels in Harbin.

There are a few restaurants in Timbuktu.

There is a market in Timbuktu.

There are a lot of shops in Harbin.

There are good roads in Harbin.

There are a lot of tourists in Harbin (in winter).

#### **♥ FAST FINISHERS**

Ask fast finishers to add adjectives to their sentences, e.g., There is a good shop or There are a lot of big houses.

e First, give students two minutes to write two sentences about their own street. Put students in pairs to tell each other their sentences. Take feedback as a class and write some of their sentences on the board. Include a mix of examples, e.g., with singular nouns, plural nouns, adjectives and a few and a lot of.

#### 3 VOCABULARY Places in a town

a Dos.03 Ask the class: What's in Timbuktu? Do you remember? (e.g., a large market, a petrol station, some shops, a few hotels and restaurants). Individually, students match the words with the places in the pictures. Play the recording for students to check their answers. Drill each word.

#### Answers

a shop b café c school d bank e restaurant f hotel

**b** Students decide which places in 3a sentences 1–6 describe. Check answers as a class.

#### Answers

1 school 2 restaurant 3 café 4 hotel 5 shop 6 bank

c Students complete the exercises in Vocabulary Focus 5A on SB p. 144. Play the recording for students to listen and repeat the places in Exercise a. For Exercise b, go through the example for picture 1 to make sure students understand there are often no right or wrong answers, although there are often likely answers. Check answers as a class. Tell students to go back to SB p. 41.

#### Possible answers (Vocabulary Focus 5A SB p. 144)

- **b** 1 swimming pool, beach
  - 2 café, restaurant, shop, bank, hotel, supermarket, hospital or
  - 3 swimming pool, park
  - 4 bank, hotel
  - 5 station, school, cinema, shop, restaurant, café, museum, beach
  - 6 cinema
  - 7 restaurant, café
  - 8 beach, park, station

#### d Sound and spelling /ux/ and /n/

**©** 05.05 For Exercise 1, play the recording for students to listen and notice the pronunciation of the sounds and example words. Ask: *Is* /u:/ *a long or short sound?* (long). *Is* / $\wedge$ / *a long or short sound?* (short). Show students the position of the mouth for each sound: lips rounded and jaw up for /u:/, mouth open and jaw down for / $\wedge$ /.

**D05.06** For Exercise 2, tell students to copy the table in their notebooks, but with more space to write into. Play the recording for students to complete the categorising task. Students compare answers. Play the recording again, then check answers as a class. Point out how the /u:/ and /n/ sounds can have different spellings: /u:/ = oo, ew, wo, o and eau; /n/ = u and o.

#### Answers

Sound 1 /uː/	Sound 2 / n/
food	mother
new	umbrella
two	sometimes
who	
beautiful	

Put students into pairs to practise saying the words in Exercise 3.

#### 4 LISTENING

**a Q**05.07 Give students time to look at the map and the task. Play the recording for them to match places 1–5 on the map with the words in the box. Check answers as a class. Encourage students to say what information helped them find the answers.

#### Answers

- 1 café (near the station)
- 2 bookshop (on New Street)
- 3 food shop (on New Street)
- 4 bank (on Old Street, near the school)
- 5 restaurant (on Old Street, near the cinema)

#### Audioscript

- **A** Excuse me! Where are the shops? Are they near here?
- B Yes, there are a few shops in New Street, that's just near here. There's a small food shop and there's also a good bookshop. It's really big and the people there are very nice! Oh, and there's a nice Italian café in New Street, near the station. They
- have very good cakes, and great coffee.
- A What about a bank?
- New Street, that's just near here. **B** A bank ... Yes, there's a bank in There's a small food shop and Old Street. It's near the school.
  - **A** And restaurants?
  - B Well, there's a new Chinese restaurant. That's in Old Street.It's near the cinema. But it's expensive.
- **b** 05.07 Play the recording again for students to decide whether the statements are true or false. Check answers as a class. Ask students to correct the false sentences.

#### Answers

- 1 F (There are a few shops on New Street.)
- 2 T
- 3 T
- 4 F (The coffee and cakes in the café are great.)
- 5 T
- 6 F (The restaurant is expensive.)
- Put students into pairs to discuss the question. Point out that they can talk about the town they're in now or their original home town. Take feedback as a class.

#### **5** SPEAKING

- a Give students two minutes to prepare what they're going to say.
- **b** Put students into small groups. They take turns to describe the street to other students, using their notes. Monitor, but don't interrupt fluency. Can the other students identify the streets they hear about? Take feedback as a class.

#### ADDITIONAL MATERIAL

Workbook 5A

Photocopiable activities: Grammar 5A, Vocabulary 5A

## **5B**

#### IS THERE A HOSTEL' IN YOUR TOWN?

#### **♥ OPTIONAL LEAD-IN**

Books closed. Prepare to show students pictures of the following places: restaurant, bank, beach, park, station, supermarket. Put students into pairs and tell them that you're going to show them pictures one by one and they need to write the name of the place with the correct spelling as quickly as possible. When they have written the name of the place, they shout: Done! so you can check their spelling. The pair who writes the place down correctly first wins a point, and the pair with the most points wins the game.

#### 1 VOCABULARY Hotels

**a D**05.08 Individually, students match the words with the pictures. Play the recording for them to check. Drill the words.

#### Answers

1 room 2 bed 3 shower 4 bath 5 TV

#### b Sound and spelling /[/

- **©** 05.09 For Exercise 1, play the recording for students to listen and repeat the pronunciation of the /ʃ/ sound and the example word.
- **©05.10** For Exercise 2, play the recording for students to underline the /J/ sound in the words. Check answers as a class. Point out how the /J/ sound can have different spellings (sh, s, ss).

#### Answers

<u>sh</u>op fi<u>sh</u> <u>s</u>ure Ru<u>ss</u>ia

Put students into pairs to practise the words in Exercise 3.

Vocabulary Focus 5B on SB p. 138. Play the recording in Exercise a for students to listen and repeat the words. In Exercise b students compare their answers in pairs. Encourage them to give their reasons for their answers as much as they can, even if this has to be by miming. Tell students to go back to SB p. 42.

#### Answers (Vocabulary Focus 5B SB p. 138)

- **b** 1 pillow (it's on a bed; the others are for washing in and are in a bathroom)
  - $2\,$  room (it's a place; the others are things guests use in the room)
  - 3 shower (it's for washing in, and it's in a bathroom; the others are things on a bed)
  - 4 car park (it's a place outside a hotel; the others are objects in a room)
  - 5 room (it's a place; the others are objects)

#### **FAST FINISHERS**

Ask fast finishers to think of other things you often find in a hotel room. Encourage them to use bilingual dictionaries if they have them.

At the end of this lesson, students will be able to:

- use a lexical set of hotel-related words correctly
- understand a hostel review
- use *there is* and *there are* correctly in negative statements
- understand a conversation between a hostel receptionist and a guest
- use there is and there are correctly in questions
- ask and give information about a hotel and a hostel
- **d O O D Pronunciation** Ask students to look at the words and the underlined syllables. Play the recording for students to listen and notice the pronunciation and the difference in syllable stress. Point to the pictures at the top of the page and ask: *Hotel or hostel?* (hotel). Point to the picture at the bottom of the page and ask: *Hotel or hostel?* (hostel). Drill the two words.
- Students discuss the question in pairs. Check answers as a class.

#### Possible answers

Hostel rooms usually only have beds. They don't usually have a shower, a bath or a TV.

#### 2 READING

Point to the pictures of Turkey. Ask: What cities in Turkey do you know? (e.g., Istanbul). Check that students understand the eight adjectives and drill all the words. Put students into pairs to talk about pictures 1–3. Take feedback as a class. Ask: Would you like to visit Turkey? Why / Why not? and encourage students to use the adjectives in their answers.

#### **LOATIP CONCEPT CHECKING**

Point to the adjectives in 2a. Check students' understanding with these questions or mime.

- Ask: Which word is negative? (boring)
- Point to the picture of Timbuktu on SB p. 40 and ask: 'Humid' or 'dry'? (dry)
- Mime that you're looking at something and that you're interested in it; ask: 'Interesting' or 'exciting'? (interesting)
- Ask: Which word means 'very good to look at' 'nice' or 'beautiful'? (beautiful)
- Ask: Which word means 'very good' 'nice' or 'great'? (great)
- Mime that you're looking at something and your heart is beating fast and ask: 'Interesting' or 'exciting'? (exciting)
- Ask: Does 'nice' mean 'good' or 'very good'? (good)
- **b** Elicit or pre-teach the word *cave* (a large hole in the side of a mountain or under the ground). Give students one minute to read the review so they can answer the question. Check the answer as a class. If you wish, give students information from the Culture Notes.

#### Answer

Yes, she does

#### **CULTURE NOTES**

The photos show the region of Cappadocia, in central Turkey. This historically important area is now an important tourist destination thanks to its rock formations, created by volcanic activity millions of years ago.

People have lived in the region since ancient times. Cappadocia has many underground cities and tunnels, dug into the rock more than 1,000 years ago. These were used by local inhabitants as places to hide from invading armies.

**c** Point to the table and draw a simple diagram of a building on the board to teach the words *ground floor*, *first floor* and *second floor*. Give students two minutes to read the review again and check what's on the different floors of the hostel. Check answers as a class.

#### Answers

second floor: big rooms first floor: small rooms ground floor: kitchen

#### EXTRA ACTIVITY

To exploit the reading text further, write these questions on the board:

- 1 Who or what is Göreme? (a town in Turkey)
- 2 Do all the rooms at the hostel have the same prices? (no different rooms have different prices)
- 3 Is the hostel clean? (yes)
- 4 Are the people at the hostel friendly? (yes)
- 5 Who is Faruk? (the manager)
- 6 What does Faruk do well? (He sings karaoke.)

Make sure students understand *clean*. Write *clean* on the board, then point to something not very clean in the room (for example, the wastebasket or the board) and ask: *Is that clean*? (no). Give students two minutes to read the review again and answer the questions. Put students into pairs to compare their answers.

**d** Students discuss the question in pairs. Encourage them to use the adjectives from 2a. Take feedback as a class.

#### 3 GRAMMAR there is / there are: negative

- **a Q**05.13 Give students one minute to complete the negative sentences, then play the recording for them to check. Write the following two grammar patterns on the board and ask students to match them to sentences 1 or 2:
  - There aren't any + plural noun (sentence 1)
  - There isn't a/an + singular noun (sentence 2)

#### Answers

1 aren't 2 isn't

**b** Give students one minute to underline more examples of *there isn't* and *there aren't* in the review. Check answers as a class.

#### Answers

- "... there isn't a shower or a bath in the big rooms."
- 'There aren't any blankets or pillows.'
- 'There isn't a restaurant or café in the hostel.'
- 'There aren't any TVs in the rooms.'

**c** Give students one minute to tick the correct statements and correct the ones that aren't true. Monitor and help as necessary.

#### **♥ FAST FINISHERS**

Ask fast finishers to write some more true and false sentences with *there isn't / there aren't* about the town or city you're in now. They can then use these sentences as part of 3d.

**d** In pairs, students read out and compare their sentences. Are they the same? What is different and why? Take feedback as a class.

#### 4 LISTENING

**a © 05.14** Check that students understand *hostel receptionist* (this person gives you the key to your room at a hostel) and *guest* (this person stays in a hotel or hostel). Play the recording for students to listen and answer the question. Students discuss the answer in pairs. Check the answer as a class, asking students to say why George isn't happy.

#### Answer

No, he isn't - he thinks it's a hotel.

#### Audioscript

**RECEPTIONIST** Good afternoon. **GEORGE** Good afternoon. Do you have a free room tonight?

- **R** Tonight ...? Yes, we have four free rooms. They all have wi-fi.
- **G** Oh good. Is there a car park here?
- R No, I'm sorry, we don't have a car park.
- **G** Oh. Is there a restaurant or café?
- R No, but there's a kitchen.
- **G** Right. Well, are there any cafés near here?
- **R** Yes, there are two cafés on this street.
- **G** Oh that's good. And the room ... is there a shower in the room?
- **R** No, but there's a shower next to the room.
- **G** So, it's not my shower?
- **R** No, other guests use it, too. There are two showers.
- **G** Really?! What kind of hotel is this?
- R Well, it's not a hotel. It's a hostel.
- **b** D05.14 Before students listen again, explain the different meanings of *free*. Say: 'free rooms' means 'empty', there aren't any people in the rooms. Play the recording again for students to listen and tick the things in the hostel. Check answers as a class.

#### Answers

available rooms, wi-fi, kitchen, showers

C Students discuss the questions in small groups.

Take feedback as a class and write a list of ideas on the board, making sure all students understand any new vocabulary that comes up.

#### **5** GRAMMAR

#### there is / there are: questions

**a © 05.15** Give students one minute to complete the questions, then play the recording for them to listen and check.

#### Answers

1 Is there 2 Are there

**b** © 05.16–05.17 Students read the information in Grammar Focus 5B on SB p. 122. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises on SB p. 123, which practise the negative and question forms of *there is / there are*. Check answers as a class. Highlight the use of *one* in B's first turn in the conversation in Exercise c by asking *What does this mean?* (a hotel). Tell students to go back to SB p. 43.

#### Answers (Grammar Focus 5B SB p. 123)

- **a** 1 There aren't 3 Is there 5 There aren't 7 There isn't 2 There isn't 4 Are there 6 Is there 8 Are there
- **b** 1 There aren't any good restaurants in this town.
- 2 Are there any shops near the hotel?
- 4 Sorry, there aren't any free rooms.
- c A Excuse me, are there any hotels near here?
  - B No, there aren't. But there's one near the train station.
  - A And is there a restaurant near the hotel?
  - B Yes, there is. It's a very good one.
- d 2 There are no hotels on this street.
  - 3 There are no pillows in the room.
  - 4 There's no swimming pool.
  - 5 There's no school in the town.
  - 6 There are no petrol stations on this road.

#### **LANGUAGE NOTES**

We often use *one* after *there is | there are* to avoid repeating a noun. You can use *one* more than once as you continue to talk about the same noun. For example, *There aren't any hotels near here, but there's one near the station. It's a really nice one*.

- **c** Give students two or three minutes to write questions about their partner's town, city or street. Monitor and help as necessary.
- In pairs, students ask and answer their questions. Tell them not to just answer yes or no, but to use short answers (Yes, there is. / No, there isn't.) and/or give their partner extra information as in the examples on SB p. 43. Monitor and note down how much information students are giving in their answers. Give feedback on this at the end of the activity, and invite one or two new pairs of students to ask and answer their questions across the class for everyone to hear.

#### 6 SPEAKING

Divide the class into pairs and assign A and B roles. Student As read about a hostel on SB p. 109. Student Bs read about a hotel on SB p. 107. In pairs students find what things are the same and what things are different at the hotel and hostel. Give students two or three minutes to prepare what they're going to say and what questions they're going to ask before they begin talking. Monitor the students' use of the target language, but don't interrupt fluency. At the feedback stage, establish the answer to the task before correcting any errors you noted down while monitoring. Close the lesson by asking: Would you like to stay at Harry's Hostel or Hotel Helena? Why?

#### Answers

Both places have wi-fi, but in Harry's Hostel it's free, in Hotel Helena it isn't.

There aren't any TVs in the rooms at Harry's Hostel, but rooms in Hotel Helena have TVs.

Harry's Hostel has a small café; Hotel Helena has a restaurant. At Harry's Hostel, only the small rooms have a shower; at Hotel Helena, all the rooms have a shower.

There's a swimming pool and a car park at Hotel Helena; there isn't a swimming pool or a car park at Harry's Hostel.

#### (+) ADDITIONAL MATERIAL

Workbook 5B

Photocopiable activities: Grammar 5B, Vocabulary 5B, Pronunciation 5B

Documentary Video Unit 5 Places

Video Worksheet Unit 5 Places

#### **EVERYDAY ENGLISH**

#### Is there a supermarket near here?

#### **♥ OPTIONAL LEAD-IN**

Books closed. Write these adjectives down one side of the board: big, small, old, interesting, boring, exciting, beautiful, good, bad, great, nice, cheap, expensive. Leave them on the board for this activity and for 6c at the end of the lesson. Write the names of places students will know (see ideas below) and the place you're in now on the board.

- a hotel, e.g., The King's Hotel
- a bookshop
- a park
- a cinema
- a museum

Put students into pairs to make sentences about the places on the board using adjectives from the list or their own ideas, e.g., The King's Hotel is beautiful. It's expensive. Take feedback as a class.

#### **11** LISTENING

- a Check students understand *market* (a place where people buy or sell things, usually outside). Students discuss the questions in pairs. Take feedback as a class.
- **b** 05.18 Point to the picture and ask: *Where are they?* (in the kitchen). Play Part 1 of the video or audio recording for students to answer questions 1-3. Check answers as a class.

#### Answers

- 1 Yes, she does.
- 2 tea
- 3 No, she doesn't.

#### Video/Audioscript (Part 1)

**MEGAN** It's a really nice flat, Sophia. **M** Oh.

SOPHIA Yeah, I like it here. But I need to get some things – you M Well, is there a supermarket know, to make it a home.

- M Of course.
- **s** Would you like a cup of tea?
- **M** Oh, yes, please.
- s Oh no!
- **M** What's the problem?
- s I don't have any tea.

- s I need to go shopping!
- near here?
- s I don't know.
- M Well, are there any shops near here?
- s I don't know!
- M Come on. We can look for a shop.
- s OK!

#### 2 PRONUNCIATION

#### **Emphasising what you say 1**

**a** Do5.19–05.20 Write the example sentence on the board and play the first recording. Play the second recording. Discuss the question as a class. Underline really.

The second time really is more stressed.

#### At the end of this lesson, students will be able to:

- understand a conversation about deciding to go shopping
- emphasise what they say by stressing very, so and really before an adjective
- understand a conversation about finding where a shop is
- use appropriate phrases to ask about and say where
- have a conversation to ask where a shop is
- use and and but correctly
- write an email about a part of town
- **b** Discuss the answer as a class.

#### Answer

2 make the meaning stronger

c D05.21 Play the recording for students to listen and underline the word with strong stress in each sentence. Check answers as a class. Point out that the words which are stressed are before adjectives. Elicit a few more examples of very/really/so + adjective from the class (e.g., really cold, very exciting, so expensive).

#### Answers

1 very 2 really 3 so

**d** Dob.21 Play the recording again for students to listen and repeat the sentences, stressing very, really and so.

#### 3 LISTENING

a Double Point to the photo of Megan and Sophia in the street and ask: Where are they? (in the street / outside). Play Part 2 of the video or audio recording for students to understand the general meaning and answer the two questions. Check answers as a class.

#### Answers

1 No, they don't. 2 James

#### Video/Audioscript (Part 2)

**MEGAN** Umm ... there's one in this **J** Really?

street ... I think.

**SOPHIA** I think maybe that's a shop **J** In London? ... there.

- M No. it's a café!
- **s** Oh dear. Well, maybe we can **s** Oh, right. Where's your flat? have tea there!
- M James?

JAMES Megan. Hi.

- **M** How are you? J I'm good, thanks.
- s Hi there.
- M Oh, sorry. Sophia, this is my cousin, James. And James, this is Sophia – we work together.
- **s** Nice to meet you.
- J Yes, nice to meet you too.
- M Sophia's from Toronto.

- s But I live here now.
- s Yes. Really near here.
- M James lives near here too.
- J It's in the next street.
- M James, do you know? Is there a supermarket near here?
- J No, sorry, there isn't.
- **M** Well, are there any shops near here? We need some tea.
- J Yes, there's one near my flat ... I can show you.
- s Well, thank you very much.
- J No problem no problem at all.

**b** 05.22 Play Part 2 of the video or audio recording again for students to understand in more detail and complete the task. Put students into pairs to compare their answers. Check answers as a class. Ask them to correct the false sentences.

#### Answers

- 1 T
- 2 F (Megan sees James first.)
- 3 T
- 4 F (There isn't a supermarket in the next street.)
- 5 T

#### 4 USEFUL LANGUAGE

#### Asking and saying where places are

a © 05.23 Give students one minute to complete the questions. Then play the recording for students to listen and check their answers. Nominate three students to read out a completed question each.

#### Answers

1 Where 2 there 3 near

**b** • 105.24 Give students one minute to match the questions and answers. Then play the recording for them to check their answers. Check answers as a class by saying each question and nominating a student to give the two possible answers.

#### Answers

1 c 2 b 3 a

c 05.25 Give students two minutes to put the conversation in order by numbering it 2–8. Play the recording for students to listen and check their answers. Write the correct sequence on the board (5, 1, 7, 3, 4, 6, 2, 8).

#### **Answers and Audioscript**

- 1 A Excuse me, can you help me?
- 2 B Yes, of course.
- 3 **A** Are there any good cafés near here?
- 4 **B** Yes, there's one in the next street Café Milano.
- 5 A Great, thank you. And is there a good restaurant in this part of town?
- 6 **B** No, I'm sorry, there aren't any restaurants near here. But there's one near the station.
- 7 A OK, thanks for your help.
- 8 **B** No problem.
- **d** Write the beginning and ending of the conversation on the board:

A: Excuse me, can you help me?

B: Yes, \_\_\_\_

\*\*\*

A: Thanks for your help.

B: No

Elicit the missing words (of course, problem). Ask: Does 'No problem' have a positive or negative meaning? (positive). Say to a few different students: Excuse me, can you help me? and Thanks for your help so they can practise the responses. Then put students into pairs to practise saying the conversation.

#### **♥ EXTRA ACTIVITY**

Use this activity to give students confidence-building strategies for speaking. Write this mini-conversation on the board:

Megan: Is there a supermarket near here?

Sophia: \_\_\_\_\_

Ask: Can you remember what Sophia says? Play Part 1 of the video or audio recording again and write Sophia's answer on the board (I don't know).

Remind students of these other things they can say when answering a question that is difficult:

- I'm sorry, I don't know.
- Sorry, I don't understand.
- · Can you repeat that, please?

Drill the phrases. Put students into pairs to have miniconversations with *Excuse me*, is there a ... near here? and the phrases above.

#### **5** SPEAKING

Divide the class into pairs and assign A and B roles. Student As look at the information on SB p. 45. Student Bs look at the information on SB p. 106. Students prepare how they will ask for and give information about the places on their role cards. Remind them to use polite phrases like *Excuse me*, ... and *Thank you*. If you think your students need support, write on the board: *Excuse me*, is there a ...?, *Excuse me*, are there any ...? If you did the Extra activity in 4d, remind students of phrases they can use if they have a problem. Students have two conversations in the street. Monitor, but don't interrupt fluency. Note down any mistakes with the target language to deal with. Encourage students to reflect on how easy or difficult they found the task. Tell students to go back to SB p. 45.

#### LOA TIP REVIEW AND REFLECT

Write these four stages of learning for 'Asking and saying where places are' on the board:

Learning to ask and say where places are

- 1 Put a conversation in the correct order. (Exercise 4c)
- 2 Practise the conversation with a partner. (Exercise 4d)
- 3 Have a conversation with a partner. (Exercise 5)
- 4 Ask a real person in the street where a place is. / Tell a real person in the street where a place is.

Write these three phrases on the board in speech bubbles:

(No problem!)

ОК.

Not OK.

Read out stages 1–4 on the board and ask students to say how they feel about each stage by saying one of the phrases in the speech bubbles. Remind students where they can find extra practice of this language (Workbook 5C).

#### **6 WRITING**

**a** Give students one minute to read Sophia's email and answer the question. Check the answer as a class, then ask: *What are the bad things?* (There isn't a supermarket near the flat.).

#### Answer

No, she doesn't.

**b** Students go to Writing Plus 5C on SB p. 160. Go through the information in Exercise a with the class. Students do Exercise b and compare answers in pairs. Check answers as a class by nominating students to read out the sentences. They then do Exercise c and compare answers in pairs. Check answers as a class by nominating students to read out the sentences. Tell students to go back to SB p. 45.

#### Answers (Writing Plus 5C SB p. 160)

b

- 1 expensive
- 2 there's
- 3 the old houses are always cool
- 4 there aren't any
- 5 the shop assistants are very friendly
- 6 it's near the sea

c

1 but 2 but 3 and 4 and 5 and 6 but



Ask fast finishers to think of different ways of finishing the sentences in Exercise b, using either and or but (e.g., I love London, but it's very big. I love London and I love Paris.).

- **c** If you did the Optional lead-in, refer to the adjectives on the board for describing places. If not, elicit them now and write them on the board (e.g., big, small, old, interesting, boring, exciting, beautiful, good, bad, great, nice, cheap, expensive) and people (e.g., nice, friendly). Remind students that we can use so, very and really before an adjective. Give them about five minutes to write about their part of town using there's / there isn't / there are / there aren't, and or but. Monitor and help as necessary.
- **d** In pairs, students read about their partner's part of town, thinking about what's the same and what's different.

  Take feedback on the similarities and differences as a

#### (+) ADDITIONAL MATERIAL

Workbook 5C

**Unit Progress Test** 

Photocopiable activities: Pronunciation 5C

## UNIT 5 Review

#### **11** GRAMMAR

- **a** Write on the board:
  - school (1)
  - houses (10)
  - park (0)
  - · cinemas (0)

Elicit these sentences from the class: *There's a school. There are ten houses. There isn't a park. There aren't any cinemas.* Individually, students correct the sentences.

Check answers as a class and write the correct sentences on the board.

#### **Answers**

- 1 Is there a hotel on this street?
- 2 Yes, there is
- 3 There's a shower.
- 4 There aren't any free rooms. OR There are no free rooms.
- 5 Is there a swimming pool at the hotel?
- 6 No, there isn't.
- **b** Individually, students complete the sentences. Check answers as a class.

#### Answers

1 there 2 any 3 ls 4 a 5 Are 6 a

#### **♥ FAST FINISHERS**

Ask fast finishers to write two or three more questions with *Is there* ...? and *Are there* ...? about objects in the classroom or in their partner's bag. Suggest that they use vocabulary from Units 2 and 3, e.g., *Is there an umbrella in the classroom? Are there any biscuits in your bag?* They can use these questions in 1c.

**c** Students ask and answer the questions in pairs.

#### **2** VOCABULARY

a Students complete the crossword individually or in pairs. Check answers as a class.

#### Answers

- 1 restaurant
- 2 beach
- 3 hospital
- 4 museum
- 5 hotel
- 6 shop
- 7 supermarket
- 8 bank
- **b** Students look at the pictures and unscramble the words. Check answers as a class.

#### Answers

1 bed 3 pillow 5 room 7 wi-fi 2 shower 4 bath 6 towel 8 blanket

#### **EXTRA ACTIVITY**

Ask: What's important in a hotel room? Individually, students number all the things in 2b, except room, from 1 (= very important) to 7 (= not important). Put students into pairs to compare their answers. Encourage them to give reasons if they can. Join pairs with other pairs to discuss their lists. Check answers as a class and ask: Do people in your group have the same or different ideas?

#### 3 SOUND AND SPELLING

a D05.26 Write *you* and *up* on the board and the symbols /uː/ and /n/. Ask students to match the words to the symbols (*you* /uː/, *up* /n/). Students practise saying the words a few times. Individually, students complete the categorising task. Play the recording for students to check their answers. Take feedback as a class. In pairs, students practise saying the words.

#### Answers

/uː/	/^/
beautiful	umbrella
new	lovely
school	Russia
museum	brother
pool	mother

- **b** ©05.27 Go through the information in the table. Play the recording for students to listen to the pronunciation and repeat the words.
- words and ask students to repeat them. Underline the o in each word. Ask: *Is the sound the same or different?* (different). Play the recording. Students do the task individually. Then play the recording for them to listen and check. Check answers as a class. In pairs, students practise saying the words.

#### Answers

1 D 2 S 3 S 4 S 5 D 6 D

#### **LOA REVIEW YOUR PROGRESS**

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

# UNIT G WORK AND ROUTINES

#### **UNIT OBJECTIVES**

At the end of this unit, students will be able to:

- understand information, texts and conversations about jobs and daily routines
- exchange information about people's jobs and daily routines
- understand a conversation about a new flat
- understand conversations in which people make and accept offers and do so themselves
- write an email about their day

#### **UNIT CONTENTS**

#### **G** GRAMMAR

- Present simple: he / she / it negative
- Present simple: he / she / it questions

#### **V** VOCABULARY

- Jobs: bank worker, businessman, businesswoman, chef, doctor, factory worker, football player, IT worker, office worker, receptionist, shop assistant, student, taxi driver, teacher, waiter, waitress
- Daily routine: arrive home, finish work, get home, get up, go to bed, go to school, go to work, have a coffee, have a shower, have breakfast, have dinner, have lunch, start work, wake up, watch TV
- Language Plus: work/job
- Language Plus: for, from ... to ..., until

#### P PRONUNCIATION

- Main stress in compound nouns
- Sound and spelling: /3ː/
- Sound and spelling: Consonant clusters
- Sentence stress
- would
- Emphasising what you say 2

#### **C** COMMUNICATION SKILLS

- Talking about jobs
- Talking about daily routine and habits
- Making and accepting offers
- Writing an email about a typical day
- Writing Plus: because and also

#### **GETTING STARTED**

#### **☑ OPTIONAL LEAD-IN**

Books closed. Write *interesting jobs*, *difficult jobs* and *easy jobs* on the board and give students an example for each. Tell students to work in pairs and think of more jobs for each group. Take feedback as a class.

- **b** Put students into pairs to think of two questions they'd like to ask the men in the picture. At the feedback stage, elicit and write all the questions on the board, correcting any errors with present simple questions as you do so.

Exercises a and b can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

#### **♥ EXTRA ACTIVITY**

Put students into pairs. Tell Student As that they are one of the men in the picture. Student Bs ask the questions from Exercise b. Student As give imaginary answers. Pairs share their answers with the class. Ask students to tell the class any interesting or surprising answers their partner gave them.

#### **CULTURE NOTES**

High-rise construction workers carry out their work while dangling from high-rise buildings and skyscrapers. There is no formal course you can take to learn how to do this job, but these workers need to have good physical strength, concentration and excellent balance. It is an extremely dangerous job. High-rise construction workers use various kinds of safety equipment, but continue to be injured in workplace accidents.

#### I DON'T WORK AT NIGHT

#### **♥ OPTIONAL LEAD-IN**

Books closed. Ask students if they'd like to work or study in another country, which countries they'd like to work or study in and why.

#### READING

- a In pairs, students look at the pictures and answer the questions. Elicit students' ideas for places (e.g., hospital, school) and jobs (doctor, nurse, teacher), but don't confirm answers at this point.
- **b** Give students one minute to read about Luiza and Fred and check answers. Ask the class: What's Luiza's job? (She's a doctor.) What's Fred's job? (He's a teacher.)

#### Answers

Luiza: place - hospital; job - doctor Fred: place - school; job - teacher

**c** Give students two minutes to read the website again and decide if the statements are true or false. They compare answers in pairs. Check answers as a class. Ask students to correct the false statements. If you wish, give students information from the Culture Notes below.

#### **Answers**

- 1 T
- 2 F (Luiza works in a small hospital.)
- 3 F (Her work is very interesting.)
- 5 F (After school, he plays sports with the children.)

#### **CULTURE NOTES**

Jobs International is a fictional example of a non-profit organisation that sends college-aged volunteers abroad to work on projects in the fields of community education, public health and entrepreneurship. Volunteers usually stay for between five weeks and three months, and help provide development programmes and humanitarian aid to communities in developing countries.

The mission of such organisations is to empower people to fight global poverty through sustainable life-changing development programmes. Volunteers pay to join the programmes, in return receiving housing and meals, training, support and insurance. They pay for their own flights and visas.

#### **♥ FAST FINISHERS**

Ask fast finishers to write a list of sports, starting with rugby and volleyball. Encourage them to use bilingual dictionaries if they have them.

At the end of this lesson, students will be able to:

- understand a text about two people who help others abroad
- understand people talking about their jobs
- · use a lexical set of jobs correctly
- use the present simple with he / she / it in negative statements correctly
- talk about jobs
- **d** Individually, students use the prompts to write questions for Luiza and Fred. Check answers as a class.

- 1 Where do you work?
- 2 Do you like the people?
- 3 Do you like the job?
- **e** : In pairs, students use their questions from 1d to interview each other in the roles of Luiza and Fred.

Ask: Would you like to work for Jobs International? Why / Why not? Would you like to do Fred's job or Luiza's job? Why? Put students into pairs to discuss for a few minutes. Then take feedback as a class.

#### Language Plus work | job

Tell students to read the information about work and job. Ask: Which word is both a verb and a noun? (work). Write on the board: I like my job/work. Ask: Are both words correct here? (yes). Write: It's a good job/work and cross out work. Explain that we can say a job but not a work. Elicit some jobs from the class and write them on the board before moving on to the lexical set on SB p. 49.

#### 2 LISTENING AND VOCABULARY Jobs

Individually, students match the words with the pictures. Check answers as a class.

#### Answers

a taxi driver c shop assistant e student g football player d office worker f receptionist h factory worker

#### **LOA TIP CONCEPT CHECKING**

Ask these questions to check understanding:

- Who works in a restaurant? (a waiter)
- Who works in a team, for example, Manchester United, Barcelona, Juventus? (a football player)
- Who works in an office? (an office worker)
- Who works in a car? (a taxi driver)
- Who goes to school or university? (a student)
- · Who works at a hotel, hospital or office? (a receptionist)
- Who works in a supermarket or a bookshop? (a shop assistant)
- · Who works in a big place that makes cars or computers or phones or other things? (a factory worker)

**b** 06.01 **Pronunciation** Tell students to circle the twoword jobs in Exercise a. Write the answers on the board: football player, taxi driver, factory worker, office worker, shop assistant. Play the recording for students to listen for which word is stressed. Check the answer as a class and underline all the first words in the jobs on the board.

#### Answer

1 the first word

In pairs, students practise saying the words.

c 06.02 Tell students they're going to hear four people talking about their jobs. Point out that they will have to listen carefully for key (important) words because the people don't say the name of their jobs. Play the recording for students to listen for the four jobs. Students compare answers in pairs. Check answers as a class.

1 taxi driver 2 football player 3 student 4 shop assistant

#### Audioscript

DIANA I sit all day, but I meet some FATIMA I study business at interesting people and go to a lot of different places. I don't 4 work at night.

**FELIPE** I play in a team and the weekend is the most important time of the week in my job. I don't play games in the week - well, sometimes on Wednesdays.

3

university. It's really interesting.

**SHONA** I work in a shop and meet a lot of different people.

**d** • D06.02 Play the recording again for students to listen and complete the sentences. Check answers as a class.

1 sit; meet 2 play; play 3 study 4 meet

- **e** Put students into pairs to discuss which of the jobs they like / don't like. At the feedback stage, conduct a class vote to find out which is the most/least popular job.
- Vocabulary Focus 6A on SB p. 145. Play the recording and ask students to listen and repeat the words in Exercise a. Students do Exercise b individually. Give a few of your own examples to demonstrate Exercise c, then put students into pairs to tell each other about people they know. Take feedback as a class. Tell students to go back to SB p. 49.

#### Answers (Vocabulary Focus 6A SB p. 145)

- **b** 1 student
  - 2 waitress
  - 3 factory worker
  - 4 shop assistant
  - 5 taxi driver
  - 6 football player
  - 7 receptionist
  - 8 bank worker
  - 9 office worker

#### **3** GRAMMAR

#### Present simple: he / she / it negative

a D<sub>06.04</sub> Individually, students complete the sentences. Play the recording for them to check their answers. Write on the board: He works at night. She doesn't work at night. Underline the s at the end of works and the es in *doesn't work* to highlight how the s moves in negative sentences. Ask: How many syllables are in 'doesn't'? (two) and drill doesn't a few times.

#### Answers

1 doesn't 2 doesn't

#### CAREFUL!

At this level, the most common student error with the present simple with he/she/it in negative statements is using don't instead of doesn't, e.g., He don't meet people at work. (Correct form = He **doesn't** meet people at work.).

**b** 506.05 Students read the information in Grammar Focus 6A on SB p. 124. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises on SB p. 125. Check answers as a class. Tell students to go back to SB p. 49.

#### Answers (Grammar Focus 6A SB p. 125)

- a 2 doesn't 3 doesn't 4 don't
  - 5 don't 6 don't 7 doesn't 8 don't
- **b** 2 My brother doesn't work in a car factory.
  - 3 My parents don't like coffee.
  - 4 We don't live near the station.
  - 5 He doesn't study Italian.
  - 6 They don't go to work early.
  - 7 Akira doesn't live in Tokyo.
- 8 Their son doesn't work in a bank.
- c Individually, students complete the sentences. Check answers as a class.

#### Answers

1 doesn't work 2 doesn't like 3 doesn't sit 4 doesn't work

#### **LOATIP ELICITING**

Use words and prompts to elicit more examples of the target language. Write He ... and She ... on the board and a negative symbol (–). As you say each of the four positive sentences below, point to the negative symbol and He ... or She ... to elicit a contrasting negative sentence with the opposite gender. Repeat the exercise a few times. Listen carefully and check that students are pronouncing doesn't correctly and dropping the s from the end of the verb.

Say: He likes school. Students say: She doesn't like school.

Say: She works here. Students say: He doesn't work here.

Say: He studies English. Students say: She doesn't study English.

Say: She plays tennis. Students say: He doesn't play tennis.

#### **♥ EXTRA ACTIVITY**

Write like, work, speak, go and live on the board. Students use these verbs to write five present simple negative sentences, some true, some false, about their friends and family members (e.g., My brother doesn't like his job.). In pairs, students read out their sentences to each other. They listen to their partner and say which sentences they think are true and which are false.

#### d Sound and spelling /31/

**©** 06.06 For Exercise 1, play the recording for students to hear the pronunciation of the words and answer the question. Check the answer as a class.

#### Answer

Yes, they do.

**6**06.07 For Exercise 2, play the recording for students to complete the task. Check the answer as a class.

#### Answer

first, verb, girl, world

Discuss the answer to the question in Exercise 3 as a class.

#### Answer

'r

In pairs, students practise saying the words with /3:/ in Exercise 4.

#### 4 SPEAKING

Divide the class into pairs and assign A and B roles. Student As go to SB p. 109 to read about two people's jobs. Student Bs go to SB p. 107 to read about two different people's jobs. Give them three minutes to prepare sentences about their two people's jobs. In pairs, they then talk, listen and try to guess the other two jobs. Monitor students' use of the target language, but don't interrupt fluency. At the feedback stage, ask students: Did you guess the jobs? Write any errors you noted while monitoring on the board and get the class to self-correct them. Close the lesson by asking: Would you like to do the four people's jobs? Why / Why not?

#### (+) ADDITIONAL MATERIAL

Workbook 6A

Photocopiable activities: Grammar 6A, Vocabulary 6A, Pronunciation 6A

### 6B

#### I WAKE UP AT 4:00

#### **OPTIONAL LEAD-IN**

Books closed. Draw the sun rising on the board, then the sun high in the sky with a falling arrow after to show it's just starting to go down, then the sun setting, and then the moon and stars. Use the pictures to elicit *morning*, *afternoon*, *evening*, *night*. In pairs, students say one thing they do in the morning, afternoon, evening and night, e.g., I eat breakfast in the morning.

#### **11** READING AND VOCABULARY

#### **Daily routine**

a sleep. Elicit or teach the word *sleep*. If you didn't do the optional lead-in, elicit or teach the phrases in the box. Point out that three phrases start with *in the*, but *at* is used for *night*. Put students into pairs to talk about when they do the things in the list. Take feedback as a class.

At the end of this lesson, students will be able to:

- understand a text about people with different sleep patterns
- use a lexical set of daily routine phrases correctly
- understand an interview with someone who has an unusual routine
- use the present simple with *he | she | it* in questions correctly
- ask and answer about their own and other people's daily routines

b Write on the board: eight, five or six, twice. Check that students understand twice (two times). Give them one minute to read the first paragraph to find out what these numbers refer to (People say it's good to sleep for eight hours every night. Some people sleep for only five or six hours and they feel fine in the morning. Some people sleep twice every night.). Give students one minute to read about Beatriz and Anneli and complete the matching task. Check answers as a class. Ask students to say which words helped them find the answer. Use the picture to teach yoga if necessary. Ask: What's the same about Beatriz and Anneli? (They both sleep twice every night.) Ask: Which word in the article means 'needing to sleep'? (tired).

Elicit some personal response to the article by asking: *Do you sleep twice a night? Would you like to?* 

#### Answers

- a Anneli She wakes up and does yoga at 4:00 in the morning.b Beatriz Her husband works in a restaurant.
- **c** Point to the underlined words in the Anneli text and ask students to match them with pictures 1–3. Check answers as a class. Drill the words.

#### Answers

1 get up 2 go to bed 3 wake up

**d** Tell students to cover *A Good Night's Sleep* with a piece of paper. Individually, students match the words to make daily routine verb phrases. They then look at the text to check their answers. Check answers as a class and write the complete verb phrases on the board.

#### Answers

1 go 2 arrive/get 3 have 4 watch 5 finish

#### **LANGUAGE NOTES**

In this set of daily routine phrases, *wake up* and *get up* are phrasal verbs. The words *sleep* and *work* are single verbs. The other phrases are verb–noun collocations: a verb and a noun which go together to form one meaning.

English has a lot of phrasal verbs and collocations, so it's important for students to start learning them early (although it's not necessary for them to know the terms *phrasal verb* and *collocation*). With phrasal verbs, students need to understand that the meaning is carried by the whole phrase. In many cases, the individual words themselves carry little or no meaning (e.g., *get up*).

#### Answers (Vocabulary Focus 6B SB p. 146)

- a Danny wakes up at seven o'clock. He gets up at a quarter past seven. He has breakfast at half past seven. He goes to work at eight o'clock. He starts work at half past eight. He has lunch at a quarter past twelve. He finishes work at a quarter to six. He gets home at a quarter past six. He has dinner at half past seven. He goes to bed at ten o'clock.
- c 1 gets up
  - 2 finishes breakfast
  - 3 goes to work
  - 4 starts work
  - 5 has lunch
  - 6 finishes work
  - 7 goes to bed
- f : In pairs, students ask and answer the questions. Pairs share their answers with the class. If you wish, give students information from the Culture Notes.

#### **CULTURE NOTES**

World Sleep Day takes place every year on the Friday at the end of the second full week of March. Organised by WASM (the World Association of Sleep Medicine), the event's intention is to celebrate sleep and also raise public awareness of the importance of sleep for good health.

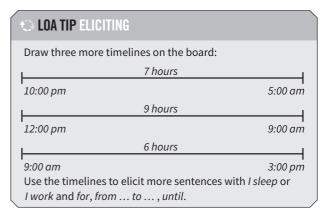
A survey for World Sleep Day revealed some interesting facts about different sleep habits in the USA, the UK, Brazil, the Netherlands, France, Germany, Japan, China, South Korea and Australia. Here are some of them:

#### People in ...

- Brazil spend the least time between eating and going to bed
- the Netherlands spend the most time between eating and going to bed
- China are most likely to have a short sleep during the day
- Australia tend to get up earliest
- France have the biggest bedrooms
- · Japan tend to go to bed latest
- South Korea are the most likely to sleep on the floor

#### Language Plus for, from ... to ..., until

Write this fill-in-the-blanks sentence on the board: *I get up* \_\_\_\_\_ 8:00 a.m. Elicit the missing preposition (at). Then tell students to look at the timeline and read the information about for, from ... to ... and until. Point to 11:00 pm and ask: What's the time? (11 o'clock at night). Point to 7:00 am and ask: What's the time? (7 o'clock in the morning). Ask: Do we use 'for' with times? (No, we use at, from ... to ... and until). Draw an imaginary line with your finger from 11:00 until 7:00. Ask: How much time is this? (eight hours) Do we say 'for eight hours'? (yes).



#### g Sound and spelling Consonant clusters

- **© 10.10** For Exercise 1, check that students understand *consonant* by eliciting some examples of consonants (g, p, k, etc.) and contrasting them with vowels (a, e, i, o, u). Point out that the words start with two consonants together. Play the recording for students to listen and practise saying the words.
- © 06.11 For Exercise 2, play the recording for students to underline the consonant sounds that are together in each word. Play the recording again if necessary. Check answers as a class.

#### Answers

play small bread fruit flat study speak

For Exercise 3, put students into pairs to practise saying the words. Monitor and check that they aren't adding a vowel sound between the two consonants (as some students may do).

#### 2 LISTENING

**a O**06.12 Play the recording for students to answer the four questions. Play the recording again if necessary. Check answers as a class.

#### Answers

1 no2 about 2:003 I take photos in the city.4 No. She just sleeps.

#### Audioscript

**INTERVIEWER** Paul, you usually take photos at night. Do you go to bed early?

**PAUL** No. Usually around 11:00.

- I And when do you wake up?
- P I always wake up at about 2:00 every night.
- I And what do you do then?
- P Well, I get up and I go out. I walk around the city at night and I take photos. Then I go home and I sleep until morning.
- What about your wife? Does she wake up then?
- **P** No, she doesn't wake up. She just sleeps!
- **b** In pairs, students answer the questions about Paul's daily routine and his photos. Take feedback as a class.

#### **3** GRAMMAR

#### Present simple: he / she / it questions

a Write on the board: \_\_\_\_\_ you go to bed early? \_\_\_\_ your wife wake up? Elicit the missing words (Do, Does) and drill the two questions. Individually, students complete the table in 3a with do or does. Check answers as a class.

#### Answers

you	he/she/it
Do you go to bed early?	<u>Does</u> she wake up?
When <u>do</u> you wake up?	When <u>does</u> he get up?

**b** © 06.13–06.14 Students read the information in Grammar Focus 6B on SB p. 124. Ask them to answer the question under the cartoon: *Does she get up early?* (No, she doesn't.). Play the recording where indicated and ask students to listen and repeat. Individually, students complete the exercises on SB p. 125. Check answers as a class. Tell students to go back to SB p. 51.

#### Answers (Grammar Focus 6B SB p. 125)

a 1 Does 2 Do 3 Does 4 do 5 does

**b** 1 does 2 No 3 doesn't 4 do 5 doesn't

#### FAST FINISHERS

In pairs, fast finishers practise saying the mini-conversations in Exercise b. Monitor and correct students' pronunciation as necessary.

c • 06.15 **Pronunciation** Play the recording for students to listen for the stressed words in the *When* questions. Check answers as a class. Play the recording again for students to listen and repeat.

#### Answers

1 question word (when) 3 up

**d** Remind students about Beatriz and Anneli from the article on SB p. 50. Ask: *What's the same about the two women?* (They both sleep twice every night.). Give students three minutes to use the prompts to write questions about Beatriz and Anneli. Check answers as a class.

#### Answer

- 1 What time does Beatriz finish work?
- 2 Where does her husband work?
- 3 What time does he get home?
- 4 When does Anneli wake up?
- 5 What does she do then?
- 6 How does she feel in the morning?
- e ... In pairs, students ask and answer the questions. Check answers to the questions as a class by asking pairs of students to ask and answer the questions across the classroom.

#### Answers

1 At 6:00 in the evening. 4 At about 4:00 in the morning.

2 In a restaurant. 5 She does yoga.

3 At about 12:00 at night. 6 She feels fine.

#### **EXTRA ACTIVITY**

Ask these *yes/no* present simple questions about the article to give students practice with the short answers. How many questions can they answer correctly? Encourage students to give more information beyond the short answers where possible.

- Does Beatriz live in Spain? (No, she doesn't. She lives in the USA.)
- Does Beatriz have a job? (Yes, she does. She finishes work at 6:00 in the evening.)
- Does Beatriz eat dinner with her husband? (Yes, she does.)
- Does Anneli live in Finland? (Yes, she does.)
- Does Anneli wake up at 3:00 in the morning? (No, she doesn't. She wakes up at 4:00 in the morning.)
- Does Anneli feel tired at 8:00 in the morning? (No, she doesn't. She feels fine.)
- **f** Give students two minutes to prepare questions with *you* from the prompts. Monitor and help as necessary. Put students into pairs to ask and answer the questions. Tell them to write down their partner's answers.
- **g** Put students into new pairs to ask each other questions with *he* or *she* about their first partner's daily routine.

#### 4 SPEAKING

Tell students that they can now practise using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Student As read the information about Gamal on SB p. 109. Student Bs do the same about Peter on SB p. 107. Give students one minute to prepare questions from the prompts. Student A uses the prompts to ask Student B questions, then they swap roles. Monitor and note down any common mistakes/errors to deal with when giving feedback. Make sure students can answer question d, When does Peter see Gamal? / When does Gamal see Peter? (They see each other between 6:00 and 7:00 in the evening.)

#### ADDITIONAL MATERIAL

Workbook 6B

Photocopiable activities: Grammar 6B, Vocabulary 6B Documentary Video Unit 6 *Work and routines* 

Video Worksheet Unit 6 Work and routines

### **EVERYDAY** ic English

#### I'll come with you

#### **OPTIONAL LEAD-IN**

Books closed. Bring the following items into class: a bowl, a glass, a cup, a spoon, a knife and a plate. Show students the items and elicit the words for them in English.

#### 1 LISTENING

- a Use the picture to elicit or teach bowl, glass, cup, spoon, knife and plate. Drill the words. Give students time to read the task and tick their choices.
- **b** ... In pairs, students compare their choices. Do they need the same things? Invite a few pairs to tell the whole class. With stronger classes, you may wish to elicit more things students think they might need. If you do this, make sure all students understand any new items of vocabulary which arise.
- c D06.16 Play Part 1 of the video or audio recording for students to understand the general meaning and answer the two questions. Check answers as a class.

#### Answers

1 James 2 To Sophia's flat.

#### Video/Audioscript (Part 1)

MEGAN James, hi! You again! JAMES Yes, me again! Hi, Sophia!

- **SOPHIA** Hi, James. J They're nice flowers.
- M Yes. They're for Sophia for her flat
- J Yes ... Oh yes, your flat's near here.
- **s** That's right. Just there, in fact.
- J Oh, right.
- ${\bf M}\,$  Come with us  $\dots$  Is that OK, Sophia?
- **s** Yes, why not?
- J Are you sure?
- J Well ... yeah, I'd love to. ... OK ... great!
- **s** Good. Come on.
- **s** They're lovely flowers. Thanks again, Megan.
- M No problem.
- J I really like your flat, Sophia.
- **s** Yeah, thanks. I like it here. Would you like a cup of coffee?

- J Yes, please.
- M Yes, thanks.
- **s** Ah, there's just one problem.
- J What's that? No coffee? Well, you have tea now, I know that!
- s Yes, but there are only two cups. And one glass! Look!
- **M** You need to go shopping!
- s I know, I need a lot of things. Cups, glasses ...
- M Well, I can go with you. I'll help you buy things.
- s That's great, thanks.
- M What do you need? Cups, glasses, what else?
- **s** Mm, I need plates, and ...
- M Do you want to go today? We can go this afternoon.
- s OK, great. I don't have a lot of things, but I have biscuits! Would you like one, Megan?
- M No. it's OK. thanks.
- s James?
- J Yes, please!
- **d** O6.16 Point to the picture of Megan and Sophia and teach or elicit the word flowers. Play Part 1 of the video or audio recording again for students to understand the conversation in more detail and underline the correct words. Check answers as a class.

#### Answers

1 Sophia 2 coffee 3 cup 4 today

At the end of this lesson, students will be able to:

- understand a conversation about what you need in a new flat
- use appropriate phrases to make and accept offers
- · emphasise what they say by using stress to draw attention to a key word
- use because and also correctly
- write an email about a typical day

#### 2 USEFUL LANGUAGE

#### Making and accepting offers 1

© 06.17 Give students one minute to complete the conversations with the words in the box. Play the recording for students to check their answers. Check answers as a class by asking a pair of students to read out the completed conversation. Ask: What does 'one' mean in Sophia's question? (a biscuit). Remind students that in English, we don't usually repeat nouns. Write: Would you like a/an ...? Would you like one? in two speech bubbles on the board. Label them as making an offer. Then write Yes, please. and label it accepting an offer. Finally, write No, thanks. and label it not accepting an offer.

1 like, please 2 like, thanks

#### EXTRA ACTIVITY

Drill Yes, please. and No, it's OK, thanks. Pretend to offer some things to students (e.g., Would you like my book? Would you like this pen?) so they can practise using the phrases. In pairs, students continue the activity using things on their desk or in their bag.

students to listen for a /l/ or /d/ sound in would. Check the answer as a class. Play the recording again, pausing it after each line for students to repeat.

There is a /d/ sound, but no /l/ sound.

**c** • 06.18 Give students one minute to put A's questions in the correct order. Play the recording for students to check their answers. Check answers as a class by asking a pair of students to read out the completed conversation.

#### Answers

Would you like a cup of tea? And would you like a piece of cake?

**d** Elicit some food and drink words and write them on the board (e.g., sandwich, coffee, etc.). In pairs, students practise the conversation in 2c, offering different food and drink.

#### **3** LISTENING AND USEFUL LANGUAGE

#### Making and accepting offers 2

**a Q**06.19 Play Part 2 of the video or audio recording for students to understand the general meaning and answer the questions. Check answers as a class.

#### **Answers**

1 go shopping 2 No, they don't.

#### Video/Audioscript (Part 2)

**JAMES** I'll come with you if you like. I love shopping!

**SOPHIA** Oh, thank you, James, that's very kind. But I'm sure you have other things to do – it's the weekend.

J Oh. that's OK.

**MEGAN** Sophia and I are fine, James.

**s** But nice to see you again. See you soon, maybe. Bye.

M Bye, James. See you later.

J OK ... Bye. Thanks for the ...

**b** 06.20 Give students one minute to complete the sentences for making offers with the words in the box. Play the recording for students to check their answers. Check answers as a class by asking students to read out the completed sentences.

#### Answers

1 can 2 help 3 I'll

#### **DESCRIPTION** LOADING CONCEPT CHECKING

Write these expressions on the board:

• Would you like ...? • I'll ..., I can ...

Next, write these words on the board and ask which expressions they go with:

help you
 any help

Check answers as a class (Would you like any help? I'll help you, I can help you.). Point out that we use a verb after I'll / I can and a noun after Would you like.

c © 06.21 Students complete the task. Play the recording for students to check their answers. Play the recording again for students to listen and repeat.

#### Answers

Yes: That's great, thanks. Thank you, that's very kind. No: Don't worry, it's OK. Thanks, but I'm fine.

**d O**06.22 Give students two minutes to complete the conversation with the words in the box. Play the recording for students to check their answers. Check answers as a class

#### Answers

1 supermarket 2 can 3 great 4 help 5 right

- e In pairs, students practise the conversation in 3d. Monitor and help if necessary.
- f Write I need to ... on the board and elicit some more ways to begin a conversation like the one in 3d (e.g., I need to go to the hospital. I need to make lunch.). In pairs, students make a new conversation. Monitor and help as necessary. Ask one or two stronger pairs to repeat their new conversation for the class to hear.

#### 4 PRONUNCIATION

#### **Emphasising what you say 2**

- **a** 06.23 Play the recording for students to listen to the two offers, focusing on the strongly stressed word in each. Play the recording again for students to listen and repeat.
- **b** 06.24 Play the recording for students to listen and underline the stressed words in the mini-conversations. Check answers as a class.

#### Answers

1 Joe 2 I'll

c Put students into pairs to practise the miniconversations. Monitor and check if they are stressing the subject when they offer help. Correct their pronunciation as necessary.

#### 5 SPEAKING

Tell students that they can now practise using all the language from the lesson with a partner. Put students into pairs and assign A and B roles. Give them two minutes to prepare what they're going to say, reminding them of the expression for politely saying yes or no to offers. Make sure they swap roles. Monitor and note down any errors related to making and accepting offers. Take feedback as a class.

#### 6 WRITING

**a** Give students one minute to read the email and answer the questions. Check answers as a class.

#### Answers

In a café, because the coffee machine in the office isn't very good.

#### **♥ EXTRA ACTIVITY**

Write these statements on the board. Ask which ones are true and which are false.

- 1 Sophia walks to work.
- 2 She works from 8:30 until 4:30.
- 3 Sophia and Megan have lunch in the office.
- 4 Sophia likes the food at the café.
- 5 Megan always offers to pay at the café.

Give students two minutes to read the email again and answer the questions. Tell them to correct the false sentences. They compare answers in pairs. Check answers as a class (1 True, 2 False (She works from 8:30 until 5:30.), 3 False (They have lunch at the café.), 4 True, 5 True).

- **b** Students go to Writing Plus 6C on SB p. 160. Go through the information as a class, then write these two pairs of sentences on the board:
  - Sophia's happy. She has a new flat.
  - Sophia has flowers. She has biscuits.

Point to the first pair of sentences and ask: 'Because' or 'also'? (because). Then ask: How can we join the two sentences? Elicit Sophia's happy because she has a new flat. Mark the change on the board.

Point to the second pair of sentences and ask 'Because' or 'also'? (also). Ask: How can we use 'also' in these two sentences? Elicit Sophia has flowers. She also has biscuits. Mark the change on the board.

Students complete Exercises b and c. Check answers as a class. When checking question 6 in Exercise b, ask *What's different about 'also' in this sentence?* (Usually *also* goes before the verb but here it's after the verb because the verb is *be.*) Tell students to go back to SB p. 53.

#### Answers (Writing Plus 6C SB p. 160)

#### b

- 1 . She also teaches sport.
- 2 because I sleep for seven hours at night.
- 3 are Italian
- 4 also works
- 5 we like
- 6 's also

#### c

- 1 I don't like my job because it's boring.
- 2 She doesn't have breakfast because she isn't hungry in the morning
- 3 I need to make lunch. I also need to go to the supermarket.
- 4 The children are nice. They're also very funny.

#### **♥ FAST FINISHERS**

Ask fast finishers to think of one or two different ways of adding ideas to the sentences in Exercise c using *because* and *also* (e.g., *I want to go shopping because I need some bowls. She teaches English at the school. She also teaches Spanish.*).

- **c** Give students five minutes to write about a day in their life. Tell them to use Sophia's email as an example and *because* and *also*. Monitor and help as necessary.
- **d** Students swap their writing with a partner. They read it to see if their partner does the same as them. In pairs, they talk about what's the same in their day. Take feedback as a class.

#### (+) ADDITIONAL MATERIAL

Workbook 6C

**Unit Progress Test** 

Photocopiable activities: Pronunciation 6C

## UNIT 6 Review

#### **11** GRAMMAR

**a** Individually, students tick the sentences that are correct and correct the ones that are wrong. Check answers as a class and write the correct sentences on the board.

#### Answers

- 1 She doesn't like cake.
- 2 Marcus doesn't meet many people.
- 3 /
- 4 I don't work on Fridays.
- 5 /
- 6 Isabella doesn't speak Italian.
- **b** Individually, students complete the sentences with *do*, *don't*, *does* or *doesn't*. Check answers by asking pairs of students to read out the completed conversations.

#### Answers

1 Does 2 doesn't 3 Do 4 do 5 Do 6 don't

**c** Individually, students use the words and phrases to write questions. Check answers as a class.

#### Answers

- 1 What do you eat in the morning?
- 2 Where does your brother work?
- 3 Do you speak English?
- 4 Does your teacher speak Spanish?
- 5 What time does the lesson start?
- 6 When does it finish?

#### **♥ FAST FINISHERS**

Ask fast finishers to write more present simple questions with Where/What/When + your friend/brother/sister/mother/father (e.g., Where does your sister live?). They can then use these questions in 1d.

**d** ... In pairs, students ask and answer the questions.

#### **2 VOCABULARY**

**a** Individually, students complete the job words. Check answers as a class.

#### Answers

1 waitress 3 doctor 5 teacher 2 taxi driver 4 receptionist 6 chef

#### **EXTRA ACTIVITY**

Elicit more jobs and write them on the board (e.g., waiter, office worker, factory worker, football player, tennis player, student, shop assistant, businessman/businesswoman, bank worker, IT worker). Choose one of the jobs in 2a or on the board. Can the students guess it in five yes/no questions (e.g., Do you work in a hotel?). Put students into small groups to play the game a few times.

**b** Individually, students use the words to complete the daily routine phrases in the table. Check answers as a class.

#### Answers

1 to bed 2 get 3 start 4 lunch 5 shower 6 arrive

Put students into pairs to talk about what they do every day. Take feedback by asking students to tell the class what their partner does every day.

#### **3** SOUND AND SPELLING

- **a**  $\bigcirc$  06.25 Students study the table. Play the recording for students to listen to the words with  $/\Lambda$  and the words with  $/\Sigma$ .
- b © 06.26 Students use the table in 3a to decide if the marked sounds are the same or different. Play the recording for them to listen and check their answers. In pairs, they practise saying the pairs of words. Monitor and check that they are pronouncing the words correctly.

#### Answers

1 S 2 D 3 S 4 D 5 D 6 S

board. Invite player, class, bread and sport on the board. Invite four students to come to the board and underline the consonant clusters in each word (<u>player</u>, <u>class</u>, <u>bread</u>, <u>sport</u>). Drill the words. Students complete the matching task. Play the recording for them to check answers. In pairs, students practise saying the words.

#### Answers

1 twenty 2 start 3 player 4 class 5 bread 6 sport

#### **LOA REVIEW YOUR PROGRESS**

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

# UNIT SHOPPING AND FASHION

#### **UNIT OBJECTIVES**

At the end of this unit, students will be able to:

- understand information, texts and conversations about shopping for objects and the clothes people wear
- exchange information about shopping for objects and the clothes people wear
- understand conversations in which people ask about and pay for things in a shop and do so themselves
- write an email request for information

#### **UNIT CONTENTS**

#### **G** GRAMMAR

- this, that, these, those
- Possessive 's
- Revision of adverbs

#### **V** VOCABULARY

- Common objects 2: bag, chair, clock, cup, football, glass, quitar, lamp, picture, plant, plate, speaker, suitcase
- Prices: twenty-five euros, three pounds eighty, etc.
- Clothes: blouse, coat, dress, glasses, hat, jacket, jeans, shirt, shoes, skirt, trousers, T-shirt
- Colours: black, blue, brown, green, grey, red, white, yellow
- Language Plus: dark / light

#### P PRONUNCIATION

- Sound and spelling: /b/, /p/, /g/ and /k/
- Sound and spelling: this, that, these and those
- Sound and spelling: /ʃ/ and /dʒ/
- Connecting sounds

#### **C** COMMUNICATION SKILLS

- Talking about things you want to buy
- Talking about the clothes that people wear
- Asking about and paying for things in a shop
- Writing an email request for information
- Writing Plus: Commas, exclamation marks and question marks

#### **GETTING STARTED**

#### **♥ OPTIONAL LEAD-IN**

Write market on the board.

Put students into pairs. Ask: What do you buy at a market? Give students two minutes to write as many things as they can. Monitor and help with vocabulary as necessary. Take feedback as a class, asking each pair to tell you one item from their list they think nobody else has written.

a Support Use the picture to teach boat and clothes. Ask students: What country do you think this is? Elicit their ideas, then tell them it's Thailand. Ask: Do you have places (markets) like this in your country? If you wish, give students information from the Culture Notes.

Put students into pairs to answer questions 1–3. Monitor and notice whether students attempt to use *this, that, these* and *those* and how much vocabulary they have for clothes and colours, but don't correct errors at this stage. Share answers with the class. Elicit students' ideas about Question 1 and write them on the board. For Question 2, write any shopping questions that students suggest on the board. For Question 3, make a list of clothes that students can name in the picture. Leave students' ideas on the board.

#### **CULTURE NOTES**

The picture shows a tourist in a wooden boat choosing a pair of trousers at a stand at Damnoen Saduak Floating Market in Ratchaburi, Thailand, about 100 km south of Bangkok.

This 100-year-old market was traditionally a place where vendors sold locally grown fruit and vegetables from boats on the canal. This has changed a lot in recent years, as the market has now become a very popular tourist destination and there are now also a large number of souvenir stands.

Beyond the market, there are quieter canals which can be explored by hiring a boat. South of the floating market are several small family businesses, including a Thai sweet maker, a citrus fruit farm and a knife crafter.

**b** Put students into pairs to answer the questions. Monitor and check how much clothes and colour vocabulary students produce. Don't correct errors or try to teach more vocabulary at this stage. Take feedback as a class

Exercises a and b can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

#### **OPTIONAL LEAD-IN**

Books closed. Write the names of some local shops students will know on the board in one column and an item you can buy in each in another column. Put students into pairs and ask them to match the shops to the items. Check for understanding by asking, e.g., What does Smith's sell? What can you buy in Smith's? Afterward, write these two questions on the board without sell and buy and elicit what the verbs are.

#### **11** READING AND VOCABULARY

#### Common objects 2

a If you didn't do the optional lead-in, draw a simple picture of a shop counter and cash register with a person at either side. Use the picture to elicit the verbs buy and sell. Elicit some different shops students already know from SB p. 41, e.g., supermarket, bookshop. Tell students to look at the Shopping text. Give students one minute to read about the three places to shop and decide which place is in the picture. Check the answer as a class, asking students to say why this is the answer.

#### Answer

The Sunday Flea Market

b Students read what the four people say. Check that students understand *magazine* (a type of thin book with news articles and colourful pictures) and *lamp* (point to the lamp in the picture). Students read the text again to see which place is good for each of the four people. Students compare answers in pairs. Check answers as a class, asking students to say why these are the answers. To get some personal response to the text, ask: *Do you sometimes buy old things? What? Why?* If you wish, give students information from the Culture Notes.

#### Answers

- 1 The Mega Home Store (They sell beds ... Everything is new.)
- 2 Books & Co. (They sell old and new books, and they also have magazines.)
- 3 The Mega Home Store (Open 8 am-8 pm)
- 4 The Sunday Flea Market (*They sell a lot of old things. You can buy . . . lamps.*)

At the end of this lesson, students will be able to:

- understand a text about three places to shop
- use a lexical set of common objects correctly
- understand a conversation about objects at a market stall
- use this, that, these, those correctly
- understand prices and say them correctly
- ask and talk about objects at a market stall

#### **CULTURE NOTES**

Both Books & Co. and The Sunday Flea Market sell second-hand things (things that other people owned or used in the past). In the UK, buying second-hand things is popular. You can buy them at:

**Flea markets** such as *The Sunday Flea Market* and **car boot sales** (an event in a public place where people sell their unwanted possessions, often from the backs of their cars).

**Second-hand bookshops**, which sell everything from very cheap old paperbacks to expensive and rare books. *Books & Co.* is unusual because it sells other things too.

**Charity shops** are found on most UK high streets. Charities collect people's unwanted goods and sell them cheaply.

**Antique or Vintage shops**: These shops are run by people who collect old but valuable, attractive or still useful objects to sell.

These days, buying second-hand things online on auction sites such as eBay is also very popular.

C Students read about The Sunday Flea Market again and find the words for objects a–f in the picture. Students compare answers in pairs. Check answers as a class. Make sure students are saying singular forms (e.g., lamp, suitcase) and not the plural forms that are in the text (lamps, suitcases). Ask: Which objects can you see in the classroom? Ask: Which words in The Sunday Flea Market text mean 'look without buying'? (look around).

#### Answers

a lamp b picture c suitcase d clock e chair f guitar

**d** Remind students that *would like* is the polite way to say *want*. Take a class vote to find out which object in the picture most people in the class want.

#### **♥ EXTRA ACTIVITY**

Write on the board: Old things or new things – which do you like better? Then add this list below it on the board:

newspapers • cars

lamps • phones

suitcasesclothes

houses • books

clockschairs

Put students into pairs to talk for two minutes about which they like better – old houses or new houses, old cars or new cars, etc. Take feedback as a class. Do students have the same or different opinions?

- 5 07.01 Students complete the exercises in Vocabulary Focus 7A on SB p. 147. Play the recording in Exercise a for students to listen and repeat the words. For Exercise b, put students into groups of three. Write: At home, I have a ... on the board and elicit a few simple sentences from the class, e.g., At home, I have a clock. At home, I have a clock and a guitar. Ask students to read the speech bubbles, study the pictures again and then cover them. Demonstrate how to play the game with two confident students. Stop the game after three or four minutes. Ask: Is it easy or difficult to remember long sentences? Tell students to go back to SB p. 56.
- f Sound and spelling /b/, /p/, /q/ and /k/

For Exercise 1, students complete the words in the table. Ask: Are these letters and sounds vowels or consonants? (consonants).

▶ 07.02 For Exercise 2, play the recording for students to listen and check. Check answers as a class.

#### Answers

Sound 1/b/	Sound 2/p/	Sound 3/g/	Sound 4 /k/		
bag ball	plant plate picture	glass guitar	cup suitcase clock		

Discuss the question in Exercise 3 as a class. Show how the sounds /b/, /p/ and /g/ are always spelled with b, pand g by writing more examples on the board, e.g., big, bottle, pizza. Show how the sound /k/ can be spelled with c, k or ck by writing computer, key and back on the board.

Answer /k/

Put students into pairs for Exercise 4 to practise saying the words. Monitor and check that they are pronouncing the consonants correctly.

#### **♥ FAST FINISHERS**

Ask fast finishers to find more words in the Shopping text which start with the sounds /b/, /p/, /g/ and /k/ (e.g., buy, places, go).

is a building where you buy things, a market is a place where people meet to buy and sell things, usually outside). Point to a table and mime that it's your market stall with things to sell. Teach: market stall. Divide the class into pairs and assign A and B roles. Give Student As 30 seconds to write five things to sell at their market stall. Write: Do you have ... ? and Do you sell ... ? on the board. In pairs, Student B uses the questions to find out what Student A sells. Students then swap roles and repeat the task. At the feedback stage, ask Student Bs: Do you like your partner's stall? Why / Why not?

#### LISTENING AND GRAMMAR

this, that, these, those

a D07.03 Tell students that they're going to listen to two people at Mega Home Store. Give them time to read the task, then play the recording for them to answer the questions. Play the recording again if necessary. Students compare answers in pairs. Check answers as a class, and ask: Is Edward happy? (yes). Is Kate happy? (no). Say: Kate says about the speaker, "What?! That's very ... ." Elicit the word expensive and its opposite, cheap.

#### Answers

1 Kate 2 Edward 3 £135 4 No, she doesn't.

#### Audioscript

think? For the kitchen.

EDWARD Hmm ... it's OK.

- K Or these chairs. They're really
- E No, I don't really like them. That ASSISTANT Yes? phone's nice.
- K A phone! Don't you want to buy A The speaker? £135. things for our new flat?
- E Yeah, sure. But I like the phone.
- K Hmm ... Oh, look. Those plates are beautiful
- KATE I like this plant. What do you E Are they? Hmm ... Hey! Look at that speaker! That's so cool. It's perfect for a party.
  - **K** A party? In our new flat?
  - E Of course! Excuse me.

- **E** How much is that speaker?
- κ What?! That's very ...
- **E** OK, I'll take it!
- **b** 07.04 Play the recording for students to add the missing words. Check answers as a class, writing the missing word and the noun that follows it on the board: this plant, these chairs, those plates, that speaker.

#### Answers

1 this 2 these 3 Those 4 that

**c** Underline *this*, *these*, *those* and *that* in the phrases on the board. For each one, ask: Singular or plural? (this plant singular, these chairs – plural, those plates – plural, that speaker - singular). Students complete the table. Check answers as a class by copying the table onto the board.

Answer the question about what the words mean as a class. Use gestures to teach here, near me and there, not near me in relation to yourself. Point to this and these in the table to show that they mean here, near me. Point to that and those in the table to show that these words mean there, not near me. Give a few examples using things in the classroom, e.g., I like this book. I like that clock. I like these pens. I like those shoes.

#### Answers

Singular	this	<u>that</u>		
Plural	<u>these</u>	<u>those</u>		

1 this, these 2 that, those

- **d Sound and spelling** this, that, these and those
  - **D**07.05 For Exercise 1, play the recording for students to listen and answer the questions.

This ends in a /s/ sound. These and those end in a /z/ sound.

- Put students into pairs for Exercise 2 to practise saying the words.
- e \times 07.06 Students read the information in Grammar Focus 7A on SB p. 126. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises on SB p. 127. Check answers as a class. Tell students to go back to SB p. 57.

#### Answers (Grammar Focus 7A SB p. 127)

- a 1 this 2 that 3 those 4 is 5 these
- **b** 1 that 2 These 3 those 4 this

#### CAREFUL!

Students often make agreement errors with the determiners this, that, these and those. The most common mistake is using a plural determiner rather than a singular one, e.g., Hike these book. (Correct form = I like this book.), but they may also use a singular where a plural determiner would be correct, e.g., That pictures are interesting. (Correct form = **Those** pictures are interesting.).

**f** Divide the class into A and B pairs and tell them they are the people in the picture of a shop at the bottom of the page. Elicit a few of the items in the picture (e.g., plates, lamp). Tell them to look at the speech bubbles and say similar things to their partner. Monitor and check that students are using this and these for objects they touch with their finger and that and those for objects they only point to. Close the activity by asking students to say one of their sentences to the whole class.

#### 3 VOCABULARY Prices

a 207.07 Play the recording for students to tick the prices they hear. Play the recording again if necessary. Check answers as a class. Write the two answers on the board and underline the plural s in each phrase: three pounds eighty, twenty-five euros.

Answers 1 b 2 b

**b** 07.08 In pairs, students practise saying the prices. Play the recording for them to listen and check.

#### Audioscript

- 1 five pounds ninety-nine
- **3** four euros fifty
- 2 sixteen dollars fifty
- 4 a hundred dollars
- c 07.09 Play the recording for students to fill the gaps. Check answers as a class by playing the recording again, pausing it after each answer and writing the whole phrase on the board.

1 How much 2 It's 3 how much 4 They're

- In pairs, students practise the conversation in 3c, changing the objects and the prices.
- **e** Give students one minute to think about their answers. Put them into pairs or small groups to talk together. Monitor and check that they are saying prices correctly. Take feedback as a class. With a monocultural class, find out if everyone agrees on the prices. With a multi-cultural class, write the most and least expensive price for each item on the board to see how big the differences are. If you wish, give students information from the Culture Notes.

#### LOA TIP MONITORING

At A1 level, many speaking activities are highly structured, like speaking Exercise 3d in which students practised mini-conversations with How much ...? and prices. It's relatively easy to assess how well students can reproduce a conversation when there is a clear model to compare it to. Exercise 3e is a different kind of speaking activity. It has a clear focus on saying prices, which you can monitor and assess, but it also gives students the opportunity to talk more freely - sharing their knowledge and ideas with others, agreeing and disagreeing with each other, responding to information with interest or surprise. The aim here is fluency - effective self-expression - not accuracy.

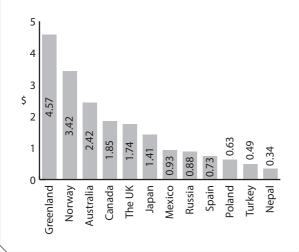
Here are some things to monitor when students are talking:

- · Are students able to express themselves clearly, regardless of the accuracy of their grammar, vocabulary or pronunciation?
- Do both students in each pair, or all the students in the group, speak for more or less the same amount of time?
- Do students stay on the topic and answer the question(s)?
- · What extra information do students bring to the discussion?
- · Does the conversation dry up at all? Why?
- · Is there a complete breakdown in communication at any point? Why?
- · Do students make eye contact and listen to each other well?
- · Do students switch to L1?

If you notice students struggling with their fluency, think about building in longer preparation times for speaking activities and getting students to repeat speaking activities by changing the groups or pairs around. It's also a good idea to give the message to students that they shouldn't always worry about being correct. It is also important to practise speaking and trying to say what you want, and worrying too much about making mistakes can often harm students' confidence and stop them from developing fluency.

#### **CULTURE NOTES**

These were recent prices (in US dollars) of a 1.5 litre bottle of water in 12 different countries:



#### 4 SPEAKING

Tell students that they can now practise using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Student As read the information about what they want to buy and sell on SB p. 113 and prepare what they're going to say. Student Bs do the same on SB p. 111. They then take turns to be a buyer and a seller at a flea market stall. Monitor, but don't interrupt fluency. Note down any common mistakes with the target language to deal with when giving feedback. Take feedback by asking students about their conversations at the flea market stall: Do you have some new objects? Are you happy with the price? Why / Why not?

#### (+) ADDITIONAL MATERIAL

Workbook 7A

Photocopiable activities: Grammar 7A, Vocabulary 7A, Pronunciation 7A

Documentary Video Unit 7 Shopping and fashion
Video Worksheet Unit 7 Shopping and fashion

## **7B**

#### IT'S GREG'S T-SHIRT

#### **OPTIONAL LEAD-IN**

Books closed. If appropriate in your setting, put students into small groups and give them some sticky notes. Ask for one volunteer from each group to have labels stuck on them. Tell students to work together and write the names of the clothes their volunteer is wearing in English and stick them on the appropriate items, e.g., *jeans*, *T-shirt*, *shoes*. Take feedback as a class.

#### **11 VOCABULARY** Clothes

- **a** Use the pictures to teach *model* and *fashion designer*. You may wish to elicit the names of some famous fashion designers.
- **b** 07.10 Individually, students match the clothes words with a-h in the pictures. Play the recording for students to listen and check their answers. Check answers as a class.

#### Answers

a coat c skirt e shirt g jacket b dress d blouse f T-shirt h trousers

#### **LANGUAGE NOTES**

Clothes, trousers and jeans only exist in the plural form. Students at this level often forget the plural s at the end of these words, e.g., Hike old clothe: and Are they new trouser?

At the end of this lesson, students will be able to:

- use a lexical set about clothes correctly
- understand a text about three fashion designers
- use a lexical set about colours correctly
- understand a conversation about the clothes people wear and like
- use possessive 's correctly
- use adverbs of frequency more proficiently
- ask and talk about the clothes that people wear
- C ... In pairs, students ask and answer the question. Take feedback as a class.

#### **♥ FAST FINISHERS**

Ask fast finishers to ask each other: How many (coats, jackets, jeans, etc.) do you have?

- d Sound and spelling /ʃ/ and /dʒ/
  - © 07.11 For Exercise 1, play the recording for the students to listen and repeat the sounds and words.
  - **©** 07.12 For Exercise 2, play the recording for students to listen and categorise the sounds. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class.

#### Answers

Sound 1 /ʃ/	Sound 2 /dʒ/	
international fashion	German large	
sugar	language village	

Put students into pairs for Exercise 3 to practise saying the words.

e Divide the class into pairs and assign A and B roles. Student As look at picture 1 on SB p. 110 and make notes about the people's clothes. Tell them not to worry about the colours. Student Bs do the same on SB p. 114. Student A tells Student B about the people in his/her picture and Student B listens and tells Student A the names. They then repeat the activity: this time Student B talks and Student A listens and says the names. Monitor and check that students are saying the clothes correctly. Tell students to go back to SB p. 58.

#### **2** READING

a Write this headline on the board: They make colourful clothes, but do they wear them? Tell students to read the introduction and then ask: Who is 'they'? (fashion designers). Check the meaning of colourful by asking them to point to some colourful things in the room. Ask: What do you think – do fashion designers wear colourful clothes? and elicit some opinions. Give students two minutes to read about the three fashion designers and find out what's the same about them. Check the answer as a class. If you wish, give students information from the Culture Notes below.

#### Answer

They usually wear black and white clothes.

#### **CULTURE NOTES**

Tom Ford (born in the USA, 1961) was the Creative Director of Gucci from 1994 to 2004. He then founded his own fashion company, Tom Ford, which offers clothes, glasses and sunglasses and beauty products. Tom Ford is also a film director

Carolina Herrera (born in Venezuela, 1939) launched a fashion company in New York in 1980. Her line of elegant clothing for women became highly successful and the company grew rapidly to enormous success.

Alexander Wang (born in the USA, 1983) is the Creative Director of the Alexander Wang label, which he launched in 2005. His cool and minimal clothes are popular with a wide range of celebrities and he always uses the most famous and fashionable models for his shows.

**b** Tell students to read the text again in detail to decide if the statements are true or false and to correct the false ones. Students compare answers in pairs. Check answers as a class. Ask: *Do you wear colourful clothes? Why / Why not? Are black, grey and white clothes boring?* and elicit some answers from the class.

#### Answers

- 1 T
- 2 F (He often wears a black jacket.)
- 3 F (She usually wears a black skirt.)
- 4 T
- c Students discuss the question in pairs. Join pairs with other pairs for them to compare opinions in a bigger group. Take feedback as a class.

#### 3 VOCABULARY Colours

**a** Individually, students look at the picture of Tom Ford and complete the sentences with the colours.

#### Answers

Tom Ford often wears a white shirt and a black or dark grey jacket.

#### Language Plus dark | light

Ask students to read the information. Point to the blues and greys in the Carolina Herrera and Alexander Wang pictures and ask: *Is this light blue or dark blue/grey?* Ask students if they can see more examples of light and dark blue, green and grey in the classroom. Drill the phrases.

**b** 07.13–07.14 Students complete the exercises in Vocabulary Focus 7B on SB p. 148. Play the recordings for Exercises a and b for students to listen and repeat the words. Give students five minutes to write about the people in Exercise c. Monitor and help as necessary, checking the students' work as you go. Students compare sentences in pairs. Nominate a few students to read out their sentences. Tell students to go back to SB p. 59.

#### Possible answers (Vocabulary Focus 7B SB p. 148)

- c 2 Sunyin usually wears a white blouse and a brown skirt.
- 3 Ali usually wears a light blue shirt and dark grey trousers.
- 4 Carmen usually wears a yellow T-shirt and dark blue trousers.
- 5 Shinji usually wears a dark grey hat, a white shirt, a light grey jacket and a dark grey coat.
- 6 Michelle usually wears a red dress.

#### **EXTRA ACTIVITY**

In pairs, students look at the clothes in the pictures in a and ask each other: What colour is this? What colour are those? Monitor and check that they are using the colours correctly. Are they using light and dark, too?

C Divide the class into pairs and assign A and B roles. Student As talk about the clothes and colours in one of the pictures in 1a. Student B listens and guesses the picture. They then swap roles. Monitor and check that students are using clothes and colours vocabulary correctly.

#### 4 LISTENING

a 207.15 Point to the picture of the Costa family. Tell students the children are called Greg and Sara and the parents are called Giuseppe and Kate (from left to right). Tell students they're going to listen to Kate and Giuseppe talking about clothes. Play the recording for students to listen and tick the clothes they talk about. Check answers as a class.

#### Answers

T-shirt, jeans, shirt

#### Audioscript

KATE Look at all our old clothes!

There are a lot! We need to throw some away.

**GIUSEPPE** Yeah, you're right. ... Is this my old T-shirt?

- K No, it's Greg's T-shirt. He never wears it.
- **G** Are these your jeans?
- κ No, they're Sara's jeans.
- **G** But she sometimes wears these.
- **K** But she doesn't like them.
- **G** OK. ... Wait just a minute that's my shirt. I sometimes wear that.
- **K** Really?
- **G** Well, no ... not really.
- **K** So ...?
- **G** Fine out it goes.

b O7.15 Ask: Do you think Kate and Giuseppe talk about old clothes or new clothes? (They talk about old clothes.). Hold an object (e.g., a book) close to you to teach the word keep and throw something (e.g., a scrunched-up piece of paper) in the bin to teach the phrase throw something away. Write the new words on the board. Ask: Do you think they keep their old clothes or throw them away? (They throw old clothes away.). Tell students to look at the task. Play the recording again for students to listen and complete the table by writing the clothes and the reason for throwing them away. Students compare answers in pairs. Check answers as a class. To get some personal response to the listening, ask: Do you keep your old clothes or throw them away? Put students into pairs to compare what they do. Take feedback as a class.

#### Answers

Who?	What clothes?	Why?		
Greg	T-shirt	doesn't wear		
Sara	jeans	doesn't like		
Giuseppe	shirt	doesn't wear		

#### **5** GRAMMAR

#### Possessive 's; Revision of adverbs

a **Q07.16** Individually, students read the miniconversations and add the missing names from the listening. Play the recording for them to listen and check their answers. Check answers as a class.

#### Answers

1 Greg 2 Sara

**b DOT.11** Students read the information in Grammar Focus 7B on SB p. 126. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises on SB p. 127. Check answers as a class. Point out that the 's sound is usually /s/ or /z/ (e.g., it's /s/ in *Jake's* and /z/ in *Tim's*), but after an s or z (e.g., in *Louise's*) it sounds like /Iz/. Tell students to go back to SB p. 59.

#### Answers (Grammar Focus 7B SB p. 127)

- a 2 It's Steven's shirt.
  - 3 It's Beth's dress
  - 4 They're Luke's jeans.
  - 5 They're Sara's shoes.
  - 6 It's Matthew's jacket.
- **b** 2 Jacob's house is near the train station.
  - 3 Vanessa's shoes are brown.
  - 4 I like my friend's new coat.
  - 5 Rob and Emma's new car is blue.
  - 6 Penelope's new dress is pretty.
  - 7 He's Ryan's best friend.
  - 8 The boys' room is on the first floor.

#### CAREFUL!

Learners commonly make mistakes with the possessive 's. They may omit it, e.g., It's Martin shirt. (Correct form = It's Martin's shirt.), or, in writing, use the possessive 's where a plural s is needed, e.g., I always wear black shoe's. (Correct form = I always wear black shoes.)

#### • LOA TIP ELICITING

Use this drill to give students extra practice with producing and pronouncing the possessive 's correctly. Students should be using the sounds /s/, /z/ or /ɪz/. Repeat the drill a couple of times. Listen and correct students' pronunciation as necessary.

Say: Sam/hat - It's ... Students say: It's Sam's hat. /z/

Say: Luna/shoes – They're ... Students say: They're Luna's shoes. /z/

Say: Pete/T-shirt – It's ... Students say: It's Pete's T-shirt. /s/ Say: Louise/jeans – They're ... Students say: They're Louise's jeans. /IZ/

**c** Tell students to ask and answer questions about the López family with *Who*.

#### Possible answers

Who's Kate? She's Giuseppe's wife.

Who's Greg? He's Kate and Giuseppe's son.

Who's Sara? She's Greg's sister.

Who are Kate and Giuseppe? They're Greg and Sara's parents. Who are Greg and Sara? They're Kate and Giuseppe's children.

**d** • 107.18 Write on the board: Alexander Wang wears a black T-shirt. (usually) Elicit the sentence with usually in the correct position (Alexander Wang usually wears a black T-shirt.). Tell students to read about the people in Kate's office and to add the adverbs of frequency in the correct place. Play the recording for them to check their answers. Check answers as a class. To revise the grammar, ask: Do we say 'always wears' or 'wears always'? (always wears). Then ask: What about 'is'? Do we say 'always is' or 'is always'? (is always). Elicit and write: My sister's clothes are always colourful on the board as an example sentence.

#### Answers

- 1 My boss <u>always</u> wears a blouse and trousers.
- 2 She never wears a skirt.
- 3 Johnnie <u>usually</u> wears jeans and a white shirt,
- 4 but he <u>sometimes</u> wears black trousers.
- 5 And Fran <u>often</u> wears a dress,
- 6 but on Fridays she <u>usually</u> wears jeans.
- e Give students one minute to think about their answer and make notes. Put them in pairs to talk about their answers. Take feedback as a class.

#### **6** SPEAKING

**a** Individually, students put the words in the correct order to make questions. Check answers as a class. Give students one minute to write one more question with their own ideas. Elicit their questions and collate them on the board, encouraging the class to be involved if any errors need to be corrected.

#### Answers

- 1 What do you wear at work/school?
- 2 What colour clothes do you wear?
- 3 Do you wear your brother's/sister's/father's/mother's clothes?
- 4 Do you wear shoes at home?
- **b** In pairs, students ask and answer the questions in 6a, adding extra information to their answers.

#### (+) ADDITIONAL MATERIAL

Workbook 7B

Photocopiable activities: Grammar 7B, Vocabulary 7B

#### **EVERYDAY ENGLISH**

Can I help you?

#### **♥ OPTIONAL LEAD-IN**

Books closed. Write the names of some local shops students will know on the board, e.g., Henley's Great Reads.

Write these sentences on the board:

- I never go into ...
- I sometimes go into ...
- I often go into ...
- I never buy things in ...
- I often buy things in ...
- I sometimes buy things in ...

Put students into pairs to finish the sentences using the shops on the board so they are true for them. Take feedback as a class.

#### 1 LISTENING

- a Point to the picture of Sophia and Megan. Ask: Where are they? (in a shop) What do you think Sophia wants to buy? (Students' own answers, but probably things for her new flat, like cups or plates). Tell students to look at the list and rate shopping for each kind of thing from 1 (= I like going shopping for this/these very much) to 4 (= I really don't like shopping for this/these). Check that they understand things for the home (chairs, cups, glasses, etc.) and IT things (= things connected with computers).
- **b** In pairs, students compare their opinions. Take feedback as a class, asking some pairs: Do you like shopping for the same things?
- c 07.19 Play Part 1 of the video or audio recording for students to understand the general meaning and answer the two questions. Check answers as a class.

#### **Answers**

1 Megan 2 Megan

#### Video/Audioscript (Part 1)

**SOPHIA** So, where are the cups? MEGAN OK, let's see. Ah ... These cups are nice.

- s Yes, they are.
- **M** But there are only three.

FRANK Can I help you?

- **F** They're five pounds each.
- M That's a good price.
- **s** But I need six. Do you have any
- F No, I'm sorry. We only have three.
- s Oh dear.
- **F** These cups are the same price.

- **s** Mm ... no ... I don't think so. Can I look around?
- F Of course.
- M Sophia, these cups are really nice.
- s Yes, they are. But I need six.
- **s** Yes, how much are these cups? **M** Yes, I know ... but not for you ... for me!
  - **s** Oh. Do you need some cups
  - **M** Not really, but I really like them ... and they're so cheap. Excuse me ... I'd like two of these cups, please.
  - F Certainly.

At the end of this lesson, students will be able to:

- understand conversations in a shop
- use appropriate phrases for going shopping
- recognise the extra sounds /j/ and /w/ in connecting sounds
- role-play buying and selling things at a market stall
- · use commas, exclamation marks, and question marks correctly
- write an email request for information
- **d** 07.19 Check students understand the difference between need and want by asking: What do people need every day - food and water or video games and books? (food and water). So what about video games or books - do they need or want them? (want). Play Part 1 of the video or audio recording again for students to listen and add the numbers. Students compare answers in pairs. Check answers as a class. To get some personal response to the video/audio, ask students: Do you only buy what you need? Do you sometimes buy things that you want, like Megan with the cups?

#### Answers

- 1 Price: £5
- 2 Number in the shop: 3
- 3 Sophia needs: 6
- 4 Megan wants: 2

#### **♥ EXTRA ACTIVITY**

Write I need ... and I'd like ... on the board. Remind students that I'd like is a polite way to say I want. Write shopping list on the board and ask students to write a shopping list of six things: three things they need and three things they want, in any order. They can use objects and clothes from Lessons 7A and 7B or use their own ideas. In pairs, they show each other their list. Can students guess which things are the 'wants' and which are the 'needs' on their partner's list? Do they have the same wants and needs? Take feedback as a class. encouraging students to use 'd like rather than want.

#### 2 USEFUL LANGUAGE Going shopping 1

**107.20** Use the picture on SB p. 61 to elicit or teach customer and shop assistant. Individually, students complete the categorising task. Play the recording for students to check their answers. If you didn't do the Extra activity above, remind students that I'd like is the polite way to say I want. Play the recording again, pausing it after each expression for students to listen and repeat.

#### Answers

1 C 2 C 3 S 4 S 5 C 6 S 7 S

**b O**7.21 Individually, students put the conversation in the correct order. Play the recording for students to check their answers. Write the correct sequence on the board (3, 7, 5, 1, 4, 6, 2).

#### **Answers and Audioscript**

- 1 A Can I help you?
- 2 **B** Yes, you can. How much is this large bowl?
- 3 A It's fifteen pounds.
- 4 B And how much is the small bowl?
- 5 A It's ten pounds for the small one.
- 6 **B** OK, then I'd like the large bowl, please.
- 7 A Certainly.

- c In pairs, students practise the conversation in 2b.
- **d** Working in the same pairs, students repeat the conversation in 2b, talking about glasses instead of cups this time and changing the prices. Invite a strong pair to perform their conversation in front of the class.

#### 3 PRONUNCIATION Joining words

- **a** 07.22 Play the recording for students to listen for the extra sounds in the sentences.
  - In pairs, students practise saying the sentences.
- **b** Go through the rules as a class.

#### Answers

We add a /j/ sound between words ending with /iz/ and words starting with a vowel.

We add a /w/ sound between words ending with /uː/ and words starting with a vowel.

#### **LANGUAGE NOTES**

The sounds /j/ and /w/ are semivowels. In connected speech, they appear between a word ending in /iɪ/ or /uɪ/ and a word starting with a vowel because they make the change from one mouth position to the next easier, which in turn makes the sound change smoother. For example, it's easier to say he\_is /hiɪjɪz/ than he is /hiɪ ɪz/. Without the extra sound, the break between the words sounds noticeable, and speech becomes jerky.

c • 07.23 Play the recording for students to listen and mark the extra /j/ or /w/ sound. Check answers as a class.

#### Answers

1 /w/ 2 /j/ 3 /j/ 4 /w/

**d** In pairs, students practise saying the sentences. Monitor and check that they are using the extra sounds correctly to make their speech sound smooth and natural.

#### 4 LISTENING AND USEFUL LANGUAGE Going shopping 2

a Solution with the following prices on the board and ask students to say them: £10.00, £20.00, £35.00, £2.50, £15.72, £29.99 (ten pounds, twenty pounds, thirty-five pounds, two pounds fifty, fifteen pounds seventy-two, twenty-nine pounds ninety-nine). You may wish to substitute the £ sign for another currency. Point out that in normal speech, we can drop the pounds (or dollars, euros, etc.) when there are pence (or cents, etc.) in the price. For example, we can say £2.50 as two fifty, £15.72 as fifteen seventy-two, etc.

Play Part 2 of the video or audio recording for students to listen and decide if the statements are true or false. Students compare answers in pairs. Check answers as a class. Ask students to correct the false sentence.

#### Answers

1 F (Megan pays ten pounds.) 2 T 3 T

#### Video/Audioscript (Part 2)

**FRANK** OK, that's ten pounds, please.

#### **MEGAN** Here you are.

- F Thank you. Enter your PIN, please.
- **M** OK, no problem.
- F Thank you. And here's your receipt.
- **M** Thank you. Can you see anything you want?
- **SOPHIA** No, I don't really like anything.
- **M** OK well, there's another shop near here.
- **s** But now you have some nice new cups!
- M Yes, I do!
- s Bye.
- F Bye. Thank you.
- b 07.25 Check students understand PIN (Personal Identification Number; you use this number with your bank card in a shop) and receipt (you give the money to the shop assistant and he or she gives you the object and this small piece of paper). Individually, students complete the sentences with the words in the box. Play the recording for students to check their answers. Check answers as a class. Drill the sentences, reminding students about the extra /w/ sound in Here you are.

#### Answers

- S OK, that's two pounds, please.
- C Here you are.
- **S** Enter your PIN, please.
- **C** OK, no problem.
- **S** Here's your receipt.
- c 07.26 Individually, students complete the conversation using the word in brackets (*shoes*) and the phrases in 4b. Play the recording for students to check their answers. Check answers as a class.

#### Answers

- **C** How much <u>are these shoes</u>?
- S Twenty pounds.
- C Here you are.
- S Enter your PIN, please.
- **c** OK, <u>no problem</u>.
- **S** And <u>here's your</u> receipt.
- **d** in pairs, students practise the conversation in 4c with a partner a few times. Each time, they change the object and the price. Monitor and check that students are pronouncing the shopping expressions and saying prices correctly.

#### **5** SPEAKING

Tell students that they can now practise using all the language from the lesson with a partner in two role-play conversations in a shop. Write on the board: Hello, can I help you? Ask: Who says this – a customer or a shop assistant? (shop assistant). Divide the class into pairs and assign A and B roles. Student As look at the information on SB p. 111 about their roles as shop assistant and customer, and prepare what to say. Student Bs do the same on SB p. 112 about their roles as customer and shop assistant. Monitor and note down any common mistakes/errors to deal with during feedback. Tell students to go back to SB p. 61.

#### LOA TIP CONCEPT CHECKING

Write these four stages of learning to 'Ask about and pay for things in a shop' on the board:

Learning to ask about and pay for things in a shop

- 1 Put the conversation in the correct order (Exercise 2b)
- 2 Practise the conversation with a partner (Exercise 2c)
- 3 Have a conversation with a partner (Exercise 5)
- 4 Have a conversation with a real shop assistant

Write these three phrases on the board in speech bubbles:

No problem!

ок.

Not OK.

Read out Stages 1–4 from the board and ask students to say how they feel about each stage by saying one of the three speech bubbles. Remind students where they can find extra practice of this language (Workbook 7C).

#### 6 WRITING

**a** Give students one minute to read the online advertisement and Sophia's email and answer the question. Check the answer as a class. Write *an email request for information* on the board, and explain *request* (when you ask for something).

#### Answer

How old are these things? How much are they? Can I pay online by credit card?

**b** Students go to Writing Plus 7C on SB p. 161. Go through the information as a class. Individually, students do Exercises b and c. While they are doing the exercise, copy all the unpunctuated sentences from the two exercises onto the board. Check answers as a class by inviting a few students to come to the board and add the punctuation. Tell students to go back to SB p. 61.

#### Answers (Writing Plus 7C SB p. 161)

- b
- 1 For sale: old books, newspapers, magazines.
- 2 I love old cups, plates and glasses.
- 3 She's wearing black trousers, a white shirt, a grey jacket and black shoes.
- 4 They sell radios, clocks, pictures, lamps, tables, chairs ...
- 5 For sale: coats, jackets, hats, shoes, shirts, dresses ...
- 6 We need bread, milk, cheese and apples.
- c
- 1 How old are these things?
- 2 Thank you!
- 3 Write soon!
- 4 New bookshop!
- 5 Can I pay by credit card?
- 6 How much are they?

**C** Give students one minute to read the two advertisements and choose one to write to for information. Give them five minutes to write their email. Remind students to use commas, question marks and exclamation marks in their emails. Monitor, help as necessary and check students' punctuation.

#### FAST FINISHERS

Ask fast finishers to work in pairs and look at the commas, exclamation marks and question marks in each other's emails. Does their partner use them correctly?

**d** Students read their partner's email to see if they are similar or different. Take feedback by asking a few students: *Does your partner ask about the same objects as you? What do you and your partner ask about?* 

#### (+) ADDITIONAL MATERIAL

Workbook 7C

**Unit Progress Test** 

Photocopiable activities: Pronunciation 7C

## UNIT 7 Review

#### **11** GRAMMAR

a Individually, students use the words to complete the sentences. Check answers as a class.

#### Answers

1 This 2 these 3 That's 4 Those

b Individually, students read the conversation and choose the correct answers. Students compare answers in pairs. Check answers as a class by writing the correct answers on the board.

#### Answers

1 These 2 Kate's 3 is 4 Amy's 5 girls'

Put students into groups of three to practise the conversation.

#### **2** VOCABULARY

**a** Individually, students complete the names of the common objects. Check answers as a class.

#### Answers

1 a plate 2 a guitar 3 a chair 4 a glass 5 a lamp 6 a plant

#### FAST FINISHERS

Ask fast finishers to make a list of as many objects in the classroom as they can.

**b** In pairs, students complete the descriptions. Check answers as a class.

#### Answers

- 1 a <u>dark blue</u> dress
- 2 <u>light brown</u> trousers and black <u>shoes</u>
- 3 a grey shirt and a green jacket
- 4 a light green <u>coat</u> and a <u>red</u> hat
- 5 a white blouse and a red skirt
- 6 dark blue jeans and a light blue T-shirt
- c Students think about their answers to the questions, then ask and answer in pairs. Take feedback as a class.

#### **EXTRA ACTIVITY**

Tell students to look at Vocabulary Focus 4A and 6B on SB pp. 142 and 146. In pairs, they take turns to point to clothes in the pictures and ask: What's this/that? What are these/those? (e.g., shirt, jacket, shoes, trousers). Encourage students to add colours to their answers, e.g., What's that? It's a green T-shirt.

#### 3 SOUND AND SPELLING

**a O7.27** Students answer the four questions. Play the recording for them to check their answers. Check answers as a class. In pairs, students practise saying the words.

#### **Answers**

- 1 suit<u>c</u>ase, <u>c</u>lo<u>ck</u>, <u>c</u>up, ja<u>ck</u>et, <u>c</u>oat, dar<u>k</u>
- 2 <u>b</u>lue, <u>b</u>lack, <u>b</u>rown, <u>b</u>louse, <u>b</u>ed, <u>b</u>owl
- 3 pink, lamp, picture, pillow, plate, plant
- 4 magazine, bag, grey, green
- **b** 07.28 Students complete the table. Play the recording for them to check their answers. Check answers as a class. In pairs, students practise saying the words.

#### Answers

/5/	/s/	/dʒ/
sugar	dress	jeans
international	Spain	large
fashion	this	jacket
T-shirt	skirt	Germany

#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

## UNIT B PAST EVENTS

#### UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about past events in people's lives and in stories
- exchange and convey information and opinions about past events in people's lives and in stories
- talk about where people were at different times
- talk about past and present free time activities
- understand conversations in which people make and respond to suggestions and do so themselves
- write a thank you note

#### **UNIT CONTENTS**

#### **GRAMMAR**

- Past simple: be
- Past simple: positive

#### **V** VOCABULARY

- Past time expressions: XX week(s) ago, XX month(s) ago, XX year(s) ago, at the weekend, last (Friday), last month, last night, last weekend, last week, on (Monday, Tuesday, etc.), this morning, this afternoon, yesterday
- Free time activities: go shopping, go to a café, go to a party, go to the cinema, have a coffee, have a drink, have a shower, have pizza, listen to music, listen to the radio, play a video game, play football, play the guitar, read a book, read a magazine, read the newspaper, watch a film, watch a football match

#### P PRONUNCIATION

- was and were: unstressed forms in connected speech
- Sound and spelling: /t/ and /d/
- Main stress and intonation

#### **C** COMMUNICATION SKILLS

- Talking about past events
- Describing events in the past
- Making and responding to suggestions
- Writing a thank you note
- Writing Plus: short emails, letters and notes

#### **GETTING STARTED**

#### **♥ OPTIONAL LEAD-IN**

Books closed. Write today's date on the board and elicit the word *now*. Then write some times in the past on the board to the left of today's date, e.g., *yesterday*, *last summer*. (Avoid *last New Year's Eve* as it's in b.) Point to these times and elicit or teach that they are in the *past*.

Ask students to guess where you were at the times you wrote on the board. Help with vocabulary as necessary, but don't worry too much at this point about whether students are forming statements with past forms of *be* as this will be taught later in the unit.

Ask students to repeat the activity in pairs, writing down some times in the past. They show each other the dates and try to guess where their partner was.

Elicit or teach *New Year's Eve* and tell students that the picture is at a New Year's Eve festival (a public event). Ask students to read the task. Teach *lantern* by drawing a simple picture on the board. Put students into pairs to discuss questions 1 and 2. Monitor and notice whether students attempt to use any past simple verbs, but don't correct errors at this stage. Go through the questions as a class, writing students' ideas on the board. Leave students' ideas on the board. If you wish, give students information from the Culture Notes.

#### **CULTURE NOTES**

The photo shows a festival in Northern Thailand named Yi Peng (or Yee Peng). The celebration consists of lighting and releasing lanterns (called Khomloy) into the sky on the full moon of the second month of the Lanna calendar (the Thai lunar calendar). It is believed that when you release the fire-lit lanterns with a coin and a lock of hair into the sky, you let go of any sickness or bad luck from the previous year.

Other activities that can be enjoyed in this festival are live performances, religious celebrations, dancing and beautiful fireworks.

**b** In pairs, students answer the questions. Monitor and notice whether students attempt to use the past simple and how much vocabulary for free time activities they have. Don't correct errors at this stage. Take feedback as a class.

Exercises a and b can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

#### I WAS ON TOUR WITH MY BAND

#### 

Books closed. Copy these two columns onto the board:

1 be in

a very old / an English teacher / a fashion designer

2 heat

b New York / Europe / Brazil /

bed / hospital

3 be

c home/work/the beach/a café

Ask students to match 1-3 with a-c. Check answers as a class (1b. 2c. 3a).

Write on the board: I'd like to be ... I wouldn't like to be .... Give students two minutes to complete the sentences as many times as they can with ideas from the board or their own ideas. Students mingle as a class to compare their sentences and find another student / students with the same sentence(s) as them. Take feedback as a class.

#### READING

- **a** Point to the four pictures and drill the name of each event. Teach events as a general word for all four pictures. Give students time to choose an event they like and one they don't like and to think of their reasons why. Put students into pairs to compare their answers.
- **b** Give students one minute to read the texts quickly and find out which events Cara, Antonio and Ava talk about. Check answers as a class. Point to the photos of Cara, Antonio and Ava and ask: What jobs do Cara, Antonio and Ava do? (photographer, doctor, singer). If you wish, give students information from the Culture Notes.

Answers

Cara a meeting Antonio a sports game

Ava a concert

#### **CULTURE NOTES**

Professional photographers combine their creative and technical skills to take photos for clients. Specialist areas for photographers include fashion, advertising, portraits, weddings and other social events, book and magazine publishing, business, scientific, medical and news events (photojournalism).

Sports doctors train in general medicine but specialise in the prevention, diagnosis and treatment of sports-related injuries. Their main focus is on joint, bone and muscle health as well as the more general medical care of sportspeople. They may work in hospitals and clinics as well as travelling to sports games.

Professional singers perform as solo artists, as part of a band, or as a backup musician or session musician (in a studio). They may sing live, do studio recordings or a combination of both. Live performances might be one-off gigs (concerts) or regular bookings, for example, weekly or monthly bookings.

At the end of this lesson, students will be able to:

- understand a text about past events in people's working lives
- use the past simple of be in positive statements
- use a lexical set of past time expressions correctly
- use the past simple of be in negative statements and questions correctly
- ask and talk about where they and other people were at different times
- **c** Students read the texts again to find the cities the three people talk about. Check answers as a class. Ask: Which word in the text means 'a group who works or plays sport together'? (team) Which phrase means 'singing or playing music in different countries'? (on tour).

Answers

Cara New York, Dublin Antonio Newcastle, Bristol Ava Munich, Vienna, Milan

**d** Elicit some adjectives to describe the people's lives and write them on the board (e.g., exciting, difficult, interesting, fun). In pairs, students talk about the three people's lives and say which of the three people they would like to meet and why. Take feedback as a class.

#### 2 GRAMMAR Past simple: be positive

**a** Write today's date on the board and the word *today*, then yesterday's date on the board and yesterday. Write the following gapped sentence on the board: Today, I in London. Elicit the missing word (am). Then write the following on the board: Yesterday I \_\_\_\_ in Dublin. Elicit the missing word (was).

Individually, students complete the table. Check answers as a class.

Answers

1 was 2 was 3 were

Ask students to find more examples of was and were in the texts.

#### Answers

I  $\underline{was}$  in New York three days ago for work, and then I  $\underline{was}$  in Dublin

We were in Newcastle two weeks ago for a game, and we were in Bristol last week.

Last week, I was on tour with my band in Europe. We were in Munich on Wednesday, and then we were in Vienna on Thursday. But Saturday night was the best. We were in Milan, and about 1,000 people were at our concert.

to listen for whether or not was and were are stressed. Check the answer as a class. Play the recording again, then put students into pairs to practise saying the sentences.

#### Answer

No, was and were aren't stressed.

c >>> 08.02 Students read the information in Grammar Focus 8A Part 1 on SB p. 128. Play the recording where indicated and ask students to listen and repeat. Students complete Exercise a in Part 1 on SB p. 129. Check answers as a class by asking students to read out the completed sentences. Make sure they are pronouncing was and were correctly (unstressed). Tell students to go back to SB p. 65.

#### Answers (Grammar Focus 8A Part 1 SB p. 129)

a	1	was	3	were	5	were	7	were	9	was
	2	was	4	were	6	was	8	were	10	) was

#### CAREFUL!

Students often use was instead of were, e.g.,  $\frac{We\ was\ in\ Milan.}{}$ (Correct form = We were in Milan.), and also were instead of was, e.g., He were in a meeting. (Correct form = He was in a meeting.), although this is a less common mistake.

Tense errors with past simple be are common. Students often use the present tense when they should use the past simple, e.g., All my friends are at the party last night. (Correct form = All my friends were at the party last night.).

- **d** Write on the board: I was \_\_\_ (where?) yesterday. Elicit a list of possible places (e.g., at home, at work, in the park, at school). Individually, students write sentences about where they were this morning, last night and yesterday afternoon. Monitor and help as necessary.
- **e** .... In pairs, students compare their sentences. Were they in the same places? Take feedback as a class.

#### 3 VOCABULARY Past time expressions

a Write past time expressions on the board. Elicit the past time expressions students have seen so far in the lesson (e.g., yesterday, this morning, yesterday afternoon, last night) and write them on the board. Individually, students match the four sentences to the timeline. Copy the timeline onto the board and check answers as a class.

#### Answers

ı	week 1	week 2	week 3		
ı			Monday Tuesday Wednesday Thursday Friday		
ı	2	3	1 4		

**b** Individually, students use the words in the box to replace the underlined words in 3a.

- 1 We were in Munich on Saturday.
- 2 We were in Madrid two months ago.
- 3 ... we were in Bristol last year.
- 4 I was in Dublin this morning.
- c >>> 08.03–08.05 Students complete the exercises in Vocabulary Focus 8A on SB p. 149. For Exercise a, point to the days of the week on the diary page and play the recording for students to listen and repeat. Give students one minute to complete Exercise b, then put them in pairs to compare their answers. Take feedback as a class.

Play the recording for students to listen and repeat the past time expressions in Exercise c. Students complete Exercise d. Play the recording for them to listen and check their answers. Check answers as a class. Students complete Exercise e individually. Check answers as a class. Tell students to go back to SB p. 65.

#### Answers (Vocabulary Focus 8A SB p. 149)

- d 1 last 2 ago 3 this 4 on
- e 1 last 2 a 3 this 4 ago 5 on/last 6 last
- **d** Ask students to make a list of eight family members and friends. Divide the class into pairs and assign A and B roles. Student A says a past time expression, e.g., last year, and Student B says a sentence with the past time expression, e.g., My brother was in Mexico last year. After two minutes, they swap roles.

#### **♥ EXTRA ACTIVITY**

Students continue working in pairs. Each student makes a list of places from holidays or other trips in their life. They then take turns pointing to a place on their partner's list and talking about the place their partner has chosen, e.g., I was in Spain in 2019. It was very beautiful. It was very hot! They then work in different pairs and tell their new partner two interesting facts about their first partner, e.g., Miguel was in London three years ago.

#### 4 LISTENING AND GRAMMAR

#### Past simple: be negative and questions

a D08.06 Remind students about Cara, Antonio and Ava. Ask: Who's a singer? (Ava) Who's a photographer? (Cara) What's Antonio's job? (doctor). Play the recording so students can listen and identify which of the three people is speaking. Students compare answers in pairs. Play the recording again if necessary. Check answers as a

#### Answers

1 Cara 2 Antonio 3 Ava

#### Audioscript

#### CONVERSATION 1

**WILL** Were you at work yesterday? CARA Yes, I was, but I wasn't here

- in the office.
- **w** Where were you? **c** I was at a meeting in Dublin.
- **w** Oh, was it interesting?
- **c** Yes, it was really interesting.

#### CONVERSATION 2

DANIELA Were you at the game last A I was in Milan with my band – Saturday?

**ANTONIO** No, I wasn't – not the game here in Manchester.

**D** Oh, really? Were you away?

- A Yes. I was away with the team in Bristol.
- **D** How was the game there?
- A It was good really exciting.

#### **CONVERSATION 3**

JAMES Were you at home at the weekend?

AVA No, I wasn't. I was away.

- **J** Oh, where were you?
- there was a concert.
- J That's great! Was it fun?
- A Yes, it was. And Milan is a beautiful city.
- **b** 08.06 Individually, students match the events with the adjectives. Play the recording for them to check their answers. Check answers as a class.

#### Answers

1 b 2 a 3 c

c • 08.07 Play the recording for students to read and complete conversation 1 with the words in the box. Check answers as a class, pausing the recording after each line. Point out that we stress was when it appears in a short answer: Yes, I was.

#### **Answers and Audioscript**

WILL Were you at work yesterday?

CARA Yes, I was, but I wasn't here in the office.

WILL Where were you?

CARA I was at a meeting in Dublin.

**WILL** Oh, was it interesting?

CARA Yes, it was really interesting.

#### Answers (Grammar Focus 8A Part 2 SB p. 129)

**a** 1 was 3 wasn't 5 was 7 was 9 wasn't 11 wasn't 2 was 4 was 6 was 8 were 10 were

b

- 2 Was he at the football match on Saturday?
- 3 Were they at the supermarket yesterday?
- 4 Where were you three years ago?
- 5 Was the film interesting?
- 6 When were you in China?
- 7 Where was the concert?
- 8 Was it a boring meeting?

#### **♥ FAST FINISHERS**

Ask fast finishers to work in pairs and ask and answer the questions in Exercise b. They should practise replying with the short answers *Yes, it was* or *No, it wasn't*.

e • 08.11 Individually, students complete the conversation with was, were, wasn't or weren't. Play the recording for students to check their answers. Check answers as a class.

#### **Answers and Audioscript**

- A You weren't at work yesterday.
- **B** No, it was a holiday for me.
- A Nice. Were you at home all day?
- ${\bf B}~$  No, I  $\underline{was} \dot{}^i t$  . I  $\underline{was}$  in town in the morning, and then I  $\underline{was}$  at a party last night.
- A Was the party good?
- **B** Yes, it <u>was</u> a lot of fun.
- In pairs, students practise the conversation. They repeat the conversation a couple of times, changing some of the information each time. Monitor and check that they are using was and were correctly. Listen out also for whether students are attempting to use other verbs in the past simple, or avoiding them altogether. If you do notice mistakes with other past simple verbs, don't be tempted to correct them at this stage.

#### **LOA TIP MONITORING**

As you listen to students changing the conversation in 4f, you might notice them attempting to use other verbs in the past simple. It doesn't matter at this stage whether their attempts are successful or unsuccessful, as the target language for this lesson is the past simple of *be* only. However, listening for their attempts will give you useful insight into what your students already know or don't know about the past simple positive, and this information will help you prepare more effectively for teaching that tense in Lesson 8B.

#### **EXTRA ACTIVITY**

Write these prompts on the board:

- 1 How/New York?
- 2 the meeting in Dublin interesting?
- 3 the games in Newcastle and Bristol good?
- 4 all the players OK?
- 5 How many people / at the concerts in Munich and Vienna?
- 6 Three cities in five days! / you tired?

Give students two minutes to write questions with was and were for Cara, Antonio and Ava. Check answers as a class (1 How was New York?; 2 Was the meeting in Dublin interesting?; 3 Were the games in Newcastle and Bristol good?; 4 Were all the players OK?; 5 How many people were at the concerts in Munich and Vienna?; 6 Three cities in five days! Were you tired?).

In pairs, students take turns being Cara, Antonio and Ava while their partner asks them the questions. Monitor and check that they are using *was* and *were* correctly. Don't expect them to use any other verbs correctly in the past simple, but take the opportunity to diagnose how much they already know about the past simple.

#### **5** SPEAKING

Tell students that they can now practise using all the language from the lesson. Divide the class into groups of three and assign A, B and C roles. Student As look at the questions and information on SB p. 113, Student Bs do the same on SB p. 111, and Student Cs on SB p. 115. Student A asks Student B questions, Student B asks Student C questions and Student C asks Student A questions. They all listen carefully to answer: What's the same for all three people? Monitor and note down any common mistakes/errors to deal with when giving feedback. Check the answer as a class.

#### Answer

Morgan, Marcella and Henri were at parties last weekend.

#### (+) ADDITIONAL MATERIAL

Workbook 8A

Photocopiable activities: Grammar 8A, Vocabulary 8A

At the end of this lesson, students will be able to:

# **HE SAW A BEAR**

#### **☑ OPTIONAL LEAD-IN**

Books closed. Write the names of the following animals on the board: bear, hippo and deer. If possible, have a picture of each animal to clarify vocabulary. Ask: Where do you usually see these animals? Elicit some possible responses, e.g., at the zoo, on a safari, in the forest, on TV.

In pairs, students take turns asking: Where do you normally see these animals? Students share their partners' responses.

Are there any strange locations among the responses? Point out to the class by asking: Is this a place that you usually see this animal?

#### READING

**a** Ask students to look at the three pictures. In pairs, students answer the questions. Ask students to share what they discussed with the class. Write the names of the animals on the board and copy the information about each animal to find out how much students know about them. Before students read the text, you may want to read them the Culture Notes.

Answers

2 deer 1 bear 3 hippo

#### **CULTURE NOTES**

Bears can be found in many habitats, from very warm deserts to freezing-cold mountains. They eat vegetables, insects, small animals and honey. Polar bears are giant white bears. They are the largest land predators in the world. Deer are found in many places, but usually prefer forests. They normally eat plants. Hippos live in lakes and rivers. Adults eat about 35 kg of grass each night. They can stay a long time under the water because their eyes, ears and nose are all at the top of their head.

**b** Before students write their answers, ask them if they know what rugby is (a sport where two teams try to score points by carrying an oval ball across a line or kicking it over and between an H-shaped set of posts) and what a garden is (a space in the front or back of someone's house, usually where grass, flowers and bushes grow). Give students time to answer the questions individually. Tell students to underline any new vocabulary they find. Put students into pairs to compare their answers. Check answers as a class. Ask students to identify the parts of the stories that give the answers.

#### Answers

- 1 Ready to Play
- 2 Surprise Visitors
- 3 Curious Creature

• understand and talk about past events in a story

- about wild animals
- use the past simple in positive statements correctly with a set of regular and irregular verbs
- use a lexical set about free time activities correctly
- talk about free time activities in the past and
- **c** Students read the stories again to find the information needed to complete the table. Students complete the exercise individually. Check answers as a class.

#### Answers When? Where? Animal activity? Andrew at home evenina - walk around garden from Utah look in windows - try to open kitchen door - go away rugby field (near Ben from - eat grass evening Ben's business) South Africa - go away A woman at home evening - jump from - come into the living Indiana go into the bathroom

#### EXTRA ACTIVITY To explore the reading text further, write these sentences on the board: 1 a Andrew was at home in his house on a \_ He was in the \_\_\_ \_\_\_\_\_, and he heard something 2 a Ben loves 2 b It was \_\_, and he saw \_ on the field. 3 a A woman from Indiana had a ground-floor flat with a 3 b She went into her \_ \_\_and watched Give students one minute to read the text again and add the missing words. Check answers as a class. (1a farm, 1b kitchen, strange; 2a rugby, 2b dark, something; 3a garden, 3b living room, TV)

**d** Students discuss the questions in pairs. Check answers as a class. Ask the class: Why do you think wild animals come into people's homes? Take feedback as a class.

### 2 GRAMMAR Past simple: positive

**a D** 08.12 Write on the board: *He* \_\_\_\_ out the window. Elicit or teach the missing word looked. Ask: Is 'looked' a present event or past event? (a past event). Individually, students read Wild Stories on SB p. 66 again and add the past simple verbs to the table. Play the audio to check the answers.

#### Answers

A		В	
Verb	Past form	Verb	Past form
look	looked	have	had
watch	watched	hear	heard
call	called	eat	ate
jump	jumped	see	saw
walk	walked	go	went
try	tried	come	came

**b** Discuss the questions about the form of the past simple as a class. Point out that the verbs in A have regular past simple forms and the verbs in B have irregular past simple forms. Tell students that there is a list of verbs with irregular past simple forms on SB p. 103.

#### Answers

- 1 -ed
- 2 in different ways

#### CAREFUL!

Students often use the present simple where the past simple would be correct, e.g., Harrive last week. (Correct form = I arrived last week.). The verbs that students most commonly make mistakes with are like, get, watch, go, do and buy.

Another common error is using the wrong verb, particularly was or did instead of went, e.g., I was shopping yesterday. (Correct form = I went shopping yesterday.).

Spelling mistakes can be a problem, particularly with bought and watched, e.g., I bougth a new phone. (Correct form = I bought a new phone.).

- c Sound and spelling /t/ and /d/
  - **▶** 08.13 For Exercise 1, play the recording for students to listen to the pronunciation of talked and lived. Play the recording again for students to listen and repeat.
  - **D** 08.14 For Exercise 2, play the recording for students to listen to the pronunciation of the regular past simple forms. Play the recording again if necessary. Check answers as a class.

more like /t/: looked, watched, walked, finished more like /d/: called, tried, played

Put students into pairs for Exercise 3 to practise saying the verbs.

**d** In pairs, students take turns testing each other on all the past forms (regular and irregular) in the table in 2a. Students should keep the table covered while being tested. They then swap roles.

e **110** 08.15–08.16 Students read the information in Grammar Focus 8B on SB p. 128. Play the recording where indicated and ask students to listen and repeat. Draw attention to the spelling of -ed endings and remind students that there is a list of verbs with irregular past simple forms on SB p. 103. Students complete Exercises a-d on SB p. 129. Check answers as a class. Give students two minutes to complete the sentences in Exercise d using I or we. Students compare answers in pairs. Take feedback as a class. Do any students have the same sentences? Tell students to go back to SB p. 67.

#### Answers (Grammar Focus 8B SB p. 129)

```
1 went 2 had 3 stayed 4 saw 5 watched 6 arrived
b
1
 went 2 saw 3 talked 4 stayed 5 watched 6 read
c
2 had
         4 had
                   6 stayed
                               8 went
3 went
         5 talked
                   7 watched
```

#### FAST FINISHERS

Ask fast finishers to look at the list of irregular past simple verbs on SB p. 103 and choose six more they would like to learn. Tell them to write example sentences using these verbs.

**f** Tell students to look at the sentence beginnings and make sure they notice they all indicate the past. Give students two minutes to complete the sentences with their own information. Monitor and help as necessary.

#### ISTENING AND VOCABULARY

#### Free time activities

a D08.17 Make sure students understand what they have to do before you play the recording. Play the recording and have students write down the incorrect information individually. Play the recording one more time for students to check their answers. Check answers as a class.

- 1 the bear came into the man's house
- 2 the hippos were from the zoo
- 3 the deer went into the kitchen and ate all the food
- **b** 08.18 Before you play the recording, give students two minutes to try to complete the sentences with the correct verb. Play the recording to check the answer. As a class, clarify any questions students might have about their answers.

#### Answers

1 went 2 had 3 read 4 read 5 heard 6 talked 7 watched

c Point out that the phrases in the box can't be changed to fit the verbs. Individually, students add the words or phrases to the verbs to make past simple phrases. Check the answers by writing them on the board. Explain that the verb have is commonly used to refer to eating or drinking, e.g., I had orange juice for breakfast.

#### Answers

- 1 went home, for a walk
- 2 had breakfast, dinner
- 3 read a book
- 4 **heard** a song on the radio
- 5 talked to my parents, to my friend
- 6 watched a film

#### **♥** FAST FINISHERS

Ask fast finishers to write a complete sentence with their own information for each verb, e.g., I went to the cinema last night. I watched a good film.

**d** • Dos.19 Point to the five pictures. Say: *These are Emily's activities yesterday*. In pairs, students talk for a minute about the free time activities in the five pictures. Play the recording for them to listen and put the pictures in the correct order. Play the recording again if necessary. Check answers as a class.

#### Answers

c, a, d, e, b

e 08.19 Individually, students complete Emily's statement with phrases in 3d. Play the recording for students to check their answers. Check answers as a class.

#### Answers

- 1 had breakfast 3 went home 5 watched a film 2 had dinner 4 talked to my friend 6 read a book

#### Answers (Vocabulary Focus 8B SB p. 150)

а

- 1 | went shopping. | went to a café. | went to the cinema. | went to a party.
- $2\,$  I had a coffee. I had a shower. I had a pizza. I had a glass of water.
- 3 I listened to the radio. I listened to music. I watched a football match. I watched a film on TV.
- 4 I read a book. I read the newspaper. I read a magazine.
- 5 I played football. I played the guitar. I played a video game.

•

- 1 watched
- 2 read
- 3 went4 listened
- 5 had

- **g** Tell students to look at the three sentence beginnings. Give students two minutes to complete the sentences and write one using their own ideas. Monitor and help as necessary.
- h Put students into groups to read and compare their sentences from 3g. You could also set this stage up as a mingling activity, with students walking around the classroom to compare their sentences with as many people as possible. Monitor and check that students are using free time activity phrases correctly in their present and past forms. After about three minutes, put students into pairs to prepare their answers to Questions a–c. Continue to monitor students' use of tenses. Take feedback as a class.

#### 4 SPEAKING

Tell students that they can now practise using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Student As read the information about Leo on SB p. 113. Student Bs read the information about Charlotte on SB p. 111. Student As tell Student Bs about Leo, then Student Bs tell Student As about Charlotte. Monitor, but don't interrupt fluency. Note down any common mistakes/errors to deal with when giving feedback. Students then answer this question in pairs: Which of Leo's and Charlotte's activities are the same? Take feedback as a class, then correct any errors you noted while monitoring.

#### Answei

Leo and Charlotte both had breakfast, went shopping, went to a café and read a book.

#### (+) ADDITIONAL MATERIAL

Workbook 8B

Photocopiable activities: Grammar 8B, Vocabulary 8B, Pronunciation 8B

Documentary Video Unit 8 Past events

Video Worksheet Unit 8 Past events

# **EVERYDAY** ENGLISH Let's go

#### somewhere this weekend

#### **♥ OPTIONAL LEAD-IN**

Books closed. Write these free time activities on the board:

- 1 ao for a walk
- 2 go to a football match
- 3 go shopping
- 4 read a book
- 5 go to a party
- 6 play a video game
- 7 go to a concert
- 8 read the news
- 9 go to the cinema

Now write these adverbs of frequency on the board:

- often
- sometimes
- never

In pairs, students say how often they do activities 1–9.

#### 11 LISTENING

- a Give students time to read the questions and think about their answers. In pairs, they ask and answer the questions. Take feedback as a class.
- **b** In pairs, students look at 1 and 2 and guess the answers. Take feedback as a class. Write the most common guess for each question on the board (a or b).
- c D08.22 Play Part 1 of the video or audio recording for students to listen and check the correct answers to 1b. Check answers as a class.

#### **Answers**

1 b 2 a

#### Video/Audioscript (Part 1) DAVID Hi, Sophia. How was your

weekend?

SOPHIA Yeah, it was nice. Yours?

- **D** Well, you know, busy with friends. So, how do you like it here in England?
- s Oh, I love it. Well, I like London, but that's not England! Where are you from, David?
- **D** I'm from Bristol. It's in the west of England.
- s Oh, right. Do you miss your
- **D** Oh, you know, my parents, but I love living in London. Well ... I

- **s** Oh, of course. See you later. MEGAN Good morning, Sophia.
- s Oh, hi Megan!
- M How are you?
- s Yeah, OK, thanks. Thank you for Saturday. You really helped a
- M Oh, that's all right. I love shopping.
- s It was fun.
- M Yes, it was. We could go shopping again some time.
- s Yes, OK. Good idea.
- M Steph, did you get my email? ... I sent it last night.

At the end of this lesson, students will be able to:

- · understand conversations about settling in and getting to know a new area
- use appropriate phrases for making and responding to suggestions
- recognise and produce main stress and intonation
- · write short emails, letters and notes
- write a thank you note
- d 08.22 Play Part 1 of the video or audio recording again for students to listen and tick the correct sentences. Students compare answers in pairs. Check answers as a class.

#### Answers

1 c 2 a

e D08.23 Play Part 2 of the video or audio recording for students to watch or listen and answer the questions. Check answers as a class.

#### Answers

Megan went to a party. Sophia watched TV.

#### Video/Audioscript (Part 2)

MEGAN Thank you.

**SOPHIA** So, how was your Sunday? **M** I find London difficult too,

- M It was OK. I was at a party in the evening.
- **s** Was it good?
- M Yeah ... but the food wasn't very nice.
- s Oh dear.
- M I was tired. I went home early. What about you?
- s Me?
- **M** How was your Sunday?
- s Oh, it was OK. I went for a walk in the afternoon. And then I stayed at home and watched TV. London's really big. It's difficult to meet people.
- M Well, you know me!

- s Yes, that's true.
- sometimes. I know let's go somewhere this weekend. So you can see a different town. We could go to Henley.
- s Henley? Where's that?
- M Oh, it's a small town, it's not far from London, Lwent to school
- s Really?
- M Yes, it's a beautiful place. Look.
- s Oh, yes, it looks nice.
- ${\bf M}$  So, shall we go there for the day next Saturday?
- s OK, that's a lovely idea. I'd like to see some different places. Let's go to Henley!
- 08.23 Play Part 2 of the video or audio recording again for students to answer the questions. Students compare answers in pairs. Check answers as a class. Ask: What is Henley? (It's a small town near London.) What does Megan say about it? (She went to school there. It's a beautiful place.).

#### Answers

- 1 The food wasn't very nice.
- 2 It's difficult for Sophia to meet people.
- 3 To go to Henley
- 4 She feels happy because she'd like to see some different places.
- Individually, students think about their answers to the questions. They then compare their opinions in pairs or small groups. If you did the Optional lead-in, remind students of the free time activities they talked about at the beginning of the lesson. Take feedback as a class.

#### USEFUL LANGUAGE

#### Making and responding to suggestions

a 108.24 Play the recording for students to listen and underline the words they hear. Check answers as a class. Ask: Are both options possible? (Yes) and discuss the answer with the class. Write the four sentence beginnings on the board: We could go ... We can go ... Shall we go ...? Let's go ... Play the recording again and ask: Is 'could' stressed? (no) Is 'shall' stressed? (no).

#### Answers

- 1 could, Good
- 2 shall we, lovely

Both options are possible in all four cases, but we would use a full stop or an exclamation mark after *let's* ..., not a question mark.

#### **⇔ LOA TIP DRILLING**

Say could, can and shall in their unstressed forms /kod/, /kən/ and /ʃəl/ for students to listen and repeat. Then say the stressed word Let's for students to listen and repeat. Now drill the sentences below. Monitor and check that students are saying the unstressed words correctly. Repeat the drill, changing Let's go to Let's stay, etc.

- We could stay or we could go.
- Shall we stay or shall we go?
- · Let's go.
- We can talk or we can watch TV.
- Shall we talk or shall we watch TV?
- Let's talk.
- We could have lunch or we could have a coffee.
- Shall we have lunch or shall we have a coffee?
- · Let's have lunch.
- **b** 08.25 Individually, students complete the conversation with the words in the box. Play the recording for them to listen and check their answers. Check answers as a class.

#### Answers

- 1 go 2 sorry 3 we 4 idea
- In pairs, students practise the conversation in 2b. Monitor and check students are pronouncing the expressions for making suggestions correctly.
- **d** Individually, students complete the conversation with words and phrases from 2a and 2b. Check answers as a class, accepting all possible answers.

#### Possible answers

- A Let's go to the cinema tonight.
- **B** <u>I'm sorry</u>, I'm not free. I have a dinner with my family.
- A We could / Let's go tomorrow night.
- **B** OK, <u>that's a great idea</u>.
- e In pairs, students practise the conversation in 2d with a partner, taking turns to be A and B. Ask stronger students to change free time activities and the times/days.

# 3 PRONUNCIATION Main stress and intonation

- a ②08.26 Play the recording for students to listen for the main stress in the underlined words in the two expressions.
- **b** 108.26 Play the recording for students to listen for whether the intonation rises or falls after the stressed word in the two expressions in 3a. Check the answer as a class. Play the recording again for students to listen and repeat the two expressions. Remind students that having a flat intonation might not sound polite. Students practise saying the expressions in pairs.

# **Answer** It falls.

Divide the class into pairs and assign A and B roles. Student As say sentences 1 and 2 and Student Bs respond with an expression in 3a. They then swap roles. Monitor and check that students are using stress and intonation correctly in their responses.

#### **EXTRA ACTIVITY**

Point to the picture of Megan and Sophia looking at the computer on SB p. 69. Ask: Which city are Megan and Sophia in? (London) What does Megan suggest doing with Sophia next weekend? (going to Henley / going to a small town near London).

Elicit some places in the area where you are now (beaches, towns, museums, etc.) that are good for visitors to go to. Write these places on the board. In pairs, students use the ideas on the board to have mini-conversations like the ones in 3c. Encourage them to add extra information about the places, e.g., It's really beautiful, It's a small town, It's a big museum, It's very interesting. Monitor, but don't interrupt fluency.

#### 4 SPEAKING

- a Tell students that they can now practise using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Give students one minute to look at the conversation map and decide what they're going to say.
- **b** Tell students they're going to act out a phone conversation. Elicit the opening lines of a phone conversation and write them on the board:

*A*: (ring, ring ...)

B: Hello?

A: Oh hi it's me, (name).

B: Hi (name), how are you?

A: I'm fine, thanks. Listen, shall we ...

In pairs, students role play the conversation they prepared in 4a. They then swap roles. Monitor, but don't interrupt fluency. Listen for correct usage of the target language from this lesson as well as any mistakes with the target language. Correct errors as a class at the feedback stage.

#### **5** WRITING

**a** Give students one minute to read the text message and answer the question. They compare their answers in pairs. Check the answer as a class.

**Answer** to say thank you

**b** Students go to Writing Plus 8C on SB p. 161. Go through the information as a class. Draw attention to the reference to using past simple. Individually, students do Exercises b and c. Check answers as a class. Tell students to go back to SB p. 69.

# Answers (Writing Plus 8C SB p. 161) b 1 c 2 e 3 a 4 b 5 d c 1 Dear 1 Dear 3 sorry 2 Here are 4 It was 6 hope

#### **♥ FAST FINISHERS**

Ask fast finishers to change the start and finish of the email in b (e.g., *Dear Laura* instead of *Hi Laura*), and to change some of the details (e.g., *dinner* instead of *lunch*).

- **c** Give students five minutes to write a thank you note to a friend. Encourage them to use the ideas given. Monitor and help as necessary. Check that students use the past simple appropriately in their note.
- **d** Students read their partner's note. Ask a few students: What does your partner say thank you for? Do students say thank you for the same or very different things?

#### (+) ADDITIONAL MATERIAL

Workbook 8C

**Unit Progress Test** 

Photocopiable activities: Pronunciation 8C

# UNIT 8 Review

#### **11** GRAMMAR

**a** Write (?) where / you yesterday and elicit the past simple question Where were you yesterday?. Ask the question to a few students in the class. Individually, students use the prompts to make sentences using the past simple. Check answers as a class.

#### Answers

- 1 I was in a meeting.
- 2 Were you OK?
- 3 James wasn't at work this morning.
- 4 Where was he?
- 5 Yasmin and Kylie were in New York two weeks ago.
- 6 We weren't in Paris six years ago.
- **b** Write these five places/events on the board: *museum*, *stadium*, *cinema*, *hotel*, *concert*. Give students 30 seconds to read the text and find out which three places or events the writer went to last week. Tell them not to worry about the gaps at this point. Check answers as a class (*museum*, *cinema*, *hotel*). Now give students two minutes to read the text again and complete it with the past simple form of the verbs in brackets. Check answers as a class.

#### Answers

1	were	3	visited	5	went	7	watched	9 1	weren't	11	was
2	arrived	4	talked	6	saw	8	staved	10	liked	12	had

#### **2 VOCABULARY**

**a** Individually, students look at the date and time at the top of the exercise, then choose the correct answers. Students compare answers in pairs. Check answers as a class.

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

- **b** In pairs, students ask and answer questions using *Where were you* ... ? and the past time expressions in 2a. Take feedback as a class.
- **c** Individually, students use the words and phrases in the box to complete the table. Point out that one phrase can be used more than once. Check answers as a class.

#### Answers

1	a pizza	5	a magazine
2	a shower	6	a video game
3	a podcast	7	a football match

### 4 a football match

#### **EXTRA ACTIVITY**

Individually, students write five past simple sentences with phrases from the table. They should use *I* and *yesterday* or *this morning*. They compare their answers with a partner and find out how many of their sentences are the same. Take feedback as a class.

**d** Individually, students correct the errors in the sentences. Students compare answers in pairs. Check answers as a class.

#### Answers

- 1 I was in Munich two weeks ago.
- 2 We were in Milan last weekend.
- 3 I had coffee with Lily on Friday.
- 4 We went to a party yesterday.
- 5 I listened to music last night.
- 6 We played football this morning.

#### SOUND AND SPELLING

a D08.27 Write loved and liked on the board and underline the -ed endings. Write /t/ and /d/ on the board. Ask about each word: What's the final sound? (loved /d/, liked /t/). Individually, students add the words to the correct place in the table. Play the recording for students to check their answers. Check answers as a class. In pairs, students practise saying the words in the table.

#### Answers

/t/	/d/
talked, watched, finished	lived, listened, played

**b** 08.28 Play the recording for students to listen to and go through the information in the table. Elicit and write the different spelling patterns for each sound on the board:

/eɪ/ ay, a, ea, ey and /aɪ/ i, igh

Drill all the words in the table.

**c** Individually, students decide whether the marked sounds in each pair of words are the same or different. Play the recording for students to check their answers. In pairs, students practise saying the words.

#### Answers

- 1 S
- 2 S
- 3 D 4 S
- 4 S 5 D
- 6 S

#### FAST FINISHERS

Ask fast finishers to think of more words with the sounds /eɪ/ (e.g., ngme, sgme, pgge) and /aɪ/ (e.g., my, why, five, wi-fi).

#### **LOA REVIEW YOUR PROGRESS**

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

# UNIT GHOLIDAYS

## UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about holidays, seasons, the weather and a trip to a different place
- exchange and convey information and opinions about holidays, seasons, the weather and a trip to a different place
- understand conversations in which people make requests and do so themselves
- write an online post about a trip to another place

#### **UNIT CONTENTS**

#### **G** GRAMMAR

- Past simple: negative
- Past simple: questions

#### **V** VOCABULARY

- Transport: bike, boat, bus, car, drive, fly, get a (bus, taxi), go by (bus, metro/underground, plane, ship, train, tram), take a (bus, taxi, train, tram), walk
- The seasons: *autumn*, *spring*, *summer*, *winter*
- The weather: cloud, cloudy, cold, hot, rain (n.), rain (v.), rainy, snow (n.), snow (v.), snowy, sunny, warm, wind, windy
- Language Plus: qo
- Language Plus: like

#### P PRONUNCIATION

- Sound and spelling: the letter a
- Sentence stress
- Sound and spelling: the letter o
- Syllables and spelling

#### **C** COMMUNICATION SKILLS

- Talking about travel and holiday experiences
- Talking about past holidays
- Making and responding to requests
- Writing an online post about a trip to another place
- Writing Plus: Making the order clear (First, ... Next, ...
   Then, ... After that, ...)

#### **GETTING STARTED**

#### **♥ OPTIONAL LEAD-IN**

Books closed. Write *holidays* on the board. Ask: *Which countries do people from your country visit? Which countries would <u>you</u> like to visit? Why? Put students into pairs or small groups to discuss the questions, then take feedback as a class.* 

The Check that students understand transport (how we travel from place to place) and weather (you can draw sun, cloud or rain symbols on the board, as well as some temperatures, e.g., 20°C, -5°C). Put students into pairs to look at the picture and answer questions 1–4. Monitor and notice how much weather vocabulary students can produce, but don't teach any vocabulary or correct any errors at this stage.

Take feedback as a class and write students' suggested answers on the board to create a multiple-choice listening task. If you wish, give students information from the Culture Notes.

#### **CULTURE NOTES**

The picture shows tourists on a gondola in Venice, Italy. The gondoliers (the conductors) take visitors on a romantic tour of the busy Grand Canal in a 600 kg boat. Gondolas are built by hand in special workshops called *squeri*. Although they are an iconic symbol of the city of Venice, they are no longer a common form of transport. There are only around 500 gondolas left.

- **b** In pairs, students answer the questions. Monitor and notice whether students are using past simple verbs correctly and how much weather vocabulary they can produce. Take feedback as a class, inviting students to report their partner's answers to the class.
- c Students think of one question to ask their partner about their last holiday. After students have asked one partner, encourage them to ask the same question to one or two other students. Monitor and check whether students attempt to use past simple questions, but don't correct errors at this stage. Take feedback as a class.

Exercises a, b and c can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

# 9A

# I DIDN'T STAY In a hotel

#### 

Books closed. Write these nouns on one side of the board:

- TV / a film
- shopping / to a café
- a computer game / football / the guitar
- coffee / a pizza / lunch
- a magazine / a book / a newspaper
- to the radio

Elicit the verbs from Unit 8 which can go with these nouns, in their present and past forms (watch/watched, go/went, play/played, have/had, read/read, listen/listened) and write them on the board.

Write on the board: *I think you ... last night*. Put students into pairs, but tell them not to talk to each other yet. Give students two minutes to write sentences about two of the activities on the board that they think their partner did last night, e.g., *I think you watched TV last night*. Monitor and help as necessary. Make sure students don't say or show anything to their partner at this point.

In pairs, students read their sentences to each other. They listen and say *Yes, that's true* or *No, that's not true* about each sentence. Monitor and check that students are pronouncing the past verb forms correctly. If students are attempting to use past simple negative statements, don't try to correct them, but explain that they will learn about it in this lesson.

#### READING

- Use the picture of the tents to elicit or teach *tent*. Then elicit or teach the verb *camp* (to use a tent as a holiday home) and *campsite* (a place for tents). Give students up to a minute to think about their answer, then put them into pairs to discuss the question. Take feedback as a class. Ask students to think of the good and bad points of the four types of holiday accommodation.
- **b** Ask students to look at the title *Garden Camping* and the three pictures. Check that students can remember what a garden is. Point to the three responses in speech bubbles and give students one minute to read the first paragraph (*How does it work?*) and choose their response. Put students into pairs to compare opinions.

Then take feedback as a class. Encourage them to think about what the good and bad points of garden camping might be.

#### **CULTURE NOTES**

Garden camping is a new and low-cost form of holiday accommodation that started on a small scale and has now become an international trend. An online community links campers with people who offer their private gardens as campsites. Homeowners list their gardens on a website with pictures, prices and contact details, and campers contact them directly to book their stay.

Locations range from small town gardens to fields on big country estates. Some offer access to hot showers, barbecues, wi-fi and electricity, while others are much more basic.

At the end of this lesson, students will be able to:

- understand a text about camping in people's gardens
- use a lexical set of transport words correctly
- use past simple negative statements correctly
- listen to and understand a conversation about camping in someone's garden
- talk about past holidays
- **c** Give students three minutes to read about three gardens, choose the answers which are incorrect and correct them. They compare answers in pairs. Check answers as a class.

#### Answers

1 a (modern house) 2 a (big tents) 3 d (cheap)

#### **♥ EXTRA ACTIVITY**

Ask students to look at the text about Guadalupe's place and ask: Which word is a place where you can see a lot of different animals? (zoo) What are the Amazon and the Mississippi? (rivers) To get some personal response to the text, ask: Which of the three places would you most like to camp in? Why? Students compare their choices in small groups. Take a class vote to find out which place is most popular.

### 2 VOCABULARY Transport

a 09.01 Individually, students find transport words in the text to match the pictures. Play the recording for students to listen and check. Check answers as a class.

#### Answers

1 bus 2 car 3 plane 4 taxi 5 bike 6 tram 7 train

**b** Tell students to look at the text to find the missing words. Check answers as a class. Write *go by <u>bus</u>* and *take <u>a bus</u>* on the board to highlight absence of the article after *by*. Drill the expressions in the table.

#### Answers

go <u>by</u> bus plane tram		get / take	a bus a taxi
-----------------------------------	--	---------------	-----------------

**c** Students look in the texts to find the missing verbs. Check answers as a class. Drill the words.

#### Answers

a drive b fly

d >>> 09.02-09.03 Students complete the exercises in Vocabulary Focus 9A on SB p. 151. Play the recording in Exercise a for students to listen and repeat the words. Students do Exercise b in pairs. Check answers as a class. Students do Exercise c in pairs. Take feedback as a class. Students look at the phrases in Exercise d. Ask students to tell the class how often they take a bus, train, taxi or tram. Play the recording in Exercise e for students to listen and tick the sentences they hear. Check answers as a class. Elicit and write on the board the past form of take (took). Ask students to look at the example sentences in Exercise f and write three sentences of their own.

Remind students to use the past simple and a past time expression. Monitor and help as necessary. In pairs, students tell each other their sentences. Take feedback as a class. Tell students to go back to SB p. 72.

7 train

8 boat/ship

#### Answers (Vocabulary Focus 9A SB p. 151)

```
b1 bike3 metro/underground5 taxi2 tram4 bus6 plane
```

- 1 I go to work by train.
- 2 He takes a bus to school.
- 3 She drives to work.
- 4 She goes by plane to see her parents.
- 5 They always walk to school.

#### **LANGUAGE NOTES**

We use *get a* and *go by* with public transport (*bus, train, plane, taxi*, etc.) but only *go by* with private transport (e.g., *bike, car*). We can also use *take* with public transport, as it has a similar meaning to *get*.

e Give students half a minute to think about their answers, then put them into pairs to ask and answer the questions. Take feedback as a class.

#### Language Plus go

Give students one minute to study the different patterns in the expressions with *go*. Point out that we say *go to* when we travel to a place. For example, we can say *go to* Italy on holiday. However, we don't use to with home. Write on holiday on the board as a fixed phrase for students to learn.

#### > LOA TIP CONCEPT CHECKING

Test students' accuracy by using these prompts to elicit the expressions in the Language Plus box.

Say: office, hospital, bank, factory ... / go ...?
Students say: go to work

Say: stay in a hotel, on a campsite ... / go ...? Students say: go on holiday

Say: see a film Students say: go to the cinema

Say: after school, after work, after a party Students say: go home

Repeat until the students can produce the expressions without mistakes.

Elicit more expressions with *go to* (e.g., *a party*, *a concert*, *a meeting*, *bed*, *Germany*, *Chicago*). Check that students are using *a/the* (or no *a/the*) correctly. If they make mistakes, encourage them to self-correct using your fingers to indicate where an extra word is needed or not needed. Write the expressions on the board.

Elicit some true past simple sentences from students using any of the expressions with *go* from the book or on the board, e.g., *I went to bed at half past eleven last night.*, *I went to a meeting yesterday*.

#### f Sound and spelling the letter a

**©** 199.04 For Exercise 1, play the recording for students to listen to the different sounds the letter *a* can have.

**109.05** For Exercise 2, play the recording for students to listen for which sound pattern the marked letters have in the words in the box. Check answers as a class. Drill the word pairs with the same vowel sound (*want/watch, camp/taxi, train/plane, father/car*).

#### **Answers**

```
what: Sound 4 /p/ train: Sound 3 /eɪ/ flat: Sound 1 /æ/ father: Sound 2 /ɑː/
```

**D**09.06 For Exercise 3, play the recording for students to listen and underline the word in each line with a different *a* sound. Play the recording again if necessary. Check answers as a class.

#### Answers

```
1 want 2 have 3 bag 4 want
```

Put students into pairs for Exercise 4 to practise saying all the words. Monitor and check that they are pronouncing the letter *a* correctly in each word.

#### **3 GRAMMAR AND LISTENING**

Past simple: negative

**a** Give students one minute to read the blog and answer the question. Check the answer as a class, asking students to explain how they know.

#### Answer

Guadalupe's place (we went swimming every morning in their pool)

**b** Give students two minutes to read the blog again and tick the correct answers. Students compare answers in pairs. Check answers as a class.

#### Answers

```
1 a 2 b 3 b 4 a
```

**c** Complete the rule as a class. Write on the board:

He \_\_\_\_\_\_ in a hotel. With a quizzical expression, ask: Julian stayed in a hotel? and elicit He didn't stay in a hotel. Complete the rule together as a class. Ask: Do we add -ed to the verb in the past simple negative? (no) Check that students can pronounce didn't correctly (/ˈdɪdənt/). Drill didn't and He didn't stay in a hotel a few times.

#### Answer

didn't

### CAREFUL!

The most common error with past simple negative at this level is the use of don't or doesn't instead of didn't, e.g., I went with my brother, but he doesn't like it. (Correct form = I went with my brother, but he didn't like it.)

**d 909.07** Students read the information in Grammar Focus 9A on SB p. 130. Play the recording where indicated and ask students to listen and repeat. Students complete Exercises a and b on SB p. 131. Check answers as a class. Tell students to go back to SB p. 73.

#### Answers (Grammar Focus 9A SB p. 131)

- 2 didn't get up 4 didn't use 6 didn't visit 8 didn't take 9 didn't listen 3 didn't have 5 didn't read 7 didn't go 4 didn't have, had 2 didn't go, went 6 didn't go, went 3 didn't arrive, arrived 5 didn't play, played
- EXTRA ACTIVITY

Elicit the past tenses of play (played), get up (got up), have (had), use (used), read (read), visit (visited), take (took), go (went) and

Write yesterday on the board and ask students to look at the sentences in Exercise a again. In pairs, students say whether each sentence is true or false for them about yesterday, e.g., I didn't play football yesterday. That's true. I didn't get up early yesterday. That's not true. I got up early. Ask pairs: Which negative sentences are true for both of you? Take feedback as a class.

**e O**9.08 **Pronunciation** Play the recording for students to listen and answer the question. Check the answer as a class. Play the recording again for students to listen and repeat the sentences.

#### Answer

unstressed

and make notes. Students compare answers in pairs. Check answers as a class, pausing the recording after Julian talks about each topic and writing the answer on the board as a sentence.

emails: He didn't read his emails for three weeks. money: They didn't have a lot of money. bikes: They had bikes. photos: He took some beautiful photos.

#### Audioscript

**MEGAN** So how was your trip to Colombia, Julian?

JULIAN Oh, it was great. It was very relaxing – I didn't read my emails for three weeks!

- **M** Where were you? In Bogotá?
- J No, no, we didn't go to big cities M I'd love to see them. at all. We wanted to see the country, so we went by bus and **M** Was it cheap to camp? we stayed in small towns. The **J** Yes ... \$4 a night! best place we stayed was with a **M** \$4! That's really cheap. family.
- M In their house?
- J Well, we didn't stay in their house. We camped in their garden. They had a swimming pool. They also had bikes, so we saw lots of nice places nearby. I took some beautiful photos!
- J Of course.

- J Yeah, it was good, because we didn't have a lot of money!

- **g** Elicit the word *relaxing* by saying: *Julian didn't* read his emails for three weeks. What does he say about that? It was ... . Play the first part of the recording again if necessary, stopping just after the word relaxing. Ask: Do you check your emails on holiday? Why / Why not? Ask students to think about what they liked and didn't like about Julian's holiday. In pairs, students compare opinions. Take feedback as a class.
- **h** Ask students to look at the task. Elicit the present form of each past verb in the task (stay, visit, buy, have, go, cook, watch, read). Give students two minutes to tick any true sentences, change the others to negative sentences and write an extra positive sentence after each one. Monitor and check that they are using the past simple correctly. If you see mistakes, point them out and encourage students to self-correct.

#### **♥** FAST FINISHERS

Ask fast finishers to add extra sentences with was/were and really/so/very + adjective to their sentences in 3h, e.g., I stayed in a hotel. It was really nice. I didn't have my computer with me. It was very relaxing.

i In pairs, students tell each other their sentences. Are they the same or different? Monitor and check that students are pronouncing past simple negative and positive statements correctly. Take feedback as a class.

#### 4 SPEAKING

Divide the class into pairs and assign A and B roles. Student As read the information on SB p. 114 and talk about their trip using the notes. Student Bs do the same on SB p. 110. Student A talks and Student B listens. They then swap roles. Remind them to listen carefully to find what four things they both did on their trips. Monitor, but don't interrupt fluency. Note down any common mistakes with the target language to deal with when giving feedback. Take feedback as a class, identifying what four things they both did.

They both took a plane (flew), took a lot of photos, went shopping (but Student A didn't buy anything) and went to good restaurants.

#### 

Students write a blog entry like Julian's about a holiday at Steve's place or Youssef's place. They use travel details from the texts on SB p. 72 and add their own ideas. Encourage students to include past simple negative sentences. Monitor and check that they are doing so.

#### (+) ADDITIONAL MATERIAL

Workbook 9A

Photocopiable activities: Grammar 9A, Vocabulary 9A, Pronunciation 9A

Documentary Video Unit 9 Holidays

Video Worksheet Unit 9 Holidays

# **9B**

# HOW DID YOU GET THERE?

#### **OPTIONAL LEAD-IN**

Books closed. Divide the class into two teams. Explain that they are going to do a quiz about the USA. Appoint one person in each team to write down the team's answers. Read out one question at a time, giving teams time to confer quietly before writing down their answers and listening to the next question. Check answers as a class and keep a running total of each team's points on the board. Each correct answer earns one point and the team with the most points is the winner.

- 1 The main language in the USA is English. What is the second most spoken language? (Spanish)
- 2 What is the capital of the USA? (Washington, DC)
- 3 Are there more or less than 300 million people in the USA? (more: approx. 350 million)
- 4 Which city in the USA has the biggest population? (New York)
- 5 When was the last time the Olympic Games were in the USA? (1996)
- 6 How many times has the USA had the FIFA World Cup? (once, in 1994)
- 7 What three colours are in the flag of the USA? (red, white and blue)

#### 1 VOCABULARY The seasons

a ▶ 09.10 Use pictures a–d to teach the noun *the seasons*. Individually, students match the four seasons with the pictures. Play the recording for them to listen and check. Check answers as a class. Drill the words.

#### Answers

a spring b summer c autumn d winter

**b** Students discuss the questions in pairs. Put pairs with other pairs to form small groups and compare their opinions. Take feedback as a class. If you wish, give students information from the Culture Notes.

#### **CULTURE NOTES**

The four-season year – with spring, summer, autumn and winter all roughly the same length and distinct in character – is typically experienced in places that are between the equator and the North or South pole, such as the USA, Japan, Australia and countries in Europe.

Countries like Brazil, Kenya and Indonesia, which are near or at the equator, experience little seasonal variation. They have about the same amount of daylight and darkness throughout the year, and they remain warm year-round.

Polar regions are colder than other places on Earth, but they do have seasonal variations. They have very dramatic changes in daylight with very long nights in winter and very short nights in summer.

Countries in the northern and southern hemispheres are closer to the sun at opposite times of the year. This explains why the Brazilian summer lasts from December to March, while in the UK, it's June to September.

At the end of this lesson, students will be able to:

- use a lexical set about seasons correctly
- understand a text about a New Year's holiday
- use a lexical set about the weather correctly
- understand a conversation about summer holidays
- use past simple questions correctly
- ask and talk about past holidays

#### 2 READING

**a** Point to the picture of New York. Ask: *What do people usually do on New Year's Eve?* and elicit some typical activities (e.g., *go to a party, watch fireworks*) and write them on the board. Give students one minute to read the text to find out what was different about this New Year's Eve for the Ortega family. Check the answer as a class.

Ask students to look again at the title: New Year's Fun in the Big Apple. Ask: Where's Tenerife? (part of Spain / the Atlantic Ocean) Where's New York City in the USA? (on the east coast). You may wish to point out that 'the Big Apple' is a nickname given to the city of New York by a reporter in the 1920s. Draw a simple picture of Earth divided into the northern and southern hemispheres. Point to the northern and southern hemispheres, as well as the equator.

#### Answer

They were in New York City. The weather was cold.

b Give students three minutes to read the text again and complete Michael's notes. Students compare answers in pairs. Check answers as a class. Ask students: Would you like to go to New York for New Year? Why / Why not? Students discuss their opinion in pairs. Take feedback as a class.

#### Answer

1 shopping 2 party 3 cold 4 watched

#### 

Ask students to write five sentences about what they did and didn't do last New Year's Eve, using ideas from the text or their own ideas (e.g., I saw fireworks. I didn't go to a party.). Monitor and check that students are using the past simple correctly. Help with vocabulary as necessary. Put students into small groups to compare their sentences. Ask: Who had an exciting New Year's Eve? Who had a quiet New Year's Eve? Take feedback as a class.

#### 3 VOCABULARY The weather

**a O9.11** Ask students to look at the pictures. Play the recording for students to listen and complete the sentences with *hot* or *cold*. Check answers as a class.

#### Answers

1 cold 2 hot

#### Language Plus like

Ask students to look at the two sentences with like. Then write these gapped questions on the board:

•		cold weather?
•	What	today?
	What	vesterday

Elicit the questions (Do you like cold weather? What is the weather like today? What was the weather like yesterday?). Point out that like is a verb in the question Do you like rainy weather? In What's the weather like today?, like is a preposition. Drill the three questions and elicit possible answers from the class.

**b** 909.12–09.13 Students complete the exercises in Vocabulary Focus 9B on SB p. 152. Play the recording in Exercise a for students to listen and repeat the words. Students discuss Exercise b in pairs. Take feedback as a class. Students complete Exercise c individually. Play the recording for students to check their answers. Individually, students underline the correct answers in Exercise d. Check answers as a class. Students then ask and answer the questions in pairs. Monitor and check that students are pronouncing the weather words correctly. Take feedback as a class. Tell students to go back to SB p. 75.

#### Answers (Vocabulary Focus 9B SB p. 152)

#### b Possible answers

```
1 spring, autumn or winter
                         3 autumn
                                       5 winter
2 winter
                         4 summer
1 rainy 2 snowy 3 windy 4 sunny 5 cloudy
1 sunny 2 cloudy 3 snowy 4 sunny 5 rain
```

#### c Sound and spelling the letter o

- **▶**09.14 For Exercise 1, play the recording for students to listen to the different sounds the letter o can have. Then play it again for students to listen and repeat the words.
- **1** 909.15 For Exercise 2, play the recording for students to listen for which sound pattern the marked letters have in the words in the box. Check answers as a class. Drill the words in pairs with the same sound (holiday/hot, town/cloudy, cold/snow).

#### Answers

holiday: Sound 3 /p/ town: Sound 2 /αυ/ cold: Sound 1 /əu/

**▶**09.16 For Exercise 3, play the recording for students to underline the word in each line which has a different o sound. Play the recording again if necessary. Check answers as a class. Play the recording one more time for students to listen and repeat.

#### Answers

1 go 2 not 3 phone

Divide the class into pairs and assign A and B roles. Student As look at the weather information on SB p. 111. Student Bs do the same on SB p. 113. Student B asks Student A about the weather in Mumbai. They then swap roles and Student A asks Student B about the weather in Berlin. Monitor, but don't interrupt fluency. Take feedback as a class. Ask: Do you like the weather in Mumbai? Do you like the weather in Berlin? Tell students to go back to SB p. 75.

#### **EXTRA ACTIVITY**

Elicit the questions What's the weather like? and Do you like (cold) weather? In pairs, students take turns asking and answering the two questions about the pictures in Vocabulary Focus 9B on SB p. 152. Monitor and check that students are using the correct questions and pronouncing the weather vocabulary correctly. Take feedback as a class. Ask: What weather does your partner like?

#### 4 LISTENING AND GRAMMAR

Past simple: questions

a Dog. 17 Write summer holidays on the board. Point to the picture of Kiril and Angie and tell students that Kiril and Angie talk about summer holidays. Play the recording for students to listen to the conversation for general meaning and tick the correct sentence. Check the answer as a class and elicit or teach future.

#### Answer

2 They talk about past and future holidays.

#### Audioscript

KIRIL Where did you go on your summer holiday last year, Angie? **ANGIE** I went to an island in Greece.

- K Great! How was the weather?
- A It was hot and sunny. What about you, Kiril?
- **K** I stayed here in Moscow. It rained weather was really warm. a lot of the time. I want to go somewhere different this year.
- **A** Well, try Greece. It isn't expensive to go this year! to fly there.
- K Hmm ... but, well, I don't like flying.
- A Oh, I see. Well, what about the south of France? I went there two years ago. It was beautiful.
- K Oh, really? How did you get there?
- A By train. And, you know, the
- **K** Did you enjoy it there?
- A Yes, I did. I had a great time. Try

**b** 09.17 Draw a compass on the board with the four points marked N, S, E and W. Elicit the words north, south, east and west. You may wish to pre-teach the word island by drawing a simple picture or map on the board. Play the recording again for students to complete the matching task. Students compare answers in pairs. Check answers as a class.

#### Answers

1 c 2 a 3 b

c 09.18 Play the recording for students to listen to the two questions and choose the one word missing from both of them. Check the answer as a class. Ask: Are these *questions about the past, the present or the future?* (the past).

#### Answer

did

#### CAREFUL!

Students may make mistakes with word order when using past simple questions, e.g., Where she did go? (Correct form = Where did she qo?).

**d** >>> **09.19-09.20** Students read the information in Grammar Focus 9B on SB p. 130. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises on SB p. 131. Check answers as a class. Monitor and help or correct as necessary. Tell students to go back to SB p. 75.

#### Answers (Grammar Focus 9B SB p. 131)

- а
- 1 Where did you go on holiday?
- 2 What did you see?
- 3 Did you have a good time?
- 4 Who did you meet?
- 5 What did you eat?
- 6 Did you like it?
- b
- 1 did 2 Did 3 does 4 Do 5 did 6 do 7 did 8 did
- 2 they didn't 3 he didn't 4 we did 5 she didn't

#### FAST FINISHERS

Ask fast finishers to change the Yes, I did. answers in Exercise c to No, I didn't. and vice versa, and to change the extra information after each short answer, e.g., Did you go home early? No, I didn't. I stayed until 9 o'clock. Pairs of fast finishers can then practise the mini-conversations together.

e • 09.21 Individually, students use the prompts to write two conversations about last weekend. Play the recording for them to check their answers. Check answers as a class by playing the recording again and pausing after each question. In pairs, students practise reading the two conversations.

#### Answers and audioscript

#### Conversation 1

- A Did you go to the cinema last weekend?
- B Yes, I did.
- A What did you see?
- B The new James Bond film.

#### **Conversation 2**

- C Did you go to a restaurant last night?
- **D** Yes, I did.
- C Where did you go?
- **D** A new Thai restaurant.
- f In pairs, students use the conversations in 4e and their own ideas to interview their partner about last weekend. Encourage them to make a note of their partner's answers. Monitor and correct as necessary.
- g Put students into new pairs to tell each other what their first partner did. Monitor, but don't interrupt fluency. Make notes of any errors with the target language and correct them as a class at the feedback stage. To close the activity, ask students to tell the class about any really interesting activities they heard about.

#### **5** SPEAKING

- **a** Tell students that they can now practise using all the language from the lesson with a partner. Give them two minutes to think about a past holiday and make notes about the four points. Monitor and help as necessary with vocabulary.
- **b** Give students three minutes to use the prompts to write past simple questions to ask their partner. Monitor and check that students are forming the questions correctly.
- In pairs, students ask and answer the questions about their past holidays. Monitor, but don't interrupt fluency. At the feedback stage, ask pairs of students if their holidays were similar or very different.

#### LOA TIP REVIEW AND REFLECT

Write *fluency* and *accuracy* on the board. Tell students that *fluency* means saying what you want to say and feeling that it's easy and comfortable. Explain that *accuracy* means being correct.

As a class, discuss whether each of these activities in 9A and 9B was to practise accuracy or fluency:

- 1 Where do you usually stay on holiday? (9A 1a)
- 2 Listen and practise the words. (9A 2f)
- 3 Complete the sentences with did or do/does. (9B Grammar Focus b)
- 4 Ask and answer the questions about your holiday. (9B 5c)

Check answers as a class (1 fluency, 2 accuracy, 3 accuracy, 4 fluency). Remind students that they don't always need to worry about being correct when doing fluency activities.

Ask students to think about these questions: Do you like doing fluency exercises? Why? Do you like doing accuracy exercises? Why? Which do you need to practise more?

#### (+) ADDITIONAL MATERIAL

Workbook 9B

Photocopiable activities: Grammar 9B, Vocabulary 9B

# **EVERYDAY ENGLISH**

### Can you do something for me?

### **⊙ OPTIONAL LEAD-IN**

Books closed. Tell students to write go and go to on a piece of paper. Say the following words and tell students to write them next to go or go to:

- the shops
- shopping
- a different country
- home
- work
- a party
- on holiday

Students compare answers in pairs. Check answers as a class (go: shopping, home, on holiday; go to: the shops, a different country, work, a party).

Then write I'd like to ... on the board. Give students one minute to write three true sentences with I'd like to and a phrase with go or go to. Put them into pairs to compare sentences. Take feedback as a class on how many sentences are the same.

#### 1 LISTENING

- Write Nice places to visit near here on the board and elicit a few places of interest in the area. Put students into pairs to discuss the questions for a minute. Take feedback as a class.
- 09.22 Students discuss the questions in pairs. Play Part 1 of the video or audio recording for students to understand the general meaning and check their answers to the two questions. Check answers as a class.

1 Yes, they do. 2 a clock

#### Video/Audioscript (Part 1)

SOPHIA It's beautiful here

MEGAN I'm so happy you like it. **s** Very different from Toronto. So,

- what's the plan for today?
- M Well, first we can go to the museum.
- s OK.
- **M** And then maybe some lunch?
- s Lovelv!
- s Well, I'm full. So much food!
- M Iknow!
- s Oh wow! I love that clock!

- M Oh yes it's really nice.
- s Let's have a look.
- M Are you OK? s I think so.
- M Is it very heavy?
- s Yeah, it's really heavy. Can you take it for a minute?
- M Of course!
- s Thanks! ... OK
- M That's OK.
- s Thank you.
- c 09.22 Play Part 1 of the video or audio recording again for students to listen to the conversation in more detail and decide if the statements are true or false. Check answers as a class. Ask: Which word in the conversation means 'difficult to carry'? (heavy). Mime heavy if students don't understand the word.

1 T 2 F (Sophia decides to go in the shop.) 3 T

- At the end of this lesson, students will be able to:
- understand conversations in which people make requests
- · recognise and produce words which have letters that aren't pronounced
- use appropriate phrases for making and responding to requests
- role play a phone conversation and make requests
- use First, ... Then, ... Next, ... and After that, ... to make the order clear in writing
- write an online post about a trip to another place
- **d** .... Individually, students think about their answers to the question. Students discuss the question in pairs. Take feedback as a class.

#### 2 PRONUNCIATION

#### Syllables and spelling

a Dog.23 Play the recording for students to hear the pronunciation of different. Discuss the answer as a class. Write different on the board and hold your pen above the word. Ask: Which letter don't you hear? Play the recording again if necessary. Elicit and underline the ein the middle of the word. Ask: How many syllables does this word have? (two) and Do you hear all the letters? (no). Play the recording again for students to listen and repeat different. Listen and check they are pronouncing it as two syllables /'dɪfrənt/.

#### **M** LANGUAGE NOTES

Syllables are units of sound which contain a vowel. In English, unlike in other languages, there isn't always a direct relationship between the way a word is spelled and how it is pronounced.

Sometimes, letters are not pronounced because a sound disappears in fast speech. For example, different can be pronounced /'dɪfərənt/ in unusual cases, if we are stressing it for some reason. However, in normal connected speech, it is usual to miss out the schwa sound /ə/ in the middle of the word (/'dɪfrənt/). Many words which appear to have three or more syllables in writing (e.g., interesting, camera, every) actually 'lose' a schwa sound in connected speech.

**b** 109.24 Play the recording for students to listen and underline the letters they don't hear. Check answers as a class, writing each word on the board and crossing out the letters that aren't pronounced. Say each word individually and ask students: How many syllables do you hear in each word? (restaurant 2, interesting 3, favourite 2, every 2, family 2, vegetable 3, camera 2).

restaurant, interesting, favourite, every, family, vegetable, camera

In pairs, students practise saying the words in 2b. Monitor and check students are pronouncing the words without the schwa /ə/ sound which is normally lost.

#### 3 LISTENING

a Dog.25 Point to the picture of Megan on the phone and Sophia with the clock. Write on the board: The clock is really \_\_\_\_. and ask students which word goes in the gap: small or heavy (heavy). Drill the word. In pairs, students guess the answers to the two questions about Megan. Elicit students' guesses and write them on the board, but don't confirm the answers yet. Play Part 2 of the video or audio recording for students to see if their guesses were correct. Check answers as a class.

#### Answers

1 James 2 She wants help.

#### Video/Audioscript (Part 2)

MEGAN Why don't you ... put it down?

**JAMES** Megan, hi! How are you?

- **M** Hi James. I'm OK, thanks.
- J Did you go to Henley?
- M Yeah and we're still here!
- J Oh, right ...
- M James, can you do something for me?
- J Well ... yes ... maybe.
- M Could you pick us up from the station later, please? In London. J Sure, no problem.
- J Mm ... OK. From where? Paddington?
- M Yes.
- J OK. Is there a problem? Can't you take the Underground?
- M No, it's just we've got this clock.

- J Clock?
- **M** Yes, it's very heavy. So ... could you meet us at the station, please?
- J Why did you buy a clock?
- M I didn't. Sophia bought it.
- J Sophia?
- M Yes, Sophia bought a very big clock.
- J Oh, right, I see!
- M So, can you help us, please?
- M Oh, thanks, James, that's really kind of you
- J No problem.
- M Bve.
- J Bye. See you later.
- **b** 109.25 Play Part 2 of the video or audio recording again for students to listen to the conversation in more detail and underline the correct answers. Students compare answers in pairs. Check answers as a class. Ask: What verb does Megan use when she asks James to meet them at the station in the car? (pick us up = meet us with a car). Point to picture c. Say: The clock is very heavy. What verb does Megan use to Sophia? (put it down). Write these two phrasal verbs on the board.

#### Answers

1 take the train 2 clock 3 can

c Students discuss the question in pairs. Take feedback as a class.

#### 

Put students into pairs and give them one minute to make a list of things people sometimes ask for help with, such as computers, transport problems (like James meeting Megan and Sophia at the station), carrying or moving things, jobs around the house or personal problems. Elicit students' ideas and collate them on one side of the board. Ask: How do you feel about helping people with these things? and write on the board:  $\sqrt{\sqrt{1}} = I$  like it,  $\sqrt{1} = I$  like it. their responses, then compare opinions in pairs or small groups. Take feedback as a class. Which things do students like helping other people with? Leave the list on the board.

#### 4 USEFUL LANGUAGE

#### Making and responding to requests

a Dog.26 Play the recording for students to listen and underline can or could in each request. Check answers and discuss the question as a class.

#### Answers

1 Can 2 Can 3 Could 4 Could Yes, it is.

#### **M** LANGUAGE NOTES

Could usually sounds more formal than can in requests, and we tend to use *could* for requests which are more difficult for the listener to agree to. However, saying please and not using a flat intonation in the question is by far the most effective way of making a request sound polite and will have more of an impact on the listener than the use of could instead of can.

#### **LOA TIP DRILLING**

Use this drill to help students use a polite changing intonation in requests.

First, say this sentence twice - once with a flat intonation and then again with a changing intonation:

Can you take it for a minute?

Can you take it for a minute?

Ask: Which sounds more polite? (the sentence with changing intonation).

Drill the four requests in 4a with a similar intonation. Put students into pairs to practise saying the requests without a flat intonation.

**b** • 09.27 Individually, students put the replies into the correct place in the table. Play the recording for students to check their answers. Check answers as a class. Draw attention to the fact that no problem means yes. Play the recording again and drill all the replies. Point out that when we say no to a request, we usually give a reason. Elicit some possible reasons (e.g., I'm busy. I'm tired.).

#### Answers

ı	Yes	No
ı		No, I can't.
ı	Yes, certainly.	I'm sorry, I can't.
ı	Sure, no problem.	

c 09.28 Individually, students complete the miniconversations with the phrases in the box. Play the recording for them to check their answers. Check answers as a class.

#### Answers

1 Thanks, that's really kind of you. 2 Oh, OK, I'll do it then.

**d** In pairs, students use the ideas to practise making and responding to requests. Monitor and check they are pronouncing the requests and replies correctly.

#### **FAST FINISHERS**

Ask fast finishers to have more mini-conversations like the ones in 4c. If you did the Extra activity in 3c, you can use the list of students' ideas about what people sometimes need help with that you wrote on the board.

#### **5** SPEAKING

**a** Tell students that they can now practise using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Give students one minute to look at the conversation map and think about what they're going to say. If you did the Extra activity in 3c, remind them of the list of things they discussed that people sometimes need help with.

Point out that they're going to do the role play as a phone conversation. Elicit the opening lines of a phone conversation and write them on the board:

A: (ring, ring ...) Hello, it's (name). B: Hi (name), how are you?

b In their A/B pairs, students role play the conversation they've prepared. They then swap roles. Monitor, but don't interrupt fluency. Note down correct usage of the target language from this lesson, as well as any mistakes with the target language. Correct errors as a class at the feedback stage and share the good examples too.

#### 6 WRITING

**a** Give students one minute to read Sophia's online post and answer the question. They compare answers in pairs. Check the answer as a class.

#### Answei

The clock was quite expensive (£150).

**b** Students go to Writing Plus 9C on SB p. 162. Go through the information in Exercise a with the class. Individually, students do Exercises b and c. Check answers as a class. Tell students to go back to SB p. 77.

#### Answers (Writing Plus 9C SB p. 162)

b1 First, 3 Then, 5 After that, 7 Next,2 Next, 4 First, 6 First, 8 After thatc

- 1 First, I went to a café. After that, I went to the park.
- 2 First, it was sunny and warm. Then, it was sunny and cold.
- 3 First, we went to a restaurant. Next, we saw a film. Then, we went home.
- 4 First, I finished work. Next, I went for a walk by the river. After that, I met Terry at the station.
- **C** Give students ten minutes to prepare and write an online post about a trip to another place, using the ideas given. Remind them to use the past simple and words like *first, next* and *after that* for making the order clear. Monitor and help as necessary.
- **d** Students read their partner's text. At the feedback stage, ask: *Do you like the activities your partner did?* and ask for examples.

#### ADDITIONAL MATERIAL

Workbook 9C

Unit Progress Test

Photocopiable activities: Pronunciation 9C

# UNIT 9 Review

#### **11** GRAMMAR

a Review some negative verb forms (including the past simple negative) by saying positive forms and eliciting the negative. Start by saying he is to elicit he isn't, and continue with they are → they aren't, he was → he wasn't, they know → they don't know, he likes → he doesn't like, he studied → he didn't study.

Individually, students underline the correct answers. Check answers as a class.

#### Answers

1 stay 3 didn't 5 didn't watch 2 take 4 have 6 didn't get

**b** Ask individual students some past simple *yes/no* questions (e.g., *Did you have a coffee this morning? Did you do your homework yesterday? Did you walk to school today? Did you go to a party at the weekend?*). Make sure students use the short answers *Yes, I did or No, I didn't.* 

Individually, students look at the answers and complete the questions. Check answers as a class.

#### Answers

1 Did you play 3 Did you take 5 Did you use 2 did you get up 4 did you go 6 did you have

#### **♥ FAST FINISHERS**

Ask fast finishers to write more past simple questions with *What ...? What time ...? Where ...? How ...?* and *you* and a time expression. They can use these in 1c.

- **c** In pairs, students ask the questions in 1b and answer with their own information. Take feedback as a class.
- **d** Students correct the sentences. Check answers as a class.

#### Answers

1 Did you arrive last night?5 I didn't watch TV.2 Yes, I did.6 What did you cook?

3 No, I didn't. 7 We didn't visit Pedro yesterday. 4 What did you buy? 8 Did you see the garden?

#### **<b>② EXTRA ACTIVITY**

Elicit some questions about travel and holidays, e.g., How did you travel? What did you see? What was the weather like? Did you speak English? Did you see ...?

Write I went to ... on the board and tell students you are thinking of a place (a famous town or city, or a big town or city in the country you are in). They can ask you five past simple questions (except Where did you go?) before guessing up to three times where the place is.

Students then play the game in groups. Monitor and check that students are using the grammar and vocabulary from Unit 9 correctly.

#### **2 VOCABULARY**

a Individually, students look at the pictures and unscramble the letters to make transport words. Check answers as a class.

## Answers 1 train 2 taxi 3 underground 4 tram 5 plane 6 ship

**b** Students read the conversation and underline the correct weather words. Check answers as a class.

#### Answers

1 cold 3 snows 5 windy 7 cloudy 2 snow 4 rainy 6 hot

#### 3 SOUND AND SPELLING

a **O** 109.29 Individually, students find and underline the word in each line with a different marked sound. Play the recording for them to check their answers. In pairs, students practise saying the words.

#### Answers

1 car 2 camp 3 wind 4 take 5 cloud 6 drove

**b** • 09.30 Write *cinema* and *different* on the board. Ask: Do we pronounce all the letters in 'cinema'? (yes) Do we pronounce all the letters in 'different'? (no – we say it as /'drfrənt/). Students write the words in the correct place in the table. Play the recording for students to check their answers. In pairs, students practise saying all the words.

#### Answers

We always say all the letters	We don't always say all the letters
beautiful	interesting
expensive	camera
difficult	lovely
museum	restaurant
	business
	favourite

#### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

# UNIT 10 HERE AND NOW

## UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about the home, phones and people's current activities
- exchange and convey information and opinions about the home, phones and people's current activities
- understand conversations in which people ask for travel information and do so themselves
- write a message to a friend asking for information

#### **UNIT CONTENTS**

#### **G** GRAMMAR

- Present continuous: positive
- Present continuous: negative and questions

#### **V** VOCABULARY

- The home: bathroom, bedroom, dining room, door, floor, garden, kitchen, living room, wall, window, yard
- Place phrases with prepositions (in): in/at a café, in a hotel, in/at a restaurant, in a taxi, in bed, in the car; (at): at a party, at home, at school, at the airport, at the bus stop, at the cinema, at the subway station, at work; (on): on a bus, on a plane, on a train, on holiday
- Language Plus: in / on

#### P PRONUNCIATION

- Sound and spelling: /tʃ/ and /θ/
- Sentence stress
- Sound and spelling: /ə/
- Main stress in questions
- Sound and spelling: /ɪə/ and /eə/

#### **C** COMMUNICATION SKILLS

- Talking about your home
- Asking where people are and what they're doing
- Asking for travel information
- Writing a message asking for information
- Writing Plus: Word order in questions

#### **GETTING STARTED**

#### **♥ OPTIONAL LEAD-IN**

Books closed. Write these time expressions on the board: every day, once or twice a week/month/year, once every two or three years, never.

Write the following words on the board: husband, wife, brother, sister, father, mother, son, daughter.

Ask: How often do you see different members of your family? Demonstrate by talking about one of the family members on the board, using time expressions. For example: I see my daughter every day. I see my father once or twice a month, but I see my brother once every two or three years. I never see my sister – she lives in New Zealand. Put students into pairs or small groups to discuss the question for a minute or two. Take feedback as a class.

are in. Ask: Where is the computer? (on the table). Put students into pairs to look at the picture and answer questions 1–5. Monitor and notice whether students use the present continuous and any technology or family vocabulary, but don't correct any errors at this stage. Take feedback as a class and write students' suggested answers on the board. If you wish, give students information from the Culture Notes.

#### **♥ EXTRA ACTIVITY**

Elicit or teach laptop. Write this task on the board:

Who ...?

- 1 ... thinks the people are doing something new
- 2 ... thinks the woman is talking to her child
- 3 ... thinks the woman is happy to see the child
- 4 ... thinks they are in the same house
- 5 ... uses a laptop at home
- 6 ... likes video chatting with family and friends
- 7 ... speaks to their children on the Internet

Use these questions to introduce family vocabulary and talk about what is happening in the picture. Take feedback as a class.

#### **CULTURE NOTES**

The photo shows a woman talking to a child on a video call. On this type of call, you are able to have a conversation face-to-face with another caller who may be on the other side of the world, or just in a different part of the house. Today, there are many apps on your phone or laptop that can be used to call people on video, but Skype was the first one to be widely used.

Skype, which was created in 2003 by Niklas Zennström from Sweden and Janus Friis from Denmark, offers a free, or low-cost, phone service (including long-distance and international calls) through the Internet.

b In pairs, students answer the questions. Monitor and notice how much house vocabulary the students can produce and whether they attempt to use any *in/on/at* + place phrases. Take feedback as a class, asking students to report back one new thing they learned about their partner.

Exercises a and b can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

# **WE'RE WATCHING** THE MATCH

#### **♥ OPTIONAL LEAD-IN**

Books closed. Ask each of the following questions and ask students to put their hand up each time the answer is 'at home':

Where do you prefer to ...

- watch TV at home or at a friend's house?
- have breakfast at home or in a café?
- listen to the radio at home or in the car?
- study at home or at school?
- sleep at home or in a hotel?
- listen to music at home or at a concert?

Encourage students to give reasons for their choices. Notice whether students are trying to use any vocabulary for parts of the home (e.g., bedroom, kitchen), but don't correct at this stage.

If there's enough space in the classroom and you have the time, you could prepare a large piece of paper with the words at home on it and put it at the opposite end of the classroom from the board. Before asking each question, write the alternative answer on the board. Then, ask students to get up and walk to the correct answer (on the board or on the paper) instead of putting their hands up. Students in the same area can then talk briefly about why they chose that answer. Take feedback as a class.

#### 11 VOCABULARY The home

**a** 10.01 Individually, students match the words with the pictures. Play the recording for students to listen and check their answers. Check answers as a class. Drill the words.

#### Answers

a living room c kitchen e hathroom d dining room f garden b bedroom

**b** 10.02 Students complete the exercises in Vocabulary Focus 10A on SB p. 153. For Exercise a, give students one minute to look at the picture of the house and find the six objects. Put students into pairs to ask and answer where the objects are. Make sure they're using in the + (room) in their answers. Students do Exercise b individually. Play the recording for students to check their answers. Students do Exercise c individually. Check answers as a class. Tell students to go back to SB p. 80.

#### Answers (Vocabulary Focus 10A SB p. 153)

**a** 2 It's in the bathroom. 5 It's in the kitchen. 3 It's in the dining room. 6 It's in the bedroom. 4 It's in the garden. **b** a window b floor c door d wall

c 1 dining room 3 window 5 wall 7 bathroom 4 floor 6 living room 2 garden 8 doors

c Sound and spelling /tf/ and  $\theta$ /

10.03 For Exercise 1, play the recording for students to listen and practise saying the sounds and words. Make sure students are putting their tongue behind their upper teeth for /tʃ/ and between both their upper and lower teeth for  $\theta$ .

At the end of this lesson, students will be able to:

- use a lexical set to talk about the home correctly
- · understand someone talking about their flat
- understand short text messages
- use present continuous positive statements correctly
- talk about a room in a home

▶ 10.04 For Exercise 2, play the recording for students to listen and put the words in the correct place in the table. Students compare answers in pairs. Check answers as a class.

#### Answers

Sound 1 /tʃ/	Sound 2 /0/
cheese, chips, March, question, watch	month, birthday, thanks, both, three

For Exercise 3, discuss the question as a class and write the answers on the board.

#### Answers

/tʃ/ tch, ch, ti **/θ/** th

- For Exercise 4, put students into pairs to practise saying the words. Monitor and check that they're pronouncing them correctly.
- **d** Give students one minute to read the questions and think about their answers. Put them in pairs to ask and answer the questions. Take feedback as a class.

#### 2 LISTENING AND SPEAKING

a D10.05 Point to the three pictures of Grace's flat on SB p. 81. Play the recording for students to listen for general meaning and put the rooms in the order that Grace talks about them.

#### Answers

Picture b Picture a Picture c

#### Audioscript

GRACE I really love my flat – it's great! But it's very small, and I need to think about how I use the space. One really good thing is the light. I have big windows, so a lot of light comes into the flat – the place doesn't feel very small. The living-room area has a TV, a small table and a sofa. Then there's a small kitchen. I don't have a dining room. In the kitchen, I have a table where I eat my meals and I do all my work on my computer. Then the bedroom has, well, a bed, of course ... and a small lamp. So I don't have a big flat, but I live in the city centre - the city is my home!

**b** 10.05 Give students time to read the sentences. Check that they understand light by pointing to an area of the room that has a lot of light and contrasting it with an area that doesn't have much light. Play the recording again for them to choose the correct answers. Students compare answers in pairs. Check answers as a class and ask students to correct the false statements. Ask: Does Grace like her flat? (yes). If you wish, give students information from the Culture Notes.

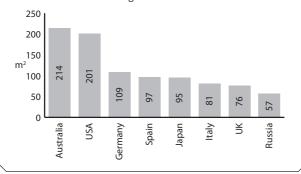
#### Answers

- 1 T
- 2 T
- 3 F (There's a TV.)
- 4 F (There isn't a dining room.)
- 5 F (She uses her computer in the kitchen at the table.)

#### **CULTURE NOTES**

In many countries, there's a trend toward houses and flats becoming smaller. There are several reasons for this. Firstly, more people are living in big cities, so there's a need for more homes in one place. Also, since the financial crisis of 2007–8, people have less money to spend on big homes, and as people are living longer, there's a greater demand for small homes with no stairs. Finally, an increasing number of people have a greener worldview, and want to minimise the impact of their home on the environment. Smaller homes take less energy to build, less energy to heat or cool, need fewer furnishings and take less time and money to maintain.

Here are some recent average home sizes from around the world:



c ••• Put students into pairs to discuss the question. Tell them to consider things like the size (it's small), where it is (in the city centre), the colour of the walls, etc. Take feedback as a class.

#### **EXTRA ACTIVITY**

Write this question on the board: What's important for you in a home? Then write these points:

- where it is
- light
- big kitchen
- big bedrooms
- big living room
- big dining room
- · colour of the walls
- garden

Give students one minute to decide how important each of the points is to them. Put students into pairs to compare opinions for one minute. Encourage them to give reasons if they can. Join pairs with other pairs for another minute or two to see if they agree on three important things. Monitor, but don't interrupt fluency. Take feedback as a class. What things are important? What aren't so important?

#### Language Plus in | on

Go through the information with the class about how we use *in* and *on*. Check understanding of the rule by asking about things in the classroom: *Where's the clock?* (on the wall) *Where are your bags?* (on the floor). Then ask about the pictures on SB p. 80: *Where's the big table?* (in the dining room) *Where's the sofa?* (in the living room).

**d** Give students one minute to make notes about what they will tell their partner about their home and the rooms it has. Then put students into pairs. Give them up to three minutes to talk together. Take feedback as a class. Ask: Are your homes similar or very different?

e Give students one minute to think about some of the objects in one room in their home. They might find the words in Vocabulary Focus 2B (on SB p. 138) and 7A (on SB p. 147) useful. Give students about three minutes to talk together. Take feedback as a class. Ask: Do you and your partner have the same objects in each room?

#### 3 READING

**a** Students read the text messages quickly and find out if they are for people who are near or far away. Check the answer as a class.

**Answer** near

**b** Give students two minutes to read the messages more carefully and decide where each writer is. Point out that there is sometimes more than one possible answer.

#### Possible answers

- 1 in the living room
- 2 in the bedroom, garden, living room or dining room
- 3 in the living room
- 4 in the car
- 5 in the kitchen
- Put students into pairs to discuss the question. Take feedback as a class.

#### 4 GRAMMAR

#### **Present continuous: positive**

**a** Write the following gapped sentence and word in brackets on the board: We \_\_\_\_\_ the match. It's Brazil and Germany. (watch). Elicit and/or write in the missing verb form ('re watching). Discuss the question in 4a as a class.

**Answer** now

#### LOA TIP CONCEPT CHECKING

Timelines are useful tools for showing students how tenses relate to time. Using concept-checking questions as you build the timeline on the board engages students as well as checks understanding. Draw this timeline on the board:

PAST NOW

Say: We're sitting in the classroom. Hover your pen below the timeline before, on and after the word 'now' and ask: When does this activity start? (before now). Put your pen on the board below the timeline and before 'now' and start drawing a wavy line. Ask: When does 'sitting in the classroom' finish? Now or after now? (after now). End the wavy line after 'now' and write sitting in the classroom below it.

PAST NOW

sitting in the classroom

Say to students: We're studying English. Repeat the questioning technique with this new sentence and mark another wavy line under the one on the board (or invite a student to the board to draw it and ask the class if they agree). Write studying English below this second wavy line.

**b** Discuss the rule as a class and write the form on the board.

#### Answer

Present continuous positive (+): I / you / he / she / it / we / they + <u>be</u> + verb + <u>-ing</u>



#### CAREFUL!

Learners at this level tend to avoid using the present continuous, using the present simple instead, e.g., I writeto tell you about my new house. (Correct form = I'm writing to tell you about my new house.) They might also omit the auxiliary be, e.g., She sitting in the car. (Correct form = She's sitting in the car.)

c 10.06 **Pronunciation** Play the recording for students to listen for the stressed words. Check the answer as a class. Drill the sentence.

#### Answer

We're watching the match.

**d** Give students one minute to find and underline more examples of the present continuous in the messages in 3a.

1 I'm studying 2 Steve's talking 3 I'm sitting 4 I'm cooking

e 10.07 Students read the information in Grammar Focus 10A on SB p. 130. Draw attention to the spelling of having (NOT haveing) and sitting (NOT siting) and to the use of contractions (I'm, she's, etc.). Play the recording where indicated and ask students to listen and repeat. Students complete Exercise a on SB p. 131. Check answers as a class and write the words on the board so students can check the spelling. Students complete Exercise b. Monitor and check that students are using contractions and -ing forms correctly. Check answers as a class. Tell students to go back to SB p. 81.

#### Answers (Grammar Focus 10A SB p. 131)

- **a** 1 eating 3 talking 5 getting 7 wearing 2 cooking 4 listening 6 having 8 going
- **b** 1 I'm wearing jeans and a T-shirt.
  - 2 We're listening to Drake's new song.
  - 3 Lee's studying in her bedroom.
  - 4 They're having dinner at the moment.
  - 5 Rob and Ben are playing football in the park.
  - 6 He's watching a film in the living room.
  - 7 Our children are cooking dinner for us.
  - 8 I'm writing this email at work.

#### FAST FINISHERS

Ask fast finishers to write the -ing forms of the daily routine expressions in Vocabulary Focus 6B on SB p. 146 (waking up, getting up, etc.) and the -ing forms of the transport verbs in Vocabulary Focus 9A on SB p. 151 (going, getting, flying, etc.).

- **f** Read the example message with the class and ask students to think of their own ideas for 2 pm on a Sunday. Give them up to five minutes to write their message. Monitor and help as necessary.
- **g** Each student reads their message to the class. Ask other students to listen carefully and listen for who is doing the same things as them. Take feedback as a class.

#### **5** SPEAKING

Tell students that they can now practise using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Student As look at the pictures on SB p. 115 and think about what the people are doing, especially in picture 2. Student Bs do the same on SB p. 112, focusing on picture 6. Without saying the picture number, Student A uses the notes to describe what he/she is doing in picture 2. Student B listens and identifies the picture. They then swap roles, with Student B talking about picture 6 and Student A identifying the picture. The pairs then repeat the activity, this time choosing picture 4 or 5 (Student A) and picture 1 or 3 (Student B). Monitor, but don't interrupt fluency. Note down any common mistakes with the target language to deal with when giving feedback. Close the lesson by asking some students to say what they are doing now (e.g., I'm sitting in the classroom. I'm listening to other students. I'm speaking English.).

#### ADDITIONAL MATERIAL

Workbook 10A

Photocopiable activities: Grammar 10A, Vocabulary 10A

# IUB ARE YOU WORKING

#### **♥ OPTIONAL LEAD-IN**

Books closed. Mime driving a car and ask: What am I doing? (You're driving a car.) Elicit that the verb form is the present continuous because it's happening now. Mime the following:

watching a film

having lunch

talking on the phone

cooking

reading a newspaper

Encourage students to think of their own actions to mime to their partners. Take feedback as a class.

#### 1 READING

**a** Individually, students match the phrases with the pictures. Check answers as a class. Drill the phrases.

#### Answers

a on a mountain c in the car b in a restaurant d in bed

e at the cinema

**b** Put students into pairs to discuss the questions. Check the answer to Question 1 and elicit students' opinions about Question 2. Encourage them to give reasons for their opinions. Do students agree or disagree?

#### **Answers**

1 a phone 2 Students' own answers

**c** Teach or elicit *on/off* by turning the classroom light on and off. Then teach turn it on / turn it off. Point to the people in pictures a-e and ask: Are their phones on or off? (on).

Ask students to read the first paragraph of the text and ask: Which three places does the writer talk about? (café, car, bed). Give students two minutes to read all the comments and answer the questions. Students compare answers in pairs. Check answers as a class.

#### Answers

1 Raoul, Bryan, Sam 2 Raoul, Yasmin, Sam

#### **♥ EXTRA ACTIVITY**

Write these gapped sentences on the board. Ask students to look again at the comments and find the missing words.

- 1 My phone is always \_\_\_\_\_\_, day or night. (Raoul)
- 2 I have my phone on \_\_\_\_\_\_ in a restaurant. (Yasmin)
- 3 My phone is usually \_\_\_\_\_ and I don't use it much. (Jenny)

Check answers as a class. (1 on, 2 silent, 3 off)

At the end of this lesson, students will be able to:

- understand a text about when and where people use their phones
- use place phrases with prepositions (in, on and at)
- use the present continuous in negative statements and questions correctly
- · ask and talk about where people are and what they're doing

**d** Give students time to think about their answers, then put them into pairs to discuss. Take feedback as a class. If you wish, give students information from the Culture Notes.

#### **CULTURE NOTES**

The rules and etiquette around the use of mobile phones generally relate to safety and consideration for other people.

Rules about using phones on planes vary from airline to airline. In the USA, passengers must have their phones on airplane mode at all times, in case transmission signals interfere with the plane's equipment. In other parts of the world, this rule only applies to take-off and landing.

For safety reasons, using a hand-held phone while driving is banned in most countries, but it isn't the case everywhere. In some countries, for example, the ban only applies in major

What about the use of phones in public places? Talking on your phone in cinemas and theatres is not usually forbidden by law, but it is usually discouraged as it can be distracting for other people. Similarly, some trains have 'quiet carriages' where people aren't allowed to talk on their phones.

Using phones as cameras can be subject to rules, too. In many cities around the world, some high-profile tourist sites and museums have recently banned selfie sticks (gadgets that allow people to take wide-angle self-portraits) for fear of them causing damage to artwork and other exhibits.

- **e** Give students up to five minutes to write a comment for the website about their own phone habits. Monitor and help as necessary.
- f in pairs, students read out their comment and listen to their partner's. Are they the same? Take feedback as

#### 2 VOCABULARY Place phrases with prepositions

a Individually, students look at the message board again to find the in/on/at + noun phrases and add them to the table. Check answers as a class, making sure students use the right article (a/the) or no article at all, e.g., at home. Drill the phrases.

#### Answers

in	on	at
in the car, in bed, in a restaurant		at the airport, at work, at the cinema, at home

- **b** Demonstrate how this guessing activity works by saying I'm eating lunch. I'm looking out of the window. I'm travelling to a different country. until students guess the place, using a preposition (on a plane). Put students into pairs or small groups to play the game together. Monitor to make sure they are using a preposition (in, on, at) as well as the place.
- c 10.08 Students complete the exercises in Vocabulary Focus 10B on SB p. 147. In Exercise a, play the recording for students to listen and repeat the phrases. Students complete Exercise b individually. Check answers as a class. Put students into pairs to do Exercise c. Check answers as a class. Tell students to go back to SB p. 82.

#### Answers (Vocabulary Focus 10B SB p. 147)

- **b** 1 It's 10:00, but he's still in bed.
- 2 I'm waiting for the plane at the airport.
- 3 I can't talk now. I'm in the car. I'm driving home.
- 4 Are you <u>at home</u> or are you <u>at work</u>?
- 5 I'm having a coffee in/at a café.
- 6 John's not here. He's still on holiday.

#### d Sound and spelling /ə/

10.09 For Exercise 1, play the recording for students to listen to the sound /ə/ in the words. Discuss the question as a class. Point out that this sound appears in many English words.

#### Answer

unstressed

▶ 10.10 For Exercise 2, play the recording for students to listen and underline the /ə/ sounds in the words. Play the recording again if necessary. Check answers as a class.

#### Answers

dinner garden waiter listen England television breakfast driver

In pairs, students practise saying the words in Exercise 3.

#### **♥ EXTRA ACTIVITY**

Books closed. Draw this table for a game of noughts and crosses on the board:

the car	a taxi	the station
the airport	home	a plane
a train	a bus stop	a bus

Divide the class into two teams, noughts (0) and crosses (X). Teams take turns to choose a player to say a sentence with I'm in/on/at + a word/phrase from the table (e.g., I'm on a plane!). If they use the correct preposition, they win the right to draw a nought or a cross in the relevant square, and that square can't be used again. The first team to make a horizontal, vertical or diagonal line of three squares wins the game. Play the game once or twice more, using the same items or different ones from Vocabulary Focus 10B on SB p. 147.

#### ISTENING AND GRAMMAR

#### Present continuous: negative and questions

**a** 10.11 Ask students to look at pictures a–e. Tell them the woman's name is Lou. Ask about each picture: Where is she? (in the kitchen, in bed, at the bus stop, in a café, in the living room). Play the recording for students to listen for the general meaning and put the pictures in the correct order. Play the recording again if necessary. Check answers as a class.

#### Answers

1 d 2 c 3 a 4 e 5 b

#### Audioscript

#### CONVERSATION 1

LOU Hello?

DAN Hi, it's Dan. How are you?

- L Fine. Look, Dan, I'm busy. I can't D Oh, OK. Look, what about this talk now.
- of people there.
- **L** Well, no, I'm not working. I'm in a café. I'm with some people and they're talking. I'll call you later, OK?
- D OK.

#### CONVERSATION 2

LOU Hi.

DAN Hi, it's Dan again. What are you doing?

- L I'm at the bus stop. I'm going home.
- D Oh, OK. Look, do you want to go **CONVERSATION 5** out this evening?
- L I don't know. Look, I can't talk now. My bus is coming.
- D Oh. I'll call you later, then.

#### CONVERSATION 3

LOU Dan ... Hi.

DAN Hi, Lou. Are you at home now?

L Yes. Look, I can't talk now.

- **D** Are you working?
- L No, I'm not working. I'm cooking
- evening?
- **D** Are you working? I can hear a lot **L** No, sorry, I'm too tired. Let's talk later, OK?

#### **CONVERSATION 4**

LOU Hi Dan.

DAN Hi, it's me again. Can you talk now? Or are you having dinner?

- L No, I'm not having dinner. I'm watching a film.
- **D** Oh, what are you watching? Is it
- L Yes ... it's just a film. I can't talk now. Maybe later ... OK?
- D OK.

LOU Hello. This is Lou. I'm sorry, I'm not here at the moment. Please leave a message.

DAN Hi, this is Dan. Um, well I guess you're sleeping, so ... er, I'll call you tomorrow. Tomorrow morning. OK? Maybe we can go out together! Yeah.

**b** Students discuss the questions in pairs. Check and discuss answers as a class.

#### Possible answers

- 1 Yes, he does. He calls her five times in one day and wants to go out with her.
- 2 No, she doesn't. She doesn't want to talk to him.
- c 10.12 Individually, students complete the table. Play the recording for them to listen and check their answers. Elicit more negative sentences: point to the picture of Lou in picture b, then point to yourself and shake your head to elicit: I'm not sleeping. Do the same with picture a of Lou and elicit I'm not cooking.

#### Answers

+	-
I'm working.	I'm <u>not working</u> .
I'm having dinner.	I'm <u>not having</u> dinner.

**d** 10.13 Individually, students complete Dan's questions. Play the recording for them to check their answers. Check answers as a class by playing the recording again and pausing it after each question.

#### Answers

1 are you 2 Are you 3 are you

**e** 10.14 **Pronunciation** Play the recording for students to listen for the main stress in the questions. Play the recording again, pausing after each exchange so students can listen and repeat.

#### Answers

- 1 What are you doing?
- 2 Are you working?
- 3 Oh, what are you watching?

#### C LOA TIP DRILLING

Use backward drilling to help students focus on the main stress in the questions.

Say: working? Students repeat: working?

Say: you working? Students repeat: you working?

Say: Are you working? Students repeat: Are you working?

Make sure you keep the stress and intonation consistent as you drill. When you add you and are you to the questions, it's important to pronounce them as the weak/unstressed forms /j/ and /əjə/ (NOT /juː/ and /ɑː juː/) and to keep stressing the -ing verb. Make sure, too, that you always pronounce the -ing verb in these questions with a falling intonation at every step of the drill.

Do a second drill.

Say: doing? Students repeat: doing?

Say: you doing? Students repeat: you doing?

Say: are you doing? Students repeat: are you doing?

Say: What are you doing? Students repeat: What are you doing?

f Dio.15-10.17 Students read the information in Grammar Focus 10B on SB p. 132. Play the recording where indicated and ask students to listen and repeat. Students complete Exercise a on SB p. 133. Check answers as a class. Elicit some more negative sentences by saying: He's working. (→ He isn't working.), You're looking. (→ You aren't looking.), She's listening. (→ She isn't listening.), We're playing football. (→ We aren't playing football.). Students complete Exercise b. Check answers as a class. Individually, students complete Exercise c. Monitor and help as necessary. Put students into pairs to ask and answer their questions. Tell students to go back to SB p. 83.

#### Answers (Grammar Focus 10B SB p. 133)

a 2 aren't having4 isn't playing6 aren't eating3 'm not working5 aren't staying

**b** 1 Why are you wearing a coat? 4 Where are you going?

2 Is she working? 5 Who is she texting?

3 What are you doing? 6 Is he playing a video game?

#### **FAST FINISHERS**

Put fast finishers into pairs to ask and answer the question What's he/she doing? or What are they doing? about the people in the photos on SB pp. 82 and 83.

g Divide the class into pairs and assign A and B roles. Student As look at the picture on SB p. 114 and make notes on what the people are doing. Student Bs do the same on SB p. 112. Explain that there are five small differences between Student A's picture and Student B's picture. In their pairs, they ask and answer questions to find the differences. Monitor, but don't interrupt fluency. Note down any common mistakes/errors with the target language to deal with when giving feedback. Take feedback as a class, identifying the five differences. Tell students to go back to SB p. 83.

#### Answers

In Student A's picture Aiko is reading a newspaper, but in Student B's picture she's reading a book.

In Student A's picture Jacob and Raquel are drinking, but in Student B's picture they're eating.

In Student A's picture Dani is talking on the phone, but in Student B's picture she's sleeping.

In Student A's picture Ben is sitting on a chair, but in Student B's picture he's sitting on the floor.

In Student A's picture Ali is cooking, but in Student B's picture he's making coffee.

#### **EXTRA ACTIVITY**

Draw a smiley face on the board and write on the board: *I'm happy I'm not ...* and finish the sentences in these two ways: *I'm happy I'm not working*.

I'm happy I'm not in hospital.

Give students two minutes to complete the sentence in as many ways as possible, using the present continuous or in/on/at + place. Tell students to think of simple reasons for their answers, e.g., I'm happy I'm not working because I'm really tired today or I'm happy I'm not in hospital because I don't like doctors. In pairs, students compare their sentences. How many do they have the same? Are their reasons the same or different? Take feedback as a class. Encourage students to use both when they talk about themselves and their partner, e.g., We're both happy we're not on a bus. I think they're very slow and Jeanne thinks they're dirty.

#### 4 SPEAKING

- a Tell students that they will now practise using all the language from the lesson. Go through the task with the class. Remind students how they started the phone conversation in Unit 9C Exercise 5a. Give students two minutes to prepare what they're going to say. Monitor and help as necessary.
- **b** Go through the example conversation with the class. Give students time to think about questions they will ask their partner. Put students into pairs to have the conversation. Monitor to check if students are using language from the lesson correctly, but don't interrupt fluency. Students then swap roles and repeat the conversation.

#### ADDITIONAL MATERIAL

Workbook 10B

Photocopiable activities: Grammar 10B, Vocabulary 10B, Pronunciation 10B

Documentary Video Unit 10 Here and now

Video Worksheet Unit 10 Here and now

# **EVERYDAY ENGLISH**

## What time's the next train to London?

# **∅** OPTIONAL LEAD-IN

Books closed. Write the following on the board:

Think of something you bought on your last holiday.

What did you buy?

How much did it cost?

Do you still have it?

Was it a good idea to buy it?

Give students a few minutes to discuss their answers in pairs. Take feedback as a class.

#### 1 LISTENING

- a In pairs, students look at the picture and answer the questions. Elicit some ideas as a class but don't confirm the correct answers at this stage.
- 10.18 Play Part 1 of the video or audio recording for students to check their ideas. Check answers as a class.

1 tired 2 pay for the taxi

#### Video/Audioscript (Part 1)

**SOPHIA** Oh, this clock!

TAXI DRIVER Eight pounds fifty, please.

- **s** Mm ... OK ... just a minute.
- MEGAN Hey! Let me.
- s No, no!
- M Please!
- **s** No! I'll get it. Could you take the **s** So, what time's the train? clock, please?
- M Surel

- s Thanks. Thank you very much.
- TD Oh, thank you!
- **M** It is really heavy! Shall we carry it together?
- s OK! Why did I buy it? I'm so glad James can meet us in London.
- M Yeah, James is really kind.
- M I don't know! We need to check.
- c 10.18 Play Part 1 of the video or audio recording again for students to listen and answer the questions. Check answers as a class.

#### Answers

- 1 He's really kind.
- 2 No, they don't.

### 2 PRONUNCIATION

Sound and spelling: /1ə/ and /eə/

a 10.19 Play the recording for students to listen and decide which word has a different sound. Check the answer as a class.

#### Answer

y<u>ea</u>h

At the end of this lesson, students will be able to:

- understand conversations in which people ask for travel information
- recognise the sounds /1ə/ and /eə/ and how they can
- ask for travel information at a train station
- use word order in questions correctly
- write a message asking for information
- **b** 10.20 Drill the words here and really and write /ɪə/ on the board. Drill *yeah* and write /eə/ on the board. Individually, students write the words in the correct place in the table. Play the recording for students to check their answers. Check answers as a class.

#### Answers

Sound 1/1ə/	Sound 2 /eə/
hear, real, near, clear, meal	chair, care, hair, there, pair

c 10.20 Play the recording, pausing after each word for students to listen and repeat. Monitor and correct students' pronunciation as necessary. You could repeat the activity by saying the first group of words and getting students to repeat after you. Then repeat for the second group.

#### 3 LISTENING

a .... Use the pictures on SB pp. 84–85 to pre-teach ticket office, station official, passenger and platform. In pairs, students think about the questions Megan and Sophia ask the station official. Elicit students' suggestions and write any acceptable and correct suggestions on the board. Don't only try to elicit the questions that you know Megan and Sophia actually ask. Leave the questions on the board for the next listening activity.

#### **LOATIP ELICITING**

Usually when we elicit, we have a very specific word, phrase or sentence in mind that we want to know if the students can produce. On other occasions, like in Exercise 3a, we elicit more broadly, inviting suggestions and being open to what students might offer. In this case, we have to make an on-the-spot decision about how to help a student say what they want. This usually requires some degree of error correction. We can give students the opportunity and guidance to self-correct or we can ask other students to help. For example:

Teacher: So, what questions do Megan and Sophia ask the station official? What do you think?

Gregor: Which number ... place ... for the train?

Teacher: OK. [Indicates with a gesture that it's a good idea for a question but not correctly formed.] What do we call the places for trains at the station?

Ahmed: Platforms!

Teacher: That's right. Platform 1, Platform 2, ... So, what question do we ask?

Karl: What number platform is it? Teacher: You don't need 'number'. Gregor: What platform is it?

Teacher: Good, that's it. (Writes the question on the board.)

**b** 10.21 Play Part 2 of the video or audio recording for students to check if Megan and Sophia ask any of the questions on the board. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class.

#### Answers

What time's the next train to London? What time is it now? Which platform is it?

#### Video/Audioscript (Part 2)

sophia Excuse me.

STATION OFFICIAL Yes? How can I help?

- s What time's the next train to London?
- so The next train is at ... 4:35.
- **s** What time is it now?
- so What time is it now? What does it say on your clock? 12:30. Well, that's not right. How much did s No thanks, we're fine. you pay for that clock? Anyway,
- MEGAN The train leaves in three minutes! Quick! Let's go!
- **s** Sorry, which platform is it?
- so It's Platform 3. It's across the bridge and down the stairs.
- M Thanks!
- so Would you like some help with the clock? I can carry it if you like
- c 10.21 Play Part 2 of the video or audio recording again for students to listen and note down the three pieces of information. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class.

- 1 Time of next train 4:35 2 Time now 4:32 3 Platform 3
- **d** .... In pairs, students discuss the question. Take feedback as a class. Encourage students to give reasons for their opinions.

#### **♥ EXTRA ACTIVITY**

Say: Tell me how Megan and Sophia travel from Henley to Sophia's flat and elicit By taxi, train and then James's car. Teach the word journey and ask: Why is their journey difficult? (because of the heavy clock). Elicit other reasons why journeys are difficult (bad roads, slow trains, long distance, a lot of changes, etc.). Individually, students make a rough map of a difficult journey they often do, or a difficult journey they did in the past. They show their map to a partner and talk about the journey.

#### 4 USEFUL LANGUAGE

#### **Asking for travel information**

**a** Elicit or pre-teach passenger (a person who is travelling in a car, bus, train or plane, but not driving or flying it). Individually, students decide whether a passenger or station official says each expression. Students compare answers in pairs. Don't check answers as a class at this point.

10.22 Play the recording for students to check their answers to 4a. Check answers as a class. Check students understand the meaning of direct train by writing on the board: There \_\_\_ a direct train to London. You change at Reading, and asking students to say the missing word (isn't). Play the recording again, pausing after each phrase for students to listen and repeat. Monitor and check students are pronouncing the phrases correctly. Correct as necessary.

#### Answers

1 SO 2 P 3 P 4 SO 5 SO 6 SO 7 P 8 P 9 SO

c 10.23 Students look at the two sentences and add the missing prepositions. Play the audio for students to listen and check their answers.

Check understanding of the rule by asking: Do we use 'in' with a time (point to your watch or a clock) or when we say how much time (use your hands to indicate quantity)? (how much time). Write these gapped phrases on the board and elicit the missing prepositions: \_\_\_ half past six, five minutes, \_\_ two hours, \_\_ 6:45 (at, in, in, at).

#### Answers

1 in 2 at

Give students up to two minutes to put the conversation in the correct order. Play the recording for them to check their answers. Check answers as a class.

#### Answers

Α

5, 9, 3, 1, 7

В

4, 8, 10, 2, 6

#### Audioscript

- A Excuse me.
- **B** Yes? How can I help you?
- A What time's the next bus to Cambridge?
- B The next bus leaves in 20
- A So, at 5:15. And is that a direct
- **B** No, you change at Birmingham.
- **A** OK, and which bus stop is it?
- **B** It's stop 7, near the ticket office.
- A Great! Thanks for your help.
- **B** No problem

e Put students into pairs to practise the conversation in 4d. They then swap roles, changing the kind of transport and the details. Monitor and help as necessary. Invite one or two stronger pairs to perform one of their conversations for the class.

#### 5 SPEAKING

Tell students that they can now practise using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Student As look at the travel information role cards on SB p. 110. Student Bs do the same on SB p. 112. Student A asks Student B about trains to Manchester and Student B replies. They then swap roles and Student B asks Student A about buses to Oxford. Monitor, but don't interrupt fluency. Make sure students are using the expressions for asking for travel information correctly. Note any common mistakes/errors to deal with during feedback. Take feedback as a class. Ask: Was your partner helpful? Why not? Tell students to go back to SB p. 85.

#### **6 WRITING**

**a** Give students one minute to read Amelia's message to Megan and answer the questions. They compare answers in pairs. Check answers as a class.

#### Answers

- 1 She's travelling to Paris on the train.
- 2 Where can I find a taxi at the station? How much is it from the station to the hotel?
- **b** Students go to Writing Plus 10C on SB p. 162. Go through the information in Exercise a as a class. Individually, students do Exercises b and c. Check answers as a class. Tell students to go back to SB p. 85.

#### Answers (Writing Plus 10C SB p. 162)

b

1 are you 4 Can you 7 Is there 2 is that 5 were there 8 often do you

3 Did you use 6 is your sister watching

C

Where is the bus stop?
 When do you start work?
 Did you buy the tickets?
 What are you doing?
 What time is the film?

#### **FAST FINISHERS**

Ask fast finishers to write more questions about travel. Each question should start with a different word, e.g., *Is*, *Does*, *Where*, *What*, *When*, *How*, *Can* (e.g., *Can you buy the tickets? Where's Platform* 7?).

- **c** Give students ten minutes to write a message to a friend, using the ideas given. Remind them to use the present continuous where possible, and correct word order in questions. Monitor and help as necessary.
- **d** Put students into pairs. Students read their partner's message and try to answer the questions. Take feedback as a class. Ask: *Did you answer your partner's questions? Which question(s) did you answer?*

#### (+) ADDITIONAL MATERIAL

Workbook 10C

**Unit Progress Test** 

Photocopiable activities: Pronunciation 10C

# UNIT 10 Review

#### **GRAMMAR**

**a** Books closed. Write the example sentence on the board and elicit the correct form (*Carmen's wearing a yellow T-shirt*). Books open. Individually, students correct the sentences. Check answers as a class. Check the spelling of *getting, writing* and *having*.

#### Answers

- 1 You're wearing my shoes!
- 2 They're getting a taxi.
- 3 I'm writing to Kelly.
- 4 The lesson is starting.
- 5 She's having lunch.
- 6 We're waiting.

#### **EXTRA ACTIVITY**

Say: Two women and a man are sitting in a meeting. They're talking about a photograph. The man's wearing a light blue shirt. Can you find the picture? Go! (It's on SB p. 64.) In pairs, students choose a different picture with people in it from the Student's Book. Give them two minutes to write as many sentences as they can about their picture using the present continuous. You could write some verbs on the board as prompts (e.g., wear, sit, stand, talk, walk, look). Monitor and help as necessary. A student from each pair reads aloud their sentences to the class. Which pair can find the picture first?

**b** Individually, students put the words in the correct order to make questions. Check answers as a class.

#### Answers

- 1 Where are you sitting?
- 2 Are you wearing black shoes?
- 3 Is it raining?
- 4 Are you using a computer?
- 5 Why are you studying English?
- 6 What are your friends doing?
- In pairs, students ask and answer the questions in 1b.
- **d** Give students one minute to read the conversation (without completing the grammar task yet) and answer the following questions: *Where's Gaby*? (on the train), *Where's Juan*? (at home/in the kitchen), *What does Juan say the weather is like*? (snowy/cold/It's snowing.). Individually, students complete the conversation. Check answers as a class. Students read the conversation in pairs.

#### Answers

- 1 are you doing
- 2 'm talking
- 3 'm cooking
- 4 are you listening to
- 5 'm reading
- 6 's raining
- 7 isn't raining
- 8 's snowing
- 9 are they doing
- 10 're making

#### **2 VOCABULARY**

**a** Students look at the picture and write the rooms. Check answers as a class by saying a number and asking students to say the room. Monitor and correct their pronunciation if necessary.

#### Answers

1 bedroom 3 kitchen 5 garden 2 bathroom 4 dining room 6 living room

**b** Individually, students complete the questions with *in*, *on* or *at*. Check answers as a class.

#### Answers

1 in 2 on 3 in 4 at 5 at 6 at 7 on 8 on

#### **♥ FAST FINISHERS**

Ask fast finishers to change parts of the questions in 2b. This could be the verb, the place phrase or the time phrase, e.g., *Do you listen to music in the car? In bed? Do you sleep on trains? And do you to talk to people on trains?* Every question should still include a place phrase with a preposition. Students can then use these extra questions in 2c.

In pairs, students ask and answer the questions in 2b. Pairs share answers as a class. Ask students to tell the class one or two things they learned about their partner.

#### **3 SOUND AND SPELLING**

- a Students study the two sounds and spellings. Ask: Which of the three sounds can be spelled in different ways? (/tʃ/). Monitor and check that students are pronouncing the sounds correctly.
- **b** 10.25 Play the recording for students to listen and write the words in the correct place in the table according to the sound of the marked letters. Play the recording again if necessary. In pairs, students practise saying the words.

#### Answers

/tʃ/	/θ/	/ð/
0 .	bathroom, birthday, thanks	mother, the, weather

and /1ə/ on the board. Ask students to match the sounds /eə/ and /1ə/ on the board. Ask students to match the sounds with the underlined parts of the words (here /1ə/, there /eə/). Drill the phrase here and there a few times. Play the recording for students to listen and identify whether the two marked sounds in each sentence are the same or different. Check answers by playing the recording again and pausing it after each sentence. In pairs, students practise saying the sentences.

#### Answers

1 S 2 S 3 D 4 D 5 S 6 S

#### **LOA REVIEW YOUR PROGRESS**

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

# UNIT 1 1 ACHIEVERS

# UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about achievements, life events and unusual abilities
- exchange and convey information about achievements, life events and abilities
- understand conversations in which other people talk about their opinions and do so themselves
- write an email to a friend

#### **UNIT CONTENTS**

#### **G GRAMMAR**

- Object pronouns
- can for ability

#### **V** VOCABULARY

- Life events: be born, die, finish school, finish university, get married, go to school, go to university, grow up, have a baby, stop working
- Abilities: cook (dinner), dance, drive a car (to work), paint (a picture), play cards, play (sports), ride a bike / a motorbike, ride a horse, run, sing (a song), swim
- Language Plus: Years (1937, 2021, etc.)
- Language Plus: (very/quite) well

#### P PRONUNCIATION

- Sound and spelling: /3ː/
- can / can't
- Main stress
- Consonant clusters

#### **C** COMMUNICATION SKILLS

- Talking about people's lives
- Talking about things you know how to do
- Talking about opinions
- Writing an email to a friend
- Writing Plus: Pronouns

#### **GETTING STARTED**

#### **♥ OPTIONAL LEAD-IN**

Books closed. Write some important dates on the board. Write them in order, for example, the date you started university or the year your child was born.

Ask students to guess what happened on the dates you wrote. Find out how much vocabulary for past events students can produce. You may wish to teach the phrase *life events* to highlight that these are dates when something important happened.

Elicit an initial response to the picture. Use the picture to elicit *tent, mountain, climb* and *climber*. Ask: *What's he doing?* (He's reading/writing.) Put students into pairs to look at the picture and answer questions 1–4. Use a mime or the picture on SB p. 50 to teach *do yoga*. Monitor and notice whether students use object pronouns and *can/can't* for ability. Don't correct any errors at this stage.

Take feedback as a class and write students' suggested answers on the board. Make sure you elicit as many questions as possible for question 4. If you wish, give students information from the Culture Notes.

#### 

Put students into pairs. They take turns to ask and answer the questions they wrote down in question 4 of Exercise a. The person answering should imagine that they are the man in the tent. Monitor and help as necessary. Take feedback as a class.

#### **CULTURE NOTES**

The climber in the picture is vertical camping. His tent is known as a *portaledge* or *hanging tent*. Vertical camping allows rock climbers to attempt climbs that wouldn't otherwise be possible, in locations all around the world.

Vertical campers, who happily sleep over 1,000 metres from the ground, get fantastic views of the mountains. They also face freezing temperatures and the possibility of chunks of ice and rock falling onto them at any time.

**b** Put students into pairs or small groups to answer the questions. Monitor and notice whether students use object pronouns and *can/can't* for ability, but don't correct any errors at this stage. Invite students to share answers with the class, encouraging students to say why they wouldn't like to be in the tent.

Exercises a and b can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

# 11 A SHE WENT **AROUND THE EARTH**

#### • understand a text about people who were the first to achieve something significant

At the end of this lesson, students will be able to:

- use a lexical set of life events correctly
- · use object pronouns correctly
- talk about life events and which year they happened in

#### **♥ OPTIONAL LEAD-IN**

Books closed. Pre-teach famous (known by many people) and ask: Who are the five most famous people in the world today? Put students into pairs and give them one minute to think of as many people as they can. At the feedback stage, elicit their answers and write a list on the board.

Ask: Would you like to be famous? Why / Why not? Put students into pairs to discuss for one minute. Take feedback as a class.

#### READING

- famous. Give students time to think about two famous people from their country (past or present) and the answers to the three questions. In pairs, students ask and answer the questions. Take feedback as a class. Has everyone in the class heard of all the famous people students talk about?
- **b** Point to the title of the article and ask: *Is this text about* world-famous people? (no). Before students read the article, you may wish to pre-teach space (the empty area outside the Earth's atmosphere, where the sun, moon and stars are), tractor (a motor vehicle used on farms) and parachute jumping (jumping from a plane with something on your back that opens, so you fall to the ground slowly). Give students two minutes to read the texts quickly and answer each question with Valentina or William. Check answers as a class, asking students to say Valentina or William for each answer. Ask the class: Did you know about these people before?

#### Answers

- 1 William 4 Valentina 2 William
- 5 William 3 Valentina 6 Valentina

#### **♥** FAST FINISHERS

Ask fast finishers to find and circle all the numbers (but not years) in the two texts and to find what each number or date is connected to (e.g., 48 - Valentina went round the Earth 48 times).

**c** Give students three minutes to read the article again in more detail and underline things which they find interesting. They then choose one thing and tell a partner why they find it interesting. Take feedback as a class, eliciting three or four different points that interested students. If you wish, give students information from the Culture Notes.

#### **CULTURE NOTES**

#### Women in space

Valentina Tereshkova's 1963 space flight showed that women have the same ability in space as men. She later toured the world promoting feminism as well as Soviet science and technology.

Currently, around 10% of all astronauts are women. Sally Ride was the first American woman to go into space in 1983. Other nations with female astronauts are the UK, India, Japan, China, France, Canada, Italy, Russia, Iran and South Korea. In 2013, the highly acclaimed film Gravity drew public attention to the experiences of female astronauts.

#### The history of video games

A little before William Higinbotham's achievement, two basic and little-known video games with graphics were invented -Nim (a calculation game) (1951) and OXO (a noughts and crosses game) (1952). It wasn't until 1962 that a more widely used video game was created, Spacewar!, in which two players fired torpedoes at each other from spaceships. This was the beginning of computer programming for popular game use.

#### 2 VOCABULARY Life events

a D11.01 Individually, students match the words and phrases with the pictures. Play the recording for students to check their answers. Check answers as a class. Drill the words and phrases.

#### Answers

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

- **b** Write the following numbers on the board: 70–99%, 5-69% and 100%. Ask students to match them to categories 1-3 (70-99% = 2 most people, 5-69% = 3 only some people, 100% = 1 everyone). Individually, students categorise the life events in 2a into three lists. Don't check answers as a class at this point.
- Put students into pairs to compare their lists and see if they're the same. Take feedback as a class.

#### Possible answers

- 1 be born, grow up, die (everyone does this)
- 2 go to school, get married (most people do this)
- 3 finish university (only some people do this)

**d** Give students five minutes to read the article again and write past simple sentences using the years. Monitor and help as necessary. Check answers as a class by saying each year and asking a student to say the sentence.

#### Answers

- 1953 Valentina finished school.
- 1963 Valentina got married. She flew in Vostok 6.
- 1964 Valentina had a baby / a daughter.
- 1910 William was born.
- 1928 William went to college.
- 1932 William studied at Cornell University.
- 1949 William got married and moved to Bellport, New York.

#### **Language Plus Years**

Go through the information as a class. Write these years on the board: 1742, 1800, 1926, 2000, 2008, 2019. Point to each year and elicit how we say it.

In pairs, students say the year before and the year after each of the dates on the board (1741, 1743, 1799, 1801, etc.).

#### e Sound and spelling /31/

**11.02** For Exercise 1, play the recording for students to listen to the words. Ask students to look at the marked letters in the three words in the box. Play the recording again for them to listen and answer the question. Check the answer as a class. Highlight the different ways the sound /3:/ is spelled in these words by writing *er*, *or* and *ir* on the board. Ask: *Is* /3:/ *a long sound or a short sound?* (long).

#### Answer

a all the same sound

in the words which have the sound /3:/. Play the recording for them to listen and check. Check answers as a class by writing the words on the board with the /3:/ sound underlined. Add *ur*, *ear* and *ere* to the other spelling patterns on the board.

#### Answers

Thursday, first, world, shirt, early, weren't, girl

Put students into pairs to practise saying the words in Exercise 3.

f Students complete the exercises in Vocabulary Focus 11A on SB p. 154. Students do Exercise a individually. They then compare answers in pairs. Take feedback as a class. For Exercise b, play the recording for students to listen and repeat the verb phrases. Students do Exercise c individually. Check answers as a class. For Exercise d, you may wish to write the first words When, What, Did, Why and Where on the board for extra support before students do the task. Play the recording for students to listen and check their answers. Check answers as a class by asking pairs of students to read out the questions and answers. For Exercise e, put students into pairs to ask and answer the questions, giving their own true answers. Monitor and check that students are pronouncing the vocabulary correctly. Take feedback as a class. Tell students to go back to SB p. 89.

#### Answers (Vocabulary Focus 11A SB p. 154)

#### a Possible answers

	1	be born		5 go to university		8 have a baby
	2	grow up		6 finish university		9 stop working
	3	go to school		7 get married		10 die
	4	finish school				
c	1	went to, finished	3	stopped	5	finished, got
	2	was born, died	4	got married, had	6	was born, grew up
d	1	Where did you		3 What did you		5 Did you
	2	When did you		4 Why did you		

#### **3** LISTENING AND GRAMMAR

#### **Object pronouns**

**a** • 11.06 Ask students to look at the questions about Valentina Tereshkova. Play the recording for students to listen and tick the questions they can answer. Tell them they don't need to answer the questions yet. Check answers as a class.

#### Answers

- 2 Why did she get the job?
- 3 How did she meet her husband?
- 5 What does she want to do in the future?

#### Audioscript

- A What are you reading?
- **B** Oh, it's about Valentina Tereshkova.
- A Who's she?
- B She's a Russian cosmonaut. Do B Yes! And she married a you know about her?
- A No. What did she do?
- B Well, she was the first woman in space. She went to space in 1963. It says here 400 people wanted the job, but they asked her
- A Why did they ask her?

- **B** Well, she was young, and she was quite small. And she also did a lot of parachute jumping.
- A Oh, so she was in planes a lot.
- B Yes! And she married a cosmonaut, too. She met him in 1963. He was in the same space programme. And they had a daughter.
- A So, did she go to space again?
- B No, she only went once. But she said she would like to fly to Mars one day. She said that when she was 70!
- b 11.06 Before students listen again, you may wish to pre-teach *Mars* (the fourth planet from the sun, sometimes called the Red Planet) and *programme* (a plan of events with a particular purpose). Play the recording again for students to listen and answer the three questions they ticked in 3a. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class.

#### Answers

- 2 Because she was young and she was quite small. And she also did a lot of parachute jumping.
- 3 He was in the same space programme.
- 5 She would like to fly to Mars.
- c 11.07 Individually, students complete the sentences with the words from the box. Play the recording for students to listen and check their answers.

#### Answers

1 She, her 2 him, He

**d** Discuss the rule as a class.

#### Answers

1 before 2 after

#### LOA TIP CONCEPT CHECKING

Use this simple eliciting activity to check that students have understood the rule.

Write these verbs on the board, making sure there's space on either side of them to add pronouns:

likes

is talking to

is listening to

understands

Use the picture of the man and woman in 3a to elicit sentences with *he*, *she*, *him* and *her* and the verbs on the board. Use each verb twice, e.g., *He likes her*. *She likes him*.

e D11.08 Students read the information in Grammar Focus 11A on SB p. 132. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises on SB p. 133. Individually, students do Exercises a and b. For Exercise c, students work individually to write sentences. Students share answers as a class. Alternatively, use the Extra activity. Monitor and check students' use of pronouns and help as necessary. Tell students to go back to SB p. 89.

#### Answers (Grammar Focus 11A SB p. 133)

- a 1 us 2 her 3 They 4 it 5 them 6 him
- **b** 1 it 2 He 3 him 4 us 5 she 6 her 7 we 8 me

#### CAREFUL!

Students often omit object pronouns, particularly *it*, e.g., *I-enjoy a lot.* (Correct form = *I enjoy it a lot.*). They also tend to use *this* or *that* where *it* would be correct, e.g., *I-have a new phone. I like this because it's small.* (Correct form = *I have a new phone. I like it because it's small.*). Learners often use they, that, these or those instead of them, e.g., *I-bought these shoes because I need they.* (Correct form = *I bought these shoes because I need them.*).

#### **EXTRA ACTIVITY**

Set up Exercise c in Grammar Focus 11A as a writing and guessing activity.

Tell students to write *Who am I?* at the top of a piece of paper (and not to write their names anywhere on the paper). Give them 5–10 minutes to write about their favourite things and people below this title, using pronouns where possible. Monitor and check students' use of pronouns and help as necessary. When the writing time is up, collect all the students' work. Read the texts for the class, seeing if students can guess who wrote each one. Alternatively, post the students' work on the classroom walls and ask students to walk around, read each other's work and guess who wrote each piece.

At the feedback stage, ask: Who was easy to guess? Who was difficult? What interesting things did you learn about other students?

#### 4 SPEAKING

- **a** Tell students that they can now practise using all the language from the lesson. Give students two minutes to write four or five events in their lives and the years these events happened in. Monitor and help students as necessary. Make sure they are using the past simple.
- b Put students into pairs to read each other's sentences and ask questions about them. Monitor and check that students are forming past simple questions, and are using pronouns and life events vocabulary correctly. Make notes on any mistakes to correct at the feedback stage.
- c Students report two things about their partner's life to the rest of the class. Correct any mistakes that you noted down while monitoring.

#### (+) ADDITIONAL MATERIAL

Workbook 11A

Photocopiable activities: Grammar 11A, Vocabulary 11A Documentary Video Unit 11 *Achievers* 

Video Worksheet Unit 11 Achievers

# B SHE CAN PULL

#### **♥ OPTIONAL LEAD-IN**

Books closed. Write on the board: a cold place \_ a heavy thing \_ a big mountain \_ Encourage students to call out ideas for a cold place. Write the first answer they give. Then erase a and their answer and write a very so the board reads: a very cold \_ . Elicit a colder place. Then repeat the procedure, but write an extremely cold place - and mime being extremely cold. Elicit a place that is even colder than the previous two. Then ask: How long can you be in (extremely cold place) wearing a coat and boots? Use gestures to help students understand your meaning. Take different answers. Then ask: in a T-shirt? Encourage students to have fun and be competitive. Repeat the procedure with a heavy thing (Can you carry it? Can you move it?) and a big mountain (Can you climb it? Who can climb it?). Underline the x in extremely cold, extremely heavy, etc. Write an X and ask: What does X mean? Elicit: Extreme(ly).

#### READING

- **a** Write on the board: *It's difficult for me to ...* . Use the pictures (and mime) to teach be cold for a long time, swim underwater and pull or carry big objects. In pairs or small groups, students discuss which of the three things are difficult for them and why. Take feedback as a class.
- **b** Point to the text and ask: Do you think superhumans exist in real life? Encourage students who say yes to share as much information about people who can do amazing things as they can. Check understanding of amazing (very, very good in a surprising way). You may wish to give students information from the Culture Notes. Give students one minute to read the text and answer the question. Check the answer as a class.

Answer

real people

#### **CULTURE NOTES**

You may think that superhumans only exist in films like Superman, Batman or X-Men, but some of these so-called 'super powers' exist in real life, too.

Unbreakable bones: Scientists have discovered that a genetic mutation to the gene LRP5 can make the bones unusually strong, almost unbreakable! They are now studying people with this mutation to find a cure for osteoporosis.

Incredible vision: An average human being can see 1 million colours; however, people with a genetic mutation to the gene opsin could see up to 100 million colours!

At the end of this lesson, students will be able to:

- understand a text about people who can do amazing
- use can for ability in positive and negative statements correctly
- use a lexical set for abilities correctly
- understand someone taking part in a job interview
- use can for ability in questions correctly
- talk about their own and other people's abilities
- **c** Give students two minutes to read the text again in more detail and answer the questions. Check answers as a class. Check that students understand the word teeth by pointing to your own.

#### Answers

- 1 one hour, 52 minutes and two seconds
- 2 more than five minutes
- 3 with only her teeth

#### **EXTRA ACTIVITY**

Write these questions on the board:

- 1 How far did Wim Hof run in 2009?
- 2 What was the weather like?
- 3 What do the Bajau Laut want to see under the water?
- 4 Where do the Bajau Laut people live?
- 5 What did Seema Bhadoria do when she was 18?

Put students into pairs to read the text again and discuss the answers. Check answers as a class (1 more than 40 km, 2 -20°C, 3 fish, 4 Southeast Asia, 5 She pulled a plane with her teeth).

**d** Check that students understand the word useful (helping you to do something). Give them time to think about the question, then put them in pairs to discuss. Take feedback as a class.

### 2 GRAMMAR *can*: positive and negative

**a** Write on the board: *The Iceman can/can't make ice.* The fishmen can/can't swim underwater. Ask students to choose the correct answers (can't, can). Write - next to the first sentence and + next to the second sentence. Students underline the correct answer in the table in 2a

#### Answers

Positive	Positive						
I <b>can</b> You <b>can</b> He/She <u>c</u>	an	swim underwater.	We <b>can</b> They <u><b>can</b></u>	swim underwater.			
Negative	Negative						
I <b>can't</b> You <b>can'</b> He/She <u>c</u>	-	make ice.	We <b>can't</b> They <b>can't</b>	make ice.			

### CAREFUL!

Students at this level often use to + infinitive or verb + -ing after can and can't, e.g., I can to swim. I can't flying. (Correct form = I can swim. I can't fly.).

**b** Give students one minute to underline more examples of can and can't in the text. Tell them to underline the words that come after can or can't, too. Students compare answers in pairs. Check answers as a class.

#### Answers

Do you sometimes do things that are different and interesting? Do you make videos of these things? Maybe you're not Superman or Wonder Woman, but you can do something amazing. Here are some stories about people who can do amazing things!

Wim Hof is from the Netherlands and he's often called 'The Iceman'. He <u>can't make</u> ice, but he <u>can sit</u> in a bath of ice for one hour, 52 minutes and two seconds. He doesn't feel cold. In 2009, he ran more than 40 kilometres in -20°C wearing only shorts!

#### The Fishmen

The Bajau Laut people in Southeast Asia can swim underwater for a long time. Sometimes they <u>can go</u> underwater for more than five minutes. They <u>can also see</u> very well in the water – it helps them to see the fish!

#### **The Strong Woman**

Seema Bhadoria is an amazing young woman from India - she can pull really big objects with only her teeth. When she was only 18 years old, she pulled a plane with her teeth! She can also pull a ship or a big truck. After can / can't is a verb.

c 11.09 Students read the information in Grammar Focus 11B Part 1 on SB p. 134. Play the recording where indicated and ask students to listen and repeat. Students complete Exercise a on SB p. 135. Check answers as a class. Tell students to go back to SB p. 91.

Answers (Grammar Focus 11B Part 1 SB p. 135)

a 1 can 2 can't 3 can't 4 can 5 can 6 can't

#### 3 VOCABULARY Abilities

**a** Individually, students match the words with the pictures. Check answers as a class.

#### Answers

a swim b cook c paint d sing

**b (Second Particular)** Students complete the exercises in Vocabulary Focus 11B on SB p. 155. In Exercise a, play the recording for students to listen and repeat the verbs. Students look at the pictures in b and complete the phrases with verbs from a. Play the recording for them to listen and check their answers. In Exercise c, give students one minute to write four sentences about what they did. Monitor and make sure they're using the verbs from Exercise a in the past simple correctly, e.g., drove (NOT drived). Students tell a partner their sentences. Are any of their sentences the same? Take feedback as a class. Tell students to go back to SB p. 91.

Answers (Vocabulary Focus 11B SB p. 155)

**b** 1 paint 2 ride 3 sing 4 cook 5 play 6 drive

#### Language Plus (very | quite) well

Go through the information with the class. Ask: Which word or phrase do we use with 'can't'? (at all). Drill the four sentences.

Write  $\sqrt{\sqrt{}}$ ,  $\sqrt{}$  and X on the board to represent *very well*, well, quite well and (not) at all. Say a pronoun (He, She, You, I) and a verb like swim, paint, dance or play cards and point to one of the symbols on the board. Elicit sentences like He can swim quite well, I can't sing at all and You can paint very well. Drill each sentence you elicit.

Give students time to think about people they know and how well they can and can't do things. Put students into pairs or small groups to talk for two or three minutes. Monitor and check that students are using can/can't correctly as well as very well, quite well, etc. Take feedback as a class, asking students to report back on some things their partner told them.

#### EXTRA ACTIVITY

Elicit these typical human abilities and write them on the

see, hear, walk, run, swim, speak, think, remember, draw, write, jump, play games/sports

Write amazing people on the board as a title. Ask students to think about people they know about who have amazing abilities. For example, Some people can <u>speak</u> ten or more different languages. Usain Bolt can <u>run</u> really fast. Put students into pairs for a few minutes to compare ideas and write sentences. Monitor and help as necessary.

Join pairs with other pairs to form groups and tell them to compare their sentences. Which abilities are the most amazing? Take feedback, asking each group to share what they talked about.

#### 4 LISTENING

a Give students 30 seconds to read the job advertisement and answer the question. Check the answer as a class.

#### Answer

a lot of things

Before you play the recording, elicit or teach head teacher (a person who is in charge of a school). Play the recording for students to listen for the general meaning and answer the question. Check the answer as a class, establishing the fact that Andy isn't a teacher.

#### Answer

No, he isn't.

#### Audioscript

CELIA Hi, Andy! I'm Celia, nice to meet you!

ANDY Hi, Celia! Nice to meet you, too.

- c Well, let's start. First question, what fun things can you do with A Teaching? the students?
- A Well, I can play the guitar.
- **c** Great. And can you sing?
- A Yes, I can. I can sing and play the guitar quite well. Oh, and I can ride a horse very well. You wanted someone who can ride a horse
- c That's right great! Now, our students also like parties and they like dancing. Can you dance well?

- A No, I can't. I don't really like dancing, so I can't dance very
- c That's OK. And what about your teaching?
- c Yes, can you teach well?
- A What? Sorry. I'm not a teacher. I can't teach at all.
- c Really? But ... but did you read the advertisement?
- A Well ... sort of ... but not very well. I just read some of the words 'sing, dance, ride a horse ...' - you know ...
- **c** But we want teachers English teachers.
- A Oh. Sorry!
- c Play the recording again for students to listen in more detail and complete the task. Students compare answers in pairs. Check answers as a class.

1 sing, play the guitar 2 ride a horse 3 dance 4 teach

# 5 GRAMMAR can: questions

a 11.13 Individually, students complete the conversations. Play the recording for students to listen and check their answers. Check answers as a class by asking two pairs of students to read out the conversations.

#### Answers

1 can you, I can 2 Can you, I can't

**b** Students read the information in Grammar Focus 11B Part 2 on SB p. 134. Play the recording as indicated and ask students to listen and repeat. Students complete Exercise a in Part 2 on SB p. 135. Check answers as a class. Point out the use of *well* at the end of question 2 and the questions about two abilities (3, 5 and 6). Drill the questions. Tell students to go back to SB p. 91.

#### Answers (Grammar Focus 11B Part 2 SB p. 135)

- а
- 1 Can you ride a horse?
- 2 Can he cook well?
- 3 Can they sing and play the guitar?
- 4 Can she draw pictures?
- 5 Can you speak both Japanese and Mandarin?
- 6 Can he drive a car and a bus?

# **♥ FAST FINISHERS**

Ask fast finishers to write more questions like the ones in Exercise a, including a question with well (e.g., Can you swim well?) and a question about two abilities (e.g., Can you play football and basketball?).

c D11.15 Pronunciation Play the recording for students to notice when *can* and *can't* are stressed. Check answers as a class. Play the recording again for students to listen and repeat.

#### Answers

- 2 I can't dance very well.
- 4 Yes. I can.
- **d** In pairs, students practise saying the sentences in 5c. Then they underline the correct words to complete the rules. Check answers as a class.

#### Answers

**Can** <u>isn't</u> stressed in positive sentences and questions.

Can is stressed in negative sentences and short answers.

e 11.16 Students complete the conversation. Play the recording for students to listen and check their answers. Check answers as a class by asking a pair of students to read out the conversation. Drill the questions in the conversation, then drill other questions with Can you ...? (for example, Can you swim? Can you ride a bike?).

#### Answers

- A Can Andy play the guitar?
- **B** Yes, he <u>can</u>.
- A And can he ride a horse?
- **B** Yes, he <u>can</u> ride a horse very well.
- A Can he teach?
- B No, he can't teach at all.
- **f** Put students into pairs to practise the conversation in 5e. Monitor and check that they're pronouncing *can* or *can't* correctly according to its position in the sentence.

# **6** SPEAKING

- Tell students that they can now practise using all the language from the lesson. In pairs, students write a question with *can* for each topic. If you think students need extra support, write some verbs on the board for them to use, e.g., *make*, *cook*, *play*, *run*, *swim*, *speak*, *pronounce*, *understand*, *paint*. With more confident students, try to elicit as many of these as you can. Monitor and help as necessary.
- **b** Put students into new pairs to ask and answer the questions. Tell them to look at the speech bubble and remind them to use *well*, *very well*, *quite well* or (*not*) at all. Monitor and make notes on any errors with the target language to correct at the feedback stage. Also, note the activities students in the class can and can't do.
- C Put students back into their original pairs so they can tell each other what they learned about their second partner. Monitor again and make notes of any more errors with the target language to correct at the feedback stage. Also, continue to make a note of any abilities you hear students talking about.

Go through any errors with the class at the feedback stage. Then ask students to tell the class some of the things they found out about their partner. Finish the lesson on a positive note by telling the class things you heard students talking about, e.g., A lot of people can play the guitar. Everybody can swim well or quite well. A few people can swim underwater for a long time.

# LOA TIP REVIEW AND REFLECT

Books closed. Write on the board:  $\sqrt{\sqrt{\ }} = very \ well, \sqrt{\ } = well$ 

- 1 understand the texts in this book
- 2 understand the conversations in this book
- 3 understand books, newspapers, magazines and websites in English
- 4 understand songs in English
- 5 understand TV programmes and films in English
- 6 speak English with students in this class
- 7 write short messages and emails in English

Individually, students think about how well they can do 1–7, marking each one  $\checkmark\checkmark\checkmark$ ,  $\checkmark\checkmark$ ,  $\checkmark$  or X. Ask students to compare their answers if it feels appropriate.

Close the activity by asking about the things on the board: Which are quite easy for you? Which are quite difficult for you? Elicit some reasons why or why not.

#### (+) ADDITIONAL MATERIAL

Workbook 11B

Photocopiable activities: Grammar 11B, Vocabulary 11B, Pronunciation 11B

# 11 C ENGLISH What do you

# **EVERYDAY**

# What do you think?

# 

Ask students to look at the pictures on SB p. 92 of James, Sophia, Megan and the clock. Tell them to look at the pictures for 30 seconds. Books closed. Ask these questions and see how much the students can remember about the clock.

- Is the clock Megan's or Sophia's? (It's Sophia's.)
- Who has the clock in the first picture? (James)
- What colour is the clock? (blue and brown)
- What time does it show? (12:30 / half past twelve)

Books open. Ask a few students: Do you like the clock? Why / Why not?

# 11 LISTENING

- **a** Give students time to think about their answers to the questions, then put them into pairs to talk for one minute. Take feedback as a class, asking students to report their partner's answers to the class.
- **b** Give students one minute to look at the pictures, read the two descriptions of the story and guess which one is correct. Students compare their choices in pairs. Take a class vote on which summary students think is correct, but don't confirm the answer at this point.
- c Play the video or audio recording for students to listen for the general meaning and see if they guessed the correct summary. Check the answer as a class, establishing that in this part of the story James, Megan and Sophia have different opinions (a thought or belief about something).

Answer

#### Video/Audioscript

**SOPHIA** Are you sure you're OK with the clock, James?

**JAMES** Fine – just fine.

- s It isn't too heavy?
- J No, no!
- s OK.
- J It's a great clock.
- s I like it.
- J Yeah, it looks really good.
- **s** Thanks for meeting us.

MEGAN Yes, thank you, James.

- J No problem. Did you like Henley?
- **s** Yes, very much. We had a nice time.
- J Oh, that's good.
- **M** We can go somewhere in London next weekend.
- J I think London Zoo is very nice.
- M London Zoo?
- J Yes!
- M I don't think the zoo's very interesting.

- J Oh? Why not?
- M Well, it's more for children.
- J I don't think so.
- M What about the Tower of
- J Oh no! I don't think the Tower of London's a good idea.
- M Really?
- J There are lots of tourists.
- s Well ... I'm a tourist!
- M A kind of tourist.
- s Where's a good place for the clock?
- J In here?
- **M** What about the bedroom?
- J I don't think the bedroom is a good idea.
- s Why not?
- J You can hear it all the time. It's difficult to sleep.
- s Not for me!
- J Oh. OK.

At the end of this lesson, students will be able to:

- understand conversations in which people talk about their opinions
- use appropriate expressions to talk about their own
- recognise consonant clusters and pronounce them correctly
- give opinions on places to visit
- use pronouns in writing correctly
- write an email to a friend
- s But maybe you're right. It is better here in the living room. Maybe over there.
- J OK. Here?
- Maybe. What do you think, Megan?
- M Yes, perhaps. Or maybe ... No, I think there is good
- **s** Yes, I think you're right. What do you think, James?
- J I think this clock is very heavy!
- **d** Give students time to read the questions. Play the video or audio recording again for students to listen in more detail and answer the questions. Students compare answers in pairs. Check answers as a class. Check students understand the word tourists (someone who visits a place for pleasure and does not live there).

- 1 He thinks it's a great clock. / He likes it. / He thinks it's very heavy.
- 2 She liked it very much.
- 3 She doesn't think it's very interesting. She thinks it's more for children
- 4 Because there are lots of tourists.
- 5 Because you can hear it all the time and it's difficult to sleep.
- 6 In the living room.
- e Ask the class: Are there lots of tourists in (the town or city you are in now)? If students come from different places, add this question: Do lots of tourists visit your home town? In pairs, students talk about interesting places to visit in or near their home town. Take feedback as a class. Write some popular places on the board and leave them there to use later in the lesson.

# USEFUL LANGUAGE

# Talking about opinions

11.18 Point to picture b and ask: Do Megan and James have the same opinion or a different opinion? (different). Individually, students categorise the eight expressions as a, b, c or d. Play the recording for students to check their answers. Check answers as a class.

### Answers

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

**Pronunciation** Play the recording again for students to listen and underline the main stress in each sentence. Students compare answers in pairs. Check answers as a class. Play the recording again for students to listen and repeat. Make sure students are placing the main stress on the correct words.

### Answers

- 1 Did you like Henley?
- 2 I don't think so.
- 3 Maybe you're right.
- 4 I don't think the bedroom is a good idea.
- 5 I think London Zoo is very nice.
- 6 What about the Tower of London?
- 7 I think you're <u>right</u>.
- 8 What do you think?

expressions as a, b, c or d in 2a. Play the recording for students to check their answers. Check answers as a class. Establish the meaning of *agree* (have the same opinion). Elicit the negative form of this word (*disagree*).

#### Answers

1 c 2 a 3 a 4 d

**d** 11.20 Individually, students put the words in the correct order to make sentences. Play the recording for students to check their answers. Check answers as a class.

#### Answers

- 1 I think the museum is very interesting.
- 2 What do you think of the new restaurant?
- 3 I think you're right.
- 4 I don't think so.
- 5 I don't think the colour blue is a good idea.

### LOA TIP CONCEPT CHECKING

Drilling useful language for everyday English is more meaningful if you link it to the class's context.

Remind students of the places they discussed in 1e. Drill expressions for asking an opinion (What do you think of ...? What about ...? What do you think? Do you like ...?) by saying What do you think of (place)? What about (place)? etc. for students to listen and repeat.

Next, point out that we use *I think* ... a lot for giving an opinion. Say some example opinions for students to listen and repeat, e.g., *I think* (place) *is beautiful. I think* (place) *is very interesting*. Again, link the opinions to places in the area to keep the drill meaningful.

Write a tick  $(\sqrt{})$  on the board and drill these expressions for having the same opinion: *Maybe you're right*. *I think you're right*. *Yes, I agree*. Use facial expressions (e.g., nod and smile) to show agreement.

Write a cross (X) on the board and drill these expressions for having a different opinion: I don't think so. I don't think that's true. I don't think that's right. I'm not so sure. I don't agree. Use facial expressions (e.g., shake your head or frown) to show disagreement.

Finally, give some simple opinions, e.g., I think the weather is really nice today. I think your English is good. I think this classroom is very nice. I think this street is really clean. and ask students to agree or disagree with them. Keep this stage as light-hearted as you can, encouraging students to have different opinions and use different expressions.

**e** Ask students to read the conversation to find out what the pair are talking about (*learning languages*). Elicit the different aspects of learning a language (*grammar*, *vocabulary*, *pronunciation*, *listening*, *speaking*, *reading*, *writing*, *everyday expressions*). Give students time to read the conversation, think of their opinions, and complete the conversation with their own ideas. Monitor and check that students are using the expressions correctly.

f ... In pairs, students practise the conversation in 2e, taking turns to be A. Listen and check that they're pronouncing the expressions correctly. Nominate one or two stronger pairs to read their conversations for the class. Then take the opportunity to find out what your students think is difficult about learning English and what's not so difficult.

# 3 PRONUNCIATION Consonant clusters

- a D11.21 Play the recording for students to notice how the marked letters are pronounced. Ask: Which word has some silent letters? (right). Play the recording again for students to listen and repeat. Monitor and check that students are pronouncing the consonant clusters correctly.
- **b** Give students time to look at the words and sounds in the task. Then play the recording for them to listen and match the marked letters with sounds a–f. Play the recording again if necessary. Check answers as a class.

#### Answers

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

c Put students into pairs to practise saying the words. Monitor and check students are pronouncing the consonant clusters correctly.

# 4 SPEAKING

Tell students that they can now practise using all the language from the lesson with a partner in a conversation about places to visit. Divide the class into pairs and assign A and B roles. Student As look at the information on SB p. 113, which gives them their opinions, and prepare what to say. Student Bs do the same on SB p. 114. Tell them to begin their conversation using the speech bubbles, and then to continue using expressions from the lesson and opinions from their role card. Monitor and note down any common mistakes/errors with the language from this lesson to deal with during feedback. Tell students to go back to SB p. 93.

#### **♥ EXTRA ACTIVITY**

To give students more personalised practice in agreeing and disagreeing, write this list on the board for students to copy:

- a place
- a food or drink
- an object
- an activity

For each item in the list, students either find a picture of one in the SB or think of their own example and make a note of their opinion of it.

Put students into groups of three. Students take turns to give their opinion about examples of things on the list (e.g., Look at page 51. I think this city is very beautiful.). The other two students use expressions from the book to show that they agree or disagree.

# **5** WRITING

**a** Give students two minutes to read Sophia's email to a friend, and answer the question. Ask them to look for the three main topics that Sophia writes about. Students compare answers in pairs. Check the answer as a class.

#### Answer

There are a lot of things she can do in London. She's making new friends there. She likes her flat a lot. She can walk to work every day.

**b** Students go to Writing Plus 11C on SB p. 163. Read through the information in Exercise a as a class. Individually, students do Exercises b and c. Check answers as a class. Tell students to go back to SB p. 93.

#### Answers (Writing Plus 11C SB p. 163)

b				
1 her	3 They	5 He	7 It	9 it
2 She	4 them	6 he	8 It	
c				
1 She, it	3 They,	3 They, him		
2 it, us	4 We		6 He, he	r, she, him

# **♥ FAST FINISHERS**

Ask fast finishers to circle all the pronouns in Sophia's email on SB p. 93 and to think about what or who each pronoun is about.

- **c** Give students 5–10 minutes to read the notes and write an email to a friend about their life now. Monitor and check that students are using subject and object pronouns correctly.
- **d** Students swap their email with a partner and read their partner's email. They then tell their partner what they think is interesting about their partner's life before sharing this information with the rest of the class at the feedback stage.

# **+** ADDITIONAL MATERIAL

Workbook 11C

**Unit Progress Test** 

Photocopiable activities: Pronunciation 11C

# UNIT 11 Review

# **11** GRAMMAR

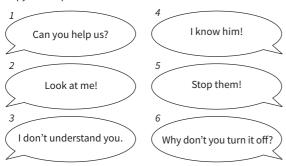
**a** Write this fill-in-the-blank sentence on the board: *This cake is for* \_\_\_! Elicit all the possible pronouns that could finish the sentence (*me*, *you*, *us*, *him*, *her*, *them*). Individually, students complete the sentences with the correct pronoun. Check answers as a class.

#### Answers

1 me 2 them 3 her 4 us 5 him 6 you 7 it

# **EXTRA ACTIVITY**

Copy these speech bubbles on the board:



Ask students to identify the object pronouns in each sentence (1 us, 2 me, 3 you, 4 him, 5 them, 6 it). Then ask: Who is saying each sentence? Why? What's happening? What do you think? Students discuss their ideas in pairs. Take feedback as a class. (Possible answers: 1 some people are lost in a new place, 2 a young child is riding a bike for the first time, 3 you are speaking, 4 you see a friend on TV, 5 two people are running away with your money, 6 your friend's phone is on) Do students have similar or very different ideas?

**b** Students look at the table and complete the conversation with the words and phrases below it. Students compare answers in pairs. Check answers as a class by asking two students to perform the conversation. Remind students that *can* is stressed in questions, negatives and short answers, but not in positive sentences. In pairs, students practise reading the conversation.

#### Answers

1 Can 3 can 5 Can she 7 can 9 Can you 2 he can't 4 can 6 she can 8 can't 10 I can

Can you ...? about the activities in 1b. Monitor and check that students are using and pronouncing can correctly.

#### **♥ FAST FINISHERS**

Ask fast finishers to ask their partner questions with *Can...?* about friends and family members. They can look at Vocabulary Focus 11B on SB p. 155 for ideas, e.g., *Can your brother drive a car? Can your friends dance?* 

# 2 VOCABULARY

a Write these questions on the board: 1 Which countries does the writer mention? 2 Where does he live now? 3 Which family members does he write about? Give students one minute to read the text and find out. Tell them not to worry about the gaps at the moment. Check answers as a class (1 England, New Zealand, Australia, 2 New Zealand, 3 his parents, his wife and his son). Give students two minutes to read the text again and add the verb phrases in the correct form. Students compare answers in pairs. Check answers as a class.

#### Answers

1 was born 3 finished school 5 got married 7 had a baby boy 2 grew up 4 went to university 6 died

**b** Individually, students complete the verb phrases in the table with words in the box. Check answers as a class.

#### **Answers**

1 basketball 3 walls 5 to work 2 songs 4 a motorbike 6 dinner

write *I* ... every day, *I* sometimes ... and *I* never ... on the board and give a few examples of your own using the verb phrases in 2b, e.g., *I* sometimes play cards. *I* never play basketball. In pairs, students talk about how often they do the activities in 2b. Invite students to share their answers with the class, asking students to report back anything surprising they learned about their partner.

# 3 SOUND AND SPELLING

a ①11.23 Students tick the words with an /3:/ sound. Check answers as a class. In pairs, students practise saying the words with an /3:/ sound. Monitor and correct their pronunciation as necessary.

#### Answers

thirteen university weren't thirty worked

b 11.24 Students decide whether the marked sounds are the same or different in each pair of words. Play the recording for them to listen and check their answers. Check answers as a class. In pairs, students practise saying the words, making sure they pronounce the marked sounds the same in every pair. Monitor and correct as necessary.

#### Answers

1 S 2 S 3 S 4 S 5 S 6 S

# **LOA REVIEW YOUR PROGRESS**

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

# UNIT 12 PLANS

# UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about future plans
- exchange and convey information about future plans
- understand conversations in which people make and accept invitations and do so themselves
- **■** write an invitation

# **UNIT CONTENTS**

### **GRAMMAR**

- be going to: positive and negative
- be going to: questions

### **V** VOCABULARY

- Months: January, February, March, April, May, June, July, August, September, October, November, December
- Future time expressions: at the weekend, in (March) / (the winter) / (two weeks), next (March) / (Monday) / month / week / (summer), on (Friday), this afternoon / evening / (March) / month / (summer) / (Wednesday) / week / weekend, tomorrow
- Ordinal numbers: 1st-31st
- Common verbs and collocations: clean a room / your flat, do sport, do the cleaning, do the washing, do yoga, do your homework, exercise at the gym, go to a museum, go to the beach, invite someone for a meal, invite someone to a party, make a cake, use a computer, use the Internet, visit a friend, visit Paris
- Language Plus: the date

#### P PRONUNCIATION

- Sentence stress
- going to
- Sound and spelling: /v/ and /w/
- Sound and spelling: oo

#### **C** COMMUNICATION SKILLS

- Talking about future plans
- Asking and answering about future plans
- Making and accepting invitations
- Writing an invitation
- Writing Plus: Paragraphs

# **GETTING STARTED**

# **♥ OPTIONAL LEAD-IN**

Ask students to imagine they're going on holiday to one of the countries on SB p. 9 (the UK, China, the USA, Spain, Japan, Brazil or Mexico). Give them a few minutes to write a list of four items to take with them. Tell them to move around the classroom trying to find someone who chose the same country as them and compare lists. Take feedback as a class.

Do students think it's funny? Why? Put students into pairs to look at the picture and discuss questions 1–3. Monitor and notice whether students attempt to use *going to* in questions 1 and 3 but don't correct any errors at this stage. Take feedback as a class and write students' suggested answers on the board. If you wish, give students information from the Culture Notes.

#### **CULTURE NOTES**

Some may say that packing is a personal thing, that each person knows what is best for their holiday, but specialists say there is a science to the process. Here are two important tips:

The first trick is to apply the '5, 4, 3, 2, 1' rule. For a week-long trip, it consists of: five pairs of socks and underwear, four tops, three bottoms, two pairs of shoes and one hat.

The second tip involves how you fold your clothes. According to the organising expert Marie Kondo, you have to create flat rectangles with your clothes and stack them on top of each other.

b Check that students understand pack, using mime if necessary. Teach or elicit too much by drawing a simple suitcase on the board and saying: I'm going on holiday for two days. I want to take ten books, a laptop, a tablet, six pairs of shoes, five pairs of jeans. Is it too much or not enough? (too much). Then, say: I'm going on holiday for two weeks. I want to take one T-shirt, one pair of jeans and that's all. Is it too much or not enough? (not enough).

Put students into pairs or small groups to answer the questions. Take feedback as a class, encouraging students to tell the class what their partners said.

Exercises a and b can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

# 12A

# I'M GOING TO **HAVE A LONG HOT BATH**

# 

Write these statements about holidays on the board:

- I go on holiday every year.
- I always go on holiday with other people.
- I never go to other countries on holiday.
- I sometimes go on holiday alone.
- I like TV programmes about travelling.
- I went on a good holiday last year.
- I would like to travel somewhere new this year.

Give students one minute to think about whether these statements are true or false for them. Put students into pairs or small groups to compare their ideas for two minutes, giving more details where possible. Take feedback as a class.

# READING

- **a** Give students time to think about things that are important to them. Put them into pairs to talk for one minute. Take feedback as a class.
- **b** Point to the picture and ask: What are they doing? (They're hiking in the mountains.) Tell students to look at the question. Check that students understand fun (something that you enjoy), dangerous (it can hurt or kill you) and its opposite, safe. Give one minute for students to read Danger Zone quickly for general meaning and to answer the question. Check the answer as a class. Point out that danger is the noun and dangerous is the adjective (so it's a quality given to a situation or a person).

a dangerous competition

**c** Give students two minutes to read the text again in more detail and answer the questions. Students compare answers in pairs. Check answers as a class. Teach the phrase reality TV for programmes like this. If you wish, give students information from the Culture Notes. Ask students to name some reality TV programmes. Ask: Do you sometimes watch TV programmes like this? Why / Why not?

#### Answers

- 1 They go and live in the mountains.
- 2 No, they don't. Every day they do something difficult and sometimes dangerous. It's usually cold and wet, and they don't have a lot of food
- 3 A prize of €25,000

At the end of this lesson, students will be able to:

- understand a text about a TV reality show
- use be going to in positive statements correctly
- use a lexical set of months and future time clauses
- use ordinals correctly to say the date
- understand three people talking about holiday plans
- use be going to in negative statements correctly
- talk about holiday plans

# **CULTURE NOTES**

Reality TV is a genre in which ordinary people (non-celebrities) are filmed for TV in unscripted situations.

The genre began in the 1940s with shows like Candid Camera, in which unsuspecting members of the public were secretly filmed by hidden cameras while practical jokes were played on them. Later, in the 1970s, programme makers started producing observational documentaries like *The Family*, which recorded the day-to-day activities and conversations of ordinary people.

It was from the year 2000 onward that reality TV became really popular, with the debut of programmes like Big Brother, in which ordinary people in unfamiliar environments face increasingly difficult challenges. Contestants are voted for by the public until one winner is left. In talent shows like The Voice and American Idol, professional judges are involved, as well as the TV audience.

Some people criticise reality TV for not being as 'real' as it claims to be. Situations are often deliberately created by the programme makers to generate conflict, and editing can change the appearance of what really happened in order to add drama to a show. In other cases, programme makers may even actually stage fake scenes which are then presented to the viewer as

**d** Students read the people's ideas for after the programme and choose the best one. In pairs, students compare their opinions. Take feedback as a class. Which idea do most people in the class like best?

# 2 GRAMMAR be going to: positive

a D 12.01 Books closed. Write on the board: I'm have a big cup of coffee. and ask: What's the missing word? Can you remember Shelley's sentence? Try to elicit the missing word (going). If you can't, ask students to look again at SB p. 96. Books open. Students complete Mick's sentences with the words in the box. Play the recording for students to listen and check their answers. Check answers as a class.

### Answers

1 going 2 to 3 are

**b** Discuss the question as a class. Make sure all students understand the future (after now) by comparing with now and the past (before now).

#### Answer

the future

# CAREFUL!

When using be going to, students at this level often leave out be, e.g., We going to start at 3:30. (Correct form = We're going to start at 3:30.). They may also use go instead of going, e.g., 12m go to have a sandwich. (Correct form = I'm going to have a sandwich.). They may omit going completely, e.g., I'm to do my homework. (Correct form = I'm going to do my homework.). Another common error is using the verb form to + -ing instead of the infinitive form, e.g., *I'm going to working on a farm.* (Correct form = I'm going to work on a farm.). Some students may use will where be going to would be correct, e.g., I will have a hot bath. (Correct form = I'm going to have a hot bath.).

c 12.01 **Pronunciation** Play the recording again for students to listen to the sentence stress and pronunciation of going to and answer the questions. Check answers as a class. In pairs, students practise saying the sentences. Monitor and check that students are pronouncing the sentences correctly.

1 the main verb 2 No, we can't.

**d** 20 Students read the information in Grammar Focus 12A Part 1 on SB p. 134. Play the recording where indicated and ask students to listen and repeat. Students complete Exercise a in Part 1 on SB p. 135. Check answers as a class. Tell students to go back to SB p. 96.

#### Answers (Grammar Focus 12A Part 1 SB p. 135)

going to eat

3 going to watch

5 going to go

2 going to clean 4 going to wear

# **FAST FINISHERS**

Ask fast finishers to think of different sentences with be going to for 1-5 in Exercise a, e.g., I'm hungry. I'm going to make lunch. It's very hot. I'm going to open the window.

- **e** Give students one or two minutes to write three sentences with be going to about their plans for after class. Write some verbs on the board if you think students need support (e.g., meet, eat, have, watch, play, call, talk to, drive, take). Monitor and help or correct as necessary.
- f Put students into small groups to compare their sentences. If space allows it, get the students moving around the classroom and talking to other students. Take feedback as a class, asking students to report who has the same plans as them.

#### EXTRA ACTIVITY

Remind students of the everyday objects and activities they talked about in 1a. Say: Imagine you are on the TV programme Danger Zone. What are you going to eat or do after the programme ends? Choose three things. Put students into pairs to talk about their plans with be going to, e.g., I'm going to eat a lot of chocolate. Take feedback and ask students to report their partner's plans to the class, e.g., Anita's going to watch TV in bed.

# 3 VOCABULARY

# Months and future time expressions; **Ordinal numbers**

a Remind students that 9 am means nine o'clock in the morning, and 9 pm means nine o'clock in the evening. Point to Monday am on the timeline and say: It's Monday morning. Individually, students put the future time expressions 1–6 in the correct place on the timeline. They write the numbers under the relevant square or squares on the timeline. Check answers as a class.

# am. p.m. am. p.m.

#### Language Plus The date

Give students time to read the information. Point out the use of on with dates, e.g., on 30 April. Drill the dates in the book (the fifth of August, the twentieth of March). Make sure students pronounce the and of as weak forms /ðə/ and /əv/ by clapping your hands on the numbers and months to show that they're stressed words. (Note that we pronounce the as /ðə/ before every ordinal number except eighth, eleventh, eighteenth, eightieth, etc., when the is pronounced /ði:/ because of the vowel sound in the ordinal numbers.)

Write today's date on the board in numbers and ask students to say it. Elicit or teach the ordinal numbers first, second, third, fourth and fifth.

Write on the board: 1–5 March. Use the thumb and fingers of one hand to count and drill the first of March, the second of March, the third of March, the fourth of March, the fifth of March.

**b** 12.03–12.05 Students complete the exercises in Vocabulary Focus 12A on SB p. 156. Play the recording for Exercise a (Months and future time expressions) for students to listen and repeat the months. In Exercise b, students talk about the seasons in their country. Take feedback as a class. Play the recording in Exercise c for students to listen and repeat the time expressions. Students do Exercise d individually. Check answers as a class. Give students one minute to think and write their answers in Exercise e. Put students into pairs to compare their sentences. Take feedback as a class.

Play the recording for Exercise a (Ordinal numbers) for students to listen and repeat the ordinal numbers. Point out that we always pronounce the th at the end of ordinal numbers as  $/\theta$ /. Put students into pairs for Exercise b. Monitor and check that students are pronouncing th correctly. Tell students to go back to SB p. 97.

Answers (Vocabulary Focus 12A SB p. 156)

1 Thursday

d

- 2 Thursday, June, winter, year
- 3 three months, June, winter, the winter
- 4 Thursday, June, winter, year
- In pairs, students ask and answer the questions. Monitor and check that students are using on and pronouncing the dates correctly. Take feedback as a class.

#### **<b>♥** EXTRA ACTIVITY

Write these dates on the board as figures in day/month format: 19/10, 02/01, 31/05. Elicit the spoken form (the nineteenth of October, the second of January, the thirty-first of May). Give students one minute to write five dates that are important to them in the same day/month format. Put students into pairs to talk about why each date is important to them. Monitor and check that students are saying the and of correctly when saying dates, and that they're pronouncing the ordinal numbers and months correctly.

# 4 LISTENING

**a** D12.06 Point to the three pictures and ask: What things and places can you see? (e.g., a boat on the sea, people picking fruit on a farm, a kitchen). Play the recording for students to listen for general meaning and answer the question. Check the answer as a class.

#### Answer

P picture c Y picture a N picture b

#### Audioscript

PAOLA This summer, I'm not going to have a normal holiday. I'm going to do something different. I read about a cooking school in the mountains. I'm going to learn how to cook really well. It's a two-week course. I think it's going to be fun!

vaz Every summer my family normally gets a house near the beach and we spend the holiday there. But we aren't going to do that this year. For a change, we're going to go on a trip to Norway. There's a boat that goes along the coast of Norway. They say it's a very beautiful trip.

NIKITA Most summers I go to another country – last year I went to Munich in Germany.
This summer, I'm not going to travel abroad. I'm going to stay in this country. I'm going to live on a farm and I'm going to work there. They're not going to pay me, but it's not important to me. I want to do something different and be outside all day.

**b** 12.06 Give students time to read the three sentences and make sure they understand the meaning of *trip* (a journey to another place and back). Play the recording again for students to listen in more detail and decide if the statements are true or false. Students compare answers in pairs. Ask them to correct the false statement. Check answers as a class.

#### Answers

1 F (This is Paola's first cooking course.) 2 T 3 T

**c** Put students into pairs to discuss the questions. Take feedback as a class.

# 5 GRAMMAR be going to: negative

**2** 12.07 Ask students to complete the two sentences. Play the recording for students to check their answers. Ask: *Do we stress the word 'not' and 'aren't' in these sentences?* Play the recording again for students to listen and check (Yes, we do.). Play the recording again for students to listen and repeat.

#### Answers

- 1~ I'm not going to have a normal holiday.
- 2 We <u>aren't</u> going to do that this year.
- **b** 12.08 Students read the information in Grammar Focus 12A Part 2 on SB p. 134. Play the recording where indicated and ask students to listen and repeat. Students

complete Exercises a and b in Part 2 on SB p. 135. Check answers as a class. Put students into pairs to practise the conversation in b. Tell students to go back to SB p. 97.

#### Answers (Grammar Focus 12A Part 2 SB p. 135)

a

- 1 He's going to do his homework at the weekend.
- 2 We aren't going to visit my parents next week.
- 3 I'm going to have a party on Friday night.
- 4 They aren't going to play football on Saturday.
- 5 She isn't going to cook dinner this evening.
- 6 We're going to meet some friends tomorrow evening.

b

- $1 \ \ \text{'m going to stay} \qquad \qquad 4 \ \ \text{'m going to read} \qquad \qquad 7 \ \ \text{'m going to go}$
- 2 'm going to cook 5 'm not going to cook 8 'm going to have
- 3 'm not going to watch 6 'm going to get
- c 12.09 Individually, students complete the conversations. Play the recording for students to listen and check their answers. Check answers as a class.

#### Answers and audioscript

1

- A After class, I'm not going to do my homework.
- B Why not?
- A I'm tired. I'm going to do it tomorrow.
- 2
- **C** After class, I'm not going to go home.
- D Why not?
- C I'm going to meet friends in a café.

# 6 SPEAKING

a Tell students that they can now practise using all the language from the lesson. Give them one minute to write two things they're going to do on their next holiday, using the ideas in the book. Monitor and help as necessary.

#### **LOA TIP MONITORING**

Speaking activities work best when students are motivated. This can be achieved by ensuring all students feel confident that they have prepared plenty of things to say. Monitoring at the preparation stage can be a useful way to find out which students need a little extra support when preparing ideas. Go round the class looking out for anyone who isn't making many (or any) notes. Stop and take time to give them some ideas or suggest places in the book where they might find their own. The Vocabulary Focus section at the end of the Student's Book is often a good source of ideas, especially as by this stage in the course, students have completed almost all the exercises there.

For Exercise 6a and the extra activity at the end of the lesson, direct students who need extra support to Countries and Nationalities (1A and 1B) on SB p. 136, Places in a town (5A) on SB p. 144, Hotels (5B) on SB p. 138, Daily routine (6B) on SB p. 146, Clothes and colours (7B) on SB p. 148, Free time activities (8B) on SB p. 150, Transport (9A) on SB p. 151 and Abilities (11B) on SB p. 155.

- **b** Give students another minute to write two things from their everyday life they aren't going to do on their next holiday. You may wish to remind them about Julian's trip on SB p. 73 (He didn't stay in a hotel, he didn't go to big cities, he didn't drive, etc.). Monitor and help as necessary.
- **c** Put students into small groups to tell other students about their holiday plans. Do they all have the same ideas? Take feedback as a class.

# **♥ EXTRA ACTIVITY**

Divide the class into three or four groups and give them 5–10 minutes to plan a holiday together in either a very hot or a very cold country. Write these questions on the board for the groups to think about:

- Where are you going to stay?
- What are you going to take on holiday? What aren't you going to take?
- What kinds of transport are you going to use? What <u>aren't</u> you going to use?
- What are you going to do there? What <u>aren't</u> you going to do?

Monitor as the groups prepare their ideas. Stop and get involved with each group for a short time. Show enthusiasm for their ideas and suggest other ideas to get them thinking. The more motivated students are at this stage, the more successful the speaking stage itself will be (see Monitoring). After 5-10 minutes, ask one person in each group to tell the rest of the class about their group's holiday plan. They should try to persuade the other groups that theirs is a good plan. The other groups listen carefully and ask one or two questions about the plan. Encourage all group members to answer the questions, not just the presenter. Notice whether students are attempting to use questions with going to, but don't correct errors at this stage. At the end of all the presentations, take a class vote to find out which holiday is the most popular (students can't vote for their own holiday).

# (+) ADDITIONAL MATERIAL

Workbook 12A

Photocopiable activities: Grammar 12A, Vocabulary 12A, Pronunciation 12A

Documentary Video Unit 12 Plans

Video Worksheet Unit 12 Plans

# WHAT ARE YOU 12B GOING TO DO THIS WEEKEND?

At the end of this lesson, students will be able to:

- understand a text about using your weekends well
- use a lexical set of common verbs and collocations correctly
- understand a conversation between friends about plans for the weekend
- use *be going to* in questions correctly
- ask and talk about plans for the future

#### **♥ OPTIONAL LEAD-IN**

Books closed. Write TIME on the board with these words around it: afternoon, minute, season, day, hour, week, year, month, weekend.

Ask students to put the words in order from a short period of time to a long period of time. You may wish to draw a horizontal line on the board and put minute at the left end and year at the right end. Check answers as a class (from short to long: minute, hour, afternoon, day, weekend, week, month, season, year).

#### Ask the following questions:

- How many minutes are there in an hour? (60)
- How many hours are there in a day? (24)
- How many days are there in a week? (7)
- How many months are there in a year? (12)
- How many weekends are there in a year? (52)
- How many hours are there in your weekend?

# READING

- **a** Put students into small groups to read the sentences and tell each other which are true for them. Take feedback as a class.
- **b** Give students one minute to read Only 4,000 Weekends in Your Life! for general meaning and choose the sentence in 1a which matches the writer's main idea. Students compare answers in pairs. Check the answer as a class.

3 It's important to use the time well at the weekend.

C Put students into pairs to talk about which things in the picture Laura says are good to do at the weekend and which aren't good to do. Tell students to look at the text again if necessary. Check answers as a class.

#### Answers

Good things: a play some music, c plan three to five activities to do and write them down, e go for a run

Not good things: b sit on the sofa and watch TV, d clean your house or flat

**d** Give students one minute to read Wendy's, David's and Rachel's plans for the weekend and match them with the first three ideas in the text. Check answers as a class.

#### Answers

1 Rachel 2 David 3 Wendy

e Put students into pairs to discuss what they think about Laura's ideas. Tell them that the information comes from a real book about managing your free time called What the Most Successful People Do on the Weekend. (You may wish to point out that on the weekend is more common in American English; in British English it's more common to say at the weekend.) Ask: Would you like to read the book? Why / Why not? If you wish, give students information from the Culture Notes.

#### **EXTRA ACTIVITY**

Remind students about this idea from Laura's book: Write a list of 100 'big' things you'd like to do in your life. Tell students that some people call this a bucket list (see Culture Notes).

Give students two minutes to write a short bucket list of five 'big' things they'd like to do in their life. Put them into groups to compare their lists. If you have space, get the students up and walking around the classroom to do this. If students hear good ideas, they can add them to their lists.

Take feedback as a class, asking students if there is one thing on their list they can do this weekend.

# **CULTURE NOTES**

Time management and 'bucket lists'

In her self-help book about time management, What the Most Successful People Do on the Weekend (2012), Laura Vanderkam suggests ways to help you make the most of your free time by focusing on what really matters to you and setting time aside to do it.

One way of identifying personal priorities is to write a 'bucket list' (a list of things to do before you die). This word comes from the informal expression kick the bucket (to die). Typical items on a bucket list include travelling to interesting places, travelling by unusual forms of transport, learning new skills and doing extreme sports.

# **2** VOCABULARY

### Common verbs and collocations

a 12.10 Students match the verbs in the box with the words and phrases to make common verb phrases and collocations. Play the recording for students to check their answers. Check answers as a class.

#### Answers

1 do 3 visit 5 paint 7 use 2 invite 4 make 6 clean 8 go

**b** Give students one minute to read the text and lists on SB p. 98 again and find examples of each verb in 1a. Check answers as a class.

#### Possible answers

1 do yoga 2 invite some friends for dinner 6 clean your house or flat 3 visit Paris

5 paint my room 7 use your computer

4 make a cheesecake

8 go for a (long) run

- Give students time to think about what they always/ often/sometimes/never do at the weekend. Put them into pairs to compare and discuss their ideas. Take feedback as a class, asking students to tell the class what they and their partner both do, or do differently at the weekend.
- d **12.11** Students go to Vocabulary Focus 12B on SB p. 157. Play the recording for Exercise a for students to listen and repeat the verbs and their past forms. Students complete Exercise b. Check answers as a class. Give students one minute to do Exercise c. Tell them to use the past simple with a past time expression (e.g., I visited a friend yesterday), the present simple with always/ sometimes/never (e.g., I always use a computer) or be going to + a future time expression (I'm going to go to the beach tomorrow). Monitor and help as necessary. Students tell a partner their sentences. Are any of their sentences the same? Take feedback as a class. Tell students to go back to SB p. 99.

#### Answers (Vocabulary Focus 12B SB p. 157)

b

- 1 does
- 2 invite
- 3 paint 4 visited
- 5 make
- 6 does
- 7 use
- e Sound and spelling /v/ and /w/
  - 12.12 For Exercise 1, play the recording for students to listen to the pronunciation of the two sounds and words. Ask: Are your teeth on your lips for the /v/ sound or the /w/ sound? (/v/). Play the recording again for students to listen and repeat.
  - 12.13 For Exercise 2, play the recording for students to listen to the words and practise saying them.

### 3 LISTENING AND GRAMMAR

be going to: questions

a Point to the picture of Lee and Marcus (the two men) in the picture. Say: Lee and Marcus are talking to their friend Marina about their plans for the weekend. Ask: Do they know exactly what they are going to do? Point to No plan and elicit No. Ask the question again and point to Clear plan to elicit Yes. Play the recording for students to listen and write Lee's and Marcus's names on the line. Students compare answers in pairs.



#### Audioscript

#### CONVERSATION 1

MARINA What are you going to do this weekend, Lee?

- LEE Oh, I don't know. Nothing much.
- M Are you going to go out?
- L I'm going to see a film.
- M What film are you going to see?
- L I don't know yet. I don't know what's playing.
- **M** What about Sunday?
- L Well, I'm going to go out somewhere ... maybe. I'll see what the weather's like.

#### CONVERSATION 2

MARINA So what are you going to do this weekend, Marcus? MARCUS Well, on Saturday I'm going to get up early and I'm going to go for a run. Then I'm

going to go shopping.

MARINA What are you going to buy?

**MARCUS** Well, I want to buy a new jacket and some shoes. And in the evening, I'm going to meet some friends for dinner.

MARINA Where are you going to go?

MARCUS There's a new restaurant
called Sandy's. We're going to
go there. And on Sunday, I'm
going to play tennis.

**b** 12.14 Play the recording again for students to listen and tick the things they know from listening to the conversations. Students compare answers in pairs. Check answers as a class.

#### Answers

- 3 Marcus's shopping plans
- 4 the name of the restaurant Marcus is going to go to
- 5 Marcus's plans for Sunday
- c 12.15 Individually, students choose the correct questions. Play the recording for students to check their answers. Check answers as a class. Play the recording again for students to listen and repeat. Monitor and check that students are pronouncing the questions correctly.

#### Answers

1 a 2 b

**d Description** 12.16-12.17 Students read the information in Grammar Focus 12B on SB p. 134. Play the recording where indicated and ask students to listen and repeat. Students complete Exercises a and b on SB p. 135. Check answers as a class. Tell students to go back to SB p. 99.

#### Answers (Grammar Focus 12B SB p. 135)

а

- 2 What are you going to do this evening?
- 3 Are they going to go to Italy next summer?
- 4 When are you going to have lunch?
- 5 How is she going to get to the airport?
- 6 When are we going to clean the flat?

b

- 1 Are you going to stay
- 2 is she going to buy
- 3 Are you going to go
- 4 are they going to invite
- 5 Is he going to watch

#### FAST FINISHERS

Put students into pairs to practise saying the five miniconversations in Exercise b. Tell them to repeat the conversations, using their own ideas to change the answers, e.g., *A: Are you going to stay home tonight? B: Yes, we are. We're going to watch a film.* Ask some pairs of students to read one or two of their new conversations to the class.

e 12.18 Individually, students put the words in the correct order to make questions. Play the recording for students to listen and check their answers. Check answers as a class.

#### Answers

- 1 What are you going to do this weekend?
- 2 Are you going to go out?
- 3 What film are you going to see?
- 4 What are you going to buy?
- 5 Where are you going to go?
- **f** Divide the class into pairs and assign A and B roles. Student A is Lee. Student B is Marcus. Ask: Who doesn't have clear plans for the weekend? (Lee). Elicit or teach some of the expressions Lee uses to show this. (Oh, I don't know. Nothing much. I don't know yet. I'm going to go out somewhere ... maybe.) Write these expressions on the board and drill them. Then drill some of Marcus's 'clear' statements, e.g., I'm going to go shopping. I'm going to play tennis. Put students into pairs to have the conversations. Student B asks Lee questions 1, 2 and 3 in 3e, Student A asks Marcus questions 1, 4 and 5 in 3e. Monitor and check that students are saying the questions correctly and that they are expressing Lee's uncertainty and Marcus's certainty in their answers. When they've finished, correct any errors as a class and drill the 'clear' and 'not clear' statements again. Then ask students to repeat the conversations, taking the opposite roles this time.

# 4 SPEAKING

**a** Tell students that they can now practise using all the language from the lesson. Give them two minutes to write questions to ask their partner using the ideas in the book and *be going to*. Monitor and check that they're forming the questions correctly.

#### Possible answers

What are you going to do this evening? What are you going to do on your next birthday? What are you going to do at the weekend?

#### **♥ FAST FINISHERS**

Ask fast finishers to write more *be going to* questions to ask their partner (e.g., about holidays, next week, next year). Encourage them to use other question words too, e.g., <u>How</u> are you going to get home after class?, <u>When</u> are you going to do your homework?

- **b** ... In pairs, students ask and answer their questions in 4a. Remind them to use expressions like *Nothing much*, *I don't know* and *Maybe* if they don't have clear plans. Students listen to their partner and mark their plans on the line in 3a. Monitor and note down any errors with the target language to deal with at the feedback stage.
- Ask students to compare their lines with other students'. Who has clear plans for the future? Who doesn't? Take feedback as a class, asking students to give some examples of their partner's plans.

# LOA TIP REVIEW AND REFLECT

Write these things on the board:

- 1 look again at all the grammar in Units 1–12
- 2 look again at all the vocabulary in Units 1–12
- 3 study English at the A2 level
- 4 visit an English-speaking country
- 5 take exams in English in the future
- 6 use English for study in the future
- 7 use English for work in the future
- 8 use English for fun in the future

Then write this key:

 $\sqrt{=yes}$ 

? = maybe

Give students time to look at each point on the board and mark them according to the key.

Put students into pairs to ask and answer questions with be going to about the ideas on the board, e.g., Are you going to study English at the A2 level? Maybe.

Take feedback as a class. Nominate a few pairs to tell the class the things they both are going to do and the things they both aren't going to do.

#### (+) ADDITIONAL MATERIAL

Workbook 12B

Photocopiable activities: Grammar 12B, Vocabulary 12B

# **EVERYDAY** 12C ENGLISH Would you like to

At the end of this lesson, students will be able to:

- understand conversations in which people make and accept invitations
- use appropriate phrases for making and accepting invitations
- recognise the way in which the letters oo can sound
- invite other people to do something
- · use paragraphs correctly
- write an invitation

# **™** OPTIONAL LEAD-IN

Books closed. Write on the board:

INVITATION

dinner party

8 pm @ my house

Say to students: You're going to have a dinner party at your house. You can invite five people, famous or not famous, from the past or from now. Who are you going to invite? Why?

Give students one minute to make a list of dinner guests. Put students into small groups to compare and talk about their guest lists. Take feedback as a class. Ask: Which of these dinner parties would you like to go to? Why?

# 11 LISTENING

- a Give students time to think about their answers and encourage them to think of anything else they do when they have a dinner party. Check they understand fixed (not changing).
- Put students into pairs to talk about their ideas in 1a. Take feedback as a class.
- c Point to the pictures and ask: What's Sophia doing? Why do you think James is calling her? Elicit students' ideas and write them on the board. Don't confirm the answer at this point.

**d** Play Part 1 of the video or audio recording for students to listen for the general meaning and check if their guess in 1c was correct. Check the answer as a class. Ask: When James invites Sophia to his flat for dinner, does Sophia say yes or no? (She says no, because she invites James to her flat for dinner.).

#### Answer

James wants to invite Sophia to his flat for dinner.

#### Video/Audioscript (Part 1)

**SOPHIA** Hi, James!

JAMES Hello, Sophia!

- **s** How are you?
- J I'm fine. How about you?
- **s** Yes, really good. I bought some **J** Oh, well, yes. I'd love to come. more things for my flat today and I'm just putting them away. **s** Are you free on Friday?
- to ask you ... Would you like to come for dinner? You know, at
- **s** Well, that's really kind of you, James. I'd love to, but ...
- J Oh, good.
- s No, I'd love to, but I just think ... J Bye you've helped me so much. You know, you met us at the station, the clock ...

- J Oh, that was nothing.
- s No, but I'd like to say thank you. So, would you like to come for dinner at my flat?
- Thank you.
- J Oh, great. Oh, so, mm, I wanted J Oh, no. Sorry, I'm busy then, a work thing, but Saturday's OK.
  - s Great! Come on Saturday.
  - J OK.
  - **s** See you then.
  - J See you then.
  - **s** Bye.
- Play Part 1 of the video or audio recording again for students to listen and underline the correct words. Check answers as a class.

#### Answers

1 new 2 thank James 3 is

# 2 USEFUL LANGUAGE

# Making and accepting invitations

a D12.20 Individually, students categorise the six expressions. Play the recording for students to listen and check their answers. Check answers as a class. Drill the expressions. Elicit some possible ways to finish I'd love to, but ... (e.g., I'm busy then. I'm going to go shopping with Anna then).

#### Answers

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

**b** 12.21 Individually, students complete the conversation with the words in the box. Play the recording for students to listen and check their answers. Check answers as a class by asking one pair of students to read out the conversation.

1 like 2 love 3 Thank 4 free 5 sorry 6 busy 7 OK

c In pairs, students practise the conversation in 2b. Ask them to repeat it a few times, changing the place and the days.

### LOATIP ELICITING

Books closed. Combine the ideas from Sophia and James's conversation and the Useful language to build a simple elicited dialogue on the board. This is the conversation you're going to elicit:

James: Would you like to come for dinner at my flat? Sophia: I'd love to, but ...

- J: Oh, good.
- S: But I want to thank you. So, would you like to come for dinner at my flat?
- J: Oh, well, yes. I'd love to come. Thank you.
- S: Are you free on Friday?
- J: Oh, no. Sorry, I'm busy then. Saturday's OK.
- S: Great!

Use the questions below to elicit the conversation. If students get stuck, give the first words or letters as prompts. If absolutely necessary, supply whole words, phrases or sentences yourself. Keep the class engaged in the eliciting process, encouraging them to self-correct and/ or to correct each other.

What was James's invitation to Sophia?

What did Sophia say?

James thought Sophia said 'yes'. He was happy. What did he

How did Sophia change the conversation?

What was her invitation to James?

What did James say?

What day did Sophia suggest?

How did she suggest it?

Did James accept or say no? What did he say?

What day did he suggest?

How did Sophia finish the conversation?

When the whole dialogue is on the board, put students into pairs to practise saying it.

# 3 LISTENING

- a Put students into pairs to look at picture c on SB p. 101 and think about their answers to the questions. Elicit ideas, but don't confirm the correct answers at this point.
- **b** Play Part 2 of the video or audio recording for students to listen for the general meaning and check if their guesses in 3a were correct. Check answers as a class.

- 1 He's going to Sophia's flat for dinner.
- 2 He bought the flowers for Sophia.

#### Video/Audioscript (Part 2)

**SOPHIA** Hi. Is that you, James? JAMES Yes, it is.

- s OK. Come on in!
- J These are for you.
- **s** Oh ... thank you. They're beautiful.
- J Oh, Megan you're here too. Hi.
- **MEGAN** Hi, James. You look smart! **M** Oh, that's wonderful news.
- J Er, yes. Thank you.
- **s** Good now you're both here.
- J Yes, we're both here.
- **s** Well, I just ... I wanted to say thank you - to both of you. It and you really helped me a lot. And ... well ... I'm really feeling **M** Lovely! at home here now.

- M Great
- **s** I wasn't sure about staying in London.
- J Oh?
- s No. But now I feel like I have new friends - here, so ... So last week I decided. I'm going to stay.
- J Yeah, great!
- M Oh. that's so nice.
- s Yes, yes it is. Now let's have dinner.
- J Great.
- was my first month in a new city s OK, sit down, both of you and I'll bring the food.

  - J Thank you, Sophia.
- c Play Part 2 of the video or audio recording again for students to listen in more detail and tick the correct answer. Check the answer as a class.

- 3 She's going to stay in London.
- **d** Students make sentences about the story using words and phrases in the box. Students compare answers in pairs. Check answers as a class.

#### Answers

1 b 2 a 3 d 4 c

#### **EXTRA ACTIVITY**

As this is the last episode of Sophia's story, ask these questions as a class to see how much students can remember and what they think might happen next:

- 1 Where did Sophia and Megan meet? (at work)
- 2 Did Sophia meet James at work? (no, he's Megan's cousin)
- 3 Who was the first visitor to Sophia's new flat, Megan, James or both? (Megan)
- 4 What did Sophia and Megan do together at the weekend? (They went to Henley.)
- 5 What did James help Sophia with? (the clock)
- 6 Do you think Megan is going to invite Sophia for dinner at her flat in the future? (Students' own answers)
- 7 What about James? Is he going to invite Sophia for dinner? Why do you think so? / Why not? (Students' own answers)
- 8 Are Sophia and James going to be good friends? Why do you think so? / Why not? (Students' own answers)

# 4 PRONUNCIATION

# Sound and spelling: oo

a Play the recording for students to listen how oo is pronounced in the two marked words. Check answers as a class. Drill the two words. Point out that there is no rule about whether oo is pronounced /v/ or /uː/. Students need to listen and learn each word.

#### Answers

1 /ʊ/ 2 /uː/

**b** 12.24 Play the recording for students to listen and put the words in the correct place in the table. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class. Drill all the words.

#### Answers

Sound 1 /ʊ/	Sound 2 /uː/
cook, look, book, footbal	l cool, spoon, soon

c In pairs, students practise saying the words. Monitor and check they're pronouncing them correctly. Correct any errors you hear.

# 5 SPEAKING

Tell students that they can now practise using all the language from the lesson with a partner in a conversation. Divide the class into pairs and assign A and B roles. Student As look at the task and diary information on SB p. 110, and prepare what to say. Student Bs do the same on SB p. 115. Monitor as students talk and note down any errors with the language from this lesson to correct at the feedback stage. Tell students to go back to SB p. 101.

# 6 WRITING

**a** Give students one minute to read the invitations and replies to see if Jon and Emma say yes or no. Check answers as a class.

#### Answers

Jon says no because he isn't here. He's in Sheffield and he's staying there till Sunday.

Emma says no because she's working till 6:30.

**b** Students go to Writing Plus 12C on SB p. 163. Go through the information in Exercise a as a class. Tell students to look at Exercise b. Explain that the lines in 1 and 2 are missing paragraphs. Which paragraph is missing from each invitation, a or b? Students complete the exercise. Check answers as a class. Give students two minutes to individually rewrite the invitations in Exercise c. Monitor and check students' work. Tell students to go back to SB p. 101.

#### Answers (Writing Plus 12C SB p. 163)

b

1 a 2 b

c

- 1 Do you have any plans for the weekend? I'd like to see a film. We could meet at the cinema at 6:30. Is that OK for you?
- 2 It's my birthday next Friday. I'm going to be 25! Would you like to come here for dinner on Saturday? I'm going to invite a few friends.

#### FAST FINISHERS

Ask fast finishers to look at Sophia's email on SB p. 93, count the paragraphs and write the topic of each paragraph by the side of it in a few words. Check answers by looking at what they've written (It has four paragraphs: Paragraph 1: thanking Lisa; Paragraph 2: life in London; Paragraph 3: Sophia's flat; Paragraph 4: her friends and family.).

- **c** Give students 5–10 minutes to read the notes and write an invitation. Remind them to use paragraphs. Monitor and help as necessary.
- **d** Students swap their invitation with a partner and read their partner's invitation. They then write a reply, using expressions from the lesson, and give the reply to their partner. Take feedback as a class. Ask: What did you invite your partner to do? Did he/she say yes or no?

# ADDITIONAL MATERIAL

Workbook 12C

Unit Progress Test

Photocopiable activities: Pronunciation 12C

# UNIT 12 Review

# **1** GRAMMAR

**a** Write this statement on the board: *Emily's going to visit Mia.* Give students 30 seconds to read Emily's email to check if the statement is true or false. Check the answer as a class. (False. Mia's going to visit Emily.) Give students two or three minutes to read the email again and complete it with the correct form of *be going to* and the verbs in brackets. Check answers as a class.

#### Answers

- 1 'm going to study 5 'm not going to work 9 'm not going to do
- 2 'm going to work 6 're going to arrive 10 aren't going to go
- 3 'm going to cook 7 is going to have
- 4 is going to cook 8 isn't going to invite
- **b** Individually, students correct the error in each sentence. Check answers as a class.

#### Answers

- 1 'Are you going to watch TV this evening?' 'No, I'm not.'
- 2 <u>Is</u> your mum going to cook your dinner this evening?
- 3 'Are you going to clean your bedroom?' 'Yes, Lam.'
- 4 What are you going to wear tomorrow?
- 5 'Are your friends going to visit you today?' 'Yes, they are.'
- 6 What are you going to do next summer?
- c In pairs, students ask and answer the questions in 1b. Take feedback as a class.

# **2** VOCABULARY

**a** Say *January*, *February* ... and elicit the rest of the months of the year. Put students into pairs to practise saying the months together. Let them look at Vocabulary Focus 12A on SB p. 156 if they need help. Ask: 'in', 'on' or 'at' *January*? (in) Individually, students cross out the answers that are not possible. Check answers as a class.

#### Answers

- 1 tomorrow/ on tomorrow
  2 this/in/next/on Friday
  3 at/in the weekend
  4 on/this/in/next June
  5 next/at weekend
  6 on/in Sunday
  7 in/on three weeks
  8 this/at afternoon
- **b** Individually, students complete the ordinal numbers. Check answers as a class.

#### Answers

1 second 3 twenty-first 5 fifteenth 2 thirtieth 4 third 6 ninth

**c** Individually, students complete the questions with the words in the box. Check answers as a class.

#### Answers

1 go 2 make 3 do 4 clean 5 use 6 invite

#### **FAST FINISHERS**

Ask fast finishers to replace the nouns in the questions in 2c with different nouns, e.g., *Do you often clean your house? Are you going to make a cake* at the weekend? They can use their own ideas or ideas from Vocabulary Focus 12B on SB p. 157. Tell them to use these new questions in 2d.

**d** In pairs, students ask and answer the questions in 2c. Take feedback as a.

#### **♥ EXTRA ACTIVITY**

Write this task on the board:

Find someone who

- does a lot of sport / the washing / yoga.
- doesn't use the Internet / a computer every day.
- went to the beach / cleaned their room / visited a friend yesterday.
- can make a cake / bread / a pizza.
- is going to visit a friend / invite someone for a meal / do their homework after this class.

Tell students to choose ONE idea in each line and make a question about it to elicit the answers yes or no. For example, Do you do yoga? Did you use the Internet yesterday?

Put students into large groups or get them moving around the classroom to ask their five questions to different people. If someone answers 'yes', they make a note of that person's name and ask one or two questions to find out more information.

Take feedback as a class. Ask students to tell the class what they found out about other students.

# 3 SOUND AND SPELLING

a D12.25 Play the recording for students to listen and circle all the /v/ sounds and underline all the /w/ sounds in the phrases. Check answers as a class. Play the recording again for students to listen and practise saying the phrases. Put students into pairs to practise saying the phrases. Monitor and check that they are pronouncing /v/ and /w/ correctly.

#### Answers

- 1 (visit in the evening 2  $\underline{W}$ e never in vite  $\underline{W}$ endy.
- 3 I love weekends in winter. 4 win video games every week
- 5 watch T(\( \infty\) with (\( \infty\) cky and \( \infty\) illiam
- 6 on Wednesday, the twelfth of November
- **b** 12.26 Play the recording for students to listen and put the words in the right place in the table. Check answers by playing the recording again and pausing it after each word. Put students into pairs to practise saying the words. Monitor and check that they are pronouncing *oo* correctly.

#### Answers

/ʊ/	/uː/
good, book, football, look	boots, cool, school, soon

### LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

# Ideas for pre-teaching vocabulary

Before reading and listening tasks, it's often necessary to make sure students understand a few key words. This is called 'pre-teaching'. There are a number of ways to do this. Here are some ideas:

**Give a definition:** Use a short sentence to explain the meaning of a word. You could also use a learner dictionary to find on-level definitions, e.g., *dive – to swim underwater, usually with breathing equipment.* (from *Cambridge Essential English Dictionary*, Second Edition).

**Draw/Show** a picture or object: One of the easiest ways to teach students new words is to draw a picture on the board or show a picture on an interactive whiteboard or a computer or tablet. Using (or drawing) funny and/or interesting pictures is a good way to ensure students remember the new words, e.g., to teach the word *dive* you could find a picture of a diver with a big shark behind him.

**Act it out:** With lower-level students it can be useful to show the word by acting it out, rather than giving definitions which may use above-level vocabulary.

**Elicit it:** Elicitation allows you to check which words students may already know. Don't tell them the word you want to teach. Elicit it by asking questions or saying openended sentences, e.g., What is the activity when we swim under the ocean and look at fish? or When we swim under water and look at fish, we ...? (dive).

Gapped sentences: It's useful for students to see the word in a sentence to understand the context. Write a gapped sentence on the board (this can be one from the text), e.g., Cristina \_\_\_\_\_\_ in the Mediterranean Sea every summer. She loves to see the beautiful fish under the water. (dives). Allow students to guess what word goes in the gap, but don't confirm if they're right or wrong. After they read the text, they can guess again. Then confirm their answer.

**Discussion questions:** With more confident students you can write discussion questions containing the new words on the board. Then give students one or two example answers to these questions. Students try to guess the meaning. Give more example answers, if necessary. You may then wish to allow students to ask and answer these questions for themselves.

**Pre-teaching for listening:** You can use any of the above ideas, or others you may have, to teach new words before students listen. It may also be useful to model the pronunciation of the words so students are used to hearing how it sounds. This is particularly useful when a word has an unfamiliar spelling rule. If you don't want to model the word, it can be useful to write the word in IPA on the board (you can find this in all dictionaries).

# Extra activities - how to ...

#### Bingo

*Use:* to revise numbers, times, prices, years, etc. *Dynamic:* whole class

Procedure:

- Decide what kind of numbers you want to revise, e.g., *times*, and write 25 of these numbers on the board in numerals, e.g., 10:20, 11:30, 16:55, etc.
- Ask students to draw a bingo grid with four columns and two rows. Tell them to complete it with eight times from the board.

- Play the game as a class. Read out the numbers on the board in random order, making a note of the ones you read out.
- Students cross out the numbers on their grid as they hear them. The first student to cross out all their numbers calls out 'Bingo!' Check that the numbers they crossed out were ones you actually read out, then announce that they're the winner.
- Depending on the kind of numbers you have chosen to revise, you may wish to adjust the difficulty of the activity. For example, if you are working with numbers 1–100, include some pairs of numbers that you know often cause students problems, e.g., 14 and 40, or 16 and 17, etc. With times, you can have students write out the numbers, e.g., ten twenty, eleven thirty, or with *o'clock*, e.g., twenty past ten, half past eleven, five to five, etc.

#### **Spelling competition**

*Use:* to revise general vocabulary and reinforce the alphabet *Dynamic:* whole class

Procedure:

- Ask all the students to stand. Nominate a student and give them a simple word to spell aloud by asking: How do you spell '(word)'? Nominate students one by one and ask each one to spell a word, e.g., hello, book, open. Choose students at random to prevent students feeling stressed as they see 'their turn' approaching.
- When a student makes a mistake, they are eliminated and have to sit down. Move on to the next student with the same word until someone spells it correctly.
- Gradually increase the length and difficulty of the words, e.g., yellow, question, police officer, leaving words you know students often have problems spelling until later in the activity.
- Eliminated students listen to the words and try and write them down before the nominated student completes the word. They then check their own spelling by listening to the student. The winner of the game is the last student standing.

#### **Grammar auction**

*Use:* to revise a specific grammar area or general grammar *Dynamic:* whole class (in teams)

Procedure:

- Prepare 10 to 15 sentences containing either items of grammar from the unit you're currently working on or areas of grammar that you know students find problematic.
   Some of them should be correct and some incorrect.
- Write the sentences on the board and explain what an auction is (when you sell something to the person who offers the most money).
- Put students into small groups, tell them they have £100 and they need to buy the correct sentences. In their groups, students discuss which sentences they think are correct and decide which to buy and how much they are prepared to pay for each. Don't help or allow students to look at their notes or the Student's Book.
- Take the role of auctioneer and sell each sentence to the group that offers the most money. Keep track of how much each group has spent. Remind students that once they have spent all their money they can't buy any more sentences, so they shouldn't spend too much too soon.
- After all the sentences have been sold, go through them one at a time, revealing which are correct and which are incorrect. Ask students to correct the mistakes.

• The winning group is the one who has bought the most correct sentences. If it's a draw, then the group with the most money left wins.

#### **Guess who?**

*Use*: to practise question forms: present simple, present continuous, past simple, etc.

*Dynamic:* whole class (with optional group/pair extension) *Procedure:* 

- Tell students that you are thinking of a person and that they have to guess who it is by asking Yes/No questions.
- If you wish to practise a specific grammar area, you
  might tell students that this person is living (for present
  tenses), dead (for past tenses), etc. Alternatively, you can
  use this activity to practise question forms in general by
  not specifying anything about the person.
- Put students into pairs or small groups to brainstorm
  possible questions. Specify a total number of questions,
  between five and ten, for the class to try and guess who
  you're thinking of. Students then take turns to ask you
  some of the questions they thought of. Make sure you
  reply only with yes or no (NOT Yes, he/she is) in order not
  to give away if the person is a man or a woman.
- Students win if they guess the person within the specified number of questions. The teacher wins if students can't guess the person.
- Continue the game either as a class, or by asking a student to choose a person and take over from you at the front of the class, or by putting students into pairs or small groups to play.

#### **Memory game**

*Use*: to revise a specific lexical set, e.g., common objects, clothes, food

Dynamic: whole class

Procedure:

- Before the class, decide which lexical set you want to test students on and collect ten objects to take into class, e.g., for clothes, some earrings, a raincoat, a scarf, etc. Alternatively, source pictures of these items if you don't have the objects themselves readily available.
- Show each object to the class and elicit the word for it before putting it out of sight, either in a bag or a box or simply behind your desk. Don't allow students to make notes at this point.
- When you've shown students all the objects, put them into pairs and give them three minutes to write down as many of the ten objects as they can remember. Ask them to do so by using the grammar you'd like students to use in their replies, e.g., What objects do I have? (to elicit answers with have), What objects are there in the box? (there is / there are), What objects did I show you? (past simple), etc.
- Take feedback as a class. Pairs win one point for every object they remember correctly. The pair with the most points wins.

#### Listing game

*Use*: to revise a specific lexical set, e.g., food, common objects, etc.

Dynamic: groups

Procedure:

- Before the class, decide which lexical set you're going to test students on and decide the best sentence to lead in to this. If, for example, you want to revise food, you can say: I went to the shops and I bought .... However, if students haven't seen the past simple yet, you could adapt the game to revise common objects: In my bag, there's ..., etc.
- Demonstrate the activity with the lead-in sentence and then the first item, e.g., *In my bag, there's a pen*. Gesture to a student to repeat your sentence and add an item, e.g.,

- *In my bag, there's a pen and a notebook.* They nominate the next student who repeats the sentence and adds another item, and so on until the list is too long to remember.
- Put students into groups of three to five to play together. Depending on your students, you may wish to adjust the difficulty of the activity. For example, ask students to include the number of each item, e.g., ... three coursebooks, a notebook and five pens. Or if students have studied quantifiers, you can suggest they use these in their answers, e.g., ... some coursebooks, a notebook and a lot of pens.

#### Backs to the board

*Use*: to revise a specific lexical set or general vocabulary *Dynamic*: whole class (in teams) *Procedure*:

- Put students into small groups of four to five. If possible, mix more and less confident students so no group is noticeably stronger or weaker than another.
- Tell students in each group to sit close together, leaving space between the groups so they can't easily hear one another. Tell one student in each group to sit with their back to the board and the others to sit so that they can see the board.
- Explain that you're going to write a word or phrase on the board and that the students who can see the board have to communicate the meaning to the student who can't. They can use any method to do this: drawing pictures, mime, synonyms, simple explanations, etc.
   However, use of a language other than English will mean they are disqualified.
- When the student(s) with their back to the board think
  they know the word, they put their hand up. Ask the
  first student to put their hand up and, if they're correct,
  award their group a point. If they aren't, the other teams
  continue. Any student who shouts out the answer is also
  disqualified.
- The winning group is the one who has the most points at the end of the game.

#### Tennis

*Use*: to revise specific word pairs, e.g., opposite adjectives, past simple / past participle forms, collocations *Dynamic*: pairs

Procedure:

- Explain which lexical set you're going to work on, e.g., *adjectives*. Demonstrate the activity by asking a confident student to help you. Say an adjective, e.g., *old*, and ask the student to respond with the opposite, i.e. *new*. The student continues with a different adjective and you respond with its opposite.
- Tell students that, just like in a real game of tennis, it's important not to pause for a long time. If one of the students pauses too long between items, they lose that round, e.g., in *A* old *B* new good *A* bad big *B* ummm ahhh ... small, *B* would lose.
- Put students into pairs to play together. Tell them they should continue for as long as possible. If one student loses the round, they start again.

# **Acknowledgements**

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting and in the next update to the digital edition, as applicable.

Screenshots are taken from Student's Book and Documentary videos.

Typeset by QBS Learning.

#### Corpus

Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a computer database of contemporary spoken and written English, which currently stands at over one billion words. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with the University of Cambridge ESOL Examinations. Cambridge University Press has built up the CEC to provide evidence about language use that helps us to produce better language teaching materials.

#### **English Profile**

This product is informed by English Vocabulary Profile, built as part of English Profile, a collaborative programme designed to enhance the learning, teaching and assessment of English worldwide. Its main funding partners are Cambridge University Press and Cambridge Assessment English and its aim is to create a 'profile' for English, linked to the Common European Framework of Reference for Languages (CEFR). English Profile outcomes, such as the English Vocabulary Profile, will provide detailed information about the language that learners can be expected to demonstrate at each CEFR level, offering a clear benchmark for learners' proficiency. For more information, please visit www.englishprofile.org.

#### CALD

The Cambridge Advanced Learner's Dictionary is the world's most widely used dictionary for learners of English. Including all the words and phrases that learners are likely to come across, it also has easy-to-understand definitions and example sentences to show how the word is used in context. The Cambridge Advanced Learner's Dictionary is available online at dictionary.cambridge.org.

