

Lead-in

LESSON OVERVIEW

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

Online Teaching

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

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

Additional Materials

For Teachers:

Presentation Tool Lead-in
Online Digital Resources

For Students:

Online Practice Lead-in

GRAMMAR

tense review

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

ANSWERS:

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

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

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

Lead-in

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

ANSWERS:

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

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

classroom language

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

ANSWERS:

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

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

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

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

ANSWERS:

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

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

VOCABULARY

verb phrases

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

ANSWERS:

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

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

POSSIBLE ANSWERS:

go: skiing/shopping; for a walk

have: two sisters / a brother / a cat

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


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

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

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

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

spelling and pronunciation

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

AUDIOSCRIPT L.01

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

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

ANSWERS:

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

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


EXTRA: ALTERNATIVE IDEA Turn this into a game.

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

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

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

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

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

ANSWERS:

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

1 my life

GSE LEARNING OBJECTIVES

1A Something in common

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

GSE INFORMATION

GRAMMAR

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

READING

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

VOCABULARY

30–42 Can use language related to everyday activities.

SPEAKING

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

1B Nice job

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

GSE INFORMATION

VOCABULARY

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

LISTENING

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

GRAMMAR

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

SPEAKING

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

WRITING

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

1C You can do it!

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

GSE INFORMATION

VOCABULARY

30–42 Can use language related to expressing emotions.

HOW TO ...

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

SPEAKING

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

1D I love cooking!

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

GSE INFORMATION

VIEW

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

GRAMMAR

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

SPEAKING

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


WRITING

41 Can write descriptions of everyday personal experiences.

➔ For full coverage of GSE Learning Objectives go to page 238.

BBC VLOGS

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

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

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

ANSWERS:

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

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

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

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

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

Additional Materials

For Teachers:

Presentation Tool Unit 1
Online Digital Resources
Videoscript Unit 1 Opener: BBC Vlogs

1A Something in common

GRAMMAR | questions

VOCABULARY | common verbs; everyday activities

PRONUNCIATION | intonation in questions

LESSON OVERVIEW

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

Online Teaching

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

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

Additional Materials

For Teachers:

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

For Students:

Online Practice 1A
Workbook 1A

TO START

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

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

GRAMMAR

questions

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

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

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

ANSWERS:

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

- B Model the task with a confident student. Ask the student to ask you question 1. Answer, giving a little more information as a good model, e.g. 'I'm a teacher. I work at this language school. I teach students from elementary to advanced level.' Monitor and listen to Ss' intonation when asking the questions. This will help you identify issues to address in Exercises 3A–D. Invite a few Ss to share something they learnt about their partner with the class.
- C Explain that Ss are now going to think about how to form questions. Either give Ss time to complete the rules individually then check answers as a class or complete the rules one by one with the class. With the latter, give Ss time to understand each rule and think of the answer before you elicit it. Refer Ss to the questions in Ex 2A to help them. Make sure that Ss understand:
 - how to form questions with *be* and *do*
 - *which* for a limited choice of two or a few things (e.g. *Which month ... ?*, *Which day ... ?*)
 - *what (kind/sort/type of) + noun* (e.g. *What sort of laptop do you have?*)
 - the difference in form between *Do you have ... ?* and *Have you got?* (e.g. *Do you have a car? Have you got a car?*).

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

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

ANSWERS:

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

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

▶▶ page 96 GRAMMAR BANK

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

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

ANSWERS:

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

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

ANSWERS:


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

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

ANSWERS:


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

PRONUNCIATION**intonation in questions**

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

ANSWERS AND AUDIOSCRIPT:

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

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

ANSWERS:

- 1 rises 2 falls

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

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

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

READING

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

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

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

B Give Ss time to read the blog post and find activities they do. (Tell them to ignore the words in bold for now.) Encourage Ss to indicate the activities in the post (e.g. by highlighting them) or note them down. Put Ss in pairs to tell each other about these activities. Nominate one or two pairs to share their ideas with the class. Ask the class if the post says most people are the same or different (the same) and find out if anyone has changed their mind from the class vote suggested in the notes for Ex 4A.

C Check Ss understand the meaning of *memory* (the ability to remember things) and elicit one example about memory in the post to help them understand the task. Ask Ss to do the task individually, then check in pairs. Check answers with the class.

ANSWERS:

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

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

VOCABULARY

common verbs

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

ANSWERS:

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

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

ANSWERS:

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

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

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

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

B Refer Ss to the Vocabulary Bank on page 128.

VB  page 128 **VOCABULARY BANK** everyday activities


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

1A Focus Ss' attention on the first action and elicit the picture that matches with it (D). Ask Ss to match the rest of the actions with the pictures individually, then check answers with the class. Explain that we can say *clean* or *brush your teeth* and we can shut and lock a window if there is a key. You might also want to highlight the fact that *switch on*, *switch off* and *put away* are separable phrasal verbs, so we can say both *switch a light on or off*, or *switch on or off a light*, and *put something away*, or *put away something*.

ANSWERS:

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

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

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

AUDIOSCRIPT VB1.01

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

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

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

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

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

SPEAKING

7A Tell Ss that they are going to interview Ss in their class to learn more about them, but first they are going to complete the questions with their own ideas. Look at the example and elicit more ideas for question 1 and note them all on the board (e.g. *singer*, *actor*, *runner*) and explain that they can choose whatever idea they want for each question. They should think of questions they want to know the answer to. Put Ss in pairs to complete the questions. Make sure both Ss in each pair make a record of their questions.

B Give Ss time to choose their three questions. Ask the Ss to circle or tick their questions, or note them down in their notebooks. Monitor and check Ss are on task and ready for Ex 7C.

C Ask to Ss get up and mingle around the room, asking their three questions to as many people as they can and noting the answers. If this is not possible due to the room size, put Ss in groups, making sure that Ss from each pair in Ex 7A are in different groups. Ss should note down the answers they hear, as they'll need to report them back to their partner. Monitor as Ss do the task, noting down good use of questions and any incorrect questions or incorrect answers to questions.

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

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

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

TO FINISH

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

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

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

1B Nice job

GRAMMAR | present simple and continuous

VOCABULARY | job phrases; jobs

PRONUNCIATION | linking: *are*

LESSON OVERVIEW

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

Online Teaching

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

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

Additional Materials

For Teachers:

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

For Students:

Online Practice 1B
Workbook 1B

TO START

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

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

VOCABULARY

job phrases

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

POSSIBLE ANSWERS:

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

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

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

ANSWERS:

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

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

ANSWERS:

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

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

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

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

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

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

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

ANSWERS:

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

D Refer Ss to the Vocabulary Bank on page 128.

VB ▶ page 128 **VOCABULARY BANK** jobs


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

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

ANSWERS:

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

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

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

 AUDIOSCRIPT VB1.02

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

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

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


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

LISTENING

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

POSSIBLE ANSWERS:

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

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

 AUDIOSCRIPT 1.02

D = Dawn T = Tyler J = Jodie

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

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

ANSWERS:**Ex 3A**

2 A 'smell tour' of a city involves going round the city and stopping where there are particular smells, e.g. gardens, restaurants, factories.

A 'smell tour' of an art gallery involves going around the gallery and pressing a button next to a painting to get a smell, e.g. a painting of flowers gives out a flower smell.

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

ANSWERS:

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

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

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

GRAMMAR**present simple and continuous**

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

ANSWERS:

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

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

ANSWERS:

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

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

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

ANSWERS:

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

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

ANSWERS:

1 c 2 a 3 d 4 b

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

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

GB ▶ page 97 **GRAMMAR BANK**

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

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

ANSWERS:

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

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

ANSWERS:

- are you wearing
- does Diego want
- Are you reading
- does Megan get
- Is it snowing
- Does 'tiny' mean
- does Nathan like
- Does your sister have / Has your sister got

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

ANSWERS:

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


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


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

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

PRONUNCIATION


linking: *are*

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

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

ANSWERS:

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

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

SPEAKING

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

FUTURE SKILLS | Communication

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

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

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

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

WRITING**write an informal email; use paragraphs**

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

WB ▶ page 88 **WRITING BANK**

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

ANSWER:

a university student.

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

ANSWERS:

1 a 2 c 3 b 4 b

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

ANSWERS:

1 four 2 b

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

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

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

ANSWERS:

1 b 2 d 3 c 4 a

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

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

B Before Ss begin the task, encourage them to underline useful phrases in the model email they could use in their own emails (e.g. *Sorry (that) I'm only writing now. I hope you're doing OK. Please write and tell me your news*). Remind Ss to put the information about each of the three or more topics they have chosen in a different paragraph. Ss can write their email in the lesson or out of class. At this level, Ss should write 80–120 words for each writing task.

C Ss could do this in the same lesson or the next lesson. Put Ss in pairs and ask them to read each other's emails, identify the topics, then say if the paragraph structure is the same as their own or different. Ask a few pairs to share what they learnt with the class. Take in the emails at the end of the lesson or ask Ss to submit them online and provide feedback on them yourself, focusing particularly on the use of paragraphing.

TO FINISH

On the board write:

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

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

1C You can do it!

HOW TO ... | encourage people

VOCABULARY | feelings

PRONUNCIATION | stress in short phrases

LESSON OVERVIEW

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

Online Teaching

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

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

Additional Materials

For Teachers:

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

For Students:

Online Practice 1C
Workbook 1C

TO START

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

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

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

VOCABULARY

feelings

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

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

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

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


ANSWERS:

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

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

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

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

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

ANSWERS AND AUDIOSCRIPT:

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

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

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

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

ANSWERS:


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

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

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

How to ... encourage people

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

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

AUDIOSCRIPT 1.05

Conversation 1

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

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

Conversation 2

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

Conversation 3

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


ANSWERS:

1 b 2 a, c 3 d

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

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

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

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

ANSWERS:

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

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

ANSWERS:

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

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

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

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

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

GB ▶ page 98 **GRAMMAR BANK**

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

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

ANSWERS:

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

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

ANSWERS:

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

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

ANSWERS:


Only the parts with corrections are shown.
Really, **I** understand. Call me tomorrow.
It'**s** fine, really. Get some rest.
Hi Annie, what **a** great photo of you! Where are you?
You'**ll** be really good.
I think **that's** a very good idea! Good luck tomorrow.

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

PRONUNCIATION

stress in short phrases

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

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

ANSWERS AND AUDIOSCRIPT:

Showing that you understand

That's all right.
I understand.
It's fine, really.
I know what you mean.


Encouraging people

You can do it!
It'll be fine.
You'll be great.
Just be yourself.

What a good question!
That's a good idea.
What do you think?
Go on!
That's a great question.

Complimenting someone

Nice jacket!
It looks great!

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

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

ANSWERS:

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

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

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

SPEAKING

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

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

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

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

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

TO FINISH

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

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

▶ page 152 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 220

1D **BBC** Street Interviews

I love cooking!

GRAMMAR | verb + *-ing* form

SPEAKING | interview people about their likes and dislikes

WRITING | write an online profile

LESSON OVERVIEW

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

Online Teaching

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

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

Additional Materials

For Teachers:

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

For Students:

Online Practice 1D
 Workbook 1D

TO START

On the board write:

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

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

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

PREVIEW

1 A Put Ss in pairs, with a new partner if you did the To start activity. Demonstrate the activity in Ex 1B by choosing a student in the class and asking them about things you think they like and dislike, e.g. *Do you like doing sport? Do you dislike cooking?* Ask Ss to write down their two predicted likes and one dislike for their partner. Tell them not to show each other their ideas yet. Monitor, assisting as necessary.

B Ss now talk to their partner. Monitor as Ss do the task. Note down both good and incorrect usage of the *-ing* form after *like* and *dislike* to use after Ex 4A to highlight form and elicit corrections.

VIEW

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

ANSWERS:

People mention music, people, shopping and sport.

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

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

ANSWERS:

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

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

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

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

ANSWERS:

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

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

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

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

Lisa: I hate waking up early.

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

ANSWERS:

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

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

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

GRAMMAR**verb + -ing form**

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

ANSWER:

the *-ing* form (verb + *-ing*)

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

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

▶ page 99 **GRAMMAR BANK**

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

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

GB

ANSWERS:

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

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

ANSWERS:

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

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

ANSWERS:

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

EXTRA IDEA On the board write:

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

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

SPEAKING

interview people about their likes and dislikes

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

WRITING

write an online profile

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

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

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

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

TO FINISH

On the board, write:

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

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

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

1 REVIEW

LESSON OVERVIEW

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

Online Teaching

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

- **Ex 1B:** You could do this as a class activity with Ss taking turns to ask the class a question and everyone typing their answer into the chat box. Nominate one student to expand their answer orally.
- **Ex 2B:** Monitor Ss doing the task in breakout rooms and note down some examples of correct and incorrect sentences (if any) from Ss' discussions. Display these on the board after Ss finish. Ask Ss to identify the correct sentences, then correct the incorrect sentences and share them with you privately via the chat box. This way you can assess all Ss' corrections and they cannot copy from each other. Provide corrections to the whole group.
- **Ex 5A:** Use the chat box to assess all Ss' answers. Ask all Ss to post each answer only when you say 'go' so they don't copy each other's answers.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember the language they studied in Unit 1 (Grammar: questions, present simple and continuous, verb + *-ing* form; Vocabulary: common verbs, everyday activities, job phrases, jobs, feelings; How to ... encourage people). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

questions

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

ANSWERS:

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

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

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

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

present simple and continuous

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

ANSWERS:

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

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

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

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

verb + -ing form

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

ANSWERS:

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

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

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

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

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

Ask Ss to make new sentences with the prompts.

VOCABULARY

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

ANSWERS:

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


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

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

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

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

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

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

ANSWERS:

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

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

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

TO FINISH

Ask Ss to write down three specific things they can do now that they couldn't do at the start of the unit, e.g. *I can use and understand the word ... , I can talk about ... , I can describe ...*. Monitor and get a sense of how Ss feel about their progress. Use this information to help you plan future lessons focusing on particular areas of need.