

Lead-in

LESSON OVERVIEW

The activities on the Lead-in page are designed to provide revision and practice in grammar and lexical sets 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:** Put Ss in breakout rooms to discuss their hopes and ambitions.
- **Ex 3B:** Use a collaborative document for Ss to share and compare their ideas.

Additional Materials

For Teachers:

Presentation Tool Lead-in
Online Digital Resources

For Students:

Online Practice Lead-in

GRAMMAR

- 1 A** As well as reviewing tenses and other structures, the aim of this section is also to provide an opportunity for you to find out about Ss' ambitions and hopes. Ss read the texts and choose the correct options alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can support Ss with dyslexia, who may find the reading in this activity a challenge, by reading the texts with the class or pairing them with another student who can read the texts with them. Alternatively, you could record the texts before the lesson so that Ss can listen on their device while they read. Covering the parts of the texts they are not focusing on as they read will help prevent distraction.

ANSWERS:

- | | |
|--------------------|-----------------------|
| 1 'd been studying | 5 it's likely to be |
| 2 not to give up | 6 won't be allowed to |
| 3 It was a friend | 7 being challenged |
| 4 'll be joining | 8 'll have started |

- B** Ss match the forms with the examples individually (they should look for one example of each), then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To help dyslexic learners manage the information they need for this activity, you could provide the correct answers (and other text required for context if necessary) from Ex 1A as a separate vertical list for them to work with.

ANSWERS:

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

- C** Ss discuss the question in pairs (in breakout rooms with online classes). Monitor and offer help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, ask one or two Ss to share their answers with the class and find out if any others have the same hopes and ambitions for the coming year.

VOCABULARY

2A Elicit the first answer as an example, then ask Ss to complete the rest of the sentences alone, then check in pairs. When they have finished, check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can support learners with dyslexia by giving them two options for each pair of sentences (the correct one and a distractor) and asking them to choose the correct one. Remind them to cover the sets of sentences they are not working on to help them focus.

ANSWERS:

1 top **2** look **3** way **4** take
5 let **6** mind **7** make **8** time

B Put Ss in pairs to discuss the meanings. When they have finished, check answers with the class.

EXTRA IDEA You could put pairs of Ss together to share and compare their answers, and tell them to look up any phrases they are still unsure of or don't know before you check answers with the class.

POSSIBLE ANSWERS:

- 1 A** be in control
B at full volume
- 2 A** think of as inferior
B improve
- 3 A** obstruct, prevent
B be impossible
- 4 A** relax, slow down
B treat badly because of anger or frustration caused by something else
- 5 A** inform, tell
B fail to provide expected help or support
- 6 A** not have a preference
B be indecisive
- 7 A** manage to see or hear with difficulty
B be confused, confusing or impractical
- 8 A** it should have happened / needed to happen before now
B with no risk of being late, in no haste

FUNCTIONS

3A Elicit the first answer as an example and write it on the board. Remind Ss that there is one word in each group that they do not need. Ss complete the rest of the replies individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the items they are not working on to help reduce distraction. You could also remove the words they don't need to provide more support.

ANSWERS:

1 I'd rather not **4** You could always
2 could do with **5** really appreciate your
3 mind you don't **6** was thoughtful of

B Put Ss in pairs to think of other phrases with similar meanings to those in Ex 3A. For online classes, remember Ss can use a collaborative document for this. In feedback, elicit their ideas and write them on the board.

EXTRA CHALLENGE Put Ss in pairs and ask them to write short conversations using the alternative responses written on the board in Ex 3B. Ss then practise the conversations before performing them for the class.

1 connections

GSE LEARNING OBJECTIVES

1A New friends

- LISTENING | Understand a podcast about a friendship app: relationships; phrasal verbs: friendships
- Pronunciation: contractions: 'll and 'd
- Describe a relationship with a friend: describing past and present habits

GSE INFORMATION

LISTENING

71 Can understand when something is being said ironically in a casual conversation.

VOCABULARY

59–75 Can use language related to family members and relationships.

GRAMMAR

70 Can use a range of tenses and structures to refer to past and present habits and routines.

SPEAKING

72 Can talk about personal experiences in detail using linguistically complex language.

1B Places

- READING | Read an article about how our physical environment affects us: transforming places; urban spaces
- Pronunciation: the /r/ sound in different accents
- Plan a perfect working environment: reduced relative clauses
- Write a proposal about transforming a city space

GSE INFORMATION

READING

74 Can get the gist of specialised articles and technical texts outside their field.

GRAMMAR

56 Can construct 'reduced' defining (restrictive) relative clauses with verb + -ing.

68 Can use 'reduced' defining (restrictive) relative clauses with verb + -ed.

VOCABULARY

76–90 Can use language related to public buildings and places.

SPEAKING

72 Can describe places in detail using linguistically complex language.

WRITING

67 Can write relevant subheadings to structure longer more complex texts.

1C Things we love

- HOW TO ... | talk about hypothetical preferences: idiomatic phrases: hobbies and interests
- Pronunciation: connected speech: final /r/ sound

GSE INFORMATION

VOCABULARY

76–90 Can use language related to hobbies and interests.

59–75 Can use language related to expressing likes or preference.

HOW TO ...

74 Can answer questions in a survey using linguistically complex language.

SPEAKING

67 Can encourage members of a group to describe and elaborate on their thinking.

1D Comfort food

- BBC STREET INTERVIEWS | Understand street interviews about comfort food
- Talk about comfort food: the taste and appeal of food
- Write a social media post

GSE INFORMATION

VOCABULARY

59–75 Can use language related to the taste and appeal of food.

SPEAKING

70 Can politely bring a discussion back to the main point when the participants have gone off topic.

WRITING

67 Can write about feelings and the personal significance of experiences in detail.

➡ For full coverage of GSE Learning Objectives go to page 214.

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 instructions for part 1 with the class so Ss know what to watch for. Play the video for Ss to identify the people, places or things mentioned by the speakers, then compare their answers in pairs. Play the video once more if necessary, then check answers with the class.

Put Ss in pairs to do part 2. When they have finished, ask a few Ss to share their ideas with the class. On the board, write any new words or phrases which come up, especially those related to relationships, as these will help lead into the main vocabulary section in Lesson 1A.

ANSWERS:

- 1 Speaker 1: glasses
 Speaker 2: Greece (home country – culture, food, music)
 Speaker 3: Sheffield
 Speaker 4: the beach
 Speaker 5: North London

EXTRA SUPPORT: TEACHER Sheffield is a city in South Yorkshire, in the north of England. It is close to the Peak District National Park. 'Ally Pally' is Alexandra Palace, an entertainment and sports venue in North London, originally built in the late nineteenth century and surrounded by a large park which is now a local nature reserve.

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 New friends

GRAMMAR | describing past and present habits

VOCABULARY | relationships; phrasal verbs: friendships

PRONUNCIATION | contractions: 'll and 'd

LESSON OVERVIEW

In this lesson, Ss learn to describe a friendship they have. The context is a listening where they hear a podcast about friendship apps. Ss learn vocabulary related to friendships. This leads into the grammar where Ss learn ways of describing past and present habits and also practise contractions. The lesson ends with a speaking activity where Ss tell each other about a friendship.

Online Teaching

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

- **Ex 1B:** Use an online poll for Ss to give their opinions. They can then give their reasons during their discussions and in feedback.
- **Ex 2B:** Display the answer options on your device and share your screen, making sure the annotate function is on. In feedback, ask Ss to highlight the correct answers.
- **Ex 6B:** Ask Ss to type their answers in the chat box so they can compare them.

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

Draw a simple sketch of the face of a family member you get on with on the board (or show a photo) and introduce them to the class, e.g. 'This is my cousin Chris. He's a lorry driver. We've always been close because we lived near each other growing up. He's a calm and patient person.' Then ask Ss to draw a sketch (or find a photo) of a family member they get on with. Put Ss in pairs to 'introduce' their family members to their partner, saying why they get on with them. When they have finished, ask a few Ss to share anything interesting they found out with the class.

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


LISTENING

1 A You could demonstrate the activity by telling the class how you met your closest friend, e.g. 'My closest friend is probably (their name). We met at work, during my first job. She really helped me out in the job and we've stayed in touch since.' Ask Ss to think about their closest friend(s) and how they met, then put them in groups to compare. When they have finished, nominate a student from each group to report back to the class and find out if other groups have similar answers.

B Read the opinions with the class and check understanding, especially of *outlast* (= last longer). In the same groups as for Ex 1A, Ss discuss whether they agree or disagree with each one. For online classes, remember you can use an online poll to start the discussion. Monitor and encourage Ss to give reasons for their opinions.

C Ss read the description and reviews and answer the questions, then compare answers in the same groups as for Exs 1A and 1B. When they have finished, elicit answers from a few Ss and find out if others agree.

EXTRA SUPPORT: DYSLEXIA To provide support with the reading for Ss with dyslexia, pair them with a partner who can read the description and reviews with them.

2 A  **1.01** | Tell the class that they are going to listen to a podcast about a similar app to the one described in Ex 1C. Read the questions with the class so they know what to listen for. Ss listen and choose the correct answers, then check in pairs. Check answers with the class.

AUDIOSCRIPT 1.01

P = Presenter A = Addy

P: Making new friends when you're an adult can feel like an impossible task, especially now that so many of us work and study from home. Which is probably one explanation for the rise in popularity of friendship apps, where people go to find like-minded people to hang out with. Addy, you've given these apps a go. What prompted you to do that?

A: Well, last year I relocated for work to a completely new city and, other than my work colleagues, I didn't know anyone. My colleagues are nice and all that, but they're at least a decade older than me and

most are married – just what you want as a twenty-two-year-old single person! Obviously, I wanted people my own age to socialise with. You know, people I can hang out with during the day and party with at night.

P: Why not join a club or something?

A: Yeah, people suggested that, but I like a bit more flexibility. I'm not keen on having to commit to meeting up at the same time every week and I'm not that into sports or anything. Anyway, I kept coming across this ad online for a friendship app which piqued my interest and eventually I bit the bullet and clicked on it to find out more. I found out there wasn't just one of these apps. There are dozens of them.

P: Really? Are they all more or less the same or are they different in some way?

A: Um ... they're all fairly similar in terms of features, but they're different in how they go about matching people. There's one that tries to match you according to your personality, which I'm not really a fan of. I mean, I want to hang out with people that are on the same wavelength, yes, but not exact copies of me! The apps that match you according to your interests make more sense – to me anyway – and there are loads.

P: Really?

A: Yeah, some cater for all interests and some actually specialise in just one, like the one for book lovers for example, or the one for animal lovers. There are apps that connect you in other ways, too. There's one that sets you up with friends in countries you intend to travel to – that one's quite cool because you can speak in your mother tongue and the app translates what you say so you understand each other.

P: Wow! I had no idea there was such a range of these.

A: Yeah! There's even an app where they match you to sports partners based on your fitness level! Perfect for a, you know, a super-fit sports person like me!

P: Gosh. So, which one did you go for?

A: Well, I wanted to be sure that I could meet people locally because I don't just want online friends, so I signed up for two that let me search for people by location.

P: And were you successful?

A: Yes and no. The first app felt more like a community page on social media than a friendship app, but I was able to click with a few people my age on there. We chatted for a while and I even discovered one guy that I have a mutual friend with, which was great. Someone I went to uni with. Anyway, we started talking about meeting up and that's when I discovered they lived in a neighbourhood with the same name as mine, but in a different city. I'd clicked on the wrong location! So that was time well spent. I tried again though and met up with people who did actually live near me.

P: And how was that?

Unit 1 | Lesson A

A: It was good. I liked them. I'm not sure how they felt about me at first though. I was thirty minutes late – a wonderful way to start a friendship. Then at the end of the evening, I discovered I'd left my wallet at home, so couldn't pay for my part of the bill. I'm sure they were just thrilled about that. But I've seen them a couple of times since and made it up to them.

P: I'm sure they understood.

A: Hopefully! Actually, it was the other app that worked for me. It connects people interested in local events, so you don't have to go to them on your own. Not that I really mind that, but I started chatting to people who were interested in a local music festival. And four of us bonded over our love of one of the bands. We met up at the festival and that was that – we're friends for life now. We laugh a lot, which is brilliant. I know I can confide in them, too. And they've introduced me to some brilliant other local bands. They even play themselves, but as I'm not particularly musical myself, I just watch and admire.

P: That's just brilliant. So, you'd recommend the app then.

A: If you find yourself in a situation like mine, definitely. Just don't expect to find the right app and the right friends at the first attempt. Try, try and try again and eventually, you'll hit it off with someone.


P: Good.

A: Just remember to select the right location!

ANSWERS:

Addy decided to use the friendship app because he moved to a new area, didn't know anyone and he wasn't able to meet anyone similar to him at work.


The outcome of using the app was that he got to know people in his local area and made some close friends.

B  **1.01** | Read the sentence stems and answer options with the class, then play the recording again for Ss to choose the correct answers, then check in pairs. Check answers with the class. With online classes, remember you can display the answer options on your device.

EXTRA CHALLENGE Ask Ss to try and choose the correct answers before they listen the second time. Then play the recording for Ss to check their answers.

ANSWERS:


1 b 2 c 3 a 4 b 5 a

3A  **1.02** | Read the questions with the class so they know what to listen for. Ss read and listen to the extract, then answer the questions. Check answers with the class.

ANSWERS:

1 He means the opposite.

2 He uses an ironic tone. An ironic tone is usually one where the speaker's tone falls lower at the end than normal. Context also helps – it's unlikely that a twenty-two-year-old single person would want to hang out with colleagues who are all older and married.

B  **1.03** | Read the sentences with the class, then play the recording for Ss to identify the words Addy uses to describe each thing, then check in pairs. Play the recording again if necessary, then check answers with the class.

AUDIOSCRIPT 1.03

- 1 There's even an app where they match you to sports partners based on your fitness level! Perfect for a, you know, a super-fit sportsperson like me!
- 2 We chatted for a while and I even discovered one guy that I have a mutual friend with, which was great. Someone I went to uni with.
- 3 Anyway, we started talking about meeting up and that's when I discovered they lived in a neighbourhood with the same name as mine, but in a different city. I'd clicked on the wrong location! So that was time well spent.
- 4 I'm not sure how they felt about me at first though. I was thirty minutes late – a wonderful way to start a friendship.
- 5 Then at the end of the evening, I discovered I'd left my wallet at home so couldn't pay for my part of the bill. I'm sure they were just thrilled about that.
- 6 We met up at the festival and that was that – we're friends for life now. We laugh a lot, which is brilliant.

ANSWERS:

1 Description: perfect

Real meaning: not perfect (because he's obviously not a very fit sportsperson)

2 Description: great

Real meaning: great (he's happy about this).

3 Description: time well spent

Real meaning: time wasted (he spent time talking to people that didn't actually live nearby)

4 Description: wonderful

Real meaning: not wonderful (he was thirty minutes late)

5 Description: thrilled

Real meaning: not thrilled (they had to pay for his meal as he'd forgotten his wallet).


6 Description: brilliant

Real meaning: brilliant (they laugh a lot and he's happy about that).

- C** Put Ss in pairs to discuss the question. Make sure they give reasons for their opinions. When they have finished, elicit answers and reasons from a few pairs and find out if others agree.

VOCABULARY

relationships

- 4A**  **1.04** | Ss replace the words in bold in the sentences with the phrases in the box alone, then check in pairs. Play the recording for Ss to check their answers, then confirm answers with the class. Note that sentences 4 and 8 have possible alternatives to those used in the recording. You can check understanding of the phrases by asking Ss to think of alternative example sentences for each phrase.

EXTRA SUPPORT With weaker classes, check understanding of the phrases in the box first, before they match them to the sentences.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the phrases and sentences with them.

ANSWERS:

- 1 socialise with
- 2 party with
- 3 on the same wavelength
- 4 click with (also possible: hit it off with)
- 5 have a mutual friend
- 6 bonded over
- 7 confide in
- 8 hit it off with (also possible: click with)

- B** Ss choose the correct phrases individually, then check in pairs. Make sure Ss are aware that sometimes both alternatives are possible. Check answers with the class.

ANSWERS:

- | | |
|---------------------|------------------------|
| 1 confide in | 5 bonded over |
| 2 both are possible | 6 socialise with |
| 3 both are possible | 7 have a mutual friend |
| 4 clicked with | 8 both are possible |

- 5A** Ask Ss to choose five of the sentence beginnings to complete with the names of people they know. (Fast finishers can do more.)

- B** Put Ss in pairs to share their information. Encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

- C** Refer Ss to the Vocabulary Bank on page 134.

 page 134 **VOCABULARY BANK** phrasal verbs: friendships

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 read the text, then match the phrasal verbs in bold with the meanings, then check in pairs. Ask Ss to write the infinitive form of the verbs. Check answers with the class. You can further check understanding of the phrasal verbs by eliciting an example sentence for each one.

EXTRA SUPPORT: DYSLEXIA Read the text to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. You can also give them two options for the meaning of each phrasal verb (the correct one and a distractor) and ask them to choose the correct one.

ANSWERS:

- | | |
|--------------------------|--------------------|
| 1 invite (someone) along | 6 stop by |
| 2 drift apart | 7 take to, warm to |
| 3 hang around (with) | 8 make up |
| 4 fall out | 9 come between |
| 5 bump into | |

- B** Ss categorise the phrasal verbs alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the infinitive form of the phrasal verbs as a separate vertical list. They can also use this to help them with Ex 2A.

ANSWERS:

Relationships: take to, come between, warm to, fall out, make up, drift apart
Socialising: hang around (with), invite along, stop by, bump into

- 2A** Elicit the first answer as an example, then ask Ss to complete the rest of the questions. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the questions they are not working on to help reduce distraction.


ANSWERS:

- | | |
|--------------------|------------------|
| 1 hang around | 5 invited, along |
| 2 drifted apart | 6 bumped into |
| 3 fallen out | 7 stop by |
| 4 take to, warm to | 8 come between |

- VB B** Put Ss in pairs to ask and answer the questions. Monitor and encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

GRAMMAR

describing past and present habits

- 6A**  **1.05** | Remind Ss of the podcast they listened to earlier in the lesson and explain that they are now going to listen to more of the interview with Addy. Read the questions with the class so they know what to listen for, then play the recording for Ss to listen for the answers. Put Ss in pairs to compare their answers, then check answers with the class.

AUDIOSCRIPT 1.05

P = Presenter A = Addy

P: You said earlier that you were looking to find friends that were on the same wavelength as you, but not people who have exactly the same character traits. Is that what you'd suggest people do when using a friendship app? Look for people with similar interests?

A: Hmm ... well, I definitely stand by my view on character. It'd be boring if we all had the same personality. One of my new friends, Jak, she's a lot louder than me. She's always shouting even though we're standing right next to her. And she'll voice her opinions very strongly – she's so confident. I'm pretty quiet. I tend to listen rather than speak, but being with Jak is fun because she brings me out of myself.

P: So, we should look for people with similar interests?

A: Well, that is what I was looking for and it's what I got to some degree. I mean, music is clearly a mutual interest and we love going out and doing stuff together – but we have lots of different interests, too. I told you I'm not a big sports fan, but Dan and Nicole love sports. I'm really into cooking and healthy eating and so is Nicole, but Jak and Dan aren't. When we first started hanging out, they were always trying to make us go to fast-food places. I used to sit and watch them eat because I just couldn't bring myself to order anything. I kept trying to get them to order the salad, but they'd order extra chips just to annoy me! Over time though, they've come to like some of the healthier food places I like and they'll even have some salad with their order. They've eaten meals I've made for them, too! In return, I'll have the occasional burger.

So, going back to your question, no, I don't think you should only look for people with similar interests. It might work as a starting point, but we need to be open to a variety of types of people or we might miss out on some brilliant friendships.

ANSWERS:

Like-minded: same taste in music, going out and doing stuff together; Addy and Nicole both like cooking and healthy eating

Different: character – Jak is loud and confident but Addy is quiet; interests – Dan and Nicole like sports but Addy doesn't; Addy and Nicole are into healthy eating but Jak and Dan aren't

- B** Focus attention on the sentences and explain that the phrases in bold describe people's habits. Ss read the sentences and answer the questions individually, then check in pairs. Check answers with the class. With online classes, remember you can ask Ss to type their answers in the chat box so they can compare them.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the sentences and questions with them.

ANSWERS:

- a** Past habits: sentences 4, 5 and 6
Present habits: sentences 1, 2 and 3
- b** Present habits: will (sentence 2)
Past habits: would (sentence 6)
- c** Annoying present habits: present continuous (sentence 1)
Annoying past habits: past continuous (sentence 4)
- d** tend to (sentence 3), used to (sentence 5), kept trying (sentence 6)

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

 page 110 **GRAMMAR BANK**

Ss will have met *used to* and *would* before, but some of the other forms may be new to them. Depending on the strength of the group, you can choose to let them read through the notes alone or work through them as a class, eliciting new examples for each use. Check understanding where necessary, especially of the use of the other expressions.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** This exercise practises distinguishing between *used to* and *would* and their use with state verbs. Elicit the first answer as an example. Ask Ss to complete the rest of the sentences alone, then check in pairs. Check answers with the class highlighting that *would* is not possible when describing a state and *used to* must be used instead.

GB

ANSWERS:

- 1 used to 2 would 3 used to
4 would 5 used to 6 would

- 2** This exercise practises the use of *will* and *would* to describe habits. Ss choose the correct words individually, then check in pairs. Check answers with the class and elicit which sentences express annoyance.

ANSWERS:

- 1 'd 2 will 3 'd 4 will 5 'll 6 would
Sentences 2, 4 and 6 express annoyance.

- 3** This exercise practises the use of *always* with the present continuous and past continuous. Ss write the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for learners with dyslexia (and also for weaker classes) by breaking it down into two stages. First, Ss identify which tense is needed and where the verb *be* needs to be placed, then they complete the sentences.

ANSWERS:

- 1 Anna's always forgetting my birthday these days.
- 2 One of my friends was always getting into trouble when he/she was younger.
- 3 I was always getting told off for talking when I was at school.
- 4 My little brother was always stealing my stuff when we were kids.
- 5 I'm always leaving my phone in strange places.
- 6 My friends and I are always struggling to think of things to do.

- 4** This exercise practises the use of other expressions to describe habits. Ss match the sentence halves alone, then check in pairs. Check answers with the class.


EXTRA SUPPORT: DYSLEXIA You can make this exercise more accessible for learners with dyslexia by giving them two options for each sentence starter (the correct one and a distractor) and asking them to choose the correct one.

ANSWERS:


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

EXTRA IDEA In pairs, Ss could discuss whether the completed sentences in Ex 4 are true for them. Encourage them to use the language in the notes and to describe their own habits if they are different.

PRONUNCIATION**contractions: 'll and 'd**

- 7A**  **1.06** | Play the recording for Ss to listen and read the sentences, paying attention to the difference in sound between the two contractions.

EXTRA SUPPORT: TEACHER Note that 'll may be pronounced with a glottal stop rather than the speaker touching the roof of their mouth with their tongue to produce an /l/ sound.

- B**  **1.07** | Ask Ss to complete the sentences with the correct contractions, then play the recording for Ss to check their answers. Check answers with the class, then play the recording again for Ss to listen and repeat. Monitor and check they are producing the contractions correctly.

ANSWERS:

- 1 'd 2 'll 3 'll 4 'd 5 'd 6 'll

- C** Put Ss in pairs to discuss their habits. Monitor and check they are forming the contractions properly. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

FUTURE SKILLS | Self-management

- D** Read the Future Skills box with the class, then ask Ss to think about how and when they can spend time noticing pronunciation. Elicit their ideas and write them on the board.

EXTRA: EMPLOYABILITY SKILLS Ask Ss to think about situations at work where understanding pronunciation is especially important (e.g. meetings, on the phone, etc.) and decide how they could set aside time for noticing pronunciation in common situations in their current or future work (e.g. watching recorded presentations, focusing on people's pronunciation in meetings).

SPEAKING

- 8A** Read the points with the class and check understanding. Give Ss time to think about each point and make notes. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

- B** When they are ready, put Ss in pairs to describe their friendships and find similarities and differences. Monitor and make notes on Ss' language use for later class feedback.

- C** Join each pair with another to report to each other on the similarities and differences between their friendships. When they have finished, ask each group to share a similarity and a difference with the class. Give Ss feedback on their language use.

EXTRA SUPPORT: TEACHER When Ss are doing longer, freer speaking activities, it's better not to hinder fluency by interrupting them to correct their mistakes. Instead, make a note of any common mistakes you hear, along with any examples of good language use. After feedback on the activity, write any errors on the board to correct as class errors (i.e. without saying who made them) and drill any examples of good language use.

TO FINISH

Put Ss in pairs and ask them to come up with a list of five top tips for maintaining a good friendship, then share them with the class and find out if others agree.

1B Places

GRAMMAR | reduced relative clauses

VOCABULARY | transforming places; urban spaces

PRONUNCIATION | the /r/ sound in different accents

LESSON OVERVIEW

In this lesson, Ss plan a refurbishment of a room. The context is a reading about how our environment affects us. This leads into the grammar where Ss learn about reduced relative clauses. Ss then learn vocabulary related to transforming places and to urban spaces. They also learn how the /r/ sound is pronounced in different accents. Ss then do a speaking activity where they plan their refurbishment. The lesson ends with a writing activity where Ss write a proposal.

Online Teaching

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

- **Ex 1:** Put Ss in pairs in breakout rooms to discuss their places.
- **Ex 2C and 2D:** Display the summary options in Ex 2C and the sentences in Ex 2D on your device and share your screen so that Ss can refer to them without needing to turn the page back from the reading text.
- **Ex 4B:** Display the sentences with the alternatives on your device and share your screen, making sure the annotate function is on. In feedback, ask different Ss to highlight the correct words.
- **Ex 6A:** Display the photo on your device and share your screen for Ss to look at while they make notes.
- **Writing Bank 1B, Ex 2B:** Ask Ss to write their proposals in a collaborative document if you want them to share them.

Additional Materials

For Teachers:

Presentation Tool Lesson 1B

Photocopiable Activities 1B

Grammar Bank 1B

Vocabulary Bank 1B

Writing Bank 1B

For Students:

Online Practice 1B

Workbook 1B

TO START

Ask Ss to think of and make notes on three things they would change about the classroom. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in small groups to share their ideas then choose the three best in the group. When they are ready, ask each group to report back to the class and find out if others agree.

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

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners. Make sure they only listen to the relevant parts for each exercise.

- 1** Introduce the activity by telling the class about places relevant for you, e.g. 'A place where I feel comfortable and free from stress is a corner of my garden where I have a comfy chair. I like to sit outside and read a book there in the summer.' Read the points with the class, then put Ss in pairs (in breakout rooms with online classes) to discuss their places. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.
- 2A** Tell Ss that they are going to read an article about the effect of our environment on our personalities. Read the questions with the class. Ask Ss to read the introduction and answer the questions, then compare answers in pairs. Check answers with the class.

ANSWERS:

- 2** The article will probably go on to talk about how different kinds of indoor and outdoor spaces affect human behaviour.
- B** Read the questions with the class so they know what to look for. Set a time limit of three minutes for Ss to read the first paragraph quickly and find the answers, then check in pairs. When they have finished, check answers with the class.

ANSWERS:

- 1** The article discusses how blue spaces (places with water present) are similar to green spaces in how they affect us. This links back to 'outdoor surroundings' in the introduction.
- 2** b

- C** Read the paragraph summary options with the class. Ss read the rest of the article and choose the best summaries individually, then check in pairs. For online classes, remember you can display the summary options on your device and share your screen for Ss to refer to as they read. Check answers with the class.

ANSWERS:

2 a **3** b

- D** Read the sentences with the class. Ss read the article again and decide if the sentences are true or false alone, then check in pairs. For online classes, remember you can display the sentences on your device and share your screen for Ss to refer to as they read. Check answers with the class and elicit why each sentence is true or false.

ANSWERS:

- 1** T (it has extra advantages)
- 2** F (they can help people feel distressed and revived)
- 3** T (streets with lots of blank walls, with no doors or windows and very few shops or cafés, encourage us to feel less safe. We are inclined to walk more quickly and not engage with people around us)
- 4** T (we feel safer, so we are more likely to engage with other people)
- 5** T (a wider range of students were likely to express an interest in the subject and predict that they would do well at it)
- 6** F (participants in the 'empowered' office (with their own decorative style) worked the hardest and completed the most work)

GRAMMAR

reduced relative clauses

- 3A** Read the sentences with the class and go through the example. Ss rewrite the sentences with full relative clauses individually, then check in pairs. As they work, monitor carefully and make a note of any areas which Ss are having difficulty with to help you decide which areas to focus more on in the Grammar Bank. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA Remind dyslexic learners to cover the sentences or clauses they are not working on to help reduce distraction. Ss with dyslexia could just write the full relative clauses rather than all the text given.

ANSWERS:

- 2 Someone who is pretending to be a tourist stands in a street, looks at their map and appears lost, ...
- 3 ... a wider range of students who were introduced to the non-stereotypical classroom were likely to express an interest in the subject ...
- 4 The participants who were working in the 'empowered' office worked the hardest and complete the most work, ...

B Read the questions with the class. Ss compare the full and reduced relative clauses from Ex 3A alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA If dyslexic learners haven't just written the full relative clauses in Ex 3A, you could suggest they highlight the full relative clauses to help them focus on the relevant parts.

ANSWERS:

- 1 The relative pronouns (*wh-* words and *that*) have been removed and the auxiliary verbs (*be*) have also been removed.
- 2 No, the meaning of the reduced relative clause is the same in the past and the present: someone pretending to be a tourist (= who is pretending); participants working in the 'empowered' office (= who were working)

C The Grammar Bank on page 111 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 111 **GRAMMAR BANK**

This practises the form and use of reduced relative clauses formed with present and past participles. Either go through the notes with the class, checking understanding at each stage, or have them read the notes themselves and ask you about anything they are not sure about.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1 This exercise practises the use of present and past participles. Elicit the first answer as an example. Ask Ss to complete the rest of the sentences, referring back to the Grammar Bank notes where necessary, then check answers in pairs. Check answers with the class.

ANSWERS:

- | | | |
|------------|------------|-----------|
| 1 designed | 2 leading | 3 used |
| 4 employed | 5 applying | 6 staying |

- 2 Ss complete the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them the verb for each sentence and asking them to complete it with the present or past participle.

ANSWERS:

- | | | |
|-------------|-------------|----------|
| 1 working | 2 attracted | 3 living |
| 4 destroyed | 5 contacted | 6 using |

- 3 Look at the first item as an example. Show how Ss can use and transform words from the first sentence into a reduced relative clause. Write the answer on the board. Ss complete the second sentences alone, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- 1 active edges designed to
- 2 living in the slums suffer from
- 3 rooms modernised
- 4 wanting to buy their tickets
- 5 restoring the old theatre will try
- 6 proposed by the local authority will

VOCABULARY

transforming places

- 4A Remind Ss of the article they read earlier in the lesson. Ss read the comments about the article and answer the question. They then compare their ideas in pairs. When they have finished, discuss the question as a class.

EXTRA SUPPORT With weaker classes, check understanding of the words in bold in the comments before moving on to Ex 4B. Doing Ex 4B will then help reinforce their understanding of the words.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the comments with them. They can work with the same partner for Ex 4B.

- B Ss choose the correct words in pairs. When they have finished, check answers with the class and check understanding of the words by eliciting new example sentences with them. With online classes, remember you can display the sentences on your device during feedback.

ANSWERS:

- | | | |
|-----------------|---------------|--------------|
| 1 build in | 2 modernised | 3 demolished |
| 4 spruce up | 5 merge | 6 restore |
| 7 reconstructed | 8 refurbished | |

- C** Ask Ss to choose a town or city they both know. If this isn't possible, they can use the questions to compare two different towns or cities. Ss discuss the questions in pairs. Monitor and check they are using the vocabulary correctly. When they have finished, ask a few pairs to share their ideas with the class and find out if others agree.

VB ▶▶ page 134 **VOCABULARY BANK** urban spaces

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** Read the sentences with the class. Ask Ss to match the words in bold with the meanings, then check in pairs. Check answers with the class and answer any questions Ss have about the words.

EXTRA SUPPORT: DYSLEXIA This type of exercise, with lots of options, can be difficult for Ss with dyslexia. In this case, provide two options for each definition (the correct one and a distractor) and ask Ss to choose the correct one. For additional support, you could provide the words in bold as a vertical list with a choice of two options for each. Ss can refer to the sentences for context.

ANSWERS:

- | | |
|-----------------------|----------------------------|
| a residential | f industrial estate |
| b architecture | g inner city |
| c outskirts | h construction |
| d slums | i built-up |
| e residence | j suburban |

- 2A** Ss choose the correct words individually, then check in pairs. Check answers with the class.


ANSWERS:

- | | |
|-------------------------------|-----------------------|
| 1 architecture | 4 slums |
| 2 a suburban | 5 construction |
| 3 an industrial estate | 6 built-up |

- B** Put Ss in pairs to discuss which sentences they agree with and give their reasons. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

PRONUNCIATION


the /r/ sound in different accents

- 5A**  **1.08** | Focus attention on the sentences and the words in bold. Ss listen and decide which speaker pronounces the /r/ in the middle of the words in bold. Check the answer with the class.

ANSWER:

Speaker B

EXTRA SUPPORT: TEACHER Accents which pronounce the /r/ sound in a word in isolation are called *rhotic* and are much more common than non-rhotic accents. Non-rhotic accents include the dialects of south-east England, Wales, Austria, New Zealand and South Africa.

- B**  **1.08** | Play the recording again for Ss to listen and repeat, then decide whether they find it easier to pronounce the /r/ or not. Elicit their ideas as a class.

- C** Give Ss time to complete the sentences. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to share their sentences. Monitor and check their pronunciation.

EXTRA SUPPORT: TEACHER Make Ss aware of the different pronunciations of /r/. Allow them to try out the different variants for themselves and decide which they find easier. If they can't decide or are unwilling to do so for themselves, suggest they follow the rhotic variety as it's the most common.

EXTRA IDEA: DIGITAL Ask Ss to record themselves saying the sentences in different ways on their phones. They can then listen and decide which pronunciation they are most comfortable with.

SPEAKING

- 6A** Refer Ss to page 143 and focus attention on the photo. Read the questions with the class, then give them time to plan their ideas and make notes. Monitor and offer help where necessary. With online classes, remember you can share the photo on your screen for Ss to look at while they make notes.
- B** Ss complete the sentences alone. Point out that the prompts given are reduced relative clauses and Ss need to add information to make sentences. Monitor and check Ss are using the reduced relative clauses correctly and offer help where necessary.
- C** Put Ss in small groups to share their ideas. Encourage them to agree on the features which make a place easy to work or study in and to use reduced relative clauses where possible. When they have finished, ask each group to choose the best or most interesting feature to share with the class.

WRITING

a proposal: transforming a city space

7A This section provides an opportunity for Ss to put into practice everything they've learnt during the lesson. Do this activity as a class: read the points with the class and elicit which a proposal should include.

ANSWERS:

They are all true for a proposal apart from the last one. A proposal should be written in a formal style.

B Refer Ss to the Writing Bank on page 104.

WB ▶▶ page 104 **WRITING BANK**

1A Ss read the proposal and identify the changes it suggests and why, then check in pairs. Check answers with the class.

ANSWERS:

Changes suggested:

- create an urban space that encourages people to feel relaxed and to better connect and interact with each other
- demolish the old warehouses and replace them with rows of small shops with apartment blocks above
- refurbish the hotel and reopen it to the public
- build in cafés and seating areas
- restore the old park and add seating areas and a water feature

Reasons for the changes:

- to modernise the area
- to create more active edges
- to encourage people to socialise and interact more
- to help people relax and unwind

B Ss complete the proposal with the headings individually, then check in pairs. Check answers with the class and elicit how the headings help the reader.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the headings as a vertical list on a separate piece of paper which they can hold next to the paragraphs as they work. Also remind them to cover the paragraphs they are not working on to help reduce distraction.

ANSWERS:

1 c **2** a **3** d **4** b

The headings help the reader to navigate the text and find the information they need.

C Elicit the first answer from the class, then ask Ss to find the other phrases in the proposal and identify which use passive verbs and which use reduced relative clauses. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them the formal phrases as a vertical list and asking them to match them with their informal equivalents. Once they have done this, they should then identify the passive verbs and reduced relative clauses.

ANSWERS:

- 1 The aim of this proposal is to ...
 - 2 As a result, the square has an unfriendly feel.
 - 3 People passing through it ...
 - 4 These will be replaced by ...
 - 5 The former park will be restored, ...
 - 6 The changes proposed above ...
- Passive verbs: phrases 4, 5 and 6
Reduced relative clauses: phrases 3 and 6

2A Ask Ss to read the task alone or read it with them. Then ask Ss to plan their ideas, using those from Ex 4C to help them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

B Ss write their proposals individually. They should aim to write about 200 words. Monitor and encourage them to use the vocabulary and grammar from the lesson. Remind them to use headings and formal language. With online classes, remember you can ask Ss to write their proposals in a collaborative document if you want them to share them.

EXTRA IDEA Ask Ss to write their proposals on separate pieces of paper. When they have finished, display them around the classroom. Ask Ss to walk around and read them, then vote for the best one. Alternatively, put Ss in pairs and ask them to compare each other's proposals.

TO FINISH

Write on the board:

What was the most useful thing you learnt in today's lesson?

How will you use it in the future?

Ss discuss the questions in pairs.

1C Things we love

HOW TO ... | talk about hypothetical preferences

VOCABULARY | idiomatic phrases: hobbies and interests

PRONUNCIATION | connected speech: final /r/ sound

LESSON OVERVIEW

In this lesson, Ss learn functional language for talking about hypothetical preferences. The context is a listening where they hear people discussing their hypothetical preferences. This leads into the functional language, where Ss also practise the final /r/ sound in connected speech. The lesson ends with a speaking activity where Ss practise talking about their own hypothetical preferences.

Online Teaching

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

- **Ex 1B:** Display the comments in a collaborative document and ask Ss to use different colours to highlight the person most like them (making sure all highlights remain visible).
- **Ex 3B:** Use a collaborative document for Ss to add the phrases to the table and then refer back to when they do the speaking activity in Ex 5C.

Additional Materials

For Teachers:

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

For Students:

Online Practice 1C
Workbook 1C

TO START

Write the following question on the board:
What's the most adventurous thing you've ever done?

Give Ss a minute or two to think about their answer, then put them in pairs to share their experiences. Encourage Ss to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share their experiences with the class.

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

VOCABULARY

idiomatic phrases: hobbies and interests

- 1 A** Ss write their lists individually. When they have finished, put them in groups to compare their lists. In feedback, ask each group how many answers they had which were the same.
- B** Ss read the descriptions and decide which person is most like them, then compare ideas in pairs. When they have finished, elicit a few answers from round the class and encourage Ss to give their reasons. With online classes, remember you can display the comments in a collaborative document and ask Ss to use different colours to highlight the person most like them.

EXTRA SUPPORT: DYSLEXIA Pair Ss with dyslexia with a partner who can read the descriptions with them so they can listen while they read.

- C** Elicit the first answer as an example, then ask Ss to complete the rest of the meanings alone, then check in pairs. Check answers with the class. You could also elicit example sentences using the phrases in order to check understanding.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the phrases in bold in the descriptions as a vertical list either on the board or on a separate piece of paper.

ANSWERS:


- 1** can't get enough of
- 2** a once-in-a-lifetime experience
- 3** an adrenalin rush
- 4** the time of your life
- 5** are completely blown away
- 6** lose track of time
- 7** get stuck in
- 8** lose yourself

- D** Ss discuss the questions in pairs. Encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share anything interesting they found out from their partner with the class.

How to ...

talk about hypothetical preferences

2A Read the questions with the class and check understanding. Ss discuss the questions in pairs. In feedback, ask each pair how many of their answers were the same.

B  **1.09** | Tell Ss that they are going to listen to two people answering the same questions. Play the recording for Ss to listen and identify the activity the speakers agree they would hate. Check answers with the class.


AUDIOSCRIPT 1.09

- A: Oh, look at these 'Would you rather ... ?' questions. I love this kind of thing – it's fun. Want to do them?
- B: Er, ... well, I know you love this kind of thing, so go on then.
- A: First one: Would you rather do a deep-sea dive or do a bungee jump?
- B: Oh, I've always wanted to do a deep-sea dive, so, yeah, that one for me. There's an incredibly amazing world down there – the kind of wildlife you don't normally see.
- A: But wouldn't you be scared? I mean, I'd be worried about running out of air.
- B: Yeah, but it would be supervised, so it would be super-safe. It would be so cool – I'd jump at the chance to do it – it would be a once-in-a-lifetime experience!
- A: Wouldn't you like to try a bungee jump, though?
- B: Oh no. I'm just awful with heights. I don't even feel comfortable being at the top of a tall building, so no way would I ever jump off a cliff or a bridge! I can't even bear to think about it!
- A: Really? I'm the opposite. I don't even enjoy swimming in the sea, so I'd run a mile at the thought of deep-sea diving. I'd hate being so far under water. Given the choice, I'd choose the bungee jump any day. You'd get such an amazing adrenalin rush!
- B: No, I can't imagine ever enjoying that!
- A: Anyway, second question: Would you rather appear in a reality TV show or act or sing on stage?
- B: Oh, I'd go for being in a reality TV show every time. I think it would be such fun to take part in a TV programme and see how it's made first-hand, and meet the presenters, too, of course. And I love being the centre of attention, so I'd have the time of my life!
- A: Wouldn't you be worried about all the social media reactions? People don't always come across well on these shows.
- B: Oh, I wouldn't mind that – it's all part of the fun. But singing's a different thing altogether. I really can't sing at all, so you would never catch me singing anywhere in public – it would be a disaster!

- A: I'm with you there. Nothing would make me get up on a stage and sing! But then I'm not a big fan of reality TV shows either. Acting, though, that wouldn't be too bad. Yes, I'd sooner act on stage than sing on one. Anyway, final question: Would you rather binge watch a TV show all day or read a book all day?
- B: Oh, this is easy. If it was up to me, I'd read a book all day. I can really lose myself in a good book. I completely lose track of time, especially if it's an exciting story.
- A: Really? I'm not that into books, so I'd probably give reading a miss. I'd definitely choose the TV show though – I'd never say no to spending a whole day watching my favourite show, especially on a cold, rainy day.

ANSWER:

singing on stage

3A  **1.09** | Put Ss in pairs to choose the correct words. When they are ready, play the recording again for them to check their answers. Then check answers with the class and write them on the board so that Ss have the correct version to work with in Ex 3B.

EXTRA SUPPORT With weaker classes, play the recording again for Ss to listen before they choose the correct words. They can then listen again to check.

ANSWERS:

- | | | |
|------------------|-----------------|----------------|
| 1 jump | 2 way | 3 run |
| 4 choice | 5 for | 6 catch |
| 7 make me | 8 sooner | 9 up to |
| 10 miss | | |

B Read the example with the class. Ask Ss to complete the rest of the table individually, then check in pairs. Check answers with the class and add a tick or cross to the phrases listed on the board in feedback to Ex 3A so Ss can refer back to them easily when using them in Ex 5C. With online classes, remember you can use a collaborative document for this.

ANSWERS:

I'd like to: I'd jump at the chance to ...; Given the choice, I'd choose ...; I'd go for ...; I'd sooner ...; If it was up to me, I'd ...

I wouldn't like to: no way would I ever ...; I'd run a mile at the thought of ...; you would never catch me ...; Nothing would make me ...; I'd probably give ... a miss

- C** Ss answer the question alone, then check in pairs. Check answers with the class.

ANSWERS:

I'd run a mile at the thought of ..., I'd go for ..., You would never catch me ..., I'd probably give ... a miss

- D** The Grammar Bank on page 112 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 112 **GRAMMAR BANK**

This focuses on the form and use of functional language for talking about hypothetical preferences. Highlight that some of the phrases are semi-fixed and elicit the forms or words we use after them.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** Ss choose the correct phrases alone, then check in pairs. Check answers with the class. You could also put Ss in pairs to practise the conversations.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the conversations they are not working on to help reduce distraction.

ANSWERS:

- 1 I'd sooner
- 2 Nothing would make me
- 3 Given the choice, I'd
- 4 You wouldn't catch me
- 5 I'd give my right arm for a chance to

- 2** Ss complete the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- | | | |
|--------|----------|---------|
| 1 miss | 2 up | 3 way |
| 4 arm | 5 choice | 6 catch |


- 3** Elicit the first answer as an example and write it on the board. Ss rewrite the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- 1 You wouldn't catch me climbing Mount Everest!
- 2 I would / I'd jump at the chance to go to Mexico.
- 3 If it was up to me, I'd stay in this evening.
- 4 I'd probably give the sightseeing tour a miss.
- 5 I'd give my right arm (for a chance) to be in a reality TV show.
- 6 Given the choice, I'd buy a sports car.

EXTRA IDEA Ss amend the sentences in Ex 3 so they are true for them, using phrases from the lesson. They then compare their hypothetical preferences with a partner.

PRONUNCIATION**connected speech: final /r/ sound**

- 4A**  **1.10** | Ss listen and decide which /r/ sounds are pronounced, then check in pairs. Check answers with the class and drill the phrases chorally and individually.

ANSWERS:

rather (sentence 1) and sooner (sentence 2)

EXTRA SUPPORT: TEACHER As noted in Lesson 1B, accents which pronounce the /r/ sound in a word in isolation are called *rhotic*. With non-rhotic accents, a final *r* in a word **is** pronounced when the word is followed by a vowel sound at the start of the next word. Compare: *teacher* /'ti:tʃə/ and *the teacher is* /θə'ti:tʃəɪz/ (in a non-rhotic accent).

- B** Ss choose the correct alternative individually, then check in pairs. Check the answer with the class.

ANSWER:

vowel

- C** Ss complete the sentences with their answers to the questions in Ex 2A. Monitor and check they are using the forms correctly. They then practise saying them, focusing on the final /r/ sound.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording.

EXTRA IDEA Put Ss in pairs to practise asking the questions and giving their answers. Monitor and check they are pronouncing them correctly.

SPEAKING

5A Divide the class into three large groups, A, B and C, and refer Ss to the relevant pages. Divide each large group into pairs to work together. Monitor and check each group knows what to do. Also help with vocabulary where necessary, writing any new words and phrases on the board.

FUTURE SKILLS | Collaboration

B Read the Future Skills box with a class and ask Ss to look back at their questions and think of questions to encourage people to elaborate.

C Put Ss in new pairs, making sure they are from different groups. Ss carry out their surveys in their pairs. Monitor and encourage Ss to get each other to elaborate.

D Ask a few Ss to share with the class the most surprising thing they learnt about their partner.

EXTRA: HOW TO ... Ask Ss to find more *Would you rather ... ?* questions online. (These are widely available as a party game.) Ask them to choose the three they find most interesting to ask and answer in pairs.

TO FINISH

Put Ss in pairs to discuss which of the activities mentioned in the lesson they think they'll definitely do in the future and why.

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

▶ page 144 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 190

1D BBC Street Interviews**Comfort food**

VOCABULARY | the taste and appeal of food

SPEAKING | a discussion about comfort food

WRITING | a social media post

LESSON OVERVIEW

In this lesson, Ss discuss food. In order to do this, they learn vocabulary related to the taste and appeal of food. The context is a series of BBC street interviews where people describe comfort foods they like. Ss then do a speaking activity where they discuss comfort food. The lesson ends with a writing activity where Ss write a social media post about a new food item or dish that has had an impact on them.

Online Teaching

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

- **Exs 2A, 2B and 2C:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 6B:** Ask Ss to close their books and show the photo on your device separately for them to discuss what they think the food is.
- **Ex 7B:** Ask Ss to write their posts in a collaborative document so they can share them easily.

Additional Materials**For Teachers:**

Presentation Tool Lesson 1D

Online Digital Resources

Videoscript 1D: BBC Street Interviews

For Students:

Online Practice 1D

Workbook 1D

TO START

Ask Ss to make lists of three healthy foods they like and three unhealthy foods they like. When they are ready, put Ss in small groups to compare their lists and find out if others share their tastes.

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

PREVIEW

- 1 A** Put Ss in pairs to discuss the question. When they have finished, elicit their ideas, but don't give the answer yet.
- B** Ss read the definition and check their ideas. Check their understanding of the term by asking for volunteers to define it in their own words. Elicit some examples of comfort food. At this point you could share some of your favourite comfort foods with the class.

POSSIBLE ANSWERS:

ice cream, chocolate, pizza, homemade meals

VIEW

- 2 A** Read the questions in the BBC programme information box with the class. Explain to Ss that they are going to watch street interviews with people answering them. Draw Ss' attention to the photos of the people in the video at the top of the pages. They can use these to keep track of who's who. Read the questions in Ex 2A with the class, then play the video for Ss to watch and answer them. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. Put Ss in pairs to compare their answers. Elicit answers from a few Ss and have a brief class discussion.

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

ANSWERS:

Food is very important to all the speakers. Abiha likes Italian food, cheese, pasta bake; Meg likes chocolate and brownies; Anugraha likes coffee; Phoebe likes burger and chips; Shravash likes *chole bhature* (chickpea and doughballs).

- B** Read the list of reasons with the class. Ss watch the first part of the video again and match the speakers with the reasons, then check in pairs. Check answers with the class.

ANSWERS:

1 b 2 d 3 c 4 a 5 e

- C** Give Ss time to read the sentences or read them with the class so they know what to listen for. When they are ready, play the second part of the video again. Ss watch and complete the sentences, then check in pairs. Check answers with the class and write them on the board so that Ss can refer back to them easily in Exs 3A, 3B and 3D.

EXTRA SUPPORT With weaker classes, go through the sentences before they watch again and elicit the type of word required to complete each sentence (e.g. 1 – an adjective).

EXTRA SUPPORT: DYSLEXIA Dyslexic learners can find it a challenge to listen or watch and write at the same time. Allow them to simply watch and try to remember the words, which they can copy down, if necessary, when you check answers.

ANSWERS:

1 melted 2 rich 3 filling, greasy
4 spicy 5 amazing

VOCABULARY

the taste and appeal of food

- 3 A** Ss match the words they wrote in Ex 2C with the meanings alone, then check in pairs. Check answers with the class.

ANSWERS:

1 greasy 2 spicy 3 rich
4 amazing 5 melted 6 filling

- B** Ss identify the word individually, then check in pairs. Check the answer with the class. Alternatively, if you're short of time, this could be done as a class activity.

ANSWER:

spicy (from *spice*)

- C** Elicit the first answer and write it on the board. Elicit a food which could be described with it (e.g. *buttery* – mashed potato). Ss do the same for the rest of the words, then compare in pairs. Check answers with the class and write them on the board (or invite Ss to come up and do so) to check spelling and for Ss to refer to when they do Ex 3D.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the words in the box they are not working on to help reduce distraction.


ANSWERS:

buttery (e.g. mashed potato), cheesy (e.g. pizza), creamy (e.g. yoghurt), doughy (e.g. bread), fruity (e.g. ice lolly), juicy (e.g. orange), lemony (e.g. lemon cake), minty (e.g. mint chocolate or ice cream), nutty (e.g. biscuits), peppery (e.g. rocket salad leaf), salty (e.g. anchovies), sugary (e.g. cake)

D Read the example with the class, then put Ss in pairs to talk about foods they like using adjectives from Exs 3A and 3D. When they have finished, elicit a few descriptions from the class.


EXTRA: ALTERNATIVE IDEA In Ex 3D, put Ss in pairs and ask them to take turns describing a food they like using adjectives from Exs 3A and 3D, but without saying what the food is. Their partner listens and tries to guess the food.

SPEAKING**a discussion about comfort food**

4A  **1.11** | Tell the class that they are going to listen to three short quotes about comfort food. Play the recording for Ss to listen and decide which they most agree with and why. Ask a few Ss to share their answers and have a brief class discussion.

 AUDIOSCRIPT 1.11

- 1** The culture of every family is different, so comfort foods are different from family to family, not just culture to culture.
- 2** The idea that comfort food is always bad for you is a myth.
- 3** There's no real evidence that comfort food actually comforts us. Because it can be bad for us, we need to deal with our emotions differently.

B  **1.12** | Read the questions with the class so they know what to listen for, then play the recording. Ss listen and answer the questions, then check in pairs. Check answers with the class.


 AUDIOSCRIPT 1.12

- A: So why is it that comfort food is always bad for us?
 B: I don't think it is. I think that's a bit of a myth.
 A: Is it? I mean, what's your comfort food? Mine's a chip butty.
 C: A chip what now?
 A: A chip butty. You know, chips between bread.
 C: So, a French fry sandwich?
 A: I guess that's what you'd call it. Chips are crisps in the USA, right?

- C: Right, and 'butty' means nothing to me. I mean, it does now you've explained, but it didn't before. It sounds, er ... heavy.
 B: It's really tasty – you should try one. But going back to the point about comfort food being bad for us, well ...
 A: Oh yeah, you said it was a myth.
 B: Yeah.
 A: But why?
 B: You might like chip butties and I might love cold mashed potato for breakfast, but ...
 C: What? For breakfast? That's gross!
 B: So, cold mashed potato is OK, but not for breakfast.
 C: No! They're both gross!
 B: Anyway, back to the myth idea – while we might like rubbish food when we're feeling fed up, for others it might be healthy, like chicken soup.
 C: Oh yeah, I love chicken soup when I'm feeling ill. It's what my mom would give me when I was young.
 B: Exactly, I think comfort food often reminds us of positive feelings when we were younger and that might be a treat like a chip butty or something to help us feel less ill like chicken soup.

ANSWERS:

Main topic: why (and if) comfort food is bad for us. They go off topic by starting to talk about what a chip butty is and whether cold mashed potato for breakfast is nice or not.

C  **1.12** | Give Ss a minute to read the Key phrases or read them with the class, then play the recording again for them to listen and tick the phrases used. Check answers with the class.

ANSWERS:

Going back to the point about ...
 Anyway, back to ...

- 5A** Read the questions with the class and check understanding where necessary. Ss make notes to answer them individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.
- B** Arrange Ss in small groups to discuss the questions and try to agree on the answers. Encourage them to use the Key phrases, if necessary, to keep on topic.
- C** Nominate a student from each group to report back to the class and find out if others agree. Alternatively, if the class is large, put groups together to discuss their answers.

WRITING

a social media post

- 6A** Put Ss in pairs to discuss the questions. When they have finished, ask a few Ss to share their answers and have a brief class discussion.
- B** Focus attention on the photo and put Ss in pairs to discuss what they think the food is without looking at the text. Don't give any answers yet. With online classes, remember you can display the photo separately in order to avoid Ss reading the post prematurely.
- C** Ss read the social media post to check their ideas in Ex 6B. Check the answer as a class.

EXTRA SUPPORT: DYSLEXIA Read the social media post to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the post with them.

ANSWER:

The photo shows s'mores: a North American snack consisting of melted marshmallow and chocolate between two sweet crackers.

- D** Focus attention on the options and explain that only one of them (a or b) is correct. Ss choose the correct options alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind dyslexic learners to cover the other pairs of options to help them focus on each one in turn.

ANSWERS:

1 a 2 b 3 a 4 a 5 b 6 b 7 b

- 7A** Explain to Ss that they are going to write a social media post about a new food or meal they've had. They can either find a photo on their devices or go online to search for one. Ss plan their writing using the correct options in Ex 6D as a guide.
- B** Ss write their social media posts individually. For online classes they can use a collaborative document which they can share later. Ss should aim to write 75–80 words. Encourage Ss to use vocabulary from the lesson in their posts and monitor to check they are using it correctly. When they have finished, put Ss in pairs or groups to share their posts and read them. Elicit which they'd like to try and why.

TO FINISH

Put Ss in pairs and ask them to discuss which of the comfort foods mentioned in the lesson they'd most like to try and why.

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 and 6A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

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

- **Ex 3A:** Use a collaborative document in feedback and ask different Ss to write the transformed sentences in order to check the answers.
- **Exs 1B, 2B, 3B, 4B, 5B and 6B:** Put Ss in breakout rooms in pairs for the communicative tasks. Monitor unobtrusively round the rooms with your video turned off.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 1 (Grammar: describing past and present habits, reduced relative clauses; Vocabulary: relationships, phrasal verbs: friendships, transforming places, urban spaces, idiomatic phrases: hobbies and interests, the taste and appeal of food; How to ... talk about hypothetical preferences). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

describing past and present habits

- 1A** Elicit the first answer as an example. Ss complete the second sentences alone, then check in pairs. Check answers with the class and write them on the board.

ANSWERS:

- 1 are you always arguing / are you prone to arguing
- 2 did you use to do / did you use to participate in
- 3 do you keep (on) doing
- 4 are you inclined to start
- 5 As a rule

- B** Ss ask and answer the questions in pairs (in breakout rooms with online classes). When they have finished, ask a few Ss to share some of their partner's answers with the class.

reduced relative clauses

2A Ss complete the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|--------------|------------|----------|
| 1 working | 2 designed | 3 shaped |
| 4 positioned | 5 creating | 6 acting |

B Put Ss in pairs to discuss their home-working (or studying) space (in breakout rooms with online classes). You could ask them to give each other tips on how to make it a more productive space. When they have finished, ask a few Ss to describe their partner's space to the class.

3A Read the example with the class, pointing out how the answer combines the two sentences into a single one. Ask Ss to rewrite the rest of the sentences individually, then check in pairs. Check answers with the class. With online classes, remember you can use a collaborative document in feedback to check the answers.

POSSIBLE ANSWERS:

- 2 Musicians performing in city centres can lift people's spirits.
- 3 Water features installed in city centres can calm people.
- 4 City areas unused in the past should be turned into green spaces.
- 5 New cities taking mental well-being into account will be built in the future.

B Ss discuss the statements in pairs (in breakout rooms with online classes). Encourage them to give their reasons. In feedback, go through the sentences and elicit who agrees and who disagrees with each one and why.

VOCABULARY

4A Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

- | | | |
|-------------|--------------|--------------|
| 1 bump into | 2 spruce up | 3 lifetime |
| 4 making up | 5 modernised | 6 wavelength |

B Put Ss in pairs (in breakout rooms with online classes) to discuss how much they agree with each of the statements and give their reasons. In feedback, ask a few Ss for their opinions and have a brief class discussion.

5A Elicit the first answer as an example. Ask Ss to complete the rest of the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find having the initial letters of the answers provided confusing. The exercise may be easier for them to process if you remove the initial letters and provide two options (one correct and one distractor) for them to choose from for each gap instead.

ANSWERS:

- | | | |
|---------|------------|----------|
| 1 track | 2 renovate | 3 enough |
| 4 hit | 5 suburban | 6 rush |

B Ss discuss the statements in pairs (in breakout rooms with online classes). Encourage them to say whether they are true or false for them and give their reasons. In feedback, find out how many Ss say each sentence is true and how many say it is false for them.

6A This activity reviews both the grammar and vocabulary of Unit 1. Ss complete the text individually, then check in pairs. Check answers with the class.

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 6A. You can also make this activity more accessible for dyslexic learners by reminding them to cover the parts of text they are not working on to help reduce distraction.

ANSWERS:

- | | |
|-------------------------------|------------|
| 1 take/warm | 6 have |
| 2 with | 7 are |
| 3 hang | 8 spending |
| 4 yourself | |
| 5 designed/made/created/built | |

B Ss discuss the question in pairs (in breakout rooms with online classes). When they have finished, ask a few Ss to share their answers and find out if it's the same for others.

TO FINISH

Ask Ss to look through the rest of the book and choose the grammar, vocabulary, pronunciation and information (one of each) they are most looking forward to learning about. Then put them in pairs to discuss and explain their choices.