



**CAMBRIDGE**  
UNIVERSITY PRESS



**CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge

**Cambridge English**



**MINDSET**  
**FOR IELTS**

**An Official Cambridge IELTS Course**

**FOUNDATION**  
**TEACHER'S BOOK**

**Cambridge University Press**

[www.cambridge.org/elt](http://www.cambridge.org/elt)

**Cambridge English Language Assessment**

[www.cambridgeenglish.org](http://www.cambridgeenglish.org)

Information on this title: [www.cambridge.org/9781316640241](http://www.cambridge.org/9781316640241)

© Cambridge University Press and UCLES 2017

Cambridge University Press is part of the University of Cambridge.

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

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

First published 2017

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

Printed in Malaysia by Vivar Printing

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

Additional resources for this publication at [www.cambridge.org/mindsetforielts](http://www.cambridge.org/mindsetforielts)

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

## About the author

### Jishan Uddin

Jishan has been an EFL teacher since 2001 and in that time, he has taught on a range of courses in the UK and Spain including general English, exam preparation and academic English courses (EAP). He is currently an EAP lecturer and academic module leader at King's College London. He has extensive experience in IELTS preparation classes for groups of students from many parts of the world, particularly China, Saudi Arabia and Kazakhstan. In terms of material design, he has a great deal of experience in designing resources for language skills development as well as exam preparation and administration. Jishan is also a member of the team of authors who has written on the Student's Books for *Mindset for IELTS*

#### **The authors and publishers would like to thank the following people for their work on this level of the Student's Book.**

Sarah Jane Lewis and William Inge for their editing and proof reading.

Audio produced by Leon Chambers at The Soundhouse Studios, London.

#### **The publishers would like to thank the following people for their input and work on the digital materials that accompany this level.**

Nigel Barnsley; Lucy Passmore; Bryan Stephens.

**Cover and text design concept:** Juice Creative Ltd.

**Typesetting:** emc design Ltd.

**Cover illustration:** MaryliaDesign/iStock/Getty Images Plus.

# CONTENTS

UNIT 01 DAILY LIFE	08
UNIT 02 HOUSE AND HOME	23
UNIT 03 HOBBIES, LEISURE AND ENTERTAINMENT	40
UNIT 04 TRAVEL AND HOLIDAYS	54
UNIT 05 FOOD	63
UNIT 06 TRANSPORT AND PLACES IN TOWN	70
UNIT 07 JOBS, WORK AND STUDY	79
UNIT 08 HEALTH AND MEDICINE	86
UNIT 09 LANGUAGE	98
UNIT 10 SCIENCE AND TECHNOLOGY	106

## Student's Book

*Mindset for IELTS Foundation Level* is aimed at students who are thinking about taking IELTS, but who are currently at an A2 level. It teaches students in a linear way and helps them to improve both their general English level and introduces elements of assessment that are helpful for both the IELTS test and English language assessment in general. It is designed for up to 90 hours of classroom use. The topics have been chosen to help students develop their skills and knowledge in connection with everyday topics at the start of the course and introduces topics that will be useful for the IELTS test as they progress.

- Topics have been chosen to suit the needs and abilities of students at this level. They help build confidence at the start of the course whilst stretching them in the later stages, so that they start to get an idea of what they will meet on the IELTS test.
- There is coverage of the type of tasks that students at this level can cope with on the IELTS test and more general activities that will give students the foundation for understanding how assessment items work when they progress to a full IELTS course.
- Each level of *Mindset* is challenging, but doesn't push students above what they can do.

## How *Mindset for IELTS Foundation* helps with each skill

In the Foundation level all of the skills are integrated within the unit. This is because students at this level need to be able to see how the skills work with each other. Reading skills help develop the ideas and skills that are needed to complete Writing tasks and Listening skills help to develop the ideas and skills that are needed for the Speaking activities.

- **Speaking** – *Mindset for IELTS Foundation* helps students to develop their skills and confidence on familiar topics that they will need to progress their general English knowledge, while also enabling them to become more familiar with the type of questions that they will need to be able to deal with on the IELTS test.
- **Writing** – In the Foundation level students develop their writing skills for everyday communication; become familiar with the type of tasks for Part 1 and Part 2 of the IELTS test; and learn about how these types of writing can be developed and in respect to exam type tasks, how they will be assessed.
- **Reading** – *Mindset for IELTS Foundation* helps develop ideas and language skills that students can use in conjunction with the other skills. It also helps them get used to the types of questions they will face at IELTS in a way that is appropriate for students who are at this level.
- **Listening** – *Mindset for IELTS Foundation* helps to develop strategies for listening and makes students aware of the types of activities that are used on the IELTS test. It also helps to build confidence and develop ideas that will help them with their short-term and long-term linguistic goals.

## Outcomes

At the start of every unit you will see a list of outcomes

### IN THIS UNIT YOU WILL LEARN HOW TO

- identify types of holidays and different holiday activities
- read multiple texts to find specific information and detailed meaning
- listen to identify specific information and detailed meaning
- add more detail and give reasons while speaking
- use past simple and present simple
- write an email
- speak about experiences

In the Student's Book you will see how these outcomes relate to the unit as a whole and in the Teacher's Book you will see which part of the unit that they refer to. This will help you to decide the best way to develop the skills that your students need. There are typically three or four overarching outcomes that relate to either goals that will help students to progress their overall English ability and knowledge, or ones that will give them an insight into the types of skills they will need when they enter a full IELTS course.

## Tip Boxes, Bullet Boxes and Mini Tips

- Tip boxes help you and your students improve task awareness and language skills. You will find further information on how to get the most out of them in the Teacher's Book. Note that the number in the corner relates to the exercise that the tip goes with.

**TIP**

**2 4**

You might be asked to write about a process in the exam so it is important to practise linking your ideas together. Look at the sequencing words highlighted in Exercise 22 to see how the parts of the instructions are linked.

- Bullet boxes tell you how students are assessed in tests and give a better understanding of the task being addressed.



In some exam reading tasks, you may be asked to complete a matching exercise where you match descriptions to people. First, identify key words and ideas for each person. Then, match these words and ideas with the descriptions.

- Mini tips help with the understanding of discrete questions and items that will help develop an understanding of the type of question being asked. Note that the first number in the corner relates to the exercise number and the second one relates to the question number.

**06.1 MINI TIP** Look at the information in yellow in the article about family members. Which one answers the question correctly?

## Teacher's Book

The Teacher's Book has been designed to give you a step-by-step look at the activities and how to teach them. It has also been developed in a way that will help you see how the language and skills development relate directly to moving your students in the direction of IELTS.

It also contains the following:

- Extension activities - exercises that give more practice in the skill or area, if you feel that your students need to spend longer on them.
- Alternative activities - ideas that will help you develop ideas to tailor them to your students' needs and/or interests.
- Definitions - to help you with understanding of concepts connected with assessment features that are used both in the IELTS test and other forms of assessment.

## How to use the online modules

As well as the Student's Book there are also online modules that can aid with further study. These can be used for homework or to reinforce what has been taught in class.

- **Reading and Writing**
- **Speaking and Listening**
- **Language Builder**
- **Grammar and Vocabulary**

The Reading and Writing and Speaking and Listening modules give more practice on the topics that have been studied in the book. They help to develop both ideas and the language skills that the students will need in order to be successful.

The Language Builder builds knowledge of everyday topics and sets them in an IELTS context. It can aid with understanding assessment and to build confidence and knowledge for lower level students.

The Grammar and Vocabulary module presents the grammar and vocabulary from the final section of each unit in a series of interactive exercises

There are also a number of other online modules with specific learners in mind. It is worth noting that these modules are also packaged with higher levels in the series, but you may want to use them to get your learners familiar with the test as they progress through the course.

- **Pronunciation and Speaking for Chinese Learners**
- **Speaking Plus**

These modules look at the types of mistakes that students make from different language groups. The syllabus and exercises have been developed with insight from our corpus database of students speaking. Students can also analyse and view video content of Speaking Tests in these modules.

- **Spelling and Vocabulary for Arabic Learners**
- **Writing for Arabic Learners**
- **Writing Plus**

These modules use our database of past writing IELTS papers and Corpus research to look at typical mistakes that students from the different language groups make on the Writing paper of the exam. They are encouraged to improve their writing skills and also avoid the common pitfalls that students make.

## How to deal with students expectations at this level

The Foundation Level has been created for A2 level students who wish to learn about IELTS, but who are not yet ready to take the test. The aim is to familiarise them with elements of the test that they can cope with at this level and to also develop their English language skills as a whole. By the end of the course the aim is that they will be roughly a band 4 or 4.5 level and will be ready to start a Level 1 course. Students need to realise that improving their IELTS score is, realistically, a slow process. Any student preparing for IELTS needs to also develop their general English skills. It is a process of getting used to the type of tasks which they will face in the exam while at the same time learning grammar, vocabulary and improving their abilities in the four skills. *Mindset for IELTS Foundation* is the first in a series of four books, and students will probably need to complete Level 2 before they reach a minimum level to study abroad.

Students should be made aware that simply attending class is not a guarantee of achieving scores indicated on the books. They need to commit to a programme of self-study: learn new vocabulary, read and listen in English as much as possible and take every opportunity to speak in English, even if it is just with other learners like themselves.

## How to use the material in a mixed-level class

There are two main ways of addressing the needs of a mixed-level class: the first involves adapting materials and activities so that they can be more or less challenging and assigning them to different groups of students. You will find notes on how to do this throughout the Teacher's Book. The second involves treating the higher-level students as a resource to help lower-level students, while ensuring the tasks given are useful for the higher-level learners too.

You may wish to set different homework for different level students. The Language Builder tends to offer more remedial help for students who are having problems at this level, whereas the language specific and plus modules will stretch students studying on this course.

The Teacher's Book contains suggestions for alternative and extension activities. Many of these address the needs of activities at different levels for students in a mixed-level class. For alternative activities, group all the higher-level students together and give instructions to them. Give instructions to the lower-level students for the basic activity. For extension activities which you feel are only suitable for some of the students, ensure lower-level students also have a useful task. Try some of the following.

- If the unit has covered a tense, such as the simple present, ask them to write 5 more sentences in that tense.
- Ask them to re-read the text or audio-script again and use the dictionary to look up any unknown words which have not already been dealt with in the exercises.
- Get students to practise testing each other on the new words from the previous unit.
- Get students re-do speaking tasks with a different partner.
- Ask them to listen again to recordings of themselves doing the previous task, identify errors or ways to improve.
- In groups or pairs get students to make a display chart for the wall on grammar or vocabulary covered so far in the course.

It is important that you don't always separate students in the class by level. For the main activities, it is generally useful for the more advanced students to be grouped with the lower-level ones. The lower-level ones will benefit from exposure to the more advanced language and skills of their classmates. The higher-level students benefit from having to explain language and concepts to other students. This is a linguistically challenging activity for them.

When working positively with mixed-level classes, you should be sensitive to the feelings of the students. Don't refer to the students as the 'less able' or 'lower-level' students. Just say, 'Okay, for this activity, Danny, Chen, Mayuri and Qing will be working together'. If different groups are doing different activities, you don't need to stress this. Just give the instructions to different groups, rather than announcing to the whole class that different groups are doing different activities. If questioned, explain that, 'These students will benefit from this activity' or 'This group needs more practice in this area'.

Always use the time when students are doing activities to monitor all the students so that you, as a teacher, are well aware of the different capabilities of different students. By knowing your class well and giving careful thought to their needs, you can ensure that a mixed-level class is successful.

# UNIT/01: DAILY LIFE

## OUTCOMES

- speak about your day

## OUTCOMES

Ask students to focus on the outcome. This is a good way to show students what the lesson will cover and why it is useful for them. This outcome is for students to be able to speak about their day. Explain to students that the topic of daily routines is very common in both English exams as well as in general conversation. In many speaking exams for example, a simpler more general topic (such as routines) is often used at the start of the exam. Being able to speak about a typical day is therefore very useful for students. In addition, tell students that knowing the vocabulary to describe routines can also be useful in English listening exams. This is because it is common in exams for students to listen and identify key information.

## LEAD-IN

**01** Ask students to look at the pictures of daily activities. To give students something to actively produce, ask them to draw a circle or underline in the book the activities they do every day. Alternatively, they can write these down on paper. Ask students to write five more activities below the pictures or on paper. This not only allows you to monitor what students have done but also prepares them for the next activity.

Before students do the activity, ask them the following questions to confirm that they understand the instructions. It's a good idea to do this particularly if you feel that some students have weak listening skills. Stronger students may not need so much input, but a common challenge for teachers in English teaching classrooms is to make sure the weaker students do not fall behind. It's very likely that within a class, there are students with different strengths and needs and it is important that teachers are able to provide opportunities for all students to learn as much as they can. This activity works best when questions are simple and require short answers. For this type of activity, either allow students to volunteer answer as a quick and effective way of getting correct answers or nominate students you feel may be weaker as a good way of checking they understand what to do. It's likely that stronger students will be happy with asking students questions to check comprehension if it is done quickly and students will all accept quickly that this is the way you check students' understanding. This method and suggestions for questions will be demonstrated in many of the following activities in this book.

*In this exercise, ...*

*... will you underline / circle / write about\* all the activities? (no)*

*... will you underline / circle / write about\* all the activities you do every day? (yes)*

*... will you write about more activities? (yes)*

*how many more? (five)*

*(\*depends on the exercise)*

Tell students they have 2-3 minutes to complete Exercise 01. It's good practice to let students know how much time they have to do an exercise as this will help with classroom management and help students manage their time. With all the times suggested, respond to your students' needs. If you feel that students can complete the exercise in less than the advised time or if they need longer, you can be flexible. Monitor to check that students are on task. Monitoring can also tell you if you need to give students more or less time in future. In addition, if students feel that they are being monitored, they are more likely to complete the activity.

## Feedback

Focus only on the five more activities for now, as you will look at the activities in the picture at the end of Exercise 02. Allow students to volunteer their answers or nominate students. Volunteering encourages some students to speak more and is more spontaneous and natural. However, it is possible that less confident students will not answer as frequently – if at all. In these cases, nomination is better as you will be able to give weaker and less confident speakers the opportunity to answer. You can also check if students need more support by doing this. It's a good idea to find a balance between the two approaches based on your class' needs.

As some of these answers will be useful for the next task, write the correct answers on the board. If a student says an answer you're not sure is correct, ask for more information (*Where do you do that? When do you do that? Who do you do that with?*). This helps to understand what the student means. When there is no fixed answer – as with this exercise – this is a good way to support students to produce a correct answer that the class can benefit from (e.g. to use in the next activity). If the student is still unable to produce an accurate answer (and you feel this is vocabulary that could be beneficial for the class), ask other students if they can help. You can say: *This is done with / in / at ... what's it called?* This encourages more class participation.

When you write the correct answers on the board, check that students understand what they mean. For each, ask questions to check:

*Where do I do this?*

*Who do I do it with?*

*When do I do this?*

*What do I need for this?*

This is a good way to check students understand new vocabulary particularly if it is helpful for them to be able to use it in future. It's also a good idea to focus on pronunciation of any new items of vocabulary. This can be done by asking students to do the following:



- 1) listen to you say the word(s) two-three times.
- 2) repeat after you as a group (choral drilling).
- 3) repeat the word individually (individual drilling).

Drilling is the action where students repeat a word or phrase after the teacher or other students. It can be a fun way to approach pronunciation. Stages 1-2 above should be done with this approach and Stage 3 is particularly useful to check individual students who you may feel need the opportunity to practise. When individual drilling, if students make mistakes in the pronunciation, ask students to try again. You could say: *Not quite, can you try again, please?* If students still find it difficult, ask other students to help. You could say: *Can anyone help?* When another student pronounces the word correctly, you can ask them to model this pronunciation for the original student who has difficulties with this word. This encourages students to listen and learn from each other. Of course, if the pronunciation of this item is still problematic for the student, you may wish to move on to avoid delaying the lesson. Another option is to use phonemic script. If you are familiar with this, write the script next to the word or phrase. It's a good idea to familiarise yourself and your class with the phonemic script and encourage students to practise writing any new vocabulary with phonemic script to help with pronunciation. There are many websites and online dictionaries which not only provide the script but also a recording of the word such as [dictionary.cambridge.org](http://dictionary.cambridge.org). You can also use an online dictionary when drilling. As correct English pronunciation is often not easily known just from the spelling of a word, it is important that you support students with pronunciation.

Possible answers: wake up, sleep, have dinner, chat online, play sport

- 02** Ask students to get into pairs or, if this is not possible, threes. Pairs are an effective way to encourage student participation with other students. Groups of three can also work well, but this may limit the amount of time students have to speak to each other about the task. Unless the Student's Book instruction suggests to do something differently for an exercise, it is good practice for students to work in pairs where possible. It's a good idea to encourage students to speak and discuss their ideas because it provides speaking practice, students can help each other and you are able to monitor what is being said. This will allow you to identify student needs that you may wish to address immediately and/or at the end of the activity. It's important to make sure students are comfortable with sharing their work with classmates. This is particularly important when asking to work together or to compare their work in pairs and in groups. It's important that you explain the benefits of pair and group work to students as well as how students can learn from each other by sharing and comparing work that they do. If it's done regularly, students will accept it as expected practice in class. Ask students to compare their answers together. Tell students to remember to say what time they do each activity. Tell students to write down what their partner says as they will need to tell the class after the exercise. It's a good idea to ask students to write down 1) what the activity is and 2) at what time their partner does the activity. This will be useful for

feedback and also encourages students to listen actively. If students do not hear or understand what their partner says, this approach will encourage them to ask their partner to explain or repeat what they have said. Monitor as students work in pairs. As you monitor, note down any common errors the class in general makes that you may wish to use in feedback. This is a good way to respond to students' needs and to provide specific feedback that is useful for all students.

### Feedback and extension

Ask students to report what their partner said to them. They can volunteer to do this or you can nominate students you want to hear from. For these students, you can say: (*Tell me about [name]'s daily routine. What does he/she do?*) To encourage other students to listen, you can pretend that you didn't hear something or that you misheard something. Ask the class to help you:

*So, [name] goes to bed at ... ?*

*So, [name] goes to bed at 5pm? (deliberately incorrect)*

It's important to make sure the class do not switch off when other students are speaking and this is a good way to avoid this. Students are likely to find the teacher making deliberate mistakes fun and they may enjoy correcting you. It is also helpful not to be predictable when asking students. You want to make sure that all students feel that they could be asked as this improves participation and engagement. It's important to realise that it's natural for teachers to have preferences about which students they ask and which part of the room they focus on. You can get a good idea of what you do by recording yourself teaching or ask colleagues to observe you.

As you have monitored the activity, there is no need for all students to talk about their partner's daily routine.

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones. This is a good way to recycle what has been learnt in the exercise and to also focus on responding to emerging student errors and needs.

Student's own answers.

You can use the following phonemic script as support for pronunciation of the words and phrases. There are many online dictionaries which also offer recordings of words for further support. You do not need to show students the phonemic script, unless this is something you regularly do in class and students are familiar with.

get up /get ʌp/

exercise /'eksəsaɪz/

work /wɜ:k/

study /'stʌdi/

catch the bus /kætʃ ðə bʌs/

watch TV /wɒtʃ ti:'vi:z/

go online /gəʊ 'ɒnlaɪn/

relax with friends /rɪ'læks wɪð frendz/

go to bed /gəʊ tə bɛd/

have breakfast /hæv 'brekfəst/

**03** This exercise is designed to revise the vocabulary in Exercise 01 as well as introduce new activities commonly used in the present simple tense. In each question, there are three options, one correct answer and two incorrect options. Ask students to do this activity in pairs. This will encourage students to give reasons for their answers.

#### Feedback

Students can volunteer answers or you can nominate students to answer. A good way to provide feedback is to ask other students if they agree with an answer from other students. This can be done in a number of ways. When a student answers, do not immediately say: (*Correct, Good, Well done or Incorrect, That's not correct etc.*). Instead, you can ask other students if they agree or not. This will increase participation and student attention during feedback. When a student is nominated to answer a question, other students may feel that they do not need to continue to listen as they will not be asked to answer. This method of checking answers, however, encourages all students to listen to answers given by other students as they too may be asked to add a response.

1 B    2 B    3 C    4 A    5 A

**04** This activity gives students an opportunity to practise using the vocabulary from Exercises 01 and 03. Put students in pairs and ask them to take turns asking and answering the questions. As students ask and answer the questions, monitor and note down any errors that you think the class will benefit from focusing on in feedback.

Student's own answers.

#### Feedback

Nominate a few students to tell the class about their partner's answers. This will encourage students to complete the activity and remember responses. If you do this regularly, this can increase the participation of students during pair work.

From the errors you noted down when monitoring, write some on the board and add correct answers. Ask students to work in pairs to identify the correct answers and correct the incorrect ones. Nominate or allow students to volunteer answers. Before confirming the answer as correct or incorrect, ask other students to comment.

### OUTCOMES

- understand activities that people do in their daily routine
- read multiple texts to choose the correct answer

### OUTCOMES

Ask students to focus on the outcomes. Tell students that the topic of daily life and daily routines is very common in conversational English. It's also a topic which often appears in English exams. Tell students that this lesson will focus on reading for specific details about three people's daily routines.

To do this, students need to be able to locate the relevant information from different parts of the text. Tell students that in many reading exams, answers are in the same order as the questions, although this is not always the case because in some reading exams, students have to find the answer from different sections of the text and answers are not in order. This lesson focuses on learning how to do this.

### LEAD-IN

Ask students to look at the pictures of Ava, Michael and Nina (if possible, try to show the pictures on a large screen – you can use a smartphone to take a picture and then email it to yourself to save an electronic copy on your computer). Say that Ava is from Australia, Michael is from Brazil and Nina is from Norway. Ask students not to read the text yet. Tell students to work in pairs and answer the following question (write this on the board):

*How do you think Ava's, Michael's and Nina's daily routines are similar to yours?*

It's a good idea to ask students to predict before reading as it can prepare them for the reading topic. Nominate answers or allow students to volunteer.

**05** Ask students to read the text quickly to answer the question in the Lead-in. 'Skim' reading or 'skimming' is reading quickly to get a general meaning. At this stage, tell students not to worry about any difficult words and not to use a dictionary. Give students a 2-minute time limit. It's important for students to not be too dependent on online translators and dictionaries. This slows down the process of reading and can make it less enjoyable. In addition, it's important to focus on the aim of the task: to help students develop the skill of reading quickly and getting the main idea of a text. Students should underline the similar activities individually as reading is not often most effective in pairs. After 2 minutes, ask students to compare what they have underlined. Monitor to see if students are able to complete this task. As students work through the book, they will often be asked to skim read in this way. Monitor the progress of students doing this to see if extra support is needed.

#### Feedback

Allow students to volunteer or nominate. To keep students fully involved in feedback, you could ask students to say how many similar activities they found. Start with the lowest number and ask students to say which activities. Nominate students with the next highest similarities and finish with the highest.

Student's own answers.

**06** This activity provides practice of answering reading questions when the answers are not in the same order as the questions and information related to each question is in different parts of the text. Ask students to look at the Tip Box. Then go through the example together in class. It's a good idea to spend time focusing on the example as this will help students to identify the skills they need and the process they need to follow. Ask students to look

at the example question and answer, and then to look at the green highlighted parts of the text. Ask the following questions to check understanding of what steps students need to follow:

*Do I need to read all three parts? (yes)*

*Is there information about the question in all three parts of the reading? (yes)*

*Is the answer in all three parts of the reading? (no)*

Tell students that when they have found where the possible answers are they have to decide which text answers the question. Write on the board:

*Who finishes studying before 1pm?*

A. Ava ...

... finishes at 4pm.

B. Michael ...

... then study until 12.30pm.

C. Nina ...

... finish at 3pm

As more attention will be focused on identifying key words in questions, underline the key words above.

Ask students to decide which of the sentences from Ava, Michael and Nina means the same as the question (answer: B – Michael).

Ask students to look at the Mini Tip. Then read question 1 in class. Ask students to look at the yellow highlighted parts of the text. Then ask students to complete the exercise individually and then compare answers in pairs. Tell students that they should show their partner where the answer is in the text. As students discuss their answers, monitor to see how well students are able to complete the task.

### Feedback

Allow students to volunteer answers or nominate. It's a good idea to ask students to give a reason for their answer. They can do this by reading the sentence from the text that supports their answer. This will help you to identify if students are following the suggested strategy or just guessing.

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

1. When I get home, I help my dad on the farm for a few hours. (Ava)
2. ... my dad makes dinner and we all eat together. After that, my mum takes me out for a driving. (Nina)
3. My mum teaches at my college, so I usually go with her in the car instead of taking the bus. (Ava)
4. In the evenings, I cook dinner for my family. (Michael)
5. ... I go to one of the college clubs. These are not very expensive and there are lots to choose from. (Nina)
6. ... I try to watch TV but I'm usually too tired. (Ava)
7. Most people in Australia live near the coast, but we live on a cattle farm in the centre of the country. (Ava)

## OUTCOMES

- use present simple and adverbs of frequency

## OUTCOMES

Ask students to focus on the outcome. Tell students that when talking about daily routines, the present simple and adverbs of frequency are often used. The present simple is the first tense that many students learn to use and English exams test students on their ability to use this in speaking and in writing before testing more complex grammatical structures. Tell students that it is essential to be able to use this grammatical structure accurately as it is used in many situations. As mentioned above, in spoken English exams, it is likely that students will be asked about basic details about themselves at the start of the exam. These might include where they live, likes and dislikes and may also include daily routines. In each case, accurate use of the present simple is needed and will be expected.

## LEAD-IN

It can be a good idea to try to use examples of grammar in previous lessons when analysing grammar. In this lead-in, sentences from the reading are used. Ask students to work in pairs. Tell students to discuss together what they remember from the daily routines of Ava, Michael and Nina. Tell students that they cannot look at the book. Give pairs 2 minutes to discuss and allow students to volunteer answers. Write the following sentences on the board:

*True or False?*

1. *Nina's dad makes dinner.*
2. *Michael's mum teaches at his college.*
3. *Ava tries to watch TV but is usually too tired.*

Ask students to say if the sentences are True or False. After a few students have answered, ask other students if they agree, and then confirm the correct answers with the class.

1 True            2 False (Ava)            3 True

Ask students to focus on the underlined verbs. Ask students in pairs to say why sentence 1 ends in -s, sentence 2 ends in -es and sentence 3 ends in -ies. Give student pairs 2-3 minutes to discuss this. This will show whether students know about the rules. Ask students to answer but do not say if they are correct or not. This helps with the 'noticing' of grammar rules. Simply let students answer and then invite other students to agree or disagree.

Then ask students to look at the grammar box in Exercise 07 to help them with their answers. As this is an activity where students need to notice rules, allow students to look at the box and make their own decisions before giving the answers.

### Feedback

Nominate or allow students to volunteer answers. Confirm answers after allowing a number of students to answer first.

Possible answers:

All sentences are 3rd person singular (*he / she / it*). Sentence 1 is a regular verb so we just add -s. Sentence 2 is a group 2 verb (ends in -s, -ch, -sh or -x) so we add -es. Sentence 3 is a group 3 verb (ends in -y) so we add -ies.

**07** Again, this exercise is a noticing activity but also focuses on the use of present simple with adverbs of frequency. Ask students to read the grammar box again so that they can complete the exercise. Allow students 1-2 minutes to do this. They can do this individually but then ask them to compare their answers in pairs. When trying to understand grammar, it's a good idea for students to share their ideas. This also gives you an opportunity to measure understanding.

#### Feedback

Allow students to volunteer answers or nominate students.

1 B    2 C    3 A

**08** This activity is designed for students to notice examples of the three verb groups. It's important to tell students that there is a fourth group here – irregular verbs. The box gives the example *go, do* and *have*. You may want to say that *be* is also a (very) irregular verb in the present simple tense. Tell students to look for examples in Exercise 01 and the text for Exercise 05 and 06. Students can do this activity individually but should compare their answers together in pairs.

#### Feedback and alternative

Allow students to volunteer answers or nominate. Ask students to agree or disagree with other students' answers before confirming the answer is or is not correct.

Alternatively, write on the board:

Group 1                      Group 2                      Group 3

Ask students to take turns to come to the board and write a verb from the text under the correct heading. Allow students to say if they agree or disagree. If a verb is placed incorrectly, ask students for help to correct it. Changing the dynamics of the classroom by allowing students to move around and come up to the board can add variety to classroom activities. By giving students the opportunity to challenge or confirm answers on the board helps students to memorise rules and verbs.

Group 1 – exercise, work, play, live, come, get up, help, swim, stay, cook, listen, practise

Group 2 – catch, watch, relax, finish, switch, teach

Group 3 – try, study

**09** This activity provides practice of the *he/she/it* form of the present tense. Give students 3-4 minutes to read the text again and make notes. When students are ready, put them into pairs to complete the exercise.

To make sure that students understand what to do, you can model the example dialogue with a confident student. Give students 5 minutes to do this and then ask them to swap. This gives both partners the opportunity to practise.

While students are speaking in pairs, monitor to make sure that the correct form of the verb (with -s, -es, -ies endings) is used. Students whose first language does not change forms depending on the person speaking may not always add the -s, -es, -ies endings. In addition, as English verbs do not vary as much as some languages do in terms of verb endings, some students may forget that *he / she / it* does change in English in the present tense. If you notice that students are making errors with this, either correct individual students as you hear it or note it down for class feedback. Immediate correction can be disruptive but can also be useful for students to stop 'bad habits' developing. When correcting, question the incorrect use as follows:

*Student - She like swimming.*

*Teacher - She like (swimming)?*

*Student self corrects - She likes swimming.*

This can be a good way to give students the opportunity to correct themselves and may mean that they remember not to make the mistake again.

#### Feedback and extension

After students have completed the activity, write three-five common errors that you noted when monitoring on the board and add one-two correct answers. Ask students to work in pairs to decide which sentences are correct and to correct the mistakes. Allow students to volunteer or you can nominate students to answer. If you can remember the students who made the mistake, nominate those students. This is a good way to respond to student needs. As before, do not confirm answers until a few students have given their opinion about whether they agree or disagree with the answers other students gave.

If you feel that students need more practice or that they would enjoy doing more of the same activity, ask students to read out their sentences to the whole class and let other students guess who (Ava, Michael or Nina) the activity is about. If students make mistakes with verb forms, firstly try to encourage them to self-correct (see above) or ask students if they can help to correct mistakes. This will encourage more participation.

Student's own answers.

**10** Students have an opportunity to practise using verbs in the correct form of the present tense in this exercise. Also, students can see adverbs of frequency in context. Ask students to complete the task in pairs but encourage students to discuss their answers. This will encourage students to think about and explain their answers. Monitor as students are discussing their answers. This will give you a good idea about whether students can use the grammar accurately.

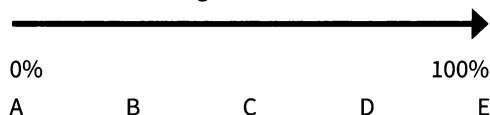
#### Feedback

Allow students to volunteer answers or nominate. As before, ask students to say if they agree that the answer given by another student is correct or not. Then you can confirm the answer.

1 gets up 2 has 3 eats 4 gets 5 goes 6 returns  
7 makes 8 watches 9 meets 10 go 11 studies  
12 goes 13 cooks 14 exercises 15 sees 16 falls

### Extension

Write the following on the board:



Ask students to focus on the adverbs of frequency highlighted in Exercise 10. Tell students to copy the diagram above into their notebooks. Then ask students to put activities from Dan's daily routine in the right place under each letter according to how often they do the activity. Tell students that they can look again at the grammar box if they need to. This activity helps to increase students' understanding of adverbs of frequency. Students can do this individually but should compare their answers in pairs. Nominate or allow students to volunteer answers.

- A goes to bed early
- B watches TV, goes to the library, exercises
- C meets a friend for coffee
- D gets up at 8am, returns home and makes lunch, cooks dinner, falls asleep at midnight
- E gets his books ready, studies for a few hours

### OUTCOMES

- use present simple and adverbs of frequency
- write about a daily routine

### OUTCOMES

Ask students to focus on the outcomes. Outcome 1 is the same as in the previous lesson. Outcome 2 is about how to describe a daily routine when writing. In English exams, students are often asked to write about simple information about themselves, particularly at lower levels. Writing about daily routines may be part of a longer description.

### LEAD-IN

Write the following words on the board:

*Always*  
*Usually*  
*Often*  
*Sometimes*  
*Never*

Ask students to write activities next to each word above based on their daily routines. Ask students to write at least one activity for each. Tell students that they can look at Exercise 10 for ideas. Ask students to compare with a partner and discuss what is similar and different between

their daily routine and their partner's. As answers will vary and this is a preparation task for Exercise 11, whole class feedback is not necessary if you have monitored and checked that students have done the task.

- 11** This exercise provides written practice for students to use the present simple and adverbs of frequency to write about their daily routine. Give students around 10 minutes to write this individually. Ask students to look at the Tip Box. Then tell students that they can use the writing in Exercise 10 to help them but that they should not copy it.

### Feedback and alternative

You could collect in the writing from each student and mark it. Focus on correct use of verb and adverbs of frequency by students and provide feedback.

Alternatively, before students start the exercise, give students paper and ask them to write clearly and not to write their name on the paper. Once they have finished writing, collect all the papers in. Shuffle the papers and hand out a different student's work to each student. Ask each student to read out the daily routine of an unknown student. The class listens and then guesses who wrote it. After other students guess, the student who wrote the daily routine can tell the class. As you listen, note down any errors you wish to talk about.

It's a good idea to focus on common errors with verb use or adverbs of frequency that a number of students have made. You can then address these by speaking directly to the class or by writing three-five sentences with the errors that you noted on the board and add correct sentences. Ask students to decide which sentences are correct and to correct the incorrect ones. Students can do these in pairs. Nominate or allow students to volunteer answers.

Student's own answers.

### OUTCOMES

- understand activities that people do in their daily routine
- read to guess meaning from context

### OUTCOMES

Ask students to focus on the outcomes. Remind students that the topic of daily routines is a very common one in conversational English. It's also a topic which appears in English exams. In this lesson, students read further examples of daily routines and learn extra vocabulary to help them to speak, write and understand more about this topic.

The outcome how to guess meaning by context is very important skill for reading, especially in exams where there are no dictionaries.

### LEAD-IN

The aim of this task is for students to familiarise themselves with the content of the text before looking more closely at the reading in Exercise 12. Ask students to look at the text

in Exercise 12 and tell them to underline all the adverbs of frequency. Students can do this individually. Ask students to say how many times they can see the following words – write these on the board:

*Always*

*Usually*

*Often*

*Sometimes*

*Never*

Ask students to compare their answers in pairs. You can nominate students to answer or allow students to volunteer.

*Always-3 Usually-3 Often-2 Sometimes-2 Never-1*

- 12** This exercise aims to give students practice of guessing meaning of unknown words from the context – the words around the unknown words. Before doing the exercise, ask students what they do if they see a word they do not understand (tell them that they can't use a dictionary). Elicit (encourage students to say) the idea that students should look at the words and sentences around the unknown word. To show students this, write the following on the board:

*do the laundry*

Tell students to read the sentence before and after this phrase. Ask students to say if there are any words that help them understand the meaning of the phrase. Ask students to discuss in pairs. Then nominate or allow students to volunteer answers.

Helpful words:

help around the house ... never washes his clothes

Then ask students to work together to match *do the laundry* with one of the words on the right (A-F). Nominate or allow answers to be volunteered.

1 C

Ask students to complete the exercise in pairs. Monitor to check that students are looking for helpful words before and after any unknown words and that students are not using dictionaries. If students say that they prefer to use a dictionary, tell them that this is a very important skill that good readers have and that it is unlikely that they will be able to use a dictionary in English exams.

### Feedback

Allow students to volunteer answers or nominate. Before confirming answers, ask other students if they agree or disagree. Also, ask students to say what the helpful words were.

1 C 2 D 3 F 4 B 5 A 6 E

Helpful words:

2. put things away
3. after dinner / don't have a dishwasher / clean dishes by himself
4. likes cooking / prepared delicious meal
5. leaves it by the back door instead of taking it out to the bins
6. when the housework is done

## OUTCOMES

- write describing a daily routine

## OUTCOMES

Ask students to focus on the outcome. Tell them that this lesson will give students an opportunity to practise writing about a daily routine. Explain that students will be able to show what they have learnt so far in this unit. Tell students that they will be able to show that they can use the present simple using *he/she/it*, adverbs of frequency and sequencing words.

In English writing exams, students are asked to write more extended pieces of writing. A typical form of this is writing a description. Tell them that being able to write a few well-connected and grammatically correct sentences is important particularly when doing English exams.

## LEAD-IN

Before looking at Exercise 13, show students a picture of a woman, a map and picture of Fiji and something which represents a science project. You could use a picture of scientific equipment – a white coat, safety glasses or a test tube etc. – Try to project this on a large screen if possible. Alternatively, you can put this on paper and hand this out to students. You can find many appropriate pictures of the above online. Be selective and make sure you feel the images are appropriate for your learners. Tell students that the woman in the picture is Julia Grant who is 21 years old. Explain to students that she works on a science project in Fiji. You can say that she is a volunteer. The images should help to support students but you may want to ask the following questions to check:

*What's her name? (Julia)*

*Where does she live? (Fiji)*

*What does she do? (works on a science project)*

*Is she a scientist? (no, a volunteer)*

Ask students to get into pairs. Tell students to think of five things Julia does in her daily routine. This is a good way to give students an opportunity to predict content, show that they understand the situation and prepare them for the next exercise. Give students 3-4 minutes to talk to each other and then nominate students or allow them to volunteer answers. At this stage, students are just generating ideas so do not say if they are correct or not. Simply say: 'maybe', 'probably', 'perhaps' etc. and ask other students if they agree or not.

Then ask students to look at the pictures in Exercise 13. Tell students to see how many of the activities they said Julia does every day are shown in the pictures. In pairs, ask students to say which daily activities they thought of for Julia were correct and how many were not correct. Allow students to volunteer answers or nominate. This is a good way to make sure that students understand the activities in the pictures that Julia does. As students give their answers about the activities, you can ask for more information especially if you feel that some of the class may not know what the activity is. Use the process of asking questions to make sure students all understand.

**13** This exercise aims to provide more extensive written practice of describing a daily routine. The Lead-in prepares students for this exercise. Write on the board:

1. *Julia is 21 years old and works as a volunteer on a science project in Fiji. Every morning she ...*
2. *After that ... / Next ... / Then ...*

Ask students to work in pairs and complete the two sentences by looking at the picture. Give students 3 minutes to discuss what they can add to the start of the two sentences. Monitor as students discuss to make sure students know what they need to do. Nominate students to answer or allow students to volunteer. To encourage students to add an adverb of frequency and details of times, you can ask *How often?* or *When?* Allow around three or four students to answer to check that the class understands. Tell students that the sequencing words / phrases can be used in any order as they are practically synonyms.

Ask students to work individually. This will provide the most practice for students and is a good way to test what individual students have learnt and what they still need to learn. Give students 10-15 minutes to do this as you want them to concentrate on accuracy.

Student's own answers.

**14** When students finish Exercise 13, ask students to compare what they have written. Tell students to make comments and help their partners to improve the description. On the board, write the following:

- *Present simple (he / she / it)*
- *Adverbs of frequency*
- *Sequencing words (after that, next, then)*

Ask students to tick (✓) if their partner has done each of the above correctly. Monitor to see how well students have achieved this and to help students if they are not sure.

Ask students to make corrections based on their partner's comments. This is a good way to encourage peer feedback. This can be a very useful habit for students to develop.

### Feedback and alternative

You can take in the daily routine descriptions from each student. This will allow you to have a closer look at your students' work – what needs they have etc. – if you want to. You could alternatively complete the exercise on the board and nominate students to say what they wrote. As there is likely to be little variation in terms of what students write,

you can get a good idea of how well students have done by selecting students from around the class and from a range of abilities.

Student's own answers.

### OUTCOMES

- listen to information about a student exchange trip

### OUTCOMES

Ask students to focus on the outcome. Tell students that the topic of a student exchange trip is relatively common in English exams. Also, say that the skill of listening for specific short information is a very important skill. Tell students that almost all listening exams test students' abilities to listen for specific information and that this lesson practises this.

### LEAD-IN

Ask students to look at the banner from the online advert from Exercise 15. Tell students not to read the information below the banner yet. To help dissuade students from reading the information, if possible, you could show the banner on a large screen. This can be done by taking a picture of the banner using a smartphone and emailing it to yourself and then projecting the image on the board. Alternatively, you could write the words of the banner on the board. Ask students to try to guess what the advert is for. It's a good idea for students to try to predict before reading. Ask students if they are interested in doing this. Ask for reasons. Nominate a few students or allow some to volunteer their answers. The aim at this stage is to get students thinking about the topic and understand the situation. Ask students to look at the True or False questions for Exercise 15 and try to guess the answers. Tell students not to read the advert yet. This will help students make predictions before they read and is an important skill.

**15** This exercise aims to give students the context of the listening in the next exercise. Ask students to work individually and compare their answers to the True or False questions. Monitor to see if students need more support. The Mini Tips can be used either if students need more support at this stage or to check understanding when students have completed the exercise.

### Feedback

After students have discussed their answers, nominate or allow students to volunteer. Use the Mini Tips to check student understanding.

1 F    2 F    3 T

**16** This first exercise is called a 'gist' listening. The aim here is for students to listen first for more general meaning and less specific information than is required for the main listening task. It's common in listening and reading practice exercises although exams tend not to do this. Before students do the exercise, read the instructions and ask questions (*How many people will speak? (2), What are their*

names? (Carlos and Jack), What do you need to write? (the countries they come from) etc. to make sure students are aware of what they need to do. It's particularly important that students understand the task before the recording starts to avoid them missing the opportunity to practise, or having to restart the recording. Ask students to listen and answer the questions individually and then check answers in pairs. It's extremely difficult to listen in pairs so students should do this part on their own. Checking in pairs gives you a good opportunity to monitor how well students have performed.

### Feedback

Nominate or allow students to volunteer answers. Before confirming the answer, ask other students if they agree or not with the answer given.

Jack – Australia; Carlos – USA

### Listening script [02]

- Carlos: Hi Jack! I'm really excited about coming to stay with you on the student exchange trip to Australia next term.
- Jack: Me too, Carlos! I know you're going to have a great time at my school and with my family.
- Carlos: Tell me a bit about your family. What do you all like doing?
- Jack: Well, I love playing volleyball and basketball. I do volleyball once a week and basketball twice a week.
- Carlos: I remember you have a brother. What does he do? Is he interested in sport, too?
- Jack: No, not really. He prefers staying at home and reading. He's a member of our local gym but he never goes.
- Carlos: Oh, that sounds like me! You've got a sister too, haven't you?
- Jack: Yes, she's really good at painting and drawing. Some of her work is hanging up on the walls at home, so you'll be able to see it when you come.
- Carlos: That would be great. I'd love to see it. What about your parents?
- Jack: Well, my mum loves growing things. She spends a lot of time outdoors, planting flowers and cutting the grass.
- Carlos: That sounds interesting. And your dad? What does he like doing?
- Jack: Well, he's really good at building and fixing things. If anything gets broken around the house, he fixes it. He makes new things, too, like furniture.
- Carlos: Great! And I know your grandma lives with you. What does she like doing?
- Jack: Well, we're lucky – she's an amazing cook and makes us all wonderful meals every day. She already wants to know what you like eating.
- Carlos: [Laughs] Really? Well, that gives me an idea for a present for her – a recipe book from where I'm from in the USA.
- Jack: Perfect!

**17** This is the main listening activity. Ask students to look at the Mini Tips before playing the recording. Tell students that it is common in exams for the questions and the recording to use different words which have similar meanings. Explain to students that the same words may not be used. Also, tell students that they may hear a word from the question but it may not be the answer. Tell students that it is a very good idea in listening exercises to read the questions and information first. Give students 2 minutes to read the questions and options.

Ask students to work individually as they listen and compare their answers with a partner after. Monitor as students discuss their answers. This may show you that students need to listen to the recording another time.

### Feedback

Nominate students or allow students to volunteer. As before, ask other students to comment on answers before you confirm them.

1 F    2 D    3 C    4 E    5 A

### Extension

You could use the listening script to help students understand the reasons for the answers. Photocopy the script and hand out copies to students working in pairs. Give one copy to each pair to encourage pair work. Ask students to underline the part of the listening script which gives the answer to each question. Monitor as they do this.

1 F

Carlos: I remember you have a brother. What does he do? Is he interested in sport, too?

Jack: No, not really. He prefers staying at home and reading.

2 D

Carlos: Oh, that sounds like me! You've got a sister too, haven't you?

Jack: Yes, she's really good at painting and drawing.

3 C

Jack: Well, my mum loves growing things. She spends a lot of time outdoors, planting flowers and cutting the grass.

4 E

Carlos: That sounds interesting. And your dad? What does he like doing?

Jack: Well, he's really good at building and fixing things. If anything gets broken around the house, he fixes it.

5 A

Carlos: Great! And I know your grandma lives with you. What does she like doing?

Jack: Well, we're lucky – she's an amazing cook and makes us all wonderful meals every day.

Nominate or allow students to answer. As students answer, ask students if the recording uses the same word in the question or a different word with a similar meaning. By doing this, students will become more aware of how listening recordings often use different words with similar meanings from the actual questions.



**18** This exercise uses the topic of the listening and asks students to respond to the ideas and to give their opinions. Give the instructions to students. Do the exercise once with a strong student as a model for other students, asking and answering the questions. It's a good idea to give students a model in this way. To do this, ask the questions to stronger more confident speakers and allow students to hear the replies. To avoid a poor model being given if students make mistakes when doing this, ask students to reformulate what they have said or correct it yourself (or ask other students to suggest corrections). Then, ask students to do the exercise in pairs and monitor. As you monitor, write down any errors that you wish to go over in feedback.

### Feedback and extension

Allow students to volunteer answers or nominate. If students make errors, ask them to reformulate the answer by pretending you do not understand. Invite other students to help if you need to.

### Extension

With the list of errors you noted during the pair work, write a few on the board along with a few correct answers. Ask students to say which were correct and to correct the incorrect ones.

Student's own answers.

## OUTCOMES

- speak about your day

## OUTCOMES

Ask students to focus on the outcome. Tell students that this lesson gives them more practice of what they learnt about describing daily routines but this time they will do this as a speaking activity. Tell students that they will be given instructions on paper and that they will have 2 minutes to prepare before they speak. This format is very typical for English speaking exams. Students are expected to prepare and make brief notes. They are then expected to talk for up to 2 minutes on their topic without the examiner asking questions. This is also a very good skill when preparing and giving spoken presentations.

## LEAD-IN

Write on the board:

*Good advice for speaking for 1-2 minutes:*

- Read the instructions and spend time thinking about your answer.*
- Write full sentences before you speak.*
- Write short words or phrases before you speak.*
- Always tell the truth.*
- Sometimes you can invent information about yourself.*

Ask students to get into pairs and say if they think the advice is good or not so good. Nominate or allow students to volunteer but do not confirm answers yet. Ask other students to also give their opinions. Then ask students

to look at the instructions and Tips next to Exercise 19. Nominate or invite answers. Explain to students that inventing information is only useful if they don't know what to say. Generally speaking, we do not advise students to always lie in speaking exams.

A True B False C True D False E True

**19** This activity familiarises students with a typical speaking exam format. Remind students that it is important for them to talk about every point and to make notes to help them. Tell students that it is difficult to speak for up to 2 minutes without preparation. Ask students to look at the Tip Boxes before preparing their answers. Explain to them that they should only write words or phrases because if they read out full sentences they will lose marks. Tell students they can invent things to say if they can't think of anything to say that is true. When students compare their notes, ask them to give advice on each other's ideas. Monitor as students compare and note down good student examples.

### Feedback

Write these examples on the board and ask students to say why these are good examples (e.g. related to the each point, and short words and phrases used). Try to give feedback to individual students as you monitor. The reason for this is it can be difficult to provide feedback on individual student notes in front of the whole class. One possible way of doing this is to take a picture of the notes using a smartphone and emailing or transferring it to your computer (e.g. via email). Then you can display these and invite students to comment on them.

Student's own answers.

**20** This exercise provides practice of the spoken task. Make sure students understand the six sentences. To help students, ask them to say if the sentences (1-6) are for good or not so good talks. Ask students to discuss this in pairs. Nominate students to answer or allow them to volunteer.

1 Good	2 Not so good	3 Good
4 Not so good	5 Not so good	6 Good

If possible, put an online digital clock on your screen or put a digital clock in a place that all students can see. Alternatively, ask students to use their phones or watches to time their partner. Ask students to start when you say or when their partner says. Monitor as students do this exercise. Note down any areas you want to talk about during feedback. In this type of activity, it's a good idea to note down things that are done well, as well as areas that can be improved.

### Feedback

Using your notes, write on the board comments about what was done well and what could be improved. Ask students to discuss together if they think the comment is positive or negative. After students have had 1-2 minutes to discuss, nominate or allow students to volunteer answers. Invite other students to comment before confirming correct answers. If you feel that a student has done particularly well in this activity, you can ask them to do it again in front of

the class. After they listen, ask other students to comment. Reinforce what you thought was good about the talk.

Student's own answers.

- 21** This is an opportunity for students to swap roles. Follow instructions for Exercise 20. You may wish to wait until the end of this exercise before giving feedback. However, if you provide feedback between exercises, you give students the opportunity to learn from the feedback from other students. This will help with the learning process.

Student's own answers.

### Alternative and extension

If possible, ask students to record their talk or ask their partner to record for them. This can be done on many smartphones. This recording can be shared with other students. If you have internet in the classroom, you can ask students to send the recording to you and you can then send it to another group. This allows a closer analysis of the recording and more detailed feedback. Groups can listen to a student's recording, discuss their thoughts and then provide detailed feedback.

Alternatively, or in addition to above, ask students to listen to their recording again and to re-record it at home using the feedback given to them by their partner or another group. Once this has been re-recorded, ask students to send it to you. You can choose to provide feedback to the students and/or you can use a good example as a model for the whole class to listen to later.

## GRAMMAR AND VOCABULARY

### OUTCOMES

- use present simple and adverbs of frequency

## GRAMMAR AND VOCABULARY

### OUTCOMES

Ask students to focus on the outcome. Tell them that this lesson helps them to use the present simple accurately and also looks again at vocabulary used in the unit to talk about daily routines. Remind students that English exams often test students on their ability to use the present simple and it is expected that even quite low level students are able to use this tense accurately. As mentioned before, the topic of describing, hearing or reading about a routine is common and this lesson helps students to do this better. Tell students that the present simple is not only used to describe routines but is also very useful when describing other basic facts – for example, where you live or work, describing an object, a person or a place etc.

### LEAD-IN

Write on the board the following:

- A. 8:00
- B. 10:30
- C. 12:00

D. 15:15

E. 20:45

Ask students to get into pairs and decide how to say these times in English. Give students 3 minutes to do this. This is a simplified version of Exercise 01 and gives students some preparation for the next exercise.

### Feedback

Nominate or allow students to volunteer. Try to involve as many of the class as possible by asking other students to say if they agree with their classmates' answers. Confirm answers after hearing from a number of students. Tell students that before 30 minutes past in each hour we say *past* (e.g. 15:15 is *a quarter past 3*) but after 30 minutes past the hour, we say *to* (e.g. 20:45 is *a quarter to 9*). Make sure students know that for times on the hour (e.g. 1:00, 10:00, 21:00) we use *o'clock*. Tell students that we use *quarter past*, *half past* and *a quarter to* for xx:15, xx:30 and xx:45 respectively. Explain to students that for other times (e.g. xx:25 or xx:40), we just use the number *past* or *to*.

- |                          |                             |
|--------------------------|-----------------------------|
| A It's eight o'clock     | B It's half past ten        |
| C It's twelve o'clock    | D It's a quarter past three |
| E It's a quarter to nine |                             |

- 01** Ask students to get into pairs and complete the activity. Monitor as students are working together. The times in the exercise are more complicated than in the Lead-in so monitor to see if students are able to use the rule you explained as well as to check pronunciation.

### Feedback

Nominate students to answer or allow them to volunteer. Do not confirm answers before a few other students have the opportunity to say if they agree or disagree. It's a good idea to ask students to say the whole phrase rather than just the letter so that you can see if pronunciation is accurate. If you feel that students need support with pronunciation, drill chorally and then individually as discussed previously.

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

### Extension

Write on the board the following:

*What time do you ...*

*... get up?*

*... have breakfast / lunch / dinner?*

*... go to school?*

*... go home after school?*

*... go to bed / sleep?*

Ask students to get into pairs to ask these questions to each other. Tell students to respond with a time. To make sure students understand what they need to do, model this with a confident speaker. Tell students to swap roles after they finish. As students do this, monitor to check pronunciation and grammatical accuracy. Note down any errors you wish to discuss during feedback.

**02** This exercise recycles common present simple verbs to describe routines. If you feel you need to make sure students understand what they need to do and what is meant by 'unscramble', ask students to look at the first question. Write 'ahve a shower' on the board. Ask students to guess what the word is. After getting the correct answer (*have*), you can ask students:

*Is the word spelt correctly? (no)*

*Do I need to add any letters? (no)*

*Do I need to move the letters? (no)*

Ask students to do work in pairs to complete this.

### Feedback

Nominate or ask students to volunteer their answers. Focus on the pronunciation of a few words that may be difficult due to the combination of consonants at the end:

brush /brʌʃ/

catch /kæʃ/

watch /wɒʃ/

For many languages having lots of consonants together (consonant clusters) is very rare and students may find this challenging. If your students have difficulty pronouncing these words, model the words, drill chorally and then check by drilling individually.

1 have	2 brush	3 meet	4 catch	5 leave
6 go	7 watch	8 do	9 go to	10 fall

### Extension

Write the following on the board:

*I brush my teeth at \_\_\_\_\_ every day.*

*I usually have a shower at \_\_\_\_\_.*

*I always go to bed at \_\_\_\_\_.*

Read out the sentences and add a time for each one. It's important that two of the times are true for you and one of the times is false for you. Tell students to fill in the gaps. Allow students to volunteer answers and after a few have answered, write the times on the board that you said.

Tell students that one of the sentences is not true. Tell them to work in pairs to guess which one is false. After 2-3 minutes, ask students to say which sentence is not true. Nominate or allow students to volunteer answers and encourage students to say: ('I think you brush your teeth at/have a shower at/go to bed at'). After a few students have answered, tell them which one is not correct. Tell them the true time.

Now you have provided a model for this, ask students to write three sentences about their own daily routine. Tell students that they need to use some of the verbs from Exercise 02 and some of the times from Exercise 01. Ask students to work individually here as this is specific to their own daily routine. Give students 3-5 minutes to do this. After they have completed their sentences, ask them to tell their partner. Their partner has to guess which is the false statement. Monitor as students do this to check grammatical accuracy and pronunciation. Make a note

of any areas you want to discuss in feedback. During feedback, write on the board some of the common errors students made and add some correct sentences to these. Ask students to work together in pairs to decide which were the correct answers and then to correct the others. You could then ask students to read out their sentences to the whole class for the class to guess which sentence is false. Tell the student's original partner not to answer as he or she obviously already knows the answer. This is a good way to encourage students to listen to each other and reply directly to the students, rather than channelling everything through you, as teacher. This helps to develop learner independence.

**03** This exercise focuses on daily routine activities using *make* and *do*. As many languages do not have a different word for *make* and *do*, it is very common for learners of English to make mistakes with these two verbs. To help students before they do the activity, write the following on the board:

*the washing*

*breakfast*

Tell students to work together in pairs to say if we should use *make* or *do*. Give students a minute to discuss this. After, nominate or allow students to volunteer answers. Allow a few students to answer before confirming the answer (*do the washing, make breakfast*). Ask students to complete the exercise in pairs. This allows students to share their experience of the words to help each other. Ask pairs to compare with another pair. This is a good way to compare pair work before class feedback.

### Feedback

Allow students to volunteer answers or nominate students if you want to hear specific students – perhaps because they are weaker or less confident.

make – a noise, lunch, the beds, dinner, a mess

do – some homework, the laundry, the shopping, the cleaning, the housework

### LEAD-IN

On the board, write the following verbs:

*walk*      *leave*      *have*      *finish*

*get up*      *catch*      *go out*      *work*

*meet*      *live*

Tell students that they will read an email from Harry who is on a student exchange holiday in France. Put students into pairs and ask them to think about Harry's daily routine. Tell them to use the verbs on the board to help them. Give students 3 minutes to discuss this together. Monitor to check students are on task. Then allow students to volunteer answers about Harry's daily routine in France. For now, just allow students to make suggestions without giving feedback other than to make language corrections. This activity prepares students for the next task and encourages them to think about how to use the verbs in the box.

**04** This exercise aims to give students an opportunity to use phrases for daily routines from the unit – some of which

were used in Exercise 02. Ask students to complete the exercise individually and then to compare answers in pairs. Monitor when students discuss their answers.

### Feedback

After students have discussed their answers, nominate students to give the answers or allow students to volunteer. Again, do not confirm if the answers are correct or not until you have asked other students if they agree with the answer or think an alternative answer is needed.

1 live    2 work    3 get up    4 leave    5 have  
6 walk    7 catch    8 finish    9 meet    10 go out

### LEAD-IN

To link the previous exercise with the following one, write the following on the board:

Harry \_\_\_\_\_ breakfast at about 8am.

Harry usually \_\_\_\_\_ to school.

Sometimes Harry \_\_\_\_\_ a bus.

Ask students to get into pairs and try to complete the gaps in the sentences above by reading the completed email again. Give students 2-3 minutes to discuss. Monitor to see if students remember to add -s / -es to the verbs as they are in the *he / she / it* form. Nominate or allow students to volunteer. If students do not add a -s / -es when they answer, give them another chance by repeating the answer as follows:

S: 'Harry catch a bus'

T: 'Harry catch a bus?'

S: 'Harry catches a bus.'

This gives students a chance to self correct and will help them to remember their error. Done positively, it shouldn't discourage students from answering in future. If a student cannot self correct, ask other students to help. Remind students that for most verbs, -s is added for the *he/she/it* form but also remind students about the other groups of verbs from the grammar table in the unit (Exercise 07).

has, walks, catches

- 05** This exercise provides an opportunity for students to practise using present simple verbs in the third person. It also gives you a chance to test students' understanding of the grammar. Ask students to do this individually so that you can assess their understanding better but tell students to compare their answers when they have completed the task. Tell students to give reasons for their answers when they discuss (e.g. verb ends in -x so we use -es etc). Monitor to see how well students have understood the grammar here and to see if you think students need more support.

### Feedback and alternative

You can nominate or students can volunteer answers here. Remember not to confirm answers until you give other students a chance to say if they agree or disagree with the answer given by another student. Ask students to emphasise the -s / -es at the end of the verb in the same way as described in the Lead-in.

Alternatively, if it is possible for you to project the sentences onto a board. You could write the sentences on the board if this is not possible. You can invite students up to each write an answer in the gaps. This is a good way of changing the classroom dynamics. Once all the gaps have been filled, invite other students to make corrections if they think they need to. This is a good way to encourage increased participation and peer correction. Where there is a difference of opinion, ask students to explain their answers. Then you can ask the rest of the class to vote on which answer they think is correct. You can then confirm the correct answer.

1 washes    2 watches    3 cries    4 practises  
5 goes    6 does    7 catches    8 relaxes  
9 gives    10 switches off

- 06** This exercise extends on from the previous one and asks students to decide the verb ending based on the subject. You can follow exactly the same procedure here as for Exercise 05. During feedback, it's important for students to explain their answers. One procedure you can add is to ask students the following questions after confirming the answers for each.

*Is it he? Is it she? Is it it? (yes / no)*

*(If yes) Do we add an -s / -es? (yes)*

*(If no) Do we add an -s / -es? (no)*

By doing this, hopefully students will be encouraged to ask themselves the same questions when they are making decisions about verb endings in the present simple tense under freer practice conditions (e.g. when writing or speaking rather than just in grammar exercises).

1 works    2 play    3 studies    4 come  
5 wear    6 like    7 gets up    8 have  
9 makes    10 begins / finishes

### LEAD-IN

Write the following on the board:

*up / at / 1 / day / every / 06:00 / get*

Ask students if this is correct, and then why not. Students should say that the words are not in the correct order. Ask students if we need to add any words or take any away. Confirm to students that the words need to be re-ordered to make sense but no words need to be added or taken away. Ask students to work in pairs and decide what the correct order is. Give students 2 minutes to do this and then nominate or allow students to volunteer their answer. This will help students to understand what they need to do for Exercise 07.

I get up at 06:00 every day.

- 07** This exercise focuses on word order for present simple sentences to describe daily routines. Ask students to do this in pairs. Monitor to make sure students are on task. Give students around 5 minutes to do this together.

## Feedback

Students can volunteer their answers or you can nominate. Emphasise the importance to students of listening carefully to the answers given by other students and encourage them to say if they agree or not. After confirming the answers, you can check to see if all students understand the third person rule for present simple. If you write answers to questions 1, 5 and 9 on the board, you can ask students to tell you why the verbs end in -s or -es. It's a good idea to ask students who have previously made errors in this lesson so that you can check that they have understood. In this case, nomination is the best approach to take.

- 1 My friend tidies the room.    2 I play football at the weekend.    3 I take a sandwich to college for lunch.  
4 I wake up at half past six.    5 My brother checks his phone every five minutes.    6 I have a shower in the evening.    7 I try to stop studying before 9pm.  
8 I go to the dentist every six months.    9 My father does most of the housework.    10 I visit my family at the weekends.

## Extension

Ask students to write down the corrected sentences from the Exercise 07. You can help students by writing the answers on the board or creating a document with the answers by typing them or photocopying them. Ask students to change the sentences to make them true for themselves. Show them an example for yourself. Make a change and tell students that this is now true for you. Show students how they can change the time, adverb of frequency or how they can make it into a negative sentence (e.g. *I don't ...*) to make it true. Give students around 5 minutes to work individually on this. As they will be sharing this information later, students should not work together yet. Monitor to make sure students are on task.

After this, tell students that they are going to speak to their classmates and see if other people have the same answers. Tell students to read one of the sentences to another student. If they have the same answer, tell students to put a tick (✓) next to the sentence and to write the other student's name. Tell students that they need to speak to as many students as possible so that they can collect as many ticks (✓) as possible.

The best way to explain this to students is to show them. Take the list and read one of the changed sentences:

*I go to the dentist once a year. Is it the same for you?*

Choose a more confident student to ask. If the student says yes, show the class that you are putting a tick next to the sentence and write the student's name down next to it. If the student says no, encourage them to say their sentence (e.g. *No, I go to the dentist every six months.*). Repeat this one or two more times. Then give students 15 minutes to do this activity. Encourage students to stand up and speak to students on the other side of the room. This mingle activity is a good way to encourage students to speak to students they don't usually sit with and provides an opportunity for freer spoken practice. As students are doing this activity,

monitor and note down things that you wish to talk about in feedback.

## Feedback

Start by asking students how many ticks they have. Ask students with the highest number to say the names of the students that had the same daily routine as them. By focusing first on the aim of the task (find as many people with the same daily routines), this encourages students to use the language communicatively (i.e. primarily to communicate).

The goal is that grammar and vocabulary used – present simple tense, times and adverbs of frequency – is used automatically to fulfil the task. This is a good way to see if students can use the correct grammar and vocabulary in freer situations. This is a common technique in English (and other) language teaching. Look at the notes you made when monitoring. You can write errors on the board to be corrected (add some correct sentences too to give students a more challenging task here) and ask students which sentences are correct. Alternatively, you may want to simply give verbal feedback. When doing so, start with something they did well as a group and then say what could be better. It's always nice to finish with something positive – this is called a 'positive feedback sandwich' and is a good technique to give constructive criticism.

- 08 This exercise is a combination of 04, 05 and 06. Students need to fill in the missing verbs based on both the context and the grammar and need to apply the knowledge they have gained from the previous exercises to complete the exercise successfully. Ask students to work in pairs and tell them to discuss their answers together. Monitor to see if students are using these clues to help them complete the exercise. Give student pairs 5-7 minutes and then ask each pair to compare with another pair. This will encourage more discussion.

- 1 work    2 start    3 opens    4 fill    5 tidy  
6 clean    7 work    8 tells    9 shouts    10 take  
11 finish    12 gets    13 enjoy

## Feedback

Nominate or allow students to volunteer answers. Remember to ask students to agree or disagree with other student's answers before you confirm them.

## Extension

Think of five to 10 typical jobs that students are likely to know. Write them down on small pieces of paper. Put students into pairs and hand them a piece of paper with one of the jobs. Tell students to discuss together what they think the daily routine is of somebody with this job. After 2-3 minutes, give each pair a bigger piece of paper. Tell students to write a few sentences about the daily routine of somebody with the job on their smaller piece of paper. Tell students not to write down the name of the job. Ask students to write 5-10 sentences. Tell them that they can look at Exercise 08 to help them. Ask students to write clearly. Give students 10-15 minutes to complete this.

When students have finished this, stick the larger pieces of paper onto the walls and ask students to stand up and walk around to read the pieces of paper with the daily routines. Students should guess what the job that is being described and write their guess on the paper. After all students have read other students' work and made their guesses, ask students to stand by their paper and tell other students what the job was. Then ask students to look again at the descriptions on the wall. Ask students to focus on the language in the descriptions. Tell students to do the following:

1. Find a correct example of present simple and underline it.
2. Find a correct example of adverbs of frequency.
3. Make one correction to a present simple or adverb of frequency error.

Ask students to look at a few papers following the same steps. By doing this, you are encouraging peer evaluation and as well as collaborative learning (students learning from each other). In addition, asking students to move around the room adds variety to the class dynamics. To finish, you can look at each description and add your feedback. Students can then see what you have written.

# UNIT/02: HOUSE AND HOME

## OUTCOMES

- Identify different rooms in a house and different items in a home

## OUTCOMES

Ask students to focus on the outcome. Tell students that the topic of house and home is extremely common in English exams as well as in general conversation. It's possible that in speaking exams, for example, that students will be asked to describe their homes or other people's homes. This is particularly true at lower levels. Tell students that this lesson aims to build students' vocabulary so that they can speak more effectively about houses and homes. This vocabulary will also be useful when listening to someone describing a home, reading about accommodation and writing about the topic. Tell students that the vocabulary they learn here will help them with speaking and writing exercises later in the lesson.

## LEAD-IN

For an extended Lead-in, try to find a picture – not a photo – which shows the inside of a whole house. A picture is more appropriate as it will be difficult to find a photo like this online as this is more of an artistic representation and not real. There are many pictures available online that are suitable. The important thing is many different rooms can be seen and students can understand from the image what the functions of the rooms are (e.g. *the kitchen looks like a place where food is cooked*). Choose a picture which does not include the names of the rooms. If you find a picture with room names and are able to, edit the names out using computer software. Show the picture to students either by printing a copy for every pair of students or projecting it onto a large screen. Put students into pairs and ask them to work together to try to say the names of the rooms. It's good practice for students to share ideas verbally in this way for three important reasons. Firstly, it's a good way to encourage speaking in English in class. Secondly, it gets students into the habit of comparing and learning from each other. Finally, it gives you, as teacher, a great opportunity to monitor what students are doing, and learn what they know and understand and what their learning needs are. Give pairs around 3-5 minutes to do this.

### Feedback

You can nominate or allow students to volunteer answers. Nomination is a good way for you to understand how well specific students know or understand and what they need help with. Allowing students to volunteer answers is quite natural as it encourages students to speak when they want to. However, it's important to be aware that stronger students tend to answer most of the questions when answers are volunteered and you may find it difficult to assess weaker students' understanding. It's a good idea to vary your approach according to your class' needs.

In addition, another strategy that is recommended when doing the above is to not confirm an answer immediately but invite other students to say if they agree or disagree with what another student has just answered. This makes sure that class members have more opportunity to participate.

Finally, to check understanding of instructions and answers, it's good practice to ask questions. Below are typical questions that are relevant for this activity. It's important to create simple questions which have a short answer (perhaps even *yes* or *no*), but the responses that students give can tell you if they understand. See below for examples and think about how you can do this every time you do feedback sessions to benefit you and your students.

Possible answers:

living / sitting room, dining room, kitchen, hall, bathroom, bedroom

Example questions to check understanding:

*Do people cook food in the kitchen? (yes)*

*Do people sleep in the kitchen? (no)*

*Which room do people sleep in? (bedroom)*

- 01** This exercise aims to test students' knowledge of names of rooms in a house. Students are given the first letters to help them. If you do the extended Lead-in (above), remove any words you may have put on the board first and use this as a quick test of students' learning. Ask students to do this exercise in pairs and monitor as they do this.

### Feedback

As above, nominate or allow students to volunteer answers. Remember to ask students to say if they agree or not with other students' answers before confirming. Focus on pronunciation as there are a few areas where students can have difficulties (e.g. *kitchen* and the difference between *bathroom* and *bedroom*). It's a good idea to focus on pronunciation of any new items of vocabulary. This can be done by asking students to do the following:

- 1) listen to you say the word(s) two-three times.
- 2) repeat after you as a group (choral drilling).
- 3) repeat the word individually (individual drilling).

Drilling is the action where students repeat a word or phrase after the teacher or other students. It can be a fun way to approach pronunciation. Stages 1-2 above should be done with this approach and Stage 3 is particularly useful to check individual students who you may feel need the opportunity to practise. When individual drilling, if students make mistakes in the pronunciation, ask students to try again. You could say: *Not quite, can you try again, please?* If students still find it difficult, ask other students to help. You could say: *Can anyone help?* When another student pronounces the word correctly, you can ask them to model this pronunciation for the first

student who has difficulties with the word. This encourages students to listen and learn from each other. Of course, if the pronunciation of this item is still problematic for the student, you may wish to move on to avoid delaying the lesson.

Another option is to use phonemic script. If you are familiar with this, write the script next to the word or phrase. It's a good idea to familiarise yourself and your class with the phonemic script and encourage students to practise writing any new vocabulary with phonemic script to help with pronunciation. There are many websites and online dictionaries which not only provide the script but also a recording of the word such as [dictionary.cambridge.org](http://dictionary.cambridge.org). You can also use an online dictionary when drilling. As correct English pronunciation is often not easily known just from the spelling of a word, it is important that you support students with pronunciation.

1 bedroom      2 bathroom      3 kitchen  
4 living room

You can use the following phonemic script as support for pronunciation of the words and phrases. You do not need to show students the phonemic script, unless this is something you do regularly in class and students are familiar with.

*bedroom* /'bedru(:)m /

*bathroom* /'bɑ:θru(:)m/

*kitchen* /'kɪtʃɪn/

*living room* /'lɪvɪŋ ru:m/

You can ask similar questions as in the Lead-in above to check understanding.

- 02** This exercise adds to the vocabulary from the previous exercise. The vocabulary here is more complex compared to words in Exercise 01 and will help students to be able to produce more detailed descriptions of houses and homes. Ask students to work in pairs again for this exercise. Monitor as students discuss what they think the names of the places in the house are.

### Feedback

This is best done as described above in Exercise 01:

1. Nominate or allow students to volunteer answers.
2. Don't confirm answers until other students have had the chance to agree or disagree.
3. Focus on pronunciation for vocabulary items. Drill where necessary.
4. Ask questions after to confirm understanding.

1 basement      2 hall      3 hallway      4 study  
5 attic      6 garage      7 garden

*basement* /'beɪsmənt /

*hall* / hɔ:l /

*hallway* /'hɔ:lweɪ/

*study* /'stʌdi /

*attic* /'ætɪk /

*garage* /'gærɑ:ʒ /

*garden* /'gɑ:dən /

- 03** This exercise aims to further extend students' vocabulary of the house and home through speaking in pairs. This time, the focus is on items in a home. To prepare for this activity, write two lists of items:

1-6 - 1 *curtains*, 2 (table) *lamp*, 3 *TV*, 4 *desk*, 5 *shower*, 6 *drawers* and

1-6 - 1 *window*, 2 *poster(s)*, 3 *blind*, 4 *sink*, 5 *pillows*, 6 *oven / cooker*

Put students into pairs. You can divide the pairs up into Student As and Student Bs. You can just nominate As and Bs but ask students to raise their hands if they are student A – this will help you make sure each pair has an A and B. Give Student A the first list with 1-6 and Student B the second list for 1-6. Explain to students that Student A will say the names of the first list of items and Student B will say *correct / yes* or *incorrect / no*. Tell student B that they should only say the answer after student A has tried to guess three times and not to show the written answer until after the exercise is complete. This will encourage students to try to guess if they don't know and to focus on Student B's answer when it is verbally given. If students see the written list before they complete the exercise, they will know the answers for the next items before they have tried to guess. Tell students that they can try to help by saying the first letter. This can help students remember vocabulary that they already know but can't remember immediately. Monitor as students do this. Focus on pronunciation. As you go around the class, you can correct any major mispronunciations or wait until you give feedback. Make a note of anything you want to talk about in feedback. This is a good way of responding to your learners' needs. Allow pairs 5 minutes to complete this part of the exercise. Then ask students to swap roles and do the same for the second list of items.

### Feedback

Follow the feedback procedure suggested above in Exercises 01 and 02.

Student A's pictures – 1 *curtains* 2 (table) *lamp* 3 *TV*  
4 *desk* 5 *shower* 6 *drawers*

Student B's pictures – 1 *window* 2 *picture(s) / poster(s)*  
3 *blind* 4 *sink* 5 *pillows* 6 *oven / cooker*

*curtains* /'kɜ:tɪnz/

(table) *lamp* /('teɪbl) læmp/

*TV* /ti:'vi:/

*desk* /desk/

*shower* /'ʃaʊə/

*drawers* /drɔ:z/

*window* /'wɪndəʊ/

*poster(s)* /'pəʊstə(z)/

*blind* /blaɪnd/

*sink* /sɪŋk/

*pillows* /'pɪləʊz/

*oven/cooker* /'ʌvn/ /'kʊkə



**04** This exercise checks how well students have learnt the vocabulary. Tell students not to look at the answers and to work alone to write the names of the two lists of items. Students can write answers in their notebooks or in the student book. Working alone will help you identify individual student progress and needs. After around 3 minutes, ask students to compare answers together in pairs. Monitor as students do this task.

### Feedback

You can follow the same procedure as before. This time though, ask students to come to the board and write the name of the item in each picture. This is a good idea as the exercise focuses on labelling diagrams, so being able to write the word for an item is particularly useful. Other students can comment on whether they think the answer given by another student is correct and suggest alternatives where possible.

1 curtains 2 (table) lamp 3 TV 4 desk 5 shower 6 drawers  
1 window 2 pictures / poster(s) 3 blind 4 sink 5 pillows  
6 oven / cooker

### Alternative

A different way to check students' understanding is to give students alternative pictures with the same items but in a different order. If you can project these images on the board and allow students to come up to the board and label them that would be ideal. If this is not possible, you can prepare a handout with alternative pictures and ask students to label these in pairs.

### Extension

A good way to give students more practice of this in a fun way is to use this vocabulary in a memory game. To do this, create 12 of the same sized cards with a picture of the items from Exercise 03. Also, create 12 more same sized cards and write the names of the items. All cards must look the same when they are face-down. Put students into groups of four-six and explain the following rules:

1. Students take turns to turn over two cards (one at a time) but do not take the cards or move them.
2. If students turn over a picture card, they must say the name of the item.
3. If students turn over a card with a name on it, they must also say the word.
4. If a student turns over two picture cards, students must turn the cards back over and that is the end of their turn.
5. If a student turns over two cards with writing on them, they must turn the cards back over and that is the end of their turn.
6. If a student turns over one picture card and one card with writing on it **BUT** the word **is not** the word for the picture they must turn the cards back over and that is the end of their turn.
7. If a student turns over one picture card and one card with writing on it **AND** the word **is** the correct word for the picture they can take both cards and keep them. They can then take another turn.
8. The student with the most pairs of cards wins.

This is a good way to use competition to encourage students to learn vocabulary. You can make a duplicate set of cards to make the game last longer. You can also add vocabulary pictures and words for items in Exercises 01 and 02. Give students around 15 minutes to do this. Monitor as students play and encourage students to pronounce the items in the pictures or their written forms. Correct any mispronunciations as you hear them or note them down for when you give feedback.

**05** This exercise aims to add more vocabulary to the list of items students have learnt so far in the unit. Put students into pairs and give them 5 minutes to think of at least five new items that can be found in a home. Giving students a time limit helps them to focus on the task and helps to keep the class working at the same speed where possible. Giving students a minimum number helps students to focus on a target but also urges students to do more. Monitor as students are doing this. You can ask one student pair to compare with another pair. This can increase the number of words students are exposed to. If students are not sure of words from other students or pairs, encourage them to ask for an explanation. This encourages peer teaching.

### Feedback

The aim of feedback is to give students a number of extra vocabulary items that can be useful when talking and writing about houses and homes. Therefore, ask students to explain the word by giving more details about the items – to help, ask: *What room is it in? What's it for? What colour is it? Is it big / small?* etc. This will also help in case a student has difficulty in pronouncing the word correctly and you're not sure which item is being described. Drill to help students with pronunciation and use questions to check students' understanding of the items.

Student's own answers.

**06** This exercise aims to check understanding of the differences between quite similar items in a house. Give students 3-5 minutes to do this and monitor. Ask students to compare their answers with another pair.

### Feedback

As before, nominate or allow students to volunteer. Before confirming, ask students to say if they agree or disagree and suggest alternative answers.

Student's own answers.

1. A house is usually one unit and has more than one floor. Flats and apartments are different homes in one building or house.
2. Curtains tend to close and open from side to side and there are usually two of them for each window. Blinds usually go from top to bottom of a window and there is usually only one per window.
3. A fridge has a higher temperature (1 degree to 5 degrees). A freezer is below zero. Things last longer in a freezer.
4. A study is where people do work or study. A living room is where people watch TV and relax.
5. A bath is bigger than a sink. You can sit in a bath but you can only wash your hands and face in a sink.

You can use the information above to create questions to check understanding of the differences of the items above.

**07** This exercise aims to test students' ability to recognise items of vocabulary when listening to somebody describing a room. It also aims to help students with the exam listening skill of listening carefully to all the information before choosing the correct answer. This exercise provides a gist task for the following exercise. This is commonly done in course books as it allows students to listen a second time for more general detail before listening a second time for more specific details. The second type of listening is more common in exam listening, but when teaching it's good practice to follow this two-step procedure to help students. Tell students to look at the Tip Box before you play the recording. Ask students to listen and complete the exercise. Then ask students to compare their answers in pairs. Discussion in pairs before the recording is complete can be disruptive for the class so it is advisable to allow students to compare only after the listening has finished. Monitor as students are comparing answers together. Encourage students to give reasons for their answer when discussing in pairs. This will help students to practise following the Exam Tip, encourage peer support and help you to identify how well students understood the listening.

**Feedback**

Nominate or allow students to volunteer. Encourage students to justify their answers and allow other students to comment on whether they agree with the answer given or not. Then confirm answers.

(Picture) 2

**Listening script [03]**

**Giorgio:** *I'm excited about going to university, but I feel nervous about leaving my home, especially my bedroom. I like it a lot. My bed is very comfortable – I've got four big pillows. When I sit on my bed, if I look out of the window I can see the garden. I often do my homework at my desk and, to help me study, I sometimes turn on the lamp so I can see my notes and my course books better. When I want to relax, I usually play games on my phone, which I keep in the drawers next to my bed. I haven't got my own bathroom. I need to go down the hall if I want a shower or a bath. However, I have got a sink where I brush my teeth every morning before I go to college. I have two posters: one is above my bed and the other one is next to the TV. What else? I don't like curtains very much, so I don't have them. At the window, I have a blind instead. I think it will be strange at first sleeping somewhere new but I'm sure I'll get used to it and I'll make it feel like home.*

**08** This exercise asks students to focus on specific details when listening to descriptions of a room in a home. It is important that students cover the pictures as this will mean that they have to rely on their listening skills rather than using the pictures to help them. Before listening, ask students to focus on the Tip Box and tell students not to write more than three words. Again, ask students to listen and then compare in pairs.

**Feedback and extension**

Nominate or allow students to volunteer. Confirm answers only after allowing other students to respond to say if they agree or disagree. This will involve as much of the class as possible.

- 1 very comfortable
- 2 the garden
- 3 to relax
- 4 down the hall
- 5 brushes his teeth
- 6 a blind

To help students better understand why the answers above are correct, give students a copy of the script and ask them to underline the answers. This can be done after confirming the answers and is a good way for you to justify answers. Alternatively, you could give the script before giving the answers to support students further if required. See below for answers.

<i>Giorgio: I'm excited about going to university, but I feel nervous about leaving my home, especially my bedroom. I like it a lot. <u>My bed is very comfortable</u> – I've got four big pillows. When I sit on my bed, <u>if I look out of the window I can see the garden</u>. I often do my homework at my desk and, to help me study, I sometimes turn on the lamp so I can see my notes and my course books better. <u>When I want to relax</u>, I usually play games on my phone, which I keep in the drawers next to my bed. I haven't got my own bathroom. I need to go down the hall if I want a shower or a bath. However, I have got a sink where I brush my teeth every morning before I go to college. I have two posters: one is above my bed and the other one is next to the TV. What else? I don't like curtains very much, so I don't have them. At the window, I have a blind instead. I think it will be strange at first sleeping somewhere new but I'm sure I'll get used to it and I'll make it feel like home.</i>	<ul style="list-style-type: none"> <li>1. very comfortable</li> <li>2. the garden</li> <li>3. to relax</li> <li>4. down the hall</li> <li>5. brushes his teeth</li> <li>6. a blind</li> </ul>
--	---

**OUTCOMES**

- use the verb *to be*, present simple positive, negative and questions

**OUTCOMES**  
 Ask students to focus on the outcome. Tell students that in English the verb *to be* is very commonly used and is very important. Say to students that in the present simple tense, the verb *to be* is used to describe pictures, facts and situations. In English exams, it is likely that students need

to describe pictures and give factual information about themselves. Also, point out that the verb *to be* is very irregular and does not follow the rules that many other verbs follow in the present tense. Tell students that this lesson will start with a reading exercise. This exercise will help students develop note-taking skills which is useful for reading exams. Information from the reading will be used as context to help to understand the grammar.

## LEAD-IN

Remind students about Giorgio. You can do this by showing a picture from the internet of a teenager / young adult who you think your students can identify as Giorgio. This gives students some context to help them to answer questions later. Write the following on the board:

*What is Giorgio's bedroom at home like? What do you remember?*

Ask students to get into pairs and speak together for 1-2 minutes to answer the question(s). After this, nominate or allow students to volunteer.

Possible answers:

comfortable bed, four big pillows, no bathroom (one down the hall), view of garden from window, blinds, desk, TV

Remind students that Giorgio is going to go to university and live in student accommodation. Write the following on the board:

*What will Giorgio's room at university be like? What will be different?*

*How will he find accommodation at university?*

Ask students to answer the questions in pairs. Give students 1-2 minutes to discuss. Answers will depend on expectations of university accommodation. For now, just allow students to share ideas with the whole class by allowing students to volunteer or nominating students to give their opinions. Do not give feedback yet. The Lead-in should provide students with the context needed for the following exercises and help them to predict content.

Student's own answers.

- 09** This exercise aims to use the context of the listening in Exercise 08 to help develop reading skills. It is good practice where possible to show how exercises are linked. Keeping the same topic and context helps students with understanding of a situation and can help with prediction skills when listening and reading. The reading skill focused on here is note completion – a commonly used reading exam task. It's important that students read and understand the Tip Box. Tell students that the notes that they will complete will be based on information from both texts. There is some information which is the same in both texts. However, there are some differences. It's important that students find differences between the texts and if there are any differences, they should use the information from the second text (the later one) to help them complete the notes. This skill is tested in some reading exams.

Ask students to work individually and compare their answers in pairs. Reading individually, as with listening, is more practical than in pairs. However, discussion in pairs is very beneficial for students. It's also useful for teachers to learn about their students' level of understanding.

### Feedback

Nominate students or allow students to volunteer. Ask if other students agree or not before confirming answers.

1 Andrew Taylor	2 Prime Location Agency
3 London	4 andrewtaylor@uniaccom.co.uk
5 by email	

- 10** This exercise aims to reformulate the information in the texts into present simple statements and questions. Ask students to look at the table and read the questions in pairs. You may want to check that students understand the instructions. You can do this by asking students questions, e.g. *If you think Giorgio says this, what do you do? – tick ✓ under his name next to the question.* Monitor while students are doing the exercise.

### Feedback

Allow students to volunteer answers or nominate. Confirm answers after asking other students if they agree or not.

1 Andrew Taylor	2 Giorgio	3 Andrew Taylor
4 Giorgio	5 Andrew Taylor	6 Giorgio

- 11** This exercise uses the words in bold from Exercise 10 to help students 'notice' grammar rules. This is a common strategy to help students remember grammar patterns and use them automatically. Ask students to do this in pairs and give them around 5 minutes. It's good practice for teachers to allow students time to notice and discuss their ideas. Monitor to see if students need more time or have completed the exercise. Respond accordingly to your students' needs.

### Feedback and alternative

Nominate or allow students to volunteer their answers. It is particularly important here that you identify which students understand the grammatical rules and which students are still having difficulties. You can do this by making sure you nominate students to either give an answer, or to say whether they agree or not with another student's answer. Highlight to students the following:

- For the verb *to be*, do not add new words to statements or questions.
- For most other verbs, add *don't* or *doesn't* to negative statements.
- For most other verbs, add *do* or *does* to questions.
- For *can*, do not add new words to statements and questions.
- Word order changes for questions.

Alternatively, use the above statements as a way to test understanding. You can do this by removing a word from the sentences and ask students to fill in a word to make the rules correct. Another option is to change the rules to make some not true. Then ask students to say whether the sentences are true or false and to correct the false sentences.

1 am not    2 live    3 doesn't live    4 Does  
5 can    6 Can /speak    7 you want    8 does

**12** This exercise assesses how well students have understood the grammar rules. Ask students to do this in pairs. Point out to students that the symbol (+) (-) (?) after the sentence lets students know if it's a positive or negative statement, or if it's a question. Monitor and note down any common errors the class may be making.

### Feedback

Nominate or allow students to volunteer answers. Check to see if other students agree or not. If students don't agree, ask them for their alternative answers. Then confirm the correct answers.

1 isn't    2 Is the car    3 is    4 I don't play  
5 Do you play    6 do you play    7 I play

**13** This exercise provides students with listening practice within the same context (Giorgio looking for university accommodation) and listening to statements and questions in the present simple tense (some using *to be* and other verbs). This will be focused on in more detail in the next exercise, but here provides a recorded model for students. Before playing the recording, ask students to look at the Mini Tips. Tell them that they refer to questions 1, 2 and 3. Explain to students that these are clues that are helpful for students to think about when listening to the recording and answering the questions. If you think your students will benefit from more work on this area then look at the Alternative activity.

### Alternative

If you feel students need more practice of using clues to help when listening, do the following. Ask students to get into pairs and think of other questions similar to the Mini Tips, that students can ask to help them with questions 4-8. Give students 3-5 minutes to discuss this together. In feedback, allow students to volunteer answers or nominate. As this is a task to help students predict content and look for clues, listen to students' suggestions and write on the board the ones you feel are most helpful for the class.

Possible answers:

1. Does Giorgio say how he likes to study?
2. Do you hear any names of people who work at the university?
3. Does Giorgio ask where the accommodation is?
4. Do you hear different types of transport?
5. Do you hear different types of food?

Ask students to listen and then compare their answers in pairs. Monitor as students discuss their answers. If you feel students need to listen again, respond to your students' needs. In general, near the start of a course, it can be a good idea to support students a little more by repeating recordings. However, as the course continues, you may want to stretch your students more, and reduce the amount of additional support.

### Feedback

Allow students to volunteer answers or nominate. As the answer is only *yes* or *no*, you can ask students to raise their hands to show their opinion. This is a quick way to see how well students have understood the recording and answered the questions accordingly. A sign that students may need to hear the recording (or parts of it) again is if many have not answered correctly. With the recording, try to locate the specific parts of the listening and replay that rather than the whole recording if you feel that this would be too time-consuming.

1 NO    2 YES    3 YES    4 YES    5 NO    6 YES  
7 NO    8 NO

### Listening script [04]

**Andrew:** *Good afternoon, Prime Location Agency, Andrew Taylor speaking. Can I first check your student status?*

**Giorgio:** *Hello, yes, of course. My name's Giorgio Rossi and I will soon be a student at Brickbat University. I'm calling today to discuss where to live when I come to the UK to study at the university.*

**Andrew:** *Oh, hello, Giorgio. Thank you for your call, I have some questions for you. I hope that you don't mind. Can you speak English?*

**Giorgio:** *Yes, but I apologise if I make any mistakes.*

**Andrew:** *Don't worry. So, what do you want to study?*

**Giorgio:** *I'm not sure exactly, but something with engineering.*

**Andrew:** *First of all, where do you want to live – in a room on campus or in private accommodation?*

**Giorgio:** *I'm not sure. Can you give me some advice?*

**Andrew:** *Of course! Well, tell me a little about your personality and your preferences. Are you a sociable person?*

**Giorgio:** *Oh, yes, I am definitely sociable. I live with my parents at the moment. We have a big family and there are always lots of visitors.*

**Andrew:** *OK, that's great. Do you also like to sometimes have a quiet room to study in private?*

**Giorgio:** *Well, it depends on how I feel. I sometimes like to be sociable and other times, I prefer to study alone. Can I ask, where exactly the accommodation is?*

**Andrew:** *Well, if you live in a room on campus, it is very convenient for your studies, as you actually live in a building in the university. However, it's also noisy. There are hundreds of other students who also live there, and they often make lots of noise, but if you live in private accommodation you have a quiet life in a different part of the city with maybe one or two other students who are your housemates. Although, it often takes a long time to travel to university. What do you think?*

**Giorgio:** *It's a difficult decision. I want to make lots of new friends, but I also know that I need to work hard and study.*

Andrew: OK, one final question. Meals. Would you prefer to live somewhere which is catered?

Giorgio: I'm not sure. What does catered mean?

Andrew: Catered means that all your food is included in the price of the accommodation. For example, if you decide to live on campus you can usually choose catered accommodation. That means that, for example, every day, you can go to the canteen for your breakfast, lunch or dinner, and it's always free. The other option is self-catered accommodation, where you can either cook at home or you can go out for all of your meals. However, you always have to pay for your food.

- 14** This exercise combines what students can remember from the listening in Exercise 13 with the grammar they have learnt in Exercises 11 and 12. Ask students to work in pairs to choose the correct answers. Monitor as students discuss their answers. This gives you an opportunity to see how well students have understood the grammar.

#### Feedback

Nominate or allow students to volunteer. Ask students if they agree with the answer suggested by another student. Do not confirm answers yet as this will remove the purpose of Exercise 15. Answers are located after Exercise 15.

- 15** This exercise provides students with an opportunity to check their answers as well as giving them listening for specific detail practice. Ask students to compare their answers and say if they changed any of them after listening a second time. Encourage students to go back to the grammar table in Exercise 11 to help them explain their answers. This is a good way to provide another opportunity for students to notice grammar rules.

#### Feedback

Start by asking if any students changed their answers. Invite students to say what they changed and why it's correct. Encourage them to refer to the table in Exercise 11. Before confirming answers, ask other students if they agree or not. It's a good idea here to ask students to say the full answer and not just the letter. This will give students spoken models of the correct structure of the questions and will help them to be able to construct these accurately and more automatically.

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

- 16** This exercise continues the topic of the conversation between Giorgio and Andrew Taylor. This time, the focus is on reading. It's good practice to continue with the same topic even if the skill changes as this will minimise preparation of the topic and there is less work needed for you to make sure that students understand the situation and context.

Before students do the exercise, ask them to look at the exam Tip Box. It's a good idea for students to be aware of typical exam structure. Ask students to discuss in pairs how they will do this exercise and if they have any advice for the class in terms of strategies. You can nominate students or allow them to volunteer answers. Write on the board any

advice that you think is particularly useful. Tell students that the clues are in the sentences before and after the gaps. If you want to show this in more detail, write the following on the board:

D Yes. Is the Wi-Fi connection better on campus or in the private house?

I think the house has superfast broadband. The Wi-Fi is sometimes very busy and slow on campus.

Ask students in pairs to discuss why you have underlined the words on the board. Allow students to volunteer answers or nominate. Students should identify that the underlined words appear in both sentences or words with similar meanings are in both sentences. Tell students to pay attention to this when completing the exercise and to choose the best option. Give students 5 minutes to complete the exercise in pairs and discuss which answers they think are correct. Monitor as students do this.

#### Feedback

Allow students to volunteer answers or nominate. As before, do not confirm answers until a number of students have answered or commented on if they think agree or disagree with other students' answers.

1 D 2 G 3 A 4 B 5 E 6 F

#### Extension

To emphasise the skill of finding clues in sentences either side of the gaps, ask students to work in pairs to underline the words that helped them to answer the question correctly. If you can project the script, this would be very useful to show students how best to use clues to complete these types of tasks. This can be done by writing the script on a document or copying the page from the student's book. Ask students to compare their answers with another group before doing feedback. Again, nominate or allow students to volunteer. After students have given their answers, invite student comments before confirming answers.

Andrew: Do you have another question you want to ask me?

Giorgio: 1 D

Andrew: I think the house has superfast broadband. The Wi-Fi is sometimes very busy and slow on campus.

Giorgio: 2 G

Andrew: You also have a TV in the private room, so you can connect your computer and play games on the TV.

Giorgio: 3 A

Andrew: No, but you or your roommate can bring one.

Giorgio: 4 B

Andrew: Yes, it's good because you can study together.

Giorgio: 5 E

Andrew: Would you like to discuss everything with your parents?

Giorgio: 6 F

Andrew: OK. Let me email you some information. You can contact me again after you read it.

## OUTCOMES

- use adverbs in the correct position

## OUTCOMES

Ask students to focus on the outcome. Tell students that adverbs help to describe actions – verbs. Explain to students that the extra detail that adverbs provide can improve students' speaking ability as they help students to say more and give extra details when speaking. In English exams, saying more and giving extra detail are both rewarded by examiners. Tell students that they need to know how to use adverbs accurately and one area that students may have problems with is deciding where to put adverbs. This lesson's primary aim is to teach students how to use adverbs of frequency effectively and correctly. The lesson again uses the context of Giorgio's situation and looks at what he does every day before and after university. Tell students that we are going to continue to follow Giorgio's story now that he is at university. Tell students that the lesson will begin with revising daily routines from Unit 1 and then focus on adverbs. This is particularly useful as adverb use changes for the verb *to be* – something covered in this unit already.

## LEAD-IN

**17** This exercise acts as a lead-in to Exercise 18. It also provides revision of some of the vocabulary for daily routine activities from Unit 1. It is a good idea to recycle and revise what students have learnt in order to assess learning and to give students another opportunity to improve their understanding of target language. It also provides more practice of present simple question forms and answers to these questions. Ask students to read the questions and highlight any vocabulary they are unsure about. Put students into pairs and discuss any problematic words. This gives students an opportunity to learn from peers. Then, invite students to say which words or phrases they are unsure of. You may wish to check some of the more difficult words and phrases even if students do not ask about them. This is good practice in case students are shy and do not want to say that they do not understand a word. See below for how you can ask questions to check understanding of selected difficult words and phrases:

*weekday* – day(s) of the week people usually work – in the UK and US, it's Monday to Friday.

Ask – *do people usually work on a weekday? Is Tuesday a weekday? Is Saturday?*

*in the week* – the time between weekends

Ask – *do people usually work in the week? Is Tuesday in the week? Is Saturday?*

*weekend* – the days you typically do not work – in the UK and US this is usually Saturday and Sunday.

Ask – *do people usually work at the weekend? Is Tuesday at the weekend? Is Saturday?*

*alarm go(es) off* – when your alarm makes a sound to wake you up.

Ask – *when your alarm goes off, does it make a sound? Is it noisy? If your alarm goes off, do you sleep?*

*have a lie in* – this is where you get up later than usual – for example on a weekend.

Ask – *do you have a lie-in on weekdays? Do you get up at the normal time if you have a lie-in? Do you get up earlier? Do you get up later? Do you have a lie-in at the weekend?*

Ask students in pairs to ask each other the questions and then swap roles. If you feel your class would benefit from a model, choose a more confident speaker in your class and ask the first question to him or her. Then invite that student or another strong student to ask you the same question. Provide a detailed answer to show students they should not give just short answers. You can tell students that in speaking exams, longer detailed answers are generally recommended. As students do the exercise, monitor. Focus on grammatical accuracy and note down any errors your students tend to make. This will show you how well students have understood the grammar from earlier in the unit and let you know what to focus on in feedback.

## Feedback

Use the notes you made to highlight areas you wish to talk about. You can write a few of the errors you noticed on the board along with correct examples. Ask students in pairs to identify the correct sentences and to correct the incorrect sentences. This is a good way to respond to learner needs and by having both correct and incorrect answers, you give students more of a challenge than simply correcting errors. In addition, it shows that you were not just listening to mistakes students were making but also to good language examples. This helps increase student motivation.

Student's own answers.

## Extension

After feedback, if you want to give students more practice, you can do the following open-pair practice. This is where pairs are selected from different parts of the classroom and they do the pair work in front of the class. This allows students and you to hear the discussion or role-play and students can get a model of good practice or, where errors occur, they can help to correct their peers. This encourages greater student participation and peer learning.

1. Select a student from one side of the classroom.
2. Select a second student from the other side of the classroom.
3. Ask the selected students to complete the activity so that everyone can hear.
4. Thank the two students and if correct, confirm this to the class – this provides a good model.
5. If a student is incorrect, give him or her an opportunity to self-correct. You can gently ask students to do this by repeating the incorrect word(s) with a questioning intonation.
6. If that student can't self-correct, ask other students to help and confirm to all students what the correct answer was.
7. Repeat as desired.

**18** This activity connects daily routines that students have just talked about to Giorgio's daily routine now that he is at university. As this is in part a revision exercise, ask students to do this individually and then compare answers in pairs. Encourage students to give reasons for their answers if pairs do not agree. This encourages peer learning. You can monitor during this discussion as well as when students are working individually. This will give you an indication of how much students remember from this unit and as well as Unit 1.

**Feedback**

Nominate students to answer or allow them to volunteer answers. As before, do not confirm any answers until a number of other students have agreed or disagreed with the answer students have given.

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

**19** This exercise focuses on the adverbs of frequency used by Giorgio in the text in Exercise 18. Students are asked to notice these adverbs in the text. It's a good idea to make sure students are reminded of what is meant by adverbs of frequency. Tell students to look at the example *often*. Ask students to say other adverbs of frequency. Allow students to volunteer answers as this is a quick way to show the class examples of these. As students say a correct adverb of frequency, write it on the board. Then ask students to complete the exercise individually. Tell students that they have 2 minutes to find as many as possible and underline them. This will help to motivate students who like the competitive nature of some activities. Then ask students to compare in pairs. Monitor as students compare.

**Feedback**

Ask students how many adverbs of frequency they found. There are seven in the text so ask students *Who has more than five? ... more than six? seven?* While the competitive element may not be necessary, it is likely that students respond well to this. Now ask students to say which adverbs of frequency are in the text. Allow students to volunteer or nominate. It's a good idea to write the sentences which contain these adverbs or you could prepare these before the lesson on a document either to project or hand out to students.

often, sometimes, always, sometimes, sometimes, usually, always, never

*I am often too tired to eat breakfast and sometimes go to the fridge and just get some juice.*

*I sometimes go to the fridge and just get some juice.*

*I always talk to my housemates.*

*I sometimes help others with the housework.*

*We usually spend some time in the living room.*

*We're always happy when we get a chance to do this.*

*I never forget to do it (my homework).*

**20** This activity is also part of the guided discovery method where students notice patterns in language. To help students understand what they need to do, write the example on the board. Ask students what type of word is circled. Allow students to volunteer answers and confirm that students need to circle the verb that goes next to the adverb. Ask students to do this individually and check in pairs.

**Feedback**

Allow students to volunteer answers or nominate students to answer. Again, do not confirm answers until you ask other students if they agree or not. Confirm answers on the board by circling the verbs in the sentences above.

am, go, talk, tidy, help, spend, are, forget

**21** This exercise aims to help students identify the pattern of where the adverb goes when used with the verb *to be* and when it is used with other verbs. Ask students to work in pairs to do this. Monitor the discussion to check if students have noticed the pattern.

**Feedback**

As there are only two possible answers, you can get a good idea if the class understands this rule by asking students to raise their hands. Ask if students think the answer for question 1 is before the verb. Then ask students to put their hands down. Ask students if they think the answer to question 1 is after the verb. Do the same for question 2. Another way of doing this activity is to ask students to stand up rather than put their hands up. This can be a fun way for students – particularly younger ones – to answer. When confirming the answers, ask students to look at the sentences on the board. Each time ask the following questions:

*Is the verb 'to be' used? (if yes) Is the adverb before or after the verb 'to be'? (after)*

*(If no) – is another verb used? (Yes) Is the adverb before or after the verb? (before)*

1 after 2 before

**22** This exercise provides an opportunity for students to practise using the grammar rule in Exercise 21. Ask students to do this in pairs as it's a good idea for students to give their reasons verbally at this early stage of learning the rule.

**Feedback**

As before, students can volunteer answers or you can nominate. It's important here to not confirm answers until many students have answered or commented on previous answers. Ask the same questions as above to check understanding of the rule.

1 I am never late for school.  
2 I never forget to do my homework.

**23** This exercise provides students with freer practice of the use of adverbs and present simple to describe routines. Ask students to do this in pairs and monitor as they do the exercise. Note down any errors you wish to return to during feedback.

### Alternative

Write the following on the board:

*Always*

*Usually*

*Often*

*Sometimes*

*Never*

Tell students that they need to use each of the words above at least once when completing Exercise 23. One student in each pair should prepare for 1 minute and then complete the task. Tell the other student in each pair to notice if his or her partner used all the adverbs above and if they used the verb *to be* as well as other verbs. Finally ask students to give feedback to their partner after they finish speaking about whether all the adverbs were used, whether the verb *to be* and other verbs were used and whether the adverb was in the correct place. Monitor as students do this and note down any errors you wish to return to during feedback.

### Feedback

Use notes you made as you monitored to highlight areas that your class had problems with. As described earlier, write a number of these errors along with correct versions and ask students to identify the correct sentences and to make changes to the incorrect ones to make them correct. Allow students to volunteer answers or nominate, ask other students if they agree or disagree with student answers and then confirm the answer to the class.

Student's own answers.

### Extension

After feedback, if you want to give students more practice, you can do open-pair practice as described in the extension for Exercise 17.

## OUTCOMES

- speak about choosing accommodation

## OUTCOMES

Ask students to focus on this outcome. Tell students that speaking about their preferences is common in English speaking exams. Tell students that they sometimes are given options and need to explain their decisions. In this lesson, students are asked to talk about their choice of accommodation. This lesson continues the theme of Giorgio looking for accommodation at university. Explain to students that the ideas which come from the exercise helping Giorgio choose his accommodation will also be helpful for them when they speak about the type of accommodation they prefer. Tell students that if they are thinking about living and studying in another country – particularly an English speaking one – that this lesson gives them good practice of making accommodation choices.

## LEAD-IN

Find a picture of private accommodation and a picture of university campus accommodation. These can be found easily online. The key is that students can easily identify which is which. You can show these pictures on a large screen of your board or you can print a copy for students. Ask students to get into pairs and look at the pictures together. Tell students that they need to say what the good and bad things about living in private accommodation are and to also say what the good and bad things are about living in campus accommodation. You can write the following on the board:

*Private accommodation:*

*Good:*

*Bad:*

*Campus accommodation:*

*Good:*

*Bad:*

Ask students to discuss this in pairs and encourage them to write down a few ideas so that they remember their answers during feedback. Give students 3-5 minutes and monitor as they do this.

### Feedback

Ask students to say which is better, private or campus accommodation. This question will encourage students to use their notes to give reasons for their choice. Allow students to volunteer answers or nominate. Then ask students to say good and bad things about the two kinds of accommodation.

Possible answers:

*Private accommodation:*

*Good: fast internet, not sharing with many people, can live with friends, can cook, more private*

*Bad: can be more expensive, need to travel to university, can be lonely*

*Campus accommodation:*

*Good: near university, many people around, may be more fun, can be cheaper*

*Bad: slow internet, too many people, sharing with many people, may not be easy to cook, not so private, fire alarms*

- 24** This exercise continues the story of Giorgio's search for accommodation. Show students that two boxes titled Campus Accommodation and Private Accommodation. To help students with the exercise, ask students to first read the two boxes and see if they were correct with their predictions in the Lead-in. Then ask students to identify the differences between living in private accommodation and campus accommodation. Finally ask students to say which one would be better for Giorgio and to give reasons. Monitor as students discuss this to check that students are on task and note down any errors you feel students would benefit from focusing on in feedback.



### Alternative

As above but you can prepare a document to help students remember what Giorgio said when discussing his accommodation choices. Photocopy, take a picture of, or type up the following:

Giorgio:

*I am definitely sociable. I live with my parents at the moment. We have a big family and there are always lots of visitors ...*

*Sometimes I like to be sociable and other times I like to be more private. I prefer to study alone though most days.*

Andrew:

*Well, if you live in a room on campus, it is very convenient for your studies, as you actually live in a building in the university. However, it's also noisy. There are hundreds of other students who also live there, and they often make lots of noise, but if you live in private accommodation you have a quiet life in a different part of the city with maybe one or two other students who are your housemates. Although, it often takes a long time to travel to university. What do you think?*

Giorgio:

*It's a difficult decision. I want to make lots of new friends, but I also know that I need to work hard and study.*

This can help students to make the decision for Giorgio as students can use the above as reasons for their suggestions. Monitor as students discuss this to check that students are on task and note down any errors you feel students would benefit from focusing on in feedback.

### Feedback

Allow students to volunteer answers or nominate students. As there is no correct answer, encourage students to give reasons for their choice and then invite other students to comment to say if they agree or disagree. The ideas and opinions that are created in this exercise will be used in Exercise 25. Therefore, it's a good idea if feedback focuses on language corrections at this stage. If you have noted any areas you want to discuss during feedback, you can write these on the board along with correct sentences. (This process is described in the feedback section for Exercise 23.)

Student's own answers.

- 25** This exercise provides an opportunity for students to speak for a more extended time about topics related to accommodation. Many of the ideas in these questions may have been discussed when discussing Giorgio's options but this provides support for students to speak for longer. Tell students that they can prepare their answers, that they can make a few notes but not too many. Explain that in some English speaking exams, they have 1-2 minutes to prepare and that it is not a good idea to write too much, as they may just read their notes and sound unnatural. Put students into pairs and ask them to take turns asking and answering the questions. Give students 1 minute for each question and encourage students to time their partner. Monitor as students speak and note down anything you wish to talk about during feedback. Encourage students to give feedback to each other after each answer.

### Feedback

Highlight the areas you noted down when you were monitoring and – as outlined previously – write a list of errors on the board for students to correct. Also, include some correct sentences for students to identify as being correct.

For each question, allow students to volunteer answers or nominate students. Invite other students to comment. In addition, if you want to give students more practice, you can do open-pair practice as detailed in Exercise 17 Extension.

Student's own answers.

### Alternative and extension

Ask students to record their answers. This is a good way for students to analyse and improve their speaking. Ask students to take their recording home and try to improve their answers and re-record them. They can then email you the new recording for you to comment on it. Alternatively, you can use the recordings in future classes and ask students to assess them.

### OUTCOMES

- write an email to a friend about accommodation

### OUTCOMES

Ask students to focus on the outcome. Tell students that when writing in English exams, it is common for them to write emails or letters. Tell them that this lesson focuses on writing emails. Explain that as it is an email about accommodation that much of the vocabulary, grammar and ideas students have looked at in the unit are relevant and help to write the email.

### LEAD-IN

- 26** This exercise contains a gist reading activity. Students are expected to read the email quickly to get the general idea. Ask students to do this individually and then to compare answers in pairs. As students discuss, monitor.

### Feedback

Allow students to volunteer answers or nominate. Before confirming the answer, invite other students to say if they agree or disagree with the answer suggested by other students.

C

### Extension

Write the following on a document and either hand it out to student pairs or project it onto a large screen:

Gavin asks Giorgio to:

1. say if he is on campus or in private accommodation.
2. say something about who he lives with.
3. say if he is happy about his choice of where he is living.
4. say something about his room.
5. say how much the room costs.
6. say what other things he likes about where he lives.

Ask students to read the email again. This time, tell students to tick ✓ the things Gavin asks Giorgio to write about. This will help students to analyse Giorgio's email (Exercise 27) and identify what they need to write about in Exercise 28. Ask students to compare in pairs. Monitor while students are doing this. Allow students to volunteer answers or nominate.

1, 3, 4, 6

**27** This exercise provides an opportunity for students to analyse a model email. It's important for teachers to know that models in the student's book use language at the level of the relevant unit and – unless stated otherwise – are grammatically correct. In this case, there are errors with punctuation and capital letters. Check with students they understand what type of errors the email has. To do this, write the first sentences on the board:

*hi gavin,*

*i live in private accommodation i am very happy with my room my bed is very comfortable*

Ask students to work in pairs and say what is wrong with the sentences above. Monitor as students discuss. As students answer, correct the sentences on the board.

**Hi Gavin,**

*I live in private accommodation. I am very happy with my room. My bed is very comfortable.*

Ask students what the problems are. Highlight the problem with capital letters for names (Gavin), *I* and the first letter of every sentence. Also, remind students that every sentence ends with a full-stop.

Tell students to work in pairs to make similar corrections to the email. Give students 5 minutes and monitor as students complete the exercise.

### Feedback

It may be a little difficult for students to verbally correct the email so a good idea is to show students the correct version and ask them to identify the differences. If you can project the correct version, you can ask students to give reasons for the changes. Nominate or ask students to volunteer answers. Try to involve the whole class by asking other students if they agree with the reason for the correction.

Hi Gavin,

I live in private accommodation. I'm very happy with my room. My bed is very comfortable. I have a big desk for studying and I have posters on the wall. The Wi-Fi here is very fast. I am happy about that because when I'm in my bedroom, I can speak to my parents online. I can also play online games. Do you have Wi-Fi in your room? Is the food nice where you live?

Write soon,

Giorgio

### Extension

Students may also benefit from further analysis of the model. Ask students to read the email again and say if Giorgio wrote about everything Gavin asked about. If so, ask students to write what Giorgio said about everything Gavin asked for. This provides students with extra reading practice and prepares them for Exercise 28 Alternative exercise where they have to write a similar email. Students can work individually and check in pairs. Nominate or allow students to volunteer answers.

*Say if he is on campus or in private accommodation.* ✓

Private accommodation.

*Say if he is happy about his choice of where he is living.* ✓

Yes, he is happy.

*Say something about his room.* ✓

There is a comfortable bed and a big desk.

*Say what other things he likes about where he lives.* ✓

Fast Wi-Fi so he can speak to his parents online and play online games.

**28** This exercise aims to give students practice of writing an email. Tell students to identify the questions that Giorgio has asked in his email. Students can do this individually and compare in pairs. (*Do you have Wi-Fi in your room? / Is the food nice where you live?*)

Student's own answers.

Check that students know that they need to ask two more questions in their emails. Ask students questions to check they understand the instructions:

*What questions will you answer? (see above)*

*How many questions will you ask? (two)*

*How many words will you write? (60-80).*

Ask students to write this individually. Give them 15 minutes to complete the exercise. Then ask students to compare what they wrote. Encourage students to give each other comments on whether they followed the instructions (see questions above). Monitor and note down anything you want to talk about during feedback.

### Feedback

Use the notes you made when monitoring. Write a combination of student errors and correct sentences. Ask students to work together to identify errors and correct them as well as to say which sentences are correct. If possible, while students are comparing their emails, you can take a picture of student work using a smartphone and email it to yourself. If you can project this, you can encourage your class to comment on their classmates' work. This will help develop good practice in terms of peer feedback and adding extra motivation for completing the task to a good standard (in case it is viewed by the whole class).

### Alternative

Write the following on a document and either hand it out to student pairs or project it onto a large screen:

*Gavin asks Giorgio to:*

1. *Say if he is on campus or in private accommodation.* □
2. *Say something about who he lives with.* □
3. *Say if he is happy about his choice of where he is living.* □
4. *Say something about his room.* □
5. *Say how much the room costs* □
6. *Say what other things he likes about where he lives.* □

If you have already given this to students for the extension of Exercise 26, you can simply reuse here. Ask students to imagine that they are Giorgio and writing an email to Gavin. Put students into pairs and tell them to choose four of the six things in the list above to write about. Once students have decided which four to write about, give student pairs a large piece of paper to write their email on. Give students 10-15 minutes to write this. When they have finished, stick the pieces of paper to the walls of the classroom.

Then ask students to get up and walk around the room with their list of six things Gavin asks Giorgio to say (see above). Ask students to read each email and say which four things other students have written about. This is a good way of changing the classroom dynamic and encouraging peer feedback. As students are reading, make a few language corrections to each email using a different coloured pen. It is important that students can identify this as your feedback. (Preferably limit the number of corrections to five, as it can be demotivating for students to see a lot of errors in their work). To minimise corrections, it's good practice to make any points relevant to what was covered in the unit.

### Feedback

After students have read some of their classmates' emails, get everyone's attention. Ask each pair to stand by an email of a different pair and to say which of the six things in the list above the email describes. Ask the pair that wrote the email to confirm this to be true or disagree. Then ask student pairs to look at more emails and to see the corrections. Finally, when students have completed this, get students' attention again and ask what they thought were the most common errors for the class. This is a good way to encourage peer feedback and students learning from each other. Allow students to volunteer or nominate. Let students comment and answer before summarising what was good and what could be better. It's good to focus on one or two positive things before any negative points, so as not to demotivate students.

## GRAMMAR AND VOCABULARY

### OUTCOMES

- identify different rooms in a house and different items in a home
- use the verb to be, present simple positive, negative and questions
- use adverbs in the correct position

## GRAMMAR AND VOCABULARY

### OUTCOMES

Ask students to focus on the first outcome. Tell students that in this lesson they will have an opportunity to revise and practise using the vocabulary related to houses and homes that they looked at in this unit as well as introduce some new related items. Remind students that this vocabulary is common in both exam English and general conversation. It is likely that the first parts of speaking exams will focus on general topics such as describing your home. Tell students that exam listening and reading often also include this topic and this vocabulary. It's important, therefore, for students to be familiar with the language and the topic and this lesson aims to do this.

Ask students to look at the second outcome. Remind students that the use of the verb *to be* in positive, negative and question forms is very important when describing things, people and ideas. Tell students that in exams it is very common for students to be tested on their ability to use this verb in the present tense as well as other verbs. Explain that in this lesson, there will be opportunities for students to practise this.

Ask students to focus on the third outcome. Remind them that adverbs add details about the verb. In the case of adverbs of frequency, tell students that these can help with describing routines and things people do around the house. Remind students that the position of adverbs depends on the type of verb and is different for the verb *to be* compared with other verbs. Tell students that using adverbs correctly with the present simple tense is something that is tested in exams, either at lower levels or early stages of a speaking exam. Explain to students that being able to use these well will also help with other English skills – reading, writing and listening. Tell students that this lesson will also give students another opportunity to use them.

### LEAD-IN

Write on the board:

*Places in the home*

Put students into pairs and ask them to work together to create a list of rooms in the house. Give students 2-3 minutes to do this. This is a good way for students to try to remember vocabulary quickly before you give them exercises to do. Encourage students to ask and explain any words either student does not know the meaning of. Say:

*If you don't know a word that your partner says, ask your partner to tell you the meaning.*

This encourages students to teach each other. It's good practice to show students that other students can be a good source of learning and not to rely solely on their teacher. This activity also prepares students for Exercises 01 and 02. Monitor as students do this to check that students are on task and to offer support if necessary.

### Feedback

Nominate or allow students to volunteer their answers. When students give an answer, ask them to explain the word. This will encourage students to teach each other and prepare them for Exercise 01. Support students by writing the following on the board:

*This is the place where ...  
... people make food.*

Start by asking students to say what the place described above is (*the kitchen*). If students make language mistakes, ask them to rephrase what they said. Try to do this by repeating the word or words and add a questioning intonation (e.g. *people 'makes' food?*). This is a good way to not discourage students from answering in future. If students need more support, ask other students to help and you can then make the correction if necessary. If students give the wrong name for a room in the house, ask them to explain it and then ask them gently (as before) to self-correct. Again, ask other students to help and make the correction yourself if necessary. It's good practice to only write correct answers (rooms in a house) on the board as students may believe that anything on the board is correct and they might also copy it into their notebooks. When you have written enough vocabulary for rooms on the board, you can check students understand the meaning of the words. You can do this by pointing to a word on the board and then nominating students to explain the word. Encourage students to use the 'This is the place where ...' structure.

- 01** This exercise tests students' knowledge of the vocabulary learnt in this unit. Ask students to work in pairs to complete this task. Students can work on each question together or you could ask students to take turns to ask the questions to each other and then answer them (Student A asks question 1, Student B answers – then they swap for question 2 etc.). Monitor to see how well students have learnt the vocabulary.

#### Feedback

Allow students to volunteer answers or you can nominate. As before, do not confirm answers before you ask other students to say if they agree with the answer given by another student. Focus on pronunciation of the items and drill where necessary.

1 bedroom	2 bathroom	3 living room
4 garage	5 hallway	6 garden

- 02** This exercise builds on the vocabulary learnt in the unit. There are some new items included here. Students are given pairs of similar items and they need to choose the correct name for each picture. Ask students to complete this activity in pairs. Monitor as students work together.

#### Feedback

Allow students to volunteer answers or nominate. Remember to ask the class to say if they agree or not with the answers given by other students. Then confirm the answers. As before, help students with pronunciation.

1 fridge	2 a semi-detached house	3 some drawers
4 a living room	5 an attic	6 a cupboard
7 a chair	8 a university campus	

- 03** This activity aims to revise verb forms in the present simple as well as test students' knowledge of the vocabulary about houses and homes learnt in the unit. Many of the questions are from reading and listening Exercises 13-16. Put student into pairs to complete the exercise and give pairs 3-5 minutes. Monitor as students do this. Listen to see if students use grammar and vocabulary clues in the question

to help them match them to the answer. If students need support while you monitor, encourage students to use these clues to help them.

#### Feedback

Allow students to volunteer answers or nominate students to answer. Encourage students to read out the whole sentence rather than just the letter. This will provide an opportunity for students to use the vocabulary and grammar in a spoken context. As before, do not confirm answers until other students have had to chance to comment to say if they agree or not.

An alternative way to do this is to ask the student who gave the first answer to read the second question and to choose who they ask. Then the second person can do the same and ask the third question. This helps to make this more of a spoken exercise and randomises which students are asked to speak. If you want to nominate students to answer, you can simply say: *Ping, ask Jorge the next question*. As above invite other students to comment before confirming answers.

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

#### Extension

The previous exercise can be used again to give students extra practice of speaking about houses and homes and uses vocabulary from the unit. Put students into pairs. Tell students to take turns in their pairs to ask each other the questions in Exercise 03. Ask students to use their own answer and not use the answers in the book. Tell students that they can look at the answers to help them but that their answer must be true for them. It's a good idea to model this by asking a more confident student the first question and letting the class hear the response. Thank the student for their reply or encourage them to self-correct if they make a mistake. This avoids giving other students a not so good model. Alternatively or in addition, you can ask some questions to check that students understand what they need to do. Say the following and gesture to the book:

*Do you ask these questions? (yes)*

*Does your partner give these answers? (no)*

*What answers do you give? (our own answers)*

Tell students to swap roles after they finish asking. Give students 8-10 minutes to show them that you expect quite long answers. Encourage students to give full sentences and say that this is a good way to practise the grammar and vocabulary. As students do the exercise, monitor and note down anything you want to go over in feedback. If you think it's necessary, tell students to swap roles halfway through the time you have given.

#### Feedback

Using what you noted down when you were monitoring, write a list of examples of common student errors. As before, also include some correct sentences. Ask students to work in pairs to identify the correct sentences and to correct the mistakes. Nominate students to answer or allow students to volunteer answers. Again, allow students to say if they agree or not before confirming answers.

This activity is suitable for open-pair discussion outlined earlier in this unit (Exercise 17 Extension). You can nominate who the pairs are or ask a student to select who they will ask the question to. Again, to encourage students to not be afraid to speak, gently ask students to self-correct themselves as discussed earlier.

Student's own answers.

- 04** This exercise is a fun way to identify vocabulary related to the home. You can turn this into a competition. Set a time limit – 5 minutes – and ask student pairs to search for the words in the word search. Monitor to check progress and to see if students need more or less time. You can put a countdown on the screen to motivate students.

If you want to support students more, give them more time and/or put the first letter of each word on the board.

#### Feedback

Ask students how many words they found. Start with the team with the lowest number. Ask them to read out the words they found. Focus on meaning and pronunciation. Ask students to say what the word means. Ask students to self-correct or invite other students to help if there are errors in either meaning or pronunciation that students can't fix themselves. Then confirm the answer.

attic, garden, study, basement, kitchen, television/TV, desk, shower, window, sink, blind

#### Extension

There are many websites which offer free word search or crossword creators. If you think this is a good way to motivate students, particularly young learners, you can create your own. Another good way to do this is to write a list of definitions next to the word search and ask students to firstly say what they think the word is and then to find it in the box. Alternatively do the same for crosswords. You can also ask students to create definitions or even create their own word searches or crosswords to use in class with other students. It's very good practice to split the activity into a role for Student A and a different role for Student B. This encourages students to co-operate and creates a need for communication. Student A has the clues for Student B's answers and vice-versa.

- 05** This exercise also gives students more practice of vocabulary of things around the house. The misspellings are either typical student errors from certain language groups or spellings which look like how the word is pronounced but are incorrect. It's a good idea to raise awareness of this for students and remind them of the difference in the spelling and pronunciation of many words in English as well as what problems English learners from their language groups may face. Ask students to do this in pairs and discuss what the correct spelling is.

curtains, table lamp, posters, pillows, oven, wardrobe

#### Feedback

Nominate or allow students to volunteer. Ask students to spell out the word and then pronounce it. Invite other students to agree or disagree with either the suggested spelling or pronunciation. Then confirm answers.

#### Extension

As with websites for crosswords and word searches, there are sites which create anagrams (a word with its original letters mixed up e.g. alhl – hall). If your students like this activity, you can use the vocabulary you learnt in this or other units and create anagrams. You or your students can then create clues to help each other. This is a good way to check understanding of vocabulary and works even better when you divide the task up into different roles (see Extension for Exercise 04).

#### LEAD-IN

To help students with understanding what they need to do for Exercise 06 and to revise the grammar, write on the board:

*Your room is big.*

*You help your parents with the housework.*

Ask students to turn these positive sentences into questions. Tell students that they can look at the grammar box for Exercise 11 if they need help. Give pairs 2-3 minutes to answer. Then nominate or allow students to volunteer answers. Confirm after asking if other students agree and if not, what they think the answer is. Write the correct answers on the board and ask students to notice the difference. Ask students the following questions to check they have noticed the differences correctly:

*Does the sentence have the verb 'to be' or another verb?*

*If we use the verb 'to be', do we add another word? (no)*

*Do we change the position of the verb? (yes)*

*Does 'to be' come earlier or later in the sentence? (earlier)*

*If we use another verb, do we add another word? (yes)*

*What word did we add here? (do)*

*What other words can you add here? (he/she/it does / did / can)*

*Do we change the position of the verb? (no, the auxiliary verb 'Do' goes before the subject and verb)*

Is your room big?

Do you help you parents with the housework?

- 06** This exercise gives students the opportunity to practise present simple question forms for the verb *to be* and other verbs. The Lead-in looked at the example, so if you did this, students should be ready to complete the activity. Ask students to do this in pairs. Monitor as students complete the exercise.

#### Feedback

As before invite students to volunteer answers or nominate. Encourage students to self-correct where necessary and ask other students to help and comment before confirming answers. One good way to highlight

word order errors or missing words is to use your fingers. Each finger represents one word. Repeat the students' mistaken sentence and use your fingers so that students know which finger represents which word. Remember that you need to go from right to left as students will see the opposite and they need to see words go from left to right as they are written in English. If you want to signify that the order is wrong, you can use your other hand to show that students need to change the order of the words. Point to the fingers that need to be swapped. This system can also be used for missing words. It's a good way to quickly help students self-correct and it provides a visual representation of the words. Some teachers use Cuisenaire rods to do this, but this requires more time, practice and preparation. Use the questions above to check students all understand the changes made when each of the sentences is turned into a question.

- 1 Is it okay to come to your house this evening? 2 Can you check that the windows are all closed before we go out? 3 Are you in the living room next to the kitchen? 4 Do you want to sit in the garden? 5 Are the apartments in the UK very different from the apartments in your country?

## LEAD-IN

Write the following on the board:

*I am happy when I hear my alarm clock.*

*I have breakfast before I go to school.*

*always, usually, often, sometimes, never*

Tell students to work together in pairs to make the sentence true for them by using the adverbs. Tell students that they can look at the grammar box for Exercise 21 to help them if they need it. Monitor as students discuss.

Nominate students to answer or allow students to volunteer their answers. After a few students have answered, and others commented on whether they agree or disagree, confirm answers by adding the adverb in the correct position in the sentence. To make sure all students understand the different position the adverb takes depending on the verb, ask the following questions:

*Does the sentence have the verb to be or another verb?*

*If we use the verb to be, does the adverb go before or after the verb? (after)*

*If we use another verb, does the adverb go before or after the verb? (before)*

Possible answers: I am never happy when I hear my alarm clock / I usually have breakfast before I go to school.

- 07** Ask students to complete the exercise. Explain that students do not have to add an adverb but say if the adverb is in the correct position and correct if it is not. Ask students to do this in pairs and monitor to see if students understand the rule.

### Feedback

Follow the same feedback procedure described in the previous exercise.

- 1 usually live 2 always keeps his car 3 (Correct)  
4 I don't see him very often / I don't very often see him  
5 (Correct) 6 (Correct)

- 08** This exercise combines what students practised in Exercises 06 and 07. You may want to do the first one as a model to help students understand that they have to reorder the words. Ask students to do this in pairs and monitor as they complete the task.

### Feedback

This exercise again can use the same feedback procedure described above in Exercises 06 and 07.

- 1 He never does the washing up. 2 Can you give me some advice? 3 I always leave my house at eight o'clock in the morning. 4 What time does your alarm usually go off? 5 My cousin often comes to my house for dinner. 6 Where do you want to live in the future? 7 How many people do you live with? 8 Do you live on the university campus?

### Extension

It's good practice to encourage students to use vocabulary and grammar that they learn in a freer context. This helps students to use the language learnt a bit more automatically. Prepare a document which uses some of the answers from the last exercise. You can use the following:

Question	1	2	3
1. What time does your alarm usually go off?			
2. Where do you want to live in the future?			
3. How many people do you live with?			
4. (to be + often)			
5. (other verb + always)			
6. (to be + sometimes)			
7. (other verb + sometimes)			

You can make the table bigger by adding more columns for more students. Tell students to individually complete the table with questions for boxes four-seven. Give students 3-5 minutes to do this. Ask students to compare their questions with a partner. Nominate a few students to say what question they added. Don't ask a student to say more than one, as you don't want other students to know what questions that they will be asked in advance. When you are happy that students have written grammatically correct and appropriate questions, tell students they need to stand up and speak to another student. Encourage students to move around the room as this will change the dynamics of the classroom and put students together who do not sit with each other. Ask students to speak to another student after finishing the conversation. Tell students they have 10 minutes to speak to as many students as possible. Tell students that they should ask ONLY one question to each person. Ask students to write down their partners' names and what they said.

Monitor as students do this and note down anything you want to raise in feedback. You may want to correct errors as you listen to students but try not to interrupt too much as this will affect fluency. After students finish the sentence you can highlight their mistakes and ask them to self-correct. Be selective about this as students may not want to speak with you listening if they feel you will interrupt to correct them too often. Give students an update on how much time is left and encourage students to move on to another partner. This will help with the flow of the activity and help students plan how long to speak to each student.

### **Feedback**

Before students have finished the exercise, write down on the board examples of typical student errors you heard when monitoring and include good examples too. But before raising any issues you noted down, ask students to tell the class of any interesting information that they found out from other students (it's a good idea to ask students such content questions when doing communicative tasks as this makes them feel they have a purpose in doing the activity and not just to use the grammar). This will give students the opportunity to practise using the third person of the present simple. Encourage students to self-correct or invite other students to help if necessary.

Now you can look at the language issues you noted. Ask students to look at the board and in pairs to decide which examples are correct and which are incorrect. Ask students to correct the errors. Nominate or allow students to volunteer answers. Make sure you involve the whole class by inviting students to comment and say whether they agree or disagree before confirming the answers.

Student's own answers.

# UNIT/03: HOBBIES, LEISURE AND ENTERTAINMENT

## OUTCOMES

- identify different types of leisure activities and sports

## OUTCOMES

Ask students to focus on the outcome. Tell students that another common topic in English speaking exams is talking about your hobbies, interests and what you do in your free time. Tell students that this outcome will help students to be able to do this better. This is because students will learn new vocabulary to use when talking about leisure activities. In many English exams, it's also likely that this topic will appear in reading and listening tasks, and can be found in some writing tasks. It's very important for students to be familiar with vocabulary related to this topic. Also, it's a topic that's often spoken about in general conversation and this outcome will also help students to do this. Tell students that the vocabulary they learn here will help them with some of the exercises later in the lesson.

## LEAD-IN

A good way to start a lesson on vocabulary is to test what students already know. This will help you as a teacher to understand your students' needs. It's a very common approach that teachers take. To do this, ask students to close their books so that they are not able to see the words in the box. Prepare a document with pictures of the activities in Exercise 01. You can do this by either finding appropriate images online or you can take a picture of the page in the book with a smartphone and email it to yourself if you do not have the Presentation Plus software. Try not to have the activities in the box on the document as at this stage you want to see what students already know. If possible, try to show this document on a large screen or on your board. This will help students to focus on the images. Ask students to get into pairs to say what the activities are. It's a good idea for students to work together in pairs for three important reasons:

- Firstly, it's a good way to encourage speaking in English in class.
- Secondly, it gets students into the habit of comparing and learning from each other.
- Finally, it gives you the teacher a great opportunity to monitor what students are doing, what they know and understand and what their learning needs are.

It's highly recommended that students work in pairs as often as possible where appropriate. Give students 3-5 minutes to work together to do this. Monitor as students speak to each other.

### Feedback

Ask students to say what the name of the leisure activity is. You can nominate or allow students to volunteer answers. Nomination is a good way for you to understand how well specific students know or understand and what they

need help with. Allowing students to volunteer answers encourages students to speak and is quite natural. However, it's important to be aware that stronger students can answer most of the questions in this case and you may find it difficult to assess weaker students' understanding. A good suggestion is to vary your approach according to your class's needs. As the answers will be given after Exercise 01, do not confirm or correct answers. Simply ask if other students agree or can suggest an alternative if they disagree.

- 01** After doing the Lead-in, ask students to open their books. This time, tell students they are going to use the words in the box to help them say what each activity is called. Ask students to do this in pairs and give each pair around 2-3 minutes. Before they start make sure that students understand that there are more words than pictures. To check understanding of instructions, it's good practice to ask questions. See below for examples and think about what you can do to make sure students all understand instructions. It's important to encourage students to say the answers out loud together so you can quickly check understanding or if you feel that there are some students who have difficulties with understanding instructions, you can nominate them.

*How many pictures are there? (6)*

*How many words are in the box? (9)*

*Do you need every word? (no)*

*How many words from the box do you need? (6)*

While students are doing the task, monitor what they are saying and pay particular attention to pronunciation. Make notes of anything that your class is having difficulties with.

### Feedback

As before, nominate or allow students to volunteer answers. In addition, another strategy that is recommended when doing the above is that you do not confirm an answer immediately but invite other students to say if they agree or disagree with what another student has just answered. This makes sure that there is more opportunity for the whole class to participate. It also encourages students to listen to answers and respond to other students. After you have allowed a few students to say what they think the answer is, confirm the answers. You can do this by writing the answers on the board. Once students understand the meaning of words, you can then think about pronunciation. It's important to make sure students understand meaning first before working on pronunciation.

Focus on pronunciation as there are a few areas where students can have difficulties. It's a good idea to focus on pronunciation of any new items of vocabulary. This can be done by asking students to do the following:

- 1) listen to you say the word(s) two-three times.
- 2) repeat after you as a group (choral drilling).
- 3) repeat the word individually (individual drilling).



Drilling is the action where students repeat a word or phrase after the teacher or other students. It can be a fun way to approach pronunciation. Stages 1–2 above should be done with this approach and Stage 3 is particularly useful to check individual students who you may feel need the opportunity to practise. When individual drilling, if students make mistakes in the pronunciation, ask students to try again. You could say: *Not quite, can you try again, please?* If students still find it difficult, ask other students to help. You could say: *Can anyone help?* When another student pronounces the word correctly, you can ask them to model this pronunciation for the original student who has difficulties with this word. This encourages students to listen and learn from each other. Of course, if the pronunciation of this item is still problematic for the student, you may wish to move on to avoid delaying the lesson. Another option is to use phonemic script. If you are familiar with this, write the script next to the word or phrase. It's a good idea to familiarise yourself and your class with the phonemic script and encourage students to practise writing any new vocabulary with phonemic script to help with pronunciation. There are many websites and online dictionaries which not only provide the script but also a recording of the word such as [dictionary.cambridge.org](http://dictionary.cambridge.org). You can also use an online dictionary when drilling. As correct English pronunciation is often not easily known just from the spelling of a word, it is important that you support students with pronunciation.

1 hiking	2 canoeing	3 cycling
4 sailing	5 climbing	6 white water rafting

You can use the following phonemic script as support for pronunciation of the words and phrases. You do not need to show students the phonemic script, unless this is something you regularly do in class and students are familiar with.

hiking /'haɪkɪŋ /

canoeing /kə'nuːɪŋ /

cycling /'saɪklɪŋ /

sailing /'seɪlɪŋ /

climbing /'klaɪmɪŋ /

white water rafting /waɪt 'wɔːtə 'rɑːftɪŋ /

**02** This exercise uses the vocabulary from the previous exercise. It aims to check student understanding and encourages students to speak about the activities. Make sure students understand the meaning of *fun*, *scary* and *boring*. You can do this simply by finding images or emoticons to represent the words. It's a good idea to give students an example. Tell students to look at the picture for *hiking*. Say the following or write it on the board:

A. *I don't think hiking is interesting.*

B. *I like hiking because it is really enjoyable and interesting.*

C. *I think that hiking is dangerous.*

After each sentence, ask students to say if you think it's *fun* (B), *scary* (C) or *boring* (A). Confirm answers and then ask students to complete the exercise in pairs. To make sure students know that they have to add three more activities to each group, you can either explain this at the start or divide the activity into two. Firstly, ask students to

put the activities from Exercise 01 into each group. Then when students have done this, ask them to add three more activities. Monitor as students do this and make notes about anything you want to talk about during feedback. Provide feedback after completing the whole exercise.

### Feedback

Nominate or allow students to volunteer. Ask students to firstly tell you *fun* activities. Ask students to say why. This will confirm to you that students understand the activities. Invite other students to say if they agree or not and to give reasons. Ask students to self-correct when they mispronounce words and then ask other students to help if necessary. If students say a new word, ask them to say why it's *fun*, *scary* or *boring*. This will help you understand what word the student is trying to say if they are saying it incorrectly. This will also help other students understand. Write new activities on the board and drill if necessary. Then move onto *scary* and *boring* activities. Look at the notes you made when monitoring and try to address any areas you think are important during feedback. This is a good way to respond to student needs.

Student's own answers.

**03** This exercise gives students freer practice of using the vocabulary from the previous exercises. You can do this before the feedback for Exercise 02 or after. Put students into pairs to complete the task. If you think your students need more support before doing the exercise, give students an example. Ask stronger students the questions and allow the class to listen to student answers. Give feedback so that students know what is a good answer and what is not so good. When you feel that all students understand what they need to do, give students 5 minutes to complete the exercise. Monitor and note down anything you want to talk about during feedback.

### Feedback

Using the notes you made when monitoring, you can highlight any areas you feel your class still needs support with. This is a good way to respond to student needs. Write examples of student errors on the board along with some correct versions. Ask students to say which are correct and to correct the incorrect ones. It's good practice to have correct answers as well as incorrect ones as it gives students an extra task to do and shows them that you have also noted good practice. Ask students to do this in pairs and allow around 2-3 minutes to do this. Nominate or allow students to volunteer answers.

Student's own answers.

### Extension

After feedback, if you want to give students more practice, you can do the following open-pair practice. This is where pairs are selected from different parts of the classroom and they do the pair work in front of the class. This allows students and you to hear the discussion or role-play and students can get a model of good practice or, where errors occur, they can help to correct their peers. This encourages greater student participation and peer learning.

1. Select a student from one side of the classroom.
2. Select another from the other side of the classroom.
3. Ask the selected students to complete the activity (ask and answer the questions) so that everyone can hear.
4. If correct, thank students and confirm to class that this was correct – this provides a good model.
5. If incorrect, give the individual student an opportunity to self-correct. You can gently ask students to do this by repeating the incorrect word(s) with a questioning intonation.
6. If that student can't self-correct, ask other students to help and confirm to all students what the correct answer was.
7. Repeat as desired.

This is a good way of not only giving another opportunity to practise but also for other students to listen, comment and correct each other. It's good practice to encourage students to listen and provide feedback to each other before you correct or confirm answers.

## OUTCOMES

- listen for specific information from a conversation

## OUTCOMES

Ask students to focus on the outcome. Tell students that this listening skill will help them to do better when doing listening exams. Explain to students that in many listening exams, students need to identify specific information in a conversation so that they can answer questions. This skill is particularly useful for answering multiple-choice questions, open questions or for taking notes. Tell students that in this lesson, they will be answering multiple-choice questions by listening for specific information. Ask students to look at the two Bullet Boxes in Exercise 04. Explain to students that in this lesson, they will hear information about all three answer options but there is only one correct answer. Also, tell students that the words used in the recording may be different from the words in the answer options. To give students an example of this, prepare the following document or show it on a large screen:

*Deon: Hey, Mark! Are you still interested in coming on a week's adventure holiday with me this summer?*

*Mark: Of course, but can we go in August? I can't do June or July because of college.*

*Deon: Yeah, sure!*

Ask students to look at the example in Exercise 05. They will be able to see that the answer is *C August*. Ask students to get into pairs and say why this is the answer. Tell them to underline the words which say that the answer is *August* and not *June* or *July*. Monitor as students discuss this. By doing this activity, students can notice that all three answers are mentioned but the correct answer is *August*. This is a good visual way to show to students what they need to do in these types of listening tasks.

## Feedback

Nominate answers or allow students to volunteer. Do not confirm answers until you ask other students to say if they agree or not. If you can project the part of the script above onto a board, you can ask students to come up to the board and underline the important words from the script. If this is not possible, you can ask students the following:

*Why is the answer August? (because Mark asks to go in August not June or July/because Mark is at college in June and July/because Deon says 'yeah, sure')*

*Mark: Of course, but can we go in August? I can't do June or July because of college.*

*Deon: Yeah, sure!*

Tell students that in this example, the same words are used in the listening and the answers. Remind students that in this lesson and in listening exams, sometimes different words will be used.

## LEAD-IN

- 04** This exercise aims to give students an easier gist listening to prepare them for the more detailed listening in the next exercise. This is good practice when doing listening exercises as it gives students an opportunity to understand the situation of the listening before listening for specific information. It also gives students an easier task to do before a more difficult one. Before playing the listening, ask students to guess three activities from Exercise 01 they think that Mark and Deon will speak about. This is a good way to prepare students for the listening and helps them predict the content of the listening. Again, this will help students when they listen. Ask students to complete Exercise 04 individually and compare their answers with a partner.

## Feedback

Allow students to volunteer answers or nominate. Again, don't confirm answers too soon. Let students say if they agree with an answer given by another student or ask them to give an alternative if they disagree with the answer given.

cycling, hiking, cooking, climbing, white water rafting, sailing

## Listening script [05]

*Deon: Hey, Mark! Are you still interested in coming on a week's adventure holiday with me this summer?*

*Mark: Of course, but can we go in August? I can't do June or July because of college.*

*Deon: Yeah, sure! I guess we need to book soon. There's a company called World Trek that my friend told me about. He went on one of their cycling holidays last year, and loved it. There's lots of information on their website.*

*Mark: Really?*

*Deon: Yes – they do different kinds of adventure holidays. There's one by the sea with lots of water sports, and another in the forest where you can do hiking and cooking, and you learn how to cook outdoors.*

*The one I like best is in the mountains. We can do things like climbing and white water rafting. What do you think?*

**Mark:** *That sounds amazing! Is it expensive?*

**Deon:** *So so – there’s a special offer on at the moment. Normally the price is six hundred and fifty pounds, but if you book before Friday, it’s five hundred pounds. The sailing holidays are eight hundred pounds, so it’s not bad!*

**Mark:** *What does that include?*

**Deon:** *Transport, accommodation and our guide. We only have to pay for meals and drinks.*

**Mark:** *That’s really good, isn’t it? Let’s book tonight! Shall I come to your place this evening around seven?*

**Deon:** *Can you come at eight? I’ve got a tennis lesson until seven thirty.*

**Mark:** *Yes, sure. See you then.*

- 05** This exercise gives students practice of identifying specific information when listening. Before playing the recording, tell students to look at the Bullet Boxes. Remind students that they may hear all answers but only one is correct. Tell students that what is said in the Listening and what is in the answers may not always be the same but it does have a similar meaning. Before playing the recording, ask students to look at the Mini Tips. Tell them that they refer to the example questions and Question 1. Explain to students that these are clues that are helpful for students to think about when listening to the recording and answering the questions. Ask students to listen and answer the questions individually. Then ask students to compare their answers and to explain why they think their answer is correct. Monitor as students do this to identify how well students have done and if they need to listen again.

### Feedback

Allow students to volunteer or nominate. Confirm answers only after other students have been given an opportunity to say if they agree or not with the answers given by other students.

1 C    2 B    3 A    4 A    5 C

### Extension

You may want to give students the full script so that they can see where the answers are. This is a good way for students to see clues in the script and how the listening exercise sometimes says all answers or uses different words. Ask students to work in pairs to underline which words helped them to answer the question correctly. If you can project the script, this would be very useful to show students how best to use clues to complete these types of tasks. This can be done by writing the script on a document or copying the page from the student’s book if you do not have access to the Presentation Plus software. Ask students to compare their answers with another group before doing feedback. Again, nominate or allow students to volunteer. After students have given their answers, invite student comments before confirming answers. When giving feedback, ask students if all answer options are mentioned and if the same words are used or not.

**Deon:** *Hey, Mark! Are you still interested in coming on a week’s adventure holiday with me this summer?*

**Mark:** *Of course, but can we go in August? I can’t do June or July because of college.*

**Deon:** *Yeah, sure! I guess we need to book soon. There’s a company called World Trek that my friend told me about. He went on one of their cycling holidays last year, and loved it. There’s lots of information on their website.*

**Mark:** *Really?*

**Deon:** *Yes – they do different kinds of adventure holidays. There’s one by the sea with lots of water sports, and another in the forest where you can do hiking and cooking, and you learn how to cook outdoors. The one I like best is in the mountains. We can do things like climbing and white water rafting. What do you think?*

**Mark:** *That sounds amazing! Is it expensive?*

**Deon:** *So so – there’s a special offer on at the moment. Normally the price is six hundred and fifty pounds, but if you book before Friday, it’s five hundred pounds. The sailing holidays are eight hundred pounds, so it’s not bad!*

**Mark:** *What does that include?*

**Deon:** *Transport, accommodation and our guide. We only have to pay for meals and drinks.*

**Mark:** *That’s really good, isn’t it? Let’s book tonight! Shall I come to your place this evening around seven?*

**Deon:** *Can you come at eight? I’ve got a tennis lesson until seven thirty.*

**Mark:** *Yes, sure. See you then.*

1. All options mentioned but same words used.

2. All options mentioned but different words used.

3. All options mentioned but same words used.

4. All options mentioned but same words used.

5. All options mentioned but different words used.

6. All options mentioned but same words used.

### OUTCOMES

- use present simple vs present continuous

### OUTCOMES

Ask students to focus on the outcome. Tell students that this lesson builds on what was learnt in Units 1 and 2 and students

will learn another present tense – the present continuous. Tell students that this lesson will compare the use of both the present simple and present continuous. In English exams, students at lower levels are expected to be able to use both the present simple and continuous when speaking and when writing. Also, explain to students that when listening or reading in exams, students are expected to understand the difference in meaning between sentences using the present simple and continuous.

To show students that there is a difference in the use and meaning of both tenses, write the following on the board:

*I do my homework after school.*

*I am doing my homework.*

Tell students that there is a difference in the meaning of both sentences. Ask students to discuss in pairs what they think the difference is. Allow students to volunteer answers or nominate. Ask if other students agree or disagree with the answers students have given. Do not confirm answers. Tell students that this focuses on the differences.

**06** As an activity to prepare students to do Exercise 06, you could try the following:

Tell students to look at the blog entry for Exercise 06. Write the following on the board:

*Where is the writer's holiday?*

*What activities from Exercise 01 are mentioned?*

Ask students to read the blog and answer the questions above. Tell students to do this individually and to compare answers with a partner. Give students 2-3 minutes to do this to encourage them to read quickly. Reading this before analysing the grammar is a good way to give context to the grammar and will help students to do Exercises 06 and 07.

#### Feedback

Nominate or allow students to volunteer answers as before.

Iceland, hiking, climbing

Exercise 06 aims to help students focus on the form of the verbs and identify which verbs are in the present simple and continuous. It also asks students to identify positive and negative forms. Ask students to do this in pairs. Give each pair around 3 minutes to do this. Monitor as students discuss their answers.

#### Feedback

Draw the four boxes from Exercise 06 on the board and invite students to each write one verb in the correct space. This is a good way to change the dynamics of the classroom and move students around. Tell students that they can either add another verb or correct a mistake that another student has made (i.e. put the verb in the wrong place). This should mean that many of your students are involved. After all the verbs are on the board, ask the class if they agree with where the verbs are or if they disagree. After this, confirm the answers by making corrections on the board. Ask students to say if they do not understand the meaning of any of the verbs. Encourage other students to help before you give the answers.

Present simple affirmative – We get up, I usually sleep, He looks after us, He always makes

Present simple negative – I don't miss, My friend doesn't like

Present continuous affirmative – I'm having, I'm staying, I'm resting, We're having, The chef is cooking

Present continuous negative – I'm not staying

**07** This activity focuses on the meaning and usage of both the present simple and continuous. It encourages students to look again at the verbs in the context of the blog and notice the meaning and usage by completing the sentences. These are grammar rules for present simple and continuous. Ask students to do this in pairs and give each pair around 5-7 minutes to do this. This will give students time to discuss the rules. Monitor as students do this.

#### Feedback

As before, nominate or allow students to volunteer. Do not confirm answers until other students have had the chance to agree or disagree.

1 continuous 2 continuous 3 simple 4 continuous

**08** This exercise revises the form of present simple verbs learnt in Unit 1 and adds the verb form for the *-ing* form used for the present continuous. Ask students to work in pairs to complete the exercise. Tell students that some of the verbs are irregular and so students need to change the spellings a little. If you feel students need more support, do the first one together. Write *live* on the board and ask students to say the third person and *-ing* form of the verb. After a few students have answered, confirm the answer as *lives* and *living*. Point out to students that the *-e* for *living* is not there. Tell students that some of the other verbs in this exercise also follow the same rule and that there are also other spelling rules they need to follow. Tell students that you want to see what they already know. Give each pair 5 minutes to do this exercise. Monitor as students discuss their answers.

#### Feedback

As discussed previously, nominate or allow students to volunteer answers. Confirm answers after other students have said if they agree or not with their classmates' answers. Ask students to spell out their answers so you can check answers. Alternatively, ask students to write answers on the board for other students to comment on and/or correct.

1 lives, living 2 gets, getting 3 carries, carrying  
4 hopes, hoping 5 washes, washing 6 runs, running  
7 plays, playing 8 ride, riding 9 lies, lying  
10 passes, passing 11 cries, crying 12 makes, making  
13 sees, seeing 14 begins, beginning

#### Extension

To make sure students are aware of the spelling rules for the *-ing* form, write the following on the board:

Group 1: regular verb, just add *-ing*.

Group 2: verb ends in silent *-e*, *-* remove *-e* and add *-ing*.

Group 3: verb ends with a consonant, vowel and consonant – repeat the last consonant and add –ing.

Group 4: verb ends in –ie, change –ie to y and add –ing.

Ask students to look at the rules above and put the verbs from Exercise 08 into a group. Ask students to do this in pairs and monitor while they do this.

### Feedback

Allow students to volunteer answers or nominate. Encourage other students to say if they agree or not before you confirm the answers.

Group 1: wash, play, carry, pass, cry, see, begin

Group 2: live, hope, ride, make,

Group 3: get, run,

Group 4: lie

- 09** This exercise aims to highlight the difference between question forms when using present continuous and when using the present simple. Ask students to discuss their answers in pairs. Monitor as students do this.

### Feedback

You can nominate or allow students to volunteer their answers. Remember to see if other class members have the same or different answer before confirming.

1 C 2 D 3 A 4 B 5 simple 6 continuous

- 10** This exercise tests students understanding of the grammar rules discussed in the previous exercises. Ask students to read the Bullet Box before completing the exercise. Remind students that in some exams they will need to show their understanding of verbs tenses and how to use them correctly. Ask students to work in pairs and give students 5-7 minutes to complete the exercise to encourage students to discuss and justify their answers. Ask students to compare their answers with another pair. Monitor as students do this.

### Feedback

You can provide feedback as described in this unit. One alternative way of doing this is to create a document with this exercise or use the Presentation Plus software that you can project on your board. If students can then add answers to the gaps on the board, this would be an ideal way to provide peer feedback as you can ask students to write an answer on the board and then you can ask the class to make corrections if necessary. Each student has a turn to answer a question. They can choose to answer a question or they can correct an answer from another student they think is incorrect. This encourages students to peer check. At the end of this, you can confirm answers. When doing this, you can ask questions to check students' understanding. See below for some examples:

*Is it present simple or continuous?*

*Is it describing habits and routines?*

*Is it talking about what is happening now?*

*Is it a question? Do we use 'do' or 'to be'?*

*Is it a positive or a negative statement?*

- 1 are you doing, you want, am/'m watching, plays, are losing
- 2 am / 'm waiting, arrives
- 3 isn't answering, is / 's studying
- 4 do you / get, walk, doesn't take, drives, is working

- 11** This exercise provides an opportunity for freer practice. Ask students to create the questions and to check in pairs. It's a good idea to provide feedback for this before students ask each other the questions.

### Feedback

Nominate or allow students to volunteer answers as described before.

- 1 Why are you learning English?
- 2 What time do you usually get up?
- 3 What are you learning about in geography at the moment?
- 4 Do you play tennis?
- 5 What is the teacher doing now?

Now ask students to ask and answer the questions in pairs. Give students 5-7 minutes to do this. Tell students to swap roles. Monitor as students do this. Make notes of anything you want to talk about during feedback.

### Feedback

Using the notes you made when monitoring, you can highlight any areas you feel your class still needs support with. This is a good way to respond to student needs. Write examples of student errors on the board along with some correct versions. Ask students to say which are correct and to correct the incorrect ones. Ask students to do this in pairs and allow around 2-3 minutes to do this. Nominate or allow students to volunteer answers.

### Extension

After feedback, if you want to give students more practice, you can use the open-pair practice method described in the Extension for Exercise 03. If students make errors, give them the opportunity to self-correct and then ask other students to help if they need more support.

## OUTCOMES

- skim read an article for gist

## OUTCOMES

Ask students to focus on the outcome. Tell students that a good reading skill is to be able to read quickly to get the general idea. Tell students that in English exams, students need to be able to use a variety of reading skills and that skimming is a skill that is useful when wanting to quickly get an idea of a topic. Explain to students that they need to learn to read quickly and not to worry about understanding every word. This will be particularly useful in longer reading exams. It's also an important skill for reading in general too. Tell students that depending on their first language, it may be a new skill for them depending on how

their written language works. However, tell students that in English, it is highly recommended. Tell students that they will get an opportunity to read more slowly after skimming and that the purpose is only to get the general idea. Write the following on the board:

1. Use a dictionary for difficult words.
2. Read every word slowly.
3. Read sentences quickly.
4. Look at the title and pictures.
5. Fully understand every detail.
6. Get the general idea.

Ask students to get into pairs and say which of the above is true or false when skim reading. Give students 2-3 minutes and monitor while students do this. This activity will help students understand the reason for skim reading and the way they should do it. Nominate or allow students to volunteer.

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

**12** Ask students to look at the pictures and to work together to guess what the reading is about. This is a good way for students to predict general content. Ask a few students what their predictions are but do not say if they are correct or not yet. Ask students to read the article quickly. Give students 2 minutes to encourage them to read quickly and not to use a dictionary. After they have finished, ask students to discuss together what the main point of the article was. Monitor as students discuss. Then ask students to answer the three questions in pairs.

#### Feedback

Allow students to volunteer answers or nominate. Be flexible with answers as you just want students to have a general idea of the article.

Student's own answers.

Possible answers:

1. sportsperson (snowboarding star)
2. snowboarding
3. describes Aimee (daily routine, free time, activities)

**13** This exercise aims to give students practice of reading comprehension of the same text as for Exercise 12. This time, students need to read slower and answer the questions. Tell students that in this exercise, they need to say if the answer is *True*, *False* or *Not Given*. Tell students that *Not Given* is common in some reading exams. Students often find it difficult to identify the difference between *False* and *Not Given*. Tell students that *False* means it is not true but *Not Given* means that the reading does not say this. This is a difficult skill and with practice, students will be able to differentiate between the two. Give students around 10 minutes to do this. Ask students to compare their answers in pairs and to justify why they think their answer is correct. Monitor while students do this.

#### Feedback

Allow students to volunteer answers or nominate. Allow other students to say if they agree or not before you confirm the answers.

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

**14** This exercise helps students learn vocabulary from the text. Tell students that the answers are in the text and the dashes represent the letters. Give students 5-7 minutes to do this and then to compare with a partner.

#### Feedback

Nominate a student to write one of the answers on the board. Invite other students to say if they agree and to come to the board and change the answer if they disagree. Confirm answers at the end. Focus on pronunciation – drill if necessary.

1 professional 2 train 3 successful 4 fit 5 advice

#### OUTCOMES

- describe pictures using present simple and present continuous

#### OUTCOMES

Ask students to focus on the outcome. Tell students that describing pictures is a very useful skill to learn. Tell students that in many exams, students are asked to describe pictures and that this lesson will help them to do this better. Remind students that the present simple is often used when doing this type of task but that the present continuous can also be used. Tell students that this lesson will also help students practise the grammar they learnt previously in this unit. This lesson focuses on sport and leisure activities. Tell students that being able to describe a picture is also useful in general English too.

**15** This exercise aims to introduce more vocabulary for sport and leisure activities. First, ask students to look at the photos and to read the name of the sport. Ask students to discuss together if there are any sports they do not know. Before moving onto the exercise, invite students to say which sports they are not sure about. Encourage other students to help explain the sport before you give more details. Most sport and leisure activities should be well known especially by looking at the pictures but there may be one or two which students need support with. Then ask students to complete the exercise in pairs. Monitor to see if students need more assistance with vocabulary. You can pre-teach (tell students the meaning of words) some of the vocabulary before students do the task or you can do it during feedback.

#### Feedback

Allow students to volunteer answers or nominate. To make sure students know the meaning of some of the words in the questions, ask students to say what the word means as you go through the answers (e.g. *use a racket ... what's a racket?*). Confirm answers after students have had an opportunity to say if they agree or not with another student's answer.

- |    |  |    |                      |   |          |
|----|--|----|----------------------|---|----------|
| 1  | basketball   | 2  | basketball           | 3 | football |
| 4  | badminton, table tennis                                | 5  | football             |   |          |
| 6  | badminton, basketball, table tennis, football, chess   |    |                      |   |          |
| 7  | badminton, basketball, table tennis, football, tai chi |    |                      |   |          |
| 8  | badminton, table tennis                                | 9  | chess                |   |          |
| 10 | kite flying, tai chi                                   | 11 | basketball, football |   |          |
| 12 | badminton, table tennis, kite flying, tai chi, chess   |    |                      |   |          |
| 13 | badminton, basketball, football, table tennis, tai chi |    |                      |   |          |

**16** This exercise aims to increase the range of vocabulary that students have by adding more sport and leisure activities to the list in the previous exercise. Tell students that this is a competition and each pair needs to think of as many activities to each of the 13 questions above. Monitor as students do this.

**Feedback**

Ask students to say how many new activities they have for each question. Ask the team with the most activities for each to say what they are. Invite other students to say if they agree or not. Then confirm by writing correct activities that are suggested. Encourage students to add more activities. Create a long list of activities on the board. If you want to check students understanding of the sports, you can ask *yes / no* questions as follows:

*Do you catch a ball in badminton? (no) etc.*

Student's own answers.

**17** This activity gives more practice of describing a sport or leisure activities. It also leads into the process of how to describe a picture. Put students into pairs and ask students to take it in turns to describe the pictures. Give students around 5 minutes. Monitor as students do this.

**Feedback**

Based on what you heard during monitoring, you can nominate good examples of descriptions from Student's own answers.

Student's own answers

**18** This activity provides a structured way to ask about and describe a sport of leisure activity. Ask students to look at the example given. To give students more support, you can give another example. Tell students that you are thinking of an activity and they have to guess what it is. Give one piece of information and then invite questions. When students guess, tell them if they are correct or not. After doing this, students should be able to do this in pairs. Give students 5 minutes to each describe a sport and ask questions as well as guess. Monitor as students are doing this. Note down anything you want to address in feedback.

**Feedback**

In addition to addressing any common errors that you noted during monitoring, you can nominate or allow students to volunteer answers. Students can do this by doing what you did in the example. Ask the student to describe the sport and then invite other students to ask questions and guess the sport. If a student makes an error

with either the description or question, allow them to self-correct then invite other students to help before you confirm the correction. Once a few students have done this correctly, ask students to think about what tense was used (*Present simple*). Tell students that they can look again at the example in the book. Again, allow students to volunteer or nominate and then confirm after a number of students have said if they agree or not.

Student's own answers.

**19** This activity encourages students to use the present continuous to describe pictures. Write on the board:

*What is happening in your picture?*

Ask students to say if this is the present simple or continuous (answer – present continuous). Ask students to say why (because it's happening now). You can either allow students to volunteer their answers or you can ask them to discuss with a partner first.

For variety, put students into different pairs. Give students 5-7 minutes to describe their pictures and then to say what the similarities and differences are. Monitor to check students are using the present continuous correctly. Make notes as you monitor.

**Feedback**

Using the notes you made, write three-four examples of student errors and add two-three correct versions. Ask students to say which are correct and to correct the incorrect ones. Students can do this in pairs. Nominate or allow students to volunteer.

Write the following on the board:

*Same:*

*In both pictures, ...*

*Different:*

*In the first picture, ...*

*... but in the second picture ...*

Tell students to use this structure to describe the similarities and differences. Allow students to volunteer answers or nominate. Encourage students to use the present continuous. Give students the opportunity to self-correct if they make a mistake then invite other students to help and confirm the answer.

a person running, people doing yoga, a father walking along with his son (holding hands), a couple (a man and a woman) walking together, a person doing push-ups

**Extension**

Find a 'spot the difference' activity online. There are many of these on the internet. There should be two very similar pictures with small differences. Find a picture that you think your students will know the vocabulary of – try looking for A2 or pre-intermediate level. Give one picture to Student A and the other to Student B. Make sure that the students do not look at each other's picture. Ask each student to

describe their picture and to note down any similarities and differences as they do this. Then ask students to compare their pictures together. Monitor as students do this. In feedback, follow the same process as outlined in Exercise 19.

- 20** This exercise provides students with freer practice of vocabulary for sport and leisure activities. Put students into groups of two or three and ask them to take turns asking and answering the questions. Give students 7-10 minutes to do this activity. As students complete the exercise, monitor and make notes about anything you hear that you would like to talk about in the feedback session.

#### Feedback

Use the notes you made when monitoring. Write three-four examples of student errors and add two-three correct versions. Ask students to say which are correct and to correct the incorrect ones. Students can do this in pairs. Nominate or allow students to volunteer.

Student's own answers.

#### Extension

If you want to give students more practice, you can use the open-pair practice method described in the Extension for Exercise 03. Give students the opportunity to self-correct and then ask other students to help if they need more support.

### OUTCOMES

- write a message in response to a friend

### OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson, they need to write a message to a friend. In English exams, it is common for students to write letters, emails and messages. This next section starts with a reading to give students context for the writing later in the final exercise. Students need to use present simple and present continuous and the writing exercise will give students practice of this. Tell students that in this lesson, they have the opportunity to write the message, look at other students' writing and receive advice to improve their message. Explain to students that this is a good way to improve their writing.

As an activity to prepare students to do Exercise 21, you could try the following:

*Write on the board:*

*Film Festival*

Ask students to say what they think happens at a film festival. Put students into pairs and let them discuss this for around a minute. Then allow students to volunteer answers or you can nominate students to answer. This will help students prepare for the context of the reading. Ask students to look at the film festival poster to check if their predictions are correct. After around a minute, tell students to close their books and in pairs try to remember the details of the festival. Ask students to then open their books again to check their answers.

- 21** This activity gives students note completion practice. This is a common task in some English exams. If you want to support students more and prepare them for this type of task, you can tell them to first complete the notes based on the first text and then to complete the notes by reading the second text. Tell students that if there is different information in both texts that you should use the information from the second part. Students may need to change their notes based on the second text. However, you may want to just use this exercise as context for the writing task. Ask students to work in pairs to do this exercise. Monitor as students do this.

#### Feedback

Allow students to volunteer answers or nominate students to answer. Confirm after asking students if they agree with the answers given by other students.

1 (Saturday) 23rd June	2 £15	3 1:00pm
4 Child in Time	5 (an) umbrella	

- 22** This activity gives students practice of reading for gist and also provides students with context for the writing task. Students will be replying to this message when writing. Ask students to complete the task individually and then to compare in pairs.

#### Feedback

Nominate or allow students to volunteer answers then confirm answers.

He wants to meet up.

- 23** Students now need to write their message. Make sure students understand the instructions and what they need to include. It's important in the Writing that students cover the main points. An additional activity that could be done here before students start writing, if you think students need more support, is the following. Ask students to look at each of the instructions and to say if they need to use the present simple or present continuous. Ask students to do this in pairs.

*Where you are (simple).*

*Who you are with (simple).*

*What you are doing (continuous).*

*What is happening (continuous).*

*Where you can meet Richard (simple).*

*What Richard should bring (simple).*

Ask students to work in pairs to complete the exercise. Give students 15-20 minutes to do this. As students do this, monitor to make sure that students are on task and to provide extra support if necessary. You can also note down anything you want to talk about during feedback. It's best to provide feedback after Exercise 24 when students have had the opportunity peer assess each other's message.

Student's own answers.



**24** When students have finished Exercise 23, ask student pairs to swap their writing with another pair. Encourage students to write comments on other students' work about spelling, punctuation and especially use of present tenses.

### Feedback and alternative

You can take in student work and mark it outside class. This is a good way to assess student work and to provide in-depth comments. Focus on spelling, punctuation and usage of present tenses as this will narrow down what you have to do and focus on what you have taught in this unit and the units before. You can return these pieces of writing and ask student pairs to correct their work.

Alternatively, as student pairs are looking at another pair's writing, you can take a picture of it using a smartphone to use for class feedback. After taking the picture, email it to yourself and you can then show it to the class during feedback. It's manageable if you do this for just a few pieces of work each time. You can take turns with the students' work you use. You can then invite other students to make comments about the writing and encourage peer assessment. As some students may be sensitive about criticism, try to be constructive and encourage other students to be the same. Always add a positive with any criticism to avoid students feeling discouraged.

Student's own answers.

### Extension

This activity uses the model given in the book on Page 42. You can use this either before students start writing or before they peer review each other's work. A good way to use this is to analyse it for students to notice why it's a good example of student writing for this task. You could write a checklist for students to identify if they have followed the instructions:

- Say where you are.
- Say who you are with.
- Say what you are doing.
- Say what is happening.
- Say where you can meet Richard.
- Say what Richard should bring.  
(Optional)
- Uses the present simple correctly.
- Uses the present continuous correctly.

Tell students to read the model and say which of the items in the list the model has (it has all of them except 'say what is happening'). It's not a major problem if the model is not perfect as students can see how to improve it further. You can also use this checklist when students look at each other's work. It's a good idea to focus peer feedback as this makes it easier for students to make suggestions for improvement.

## GRAMMAR AND VOCABULARY

### OUTCOMES

- identify different types of leisure activities and sports
- use present simple vs present continuous

## GRAMMAR AND VOCABULARY

### OUTCOMES

Ask students to focus on the first outcome. Tell students that in this lesson, they will revise and practise using the vocabulary for sport and leisure activities they learnt in the unit. Also, tell them that they will learn new vocabulary for activities people do as hobbies and for entertainment. Remind students that sport and leisure is a very common topic for speaking exams particularly but can also appear in reading, listening and writing tasks. Ask students to now focus on the second outcome. Tell students that in this lesson, they will have the opportunity to practise using the present simple and continuous tense to make sure they use it more accurately and effectively. Remind students that in English exams, students will need to show that they can use the present simple and continuous accurately and that this lesson will help them to do this.

**01** This exercise aims to help students revise vocabulary for sport and leisure activities. If you want to add another stage to this activity, you can ask students to look at the pictures without looking at the words in the box. Ask students to work in pairs to say what they think the activity is called. Then you can ask students to look at the box and to match the words with the pictures. Monitor as students complete this activity. Focus on pronunciation as you do this.

### Feedback

As before, allow students to volunteer answers or nominate students to do so. Invite other students to say if they agree or not with an answer before confirming what the correct answers are. If you feel that students need more support with pronunciation, drill chorally and individually as described previously (see Exercise 01 Extension).

- |             |              |              |            |
|-------------|--------------|--------------|------------|
| 1 tennis    | 2 volleyball | 3 basketball | 4 football |
| 5 badminton | 6 swimming   | 7 skiing     | 8 cycling  |
| 9 sailing   | 10 hiking    |              |            |

### Extension

A good way to give students more practice of learning vocabulary in a fun way is to use these items of vocabulary in a memory game. You can also introduce new items from Exercise 02. To do this, create 22 of the same sized cards with a picture of the items from the box in Exercise 02. Also, create 22 more same sized cards and write the names of the items. All cards must look the same when they are face-down. The aim of the game is to match the word with the pictures. Put students into groups of four-six and explain the following rules:

1. Students take turns to turn over two cards (one at a time) but do not take the cards or move them.
2. If students turn over a picture card, they must say the name of the item.
3. If students turn over a card with a name on it, they must also say the word.
4. If a student turns over two picture cards, students must turn the cards back over and that is the end of their turn.
5. If a student turns over two cards with writing on them, they must turn the cards back over and that is the end of their turn.

6. If a student turns over one picture card and one card with writing on it BUT the word **is not** the word for the picture they must turn the cards back over and that is the end of their turn.
7. If a student turns over one picture card and one card with writing on it AND the word **is** the correct word for the picture they can take both cards and keep them. They can then take another turn.
8. The student with the most pairs of cards wins.

This is a good way to use competition to encourage students to learn vocabulary. You can make a duplicate set of cards to make the game last longer. Give students around 15 minutes to do this. Monitor as students play and encourage students to pronounce the items in the pictures or their written forms. For any new items students are not sure about, you can provide students with further support as you monitor. Correct any mispronunciations as you hear them or note them down for when you give feedback.

As an activity to prepare students to do Exercise 02, you could try the following:

*Write the following on the board or prepare it in a document: play, do or go?*

- A. A hobby or individual sport.
- B. Activities ending with -ing.
- C. Ball sports and competitive sports.

Ask students to match 'play', 'do' and 'go' with A, B and C above. Ask students to do this in pairs. After 2 minutes, nominate or allow students to volunteer answers. This activity could be done as a lead-in or a noticing activity after Exercise 02.

A do      B go      C play

- 02** This activity tests students' knowledge of the verb that goes before the sport and leisure activities learnt in this unit. Put students into pairs to do this. If you do this after the Lead-in, give students 3-4 minutes. If you do this without first doing the Lead-in, give pairs 5-6 minutes to discuss this together. Monitor to check students are on task.

#### Feedback

Nominate or allow students to volunteer. Encourage students to give reasons for their answers. These could be the rules from the Lead-in if you've done this. Invite other students to agree or disagree before confirming the answers.

play – tennis, chess, volleyball, football, badminton, hockey, table tennis, basketball

do – karate, judo, boxing, gymnastics, taekwondo, athletics

go – horse-riding, swimming, skiing, cycling, sailing, hiking, canoeing, fishing, bowling

#### Alternative

If you haven't already done the Lead-in, you can use it as an activity where students notice the rules. If so, do as the Lead-in instructs but this time student pairs have to look at the answers and identify the rules based on these.

- 03** This activity gives students the opportunity to look again and practise using vocabulary learnt in this unit. Ask students to do this in pairs. Tell students to use the clues in the sentences to help them. If you feel your students need more support, do the first one together. Highlight the clues in the sentence. Write the following on the board:

*I'm playing in a tennis tournament tomorrow. I hope I \_\_\_\_\_ some of my matches.*

Give students a minute in pairs to guess the answer. To give even more support, you can ask the following:

*'What's a tournament? (like a competition)*

*'Can you hit a tennis match?' (no)*

*'Do you want to lose a tennis match?' (no)*

*'Do you want to win a tennis match?' (yes)*

Give pairs 4-5 minutes to complete the exercise. Monitor as students do this.

#### Feedback

Nominate students to answer or allow students to volunteer. Confirm the correct answers only after other students have agreed or disagreed with what other students have said is the answer.

1 win    2 beats    3 play    4 hit    5 lose  
6 throwing    7 kicking    8 catch    9 scores

As an activity to prepare students to do Exercise 06, you could try the following:

Put photos of the sport called cricket on your screen and show it to the class. There are many pictures available online – be aware that there are also insects called crickets. Ask students to look at the pictures and try to guess what happens in this sport. Ask students to do this in pairs and give them 2-3 minutes to think of three-four things that happen in cricket. Allow students to volunteer answers or you can nominate. Do not confirm answers or say answers are incorrect yet.

- 04** This exercise helps students to build on the vocabulary learnt in this unit by adding words related to sport. Ask students to do this in pairs. Encourage students to give reasons when they discuss with a partner. Monitor as students are discussing this.

#### Feedback

Allow students to volunteer or nominate students. Confirm answers only after many other class members have agreed or given alternative answers. You can look back at student predictions for the Lead-in and see how many were correct.

1 popular    2 team    3 hitting    4 match    5 wear

As an activity to prepare students to do Exercise 05, you could try the following:

*Write the following on the board:*

1. Team sports
2. Actions used in sports
3. Sports equipment
4. Types of competition
5. Water sports

6. *Mountain sports*
- A. *White water rafting*
  - B. *Match*
  - C. *Basketball*
  - D. *Climbing*
  - E. *Throw*
  - F. *Glove*

Ask students to match the above words and categories. Put students in pairs to do this and give them 3-5 minutes. Monitor as students do this.

#### Feedback

Nominate students to answer or allow students to volunteer. Ask students to give reasons for their answers. Invite other students to comment before showing the answers.

1 basketball	2 throw	3 glove
4 match	5 white water rafting	6 climbing

- 05** This activity tests students understanding of the sports learnt in the unit. The previous activity will help students understand the categories but make sure students understand that they need to say which word is in the wrong place and say why by using the words in the box. If you think that your students need more support, do the first question together. After doing this, ask students to complete the exercise in pairs and give them 5 minutes. Monitor as students do this.

#### Feedback

Allow students to volunteer answers or nominate. Encourage students to give reasons why the word is the odd one out. Invite other students to say if they agree or not. Then confirm the answers.

1 tennis, water sports	2 athletics, team sports
3 racket, actions used in sports	4 judo, mountain sports
5 boxing, sports equipment	6 winner, types of competition

- 06** This exercise helps students to revise the grammar learnt in the unit. In particular, students are asked to add the suitable endings using the *-ing form* and third person present simple form of the verbs. You can ask students to complete the table in pairs or individually and then to compare in pairs. Monitor as students discuss answers together.

#### Feedback

As before, you can choose to nominate students if you want to check learning. Alternatively you can allow students to nominate. In either case, invite other students to say if they agree or disagree with student answers before confirming answers.

third person present simple – snows, fixes, gets, stops, invites, marries, washes, makes, offers, buys, crosses, copies, dances, swims, happens, travels  
*-ing form* – snowing, fixing, getting, stopping, inviting, marrying, washing, making, offering, buying, crossing, copying, dancing, swimming, happening, travelling

#### Alternative

As this was looked at in the unit, it may be a good idea to use this exercise as a test. Give out a copy of the table to each student. Once students have each completed the table, ask students to swap papers to check each other's or you can take it in to mark. Another option is to use this exercise as a competition. If you want to do it in this way, ask students to get into pairs. Then hand out a paper photocopy of the table. Give pairs 5 minutes to complete the table. Then ask pairs to swap papers with another pair. You can then go through the answers as usual in feedback. Ask students to give another pair a mark for each correct answer (total 32 marks). The team with the highest scores wins.

- 07** By completing this exercise, students need to use what they have learnt about present tenses – both simple and continuous – for positive and negative statements as well as questions forms. Ask students to do this together in pairs and give students around 4-5 minutes. Encourage students to give reasons for the answers. Monitor pairs as they do this.

#### Feedback

Provide feedback as outlined in Exercise 06.

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

As an activity to prepare students to do Exercise 08, you could try the following:

*As students may not already be familiar with the idea that some verbs can't usually be used in the -ing form, write the following on the board:*

- A. *know*
- B. *read*
- 1. *verb describing an action*
- 2. *verb describing a state*

Ask students to work in pairs to match A and B with 1 and 2 (*answers 1 B 2 A*). Explain to students that most verbs describe actions but some verbs describe states. Tell students that a state is not an action and can describe possessions or feelings. When a verb describes a state rather than an action it can't be continuous. Ask students to think of other state verbs. As this may be the first time students have seen this, just try to raise awareness of this. You don't have to create a complete list of state verbs. Tell students that these state verbs cannot be used in the *-ing form* and so can't be used with the present continuous.

Possible answers: be, have (possession), love, like, hate

- 08** After doing the Lead-in, students will be familiar with this exercise. Put students into pairs and give them 5 minutes to do this. Encourage students to give reasons for their choices. Monitor as students do this.

#### Feedback

Allow students to volunteer or nominate. Invite other students to comment before confirming answers. It's important to ask students to explain their reasons for their answers and invite other students to say if they agree or disagree. This is a good way for students to remember the

grammar rule. Highlight the verb *have* and ask students why it can be used in the *-ing* form (because it describes an action not a state e.g. *having a shower* and *having a good time*).

- |                          |                         |
|--------------------------|-------------------------|
| 1 I don't know           | 2 I can't remember      |
| 3 I don't understand     | 4 is having             |
| 5 It belongs, is reading | 6 I don't want to       |
| 7 has, is taking         | 8 can't hear, is having |

**09** This exercise extends on what students did in the previous exercise. Remind students that they should also think about if the action is permanent or a routine (present simple) or more temporary or happening now (present continuous). Put students into pairs and give them 5-7 minutes to do this together. Encourage students to give reasons for their answers. Monitor as students do this.

**Feedback**

Provide feedback as described in the previous exercise.

- |                  |                   |                    |
|------------------|-------------------|--------------------|
| 1 am / 'm having | 2 has             | 3 am / 'm enjoying |
| 4 like           | 5 am / 'm staying | 6 have / 've got   |
| 7 work           | 8 am / 'm looking | 9 want             |
|                  |                   | 10 finishes        |

**Extension**

Ask students to look again at the completed email. Tell students that they need to write an email reply from Katy. Tell students that they need to do the following – you can write this on the board or prepare a document:

Say ...

- ... how you feel about your new town/city.
- ... describe your new town/city.
- ... say what you think of the course you are.
- ... studying and your classmates.
- ... where you are living right now.
- ... describe what you do in your free time.

Ask students to work in pairs to write the email. Give students 15 minutes to do this. Monitor as students complete the exercise. Note any issues you want to raise in feedback. When students have finished doing this, ask student pairs to swap with another pair to evaluate. Ask students to focus on the use of present simple and continuous.

**Feedback**

Encourage students to give peer feedback by writing comments on another pair's email. Once feedback has been given, ask students to return the email. Tell students to look at the comments and make changes if they think it's necessary. You can then take in the emails to give feedback or give comments as you monitor.

**Extension**

Using your notes made when you were monitoring, write three-four examples of typical errors students have made and two correct examples. Ask students to identify the correct examples and correct the incorrect ones. Ask students to do this in pairs and then allow them to volunteer answers or nominate.

**10** This exercise introduces the grammar for giving short *yes / no* answers to questions in the present simple and continuous. To help students, write the following on the board or prepare a document with it on:

1. *Are you playing football?*
2. *Does she play chess?*
3. *Is tennis difficult?*
- A. *Yes, she does / no she doesn't.*
- B. *Yes, it is / no it isn't.*
- C. *Yes, I am / no I'm not.*

Ask students to work in pairs to match 1-3 with A-C (1 C, 2 A, 3 B). Give pairs 1-2 minutes to do this then allow students to volunteer answers or nominate. When students answer, encourage them to give reasons. At the moment, just allow students to give opinions without confirming if they are correct or not. On the board underline the following words:

<u>Are you playing football?</u>	<u>Yes, I am / No, I'm not.</u>
<u>Does she play chess?</u>	<u>Yes, she does / No, she doesn't.</u>
<u>Is tennis difficult?</u>	<u>Yes, it is / No, it isn't.</u>

Encourage students to say what they notice. Then write the following on the board or prepare a document with it:

1. The same / a different pronoun is usually used for the question and answer except when using 'I' / 'you'.
2. Questions with 'you' usually become 'I / you' in the answer.
3. Questions with 'I' usually become 'I / you'.
4. The word order in the question changes / stays the same in the answer.

Ask students to choose the correct answer from the sentences above. This is a good way for students to notice rules. Ask students to do this in pairs and give them 2-3 minutes. Monitor as students do this. As described previously, nominate students to answer or allow students to volunteer their answers. Make sure that you involve the whole class by inviting other students to agree or disagree with the answers. Then confirm the correct answers.

- |        |     |       |           |
|--------|-----|-------|-----------|
| 1 Same | 2 I | 3 You | 4 Changes |
|--------|-----|-------|-----------|

This exercise can be used after the Lead-in to check student understanding. Ask students to do this in pairs and give them 5 minutes to do this. Encourage students to discuss their reasons with their partner. Monitor as they do this.

**Feedback**

Nominate or allow students to volunteer answers, invite other students to comment and then confirm. Point out to students that '*you and your parents*' in question 6 becomes '*we*' in the answer and '*your parents*' becomes '*they*'.

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

### Extension

Prepare a document with the following:

Questions	Name	Name	Name
<i>Do you always get up early?</i>	<i>Y/N?</i>	<i>Y/N?</i>	<i>Y/N?</i>
<i>Do you and your parents always eat together?</i>	<i>Y/N?</i>	<i>Y/N?</i>	<i>Y/N?</i>
<i>Do any of your friends do taekwondo?</i>	<i>Y/N?</i>	<i>Y/N?</i>	<i>Y/N?</i>
<i>Are you learning to play any new sports?</i>	<i>Y/N?</i>	<i>Y/N?</i>	<i>Y/N?</i>
<i>Is your birthday in June?</i>	<i>Y/N?</i>	<i>Y/N?</i>	<i>Y/N?</i>

Tell students to stand up and move around the room to speak to other students. Ask students to ask three other students the questions above. You can add more columns if you want students to ask more students. Tell students *Y* means yes and *N* means no. This type of activity changes the dynamic of the classroom and encourages students to practise language in a spoken and freer situation. Give students around 10 minutes to do this. Monitor as students do this and note down anything you wish to talk about during feedback. If you feel students need more support here, do the first question in front of the class with a stronger student. Show that you have circled the answer *Y* or *N* after your partner answers. Do this for the other questions with other students if necessary.

### Feedback

After students have returned to their seats, ask students to report back to the class what they heard. You can do this by nominating a student to say what their partner said. Ask a few students. This gets students into the habit of noting down answers from other students as they know they may be asked about it.

### Extension

Based on the notes you made, you can write down examples of good practice and some errors you heard. Ask students to work in pairs to make corrections where necessary. Allow students to volunteer or nominate students to answer. Make sure other students are invited to comment on these answers before you confirm what the correct answers are.

# UNIT/04: TRAVEL AND HOLIDAYS

## OUTCOMES

- identify types of holidays and different holiday activities

## OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson they will look at vocabulary connected with holidays and holiday activities. In many speaking exams, it is common for students to need to speak about this topic. Tell students that this vocabulary will be helpful for them in both speaking exams and general conversation. In addition, tell students that they may need to write about holidays and holiday activities when describing in writing exams or that they may listen to or read descriptions of holidays in exams. Also, tell students that this vocabulary will be useful for the rest of the unit.

## LEAD-IN

**01** This exercise aims to see what students already know in terms of holiday vocabulary. One good way of using the pictures is to put students into pairs. Pairs are an effective way to encourage student participation with other students. Groups of three can also work well, but this may limit the amount of time students have to speak to each other about the task. Unless the Student's Book instruction suggests to do something differently for an exercise, it is good practice for students to work in pairs where possible. It's a good idea to encourage students to speak and discuss their ideas because it provides speaking practice, students can help each other and you are able to monitor what is being said. This will allow you to identify student needs that you may wish to address immediately and/or at the end of the activity. Then ask students to work in pairs to describe what they see in the pictures before saying which type of holiday they think it is. This will give you a good idea what vocabulary about holidays students already know. Monitor as students discuss this. Then ask students to match the vocabulary to the pictures.

### Feedback

Students can volunteer answers or you can nominate students to answer. A good way to provide feedback is to ask other students if they agree with an answer from other students. This can be done in a number of ways. When a student answers, do not immediately say: *Correct, Good, Well done* or *Incorrect, That's not correct* etc. Instead, you can ask other students if they agree or not. This will increase participation and student attention during feedback. When a student is nominated to answer a question, other students may feel that they do not need to continue to listen as they will not be asked to answer. This method of checking answers, however, encourages all students to listen to answers given by other students as they too may be asked to add a response.

1 D    2 C    3 A    4 B

It's also a good idea to focus on pronunciation of any new items of vocabulary. This can be done by asking students to do the following:

- 1) listen to you say the word(s) two-three times.
- 2) repeat after you as a group (choral drilling).
- 3) repeat the word individually (individual drilling).

Drilling is the action where students repeat a word or phrase after the teacher or other students. It can be a fun way to approach pronunciation. Stages 1–2 above should be done with this approach and Stage 3 is particularly useful to check individual students who you may feel need the opportunity to practise. When individual drilling, if students make mistakes in the pronunciation, ask students to try again. You could say: *Not quite, can you try again, please?* If students still find it difficult, ask other students to help. You could say: *Can anyone help?* When another student pronounces the word correctly, you can ask them to model this pronunciation for the original student who has difficulties with this word. This encourages students to listen and learn from each other. Of course, if the pronunciation of this item is still problematic for the student, you may wish to move on to avoid delaying the lesson. Another option is to use phonemic script. If you are familiar with this, write the script next to the word or phrase. It's a good idea to familiarise yourself and your class with the phonemic script and encourage students to practise writing any new vocabulary with phonemic script to help with pronunciation. There are many websites and online dictionaries which not only provide the script but also a recording of the word such as [dictionary.cambridge.org](http://dictionary.cambridge.org). You can also use an online dictionary when drilling. As correct English pronunciation is often not easily known just from the spelling of a word, it is important that you support students with pronunciation.

You can use the phonemic script of the words, which follows, as support for pronunciation of the words and phrases. There are many online dictionaries which also offer recordings of words for further support. You do not need to show students the phonemic script, unless this is something you regularly do in class and students are familiar with.

adventure holiday / əd'ventʃə 'hɒlədeɪ /

city break / 'sɪti breɪk /

language exchange / 'læŋgwɪdʒ ɪks'tʃeɪndʒ /

beach holiday / bi:tʃ 'hɒlədeɪ /

**02** This exercise aims to help students build on the vocabulary learnt in the previous exercise. Put students into pairs and give them 5-7 minutes. It's good practice to let students know how much time they have to do an exercise as this will help with classroom management and help students

manage their time. With all the times suggested, respond to your students' needs. If you feel that students can complete the exercise in less than the advised time or if they need longer, you can be flexible. Monitor as students complete this exercise. Focus on pronunciation as you monitor.

### Feedback

As described above, nominate or allow students to volunteer answers. Don't confirm the answers until other students have had the opportunity to say if they agree or not. Give students support with pronunciation and drill where necessary. See below for phonemic script.

- |                          |                            |
|--------------------------|----------------------------|
| 1 try traditional food   | 2 go horse riding          |
| 3 visit water parks      | 4 go mountain climbing     |
| 5 go on cycling tours    | 6 visit beach resorts      |
| 7 go shopping            | 8 see famous buildings     |
| 9 see local attractions  | 10 go on day trips         |
| 11 go on cultural visits | 12 stay with host families |

- 1 traɪ trə'dɪʃənəl fu:ð  
 2 ɡəʊ haʊs 'raɪdɪŋ  
 3 'vɪzɪt 'wɔ:tə pɑ:kz  
 4 ɡəʊ 'maʊntɪn 'klaɪmɪŋ  
 5 ɡəʊ ɒn 'saɪklɪŋ tuəz  
 6 'vɪzɪt bɪ:ʃɪŋ 'rɪzɔ:ts  
 7 ɡəʊ 'ʃɒpɪŋ  
 8 si: 'feɪməs 'bɪldɪŋz  
 9 si: 'ləʊkəl ə'trækʃ(ə)nz  
 10 ɡəʊ ɒn deɪ trɪps  
 11 ɡəʊ ɒn 'kʌltʃərəl 'vɪzɪts  
 12 steɪ wɪð həʊst 'fæmɪlɪz

**03** This exercise brings together vocabulary learnt in Exercises 01 and 02. Put students in pairs and ask them to look again at the picture in Exercise 01. Tell students to discuss together what activities they can do for each holiday type. Give students 5 minutes to encourage discussion. As students do this, monitor and take notes of anything you wish to discuss during feedback.

### Feedback and extension

Nominate students to answer or allow them to volunteer. As there is a range of possible answers, encourage students to give reasons for answers and invite other students to comment.

Look at the notes you made when giving feedback. Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones. This is a good way to recycle what has been learnt in the exercise and to also focus on responding to emerging student errors and needs.

Student's own answers.

## OUTCOMES

- read multiple texts to find specific information and detailed meaning

## OUTCOMES

Ask students to focus on the outcome. Tell students that in some reading exams they will need to match descriptions from different texts to people. To do this, students need to read multiple small texts to find specific information and detailed meaning. Tell students that in this lesson, they will be developing and practising this skill. This may be a difficult skill for students but this lesson will raise awareness of the steps students should take in doing this.

**04** Before doing Exercise 04, you may want to prepare students more for it by doing the following:

*Write on the board the following:*

- sailing experience*
- delicious food tour*
- wildlife experience*
- fun family holiday*

If you feel students need more support, find pictures online which can represent the above holiday types. Ask students to get into pairs and discuss what activities from the box in Exercise 02 they expect to be able to do in each of the above holiday types. Doing this will give more practice of using the vocabulary from Exercise 2 and it will help students predict the content of the reading. Give students 3–4 minutes to do this and monitor as students do this. Allow students to volunteer or nominate. As there are no set answers, invite other students to say if they agree or disagree with answers given by the class.

Student's own answers.

Exercise 04 is a gist reading activity to prepare students for a more detailed reading later. This is commonly done before asking students to read a second time for more detailed information. Ask students to read the texts and then to discuss which holiday would be the best one for them. Encourage students to give reasons for their answers. Monitor as students discuss their answers.

### Feedback

Allow students to volunteer answers or nominate. Ask a number of students to give answers and invite others to say if they agree or not.

Student's own answers.

**05** This exercise introduces students to the skill that this lesson focuses on. Before students do the exercise, draw students' attention to the Tip Box. Tell students to follow the steps that are suggested:

1. *Identify key words and ideas for each person.*
2. *Match the words with the ideas for each person.*

It's a good idea to use the example as a way to help understand the process they need to follow. Tell students to look at the example and to do step one – match key words and ideas for each person. Ask students to discuss their answers in pairs. Monitor as students do this. Nominate or allow students to volunteer their answers. Before confirming, invite other students to comment to say if they agree or disagree with the answer given.

Possible answer:

Ex. Tom is 19 and is very active. He enjoys all kinds of sports and being outdoors. He has done a lot of water sports in the past, like sailing and windsurfing but he would like to try something different for his holiday this year. He went to the beach last year, but got bored after a few days.

Ask students to read Mini Tip 5.0 to check they have understood the key words. Answer: *be more active, try something different.*

Then tell students to look at step two: match the words with the ideas for each person. Ask students to read individually and then to compare their answer together in pairs. Encourage students to give reasons for their answer and to say which words in the description helped them. Allow students to volunteer their answers or nominate.

Answer: D

Are you looking for a real adventure in the great outdoors? Try one of our mountain climbing, horse riding or cycling tours! Our fully qualified activity instructors will share their knowledge of the area and entertain you with true stories about their past adventures. No previous experience is required, but you need to have lots of energy.

Now tell students to do the same to complete the exercise. Give students 5-7 minutes to do this and then ask them to compare their answers. Tell students to read the Mini Tip Boxes to check they have understood the key words. See below for answers:

- 5.1 Answer: No, not allowed.
- 5.2 Answer: Doing something interesting with friends, prefers countryside and wants to work with animals in future.
- 5.3 Answer: Somewhere hot and near the sea, relax and not do much.
- 5.4 Answer: No, also fun activities for his children and shopping for the family. Monitor as students complete this exercise to see if more or less time is required. Listen as students discuss the reasons for their answers.

### Feedback

Nominate students to answer or allow them to volunteer. Encourage students to give reasons for their answers and invite other students to comment before confirming answers.

1 F    2 A    3 E    4 B

**06** This exercise gives students the opportunity to speak about the holidays they read about in the previous exercise. Ask students to get into pairs and give students 5 minutes to discuss the questions. Monitor and make notes of anything you want to raise during feedback.

### Feedback

As before, invite students to answer or nominate. Encourage other students to agree or disagree. Use any notes you made when monitoring as described in Exercise 3 extension.

Student's own answers.

## OUTCOMES

- listen to identify specific information and detailed meaning

## OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson, they will develop their listening skills for identifying specific information and detailed meaning. This is an important skill for listening exams. Many English exams test students' ability to listen for specific information and detailed meaning and this is also a good skill in less formal situations. Explain to students that in this lesson, they will look at the process of doing this well and there will be lots of practice for them to develop their listening strategy.

**07** This exercise provides a good introduction to the listening skill that the outcome focuses on. After students are familiar with the context of the Listening, ask students to read the Bullet Box. Check that students understand the process required. You can follow these steps together if you feel students need more support. Ask students to first identify the key words in the question and then to identify key words in the multiple-choice options. Ask students to do this in pairs and give them 2-3 minutes. Nominate or allow students to volunteer answers. Invite other students to agree or disagree with the answer before confirming. Possible answers: *why / Anna / decide / language exchange / Spain; good / sports; studies Spanish / not French; wanted / go / somewhere new.*

Check that students understand that they may or may not hear all the key words used in the different options but only **one** is correct and also that the exact words in the question and options **may or may not** be used.

Play the recording and ask students to think about why the answer is C. Do not provide feedback yet as this is done in the next exercise.

### Listening script [06]

#### Part 1

*Presenter: Good afternoon, everybody, and welcome to the travel show. Today, I'm talking to Anna Cox from Cambridge, who has recently taken part in the Summer Cultural Exchange Programme. Good afternoon, Anna!*

*Anna: Good afternoon!*



**Presenter:** Anna, where can students go on the Summer Cultural Exchange Programme?

**Anna:** Well, students can travel to France or Spain on a language exchange, or to the USA on a sports or music exchange. I didn't go to the USA because I'm not very good at sports. However, I study French and Spanish at school, so I had two options. I've been to France before, so I decided to go to Spain instead.

Student's own answers.

- 08** This exercise shows students the script and highlights where the answer is. Students will be able to notice why this is the answer by reading the highlighted section. Ask students to discuss why the answer C is correct and monitor as they do this. Then nominate or allow students to volunteer their answers.

Student's own answers.

- 09** This exercise gives students extensive practice of this listening skill. Give students some time to read the questions and identify the key words:
1. where / host family / live – apartment, house, farm
  2. how long / stay / with host family – two / three / four weeks
  3. how old / students / take part in language exchange programme – 13, over 14, 16
  4. can go / language exchange programme / if – 16 over / parent allow, study a language at school, play / school sport team / school orchestra
  5. Anna thinks / Spanish – hasn't improved, improved a lot, improved a little You can allow them to discuss if you think that they need support or challenge them by asking them to work alone. Play the recording and when the recording finishes, ask students to compare their answers. Encourage students to say why. Monitor as students are doing this.

### Feedback

As before, invite students to volunteer their answers or nominate students if you want to check individual progress. Confirm answers after other students have had the opportunity to agree or disagree with the answers given by other members of the class.

1 B    2 A    3 B    4 B    5 B

### Listening script [07]

#### Part 2

**Presenter:** Where did you stay on your summer cultural exchange programme?

**Anna:** I stayed with a host family in a small village just outside the city of Seville. Most people in the city live in apartments, but my host family lived in a big house. The family had a daughter who was my age called Carmen, so we had lots of fun together. We also visited Carmen's grandparents

who live on a farm in the countryside. As I love animals, it was a really good experience for me.

**Presenter:** How wonderful! How long are exchange programmes usually?

**Anna:** Well, most of the language exchange programmes last for two weeks but the sports and music exchange programmes last for four weeks. If you go on a language exchange programme in August, you can go for three weeks because it's the school holidays. I went on a language exchange to Spain in July, so I could only stay for two weeks, unfortunately.

**Presenter:** Who can take part in the programme?

**Anna:** Well, there are some age requirements for the programme. You must be over the age of fourteen to take part in the language exchange programme and sixteen for the sports and music exchange programme. If you want to take part in the sports and music exchange programme, you have to be on a school sports team or play in the school orchestra. You can only take part in the language exchange programme if you study French or Spanish.

**Presenter:** I see – so would you recommend this programme to other students?

**Anna:** Yes, definitely. I had a great time staying with Carmen and her family. I felt a bit homesick when I first arrived, but they were so friendly and welcoming. Carmen spoke really good English, so I was worried that I wouldn't improve my Spanish, but I always tried to speak Spanish with her parents. My language skills have improved a little bit, but I think that it's better to stay for three weeks because you have more time to practise the language.

**Presenter:** The whole programme sounds really interesting, Anna – thank you for telling us about it.

### OUTCOMES

- add more detail and give reasons while speaking

### OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson, they will learn to improve their speaking by adding more detail and giving reasons for their answers. Explain to students that in speaking exams, students are advised to say more than just short answers. Students who can do this are likely to get better scores. Tell students that this lesson will help them to do this better.

- 10** This exercise connects back to the listening used for the Exercises 07-09. This is a good way to help students to understand the context of language especially if – as in this case – we want them to be able to analyse language structures. Ask students to do this activity in pairs and monitor as students do this.

### Feedback

Allow students to volunteer or nominate as outlined previously. Encourage students to give reasons for their answers but only confirm the answers for the matching exercise for now.

1 C    2 A    3 D    4 B

- 11** This exercise focuses on language analysis of the underlined words from the previous exercise. Students are encouraged here to notice the language patterns for giving reasons and results. Ask students to read the Tip Box for some useful language. Ask students to do this in pairs. Give pairs around 2 minutes and monitor.

### Feedback

As described earlier, allow students to volunteer answers or nominate. Confirm the answers after inviting other students to comment on if they agree or not with answers given by classmates.

1 as    2 so, because

- 12** This exercise provides freer spoken practice of the language structures focused on in the previous exercise. Give students 1-2 minutes to prepare and to look at the Tip Box for useful language. Then ask students to do this activity in pairs. Ask students to take turns asking and answering the questions. Give pairs 5-7 minutes to do this. Monitor and take notes of anything you wish to talk about in feedback.

### Feedback

Using the notes you made when monitoring, write three-five examples of typical student errors on the board as well as two-three correct examples. This is a good way to respond to students' needs. Ask pairs to discuss together which the correct examples are and which are incorrect. Then ask students to make corrections to the examples with errors. You can then allow students to volunteer answers or you can nominate. Make sure as many students as possible have had a chance to answer. Then confirm the correct answers.

Student's own answers.

### Extension

After feedback, if you want to give students more practice, you can do the following open-pair practice. This is where pairs are selected from different parts of the classroom and they do the pair work in front of the class. This allows students and you to hear the discussion or role-play and students can get a model of good practice or, where errors occur, they can help to correct their peers. This encourages greater student participation and peer learning.

1. Select a student from one side of the classroom.
2. Select a second student from the other side of the classroom.
3. Ask the selected students to complete the activity so that everyone can hear.
4. Thank the two students and if correct, confirm this to the class- this provides a good model.

5. If a student is incorrect, give him or her an opportunity to self-correct. You can gently ask students to do this by repeating the incorrect word(s) with a questioning intonation.
6. If that student can't self-correct, ask other students to help and confirm to all students what the correct answer was.

## OUTCOMES

- use past simple and present simple

## OUTCOME

Ask students to focus on the outcome. Tell students that in this lesson, the past simple in contrast to the present simple will be introduced. In many English exams, the ability to use the past simple and present simple is often tested and it's seen as of slightly higher difficulty than only using the present tense. Tell students that they need the past simple to describe events and situations in a fixed period of time in the past. Explain to students that they will see the differences between the past simple and the present simple in this lesson and that this will help them to learn to use it effectively.

- 13** This exercise again links back to interview with Anna from Exercise 7. Students have already listened to Anna say what is written here so the context has already been given. This makes this exercise a little simpler as students simply need to analyse the verbs in bold. Ask students to do this activity in pairs and try to encourage discussion. Monitor as students do this.

### Feedback

Allow students to volunteer answers or, if you want to check on individual students' understanding, nominate. Confirm the correct answers after many students have had the opportunity to answer.

1 4    2 1, 3    3 2, 5, 6

- 14** This exercise encourages students to notice patterns in verb use by looking at the context of the verbs and to read the Grammar box to confirm their answers. Ask students to do this individually. After around 2-3 minutes, ask students to discuss their answers in pairs. Monitor as students do this.

### Feedback

You can follow the procedure outlined for feedback in Exercise 13 above.

1 Present simple - 1, 3    2 Past simple - 2

- 15** This exercise gives students practice of using the verbs in the correct tense. Tell students that each underlined verb has a mistake and that students should use the Grammar box to help them make corrections. Ask students to do this in pairs and give pairs 3-4 minutes. Try to encourage students to give reasons for their answers. Monitor as students do this.

## Feedback

You may want to nominate students here if you want to see how individual students have done in this exercise. Confirm answers after many students have had an opportunity to say if they agree or not with the answers given by other students.

- |           |           |           |
|-----------|-----------|-----------|
| 1 studies | 2 went    | 3 correct |
| 4 thinks  | 5 correct | 6 isn't   |

## Extension

If you want to give students similar practice of correct use of tenses and verb forms, try the following:

Take part of the script from the listening in Exercise 7 and remove some of the verbs. Add the verbs after a space with just the infinitive in brackets. See below as an example – you could copy this or prepare it as a document:

*Presenter: I see – so would you recommend this programme to other students?*

*Anna: Yes, definitely. I \_\_\_\_\_ (have) a great time staying with Carmen and her family. I \_\_\_\_\_ (feel) a bit homesick when I first \_\_\_\_\_ (arrive), but they \_\_\_\_\_ (be) so friendly and welcoming. Carmen \_\_\_\_\_ (speak) really good English, so I \_\_\_\_\_ (be) worried that I wouldn't improve my Spanish, but I always \_\_\_\_\_ (try) to speak Spanish with her parents. My language skills have improved a little bit, but I think that it \_\_\_\_\_ (be) better to stay for three weeks because you \_\_\_\_\_ (have) more time to practise the language.*

Ask students to work in pairs to fill in the correct verb forms. Before going through the feedback procedure as described above, you could play the part of the recording again for students to check their answers.

## OUTCOMES

- write an email

## OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson, they will be learning to write an email. In many English exams, students are often asked to write a piece of correspondence and it is very common for emails to be written. Tell students that emails, as with letters, have a specific structure which needs to be followed and that this lesson will show students this. As well as for writing emails for exams, explain to students that they will often have to write emails in more general settings. For example, they may need to email friends, classmates and teachers in English in the future. In addition, tell students that they will also have further practice of using the present and past simple correctly in this lesson.

**16** This exercise provides students with a gist reading exercise as a lead-in to Exercises 17-20. Make students know that they only have 2 minutes to do this as this will encourage them to skim read. Asks students to do this individually and then to compare their answers in pairs. Monitor as students do this.

## Feedback

Allow students to volunteer answers or nominate. Ask if other students agree or not before confirming the answers.

- |   |
|---|
| 1 Madrid  |
| 2 It was a city break and the weather was cold. Normally he goes on beach holidays in warm weather. |

**17** Students need to use what they learnt in Exercise 14 to complete this exercise. Put students into pairs to do this and encourage them to discuss their answers and give reasons for them. This will help you to identify student progress and needs when you monitor.

## Feedback

As before, you can either nominate students to check individual understanding or allow students to volunteer answers. Check with other students that they agree or disagree with the answers other students gave. Then confirm the answers.

- |          |        |           |             |        |
|----------|--------|-----------|-------------|--------|
| 1 went   | 2 was  | 3 visited | 4 go        | 5 went |
| 6 bought | 7 was  | 8 ate     | 9 don't try | 10 did |
| 11 tried | 12 was | 13 was    | 14 took     | 15 did |
| 16 did   |        |           |             |        |

**18** This exercise helps students to analyse the email in terms of its content. Students should reread the email individually and then discuss their answers together in pairs. Monitor as students discuss.

## Feedback

For the email features, turn the statements into questions. For example, say: *Does he use a greeting to start the email?* Then invite students to answer or you can nominate. As before, do not confirm answers too soon. Try to invite at least one or two more students to either agree or disagree. Then confirm the answers.

- |     |     |     |     |     |     |
|-----|-----|-----|-----|-----|-----|
| 1 ✓ | 2 ✓ | 5 ✓ | 6 ✓ | 7 ✓ | 9 ✓ |
|-----|-----|-----|-----|-----|-----|

**19** In this exercise, students can either write their email individually or in pairs. If in pairs, encourage students to discuss what they will write so that you can monitor. If individually, monitor what students are writing. Give students 10-15 minutes to do this. Note down anything you want to discuss during the feedback session after Exercise 20. Do not feedback after this exercise as the following exercise asks students to peer assess each other's emails.

Student's own answers.

**20** Students should swap their email with another student or, if they wrote it in pairs, swap with another pair. Tell students to read the email and give feedback. Tell students to use the table to help them give feedback. Monitor as students tell their partner(s) what they did well and what could be improved. Ask students to return the emails back to the person/people who wrote it.

- |     |     |     |
|-----|-----|-----|
| 1 ✓ | 2 ✓ | 3 ✓ |
|-----|-----|-----|

### Feedback and alternative

Ask students to say how they could improve their emails. You can do this by nominating. This will show you both what a student did well and not so well and if they understand the feedback given.

Another way to provide specific feedback on student work is to take a photo of the email with your smart phone if possible while students are discussing and then emailing it to yourself. You can then project it on a large screen so that the class can comment. Make sure students are comfortable with having their work displayed. You could ask for volunteers. Invite students to comment. Try to encourage constructive criticism. You can then repeat this for a few emails students have written. You can also choose to take the emails in and see them yourself or not.

### Extension

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones. This is a good way to recycle what has been learnt in the exercise and to also focus on responding to emerging student errors and needs.

Student's own answers.

## OUTCOMES

- speak about experiences

## OUTCOMES

Ask students to focus on this outcome. Tell students that in this lesson, they will talk about Anna's story in Exercises 07 and 9. Tell students that they will practise speaking about their own holiday experiences. In English speaking exams, it is very common for students to talk about their own experiences. Tell students that they should try to use the vocabulary and grammar that they learnt in this unit. In this way, they can give better answers. In many speaking exams, students are told what to talk about and given some time to prepare before they speak. Tell students that this lesson will help them to do this better.

- 21** This exercise connects back to Exercises 07 and 09 when students listened to Anna describe her holiday experience. If you want to provide a reminder or more support, you can play the recording again. Then ask students to discuss the questions together in pairs. Give students 3-4 minutes and monitor as students do this. Note down anything you want to mention in the feedback session. This could be common errors or good practice.

### Feedback

As with Exercise 20 feedback, write examples of good practice and not so good practice on the board and ask students to say which is which and to correct the examples that are not so good.

### Extension

In addition, do the open-pair activity described in Exercise 12 extension. You can then invite other students to comment before you give feedback.

Student's own answers.

- 22** This exercise gives students exam style practice. Make sure students read and understand the Tip Box advice about trips. Give students 1 minute to prepare and make notes. Then ask students to compare their notes and their ideas with a partner. Monitor as students do this.

### Feedback

At this stage, just take a few suggestions from students about their notes – not the answers they will give when speaking as this will be done in the next exercise.

Student's own answers.

- 23** Tell students to read the Bullet Box exam tip first. If you feel students need more support here, you can ask *yes / no* questions about what is written. For example, you can ask: *Is it a good idea to ... think about your answer before you speak? (yes) etc.*

Ask students to work with a different partner to the person who they compared their notes with. Monitor as students complete the exercise and note down anything you wish to talk about during feedback.

### Feedback

Conduct feedback as described in Exercise 20 extension above as a way to respond directly to students' needs.

Student's own answers.

You can show students the following model. If you want students to read and analyse it either before or after the exercise, you can cut it up and ask students to put it in order.

*Model answer:*

*Last summer, I went to Sicily for 4 days. I went to the beach every day and swam in the sea. I visited a beautiful island near Sicily. I also saw some famous ancient monuments and went to many great restaurants. I ate lots of delicious traditional food. I especially liked the seafood because it was so fresh.*

*I wanted to go somewhere hot and sunny but I didn't just want to do the same thing every day. I wanted to go to a place with a lot of history so I chose Sicily. I also wanted to go to a new place.*

*I really enjoyed being able to do so many different things in one place. I also really liked the people because they were so friendly. I will definitely go back again in the future. Next time, I want to see a few more of the islands near Sicily.*

### Extension

If you have time, the open-pair activity described earlier in Exercise 12 extension would also be a good way to provide more practice and opportunity for peer and teacher feedback.

### Alternative

If possible, you could ask students to record their answers. After listening to their partner's feedback, ask them to re-record their answer on a smartphone either in class or for homework. They can email this to you and you can either comment directly or use the recording in class for peer assessment.

Student's own answers.

## GRAMMAR AND VOCABULARY

### OUTCOMES

- identify types of holidays and different holiday activities
- use past simple and present simple

## GRAMMAR AND VOCABULARY

### OUTCOMES

Ask students to focus on the outcomes. Tell students that in this lesson they are able to practise the vocabulary and grammar that they learnt in the unit. Remind students that the vocabulary helps them speak and write about holidays and travel more clearly and the grammar helps them to talk about situations and events in the past.

- 01** This exercise focuses on holiday types. Before doing this exercise, you can ask students to work in pairs to think of the different types of holidays they looked at in this unit. Give students 2-3 minutes to do this. Invite students to say the holiday type and encourage students to explain it. Ask other students to help if necessary. Ask students to complete Exercise 1 in pairs. Monitor as students do this.

#### Feedback

Nominate or allow students to volunteer answers. As before, don't confirm answers until you've given other students the opportunity to comment on whether they agree or not with the answers given by their classmates.

- |                        |                       |
|------------------------|-----------------------|
| 1 an adventure holiday | 2 a beach holiday     |
| 3 a city break         | 4 a language exchange |
| 5 a family holiday     |                       |

- 02** This exercise tests students' knowledge of holiday activities covered in the unit. Ask students to do this in pairs and give them around 3-4 minutes to do this. Before giving feedback, ask student pairs to compare their answers with another pair. Encourage students to give reasons for their answers. Monitor as students do this.

#### Feedback

Allow students to volunteer answers or nominate. Ask other students to comment on their classmates' answers. Then confirm answers.

city break – go on day trips, see local attractions, go shopping, try traditional food, see famous buildings, go on cultural visits  
adventure holiday – go mountain climbing, go horse riding, go on cycling tours, visit water parks  
beach holiday – visit beach resorts  
language exchange – stay with host families

- 03** This exercise gives students further practice of using holiday activities. This time, students need to use the context of the sentence to help them complete the task. If you feel students need more support, do the first one together. Then put students into pairs and give them 7-8 minutes to do this exercise.

#### Feedback:

Follow feedback instructions given for Exercise 2.

- |                         |                        |                           |
|-------------------------|------------------------|---------------------------|
| 1 go shopping           | 2 go horse-riding      | 3 visit local attractions |
| 4 visit water parks     | 5 go on day trips      | 6 stay with a host family |
| 7 go on a cycling tour  | 8 go mountain climbing | 9 go on a cultural visit  |
| 10 visit a beach resort |                        |                           |

- 04** This exercise helps students use adjectives to describe holiday experiences. If you feel students need preparation for this, ask them to put the adjectives into three groups: positive, neutral and negative. Put students into pairs to do this and give them 2-3 minutes. Monitor as students do this. Allow students to volunteer answers or nominate. Check other students agree or not before confirming. Possible answers:

*Positive – natural, famous, fun, popular, delicious, interesting*

*Neutral – local, traditional, cultural*

*Negative – boring*

Encourage students to explain what the word means when they give their answers.

Put students into pairs to do Exercise 4 and give them 4-5 minutes to complete this. Monitor as students do this.

#### Feedback

Nominate or allow students to volunteer answers. As always, confirm answers only after students have had the opportunity to say if they agree with an answer or suggest an alternative.

- |           |                |               |             |
|-----------|----------------|---------------|-------------|
| 1 popular | 2 fun          | 3 natural     | 4 local     |
| 5 boring  | 6 cultural     | 7 interesting | 8 delicious |
| 9 famous  | 10 traditional |               |             |

- 05** This exercise focuses on the correct use of both the present and past tenses. If students need more support, you can ask them to look again at the grammar box used for Exercise 14. You can either use this box before students do this exercise or let students check their answers by looking at the box after completing the exercise. Put students into pairs to complete this and give pairs 4-5 minutes. Monitor as students do this.

#### Feedback

Follow the feedback procedure described in the previous exercise.

- |               |                   |                     |
|---------------|-------------------|---------------------|
| 1 Do you like | 2 I do            | 3 do you usually go |
| 4 went        | 5 What did you do | 6 enjoy             |
| 7 We all went | 8 Was it          | 9 don't really like |
| 10 wasn't     |                   |                     |

- 06** As preparation for this exercise, ask students to quickly read the email and to answer the following questions – you can either write these on the board or prepare a document with them on:

*Where did Tony go on holiday? (Germany)*

*Which places did he visit? (Berlin Wall and Brandenburg Gate)*

This will act as a gist reading to prepare students for Exercise 06. Put students into pairs and give students 5 minutes to complete the exercise. Monitor as students do this.

**Feedback**

Either nominate or allow students to volunteer answers. Confirm answers after you've given other students the opportunity to say if they agree with the answers given by classmates or to suggest alternative answers.

1 went    2 don't like    3 decided    4 enjoy  
5 didn't have    6 saw    7 are    8 learnt  
9 felt    10 was    11 do you like    12 Do you prefer

**07** This exercise helps students to develop vocabulary for describing holiday experiences and activities. Put students into pairs and give pairs 3-5 minutes to complete the exercise. Monitor as students do this.

**Feedback**

Use the feedback procedure described in the previous exercise.

1 D    2 E    3 A    4 B    5 C

**08** This exercise helps students add reasons and results when talking about holiday experiences. If students need more support, you can ask them to look again at Exercise 10. Students can either look at this before completing Exercise 8 here or you can let students check their answers by looking at the Exercise 10 after completing this exercise. Put students into pairs and give them 5 minutes to complete this. Monitor as students do this.

**Feedback**

Nominate or allow students to volunteer answers. After a student has given an answer, invite other students to comment to say if they agree with the answer or not. If not, ask students to give an alternative answer. Then confirm the answers.

1 because    2 As    3 so    4 because    5 As

## OUTCOMES

- identify different ingredients and categories of food

## OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson, they will learn vocabulary related to food. Students will be able to use this vocabulary when speaking and writing in this unit. In addition, the vocabulary learnt in this lesson will help students when reading and listening for later exercises in this unit. Tell students that the topic of types of food and ingredients is very typical in speaking exams. In exams, students may be asked to talk about their favourite food and the food from their culture and country. Tell students that this lesson will help them to do this better.

## LEAD-IN

Write the following countries on the board:

*Saudi Arabia*

*The UK*

*China*

*Italy*

*Brazil*

Put students into pairs. Pairs are an effective way to encourage student participation with other students. Groups of three can also work well, but this may limit the amount of time students have to speak to each other about the task. Unless the Student's Book instruction suggests doing something differently for an exercise, it is good practice for students to work in pairs where possible. It's a good idea to encourage students to speak and discuss their ideas because of three main reasons:

1. It provides speaking practice.
2. Students can help each other.
3. You are able to monitor what is being said. This will allow you to identify student needs that you may wish to address immediately and/or at the end of the activity.

It's important to make sure students are comfortable with sharing their work with classmates. This is particularly important when asking to work together or to compare their work in pairs and in groups. It's important that you explain the benefits of pair and group work to students as well as how students can learn from each other by sharing and comparing work that they do. If it's done regularly, students will accept it as expected practice in class.

Ask student pairs to say what food people from these countries usually eat. Give pairs 2–3 minutes to think of answers. Monitor as students do this. Monitoring can tell you if you need to give students more or less time in the future. In addition, if students feel that they are being monitored, they are more likely to complete the activity.

Allow students to volunteer answers. If students give the names of typical foods, you can ask: *What is it? or What's in it?* Ask other students to help if necessary. This lead-in will help to prepare students for the next two exercises as well as also give you an idea of what the class already knows. This is good practice as you can then adjust what and how you teach the lesson accordingly.

- 01** This exercise helps students to identify typical national foods and also helps students to identify ingredients in the following exercise. Put students into pairs and give each pair 2 minutes. It's good practice to let students know how much time they have to do an exercise as this will help with classroom management and help students to manage their time. With all the times suggested, respond to your students' needs. If you feel that students can complete the exercise in less than the advised time or if they need longer, you can be flexible. Encourage students to discuss their answers. Monitor as students complete this exercise.

### Feedback

Allow students to volunteer or nominate students to answer. A good way to provide feedback is to ask other students if they agree with an answer from other students. This can be done in a number of ways. When a student answers, do not immediately say: *Correct, Good, Well done or Incorrect, That's not correct* etc. Instead, you can ask other students if they agree or not. This will increase participation and student attention during feedback. When a student is nominated to answer a question, other students may feel that they do not need to continue to listen as they will not be asked to answer. This method of checking answers, however, encourages all students to listen to answers given by other students as they too may be asked to add a response.

- |                  |                |         |
|------------------|----------------|---------|
| 1 China          | 2 Saudi Arabia | 3 Italy |
| 4 United Kingdom | 5 Brazil       |         |

- 02** This exercise follows on from Exercise 01 and focuses on vocabulary for ingredients. As before, put students into pairs and monitor.

### Feedback

Allow students to volunteer their answers or nominate individual students to give an answer. Don't confirm answers until other students have had the opportunity to say if they agree with the answer their classmates have given or to suggest an alternative.

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 1 D | 2 E | 3 A | 4 C | 5 B |
|-----|-----|-----|-----|-----|

- 03** This exercise ties in the vocabulary from Exercise 01 and 02. Put students into pairs and tell them to take turns in asking and answering. Give students 3 minutes to do this. Monitor

as students do this and make a note of anything you want to return to during the feedback session. Typically this can be examples of common errors that a number of students in the class make.

### Feedback

As there are no correct answers, you can ask students to report back on what their partner said. Alternatively, allow students to volunteer or nominate students to answer.

### Extension

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones. This is a good way to recycle what has been learnt in the exercise and to also focus on responding to emerging student errors and needs.

Student's own answers.

- 04** If you think students need support with the phrase *food festival*, write it on the board and ask students to say what they think it is. Allow students to volunteer answers or nominate. Invite other students to offer alternatives before confirming the answer *an event where people can try different types of food*.

Ask students to get into pairs and to complete Exercise 04. Give students 2 minutes and monitor. This will help you to identify if students understand the concept of a food festival. This is important as they will be reading about a food festival in the next exercise.

Possible answers: food stalls, famous chefs, traditional activities, arts and crafts

- 05** This exercise provides students with gist reading practice. This is where students can read quickly to identify the key ideas. The reading skill here is called skimming. Encourage students to read quickly by setting a time limit and asking for specific information. Give students 1–2 minutes to read. Ask students to compare their answers in pairs.

food stalls, famous chefs, traditional activities, arts and crafts

- 06** This exercise provides students with more in-depth reading practice. Ask students to look at the Tip Box before doing the exercise. Also, ask students to focus on Mini Tip 06.1. Students can do the first question as an example. When students have finished answering the first question, ask them to answer the question in the Mini Tip *Answer: No*. Ask students to complete the exercise individually and then to compare their answers in pairs. Give students 3–5 minutes to complete the exercise. Encourage students to give reasons for their answers. Monitor as students do this.

### Feedback

Allow students to volunteer answers or nominate if you want to check on the progress of individual students. Before confirming answers, invite other students to say if they agree or disagree with the answers offered by classmates.

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

- 07** This exercise leads on from the previous ones in terms of the topic of a food festival. However, the skill focused on here is listening. This exercise is a gist listening before the main listening in the next exercise. This is common practice when doing both reading and listening tasks. Ask students to complete the exercise individually and then to compare their answers together. Monitor as students complete the exercise.

### Feedback

Provide feedback as described in Exercise 06.

C

- 08** This exercise gives students more intensive practice of listening for specific information. Students listen again to the same conversation as Exercise 07. Before students do this, ask students to read the Tip Box. Point out that there are eight options but that students only need to use six. Also, ask students to look at the Mini Tip Boxes and answer the questions. Put students into pairs to discuss this and then invite answers. Possible answers:

*Sightseeing: visiting famous monuments when you go to a new place.*

*If you can't afford something you don't have enough money.*

*A flatmate is another person that lives with you but isn't a member of your family.*

Ask students to complete the exercise individually and to compare their answers in pairs after the recording. Monitor as students do this.

### Feedback

Allow students to volunteer answers or nominate students. Remember to invite other students to comment about whether they agree or not with an answer before confirming.

1 B 2 F 3 A 4 E 5 G 6 H

### Listening script [08]

Mark: Hi, Jane.

Jane: Oh, hi Mark.

Mark: I'm really looking forward to the food festival. I love Chinese food and I hope our friends can come.

Jane: Well, I'm afraid most of them are busy.

Mark: What even Marco? He always says he has nothing to do and that he's interested in trying new food.

Jane: Mohammed says Marco has no money. Mohammed can't go because he is helping his flatmate decorate his room.

Mark: But the festival is free!

Jane: Yes, but we have to go there on the underground and I'm sure he'll want to buy some food when he's there.

Mark: Well, I don't have much money either, perhaps Pierre could lend him some. He's got a job and he is Marco's best friend.

Jane: Oh, Pierre can't come either.

Mark: Really? Is he at work? All he thinks about is work!



Jane: No, his parents are coming from France and he's going to show them around London ... you know, Big Ben, Tower Bridge ...

Mark: OK, what about Hang Yie? Her mother owns a Chinese restaurant, she must be interested.

Jane: She is, but she's going to help with the cooking for her family's party on the day we're going. I don't know about Lucy and Larissa though.

Mark: Well, I phoned Lucy, but her flatmate said she was on holiday in Italy and won't be back until the week after the festival.

Jane: I didn't even know she was on holiday. And Larissa?

Mark: She's got a really important exam, so she needs to prepare for it!

Jane: Well, it looks like it's just going to be you and me then. Not to worry. We'll take lots of photos to show everyone!

**09** This exercise provides students another opportunity to listen to check their answers. Before students do this, ask students to look at the Tip Box.

**10** This exercise helps students to build on the vocabulary for food they have learnt so far in this unit. Put students into pairs to do this and give each pair around 4–5 minutes. Monitor as students do this.

#### Feedback

Allow students to volunteer answers or nominate. Confirm answers only after more students have had the opportunity to also answer.

1 flour 2 spring onions 3 garlic 4 rice 5 pasta  
6 lamb 7 salmon 8 carrot 9 onion

**11** This exercise helps students to categorise foods into different types. If students need more support with this exercise, you can find images online of the words in the table in this exercise. This can be projected onto a screen or you can prepare a document. Give students 5 minutes to do this in pairs. Monitor as students do this.

#### Feedback

You can do this as described for the feedback section in Exercise 10.

Meat – lamb  
Vegetables – carrot, onion, spring onion, garlic  
Fish / Seafood – salmon  
Carbohydrates – rice, pasta  
Other ingredients – flour

**12** This exercise gives students the opportunity to categorise vocabulary for food that they may already know. It also helps students learn from each other. Put students into pairs and give each pair 3–5 minutes to do this. Monitor as students do this.

#### Feedback

Allow students to volunteer or nominate students to answer. Ask students to give more details of the food they suggest. For example, you could ask them to say what colour the

food is etc. This will help other students understand if it is a new item of vocabulary. Also, it will help you hear how a student is saying a word if they are mispronouncing it or making a mistake. Write correct vocabulary for food on the board for students to note down.

Student's own answers.

**13** This exercise helps build students vocabulary for verbs for preparing food. Put students into pairs and give each pair 3–4 minutes to complete this. Monitor as students do this. This will give you an idea of how much students already know.

#### Feedback

Nominate students to answer or allow students to volunteer. As before, do not confirm the answers until other students have had a chance to say if they agree or not.

1 chop 2 mix 3 cut 4 roll 5 fold 6 boil 7 fry

**14** The listening exercise here tests students' knowledge of vocabulary learnt so far for food and verbs to prepare food. This exercise is again a gist listening before a more intensive one for the next exercise. Ask students to do this individually before comparing in pairs after the recording finishes. Monitor as students discuss the answer.

#### Feedback

Follow the feedback procedure described in the previous exercise.

C

#### Listening script [09]

*Chef: Today, I'm going to show you how to make one of my favourite recipes. It's a type of food that's been popular for thousands of years. The Jiaozi or dumplings are beautiful and have the shape of a half-moon. You start by making them in a similar way to noodles, you need to make some dough first, but this is quite easy.*

**15** This exercise follows on from the recording in the previous exercise. Students are tested here on the vocabulary learnt so far in this unit. Before you play the recording, ask students to read the Tip Box. Remind students that the recording may use different words than in the exercise. Also, ask students to look at the Bullet Box. Give students 2–3 minutes in pairs to predict the verbs they expect to hear for each sentence. Monitor as students do this. Ask students to volunteer answers but do not confirm. Simply ask other students if they agree or not at this stage. Play the recording and ask students to complete the exercise individually before comparing answers after the recording finishes. Monitor as students do this.

#### Feedback

Allow students to volunteer or nominate answers. Confirm after inviting other students to say if they agree or not with the answers offered by their classmates.

1 mix 2 chop 3 mix 4 chop  
5 cut 6 roll 7 fold 8 boil

## Listening script [10]

*Chef: OK, so what do you need to make the dumplings? First of all, you need to make the cases. These are the cases which you'll put the other ingredients in. To make the cases, you need to make the dough. Of course, you need flour for this. To make 20 cases, you'll need four cups of flour. Then, mix the flour with two cups of water. Don't forget to add some salt, but only a little to add some taste. When you've mixed the ingredients, leave the dough for ten minutes in the bowl to make sure it's ready. You can make the filling to go inside the dough while you wait.*

*There are two main ingredients in the filling. Firstly, you have the cabbage. You need to chop this up finely and add it to another important ingredient, the meat. You can use any meat, but today I'm using lamb. You put the meat and cabbage together and mix it by hand. When it's mixed well, you can add some other ingredients. In China, people like to add spring onions to their dumplings and I do too! I'd like some seafood today, too, so I'm going to add some shrimps. You chop the spring onions and shrimps into small pieces and mix them together with the rest of the filling. To make sure that everything sticks together, add some vegetable oil.*

*Now the mixture is ready you need to finish the cases. First, cut the dough into twenty pieces, making sure they're all the same size, and roll them into flat little circular shapes. Put the mixture into the centre of the cases. Make sure you don't put too much filling in at this stage otherwise you won't be able to close the cases and all the filling will come out when it's cooking. Then, fold them into halfmoon shapes. Finally, boil the dumplings three times, and there you have it. Delicious half-moon dumplings ready to eat.*

### OUTCOMES

- use singular and plural countable and uncountable nouns

### OUTCOMES

Ask students to focus on the outcome. Tell students that one important area of grammar is to be able to identify the difference between countable and uncountable nouns. In English, nouns are divided into countable nouns – these can be singular and plural – as well as uncountable nouns which do not have a plural form. This may be different in other languages so it's important for students to be able to identify these differences in English. This helps students with using correct articles *a, an, the* or no article which can also be problematic for students. Tell students that in this lesson, they will learn how to identify the difference between countable and uncountable nouns and how to use the correct articles with them. Tell students that using articles correctly is related to knowing if nouns are singular, plural or uncountable.

**16** This exercise aims to connect the previous exercise with the grammar focus of the next exercise. Ask students to do this in pairs. Monitor as students do this.

### Feedback

Allow students to volunteer answers or you can nominate.

a cabbage, some meat, onions, some salt, shrimps, some water

The next part of this exercise tests students' knowledge of countable and uncountable nouns. If you feel students need more support with this, ask students to look at the table and you can ask the following question for each item listed:

*How many apples are there, one or more than one? (one)*

*How many potatoes are there, one or more than one? (more than one)*

*Can you say, 'one flour'? How about, 'two flours'? (no) – make sure students are aware that this is different to flower(s) which is pronounced the same.*

Put students into pairs to do this and give each pair 3–4 minutes to complete the exercise. Encourage students to give reasons for their answers. Monitor as students do this.

### Feedback

Allow students to volunteer or nominate students to answer if you want to check on individual student's understanding. Don't confirm the answer until you ask other students say if they agree or not. Ask the questions above to check students' understanding.

Countable singular – a cabbage  
Countable plural – (some) shrimps, (some) oranges, (some) onions  
Uncountable – (some) meat, (some) salt, (some) rice, (some) milk, (some) water

**17** This exercise encourages students to notice the grammatical rules connected to countable and uncountable nouns and articles. Put students into pairs to do this and give students 3–4 mistakes to complete this. Monitor as students do this.

### Feedback

Follow the feedback instructions outlined for Exercise 16.

1 a, some      2 some, some      3 some, some

**18** This exercise adds to the previous one by asking students to notice more grammatical patterns connected to using countable and uncountable nouns. Put students into pairs and give students 3–4 minutes to discuss the answers. Monitor as students do this.

### Feedback

Allow students to volunteer answers or you can nominate. Confirm the answers after inviting other students to say if they agree or not.

1 Countable      2 Uncountable

**19** This exercise provides students with written practice of the grammar learnt in the previous exercise. Give students 2–3 minutes to add more questions individually.

### Feedback

It's a good idea to get a range of possible questions students could ask. Allow students to volunteer their answers or you can nominate. If a student answer is incorrect, invite them to self-correct and then ask other students to help if necessary. Write correct versions of the questions on the board for students to copy if they want to use them.

Possible answers: 1 How much meat do you eat each week?  
2 Are there any recipes you like to cook?  
3 Are there many famous chefs on TV in your country?

**20** This exercise encourages students to practise using the grammar of countable and uncountable nouns in a spoken form. Put students into pairs to do this and monitor. Make a note of any errors you wish to talk about during feedback.

### Feedback and extension

Ask students to report back from their partner. Ask them to tell you something interesting or surprising. Ask a few other students. If, in the process of giving answers, students make mistakes, encourage them to self-correct or ask other students to help if necessary.

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones. Ask students to do this in pairs. Allow students to volunteer or you can nominate.

### Alternative

Ask students to use their questions and to ask a number of students the same questions. Ask students to stand up and walk around and speak to at least three-five other students. This is a good way to change the dynamics of the class and encourage students to speak to members of the class that they usually don't sit with. You can do feedback in the same way as above in Exercise 20.

Student's own answers.

### OUTCOMES

- give a description of a process

### OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson they will learn to describe the process of cooking a typical dish. Tell students that they will use the vocabulary and grammar learnt so far in the unit. Giving descriptions of processes is very common in exam English, particularly for writing tasks. Tell students that this lesson will help students to do this better.

**21** If you want to prepare students before they do this exercise, show a picture of either a local dish or an international dish that your class will know about. Ask students to describe it and to say how it is made. Put students into pairs to do this and give them 2-3 minutes. Allow students to volunteer answers or nominate. At the moment, don't give feedback other than to correct language errors.

Ask students to complete Exercise 21 in pairs. Monitor as students do this.

### Feedback

Nominate or invite students to answer. Invite other students to say if they agree or not before confirming the answers.

1 C 2 F 3 A 4 E 5 D

**22** This exercise tests students' knowledge of the verbs for preparing food. Ask students to do this in pairs and monitor.

### Feedback

Provide feedback as described above in the previous exercise.

1 a 2 some 3 chop / cut 4 some  
5 a 6 mix 7 cut 8 fry / cook

**23** This exercise provides students with written practice of describing a process. Encourage students to use the example given in Exercise 21. Before students do this, ask them to read the Tip Box. Ask students to complete the task individually or in pairs. Give students around 10 minutes to do this. Monitor as students do this and make notes on anything you want to bring up during feedback. Ask students to swap their writing with another student or another pair. Ask students to write constructive comments.

### Feedback and extension

You can take in the pieces of writing to mark or use in the future during feedback. Alternatively, you can select examples of writing from students and take a picture of them on your smartphone. If you then email it to yourself, you can project it onto a large screen to provide class feedback.

In addition or alternatively, use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones.

Student's own answer.

### OUTCOMES

- speak about a meal you enjoy

### OUTCOMES

Ask students to focus on the outcome. Tell students that they are going to develop their speaking skills in this lesson. Tell students that this is a common topic in spoken English exams and that this lesson will focus on helping students do this better by first looking at examples of relevant vocabulary.

**24** This exercise helps students to do the spoken exercise by looking at relevant vocabulary. It also gives students a similar example of the spoken task that they will have to do in the next exercise. Tell students to read the Bullet Box before doing the exercise. Check that students understand that they need to choose from the four options. Tell students

that in gap fill exam tasks, students may need to do this. Ask students to complete the exercise in pairs. Monitor as students do this.

### Feedback

Nominate or allow students to volunteer answers. Remember not to confirm answers until other class members have been invited to say if they agree or not with the answers given by classmates.

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

- 25** This exercise provides students with practice of the spoken task. Ask students to prepare individually and give them 2–3 minutes to do so. Put students into pairs and ask them to take turns in speaking. Ask students to listen and then give feedback. Ask them to say what their partner did well and what could be better. Monitor as students complete the exercise and note down anything you wish to talk about in feedback.

### Feedback

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students in pairs to identify the correct answers and correct the incorrect ones. Invite students to answer or nominate.

### Alternative or extension

Ask students to record their talk and then to listen to it and rerecord it. This is a good way to rehearse and improve on their original version. Students can email you their new versions and you can provide feedback individually or in class.

Student's own answer.

- 26** This exercise brings together what was learnt in the unit in terms of vocabulary and grammar. Before students do this, ask them to look at the model answer first. Ask students to identify the different parts:

1. *What ingredients you need.*
2. *The instructions about how you make it.*
3. *The reasons why it is popular.*

Model Answer:

My favourite meal is Spaghetti Bolognese. To make spaghetti bolognese, you need minced beef, onions, garlic, a can of chopped tomatoes and pasta. (1)

First of all, you need to chop the onions and garlic and fry them until they are soft. After this, you add the minced beef and cook it until it is brown. Next, you need to add the chopped tomatoes and continue cooking. While it is cooking, you need to boil some water. When the water is ready, add the pasta and boil it for about 11 minutes. After this, put the pasta on plates and add the sauce. Finally, put some cheese on top and salt and pepper if you want and it is ready to eat. (2)

Spaghetti Bolognese is my favourite dish because it is simple to make and is very tasty. I think that it is popular because it tastes so good. There are also many different ways to make it and you can use more vegetables or different types of pasta, so everyone can enjoy it. (3)

Ask students to complete this exercise either individually or in pairs. Give students 10 minutes to do this and then ask them to swap with another student / pair. Encourage students to provide constructive feedback. Monitor as students complete the exercise. Note down anything you wish to talk about in feedback.

### Feedback and extension

See Exercise 23 feedback and extension for a possible procedure to use.

### Alternative

Ask students to do the task as described. However, ask students to read out their answers without saying the name of their favourite meal. After a student reads their answer, ask other students to say what the dish is called. Note down any errors and give students the opportunity to self-correct before inviting other students to help.

Student's own answer.

## GRAMMAR AND VOCABULARY

### OUTCOMES

- identify different ingredients and categories of food
- use singular and plural countable and uncountable nouns

## GRAMMAR AND VOCABULARY

### OUTCOMES

Ask students to focus on the first outcome. Remind students that vocabulary related to food and ingredients will help students describe food – a common topic – in speaking exams. Tell students that this vocabulary is also useful when writing as well as listening and reading in exams. Ask students to focus on the second outcome. Tell students that they will be able to practise using countable and uncountable nouns correctly along with making the correct choice of articles *a*, *an* and *the*. Tell students that this will help them when speaking and writing in exams.

- 01** This exercise helps students build upon the vocabulary learnt in this unit. Put students into pairs and give each pair 3–5 minutes. Monitor as students do this.

### Feedback

Nominate students to answer or allow students to volunteer. Don't confirm answers until other students have had the opportunity to say if they agree with an answer given by a classmate or to suggest an alternative.

1 duck 2 lettuce 3 lobster 4 garlic  
5 salmon 6 spaghetti 7 beef 8 cauliflower

- 02** This exercise helps students to categorise food and checks that they understand the vocabulary. You may need to explain what carbohydrates are. You can use rice and potatoes as an example. As before, put students into pairs to do this and give each pair 2–3 minutes. Encourage students to discuss their answers. Monitor as students do this.

**Feedback**

Follow the feedback procedure described above.

Meat – beef, duck  
 Vegetables – lettuce, carrot, garlic, cauliflower  
 Fish / Seafood – lobster, salmon  
 Carbohydrates – spaghetti

**03** This exercise provides students with more practice of verbs for preparing food. Ask students to do this exercise in pairs and monitor as students do this.

**Feedback**

Once again, follow the feedback procedure described above in Exercise 01.

1 C    2 A    3 B    4 E    5 D

**04** This exercise tests students' understanding of countable and uncountable nouns. Put students into pairs and give each pair 5 minutes. Encourage students to discuss and give reasons for their answers. Monitor as students do this.

**Feedback**

Allow students to volunteer answers or nominate if you want to check individual student understanding. Confirm the correct answers after inviting other students to agree with the answers offered by other students or to suggest an alternative.

1 a    2 an    3 a    4 an    5 some  
 6 some    7 some    8 any    9 any    10 any  
 11 some    12 some    13 some

**05** This exercise builds on what students learnt about which words can go before countable and uncountable nouns. To add a bit of variety, ask students to do this individually and compare their answers in pairs. Monitor as students compare and give reasons for their answers.

**Feedback**

Follow the procedure outlined in the feedback for the exercise above.

1 a lot of    2 a lot of    3 a lot of    4 many    5 many  
 6 many    7 much    8 much    9 much

**06** This exercise tests students' ability to use what was learnt in the previous exercise as well as earlier in the unit. Put students into pairs and give each pair 5 minutes. Encourage students to give reasons for their answers. Monitor as students do this.

**Feedback**

Allow students to volunteer answers or nominate if you want to check individual students' understanding.

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

**07** Students are tested on their knowledge of the vocabulary and phrases used to describe food and its preparation. In addition, this exercise provides practice of grammatical knowledge – words used before countable and uncountable

nouns as well as prepositions. Ask students to do this in pairs. Give pairs 5–7 minutes and monitor.

**Feedback**

See the procedure for feedback for Exercise 06.

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

**08** This exercise tests students' knowledge of verbs for preparing food. Ask students to read the instructions individually first. Then put students into pairs to put the pictures in order. Give each pair 3–4 minutes. Monitor as students do this.

**Feedback**

Allow students to volunteer or nominate. Before confirming answers, invite other students to either agree or disagree and suggest alternatives to the answers given by their classmates.

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

**Extension**

If you want to provide students with more practice, you can find similar pictures to the ones from Exercise 08. Look online and find pictures which show the procedure of cooking a well-known dish from your country. Use the pictures in Exercise 21 as an example. If you want to give students more controlled practice, ask students to use these pictures to write their description. Controlled practice is a good way to give students a structured framework to use. Students can compare their answers with the sentences used for Exercise 21. If you feel that your students are able to use a freer, less structured approach, find pictures similar to the ones used for Exercise 08 above. Ask students to look at the pictures and to write a description of how to prepare the dish. Students can do this in pairs and then compare their description with another pair.

# UNIT/06: TRANSPORT AND PLACES IN TOWN

## OUTCOMES

- identify different types of transport and places in a town or city

## OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson, they will learn vocabulary related to places in a town and city as well as travel and transport. In some speaking exams, students need to describe a town or places on a map or how to get to a place. Also, in some writing exams, students need to write about maps and places in a town as well as describing travel and transport options. Tell students that this vocabulary is also very useful for when students are travelling and trying to find places in English speaking towns and cities. This lesson will help students to do this better.

## LEAD-IN

To help students with this topic, write the following on the board:

*Places in a town and city.*

Ask students to work in pairs to think of three-five places. Pairs are an effective way to encourage student participation with other students. Groups of three can also work well, but this may limit the amount of time students have to speak to each other about the task. Unless the Student's Book instruction suggests doing something differently for an exercise, it is good practice for students to work in pairs where possible. It's a good idea to encourage students to speak and discuss their ideas because it provides speaking practice, students can help each other and you are able to monitor what is being said. This will allow you to identify student needs that you may wish to address immediately and/or at the end of the activity. It's important to make sure students are comfortable with sharing their work with classmates. This is particularly important when asking to work together or to compare their work in pairs and in groups. It's important that you explain the benefits of pair and group work to students as well as how students can learn from each other by sharing and comparing work that they do. If it's done regularly, students will accept it as expected practice in class.

Give students pairs 2-3 minutes and then invite answers. This will give you an idea of what students already know. If students say an item of vocabulary that you don't understand or is incorrect, ask them to self-correct, explain it or invite other students to help. Write correct answers on the board. Students often copy what is written by the teacher on the board so it's a good idea to show students that this is a correct answer.

- 01** Put students into pairs and give them 3 minutes to do this. Monitor as students complete this exercise. Monitoring can help you identify student strengths and weaknesses and

can tell you if you need to give students more or less time in future. In addition, if students feel that they are being monitored, they are more likely to complete the activity.

## Feedback

Students can volunteer answers or you can nominate students to answer. A good way to provide feedback is to ask other students if they agree with an answer from other students. This can be done in a number of ways. When a student answers, do not immediately say: *Correct, Good, Well done or Incorrect, That's not correct* etc. Instead, you can ask other students if they agree or not. This will increase participation and student attention during feedback. When a student is nominated to answer a question, other students may feel that they do not need to continue to listen as they will not be asked to answer. This method of checking answers, however, encourages all students to listen to answers given by other students as they too may be asked to add a response.

It's also a good idea to focus on pronunciation of any new items of vocabulary. This can be done by asking students to do the following:

- 1) listen to you say the word(s) two-three times.
- 2) repeat after you as a group (choral drilling).
- 3) repeat the word individually (individual drilling).

Drilling is the action where students repeat a word or phrase after the teacher or other students. It can be a fun way to approach pronunciation. Stages 1–2 above should be done with this approach and Stage 3 is particularly useful to check individual students who you may feel need the opportunity to practise. When individual drilling, if students make mistakes in the pronunciation, ask students to try again. You could say: *Not quite, can you try again, please?* If students still find it difficult, ask other students to help. You could say: *Can anyone help?* When another student pronounces the word correctly, you can ask them to model this pronunciation for the original student who has difficulties with this word. This encourages students to listen and learn from each other. Of course, if the pronunciation of this item is still problematic for the student, you may wish to move on to avoid delaying the lesson. Another option is to use phonemic script. If you are familiar with this, write the script next to the word or phrase. It's a good idea to familiarise yourself and your class with the phonemic script and encourage students to practise writing any new vocabulary with phonemic script to help with pronunciation. There are many websites and online dictionaries which not only provide the script but also a recording of the word such as [dictionary.cambridge.org](http://dictionary.cambridge.org). You can also use an online dictionary when drilling. As correct English pronunciation is often not easily known just from the spelling of a word, it is important that you support students with pronunciation.

1 bridge 2 stadium 3 statue 4 castle 5 tower

**02** This exercise tests students' knowledge of famous buildings and monuments around the world. It is a good way to contextualise and allow students to personalise vocabulary. Put students into pairs to discuss the answers to this exercise. Monitor as students do this and make notes of anything you wish to talk about during feedback.

### Feedback and extension

Nominate or allow students to volunteer answers. Confirm answers only after inviting other students to comment on whether they agree or disagree with other students' answers. Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones. This is a good way to recycle what has been learnt in the exercise and to also focus on responding to emerging student errors and needs.

- 1 Sydney Harbour Bridge, Australia
- 2 Bird's nest stadium, China
- 3 Statue of Liberty, USA
- 4 Neuschwanstein Castle, Germany
- 5 Leaning tower of Pisa, Italy

**03** This exercise allows students freer discussion about other famous buildings and monuments they may know. It also gives students a chance to think about famous buildings and monuments where they live. It is a good way to allow students to personalise vocabulary. Put students into pairs to discuss the answers to this exercise. Monitor as students do this and make notes of anything you wish to talk about during feedback.

### Feedback

Nominate or allow students to volunteer answers. Confirm answers only after inviting other students to comment on whether they agree or disagree with other students' answers.

Student's own answers.

**04** This exercise helps students build their vocabulary about places in a city. In addition, it helps students learn vocabulary about travel and transport. Put students into pairs and give pairs 5 minutes to complete this exercise. Encourage students to give reasons for their answers as they discuss.

Places in a city – square, car park, post office, police station, library, sports centre, restaurant, cafe, shopping centre, department store

Travel and transport – car park, motorbike, coach, platform, motorway, ticket, the underground

## OUTCOMES

- read real-world notices and other short texts for the main message

## OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson they will be able to understand real-world signs and

texts. Explain that these are things that they may see in real life in English speaking countries. Tell students that this reading skill is particularly useful when they are in an English speaking town or city but also that in some exams, students need to be able to read and understand signs and short texts. Tell students that they will learn to do this better in this lesson.

**05** This exercise provides students with an opportunity to add to the vocabulary learnt in Exercise 04. It also prepares students for the reading task in Exercise 06. Before students do this exercise, ask students to read the Bullet Box. Ask students to underline the key words in the text. Some of these words will be the blue words but there are other key words in addition to this. Put students into pairs and give each pair around 5 minutes. Monitor as students do this.

Possible answers:

1. *Parking / supermarket customers only / free 2 hours / after £2 an hour*
2. *Jim / I / football in park / join us? / bus / town centre / 12.30pm*
3. *Trains / north / station / delays / snow.*
4. *Seats available / flight / book soon*
5. *Sightseeing today / museum / castle boat trip tomorrow / back Friday.*
6. *Bicycles / left / stands only / advice / speak / member of staff.*
7. *How / going / theatre tonight / close enough / walk / Tim / by car / drive me /*

Now ask students to complete Exercise 05 in pairs. Monitor as students do this.

### Feedback

Allow students to volunteer answers or nominate. Confirm answers after other class members have had the opportunity to say if they agree or to suggest an alternative answer.

Places in a city – supermarket, park, town centre, station, museum, castle, theatre

Travel and transport – parking, bus, trains, flight, boat trip, bicycles, walk, by car

**06** This exercise gives more detailed reading practice for students. As students have already read the notices and short texts, they are now familiar with the situation for each. This will make this exercise easier. Before students do this, ask them to look at the Mini Tip Boxes. You can ask students simple yes / no questions to see if they have understood the advice that is given.

*06.1 Do all the options use similar words from the notice? (yes)*

*Do you need to find the option which is the same as the meaning of the notice? (yes)*

*06.2 Do you need to read the question carefully? (yes)*

*Is the information about where and when to play football very important? (no – not the reason the writer wrote the message)*

If you feel students need more support here, you can do question one and possibly even question two together as a class. To do this, ask students to do question one and two if desired, and to compare their answers with a partner. When students offer, volunteer answers during feedback and invite other students to comment as before. This time, before

confirming answers, you can ask the yes / no questions above to confirm students understand the strategy needed here to answer each question.

Put students into pairs to complete the exercise. Give students 5 minutes to do this. Monitor as students complete the exercise.

### Feedback

As before, nominate or allow students to volunteer answers. Confirm answers after other students have had an opportunity to say if they agree with an answer given by a classmate or to suggest an alternative answer.

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

## OUTCOMES

- listen to identify, understand and interpret information

## OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson they will learn three listening mini-skills. To help students understand the differences between the skills, do the following. Write the following on the board:

- Identify information.
- Understand information.
- Interpret information.

Put students into pairs and ask students to work together to say what the difference is between the mini-skills. Give pairs 3-4 minutes to discuss this. While students do this, write the following options on the board for students to choose from. By not giving students the options from the start, you can get a good idea of what students already know.

- You know the meaning of what you hear.
- You can use the information you hear.
- You know the word(s) you hear.

Ask students in pairs to match A-C with 1-3 answers: A 3, B 1, C 2. Allow students to volunteer or you can nominate. Remember to see what other students think before you confirm the answers. Now ask students to work together to say which skill is easiest and which one is most difficult. After students discuss this, ask students to volunteer their answers. Answers - 1 easiest, 3 most difficult although some students may say 2. It's not important to have different opinions. It's more important that students understand the difference and what the skills mean. Tell students that in listening exams, they will need to be able to use all three skills. Tell them that they will practise using these skills in this lesson and that they will be able to do this better after completing the following exercises.

**07** This exercise helps students with the skill of identifying information. If you think that your students need more support for this exercise, ask students to work in pairs to discuss how to say the words in the box. Give students 2 minutes. It's important that students know the pronunciation of times and numbers as they will need to identify the words in the listening. Nominate or allow students to volunteer answers. Focus on pronunciation and drill if necessary.

Answers: seven am; ten am; six pm, 8 pm; Tuesday; Wednesday; Thursday; three hundred and fifty six; six hundred and thirty five; seven hundred and ninety; seven hundred and twenty nine; two pounds; two pound fifty; three pounds; three pound fifty; fifteen pounds.

Ask students to complete Exercise 07 individually. After the recording, ask students to compare their answers in pairs. Monitor as students do this to see how well students have done and to see if you need to play the recording again.

### Feedback

Allow students to volunteer answers or you can nominate. Confirm answers after more of the class have had the opportunity to say if they agree with the answers their classmates have given.

10 am, 6 pm, Thursday, 8 pm, Wednesday, 635, 729, £3.50, £2.00

## Listening script [11]

### Part 1

*Presenter: Hello everyone and welcome to this talk about Northfields' Shopping Centre. It opens next weekend and I'm very excited to be able to tell you about it tonight. It's a beautiful building, full of light and colour and a wonderful place to spend time in. It was designed by a prize-winning architect – John Gadzen. That's G-A-D-Z-E-N. Have a look at his website – he's done some fantastic work.*

*Northfields is just outside town, on Forest Drive. If you're coming by car and want to use your sat nav, then the postcode is WT3 5BX. That's the easiest way to do it; it works better than using the address.*

*We are open seven days a week, and our opening hours are ten am until six pm every day except Thursday. That's when we have late-night shopping until 8:00 pm. We're planning to open late on Wednesdays too, but that won't happen until we see how popular the centre is.*

*There are lots of ways to get to us. We have a large car park, which at the moment is free to use. You can also come by bus from the town centre. Bus 635 brings you to the entrance. There's also bus 729, but that stops further away and it's a five-minute walk to the shopping centre. And of course, you can use the underground. A ticket from town is only £3.50. The bus costs £2.00, so the underground is a bit more expensive but much faster. From the town centre, it only takes fifteen minutes!*

**08** This exercise aims to help students to practise the skill of understanding information they hear. The recording is the same as in Exercise 07 but this time students do more than identify what is heard. Before you play the recording, ask students to look at the Bullet Box. Make sure students understand that they need to read the question and to predict what they may need to write in the gaps. Also, focus students on the possible options for answers: tell students that the answer could be a number, a spelling of a word, a day of the week, a price or a postcode. To help students with this,



ask students in pairs to look at the gaps for the questions and to predict what type of information they think is missing. Give pairs 2–3 minutes and monitor as students do this.

Answers: name, postcode, day, number, number, time.

Invite students to give their answers. Confirm after other students have had a chance to also give answers.

Students may need support with understanding what a postcode is. Tell them that it is the same as a Zip code in the USA. In the UK, postcodes are used with addresses and are a combination of around six-seven numbers and letters. They usually start and finish with letters.

Now play the recording. Ask students to do Exercise 08 individually before comparing in pairs. Monitor as students compare answers.

### Feedback

Do feedback as described above for Exercise 07.

1 Gadzen	2 WT3 5BX	3 Thursday
4 2/two	5 15/fifteen minutes	

- 09** This exercise gives students support with vocabulary for directions and positions of things. Put students into pairs and give each pair 2-3 minutes.

### Feedback

Allow students to volunteer or nominate. Confirm after other students say if they agree with what classmates have answered or after they offer an alternative answer. Focus on pronunciation and drill where necessary.

1 on the left of	2 on the right of	3 opposite
4 next to	5 between	

- 10** This exercise provides students with practice of understanding and interpreting information. Tell students that they will hear some of the words from Exercise 09. Make sure that students understand that they have to use the information they hear to choose which position A-F on the map the shops are located. Play the recording when students are ready. Feedback is given after Exercise 11.

1 F	2 C	3 A	4 E	5 B	6 D
-----	-----	-----	-----	-----	-----

### Listening script [12]

#### Part 2

*Presenter: OK, now let me show you a map of the shopping centre. As you can see, there are two floors. On the first floor there's a cinema, where you can see some great movies. And opposite that, in a smaller area, there are lots of places to eat and drink. There are fast-food restaurants as well, if you don't have time to sit and eat.*

*All the shops are on the ground floor. The biggest shop is the supermarket. If you use the car park entrance, it's the last shop on your right. Then, all the way over on the other side of the building, is the second biggest shop – Green's department store. You can get almost anything in there, including gifts, things for the kitchen, and furniture.*

*Also on the ground floor is a pharmacy selling medicine, and health and beauty products. You'll find it between the men's and women's clothes shop and the café. Male and female toilets are also on this floor, which is on the same side as the cafe. There's also a great book store selling everything you might need for school. If you're coming from the car park entrance, that's the second shop on your right, next to the sports shop. Oh, and if you need a mobile phone, that's in the smallest shop in the shopping centre – between the bank and the shoe shop. You can get all the latest mobile phones there. So I hope you'll all visit Northfields' soon and that you'll have a great time here!*

- 11** Ask students to compare their answers after the recording has finished. Monitor as students do this. Then play the recording again. Tell students that they should listen carefully even if they are confident, as listening for a second time is a good opportunity to check and confirm their answers. Tell students that in some exams, they will have a second opportunity to listen and that they should use this effectively. Again, ask students to compare their answers after the recording has finished. Tell students to focus on any answers that they changed. Monitor as they do this.

### Feedback

Allow students to volunteer or nominate individual students to answer. Invite other students to comment on answers given by classmates before confirming the answers.

1 F	2 C	3 A	4 E	5 B	6 D
-----	-----	-----	-----	-----	-----

- 12** This exercise gives students practice of using the vocabulary for locations and places. Ask students to look at the examples and to look at the maps. Put students into pairs to complete this exercise. Give pairs 4-5 minutes to do this. Monitor as students do this. Note down any errors that the class regularly make and you can use this in feedback.

### Feedback

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones.

### Extension

After feedback, if you want to give students more practice, you can do the following open-pair practice. This is where pairs are selected from different parts of the classroom and they do the pair work in front of the class. This allows students and you to hear the discussion or role-play and students can get a model of good practice or, where errors occur, they can help to correct their peers. This encourages greater student participation and peer learning.

1. Select a student from one side of the classroom.
2. Select a second student from the other side of the classroom.
3. Ask the selected students to complete the activity so that everyone can hear.
4. Thank the two students and if correct, confirm this to the class – this provides a good model.

- If a student is incorrect, give him or her an opportunity to self-correct. You can gently ask students to do this by repeating the incorrect word(s) with a questioning intonation.
- If that student can't self-correct, ask other students to help and confirm to all students what the correct answer was.

Repeat as necessary.

Student's own answers.

## OUTCOMES

- use comparatives and superlatives

**13** The following five exercises help students talk about places in their towns and cities by using comparative and superlative adjectives. This exercise tests what students already know and also gives students rules to follow to help them. To make sure students understand the difference between comparatives and superlatives, write the following on the board:

- big*                            A. \_\_\_\_\_ B. *biggest*
- small*                            A. *smaller* B. \_\_\_\_\_
- interesting*                    A. \_\_\_\_\_ B. \_\_\_\_\_

Ask students to work in pairs to fill in the above gaps. Monitor as students discuss this together. Allow students to volunteer answers but do not confirm the answer until you invite other students to comment.

Answers: bigger, smallest, more interesting, most interesting. Students should be familiar with this concept but if you feel students need more support, you can prepare a document with the following:

- A is bigger than B*
- B is bigger than A*
- A is the biggest.*
- B is the biggest.*

On the board, draw two rectangles – draw rectangle A a lot bigger than rectangle B.

Ask students to say if the above sentences are *true* or *false*. Ask students to do this in pairs. You can substitute the word *small* for *big* or use both adjectives. Monitor as students do this. Allow students to volunteer answers or nominate. Invite other students to comment before you confirm the answers. Answers: 1. False, 2. True, 3. False, 4. True.

Check students understand that comparatives mean *more* and superlatives mean *most*.

If you want to test what students already know in terms of rules for comparatives and superlatives, you can ask students to try to complete Exercise 13 before looking at the grammar box. You can then ask students to check their answers by looking at the box. Put students into pairs to do this and encourage them to discuss their answers and give reasons. Monitor as students do this.

## Feedback

As before, nominate or allow students to volunteer answers. Confirm answers only after you feel enough of the class has had an opportunity to either agree or offer alternatives to what another student has answered.

- taller, tallest    2 more famous, the most famous
- hotter, hottest    4 busier, busiest
- more interesting, the most interesting
- friendlier, friendliest    7 older, oldest
- thinner, thinnest

**14** This exercise tests students' ability to use what they learnt in the previous exercise. Put students into pairs and give them around 3-4 minutes to do this. Again, encourage students to discuss their answers and give reasons. Monitor as students do this to see how well students have learnt the rules.

## Feedback

Follow the feedback procedure outlined in the previous exercise.

- largest    2 more    3 oldest    4 More    5 first
- best    7 larger    8 most    9 busiest    10 More

**15** This exercise gives students the chance to use comparatives and superlatives in a freer, less structured exercise. Ask students to do this in pairs and monitor. Make a note of any errors you wish to focus on in the feedback. It's a good idea at this stage to focus on errors with comparatives and superlatives as this is the main objective of this part of the lesson.

## Feedback

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones.

Student's own answers.

**16** This exercise gives students even more freer and less structured practice. This is commonly done to see if students are able to use what is learnt when writing more freely. Give each student 3-4 minutes to complete this exercise. Monitor as students do this and note down anything you wish to discuss during feedback. As students will compare their sentences in the next exercise, wait until students complete Exercise 17 before giving feedback.

Student's own answers.

**17** This exercise gives students spoken practice of the grammar learnt in this unit. Before doing this, ask students to look at the Tip Box. Encourage students to use the vocabulary and grammar that they learnt in this unit. Put students into groups of three-four and give each group 5-7 minutes to do this exercise. Monitor and take notes of errors you wish to talk about in feedback.

### Feedback

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones.

Student's own answers.

### OUTCOMES

- speak about transport and towns

**18** This exercise gives students freer spoken and exam style practice of speaking about a town or city and using the grammar and vocabulary learnt in the lesson. Before students start speaking, make sure that they read the instructions and know that they should try to use the vocabulary and grammar from the unit where possible. Give students 2 minutes to read the instructions. Then put students into pairs and give pairs 5-7 minutes to complete this exercise. Monitor and take notes for the feedback session.

### Feedback

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones.

### Extension

After feedback, if you want to give students more practice, you can do the following open-pair practice. See Exercise 12 Extension for more details about how to do this.

Student's own answers.

**19** This exercise encourages students to reflect on what they said and to think about what was good and how they could do better. Put students into pairs to discuss the questions and give pairs 2-3 minutes. Encourage students to give constructive feedback as this will help students learn from each other. Monitor to identify if students are aware of what they can do to improve.

### Feedback

Nominate or allow students to volunteer. As there are no correct answers, invite other students to say if they had a similar or different experience to the ones offered by their classmates. Summarise at the end of the feedback and finish by making sure students are aware of how to improve and give good answers. You can do this by asking the class for advice about how to improve spoken answers. Confirm answers after a number of students have commented.

Student's own answers.

### OUTCOMES

- write a longer piece of continuous writing

### OUTCOMES

Ask students to focus on the outcome. Tell students that they will learn to write a long piece of writing. Tell students that they will write around 100 words. Explain to students that in many writing exams, students need to write around this amount of words and that this lesson will help them to do this better. Tell students that they will write a letter to a friend and will need to answer their friend's questions. Again, this is quite typical in exam writing. Tell students that they will be writing about their town and so will be using much of the vocabulary and grammar learnt in this lesson.

**20** This exercise helps students to understand the task. After students have read the instructions, ask them to compare in pairs what the most important parts of the instructions are. This will help them and you to check that they understand what they need to do. Monitor as students do this.

Student's own answers.

Possible answers:

Tell Sandy which places to visit.

Say why those places are interesting.

Say how to travel around.

Write a letter.

Write about 100 words.

**21** This exercise gives students the opportunity to prepare what they will write. Put students into pairs to discuss this and give pairs 2-3 minutes. Monitor as students do this.

### Feedback

Allow students to volunteer or nominate. Invite as many students as possible to comment. You can confirm correct answers by putting them on the board. This will help students when they start to write as they can see what options they have on the board.

Student's own answers.

**22** In this exercise, students write their letters. They can do this individually or, if you want to encourage discussion of ideas, in pairs. Give students 10-15 minutes to complete this exercise. Before students start writing, make sure they look at the box. Explain to students that this can help them write better answers. Monitor as students write their letters and make notes of anything you wish to speak about during feedback. Do feedback after Exercise 23.

### Alternative

If you feel students need more support, ask them to read the following model answer. You can give a copy to each student or to pairs. You can use the model for students to read and analyse why it is a good model. Use the following checklist to do this:

*Does Martin:*

- tell Sandy which places to visit?
- say why those places are interesting?
- say how to travel around?

- write a letter?
- write about 100 words?

(Answer is yes to all)

Model answer: Hi Sandy,

I'm really pleased you're coming to visit my country. The first place you should visit is London. It's one of the most famous cities in the world. It has fantastic museums and parks and is perfect if you like shopping. The buses and the underground are the best ways to travel.

After that you should go to the Lake District. I think this is the most beautiful part of England. It has the highest mountains in the country and the largest and deepest lakes. You can get there by train and then use the buses to get around.

Best wishes,  
Martin

**23** This exercise encourages students to peer review. Students can learn from reading classmates work. Ask students to swap their writing with another student or, if they wrote in pairs, another pair. Tell students to focus on comparatives, superlatives, spelling and punctuation. Encourage students to write constructive comments on each other's writing and then to return it. You can ask them to explain the comments verbally too. Monitor as students do this.

#### Feedback

In feedback, ask students to say what their partner did well and what could be improved. This can be done by nominating students to answer or allowing students to volunteer.

Use any errors you noted down when you monitored in this exercise and Exercise 22. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones.

Student's own answers.

#### Alternative

Ask students to use the checklist used for the alternative in Exercise 22 to evaluate their partner's writing.

#### Extension

Another possibility is to take a picture of student's work with your smartphone as they discuss what they thought was good and what could be improved. You can then email it to yourself and if possible, project it onto a big screen. Select three-four pieces of student work and ask students to evaluate the writing using the checklist. Ask students to do this in pairs before inviting comments. Try to make sure comments are constructive as you want to encourage peer and class feedback.

## GRAMMAR AND VOCABULARY

### OUTCOMES

- identify different types of transport and places in a town or city
- use comparatives and superlatives

## GRAMMAR AND VOCABULARY

### OUTCOMES

Ask students to focus on the outcomes. Tell students that in this lesson, they will look again at the vocabulary and grammar learnt in this unit. Remind students that it is very important for them to be able to identify different transport and places in a town for two main reasons. The first reason is that in many English exams, students are expected to be able to describe their hometowns. This is often in speaking exams but can also be written too. It is also likely that in reading and listening exams, students will read or hear descriptions of towns or transport. A second reason is that this topic is very practical for students who may travel to English-speaking countries. Tell students that in this lesson, they will learn to use this vocabulary better and more accurately. In addition, in this lesson students will have more practice of using adjectives accurately in both comparative and superlative forms.

### LEAD-IN

Put students into pairs and ask them to try to remember the names of typical places in a town. Give pairs 2-3 minutes to do this. Allow students to volunteer answers or nominate students to answer. This activity will help students to prepare for the following exercises. Write correct answers on the board after inviting as many of the class as possible to give an answer. This will encourage class participation.

**01** This exercise gives students practice of matching the names of typical places in a town with typical activities that happen in each place. This tests students' knowledge of the meanings of the places learnt. Put students into pairs to do this and give each pair 5-6 minutes. Monitor as students do this.

#### Feedback

Nominate students to answer if you want to check individual student progress or allow students to volunteer answer. Only confirm answers after you invite other students to say if they agree with what the answers their classmates have given or to offer alternative answers.

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

**02** This exercise extends on the previous one and focuses on typical nouns associated with each place. Again this tests students' knowledge of the meanings of the places. Put students into pairs and give each pair 3-4 minutes. Monitor as students do this.

#### Feedback

Follow the feedback procedure outlined above in Exercise 01.

1 train	2 department store	3 motorway	4 cafe
5 street	6 castle	7 airport	

**03** This exercise gives students more practice of accurately speaking about locations of typical places in a town or city. If you feel students need more support, you could ask them to look at the words in the box and to discuss together what they mean. After giving pairs 2-3 minutes to do this, you can then

allow students to volunteer or nominate. Once you have invited other class members to comment, you can confirm answers.

Put students into pairs to do this activity and give students 5-6 minutes. Monitor as students discuss their answers.

1 opposite 2 across 3 between 4 next to  
5 behind 6 on your right 7 in front of 8 on your left

### Feedback

Follow the feedback procedure outlined above in Exercise 01.

- 04** The following two exercises focus on adjectives used to describe typical activities and places in a town or city. For Exercise 04, ask students to do this in pairs and give each pair 3-4 minutes. Encourage students to discuss their answers and monitor as students do this.

### Feedback

Nominate or allow students to volunteer answers. Invite other students to say if they agree or disagree with the answers their classmates have given before confirming answers.

1 bored 2 new 3 favourite 4 full  
5 careful 6 tired 7 healthy

- 05** This exercise extends on from the previous one and focuses on adjectives used to describe places in a town or city. Put students into pairs to do this and give pairs 3-4 minutes to complete this exercise. Monitor as students do this.

### Feedback

You can follow the feedback procedure outlined in Exercise 04.

1 comfortable 2 modern 3 friendly 4 interesting  
5 old 6 high 7 famous

### Extension

To give students freer practice of using this vocabulary, write the following on the board:

*What is your favourite place in your town? Why? Where is it?*

Ask students to work in pairs to take turns asking and answering these questions. Give students around 5 minutes to do this. Monitor as students do this and take notes of anything you want to talk about during feedback.

### Feedback

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones.

- 06** The following five exercises focus on the rules for comparative and superlative adjectives learnt in the unit. If you want to give students more support, ask students to work in pairs to look at the adjectives in the box and say what they mean. It's good practice to make sure students know what words mean before they learn how to use them correctly. Give students 3-4 minutes and monitor. As before, you can allow students to volunteer their answers or nominate. Confirm after other students have had the opportunity to answer and comment.

Put students into pairs to complete Exercise 06. This exercise focuses on students' understanding and memory of the grammar rules for comparatives and superlatives learnt in this unit. Give students 5 minutes to do this exercise and encourage them to give reasons for their answers. Monitor as students do this as this will give you a good idea of students' progress.

Before going through feedback, ask students to check their answers by looking at the grammar box for Exercise 13. This will help students to learn by reflecting on what they answered and what they were correct about and what they made mistakes with.

### Feedback

As before, allow students to volunteer or nominate. Invite other students to comment on whether they agree with an answer before confirming. Encourage students to give reasons for their answers as this is another way students can learn – this time from each other.

+er/est – clean, low, high, cheap, old, new, fast, strong,  
more/the most – expensive, modern, comfortable,  
difficult, important, careful, interesting, crowded

- 07** This exercise focuses on students ability to use comparative and superlative adjectives in the context of sentences describing places in towns or cities. Put students into pairs to do this and give each pair 5-6 minutes. Encourage students to give reasons as they discuss their answers and monitor as students do this. As an optional step, ask students to check their answers by looking at the grammar box in Exercise 13.

### Feedback

You can follow the same procedure outlined above in Exercise 06.

1 safer / faster 2 worse 3 cheaper 4 older  
5 bigger 6 earlier 7 prettier 8 thinner  
9 better 10 further

- 08** This exercise focuses on comparative adjectives and tests both students' knowledge of vocabulary – in this case the correct adjective – as well as the ability to use the correct form of the adjective. Make sure students understand that they only need to use the comparative form in this exercise. Ask students to do this in pairs. Give students 4-5 minutes to do this. As before, encourage students to give reasons as they discuss in pairs and monitor. As an optional step, ask students to check their answers by looking at the grammar box in Exercise 13.

### Feedback

Follow the same procedure outlined above in Exercise 06.

1 more expensive 2 more interesting 3 hotter  
4 prettier 5 better 6 more excited  
7 noisier 8 worse

- 09** The focus of this exercise is, this time, on superlatives. Follow the instructions as described above for Exercise 08 but this time remembering to make sure students are aware that

they will only need to focus on using the correct superlative form. This exercise provides students with the correct adjective and asks them to look at the pictures in order to complete the sentences.

### Feedback

As before, nominate or allow students to volunteer. Confirm correct answers only after other students have been given an opportunity to comment on whether they agree with the answers offered by their classmates or to suggest an alternative.

### Extension and alternative

Use the same pictures and add more sentences that encourage students to also use comparatives here.

Alternatively, create a similar exercise with three pictures and descriptions of similar but different items and ask students to complete sentences. Again, try to create sentences that encourage students to use comparative forms as well as superlative adjectives to complete the sentences correctly.

1 the cheapest	2 the most	3 the largest
4 the most	5 the most expensive	6 the smallest
7 the oldest		

**10** This exercise focuses on the use of both comparative and superlative forms of adjectives. Students need to use the context to decide on which form to use and then they need to use their knowledge of the grammar rules in order to complete this exercise. Put students into pairs and give each pair 5 minutes to complete this. Monitor as students do this.

### Feedback

Follow the feedback procedure described above for Exercise 09.

1 the best	2 cheaper	3 bigger
4 the largest	5 the most interesting	6 the finest

### Extension

Ask students to write a similar email about their own experience of a town they visited. Write the following on the board or prepare a document with this:

*Say what the name of the town or city is.*

*Describe the places you visited in this town or city and where they are.*

*Say what you liked about the places.*

*Use comparative and superlative adjectives correctly.*

Either ask students to write individually or put students into pairs to do this. Give students 10-15 minutes to do this. Give students a large piece of paper to write their email on. Monitor as students write to make sure students are on task, offer further support and to note down anything you wish to discuss during feedback. When students have completed their emails, stick the large papers onto the wall. When all students have finished and their emails are all on the walls, ask all students to stand up and move around the class and read other students' emails. Give students the following checklist to use to evaluate their classmates' work:

Does the writer:

- *say what the name of the town or city is?*
- *describe the places you visited in this town or city and where they are?*
- *say what you liked about the places?*
- *use comparative and superlative adjectives correctly?*

Encourage students to give constructive comments to their classmates. Give students 10-15 minutes to move around the class and read and comment on each other's work. It's good practice to encourage students to read, comment on work and learn from each other. Getting students to stand up and move around also adds variety and changes classroom dynamics.

### Feedback

After students have done this, you can then look at individual emails and make comments. Encourage students to move around again and read the comments so that they can learn from these comments.

Alternatively or in addition, use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones.

# UNIT/07: JOBS, WORK AND STUDY

## OUTCOMES

- identify words about skills and abilities

## OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson they will learn vocabulary related to skills and abilities that people have. Explain to students that these two words, skills and abilities, have very similar meanings and that they will understand the difference in this lesson. Vocabulary for skills and abilities is particularly useful in speaking and writing exams when students talk about themselves or describe other people. In addition, knowledge of this vocabulary helps with listening and reading exam tasks. Tell students that in this lesson, they will also listen to someone speaking about their skills and abilities.

## LEAD-IN

**01** This exercise helps to prepare students for the topic of this unit. Ask students to get into pairs or – if this is not possible, threes – to discuss what they see in the pictures. Give pairs or threes 2-3 minutes to do this. Pairs are an effective way to encourage student participation with other students. Groups of three can also work well, but this may limit the amount of time students have to speak to each other about the task. Unless the Student's Book instruction suggests to do something differently for an exercise, it is good practice for students to work in pairs where possible. It's a good idea to encourage students to speak and discuss their ideas because it provides speaking practice, students can help each other and you are able to monitor what is being said. This will allow you to identify student needs that you may wish to address immediately and/or at the end of the activity. It's important to make sure students are comfortable with sharing their work with classmates. This is particularly important when asking students to work together or to compare their work in pairs and groups. There are many benefits of pair and group work for students and students can learn from each other by sharing and comparing work that they do. If it's done regularly, students will accept it as expected practice in class. Monitor as students do this to check that students are on task.

### Feedback

Students can volunteer answers or you can nominate students to answer. A good way to provide feedback is to ask other students if they agree with an answer from other students. This can be done in a number of ways. When a student answers, do not immediately say: *Correct, Good, Well done or Incorrect, That's not correct* etc. Instead, you can ask other students if they agree or not. This will increase participation and student attention during feedback. When a student is nominated to answer a question, other students may feel that they do not need to continue to listen as they will not be asked to answer. This method of checking

answers, however, encourages all students to listen to answers given by other students as they too may be asked to add a response.

1 C    2 D    3 A    4 B

**02** This exercise focuses on more in-depth vocabulary for skills and abilities. Before doing the exercise, write the following on the board:

*Skills*

*Abilities*

Put students into pairs and give them 1-2 minutes to say what they think the difference is between the meaning of the two words. Allow students to volunteer their answers or nominate. Do not confirm the answers yet. Instead simply ask as many different students to comment on if they agree with what is suggested by classmates or to offer an alternative answer. Then ask students to look at the Tip Box. It's important that students understand that these words are very similar but there is a small difference.

Put students into pairs to complete Exercise 02. Give each pair 4-5 minutes to complete this. Monitor as students do this. Monitoring can help you identify student strengths and weaknesses and can also tell you if you need to give students more or less time in the future. In addition, if students feel that they are being monitored, they are more likely to complete the activity.

### Feedback

Nominate students to answer if you want to check individual student progress or allow students to volunteer. Remember to confirm the correct answers only after many class members have been given the opportunity to agree or suggest alternative answers.

It's also a good idea to focus on pronunciation of any new items of vocabulary. This can be done by asking students to do the following:

- 1) listen to you say the word(s) two-three times.
- 2) repeat after you as a group (choral drilling).
- 3) repeat the word individually (individual drilling).

Drilling is the action where students repeat a word or phrase after the teacher or other students. It can be a fun way to approach pronunciation. Stages 1–2 above should be done with this approach and Stage 3 is particularly useful to check individual students who you may feel need the opportunity to practise. When individual drilling, if students make mistakes in the pronunciation, ask students to try again. You could say: *Not quite, can you try again, please?* If students still find it difficult, ask other students to help. You could say: *Can anyone help?* When another student pronounces the word correctly, you can ask them to model this pronunciation for the original student who has difficulties with this word. This encourages students to listen

and learn from each other. Of course, if the pronunciation of this item is still problematic for the student, you may wish to move on to avoid delaying the lesson. Another option is to use phonemic script. If you are familiar with this, write the script next to the word or phrase. It's a good idea to familiarise yourself and your class with the phonemic script and encourage students to practise writing any new vocabulary with phonemic script to help with pronunciation. There are many websites and online dictionaries which not only provide the script but also a recording of the word such as [dictionary.cambridge.org](http://dictionary.cambridge.org). You can also use an online dictionary when drilling. As correct English pronunciation is often not easily known just from the spelling of a word, it is important that you support students with pronunciation.

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

**03** This exercise gives students freer practice of using the vocabulary learnt in Exercise 02. Put students into pairs and give each pair 2-3 minutes to talk about the skills they are good or bad at. It's good practice to let students know how much time they have to do an exercise as this will help with classroom management and help students manage their time. With all the times suggested, respond to your students' needs. If you feel that students can complete the exercise in less than the advised time or if they need longer, you can be flexible. Monitor as students do this. This time, make notes of anything you wish to discuss in feedback. This could be typical mistakes made by a number of class members but could also be examples of good practice you wish to talk about.

#### Feedback

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones. This is a good way to recycle what has been learnt in the exercise and to also focus on responding to emerging student errors and needs.

Student's own answers.

#### Extension

After feedback, if you want to give students more practice, you can do the following open-pair practice. This is where pairs are selected from different parts of the classroom and they do the pair work in front of the class. This allows students and you to hear the discussion or role-play and students can get a model of good practice or, where errors occur, they can help to correct their peers. This encourages greater student participation and peer learning.

1. Select a student from one side of the classroom.
2. Select a second student from the other side of the classroom.
3. Ask the selected students to complete the activity so that everyone can hear.
4. Thank the two students and if correct, confirm this to the class – this provides a good model.

5. If a student is incorrect, give him or her an opportunity to self-correct. You can gently ask students to do this by repeating the incorrect word(s) with a questioning intonation.
6. If that student can't self-correct, ask other students to help and confirm to all students what the correct answer was.
7. Repeat as desired.

**04** This exercise uses some of the vocabulary from Exercise 02 and 03 for a listening note-completion task. After reading the instructions to students, tell students to look at the Tip Box. Explain to students that note completion is common in listening exams and that it's a very good idea to predict what you think the missing words are. Tell students that they are usually given some time to do this before the recording starts. Tell students that it doesn't matter if they don't know the exact word but it's very helpful if they can guess the type of word, numbers, names, nouns etc.

Put students into pairs to do this exercise and give them 3-4 minutes. Encourage students to discuss what they think the missing words are and to give reasons. Monitor as students do this.

#### Feedback

Allow students to volunteer or nominate. Encourage other students to say if they agree or not and to offer alternative answers. Encourage students to give reasons. This will help students learn from each other. Do not give any answers yet but you can indicate if you think a student is logical with their prediction or you ask other students to give an alternative answer if you feel that the answer may not be logical.

Student's own answers.

**05** This exercise gives students listening practice of note completion and also shows students that predicting content before listening can help them to understand better. After the recording, ask students to compare their answers with a partner and to say if their prediction was correct or not. Give students 2-3 minutes to compare and monitor as students do this.

#### Feedback

Allow students to volunteer or nominate. Confirm answers only after inviting other students to say if they agree or to offer alternative answers.

1 chef	2 Wednesday	3 three / 3
4 8:00 / 8.00 / 8 o'clock	5 sixteen / 16	6 maths
7 English	8 Italian	9 London
10 Dinner with Jack	11 2004	12 2002
13 2005	14 two / 2	

#### Listening script [13]

*Jack: Good evening! Hello, my name's Jack Riley. I worked in a restaurant when I was younger, but now I'm a famous chef. You can listen to my cooking show on Mondays at half past seven. This Wednesday, you can see me on the TV show Before They Were Famous. I'm going to tell you about my life before I became a TV chef. You can see the programme on channel three and they will show it at eight o'clock.*



People often ask me how I became so successful, and I tell them that it wasn't always that way. Most of my friends left school when they were eighteen and went to university, but I left school when I was sixteen. At school, I was a really bad student. I only passed my exams in History and French. I couldn't understand maths easily and I couldn't write very well, so I failed my exams in both maths and English.

I always enjoyed trying different foods, especially on holidays in Spain with my family, but I first discovered my love of cooking when I got a summer job working in the kitchen in an Italian restaurant near my home. The chefs there could make these amazing dishes out of really simple ingredients. I wanted to be like them, but I lived in a small village near Cambridge and it wasn't possible to train to be a chef there. I applied for jobs in Rome, but I couldn't speak Italian so in the end, I decided to move to London and train to be a chef.

Today, my career is more successful than I could have ever imagined. I first appeared on TV in *The Food Show* in 2005, and I started presenting my radio show, *Dinner with Jack* in 2006. I wrote my first bestselling cookbook, *Jack's Best Dishes* in 2004. And I worked as head chef at two top London restaurants: *The Olive Tree* in 2001, and *The Lemon Grove* between 2002 and 2005. I'm married with two beautiful children – and my third child will be born in December!

When I was 16, I could only cook soup from a tin and I couldn't write a sentence without making lots of mistakes. Now, I can cook over 100 dishes and write books. I can't work for really long hours any more like I did at *The Lemon Grove*. That was the hardest I have ever worked in my life! And I still can't do maths!

## OUTCOMES

- use *can*, *can't*, *could* and *couldn't*

## OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson, they will learn how to use *can*, *can't*, *could* and *couldn't* more accurately. Tell students that when describing skills and abilities, it's very likely that students will need to use these verbs. This is particularly useful in speaking exams and when describing personal abilities, but is also very useful when writing about abilities, as well as reading and listening tasks. Tell students that this lesson will help students to be able to use and understand these verbs better.

**06** This exercise asks students to listen to the recording again and think about the language that is used to talk about past and present abilities. This is a good way of recycling language and it gives a contextual connection so that students do not have to be prepared for a new topic. Students form sentences using information from the listening and the language *can*, *can't*, *could* and *couldn't*. Put students into pairs and give each pair around 3 minutes to do this. Monitor as students complete the exercise.

## Feedback

As students will use their answers from this exercise for the next one, invite students to give their answers and see if the class agrees or not. Don't confirm answers yet.

Possible answers: 1 At school, I was a really bad student. I couldn't understand maths easily and I couldn't write very well.

2 When I was 16, I could only cook soup from a tin and I couldn't write a sentence without making lots of mistakes.

3 Now, I can cook over 100 dishes and write books. I can't work for really long hours anymore like I could at *The Lemon Grove*.

**07** This exercise helps students to notice the grammar from the context of the sentences they have listened to in Exercise 06. Put students into pairs to do this and give students 4-5 minutes to do this. Encourage students to give reasons for their answers and monitor.

## Feedback

Nominate or allow students to volunteer. Confirm answers after other students have had the opportunity to say if they agree or to offer alternative answers.

1 Jack can write books. 2 Jack can cook many types of food. 3 Jack could only cook one type of food.

4 Jack can't work long hours. 5 Jack couldn't understand maths easily. 6 Jack couldn't write well.

7 Jack couldn't do well in exams.

**08** Ask students to use the grammar box to help them complete this exercise. Encourage students to check their answers using this box even if they are confident about their answers. This will allow students to reflect on what they know and what they need more support for. Put students into pairs and give each pair around 5 minutes. Monitor as students discuss their answers.

## Feedback

Complete feedback as described for Exercise 07.

1 can 2 can't 3 could 4 couldn't 5 couldn't  
6 can

## OUTCOMES

- speak about your skills and abilities

## OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson, they will have practice of speaking about their skills and abilities and have the chance to use the vocabulary and grammar that they have learnt in this unit so far. Tell students that in speaking exams, it's quite common to talk about what students can and can't do as well as past skills and abilities. Students will have the opportunity to prepare what they say and think about the grammar and vocabulary they will use.

Tell students that this lesson will help them to be able to talk about their present and past skills and abilities better.

**09** This exercise helps students to think about the grammar they need to use when speaking about their skills and abilities. It also gives students the chance to use the grammar learnt in this unit to create new questions. Ask students to look at the Bullet Box before completing the exercise. Then ask students to work individually to create the questions and the ask students to compare their questions in pairs. Give students around 5 minutes to complete the exercise. Monitor as students discuss their questions together.

#### Feedback

Allow students to volunteer their questions or nominate students. Write correct questions on the board. If students make errors with their questions, allow them to self-correct and if not, invite other students to help. Once you have a number of questions on the board, you can move to the next exercise.

Student's own answers.

**10** This exercise gives students the opportunity to prepare their spoken answer. Tell students that this is common with some speaking exams and that students should use their time effectively. Tell students that they have a minute to prepare. Ask students to look at the Bullet Box to help them prepare and encourage students to write some notes to help them. Ask students to complete the exercise individually.

#### Feedback

You can wait until after Exercise 11 to give feedback or ask students to compare their notes with a partner.

Student's own answers.

**11** This exercise gives students spoken practice of the talk they have prepared about their skills and abilities. Ask students to get into pairs with a student they did not compare their notes with. Give each pair 5-6 minutes to take turns asking and answering the questions. Tell students that they should write what their partner says in the table next to Exercise 11. Encourage students to ask one or two more questions if they have time. Monitor as students do this and make notes of anything you feel you want to talk about during feedback. Tell students to repeat this activity with another partner.

#### Feedback

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones.

Student's own answers.

### OUTCOMES

- identify words about jobs, work, studying and work experience
- scanning for specific information

### OUTCOMES

Ask students to focus on the outcomes. Tell students that the first outcome will help students understand better descriptions about jobs, work and studying. Tell students that this is a common topic in English exams. Ask students to look at the second outcome. Tell students that when reading, one important skill is to be able to search for and find specific information in a text. Tell students that they are going to learn how to improve these skills.

**12** This exercise builds students' vocabulary of jobs. Put students into pairs to complete this exercise and give students 2-3 minutes. Monitor as students do this.

#### Feedback

Allow students to volunteer or nominate. Confirm answers only after inviting other students to say if they agree or to offer alternative answers.

- |                        |                               |
|------------------------|-------------------------------|
| 1 video games designer | 2 helping elderly people      |
| 3 sports coach         | 4 lifeguard 5 sales assistant |

**13** This exercise is a gist reading activity. This is commonly done when reading and listening. It gives students an easier more general reading task before a more in-depth later one. Tell students to only read the introduction and give students 1-2 minutes. Ask students to read individually before comparing their answers together in pairs. Monitor as students discuss their answers.

#### Feedback

Conduct feedback as described above in Exercise 12.

- |  |
|--|
| 1 Gives people advice about jobs and careers.  |
| 2 Explain how young people can use their summer holiday to get useful work experience. |

**14** This exercise gives students practice of skimming a text to get the main idea. Ask students to read the Tip Box before students do the activity. Make sure students know that they do not need to understand every word as this is just a skimming exercise. Highlight to students that they only have 2 minutes to complete the exercise and that they do not need to understand every word. After 2 minutes, ask students to answer the questions in pairs. Monitor as students do this.

#### Feedback

Conduct feedback as described above in Exercise 12.

- |  |
|--|
| 1 It gives you the opportunity to earn money and gain useful work experience / learn new skills. It helps to find a job. |
| 2 Five / 5   |

**15** This exercise gives students advice about the strategy needed for *True*, *False* and *Not Given* questions. Ask students to follow the instructions. For weaker students, you may want to stop after each step to make sure they are following and have understood. Ask students to also look at the Tip Box. It is often a bit confusing for students to differentiate between *False* and *Not Given*. This box gives important advice here.

### Feedback and alternative

As there are no answers to check, make sure that students understand the steps. You could ask students to close their books and then you could ask them to try to remember the steps to follow and provide feedback on this.

Alternatively, you could prepare a document with the steps from Exercise 15 cut up and their numbers removed. You could then ask students to put these in order and then check with the correct order in the box from Exercise 15.

- 16** This exercise gives students more in-depth and freer practice of answering *True*, *False* and *Not Given* questions. Ask students to do this exercise individually and give students 6-8 minutes to complete this. Ask students to then compare their answers and encourage students to give reasons for their answers. Monitor as students discuss their answers.

### Feedback

Allow students to volunteer or nominate. Confirm answers only after inviting other students to say if they agree or to offer alternative answers.

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

### OUTCOMES

- write an email in reply to a summer job advertisement

### OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson they will write an email in response to the reading text from the previous exercises. Tell students that in writing exams, students are often asked to write emails or letters. Students now have the opportunity to use the vocabulary and grammar learnt in this unit to write their email. The topic of jobs, work and study is a very common one in exams. Tell students that this lesson will help them to write emails about this topic better.

- 17** If you feel your students need a reminder of the jobs that the reading text from Exercises 13-16 described, put students into pairs and ask students to answer the following questions:

*Which jobs do you remember from the reading text?*

*Which job do you most want to do? Why?*

Give students 2-3 minutes and monitor as students discuss their answers. Nominate or allow students to volunteer answers. Invite other class members to give their opinions.

Now ask students to look at the job advert and read the instructions. Ask students to discuss in pairs what they will write about. Give students 3-5 minutes to do this. Monitor as students do this.

### Feedback

Invite students to contribute their ideas. You can allow students to volunteer or nominate.

Student's own answers.

- 18** This exercise gives students a model email to analyse to help students write their own email. In this exercise, students read

the email quickly to get the main idea. Give students 1 minute to encourage students to read quickly. Ask students to read the email individually and to compare their answer in pairs.

### Feedback

Allow students to volunteer or nominate. Confirm the answer after other students have been given an opportunity to comment to say if they agree with the answer or to offer an alternative answer.

hotel receptionist

- 19** In this exercise, students can analyse the model email in more detail. Give students 2 minutes to do this. This analysis will help students to write their own email by looking at the positives and negatives of the model. Ask students to do this individually and to compare their answers together in pairs. Give pairs 1-2 minutes to discuss their answers. Monitor as students do this.

### Feedback

Feedback can be given as outlined in Exercise 18.

She says which job she is interested in ✓

She says what skills she has. ✓

She uses a good structure – greeting to start the email and ends with her name. ✓

She uses the correct number of words. ✓

- 20** In this exercise, students read the instructions for writing their email. This will help students to prepare to write their emails.
- 21** Students write their email in this exercise. Either ask students to do this individually or in pairs. Give students 10-15 minutes to write their emails. Monitor as students write their emails and note down anything you want to talk about during feedback. Conduct feedback after Exercise 22.

Student's own answers.

- 22** After students finish writing, ask students to swap their emails with another student. With their classmate's email, ask students to read it and use the checklist to write advice. Then ask students to return the emails back to the writer.

### Feedback

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones.

### Alternative

Either ask students to write individually or put students into pairs to write their emails. Give students 10-15 minutes to do this. Give students a large piece of paper to write their email on. Monitor as students write to make sure students are on task, offer further support and to note down anything you wish to discuss during feedback. When students have completed their emails, stick the large papers onto the wall. When all students have finished and their emails are all on the walls, ask all students to stand up and move around the class and read other students' emails. Ask students to use the checklist for Exercise 21 to evaluate their classmates' work

Encourage students to give constructive comments to their classmates. Give students 10-15 minutes to move around the class and read and comment on each other's work. It's good practice to encourage students to read, comment on work and learn from each other. Getting students to stand up and move around also adds variety and changes classroom dynamics.

### Feedback

After students have done this, you can then look at individual emails and make comments. Encourage students to move around again and read the comments so that they can learn from these comments.

Student's own answers.

## GRAMMAR AND VOCABULARY

### OUTCOMES

- identify words about jobs, work, studying and work experience
- identify words about skills and abilities
- use *can*, *can't*, *could* and *couldn't*

## GRAMMAR AND VOCABULARY

### OUTCOMES

Ask students to focus on the outcomes. Remind students that the first outcome helps students to better describe their work and study experiences and preferences. It also helps students to understand better when reading and listening about work and study. Tell students that this lesson will help them to practise and build on this vocabulary. Ask students to look at the next outcome. Tell students that they will revise and practise using vocabulary for skills and abilities. Remind students that this is particularly useful when students describe themselves and others. In addition, tell students that the third outcome helps them to be better to talk about their present and past skills and abilities using the correct grammar – *can*, *can't*, *could* and *couldn't*. Tell students that in most speaking exams, students are expected to use these verbs accurately. Also, tell students that if they are familiar with using these verbs correctly, it will help them to better describe skills and abilities when writing as well as better understand skills and abilities being described when reading and listening.

**01** Exercise 01 helps students revise vocabulary for skills and abilities. If you want to give students a preparatory exercise before they complete Exercise 01, ask students to work in pairs to remember three-five skills and abilities that they learnt in this unit. Give students 2-3 minutes to do this. Allow students to volunteer their answers or you can nominate.

For Exercise 01, put students into pairs and give them 5-6 minutes. Monitor as students complete this exercise.

### Feedback

Nominate or allows students to volunteer answers. Invite other students to say if they agree with answers given by classmates or to offer alternatives. Then confirm answers.

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

**02** This exercise helps students revise and learn verbs used in phrases related to study. Put students into pairs and give students 4-5 minutes to complete this. Monitor as students do this.

### Feedback

Follow the feedback procedure from Exercise 01.

1 passed   2 studying / finishes   3 get   4 taught  
5 learn / take   6 failed / take   7 started / learn  
8 starting

**03** This exercise helps students to build their vocabulary for jobs. As before, put students into pairs to complete this and monitor. Give students around 3-4 minutes.

### Feedback

As before, nominate or allow students to volunteer answers. Invite other students to comment on answers given. Then confirm the correct answers. Focus on helping students with the correct pronunciation and drill if necessary.

1 receptionist   2 doctor   3 waiter   4 teacher  
5 lifeguard   6 shop assistant   7 cleaner   8 chef

**04** This exercise focuses on vocabulary for work-related skills and experience. Ask students to read the job adverts first and to discuss in pairs what they think the missing words are by looking at the words in the box. Give students 4-5 minutes to complete this. Monitor as students do this.

### Feedback

Follow the feedback procedure from Exercise 03.

1 experience   2 hard-working   3 long hours  
4 speak another language   5 friendly and helpful  
6 sports, art or music   7 energy   8 weekend

**05** This exercise helps students to correctly use prepositions in phrases related to work and jobs. Put students into pairs to complete this. Monitor as students complete the exercise.

### Feedback

As before allow students to volunteer or nominate. Don't confirm answers until other members of the class have had the opportunity to say if they agree or to offer an alternative answer.

1 at   2 at   3 in   4 on   5 in/at   6 at   7 at

**06** This exercise helps students revise and build vocabulary related to jobs and work. Put students into pairs and monitor as students do this. Give pairs 3-4 minutes to complete this. Try to encourage students to discuss in pairs why they think this is the correct answer.

### Feedback

Follow the same feedback procedure as outlined in the previous exercise.

Restaurant – waiter, tables, chef, meal  
Hotel – receptionist, rooms, guests, lift, cleaner  
Shop – cash, desk, clothes, changing rooms, shop assistant

**07** These following three exercises focus on the grammar learnt in the unit. If you feel students need more support, you can ask students to read the grammar box again in Exercise 08 of the main unit. Put students into pairs to complete this exercise and give pairs around 3 minutes to do this. Monitor as students do this.

**Feedback**

As before allow students to volunteer or nominate them individually. Don't confirm answers until other members of the class have had the chance to say if they agree or to offer an alternative answer.

1 Can you 2 I can 3 I can't 4 can you 5 I can

**08** This exercise gives students more practice of correctly using the verbs learnt in the unit. Put students into pairs to do this and encourage students to give reasons for their answers. Monitor as students do this.

**Feedback**

Follow the procedure for feedback described in the previous exercise.

1 can 2 can't 3 couldn't 4 couldn't

**09** Put students into pairs to do this exercise and give pairs 3-4 minutes. Encourage students to give reasons for their answers. Monitor as students do this.

**Feedback**

Use the feedback procedure described in Exercise 07.

1 x, can 2 ✓ 3 ✓ 4 x, could they 5 ✓

# UNIT / 08: HEALTH AND MEDICINE

## OUTCOMES

- identify speakers' attitudes and feelings

## OUTCOMES

Ask students to focus on the outcome of the lesson. This outcome is often needed when doing English listening exams. Students will often be asked to listen to more than one speaker and match spoken opinions, attitudes and feelings to each speaker. Check that students understand the meaning of 'attitudes' and 'feelings'. You may want to show how these are different from facts. Write on the board the following sentences:

1. *London is the biggest city in the UK.*
2. *I don't like the weather in London.*

Ask students to choose which sentence is an attitude (2) and which one is a fact (1). Tell students that verbs showing attitudes and feelings can include:

*think, feel, like / don't like, love, hate, believe*

You can write these on the board and ask students to make sentences using them. Ask students to do this in pairs. It may be a good idea to tell students that the other outcomes related to listening will be looked at later in the unit.

## LEAD-IN

**01** Ask students to look at the pictures and say what they see.

If possible, try to show the pictures on a large screen – you can use a smartphone to take a picture and then email it to yourself to save an electronic copy on your computer. Students should try to name the activities in the pictures and think of other sports or fitness activities. You can nominate students or allow them to answer freely but it is important to do this with the whole class at this stage.

Next, put students into pairs or threes and ask them to answer the questions. Monitor to make sure that students focus on healthy activities as well as sport. Also, if necessary, encourage students to talk about activities they enjoy and don't enjoy (like or don't like) doing and to give reasons. You may want to demonstrate to students that they should use the *-ing* form of the verb after *enjoy* and *don't enjoy* but that they can either use the *-ing* form of the verb or *to* plus infinitive after *like* and *don't like*. Again, you can monitor to make sure that this is done correctly.

Student's own answers.

### Alternative

You can select a number of suitable images from the internet and use these to generate open class discussion and to help with the development of related vocabulary. Again, this works well if you can show the pictures on a large screen.

**02** Explain that the listening in Exercise 02 is a shorter, easier listening before the exam style listening in Exercise 03.

### Listening script [14]

*Samantha: Hello, Tom.*

*Sarah: Hi, Tom. Where are you going?*

*Tom: Hi, Sarah. Hi, Samantha. I'm going to the sports centre.*

*Sarah: Oh, great. I'm thinking of joining the gym there.*

*Tom: Really? Why don't you come with me and get some information about it?*

- |                        |                   |
|------------------------|-------------------|
| 1 to the sports centre | 2 joining the gym |
|------------------------|-------------------|

**03** Tell students that they are going to listen to the next part of the conversation. Ask students to look at the table and to focus on the opinions 1–6. Tell students to pay attention to the Tip Box. Check students understand the meaning of the phrase 'key words' in the Tip Box. You can do this by using the example given or write alternatives on the board. Explain to students that identifying key words in exam questions or tasks is very important for listening exams and that it should be done before they start to listen. Ask students to check in pairs that the words they underlined are the same. Also, explain to students that in most listening exams, as in Exercise 03, the questions and tasks are in the same order that students hear in the conversation.

Check that students understand that they need to put a tick ✓ in the table to show which speaker gave the opinion. You may want to ask questions to check understanding. This is useful when instructions are complicated. You can ask the following:

*How many people will speak? (three)*

*Who? (Samantha, Tom and Sarah.)*

*What will you do if Samantha says she thinks that joining the gym is too expensive? (put a tick ✓ under her name.)*

It may be useful to use the first opinion as an example. Play the recording until this opinion is heard. Ask students to discuss their answer in pairs first and then as a whole class either nominating students or asking for volunteers to answer. Nominating students lets you check the understanding of weaker students and gives opportunities to quieter students to answer. Tell students to complete the exercise, and play the rest of recording.

### Feedback

Once the recording has ended, you can ask students to compare their answers in pairs. Monitor to see if students need to listen an additional time before checking the answers with the whole class. This can again be done by nominating students or by allowing students to volunteer.

## Listening script [15]

- Sarah:** Ok, thanks. Did you join the gym?
- Tom:** Yes, I did. It's got really great equipment – all very modern and new. However, it is a little bit expensive – almost forty pounds a month, and that's with a student discount... But I've been every day since I joined.
- Sarah:** £40 a month! That is expensive. However, if you think it's a good gym, maybe I'll try it.
- Samantha:** Well, I think £40 a month is way too much. I don't know why people spend so much money on a gym membership, when they can exercise in the park for free.
- Tom:** I've tried running in the park, but it was really boring! I prefer to exercise with friends because it encourages me to work harder.
- Sarah:** I prefer to do exercise with friends as well – it's much more fun than exercising alone.
- Samantha:** But it's not just running. They have group exercise classes there in the park in the morning. Exercising outside is better because you get lots of fresh air. And you can exercise with a personal trainer, too.
- Sarah:** That sounds good. I think I'd like to have a personal trainer. How much does one cost?
- Samantha:** I pay £20 an hour.
- Tom:** £20 an hour! Doesn't that work out to be more expensive than joining the gym?
- Samantha:** It is expensive, but I think that it's worth the money. You can find out which type of exercise is best for you, and you can get some really useful advice on diet, too.
- Sarah:** That does sound useful. I need some advice on my diet – it's not great at the moment. And I know that a healthy diet helps you get fit.
- Samantha:** I can give you the email address of my personal trainer if you want.
- Sarah:** That's great! Thanks Samantha.
- Tom:** What about the gym? Do you think you'll join it?
- Sarah:** Yes – I think I'm going to try both.

- |                      |         |         |            |
|----------------------|---------|---------|------------|
| 1 Samantha           | 2 Tom   | 3 Sarah | 4 Samantha |
| 5 Samantha and Sarah | 6 Sarah |         |            |

## OUTCOMES

- identify health activities and ways to relax

## OUTCOMES

Ask students to look at the outcome of the lesson. In spoken English exams, it is important that students are able to speak about different topics. Health is a common topic and it is

important for students to be able to give full answers and demonstrate a good range of vocabulary related to the topic. Explain to students that this outcome will help them to be able to talk about this topic more easily under exam conditions and general conversation as well as being necessary for the speaking, listening and reading tasks in this unit. Tell students that this part of the unit focuses on *health activities* and *ways to relax* will be covered later in the unit.

## LEAD-IN

Ask students to think of activities that people can do to stay healthy. Encourage students to give spoken answers of a few activities before directing students to look at the pictures in Exercise 04. You can do this by saying the following:

*Tell me some activities that people do to stay healthy.*

*OK, good. What else?*

This is a good way to share ideas as a class and prepare for the next activity.

- 04** Ask students to match the pictures with the activity words in the box. You can do the first one as an example together with the class to make sure that students understand what they need to do. Ask students to do this activity in small groups of 2-3 people. Monitor each group and listen closely to pronunciation of each of the phrases.

## Feedback

It's a good idea to show the pictures on a large screen if possible during feedback. Either nominate students to answer or allow students to volunteer answers. When giving feedback, focus firstly on students correctly matching the pictures with the activity words and then on the pronunciation of the phrases. This is important as students will be using these phrases in the following speaking activity. You may want to drill chorally, ask students to repeat verbally as a group what you say and / or individually, if there are any pronunciation issues that you want to address. One good way of doing this is to follow this procedure:

1. *You pronounce the word(s). Students listen to your model but do not repeat.*
2. *You say the word(s) again and students repeat after you.*
3. *You nominate individual students to repeat.*
4. *If students have problems with the pronunciation, ask them to try again and you can remodel it or ask other, stronger students to model.*

These steps can help to improve pronunciation and can be a fun way to add variety. Doing this in groups and then individually helps to build up confidence and also allows you to focus on individual needs.

- |                            |                    |
|----------------------------|--------------------|
| 1 eat fruit and vegetables | 2 play basketball  |
| 3 enjoy art and music      | 4 go cycling       |
| 5 play tennis              | 6 drink water      |
| 7 watch TV                 | 8 get enough sleep |

You can use the following phonemic script as support for pronunciation of the words and phrases. There are many online dictionaries which also offer recordings of words for further support. You do not need to show students the phonemic script, unless this is something you regularly do in class and students are familiar with.

play tennis /pleɪ 'tɛnɪs/

go cycling /gəʊ 'saɪklɪŋ/

watch TV /wɒtʃ 'ti: 'vi:z/

play basketball /pleɪ 'bɑ:skɪt,bɔ:l/

drink water /drɪŋk 'wɔ:tə/

enjoy art and music /ɪn'dʒɔɪ ɑ:t ənd 'mju:zɪk/

eat fruit and vegetables /i:t fru:t ənd 'vedʒtəblz/

get enough sleep /get ɪ'nʌf sli:p/

- 05** Ask students to work in pairs to discuss the three questions. Monitor and encourage students to give full answers where possible. In speaking exams, it is a good idea that candidates don't just give one or two word answers but try to say more and give more details, examples or reasons. You can give students a model first by doing the first question with a stronger student. In addition, if you think it is necessary, you can write on the board the following language structures.

*I do / verb ... every day / weekend ... once / twice a day / week / month ...*

*I think / believe ... because ...*

*X would be a good idea because ...*

### Feedback and extension

When monitoring, you can write a list of frequent errors made by the class and after the exercise has finished, you can write sentences containing them on the board along with some correct sentences. Ask students to identify the correct sentences and then to correct the sentences containing the errors. This is a good way of giving feedback to students and respond directly to their errors and needs. By adding correct examples, it gives students more of an interesting challenge rather than simply making corrections.

In addition, you can provide open-pair feedback, where pair work is done in front of the class. This is a very good way of encouraging students to listen to each other and offer support and advice. It is particularly effective if you do not make corrections until you ask other students to offer help. Follow this procedure:

1. *Select students from different pairs (from different parts of the classroom so everyone can see and hear) to ask and answer a question while the class watches and listens.*
2. *You can invite comments and corrections from other students or if you think it is more appropriate, ask students to self-correct.*
3. *You can then make corrections if necessary.*

Student's own answers.

## OUTCOMES

- understand a writer's views
- answer multiple-choice questions
- recognise distractions

## OUTCOMES

Ask students to focus on the outcomes of the lesson. Explain to students that the first outcome is very useful when doing reading exams. Point out that students are often asked questions about the writer's opinion in exams as well as comprehension questions. Tell students that this is different to answering comprehension questions as students need to look at the whole text more generally and find clues to support their answer. Comprehension questions in exams ask about more specific details.

The second and third outcomes are very common skills which students need for many English exams. Tell students that it is often used in reading and listening exams but that the focus here will be on reading. You may want to ask students if they prefer multiple-choice or open questions. Give students the following examples:

1. *What is the population of London?*

A. *10 million*

B. *9 million*

C. *14 million*

You could also discuss strategies students can use. It is a good idea to point out to students that while many may think multiple-choice is easier, it can also be challenging and students need to use effective strategies. Explain the word *distractor* to students. Distractors or *distractions* are answers in multiple-choice questions which are incorrect. They are often designed to be attractive to students as there may be a mention of them in the reading text or listening recording. This can be done very simply. Write the following on the board:

*London's population is expected to be 14 million in 10 years but at this moment it's only around 9 million.*

*Question: What is the population of London?*

*Answer*

A. *10 million (distractor)*

B. *9 million (correct answer)*

C. *14 million (distractor)*

Ask students the meaning of a distractor. Students should say that it is not just a wrong / incorrect answer but they should say that a distractor can also be a word in the reading text.

## LEAD-IN

Write on the board *Doing exercise helps you do well in exams*. Ask students to say if they agree or disagree with the statement and to give reasons. Students can discuss this in small groups first before answering.



**06** Before students read the text, direct them to the Tip Box and the Tip about *skimming* and *scanning*. Both are very important reading skills students need for exam reading exercises. Check that students understand the difference between the two. *Skimming* is quick selective reading to find out the main idea of a text. *Scanning* is searching for and finding specific words and phrases in a text. Ask students to imagine looking for their name on a list of 100 students.

Then ask students to scan the essay to identify which activities from Exercise 04 are mentioned. To make sure students *scan* rather than read slowly, set a 30 second time limit and stop students after this time. Ask students to compare their answers and then provide feedback by either nominating students to answer or by allowing students to volunteer answers.

watching TV / go cycling / play tennis / get enough sleep

**07** Tell students to look at the questions about the writer's opinion. Ask students to then *skim* and *scan* the text and answer the questions. To make sure students skim rather than read slowly, set a time limit of 60-90 seconds. Ask students to compare their answers and then provide feedback as before.

- 1 disagree
- 2 The writer says that sports lessons make students healthier and helps students feel less stressed.

It is a good idea for students to skim read a text before answering questions as this may help them with understanding a text better and may also save time. Scanning is a skill that can be very useful when a student knows what they are looking for and wants to find it in a text. In exams, this is typically when searching for key words in a question.

**08** Tell students that they will now answer questions based on the same essay. Before they do this, ask students to read the Tip Box and the Tip about multiple-choice questions. Remind students that distractors for multiple-choice questions are incorrect answers that are designed to possibly be attractive for students because they contain some of the key words in the question.

Ask students to look at the exam strategy box and advice. This advice shows a step-by-step process that students should follow when answering multiple-choice reading questions. It would be a good idea to show this box on a larger screen. Make sure students understand the idea of keywords. Show the highlighted keywords from the example question.

### Alternative

It is important that students follow this strategy so you could do an extra / alternative activity to help students to remember and use it automatically. You could take the exam strategy box and reorder the advice and ask students to – without looking at the book – put the instructions in order. Alternatively, you could delete one or two words for each instruction, either verbs or nouns, and ask students to work together to guess what the missing word is.

**09** Ask students to follow this strategy in order to answer questions 1-4. You could do the first question as an example and ask students what instructions to use. Ask students to work individually and then to check their answers together in small groups. Monitor to check that they are following the advised strategy.

### Feedback

You can go through the answers by nominating students to answer or allowing students to volunteer answers. Another possibility is to give students the answers A, B or C and ask them to explain why these are the answers. Locating the answers in context from the essay can be helpful for students when trying to practise the strategy and to understand why a particular option is the answer and not a distractor.

1 C    2 B    3 B    4 A

Question 1, Answer C:

So many young people these days don't do enough exercise outside school. I know that many of my friends would rather spend their free time indoors, in front of their computer screens or the television than to go out on their bikes, or to the park for a game of tennis.

Question 2, Answer B:

An increasing number of young people today are becoming overweight and suffering from health problems. There are a lot of articles about improving young people's diets, but people often forget that regular exercise is equally important.

Question 3, Answer B:

It is well known that people who do regular exercise feel happier and less stressed than those who don't.

Question 4, Answer B:

In conclusion, I strongly believe that students who have important exams should continue to have sports lessons, since regular exercise is good for their bodies and minds.

### OUTCOMES

- use modals *should / shouldn't* and *have to / don't have to*

### OUTCOMES

Ask students to focus on the outcome. In this unit, this outcome is divided into *should / shouldn't* and *have to / don't have to*. This lesson will focus on the first part of the outcome. Tell the students that *have to / don't have to* will be covered later in the unit. Explain to students that in English exams, it is very likely that students will need to give suggestions or advice. This can be when writing or speaking. It is important that students can use this grammar structure correctly. This lesson is designed for students to notice the grammar rules and uses of *should* and *shouldn't*.

**10** The statements in this exercise come from the essay in Exercise 06. Each sentence contains *should*, *should not* or *shouldn't*. Ask students to underline the correct option for sentences one-three. At this stage, do not tell students the answers. Let students volunteer answers and ask if other students agree.

1 bad    2 wants    3 not to go

**11** Ask students to check their answers by reading the grammar box. This guided discovery approach to grammar, whereby students are not just told the rules but are encouraged to *notice* them, should lead to more effective learning. Ask students to compare their answers together and allow some time for discussion in groups. You can now give feedback by nominating students to answer or allowing students to answer freely. Ask students to pay particular attention to the rules in relation to word order for questions and verb forms after using *should* / *shouldn't*.

**12** This exercise aims to check understanding of the grammar rules. When giving feedback, it is a good idea to ask students further questions to confirm that they understand. Write *it is a good idea* and *it's not a good idea* on the board. When you go through the answers, ask students to say if it *is a good idea* or *not a good idea* to make sure that the meaning of *should* / *shouldn't* is understood.

1 should    2 should    3 shouldn't    4 should  
5 shouldn't

### Extension

The next part of the lesson focuses on using the grammar in a speaking exercise so an extra extensive activity here is not necessary. If you do want to provide a short extension, ask students to work together to create three-five good ideas and three-five bad ideas for any of the following or similar: *doing well in exams*, *being a successful sportsperson*, *having a long and healthy life*.

### OUTCOMES

- use modals *should* / *shouldn't* and *have to* / *don't have to*
- describe a picture

### OUTCOMES

As with the previous part of the unit, these outcomes help students to give advice using *should* and *shouldn't*. This time, it is when speaking. In many English speaking exams, students need to give advice or make recommendations.

In addition, it is very common for students in speaking exams to speak for over a minute about a topic. This is often based on describing a picture. It is important for students to understand how to approach this type of task. Answers need to be well structured as well as demonstrating good language skills.

### LEAD-IN

Tell students to look at the photo in Exercise 13 - this works well if it can be put on a larger screen - and ask students to comment on what they see. Other than any language corrections, there is no need to provide any more feedback at this stage.

**13** Ask students to first individually read the sentences A-C and put them in order. Then put students in pairs or small groups to compare and check. Encourage discussion as this can help students understand and develop effective strategies. Allow students to give reasons for their choices before you provide the answers.

C    B    A

**14** Ask students to read the Tip in the Tip Box about describing a picture. Tell students it is important to add details and to give opinions and reasons when describing a picture. Ask students to think about what words and phrases they can use to do this. Ask students to read and follow the instructions to describe the two pictures. Ask students to work in pairs. One student talks for 1-2 minutes about the picture and the other student listens and says what advice in the Tip Box was and was not followed.

### Feedback and extension

Monitor and write a list of common errors made by the class. Write a list of sentences or phrases with these errors and mix them with correct sentences. Ask students to select the correct ones and correct the ones with errors.

In addition, you can provide open-pair practice to encourage students to listen to and help each other. Select students from different pairs to ask and answer a question while the class watches and listens. You can invite comments and corrections from other students or if you think it is more appropriate, you can make corrections if necessary.

### Alternative

Using the model answers above, you can cut up the parts and ask students to put them in order. You can mix the two model answers together or keep them separate. Another option is to remove words, phrases or sentences to support students if they need more help and structure. As these are not full answers, you can ask students to add more information to them.

### OUTCOMES

- identify health activities and ways to relax

### OUTCOMES

As noted before with the vocabulary of this unit, this outcome is particularly useful when speaking and writing in English exams, but this vocabulary is also needed for listening and reading exams. The topic of health is very commonly used in exams as well as in general conversation. Tell students that this part of the unit will focus on vocabulary about *ways to relax* and explain that this vocabulary will be needed in the following listening exercises.

## LEAD-IN

Write on the board *Five ways to relax*. Check students understand what relax means. Ask students to say what they think people should do to relax.

- 15** You can display the pictures on a large screen and ask students to say what the activities are before they look at the options in the box. Students can discuss their answers together. Monitor and focus on pronunciation as some of these words will be in the following listening section.

### Feedback

If possible, show the pictures on a large screen during feedback. Either nominate students to answer or allow students to volunteer answers. When giving feedback, focus firstly on students correctly matching the pictures with the activity words and then on the pronunciation of the phrases. You may want to drill chorally and / or individually if there are any pronunciation issues that you want to address.

- |               |                 |               |
|---------------|-----------------|---------------|
| 1 do exercise | 2 drink tea     | 3 read a book |
| 4 do yoga     | 5 go for a walk |               |

drink tea / drɪŋk ti:/

do yoga / du 'jəʊgə/

go for a walk / gəʊ fər ə wɔ:k/

do exercise / du 'eksəsaɪz/

read a book /'ri:d ə 'bʊk /

### Extension

You can either use the activity suggested here now or as a lead-in for the next part of the lesson (Exercise 16).

Write the following questions on the board:

*Which of these activities is the best to relax? Why?*

*Which ones do you usually do?*

*Which ones do you want to do (more)? Why?*

Ask students to look again at the pictures in Exercise 15 and answer the questions.

Put students into pairs, monitor and focus on pronunciation.

## OUTCOMES

- answer multiple-choice questions
- recognise distractions

## OUTCOMES

Ask students to focus on the outcomes. The first outcome is the same as for the reading exercise (Exercise 06) earlier in the unit. However, here the focus is on answering multiple-choice questions when listening. Tell students that in listening exams, it is very common to have multiple-choice questions.

The second outcome again is similar to recognising distractions in reading exams. Tell students that in a listening exam, they need to be able to recognise which are distractors and which is the correct answer.

## LEAD-IN

If you haven't already used the Extension for Exercise 15, you could use the activity here.

Put students into pairs, monitor and focus on pronunciation.

- 16** Check that students understand the instructions. To make sure students know what they need to do, you can ask the following questions:

1. *How many speakers will you hear? (five)*
2. *What will they be talking about? (ways to relax)*
3. *What will you write next to their name? (activities from Exercise 15)*

Ask students to check their answers together in pairs. Monitor and if students are not able to get most of the answers correct, play the recording a second time.

After the recording, check the answers with the whole class.

### Listening script [16]

**Jim:** *When I need to relax, I usually read a book. I believe that reading can also change your mood. For example, a good novel can make you forget about all of your worries and a funny story can make you feel happy. If you're feeling sad, you shouldn't read a sad story though, as this will make you feel worse.*

**Elena:** *For me, doing yoga is the best way to relax. You don't even have to spend a long time doing it to feel the benefits – even five minutes of breathing exercises can make a difference. Doing yoga will help you breathe deeply, which is the fastest way to feel more relaxed. You can do yoga classes in many different places. It isn't expensive either! Many sports centres offer yoga classes at a low price. You have to find a good teacher though – that's really important.*

**Kate:** *I think that doing regular exercise is the best way to relax. It's good for the body and also for the mind. After a short run or work out we feel more relaxed and happier. Often a person's reason for not doing regular exercise is they don't have enough time. However, you can always find ways to do more exercise, like walking instead of getting the bus or driving.*

**Mike:** *When I am feeling stressed at work, I go straight outdoors for a walk in the park. Breathing fresh air and looking at nature helps me to deal with my problems. Being active for just twenty minutes outside is enough to make you feel healthier, but the longer you spend, the better. I try to spend half an hour every day exercising during my lunch break. I can't spend the whole hour outside, because I don't always have time. Everyone should give it a try.*

**Mark:** *When I want to relax, the first thing I do is make myself a cup of tea. I think green tea makes me feel calmer than black tea, but all types of tea can make you feel less stressed. A recent study found that people who drink tea during stressful times are much more relaxed than those who don't. You shouldn't drink tea at night though, or you may find it difficult to sleep.*

- |                 |             |               |
|-----------------|-------------|---------------|
| 1 read a book   | 2 do yoga   | 3 do exercise |
| 4 go for a walk | 5 drink tea |               |

**17** Before students listen again, ask them to read Tip Box 17 about multiple-choice questions for listening. Explain that the Tip or strategy is quite similar to multiple-choice questions when reading. Ask students to read the questions and identify the key words. It is a good idea to do the first question together. Write the question on the board with the multiple-choice answers and underline the key words when students correctly identify them.

### Feedback

Ask students to check their answers in pairs or small groups. Monitor to see if students need the recording to be played an additional time before checking the answers with the whole class.

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 1 C | 2 B | 3 A | 4 B | 5 A |
|-----|-----|-----|-----|-----|

### Alternative and extension

Before giving students the answers to Exercise 17, it could be a good idea to give students copies of the script or show it on a large screen. Students can read the script to identify the answers to Exercise 17. In addition, students can identify the distractors. This can be useful for them to have a better understanding of listening exams with multiple-choice questions.

You can ask students to compare multiple-choice questions for reading and listening exams. Tell students to look again at the reading multiple-choice questions in Exercise 09 and compare them with the multiple-choice questions in Exercise 17. Ask students to reflect on what was the same and what was different. Students can discuss together in small groups.

Possible answers:

Same: In listening exams, students can read the questions and underline the key words. Students usually need to select one option and there are distractors used.

Different: In listening exams, students can't scan for the information. They usually only hear the recording once and can't go back to it later.

### OUTCOMES

- use modals should / shouldn't and have to / don't have to

### OUTCOMES

Ask students to focus on the outcome. Tell students that we have already looked at *should* and *shouldn't* in this unit but we are now going to focus on *have to* and *don't have to*. Explain to students that this grammatical structure is also very commonly used in spoken and written English and students need to know how to use it for English exams. It is

important for students to be able to speak about rules and obligations and to be able to recognise them when listening and reading.

**18** This exercise helps students to identify when and how to use *have to* and *don't have to*. Ask students to read the grammar box. Make sure students understand that *don't have to* is not an obligation and not similar to *must not*. This can be done by writing the following on the board:

1. *You must not use a dictionary in class.*
2. *You don't have to use a dictionary in class.*

Ask students to say which sentence means that students can choose to use a dictionary in class (2). Then ask students to say which one means students are not allowed to use a dictionary in class (1).

Also, explain to students how the verb changes for third person singular *he / she / it*. Students can do this exercise in pairs or small groups or they can do it individually before checking together. Check the answers with the whole class. To make sure students understand the meaning and use, after each question, check students' understanding by asking the following concept checking questions:

*Is it a choice?*

*Is it a rule?*

*Is it something I need to do?*

*Is it OK if I don't do it?*

- |           |                 |                  |
|-----------|-----------------|------------------|
| 1 have to | 2 don't have to | 3 Do you have to |
| 4 has to  | 5 don't have to |                  |

### Extension

Ask students in small groups to think about a sport they know or play. Ask students to write three rules for the sport. Sentences about the rules could be:

*The are many rules. The rules are difficult ... Players / You have to ...*

Then ask students to also add two sentences to show that players have a choice. Sentences about these could be:

*Players / You don't have to ...*

Each group then describes the rules without saying the name of the sport. The rest of the class then needs to guess the name of the sport. Make a note of any errors and provide feedback where necessary.

### OUTCOMES

- write an email in reply to a friend to give advice

### OUTCOMES

Ask students to look at this outcome. Tell students that in many written exams, questions concerning modes of communication, such as emails or letters are common, with emails being the most frequent.

A method to highlight the importance of email writing is to ask students to name the top three ways they communicate in writing with other people. Explain to students that writing emails in English is possibly different in terms of structure and content compared to students' own language(s). Tell students that it is as important to use the correct structure for an email as it is to use good language. Giving advice, as discussed earlier, is also a very common function for both exams and general English.

### LEAD-IN

Explain to students that a person called Alice has sent an email asking her friends for advice about being healthy. Tell the class that, at the moment, Alice does the following:

*Plays computer games all day*

*Doesn't eat fruit and vegetables*

*Plays sport*

*Studies a lot*

Ask students to discuss together in groups what activities Alice does that are good for her health and what activities are bad for her health. Also, ask students to make some suggestions about what other healthy activities Alice could do. You could create a collage of pictures from the internet of a girl / woman who does the activities mentioned. This can be displayed to help discussion. Ask each group to give their comments and advice. Provide feedback where necessary.

- 19 Ask students to read the email to Alice from Helen. Tell students that they should read the email and answer the question about which activities Helen says are a good idea.

tennis and basketball (playing sport)

- 20 Tell students that they are going to write an email to Alice. Ask students to first read the instructions. Focus students' attention on the word count 80–100 words and tell them that they should try to write closer to the upper limit but not above it and certainly not below the lower limit. Give students some time to write their email.

Student's own answer.

#### Alternative

Before asking students to write the email, you can use the instructions as a checklist. Use the checklist to say if Helen's email was good or not - you can print out the list in Exercise 20 and add a box after each instruction for students put a tick ✓ in. This checklist can also be used for Exercise 21.

- 21 Ask students to compare their emails. Students should read another student's email, say what grammar and vocabulary was used, and give advice about how to improve the email.

Student's own answer.

Possible answer:

Hi Alice,

I think you should go cycling because it's a good way to be healthy. You should also do yoga because it will help you to relax. You shouldn't watch television all day. You have to get enough sleep every night. You don't have to get up early in the morning but you should sleep for around 8 hours.

If you stay healthy, you won't feel tired and you will feel very happy. You will have lots of energy and you will sleep well at night.

Take care,

Jorge

(90 words)

### Feedback and extension

Students can also use the checklist from Exercise 20 (see above) to help them to give advice when they read other students' essays. Monitor to identify common class errors. These could be written on the board for students to correct or comment on.

As an alternative to collecting students' emails and correcting them individually, ask students to work in groups of two-three and to rewrite the email based on the feedback from partners. This works well if it is done on large pieces of paper that afterwards you can put on the walls. After this is complete, ask students to read other students' emails and make comments. You can then add comments to the emails on the walls and students can read them.

In addition, you can use the model given as a possible answer above. Cut the model up for students to reorder or you can remove words or phrases, e.g. *should*, *shouldn't*, *have to* and *don't have to* or certain items of vocabulary for activities and students then have to complete it. For weaker students, you can use the model as a way to help them structure the email. Keep the first and / or last line of each paragraph and ask students to complete the email. Show students the full model after they have finished.

### GRAMMAR AND VOCABULARY

#### OUTCOMES

- identify health activities and ways to relax
- use modals *should* / *shouldn't* and *have to* / *don't have to*

### GRAMMAR AND VOCABULARY

#### OUTCOMES

Ask students to focus on the outcomes. Tell them that these have been covered in the unit but this lesson will extend on this and provide more practice. Tell students that they will look again at vocabulary for talking about health activities and ways to relax and look again at the grammar from the unit – modals for *should* / *shouldn't* and *have to* / *don't have to*. In addition

to these, explain to students that they will also look at other vocabulary from the unit. Tell students that everything they will do here will be from the unit including the reading and listening scripts. Explain to students that extra practice of language features of the unit will help them to improve their grammar and vocabulary.

It is a good idea for teachers to recycle vocabulary and to revise grammar with students. By doing this, you can check understanding and give students the opportunity to practise what they have seen and learnt in the unit.

Students who can show a greater grammatical knowledge and accuracy – in this case, *should / shouldn't, have to / don't have to* will almost certainly perform better in English exams. Likewise, students able to show a wider and topic specific vocabulary range – in this case health – are likely to do well in English exams. It can help with speaking and writing exams as it will allow students to write and say more effectively and it will also help with reading and listening tasks.

## LEAD-IN

Ask students to get into small groups. When students are in groups, ask them to think of as many health activities and ways to relax that they can remember from the unit. Do not let students look back at the unit or the grammar and vocabulary section yet. This is a good way to check what students have learnt and what they already know. By doing this in groups, students can also learn from each other. You could make this into a competition to motivate students and make this activity more fun. Give students a time limit 3–5 minutes and ask each group to write a list on paper – then ask students to give you the list. You could then write each list on the board or students could write their list directly onto the board. When giving feedback, give students a point for each correct answer. As Exercise 02 focuses on the correct use of verb and noun combinations, you can choose if you want to accept the full phrase, e.g. go to the gym or just the activity *gym*.

Possible answers:

go running, play basketball, do yoga, join a/go to the gym, do exercise, play tennis, go walk(ing)/go for a walk, go cycling, read a book, drink tea, eat fruit and vegetables, get (enough) sleep, enjoy art and music, drink water

**01** This activity tests students' understanding of the vocabulary for health activities and ways to relax. Ask students to complete the exercise and then compare with a partner. Monitor and note any pronunciation problems.

1 go cycling	2 do yoga	3 play tennis
4 play basketball	5 go for a walk	6 do exercise

### Feedback

You can nominate students to answer or allow students to volunteer. When going through the answers, focus on pronunciation of the vocabulary. Particularly focus on words which you noticed that students were having some problems with when you monitored. You can drill chorally and individually.

**02** Write on the board the following:

I \_\_\_\_\_ *basketball every Monday.*

I \_\_\_\_\_ *cycling once a week.*

I \_\_\_\_\_ *lots of exercise in my free time.*

Ask students to work in pairs to decide what the missing words are. You can elicit that a verb is missing. Either nominate or allow students to volunteer. It is a good idea not to give immediate feedback here until a few students have answered. This allows you to check other students' responses to the same question. This is particularly important when there are very few questions but you want as many students as possible to try to answer. Rather than say: *yes, correct* or similar, ask other students: *is that correct? What do you think? / do you agree?* When you feel that enough students have answered, you can give the answer.

Tell students that A) *play* is often used for ball sports or competitive games B) *go* is often used with *-ing* activities and C) *do* is often used for non-competitive or leisure activities. However, tell students that there may be exceptions and other verbs used for other situations.

Then ask students to complete Exercise 02 in pairs. By doing this in pairs, students can discuss their reasons for their choices. It also makes it easier for you to monitor.

1 join	2 drink / do	3 eat / do	4 go / get
5 have (or, get) / get	6 play / go	7 get	8 drink
9 play			

### Feedback

Nominate or allow students to volunteer answers. Try to make sure potentially weaker students are given opportunities to answer. It is often difficult to balance this with strong students who want to answer every question. Nomination helps here but another possibility is to allow students to volunteer but then also to see if other students agree or disagree with this. You can then give students the answers.

**03** This activity focuses on identifying correct use of *should* and *shouldn't*. Before you look at the activity, write on the board the following:

1. *You should eat fruit and vegetables.*

2. *You shouldn't eat too much chocolate.*

A. *It's not a good idea.*

B. *It's a good idea.*

Ask students to get into pairs and to match 1 and 2 with A and B (1 B, 2 A). This is a quick way to remind students of the meaning of *should* and *shouldn't*. Quickly check student answers by nominating or allowing students to volunteer.

Read the instructions in Exercise 03 to students and then ask the following questions to check they understand:

*Are all the sentences correct? (No, some are incorrect.)*

*Are all the sentences incorrect? (No, some are incorrect.)*

*What should you do if the sentence is correct? (Nothing)*

*What should you do if the sentence is incorrect? (Change it. / Correct it.)*

If you feel students need further support, you can write question 1 on the board. Students can then work in pairs to decide if the sentence is correct and if not, they can work together to change it. Give pairs 2-3 minutes and monitor. Either nominate or allow students to volunteer answers. As before, don't confirm correct answers until a few pairs have answered.

Then ask students to complete the exercise. It is a good idea to do this in pairs so that students have an opportunity to discuss answers and you can monitor.

- 1 Incorrect – What should you eat to be healthy?  
 2 Correct    3 Incorrect – No, you shouldn't play on your computer for so long.    4 Correct    5 Incorrect – I think you should try it.

### Feedback and alternative

Students can be nominated or you can allow them to volunteer answers.

Alternatively, you may want to first see if students think that the sentences are correct or incorrect. This can be done by simply asking students to raise their hands. You could say: *who thinks this sentence / sentence 1 is correct? Raise your hand / put your hand up.* You could then give the actual number of correct sentences in this case two. Students can then go back into their pairs and decide if they want to change their answers.

If you are able to project images onto a whiteboard, try to project the exercise on the board or you can write the sentences on the board. You can do this by taking a picture of the page by using a smartphone and emailing a copy to yourself. You can then project this photo from your computer. Ask students to come up to the board nominate or ask for volunteers and make corrections to the sentences. Ask other students to comment or to come to the board to make alternative corrections. This is a way to get all students involved in the feedback.

### LEAD-IN

Tell students that the next exercise is a combination of *should* and *shouldn't* with some noun and verb combinations for healthy and unhealthy activities. Tell them that some of the healthy activities are from Exercise 01 and 02. Ask students to get into small groups and think of three-five unhealthy activities. Write a list of student answers on the board. Try to elicit watch too much / lots of TV and eat fast food. You can do this by showing pictures from the internet or describing both.

#### 04 Read the instructions and check students understand.

Possible questions you could ask are the following – stronger students may not need any or all of these questions but weaker students may need them:

- Do we need to use the words in the box? (Yes)*
- Do we need to only use the words in the box? (No)*
- Do we need to use should or shouldn't? (Yes)*
- Do we only need to use should or shouldn't (No)*
- Do we need to use should or shouldn't and the words in the box? (Yes)*

Ask students to complete the exercise individually and then compare their answers in pairs. As many of the previous exercises involved pair work, working individually adds some variety and stops students being too reliant on their partners. When students compare in pairs, you can monitor.

- 1 should drink    2 should get    3 shouldn't watch  
 4 should play    5 should ride    6 shouldn't eat

### Feedback

You can nominate or allow students to volunteer answers.

### LEAD-IN

Students will now look again at *have to* and *don't have to*. It is a good idea to remind students of the uses of this modal verb to show obligation or to show no obligation to do something. At this stage it is important to show students both *should* and *shouldn't* as well as *have to* and *don't have to*. This will help them to understand the similarities and differences between them. To do this, write the following on the board:

1. *You should drink five glasses of water every day.*
2. *You shouldn't drink five glasses of water every day.*
3. *You have to drink five glasses of water every day.*
4. *You don't have to drink five glasses of water every day.*
- A. *The speaker thinks this is a bad idea but says you can choose. The speaker is giving advice.*
- B. *The speaker says you cannot choose – you need to do this. The speaker is not giving advice.*
- C. *The speaker does not think this is a good or bad idea and says you can choose to do it if you want to.*
- D. *The speaker thinks this is a good idea but says you can choose. The speaker is giving advice.*

Ask students to get into pairs or small groups and match 1-4 with A-D. Give students a few minutes to discuss their answers. Student groups can then answer when nominated or volunteer their answers. As above, try not to tell students that they are correct or incorrect. Open the question to the class to say if they agree or disagree. This will allow more student participation in this activity and allow you to identify how much students understand. The key here is that *should* and *shouldn't* are used for advice but *have to* is used to show obligation. Make sure students do not confuse *don't have to* – no obligation – with *mustn't* – obligation not to do something. This is a typical mistake for many learners due to first language interference. The above exercise will help with this but see feedback for Exercise 05 for questions you can use to help students to understand this.

- 1 D    2 A    3 B    4 C

- 05 Ask students to complete the exercise. Students can do this individually and then check in pairs or work together in pairs from the start. It's important that students have an opportunity to discuss reasons for their answers. Monitor and note down any misunderstandings that your class may still be demonstrating.

## Feedback

If, when you monitor student discussion of the exercise, you notice that misunderstandings happen regularly across the class, you should address this by using similar sentences used in the Lead-in. You could personalise these sentences to your school and speak about rules students have to follow and don't have to follow as well as advice students are given – what they should do and what they shouldn't do.

Nominate students or allow them to volunteer answers.

To increase class participation as well as check class understanding, you should ask other students if they agree or disagree before confirming answers. In addition, ask the following questions:

*Can you / sports players choose to do this?*

*(no choice, 'have to': 1, 2, 5, 7)*

*(yes, a choice, 'don't have to': 3, 4, 6, 8)*

*Is it advice to do something? (no)*

1 have to	2 have to	3 don't have to
4 don't have to	5 have to	6 don't have to
7 have to	8 don't have to	

- 06** Tell students that they will read about the rules at school and university. Ask students to complete the exercise individually or in pairs. If individually, ask students to compare their answers. Monitor while they are discussing their answers.

## Feedback

Nominate students or allow them to volunteer answers.

To increase class participation as well as check class understanding, you should ask other students if they agree or disagree before confirming answers. In addition, ask the following question:

*Can you choose to do this? (yes, 'have to' / no, 'don't have to')*

*Do you have a choice? (yes, 'have to' / no, 'don't have to')*

*Is it advice to do something? (no)*

1 have to / don't have to
2 don't have to / have to

## Extension

In pairs or small groups, ask students to say what the rules are at school and what the rules are at university. On the board, write the following:

*At school, there are some rules. Students ...*

*At university, there are different rules. Students ...*

Ask students in pairs or groups to write three-four sentences to complete the sentences on the board. Tell each group that they need to use *have to* two-three times and *don't have to* one-three times. Give students 5-10 minutes to do this. After finishing, ask students to read out their rules to the class. Ask the class to listen to the rules and say if they prefer the school rules or the university rules that each group talk about. Ask students to say why as this will encourage them to use the language structures *have to* and *don't have to* in a more free context. This will help students

to be able to use these structures in freer spoken situations and to learn them more effectively. Ask 3-4 other students to comment on each group's rules as this will help with class participation. Listen for any errors and write a list. After the exercise, write the errors on the board and add some correct versions to the list. Ask students to decide which sentences are correct and to correct the ones that are incorrect. This is a way to respond to learners' needs and to provide further practice.

- 07** Ask students to complete the exercise. For variety and to make sure students are not too reliant on their partner, ask students to do this individually before checking in pairs. Monitor as students discuss their answers.

## Feedback

Nominate students or allow them to volunteer answers.

Again, ask if other students agree or disagree. This will encourage more class participation and you can check weaker students also understand. After confirming the answers, ask additional questions to check understanding:

*Is B giving advice to A to do something? (yes: 2, 3)*

*Is B giving advice to A to not do something? (yes: 5)*

*Does B think it is a good idea? (yes: 2, 3)*

*Does B think it is a bad idea? (yes: 5)*

*Does A have a choice to do it? (Yes)*

1 should	2 should	3 should
4 should	5 shouldn't	6 should

- 08** This exercise tests a number of phrases from the listening recordings and vocabulary exercises. Ask students to do this individually and then compare in pairs or in pairs from the start. Monitor when students are discussing together.

## Feedback

Students can volunteer answers or you can nominate.

Ask students to say the two sentence halves, e.g. the full sentence, rather than just the number and letter combination as this will help with learning the word combinations that are being tested here *do yoga*. Again, ask students to listen to each other's answers and say if they agree or disagree.

1 C	2 E	3 D	4 B	5 F	6 A
-----	-----	-----	-----	-----	-----

## Extension

Ask students to get into small groups. Tell students that they are going to put the sentences 1-6 into two groups. Write the following on the board:

*We think that ...  
because ...*

*We don't think that ...  
because ...*

Ask students to put the sentences into these boxes and to give a reason for each. The sentence beginnings will encourage students to say the whole sentence and not the number as well as give a reason. Be aware that for question 5 only,



the *I think* needs to be deleted because it will be repeated otherwise. Student groups can then tell the class their opinions – you can nominate a spokesperson or ask each student from each group to speak. This is a good idea if you want to make sure everyone – particularly weaker and less confident students - has an opportunity. Ask student groups to respond to other groups' opinions, as this will encourage class participation. As you listen, note down any errors for use at the end of the activity.

In addition to this, or as an alternative, you could write the following half sentences on the board:

*It is a good idea to ...*

*It is more fun when you ...*

*It is important to ...*

*I think it's better to ...*

*[Verb]-ing (e.g. Running) is ...*

Put students into groups and ask them to write a list of five-seven things people can do to be healthy. Tell students that they should use most / all of the sentence halves above. Tell students that they should give reason for each. This will provide freer practice of the use of language structures used in this lesson. It is important to give students the opportunity to use language structures in a freer situation as it can help with remembering the structures and with fluency of use. It will also be good practice for future conversational situations. Give students 10 minutes to do this and monitor. After 10 minutes nominate groups to speak and invite comments from other students, ask students to say if they agree or disagree. Once again, you can note down areas, errors etc., you wish to focus on again with students after the exercise.

## OUTCOMES

- identify words used to communicate with other people

## OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson, students will learn vocabulary to describe how we communicate with other people. Tell students that the topic is quite common, particularly when talking about learning languages and communicating with people. This will help students when they are describing how they learn a language and communicate in speaking exams. It will also help when listening or reading about this topic. Tell students that in this lesson, they will learn more skills and language in order to be better able to speak about communication and understand descriptions about it.

## LEAD-IN

**01** This exercise tests what students already know about activities related to learning English. It also helps students to build their vocabulary related to this topic.

Ask students to get into pairs or – if this is not possible, threes. Pairs are an effective way to encourage student participation with other students. Groups of three can also work well, but this may limit the amount of time students have to speak to each other about the task. Unless the Student's Book instruction suggests to do something differently for an exercise, it is good practice for students to work in pairs where possible. It's a good idea to encourage students to speak and discuss their ideas because it provides speaking practice, students can help each other and you are able to monitor what is being said. This will allow you to identify student needs that you may wish to address immediately and / or at the end of the activity. It's important to make sure students are comfortable with sharing their work with classmates. This is particularly important when asking to work together or to compare their work in pairs and in groups. It's important that you explain the benefits of pair and group work to students as well as how students can learn from each other by sharing and comparing work that they do. If it's done regularly, students will accept it as expected practice in class.

Give students 3-5 minutes to complete the exercise in pairs. Monitor as students do this. Monitoring can help you identify student strengths and weaknesses and can also tell you if you need to give students more or less time in the future. In addition, if students feel that they are being monitored, they are more likely to complete the activity.

### Feedback

Students can volunteer answers or you can nominate students to answer. A good way to provide feedback is to ask other students if they agree with an answer from other students. This can be done in a number of ways. When a

student answers, do not immediately say: *Correct, Good, Well done or Incorrect, That's not correct* etc. Instead, you can ask other students if they agree or not. This will increase participation and student attention during feedback. When a student is nominated to answer a question, other students may feel that they do not need to continue to listen as they will not be asked to answer. This method of checking answers, however, encourages all students to listen to answers given by other students as they too may be asked to add a response.

It's also a good idea to focus on pronunciation of any new items of vocabulary. This can be done by asking students to do the following:

- 1) listen to you say the word(s) two-three times.
- 2) repeat after you as a group (choral drilling).
- 3) repeat the word individually (individual drilling).

Drilling is the action where students repeat a word or phrase after the teacher or other students. It can be a fun way to approach pronunciation. Stages 1–2 above should be done with this approach and Stage 3 is particularly useful to check individual students who you may feel need the opportunity to practise. When individual drilling, if students make mistakes in the pronunciation, ask students to try again. You could say: *Not quite, can you try again, please?* If students still find it difficult, ask other students to help. You could say: *Can anyone help?* When another student pronounces the word correctly, you can ask them to model this pronunciation for the original student who has difficulties with this word. This encourages students to listen and learn from each other. Of course, if the pronunciation of this item is still problematic for the student, you may wish to move on to avoid delaying the lesson. Another option is to use phonemic script. If you are familiar with this, write the script next to the word or phrase. It's a good idea to familiarise yourself and your class with the phonemic script and encourage students to practise writing any new vocabulary with phonemic script to help with pronunciation. There are many websites and online dictionaries which not only provide the script but also a recording of the word such as [dictionary.cambridge.org](http://dictionary.cambridge.org). You can also use an online dictionary when drilling. As correct English pronunciation is often not easily known just from the spelling of a word, it is important that you support students with pronunciation.

You can use the following phonemic script as support for pronunciation of the words and phrases. There are many online dictionaries which also offer recordings of words for further support. You do not need to show students the phonemic script, unless this is something you regularly do in class and students are familiar with.

- 1 use a dictionary
- 2 talk to people whose first language is English
- 3 listen to songs in English
- 4 write an email to a friend
- 5 keep a vocabulary notebook
- 6 study with a teacher in a classroom
- 7 watch videos online
- 8 read newspapers and magazines

**02** This exercise gives students freer practice of using the vocabulary from Exercise 01. Put students into pairs and give students 3 minutes to complete the exercise. As students do this, monitor. This time, make notes of anything you wish to discuss in feedback. This could be typical mistakes made by a number of class members but could also be examples of good practice you wish to talk about.

### Feedback

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones. This is a good way to recycle what has been learnt in the exercise and to also focus on responding to emerging student errors and needs.

Student's own answers.

**03** This exercise helps students to develop their vocabulary for describing ways to communicate. In particular, students need to identify the correct preposition which is used with the vocabulary for describing communication. Ask students to complete this activity in pairs. Give pairs 2-3 minutes and monitor.

### Feedback

As described previously, allow students to volunteer answers or nominate students to answer. Don't confirm the answers until other students have been invited to say if they agree with the answers suggested by classmates or to offer an alternative answer.

1 to    2 by    3 about    4 with    5 with

**04** This exercise builds students' knowledge of phrases related to language and communication. Put students into pairs to complete this exercise. Give pairs 3-4 minutes and monitor.

### Feedback

Follow the feedback procedure from Exercise 03.

1 C    2 E    3 D    4 B    5 A

**05** This exercise gives students freer practice of using the phrases from Exercise 04. Put students into pairs and give pairs 5 minutes to complete this exercise. Monitor as students do this and make notes of anything you wish to raise during feedback. This could be typical mistakes made by a number of class members but could also be examples of good practice you wish to talk about.

### Feedback

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones.

Student's own answers.

### Extension

After feedback, if you want to give students more practice, you can do the following open-pair practice. This is where pairs are selected from different parts of the classroom and they do the pair-work in front of the class. This allows students and you to hear the discussion or role-play and students can get a model of good practice or, where errors occur, they can help to correct their peers. This encourages greater student participation and peer learning.

1. Select a student from one side of the classroom.
2. Select a second student from the other side of the classroom.
3. Ask the selected students to complete the activity so that everyone can hear.
4. Thank the two students and if correct, confirm this to the class – this provides a good model.
5. If a student is incorrect, give him or her an opportunity to self-correct. You can gently ask students to do this by repeating the incorrect word(s) with a questioning intonation.
6. If that student can't self-correct, ask other students to help and confirm to all students what the correct answer was.
7. Repeat as desired.

### OUTCOMES

- use *going to* and adverbs of time for future plans

### OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson they will learn how to use the correct grammar to talk about future plans. Tell students that it's important to be able to use the future tense accurately in English and that many students overuse *will*, and therefore make mistakes with its usage. Explain to students that a future plan is different to a decision made now. To make sure students understand this, ask students what their plans are for the next school, university or work holiday. Allow students to volunteer answers. Write answers on the board. Then ask students to say when they made their holiday plan. If students say they made their decision in the past, say that they are correct in calling it a plan. If students say that they made the decision now, take the answer off the board and say that it's not a plan. Highlight to students that a plan must be a decision about a future action that is made in the past. Tell students that in this lesson, they will be better able to talk about future plans correctly.

**06** This exercise focuses on using the correct verb in the context of the sentence. It also highlights to students that the grammatical structure *going to* is being used in each case. This will help students to notice the grammar pattern used for speaking about future plans.

**Feedback**

Allow students to volunteer answers or you can nominate students. Confirm correct answers only after inviting other students to comment to say if they agree or disagree with answers offered.

1 meet   2 video call   3 learn   4 study   5 send

**07** This exercise asks students to notice the grammar patterns used for the sentences in Exercise 06. Ask students to read the Tip Box before they answer the questions. Put students into pairs to complete the exercise. Give pairs 2-3 minutes and monitor as students do this.

**Feedback**

Follow the feedback procedure outlined above in Exercise 06.

1 The writer uses *going to*.  
2 tonight, this afternoon, next week, today, this morning, at the weekend

**08** This exercise allows students to check and confirm their answers from the previous exercise. The next exercise tests students understanding of this Grammar Box. Ask students to read the box individually and after 2 minutes give students another minute to discuss what they read with a partner. After this, give students the opportunity to raise any questions.

**09** This exercise tests students understanding of the grammar rules for speaking about future plans. Put students into pairs and encourage students to give reasons for their answers. Give pairs 4-5 minutes to do this and monitor.

**Feedback**

As before, allow students to volunteer answers or nominate students. Only confirm correct answers after inviting other students to comment to say if they agree or offer alternatives to the answers offered.

1 x, am going to   2 ✓   3 ✓   4 x, is going to buy  
5 x, Are you going to tell   6 ✓

**10** This exercise gives students freer practice of using the grammar learnt in the previous exercises. Before students do this exercise, ask them to look at the Tip Box. Put students into pairs to talk about their future plans. Monitor as students do this and note down anything you want to raise during feedback.

**Feedback**

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones.

Student's own answers.

**Extension**

Use the extension guidelines for open-pair practice from Exercise 05 Extension.

**OUTCOMES**

- listen to a discussion about a language project

**OUTCOMES**

Ask students to focus on the outcome. Tell students that in this lesson they will listen to a discussion between two people discussing a language project. In some listening exams, students need to identify key information in a dialogue. Tell students that this lesson will help them do this better.

**11** This exercise is a gist listening exercise. Students are asked to listen for the first time to the recording and answer quite simple questions. In the next exercise, students will listen again and answer more detailed questions. This is a common procedure for listening tasks. Ask students to read the questions individually and to underline any key words. Then ask students to check their key words in pairs. Give students 1-2 minutes to compare their answers. Then allow students to volunteer answers or you can nominate. Confirm answers after a number of students have given their answers.

Possible answers:

1. *There are over 200 students in the school who speak more than one language.*

*True / False*

2. *Oliver thinks that they shouldn't only include numbers in the report.*

*True / False*

3. *Oliver can speak more than one language.*

*True / False*

Now ask students to listen to the recording and compare their answers after the recording has finished. Give students a minute to compare and monitor to see if students need the recording played again.

**Feedback**

Nominate or allow students to volunteer their answers. Confirm the correct answers only after inviting a number of students to first say if they agree with answers given by classmates or to offer alternatives.

1 False   2 True   3 True

**Listening script [17]**

*Sofia: Oliver, we need to discuss about how to start our project. Remember that our teacher wants us to write the report on two things. One, how many students in college already speak more than one language ...*

*Oliver: ... yes, and two, what level their English is. It's a big project so I think we're going to have to speak to a lot of people.*

**Sofia:** Yes, I know! Do you really think it'll be possible to speak to everyone? I'm not sure. There are over two hundred students in total.

**Oliver:** I know, but I guess only half of them speak just a single language.

**Sofia:** That's still a lot. I don't think we have enough time to go around and have a chat with the whole college. How are we going to show the results?

**Oliver:** I think it'll be a problem if we only include numbers. We need more than that.

**Sofia:** Yes, I agree. Maybe including some graphs or tables is a good idea. Let me think ... First, we need to find out how many students we have here in the college in total. Then we can work out how many of them speak two or more languages.

**Oliver:** Can I make a suggestion? I think we can ask for that information from the college office first. I remember that, on my first day here, I put information about my second language on the registration form. So, I think it's the same for everyone.

**Sofia:** That's a good idea. That'll save us some time. I'll make an appointment to go and speak to somebody there after class. Who do I need to see? Is it Miss Wainwright?

**Oliver:** No, she works in the student services room. You need to see Miss Smith. She's in the college office.

**Sofia:** Can you remind me where that is? Is it next door to the IT services offices where Mr Black works?

**Oliver:** No, Mr Black is in the student administration office so you need to go to the floor above.

**Sofia:** Oh, OK. I know where that is now.

**Oliver:** Great. OK, I'm going to have lunch. Do you want to join me?

**Sofia:** No, sorry, I can't. I need to study for my maths test. Enjoy your lunch. I'm going to study in the library. Bye!

- 12** This exercise is a more challenging listening task. Ask students to read the questions first and to predict the possible answers. Ask students to compare their predictions with a partner. Invite students to say their suggestions to the class but do not give feedback. Simply ask if other students agree or not. Then ask students to listen to the recording. After the recording, ask students to compare their answers and monitor. Give students 1-2 minutes to compare.

### Feedback

Follow the feedback procedure suggested for Exercise 11.

- |                                 |                  |
|---------------------------------|------------------|
| 1 Student services              | 2 College office |
| 3 Student administration office | 4 A              |

### OUTCOMES

- give a long talk about a topic

### OUTCOMES

Ask students to focus on the outcome. Tell students that they are going to give a long talk about a topic related to language skills. Tell students that in speaking exams, students sometimes need to speak about a topic for 1-2 minutes. Tell students that this lesson will help them to do this better.

- 13** This exercise helps students prepare for the speaking task.

Ask students to read the Bullet Box before completing the exercise. Make sure students understand that they can and should make notes before they speak. Give students 1 minute to make notes. Then ask students to compare their notes. Monitor as students compare. If you can, take a picture on a smartphone of an example of good notes and email it yourself. You can then project it onto your screen if possible and invite comments from the class. Highlight good practice. Repeat with other examples if desired.

Student's own answers.

- 14** This exercise gives students practice of giving a long talk. Put students into pairs and ask them to take turns speaking and listening. Ask the listener to make constructive comments after the speaker finishes his or her talk. Monitor as students do this. This time, make notes of anything you wish to discuss in feedback. This could be typical mistakes made by a number of class members but could also be examples of good practice you wish to talk about.

### Feedback

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones.

Student's own answers.

### OUTCOMES

- use collocations

### OUTCOMES

- 15** This exercise focuses on collocations and helps students to use vocabulary more accurately. Before students do this exercise, ask them to look at the Tip Box. Make sure students understand that some words go together and these are called collocations. Now put students into pairs to complete this exercise. Give students 4-5 minutes and monitor as students do this.

### Feedback

Allow students to volunteer or nominate students to answer. Confirm answers after inviting students to say if they agree with classmates or to suggest alternative answers.

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

## OUTCOMES

- skim read to understand the main idea in an article

**16** This exercise gives students more practice of skimming a reading text. It is a gist reading task before a more challenging reading task in the next exercise. Remind students that when they skim read that they do not have to understand every word but to get the main ideas only. Set students a time limit to help students skim read, 1-2 minutes should be a good amount of time. Ask students to read individually and then to compare their answers in pairs. Give pairs around a minute to compare their answers. Monitor as students do this to see if students need more time to read.

### Feedback

Allow students to volunteer answers or nominate. Confirm answers after inviting other students to comment.

- 1 He is an American teenager.
- 2 He can hold a conversation in over twenty languages.

**17** This exercise is a more challenging reading task of the same text. Ask students to read the Tip Box. Tell students that in some exam tasks, they need to identify the main idea from a paragraph and summarise it. Tell students that questions 1-3 are summary sentences. Ask students to read individually and compare their answers in pairs. Give students 5 minutes in total to do this. Monitor as students do this.

### Feedback

Follow the feedback procedure outlined in Exercise 16.

- 1 more / most
- 2 lots of
- 3 regularly

**18** This exercise gives students freer practice of summary sentence completion. Ask students to read the Tip Box before they do this. Ask students to read paragraphs four-six individually and to create sentences in pairs. Give pairs 5 minutes to do this and monitor as students complete this exercise.

### Feedback

As answers will vary, accept similar answers to the ones below. As before, nominate or allow students to volunteer. Invite other students to comment before confirming answers.

Student's own answers.

**19** Exercises 19 and 20 give students practice of completing summary sentences based on reading a paragraph. This task is similar to Exercises 17 and 18 but in the next exercise, students have to only write up to three words. This is common in exam reading tasks. Ask students to read paragraph 2 from the article in Exercise 16 individually and then compare what they think the main points are. At the moment, invite students to give their opinions but do not give feedback yet.

**20** It is a good idea to do question 1 together as a class before completing the remaining questions. Ask students to look at question 1 and read the box with the answer. Ask students if they have any questions about this that they want you to clarify. Then when students are ready, put students into pairs to complete the rest of the exercise. Monitor as students discuss their answers. Give pairs 5 minutes to do this.

### Feedback

Allow students to volunteer answers or nominate. When students answer, ask students to say why. They should try to find the sentence from the article. Invite other students to comment by saying if they agree with their classmates or to suggest an alternative answer.

- |                      |               |            |
|----------------------|---------------|------------|
| 2 to another country | 3 some work   |            |
| 4 their cultures     | 5 West Africa | 6 have fun |

## OUTCOMES

- write a short essay on a topic

## OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson they will write an essay about the advantages and disadvantages of something. Tell students that it is common in writing exams for students to write essays and that this lesson will help them write and structure these types of essays better.

**21** This exercise prepares students for the writing task in a later exercise by encouraging students to think about a similar topic. Ask students to do this in pairs and give each pair 2-3 minutes to discuss the questions.

### Feedback

As students' answers will vary, allow students to volunteer their answers or nominate. Encourage other students to give their answers and to comment on whether they agree or disagree with answers offered.

Student's own answers.

**22** This exercise provides students with the writing task question and helps students to prepare by making notes. Tell students that it's a good idea to make notes to prepare before starting to write an essay. Ask students to look at the example before completing the exercise. Put students into pairs and give pairs around 5 minutes. Encourage students to discuss and write their answers. Monitor as students do this.

### Feedback

Allow students to volunteer answers or nominate. Invite as many students as possible to contribute and write any relevant answers on the board. Having a record of appropriate ideas on the board will help students when they write their essays.

Student's own answers.

**23** This exercise focuses on appropriate essay structure for this task. Put students into pairs and give each pair 2-3 minutes to do this.

**Feedback**

Allow students to volunteer or nominate. Don't confirm answers until other students have had the opportunity to agree with answers given or to offer alternatives.

Possible answer: C D A B / C A D B

**24** This exercise allows students to see a model of a similar essay they will write. It also provides an opportunity for language analysis focusing on many of the language items learnt in this unit. Ask students to read individually and to compare with a partner the main contents of the essay. You can ask students to say if they think the essay is a good example or not and to predict what the missing words are. If students have any questions about this model, give them an opportunity to ask.

**25** Students now look again at the essay and complete the model by using grammar and vocabulary learnt in this unit. Put students into pairs and give each pair 5 minutes. Monitor as complete this exercise.

**Feedback**

Follow the feedback procedure outlined in Exercise 23.

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

**26** This exercise gives students useful words to help them organise their essay. Put students into pairs to complete this exercise. Monitor as students do this.

**Feedback**

Follow the feedback procedure outlined in Exercise 23.

1 Firstly 2 Furthermore 3 Additionally  
4 On the other hand 5 However 6 To sum up

**27** This exercise gives students the opportunity to now write their essays. Before students write, ask them to look at the model answer and use the following checklist to evaluate it:

Does the student include:

- a clear introduction and conclusion, and main paragraphs discussing the topic?
- words and phrases to organise ideas?
- advantages and disadvantages?

Write their essay in 220–250 words?

(Answers – yes to all: Intro, main paragraph 1, main paragraph 2, conclusion; firstly, on the other hand, to sum up; advantages then disadvantages; 221 words)

Students can do this individually. Give each student 10-15 minutes to do this. After students have finished, ask students to swap their essay with a partner and use the checklist above to evaluate and give feedback. Then ask students to provide verbal feedback to each other. Give

another 5-10 minutes for this. Monitor as students write and provide feedback. This time, make notes of anything you wish to discuss in feedback. This could be typical mistakes made by a number of class members but could also be examples of good practice you wish to talk about.

**Feedback**

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones. You can then take in the essays yourself to mark if desired or you can use them for peer assessment in future classes.

Student's own answers.

**Extension**

If you can, take a picture on a smart phone of an example of good notes and email it yourself. You can then project it onto your screen if possible and invite comments from the class. Highlight good practice. Repeat with other examples if desired.

Model answer:

Many students are interested in learning English. Some students can go to English speaking countries and learn with other students from all over the world. Most students though, study in their own country and have to learn with people who have the same first language as they do. I would like to discuss the advantages and disadvantages of this.

Firstly, if a student doesn't know the meaning of a word or understand the teacher they can ask one of their classmates for help. Secondly, the teacher will understand what problems the class have with learning English and be able to help them with the things that they find most difficult.

On the other hand, if a student is shy or just lazy they can speak their own language in the lesson all of the time and not communicate in English. If they ask their friends for help too often, they won't improve their skills.

To sum up, it can be helpful for students if they can get help from friends who speak the same language as them. If the whole class speaks the same first language, he or she can help them with difficult grammar and vocabulary. However, if a student is in a class where everybody has the same first language they have to be very motivated to be successful.

**Alternative**

Ask students to write in pairs to do this exercise. Give students 10-15 minutes to do this. Give students a large piece of paper to write their essays on. Monitor as students write to make sure students are on task, offer further support and to note down anything you wish to discuss during feedback. When students have completed their essays, stick the large papers onto the wall. When all

students have finished and their essays are all on the walls, ask all students to stand up and move around the class and read other students' work. Give students the checklist above to use to evaluate their classmates' work.

Encourage students to give constructive comments to their classmates. Give students around 10 minutes to move around the class and read and comment on each other's work. It's good practice to encourage students to read, comment on work and learn from each other. Getting students to stand up and move around also adds variety and changes classroom dynamics.

### Feedback

After students have done this, you can then look at individual essays and make comments. Encourage students to move around again and read the comments so that they can learn from these comments.

## GRAMMAR AND VOCABULARY

### OUTCOMES

- identify words used to communicate with other people
- use *going to* and adverbs of time for future plans

## GRAMMAR AND VOCABULARY

### OUTCOMES

Ask students to focus on the outcomes. Tell students that the first outcome helps students revise the vocabulary learnt in the unit to describe communication. Remind students that this vocabulary is useful when talking about languages and communicating to others. Both are common topics in exams. Ask students to focus on the second outcome. Tell students that this lesson also helps students revise the grammar for speaking and writing about future plans accurately. Remind students that in many English exams, students are tested on their abilities to speak in different ways about the future and that some students incorrectly overuse *will*. Tell students that in this lesson they will be better able to use *going to* correctly.

**01** This exercise focuses on using the correct adverb or preposition with vocabulary related to communication. Before asking students to do this, make sure they know that in some questions, they do not need to add anything. Put students into pairs to do this and give each pair 4–5 minutes to complete the exercise. Monitor as students do this.

### Feedback

Allow students to volunteer or nominate. Don't confirm answers until other students have had the opportunity to agree with answers given or to offer alternatives.

1 by    2 to / with    3 with    4 -  
5 about    6 to / with    7 -

**02** Exercise 02 asks students to match phrases with *going to* and a verb with various sentence endings. This tests students' knowledge of verbs for communication as well as providing examples of *going to* correctly used in sentences – this will be useful for the next exercise. Put students into pairs and give each pair 3–4 minutes to complete this. Monitor as students do this.

### Feedback

Follow the procedure for feedback outlined in Exercise 01.

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

**03** This exercise provides students with practice of using the various forms of *going to* correctly. Make sure students understand that the symbol '+' means positive, and that the symbol '-' means negative and the symbol '?' means question form. Then put students into pairs and give them 5 minutes to complete the exercise. Monitor as students complete this.

### Feedback

Follow the feedback procedure described in Exercise 01.

1 I'm not going to worry    2 Are you going to learn  
3 I'm going to try    4 Are you going to meet  
5 She isn't going to live

**04** This exercise gives students more practice of creating questions about future plans using *going to* correctly. Ask students to look at the example so that students understand that they need to use the words to create questions and also add more words. Put students into pairs and give each pair 4–5 minutes to complete this. Monitor as students do this.

### Feedback

Allow students to volunteer answers or you can nominate individual students to answer questions. Only confirm correct answers after inviting other class members to say if they agree with an answer given or to suggest an alternative.

1 Who are you going to do the language project with?  
2 Where are you going to buy a dictionary from?  
3 How are you going to improve your language skills?  
4 When are you going to tell the teacher you want to move up to a higher level class?  
5 Why are you not going to go to university next year?

### Extension

Ask students to use the example questions to create three more to ask other students in the class. Give students 2–3 minutes to create these. Then put students into different pairs and tell students to take it in turns to ask and answer the questions. Give pairs 4–5 minutes to do this. Monitor as students ask and answer their own questions. This time, make notes of anything you wish to discuss in feedback. This could be typical mistakes made by a number of class members but could also be examples of good practice you wish to talk about.

### Feedback

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones.

You can also use the open-pair activity described previously in Exercise 05 extension if desired.



**05** This exercise helps students to build their vocabulary about learning a language. Put students into pairs to do this and give each pair around 5 minutes. Monitor as students do this.

**Feedback**

Follow the feedback instructions described for Exercise 04.

1 effort    2 work    3 advice    4 fun  
5 time    6 skills    7 progress    8 advantage

**06** This exercise extends on from the previous one to build further upon their knowledge of vocabulary used to describe learning a language. Ask students to do this in pairs and give pairs 3-4 minutes. Monitor as students do this.

**Feedback**

Follow the feedback guidelines outlined for Exercise 04.

1 his English exam    2 advice    3 have fun  
4 long time    5 make any progress    6 English

**07** This exercise helps students to categorise vocabulary collocations into nouns that use make and take. This can be difficult for some learners of English so it's a useful activity especially as students will need to use these phrases in the next exercise. Put students into pairs to complete this and give them 3-4 minutes. Monitor as students do this.

**Feedback**

Allow students to volunteer or nominate. Only confirm answers after other students have had the opportunity to agree with answers given or to offer alternatives.

make – a mistake, dinner, somebody laugh, a noise,  
a difference, a guess  
take – a test, an exam, a picture, a walk

**08** This exercise gives students further practice of correctly using the vocabulary phrases from the previous exercise but also combines this with testing students on using the correct grammar – present simple and continuous as well as *going to*. Put students into pairs to complete this exercise. Give students around 3 minutes and monitor.

**Feedback**

Follow the feedback procedure outlined for Exercise 07.

1 am going to take    2 made    3 makes  
4 take    5 makes / making

**09** This exercise tests students' knowledge of the words used to organise an essay. Tell students to read the paragraph and then to complete the exercise in pairs. Give students 1-2 minutes to read and a further 2-3 minutes to work together to rearrange the words in bold. Monitor as students do this. Before doing the feedback, ask students to check their answers by looking again at the box in Exercise 26.

**Feedback**

Allow students to volunteer or nominate. Confirm answers only after other students have had the opportunity to agree with answers given or to offer alternatives.

1 Firstly    2 additionally / furthermore  
3 Furthermore / Additionally  
4 However    5 To sum up

**10** This exercise tests students' ability to use the correct verb and preposition or adverb to describe types of communication. Tell students that verb forms may need to be changed to complete this exercise. Put students into pairs to complete this and give pairs around 5 minutes. Monitor as students do this.

**Feedback**

Follow the feedback procedure outlined for Exercise 09.

1 are going to have    2 are trying    3 discussed /  
were discussing    4 communicates    5 to hold  
6 had / am having / will have / am going to have

# UNIT/10: SCIENCE AND TECHNOLOGY

## OUTCOMES

- identify different types of technology

## OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson they will learn vocabulary for technology items. This is an increasingly more and more important topic in general conversation as well as in exam English. Tell students that this topic is common in speaking exams and that the vocabulary is also helpful for writing, reading and listening exam tasks. Tell students that in this lesson, they will be better able to use vocabulary related to technology.

## LEAD-IN

To see what students already know about this topic, write the following phrase on the screen or board:

*Modern technology*

Ask students what they think this phrase means. Allow students to volunteer answers and after allowing a number of students to guess, confirm the answer. Then ask students to get into pairs to think of around five examples of this. Pairs are an effective way to encourage student participation with other students. Groups of three can also work well, but this may limit the amount of time students have to speak to each other about the task. Unless the Student's Book instruction suggests to do something differently for an exercise, it is good practice for students to work in pairs where possible. It's a good idea to encourage students to speak and discuss their ideas because it provides speaking practice, students can help each other and you are able to monitor what is being said. This will allow you to identify student needs that you may wish to address immediately and/or at the end of the activity. It's important to make sure students are comfortable with sharing their work with classmates. This is particularly important when asking to work together or to compare their work in pairs and in groups. It's important that you explain the benefits of pair and group work to students as well as how students can learn from each other by sharing and comparing work that they do. If it's done regularly, students will accept it as expected practice in class. Give pairs 4-5 minutes to discuss this. Monitor as students do this. Monitoring can help you identify student strengths and weaknesses and can also tell you if you need to give students more or less time in future. In addition, if students feel that they are being monitored, they are more likely to complete the activity.

### Feedback

Students can volunteer answers or you can nominate students to answer. A good way to provide feedback is to ask other students if they agree with an answer from other students. This can be done in a number of ways. When a student answers, do not immediately say: *Correct, Good,*

*Well done or Incorrect, That's not correct* etc. Instead, you can ask other students if they agree or not. This will increase participation and student attention during feedback. When a student is nominated to answer a question, other students may feel that they do not need to continue to listen as they will not be asked to answer. This method of checking answers, however, encourages all students to listen to answers given by other students as they too may be asked to add a response. Write correct answers on the board.

Student's own answers.

- 01** This exercise tests students' specific knowledge of vocabulary for items of technology. Once again, put students into pairs and give each pair around 3-5 minutes. It's good practice to let students know how much time they have to do an exercise as this will help with classroom management and help students manage their time. With all the times suggested, respond to your students' needs. If you feel that students can complete the exercise in less than the advised time or if they need longer, you can be flexible. Monitor as students do this.

### Feedback

Allow students to volunteer or nominate if you want to check individual student progress. Only confirm correct answers after inviting other students to say if they agree with an answer suggested by their class mate or to suggest an alternative answer.

It's also a good idea to focus on pronunciation of any new items of vocabulary. This can be done by asking students to do the following:

- 1) listen to you say the word(s) two-three times.
- 2) repeat after you as a group (choral drilling).
- 3) repeat the word individually (individual drilling).

Drilling is the action where students repeat a word or phrase after the teacher or other students. It can be a fun way to approach pronunciation. Stages 1-2 above should be done with this approach and Stage 3 is particularly useful to check individual students who you may feel need the opportunity to practise. When individual drilling, if students make mistakes in the pronunciation, ask students to try again. You could say: *Not quite, can you try again, please?* If students still find it difficult, ask other students to help. You could say: *Can anyone help?* When another student pronounces the word correctly, you can ask them to model this pronunciation for the original student who has difficulties with this word. This encourages students to listen and learn from each other. Of course, if the pronunciation of this item is still problematic for the student, you may wish to move on to avoid delaying the lesson. Another option is to use phonemic script. If you are familiar with this, write the script next to the word or phrase. It's a good idea to familiarise yourself and your

class with the phonemic script and encourage students to practise writing any new vocabulary with phonemic script to help with pronunciation. There are many websites and online dictionaries which not only provide the script but also a recording of the word such as dictionary.cambridge.org. You can also use an online dictionary when drilling. As correct English pronunciation is often not easily known just from the spelling of a word, it is important that you support students with pronunciation.

- |                      |            |               |          |
|----------------------|------------|---------------|----------|
| 1 smartphone         | 2 letter   | 3 laptop      | 4 tablet |
| 5 landline telephone | 6 smart TV | 7 smart watch |          |
| 8 desktop computer   |            |               |          |

**02** This exercise tests students' understanding of the vocabulary learnt in the previous exercise by giving students a freer opportunity to use the words. This is a good way for students to remember new items of grammar and vocabulary that they have recently learnt. Put students into pairs and tell students to ask and answer the questions. Monitor as students do this. This time, make notes of anything you wish to discuss in feedback. This could be typical mistakes made by a number of class members but could also be examples of good practice you wish to talk about.

### Feedback

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones. This is a good way to recycle what has been learnt in the exercise and to also focus on responding to emerging student errors and needs.

Student's own answers.

### Extension

After feedback, if you want to give students more practice, you can do the following open-pair practice. This is where pairs are selected from different parts of the classroom and they do the pair work in front of the class. This allows students and you to hear the discussion or role-play and students can get a model of good practice or, where errors occur, they can help to correct their peers. This encourages greater student participation and peer learning.

1. Select a student from one side of the classroom.
2. Select a second student from the other side of the classroom.
3. Ask the selected students to complete the activity so that everyone can hear.
4. Thank the two students and if correct, confirm this to the class – this provides a good model.
5. If a student is incorrect, give him or her an opportunity to self-correct. You can gently ask students to do this by repeating the incorrect word(s) with a questioning intonation.
6. If that student can't self-correct, ask other students to help and confirm to all students what the correct answer was.
7. Repeat as desired.

## OUTCOMES

- paraphrase and reformulate information

## OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson, they will learn an important reading and writing skill. The phrase *paraphrasing and reformulating information* is likely to be difficult for students to understand so it's a good idea to show students an example. Write the following on the board:

*John decided to buy a smartphone.*

*John \_\_\_\_\_ a decision to \_\_\_\_\_ a smartphone.*

Ask students to complete the second sentence so that it means the same as the first one. Put students into pairs and give pairs 2-3 minutes. Allow students to volunteer or nominate. Confirm after you've invited many of the class to provide answers.

made / buy

To highlight the idea that the meaning of each sentence is the same but different words are used, ask students to say how many words have changed from the first to second sentence. Put students into pairs and give students 1-2 minutes to discuss the answers. Allow students to volunteer answers or nominate and confirm answers after inviting other members of the class to comment to say if they agree with answers offered or to suggest alternative answers. Tell students that this changing the words but keeping the meaning the same is called paraphrasing and reformulating information and that in this lesson they will learn to do this effectively.

Same: John, to, buy, a, smart, phone

Different: made, a, decision

**03** This exercise helps students to use the vocabulary in the questions more accurately but also shows students that they need to focus on correct spelling. Ask students to look at the Tip Box first. Then put students into pairs to complete this exercise. Give pairs around 3-4 minutes and monitor as students do this.

### Feedback

Allow students to volunteer or nominate if you want to check individual student progress. Only confirm correct answers after inviting other students to say if they agree with an answer suggested by their class mate or to suggest an alternative answer. See Exercise 01 feedback for suggestions about helping students with pronunciation.

- |           |             |            |
|-----------|-------------|------------|
| 1 crashed | 2 shut down | 3 websites |
| 4 devices | 5 network   |            |

**04** This exercise helps students build their vocabulary of technology related vocabulary. This will be useful for the reading exercise students will do next. Again, put students into pairs and give pairs 3-4 minutes to complete this and monitor.

## Feedback

Follow feedback instructions for Exercise 03.

- |               |            |          |
|---------------|------------|----------|
| 1 attachments | 2 download | 3 stream |
| 4 backup      | 5 store    |          |

**05** This exercise gives students skim reading practice of the text and helps students familiarise themselves with the topic of the text. This is a common gist-reading task which comes before a more complex reading task. Ask students to read individually and give students around 1 minute. This will encourage students to skim read and not to read slowly and worry about not understanding every word. Tell students that they cannot look up words in a dictionary. Many students use dictionaries to check the meaning of every word they do not understand. This slows down the reading practice and stops students guessing meaning from the context of the sentence. When skim reading, it's important that students try not to do this. Put students into pairs and ask them to discuss their answer. Encourage students to give reasons for their answers. Give pairs 1 minute to discuss their answer. Monitor as students do this to give you an idea of whether or not students may need more time to skim read the text.

## Feedback

Nominate students to answer or allow students to volunteer answers. Invite other students to say if they agree with their classmate's answer or to suggest an alternative answer. Then confirm the correct answer.

B

**06** This exercise gives students a more challenging reading practice task. Students need to locate relevant parts of the text in order to paraphrase summary sentences. Before students do this, ask them to read the Bullet Box. Make sure students understand that they need to use different words from the text to complete the sentences and that they need to write only up to three words. Also, ask students to read the Tip Box so that students are aware of the importance of paraphrasing. The Mini Tip Box helps students with individual questions. Ask students to read the box for each related question and answer the mini-questions before completing the exercise.

Answers

6.1 – different

Put students into pairs to complete this exercise, give pairs 4-5 minutes and monitor.

## Feedback

Follow feedback instructions for Exercise 05.

- |                             |                |
|-----------------------------|----------------|
| 1 different things          | 2 using a mail |
| 3 sends information         | 4 to go online |
| 5 searching for information |                |

## OUTCOMES

- understand factual information in a lecture

## OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson they will improve their listening skills, in particular, their ability to understand facts in a lecture. Tell students that lectures are when one person speaks. Usually students need to listen and understand what is said and write down notes when they listen to lectures. In listening exams, students need to answer questions based on the lecture. It's important for students to be able to identify facts in a lecture as there is a lot of information and it's difficult for students to understand and remember everything that is said. Tell students that in this lesson, they will be better able to understand factual information in a lecture.

**07** This exercise helps students prepare for the lecture by giving students practice of important vocabulary that will be said in the lecture. Put students into pairs to complete this exercise and give each pair 3-4 minutes. Monitor as students do this.

## Feedback

Allow students to volunteer answers or you can nominate. Confirm answers – ask students to also spell the word – after asking other students if they agree or want to offer an alternative answer.

- |              |                |         |
|--------------|----------------|---------|
| 1 display    | 2 power button | 3 input |
| 4 microphone | 5 power bar    | 6 case  |

**08** This exercise helps students to identify factual information when they listen to a lecture. To help students do this, before they complete the exercise, ask students to predict the possible answers. Ask students to do this in pairs and give pairs 2-3 minutes to predict. This will help students complete the exercise and is a very useful listening skill. Ask students to read the Mini Tip Box to help them.

Allow students to volunteer answers or nominate. Once again, confirm answers only after you have invited other students to comment.

*Answer 08.2: on or off (other answers – student's own answers)*

To complete Exercise 08, ask students to listen and fill in the box. Remind students that they can only write two-three words for each answer. Then play the recording. After the recording, ask students to compare their answers together in pairs. Give pairs 2-3 minutes and monitor.

## Feedback

Follow the feedback instructions from Exercise 07.

- |  |                     |                     |
|--|---------------------|---------------------|
| 1 use an app                                     | 2 on or off         |                     |
| 3 charge your phone / upload (some / your) files |                     |                     |
| 4 speak into                                     | 5 check the battery | 6 protect the phone |

## Listening script [18]

*Good morning, I'm here today to talk about the design and the success of smartphones. They are convenient, and they allow us to keep control of our lives. One important reason why I think smartphones are so successful is because of their simple, clean design. Of course, there are many different brands, but let's look at a common example on this picture.*

First of all, on the front of the phone, we have the glass touch screen, also known as the display. It's very easy, you only need to press your finger on this when you want to use an app. Next, on the top right side of the smartphone, is the power button. You use this to turn the phone on or off again

At the bottom, there is a USB input. This is where you plug in and charge your phone.

You can also connect to a laptop and upload your files and photos from your phone. You will see just above this is the microphone. Whenever you make a call, you speak into this. At the opposite end of the touch screen, you can see the power bar, which you can look at to check the battery. If the bar is low, you will need to plug it in and charge it again soon.

Around the phone on the outside, keeping all of this in place is the case – sometimes made from plastic, but now more often made of metal. Many people think that the reason for the case is so that they have a different design and colour and make it personal. Actually, every phone needs a good, strong case to protect the phone from breaking.

- 09** This exercise provides students with more practice of identifying and noting down facts – particularly numbers in this case. Ask students to predict the answers together before students listen. Then play the recording. After students listen, ask students to compare their answers together. Give students 1-2 minutes to compare and monitor as students do this.

#### Feedback

Follow the feedback instructions from Exercise 07.

1 38    2 62    3 78    4 86

#### Listening script [19]

Smartphones are becoming more popular every day, all around the world. In 2010, 38 percent of the world's population owned a smartphone. Most of these people were from developed areas of the world, like North America and Europe. Five years later, that figure was a lot higher. In 2015, 62 percent of all people had one. And, in the future, these amazing little devices will probably be even more popular. So popular that, by 2020, 78 percent of the population will own one, and by 2025 many scientists believe that this number will be even higher still. Not as high as 100%, but close. This is mostly because, in the less developed parts of the world, people will be richer than they are now. So, in that year, when 86 percent will own one, what will smartphones look like? Will they look the same as they do now? I'm afraid I can't say for sure, but I do know that they won't look the same as the one in the picture that we're looking at today.

## OUTCOMES

- use *will* for future
- describe changes in a graph

## OUTCOMES

Ask students to focus on the first outcome. Tell students that in this lesson they will learn to use *will* accurately when speaking about the future. Students often make mistakes when speaking about the future and overuse *will*. This grammar structure is particularly useful when talking or writing about the future. Tell students that in this lesson, they will be better able to use '*will*' correctly when they speak or write about the future.

Ask students to focus on the second outcome. Tell students that in this lesson they will learn how to describe graphs. Tell students that some English exams ask students to speak or write about future changes or to describe graphs and this lesson will help students do this better by looking at useful vocabulary and language structures.

- 10** This exercise links back to the listening from Exercise 09. This is a good way to recycle and analyse familiar language. This means that students do not have to understand a new context and can just focus on the language structures. Ask students to work in pairs and fill in the box first and then check by listening to the recording. Students can do this without predicting first if you feel they do not need more support. After playing the recording, ask students to compare their answers together in pairs. Give pairs 3-4 minutes to compare and monitor.

#### Feedback

Nominate students to answer or allow students to volunteer answers. Invite other students to say if they agree with their classmate's answer or to suggest an alternative answer. Then confirm the correct answer.

1 People    2 will    3 be    4 They    5 won't  
6 look    7 Will    8 they    9 look    10 What  
11 will    12 smartphones    13 look

- 11** This exercise provides gist reading practice. Students will analyse the language more closely in Exercise 12 but this reading exercise will help students understand the context better. Ask students to read individually. Give students 1 minute to do this. Then ask students to compare their answers.

#### Feedback

Follow guidelines for feedback from Exercise 10.

Student's own answer.

- 12** This exercise focuses on the language used in the text for Exercise 11. Before students complete the exercise, ask them to look at the Tip Box. Make sure students understand that these words are useful for describing change and that blue means something is getting bigger but red means something is getting smaller. Ask students to work together to complete this exercise and give pairs 4-5 minutes. Monitor as students do this.

## Feedback

Follow the feedback instructions described in Exercise 10.

1 to rise    2 rose    3 to increase    4 an increase  
5 to go up    6 to fall    7 a fall    8 to decrease  
9 decreased    10 went down

- 13** This exercise asks students to use the numbers in Exercise 09 to draw a graph. This is particularly useful to prepare students for common exam writing tasks where students need to describe graphs. Ask students to complete this exercise in pairs and give pairs 3-4 minutes. Monitor as students do this.

## Feedback

Ask students to compare their answers without another pair. Then project the answer on a large screen or photocopy it and hand it out.

See chart in Students' Book answer key. The key points on the axis are: 38% in 2010. 62% 2015. 78% in 2020. 86% 2025. Each point is joined by a line.

- 14** This exercise helps students to describe graphs like the ones in Exercise 13. Put students into pairs to do this and give pairs 4-5 minutes. Monitor as students do this.

## Feedback

Students can volunteer answers or you can nominate students to answer. A good way to provide feedback is to ask other students if they agree with an answer from other students. When confirming answers, see the explanation below for why the other options for each question are wrong.

1 B    2 A    3 C    4 B    5 A

0 – simple past needed (A) as the graph describes the percentage in 2010. B is present tense and C is a gerund form – neither expresses a finished action in a fixed period of time.

1-2 – When describing a change, it is common to use the 'from X to Y' structure. The other words do not work here.

3 – Students need to use the noun 'rise' and not the verb 'to rise' here. 'Rised' is an incorrect form of the past simple (should be rose). The clue is 'the' this NOUN structure.

4 – After the verb 'will' a verb in the infinitive form is needed. 'Continue' is in the correct form.

5 – As above – only 'finish' is in the correct form (infinitive after 'will').

- 15** This exercise gives students freer practice of using the language to describe changes in a graph. Ask students to use the language in Exercise 12 to help them to complete this exercise. Ask students to do this individually and give students 3-4 minutes. Monitor as students do this. Conduct feedback after Exercise 16.

Student's own answers.

Suggested answers:

Smartphone: see Exercise 14 for model.

Laptop: The percentage of people with laptops increased from 62% in 2010 to 71% in 2015. In the future, this percentage will decrease to 68% in 2020. At the end of this period in 2025, this percentage will finish on 59%.

Smartwatch: In 2010 the percentage of people with Smartwatches was 0%. This increased to 5% by 2015. In 2020, it will 20% and it will continue to rise to 40% by 2025.

Tablet: The percentage of people with tablets increased from 21% in 2010 to 51% in 2015. This number will continue to grow and will be 61% by 2020. After this, there will be a decrease to 57% in 2025.

- 16** This exercise gives students an opportunity to compare their answers. Give students 3-4 minutes to do this and monitor. This time, make notes of anything you wish to discuss in feedback. This could be typical mistakes made by a number of class members but could also be examples of good practice you wish to talk about.

## Feedback

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones.

Student's own answers.

## OUTCOMES

- speak about a gadget

## OUTCOMES

Ask students to focus on the outcome. Tell students that in this lesson they will learn to speak about an item of technology – or gadget. This is increasingly a common topic in both exam and general English. Tell students that this lesson will help them to speak about a gadget better by first listening to an example and analysing it before students speak about their own item of technology.

- 17** This exercise gives students an example of a student speaking about technology. This provides students with a model that they will analyse to help students with their own talk. Ask students to read the question before listening to the recording. After the recording, ask students to compare what they heard. Give students 2-3 minutes to discuss this. Monitor as students do this.

## Feedback

Allow students to volunteer their answers or you can nominate. Allow other students to comment. At present, don't give any more feedback as students will look at this in the next exercise.

Student's own answers.

## Listening script [20]

1 It has a silver case, and the screen is bigger than most other smartphones. The display is also really clear. It's really light, and thin, it's got a lot of memory, and the battery lasts for a very long time.

2 It's very expensive, so before I buy it, I'm going to visit a mobile phone shop first, so I can try all the new features. But I'm definitely going to get it online in the end. I'm sure it will be cheaper.

3 The phone I have now, the Plus 5, is the latest model – it came out last year. But I think it will start to be really slow and seem out of date soon. The Plus 6 is even faster, and it's better for playing games and streaming things online, so that's why I'm going to get it as soon as I can.

4 I'm not sure if it will help me with everything. It won't do my homework for me if I swipe the screen, for example. But I think it will be helpful for some things. There's an app for writing a study plan, so I'm going to download that, anyway.

- 18 For this exercise, students will need a copy of the listening script. This is above and in the student's book. You can copy and print this on a separate document if you like as this will help students to analyse the language used. Put students into pairs to do this and give each pair 4-5 minutes. Monitor as students do this.

### Feedback

Allow students to volunteer or nominate students to answer. Confirm answers only after inviting other students to say if they agree with answers given by class mates or to offer an alternative.

1 features	2 latest model	3 swipe
4 out of date	5 memory	

- 19 This exercise gives students listening practice in order to analyse Lorenzo's answers. Ask students to complete the exercise individually but after the recording, give students 2-3 minutes to compare their answers in pairs.

### Feedback

Follow the feedback procedure outlined in Exercise 18.

1 D	2 C	3 E	4 A
-----	-----	-----	-----

- 20 Students now have the opportunity to speak about a piece of technology in a similar way Lorenzo did. Students have a choice of which four questions from Exercise 19 to focus on. For students who need more support, choosing the same questions as in the recording may be easier but for stronger students encourage them to choose at least one new question from the list. Students should complete the sentences individually to show they understand what they need to do to answer each question. Give students 3-4 minutes to write down their ideas and then ask students to compare in pairs for 2 minutes. Monitor as students do this.

### Feedback

Allow students to volunteer answers or nominate. Invite other students to comment to say if they agree or not. As

answers may vary, it's important to make sure that students are not off topic so you should comment if you think that the students are not answering the question directly enough.

Student's own answers.

- 21 This exercise prepares students for the task. Put students into pairs. By looking at their partner's questions, students can prepare their answers accordingly. Give students 2 minutes to prepare. Encourage students to make notes. Monitor as students do this to make sure students are on task.

Student's own answers.

- 22 This exercise gives students practice of speaking about the topic for a minute. Put students in the same pairs. Ask students to take turns listening and speaking. The listener should think of constructive comments to say to help the speaker after they have finished. See below for possible comments students should be encouraged to use:

*That's good but you should say more about ...*

*That's good but you don't need to talk about ...*

*I like what you said but next time say more/less about ...*

*Why don't you say more/less about ...*

Swap roles. Monitor as students are doing this. This time, make notes of anything you wish to discuss in feedback. This could be typical mistakes made by a number of class members but could also be examples of good practice you wish to talk about.

### Feedback

Use any errors you noted down when you monitored. Write a list of these on the board (three-five is manageable). Also, add one-two correct answers. Ask students to identify the correct answers and correct the incorrect ones.

Student's own answers.

### Alternative and extension

Ask students to record each other by using recording devices such as a smartphone. Ask students to give feedback as usual. Then ask students to rerecord their answer after listening to themselves again.

You can ask students to email you their new recordings and you can either give direct feedback or use the recordings in follow up lessons.

## GRAMMAR AND VOCABULARY

### OUTCOMES

- identify different types of technology
- use *will* for future
- describe changes in a graph

## GRAMMAR AND VOCABULARY

### OUTCOMES

Ask students to focus on the outcomes. Remind students that the first outcome helps students build and practise using vocabulary related to technology and types of technology.

This will help students speak and write about this topic as well as understand better when they listen or read about technology. The second outcome helps students to speak more accurately about the future, particularly for future predictions. Tell students that this is useful when describing the future – either when speaking or writing. The third outcome helps students to describe changes in a graph. Remind students that this is a common task in writing exams. Tell students that this lesson will help students improve this skill.

**01** This exercise tests students on their understanding of items of vocabulary learnt in this unit. Put students into pairs and give each pair 3-4 minutes to complete this exercise. Monitor as students do this.

**Feedback**

Allow students to volunteer answers or nominate to check individual student progress. Confirm only after inviting other class members to say if they agree or disagree with answers offered by other students.

- 1 stores    2 network    3 laptop    4 Shut down  
5 apps / download

**02** This exercise uses the same vocabulary in Exercise 01 to test students further. Put students into pairs and give each pair 3-4 minutes. Monitor as students do this.

**Feedback**

Use the feedback guidelines outlined in Exercise 01 above.

- 1 website    2 backup    3 device    4 attachment  
5 crash    6 stream

**03** This exercise gives students more practice of using the correct form of *will*. Ask students to look at the example to help them. If you feel students need more support, you can write the first sentence on the board:

*How will people travel around in the future?*

Make sure students understand that this is talking about a future prediction. You can ask the following:

*When is it asking about? (future)*

*Do we know the answer for sure? (no)*

*Do we have an idea about the answer? (yes)*

Then ask students to work in pairs to think about the answer to the first question. This will help students prepare for the exercise. Allow students to volunteer or nominate students to answer. Make sure many of the class have the opportunity to give their opinions before you ask students to complete the exercise. Put students into pairs to complete Exercise 03. Give students 5 minutes to do this. Monitor as students do this.

**Feedback**

Follow the feedback procedure outlined in Exercise 01.

- 1 will communicate                      2 won't be  
3 Will the cars be able                  4 what will people eat  
5 will definitely need                  6 will be  
7 will the animals breathe

**04** This exercise helps students identify how to describe parts of a graph. Put students into pairs to do this. Give each pair 4-5 minutes and monitor as students do this.

**Feedback**

This is difficult to do verbally so perhaps a good idea is to ask students to draw on the chart and compare with another pair. Alternatively, you can create a document with the answers for students to compare their answers with. If possible, you can project the graph on the board by taking a picture using a smartphone and emailing it to yourself. Students can then come up and identify on the board the part of the graph each sentence talks about.

- 1 y – from 2005 to 2010 2 (extra sentence) 3 y – between 2010 and 2015 4 (extra sentence) 5 y – in 2030 6 (extra sentence) 7 y - after 2025 8 y – between 2020 and 2025 9 y – between 2015 and 2020 10 between 2010 and 2025

**05** This exercise gives students practice of completing sentences to describe a graph. Put students into pairs to do this and give pairs 5-6 minutes. Monitor as students do this.

**Feedback**

Follow the feedback procedure outlined in Exercise 01.

- 1 increased    2 2005    3 55%    4 went    5 fall / decrease  
6 down    7 2020    8 rise    9 decrease / fall

**06** This exercise helps students analyse what a good summary of the graph looks like. This is useful for when students want to write their own description of changes in a graph. Ask students to read the summaries individually and then to compare in pairs their answer. Give students 2-3 minutes to read and 1-2 minutes to compare their answer. Monitor as students do this.

**Feedback**

Allow students to volunteer answers or nominate. Encourage students to give reasons. Confirm the answer and reason after many students have had an opportunity to give their opinion.

- A This is not the best summary. Firstly, it is not enough just to say that the lines 'went up and down a lot'. Second, it is not true to say that Line A 'changed much more than Line B', as both of them changed a great deal.  
B This is the best summary. The student has seen the difference in the main trends of Lines A and B, and has summarised this information well.  
C This is not the best summary. Too much detail, too many years and too many percentages are included. It is therefore not a summary.

**Extension**

Ask students to write a full description of the graph in Exercise 06. Tell students to use the summary but to add more details. Tell students that they should use Exercises 04 and 05 to help them. Either ask students to write individually or put students into pairs to do this. Give



students 10-15 minutes to do this. Give students a large piece of paper to write their description on. Monitor as students write to make sure students are on task, offer further support and to note down anything you wish to discuss during feedback. When students have completed their descriptions, stick the large papers onto the wall. When all students have finished writing and all descriptions are all on the walls, ask all students to stand up and move around the class and read other students' work.

Encourage students to give constructive comments to their classmates – see Exercise 22 for examples of what students can say to each other to give advice. Give students 10-15 minutes to move around the class and read and comment on each other's work. It's good practice to encourage students to read, comment on work and learn from each other. Getting students to stand up and move around also adds variety and changes classroom dynamics.

### **Feedback**

After students have done this, you can then look at individual emails and make comments. Encourage students to move around again and read the comments so that they can learn from these comments.

- 07** This exercise tests students grammatical vocabulary knowledge of items of language learnt in this unit. Put students into pairs to complete this exercise and give students 5-6 minutes. Encourage students to give reasons for their answers. Monitor as students do this.

### **Feedback**

Allow students to volunteer answers or you can nominate to check on individual student's progress. Confirm answers only after other students have said if they agree with the answers suggested by their class mates or to suggest an alternative.

1 I'm going to	2 latest model	3 out of date
4 features	5 swiping	6 screen
7 memory	8 store	9 case





