

1 OVERVIEW

1A Getting to know you

Goal | ask and answer questions

Grammar | word order in questions

Vocabulary | question words

GSE learning objective

Can answer simple questions and respond to simple statements in an interview

1B Successful people

Goal | describe habits and routines

Grammar | adverbs of frequency

Vocabulary | success

GSE learning objective

Can describe habits and routines

1C A new lifestyle

Goal | describe everyday activities

Grammar | present simple vs present continuous

Vocabulary | everyday activities

GSE learning objective

Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. every Monday, twice a month)

1D English in action

Goal | ask for and check information

GSE learning objective

Can deal with practical everyday demands, exchanging straightforward factual information

Check and reflect

(a) I can get to know someone.

VOCABULARY BANK

1C Everyday activities

DEVELOP YOUR SKILLS

1A Develop your listening

Goal | understand the main points in a short talk

Focus | understanding the main idea

GSE learning objective

Can identify the main points in short talks on familiar topics, if delivered slowly and clearly

1B Develop your writing

Goal | complete a questionnaire

Focus | explaining reasons and results

GSE learning objective

Can write descriptions of everyday personal experiences

1C Develop your reading

Goal | understand a short article

Focus | reading for specific information

GSE learning objective

Can understand short, simple narratives and biographies

1A Getting to know you

Introduction

The goal of this lesson is for Ss to get to know each other by asking and answering questions. To help them achieve this, they will learn question words, and word order in questions, in the context of social media posts.

Warm-up

Before the class starts, write on the board, in a random order, some basic information about yourself which you don't mind sharing with the class, e.g. where you live, what you do, the time you start work, your birthday, your favourite singer, etc. Elicit a question by pointing at one of the pieces of information, drawing a question mark on the board and pointing from the class to yourself. Put Ss in pairs to write the rest of the questions, e.g. *Where do you live? What do you do? Who's your favourite singer?*, etc. While they are working, monitor and check how well they are forming questions. When they have finished, elicit the questions and write them on the board (or invite Ss to come up and write them on the board). Ss then ask and answer the questions in their pairs.

Reading and vocabulary

Question words

1 Go through the questions with the class and check Ss understand them. Put Ss in pairs and give them a few minutes to discuss the questions. Monitor and help with new vocabulary where necessary. When they have finished, ask a few students to Ss their ideas with the class.

2a With **weaker classes**, you may want to pre-teach/check: *trainers* (= sports shoes). You could draw or show pictures. Focus attention on the social media post and its title. Ask Ss if they ever see/post things like this on social media and where they see them. Next, focus attention on the photos at the top of the page. Put Ss in pairs to discuss the topics they think Magda mentions in her post. Make sure Ss don't read the text at this stage, just use the photos. When they have finished, elicit Ss' ideas and write them on the board.

b Ss read the text alone, then answer the questions in pairs. Check answers with the whole class. Elicit what Magda said about each one, too.

Answers:

- 2, 5, 6, 10
- at home
- No. She has only met her once.
- How many pairs of shoes she has. (*I always wear the same pair of trainers. My family and friends think they're my only shoes.*)

3a Ss work alone, then check answers. In feedback, check answers with the whole class.

Answers: 1g 2d 3e 4b 5c 6a 7i 8f 9k
10h 11j

Grammar checkpoint

We use *what* when there are many possible answers. We use *which* when there are only a few/a restricted number of possible answers. We usually say *What kinds of* before a plural noun, e.g. *What kinds of vegetables do you like?* and *What kind of* before a singular or uncountable noun, e.g. *What kind of music do you listen to?*

b Explain that these are Diego's answers to the same questions in the social media post. Elicit the first answer as an example with the whole class. Ss match the rest of the answers alone, then check in pairs. In feedback, check answers with the whole class.

Answers: a 9 b 5 c 2 d 6 e 3 f 1 g 10 h 7 i 4 j 8

c Give Ss a minute to choose which six questions they want to ask. Ss discuss their chosen questions in pairs. In feedback, ask a few Ss to share any interesting information they found out about their partner with the class.

Further practice

Photocopiable activities: 1A Vocabulary, p148

Grammar

Word order in questions

4a Books closed. Write on the board: *How ____ ____ ____ to work?* Underneath, write: *you, travel, do*. Elicit which of the three words goes in each gap. Ss open their books again, read the Grammar box and choose the correct verb forms alone, then check in pairs. Don't check answers with the class yet.

b Focus attention on the example questions in the Grammar box and explain that these all come from the social media post in Ex 2. Ask Ss to find them and check their answers to Ex 4a. Then check answers with the whole class. Be prepared to clarify any points Ss aren't sure about, using examples.

Answers: 1 does 2 Do 3 is 4 Are

GRAMMAR BANK 1A pp.116–117

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

Answers: 1A

- 1 1 are is 2 this is is this 3 lives live 4 it is is it
- 5 costs this shirt does this shirt cost
- 6 drives he does he drive 7 You want Do you want
- 8 How many do you have children? How many children do you have?
- 9 Does he speak French? 10 Does she like Italian food?
- 2 1 How many brothers or sisters does he have?
- 2 How do you go/get to work?
- 3 Where do you buy your clothes from?
- 4 What time does the lesson start?
- 5 What do you do at the weekends/on Saturdays and Sundays?
- 6 How often do you check your messages?
- 7 Why is your sister happy?
- 8 Which language do they speak?

5a 1.1 Ss listen to the questions and decide if the speaker's voice goes up or down at the end of each question. Elicit the answers from the whole class and model them further if necessary.

Answer: The speakers' voices usually go down at the end of the question.

b Ss listen again and repeat each question after they hear it.

Pronunciation checkpoint

It is often taught that our intonation goes down with open questions and up with *yes/no* questions. However, recent research shows that the difference is not so clear, especially with *yes/no* questions. At this stage, it's best to focus on how the voice falls naturally at the end of open questions.

6a Elicit the first answer from the class as an example and write it on the board. If necessary, refer back to the information in the Grammar box on word order in questions. Ss write the rest of the questions alone, then check in pairs. Check answers with the whole class.

Answers:

- 1 How many hours do you spend online each day?
- 2 Who do you talk to online?
- 3 Whose photos do you look at online?
- 4 What kind of websites do you like?
- 5 Are you from this area?
- 6 How long is your normal working day?

Optional alternative activity

Stronger classes might enjoy a further challenge here. Books closed. Put Ss in small teams and ask each team to think of a team name. Write team names on the board. Read out the jumbled words for each question. Ss listen to the words and the first team to say the question correctly gets a point (write a mark on the board next to their team name). The team with the most points at the end wins.

b Write on the board: *people you live with?* and elicit possible questions, e.g. *Who do you live with? Do you live with your family? Which people do you live with?*, etc. Go through the example with the class and let Ss know that more than one question might be possible. Ss write their questions alone. While they're writing, monitor and help where necessary.

Answers: (Answers may vary)

- 1 When's your birthday?
- 2 What's/Which is your favourite TV show at the moment?
- 3 What (kind of) films do you like?
- 4 How many/Which languages do you speak?
- 5 Where do you go at weekends?
- 6 When does this lesson finish?

c Put Ss in pairs. Explain that they should choose three questions from each exercise (6a and 6b) to ask their partner. Remind Ss that our voice usually goes down at the end of the question. Ss ask and answer the questions. When they've finished, choose a few students to share something they learnt about their partner with the class.

Further practice

Photocopiable activities: 1A Grammar 1, p146; 1A Grammar 2, p147

Speaking

Prepare

7a 1.2 The aim of the listening activity is to provide a model for the final speaking task in Ex 9. Go through the questions with the class and make sure Ss know what to listen for. Ss listen and answer the questions, then check answers in pairs. Check answers with the whole class.

Answers: 1 Three 2 Because Josh watches a lot of films (almost one a day/six or seven films a week).

b Write on the board: ... like films? Ask if Ss can remember the first question in the audio. (*Do you like films?*) Ask if Ss can remember the other questions Becky asked, but don't give any answers yet. Play the audio again for students to check, then check answers with the whole class.

Answers: Do you like films? What kind of films do you like? Which films do you recommend? Is that online? How many do you watch a week?

Optional alternative activity

With **weaker classes**, write the following on the board:

- ... kind of films do you like?
- ... films do you recommend?
- ... that online?
- ... do you watch a week?

Ss listen and complete the questions with the missing words.

Audioscript 1.2

Becky: So, Josh, do you like films?

Josh: Oh yeah, I love films.

Becky: Great! What kind of films do you like?

Josh: Oh, er, all kinds, really. I watch a lot.

Becky: Really? Lucky you ... I don't watch any these days. I'm always too busy, but I do have some free time tonight. Which films do you recommend?

Josh: Well, there's *Kicks*, about football players at an American high school. If you like sports films, you'll like this one. And, er ... there's a film about the police that I saw last week. I sort of enjoyed that, but I can't remember what it's called. Maybe not that one ... Then there's a comedy called *Surf Brothers*. I saw that last night, really funny!

Becky: Oh good, I like comedies. Is that online?

Josh: No, it's in the cinema at the moment.

Becky: Oh, right, OK ... Wow, you really do watch a lot of films. How many do you watch a week?

Josh: Six or seven.

Becky: That's almost one a day!

Josh: I know. I told you. I watch a lot of films!

8 Refer Ss back to the questions Becky asked in Ex 7 as examples and read them with the class. Ss write their questions alone. Monitor and help with ideas where necessary, and check they're forming questions correctly.

Teaching tip

Speaking activities are almost always more productive when Ss are adequately prepared for them. This doesn't just give them ideas of what to speak about, but also means they start the activity feeling more confident about what they have to say. During the preparation stage, give Ss as much support and encouragement as you can to help them prepare for the final speaking activity.

Speak

9a Go through the Useful phrases with the class. Explain that they are useful ways of responding when listening to someone. *Really?* shows surprise and *Me too!* shows we agree. Read the examples with the class and use the first question (*Do you like sport?*) as an example to elicit possible follow-up questions, e.g. *Which is your favourite sport? How often do you play it? What's the best/worst thing about it?*, etc. Put Ss in small groups to ask and answer their questions. While they are speaking, monitor and make notes on their use of language for later feedback, paying particular attention to their use of questions.

b When they have finished, choose a Ss from each group to share interesting information with the class.

Reflection on learning

Write the following questions on the board:

How easy was it to think of questions to ask other students?

When do you think you would use these questions in the future?

What did you do well in this lesson?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 9a: Ss write a description of their partner based on their discussion.

Grammar bank: 1A Ex 1–2, pp.116–117

Workbook: Ex 1–6, p4

App: grammar and vocabulary practice

Fast route: continue to Lesson 1B

Extended route: go to p106 for Develop your listening

1B Successful people

Introduction

The goal of this lesson is for Ss to describe the habits and routines of a successful person they admire. To help them achieve this, Ss will learn adverbs of frequency and phrases related to success.

Warm-up

Before the class starts, write the following statements on the board:

Success only comes from hard work.
Some people can never be successful.
Only lucky people are successful.

Put Ss in small groups. Ask them to discuss which of the statements they agree/disagree with and briefly say why (they don't need to go into lengthy explanations). Ask them to think of real examples of people if they can. When they have finished, ask Ss to share their ideas with the class and have a brief class discussion.

Listening and vocabulary

Success

1 Focus attention on the photos and elicit who the people are, referring to the information in the Culture notes below. Ss work in pairs and discuss the questions. When they have finished, ask a few Ss to share their ideas with the class.

Culture notes

Roger Federer is a professional tennis player from Switzerland. He has won more Grand Slam titles than any other male player, as well as numerous other competitions.

Meryl Streep is an American actor. She has appeared in the theatre, as well as films and TV. She has won an Oscar three times and, up to 2018, had been nominated 21 times, and has won several other awards for her acting.

Stephen Hawking was a scientist who published books about his scientific theories. He suffered from motor neurone disease from his 20s and in his later life was only able to move his eye, which he used to control a computer that provided his voice. He died on 14th March 2018, aged 76.

Natalia Petrovna Osipova is a Russian ballet dancer. She is a principal dancer at The Royal Ballet in London and the Mikhailovsky Theatre Ballet in St. Petersburg.

2a  1.7 Ss listen to the podcast and tick any ideas they wrote down in Ex 1 about what habits Ss think successful people have. Elicit answers from the whole class.

Optional alternative activity

After Ss have discussed their ideas in Ex 1, invite them to write them on the board. After they listen in Ex 2a, go through the ideas on the board and tick off the ones they heard.

b Ask Ss to read through the list of tips and highlight any phrases they don't understand, then give them an opportunity to ask you for explanations/examples. As Ss if they agree with any of the tips. Ss listen again and order the tips, then check answers in pairs. Check answers with the whole class and ask if they agree with the podcast.

Answers: **1** have clear goals **2** try new things
3 ask a lot of questions **4** listen carefully
5 plan your time well **6** take care of yourself **7** take time off
8 start again

Audioscript 1.7

Welcome to podcast 32 – *Success*. Do you want to be better at your job? How often do you think, 'I want to be more successful, but I'm not sure how?' We talked to some successful people to try and find out about their habits. Here are eight tips for you to be more like them:

- 1** Have clear goals. Successful people always know what they want in life and they work hard to get it.
- 2** Try new things. Successful people are rarely bored and they always look for new and exciting experiences.
- 3** Ask a lot of questions. Successful people always want to know more. In fact, they want to know everything about everything.
- 4** Listen carefully. Successful people are often good listeners and don't do all the talking in conversations.
- 5** Plan your time well. Successful people don't usually do lots of things at the same time. They check their emails every three or four hours. They sometimes check their messages only once a day.
- 6** Take care of yourself. Successful people usually have busy and stressful lives, so try to sleep well, eat well and do regular exercise.
- 7** Take time off – it's important! Successful people hardly ever work at weekends, so make sure you spend time with friends and family, too.
- 8** And finally, eight – if things don't work, just start again! Successful people never stop trying.

3a Books closed. Write the first gapped item on the board (*Do you ____ , or do lots of things at the same time?*) and elicit the answer (*plan your time well*). Ss open their books and complete the questions, using the phrases from Ex 2b. Monitor and help where necessary. When they have finished, Ss check answers in pairs, before checking with the whole class.

Answers: **1** plan your time well **2** try new things
3 start again **4** listen carefully **5** ask a lot of questions
6 have clear goals **7** take care of yourself **8** take time off

Teaching tip

After listening activities, it's a good idea for Ss to check answers in pairs before going through them with the whole class. This allows Ss to share information their partners might not have picked up during the lesson and means they'll be more confident sharing ideas with the class.

b Put Ss in pairs to discuss the questions and compare their own habits. Monitor and make notes on Ss' language for later feedback. When they have finished, choose a few Ss to share their ideas with the class.

Further practice

Photocopiable activities: 1B Vocabulary, p151

Grammar

Adverbs of frequency

4a  1.7 Ss listen again and choose the correct alternatives, then check answers in pairs. Check answers with the whole class.

Answers: 1 always 2 rarely 3 often 4 don't usually
5 sometimes 6 usually 7 hardly ever 8 never

Optional alternative activity

Stronger classes could attempt the exercise first from memory, then listen and check.

b Focus attention on the adverbs and ask which ones Ss already know. Ss complete the activity alone, then check answers in pairs. Check answers with the whole class by writing the adverbs on the board and eliciting answers.

Answers: 1 always 2 often 3 usually 4 sometimes
5 hardly ever/rarely 6 never

5a Give Ss plenty of time to read the Grammar box and choose the correct alternatives, before checking in pairs. Check answers with the class and be prepared to give further explanations/examples where necessary.

Answers: 1 how often 2 after 3 before 4 after
5 at the end

GRAMMAR BANK 1B pp.116–117

Stronger classes could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers: 1B

- 1 1 always 2 Sometimes 3 hardly ever 4 every
5 always 6 once 7 always 8 usually
- 2 1 They go on holiday to France once a year.
2 She is rarely late.
3 I usually play tennis on Friday.
4 We hardly ever watch TV.
5 They don't often go to the beach.
6 We aren't usually free at the weekend.
7 He doesn't normally drive to work.
8 I don't have breakfast every day.
9 Do you sometimes work at the weekend?
10 Is he always late?

b  1.8 Focus attention on the letters in bold in the sentences. Play the audio for Ss to listen to how they're connected. If you think it's useful, explain the information in the Pronunciation checkpoint box below, using the examples given.

Pronunciation checkpoint

We often connect words when we say them quickly. When a word ends with a consonant sound (e.g. *doesn't*) and the next word begins with a vowel sound (e.g. *often*), the words may be linked (e.g. *sometimes gsk*) or the consonant sound might be omitted, especially with 't' and 'd', or if a glottal stop is used. With *doesn't often*, the 't' links to the 'o' in *often*. In sentence 5, the 'y' at the end of *hardly ever* and the 'r' at the end of *ever* are pronounced because they come before a vowel sound. Before a consonant sound, they're not usually pronounced in British English.

c Ss listen again and repeat, paying attention to the linking. Drill both chorally and individually if necessary.

6a Go through the example with the class. Ss complete the sentences alone, then check in pairs. Check answers with the whole class.

Answers:

- 1 Ben **always** does one activity at a time.
- 2 Ana tries a new activity **once a month**.
- 3 I'm **hardly ever** successful in exams.
- 4 We don't **often** have a clear goal.
- 5 I **sometimes** take time off in June.
- 6 Jon works hard **all the time**.
- 7 They're not **usually** busy in the morning.
- 8 I **rarely** check my work emails at weekends.

b Go through the example with the class and elicit one or two further examples of questions they could ask. Put Ss in pairs to ask and answer questions. Monitor and help where necessary, paying attention to the correct use of adverbs. When they have finished, ask a few Ss to share what they found out about their partner with the class.

Optional extra activity

With **weaker classes**, you could revise word order in questions from lesson 1A before starting this exercise. Choose two or three items from the box (include an example with *be* as the main verb), elicit the questions and write them on the board.

Further practice

Photocopiable activities: 1B Grammar 1, p149;
1B Grammar 2, p150

Speaking

Prepare

7a  1.9 Explain that Ss are going to describe a successful person they admire, but first they'll listen to someone else doing the same. Go through the questions and make sure Ss know what to listen out for. Ss listen and answer the questions, then compare with a partner. Check answers with the whole class, feeding in information from the answers below where necessary.

Answers:

- 1 His grandma Elizabeth.
- 2 She is 85.
- 3 She is happy. She is 85 and very active. She looks after her great-grandchildren once a week.

b Go through the activities with the class and elicit what Ss can remember, but don't give any answers yet. Ss listen and write their answers, then check with a partner. Check answers with the whole class.

Answers: 1 always 2 usually 3 hardly ever
4 every Wednesday

Audiocript 1.9

- Alex:** Actually, a person who I think is really successful is my grandma, Elizabeth. My mum's mum.
- Marian:** That's lovely! Why's that, then?
- Alex:** Well, she's not famous or rich, but she's a really nice and happy person. She's retired now, but she's still very active – even at 85! She always gets up between five and six in the morning and cleans the house. After breakfast, she usually goes out for a long walk. She walks everywhere, actually – she hardly ever uses public transport.
- Marian:** She sounds great! Tell me more ...
- Alex:** OK, so, every Wednesday she looks after my kids (her great grandchildren!) all day. They're three and four – and very energetic! She was a teacher in a primary school, so she's very good with children. She plays with them all the time.
- Marian:** Wow! To be like that at 85, that's amazing! OK, so a person who I think is successful is ...

c Give Ss a few minutes to make notes. Explain that it can be someone they know or a famous person. Monitor and help with vocabulary where necessary and encourage Ss to think about which adverbs of frequency they can use.

Optional extra activity

If you have time, Ss could rehearse their descriptions and record them onto an audio recorder app on their mobile devices. They can then listen back to them and reflect on the content of their descriptions and their use of adverbs of frequency. Ss then think about what to improve before they work in groups and describe the person to others.

Speak

8 Put Ss in small groups to take it in turns to describe their successful person. Monitor and take notes on their language use for later feedback and encourage Ss to ask follow-up questions to find out more information. Go through the Useful phrases with the class and explain that we use *Tell me/us more* and *What else does he/she do?* to elicit more information and the other two to respond to information. When Ss have finished, ask a member of each group to report back to the class on anything interesting they found out. Go over any common errors you heard and/or examples of good language use with the whole class.

Reflection on learning

Write the following questions on the board:

How far do you think you achieved today's lesson goal?
How can you improve?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 8a: Ss write a description of the successful person they described.

Grammar bank: 1B Ex 1–2, pp.116–117

Workbook: Ex 1–6, p5

App: grammar and vocabulary practice

Fast route: continue to Lesson 1C

Extended route: go to p87 for Develop your writing

1c A new lifestyle

Introduction

The goal of this lesson is for Ss to describe everyday activities in the context of trying a new lifestyle for a month. To help them achieve this, they will learn the present simple and present continuous with time expressions.

Warm-up

Ask Ss to imagine that they are going to live on a remote island for a month, with no communication with the outside world. Give them a few minutes to think of and write down five objects they'd take with them (no computers or mobile phones allowed). They must include one book and one type of food. When they are ready, put Ss in small groups to share their ideas and say why they chose them. When they have finished, nominate a student from each group to share their ideas with the class.

Reading

1a Focus attention on the photos and ask Ss what kind of things they think Marek and Kim do. When they have finished, nominate Ss to share their ideas with the class and write them on the board.

b Give Ss a few minutes to read the blog post quickly and check their ideas in Ex 1a. Explain that they will have a chance to read the blog post again more carefully later, so they shouldn't worry if they don't understand every word. Check answers with the class and tick off any of the ideas from Ex1a on the board which were mentioned.

Teaching tip

Rather than set a time limit for a first gist reading, you could have Ss do it as a race. Ss cover the text until you say *Go!* and the first person to find the answers wins. This ensures they only read quickly the first time for general understanding.

2a With **weaker classes**, you may want to pre-teach/check: *library*. Ss read the post again and answer the questions alone, then check in pairs. Check answers with the whole class.

Answers: 1 once a week 2 in a shop 3 at 5.30 a.m.
4 play cards; read; sit in the garden 5 around 9 p.m.

b Ss work in pairs and discuss the questions. Monitor and make notes on their language use for later feedback. In feedback, choose two or three Ss to share their ideas with the class and have a class discussion.

Grammar

Present simple and present continuous

3a Write on the board: 1 *We get up at 5.30 a.m. every day.* and 2 *Kim and I are trying a new lifestyle.* next to each other. Review how we form each tense by writing (preferably in a different colour) the form under each sentence (1 *I/you/we/they get up; he/she/it gets up; 2 be + verb -ing*). Ss read the Grammar box and choose the correct alternatives, using the examples to help them, then check in pairs. Check answers with the whole class and be prepared to give further explanations/examples where necessary.

Answers: 1 present simple 2 present continuous
3 temporary

b Focus attention back on the text in Ex 1 and ask Ss which tense in the Grammar box the sentence *Kim and I are trying a new lifestyle* is an example of (present continuous to describe a temporary situation). Ss continue alone, then compare answers in pairs. Check answers with the whole class.

Answers:

present simple: *We usually live in the big city; we come into town once a week; we always walk here; We get up at 5.30 a.m. every day; We have a simple breakfast; We pick vegetables in the garden and we collect wood in the forest; We finish work at about 6 p.m.; we play cards, read or just sit in the garden; We go to bed early, too,*

present continuous: *Kim and I are trying a new lifestyle; we're living in a forest without electricity; So, how am I writing this blog?; I'm using the computer; Kim's looking for some blankets; We're living in a really simple house; We're not missing TV at all; we're really enjoying it so far*

GRAMMAR BANK 1C pp.116–117

Stronger classes could read the notes at home. Otherwise, check the notes with Ss, especially the description of state/active verbs. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers: 1C

- 1 1 get 2 play 3 'm watching 4 go 5 checks
6 is cleaning 7 read 8 's studying
2 1 eat 2 'm trying 3 have 4 go 5 buy 6 'm eating
7 'm learning 8 cook 9 make 10 loves 11 don't like
12 know

4a  1.10 Ss listen and choose the answers alone, then check in pairs. Check answers with the whole class. Be prepared to give further examples and drill the contractions chorally and individually.

Answers: 1 We're 2 She is 3 I'm 4 They are

Pronunciation checkpoint

If Ss find it difficult to hear the contractions, then model each pair of sentences, with and without the contractions, for Ss to hear the difference. You can make it even clearer by using your fingers. For example, say *we are having* and point to each of your fingers in turn. Then put two of your fingers together and say *we're having*. Repeat for the other sentences.

b  1.11 Ss listen again to the sentences in Ex 4a and repeat, paying attention to the contractions.

5 Explain that it's now a week later from Marek's first post and he's just posted a new update. Ss complete the text alone, then check in pairs. Check answers with the whole class.

Answers: 1 don't have 2 'm sitting 3 work 4 feel
5 want 6 are 7 am thinking

6a As an example, tell Ss how you would complete each of the prompts with information about yourself. You can also write your answers on the board. Give Ss a few minutes to complete the sentences for themselves. Monitor and help with vocabulary/ideas where necessary.

Optional extra activity

Fast finishers can write two more sentences: one about a temporary situation and one about something they never do.

b Go through the example, modelling with one of the **stronger Ss** and ask follow-up questions to find out more information. Put Ss in pairs to share their ideas and encourage them to ask follow-up questions. In feedback, nominate Ss to share interesting information about their partners with the class.

Optional alternative activity

In Ex 6a, ask Ss to complete three of the prompts with true information and the other two with false information. In Ex 6b, Ss share their information and guess which is true/false.

Further practice

Photocopiable activities: 1C Grammar 1, p152;
1C Grammar 2, p153

Vocabulary

Everyday activities

7a Read the example with the class. Ss complete the phrases alone, then check in pairs. Check answers with the class and drill the phrases chorally and individually.

Answers: 1 take 2 play 3 watch 4 have 5 start/finish
6 get 7 check 8 spend

b Ss add the words alone, then check in pairs. Check answers with the whole class.

Answers: have a good time; start/finish a language course;
watch a show; take a taxi; get home; spend money;
check the answers; play the piano

Teaching tip

You may want to encourage Ss to keep a vocabulary notebook, so they can refer back to it. There are different ways of recording new vocabulary, e.g. by topic or keyword. Ask Ss to share how they like to record vocabulary and encourage them to try different ways until they find one which works for them.

c Read an example to the class from Ex 7a, e.g. 'watch' and 'TV'. Ss practise in pairs. In feedback, ask different Ss to practise in open pairs.

VOCABULARY BANK 1C p136

Everyday activities

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

1 Elicit the first answer as an example. Ss match the words and photos alone, then check in pairs. Check answers with the whole class.

Answers: 1C 2I 3H 4D 5F 6B 7A 8L 9K
10N 11E 12M 13G 14J

2 Ss complete the sentences and check answers in pairs.

Answers: 1 to 2 to 3 a 4 with 5 the 6 a 7 in 8 for

3 Read the example with the class. Ss practise in pairs. In feedback, ask different Ss to practise in open pairs.

Optional alternative activity

Stronger classes can complete Ex 1 at home, then discuss Ex 2 in the next class.

Further practice

Photocopiable activities: 1C Vocabulary, p154

Speaking

Prepare

8a  1.12 Explain that Ss are going to imagine a change in their lifestyle, then describe it to someone else. First, Ss will listen to an example of someone else doing the same. Go through the lifestyle changes in the list and check understanding. Ss listen and choose which lifestyle Stephanie is trying. Check answers with the whole class.

Answer: trying a new diet

b Ss listen again and answer the questions, then check in pairs. Check answers with the whole class.

Answers:

- 1 cooking (a stir fry)
- 2 She has some fruit on her morning break. She walks to work.
- 3 a lot better

Audioscript 1.12

- P:** Hey Stephanie, how's it going?
S: OK thanks. Guess what? I'm trying a no-sugar diet for a month.
P: What?! But you love chocolate and sweets. You always have something for dessert. You can't live without sugar! So, how's it going?
S: OK, so far. I'm trying lots of new types of food and drink. I miss chocolate, though. I usually have some for a snack, but now I just have some fruit instead – an apple, or something.
P: And what about exercise?
S: Well, I'm not doing any sport at the moment, but I walk to work every day. It's great actually, I feel a lot better!
P: Well, seriously, that's brilliant, Stephanie. Well done!

9 Explain that Ss can choose one of the topics in Ex 8a, or think of their own if they prefer. While they're making their notes, monitor and check which lifestyle Ss have chosen and help with ideas/vocabulary where necessary.

Speak

10 Go through/drill the Useful phrases. Ss describe their change in lifestyles in pairs. Monitor and make notes on their language use for later feedback. When they have finished, ask a few Ss to describe their partner's lifestyle to the class and ask which they think sounds the most interesting. Go over any common errors and/or examples of good language use from the lesson with the class on the board.

Reflection on learning

Write the following questions on the board:

How could the language you learnt in today's lesson help you in your everyday life?

What question(s) would you like to ask about the language in today's lesson?

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Ex 10: Ss write a description of their lifestyle.

Grammar bank: 1C Ex 1–2, pp.116–117

Vocabulary bank: 1C, Ex 1, p136

Workbook: Ex 1–5, p6

App: grammar and vocabulary practice

Fast route: continue to Lesson 1D

Extended route: go to p88 for Develop your reading

1D English in action

Introduction

The goal of this lesson is for Ss to practice asking for and checking information. To help them achieve this, they will learn a range of phrases for asking for and checking information in a variety of contexts.

Warm-up

Write the following on the board:

language courses in your local area

medical information

how to cook a dish

travel information

Put Ss in pairs and ask them to discuss where they usually go to find out information on each of these things, e.g. someone they know, a website/app, etc. When they have finished, elicit ideas from a few Ss and find out if anyone said the same things.

1 Focus attention on the pictures and elicit what's happening in each one. Put Ss in small groups to work in pairs and discuss what kind of help each person needs. Encourage Ss to ask follow-up questions to find out more information. When they have finished, choose one Ss from each group to share their ideas with the class.

2a  1.13 Ss listen and match the conversations to the pictures in Ex 1. Check answers with the whole class.

Answers: 1 B 2 C 3 D

b Ss listen again and answer the questions, then check in pairs. Check answers with the whole class.

Answers: 1 Manchester 2 325 3 5

Audioscript 1.13

Conversation 1

A: Excuse me, can you help me?

B: Of course, what's the problem?

A: I'm trying to buy a ticket to Manchester, but I don't know how to use this machine.

B: Ah, no problem. You need to choose your ticket on the main screen there.

A: OK. Right ... Like this?

B: That's right. Then put your card in here to pay and your ticket will come out here.

A: Oh, thank you.

B: You're welcome!

Conversation 2

- A: Good afternoon.
 B: Hi there, I'm looking for somewhere to stay for a couple of nights.
 A: No problem – we have lots of options. What sort of thing are you looking for?
 B: Well, I'd like somewhere in the centre and not too expensive.
 A: Well, there's the Ramblers Inn over on Queen Street, which is very nice. Lots of young people there and it's also the cheapest place to stay in the centre.
 B: That sounds lovely. What's the quickest way to get there? I'm quite tired after the train journey here.
 A: Take the number 325 bus from the stop of the High Street, in front of the bank. It'll get you there in about ten minutes and costs one pound. Is that clear?
 B: Um, sorry, can you repeat that, please?
 A: Yes, of course. Go to the High Street and find the bus stop.
 B: Right.
 A: It's in front of the bank. Take bus number 325.
 B: Thanks!

Conversation 3

- T: ... and then check your answers with the person next to you.
 S1: Did you get that?
 S2: Um ... no. Sorry, I didn't hear what she said, I'm not feeling well today. What do I need to do?
 S1: Answer the questions then we compare our answers.
 S2: OK. Which exercise is it?
 S1: Exercise 5. It's this one here.
 S2: Oh great. Thanks for your help.

3a  1.14 Focus attention on the box with the functional phrases and give Ss a minute or two to read through them. Ss listen and tick which ones they hear, then check in pairs. Check answers with the whole class.

Answers: Can you help me?; It's this one here.; Which one is it?; Can you repeat that, please?

- b** Play the audio again for Ss to listen and repeat. If necessary, be prepared to drill any problematic phrases further.
4 Ss complete the conversations with the missing words. Encourage them not to look at the Useful phrases box while they do this, but they can if they need to. Check answers with the whole class.

Answers: 1 **A:** help, **B:** need 2 **A:** that, **B:** repeat
 3 **A:** do, **B:** It's

- 5** Ss work in pairs (A and B) and practise the conversation.

Speak

- 6** Ss have conversations in pairs, swapping roles each time they start a new conversation. Monitor and make notes on their language use for later feedback. When they have finished, nominate two or three pairs to perform a conversation for the class. Go through any common errors and/or examples of good language use with the class.

Reflection on learning

Write the following questions on the board:
How confident did you feel asking for and checking information?
When can you use the phrases you learnt today?
 Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

Homework ideas

Reflection on learning: Write your answers.

Workbook: Ex 1–3, p7

App: grammar and vocabulary practice

1 Check and reflect

Introduction

Ss revise and practise the language of Unit 1. The notes below provide some ideas for exploiting the activities in class, but you may want to set the first exercise in each section for homework or use them as a diagnostic or progress test. For each grammar or vocabulary point, the first activity reviews the language and the second is more communicative, involving pairwork.

- 1** Books closed. Write on the board: *What time you get up in the morning?* and elicit where to put *do*. Ss add the missing word to each sentence, then check in pairs. Check answers with the class.

Answers:

- 1 What time **do** you get up in the morning?
- 2 What's your favourite food?
- 3 Whose pen **is** this?
- 4 **How** long is the lesson?
- 5 Which film do **you/they/we/I** want to watch?
- 6 How **many** brothers and sisters have you got?

2a Elicit examples of questions Ss could write for one or two of the topics and write them on the board. Give Ss plenty of time to write their questions, and monitor and help where necessary.

b Demonstrate with a **stronger Ss**, and ask follow-up questions. Ss discuss their questions in pairs. While Ss are speaking, monitor and note down any common errors, and examples of good language use for later feedback. When they have finished, ask one or two Ss to share any interesting information they found out about their partner with the class.

3a Ss choose the correct alternative alone, then check in pairs. Check answers with the whole class.

Answers: 1 Who's 2 How long 3 Whose 4 How many
 5 How

b Ss work in pairs and discuss the questions from Ex 3a. Monitor and encourage Ss to ask follow-up questions to find out more information. When they have finished, ask one or two Ss to share any interesting information they found out about their partner with the class.

4a Demonstrate the activity by telling the class one or two of the sentences about yourself. Give Ss plenty of time to complete the sentences and monitor to check they're adding the adverbs of frequency in the correct position.

b Arrange Ss in groups to share their phrases from Ex 5a and find out if others agree. In feedback, nominate a student from each group to share the things people in their group have in common.

5a Elicit the first answer with the class as an example. Tell Ss that in most cases, more than one answer is possible. Ss match the verbs and endings alone, then check in pairs. Check answers with the whole class.

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

b Give one or two examples of your own to demonstrate, e.g. *I plan my time well when I'm studying for an exam. I ask a lot of questions when I'm in class.* Ss write sentences alone. Monitor and help with new vocabulary where necessary. When they have finished, you could put Ss in pairs to compare their sentences.

6 Ss choose the correct alternatives alone, then check in pairs. In feedback, ask a pair to read out the conversation for the class to check.

Answers: 1 are you doing 2 'm just watching 3 have
4 'm not doing 5 is doing 6 usually plays

7a With **weaker classes**, elicit the first answer as an example. Ss complete the questions alone, then check in pairs. Check answers with the whole class.

Answers: 1 do you usually go 2 are you studying
3 are you doing 4 do you listen 5 are you wearing

b Ss work in pairs and discuss the questions. Monitor and encourage them to ask follow-up questions to find out more information. In feedback, ask Ss to share any interesting information they found out about their partner with the class.

8a Ss complete the sentences alone, then check in pairs. **Weaker classes** can refer back to lesson 1C to help. Check answers with the whole class.

Answers: 1 check 2 start 3 spend 4 get 5 play
6 have 7 take 8 watch

b Give one or two of your own examples to demonstrate. Ss change the sentences alone, so they're true for them.

c Ss work in pairs and compare their sentences. In feedback, ask if any Ss have anything in common.

Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 1.

1A Develop your listening

Introduction

Ss develop their listening skill of understanding the main points in a short talk. Ss learn to understand the main idea in the context of a radio programme about greetings around the world.

Warm-up

Write on the board:

How many languages can you say 'hello' in?

Ss discuss in pairs and say the word for hello in each language they know. In feedback, elicit all the ways to say hello in different languages the class knows and write them on the board.

1a Start by reviewing vocabulary for parts of the body. Make sure you include the following items: *arm, cheek, chest, finger, hand, head, mouth, nose* and *tongue*. Focus attention on the photos and elicit what parts of the body Ss can see. Ss work in pairs and identify which greetings they can see in the photos (three greetings are not shown). Check answers with the whole class and be prepared to offer further explanations or mime the greetings if necessary.

Answers: shake hands (A) bow your head (B)
press your noses together (C) kiss someone on the cheek (D)
put your hands together (E) hug someone (F)

b Elicit ideas from the class, but don't give any answers yet.

c  1.3 Ss listen and identify which of the greetings are mentioned, then check in pairs. Check answers with the whole class.

Answers: shake hands; kiss someone on the cheek

Audioscript 1.3

Presenter:

Hello! Welcome to this week's Culture Show with me, Anna Taylor. Today we are talking about greetings. What to say or do in that first moment when you meet someone?

It can be difficult, can't it? You meet someone new and you decide to shake hands, but the other person decides to give you a kiss on the cheek. Has anything like this ever happened to you? This kind of thing happens all the time, because there are so many different greetings from all over the world. How we greet someone for the first time is important because we want people to like us. So let's take a look at some different ways of greeting, so that next time you do it the right way!

2 Ss read the Focus box and answer the question. Go through anything that isn't clear, giving further explanations/examples where necessary.

Answer: Key words are usually stressed.

3a Ss mark the key words alone, then check in pairs. While they're working, write the statement on the board. In feedback, invite a student to come to the board and underline the key words, then ask if the rest of the class agrees.

b  1.4 Ss listen and check. Check answers with the class.

Suggested answers: How, greet, first time, important, want, like

Audioscript 1.4

Presenter:

How we greet someone for the first time is important because we want people to like us.

4  1.5 Ss listen and choose the correct alternatives, then check in pairs. Check answers with the class.

Answers: 1 shake hands 2 hug 3 shake hands
4 sometimes 5 put their right hand on their chest
6 press their noses together

Audioscript 1.5

Presenter:

In the US, most people shake hands when they meet new people. Women often kiss both their male and female friends on the cheek or hug them. Men often do the same with their female friends, but they usually shake hands with their male friends.

In Brazil, people shake hands when they meet someone new. With friends and family, men still shake hands, but women usually kiss each other on the cheek. It's sometimes difficult to know how many times to kiss. In some areas they kiss once, in some they kiss twice, and in other areas, they kiss three times!

In Qatar, people usually shake hands when they meet for the first time. However, when men and women meet, they don't usually do this. They put their right hand on their chest. When female friends meet, they kiss each other on the cheek, or touch each other's hands. When male friends meet, they shake hands or press their noses together twice – a traditional greeting in Qatar.

5  1.6 Give Ss a minute to read the notes and think about what type of information they need to listen for. Ss listen and complete the notes, then check in pairs. Check answers with the whole class.

Answers: 1 heads 2 bow 3 low 4 hands 5 chest
6 high 7 tongue

Audioscript 1.6

Presenter:

In South Korea, the traditional greeting is to bow. With friends, men and women bow their head. However, in important meetings, business people bow with the top half of their body. Younger people bow low when they're with someone older. They can only stand up after the older person stands up.

In Thailand, people put their hands together in front of them when they meet new people. Then they bow their head. When they meet friends, their hands are low, in front of their chest. But when they meet someone older or more important, their hands are high and their fingers are near the top of their head.

And finally, in Tibet, the greeting is a little unusual. In many countries, showing your tongue to another person is not polite, but in Tibet it's a traditional way of saying hello. People put their hands together in front of them and then show their tongue but only for a very short time.

So, if you ever go to South Korea, Thailand or Tibet, now you can greet people in the right way.

6 Ss work in pairs and discuss the questions. In feedback, elicit their ideas and have a class discussion to round off the lesson.

Homework ideas

Workbook: Ex 1–4, p7

1B

Develop your writing

Introduction

Ss develop their writing skill of completing a questionnaire. Ss learn how to give reasons in the context of language learning preferences.

Warm-up

Write on the board: *quelch* and explain that this is a word in a language they don't know (decide what it means, e.g. *hospital*, but don't tell Ss). Explain that they need to ask you questions to find out what it means, e.g. *Is it a thing or a person? Can you drive a quelch? Is it big or small?*, etc. Have Ss from around the class ask you questions until they guess what it is.

1a Ss work in pairs and discuss the questions. In feedback, elicit answers from the class and have a class discussion. Write any useful strategies Ss mention on the board.

b The aim of this lesson, as well as developing students' writing skills, is to act as a needs analysis for your class, providing you, as the teacher, with useful information about your learners' language-learning preferences. Focus attention on the questionnaire and ask if Ss have ever completed something like this when starting a new course. With **weaker classes**, you may want to pre-teach/check: *look up* and *hardest*. Ss read the answers and match the questions alone, then check in pairs. Check answers with the whole class.

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

2 Ss read and decide if the sentences are true or false alone, then check in pairs. Check answers with the whole class.

Answers: 1 F 2 T 3 T 4 T 5 T

3 Give Ss a few minutes to read the Focus box and ask about anything they're not sure of. Then ask Ss to underline examples in Miguel's answers in Ex 1. Check answers with the class.

Answers:

That's why I'm studying English. I like having conversations in class, because I can't practise speaking English at home. But I also like reading interesting articles, because I can learn new things. Pronunciation is the hardest thing for me because of all the different sounds in English.

4 With **weaker classes**, elicit the first answer as an example. Otherwise, Ss match the sentences halves, then check in pairs. Check answers with the whole class.

Answers: 1 b 2 d 3 a 4 c

5 Ss choose the correct alternatives alone, then check in pairs. Check answers with the whole class.

Answers: 1 so that 2 because 3 because of 4 That's why
5 so that

Prepare

6 Give Ss plenty of time to think about their own answers to the questions and make notes. Monitor and help with ideas/new vocabulary where necessary.

Write

7 Because this activity is also meant as a needs analysis, you might want to ask Ss to write their answers on a separate piece of paper, so that you can collect them in at the end and refer to them when planning future lessons. Focus Ss attention on the Useful phrases. While Ss are writing, monitor and help where necessary. Ss can also use the Focus box to help them. When they have finished, ask Ss to check their writing and think about whether they have used the language for giving reasons correctly.

Homework ideas

Workbook: Ex 1–5, p9

1c Develop your reading

Introduction

Ss develop their reading skill of understanding short texts. Ss learn how to read for specific information in the context of an article about a man who records his life.

Warm-up

Write on the board:

How often do you take photos?

What do you take photos of?

Do you like taking photos with your phone or with a real camera?

Ss work in small groups and discuss the questions. When they are ready, nominate a student from each group to share their ideas with the class.

1 Ask Ss to read the title and introduction to the news article. Ask if any Ss have heard of this person. Make sure they don't read any further at this stage. Ss discuss the question in pairs. Check answers with the class.

Answers: He's taken photos and made lots of notes.

2 Give Ss time to read the Focus box, then discuss the question in pairs. Explain that reading for specific information is something we do subconsciously in our first language and is a good strategy to use when learning a new language to help us understand specific information.

Suggested answers: dates and names

3a With **weaker classes**, you may want to pre-teach/check: *look back*. Ss read the text and find the answers to the questions, then check in pairs. Check answers with the whole class.

Answers: **1** 1,200 **2** 2010 **3** 4.36 p.m. **4** Villarroel
5 every 30 seconds

b Ss work in pairs and discuss the questions. In feedback, elicit their ideas and have a class discussion.

4 Ask Ss to read the title and introduction. Ask if any Ss have heard of this film. Make sure they don't read any further at this stage. Ss discuss the question in pairs. In feedback, elicit their ideas and have a class discussion.

b Ss find the information alone, then check in pairs. Check answers with the whole class.

Answers: **1** Ridley Scott **2** 24th July 2010 **3** 80,000
4 YouTube **5** 94 minutes and 53 seconds

Optional extra activity

Suggest Ss watch the film at home, then choose their favourite clip. In the next class they can share their favourite clips, saying why they like them.

5 Ss work in pairs and describe their typical day. When they have finished, ask a few Ss to share any interesting information they found out about their partners with the class.

Homework ideas

Workbook: Ex 1–4, p8