

HOW TO TEACH WITH

# high note



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# Overview of High Note



## A dynamic, five-level upper-secondary course

*High Note* is a **five-level** British English course that bridges the gap between school life and young adulthood.

Carefully designed to inspire teenagers and help them fulfil their **ambitious goals**, the course equips students with **language skills** alongside the **life and career competencies** that are indispensable to **succeed in exams**, the **future workplace**, and in **21st century society**.

*High Note* offers the perfect mix of print and online resources for both students and teachers. Teachers can benefit from all the course resources available in one place at the **Pearson English Portal**, while students can be encouraged to study autonomously using the **Pearson Practice English App**.

# Build your students' confidence

High Note supports students to communicate fluently and accurately in English in a variety of situations, helping them become fully-rounded citizens of the global community.

High Note increases cultural awareness and deepens the understanding of important social issues.

There are plenty of opportunities to develop speaking skills and overall language fluency

The image displays a collage of pages from the High Note textbook. The central focus is page 08, titled 'Switch on', which features a large '08' in a blue circle and the text 'Switch on'. Below this, there's a section titled 'Could you be a scientist?' with four portraits of scientists: Albert Einstein (1879-1955), Charles Darwin (1809-1882), Galileo (1564-1642), and Louis Pasteur (1822-1895). The page includes sections for Vocabulary, Grammar, Speaking, and Writing, along with a video icon. Surrounding this central page are other pages from the book, including page 8A Grammar, 8B Vocabulary, 8C Speaking, and 8D Reading. These pages contain various exercises, grammar rules, and reading materials. For example, page 8C Speaking has a section 'GETTING WET FOR A GOOD CAUSE' and 'FOMO - A MODERN PHENOMENON'. Page 8D Reading has a section 'THE USE OF SOCIAL MEDIA' and 'Could you be a scientist?'. The collage also shows pages with exercises on phrasal verbs, grammar, and speaking activities. The overall layout is colorful and organized, with a mix of text, images, and interactive elements.

# Develop your students' 21<sup>st</sup> century competencies

**High Note** not only provides students with grammar, vocabulary and language skills, but also develops the key competencies they need to become part of the global 21st century community.

**Culture spot** lessons provide a wider perspective of various cultural aspects. **Literature spot** lessons familiarise students with well-known literary works that have made an impact on popular culture.

### LITERATURE SPOT 1 Forrest Gump

**1** Look at the photos and read the first paragraph of the text on page 159. What do you think the extract is about?

**2** **4.17** Listen to two students talking about the extract and answer the questions.

- Why did the boy have difficulty understanding the text?
- What did the girl think the extract was about?
- What did the boy think the extract was about?

**3** Read the rest of the text and decide if statements 1–6 are true or false.

**WATCH OUT!**

The informal words and phrases from Exercise 5 are sometimes used in spoken and informal written English.

- 'Ain't' is a short form of 'is not/are not' and 'gonna' of 'going to'. Even though they're not grammatically correct, they're common in some dialects and song lyrics.
- In spoken conversations, English speakers sometimes tend to omit or change some sounds: e.g. change the -ng ending with an -n. When we want to show these changes in written English, we use an apostrophe to mark that.

### CULTURE SPOT 1 Universities in Britain

**1** Oxford University is a historic university, the oldest in the English-speaking world. Students live in colleges – each college has its own dining room, library and student societies.

**2** Manchester University, a typical city university, not far from Manchester city centre.

**3** Sussex University, an example of a modern 'campus university'. The university is in the countryside, not far from Brighton.

**4** A typical study bedroom in a hall of residence.

**5** In 1960, there were about twenty-five universities in Britain and only about five percent of eighteen-year-olds went to university. Today the situation is very different – there are more than a hundred universities and more than thirty percent of eighteen-year-olds get a place at university. Young people usually start choosing their university and the subject they want to study at the start of the last year of secondary school. Most universities organise 'open days' for pupils, where they can speak to students and staff and decide if the university is the right place for them. Many foreign students also decide to study in Britain – about twenty percent of students in the UK are from abroad. Some universities ask candidates to come for an interview or an exam. A-level exam results are important too because you can lose your place at university if your results are bad. Students can choose from hundreds of university courses. In 2024, the most popular courses were Medicine, Law, Psychology, Art/Design and Computer Science. There are also many different types of university. Perhaps the most famous are the 'historic' ones, which began in the Middle Ages, such as Oxford, Cambridge and Edinburgh. 'City universities' are usually in the centre of large towns and cities – examples are Birmingham, Bristol, Manchester and the colleges of the University of London. There are also newer 'campus universities', such as Sussex, Kent and Warwick, where all the buildings are together, usually in the countryside. Some universities are small and friendly, others have tens of thousands of students. And of course, some universities have a better reputation than others. Choosing the university that is right for you is very important. For this reason, most students in Britain choose to study far from their hometown (only twenty-two percent of students live with their parents). Students in the first year of university typically live in university accommodation called 'halls of residence'. Students have to share a kitchen and bathroom with three to five other students, but every student has a 'study bedroom' where he/she can study or sleep. In the second and third years, it's popular to rent a flat or house with friends. For some people, this is one of the best things about being a student! Studying at university is often very different to learning at school. Lectures are the most common type of teaching – sometimes there are more than a hundred students in the room at one time. But students also spend a lot of time doing 'private study' – reading and making notes in the library or at home. Most students go to university for three or four years to get a Bachelor's degree. About ten percent of students drop out (they leave university without finishing their course). Studying in Britain is very expensive these days. Students have to pay the university for their teaching each year (usually more than £5,000 a year). You also have to add to this the cost of living (about £12,000 a year). It's not surprising that many students work part-time or during the holidays, and most graduates (students with a degree) have large debts.

**6** In 2024, the most popular courses were Medicine, Law, Psychology, Art/Design and Computer Science. There are also many different types of university. Perhaps the most famous are the 'historic' ones, which began in the Middle Ages, such as Oxford, Cambridge and Edinburgh. 'City universities' are usually in the centre of large towns and cities – examples are Birmingham, Bristol, Manchester and the colleges of the University of London. There are also newer 'campus universities', such as Sussex, Kent and Warwick, where all the buildings are together, usually in the countryside. Some universities are small and friendly, others have tens of thousands of students. And of course, some universities have a better reputation than others. Choosing the university that is right for you is very important. For this reason, most students in Britain choose to study far from their hometown (only twenty-two percent of students live with their parents). Students in the first year of university typically live in university accommodation called 'halls of residence'. Students have to share a kitchen and bathroom with three to five other students, but every student has a 'study bedroom' where he/she can study or sleep. In the second and third years, it's popular to rent a flat or house with friends. For some people, this is one of the best things about being a student! Studying at university is often very different to learning at school. Lectures are the most common type of teaching – sometimes there are more than a hundred students in the room at one time. But students also spend a lot of time doing 'private study' – reading and making notes in the library or at home. Most students go to university for three or four years to get a Bachelor's degree. About ten percent of students drop out (they leave university without finishing their course). Studying in Britain is very expensive these days. Students have to pay the university for their teaching each year (usually more than £5,000 a year). You also have to add to this the cost of living (about £12,000 a year). It's not surprising that many students work part-time or during the holidays, and most graduates (students with a degree) have large debts.

**7** In pairs, look at the Fact Box and answer the questions.

- How old are children in England when they start primary school? How old are they when they start secondary school?
- What are A-levels?
- In which ways is the school system the same/different in your country?

**8** In pairs, look at the Fact Box and answer the questions.

- Are you planning to study at university? What subject would you like to study?
- What do you think the advantages and disadvantages of studying at a city university are, compared to a campus university in the countryside? Use photos 2 and 5 to help you.

**9** **4.14** Listen to Sam and Siân talking about their lives at university and complete the table. Did they mention any of your ideas from question 2 in Exercise 5?

	Sam	Siân
Name of university	York	Newcastle
Type of university	campus	city
Course	Computer Science	Computer Science
Advantages	<ul style="list-style-type: none"> <li>quiet, peaceful</li> <li>feels safe</li> <li>shopping/eating out</li> <li>lots going on, e.g. ...</li> </ul>	<ul style="list-style-type: none"> <li>exciting</li> <li>good for shopping/eating out</li> <li>lots going on, e.g. ...</li> <li>living far away from the university</li> </ul>
Disadvantages	<ul style="list-style-type: none"> <li>...</li> </ul>	<ul style="list-style-type: none"> <li>living far away from the university</li> </ul>

**10** Read the text quickly and decide what these numbers refer to.

- 25
- 20%
- 20%
- 22%
- 10%

**11** Read the text again and decide if statements 1–6 are true or false.

- Most eighteen-year-olds in Britain go to university.
- Young people usually choose their university before they finish school.
- The most famous universities are also some of the oldest.
- Not many people go to university in their hometown.
- Students often have to share a bedroom.
- It typically costs more than £20,000 a year altogether to live as a student.

**12** In pairs, look at the highlighted words and phrases from the text and explain their meaning.

*open day* – a day when secondary school pupils can speak to the students and staff of a university

**GLOSSARY**

**compulsory** – required by law or a rule

**debt** – sum of money that someone owes

**staff** – the people who work for an organisation

### Forrest Gump

**4.18** In the only class I liked was lunch, but I guess you can't call that a class. At this school, there was a teacher with nine or ten different things to eat and we trouble makin' up my mind what I wanted. 'Ain't it a short form of 'is not/are not' and 'gonna' of 'going to'. Even though they're not grammatically correct, they're common in some dialects and song lyrics.

**FACT BOX Winston Groom**

Winston Groom is an American writer who has written both novels and non-fiction books. *Forrest Gump*, which he wrote in 1986, is his most famous novel. In 1995, he also wrote a sequel called *Gump and Co.* The language in the book is written as if the character of Forrest Gump was talking and shows his southern accent and educational difficulties. Forrest Gump is what is known as an 'idiot savant' – someone with developmental disabilities who shows an exceptional ability in other areas, such as music, arts, sport or memory.

I just run as fast as I could toward the gym, across the practice football field and suddenly I seen Coach Fellers watchin' me. The guys who was chasin' me stop and go away, an' Coach Fellers, looks at me with a peculiar look on his face. That afternoon at the football practice, he puts everybody in two teams an' tells the quarterback to give me the ball. When I get the ball, I'm s'posed to run, and run, all the way to the goal line. When they all start chasin' me, I run fast as I can. We'd run a lot of races before, to see how fast we could run, but I get a lot faster when I'm bein' chased. I guess anybody would. Anyway, I become a lot more popular after that, an' the other guys on the team started bein' nicer to me. We had our first game an' I was scared to death, but they give me the ball an' I run with the ball over the goal line two or three times an' people was even kinder to me after that. That high school certainly began to change things in my life. It even got to where I liked to run with the football.

## Learning and innovation skills

Communication and collaboration, creativity, cultural awareness and critical thinking are developed throughout the course in tasks and projects.

## Digital literacy

The content and delivery are rooted in today's digital environment.

## Life and career skills

These lie at the heart of the course, and are practised through engaging content and in an active, discussion-driven way.

## Mediation skills

Numerous mediation activities and tasks cater for mediating concepts and communication.

# Help your students develop their skills

Skills-based sections help learners develop and practise reading, writing and speaking, as well as grammar and vocabulary.

Speaking tasks are interspersed throughout the unit, to help students strengthen their communication skills.

Vocabulary is a vital element of each unit and is integrated into all lessons and systematically developed.

A guided discovery approach to grammar makes new language more memorable and enhances motivation.

## 03

### Far from home

**VOCABULARY** Holiday activities, travelling, transport  
**GRAMMAR** Past Continuous and Past Simple, relative pronouns *Use of English > page 185*  
**SPEAKING** Asking for information  
**WRITING** A blog post  
**VIDEO** Grammar [▶](#) Communication [▶](#) Documentary [▶](#)


## 03

### Magical Moments


PHOTO COMPETITION

Send in a photo of your most magical holiday moment. Where was it? What were you doing? Write a text of no more than eighty words to tell us about it. You can win fantastic prizes.






**Wild horses** *Steve Curry, New York*  
Last summer we were staying in a hotel in Scotland. One evening, we went for a drive. At about 7 p.m. we were going along a very quiet road. I wasn't looking at the countryside, I was playing a video game. Suddenly, my dad stopped the car. Right in front of us were lots of wild horses. They were running straight at our car. As they were going past, I took this photo. It was amazing!



**Swimming in the rain** *Kerry Kane, London*  
We were sunbathing on a beach in Cornwall. I was eating an ice cream when suddenly it started to rain. My parents ran to a cafe but my sister Lara said, 'Let's go for a swim! We're wet anyway.' While we were swimming, I took this photo. The rain stopped and the sun came out. We felt great. The only problem was that our towels were really wet!



**A double rainbow** *Adam Clark, Dublin*  
I was staying with my uncle on his farm in Canada. One evening it wasn't raining, so I went for a walk. As I was walking, I noticed it was getting very dark. Then I saw two rainbows over the fields! It was beautiful. I took lots of photos. It started to rain when I was going home but I didn't care.

The first grammar point is introduced at the beginning of each unit and is combined with vocabulary for more integrated learning.

### 3A GRAMMAR AND VOCABULARY

- In pairs, check you understand the holiday activities in the box. Then think of some more things we typically do on holiday.  
 climb a mountain go for a swim/drive lie/sunbathe on the beach make a trip pack your bag see the sights watch the sun rise/set visit relatives
- SPEAKING** In pairs, use the vocabulary in Exercise 1 to talk about the things you did during your last holiday.  
 A Did you see the sights the last time you went on holiday?  
 B No, I didn't. I just lay on the beach all day.
- Look at the 'Magical Moments' photos and read the stories. Which one is your favourite? Say why.

#### Past Continuous and Past Simple

- Match sentences 1-2 with the uses of the Past Continuous a-b.  
 1  At about 7 p.m. we were going along a quiet road.  
 2  I was staying with my uncle on his farm in Canada.  
 a to give the background to a story  
 b to say that someone was in the middle of an action at a specific time
- Read this sentence from one of the stories and answer the questions.  
 While we were swimming, I took this photo.  
 1 Did these actions happen  
 a one after another? b at the same time?  
 2 Which action was shorter and which tense do we use to talk about it?
- Read the Grammar box and find more examples of the Past Continuous and Past Simple in the stories.

#### Past Continuous and Past Simple

We use the Past Continuous:

- to give the background to a story
- to talk about an unfinished action at a time in the past
- to show that a long activity was interrupted by a short one (in the Past Simple)


	I • He • She • It	We • You • They
+	I was swimming.	They were running.
+	She wasn't dancing.	We weren't walking.
?	Was he sunbathing?	Were they singing?
Wh-?	Yes, he was./ No, he wasn't.	Yes, they were./ No, they weren't.
	Whose car was he driving?	What were you doing yesterday at 10 p.m.?

Linkers: when, while, as  
 Grammar Reference and Practice > page 175

- Look at the photos and stories again and correct the sentences.  
 1 Kerry was eating lunch when it started to rain. *No, she wasn't eating lunch. She was eating an ice cream.*  
 2 Lara was looking at the camera when Kerry took the photo.  
 3 Steve's mum was driving the car when the horses appeared.  
 4 The horses were running away from Steve's car.  
 5 Adam was staying in a hotel in Canada.  
 6 The sun was coming up when Adam saw the rainbows.
- What do you think your partner was doing at these times? Ask and check if your guesses were correct.  
 ten o'clock last night six o'clock this morning last Saturday at 8 p.m. last Sunday at 11 a.m.  
 A Were you sleeping at ten o'clock last night?  
 B No, I wasn't. I was studying Maths.
- 1-28 Complete the text with the Past Simple or Past Continuous. Listen and check.  
 We were travelling (travel) to France on a car ferry. I was (feel) a bit sick, so I got (go) outside to get some air. While I was (look) down at the sea, I saw (see) a dolphin. It was (swim) next to the ship. As I was (watch), it jumped (jump) high out of the sea. I got (get) a wonderful photo.
- Complete the sentences with the correct forms of the travel verbs from the box. Then in pairs, say if the sentences are true for you.  
 catch drive ride sail wait  
 1 I was running to catch a bus to school when I realised it was a holiday.  
 2 The first time I drove the car, my dad was sitting beside me with his eyes closed.  
 3 I met my boyfriend/girlfriend while I was riding at a bus stop.  
 4 I was riding my bike when I saw our teacher.  
 5 While we were sailing on a ferry, there was a storm.

**▶ Read the sentence below and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.**  
 Tell me about a magical moment that happened to you on holiday.

GRAMMAR VIDEO



I can use the Past Simple and Continuous to talk about past experiences.

Students can watch a grammar video which presents grammar in context.

Grammar boxes explain the structure and form. Students are then directed to the grammar reference and further practice.

# Life Skills Development Programme

A specially prepared *Life Skills Development Programme* develops the types of skills that are needed to succeed at school and improve students' employability prospects.

**LIFE SKILLS** *How to give a presentation*
**01-02**
**03-04**
**05-06**
**07-08**
**09-10**

## The four Ps to a perfect presentation

At some point in life, everyone has to stand up and speak in front of a group of people. For most of us this can be extremely stressful, but there's some good news. Although not everyone can be a great public speaker like Barack Obama or Oprah Winfrey, giving a presentation is definitely a skill you can learn. Here are four steps to a successful presentation.

- 1 PLAN**  
When you first start to plan a presentation, ask yourself these questions:
  - Who is your audience? At school, you're talking to your teacher and classmates, but an official exam is a more serious and formal situation.
  - Why are you giving the presentation? What is the message of your speech? Decide if you want to make the listeners laugh, inform them about something, or maybe persuade them to agree with your ideas.
  - How much time have you got? This will help you decide how much information to share with your audience.
- 2 PREPARE**  
At this stage you should:
  - Research your topic. Make sure you understand your subject well. Decide what you want to say and try to make it interesting for your audience.
  - Organise your ideas into a clear introduction, main body and conclusion. You can start with a joke, some surprising facts, a personal anecdote or a question to get the listeners' attention.
  - Create note cards to help you remember what to say. Don't try to learn your presentation by heart word for word. Instead, put two or three key points on note cards and follow your plan.
- 3 PRACTISE**  
Practising helps you feel more confident when you speak in public. It's a good idea to:
  - Practise in front of a mirror and watch your body language. Remember that you can use your body and facial expressions to help the audience understand your message. It is also a good idea to move during the presentation to keep the audience's attention.
  - Time your speech. Read through your presentation and see if you can keep to the time limit. You can also record yourself speaking to observe how you use your voice.
  - Practise in front of an audience, for example family and friends. This will help you deal with stress and prepare to answer any questions.
- 4 PRESENT**  
The big day is now here. For your actual presentation:
  - Wear clothes which are comfortable but appropriate for the occasion. Think about whether your audience will wear formal or informal clothes and wear something similar.
  - Look at the listeners as you speak. Smile at the audience and breathe deeply as this will help you feel less nervous. Never read the presentation from a page but speak directly to the people in your audience.
  - Use your own words and don't speak too fast. Speak clearly and try to sound confident.

**1** In pairs, answer the questions.

- 1 Describe the last time you gave a presentation. What was it about? How did you feel?
- 2 In which situations in your life could public speaking skills be useful? Say why.

**2** In pairs, discuss the opinions about giving presentations. Choose the options that you think are correct. Say why.

- 1 Giving an exam presentation is different from / similar to a classroom presentation.
- 2 It is a good / bad idea for a speaker to start a presentation by saying something funny.
- 3 The way a presenter uses their body during a talk can / cannot change the message.
- 4 It is OK / not OK for a presenter to speak longer than scheduled.
- 5 The best way to prepare for a presentation is to practise it alone / with someone else.
- 6 It is OK / not OK for presenters to read from a page so they don't forget what to say.

**3** Read the text and check your answers to Exercise 2.


**4** Which three tips from the text do you think are the most useful? In pairs, explain why.

**5** **2.27 Watch or listen to a student giving two presentations and answer the questions.**


- 1 What are the topics of Jenny's presentations?
- 2 What pros and cons does she mention about the issues?

**LIFE SKILLS VIDEO**

**1**



**2**



**6** **2.27 Watch or listen again and look at photos 1-2. For each presentation (P1 and P2), rate aspects A-E below from 1 to 5 (1 = poor, 5 = excellent).**

	P1	P2
<b>Ideas and organisation</b>		
<b>A</b> The beginning of the presentation was interesting.		
<b>B</b> The presentation had a clear structure.		
<b>Presenting</b>		
<b>C</b> The presenter communicated his ideas in an effective way (eye contact, body language, facial expression.)		
<b>D</b> The presenter spoke strongly and clearly.		
<b>E</b> The presenter looked confident and relaxed.		

**7** Study the box below. Which of the phrases could you use to begin a presentation (B) and which to end it (E)?

**SPEAKING** | giving presentations

Do you have any questions?

The subject/topic of my talk today is ...

I'd like to start by talking about ...

That brings me to the end of my presentation.

To summarise, .../To conclude, ...

Before I start, it might surprise you to learn that ...

Well, that's all from me. Thank you for listening.

Today I'd like to talk about ... But first, did you know that ...?

**8** Read the quote. In pairs, explain what it means using your own words.

"All great speakers were bad speakers at first."  
Ralph Waldo Emerson (American poet)

**9** Do the task below.

**LIFE SKILLS** | Project

Prepare a two-minute presentation on a subject you find interesting.

- Follow the tips from this lesson (Plan, Prepare, Practise, Present). Use some of the phrases from Exercise 7 to help you.
- Give your presentation in front of the class and listen to presentations from other students.
- Give each other feedback. Say what you liked about the presentation and what you could improve.

**10** **2.27 Watch or listen to a student giving two presentations and answer the questions.**

**1** List do you think is better? Say why. If you change anything to improve the lists? He advice from Exercises 5 and 6 to help you.

**2** Listen to the expert's opinion on the to-do list in Exercise 7. Which is better according to her? Why? Did you give similar answers?

**3** Write a radio commercial or a short advert to one of the products or services below. Use the advertising techniques from the text in 6. Share your ideas with the class. Who had the best? Say why.

**4** Use the arguments below to help you.

**5** Is advertising a good or a bad thing? Discuss it. Use the arguments below to help you.

**6** Write a short presentation to share your findings in with the class.

**11** **2.27 Watch or listen to a student giving two presentations and answer the questions.**

**1** List do you think is better? Say why. If you change anything to improve the lists? He advice from Exercises 5 and 6 to help you.

**2** Listen to the expert's opinion on the to-do list in Exercise 7. Which is better according to her? Why? Did you give similar answers?

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**5** Is advertising a good or a bad thing? Discuss it. Use the arguments below to help you.

**6** Write a short presentation to share your findings in with the class.

**12** **2.27 Watch or listen to a student giving two presentations and answer the questions.**

**1** List do you think is better? Say why. If you change anything to improve the lists? He advice from Exercises 5 and 6 to help you.

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**6** Write a short presentation to share your findings in with the class.

**13** **2.27 Watch or listen to a student giving two presentations and answer the questions.**

**1** List do you think is better? Say why. If you change anything to improve the lists? He advice from Exercises 5 and 6 to help you.

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**4** Use the arguments below to help you.

**5** Is advertising a good or a bad thing? Discuss it. Use the arguments below to help you.

**6** Write a short presentation to share your findings in with the class.

**14** **2.27 Watch or listen to a student giving two presentations and answer the questions.**

**1** List do you think is better? Say why. If you change anything to improve the lists? He advice from Exercises 5 and 6 to help you.

**2** Listen to the expert's opinion on the to-do list in Exercise 7. Which is better according to her? Why? Did you give similar answers?

**3** Write a radio commercial or a short advert to one of the products or services below. Use the advertising techniques from the text in 6. Share your ideas with the class. Who had the best? Say why.

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**5** Is advertising a good or a bad thing? Discuss it. Use the arguments below to help you.

**6** Write a short presentation to share your findings in with the class.

## The Life Skills include:

- **academic and career-related skills**, e.g. giving presentations, debating, using online resources, planning a future career
- **social skills** e.g. teamwork, understanding how the media works
- **personal development skills**, e.g. time management, improving memory

# High Note Digital Tools and Resources



## Digital Tools and Resources

*High Note* comes with **Teacher Digital Tools and Resources** available through the **Pearson English Portal** that can be used alongside a video conferencing platform to create **engaging online lessons**.

The course also comes with **Student Digital Activities and Resources** that can be used for self-directed study.

To access the digital tools:

1

Go to the Pearson English Portal ([english.com/portal](https://english.com/portal))

2

Create an account

3

Type in the code inside your Teacher's Book/ Student's Book

### Digital tools for teachers

- ✓ Presentation Tool
- ✓ Digital Resources
- ✓ Test Generator
- ✓ How to teach with *High Note* videos
- ✓ Integrated Zoom platform

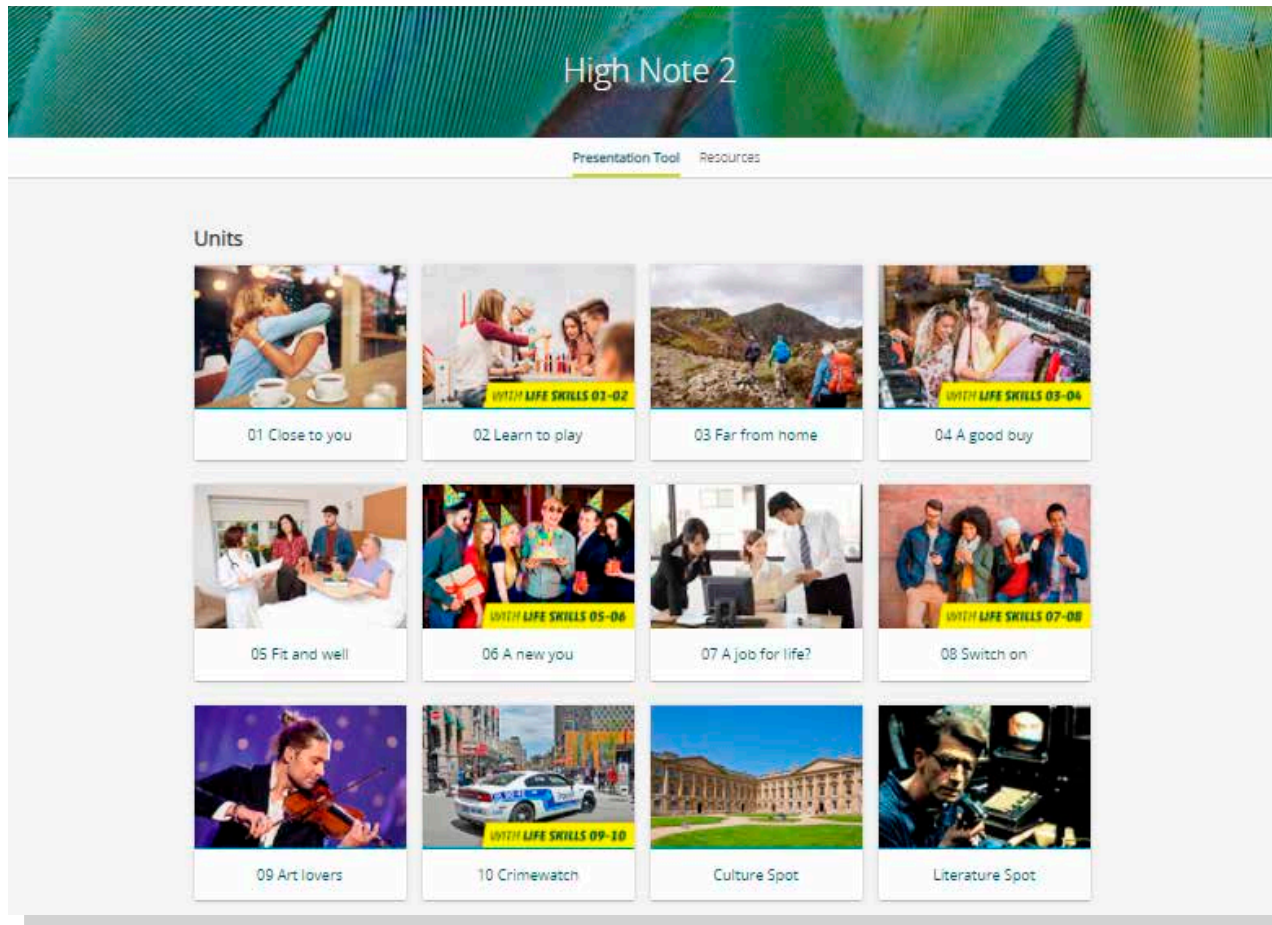
### Digital tools for students

- ✓ Student's eBook
- ✓ Extra Digital Activities and Resources
- ✓ Pearson Practice English App
- ✓ Online Practice\* (Interactive Workbook)

\* Access available through the Student's Book with Online Practice



# Presentation Tool



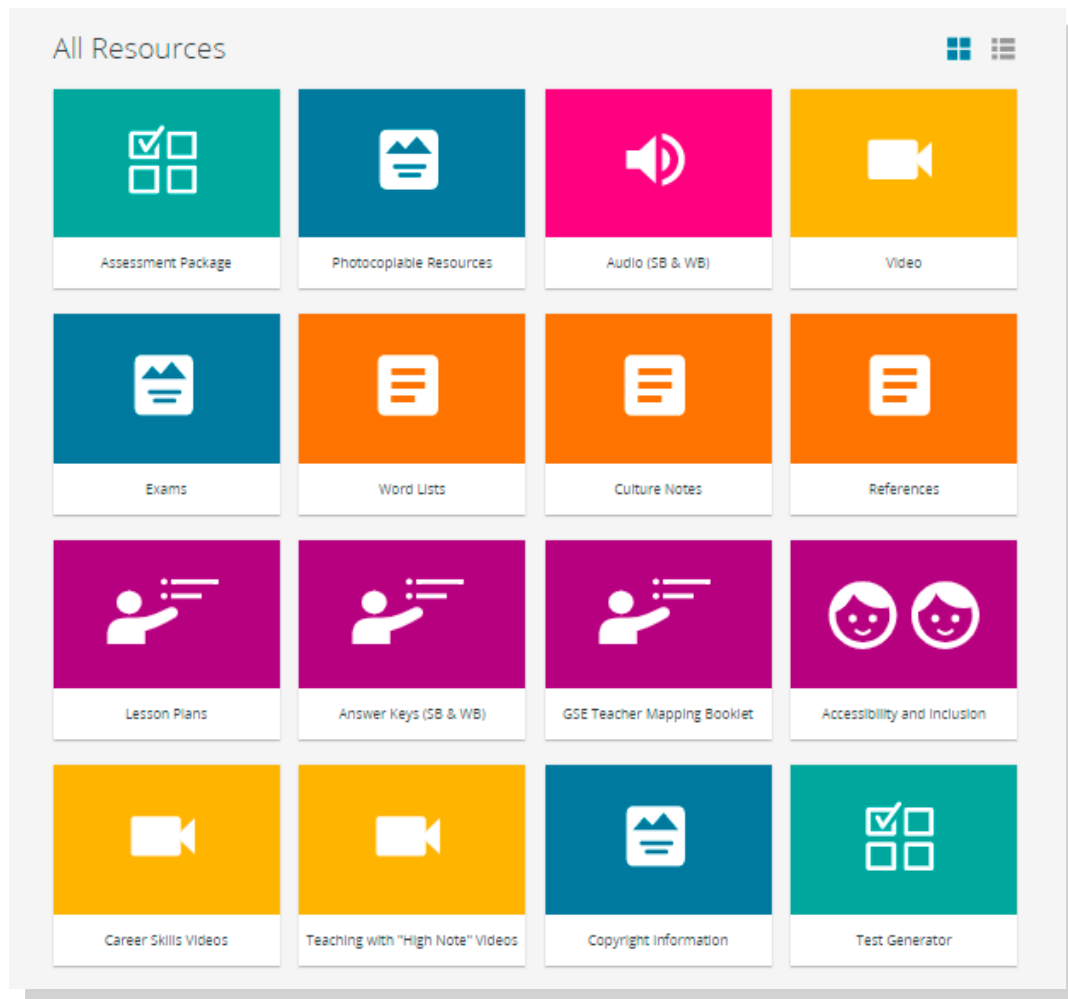
The Presentation Tool offers a fully interactive version of the Student's Book.

Using the Presentation Tool during online lessons:

- 1 Open your video conferencing platform.
- 2 Go to the Pearson English Portal and open the Presentation Tool.
- 3 Go to the relevant lesson, share your screen with your students and they'll see each activity as you select it.

- ✓ Play the **audio recordings and videos** at the click of a button, and display the audioscripts and add subtitles to the video too.
- ✓ Use the **integrated tools** to annotate the coursebook, time activities, keep score in team games, and get quick access to dictionary entries.
- ✓ Use **detailed lesson plans** for more guided preparation.

# Teacher's Digital Resources



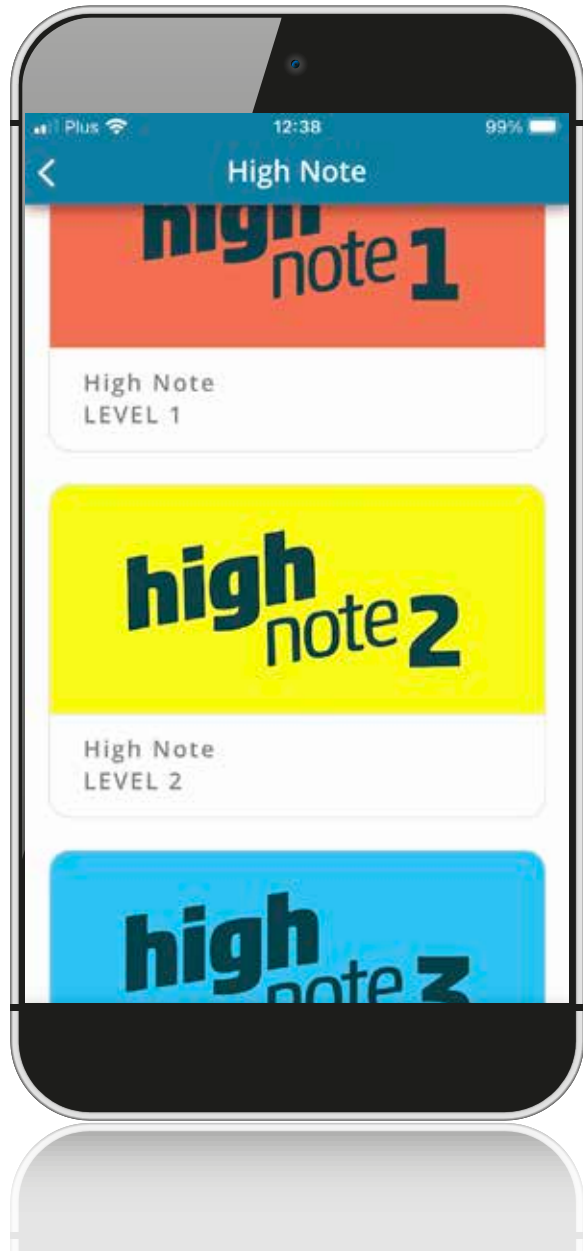
The pdf worksheets can be downloaded and shared with students before lessons if you want to use them in class, or after a lesson if you want learners to complete them for homework. The tests are also available in Word format so you can edit them to suit your class. You can display all these resources in your lesson too by sharing your screen in your video conferencing platform.

**Digital Resources enable teachers to adapt the course to meet different students' needs, in class, during an online lesson and for self-directed study.**

**Resources available with *High Note* include:**

- ✓ **A number of photocopiable activities per unit** (two grammar, one vocabulary and one skills-based per lesson).
- ✓ **Four types of videos** with worksheets, including videos for both grammar and functional language in context, and documentary videos.
- ✓ **Online Practice** (interactive workbook) with instant feedback and gradebook to review students' performance.
- ✓ **Assessment Package** with a placement test, unit tests, vocabulary, grammar and Use of English quizzes, review and end-of-course tests with answer keys and audio files.
- ✓ **Test Generator** to help customise tests from the Assessment Package.
- ✓ **Expanded wordlists** for each unit and other useful teacher's materials.
- ✓ **Access to students' Extra Digital Activities and Resources.**
- ✓ The Student's Book **audio and video with scripts.**
- ✓ **Career skills** videos for both teacher and student including decision-making, leadership and teamwork.
- ✓ **Culture notes** to expand on the people, places and things discussed in each lesson
- ✓ Detailed **Lesson Plans.**

# Pearson Practice English App



The Pearson Practice English App is available to every student learning from *High Note*, either using iOS or Android.

Students can access the App by registering the code available in their Student's Book.

The App gives students access to **all the course audio and video**.

# Student's eBook

The Student's eBook provides an online version of the Student's Book, enabling students to complete activities wherever they are.

It features **audio and video** at the point of use, and can be navigated easily using the contents toolbar.

Users can switch between spread and single page views for ease of reading.


## 01

### Close to you

**VOCABULARY** Family and friends, personality, language learning  
**GRAMMAR** Present Simple and Present Continuous, reflexive pronouns, indefinite pronouns [Use of English > page 184](#)  
**SPEAKING** Expressing interest  
**WRITING** An informal email of introduction  
**VIDEO** Grammar ▶ Documentary ▶ Communication ▶

### LEO'S PHOTO BLOG

**SOME OF MY PHOTOS FROM SATURDAY!**  
*I'm Leo. I'm taking all the photographs today, but I don't mind - it's my hobby.*



**1A GRAMMAR AND VOCABULARY**

**1 SPEAKING** In pairs, ask and answer the questions.  
**1** What kind of things do you like taking photos of?  
**2** How do you share photos with your friends and family?

**2 THINK BACK** In pairs, look at Leo's photo blog. Say who people 1-4 are, using the family words from the box. Then use the words from the box to talk about your family and friends.

aunt   boyfriend   brother   cousin   girlfriend  
 grandfather   grandmother   nephew   niece   sister  
 uncle

**1** Sara is Leo's sister.      **3** Joe is Sara's \_\_\_\_\_.  
**2** Liam is Leo's \_\_\_\_\_.      **4** Nathan is Joe's \_\_\_\_\_.  
 My girlfriend's name is Angela. She's got four nieces!

**3** What do you think the special occasion is in Leo's photo blog? Discuss in groups. Then look at the photo on page 189 to check your ideas.

**Present Simple and Present Continuous**

**4** Match sentences 1-4 with their meanings a-d.

**1**  It often rains in April.  
**2**  It isn't raining this morning.  
**3**  Sara and Dad often argue.  
**4**  Liam is staying with us.

**a** a habit or routine  
**b** a fact that doesn't change  
**c** something happening now  
**d** a temporary situation

**5** Study the Grammar box and Watch out! and find more examples of the Present Simple and Present Continuous in Leo's photo blog.

**Present Simple and Present Continuous**

We use the Present Simple for:

- facts that don't change
- routines and habits

**Time expressions:** never, hardly ever, sometimes, often, usually, every day/week, most days

We use the Present Continuous for:

- things happening now
- temporary situations

**Time expressions:** at the moment, (right) now, these days, today, this morning/year

**Grammar Reference and Practice > page 172**

**WATCH OUT!**

**State and action verbs**  
 With action verbs, we use simple and continuous tenses: She **speaks** three languages. She's **speaking** to me now.  
 With state verbs (e.g. agree, believe, hate, know, like, love, mean, see, taste, think, want), we only use simple tenses: It **tastes** great. NOT ~~It is tasting~~ great.

## 01

**6** **1.2** Complete the conversation with the correct Present Simple or Present Continuous forms of the verbs in brackets. Listen and check.

**Agnes** How **are** the kids dancing (do) at school this year?  
**Jane** They **are** (do) really well. I'm so happy!  
**Agnes** You know, I **am** (not usually eat) soup but this chicken soup **is** (taste) delicious.  
**Agnes** **Are** you (agree)?  
**Jane** No, I **am** (make). To be honest, I **am** (make) better soup at home.  
**Agnes** Oh! Well, I **like** (like) it.

**7** **1.3** Complete the conversation with the correct Present Simple or Present Continuous forms of the verbs from the box. Listen and check.

come   dance   look   not dance   see   study   think

**Megan** Sara, **do** you **see** that girl with the red hair?  
**Sara** She **is** with your dad. Who is she?  
**Sara** It's Nathan's girlfriend, Gemma. She's a dancer.  
**Megan** She **is** very well right now, is she?  
**Sara** No, she isn't. But she **is** really beautiful.  
**Megan** Yes, I **am** so. **Is** she from Boston?  
**Sara** No, she's from Chicago, but she **is** in France at the moment.

**8** Check you understand the highlighted words. Are the statements about weddings in the UK true for weddings in your country?

**1** These days most people don't **get married** until they're about thirty years old.  
**2** It's normal to **invite** about 100 **guests** to a wedding.  
**3** Most couples send written **invitations** to their wedding.  
**4** The **bride** and **groom** exchange **rings**.  
**5** The guests give **gifts** to the **newlyweds**.  
**6** The bride doesn't always wear a white **wedding dress**.  
**7** A typical **wedding reception** lasts five or six hours.  
**8** The best man usually **gives** a funny **speech** at the reception.

**9** **SPEAKING** In pairs, ask and answer questions. Student A, go to page 189. Student B, go to page 191.

**▶ 1** Read the questions and watch the video. Say what the speakers answer. Then in pairs, ask and answer the questions.

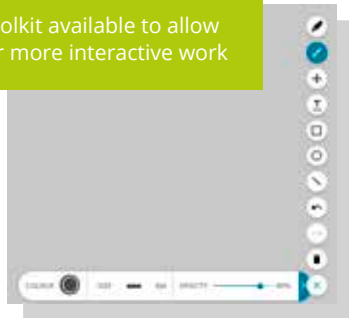
**1** How are you feeling today?  
**2** How do you usually feel when the weather is good?

**▶ 1** I can use present tenses to talk about routines and temporary situations. **5**

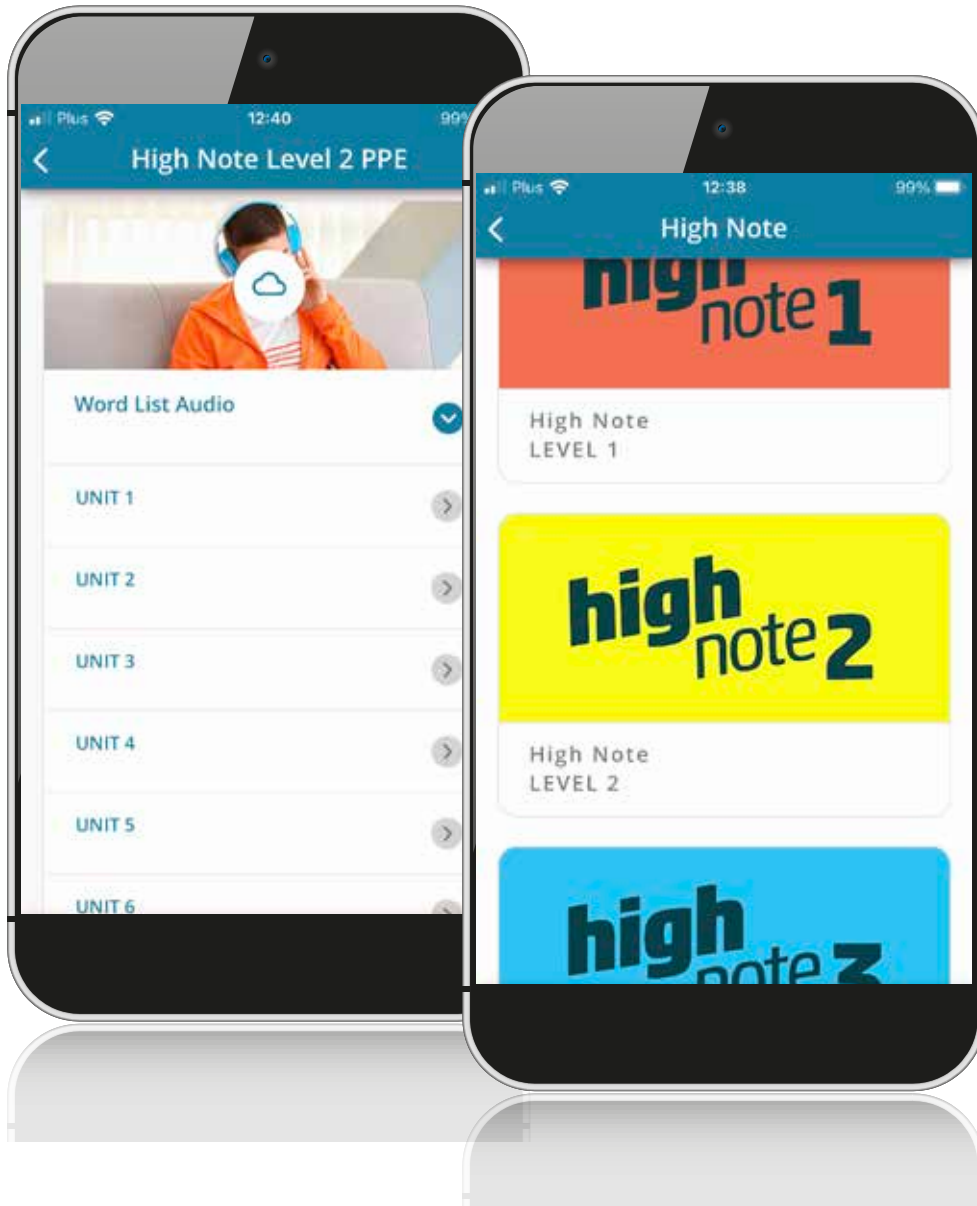
Audio icons indicate a recording can be played within the eBook.

Play buttons indicate a video to play at the point of use.

Toolkit available to allow for more interactive work



# Test Generator



The Test Generator enables teachers to generate a test based on the content from the Assessment Package that comes with *High Note*.

Teachers can **randomise** the test questions to give each student a different test. Tests are available **online** as well as in **Word** and **pdf formats**, for printing out and use in class.

**Students receive a notification** when they have an online test assigned to them.

Teachers can see the **automatic test results** from the online tests, and grade the printed tests manually.



# Online Practice

**Online Practice includes all workbook activities in an interactive, digital format.**

Students will benefit from **instant feedback and automatic grading** of their personal performance, **extra grammar and vocabulary checkpoint** activities. They can also access **Reading and Listening** banks of exercises and texts as well as **audio and video resources**.

Teachers have access to all student resources. With Online Practice they can also access a Gradebook to track and compare students' progress.

Student	Assignment First Attempt	Practice First Attempt	Assignment Time spent	Assignment Attempts	Assignment Last Attempt	Assignment Highest Score	Assignment Average Score	Practice Last Attempt	Practice Highest Score
Example, Student 1	63% A-	-	7hr 58m	99	87% A-	88% A-	73% A+	-	-
Example, Student 2	74% A-	11% C	3hr 0m	88	68% B	74% A-	47% B	11% C	11% C
Example, Student 3	65% B	42% B	43m 52s	22	71% A-	77% A-	68% B	42% B	42% B
Example, Student 4	41% B	-	37m 10s	20	53% B	60% B	30% C	-	-
Example, Student 6	70% B	-	25m 14s	6	70% B	70% B	70% B	-	-
Example, Student 7	71% A-	53% B	0m 24s	1	71% A-	71% A-	71% A+	78% A-	78% A
Example, Student 8	64% B	-	43m 20s	17	64% B	64% B	64% B	-	-
Example, Student 9	-	-	-	-	-	-	-	-	-
Example, Student 10	68% B	-	2hr 6m	28	71% A-	72% A-	62% B	-	-
Grzmiel, Slawek	-	-	-	-	-	-	-	-	-

# Teaching online



## Teaching online following the *ESAP* framework

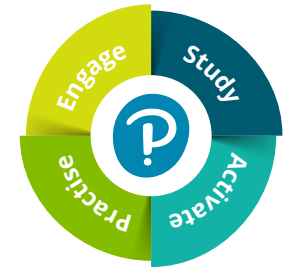
As any virtual teacher quickly discovers, teaching online is different to teaching face-to-face. The remote nature of online learning can affect engagement, make it harder to see whether learners are on task and, depending on your video conferencing tools, make speaking tasks more challenging to implement.

The good news is that all the teaching techniques that you use in a face-to-face classroom are all still vital for online learning. To help you adapt to an online environment, we suggest following our online teaching methodology – *ESAP*, which stands for ***Engage, Study, Activate*** and ***Practise***. This approach is very similar to what you do in the face-to-face classroom, but with different tools.

The table on the next page explains how the *ESAP* approach differs in an online and a face-to-face environment, and the digital tools you might use at each stage.

# ESAP – Engage, Study, Activate, Practise

## Distance teaching methodology



Face-to-face lesson	Online lesson	Differences
 <b>Homework</b> (paper workbook)	 <b>Practise</b> in an interactive environment on the Pearson English Portal	<ul style="list-style-type: none"> <li>● interactive online exercises</li> <li>● instant feedback for students</li> <li>● automated scoring and reporting</li> <li>● checking students' performance online</li> <li>● tailoring the next lesson to target students' weak areas</li> <li>● saving time on marking</li> </ul>
 <b>Warm-up and Revision</b>	 <b>Engage</b> (warm-up, retrieval practice, prior knowledge activation)	<ul style="list-style-type: none"> <li>● engaging students with lesson content from the very first minute</li> <li>● doing retrieval practice</li> <li>● creating more personalised learning experience for students</li> </ul>
 <b>Presentation and Practice</b>	 <b>Study</b> (new language introduction followed by controlled practice)	<ul style="list-style-type: none"> <li>● using the Presentation Tool and sharing your screen with students</li> <li>● using Zoom through the Pearson English Portal</li> <li>● avoiding lengthy teacher talking time</li> <li>● varying the pace of the lesson and type of activities</li> <li>● keeping students as active as possible</li> <li>● giving students enough time to practise new language (using peer teaching if possible)</li> <li>● giving students enough time to think of an answer before nominating a student to respond</li> <li>● using the whiteboard to give whole class feedback and the chat box to give personalised feedback to individual learners directly</li> <li>● using the Gradebook to assign activities and see students' individual progress</li> </ul>
 <b>Production</b>	 <b>Activate</b> (free language production)	<ul style="list-style-type: none"> <li>● organising speaking tasks by managing microphones</li> <li>● pairing or grouping students in breakout rooms</li> <li>● nominating students to answer verbally</li> <li>● inviting learners to type an answer into the chat box</li> </ul>
 <b>Homework</b> (paper workbook)	 <b>Practise</b> in an interactive environment on the Pearson English Portal	<ul style="list-style-type: none"> <li>● interactive online exercises</li> <li>● instant feedback for students</li> <li>● automated scoring and reporting</li> <li>● monitoring students' performance online</li> <li>● checking if the lesson objectives have been achieved</li> <li>● saving time on marking</li> </ul>



# Exploiting online tools

When planning online lessons, you need to consider the tools available in your video conferencing platform, alongside the *High Note* digital tools and the methodological approach. These determine how you can implement activities and give feedback.

## Zoom on the Pearson English Portal

Zoom is now integrated into the Portal, so you can schedule classes from your dashboard.

You can schedule lessons and invite participants from your classes. The lesson is automatically added to your and your students' schedule in the Portal.

You can launch the lessons directly from the Portal; they last up to 40 minutes or longer if you have a paid Zoom account.

## Key video conferencing features

### Share screen

Share screen allows you to show learners your screen. So, when you bring up the *High Note* Presentation Tool on your screen, for example, your students will be able to see exactly what you see.



### You can also use screen share to:

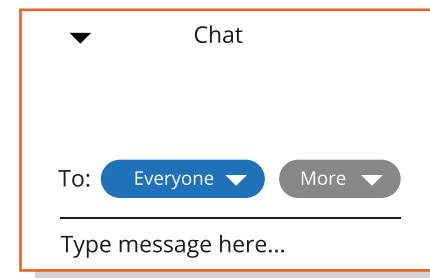
- ✓ present new language in context e.g. sentences, paragraphs or whole texts
- ✓ show images to explain vocabulary
- ✓ play a video on a video channel
- ✓ show a student's written work and elicit corrections (one-to-one)
- ✓ display texts for students to complete comprehension tasks

### Audio

Playing audio in some platforms might require you to tick a box or change a setting before students can hear it. If you can't play the audio, you may need to share the audio file with your students, give them time to listen to it on their own and then come back to the lesson. Students could also be given the audio before the lesson to listen to for homework.

### Chat box

The chat box can make online lessons more engaging. It's a place where you can ask all learners to respond and share answers, ideas etc., all at the same time. This means that all learners are busy thinking and using English, and you can assess the learning of all your learners in the class.



### Some ways to use the chat box:

- ✓ elicit answers to questions
- ✓ get answers to an exercise
- ✓ ask students to produce an example sentence
- ✓ brainstorm and share ideas and opinions
- ✓ provide corrections to errors
- ✓ allow students to ask questions

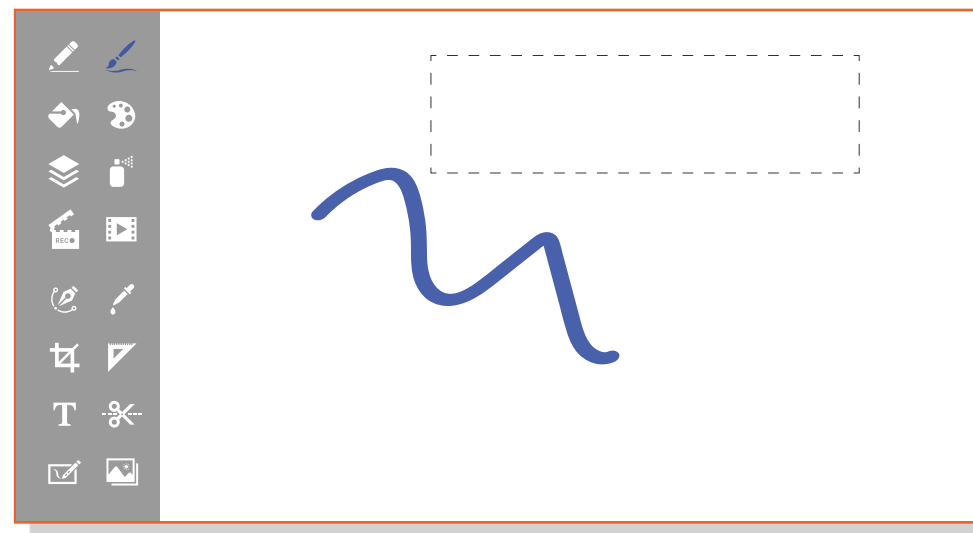
Once you've gathered information via the chat box, you can follow up by nominating students to say more, *e.g. explain an answer, give a reason for their opinion or select an interesting answer to comment on.*

You can usually chat privately with a student so you can offer individual support by answering their questions, checking they're okay, offering technical support, giving prompts if less confident or giving an additional task if they finish quickly.

On many platforms you can allow students to chat together privately, so students can do pair work if you don't have access to breakout rooms. Give them a time limit and, when finished, invite a few students to share a summary of their discussions with the class. Students might write rather than speak while chatting, but this type of synchronous, informal communication is how many of us communicate these days. It requires a quick response – as speaking does – but provides slightly more thinking time, which can be good for accuracy of language.

Note that you can usually save the chat and share it with students after the class.

### Interactive whiteboard



Some video conferencing platforms have an interactive whiteboard. This allows you to record vocabulary, highlight the grammar form, mark pronunciation features, note down learner errors etc. just as you might on a board in the face-to-face classroom. The whiteboard is interactive (unless you change the settings), which means learners can type on it too. You can usually save it as a pdf, and share it with your class after a lesson.

If your platform doesn't have this tool, you can use a Word document instead, and share your screen so your class can see it. If you want students to collaborate, you could use a tool such as Google docs, Edmodo, or Dropbox.

## Polls

A polling tool allows you to ask a multiple choice question that your students answer, where you see the results in real time. Polls are great for student engagement and a wonderful formative assessment tool.

### Polls can be used in many ways in the online classroom, including:

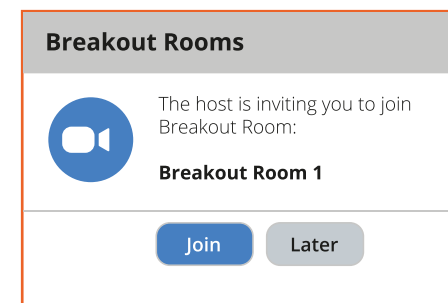
- ✓ understanding student needs and helping learners set goals (e.g. 'which of these goals is most important for you today?')
- ✓ engaging students and getting them curious about a topic (e.g. 'which of these jobs would you like to do?')
- ✓ checking student understanding – before, during or after a teaching cycle (e.g. 'which sentence is incorrect?')
- ✓ sparking discussion (e.g. 'which of these do you like the most?')
- ✓ reflecting on learning (e.g. 'how confident do you feel about today's learning goal?')

If your platform doesn't have this tool, you can ask the same questions in the chat box and monitor responses. Alternatively, you can find third party polling tools online.

## Breakout rooms

Breakout rooms are virtual rooms where learners can be split into pairs or groups. While you can't usually monitor them all at the same time, you can drop into one room at a time to monitor each pair or group.

Breakout rooms are fantastic for speaking activities, as it means pair and group work can be conducted as it is in the face-to-face classroom. You can also use them for peer assessment, collaborative writing tasks, brainstorming activities, jigsaw reading tasks, games and so on. You can access this via your Zoom Integration on the Pearson English Portal.



### Raise hand icon

In many platforms, your students can click on a raise hand icon to get your attention, show that they want to answer a question, ask a question, or that they've finished a task so you know to move on.

## Record session

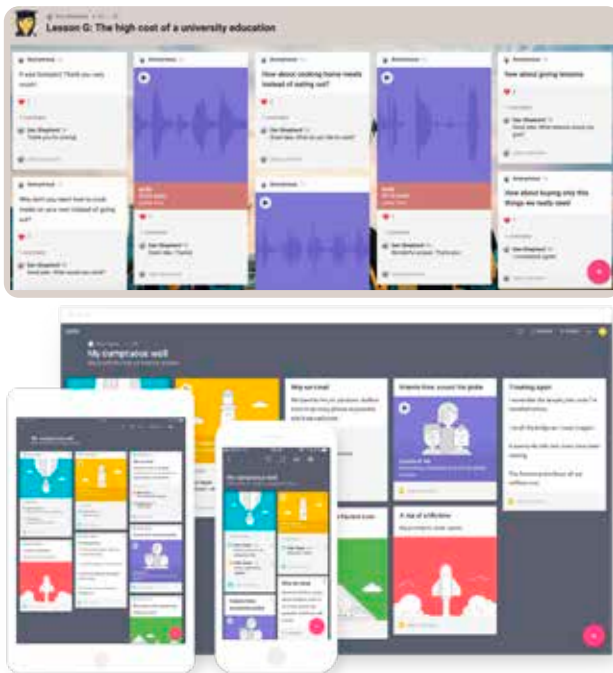
Recording a session allows you to make the lesson available to your students after the class for review and to send to any students who missed the lesson to catch up. Do remember to tell your students before you hit 'record' to warn them.

# Online tools for the virtual teenage classroom

There are many asynchronous tools you can use to facilitate independent learning with your teenage students. Using online tools can also make your virtual classes more dynamic and ensure that students feel part of a group of learners, even if they are studying online at home.

## Padlet

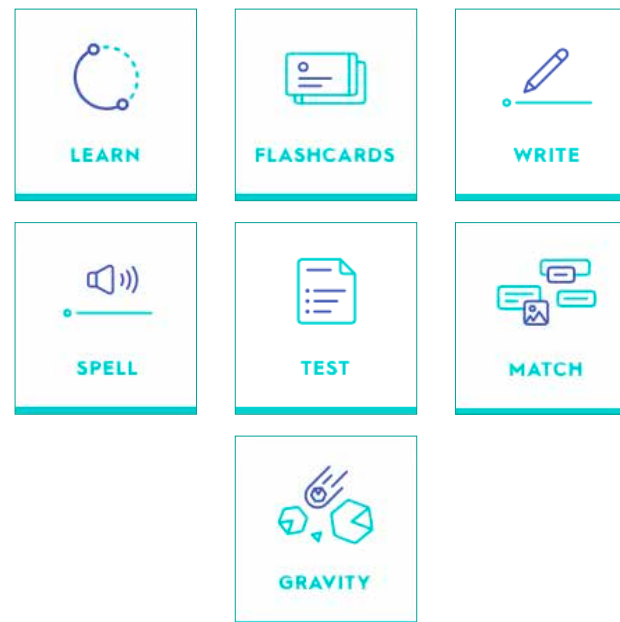
**Padlet** is an interactive noteboard, where learners can add photos, text, documents, links and audio recordings.



[padlet.com](https://padlet.com)

## Quizlet

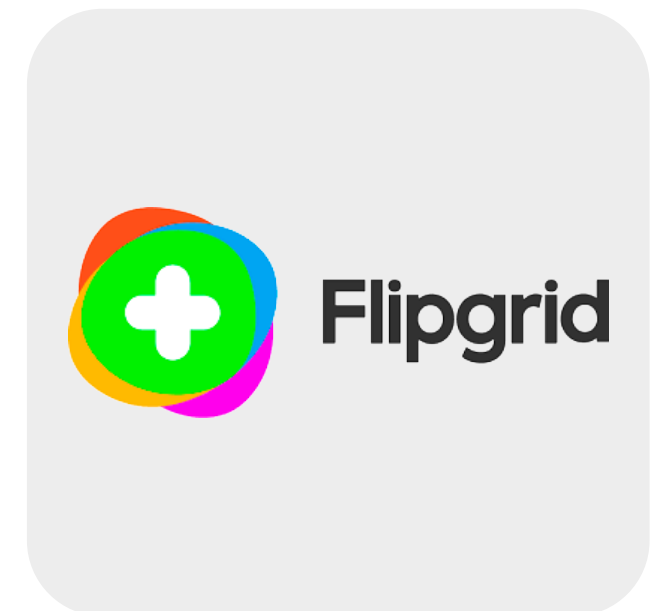
**Quizlet** allows you and your students to create self-study flashcards and interactive activities to help learn and revise new vocabulary.



[quizlet.com](https://quizlet.com)

## Flipgrid

**Flipgrid** is a video community where you record a video with a question or task and learners respond with their own video. They can watch each other's videos and respond.



[flipgrid.com](https://flipgrid.com)

## Actively Learn

**Actively Learn** allows you to add questions or notes in response to an article on a website. You can then share the link with students who can read and respond to each other.



[activelylearn.com](https://www.activelylearn.com)

## Wordwall

**Wordwall** allows you to create custom activities for the classroom such as quizzes, word games and interactive matching tasks.



[wordwall.net](https://www.wordwall.net)

## Storybird

**Storybird** allows students to practise their creative writing skills by creating online books to share anonymously.



[storybird.com](https://www.storybird.com)

Decide which digital tools will be helpful and enjoyable for your learners to use in class, and encourage them to use these tools for independent learning outside of the teacher-led classroom.

# FAQs



**'I don't feel the same connection with my students online as I do in the face-to-face classroom. How can I engage with them?'**

It's a good idea to start the lesson by greeting your students individually as they enter the room. Ask them how they are, how an event went, how their day was etc. You could also give students a question to answer in the chat box as they arrive and encourage them to respond to each other, for instance 'What have you been doing today?'. If you do this every lesson, it's a good way for you to show you care, connect with your students and help them to connect with each other. It's also likely to inspire some interesting discussion.

**'I feel my lessons have become very teacher-centred, with me directing everything and students just sitting and waiting for me to ask them to talk. How can I change that?'**

It's very easy for online lessons to become more teacher-led than face-to-face lessons, as students want to avoid talking over each other. It can mean that interaction tends to be between teacher and students, rather than between students. With Zoom integration on the Portal, you have access to breakout rooms, so use these at least once a lesson for students to collaborate with each other. In the main room, when asking a question, nominate a student to answer, then ask them to nominate someone to respond. Another idea is to pose a question and put a student in charge of managing a discussion within the class.

You can also get pairs or groups of students to prepare presentations to encourage a more student-led class and to practise speaking.

Use some of the suggested digital tools to encourage students to participate and engage in the lesson, or have students explain how they've been using the tools to independently study outside of the online classroom.

### 'Not all of my students have a good internet connection. What can I do?'

The first thing is to turn off video as that can take up quite a lot of bandwidth. You could start your lesson with video to say hello, and then ask students to turn off their videos, keeping yours on if possible. It's nice for learners to see their teacher. If connection issues continue, students can turn off their audio but still participate by listening to you, and responding via the chat box. If students keep losing their connection and disappearing from the platform, then you'll need to talk to the learner about ways to access a connection to help them learn, *e.g. a public library or a wifi hotspot on their phone.*

### 'How can I engage my learners in online lessons?'

It's much easier to deliver an online lecture than it is to deliver a lesson with interactivity. However, it's important that we exploit tools such as the chat box, breakout rooms and digital resources on the Pearson English Portal, as well as other online tools to allow for maximum interaction. These tools help to ensure students participate in tasks, think and learn, and are kept involved throughout the lesson. Students will find distractions if they're inactive, under-challenged and if the pace is too slow. Maintain pace by not spending too long on one particular task, and by providing extra activities for fast finishers via the chat box. You can also employ the same techniques for engagement as you would in a face-to-face classroom – use images etc. to engage learners with a topic, personalise learning, bring in competitive games, use the tools on the teacher's portal, make the learning goal clear, highlight progress, and give learners choice.

Sending students tasks to complete before the lesson will also encourage them to participate and engage, as you'll be able to nominate individual students to feedback on tasks.

### 'I've got a big class. How can I help learners to develop speaking skills in an online lesson?'

Use the breakout rooms by accessing Zoom via your teacher's portal. You might not be able to monitor every pair or group, so it's important to include self and peer reflection tasks. When you set a speaking task, agree what success looks like with your students. Give assessment criteria, and ask students to assess themselves and each other in breakout rooms before they return to the main room.

You could use another tool (*e.g. Padlet, Flipgrid*) where students can record themselves and share their recording with each other. You could ask them to leave the lesson for ten minutes, record a monologue using particular language and then return to the lesson. Alternatively, you could set it for homework. Students could listen to each other's contributions and comment on them in the next lesson.

### **'How can I assess my students in an online classroom?'**

In most virtual classrooms, it's unlikely that students will be content with sitting a test in an online lesson. Testing, therefore, becomes more about formative than summative assessment. You can:

- ✓ set short quizzes in class as progress tests, with students answering in the chat box.
- ✓ monitor students' answers to reading and listening tasks, assess their speaking and writing in class and check their homework.
- ✓ encourage learners to take more control of assessment through self and peer assessment.
- ✓ use this assessment to identify strengths, weaknesses and progress made to inform future learning.
- ✓ provide students with tests to do at home for homework.

You can assign the tests in the *High Note* Test Generator as interactive activities. If you want to set additional or alternative assessments, you can use a survey or quiz to gather the answers. You can't be sure students haven't looked an answer up, but if they have, they've hopefully gained greater understanding.

### **'How can I support students who finish much more quickly than others?'**

You could set an extra task via the chat box, *e.g. type three sentences about you using three of the words in the exercise.* Or it could be a question about an opinion on a topic they've just read about. Alternatively, build differentiation into the original task, *e.g. write sentences about you using 'used to' in the chat box, write as many sentences as you can until I stop you.*

### **'How can I make sure that all of my students are actually doing the tasks when their cameras are off?'**

Monitoring learning while students are doing something individually is much harder online. If you're teaching teenagers, then there has to be a level of trust and the understanding that if they don't do the work, then their progress will suffer. Agreeing what's expected of the class at the start of a course, and discussing the reasons behind those expectations, will help students to understand the importance of participation. Then, if you have concerns during a task, you can ask students to share their answers with you via the chat box. They can do this privately, so that you're the only one that sees their answers and they can't copy from each other. It's also a good way of assessing their learning, which is what you can tell students is the purpose of their sharing their answers in that way.



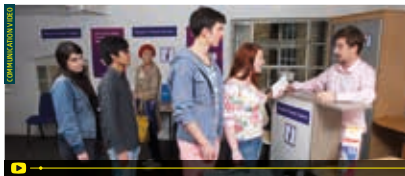
# A lesson plan for an online lesson with High Note

## An online lesson plan

This section provides a lesson plan for a Speaking and Vocabulary lesson based on Unit 2 of High Note 2, page 37.

The plan uses the online teaching methodology mentioned earlier: *Engage, Study, Activate, Practise*.

**3C SPEAKING AND VOCABULARY** **03**



**1** Where do most tourists to your country come from? What kind of things do they like doing? Discuss in pairs.

**2** Match the places from the box with the descriptions.

Left luggage box rank tourist office travel centre tube station waiting room

A place where you can ...

- sit and wait for a bus/train waiting room
- get a taxi
- catch an underground train
- leave heavy bags for a few hours
- ask about timetables, buy tickets
- find out travel information, book hotels, get maps/leaflets

**3** **1.27** Look at the photo, watch or listen to the conversation and answer the questions.

- Where do the tourists want to go? to Glasgow
- What information do they want?
- What problem do they have?
- Why are they surprised at the end?

**4** **1.28** Study the Speaking box. Watch or listen again and tick the expressions you hear.

**SPEAKING** [asking for information]

Excuse me, what time is the next train to ...?

Which platform does the train leave from?

Where's the nearest tube station/bus stop/taxi rank?

Is there a bus/train we can catch to ...?

Is there a restaurant/bank/Travel Centre near here?

How far is it to ...?

Pardon me, I didn't hear that.

I'm sorry, I didn't catch that.

**5** **1.30** Complete the conversations with one word in each gap. Listen and check. Then in pairs, practise the conversations.

Hazel: Excuse me. What time is the **1** train to Glasgow?

Man: Five fifty-nine.

Hazel: I'm sorry, I didn't **2** that. Can you **3** it again, please?

Joe: Which **4** does the train leave from?

Lee: SB.

Joe: How **5** is it to the Brunswick Centre?

Aida: It's not far, it's about ...

Hazel: **6** a bus we can catch to get there?

Joe: Or maybe we can take a cab. Where's the **7** taxi rank?

Aida: The taxi rank is over there. But you can **8** it's only five minutes.

Joe: **9** is the left luggage?

Aida: Next to Platform 16.

**WATCH OUT!**

British English	American English
subway	subway
underground	elevator
lift	cab
taxi	

**6** **1.32 PRONUNCIATION** Listen to questions 1-4 and repeat. Pay attention to the underlined words.


- How far is it to the station?
- Is there a map of the underground?
- What time is it to the next coach to Leeds?
- Is there a taxi we can catch to the hotel town?

**7** **1.32** Listen and write down the answers to the questions in Exercise 6. Then in pairs, practise the conversations.

**8** In pairs, role-play the situations. Student A, go to page 189. Student B, go to page 191.

I can ask for information in situations related to travelling. 37

**3E LISTENING AND VOCABULARY** **03**



**1** SPEAKING In pairs, answer the questions.

- How do you feel when you travel (e.g. relaxed, bored, nervous)?
- Do you prefer to travel by coach, plane or train? Say why.
- The last time you travelled, did you arrive at the airport or station early, on time or late? Talk about the trip.

**2** In pairs, match the airport vocabulary from the box with the definitions.

arrivals boarding pass book a flight budget airline cancelled check-in desk delayed departure lounge gate hand-luggage security trolley

- A bag or case that you take onto the plane with you. hand luggage
- A company that sells cheap flights. budget airline
- A thing that you need to get on the plane. boarding pass
- A place with lots of shops and restaurants. departure lounge
- The place where they check you and your luggage. security
- The place where you go after you land. arrivals
- The place where you wait to board the plane. gate
- To buy a plane ticket. check-in desk
- Bad news: your flight is late. delayed
- Worse news: your flight is not taking off. cancelled

**3** **1.33** Complete the text with the correct forms of the words and phrases from Exercise 2. Listen and check.

I booked my flight to New York online with a **1** at home, so I didn't need to go to the **2**. I just went straight to **3**. I checked a monitor in the **4** and saw that my flight was **5** by half an hour. I wasn't happy but at least it wasn't **6**. My **7** was heavy, so I got a **8** and went round the shops. I bought a present for Caitlin. There were two **9** to board the plane. The flight was free, I went to sleep thinking about Caitlin waiting for me in **10** at JFK.

**4** **1.34** Study Active Listening and read the questions in Exercise 5. Then choose the correct answers in the summary below. Listen to the conversation and check. This is a conversation between Tive / three people on a plane / train. They're talking about the **Min** / **problems** you can have when you travel.

**ACTIVE LISTENING** | predicting

- Look at the visuals to help you decide what the content of the audio recording is.
- Try to guess what the people are talking about. That will help you activate the vocabulary you need.
- Listen for key words from the questions. They can confirm that your predictions are right or wrong.

**5** **1.34** Listen to the conversation again and choose the correct answer.

- Why did Tom almost miss the flight?
  - he didn't know his seat number.
  - he had a problem at security.
  - he spent too long in the cafe.
  - he spent too long in the airport.
- Why did he miss his flight to New York?
  - because of the weather.
  - he got to the airport late.
  - he didn't have his passport with him.
  - Kate's dad was flying to Manhattan.
- Edinburgh.
  - Frankfurt.
  - London.
  - Paris.
  - Washington.
- He had a problem with his computer.
  - he didn't hear their calling his name.
  - he forgot his bag.
  - he forgot his passport.
  - he forgot his ticket.

**6** SPEAKING Think of a time you had a problem when you were travelling. What happened? In pairs, tell your stories. Use the prompts below to help you.

you miss your train / you can't get a seat / it's too crowded / it's fully booked / you can't find your ticket / you feel ill on the coach / your flight/bus is delayed / you get on the wrong bus

**7** In pairs, discuss how to avoid/solve the problems in Exercise 6. Use the ideas below or your own.

allow plenty of time for your journey / book a seat / book your ticket early / check for up-to-date travel news / not travel in the high season / make a list and pack carefully / pay attention / you should reserve a seat before you travel.

I can predict what an audio recording is going to be about. 39

# Engage



## Warmer

**Aim:** to engage learners, to activate prior knowledge, to encourage interaction between learners, to introduce the topic of the lesson

As students enter the room, ask them how they are and how their day has been, to show interest in your learners. Then, organise breakout rooms for students to discuss their ideas.

- 1** Where do most tourists to your country come from? What kind of things do they like doing? Discuss in pairs.

## Predicting meaning of new language

**Aim:** to introduce new language in context, to further develop students' interest in the topic, eliciting existing knowledge

Display the descriptions on screen and ask students to guess any of the places in the chat box. Then, show the places and put students into breakout rooms in groups to match them to their description.

Once back in the main class, nominate students to read the description and answer. You could ask follow-up questions to be answered in the chatbox, e.g. *Do you have this in your town? Can you describe where it is?*

### 2 Match the places from the box with the descriptions.

Left Luggage taxi rank tourist office travel centre  
tube station ~~waiting room~~

A place where you can ...

- a** sit and wait for a bus/train *waiting room*
- b** get a taxi
- c** catch an underground train
- d** leave heavy bags for a few hours
- e** ask about timetables, buy tickets
- f** find out travel information, book hotels, get maps/leaflets





## Listening for detail

**Aim:** listening to new language in context,

Students read the questions then predict any words they think they might hear in the chat box.

Play the recording or video for students to listen for their answers and nominate students to give feedback.

Alternatively as a flipped classroom approach, students watch the video and answer the questions before the lesson. Get feedback in your online class.

**3**  **10**  **1.29** Look at the photo, watch or listen to the conversation and answer the questions.

- 1 Where do the tourists want to go? *to Glasgow*
- 2 What information do they want?
- 3 What problem do they have?
- 4 Why are they surprised at the end?



## Vocabulary

**Aim:** to review/learn expressions to ask for information, to practise new language

Before displaying the language, elicit situations when students might need to ask for information, and any ways of asking. Students write their ideas in the chat box.

Display the language for students to read through. Model and drill any pronunciation. Put students into breakout rooms to discuss if they remember hearing any of these phrases in the conversation they just heard.

Once back in the main class, play the recording again for students to choose their answers. Nominate students to unmute themselves one-by-one and say the expressions they heard.

**4**  **10**  **1.29** Study the Speaking box. Watch or listen again and tick the expressions you hear.

### SPEAKING | Asking for information

- Excuse me, what time is the next train to ...?
- Which platform does the train leave from?
- Where's the nearest tube station/bus stop/taxi rank?
- Is there a bus/tram we can catch to ...?
- Is there a restaurant/bank/Travel Centre near here?
- How far is it to ...?
- Pardon me, I didn't hear that.
- I'm sorry, I didn't catch that.




## Vocabulary in use

**Aim:** further practice of new language

Put students into pairs in breakout rooms to complete the conversation using the language from the Speaking box. Once they have finished, encourage them to practise the conversation. Monitor by going into different breakout rooms to check students are on task.

Back in the main room, nominate students to unmute themselves and say their answers. You could nominate students to read the dialogue aloud.

**5**  **1.30** Complete the conversations with one word in each gap. Listen and check. Then in pairs, practise the conversations.

**Hazel** Excuse me. What time is the <sup>1</sup>next train to Glasgow?

**Man** Five fifty-nine.

**Hazel** I'm sorry, I didn't <sup>2</sup>\_\_\_\_\_ that. Can you <sup>3</sup>\_\_\_\_\_ it again, please?

**Joe** Which <sup>4</sup>\_\_\_\_\_ does the train leave from?

**Lee** 8B.

**Joe** How <sup>5</sup>\_\_\_\_\_ is it to the Brunswick Centre?

**Alda** It's not far. It's about ...

**Hazel** Is <sup>6</sup>\_\_\_\_\_ a bus we can catch to get there?

**Joe** Or maybe we can take a cab. Where's the <sup>7</sup>\_\_\_\_\_ taxi rank?

**Alda** The taxi rank is over there. But you can <sup>8</sup>\_\_\_\_\_. It's only five minutes.

**Joe** <sup>9</sup>\_\_\_\_\_ is the Left Luggage?

**Alda** Next to Platform 16.

## Noticing language

**Aim:** raising awareness of British vs American English

Give the class a mini quiz. Write 'tube/underground' and 'subway' on screen. Ask students to write in the chat box what they think the differences are. Award points for correct answers. Next, write 'elevator', and students write if it's UK or US. Award points for correct guesses. Repeat the steps. You could add extra topic-related words, e.g. *car park (UK), parking garage (US), post box (UK) or mail box (US) etc.*

Encourage students to make a note of the differences.

You could revisit this in a later lesson, by asking students to look at other differences for homework.

### WATCH OUT!

British English	American English
tube/underground	subway
lift	elevator
taxi	cab

## Pronunciation

In breakout rooms, students practise saying the sentences aloud and discuss why the words are underlined.

Back in the main lesson, play the recording and have students write why the words are underlined in the chat box.

**6**  **1.31 PRONUNCIATION** Listen to questions 1-4 and repeat. Pay attention to the underlined words.

- How far is it to the bus station?
- Is there a map of the underground?
- What time is the next coach to Leeds?
- Is there a tram we can catch to the Old Town?

Then, have them listen and write the answers to the questions.

# Activate



## Language in context

**Aim:** to practise the language from the lesson, to prepare students to use the language in their own context

In pairs in breakout rooms, students role play the situations.

After some time, you could bring the students back to the main class then switch partners and roleplay with another class member, to build confidence in speaking.

### STUDENT A

- 1 You're a tourist. You're visiting a new city. You go to the Tourist Information Centre and ask about the following:
  - a bus to take you from the city centre to the airport
  - the time of the next tour of the Castle
  - how far it is to the Royal Park
- 2 You work in the Tourist Information Centre. A tourist asks you some questions. Give him/her this information:
  - Tram number 23 goes near the zoo.
  - There isn't a leaflet but all the information is on the website.
  - The National Museum is open from ten to four on Sundays.

## Freer practice

**Aim:** to personalise language from the lesson, to put language in students' own context

As an extension to the previous task and as an extra challenge, put pairs of students into breakout rooms to write their own prompts for a roleplay using the previous activity as a model.

Once completed, put two sets of pairs together in a breakout room to explain their scenario to the other pair, who will act out the conversation. Encourage them to use language from the lesson. Pairs take it in turns to have their conversations.

Monitor by going in and out of different breakout rooms. Once back in the main class, nominate pairs to say their conversations aloud.

# Practise

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## Homework/Self-study

**Aim:** to consolidate learning

You could ask learners to choose from these activities, or choose yourself:

- ✓ Unit 3 video on the student's Portal
- ✓ Speaking and Vocabulary p.31 of the Workbook
- ✓ Exercise 4 p.37 of the Workbook Unit Vocabulary Practice
- ✓ Reflection in the Self-assessment Self Check between p & 38 e.g. p.38 of the Workbook
- ✓ Unit 3 photocopiable worksheets in the Teacher's Resources
- ✓ Unit 3 activities on the High Note mobile app



Pearson

[pearsonenglish.com/highnote](https://pearsonenglish.com/highnote)