

UNIT 11

Achievers



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about achievements, life events and unusual abilities
- exchange and convey information about achievements, life events and abilities
- understand conversations in which other people talk about their opinions and do so themselves
- write an email to a friend

UNIT CONTENTS

G GRAMMAR

- Object pronouns
- *can* for ability

V VOCABULARY

- Life events: *be born, die, finish school, finish university, get married, go to school, go to university, grow up, have a baby, stop working*
- Abilities: *cook (dinner), dance, drive a car / to work, paint (a picture), play cards, play (sport), ride a bike / a motorbike, ride a horse, run, sing (a song), swim*
- Language Plus: Years (1962, 2015, etc.)
- Language Plus: (*very / quite*) *well*

P PRONUNCIATION

- Sound and spelling: /3:/
- *can / can't*
- Main stress
- Consonant groups

C COMMUNICATION SKILLS

- Talking about people's lives
- Talking about things you know how to do
- Talking about opinions
- Writing an email to a friend
- Writing Plus: Pronouns

GETTING STARTED



OPTIONAL LEAD-IN

Books closed. Write some important dates on the board. Write them in order, for example, the date you started university or the year your child was born, etc.

Ask students to guess what happened on the dates you wrote. Find out how much vocabulary for past events students can produce. You may wish to teach the phrase *life events* to highlight that these are dates when something important happened.

- a 4.29 Elicit an initial response to the picture. Use the picture to elicit *tent, mountain, climb* and *climber*. Ask: *What's he doing?* (He's writing.). Put students into pairs to look at the picture and answer questions 1–4. Use a mime or the picture on SB p.50 to teach *do yoga*. Monitor and notice whether students use object pronouns and *can / can't* for ability. Don't correct any errors at this stage.

Take feedback as a class and write students' suggested answers on the board. Make sure you elicit as many questions as possible for question 4. If you wish, give students information from the Culture notes.

Play the recording for students to listen to other people talk about the picture. Do the speakers have similar questions to the ones on the board? Take feedback as a class, ticking any similar questions the speakers ask.

Audioscript

- | | |
|---|--|
| A What did the man do before he went into his tent? | A I don't think so. Maybe. Or maybe there's a sandwich in his bag. Can he do yoga? |
| B Hmm ... he did some climbing! | B No! |
| A Yes, a lot of climbing! | A But maybe. You don't move much when you do yoga. |
| B What are his plans tomorrow? | B Can he sleep well in that tent? |
| A I think he's going to climb to the top of the mountain. | A HE can sleep well. I wouldn't sleep well in that tent! |
| B And what can he do in his tent tonight? | B Yeah – too difficult! |
| A Not very much! Listen to music, maybe. | A What do you think he's writing in his book? |
| B Read a magazine? | B I'm not sure. Maybe how many metres he climbed today? |
| A Maybe if there's a magazine in his bag! | A That's a good idea. |
| B Yeah. And he can have a coffee if he brought some! | B What questions do you want to ask him? |
| A Can he play the guitar? | A 'Are you crazy?' |
| B No, there's no guitar in his bag! | B Yes! Or ... 'When did you start climbing?' |
| A No, he can't play the guitar. | A Yes. |
| B Can he cook dinner? | |



EXTRA ACTIVITY


Put students into pairs. They take turns to ask and answer the questions they wrote down in question 4 of exercise a. The person answering should imagine that they are the man in the tent. Monitor and help as necessary. Take feedback as a class.



CULTURE NOTES

The climber in the picture is vertical camping. His tent is known as a *portaledge* or *hanging tent*. Vertical camping allows rock climbers to attempt climbs that wouldn't otherwise be possible, in locations all around the world.

Vertical campers, who happily sleep over 1,000 metres from the ground, get fantastic views of the mountains. They also face freezing temperatures and the possibility of chunks of ice and rock falling onto them at any time.

- b**  Put students into pairs or small groups to answer the question. Monitor and notice whether students use object pronouns and *can/can't* for ability, but don't correct any errors at this stage. Take feedback as a class, encouraging students to say why they wouldn't like to be in the tent.


11A She met him in 1963

OPTIONAL LEAD-IN

Books closed. Pre-teach *famous* (known by many people) and ask: *Who are the five most famous people in the world?* Put students into pairs and give them one minute to think of as many people as they can. At the feedback stage, elicit their answers and write a list on the board. (At the time of going to press, the most followed Twitter users in the world were: Katy Perry, Justin Bieber, Barack Obama, Taylor Swift and Rihanna.)

Ask: *Would you like to be famous? Why / Why not?* Put students into pairs to discuss for one minute. Take feedback as a class.

1 READING

- a**  If you didn't do the Optional lead-in, pre-teach *famous*. Give students time to think about two famous people from their country (past or present) and the answers to the three questions. In pairs, students ask and answer the questions. Take feedback as a class. Has everyone in the class heard of all the famous people students talk about?
- b** Point to the title of the article and ask: *Is this text about world-famous people?* (no). Before students read the article, you may wish to pre-teach *space* (the empty area outside the Earth's atmosphere, where the Sun, Moon and stars are), *tractor* (a motor vehicle used on farms), *parachute jumping* (jumping from a plane with something on your back that opens, so you fall to the ground slowly), and *engineer* (a person whose job it is to design, build or repair machines, bridges, roads, etc.). Give students two minutes to read through the texts quickly and answer each question with *Valentina* or *Leonardo*. Check answers as a class, asking students to say *Valentina* or *Leonardo* for each answer. Ask the class: *Did you know about these people before?*

Answers


1 Leonardo 2 Leonardo 3 Valentina 4 Valentina
5 Valentina 6 Leonardo

FAST FINISHERS

Ask fast finishers to find and circle all the numbers (but not years) in the two texts and to find what each number or date is connected to (e.g. 48 – *Valentina went round the Earth 48 times*).

At the end of this lesson, students will be able to:

- understand a text about people who were the first to achieve something significant
- use a lexical set of life events correctly
- use object pronouns correctly
- talk about life events and which year they happened in

- c**  Give students three minutes to read the article again in more detail and underline things which they find interesting. They then choose one thing and tell a partner why they find it interesting. Take feedback as a class, eliciting three or four different points that interested students. If you wish, give students information from the Culture notes.

CULTURE NOTES

Women in space

Valentina Tereshkova's 1963 space flight showed that women have the same ability in space as men. She later toured the world promoting feminism as well as Soviet science and technology.


Currently, around 10% of all astronauts are women. Sally Ride was the first American woman to go into space in 1983. Other nations to have sent women into space are the UK, India, Japan, China, France, Canada, Italy, Russia, Iran and South Korea.

In 2013, the highly acclaimed film *Gravity* drew public attention to the experiences of female astronauts.

The history of computer games

Four decades after Leonardo Torres y Quevedo's achievement, two basic and little-known computer games with graphics were invented – OXO (a noughts and crosses game) (1952) and Tennis for Two (1958). It wasn't until 1962 that a more widely used computer game was created, Spacewar!, in which two players fired torpedoes at each other from spaceships. This was the beginning of computer programming for popular game use.


2 VOCABULARY Life events

- a**  4.30 Individually, students match the words and phrases with the pictures. Play the recording for students to check their answers. Check answers as a class. Drill the words and phrases.

Answers

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

- b** Write the following numbers on the board: 70–99%, 5–69% and 100%. Ask students to match them to categories 1–3 (70–99% = *2 most people*, 5–69% = *3 only some people*, 100% = *1 everyone*). Individually, students categorise the life events in 2a into three lists. Don't check answers as a class at this point.

- c**  Put students into pairs to compare their lists and see if they're the same. Take feedback and discuss answers as a class.

Suggested answers

- 1 be born, grow up, die
- 2 go to school
- 3 finish university, get married

- d** Give students five minutes to read the article again and write past simple sentences using the years. Monitor and help as necessary. Check answers as a class by saying each year and asking a student to say the sentence.

Answers


- 1953 – Valentina finished school.
 1963 – Valentina got married.
 1964 – Valentina had a baby / a daughter.
 1852 – Leonardo was born.
 1868 – Leonardo went to live in Paris.
 1914 – Leonardo made a machine called 'The Chess Player'.
 1936 – Leonardo died.

Language Plus Years

Go through the information as a class. Write these years on the board: 1742, 1800, 1926, 2000, 2006, 2015. Point to each year and elicit how we say it.


In pairs, students say the year before and the year after each of the dates on the board (1741, 1743, 1801, etc.).

e Sound and spelling /3:/

-  **4.31** For exercise 1, play the recording for students to listen to the words. Ask students to look at the marked letters in the three words in the box. Play the recording again for them to listen and answer the question. Check the answer as a class. Highlight the different ways the sound /3:/ is spelled in these words by writing *er*, *or*, *ir* on the board. Ask: *Is /3:/ a long sound or a short sound?* (long).


Answer


- a all the same sound

-  **4.32** For exercise 2, students underline the letters in the words which have the sound /3:/. Play the recording for them to listen and check. Check answers as a class by writing the words on the board with the /3:/ sound underlined. Add *ur*, *ear*, *ere* to the other spelling patterns on the board.

Answers

Thursday first world shirt early wern't girl

-  Put students into pairs to practise saying the words in exercise 3.

- f**  **4.33–4.34** Students complete the exercises in Vocabulary Focus 11A on SB p.139. Students do exercise a individually. They then compare answers in pairs. Take feedback as a class. For exercise b, play the recording for students to listen and repeat the verb phrases. Students do exercise c individually. Check answers as a class.

For exercise d, you may wish to write the first words *When*, *What*, *Did*, *Why* and *Where* on the board for extra support before students do the task. Play the recording for students to listen and check their answers. Check answers as a class by asking pairs of students to read out the questions and answers. For exercise e, put students into pairs to ask and answer the questions, giving their own true answers. Monitor and check students are pronouncing the vocabulary correctly. Take feedback as a class. Tell students to go back to SB p.89.

Answers (Vocabulary Focus 11A SB p.139)

a Suggested answers

- 1 be born 2 grow up 3 go to school 4 finish school
- 5 go to university 6 finish university 7 get married
- 8 have a baby 9 stop working 10 die

c


- 1 went to, finished 2 was born, died 3 stopped
- 4 got married, had 5 finished, got 6 was born, grew up

d

- 1 Where did you 2 When did you 3 What did you
- 4 Why did you 5 Did you

3 LISTENING AND GRAMMAR

Object pronouns


- a**  **4.35** Ask students to look at the questions about Valentina Tereshkova. Play the recording for students to listen and tick the questions they can answer. Tell them they don't need to answer the questions yet. Check answers as a class.

Answers

- 2 Why did she get the job?
- 3 How did she meet her husband?
- 5 What does she want to do in the future?


Audioscript

- | | |
|--|---|
| A What are you reading? | B Well, she was young, and she was quite small. And she also did a lot of parachute jumping. |
| B Oh, it's about Valentina Tereshkova. | A Oh, so she went in planes a lot. |
| A Who's she? | B Yes! And she married a cosmonaut, too. She met him in 1963. He was on the same space programme. And they had a daughter. |
| B She's a Russian cosmonaut. Do you know about her? | A So, did she go into space again? |
| A No. What did she do? | B No, she only went once. But she said she would like to fly to Mars one day. She said that when she was 70! |
| B Well, she was the first woman in space. She went into space in 1963. It says here, 400 people wanted the job, but they asked her. | |
| A Why did they ask her? | |

- b**  **4.35** Before students listen again, you may wish to pre-teach *Mars* (the fourth planet from the Sun, sometimes called the Red Planet) and *programme* (a plan of events with a particular purpose). Play the recording again for students to listen and answer the three questions they ticked in 3a. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class.

Answers

- 2 Because she was young and she was quite small. And she also did a lot of parachute jumping.
- 3 He was on the same space programme.
- 5 She would like to fly to Mars.

- c  4.36 Individually, students complete the sentences with the words from the box. Play the recording for students to listen and check their answers.

Answers

1 She, her 2 him, He

- d Discuss the rule as a class.

Answers

1 before 2 after



LOA TIP CONCEPT CHECKING

Use this simple eliciting activity to check students have understood the rule.

Write these verbs on the board, making sure there's space either side of them to add pronouns:


likes

is talking to

is listening to

understands

Use the picture of the man and woman in 3a to elicit sentences with *he*, *she*, *him* and *her* and the verbs on the board. Use each verb twice, e.g. *He likes her. She likes him.*

- e  4.37 Students read the information in Grammar Focus 11A on SB p.128. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises on SB p.129. Individually, students do exercises a and b. For exercise c, students work individually to write sentences. Take feedback as a class. Alternatively, use the Extra activity. Monitor and check students' use of pronouns and help as necessary. Tell students to go back to SB p.89.

Answers (Grammar Focus 11A SB p.129)

a

1 us 2 her 3 They 4 it 5 them 6 him

b

1 it 2 He 3 him 4 us 5 she 6 her 7 we 8 me



CAREFUL!

Students often omit object pronouns, particularly *it*, e.g. *I enjoy a lot.* (Correct form = *I enjoy **it** a lot.*). They also tend to use *this* or *that* where *it* would be correct, e.g. *I have a new phone. I like this because it's small.* (Correct form = *I have a new phone. I like **it** because it's small.*). Learners often use *they*, *that*, *these* or *those* instead of *them*, e.g. *I bought these shoes because I need they.* (Correct form = *I bought these shoes because I need **them**.*).





EXTRA ACTIVITY

Set up exercise c in Grammar Focus 11A as a writing and guessing activity.

Tell students to write *Who am I?* at the top of a piece of paper (and not to write their names anywhere on the paper). Give them 5–10 minutes to write about their favourite things and people below this title, using pronouns where possible. Monitor and check students' use of pronouns, and help as necessary. When the writing time is up, collect all the students' work. Read through the texts for the class, seeing if students can guess who wrote each one. Alternatively, post the students' work on the classroom walls and ask students to walk round, read each other's work and guess who wrote each piece.

At the feedback stage, ask: *Who was easy to guess? Who was difficult? What interesting things did you learn about other students?*

4 SPEAKING

- a Tell students that they can now practise using all the language from the lesson. Give students two minutes to write four or five events in their lives, and the years these events happened in. Monitor and help students as necessary. Make sure they are using the past simple.
- b  Put students into pairs to read each other's sentences and ask questions about them. Monitor and check that students are forming past simple questions, and are using pronouns and life events vocabulary correctly. Make a note of any mistakes to correct at the feedback stage.
- c  Students report two things about their partner's life to the rest of the class. Correct any mistakes that you noted down while monitoring.

ADDITIONAL MATERIAL

▶ Workbook 11A

▶ Photocopiable activities: Grammar p.157, Vocabulary p.163

11B She can pull a plane

OPTIONAL LEAD-IN

Books closed. Write on the board:

a cold place _____

a heavy thing _____

a big mountain _____

Encourage students to call out ideas for a cold place. Write up the first answer they give. Then rub out *a* and their answer and write a very so the board reads: *a very cold place* _____. Elicit a colder place. Then repeat the procedure but write *an extremely cold place* – and mime being extremely cold. Elicit a place that is even colder than the previous two. Then ask: *How long can you be in* (extremely cold place) *wearing a coat and boots?* Use gestures to help students understand your meaning. Take different answers. Then ask: *in a T-shirt?* Encourage students to have fun and be competitive. Repeat the procedure with *a heavy thing* (Can you carry it? Can you move it?) and *a big mountain* (Can you climb it? Who can climb it?). Underline the *x* in *extremely cold*, *extremely heavy*, etc. Write an *X* and ask: *What does X mean?* Elicit: *Extreme(ly)*.

1 READING

a Write on the board: *It's difficult for me to ...*. Use the pictures (and mime) to teach *be cold for a long time*, *swim underwater* and *pull or carry big objects*. In pairs or small groups, students discuss which of the three things are difficult for them and why. Take feedback as a class.

b Point to the text and ask: *Do you know the X-Men films?* Encourage students who say yes to share some information about the films as far as they can. If you didn't do the Optional lead-in, teach *amazing* (very, very good in a surprising way). You may wish to give students information from the Culture notes. Give students one minute to read the text and answer the question. Check the answer as a class.

Answer

real people

CULTURE NOTES

The X-Men and other 'superhumans' or superheroes – like Superman, Batman, Spider-Man and the Hulk – have been part of popular culture since the middle of the 20th century when they started life as comic-book characters. These and other characters now feature in hugely popular films such as *Batman v Superman* (2016), *Iron Man* (2008), *The Avengers* (2012) and *The Fantastic Four* (2015).

At the end of this lesson, students will be able to:

- understand a text about people who can do amazing things
- use *can* for ability in positive and negative statements correctly
- use a lexical set for abilities correctly
- understand someone taking part in a job interview
- use *can* for ability in questions correctly
- talk about their own and other people's abilities

c Give students two minutes to read the text again in more detail and answer the questions. Check answers as a class. Check students understand the word *teeth* by pointing to your own.

Answers

- 1 one hour, 52 minutes and two seconds
- 2 more than five minutes
- 3 with only her teeth

EXTRA ACTIVITY

Write these questions on the board:

- 1 How far did Wim Hof run in 2009?
- 2 What was the weather like?
- 3 What do the Bajau Laut want to see under the water?
- 4 Where do the Bajau Laut people live?
- 5 What did Seema Bhadoria do when she was 18?

Put students into pairs to read the text again and discuss the answers. Check answers as a class (1 more than 40 km, 2 –20°C, 3 fish, 4 South-east Asia, 5 She pulled a plane with her teeth).

d Check students understand the word *useful* (helping you to do something). Give them time to think about the question, then put them in pairs to discuss. Take feedback as a class.

2 GRAMMAR *can*: positive and negative

a Write on the board: *In X-Men, Iceman can/can't make ice. Wim Hof can/can't make ice.* Ask students to choose the correct answers (*can*, *can't*). Write + next to the first sentence and – next to the second sentence. Students underline the correct answer in the table in 2a.

Answers

+	I / You / He / She /	<u>can</u>	swim.
–	We / They	<u>can't</u>	fly.

CAREFUL!

Students at this level often use *to* + infinitive or verb + *-ing* after *can* and *can't*, e.g. *I can to swim. I can't flying.* (Correct form = *I can swim. I can't fly.*)

b Give students one minute to underline more examples of *can* and *can't* in the text. Tell them to underline the words that come after *can* or *can't*, too. Students compare answers in pairs. Check answers as a class.

Answers

The X-Men films are about 'superhumans'. They can do amazing things, for example, Iceman can make ice and Firestar can make fire and fly. Of course, X-Men aren't real, and people in the real world can't do the same things. But a few people can also do some amazing things!

Wim Hof is from the Netherlands and he's often called 'The Iceman'. He can't make ice, but he can sit in a bath of ice for one hour, 52 minutes and two seconds. He doesn't feel cold. In 2009, he ran more than 40 kilometres in -20°C wearing only shorts!

The Bajau Laut people in South-east Asia can swim underwater for a long time. Sometimes they can go underwater for more than five minutes. They can also see very well in the water – it helps them to see the fish!

Seema Bhadoria is an amazing young woman from India – she can pull really big objects with only her teeth. When she was only 18 years old she pulled a plane with her teeth! She can also pull a ship and a big truck.

After *can / can't* is a verb.

- c** **4.38** Students read the information in Grammar Focus 11B Part 1 on SB p.130. Play the recording where indicated and ask students to listen and repeat. Students complete exercise a on SB p.131. Check answers as a class. Tell students to go back to SB p.91.

Answers (Grammar Focus 11B Part 1 SB p.131)

a

1 can 2 can't 3 can't 4 can 5 can 6 can't

3 VOCABULARY Abilities

- a** Individually, students match the words with the pictures. Check answers as a class.

Answers

a swim b cook c paint d sing

- b** **4.39–4.40** Students complete the exercises in Vocabulary Focus 11B on SB p.140. In exercise a, play the recording for students to listen and repeat the verbs. Students look at the pictures in b and complete the phrases with verbs from a. Play the recording for them to listen and check their answers. In exercise c, give students one minute to write four sentences about what they did. Monitor and make sure they're using the verbs from exercise a in the past simple correctly, e.g. *drove* (NOT *drived*). Students tell a partner their sentences. Are any of their sentences the same? Take feedback as a class. Tell students to go back to SB p.91.

Answers (Vocabulary Focus 11B SB p.140)

b

1 paint 2 ride 3 sing 4 cook 5 play 6 drive

Language Plus (very / quite) well

Go through the information with the class. Ask: *Which word or phrase do we use with 'can't'?* (at all). Drill the four sentences.

Write $\sqrt{\sqrt{\sqrt{\quad}}}$, $\sqrt{\sqrt{\quad}}$, $\sqrt{\quad}$, and \times on the board to represent *very well*, *well*, *quite well* and (not) *at all*. Say a pronoun (*He, She, You, I*) and a verb like *swim, paint, dance* or *play cards* and point to one of the symbols on the board. Elicit sentences like *He can swim quite well, I can't sing at all* and *You can paint very well*. Drill each sentence you elicit.

- c** Give students time to think about people they know and how well they can and can't do things. Put students into pairs or small groups to talk for two or three minutes. Monitor and check students are using *can/can't* correctly as well as *very well, quite well*, etc. Take feedback as a class, asking students to report back on some things their partner told them.



EXTRA ACTIVITY

Elicit these typical human abilities and write them on the board:

see, hear, walk, run, swim, speak, think, remember, draw, write, jump, play games/sports

Write *amazing people* on the board as a title. Ask students to think about people they know about who have amazing abilities. For example, *Some people can speak ten or more different languages. Usain Bolt can run really fast*. Put students into pairs for a few minutes to compare ideas and write sentences. Monitor and help as necessary.

Join pairs with other pairs to form groups and tell them to compare their sentences. Which abilities are the most amazing? Take feedback, asking each group to share what they talked about.

4 LISTENING

- a** Give students 30 seconds to read the job advertisement and answer the question. Check the answer as a class.

Answer

lots of things

- b** **4.41** Before you play the recording, elicit or teach *head teacher* (a person who is in charge of a school). Play the recording for students to listen for the general meaning and answer the question. Check the answer as a class, establishing the fact that Andy isn't a teacher.

Answer

No, he isn't.

Audioscript

CELIA Hi, Andy! I'm Celia, nice to meet you!

ANDY Hi, Celia! Nice to meet you, too.

C Well, let's start. First question, what fun things can you do with the students?

A Well, I can play the guitar.

C Great. And can you sing?

A Yes, I can. I can sing and play the guitar quite well. Oh, and I can ride a horse very well. You wanted someone who can ride a horse.

C That's right – great! Now, our students also like parties and they like dancing. Can you dance well?

A No, I can't. I don't really like dancing, so I can't dance very well.

C That's OK. And what about your teaching?

A Teaching?

C Yes, can you teach well?

A What? Sorry. I'm not a teacher. I can't teach at all.

C Really? But ... but did you read the advertisement?

A Well ... sort of ... but not very well. I just read some of the words 'sing, dance, ride a horse ...' – you know ...

C But we want teachers – English teachers.

A Oh. Sorry!

- c** **4.41** Play the recording again for students to listen in more detail and complete the task. Students compare answers in pairs. Check answers as a class.

Answers

1 sing, play the guitar 2 ride a horse 3 dance 4 teach

5 GRAMMAR *can*: questions

- a** **4.42** Individually, students complete the conversations. Play the recording for students to listen and check their answers. Check answers as a class by asking two pairs of students to read out the conversations.

Answers

- 1 can you, I can 2 Can you, I can't

- b** **4.43** Students read the information in Grammar Focus 11B Part 2 on SB p.130. Play the recording as indicated and ask students to listen and repeat. Students complete exercise a in Part 2 on SB p.131. Check answers as a class. Point out the use of *well* at the end of question 2, and the questions about two abilities (3, 5 and 6). Drill the questions. Tell students to go back to SB p.91.

Answer (Grammar Focus 11B Part 2 SB p.131)

- 1 Can you ride a horse?
2 Can he cook well?
3 Can they sing and play the guitar?
4 Can she draw pictures?
5 Can you speak both Japanese and Mandarin?
6 Can he drive a car and a bus?



FAST FINISHERS

Ask fast finishers to write more questions like the ones in exercise a, including a question with *well* (e.g. *Can you swim well?*) and a question about two abilities (e.g. *Can you play football and basketball?*).

- c** **4.44** **Pronunciation** Play the recording for students to notice when *can* and *can't* are stressed. Check answers as a class. Play the recording again for students to listen and repeat.

Answers

- 2 I can't dance very well
4 Yes, I can

- d** In pairs, students practise saying the sentences in 5c. Then they underline the correct words to complete the rules. Check answers as a class.

Answers

- Can** isn't stressed in positive sentences and questions.
Can is stressed in negative sentences and short answers.

- e** **4.45** Students complete the conversation. Play the recording for students to listen and check their answers. Check answers as a class by asking a pair of students to read out the conversation. Drill the questions in the conversation, then drill other questions with *Can you ... ?* (for example, *Can you swim? Can you ride a bike?*).

Answers

- A** Can Andy play the guitar?
B Yes, he can.
A And can he ride a horse?
B Yes, he can ride a horse very well.
A Can he teach?
B No, he can't teach at all.

- f** Put students into pairs to practise the conversation in 5e. Monitor and check they're pronouncing *can* or *can't* correctly according to its position in the sentence.

6 SPEAKING

- a** Tell students that they can now practise using all the language from the lesson. In pairs, students write a question with *can* for each topic. If you think students need extra support, write some verbs on the board for them to use, e.g. *make, cook, play, run, swim, speak, pronounce, understand, paint*. With stronger students, try to elicit as many of these as you can. Monitor and help as necessary.

- b** Put students into new pairs to ask and answer the questions. Tell them to look at the speech bubble and remind them to use *well, very well, quite well* or *(not) at all*. Monitor and make notes of any errors with the target language to correct at the feedback stage. Also, make a note of what activities students in the class can and can't do.

- c** Put students back into their original pairs so they can tell each other what they learned about their second partner. Monitor again, and make notes of any more errors with the target language to correct at the feedback stage. Also, continue to make a note of any abilities you hear students talking about.

Go through any errors with the class at the feedback stage. Then ask students to tell the class some of the things they found out about their partner. Finish the lesson on a positive note by telling the class things you heard students talking about, e.g. *Lots of people can play the guitar. Everybody can swim well or quite well. A few people can swim underwater for a long time.*



LOA TIP REVIEW AND REFLECT

Books closed. Write on the board: $\sqrt{\sqrt{}} = \text{very well}$, $\sqrt{ } = \text{well}$, $\sqrt{ } = \text{quite well}$, $X = (\text{not}) \text{ at all}$. Then write these topics:

- 1 understand the texts in this book
- 2 understand the conversations in this book
- 3 understand books, newspapers, magazines and websites in English
- 4 understand songs in English
- 5 understand TV programmes and films in English
- 6 speak English with students in this class
- 7 write short messages and emails in English

Individually, students think about how well they can do 1–7, marking each one $\sqrt{\sqrt{}}$, $\sqrt{ }$, $\sqrt{ }$ or X . Ask students to compare their answers if it feels appropriate.

Close the activity by asking about the things on the board: *Which are quite easy for you? Which are quite difficult for you?* Elicit some reasons why or why not.

ADDITIONAL MATERIAL

- Workbook 11B
- Photocopiable activities: Grammar p.157, Vocabulary p.163, Pronunciation p.171

11C Everyday English

What do you think?




OPTIONAL LEAD-IN

Ask students to look at the pictures on SB p.92 of James, Sophia, Megan and the clock. Tell them to look at the pictures for 30 seconds. Books closed. Ask these questions and see how much the students can remember about the clock.

- *Is the clock Megan's or Sophia's?* (It's Sophia's.)
- *Who has the clock in the first picture?* (James)
- *What colour is the clock?* (blue and brown)
- *What time does it show?* (12:30 / half past twelve)

Books open. Ask a few students: *Do you like the clock? Why? Why not?*

1 LISTENING

- a**  Give students time to think about their answers to the questions, then put them into pairs to talk for one minute. Take feedback as a class, asking students to report their partner's answers to the class.
- b**  Give students one minute to look at the pictures, read the two descriptions of the story and guess which one is correct. Students compare their choices in pairs. Take a class vote on which summary students think is correct, but don't confirm the answer at this point.
- c**  **4.46** Play Part 1 of the video or audio recording for students to listen for the general meaning and see if they guessed the correct summary. Check the answer as a class, establishing that in this part of the story James, Megan and Sophia have different *opinions* (a thought or belief about something).

Answer

2

Video/Audioscript (Part 1)

SOPHIA Are you sure you're OK with the clock, James?
JAMES Fine – just fine.
S It isn't too heavy?
J No, no!
S OK.

J It's a great clock.
S I like it.
J Yeah, it looks really good.
S Thanks for meeting us.
MEGAN Yes, thank you, James.
J No problem. Did you like Henley?
S Yes, very much. We had a nice time.
J Oh, that's good.
M We can go somewhere in London next weekend.
J I think London Zoo is very nice.
M London Zoo?
J Yes!
M I don't think the zoo's very interesting.


J Oh? Why not?
M Well, it's more for children.
J I don't think so.
M What about the Tower of London?
J Oh no! I don't think the Tower of London's a good idea.
M Really?
J There are lots of tourists.
S Well ... I'm a tourist!
M A kind of tourist.
S Where's a good place for the clock?
J In here?
M What about the bedroom?
J I don't think the bedroom is a good idea.
S Why not?
J You can hear it all the time. It's difficult to sleep.
S Not for me!
J Oh. OK.

At the end of this lesson, students will be able to:

- understand conversations in which people talk about their opinions
- use appropriate expressions to talk about their own opinions
- recognise consonant groups and pronounce them correctly
- give opinions on places to visit
- use pronouns in writing correctly
- write an email to a friend


S But maybe you're right. It is better here in the living room. Maybe over there.
J OK. Here?
S Maybe. What do you think, Megan?

M Yes, perhaps. Or maybe ... No, I think there is good.
S Yes, I think you're right. What do you think, James?
J I think this clock is very heavy!

- d**  **4.46** Give students time to read the questions. Play Part 1 of the video or audio recording again for students to listen in more detail and answer the questions. Students compare answers in pairs. Check answers as a class. Check students understand the word *tourists* (someone who visits a place for pleasure and does not live there).


Answers

- 1 He thinks it's a great clock. / He likes it. / He thinks it's very heavy.
- 2 She liked it very much.
- 3 She doesn't think it's very interesting. She thinks it's more for children.
- 4 Because there are lots of tourists.
- 5 Because you can hear it all the time and it's difficult to sleep.
- 6 In the living room.

- e**  Ask the class: *Are there lots of tourists in (the town or city you are in now)?* If students come from different places, add this question: *Do lots of tourists visit your home town?* In pairs, students talk about interesting places to visit in or near their home town. Take feedback as a class. Write some popular places on the board and leave them there to use later in the lesson.


2 USEFUL LANGUAGE

Talking about opinions

- a**  **4.47** Point to picture b and ask: *Do Megan and James have the same opinion or a different opinion?* (different). Individually, students categorise the eight expressions as a, b, c or d. Play the recording for students to check their answers. Check answers as a class.

Answers

1 a 2 d 3 c 4 d 5 b 6 a 7 c 8 a

- b**  **4.47 Pronunciation** Play the recording again for students to listen and underline the main stress in each sentence. Students compare answers in pairs. Check answers as a class. Play the recording again for students to listen and repeat. Make sure students are placing the main stress on the correct words.

Answers

- 1 Did you like Henley?
- 2 I don't think so.
- 3 Maybe you're right.
- 4 I don't think the bedroom is a good idea.
- 5 I think London Zoo is very nice.
- 6 What about the Tower of London?
- 7 I think you're right.
- 8 What do you think?

- c** **4.48** Individually, students categorise the four expressions as a, b, c or d in 2a. Play the recording for students to check their answers. Check answers as a class. Establish the meaning of *agree* (have the same opinion). Elicit the negative form of this word (*disagree*).

Answers

1 c 2 a 3 a 4 d

- d** **4.49** Individually, students put the words in the correct order to make sentences. Play the recording for students to check their answers. Check answers as a class.

Answers

- 1 I think the museum is very interesting.
- 2 What do you think of the new restaurant?
- 3 I think you're right.
- 4 I don't think so.
- 5 I don't think the colour blue is a good idea.



LOA TIP CONCEPT CHECKING

Drilling useful language for everyday English is more meaningful if you link it to the class's context.

Remind students of the places they discussed in 1e. Drill expressions for asking an opinion (*What do you think of ... ? What about ... ? What do you think? Do you like ... ?*) by saying *What do you think of (place)? What about (place)?* etc. for students to listen and repeat.

Next, point out that we use *I think ...* a lot for giving an opinion. Say some example opinions for students to listen and repeat, e.g. *I think (place) is beautiful. I think (place) is very interesting*. Again, link the opinions to places in the area to keep the drill meaningful.

Write a tick (✓) on the board and drill these expressions for having the same opinion: *Maybe you're right. I think you're right. Yes, I agree*. Use facial expressions (e.g. nod and smile) to show agreement.

Write a cross (X) on the board and drill these expressions for having a different opinion: *I don't think so. I don't think that's true. I don't think that's right. I'm not so sure. I don't agree*. Use facial expressions (e.g. shake your head or frown) to show disagreement.

Finally, give some simple opinions, e.g. *I think the weather is really nice today. I think your English is good. I think this classroom is very nice. I think this street is really clean*. and ask students to agree or disagree with them. Keep this stage as light-hearted as you can, encouraging students to have different opinions and use different expressions.

- e** Ask students to read the conversation to find out what the pair are talking about (*learning languages*). Elicit the different aspects of learning a language (*grammar, vocabulary, pronunciation, listening, speaking, reading, writing, everyday expressions*). Give students time to read the conversation, think of their opinions, and complete the conversation with their own ideas. Monitor and check that students are using the expressions correctly.

- f** In pairs, students practise the conversation in 2e, taking turns to be A. Listen and check that they're pronouncing the expressions correctly. Nominate one or two stronger pairs to read their conversations for the class. Then take the opportunity to find out what your students think is difficult about learning English and what's not so difficult.

3 PRONUNCIATION Consonant groups

- a** **4.50** Play the recording for students to notice how the marked letters are pronounced. Ask: *Which word has some silent letters?* (right). Play the recording again for students to listen and repeat. Monitor and check that students are pronouncing the consonant groups correctly.

- b** **4.51** Give students time to look at the words and sounds in the task. Then play the recording for them to listen and match the marked letters with sounds a–f. Play the recording again if necessary. Check answers as a class.

Answers

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

- c** Put students into pairs to practise saying the words. Monitor and check students are pronouncing the consonant groups correctly.

4 SPEAKING

Tell students that they can now practise using all the language from the lesson with a partner in a conversation about places to visit. Divide the class into pairs and assign A and B roles. Student As look at the information on SB p.106, which gives them their opinions, and prepare what to say. Student Bs do the same on SB p.113. Tell them to begin their conversation using the speech bubbles, and then to continue using expressions from the lesson and opinions from their role card. Monitor and note down any common mistakes/errors with the language from this lesson to deal with during feedback. Tell students to go back to SB p.93.



EXTRA ACTIVITY

To give students more personalised practice in agreeing and disagreeing, write this list on the board for students to copy:

- a place
- a food or drink
- an object
- an activity

For each item in the list, students either find a picture of one in the SB or think of their own example and make a note of their opinion of it.

Put students into groups of three. Students take turns to give their opinion about examples of things on the list (e.g. *Look at page 51. I think this city is very beautiful.*). The other two students use expressions from the book to show that they agree or disagree.

5 WRITING

- a** Give students two minutes to read Sophia's email to a friend, and answer the question. Ask them to look for the three main topics that Sophia writes about. Students compare answers in pairs. Check the answer as a class.

Answer

There are lots of things she can do in London. She's making new friends there. She likes her flat a lot. She can walk to work every day.

- b** ▶ Students go to Writing Plus 11C on SB p.159. Read through the information in exercise a as a class. Individually, students do exercises b and c. Check answers as a class. Tell students to go back to SB p.93.

Answers (Writing Plus 11C SB p.159)

b

1 her 2 She 3 They 4 them 5 He 6 he 7 It
8 You 9 it

c

1 She, it 2 it, us 3 They, him 4 We 5 me
6 He, her, she, him



FAST FINISHERS

Ask fast finishers to circle all the pronouns in Sophia's email on SB p.93 and to think about what or who each pronoun is about.

- c** Give students 5–10 minutes to read the notes and write an email to a friend about their life now. Monitor and check that students are using subject and object pronouns correctly.
- d** Students swap their email with a partner and read their partner's email. They then tell their partner what they think is interesting about their partner's life before sharing this information with the rest of the class at the feedback stage.

ADDITIONAL MATERIAL

- ▶ Workbook 11C
- ▶ Unit Progress Test
- ▶ Personalised online practice
- ▶ Photocopiable activities: Pronunciation p.171

UNIT 11

Review

1 GRAMMAR

- a Write this gapped sentence on the board: *This cake is for ____!* Elicit all the possible pronouns that could finish the sentence (*me, you, us, him, her, them*). Individually, students complete the sentences with the correct pronoun. Check answers as a class.

Answers

1 me 2 them 3 her 4 us 5 him 6 you 7 it



EXTRA ACTIVITY

Copy these speech bubbles on the board:

1 <i>Can you help us?</i>	2 <i>Look at me!</i>
3 <i>I don't understand you.</i>	4 <i>I know him!</i>
5 <i>Stop them!</i>	6 <i>Why don't you turn it off?</i>

Ask students to identify the object pronouns in each sentence (1 *us*, 2 *me*, 3 *you*, 4 *him*, 5 *them*, 6 *it*). Then ask: *Who is saying each sentence? Why? What's happening? What do you think?* Students discuss their ideas in pairs. Take feedback as a class (Suggested answers: 1 *some people are lost in a new place*, 2 *a small child is riding a bike for the first time*, 3 *you are speaking*, 4 *you see a friend on TV*, 5 *two people are running away with your money*, 6 *your friend's phone is on*). Do students have similar or very different ideas?

- b Students look at the table and complete the conversation with the words and phrases below it. Students compare answers in pairs. Check answers as a class by asking two students to perform the conversation. Remind students that *can* is stressed in questions, negatives and short answers, but not in positive sentences. In pairs, students practise reading the conversation.

Answers

1 Can 2 he can't 3 can 4 can 5 Can she 6 she can
7 can 8 can't 9 Can you 10 I can

- c In pairs, students ask and answer questions with *Can you ... ?* about the activities in 1b. Monitor and check students are using and pronouncing *can* correctly.



FAST FINISHERS

Ask fast finishers to ask their partner questions with *Can ... ?* about friends and family members. They can look at Vocabulary Focus 11B on SB p.140 for ideas, e.g. *Can your brother drive a car? Can your friends dance?*

2 VOCABULARY

- a Write these questions on the board: 1 *Which countries does the writer mention?* 2 *Where does he live now?* 3 *Which family members does he write about?* Give students one minute to read the text and find out. Tell them not to worry about the gaps at the moment. Check answers as a class (1 *England, New Zealand, Australia*, 2 *New Zealand*, 3 *his parents, his wife, and his son*). Give students two minutes to read the text again and add the verb phrases in the correct form. Students compare answers in pairs. Check answers as a class.

Answers

1 was born 2 grew up 3 finished school 4 went to school
5 went to university 6 got married 7 died 8 had a baby boy

- b Individually, students complete the verb phrases in the table with words in the box. Check answers as a class.

Answers

1 basketball 2 songs 3 walls 4 a motorbike
5 to work 6 dinner

- c Write *I ... every day, I sometimes ... and I never ...* on the board and give a few examples of your own using the verb phrases in 2b, e.g. *I sometimes play cards. I never play basketball*. In pairs, students talk about how often they do the activities in 2b. Take feedback as a class, asking students to report back anything surprising they learned about their partner.

3 SOUND AND SPELLING

- a 4.52 Students tick the words with an /3:/ sound. Play the recording for them to listen and check their answers. Check answers as a class. In pairs, students practise saying the words with an /3:/ sound. Monitor and correct their pronunciation as necessary.

Answers

thirteen university weren't thirty worked

- b 4.53 Students decide whether the marked sounds are the same or different in each pair of words. Play the recording for them to listen and check their answers. Check answers as a class. In pairs, students practise saying the words, making sure they pronounce the marked sounds the same in every pair. Monitor and correct as necessary.

Answers

1 S 2 S 3 S 4 S 5 S 6 S



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.