

# UNIT 6

## Work and routines



### UNIT OBJECTIVES

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

- understand information, texts and conversations about jobs and daily routines
- exchange information about people's jobs and daily routines
- understand a conversation about a new flat
- understand conversations in which people make and accept offers and do so themselves
- write an email about their day

### UNIT CONTENTS

#### G GRAMMAR

- Present simple: *he / she / it* negative
- Present simple: *he / she / it* questions

#### V VOCABULARY

- Jobs: *bank worker, businessman, businesswoman, chef, doctor, factory worker, football player, IT worker, office worker, receptionist, shop assistant, student, taxi driver, teacher, waiter, waitress*
- Daily routine: *arrive home, finish work, get home, get up, go to bed, go to school, go to work, have a coffee, have a shower, have breakfast, have dinner, have lunch, start work, wake up, watch TV*
- Language Plus: *work / job*
- Language Plus: *for, from ... to ..., until*

#### P PRONUNCIATION

- Main stress in compound nouns
- Sound and spelling: /3:/
- Sound and spelling: Consonant groups
- Sentence stress
- *would*
- Emphasising what you say 2

#### C COMMUNICATION SKILLS

- Talking about people's jobs
- Talking about daily routine and habits
- Making and accepting offers
- Writing an email about a typical day
- Writing Plus: *because* and *also*

### GETTING STARTED



#### OPTIONAL LEAD-IN

Books closed. Write *interesting jobs, difficult jobs* and *easy jobs* on the board and give students an example for each. Tell students to work in pairs and think of more jobs for each group. Take feedback from the class.

- a Use the picture to teach *robot*. Ask: *Where are these robots and people?* (in a café or restaurant) *Is it breakfast time, lunchtime or dinnertime?* (the clock says 9:15, so it's either breakfast time or dinnertime). Put students into pairs to look at the picture and answer questions 1–3. Notice how successfully students are able to talk about jobs and work, but don't correct errors at this stage. Take feedback as a class, and write students' ideas on the board.

- b Put students into pairs to think of two questions they'd like to ask the robots. At the feedback stage, elicit and write all the questions on the board, correcting any errors with present simple questions as you do so.

Play the recording for students to listen to other people talk about the picture. Do the two speakers have the same ideas as on the board? Do they think of the same questions to ask the robots? Check as a class, underlining any of the ideas and questions on the board that the two speakers say. If you wish, give students information from the Culture notes below.

#### Audioscript

- |  |  |
|--|--|
| A So, what jobs do the people do?  | B Yeah.  |
| B Hmm, they are ... chefs? Waiters?  | A How many hours do the robots work?                             |
| A Chefs, I think. They cook food. And the robots?                              | B I don't know.  |
| B The same: chefs.   | A A short time maybe?  |
| A Or maybe they wash the plates?   | B I really don't know.   |
| B Maybe. How many hours do the people work?                                    | A OK. So we need to think about two questions to ask the robots. |
| A Eight maybe?   | B OK! 'How many hours do you work?'                              |
| B Sometimes people who work in restaurants work only at lunch and dinner.      | A Yes, good idea!  |
| A That's true. So maybe three hours at lunchtime and five hours at dinnertime. | B And another question ...                                       |
|  | A 'Do you eat the food you cook?'                                |
|  | B I like it!   |



#### EXTRA ACTIVITY

Put students into pairs. Tell student As that they are robots from the picture. Student Bs ask the questions from exercise b. Student As give imaginary answers. Take feedback as a class. Ask students to tell the class any interesting or surprising answers that their partner gave them as a robot.



#### CULTURE NOTES


Today, over one million household robots, and a further 1.1 million industrial robots, are operating worldwide. Robots are used to perform tasks that require great levels of precision or are simply repetitive and boring. Many also do jobs that are dangerous, such as exploring shipwrecks, helping out after disasters, studying other planets and defusing bombs or mines. In the future, robots will act as carers, doctors, pets, vehicles, friends, entertainers, security guards, traffic police and even soldiers.

# 6A I don't work at night

## OPTIONAL LEAD-IN

Books closed. Ask students if they'd like to work or study in another country, which countries they'd like to work or study in and why.

## 1 READING

**a**  In pairs, students look at the pictures and answer the questions. Elicit students' ideas for places (e.g. hospital, school) and jobs (doctor, nurse, teacher), but don't confirm answers at this point.

**b** Give students one minute to read about Luiza and Fred and check answers. Ask the class: *What's Luiza's job?* (She's a doctor.) *What's Fred's job?* (He's a teacher.)

### Answers

Luiza: place – hospital; job – doctor  
Fred: place – school; job – teacher

**c** Give students two minutes to read the website again and decide if the statements are true or false. They compare answers in pairs. Check answers as a class. Ask students to correct the false statements. If you wish, give students information from the Culture notes below.

### Answers

- 1 T
- 2 F (Luiza works in a small hospital.)
- 3 F (Her work is very interesting.)
- 4 T
- 5 F (After school he plays sports with the children.)
- 6 T

## CULTURE NOTES

*Jobs international* is a fictional example of a non-profit organisation, which sends college-aged volunteers abroad to work on projects in the fields of community education, public health and entrepreneurship. Volunteers usually stay for between five weeks and three months, and help provide development programmes and humanitarian aid to communities in developing countries.

The mission of such organisations is to empower people to fight global poverty through sustainable life-changing development programmes. Volunteers pay to join the programmes, in return receiving housing and meals, training, support and insurance. They pay for their own flights and visas.

## FAST FINISHERS

Ask fast finishers to write a list of sports, starting with *rugby* and *volleyball*. Encourage them to use bilingual dictionaries if they have them.


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

- understand a text about two people who help others abroad
- understand people talking about their jobs
- use a lexical set of jobs correctly
- use the present simple with *he / she / it* in negative statements correctly
- talk about people's jobs

**d** Individually, students use the prompts to write questions for Luiza and Fred. Check answers as a class.

### Answers

- 1 Where do you work?
- 2 Do you like the people?
- 3 Do you like the job?

**e**  In pairs, students use their questions from 1d to interview each other in the roles of Luiza and Fred.

Ask: *Would you like to work for Jobs international? Why / Why not? Would you like to do Fred's job or Luiza's job? Why?* Put students into pairs to discuss for a few minutes. Then take feedback as a class.

## Language Plus work / job

Tell students to read the information about *work* and *job*. Ask: *Which word is both a verb and a noun?* (*work*). Write on the board: *I like my job/work*. Ask: *Are both words correct here?* (yes). Write: *It's a good job/work* and cross out *work*. Explain that we can say *a job* but not *a work*. Elicit some jobs from the class and write them on the board before moving on to the lexical set on SB p.49.

## 2 LISTENING AND VOCABULARY Jobs

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

### Answers

- a taxi driver b waiter c shop assistant d office worker  
e student f receptionist g football player h factory worker



### LOA TIP CONCEPT CHECKING

Ask these questions to check understanding:

- *Who works in a restaurant?* (a waiter)
- *Who works in a team, for example Manchester United, Flamengo, Juventus?* (a football player)
- *Who works in an office?* (an office worker)
- *Who works in a car?* (a taxi driver)
- *Who goes to school or university?* (a student)
- *Who works at a hotel, hospital or office?* (a receptionist)
- *Who works in a supermarket or a bookshop?* (a shop assistant)
- *Who works in a big place that makes cars or computers or phones or other things?* (a factory worker)

- b** **2.67 Pronunciation** Tell students to circle the two-word jobs in exercise a. Write the answers on the board: *football player, taxi driver, factory worker, office worker, shop assistant*. Play the recording for students to listen for which word is stressed. Check the answer as a class and underline all the first words in the jobs on the board.

**Answer**

- 1 the first word

In pairs, students practise saying the words.

- c** **2.68** Tell students they're going to hear four people talking about their jobs. Point out that they will have to listen carefully for key (important) words because the people don't say the name of their jobs. Play the recording for students to listen for the four jobs. Students compare answers in pairs. Check answers as a class.

**Answers**

- 1 taxi driver 2 football player 3 student 4 shop assistant

**Audioscript**

- |  |  |
|--|--|
| <p><b>1</b></p> <p><b>DIANA</b> I sit all day, but I meet some interesting people and go to lots of different places. I don't work at night.</p> <p><b>2</b></p> <p><b>FELIPE</b> I play in a team and the weekend is the most important time of the week in my job. I don't play games in the week – well, sometimes on Wednesdays.</p> | <p><b>3</b></p> <p><b>FATIMA</b> I study business at university. It's really interesting.</p> <p><b>4</b></p> <p><b>SHONA</b> I work in a shop and meet a lot of different people.</p> |
|--|--|

- d** **2.68** Play the recording again for students to listen and complete the sentences. Check answers as a class.

**Answers**

- 1 sit, meet 2 play, play 3 study 4 meet

- e** Put students into pairs to discuss which of the jobs they like/don't like. At the feedback stage, conduct a class vote to find out which is the most/least popular job.

- f** **2.69** Students complete the exercises in Vocabulary Focus 6A on SB p.151. Play the recording and ask students to listen and repeat the words in a. Students do exercise b individually. Give a few of your own examples to demonstrate exercise c, then put students into pairs to tell each other about people they know. Take feedback as a class. Tell students to go back to SB p.49.

**Answers (Vocabulary Focus 6A SB p.151)**

**b**

- 1 student  
2 waitress  
3 factory worker  
4 shop assistant  
5 taxi driver  
6 football player  
7 receptionist  
8 bank worker  
9 office worker

### 3 GRAMMAR

#### Present simple: *he / she / it* negative

- a** **2.70** Individually, students complete the sentences. Play the recording for them to check their answers. Write on the board: *He works at night. She doesn't work at night*. Underline the *s* at the end of *works* and the *es* in *doesn't work* to highlight how the *s* moves in negative sentences. Ask: *How many syllables are in 'doesn't'?* (two) and drill *doesn't* a few times.

**Answers**

- 1 doesn't 2 doesn't

#### CAREFUL!

At this level, the most common student error with the present simple with *he / she / it* in negative statements is using *don't* instead of *doesn't*, e.g. *He don't meet people at work*. (Correct form = *He doesn't meet people at work*.)

- b** **2.71** Students read the information in Grammar Focus 6A on SB p.120. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises on SB p.121. Check answers as a class. Tell students to go back to SB p.49.

**Answers (Grammar Focus 6A SB p.121)**

**a**

- 2 doesn't 3 doesn't 4 don't  
5 don't 6 don't 7 doesn't 8 don't

**b**

- 2 My brother doesn't work in a car factory.  
3 My parents don't like coffee.  
4 We don't live near the station.  
5 He doesn't study Italian.  
6 They don't go to work early.  
7 Akira doesn't live in Tokyo.  
8 Their son doesn't work in a bank.

- c** Individually, students complete the sentences. Check answers as a class.

**Answers**

- 1 doesn't work 2 doesn't like 3 doesn't sit 4 doesn't work

#### LOA TIP ELICITING

Use words and prompts to elicit more examples of the target language. Write *He ...* and *She ...* on the board and a negative symbol (–). As you say each of the four positive sentences below, point to the negative symbol and *He ...* or *She ...* to elicit a contrasting negative sentence with the opposite gender. Repeat the exercise a few times. Listen carefully and check that students are pronouncing *doesn't* correctly and dropping the *s* from the end of the verb.

Say: *He likes school*. Students say: *She doesn't like school*.

Say: *She works here*. Students say: *He doesn't work here*.


Say: *He studies English*. Students say: *She doesn't study English*.

Say: *She plays tennis*. Students say: *He doesn't play tennis*.

### EXTRA ACTIVITY


Write *like*, *work*, *speak*, *go* and *live* on the board. Students use these verbs to write five present simple negative sentences, some true, some false, about their friends and family members (e.g. *My brother doesn't like his job.*). In pairs, students read out their sentences to each other. They listen to their partner and say which sentences they think are true and which are false.

#### d Sound and spelling /ɜ:/

 **2.72** For exercise 1, play the recording for students to hear the pronunciation of the words and answer the question. Check the answer as a class. Ask: *Is /ɜ:/ a long sound or a short sound?* (long).

##### Answer

Yes, they do.

 **2.73** For exercise 2, play the recording for students to complete the task. Check the answer as a class.

##### Answer

first, verb, girl, world

Discuss the answer to the question in exercise 3 as a class. Ask: *Do we pronounce the 'r'? (no).*

##### Answer

the letter *r*

 In pairs, students practise saying the words with /ɜ:/ in exercise 4.

## 4 SPEAKING

► Divide the class into pairs and assign A and B roles. Student As go to SB p.105 to read about two people's jobs. Student Bs go to SB p.110 to read about two different people's jobs. Give them three minutes to prepare sentences about their two people's jobs. In pairs, they then talk, listen and try to guess the other two jobs. Monitor students' use of the target language, but don't interrupt fluency. At the feedback stage, ask students: *Did you guess the jobs?* Write any errors you noted while monitoring on the board and get the class to self-correct them. Close the lesson by asking: *Would you like to do the four people's jobs? Why / Why not?*

### ADDITIONAL MATERIAL

- Workbook 6A
- Photocopiable activities: Grammar p.154, Vocabulary p.161, Pronunciation p.168


# 6B I wake up at 4:00

### OPTIONAL LEAD-IN

Books closed. Draw the sun rising on the board, then the sun high in the sky with a falling arrow after to show it's just starting to go down, then the sun setting, and then the moon and stars. Use the pictures to elicit *morning*, *afternoon*, *evening*, *night*. In pairs, students say one thing they do in the morning, afternoon, evening and night, e.g. *I eat breakfast in the morning.*

## 1 READING AND VOCABULARY

### Daily routine

- a  Point to the picture at the top of SB p.50 of the man asleep. Elicit or teach the word *sleep*. If you didn't do the Optional lead-in, elicit or teach the phrases in the box. Point out that three phrases start with *in the*, but *at* is used for *night*. Put students into pairs to talk about when they do the things in the list. Take feedback as a class.
- b Write on the board: *eight*, *five or six*, *twice*. Check students understand *twice* (two times). Give them one minute to read the first paragraph to find out what these numbers refer to (*People say it's good to sleep for eight hours every*

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

- understand a text about people with different sleep patterns
- use a lexical set of daily routine phrases correctly
- understand an interview with someone who has an unusual routine
- use the present simple with *he / she / it* in questions correctly
- ask and answer about their own and other people's daily routines

*night. Some people sleep for only five or six hours and they feel fine in the morning. Some people sleep twice every night.*). Give students one minute to read about Beatriz and Anneli and complete the matching task. Check answers as a class. Ask students to say which words helped them find the answer. Use the picture to teach yoga if necessary. Ask: *What's the same about Beatriz and Anneli?* (They both sleep twice every night.) Ask: *Which word in the article means 'needing to sleep'? (tired).*

Elicit some personal response to the article by asking: *Do you sleep twice a night? Would you like to?*

##### Answers

- a Anneli – She wakes up and does yoga at 4:00 in the morning.  
b Beatriz – Her husband works in a restaurant.



- c Point to the marked words in the Anneli text and ask students to match them with pictures 1–3. Check answers as a class. Drill the words.

#### Answers

1 get up 2 go to bed 3 wake up

- d Tell students to cover *A Good Night's Sleep* with a piece of paper. Individually, students match the words to make daily routine verb phrases. They then look at the text to check their answers. Check answers as a class and write the complete verb phrases on the board.


#### Answers

1 go 2 arrive / get 3 have 4 watch 5 finish

### LANGUAGE NOTES

In this set of daily routine phrases, *wake up* and *get up* are phrasal verbs. The words *sleep* and *work* are single verbs. The other phrases are verb–noun collocations: a verb and a noun which go together to form one meaning.

English has lots of phrasal verbs and collocations, so it's important for students to start learning them early (although it's not necessary for them to know the terms *phrasal verb* and *collocation*). With phrasal verbs, students need to understand that the meaning is carried by the whole phrase. In many cases, the individual words themselves carry little or no meaning (e.g. *get up*).

- e  2.74–2.75 Students complete the exercises in Vocabulary Focus 6B on SB p.137. Play the recording for students to complete the times in exercises a and repeat the verb phrases in b. For exercise c, check that students understand the difference between *goes home* (draw an imaginary line between the picture of Danny finishing work and the picture of Danny with his key in the front door) and *gets home* (point to the picture of Danny with his key in the front door). Tell students to go back to SB p.50.


#### Answers (Vocabulary Focus 6B SB p.137)

##### a

Danny wakes up at **seven o'clock**. He gets up at **a quarter past seven**. He has breakfast at **half past seven**. He goes to work at **eight o'clock**. He starts work at **half past eight**. He has lunch at **a quarter past twelve**. He finishes work at **a quarter to six**. He gets home at **a quarter past six**. He has dinner at **half past seven**. He goes to bed at **ten o'clock**.

##### c

- 1 gets up
- 2 finishes breakfast
- 3 goes to work
- 4 starts work
- 5 has lunch
- 6 finishes work
- 7 goes to bed

- f  In pairs, students ask and answer the questions. Take feedback as a class. If you wish, give students information from the Culture notes.



### CULTURE NOTES

World Sleep Day takes place every year, on the Friday at the end of the second full week of March. Organised by WASM (the World Association of Sleep Medicine), the event's intention is to celebrate sleep and also raise public awareness of the importance of sleep for good health.

To honour World Sleep Day in 2015, a survey was conducted on differences between sleep habits among residents of the USA, the UK, Brazil, the Netherlands, France, Germany, Japan, China, South Korea and Australia. It revealed some interesting facts. Here are some of them:

People in ...

- Brazil spend the least time between eating and going to bed
- the Netherlands spend the most time between eating and going to bed
- China are most likely to have a short sleep during the day
- Australia tend to get up earliest
- France have the biggest bedrooms
- Japan tend to go to bed latest
- South Korea are the most likely to sleep on the floor

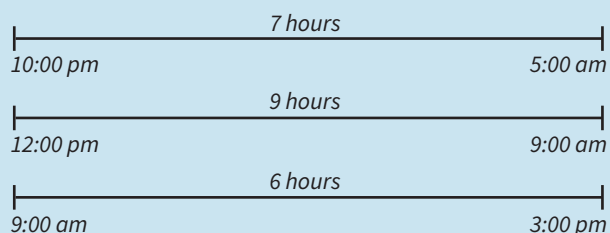
### Language Plus *for, from ... to ... , until*

Write this gapped sentence on the board: *I get up \_\_\_ 8:00 am*. Elicit the missing preposition (at). Then tell students to look at the timeline and read the information about *for, from ... to ...* and *until*. Point to 11:00 pm and ask: *What time is it?* (11 o'clock at night). Point to 7:00 am and ask: *What time is it?* (7 o'clock in the morning). Ask: *Do we use 'for' with times?* (No, we use *at, from ... to ...* and *until*). Draw an imaginary line with your finger from 11:00 until 7:00. Ask: *How much time is this?* (eight hours) *Do we say 'for eight hours'?* (yes).




### LOA TIP ELICITING


Draw three more timelines on the board:



Use the timelines to elicit more sentences with *I sleep or I work* and *for, from ... to ... , until*.

### g Sound and spelling Consonant groups

-  2.76 For exercise 1, check students understand *consonant* by eliciting some examples of consonants (g, p, k, etc.) and contrasting them with vowels (a, e, i, o, u). Point out that the words start with two consonants together. Play the recording for students to listen and practise saying the words.

-  2.77 For exercise 2, play the recording for students to underline the consonant sounds that are together in each word. Play the recording again if necessary. Check answers as a class.

#### Answers

play small bread fruit flat study speak

For exercise 3, put students into pairs to practise saying the words. Monitor and check that they aren't adding a vowel sound between the two consonants (as some students may do).

## 2 LISTENING

- a** **2.78** Play the recording for students to answer the four questions. Play the recording again if necessary. Check answers as a class.

### Answers

1 no 2 about 2:00 3 I take photos in the city. 4 no

### Audioscript

**INTERVIEWER** Paul, you usually take photos at night. Do you go to bed early?  
**PAUL** No. Usually around 11 o'clock.  
**I** And when do you wake up?  
**P** I always wake up at about 2:00 am, every night.  
**I** And what do you do then?  
**P** Well, I get up and I go out. I walk in the city at night and I take photos. Then I go home and I sleep until morning.  
**I** What about your wife? Does she wake up?  
**P** No, she never wakes up. She just sleeps!

- b** In pairs, students answer the questions about Paul's daily routine and his photos. Take feedback as a class.

## 3 GRAMMAR

### Present simple: *he / she / it* questions

- a** Write on the board:        *you go to bed early?*        *your wife wake up?* Elicit the missing words (*Do, Does*) and drill the two questions. Individually, students complete the table in 3a with *do* or *does*. Check answers as a class.

### Answers

|                             |   |
|-----------------------------|---|
| you                         | he / she / it   |
| When <u>do</u> you wake up? | <u>Does</u> she wake up?<br>When <u>does</u> he get up? |

- b** **2.79-2.80** Students read the information in Grammar Focus 6B on SB p.122. Ask them to answer the question under the cartoon: *Does she get up early?* (No, she doesn't.). Play the recording where indicated and ask students to listen and repeat. Individually, students complete the exercises on SB p.123. Check answers as a class. Tell students to go back to SB p.51.

### Answers (Grammar Focus 6B SB p.123)

#### a

1 Does 2 Do 3 Does 4 do 5 does

#### b

1 does 2 No 3 doesn't 4 do 5 doesn't

### FAST FINISHERS

In pairs, fast finishers practise saying the mini-conversations in exercise b. Monitor and correct students' pronunciation as necessary.

- c** **2.81** **Pronunciation** Play the recording for students to listen for the stressed words in the *When* questions. Check answers as a class. Play the recording again for students to listen and repeat.

### Answers

1 question word (*when*) 3 up

- d** Remind students about Beatriz and Anneli from the article on SB p.50. Ask: *What's the same about the two women?* (They both sleep twice every night.). Give students three minutes to use the prompts to write questions about Beatriz and Anneli. Check answers as a class.

### Answers

- 1 What time does Beatriz finish work?
- 2 Where does her husband work?
- 3 What time does he get home?
- 4 When does Anneli wake up?
- 5 What does she do then?
- 6 How does she feel in the morning?

- e** In pairs, students ask and answer the questions. Check answers to the questions as a class by asking pairs of students to ask and answer the questions across the classroom.

### Answers

- 1 At 6:00 in the evening. 2 In a restaurant.
- 3 At about 12:00 at night. 4 At about 4:00 in the morning.
- 5 She does yoga. 6 She feels fine.



### EXTRA ACTIVITY

Ask these *yes/no* present simple questions about the article to give students practice with the short answers. How many questions can they answer correctly? Encourage students to give more information beyond the short answers where possible.

- *Does Beatriz live in Spain?* (No, she doesn't. She lives in the USA.)
- *Does Beatriz have a job?* (Yes, she does. She finishes work at 6:00 in the evening.)
- *Does Beatriz eat dinner with her husband?* (Yes, she does.)
- *Does Anneli live in Finland?* (Yes, she does.)
- *Does Anneli wake up at 3:00 in the morning?* (No, she doesn't. She wakes up at 4:00 in the morning.)
- *Does Anneli feel tired at 8:00 in the morning?* (No, she doesn't. She feels fine.)

- f** Give students two minutes to prepare questions with *you* from the prompts. Monitor and help as necessary. Put students into pairs to ask and answer the questions. Tell them to write down their partner's answers.

- g** Put students into new pairs to ask each other questions with *he* or *she* about their first partner's daily routine.

## 4 SPEAKING

▶ Tell students that they can now practise using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Student As read the information about Gamal on SB p.105. Student Bs do the same about Peter on SB p.113. Give students one minute to prepare questions from the prompts. Student A uses the questions to ask Student B questions, then they swap roles. Monitor and note down any common mistakes/errors to deal with during feedback. Make sure students can answer question d, *When does Peter see Gamal?* / *When does Gamal see Peter?* (between 6:00 and 7:00 in the evening).

### ADDITIONAL MATERIAL

- ▶ Workbook 6B
- ▶ Photocopiable activities: Grammar p.154, Vocabulary p.161



## OPTIONAL LEAD-IN

Books closed. Bring the following items into class: a bowl, a glass, a cup, a spoon, a knife and a plate. Show students the items and elicit the words for them in English.

## 1 LISTENING

- a** Use the picture to elicit or teach *bowl*, *glass*, *cup*, *spoon*, *knife* and *plate*. Drill the words. Give students time to read the task and tick their choices.
- b** In pairs, students compare their choices. Do they need the same things? Invite a few pairs to tell the whole class. With stronger classes, you may wish to elicit more things students think they might need. If you do this, make sure all students understand any new items of vocabulary which arise.
- c** **2.82** Play Part 1 of the video or audio recording for students to understand the general meaning and answer the two questions. Check answers as a class.

## Answers

1 James 2 To Sophia's flat.

## Video/Audioscript (Part 1)

**MEGAN** James, hi! You again!  
**JAMES** Yes, me again! Hi, Sophia!  
**SOPHIA** Hi, James.  
**J** They're nice flowers.  
**M** Yes. They're for Sophia – for her flat.  
**J** Yes ... Oh yes, your flat's near here.  
**S** That's right. Just there, in fact.  
**J** Oh, right.  
**M** Come with us ... Is that OK, Sophia?  
**S** Yes, why not?  
**J** Are you sure?  
**S** Yes!  
**J** Well ... yeah, I'd love to. ... OK ... great!  
**S** Good. Come on.  
**\*\*\***  
**S** They're lovely flowers. Thanks again, Megan.  
**M** No problem.  
**J** I really like your flat, Sophia.  
**S** Yeah, thanks. I like it here. Would you like a cup of coffee?

**J** Yes, please.  
**M** Yes, thanks.  
**S** Ah, there's just one problem.  
**J** What's that? No coffee? Well, you have tea now, I know that!  
**S** Yes, but there are only two cups. And one glass! Look!  
**M** You need to go shopping!  
**S** I know, I need a lot of things. Cups, glasses ...  
**M** Well, I can go with you. I'll help you buy things.  
**S** That's great, thanks.  
**M** What do you need? Cups, glasses, what else?  
**S** Mm, I need plates, and ...  
**M** Do you want to go today? We can go this afternoon.  
**S** OK, great. I don't have a lot of things, but I have biscuits! Would you like one, Megan?  
**M** No, it's OK, thanks.  
**S** James?  
**J** Yes, please!

- d** **2.82** Point to the picture of Megan and Sophia and teach or elicit the word *flowers*. Play Part 1 of the video or audio recording again for students to understand the conversation in more detail and underline the correct words. Check answers as a class.

## Answers

1 Sophia 2 coffee 3 cup 4 today

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

- understand a conversation about what you need in a new flat
- use appropriate phrases to make and accept offers
- emphasise what they say by using stress to draw attention to a key word
- use *because* and *also* correctly
- write an email about a typical day

## 2 USEFUL LANGUAGE

## Making and accepting offers 1

- a** **2.83** Give students one minute to complete the conversations with the words in the box. Play the recording for students to check their answers. Check answers as a class by asking a pair of students to read out the completed conversation. Ask: *What does 'one' mean in Sophia's question?* (a biscuit). Remind students that in English, we don't usually repeat nouns. Write: *Would you like a/an ... ? Would you like one?* in two speech bubbles on the board. Label them as *making an offer*. Then write *Yes, please.* and label it *accepting an offer*. Finally, write *No, thanks.* and label it *not accepting an offer*.

## Answers

1 like, please 2 like, thanks



## EXTRA ACTIVITY

Drill *Yes, please.* and *No, it's OK, thanks.* Pretend to offer some things to students (e.g. *Would like my book? Would you like this pen?*) so they can practise using the phrases. In pairs, students continue the activity using things on their desk or in their bag.

- b** **2.83** **Pronunciation** Play the recording again for students to listen for a /l/ or /d/ sound in *would*. Check the answer as a class. Play the recording again, pausing it after each line for students to repeat.

## Answer

There is a /d/ sound, but no /l/ sound.

- c** **2.84** Give students one minute to put A's questions in the correct order. Play the recording for students to check their answers. Check answers as a class by asking a pair of students to read out the completed conversation.


## Answers

Would you like a cup of tea?  
 And would you like a piece of cake?

- d** Elicit some food and drink words and write them on the board (e.g. *sandwich*, *coffee*, etc.). In pairs, students practise the conversation in 2c, offering different food and drink.

### 3 LISTENING AND USEFUL LANGUAGE

#### Making and accepting offers 2


- a  **2.85** Play Part 2 of the video or audio recording for students to understand the general meaning and answer the questions. Check answers as a class.

##### Answers

1 go shopping 2 No, they don't.

##### Video/Audioscript (Part 2)

**JAMES** I'll come with you if you like. I love shopping!  
**SOPHIA** Oh, thank you, James, that's very kind. But I'm sure you have other things to do – it's the weekend.  
**J** Oh, that's OK.  
**MEGAN** Sophia and I are fine, James.  
**S** But nice to see you again. See you soon, maybe. Bye.  
**M** Bye, James. See you later.  
**J** OK ... Bye. Thanks for the ... biscuit.

- b  **2.86** Give students one minute to complete the sentences for making offers with the words in the box. Play the recording for students to check their answers. Check answers as a class by asking students to read out the completed sentences.

##### Answers

1 can 2 help 3 I'll



#### LOA TIP CONCEPT CHECKING


Write these expressions on the board:

- *Would you like ... ?*
- *I'll ..., I can ...*

Next, write these words on the board and ask which expressions they go with:


- *help you*
- *any help*

Check answers as a class (*Would you like any help? I'll help you, I can help you.*). Point out that we use a verb after *I'll/I can* and a noun after *Would you like*.

- c  **2.87** Students complete the task. Play the recording for students to check their answers. Play the recording again for students to listen and repeat.



##### Answers

Yes: That's great, thanks. Thank you, that's very kind.  
No: Don't worry, it's OK. Thanks, but I'm fine.

- d  **2.88** Give students two minutes to complete the conversation with the words in the box. Play the recording for students to check their answers. Check answers as a class.



##### Answers

1 supermarket 2 can 3 great 4 help 5 right

- e  In pairs, students practise the conversation in 3d. Monitor and help if necessary.
- f  Write *I need to ...* on the board and elicit some more ways to begin a conversation like the one in 3d (e.g. *I need to go to the hospital. I need to make lunch.*). In pairs, students make a new conversation. Monitor and help as necessary. Ask one or two stronger pairs to repeat their new conversation for the class to hear.


### 4 PRONUNCIATION

#### Emphasising what you say 2


- a  **2.89** Play the recording for students to listen to the two offers, focusing on the strongly stressed word in each. Play the recording again for students to listen and repeat.
- b  **2.90** Play the recording for students to listen and underline the stressed words in the mini-conversations. Check answers as a class.

##### Answers

1 Joe 2 I'll

- c  Put students into pairs to practise the mini-conversations. Monitor and check if they are stressing the subject when they offer help. Correct their pronunciation as necessary.

### 5 SPEAKING

 Tell students that they can now practise using all the language from the lesson with a partner. Put students into pairs and assign A and B roles. Give them two minutes to prepare what they're going to say, reminding them of the expression for politely saying yes or no to offers. Make sure they swap roles. Monitor and note down any errors related to making and accepting offers. Take feedback as a class.

### 6 WRITING

- a Give students one minute to read the email and answer the questions. Check answers as a class.

##### Answers

In a café, because the coffee machine in the office isn't very good.




#### EXTRA ACTIVITY

Write these statements on the board. Ask which ones are true and which are false.

- 1 *Sophia walks to work.*
- 2 *She works from 8:30 until 4:30.*
- 3 *Sophia and Megan have lunch in the office.*
- 4 *Sophia likes the food at the café.*
- 5 *Megan always offers to pay at the café.*

Give students two minutes to read the email again and answer the questions. Tell them to correct the false sentences. They compare answers in pairs. Check answers as a class (1 True, 2 False (She works from 8:30 until 5:30.), 3 False (They have lunch at the café.), 4 True, 5 True).

- b  Students go to Writing Plus 6C on SB p.156. Go through the information as a class, then write these two pairs of sentences on the board:

- *Sophia's happy. She has a new flat.*
- *Sophia has flowers. She has biscuits.*

Point to the first pair of sentences and ask: '*Because*' or '*also*'? (because). Then ask: *How can we join the two sentences?* Elicit *Sophia's happy because she has a new flat.* Mark the change on the board.

Point to the second pair of sentences and ask '*Because*' or '*also*'? (also). Ask: *How can we use 'also' in these two sentences?* Elicit *Sophia has flowers. She also has biscuits.* Mark the change on the board.



Students complete exercises b and c. Check answers as a class. When checking question 6 in exercise b, ask *What's different about 'also' in this sentence?* (Usually *also* goes before the verb but here it's after the verb because the verb is *be*.) Tell students to go back to SB p.53.

**Answers (Writing Plus 6C SB p.156)**

**b**

- 1 . She also teaches sport.
- 2 because I sleep for seven hours at night.
- 3 are Italian
- 4 also works
- 5 we like
- 6 's also

**c**

- 1 I don't like my job because it's boring.
- 2 She doesn't have breakfast because she isn't hungry in the morning.
- 3 I need to make lunch. I also need to go to the supermarket.
- 4 The children are nice. They're also very funny.



**FAST FINISHERS**

Ask fast finishers to think of one or two different ways of adding ideas to the sentences in exercise c using *because* and *also* (e.g. *I want to go shopping because I need some bowls. She teaches English at the school. She also teaches Spanish.*).

- c** Give students five minutes to write about a day in their life. Tell them to use Sophia's email as an example and *because* and *also*. Monitor and help as necessary.
- d** Students swap their writing with a partner. They read it to see if their partner does the same as them. In pairs, they talk about what's the same in their day. Take feedback as a class.

**ADDITIONAL MATERIAL**

- ▶ Workbook 6C
- ▶ Unit Progress Test
- ▶ Personalised online practice
- ▶ Photocopiable activities: Pronunciation p.168

# UNIT 6

## Review

### 1 GRAMMAR

- a Individually, students tick the sentences that are correct and correct the ones that are wrong. Check answers as a class and write the correct sentences on the board.

#### Answers

- 1 She doesn't like cake.
- 2 Marcus doesn't meet many people.
- 3 ✓
- 4 I don't work on Fridays.
- 5 ✓
- 6 Isabella doesn't speak French.

- b Individually, students complete the sentences with *do*, *don't*, *does* or *doesn't*. Check answers by asking pairs of students to read out the completed conversations.

#### Answers

- 1 Does 2 doesn't 3 Do 4 do 5 Do 6 don't

- c Individually, students use the words and phrases to write questions. Check answers as a class.

#### Answers

- 1 What do you eat in the morning?
- 2 Where does your brother work?
- 3 Do you speak English?
- 4 Does your teacher speak French?
- 5 What time does the lesson start?
- 6 When does it finish?

### FAST FINISHERS

Ask fast finishers to write more present simple questions with *Where/What/When + your friend/brother/sister/mother/father* (e.g. *Where does your sister live?*). They can then use these questions in 1d.

- d In pairs, students ask and answer the questions.

### 2 VOCABULARY

- a Individually, students complete the job words. Check answers as a class.

#### Answers

- 1 waitress 2 taxi driver 3 doctor 4 receptionist
- 5 teacher 6 chef

### EXTRA ACTIVITY

Elicit more jobs and write them on the board (e.g. *waiter, office worker, factory worker, football player, tennis player, student, shop assistant, businessman / businesswoman, bank worker, IT worker*). Choose one of the jobs in 2a or on the board. Can the students guess it in five *yes/no* questions (e.g. *Do you work in a hotel?*). Put students into small groups to play the game a few times.

- b Individually, students use the words to complete the daily routine phrases in the table. Check answers as a class.

#### Answers

- 1 to bed 2 get 3 start 4 lunch 5 shower 6 arrive

- c Put students into pairs to talk about what they do every day. Take feedback by asking students to tell the class what their partner does every day.

### 3 SOUND AND SPELLING

- a Students study the table. Play the recording for students to listen to the words with /*ʌ*/ and the words with /*ɔ:*/.

- b Students use the table in 3a to decide if the marked sounds are the same or different. Play the recording for them to listen and check their answers. In pairs, they practise saying the pairs of words. Monitor and check that they are pronouncing the words correctly.

#### Answers

- 1 S 2 D 3 S 4 D 5 D 6 S

- c Write *play, small, fruit* and *speak* on the board. Invite four students to come to the board and underline the consonant groups in each word (*pl**ay*, *sm**all*, *fr**uit*, *sp**ea**ck*). Drill the words. Students complete the matching task. Play the recording for them to check answers. In pairs, students practise saying the words.

#### Answers

- 1 twenty 2 start 3 player 4 class 5 bread 6 sport



### 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.