



# Get the message

# 2

## READING

topic: communication

skill: understanding overall meaning

task: signs and notices; multiple choice

## GRAMMAR

talking about the past: past simple, past continuous

-ing form

## VOCABULARY

language and communication

verb + preposition collocations

## LISTENING

topic: a summer camp

skill: predicting information

task: sentence completion

## SPEAKING

topic: communicating

skill: organising your description

task: describing a photo

## WRITING

topic: mistakes

skill: creating an atmosphere; using strong adjectives and adverbs

task: story

## SWITCH ON ►

video: student interpreters

project: an information poster

## Lead-in SB p21

Write the unit title *Get the message* on the board as an anagram, i.e. TGE HET SAGMEES. Put students into pairs and ask them to put the letters in the correct order to find the phrase. Tell students this is the unit title. Put them into pairs and ask them when they think people might use this phrase (when someone sends you a message and you receive it, or to say that you understand what someone means). Ask students if they have a similar expression in their own language.

Ask students to read and answer the quote *Are you a good listener?* and discuss what they think it means in pairs (being able to listen to others and being supportive and helpful).

Students brainstorm as many different ways that people communicate with each other as possible. Elicit ideas in open class (e.g. *face to face conversation, phone call, email, social media, letter, video chat, online (text) chat, SMS, online forum*).

Ask students to stand up. Ask the questions below one by one. If students answer yes, they should sit down. Use this as a kind of poll and find out from students why they chose to sit down or stand up.

*Do you prefer talking to friends online than face to face?*

*Do you ever call your friends on the phone?*

*Have you ever written a letter?*

*Do you ever participate in online forums?*

## To start

On the board, write *a country (S)*, *a language (C)*, *a currency (R)*, *a capital city (A)*. Students work in teams and have three minutes to write down one thing for each category beginning with the letter in brackets. Teams get two points for a correct answer that no other team has written but only one point for an answer that another team has also given. The winning team is the one with the most points.

### Possible answers

Country: e.g. Sweden, Switzerland, Saudi Arabia, Senegal, Serbia, Singapore, Slovakia, Slovenia, South Korea, South Africa, Spain, Sudan, Suriname, Syria

Language: e.g. Croatian, Czech, Chinese

Currency: e.g. Rupee (e.g. India), Rubel (e.g. Russia), Real (e.g. Argentina)

Capital city: e.g. Athens, Ankara, Amsterdam, Astana, Amman

## Power up

- On the board, write *Zulu, Inuit, Gaelic, Maori, Welsh*. Ask learners what these are (languages) and if they know where each one is spoken. Don't tell them if they're correct or not. Put students into pairs to do the matching task. Conduct feedback in open class.

1 B 2 C 3 D 4 A 5 E

### alternative: digital



After students do the matching task, ask them to go online and research each language to check their answers. Then, check answers with the class.

- Before students discuss the questions, check they understand the meaning of *few people* in question 1 (not very many people). To support students who struggle to think of ideas for question 1, put some prompts on the board to help them, e.g. the future, the culture, language learning. Conduct feedback in open class.

### Possible answers

- it helps a language to survive in the future; it helps to keep a culture alive; people who speak minority languages usually speak more than one language – being bilingual is very good for our brains as it helps to reduce things such as dementia.
- Students' own answers

## Read on

- Note that the notice and email are similar to those seen in Part 1 of the B1 Preliminary for Schools Reading paper. Check students understand the meaning of *high grades* (a very good mark that students get for a piece of work or exam) and *contact details* (a telephone number or email address). Once students have done the task, conduct feedback in open class.

1 would probably be on a school website, and its purpose would be to advertise. 2 would probably be an email, and its purpose would be to ask somebody to do something.

- e** Make it clear that all the information in the correct option should match the information in the notice/email. The options will use different words to those in the notice/email so students need to look for synonyms. Put students into pairs to compare and justify their answers. Conduct feedback with the whole class, asking why the incorrect answers are incorrect.

1 A 'should contact their teacher'

2 A 'send this ... could you do it?'

- Tell students that they're going to do another reading task. This time it's a Part 3 Reading task – multiple choice. Ask students to read the heading and, in pairs, predict what the text will say. Elicit ideas from the class. Ask students to read the article to check their predictions and answer the two questions in the exercise. Check answers with the class.

Welsh, Gaelic, Manx and Cornish are mentioned. The author speaks Welsh.

### extra: background



English isn't the only language spoken in the UK. Welsh is spoken by about 20% of the population in Wales. Scottish Gaelic is spoken by just 1% of the population in Scotland. Manx was the language spoken in the Isle of Man, an island in the Irish sea which is part of the UK but self-governing. The last known speaker died in 1974. The Cornish language is spoken in the country of Cornwall in the South West of England. It died out in the 18<sup>th</sup> century but was revived in the 20<sup>th</sup> century. Around 550 people speak it as a second language.

### exam tip

- Explain to students that in this exam task the first four questions test students' understanding of detailed information but the fifth question tests students understanding of the whole text. Read the exam tip with the students. Students could discuss their answer in pairs before you check answers with the class.

### Suggested answer

The title is a good indication of the general theme, and the conclusions of each paragraph help develop the idea of value. e.g. 'people pay less attention to them' (paragraph 1), 'Now I'm older, I feel differently. Welsh is a part of my identity, besides, we have better Welsh TV now!' (paragraph 2), 'Unless families continue to speak the language at home too, these languages won't survive' (paragraph 3), 'If we care about saving the forests and animals, we should care about saving languages too!' (paragraph 4).

## 2 Get the message

### READING (Continued)

#### exam task: multiple choice (long text)

**7 e** Ask students to read each question and underline the key words so they know what to look out for in the article. Check they understand the meaning of *relatives* (members of your family), *field of education* (subject of education) and *die out* (disappear or stop existing). Tell students that questions 1–4 follow the order of the text. Give students time to do the task. Put them into pairs to discuss their answers. Check answers with the class.

- 1 B In the UK, for example, people speak Welsh, Gaelic and a few other old languages.
- 2 A While everyone in England was watching fashionable American TV shows, we were learning about local farming in Welsh! (Not as interesting as the American TV shows.)
- 3 D However, often there aren't enough Gaelic-speaking teachers.
- 4 B It allowed them to keep secrets from the police, but it too has disappeared.
- 5 B The author thinks that if we care about saving forests and animals, we should care about saving languages, too, which suggests support.

**8** Give students one minute to read the first definition and try to find a word in the first paragraph that means this (*international*). Elicit the answer from the class. Give students time to complete the rest of the exercise. Check answers with the class. Make sure that students fully understand the meaning of these words and help them to pronounce them correctly where appropriate.

- 1 international (Paragraph 1)
- 2 increasing (Paragraph 1)
- 3 pay attention (Paragraph 1)
- 4 fashionable (Paragraph 2)
- 5 local (Paragraph 2)
- 6 realised (Paragraph 2)
- 7 disappeared (Paragraph 4)
- 8 allowed (Paragraph 4)

#### alternative: mixed ability



To help weaker students, note down the paragraph numbers where each word/phrase can be found, e.g. on the board or on a piece of paper at the side of the room. Students can look at them to help them while stronger students can do it without that support.

## Sum up

**9** Give students time to read the questions and note down their answers before discussing them in pairs. Fast finishers could write a two- or three-line summary to summarise the main idea of the article starting with *The writer believes that ... because ...* (e.g. *The writer believes that we should stop languages from dying out because they have a history and culture*).

#### Suggested answers

- 1 He had to learn Welsh, but he didn't seem to be very interested in it. He wanted to learn French.
- 2 He now feels it is part of his culture and identity.
- 3 Offering more classes in minority languages and training more teachers.

## Speak up

**10** Put students into groups of between four and six. Divide each group into two. One half will argue *for* and the other will argue *against*. Give pairs time to prepare their ideas. Encourage them to read the example arguments to give them some ideas. If students struggle to think of ideas, give them prompts, e.g. *culture, money, time, changing technology, ability to communicate*. If they still struggle, give them one or two ideas from below.

#### Possible ideas

For: Loss of culture e.g. music/stories/history, encourages cultural diversity, gives people in a community the ability to communicate.

Against: Too expensive and time-consuming – other things are more important, we don't need lots of languages now we're more global with changing technology, we use language to communicate so if we communicate in other ways then we don't need that language.

## Fun footer

Ask students to read the fun footer and find out how they think Irish people show agreement or disagreement. Tell the class that in fact verbs are used e.g. *Do you like coffee? I like. Did you get up early this morning? I did.*

## To finish

Put students into groups and give them one of the minority languages in Exercise 1 to research online, either in class or at home, e.g. how many people speak it, why it's important, whether it'll die out in the future or not. In class, take one student from each group to form a new group. They share their research with each other and then agree on one language to be saved. Groups present their idea and reasons to the class.

Presentation tool:

Workbook / Online Practice:

Extra Practice App

Unit 2, Reading

WB pp14–15



## To start

Ask students to look back at the article on page 23 of the Student's Book and find two examples of the past simple and two examples of the past continuous. They then discuss why each tense is used in each example. Ask students to share their ideas with the class but don't tell the students if they're correct or not yet.

Past simple – paragraph 2: grew up, spoke, was, hated, had, realised, needed, spoke; paragraph 4: died, allowed

Past continuous – paragraph 2: was driving, was watching, were learning, was dreaming; paragraph 4: were bringing

### alternative



You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

### explore grammar 1



→ SB 128

**1** Ask students to read the explore grammar box to check their ideas about the past simple/continuous and complete the exercise. Conduct feedback in open class. Clarify any points of confusion that arose when students were discussing the examples from the article in the *To start* activity. Make sure that students are clear about when we use the two different tenses and how to form them. You could refer them to the form tables in the Grammar File on p128.

- 1 grew up
- 2 spoke
- 3 was watching
- 4 were learning
- 5 was dreaming
- 6 realised

**2**   **2.1** Tell students that they're going to watch or listen to some British teenagers answering two questions about the past. Give students time to read the three questions in the exercise. Elicit what things the teenagers might say for each question (e.g. A. *I was having dinner*. B. *I was skipping in the playground*. C. *A band I like has a new album out*. I was sitting in my bedroom when I read it). Play the video or audio so that students can complete the task. Elicit answers from the class.

A and B

**3**   **2.2** Do the first one as a whole class to demonstrate the task. Give students time to do the rest of the exercise. Monitor and assess how well students can form the verb forms and select the correct tense. Put students into pairs to discuss their answers. Play the recording again so that students can check their answers. Deal with any specific issues common to the group that you noticed while monitoring.

- 1 was walking
- 2 was cleaning, got
- 3 was playing, had
- 4 was practising, called
- 5 was, heard
- 6 was doing, rang

### watch out for

Some students may struggle with spelling *-ing* verbs correctly. Remind them that when a verb ends in *-e*, it is taken away when adding *-ing*, e.g. *come – coming*, *practise – practising*. When a verb ends in a consonant, vowel, consonant, that second consonant might be doubled e.g. *travel – travelling*; *stop – stopping*. When a verb ends in *-ie*, the *-ie* becomes *-y* in the *-ing* verb e.g. *die – dying*; *lie – lying*.

### extra: mixed ability

Exploit recording 2.2 further by asking students to listen/watch again. Note down these things on the board: *takeaway, West Side Story (a film), photographs, holiday, dog, football team, shopping, breakfast*. Ask students to watch/listen and note down what they hear about at least four of the things on the board. Encourage stronger students to listen for all of them. Conduct feedback with the class.

One speaker was getting a Chinese takeaway with friends at 6pm, one was watching *West Side Story* with friends, one was taking photographs in the park with friends for a school project, one was flying home from a holiday, one got a phone call saying that their dog had a broken leg, one found out they might be getting a job, one found out that her dog had jumped out of a window when she was loading the dishwasher, one found out their favourite football team had scored while they were running, one was shopping when they found out there was a sale on, one was eating breakfast when they got a text from an old friend.

### explore grammar 2

→ SB 128

**4** Write the following verbs on the board: *know, like, hate, look, hear*. Ask the class what those verbs have in common in relation to the past continuous. Ask students to read the explore grammar box to check their ideas. Check students' answers to the question in the exercise.

did not understand (the verb in number 1 (*understand*) is a stative verb, and cannot be used in the past continuous.)

## 2 Get the message

### GRAMMAR (Continued)

- 5** Tell students that they're going to read an article about Marisol and how she learned Spanish. Ask them to read the title of the article and predict how she did it. They then read the article, ignoring the verb options for now, to check their ideas (She went to stay with her grandparents in Mexico). After students do the exercise, put them into pairs to discuss their answers. Conduct feedback in open class.

1 did not understand 2 went 3 were waiting  
4 went with 5 chose 6 were listening 7 were cooking  
8 explored 9 shut 10 heard  
Stative verbs: understand, know

#### extra

Students can complete the exercises in the Grammar reference on p129 either in class or for homework. You could allocate different exercises to different students in the class depending on their ability to cope with this grammar. The exercises increase in difficulty.

#### game on

Demonstrate the game yourself. Write your two sentences on the board and ask the class which is true and which is false. Encourage students to ask you questions before they make their decision. They then give their answers. Tell them if they're correct or not. Highlight the fact that you used the past simple and past continuous in your sentences. Monitor as students write their own sentences to help with accuracy. Fast finishers can write one or two more sentences. Put students into pairs to play the game. Once students have finished, deal with any common errors related to the past tenses that you noticed while monitoring.

## Fun footer

Give students time to read the footer and ask them to decide if they think this is true or false. Get feedback from a few pairs. Tell student that this is true, depending which part of Mexico you are in. Ask students if they would like to try these insects as food.

## To finish

Put students into pairs and ask them to tell each other what they were doing at the following times yesterday. They should try to find out if their days were similar or different: 6.00am; 7.30am; 5pm; 6.30pm; 8pm; 10pm; 12pm

#### Possible answers

**A:** I was sleeping at 6 o'clock.

**B:** Me too but I was having breakfast at seven thirty.

**A:** I wasn't. I was still sleeping!

Presentation tool:	Unit 2, Grammar
Workbook / Online Practice:	WB p16
Photocopiable activity:	2A
Grammar reference and practice:	SB pp128-129
Audioscript:	SB p168
Grammar PowerPoint presentation	

# VOCABULARY

SB p25

## language and communication


### To start

Closed books. Write the words in Exercise 2 on the board in anagram form and give students time to work in pairs and try to work them out. Make it clear that the words relate to language and communication. You could underline the first letter to help them, e.g. 1 axelnip (explain) 2 amne (mean) 3 creonupon (pronounce) 4 apeter (repeat) 5 yas (say) 6 kaesp (speak) 7 anseltart (translate) 8 dodeunsort (understand)

- 1** Give students time to think of their ideas before they share them with a partner. Elicit ideas from around the class and find out the students' reasons. Encourage students to share their advice so they can learn strategies and tips from each other.

#### Possible answers

They should try to remember vocabulary. They should go for it in speaking tasks and not care about mistakes. They should listen to English songs outside the classroom.

- 2**  2.3 Put students into pairs and ask them to discuss how the verbs in the exercise differ in meaning. They can look those words up in a dictionary if they want to check. Check answers with the class. After students do the exercise on their own, conduct feedback with the class.

- 1 repeat (say something again)  
2 say (express an idea)  
3 mean (have a meaning)  
4 speak (talk to someone)  
5 pronounce (say sounds of words or letters in the correct way)  
6 translate (change words into another language)  
7 understand (know what someone tells you), explain (tell someone something in a way that's easy to understand)

#### alternative: mixed ability

Stronger students could cover the words at the top of the exercise and try to complete the sentences without looking at them. They could then uncover the words to help check their answers.

### explore language

On the board, write the words *listen*, *talk*, *speak*, *explain*. Give students time to think about what preposition comes after each verb and then get answers from the class. Students read the explore language box to check their answers. Write these two sentences on the board: *I said him/to him that he was wrong. I told them/to them he was wrong.* Ask which option is correct in each sentence. Tell students that this is a common error in English.

listen to someone/something, talk to someone/about something, speak to someone/about something, explain something to someone

- 3 Explain that the pairs of verbs in this exercise are often confused in English. They are problems of collocation rather than meaning. Do question 1 with the whole class to demonstrate the task. Elicit why it's the correct answer, referring students to the explore language box if necessary. Students could use a dictionary to check their answer, i.e. look up the noun and see what collocation appears in the example sentence. After students finish the exercise, put them into pairs to discuss their answers. Conduct feedback in open class.

**A**

- 1 Tell (we don't *talk* a story)
- 2 tell (we don't *talk* an answer)
- 3 talk (comes before *to*)

**B**

- 4 Say (we can't *speak* the alphabet)
- 5 speak (we don't *say* a language)
- 6 speak (we can say something in quiet voices but we need an object)

**C**

- 7 listen (it comes before *to*)
- 8 Listen! (The meaning is to 'pay attention' so we never say *Hear!*)
- 9 hear (there's no *to* so *listen* is not possible)

- 4 **e** Note that this is a multiple-choice cloze exercise from the B1 Preliminary for Schools Reading paper. However, in the exam, words would not be repeated in the different options. They're repeated here to help students learn the vocabulary. Ask students to first read the article quickly to find out what the writer learned about Italian culture in Rome (He learned that red at a traffic light doesn't mean *stop* to Italians). After students do the exercise, put them into pairs to discuss their answers. Conduct feedback in open class.

- 1 C told (tell someone a story)
- 2 D translate (translate something into a language)
- 3 A explained (to make clear)
- 4 C speak (speak a language)
- 5 B talk (talk to someone)
- 6 B speak (speak to someone)

## Speak up

- 5 Demonstrate the activity by telling the class your answers to the questions and encouraging students to ask you follow-up questions. Give students a minute to think of their answers to the questions. Put them into small groups to share their ideas. Ask one or two students to share what they learnt about their partner with the class.

**Possible answers**

I'd like to go to New Zealand because it looks amazing in photos. I'd do water sports there and I'd go bungee jumping. I'd walk to a glacier and take a helicopter ride to explore the spectacular mountains.

## extra

Ask students to discuss these further questions and use as many of the words on page 25 as possible.

*What is difficult about being in a country where people speak a different language? Think of your own experiences. How can you overcome those difficulties? Think of your own experiences.*

Ask one or two pairs to share what they discussed with the class. Deal with any errors related to the vocabulary you noticed while monitoring.

**Possible answers**

When you go abroad, it's hard to *hear* what people say to you so I have to ask them to *speak* more slowly. Some words are easy to *translate* but others are more difficult so it's good to have a translator app which is fast to use.

## game on

Demonstrate the task with a strong student (they choose a word, you give a sentence). You could create a sentence with an error in it to push the students to listen to each other and help with corrections (e.g. I can *speak* (say) all the words in our national anthem). Give students three minutes to make as many correct sentences as possible between them.

## To finish

Put students into pairs or small groups. Ask them to create a short story that includes as many of the words in Exercise 1 as possible. Give them five minutes to do this. Monitor and help with ideas or language where necessary. Ask students to work in a new pair or group and take turns to tell their stories to each other. The listeners should note the words in Exercise 1 that they hear to find out which student uses the most.

**Possible answer**

A man went on holiday to Slovakia for the first time. He chose to go to a small place where no-one *spoke* English. He downloaded a Slovakian language app and tried to *say* some basic words like please and thank you. However, no-one *understood* him. He thought it was because he couldn't *pronounce* the words so he watched an online video where a man *explained* what the words *meant* and how to pronounce them. He *repeated* the words many times until they sounded the same but still no-one understood him. On his third day in the town, a woman talked to him in English. He was so happy! He asked the woman to translate a few signs for him and then she told him about his pronunciation problem. The woman asked him to say the words. When he'd finished she said "Ah, now I know the problem. You're speaking Slovenian, not Slovakian!"

Presentation tool:	Unit 2, Vocabulary
Workbook / Online Practice:	WB p17
Photocopiable activity:	2B
Extend vocabulary:	SB p144
Extra Practice App	

# LISTENING

SB p26

## To start

Put students into small groups and ask them to tell each other about a skill they have learned outside of school, e.g. what it is, how they learned it, who they learned it from, how it's helped them. When finished, do a quick survey of the class to find out the kinds of skills they've learnt, e.g. sports, music, art, technology, food.

### Possible answer

Last year I taught myself how to type without looking at the keys. I used an online program to help me. It wasn't easy. I had to type things again and again and I made lots of mistakes. I still make mistakes but I type much more quickly now. That helps me to do my school work faster.

## Power up

- 1** Put students into pairs to do the task. They could think about the skill they talked about in the *To start* activity. Ask one or two pairs to share their ideas with the class.

### Possible answers

I'd like to watch an online video to learn a new skill. Then I could try and do it and get feedback by asking someone to show me.

### alternative: mixed ability



Stronger students can cover the ideas given and come up with their own ideas to discuss.

## Listen up

- 2** 2.4 Ask students what a summer camp is (a camp for under 18s during the summer holidays) and what people do there (e.g. sports activities). Find out if anyone in the class has been to a summer camp and what they did there. Play the recording, then check the answer with the class.

He went to an app camp; a camp where you learn to create apps for mobile phones.

### exam tip

- 3** This is a B1 Preliminary for Schools Listening task. Read through the exam tip with the class and give students time to do the task. You might also want to offer some support to help students understand what kind of word is missing (e.g. an article before a gap suggests a noun; words such as date, price, cost suggest a date or number etc.). Conduct feedback in open class.

- 1 a date (last date)
- 2 a noun (a reason, a type of person (for ...))
- 3 a name (called ...)
- 4 a noun (an event or meeting of some kind (arranging a ...))
- 5 a noun (prize, so an object of some kind (won a ...))
- 6 a noun (a subject (museum of ...))

### exam task: sentence completion

- 4** 2.5 Tell students that they're going to listen to the rest of Rick's talk. Ask them how many words they should write in each gap (one or two words or a number or a date) and how they know (it's in the instructions. Play the recording.
- 5** 2.6 Remind students that there are distracters in the recording (e.g. not just one date mentioned, but two or three) so they should listen carefully to check they've written the right information. Play the recording again. Put students into pairs to compare their answers. Conduct feedback in open class. Play any challenging parts again and help students get the right answers.
- 1 5 May / May 5th / 5th of May: I had to do my application by 5 May
  - 2 beginners: one for beginners ... I joined the lowest level course
  - 3 ROUNDEMUP: the app I created is called Roundemup – that's all one word. You spell it ...
  - 4 basketball match: I first had the idea when I was organising a basketball match.
  - 5 T-shirt: I was second – my prize was a T-shirt
  - 6 computing: did a trip to a museum ... this was all about computing

### critical thinking



Write these questions on the board:

- 1 What are the benefits of attending a summer camp?
- 2 What do you think might be difficult about attending a summer school?
- 3 What are the benefits of learning how to create an app?
- 4 Would you like to go to app camp? Why/Why not?

Students discuss the questions in small groups.

### Possible answers

- 1 Learn or develop new skills, see a different part of the country, gain independence from parents, meet new people
- 2 Miss family and friends, miss home comforts e.g. food, might be difficult to make friends, might not enjoy the activities
- 3 Can develop coding/digital skills which can help you later in life, can learn to be creative when coming up with ideas
- 4 Student's own answers, e.g. *I'd like to go to summer camp but I'm not interested in learning how to make an app. I'd rather do something physical like go hiking or climbing.*

Write the two example sentences in the box on the board. Underline the gerund in each. Ask students what kind of verb it is (it's a gerund) and why it's used. Students read the box to check their ideas. Refer students to the Grammar File on page 128 of the Student's Book and the exercises on page 129. These could be done for homework or in class.

In the first sentence, it's because the verb is the subject of the sentence.

In the second, it's because the verb comes after a preposition.

### extra

To check students understand the explore grammar box, write these two sentences on the board. Students work in pairs to discuss possible words to fit each gap. Conduct feedback with the whole class.

- 1 ..... is the best Sunday morning activity.
- 2 I'm really looking forward to ..... next weekend.

#### Possible answers

- 1 Sleeping
- 2 going to the cinema

- 6 Ask students to read the article and tell you what kinds of apps it describes. Check students understand *code* (a set of instructions that tell a computer what to do), *developer's kit* (the programs that a person who makes an app uses), *calorie* (a unit that measures how much energy food produces), *barcode* (a group of thin/thick lines on a product that a computer reads to get information about it, e.g. the price). Monitor while students fill the gaps to check they are using the gerund. Find out if students would like to use any of the apps.

- 1 celebrating
- 2 Recommending
- 3 Coding
- 4 Learning
- 5 wasting
- 6 Making
- 7 choosing
- 8 eating

### watch out for

Remind students that spelling rules for the gerund are the same as those for the present participle which we use with the present and past continuous: verbs that end with -e lose the -e when -ing is added, e.g. *drive* – *driving*, and verbs that end with a *consonant*, *vowel*, *consonant* double the final consonant, e.g. *travel* – *travelling*.

## Speak up

Divide the class in half. One half are students who attended a summer camp. They work in pairs and decide what, where, when, if they enjoyed it, etc. The other half are reporters. They prepare questions to ask when interviewing the students. Encourage students to use at least two gerunds in their questions/answers. Students role play the interview. Monitor and note down good and incorrect uses of the gerund. Conduct feedback, asking a few reporters to tell the class what they learnt in the interview. Give good examples of gerund use and elicit corrections to errors.

## To finish

Put students into groups and tell them that they're each going to tell each other about an app they think everyone should use. Give them time to prepare what they can say to persuade their group that it's a great app, e.g. what it is, how it works, why it's great. Ask students to share their information in their groups and at the end, vote on the app they think is best. They're not allowed to vote for their own! The app with the most votes wins.

### extra: digital

Ask students to research a new free app appropriate for their age group. They should write a short article about its use, its benefits and any problems and share it with their classmates via a tool such as Padlet. Students read at least three other reviews and choose the app they'd like to try.

#### Possible answer

The Shoot at it! app is a simple puzzle game. You have to shoot balls at rows of coloured balls so they disappear. You get points for speed and different coloured balls.

When you start using the app, it tells you how to play the game so it's very easy to use. It's also very addictive and I spend quite a lot of time playing it. It's a great app to use when you're waiting for the bus.

All in all, I'd recommend the app. It's similar to a lot of other puzzle apps so it's not the most creative game. However, it's simple, fun and free.

Presentation tool:

Unit 2, Listening

Workbook / Online Practice:

WB p18

Audioscript:

SB p168

Extra Practice App



# SPEAKING

SB p27

## To start

Ask students to write a list of people they usually speak to each day. Put students into pairs and ask them to tell each other about three of those people and what they usually talk about. Ask one or two pairs to tell the class who they talked about it and what topics they tend to talk about.

## Power up

- 1** Check that students understand the meaning of *queue* (a line of people waiting to enter a building, get on a bus, etc.). Put students into pairs to discuss the questions. Tell them to try to give a reason and example for each answer. Ask one or two students to share one or two things they learned about their partner with the whole class.

### Possible answers

I never speak to bus drivers because I have a monthly ticket, so I just scan it in the machine. For example, this morning I smiled at the bus driver so I wasn't rude but I didn't speak to him.

I occasionally speak to other people in queues if they seem to want to talk. There was a woman with a baby behind me last week and we chatted about him. He was trying to touch my face!

People don't usually speak to each other on public transport where I live so I don't do this. Sometimes people speak when someone is in their way but that's about it!

Of course I speak to shop assistants but it's just to answer their questions, for example 'Do you want a bag?' or to say 'thank you'. I don't usually talk to them about the weather or anything.

I talk to all of my teachers. I say hello or sometimes I talk to them about homework or the weekend or things. This morning I had a chat with Mr Brown about sports day.

- 2** Tell students that one speaking skill is the ability to speak at length (i.e. for a longer period of time) and to do this fluently. Ask them what they think *fluent* means and establish that it doesn't mean to speak quickly as learners often think. It actually means to speak with few pauses and little hesitation or repetition. Demonstrate the activity yourself to show what fluency means. Give students time to choose a topic and think of ideas before doing the task. Students should record themselves if possible and listen back to assess their fluency. Find out from the class how they found the task.

### Possible answers

I see a man every morning in my street but I never speak to him. He's really tall and I think he's in his early 30s. He's got short, blond hair and he's always wearing a suit. He looks smart. I see him in the mornings on my way to school at around eight o'clock. He's always with his dog. I guess that he's taking the dog for a walk before work. It's funny because the man's really tall but his dog is tiny. They don't match at all.

I talk to my grandad when I have a problem. We're really close and he only lives down the road from us so he often comes round to our house. I talk to him about lots of different things but I speak to him when I need advice because he's the best listener in the world. He doesn't try to tell me what to do. He just listens and asks me some questions to help me decide. It's amazing. I think he should be a psychologist or something!

I'd love to speak to a famous actor or actress one day. I don't really care who it is but I just want to know all about life in Hollywood. It seems like a crazy world. People have so much money there and they care about how they look all the time. They can't go anywhere without the paparazzi there. I'd love to know what life is like for a famous actor or actress. Are they really normal people? Or are they completely different to us?

## explore language

- 3** Note that this is a B1 Preliminary for Schools Speaking task. Tell students that the questions in the exercise give them some ideas about what to say about the photos. Draw students' attention to the explore language box and go through the different stages of describing a photo. Give students some time to make their own notes on photo A. Then, put them into pairs to compare their ideas.


### Photo A

- 1 In a supermarket – shelves of food, a shop assistant and a till.
- 2 A brown paper bag full of food/ green vegetables, fresh, yellow bananas, bright red pepper, orange carrots, square grey box.
- 3 Female customer and girl – long, blond hair. Shop assistant – short blond hair. Man in the background – short, dark hair.
- 4 Female customer – a pink top. Girl – white t-shirt. Shop assistant – purple uniform. Man – grey jacket and a light pink top.
- 5 The female customer and the girl are smiling. The woman's holding the bag. The girl's putting the bananas into the bag. The shop assistant is watching them and smiling. The man's putting things from his basket onto the counter.

### alternative

Ask students to think about how they can use the phrases in the explore language box to describe photo A. They might need to change them a little. When students describe their photo, their partner should tick off the phrases they hear to see how many they each manage to use.

## exam tip

- 4**  **2.7** Read through the exam tip with the class and ask students if they think the idea is helpful or not. Play the recording. You might want to play it twice. Put students into pairs to discuss their ideas and then check the answer with the whole class.

### Possible answer

She could describe what the people look like and what they're doing. She could describe the objects and she could describe what she can see in the background.

## exam task: describing a photo

- 5** **e** Put students into A/B pairs. Student A plans to describe the photo on page 156. Student B plans to describe photo B on page 27 (make stronger students A as they haven't seen the photo yet). When students describe their photos, they could record themselves to assess their fluency and ideas. Monitor and assess the students' fluency and organisation of ideas. When finished, give students time to self-assess and then provide feedback yourself. Elicit corrections to any errors you noted down.

### Possible answers

Student A: This photo shows people standing at a bus stop. There are six people in total. On the left, there's a machine. It's probably a ticket machine. Behind the bus stop, there are some trees. The people are all standing or sitting in front of the bus stop. To the left of the photo, two women are talking to each other. One woman has long wavy hair and is holding a grey coat. The other woman is wearing a blue top and black trousers. There is another woman in the middle of the photo wearing sunglasses and talking on the phone. She's got long red hair and is wearing a dress. To the right of the photo a man is sitting on the ground. He is wearing a green jacket and jeans. There are two other women sitting down. One of them is wearing sunglasses. It looks like a bright day because there is some sunshine.

Student B: I think this photo shows a street in a big city because there are big buildings and a lot of people in the background. At the front of the photo, there is a woman and her daughter. They are talking to a man and I am pretty sure they are asking for directions. The woman has blonde hair and is wearing a blue jacket. She is carrying a bag. Her daughter is wearing a purple jacket and she also has blonde hair. The man has short brown hair. He is wearing a black leather jacket and a blue top.

## extra: digital



Students could practise speaking for one minute at home on topics that interest them, recording themselves and listening back to assess their improvement in fluency.

## Speaking extra

- 6** Demonstrate the activity yourself and encourage the class to ask you questions to find out more. Highlight your use of the past simple and past continuous in your story. Students plan before they speak. They work in small groups to do the task. Monitor and assess the students' use of the past tenses. Ask one or two groups to share their best story. Deal with any incorrect language you noted down when monitoring.

### Possible answer

I once had a conversation with a woman at the train station. We were standing on the platform but the train was late. She asked me about the stops on the train and we started chatting. I discovered that she used to work with my mum years ago and she knew my dad too. It's a small world!

## To finish

Ask students to think about their favourite photo or a photo that they like. Students could bring this photo to class, but they shouldn't show it to their partner yet. Put students into pairs and ask them to take turns describing their photos for one minute. Partners listen and try to visualise the photo or they draw what they hear.

## alternative: digital



Ask students to describe their photo as homework using a website such as Padlet or Flipgrid. They can show the photo and describe it orally or in writing. They can then listen to/read three or four other descriptions. In their next lesson, they say what they liked about the photos.

Go to the Speaking File on page 147 of the Student's Book for further information about the B1 Preliminary for Schools Speaking test.

Presentation tool:	Unit 2, Speaking
Workbook / Online Practice:	WB p19
Speaking file:	SB p147
Audioscript:	SB p168

# WRITING

SB pp28–29

## To start

On the board write *happy, embarrassed, exhausted, excited, nervous, scared*. Put students into small groups and ask them to discuss what makes them feel each of those things.

### Possible answers

- I feel happy when my football team do well.
- I feel embarrassed when I have to speak in front of the class.
- I feel exhausted after a big test.
- I get excited on my birthday.
- I feel nervous when I perform on stage for my dance school.
- I get scared when I hear noise in the dark at night.

## Power up

- 1** Demonstrate the task yourself, then put students into pairs to do the task themselves. Students who can't think of anything specific to say could talk about whether they think they often say silly things or not and how they feel when they do. Ask one or two students to share any particularly funny stories with the class.

### Possible answer

I once called my brother by the dog's name. I thought it was hilarious because the dog's a girl, but he didn't laugh!

- 2** Explain that sometimes when learners make mistakes in another language, the mistakes sound funny. We should enjoy these mistakes and not feel bad about them. We all say silly things sometimes! Ask students to do the exercise and then compare their corrections with their partner's. Conduct feedback in open class. Check that students understand the meaning of *grow on someone* (slowly like something more and more over time).

- 1 ... they are starting to grow **on** me.
- 2 ... You have to **smile** all the time.
- 3 First, cut all the **vegetables** into small pieces.
- 4 ... we often have lunch or **supper** with my grandparents.
- 5 Put the **flour** and eggs in a bowl ...
- 6 ... I borrow them from the **library**.
- 7 What is your favourite **dish** ...

- 3** Ask students to do the task in pairs. Check answers with the class. Fast finishers could talk about a time when they've used the wrong words by mistake, either in another language or their own language.

- 1 They wanted to say that they're starting to like olives but they actually said that olives are starting to grow inside their body.
- 2 They wanted to say shop assistants have to smile all the time but they actually said that they create a bad smell.
- 3 They wanted to say they cut up food (vegetables) but they actually said they cut up people (vegetarians).
- 4 They wanted to say 'supper' which is an evening meal but said suffer instead, which means to experience physical or mental pain.
- 5 They wanted to say flour but wrote flower instead as they have the same pronunciation.
- 6 They should have said 'library', not bookshop – taking books from a bookshop is stealing.
- 7 They should have said 'dish' – you cannot eat a plate.

- 4** Check students understand the meaning of *go red* (feel embarrassed) and *panic* (feel so scared you can't think clearly). Give students time to read and think of answers to the questions, then check answers with the class.

### Possible answer

I was giving a presentation in my geography class when I completely forgot a really important word. My mind just went blank. It was awful! I said nothing for maybe a few seconds but it felt much longer. Everyone was looking at me. Finally, I explained it using different words.

- 5** Give students time to answer the questions alone before you put them into pairs to discuss their answers. Conduct feedback in open class. Review the form of the past continuous to help students with their stories. Refer them to the Grammar File on page 128.

- 1 past simple    2 past continuous

- 6** Ask students what they think the title means (see cultural background below) and why there's a question mark at the end of it (e.g. the writer is unsure). Students read the story to check their predictions. Ask students to do question 1 together as a whole class. Students can check the rest of their answers in pairs. Conduct feedback in open class.

- 1 was staying (action in progress/temporary action)
- 2 cooked (main event)
- 3 ate (main event)
- 4 were eating (action in progress)
- 5 was trying (action in progress)
- 6 did (main event)
- 7 realised (main event)
- 8 all laughed (main event)

### extra: cultural background



A Sunday roast is a big meal that British people eat for Sunday lunch, anywhere between midday and four o'clock. It consists of oven roasted meat such as chicken, beef or lamb, potatoes and two or three vegetables. The meat is covered in a brown sauce known as gravy.

## explore language

- 7** Ask students why the writer chose to use *wonderful* and not *nice* (it's a stronger adjective and gets the reader's attention more). Read through the explore language box with the students. Check students understand and can pronounce the strong adjectives. You could ask them to identify less strong synonyms of the strong adjectives, (e.g. awful – bad, brilliant – good/clever). After students do the task, conduct feedback in open class.

strong adjectives: wonderful, brilliant, delicious  
adverbs: really, finally (kind/good)

- 8** Do the first question with the whole class to demonstrate the task. Give students time to do the rest of the exercise and then check answers with the class.

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| 1 The film was <b>hilarious</b> .     | 4 My brother was <b>furious</b> ...  |
| 2 The pasta was <b>disgusting</b> ... | 5 Our holiday was <b>fantastic</b> . |
| 3 ... they were <b>huge</b> .         | 6 This soup is <b>delicious</b> .    |

### alternative: mixed ability



Ask stronger students to cover the words in the box and replace adjectives in the sentences with their own ideas.

- 9 Give students time to prepare their stories and think about the tenses and adjectives they'll use. Put students into different pairs for the task. Ask one or two students to share their partner's story with the class. Highlight good uses of past tenses and strong adjectives you noted down while monitoring. Elicit correction to errors.

See possible answer for Exercise 4.

## Plan on

- 10 Tell students that they're going to write a story like the one on page 28. After students do the task, conduct feedback in open class and check they understand the meaning of the word *glanced* (quickly looked at something or someone).

- 1 first/at the beginning
- 2 100
- 3 your (English) teacher

## exam tip

- 11 The Part 2 task in the B1 Preliminary for Schools Writing paper contains a story task. Make it clear that students have to continue the first line to start the story, write a middle and then an end. Read through the exam tip with the class and then ask students to do the task either alone or in pairs. You could give students prompts to help them come up with ideas (e.g. What mistake did I make? What was the result of that? How did I feel? What did other people do or say? What did I do next? What happened in the end? Was it a good or bad ending for me?). Conduct feedback in open class.

### Possible answers

- 1 I pronounced a word wrongly. I felt silly. The teacher encouraged me to say it again. I got angry and walked out of the lesson. My classmates found me and brought me back. I tried again and got it right.
- 2 I froze and didn't sing at all. A classmate sang for me until I remembered the words and carried on.
- 3 There was a big storm. Teachers lit candles and we all sat in the hall and played games until the electricity came back. I continued my presentation and got a good score.

### extra: fast finishers



Ask fast finishers to brainstorm possible adjectives to use with each story beginning. Ask them to say whether those adjectives are strong and, if not, how they can become stronger (i.e. with *very/really*).

### Possible answers

Strong – terrible, furious, hilarious, awful

Others – very bad, very silly, really stupid, really embarrassed

- 12 Give students time to note down answers to the questions and then ask them to compare their ideas with a partner. Ask students to work together to decide what information is the beginning of the story, the middle of the story and the end of the story so they order their ideas logically. Get them to think of some strong adjectives they could use to tell their story.

### Possible answers

- 1 A school concert
- 2 On stage
- 3 Teachers and audience
- 4 Forgot words to the song, froze on stage
- 5 Classmate helped to sing the song

## Write on

### exam task: story

- 13 e Ask students to write the exam task in class or for homework. If students do it in class, monitor and help them to improve their writing by offering suggestions or eliciting corrections. Help learners to understand what they're doing right.

### Model answer

I glanced around and everyone in the room was looking at me.

I was standing on the stage all alone. This was meant to be my big moment. After practising my solo song hard for weeks, I thought I was ready. But as soon as I looked out into the audience, I froze!

My teacher was standing at the side of the stage looking nervous. I was so embarrassed and was just walking off the stage when one of my classmates started singing from the audience. She wasn't a particularly close friend, but as she sang, the words came back to me. From that day on, I knew I had a friend I could rely on, no matter what happened.

## Improve it

- 14 Students can do this in class or for homework. Once students have done the task, they could swap stories with a partner who also answers the questions about the story and offers feedback. Take in the stories and mark them yourself. You could focus on Content and Organisation (extending ideas logically) and Language (past tenses, adjectives) when giving feedback. See pages 173–175 of the Teacher's Book for more support with this.

## To finish

Put students into small groups and ask them to tell each other their stories. They should tell them from memory if possible but weaker learners could read their written texts aloud. Ask students to listen to each other's stories and to find three things they all have in common other than the first line. Conduct feedback in open class.

Go to the Writing File on page 154 of the Student's Book for further information about the B1 Preliminary for Schools Writing test.

Presentation tool:

Unit 2, Writing

Workbook / Online Practice:

WB p20

Writing file:

SB p154


Photocopiable activity:

2C




# SWITCH ON SB p30

## School interpreters

- 1 Tell the class the English words that you like and why to demonstrate the activity. Put students into pairs to do the same and then ask one or two to share their ideas with the class. You could ask them if they like the same word in their own language and why/why not.
- 2 Give students access to a dictionary either online or in paper format. You could demonstrate this task yourself with the whole class, e.g. with the word *binge watch*. Give a fake definition (e.g. watch TV online) and a correct definition (watch a lot of episodes of a TV series over a long period of time, such as a weekend). Put students into pairs to come up with their own word and definitions. Monitor and help students produce accurate sentences. Then, re-pair students so they present their word and definitions to another pair.
- 3  Explain to students that they're going to watch a video about student interpreters at a school. Make sure students understand the question. Play the video, then students compare their answers in pairs. Check answers as a class.

### Possible answers

It helps students grow in confidence.  
It improves communication skills.  
It gives them job opportunities in the future.  
They can help people.  
It makes them feel good.

- 4  Give students time to read the questions and then play the video so they can answer them. Check answers with the class. Ask the class whether they think the interpreters are a good idea or not and why/why not.

- 1 270
- 2 Bulgaria
- 3 You can help new students who sometimes get bullied which makes you feel like a hero.
- 4 Because students gain confidence, learn how to talk to people and to be professional.

## Project

- 5 Ask students to work in pairs and think about how they felt when they first started at the school. They should think about what was easy and what was difficult and why. Put students into pairs and ask them to brainstorm ideas for each of the prompts in 1. Encourage them to select some of those ideas and incorporate them into their poster. They should try to make the poster informative but also attractive. Once finished, students can share their posters with the class and vote on the one which is most informative and attractive.

To read about these projects and alternative ways to set them up, go to page 21 of the Teacher's Book.

### alternative: digital

Students could create their posters online, for example using an app such as Adobe Spark.



# INDEPENDENT LEARNING SB p30

## Setting goals

- 1 Elicit what a learning goal is (something a learner wants to achieve) and why learning goals are important (they push a learner to work towards something and help you to recognise progress). Give students time to do the activity and then check answers with the class, asking why students chose their answers. Make it clear that a learner goal is effective when it's specific, appropriate and achievement can be measured.

Goals 2 and 4 are specific and achievement is measurable. For 2, students could use flashcards to memorise the words. For 4, students could speak for 30 seconds on a topic each day and build up to one minute.  
1 and 3 are not very helpful goals.

- 2 Make sure students are clear about how to number each statement. Give students time to do the activity. Monitor and try to get a sense of how different students feel about their learning. Put students into pairs and ask them to share and explain their numbers.

Students' own answers. Students may be aware that the more responsibility they can take the better, so stronger students will do more than just complete the homework, but will know what their problems are, what they need to do to improve and will think about ways to follow up on that.

- 3 You could ask students to look at the unit overview on page 21 to remind themselves what they did in the unit. Encourage them to think about things they found difficult or they know they need more work on, e.g. past simple and continuous, verbs of language/communication or writing a story.

- 4 Monitor and help students to write effective learning goals. Put students into pairs to share their ideas and talk about how they'll achieve these goals.

### Possible answers

I want to write a more interesting story than last. I will do this by Friday 10<sup>th</sup>. I'll include more strong adjectives.  
By the end of next month, I want to learn 50 new words in English. I'll do this by Sunday 26<sup>th</sup>. I'll make flashcards of new words we learn in class and get my sister to test me on these words a few times a week.

# UNIT CHECK SB pp31-32

## Vocabulary

These exercises can be done in class or for homework as revision of the unit.

### extra: digital



Show students how they can use an online flashcard tool (e.g. Quizlet) to make and use flashcards to review the vocabulary. You could create a set of flashcards of words from this wordlist and share it with students who can do activities and play games using them without having to register on the side. Once students are interested, you can ask them to make their own flashcards.

- 1 1 explain/translate (+ a meaning) 2 talk / speak (+ adverb)  
3 tell (+ a joke) 4 hear, talking (+ about something)  
5 say (+something), mean

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

- 3 4 2.8 + 2.9  
1 fashionable 2 app 3 local 4 disappear  
5 international 6 online

- 5 1 celebrate  
2 recommend  
3 pay  
4 repeat  
5 pronounce  
6 translate  
7 choose  
8 do

## Review

- 1 1 was finishing ... put (one action that took place when another was in progress)  
2 helped ... asked (one action after the other)  
3 came ... was sleeping (one action interrupting another)  
4 took ... was watching (one action that took place when another was in progress)  
5 thought ... seemed (stative verbs)  
6 was studying ... was living (temporary actions)  
7 broke ... was playing (one action interrupting another)  
8 played ... was trying (one action interrupting another)

- 2 1 Were you studying  
2 Did you like  
3 Were you / you and your friend(s) watching  
4 Did you go out  
5 Were you sleeping  
6 Did she call you

- 3 state: believe, feel (= think), have (a pet), like, own, think (= have an opinion), want  
action: feel (cold or hot), have (dinner), look forward to, stop, take, think (about a problem), watch

- 4 5 2.10

1 was driving 2 lost 3 was walking 4 got out 5 spoke  
6 said 7 looked 8 asked 9 smiled 10 walked  
Daniel wanted directions, not a recommendation of the best transport method.

- 6 e

- 1 few ('few' is a countable noun coming after the article 'a' and expresses the idea of some)  
2 what (this needs a relative clause, but nothing has been mentioned before to refer back to)  
3 are (present continuous tense)  
4 if (this needs a conjunction and the idea that follows is a conditional idea)  
5 on ('focus + on + something')  
6 while (this needs a time conjunction for something that is happening at the same time)

- 7 See the example in Exercise 6. Topics could be communicating in online messages, meeting people for the first time, etc.

## GRAMMAR FILE SB 129

- 1 1 saw 2 enjoyed 3 didn't end 4 spoke 5 were you  
6 didn't want

- 2 1 did you see yesterday morning  
2 did the concert end  
3 did they leave the party  
4 homework did the teacher give you/us  
5 did the old man tell them

- 3 1 were you doing  
2 wasn't considering  
3 Did your sister play  
4 wasn't working  
5 Was it raining  
6 wasn't paying

- 4 1 was doing 2 came 3 was tidying 4 was winning  
5 was raining 6 was shining

- 5 1 meant 2 was thinking 3 heard 4 was watching  
5 believed 6 understood 7 didn't have 8 didn't see

- 6 1 Swimming 2 talking 3 looking 4 eating 5 thinking  
6 Listening 7 saying 8 painting 9 doing 10 playing

- 7 Students' own answers

Presentation tool:

Unit 2, Unit check

Workbook / Online Practice:

WB p21

Audioscript:

SB 168