

OVERVIEW

2.1 JOIN US!

READING | read about local groups
VOCABULARY | activities
GRAMMAR | present simple: *I/you/we/they*
PRONUNCIATION | linking: *do you*
SPEAKING | talk about activities and groups
WRITING | link sentences with *and, but* and *or*

2.2 HIGH FLYERS

VOCABULARY | daily routines; jobs
LISTENING | listen to people talk about their daily routines
GRAMMAR | present simple: *he/she/it*
PRONUNCIATION | third person 's'
SPEAKING | talk about your daily routine and people's jobs

2.3 WHAT TIME DOES IT START?

VOCABULARY | the time
READING | read leaflets about San Francisco
FUNCTION | asking for information
LEARN TO | show you don't understand
LISTENING | listen to people at a tourist information centre; check when you don't understand
PRONUNCIATION | sentence stress; polite intonation
SPEAKING | ask questions at a tourist information centre

2.4 A VISIT TO PANAMA DVD

DVD | watch an extract from a programme about living with tribes
speakout | talk about good guests and bad guests
writeback | write an email asking a friend for a place to stay

2.5 LOOKBACK

Communicative revision activities

INTERVIEWS

What's your daily routine?

In this video people talk about their jobs and daily routines, including what they like and do not like about them. It consolidates and extends language around the topics of work and lifestyle, including common verbs (present simple for routine) and time. Use the video at the end of Lesson 2.2 or 2.3, at the end of the unit or set it as homework.

JOIN US!

Introduction

Ss learn/revise and practise the *I/you/we/they* forms of the present simple with verbs describing common activities. They read about online special interest groups and then create their own.

SUPPLEMENTARY MATERIALS

Resource bank: p. 152

Language bank: p. 130–131

Ex. 1A–B: pictures of the activities, e.g. reading, listening to music, doing sport, eating junk food

Warm up

Revision of vocabulary: word dictation

Write the headings *bag, snack bar* and *tourist shop* across the board. Elicit/Check meanings and get Ss to copy down the words. Then dictate 12 nouns from Unit 1 that match one of the headings and may come up in Ex. 2A, e.g. *a sandwich, an MP3 player, an apple juice, a newspaper, a book, a postcard, DVDs, a magazine, water, a diary, a battery, a menu*. Ss write the words under the correct heading and then compare answers in pairs/groups. Some words could go under more than one heading, e.g. *a diary* (tourist shop/bag). This does not matter, as long as Ss can justify their answers. The pairs/groups with the most correct answers win.

READING

1A Lead in. Ask: *What are your favourite activities?* Ss' answers should indicate how well Ss know the present simple and common activity verbs. With **weaker classes**, elicit only nouns, e.g. *music, football, computer games*. Ask Ss to work in pairs and discuss the question. Elicit answers in feedback.

Teaching tip

Exploit the photos in the Students' Book whenever possible. They provide an excellent springboard for creating interest and exploiting Ss' knowledge of the world. Use them to teach/check vocabulary, practise descriptive language, give opinions, etc.

B Use the photos to elicit/pre-teach vocabulary in the website extracts, e.g. *like/watch a film, have a coffee/drink, do exercise/sport*. Alternatively, if you have brought in pictures, use them here. Then check/teach vocabulary in Ex. 1B, e.g. *improve my English, going to restaurants/the cinema/cafés*. Remind Ss not to worry about words they do not know and to focus only on answering the questions. Give them two minutes to scan the texts quickly and answer the question. Then get them to compare ideas in pairs. As they do this, monitor closely. In feedback, ask Ss to justify their answers so that you can check their familiarity with the present simple and activity verbs further.

Answers: 1 English Italian group 2 Dublin film group
3 Get fit group

C Ask Ss to work in pairs. Elicit answers in feedback and ask Ss to give reasons for their choices.

VOCABULARY ACTIVITIES

2A First, check unknown vocabulary in the exercise, e.g. *running, junk food*. With a **mixed ability class**, provide support for **weaker Ss** by putting them with **stronger ones**, or put **weaker Ss** together and give them extra support. Ask Ss to find and underline the verbs in the website extracts and then do the exercise. In feedback, highlight the use of *go + -ing* in *go running*. It would be useful to ask: *What tense are the verbs in the texts in?* Elicit/Tell Ss the name (present simple) but do not explain further here. Ss study this later.

Watch out!

Ss often make mistakes with collocations, prepositions and articles in English, e.g. *I make sport, we listen the music*. It is very important to encourage them to notice and record collocations as much as possible, e.g. verbs + nouns (see Ex. 2A–C), verb + prepositions (e.g. *write about, chat with*) and fixed phrases (e.g. *all the time, of course*).

Answers: 2 watch 3 play 4 go 5 read 6 listen to 7 do 8 eat

B Check the words in the box first. **Fast-finishers** could add other words that collocate with the verbs. In feedback, draw a word web on the board for each verb. Invite Ss to come to the board and write their answers in the correct place. They can then copy the word webs into their vocabulary notebooks, adding all the nouns from Ex. 2A and B.

Answers: 2 DVDs 3 football 4 swimming 5 a book 6 the teacher 7 nothing 8 a sandwich

C This could also be done in small groups or with the whole class. To change the pace and interaction pattern, Ss could test each other while walking around the room.

speakout TIP

Read the tip with Ss and refer back to the collocations in Ex. 2. Invite Ss to explain why recording collocations is a good idea. To follow up, Ss underline all the verb + noun collocations in the texts and write them down.

Answers: meet in a café/30 minutes before the start time, get fit

GRAMMAR PRESENT SIMPLE: I/YOU/WE/THEY

3A Ss complete the table alone, then compare answers in pairs. Monitor while they do this to check if they need help. In feedback, write the answers on the board. Elicit and drill personalised examples, e.g. *I watch DVDs*.

Answers: watch, don't eat, Do

B Ss do the exercise alone or in pairs. In feedback, elicit the answers, write them on the board and check that Ss understand *regularly* (= often) and *at the moment of speaking*.

Answers: regularly, don't + verb, do you + verb

▶ **LANGUAGEBANK 2.1** p. 130–131

Get Ss to read the language notes. Check understanding of negatives, questions and short answers again, and follow up with a personalised substitution drill in open/closed pairs, e.g. *Do you like films/music/football/books/junk food/magazines?* Ss respond with answers that are true for them.

Answers:

A 2 watch 3 don't eat 4 don't work 5 read 6 don't drink 7 listen to
B 2 Do they go running every day?
 3 Do you chat with friends a lot?
 4 Do you like eating junk food?
 5 Do they watch football on TV?
 6 Do you go to the cinema a lot?
C 2 No, they don't. 3 Yes, we do. 4 No, I don't.
 5 No, they don't. 6 Yes, we do.

4 Give Ss 2–3 minutes to read the extracts again. They then complete the text and check their answers in the extracts. In feedback, ask Ss to cover their answers and look at you. Read out the text, pausing at each gap for Ss to give you the correct answer.

Answers: 2 speak 3 go 4 don't eat 5 don't like 6 do 7 don't play 8 go

5A Ss work alone. In feedback, write the sentences on the board, elicit the answers and underline the stressed words. Explain that verbs and nouns are usually stressed in sentences. Play the recording again if Ss have difficulty with this exercise.

Answers:

1 **A:** Do you want to practise your English? **B:** Yes, I do.
 2 **A:** Do you like meeting new people? **B:** No, I don't.

B Point to the two questions from Ex. 5A on the board. First, say *do you like* slowly, separating each word. Then repeat the phrase, getting faster, until /du: ju:/ becomes /dəjə/. Then drill the words chorally in the same way. Ss then listen and repeat.

Teaching tip

Strong and weak forms sometimes have an even weaker form in informal spoken English, e.g. for *do you* there is /du:ju:/, /dəju:/ and /dʒu:/. Elementary Ss are unlikely to be able to produce the weakest realisation, so the middle one is more realistic and will help Ss produce more natural-sounding English.

C Check other verbs Ss might need from the texts, e.g. *take photos, post something on a website, do nothing*. Set a time limit of five minutes and monitor closely to check the accuracy of Ss' questions. **Fast-finishers** could write more questions.

D Regroup Ss for this activity. Monitor carefully and take notes of Ss' problems for feedback. In feedback, elicit answers to the board: put a table on the board, labelled *interest group 1, 2, 3, 4, etc.*, and complete it to find the most popular group in the class. Give feedback on problems you noted down while monitoring.

Teaching tip

Monitoring is an essential part of the teaching and learning process. It helps you to assess how well Ss are coping with tasks. You can then adjust your expectations/approach in subsequent activities, especially feedback. It also gives Ss the chance to ask for help and clarification.

SPEAKING

6A If Ss are not keen on any of the groups here, brainstorm other ideas to the board. With **weaker classes**, also brainstorm possible activities, referring back to the lead in activity in Ex. 1A. Pair/Group Ss according to their interests.

B Ss should take notes about the other group and prepare to present the information to the class.

Optional extra activity

This exercise could be extended into a project. If you have computers in your school, Ss could write up the information about their online group and download pictures to illustrate it. Otherwise, they find pictures at home and bring them to the next lesson. They then create a poster with their texts and pictures. Display the posters around the classroom. Ss walk around and read about the other groups. In feedback, discuss which online group(s) they would like to join and why.

Optional extra activity

As an alternative or follow-up activity, Ss can display their website pages on posters on walls around the class. They can use photos to help illustrate their websites. Ss can move around the class reading each other's posters. Encourage the Ss in each group to provide more information about their website page in order to get other Ss to vote for their website.

Homework ideas

- **Ex. 6:** Ss write a paragraph about the online group they talked about.
- **Language bank:** 2.1 Ex. A–C, p. 131
- **Workbook:** Ex. 1–6, p. 10–11

WRITING AND, BUT, OR

7A Refer Ss back to the website extracts to help them answer the questions. Elicit the answers in feedback.

Answers: 1 English Italian group 2 Get fit group
3 Dublin film group

B Ss complete the sentences alone, then check in pairs. In feedback, elicit the answers, then check the differences in meaning between *and*, *but* and *or* using examples (e.g. *I like football and cricket. I like football but I don't like baseball. Do you like tennis or football?*). Concept-check the differences in meaning here.

Answers: 1 but 2 or 3 and

C Provide Ss with an example for sentence 1 using *and*, *but* and *or* (e.g. *I like listening to English and podcasts. I like listening to English but not French. I like listening to English or German.*). Ss work alone. Monitor to help with any problems.

D Give Ss 1–2 minutes to complete the activity. Elicit answers from different pairs during feedback.

E Arrange Ss in small groups. Ask them to decide what type of Group-meet they are. They can either choose the groups from Ex. 6 or choose a new group. Refer Ss to the website extracts and ask them to include the following information in their websites: the name of their group, where the group meets, what people in their group do (at least three activities), what people in their group do *not* do (at least two activities). Set a time limit for the writing activity and encourage one of the group members to be the 'group secretary' and write the website page. Monitor, helping where necessary. Ask one student from each group to read out their website page to the class. Once all groups have read out their pages, ask the class to vote on the most popular group.

HIGH FLYERS

Introduction

Ss learn/revise and practise the present simple third person forms in the context of daily routines and jobs.

SUPPLEMENTARY MATERIALS

Resource bank: p. 151 and 153

Language bank: p. 130–131

Photo bank: p. 153

Warm up: a *Find someone who ...* worksheet (see notes below)

Ex. 1A: pictures of daily activities/routines

Warm up

Revision of activity verbs and the present simple

Before class, prepare a *Find someone who ...* worksheet with ten questions. Use verbs from Lesson 2.1, e.g. *Do you watch DVDs?* Make enough copies for all Ss. They mingle and ask/answer the questions. If a student answers *yes* to a question, the student asking the question writes their name next to that question. He/She then moves on to another person until all the questions are answered or a time limit of five minutes is reached.

VOCABULARY DAILY ROUTINES

1A With **stronger classes**, Ss could cover the box and look at the photos. They guess as many phrases as possible, e.g. *have breakfast*. They can then look at the box. **Weaker classes** will need more support. Use the photos/your own pictures to teach and drill the verb phrases.

Answers: B leave home C get home D go to bed
E finish work/school F have breakfast G start work/school
H have lunch (not in the photos: have dinner)

B You may need to check the meaning of *early* and *late* and the form of *wh-* questions before Ss do the exercise. Remind them to cover the box in Ex. 1A before they begin. While Ss check their answers in pairs, monitor closely for accuracy. In feedback, drill the questions, using rising intonation for *yes/no* questions and falling intonation for *wh-* questions.

Answers: 2 have 3 leave 4 start 5 have 6 get 7 go

C Ss will need to answer with clock times for questions 3, 4 and 6. This will be covered in more detail in Lesson 2.3, so do not spend time on it here.

LISTENING

2 Lead in and create interest. Elicit details about the photos, e.g. *Where are the people? What are their jobs?* (Gonzales: painter; Gagan: tour guide/Sherpa; Emma: pilot) Then give Ss 1–2 minutes to discuss the main question in pairs.

3A Remind Ss to focus only on the two questions while listening. Play the recording, then elicit Ss' answers.

Answers:

- 1 Yes, they do.
2 Gonzales: No, but his wife loves the money.
Emma: Her eight-year-old girl doesn't like it.

B If necessary, revise/teach the days of the week first, then play the recording again.

Answers: 1 Emma T 2 Gonzales F, Emma F
3 Gonzales T, Emma T 4 Gonzales T, Emma F

Unit 2 Recording 2

P = Presenter G = Gonzales E = Emma

- P:** And today on Radio 99 we talk to some high flyers – men and women who work in very high places around the world: high buildings or high mountains or planes. Our first guest is from the United States. His name is Gonzales Delgado and he has a great job. He works on bridges. Welcome, Gonzales.
- G:** Good morning.
- P:** So, tell us about your job.
- G:** Well, I'm a painter and I work on bridges. Now I'm at the Mackinack Bridge, in Michigan.
- P:** Oh yes. I have a photo of you on that bridge. It looks dangerous.
- G:** Yeah, maybe, but I like it.
- P:** What do you like about it?
- G:** Well, I leave home at four in the morning and start work at five and it's quiet; no people, no cars – just me. I love the fresh air. It's great being outside. I like all that. The only problem is the wind and the cold ...
- P:** Yes.
- G:** ... and then I finish work at two and get home at three and that's great!
- P:** Yes. And do you come down to have lunch?
- G:** No, I have a sandwich up on the bridge.
- P:** And what does your family think about it?
- G:** Oh well, my wife doesn't like it. She thinks it's dangerous. But she loves the money – it's very good money.
- P:** I'm sure! Anyway, thanks, Gonzalez. Please don't go because our next guest is another high flyer. She's a pilot in Canada. Good morning, Emma. Can you hear me? Emma?
- E:** Yes, fine. Hi.
- P:** Where are you now?
- E:** In Ottawa, Canada, at the airport.
- P:** So, do you fly from Ottawa?
- E:** Well, I live in Ottawa. But mostly I fly between small towns. I take food, post and other things out to small towns in Canada.
- P:** Is that a lot of flying?
- E:** Yes, it's, erm, four or five hours from one town to another.
- P:** That's a lot of time. When do you eat?
- E:** Oh, I don't eat on the plane. I have dinner in the towns, with friends.
- P:** And you fly every week?
- E:** Yeah. I leave home on Monday morning and I get back home on Thursday.
- P:** Do you like your job?
- E:** Oh yes, yes, I do. I love the mountains. They're, they're beautiful ...
- P:** Yes.
- E:** ... really beautiful.
- P:** And what does your family think about your job?
- E:** Hmm ... so-so. I'm not home for three days a week, so that's a problem for my eight-year-old girl.
- P:** Ah. What's her name?
- E:** Her name's Alice.
- P:** Does she want to be a pilot?
- E:** No, Alice doesn't like flying. She wants to work with animals – she watches animal programmes on TV all the time.
- P:** Thanks, Emma. Have a safe journey.
- E:** No problem. Thank you.
- P:** So, Gonzalez, do you ...

GRAMMAR PRESENT SIMPLE: HE/SHE/IT

4A Stronger Ss may be able to do this without looking at the audio script. Guide **weaker Ss** to the correct part of the script.

Answers:

Table: works, has, loves, watches, like **Rules:** -s, -es, doesn't, has

Watch out!

The present simple third person -s is late acquired and can still cause problems even for advanced learners. Constant correction, drills and practice are needed to prevent fossilisation of this common error. The same applies to *don't* and *doesn't*.

B Ss work alone. In feedback, drill the pronunciation of the four verbs.

Answers: /z/: has, loves /ɪz/: watches

Unit 2 Recording 3

works, has, loves, watches

C You might want to explain to Ss that third person verbs ending in a voiced consonant add /z/, while those ending in an unvoiced consonant add /s/, e.g. *gets, leaves*.

Teaching tip

Demonstrate the difference between voiced and unvoiced sounds, e.g. /s/ and /z/, /t/ and /d/: ask Ss to say the /s/ sound and put their hands on their throats; they will not feel a vibration. Then do the same for the voiced /z/ sound; this time they should feel a vibration.

Answers: /s/: gets, starts, likes, wants, stops
/z/: leaves, phones, goes, sees /ɪz/: teaches, finishes

Unit 2 Recording 4

gets, leaves, phones, teaches, starts, likes, goes, wants, sees, finishes, stops

▶ LANGUAGEBANK 2.2 p. 130–131 (Ex. A–C)

Go through the notes for positive and negative statements (but not questions and short answers yet) and elicit more examples of the third person verb endings, e.g. *reads, eats, washes*. Ss do Ex. A–C, but not D yet.

Answers:

- A** 2 studies 3 understands 4 takes 5 washes 6 chats
7 writes 8 has 9 plays 10 does
B 1 gets up 2 drinks 3 goes 4 studies 5 watches
6 listens to 7 has 8 starts 9 reads 10 talks 11 works
12 meet 13 finishes 14 relaxes
C 1 but he *doesn't* like cats 2 but he *doesn't* drink tea
3 but she *doesn't* read books 4 but she *doesn't* work on Monday
5 but it *doesn't* have WiFi

5 Ss look at the photo and make predictions about Gagan's life before they read the text.

Answers: 2 doesn't have 3 leaves 4 goes 5 meets 6 puts
7 walk 8 stop 9 makes 10 doesn't eat 11 walk 12 doesn't go

6A For this activity, pair Ss with partners they know well.

B Monitor and take notes on problems with accuracy.

C Ss work with a new partner. Again, monitor and take notes for class feedback.

GRAMMAR PRESENT SIMPLE: HE/SHE/IT

7A Write the sentences from the table on the board, with gaps for *does, doesn't* and the verb. Elicit and underline the question and short answer forms.

Answers: does, does, doesn't

B Use the sentences on the board. Ss listen and tell you which words to stress. Ss then listen again and repeat. When they are repeating the sentences, beat the stress and show the intonation patterns with your hands.

Answers: Does she want to be a pilot? What does your family think?

8 Put Ss in pairs and direct them to p. 162 and 166. Ss read their texts and write questions for the information gap activity. Then, in their pairs, they ask/answer their questions in order to complete the gaps in their texts. Monitor and then elicit the answers from the class.

Answers:

Student A: 1 Shanghai 2 six 3 on the bus 4 five 5 6a.m.
6 does exercises 7 10p.m.

Student B: 1 5a.m. 2 seven 3 top of the building 4 Switzerland
5 7a.m. 6 goes to bed 7 11p.m.

▶ LANGUAGEBANK 2.2 p. 130–131 (Ex. D)

Go through the notes for questions and short answers. Ss then complete Ex. D.

Answers: 1 Do 2 don't 3 does 4 does 5 teaches 6 does
7 does 8 doesn't 9 loves/likes 10 do 11 watch
12 talk/chat 13 does 14 talks

VOCABULARY JOBS

9A Ss work alone. In feedback, elicit the answers and check the meaning and spelling of any of the words Ss had difficulty with.

Answers: A chef B police officer C hairdresser D doctor
E teacher F shop assistant

Unit 2 Recording 6

- A** Order for table six – ready.
B Stop. Stand still. Name?
C OK, that's finished. What do you think?
D A: Let me just listen. OK, say, 'Aaah'. **B:** Aaah.
E A: Good morning, everyone. **B:** Good morning, Mr Green.
F That'll be seven ninety-nine.

B With **stronger classes**, give Ss three minutes to write their lists. They can then look at the Photo bank to check if they have the same words. With **weaker classes**, brainstorm words Ss know and then do the exercises in the Photo bank.

▶ PHOTOBANK p. 153

1A Ss match the jobs they know. Teach those they do not know. With **stronger classes**, elicit information about what each job involves, e.g. *A lawyer works in an office. He earns a lot of money.*

B Elicit the rule: *an* comes before a vowel sound and *a* comes before a consonant sound.

Answers:

- 1A** 1 E 2 L 3 I 4 D 5 Q 6 C 7 M 8 J 9 P 10 A
11 O 12 B 13 N 14 K 15 F 16 H 17 G
B 1 a 2 a 3 an 4 a 5 an 6 a 7 a 8 a 9 a 10 a
11 a 12 a 13 a 14 a 15 a 16 an 17 a

SPEAKING

10 A light-hearted activity to round off the lesson. Do one or two examples to prepare Ss for it.

Homework ideas

- Ss write about the job of someone they know well.
- **Language bank:** 2.2 Ex. A–D, p. 131
- **Workbook:** Ex. 1–6, p. 12–13

WHAT TIME DOES IT START?

Introduction

Ss learn how to ask for information in tourist places. They also practise listening for key words and asking for clarification.

SUPPLEMENTARY MATERIALS

Resource bank: p. 154

Language bank: p. 130–131

Ex. 1: an imitation clock with moving hands

Ex. 2A: a world map and photos of San Francisco

Warm up

Revision of clock times and routine verbs

Write the following times on the board: 7.00, 8.00, 9.00, 12.00, 5.00, 7.00, 9.00, 11.00. Model/Drill *What do you do at 7 o'clock every day?* Elicit Ss' answers, e.g. *I get up.* In pairs, Ss then take it in turns to ask/answer about the other times on the board.

VOCABULARY THE TIME

1A With *mixed ability classes*, put *stronger* and *weaker Ss* together. For a *weaker class*, present the language using clock drawings/an imitation clock on the board.

Answers: 2 B ten 3 E ten 4 D half 5 A quarter 6 F to

B First, model and drill the example question/answer in open pairs. Then monitor closely and give feedback on errors Ss make with telling the time.

C After completing the exercise, Ss compare answers in pairs. In feedback, play the recording again, pausing after each question to elicit the answer. You could then play the recording a third time, for Ss to repeat the times.

Answers: 1 12:30 2 4:15 3 6:40 4 4:35

D Divide the class into two groups, A and B, and tell them to look at the relevant pages in the Communication bank. Give Ss two minutes to practise saying the times shown on their clocks. Then put Ss into A and B pairs and give them four minutes to ask/answer the questions. Monitor discreetly, taking notes for class feedback.

Answers:

- A** 1 five o'clock
3 ten to twelve/eleven fifty
5 quarter to eight/seven forty-five
7 twenty-five past one/one twenty-five
B 2 half past nine/nine thirty
4 twenty past three/three twenty
6 quarter past ten/ten fifteen
8 twenty-five to two/one thirty-five

E If necessary, drill the listed questions first. Monitor and provide support to *weaker Ss*. *Fast-finishers* could ask/answer more questions.

FUNCTION ASKING FOR INFORMATION

Culture notes

San Francisco is the cultural, commercial and financial centre of Northern California. The city is a popular tourist destination, known for its cool summers, fog, steep rolling hills, eclectic mix of architecture and landmarks, including the Golden Gate Bridge, cable cars, the former prison on Alcatraz Island and its Chinatown district. San Francisco is also the headquarters of five major banking institutions and various other companies such as the Gap Inc., Pacific Gas and Electric Company, Yelp, Pinterest, Twitter, Uber, Mozilla and Craigslist.

2A With books closed, create interest and activate Ss' knowledge of the world. Ask questions based on the Culture notes above, e.g. *Where's San Francisco? Do you know it? What is it famous for?* If you have brought in a map and photos of San Francisco, use them here. Ss then open their books and look at the photos. Use them to check the meaning of new words in the leaflets: *bus route, bay, hop-on-hop-off, refreshments, food markets, temple* and *pharmacy*. Give Ss 3–4 minutes to read and underline the answers in the leaflets. Tell them to underline *only* the main information, not the detail. After reading, Ss compare and discuss their answers in pairs. In feedback, teach/check essential vocabulary in the answers. Elicit more detail if you have a *stronger class*.

Answers:

- 1 hop-on-hop-off bus tour, Golden Gate boat tour, Chinatown walking tour
2 a) all three tours; b) hop-on-hop-off bus tour and Golden Gate boat tour; c) hop-on-hop-off bus tour and Chinatown walking tour

B Introduce the listening: tell Ss they will hear a man and woman who want to book one of the tours. Remind them to focus on the questions and not worry about unknown language. After listening, Ss compare answers in pairs and listen again if they have doubts.

Answers:

- 1 the Golden Gate boat tour
2 no
3 The man doesn't understand the tourist information woman. She speaks too fast and he feels very stupid.

Unit 2 Recording 8

- A:** Oh look, tourist information. We can ask there.
B: OK. You ask.
A: No, you ask. My English isn't very good.
B: You speak English very well. You ask.
A: No, you ask.
B: No, *you* ask.
A: OK. Excuse me, do you speak English?
C: Yes, can I help you?
A: Yes, thank you. My friend has a question.
B: No! Oh ... uh ... OK ... We want to take a tour.
C: OK. Which tour is that? The hop-on-hop-off bus tour, the Golden Gate boat tour or the Chinatown walking tour?
B: Uh ... I don't understand anything.
A: She asked which tour.
B: Oh, the Golden Gate boat tour.
C: Ah, the boat tour. Good choice, and I think we have a couple of places left on the tour tomorrow morning if you're interested in that one ...
B: Thank you, goodbye.
C: Oh. Goodbye.
A: What's the problem?
B: I don't understand her. She speaks too fast!
A: Oh come on! Let's go back.
B: No, I don't want to. I feel so stupid!
A: Oh come on!

3A Give Ss three minutes to write the questions and compare answers in pairs. Do not confirm answers yet. Ss will check them in Ex. 3B.

B After Ss have listened and checked their answers, play the first question again. Write it on the board and elicit the stressed words. Then play the other questions. Nominate Ss to write them on the board and underline the stressed words. Also point out the position of the preposition *from* at the end of question 2. Give more examples: *What gym do you go to? Where does he come from?*

Answers:

- 1 What time does it start?
- 2 Where does it leave from?
- 3 When does the tour finish?
- 4 How much does it cost?
- 5 Do you take credit cards?

C Link the words *does it* in each sentence on the board and drill the sentences. Draw Ss' attention to pronunciation by beating the stress and moving your arms to illustrate the falling intonation at the end of the *wh-* questions.

Answers: See Ex. 3B above.

D Remind Ss to focus on answering the questions when listening. Play the recording again if necessary after Ss compare answers in pairs. In feedback, nominate Ss to ask and answer the questions across the class in open pairs (see questions in bold in the audio script below). Prompt Ss to self-correct or invite peer correction where needed.

Answers: 1 10 o'clock 2 the front gate/Pier 43 3 1p.m.
4 26 dollars (52 dollars for two) 5 yes

Unit 2 Recording 10

- A:** Hello. We're back.
C: Hello again! So, do you want the Golden Gate boat tour?
A: Er ... could you speak more slowly, please?
C: Of course. Would you like the Golden Gate boat tour?
A: Yes, tomorrow.
C: Would you like the morning or afternoon tour?
A: Tomorrow morning. **What time does it start?**
C: At ten o'clock exactly.
A: Excuse me, ten o'clock ... ?
C: Yes, at ten.
A: And **where does it leave from?**
C: From Pier forty-three. Or the minibus to the boat leaves from the front gate at nine forty-five.
A: Sorry, could you repeat that?
C: The minibus to the boat leaves from the front gate.
A: The front gate? Here? Outside?
C: Yes, just over there. Do you see the sign?
B: Yes, I can see the sign. I can see it!
A: Nine forty-five.
B: Nine forty-five. OK. And **when does the tour finish?**
C: The boat arrives back here at 1p.m.
A: 1p.m. OK. **How much does it cost?**
C: Twenty-six dollars per person.
A: Twenty-six dollars. So fifty-two dollars for two.
C: That's right.
A: OK, that's good. So could we have two tickets for tomorrow morning, please?
B: Er ... **do you take credit cards?**
C: Yes, of course.

▶ LANGUAGEBANK 2.3 p. 130–131

A Refer Ss to the table on asking for information when they do Ex. A.

B Before Ss look at the table on answering with *in/at/on*, write the three prepositions across the board. Elicit short answers to suitable questions using the prepositions, e.g. *When do you watch TV/play football? In the evening./At the weekend./On Sunday.* Ss then read and copy the table into their notebooks before doing Ex. B.

Answers:

- A** 2 What time/When does the train arrive?
 3 How much does it cost?
 4 What time/When does the museum open?
 5 What time/When does the museum close?
 6 How much does it cost?
B At the weekend we do a lot *on* Saturday, but *on* Sunday we have a relaxing day. We get up *at* 10 o'clock *in* the morning and have a late breakfast. We have lunch *at* about 2 o'clock and then *in* the afternoon we relax *at* home. *In* the evening we watch a DVD or something on TV and then we go to bed *at* about 11.30 *at* night.

LEARN TO SHOW YOU DON'T UNDERSTAND

4A Give Ss time to read the conversation before listening. Play the recording. Ss underline their answers and then compare them in pairs. In feedback, ask Ss if they have ever had a similar experience.

Answers:

Could you speak more slowly, please?
 Excuse me, ten o'clock ... ?
 Sorry, could you repeat that?

B Ss could first listen and underline the stressed words (*Could you speak more slowly, please? Excuse me, ten o'clock ... ? Sorry, could you repeat that?*). When they repeat the sentences, check that their intonation rises and falls in the same way as the recording.

C First, demonstrate the activity with a stronger student. Mumble your address/phone number (or invented ones) very quickly. Encourage Ss to say their own/invented addresses and phone numbers in a similar way. In feedback, invite groups to act out their conversations to the class.

SPEAKING

5A First, check the rubrics and put Ss in A/B pairs facing each other. Tell them not to show each other their books. Ss A look at p. 163 and Ss B ask the questions to complete their notes. Monitor discreetly and take notes of good and problematic language/pronunciation.

B Ss change roles for the second role-play. Monitor to provide support but also continue to take notes of good and problematic language or pronunciation, particularly the use of the third person verbs. Give Ss feedback on their performance at the end.

Homework ideas

- **Ex. 1E:** Ss write a paragraph about their partner's routines.
- **Ex. 5:** Ss write a conversation based on the information here.
- **Language bank:** 2.3 Ex. A–B, p. 131
- **Workbook:** Ex. 1–3, p. 14

A VISIT TO PANAMA

Introduction

In this lesson, Ss watch an excerpt from a BBC travel programme. They then learn/practise language to talk about having guests in their home or country and write an email describing a visit to where they live

Warm up

Create interest by asking Ss to look at the photo and ask them where they think it is. Ask other questions, e.g. *Is it a nice place? Who lives there?* If you have a world map, use it to elicit places where Ss think the place might be. Then point to the coast of Panama and pre-teach/check meaning of *island*. Ask: *Do you watch TV documentary programmes? Why/Why not?* Tell Ss they will watch a documentary programme later in the lesson.

Culture notes

The BBC documentary series *Tribal wives* is about six British women who swap their everyday lives for life as 'tribal wives' in some of the most remote communities on Earth. By spending time with tribes where women's roles are very different, they hope they can find some answers and in doing so, change their own lives.

The subject of this episode, the Kuna Indians, are a deeply spiritual people who live on a stunning scattering of coral islands off the coast of Panama. A monogamous tribe with tight-knit families, they believe that their homes and families are protected by ever-present spirits. Living with them for a month is Sass Willis, a 34-year-old woman from Oxford who packs every moment of her day. When she was younger, Sass had to choose between her parents and when she decided to live with her father, she never saw her mother again. Amongst the Kuna, however, Sass makes an extraordinary discovery: the mother she feels she has never had.

DVD PREVIEW

- 1 Do this as a whole class. Before Ss look at the photos, check the meaning of the words.
- 2 Pre-teach/Check the meaning of the following words in the questions and text: *lifestyle, coast, hammock, traditional*. Set a time limit of three minutes for the activity and remind Ss not to worry if they do not understand every single word.

Answers:

- 1 She's a thirty-four-year-old woman from Oxford. She goes to (the eastern coast of) Panama/the island of Niadup.
- 2 Ana Lida and her husband Diego
- 3 She lives in a hut, sleeps in a hammock, wears their clothes, helps with jobs around the home and paints her face in the traditional way.

Optional extra activity

After feedback, reinforce the vocabulary from the programme information with a miming activity. In pairs/small groups, Ss take it in turns to mime some of the lifestyle activities Sass adapts when living with the tribe, e.g. helping with jobs around the home. The others guess what it is, using the infinitive, not the present continuous.

DVD VIEW

- 3A Remind Ss to concentrate on the task.

Answers: 3, 5

Teaching tip

As an alternative approach, play the DVD with the sound turned down. Ss will be able to concentrate on the action in the programme and activate the vocabulary they know while doing the task at the same time.

- B Check the meaning of *mend, put on* and *sweep the ground* first. If you have to replay the DVD, select the scenes related to the activities.

Answers: 1 c) 2 h) 3 f) 4 a) 5 g) 6 b) 7 d)
(not in the programme: e)

- C With **stronger classes**, ask Ss to match the questions and answers without watching the DVD again. With **weaker classes**, play the excerpt from the DVD when Sass first meets Ana Lida. Check answers in feedback.

Answers: 1 b) 2 c) 3 a) 4 d)

- D Ss work alone. Monitor closely and help them if necessary.

- E Put Ss in pairs and get them to compare and discuss their answers. Monitor closely and make sure they are giving reasons for their answers. When they have finished, have a brief class discussion about the family's lifestyle.

DVD 2 A Visit To Panama

N = Narrator S = Sass ALd = Ana Lida ALn = Ana Lina
W = Woman

- N:** Sass Willis is a thirty-four-year-old woman from Oxford. She travels over five thousand miles to the eastern coast of Panama to live with the Kuna Indians on the island of Niadup. On the island, Sass stays with fifty-five-year-old Ana Lida and her husband Diego.
- S:** And who lives in this house?
- ALd:** I live here with my husband.
- S:** Is that, erm, the bed?
- ALd:** I sleep in the hammock, and my husband sleeps in the bed.
- S:** Hi, my name is Sass. And your name is?
- ALn:** Ana Lina.
- S:** Ana Lina. Ah ... And do you live, do you live here or do you live nearby?
- ALn:** Yes, I live in the hut opposite. The door is open.
- N:** Ana Lina wants to paint Sass's nose.
- ALn:** I'm very nervous. I like her laugh. It's finished.
- S:** OK? Oh perfect!
- N:** It's 5a.m. Ana Lida wakes Sass up. Her first job is to make the coffee.
- S:** And is this coffee for breakfast for everybody?
- ALd:** Yes, the whole family is going to drink this coffee.
- N:** Sass takes coffee to some men.
- S:** We need one more.
- N:** And then she starts learning her daily jobs.
- S:** OK. And how often do you do this?
- W:** Every day, morning and evening.
- ALd:** Hold it like this. Yes, like that. Good, that's right.
- S:** Oh no!
- ALd:** She's sewn it onto her trousers! Are you happy? Are you happy?
- S:** Yeah ... embarrassed.
- N:** It's time for Sass to put on Kuna clothes.
- ALd:** Take your shirt off.
- S:** Beautiful. Beautiful.
- ALd:** You look so beautiful! You are such a beautiful woman and such a good woman.
- S:** I'm beautiful? Oh thank you!
- ALd:** Oh my love!
- S:** I feel so thankful that you can let me be here and be part of your family.
- ALd:** Thank you.
- S:** Do you want a hand with the water?

speakout a good guest

4A Check/Elicit the meaning of *guest*. Ss work in pairs and discuss the questions. In feedback, discuss as a whole class and write any new vocabulary on the board.

B Go through the example with the class and ask Ss to work in pairs. Monitor, helping where necessary. Elicit answers, highlighting any particularly interesting or creative ones.

5A Play the recording and remind Ss that they do not need to understand every word. Get them to compare answers in pairs before class feedback. For **weaker classes**, play the recording twice.

Answers: arrive early/late, give money, stay a short/long time, speak in your/their language

B Play the recording again and get Ss to compare answers in pairs before class feedback. In feedback, drill the Key phrases, focusing on the word stress each time.

Answers: Ss should tick all the phrases apart from *What do you mean?*

Unit 2 Recording 13

- A:** What do you think? What does a good guest do?
B: Erm, well, he ...
A: Or she ...
B: Yes, let's say he ...
A: OK.
B: He doesn't arrive early.
A: For example?
B: For example, he says seven o'clock and then he arrives at six o'clock. One hour early, and I'm not ready.
A: Yes, I agree. That's bad.
B: So, number one: a good guest doesn't arrive early.
A: Not too early, not too late.
B: Yes, that's good. What else?
A: Erm, what about money?
B: Hmm ... I don't know, what do you think?
A: Well, I think it's important to give some money for your food.
B: Oh no, I don't agree.
A: Well, maybe you have dinner at a restaurant one evening and you pay.
B: It depends. Not for one night.
A: OK, when a guest stays three nights, he pays for dinner at a restaurant.
B: I think that's strange, but OK.
A: And language? Maybe the guest speaks a different language.
B: Yeah. Well, then ...

C First, go through the example with the class. Encourage Ss to use the Key phrases in their tips. If you are teaching a **monolingual class**, ensure that there is a mix of tips from their own country and other countries. Monitor and make notes on examples of good language and problems for class feedback. To extend the activity, Ss could swap groups and discuss their tips.

D Ss from each group take it in turns to read their top tips to the class. Explain that as Ss listen, they should make notes so that they can then ask questions about their classmates' tips. If time, conduct a class vote on the best top tips.

writeback an email

6A Give Ss three minutes to read the email and answer the question.

Answer: a place to stay in Barcelona

Alternative approach

You could do this as a reading comprehension activity. Prepare some comprehension questions, e.g. *Where does Dom want to visit?* (Barcelona) *How long is his visit?* (ten days) *Where does he want to stay?* (in a hotel, and with Antonio for the last weekend) Ss could work in pairs or groups to answer them or you could do this as a whole class activity.

B Set a time limit for the ordering activity and get Ss to compare answers in pairs before class feedback.

Answers:

- 2 How are you?
- 3 Are you very busy?
- 4 I'm in Barcelona
- 5 for ten days next month.
- 6 Do you know a good hotel in the city?
- 7 Can I come and stay with
- 8 you for the last weekend?
- 9 Best wishes,
- 10 Dom

C Tell Ss that they should use Dom's email as a model for their writing. If you have a **monolingual class**, encourage Ss to use a different country/city for their email. Monitor and help with Ss' ideas where necessary.

D Put Ss in pairs. They should read each other's emails and then write their responses. Monitor and help with any vocabulary.

Homework ideas

- Ss write a paragraph about the DVD excerpt.
- **Ex. 6C/D:** Ss write a final draft of their emails.

LOOKBACK

Introduction

The Lookback exercises are very flexible and can be exploited in a variety of ways, e.g. as fillers if there is time at the end of the lesson or to boost Ss' energy levels between activities.

ACTIVITIES

1A In *mixed ability classes*, group *weaker Ss* together so that you can provide them with more support. *Stronger Ss* could do the exercise together and should try not to look back in their books for the answers.

Answers: 2 watch 3 drink 4 listen 5 do 6 eat 7 read
8 go

B Ss ask/answer the questions in pairs and make notes of their partner's answers. They then write them in sentences to hand in for your assessment, e.g. *Michel reads sports magazines*.

DAILY ROUTINES

2A Monitor to help struggling Ss with this.

B Encourage Ss to extend the conversations by asking as many questions as possible, in preparation for the next activity. They should take notes of relevant information. Monitor and make notes of problems with the target language. You can then decide what language needs revising, which Ss are having problems, etc.

C Again, monitor and make notes as above.

PRESENT SIMPLE

3A Ss should write about a person they know, but not too well. Then they can speculate. It would be preferable for Ss to work with a different partner than in Ex. 2.

Answers: 2 plays/doesn't play 3 goes/doesn't go
4 does/doesn't do 5 studies/doesn't study
6 watches/doesn't watch 7 goes/doesn't go 8 cooks/doesn't cook

B In feedback, ask Ss how many correct sentences they had and whether there were any surprises.

C Monitor and make notes of problems with the use of present simple questions and short answers.

JOBS

4A Give Ss one minute to circle the jobs. The first student to finish is the winner. To follow up, Ss underline the main stress in each word (underlined in the answer key below) and check answers in pairs. The pair with the most correct answers wins.

Answers: nurse, teacher, waiter, hairdresser, receptionist, engineer,
lawyer, actress, accountant, doctor, politician, chef

B Ss discuss and decide which jobs are right for the people. They should try to justify their answers, e.g. *A nurse works with people every day*.

Suggested answers: 1 nurse, teacher 2 hairdresser, politician
3 doctor, accountant 4 accountant, engineer
5 actress, waiter, sportsperson 6 chef, waiter

ASKING FOR INFORMATION

Culture notes

Sicily is the largest island in the Mediterranean Sea. Along with surrounding minor islands, it constitutes an autonomous region of Italy and it is officially referred to as Regione Siciliana (Sicilian Region). Sicily has a rich and unique culture, especially with regard to the arts, music, literature, cuisine and architecture. Its most prominent landmark is Mount Etna, which, at 3,350m, is the tallest active volcano in Europe and one of the most active in the world. It also holds importance for archaeological and ancient sites such as the Necropolis of Pantalica, the Valley of the Temples and Selinunte.

5A If you have a map, elicit the location of Sicily. Ask: *What do you know about Sicily? Where is it?* Ss then write questions using the information. Do not give any help with the questions – see what Ss can produce by themselves. However, monitor closely and make notes for feedback and assessment purposes.

Answers:

What time/When does the tour start?
What time/When does it finish?
Where does it leave from?
How much is it?
Do you take credit cards?

B Ss could swap roles after the first role-play. Monitor while Ss talk and assess their performance. You may want to keep records of their accuracy/fluency to compare with the results of more formal tests.

Optional extra activity

Revise time phrases with this activity. Prepare eight present simple questions using information Ss will know (e.g. *When do you have your English class? What time does the class start/finish? How much does a coffee/cinema ticket cost? When do you relax/go to the cinema/do your homework/go out with friends?*) In class, draw a large grid with nine squares on the board and number them 1–9. Ss copy it with squares large enough to write in. Start with square 1 and ask the questions in numerical order. Ss write their answers with time phrases, e.g. *On Wednesday. In the afternoon. At 5.15. At the weekend*. Ss swap grids for feedback. Elicit answers, focusing on the prepositions. Ss tick the square if their partner has the correct one.

BBC interviews and worksheet

What's your daily routine?

In this video people talk about their jobs and daily routines, including what they like and do not like about them. It consolidates and extends language around the topics of work and lifestyle, including common verbs (present simple for routine) and time.