

# OUTCOMES

ELEMENTARY **A2**

Mike Sayer

Teacher's Book



# OUTCOMES

THIRD  
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THIRD EDITION

TEACHER'S BOOK



# OUTCOMES

## ELEMENTARY

Mike Sayer



National Geographic Learning,  
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**Outcomes Elementary Teacher's Book,  
3rd Edition**

**Mike Sayer**

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1

## People and places

page 6

- Have a conversation about yourself when you arrive in a place
- Talk about what's good / bad about the place you're from
- Talk about the jobs people in your class do

**Developing conversations:** *Where exactly?*



2

## Daily life

page 14

- Plan where and when to meet
- Talk about what you do in your free time
- Explain how much time you spend doing things

**Developing conversations:** Making plans

**WRITING 1: Completing forms** page 22 **REVIEW 1** page 24



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## Home

page 26

- Ask and answer questions about local shops and other places
- Talk about home and what you like / don't like about it
- Ask someone for help with a problem in a shared house

**Developing conversations:** Asking for information



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## Time off

page 34

- Talk about what you did at the weekend
- Talk about holidays / special days you had
- Talk about public holidays you enjoyed

**Developing conversations:** *That sounds ...*

**WRITING 2: Introducing yourself** page 42 **REVIEW 2** page 44



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## Shopping

page 46

- Roleplay choosing and buying food or clothes in a shop
- Talk about money and shopping
- Ask for and get help in different places in a shopping centre

**Developing conversations:** Questions in shops



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## Education

page 54

- Roleplay conversations about what you're studying
- Compare education now and in the past
- Describe and discuss four different courses

**Developing conversations:** *How's the course going?*

**WRITING 3: Writing adverts** page 62 **REVIEW 3** page 64



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## People I know

page 66

- Find out about each other's families
- Give opinions about home life, parents and kids
- Describe friends to other people

**Developing conversations:** Adding information



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## Plans

page 74

- Discuss plans
- Say how you feel about government plans
- Decide how to improve places you know

**Developing conversations:** Making suggestions

**WRITING 4: Writing invitations** page 82 **REVIEW 4** page 84

GRAMMAR	VOCABULARY	READING	LISTENING
<ul style="list-style-type: none"> <li>• Present simple <i>be</i></li> <li>• <i>There is / There are</i></li> <li>• Present simple</li> </ul>	<ul style="list-style-type: none"> <li>• Where?</li> <li>• Describing places</li> <li>• Work</li> </ul>	<ul style="list-style-type: none"> <li>• Personal introductions on an online course</li> </ul>	<ul style="list-style-type: none"> <li>• A conversation between a taxi driver and a tourist</li> <li>• Four conversations about jobs</li> </ul>
<ul style="list-style-type: none"> <li>• Verb patterns (<i>-ing</i> or infinitive with <i>to</i>)</li> <li>• Adverbs of frequency</li> <li>• Countable and uncountable nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Daily activities</li> <li>• In the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• An article about how people spend their free time</li> </ul>	<ul style="list-style-type: none"> <li>• Two conversations about free time</li> <li>• Three conversations in an English class</li> </ul>
<ul style="list-style-type: none"> <li>• Prepositions of place</li> <li>• Possessives</li> <li>• <i>Can / Can't</i></li> </ul>	<ul style="list-style-type: none"> <li>• Places for things you need</li> <li>• Homes and family</li> <li>• Problems in the home</li> </ul>	<ul style="list-style-type: none"> <li>• Two blog posts about films</li> </ul>	<ul style="list-style-type: none"> <li>• Three conversations where people ask about places</li> <li>• Three conversations about problems in a shared home</li> </ul>
<ul style="list-style-type: none"> <li>• Past simple positive</li> <li>• Past simple negative</li> <li>• Past simple questions</li> </ul>	<ul style="list-style-type: none"> <li>• Holidays</li> <li>• Public holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Messages about a holiday</li> </ul>	<ul style="list-style-type: none"> <li>• Four conversations about what people did at the weekend</li> <li>• A school podcast about public holidays</li> </ul>
<ul style="list-style-type: none"> <li>• <i>This / These / That / Those</i></li> <li>• Present continuous</li> <li>• <i>A, an</i> and <i>the</i></li> </ul>	<ul style="list-style-type: none"> <li>• Size and quantity</li> <li>• Money and shopping</li> <li>• In a shopping centre</li> </ul>	<ul style="list-style-type: none"> <li>• A newspaper article about how two shops are doing</li> </ul>	<ul style="list-style-type: none"> <li>• Three conversations in markets</li> <li>• Four conversations in a shopping centre</li> </ul>
<ul style="list-style-type: none"> <li>• Comparatives</li> <li>• Modifiers</li> </ul>	<ul style="list-style-type: none"> <li>• Studying</li> <li>• Courses</li> </ul>	<ul style="list-style-type: none"> <li>• An article about languages and education</li> </ul>	<ul style="list-style-type: none"> <li>• Three conversations about studying</li> <li>• Four people talk about courses they're doing</li> </ul>
<ul style="list-style-type: none"> <li>• Short answers</li> <li>• <i>Have to</i></li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Parents and kids</li> <li>• Talking about friends</li> </ul>	<ul style="list-style-type: none"> <li>• Forum posts about being a working parent</li> </ul>	<ul style="list-style-type: none"> <li>• Three conversations about families</li> <li>• Five people talk about friends and family</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Going to</i></li> <li>• <i>Would like to</i></li> </ul>	<ul style="list-style-type: none"> <li>• Plans for the week</li> <li>• Discussing plans</li> <li>• In my life</li> </ul>	<ul style="list-style-type: none"> <li>• A local website discussion about government plans</li> </ul>	<ul style="list-style-type: none"> <li>• Three conversations about plans</li> <li>• Four people talk about things they want to do</li> </ul>



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## Experiences

page 86

- Roleplay a conversation with a tourist about their visit
- Compare experiences you've had or would like to have
- Share experiences of when you got help

**Developing conversations:** Recommending

10



## Food

page 94

- Roleplay ordering in a restaurant
- Explain food and drink culture in your country
- Explain a menu from your country

**Developing conversations:** Ordering food and drink

**WRITING 5: Writing a restaurant review** page 102 **REVIEW 5** page 104

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## Travel

page 106

- Roleplay a conversation buying travel tickets
- Discuss solutions to traffic problems
- Choose places for a guided tour and explain your choices

**Developing conversations:** Telling the time

12



## Feelings

page 114

- Talk about health problems and give advice
- Explain what happened in a news story
- Discuss how happy you think people in your country are

**Developing conversations:** Saying *no*

**WRITING 6: Emailing a friend** page 122 **REVIEW 6** page 124

13



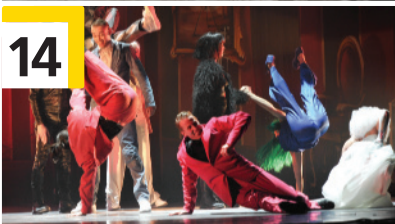
## Nature

page 126

- Have conversations about the weather and make plans
- Talk about living in the countryside
- Do a class survey about people's pets and opinions about animals

**Developing conversations:** Short questions

14



## Opinions

page 134

- Give your opinions about films, plays and musicals
- Describe life in your town, city or country
- Make predictions about the future

**Developing conversations:** *What's it like?*

**WRITING 7: Writing social media posts** page 142 **REVIEW 7** page 144

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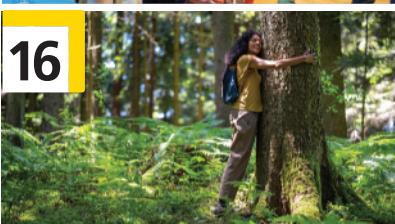
## Technology

page 146

- Find people to give you information / advice
- Discuss the use of technology in society
- Do a survey about people's opinions and experiences of technology

**Developing conversations:** Saying emails, websites and passwords

16



## Love

page 154

- Share news about relationships
- Write poems about promises
- Tell a personal story

**Developing conversations:** *Did I tell you ...?*

**WRITING 8: Writing short stories** page 162 **REVIEW 8** page 164



GRAMMAR	VOCABULARY	READING	LISTENING
<ul style="list-style-type: none"> <li>Present perfect questions (<i>been, tried</i>)</li> <li>Present perfect positive and negative</li> </ul>	<ul style="list-style-type: none"> <li>Visiting places</li> <li>Words with different meanings</li> </ul>	<ul style="list-style-type: none"> <li>A blog post about bucket lists</li> </ul>	<ul style="list-style-type: none"> <li>A conversation between a local person and two tourists</li> <li>A radio show about experiences of getting help</li> </ul>
<ul style="list-style-type: none"> <li>Explaining quantity</li> <li><i>Me too, me neither</i> and auxiliaries</li> </ul>	<ul style="list-style-type: none"> <li>In a restaurant</li> <li>Food</li> </ul>	<ul style="list-style-type: none"> <li>An article about public health in Finland</li> </ul>	<ul style="list-style-type: none"> <li>Two tourists order food in a restaurant</li> <li>Three conversations connected to food</li> </ul>
<ul style="list-style-type: none"> <li><i>Too much, too many</i> and <i>not enough</i></li> <li>Superlatives</li> </ul>	<ul style="list-style-type: none"> <li>Travel and tickets</li> <li>Guided tours</li> </ul>	<ul style="list-style-type: none"> <li>An article about solutions to traffic problems</li> </ul>	<ul style="list-style-type: none"> <li>A conversation in a train station ticket office</li> <li>Extracts from a guided tour</li> </ul>
<ul style="list-style-type: none"> <li><i>Should / Shouldn't</i></li> <li><i>Because, so, before</i> and <i>after</i></li> </ul>	<ul style="list-style-type: none"> <li>Health problems</li> <li>In the news</li> <li>Feelings</li> </ul>	<ul style="list-style-type: none"> <li>Articles from local newspapers</li> </ul>	<ul style="list-style-type: none"> <li>Five conversations about health problems</li> <li>A podcast about being happy</li> </ul>
<ul style="list-style-type: none"> <li><i>Be going to</i> and <i>might</i></li> <li>Present perfect and <i>how long</i></li> </ul>	<ul style="list-style-type: none"> <li>Weather</li> <li>Animals</li> </ul>	<ul style="list-style-type: none"> <li>A blog post giving strong opinions about where to live</li> </ul>	<ul style="list-style-type: none"> <li>Three conversations where people make plans</li> <li>Three conversations about pets and animals</li> </ul>
<ul style="list-style-type: none"> <li><i>It's</i> + adjective + <i>to</i> + verb</li> <li><i>Will / Won't</i> for predictions</li> </ul>	<ul style="list-style-type: none"> <li>Describing films, plays and musicals</li> <li>Life in different places</li> </ul>	<ul style="list-style-type: none"> <li>An article about people who have moved to different countries</li> </ul>	<ul style="list-style-type: none"> <li>Two conversations about a film and a musical</li> <li>A news report</li> </ul>
<ul style="list-style-type: none"> <li><i>Be thinking of</i></li> <li>Descriptive adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Choosing a phone</li> <li>What technology does</li> <li>Technology going wrong</li> </ul>	<ul style="list-style-type: none"> <li>A newsletter describing three types of technology</li> </ul>	<ul style="list-style-type: none"> <li>Two conversations where people ask for advice about buying things</li> <li>Four people answering questions about technology</li> </ul>
<ul style="list-style-type: none"> <li><i>Will / Won't</i> for promises</li> <li>Past continuous</li> </ul>	<ul style="list-style-type: none"> <li>Love and relationships</li> <li>Promises</li> </ul>	<ul style="list-style-type: none"> <li>Four poems about promises</li> </ul>	<ul style="list-style-type: none"> <li>Four conversations about relationships</li> <li>Three people describe experiences of love at first sight</li> </ul>

# Introduction to *Outcomes*

## ABOUT THE AUTHORS

I'm Andrew. I've been in ELT for 30 years. As well as writing and training, I continue to teach and learn languages. I think that English language isn't an academic subject, but something practical. My experience is that, given the opportunity, anyone can engage in real conversations and express their personality and ideas from the beginning – if you get the right support. In my own teaching, I try to listen to what students are trying to say and help them express it better.

I'm Hugh. I've been teaching English as a Foreign Language since 1993, and writing books and training teachers since 2000. What matters most for me in language teaching – and learning – is the ability to communicate, to be yourself in a foreign language and to forge meaningful connections with others. I see language primarily as a tool, as a way of opening doors and enhancing your experience of the world. In both my teaching and learning, I'm interested in the language that students really need.

## SERIES INTRODUCTION

***Outcomes is focused on empowering learners to express themselves by developing their ability to have natural conversations in English.***

To do this, we start by thinking about the kinds of speaking that we do in real life, using students' interests and the CEFR can-do statements to help inform this. We then think of a clear task for students to work towards in each lesson to mirror these goals. This may be having a social or practical conversation, telling a personal anecdote, discussing issues around a text or completing an extended 'problem-solving' task. We *then* think about what language students might need to fulfil these tasks and write the exercises to present this in the different sections in each lesson. Much of this language is also recycled through motivating reading and listening texts that reflect the world students live in.

We think that choosing language to meet the task, rather than creating a task to practise grammar, helps students and teachers. Firstly, the tasks reflect students' real-life interactions better, which is more motivating. Secondly, students are better prepared to use what they're learning straight away in meaningful ways. And thirdly, you will find students tend to stretch themselves more because they are trying to express genuine things. In doing so, they find out what they need to learn next and give you the chance to teach the language.

***It's not just choosing the language for the task that makes Outcomes different, it's how we present that language.***

With grammar, we sometimes introduce a structure, in a simplified way, earlier than other courses. This is to enable more natural conversations. We will refocus on these structures more fully in a later unit. This means:

- the grammar syllabus is more fully in line with CEFR levels.
- 'new' grammar can be integrated in texts and tasks earlier.

- students get to see a structure in use more often *before* they tackle all its forms or difficult contrasts.
- students have the chance to reuse forms more often over time.

For vocabulary, we consistently present it in collocations, chunks and in the context of sentences to show students how it's used. And because the words we choose are carefully aligned to the CEFR levels students are trying to achieve, they are better able to both meet expectations and use the language in a natural way.

And finally, we help students understand and take part in extended conversations through the Developing Conversation sections. We teach the simple patterns and chunks of language that will enable students to keep conversations going for longer, leading to a more dynamic classroom and better learning.

## WHAT'S NEW FOR STUDENTS IN OUTCOMES 3<sup>rd</sup> EDITION

It's not just the focus on students' real needs and wants that makes teachers and learners love *Outcomes*; it's our focus on good learning practices – especially the consistent focus on revision and recycling. The new edition has been widely informed in consultation with teachers from around the world and we are very appreciative of their input and advice. This edition builds on good learning practice in various ways.

### Additional speaking tasks and focus on mediation

We have a new extended speaking section at the end of each unit where students engage in a range of tasks such as debates, problem-solving, creating and conducting surveys, or sharing information and experiences. In the new edition, we have also highlighted tasks that provide practice of different types of mediation skill, **aligned with the updated CEFR**. The result is that students get even more opportunities to **communicate in personalized ways**.

### Clearly stated outcomes and refined language input

All lessons are driven by a communicative outcome clearly stated at the beginning of each unit. Each lesson also has sub aims listed so students and teachers can always see how different exercises relate to the outcomes.

We have also made the learning goals more achievable by closely aligning the language taught to the lesson outcomes. *Outcomes* is already known for helping students use new language effectively by focusing on collocation and giving natural examples. In the new edition, we have more clearly highlighted target language in word boxes or with bolding. We have refined some vocabulary sets to better focus on the lesson outcome or grade language more consistently **in line with CEFR levels**. A fully revised grammar reference provides **short, clear explanations** and additional exercises. The overall effect is to ensure highly **achievable learning goals**.

## Integrated pronunciation

In consultation with teachers using *Outcomes*, we have introduced a regular, **fully integrated pronunciation** activity in each unit where students repeat target vocabulary with collocations and identify problematic sounds to work on. Students can also access extra pronunciation practice in the Online Practice on the Spark platform to work on specific sounds.

## Fast speech, videos and understanding accents

In real life outside the classroom, hearing language can be difficult because people speak quickly and have different accents. To help students with this, some of the listening exercises focus on **processing fast speech more effectively**.

In the **fully updated video sections**, students also get to hear authentic unscripted language from English speakers across the globe, with exercises to help students **understand different accents** and fast speech.

## Tasks for exam success

Part of the real-life outcomes for students is that they often need to take public exams such as IELTS, Key, Preliminary, etc. and many state exams have similar formats. The new edition brings the **updated writing pages** into the core units, and we systematically model and teach the kinds of texts students will have to produce in exams. It also integrates **typical exam-type reading and listening tasks** to support exam success.

## My Outcomes

Evidence suggests that learning improves when students take responsibility and evaluate their own progress. The **new My Outcomes self-assessment activities** at the end of each unit get students to discuss what they have studied, as well as to reflect on how they can practise and improve.

## Additional online learning tools

The revised and expanded **Online Practice on Spark** provides comprehensive unit-by-unit self-study practice of all target language and skills covered in the Student's Book, as well as new 'On the go' banks offering quick, motivating language practice that students can easily complete on their phones, wherever they are. The Online Practice also provides regular progress checks and adaptive remediation tutorials and activities that reinforce the lessons in the Student's Book.

The fully updated **Vocabulary Builder**, in the **Student's eBook on Spark**, contains all key language from the Student's Book and is organized by unit so that learners can easily refer to the words they need while they are studying. For each key word, the Vocabulary Builder includes: definitions, phonetics, collocations, example sentences and word family members. Students can use the annotation tool to add their own notes and translations.

The Online Practice and Student's eBook with Vocabulary Builder, are now easily accessible in one place via **the Spark platform**, so students can consolidate learning even more easily.

## WHAT'S NEW FOR TEACHERS IN OUTCOMES 3<sup>rd</sup> EDITION

Teachers love *Outcomes* because they see the dynamic, motivated classes it creates and the real improvements in students' learning. The new edition maintains this standard while bringing extra support to deliver consistently great lessons and better monitor students' progress.

## Standardized unit sequence with clear goals

Standardizing the sequence of lessons (Conversation Practice, Reading, Listening) and **bringing Writing into the core units** will help teachers and study directors organize their courses more easily. Providing **four goals for each lesson** and prioritizing the **three main communicative outcomes** at the start of each unit will also help guide teachers in how to adapt material for hybrid and online classrooms where the shorter face-to-face lessons will tend to focus on speaking practice.

## Teacher development and support

The demands of the curriculum to develop students' skills in **mediation**, in **learner autonomy and cognition**, or in **taking exams**, can present new challenges for some teachers. As well as providing straightforward structured tasks in these areas in the Student's Book, the *Outcomes* Teacher's Book provides a wealth of additional information and ideas on how to train students in these areas.

The Teacher's Book also has a convenient **teacher development section**, focused on practical advice on everything from organizing pairs and groups to giving feedback to students. Newer teachers may find it useful to read this section in one go and/or build their skills throughout the course with the in-unit references embedded at relevant points.

## Additional photocopiable tasks

Teachers can adapt classes and give extra practice with **simple, effective photocopiable tasks** in the Teacher's Book. As well as fully updating the existing worksheets, we have added an additional communicative fluency task for each unit.

## Integrated digital tools for lesson preparation, teaching and assessment

The new **Spark platform** brings together digital tools that support every stage of teaching and learning.

For reliable placement, the **National Geographic Learning Online Placement Test on Spark** provides student alignment to the CEFR, recommends placement within the *Outcomes* programme and delivers a skills-specific report for each test-taker.

The **Classroom Presentation Tool on Spark** provides teachers with the materials they need to prepare and teach engaging live lessons. It includes the complete Student's Book with video, audio, answer keys and games.

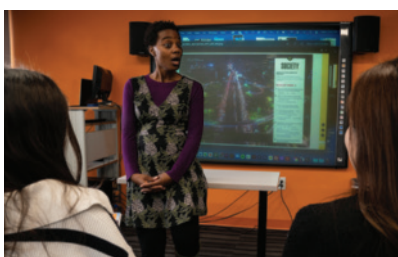
The **Outcomes Assessment Suite on Spark** offers pre-made unit and mid-course review tests and customizable question banks, allowing teachers to easily assign formative and summative assessments for evaluating student progress.

The **Course Gradebook on Spark** allows teachers to track student and class progress against skills, learning objectives and CEFR scales. Integrating results from all assignments in the **Online Practice** and **Assessment Suite**, it provides comprehensive data that can inform future lesson-planning.

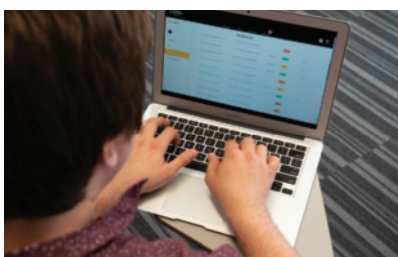


# spark

Bring the world to the classroom and the classroom to life with the Spark platform – where you can prepare, teach and assess your classes all in one place!



**Manage your course and teach great classes with integrated digital teaching and learning tools.** Spark brings together everything you need on an all-in-one platform with a single log-in.



**Track student and class performance on independent online practice and assessment.** The Course Gradebook helps you turn information into insights to make the most of valuable classroom time.



**Set up classes and roster students quickly and easily on Spark.** Seamless integration options and point-of-use support helps you focus on what matters most: student success.



On a hot day in Hong Kong, people crowded into an air-conditioned train. When the lights dimmed, one young woman stood out, lost in the glow of her own digital world.

©Brian Yen

## Integrated digital tools on the all-in-one Spark platform support every stage of teaching and learning:

**Placing** students  
reliably at the right level

**Preparing and  
teaching** live lessons

**Assigning** practice,  
tests and quizzes

**Tracking** student and class progress,  
turning information into insights



# Student's Book unit walkthrough

The **unit opener** introduces students to the topic through compelling photography and engaging discussion points, and sets their expectations for the unit ahead through clear goals focused on practical communicative outcomes.

4

## Time off

### IN THIS UNIT, YOU:

- talk about what you did at the weekend
- talk about holidays / special days you had
- talk about public holidays you enjoyed

### SPEAKING

#### 1 Work in pairs. Discuss the questions.

- 1 Look at the photo. Do you think this is a nice place for a holiday? Why? / Why not?
- 2 Can you think of three things people do in this kind of place?
- 3 Do you like doing these things?

#### 2 Look at these activities. Put ✓ next to things you really like doing, ✓ next to things you quite like doing and X next to things you don't really like doing. Then compare your answers with your partner.

- a spending time outside
- b cooking nice food
- c having interesting things to see and do
- d doing nothing
- e having time to read
- f watching films or TV shows
- g going swimming
- h going out at night

#### 3 Work with a new partner. Say two more things that you really like doing when you have time off.

34



People enjoying time off at the beach in Rio de Janeiro, Brazil.

Unit 4 Time off 35

Clear **learner outcomes** outline what students can expect to achieve by the end of the unit.

Engaging **opener photos** and corresponding **speaking activities** encourage students to make personal connections to the topic and provoke lively discussions.



**Lesson A** prepares students to practise typical conversations that they are likely to have in everyday life. Language development activities in this lesson build towards a Conversation Practice task. The listening section provides context for the language and develops listening skills, with audio featuring English speakers from around the world.

**Lesson goals** ensure students and teachers have a clear sense of progression throughout the unit and an understanding of how each activity links to the main communicative outcome.

The **Developing Conversations** tasks provide students with practical chunks of language that they can use straight away in meaningful interactions inside and outside the classroom.

4A

## I had a great weekend

### SPEAKING

1 **Work in pairs.** Listen to the conversation between two friends. Then say it.

- A: Did you have a good weekend?  
B: Yeah, it was great.  
A: What did you do?  
B: Well, on Saturday morning I went to the gym. Then I met some friends for lunch and in the evening, I went to a party.  
A: That sounds fun.  
B: Yeah, it was. Then on Sunday I just slept and then watched TV. Oh, and I did my homework too.  
A: Oh, nice!  
B: What about you? What did you do?

2 Change the words in purple. Use a dictionary if you need to. Then practise your new conversation with your partner. Exchange roles and repeat.

### LISTENING

3 Look at what four people say about what they did last weekend. Do you think each person had a very good time, an OK time or a bad time?

- I was ill. I had a bad cold.
- We went to a music festival.
- Some friends came to visit, so I showed them round the city.
- Nothing much, really. I did some shopping on Saturday morning.

4 Listen to four conversations. Match the conversations (1-4) with the sentences in Exercise 3 (a-d). Does each person say the weekend was good, OK or bad?

5 Listen again. Match these statements (a-f) with the conversations (1-4).

- We had a picnic in the park.
- I saw DJ Format on Saturday night. He was good.
- I stayed in bed all weekend.
- I cooked lunch for everyone.
- I played tennis, watched TV ... the usual things.
- I needed to relax.

6 Work in pairs. Do you like these things? Why? / Why not?

- busy weekends
- quiet weekends
- going to music festivals
- going to markets
- cooking for lots of people
- showing people round your town / area

### GRAMMAR

#### Past simple positive

The past simple form is usually verb + -ed. If the verb ends in -e, just add -d.

I played tennis and watched TV.

I wanted to go out yesterday.

She agreed with me.

A lot of common verbs are irregular. You just need to learn the past simple forms of irregular verbs.

see – saw	take – took	spend – spent
get – got	read – read	buy – bought

7 Write the past simple form of these verbs.

- show *showed*
- cook
- stay
- go
- do
- have
- come
- is / are

8 Complete the sentences about things people did last weekend with the past simple form of these verbs.

be come get go have spend stay watch

- I \_\_\_\_\_ lunch with my grandparents.
- I \_\_\_\_\_ to the beach with some friends.
- We \_\_\_\_\_ at home and relaxed.
- I \_\_\_\_\_ a football match on Saturday.
- There \_\_\_\_\_ a free concert in town.
- Some friends \_\_\_\_\_ to our house for dinner.
- I went shopping and I \_\_\_\_\_ some new shoes.
- I \_\_\_\_\_ all weekend studying for an exam.

9 Write three things you did in the past that were great and three things that were bad / boring. Work in groups. Share your ideas.

G See Grammar reference 4A.

### DEVELOPING CONVERSATIONS

#### That sounds ...

We use that sounds + adjective to comment on what people say.

A: Some friends came to visit, so I showed them round the city.

B: That sounds nice.

A: I played tennis, watched TV, the usual things.

B: That sounds OK.

10 Write a comment about each sentence using that sounds and one of these adjectives.

bad great interesting nice

- We rented a boat and went on the lake.
- I went for a walk in the countryside.
- I had a headache, so I stayed at home.
- I went shopping with my mum.
- I watched a nature show on TV.
- We had a party at home.

11 Use the ideas from Exercise 10 to have conversations like the ones in Exercise 4.

A: What did you do at the weekend?

B: We rented a boat and went on the lake.

A: That sounds great.

### CONVERSATION PRACTICE

12 Think about last weekend. Did you have a nice weekend? Choose an answer from the list (a-c). Write down two or three things you did.

a 'Yeah, it was great. b It was OK. c Not really.

13 Have conversations about last weekend with different people in your class. Use these questions. Comment on people's answers with that sounds ...

Did you have a nice weekend?

What did you do?

14 M Work in pairs. Which person in the class had the most interesting weekend? Why?



Unit 4 Time off 37

Each unit provides several opportunities for students to develop and practise different forms of **mediation**. These tasks are clearly signposted with the **M** icon and have supporting notes in the Teacher's Book.

**Lesson B** focuses on developing students' reading skills. Vocabulary and grammar activities equip them with the language input they need to engage with a reading text that explores real-world topics, develops reading stamina and provides stimulus for rich classroom discussion.

48

## It didn't rain once

**IN THIS LESSON, YOU:**

- talk about holidays / special days you had
- describe different kinds of holidays
- read messages about a holiday
- discuss holiday activities

**VOCABULARY** *Holidays*

1 Complete the short texts with the words in bold.

- 1 **fantastic, whole, worried**  
Before we left, I was \_\_\_\_\_ about the weather there, but it was \_\_\_\_\_. It was lovely and warm the \_\_\_\_\_ time we were there.
- 2 **fly, trip, wonderful**  
It was the best \_\_\_\_\_ ever! It was my 50th birthday and we decided to \_\_\_\_\_ to Sicily. We stayed in a lovely hotel there and had a \_\_\_\_\_ time.
- 3 **castle, sightseeing, tour**  
We went \_\_\_\_\_ a lot while we were there. We visited all the museums, and one day we went on a \_\_\_\_\_ of the old town and saw the \_\_\_\_\_ too.
- 4 **chat, cycling, relaxing**  
I just stayed at home and spent the week \_\_\_\_\_. I had time to read, \_\_\_\_\_ with friends, sleep. Oh, and one day I went \_\_\_\_\_ in the mountains.

2 Work in groups. Discuss the questions.

- 1 Which person in Exercise 1 do you think had the best holiday? Why?
- 2 How often do you / does your family have a holiday?
- 3 Do you usually go away somewhere or stay at home?
- 4 If you go away, do you always go to the same place or to different places?
- 5 What do you usually do when you are on holiday?

**GRAMMAR**

**Past simple negative**  
To make the past simple negative, we use didn't + verb.  
*It **didn't** rain once.*  
*We **didn't** stay long.*

For the verb be, we use wasn't / weren't.  
*It **wasn't** very expensive.*  
*There **weren't** many people around.*

6 Complete the sentences with the negative form of the past simple verbs in brackets.

- 1 I \_\_\_\_\_ much on Sunday. (did)
- 2 I \_\_\_\_\_ until eleven. (got up)
- 3 I wanted to have breakfast, but there \_\_\_\_\_ any coffee or bread in the house. (was)
- 4 I went to the shop, but I \_\_\_\_\_ my keys. (took)
- 5 The shops \_\_\_\_\_ open. It was a holiday! (were)
- 6 I went to a café and I had a coffee, but then I saw that I \_\_\_\_\_ any money! (had)
- 7 I went back to my flat. I broke a window to get in. I \_\_\_\_\_ out again after that. (went)

7 Complete the sentences with the past simple negative form of these verbs.

be   buy   do   eat   go   have   see   understand

- 1 I wanted to buy it, but I \_\_\_\_\_ any money.
- 2 The film was in English. I \_\_\_\_\_ anything!
- 3 The beach was very quiet. We \_\_\_\_\_ anyone there for three days.
- 4 We went shopping, but I \_\_\_\_\_ anything.
- 5 I had a very quiet weekend. I \_\_\_\_\_ anywhere.
- 6 We stayed in a small town. There \_\_\_\_\_ any shops!
- 7 I \_\_\_\_\_ anything special. I just stayed in.
- 8 I felt ill, so I \_\_\_\_\_ anything at dinner.

**G** See Grammar reference 48.

**READING**

3 Read the messages on page 39 between a Danish man, Nicklas, and his Italian friend, Alesia. Number the photos (a-d) in the order they are talked about (1-4).

4 Read the messages again. Answer these questions.

- 1 Where did Nicklas go?
- 2 Did he go on his own?
- 3 How long was he there for?
- 4 Was the weather good?
- 5 What did he do there?
- 6 Do you think it was a good holiday? Why? / Why not?

5 Work in pairs. Tell each other the best place in your area / country.

- 1 to go sightseeing.
- 2 to go walking.
- 3 to go swimming.
- 4 to spend a week relaxing.
- 5 to go out at night.
- 6 for driving around.

READING






**MESSAGES**

Hi Alesia. How are you? Hope you and your family are well. Just to let you know Helena and I are back home now after three fantastic weeks in Wales.

Hey Nicklas! Oh wow, that sounds great.

It was. We had a wonderful time. We flew to Cardiff, the capital, and spent a few days there. It's a really nice city. We went sightseeing every day and visited the museums. Oh, and we went on a tour of the castle. We really enjoyed going out at night too. It's a fun place – and it wasn't very expensive! You'd love it.

I'm sure. I want to visit one day!

Then after that, we rented a car and spent two weeks driving round the country. It's really beautiful! I was worried about the weather, but it didn't rain once. We stayed in B&Bs and met some really lovely people.

Lucky you! What was the best place you went to?

I think my favourite place was the south of the country. We went walking in the mountains for a few days. It was lovely and quiet. On the first day we didn't see anyone else – we only saw cows and sheep!

Oh, nice! It's always good to leave the city for a bit, right?

Yeah, but now we're back in Copenhagen and back at work! Anyway, how was your summer? Did you go on holiday anywhere? Did you have a good time?

I did, yeah. I'm at work now. Are you free later for a chat?

Sure. Call after seven and tell me everything! And hey, come and visit us soon. Maybe in September? The weather is still OK, then.

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Unit 4 Time off 39

Topic-related **vocabulary** is clearly presented in useful chunks and within the context of sentences to show students how it's used.

**Grammar sections** provide students with the language they need to achieve the communicative outcome of the lesson. Grammar is clearly presented, with students encouraged to actively notice the features of the form. A fully revised Grammar Reference section with additional practice can be found at the back of the book.

**Lesson C** exposes students to a variety of text types exploited through exam-type listening tasks to support exam success. Accompanying audio showcases the range of accents students are likely to hear when communicating in international contexts. The lesson culminates in an extended speaking task in which students can put the ideas and language from the unit as a whole into practice in an engaging communicative task, often providing opportunity to practise mediation skills.

**Pronunciation P** activities encourage students to identify and practise problematic sounds in the target vocabulary.

**Fast speech FS** activities help students process difficult-to-hear language – a crucial skill for taking part in successful communication beyond the classroom.

4C

## What did you do?

### IN THIS LESSON, YOU:

- talk about public holidays you enjoyed
- discuss what people do on public holidays
- practise listening to a school podcast about public holidays
- ask and answer questions about past public holidays

### VOCABULARY Public holidays

#### 1 Work in groups. Discuss the questions.

- How many public holidays do you have in your country?
- What's your favourite public holiday? What do you normally do?
- Do you know about any other public holidays around the world?

#### 2 Complete the sentences with these pairs of words.

envelopes / luck   flowers / national   off / picnics  
paint / dead   sing / laugh   terrible / away

- We \_\_\_\_\_ songs and \_\_\_\_\_ with our friends.
- We have a day \_\_\_\_\_ and people often have \_\_\_\_\_ in the park or in the countryside.
- We \_\_\_\_\_ our faces and remember \_\_\_\_\_ people in our family.
- We give each other gifts and \_\_\_\_\_, and we wear our \_\_\_\_\_ clothes.
- The traffic's usually \_\_\_\_\_ because everyone wants to go \_\_\_\_\_ for a few days.
- Adults give children money in red \_\_\_\_\_, and we open all the doors and windows for good \_\_\_\_\_.

#### 3 Listen to the words from Exercise 2 and practise saying them on their own and in a phrase. Which words / phrases do you find hard to say? Practise saying them again.

#### 4 Think of public holidays from last year. Choose four things from Exercise 2 to describe what happened. Tell a partner.

*Last year, I gave my mum flowers for Mother's Day. Everyone wanted to visit their families for the holiday.*

### LISTENING

#### 5 In fast speech, questions using are / were and do / did can often sound similar. Listen to six pairs of questions. In each pair, which question is asking about the past: a or b?

#### 6 Listen to part of a school podcast about different public holidays. Answer the questions.

- Which holidays do they talk about?
- Where do they happen?
- When are they?

#### 7 Work in pairs. Check you understand these words from the three stories. Then decide which speaker used each group of words. Listen again to check.

- three – drove – clear – cloud – views – traffic – two
- work – missed – old – remember – prepare – happy – sad
- fire – beach – night – songs – swam – warm – slept

#### 8 Work in pairs. Say as much as you can about what each speaker did, using the words in Exercise 7.

*They made a fire on the beach with some friends.*

### GRAMMAR

#### Past simple questions

We make past simple questions using *did* + subject + verb.

*Did you do anything special?*

Where *did* you go?

For the verb *be*, make questions with *was* / *were*.

*Was the weather OK?*

Where *were* you for this day this year?

#### 9 Write past simple questions to ask a friend about what they did for a public holiday. Use these notes.

- you / go away anywhere?
- where / go?
- who / go with?
- have a good time?
- how long / there for?
- where / stay?
- the weather good?
- the food good?

#### 10 Match these answers (a-h) with the questions in Exercise 9 (1-8).

- Yes, I did. I love it there.
- Yes, great. I ate lots of fish and chips.
- At a friend's place.
- Yes, I did. I went to the coast.
- Three days.

- I went on my own.
- A town called Hastings.
- It was great, yes. Really hot and sunny.

See Grammar reference 4C.

### SPEAKING TASK

#### 11 Think about what you did on different public holidays in the past. Look at the questions and make notes.

- Which public holiday was the most special?
- Where were you?
- Who were you with?
- What did you do?
- Why was it so special?

#### 12 Talk to at least three different people in your class. Take turns to ask and answer the questions in Exercise 11. With each person, ask three more connected past simple questions to continue the conversation.

#### 13 Work in pairs. Who was most similar to you? In what way?

### MY OUTCOMES

#### Work in pairs. Discuss the questions.

- What conversations were fun to have?
- What can you now talk about in English?
- What did you learn about other students and their lives?
- What part of this unit do you want to look at again and practise?



People celebrate Día de los Muertos in South San Francisco Bay, US.

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Unit 4 Time off 41

The **My Outcomes** reflective tasks encourage students to personalize their learning journey by discussing what they have learned in the unit, how they can improve, and what language and skills they'd like to practise and use outside of the classroom.



A **Writing lesson** every two units models and teaches text types that students will need to produce in real life and in exams.

The **writing genre** often reflects texts that students will be expected to produce in international exams.

**Useful Language** sections introduce and practise relevant language to support students in their writing practice.

## WRITING 2

### Introducing yourself

#### SPEAKING

- 1 Work in groups. Discuss the sentences and say if they are true for you. Why? / Why not?
  - 1 On holiday, I like meeting local people.
  - 2 I sometimes do home stays – I stay in other people's homes when I travel.
  - 3 It's good to rent a room in your home to tourists or students.
  - 4 I know someone who rents a room in someone's home.
  - 5 I don't want to rent a room in my family home to anyone.

#### WRITING

- 2 Read an advertisement on a website for offering a home stay. Answer the questions.
  - 1 Where is the home?
  - 2 How many people live there?
  - 3 What sounds good to you about the place?
  - 4 Can you think of any possible problems with the place?

#### IN THIS LESSON, YOU:

- write a short introduction to yourself for a home stay
- talk about staying in someone's home and renting a room
- read an offer of a home stay and guests' introductions
- improve your writing by joining sentences in simple ways

Hi, I'm Karina. I live in an area called Providencia in Santiago de Chile. I'm retired now, but I was a bank manager. I live in an apartment with my daughter Sandra, who is 27, and our small dog.

The apartment is on the third floor. Your room is quite small, but there are two cupboards for your things and there is a bathroom only for you. You can share the kitchen. There's a gym in our building that you can use and there's a park near here too. There's a metro station and lots of shops near our building.

I'm at home most of the day. I like reading, taking the dog for a walk, cooking and playing chess and other games.

My daughter works in an office. In the evening she often cooks with me. She loves music and she goes out a lot to see bands. She plays the electric guitar.

From \$16/night

- 3 Work in pairs. Compare your answers. Would you like to stay in Karina's home? Why? / Why not?

The district of Providencia in Santiago de Chile.

#### WRITING

- 4 Work in pairs. Read the introductions of two people who are interested in renting Karina's room. Who do you think is the best guest for Karina? Why?



**ANDRZEJ**  
Poland  
Age 20–25

2 AUGUST

My name's Andrzej. I'm 22 and I'm from Gdansk in Poland. I'm coming to Chile to do a music course. I want to stay for about 18 months. I speak Spanish OK. I'm a friendly person, but I'm quiet. I stay at home a lot and I practise the violin and write music. I also like reading and watching movies. I'm clean and tidy.



**Kim Eun-jung**  
Korea  
Age 55–60

3 AUGUST

I'm Kim Eun-jung. I'm 57. I'm from South Korea. I'm coming to South America to travel. I want to stay in Santiago for a month. I don't speak Spanish. I have two children who are 28 and 32. I worked for a big Korean company, but I retired last year. I like travelling and meeting new people. I also like walking and playing golf.

- 5 Work in pairs. Complete these sentences from the texts with up to three words or numbers. Don't look back at the texts.

- 1 My \_\_\_\_\_, Andrzej.
- 2 I'm coming to Chile to do \_\_\_\_\_.
- 3 I want to stay for \_\_\_\_\_.
- 4 I also like reading \_\_\_\_\_.
- 5 I'm Kim Eun-jung. I'm \_\_\_\_\_.
- 6 I'm coming to South America \_\_\_\_\_.
- 7 I want to stay in Santiago for \_\_\_\_\_.
- 8 I also like walking \_\_\_\_\_.

- 6 Tell your partner about someone you know who:

- plays music.
- plays a sport.
- plays games at home.
- is quiet.
- is retired.

#### USEFUL LANGUAGE

##### And and but

We can join two short sentences with *and* or *but*.

I'm 22. I'm from Gdansk. → I'm 22 **and** I'm from Gdansk.

I'm coming to South America to travel. I want to stay in Santiago for a month. → I'm coming to South America to travel **and** I want to stay for a month.

I worked for a big Korean company. I retired last year. →

I worked for a big Korean company, **but** I retired last year.

I'm a friendly person. I'm quiet. → I'm a friendly person, **but** I'm quiet.

- 7 Work in pairs. Answer the questions.

- 1 How do you say *and* and *but* in your first language?
- 2 Where do the words come in the sentence – at the start, the middle or the end?

- 8 Join these sentences using *and* or *but*.

- 1 I'm at university. I study business.
- 2 I'm from the UK. I live in Brussels.
- 3 Our home is near a metro. You can get to the centre in fifteen minutes.
- 4 My apartment has two bedrooms. There are two bathrooms.
- 5 Our building has parking. We don't have a space.
- 6 I have a car. I prefer to cycle in the city.
- 7 I love going to the cinema. I also like listening to music.
- 8 I visited the capital last year. I was only there for the day. I didn't really see anything.

- 9 Write four sentences about your home and family. Write two sentences with *and* and two sentences with *but*.

*The kitchen is small, but the bedrooms are big.*

*My brother plays the piano and I play the guitar.*

#### PRACTICE

- 10 Write an introduction to yourself for a home stay as in Exercise 4. Write 50–80 words.

- 11 Work in pairs. Read your partner's introduction. Discuss the questions.

- 1 Do you want to know anything else about your partner?
- 2 How similar are you?

- 12 Would you change your introduction if you were writing it for one of these reasons? What would you change?

- 1 for people working together
- 2 for people travelling together on a group holiday
- 3 for finding people to share a house / apartment

Students work with a practical **writing model** before producing their own text of the same genre.

**Review lessons** revisit topics and conversations from the previous two units and consolidate learning through additional practice of the target language. The review features two brand new videos, each linked to a different unit, in which students hear authentic, unscripted language from English speakers from around the world.


New **'Out and about' videos**, featuring real *Outcomes* students and teachers, showcase natural language in use and introduce students to a wide range of accents.

New **'Developing Conversations' videos** model improvised conversations linked to the topic and Developing Conversations focus in Lesson A. This enables students to make the connection between what they learn in class and the conversations they will have outside the classroom.

REVIEW 2


Video

Grammar and Vocabulary



**VIDEO Out and about**

- Work in groups. What did you do last weekend?  
**Understanding accents**  
Some accents use an /t/ sound instead of an /tʃ/ sound, so feel /tʃtʃ/ may sound more like /tʃtʃtʃ/.
- Watch six people answer the same question. How many different activities did you hear? Then work in pairs. Did anyone have similar experiences to you?
- Watch again. Match one or two sentences with each speaker.
  - a I went for something to eat with friends.
  - b I saw a really good film about Ireland.
  - c I did something that I don't normally do.
  - d I want to do well in my IELTS exam.
  - e I recently moved to the city.
  - f It rained, but then there was some sun.
  - g I was a bit ill.
  - h I went out at night with some friends.
  - i I went for a long walk.
- Tell your partner about the last time you did four of these things.
  - 1 went for a long walk
  - 2 did something a bit different
  - 3 went out at night
  - 4 did an English exam
  - 5 felt a bit ill
  - 6 went for something to eat



**VIDEO Developing conversations**

- You're going to watch someone asking about places they want to go to. Watch and take notes about where they want to go.
- Work in pairs. Compare what you understood. Watch again if you need to.
- Watch again. Complete the sentences with two or three words in each gap.
  - 1 Excuse me, do you \_\_\_\_\_?
  - 2 There is one \_\_\_\_\_ just walk straight ahead and you turn left ...
  - 3 But unfortunately, it closes \_\_\_\_\_.
  - 4 I'm looking for a quiet place \_\_\_\_\_ write a birthday card.
  - 5 OK. Perfect. And \_\_\_\_\_ if they sell pens?
  - 6 But there is a shop just right \_\_\_\_\_ road.
  - 7 Got it. And the bank is \_\_\_\_\_, right?
  - 8 OK. I got it. Thank you so much. \_\_\_\_\_ kind.

**CONVERSATION PRACTICE**

- Work in pairs. You're going to practise a conversation.
  - 1 Choose a Conversation practice from either Lesson 3A or Lesson 4A.
  - 2 Look at the language in that lesson.
  - 3 Check the meaning of anything you don't remember with your partner.
  - 4 Have the conversation. Try to do it better than the last time you did it.

**GRAMMAR**

- Choose the correct option to complete the sentences.
  - 1 There's a café on / in the corner of this road.
  - 2 Our house is in front / next to a school.
  - 3 Simon's / Simon parents live on this road.
  - 4 Can you give he / him the keys.
  - 5 I'm sorry, I can't / can see the board.
  - 6 Did you went / go out last night?
  - 7 They were / was both ill at the weekend.
  - 8 My house is at / in the end of this road opposite / between the church.
- Complete the text with the past simple form of the verbs in brackets.
 

We <sup>1</sup> \_\_\_\_\_ (have) a great holiday in Greece. We <sup>2</sup> \_\_\_\_\_ (fly) to Athens and <sup>3</sup> \_\_\_\_\_ (spend) three days there and <sup>4</sup> \_\_\_\_\_ (see) all the famous sights. After that, we <sup>5</sup> \_\_\_\_\_ (take) a boat to Mykonos and we <sup>6</sup> \_\_\_\_\_ (stay) in a small hotel near the beach.
- Rewrite the sentences as negatives (-) or questions (?).
  - 1 I can come to the next class. (-)
  - 2 There was a beach near the hotel. (?)
  - 3 The hotel was very good. (-)
  - 4 He had a nice time. (?)
  - 5 I understood everything. (-)
  - 6 You can look for it later. (?)
- Complete the questions in the conversation. Use the words in brackets and a question word if you need to.
 

A: <sup>1</sup> \_\_\_\_\_ a nice weekend? (you / have)

B: Yes, it was great.

A: <sup>2</sup> \_\_\_\_\_? (do)

B: I went to stay with my brother.

A: That's nice. <sup>3</sup> \_\_\_\_\_? (live)

B: Dublin. We went to the theatre on Saturday night.

A: <sup>4</sup> \_\_\_\_\_? (see)

B: The Lion King.

A: <sup>5</sup> \_\_\_\_\_? (it / good)

B: I liked it, but my brother didn't.
- Listen and write the six sentences you hear. Include these words.
  - 1 think / things
  - 2 can / off
  - 3 bank / road
  - 4 long / there
  - 5 anyone / knew
  - 6 I / what

**VOCABULARY**

- Match the two parts of the phrases.
 

1 sing	a a taxi / an engineer
2 send	b the dishes / my hands
3 go	c our faces / the house
4 call	d my home / a car
5 paint	e a birthday card / someone a gift
6 wash	f songs / Happy Birthday
7 wear	g my glasses / somewhere to live
8 rent	h my room tidy / warm
9 keep	i cycling / for a walk
10 look for	j our national clothes / shorts
- Decide if these words are about places for things you need, home or holidays. There are five items in each group.
 

apartment	away	bookshop	castle
chemist	cleaning	cooking	furniture
heating	library	post office	sightseeing
sports centre	tour	trip	
- Choose the correct option to complete the sentences.
  - 1 Do you have a brush / shelf so I can clean the floor?
  - 2 Do you want to pick up / come round later for dinner?
  - 3 Is there anywhere quiet / noisy where I can study?
  - 4 Can I share your book? I forgot / moved mine.
  - 5 Can you repair / check the window is closed?
  - 6 I put the flowers in the rubbish. They were broken / dead.
  - 7 Is there anywhere near here I can change / find money?
- Complete the text with one word in each gap. The first letters are given.
 

I had a week 'of \_\_\_\_\_ from work last month and went to Greece for a holiday. I was a bit 'wo \_\_\_\_\_ because it was my first time travelling alone, but it was fine! I stayed in a hostel in Athens and there were lots of people my age. We sat in the café and 'ch \_\_\_\_\_ together in the evening and we 'fa \_\_\_\_\_ a lot. I also spent two days on an island. One day, the weather was 'te \_\_\_\_\_, so I stayed inside all day and 're \_\_\_\_\_. The next day, I went to the beach and went 'sw \_\_\_\_\_, I took a picnic and spent the 'wh \_\_\_\_\_ day there. It was 'fa \_\_\_\_\_.

Students have the opportunity to revisit one of the **Conversation Practice** tasks from the previous units that they would like to improve on.

Additional **grammar** and **vocabulary activities** revise the language students have learned and offer practice of task types found in international exams.

# 1

# People and places

## IN THIS UNIT, STUDENTS:

- have a conversation about themselves when they arrive in a place
- talk about what's good / bad about the place they're from
- talk about the jobs people in their class do

## SPEAKING

### AIM

to introduce the theme with a photo; to get students introducing themselves

**Optional lead-in activity 1** Start by saying your name and writing it on the board. Ask: *What's your name?* and encourage responses from three or four individuals in the class. Ask students to ask and answer the question across the class. Then put them in groups of three to ask and answer the question. Alternatively, in a small class, ask everybody to stand up, walk round, and find out everybody's name.

**Optional lead-in activity 2** Tell students to look at the unit title and photo. Ask: *What is the unit about? What words and phrases can you think of?* Brainstorm words connected with the topic, e.g. *sister, friend, town, house, apartment*, etc.

**Optional extra activity** There are various 'getting to know you' games that you could play to help break the ice. Here is one idea you could use: Bring in a bean bag or light rubber ball. Say: *Hello, I'm John / Joan* and throw the ball to another student. Prompt the student to say: *Hello, I'm ...* and then say their name before throwing the ball to another student. When the ball gets back to you, say, *Hello, I'm John / Joan and this is ...* before throwing the ball to the student whose name you have said. It then becomes a memory game. Students must say their name and introduce another student before throwing the ball. By the end of the game, students should have all memorized each other's names.

- 1** Lead in by asking questions about the photo. Ask: *What place can you see? What people can you see?*
- Organize the class into pairs to discuss the questions. Go round the class and check students are doing the task. Help with ideas and vocabulary if necessary.
  - In feedback, ask different pairs to answer the questions.

### Example answers

- 1 In a hostel
- 2 They might be travelling together or they might have met in the hostel.
- 3, 4 Students' own answers

## Culture notes

The photo shows travellers waiting for their meal in a hostel in Torres del Paine National Park, Patagonia, Chile. Hostels are cheap places for travellers to stay. People usually have to share a room with people they don't know, and there is simple food, but people are usually very friendly and they are good places to meet other travellers.

Torres del Paine National Park is an area of Patagonia that is very popular with walkers. It has some beautiful mountains and lakes and you can walk for several days here.

- 2** Ask students in pairs to read through the sentences and discuss the question. Go round the class and check students are doing the task, and help with ideas and pronunciation if necessary.

- In feedback, ask students which phrases they want to use.
- Follow up by drilling a few of the phrases. Read them out and get students to repeat after your model. Make your intonation pronounced as a wide intonation pattern signals that you are friendly and welcoming.

### Answers

Depending on the situation, all these phrases could be used. Focus on getting students to memorize and use any that they feel comfortable saying.

## Language culture notes

In informal situations, saying *Hi* or *Hi. How are you?* is an easy way to start a conversation. Using *Nice to meet you* is friendly, but a bit more formal – what you might say at a conference rather than in a hostel.

- 3** Ask students to choose and prepare things to say to classmates, using the sentences in Exercise 2.
- Tell students to stand up, walk round the class, and ask questions. Join in the activity yourself and model phrases accurately. Encourage students to use phrases and (if students in your class don't already know each other) learn and repeat each other's names.
- 4** Organize the class into new pairs. Tell students to work together to try to say all the names in your class.



**Optional extra activity 1** Getting to know names is important – it helps bond a new class. Ask students to design name cards, bring them to each lesson, and place them on their desks so everybody (including you) knows who they are. After a few lessons, when everybody has got to know each other, you won't need the cards.

**Optional extra activity 2** Start the next lesson by asking students to introduce themselves again. Ask them to find out names, and sit in the class in the alphabetical order of their names. This mixes students and encourages them to get to know each other.

## DEVELOPING LEARNER INDEPENDENCE

### AIM

to become familiar with the coursebook and its aims

Ask students in pairs to flick through their new coursebook and answer these questions.

- 1 How many units are there? What are the different units about?
- 2 There are three sections in each unit – A, B and C. Which section has a long reading text?
- 3 Where is the Conversation Practice? Where is the Speaking Task? Where is Writing?
- 4 Where are the Grammar and Vocabulary references?
- 5 What is interesting about the book?
- 6 Which pictures do you like?

## TEACHER DEVELOPMENT 15: LEARNER INDEPENDENCE

Go to page 226 for information and advice.

# 1A Where are you from?

Student's Book pages 8–9


### IN THIS LESSON, STUDENTS:

- have a conversation about themselves when they arrive in a place
- talk about where they're from and where places are
- practise listening to people talk about where they're from
- use the verb *be* to talk about themselves and others

## SPEAKING

### AIM

to introduce ways of asking and answering questions about where people are from

- 1  Ask students to read through the conversation. You could check any words students don't know at this stage (e.g. *on the coast*), but note they will be checked in the following Vocabulary section.
  - Play the audio. Tell students to listen and follow in their books.
  - Organize the class into pairs to practise reading out the conversation to each other. Tell students to exchange roles and practise more than once. Monitor and prompt students to correct pronunciation and attempt an appropriate intonation pattern as they speak.

### Audio script

A: Hi. How are you?  
B: Good, thanks.  
A: Where are you from?  
B: Spain.  
A: Oh nice. Where exactly?  
B: Tarragona. Do you know it?  
A: No. Where is that?  
B: It's in the north-east.  
A: OK. Is it nice?  
B: Yeah. I like it. It's on the coast.  
A: Is this your first time in Paris?  
B: No. It's my second time.  
A: Well, welcome back!

- 2 Ask students in pairs to change the words in purple and practise reading out the conversation again. If you have students from a variety of countries, encourage them to talk about where they are from. If your students are from the same place, you could ask them to be imaginative and invent more exotic places to talk about.
  - Monitor as students practise, and correct mistakes.

**Optional extra activity** Practice makes perfect. Ask students to practise the conversation three or four times, trying to memorize more and more of it each time. Then ask them to close their books and try to remember as much as they can and use their own ideas for the rest.

## VOCABULARY Where?

### AIM

to introduce and practise ways of saying where places are

 See Vocabulary reference 1A in the Student's Book. 

- 3 Ask students to look at the photos. Ask: *What places can you see?* Elicit phrases from students and see how well they can already describe places.
  - Ask students to match the words in bold to the photos. You could organize the class into pairs to do the matching task, or have students work individually then check in pairs.
  - In feedback, elicit answers from students, and check any words students are unsure of.

## Answers

1 c 2 f 3 g 4 h 5 a 6 d 7 e 8 i 9 b

### Language and culture notes

In English, cities, countries and continents have capital letters. Generally, we do not use 'the' with countries or continents. However, there are some exceptions when talking about some regions and some countries which are either groups of islands or groups of regions or states: e.g. *the Middle East, the Seychelles, the United States / the US, the United Kingdom / the UK, the United Arab Emirates / the UAE*.

### TEACHER DEVELOPMENT 3: APPROACHES TO VOCABULARY

Go to page 220 for information and advice.

- 4 **P** ▶ Play the audio. Students listen and practise. You could pause at difficult phrases and model phrases yourself to help students say them correctly.
- In feedback, ask students to say which phrases were hard and focus on them as a class. Comment on any errors students made.

#### Audio script

- 1 on the coast, it's on the coast
- 2 in the east, in the east of China
- 3 north-west, in the north-west of Italy
- 4 in the countryside, a little place in the countryside
- 5 Africa, in west Africa
- 6 in the mountains, a little place in the mountains
- 7 island, on the south island
- 8 rich, a rich part of the country
- 9 parts of Asia, from other parts of Asia

### Pronunciation notes

Note the difficult pronunciation: Asia /eɪʒə/. Note the silent 's' in island.

### TEACHER DEVELOPMENT 5: DRILLING FOR PRONUNCIATION

Go to page 222 for information and advice.

- 5 Organize the class into pairs to think of examples. At this point you could mix students up so they are working with a new partner. In feedback, elicit some ideas and write the more interesting examples on the board. An alternative is to turn this into a competition – find out which pair can make the most sentences.

**Optional extra activity 1** Write some well-known places on the board and ask students to say where they are, using language from the lesson. Choose places your students will know, or use this list: *New York, Sri Lanka, Cairo, Tokyo, Kathmandu*.

**Optional extra activity 2** Organize the class into pairs. Student A says a place (e.g. *Barcelona, Rio*). Student B says where they are (e.g. *On the coast!*)

## LISTENING

### AIM

to practise listening to a conversation for general and specific understanding

- 6 ▶ Start by setting the scene. Read out the situation. Say: *You want to know where Nancy is from. What questions do you ask?* Elicit *Where are you from?* and *Where exactly?* Read through the places in the box to show students how they are likely to be pronounced.
- Ask students to look at the question.
  - Play the audio. Tell students to listen and tick the places in the box that the people are from. After listening, tell students to write *Gede* and *Nancy* in their notebooks, then use the words in the box to write where they are from.
  - Ask students to compare answers in pairs.
  - Elicit answers in feedback.

### Answers

Nancy: the UK, Neston, in the North (her parents are from Malaysia)


Gede: the north of Bali

### Audio script

G = Gede, N = Nancy  
G: Let me take your bag.  
N: Thank you.  
G: My name is Gede.  
N: I'm Nancy.  
G: Hello, Nancy. Welcome to Bali.  
N: Good to be here.  
G: Is this your first time in Bali?  
N: Yeah.  
G: Well, welcome! I hope you enjoy it. Are you OK? You're not tired?  
N: No, thanks, I'm OK.  
G: Where are you from, Nancy?  
N: The UK, but my parents are from Malaysia.  
G: Oh, Malaysia! Where exactly? Kuala Lumpur?  
N: No – Kangar. Do you know it?  
G: No. Where is that?  
N: It's in the north – near Thailand. We still have some family there.  
G: But you live in the UK.  
N: Yes, I was born there.  
G: Where exactly?  
N: Near Liverpool. I don't think you know it. It's a little town near the sea, called Neston.  
G: Living near the sea is good – clean air.  
N: Yes, I'm at university in Liverpool now – it's not so good – a lot of traffic.  
G: Same here in Denpasar!  
N: Really?  
G: Very bad.  
N: So Gede, are you from Denpasar?  
G: No. I live here now, but I'm from the north of Bali – a little place on the coast.  
N: Is that part of the island nice?  
G: Very nice but quiet. Maybe you want something more ... er ...  
N: No. Quiet is good. My home is quiet.

## Culture notes

Bali /bəˈliː/ is one of the many islands that make up Indonesia. It is part of the Coral Triangle, and has high biodiversity of marine species, especially fish and turtles. It is the most popular holiday destination in Indonesia and is especially popular with Australians as it is quite close to their country. Denpasar is the capital of Bali.

- 7**  Give students time to read the sentences. Check any unknown words.
- Play the audio again. Ask students to listen and write *T* (true) or *F* (false) next to each sentence.
  - Ask students to compare answers in pairs.
  - Elicit answers in feedback.

### Answers

- 1 *T* ('Is this your first time in Bali?' 'Yeah.')
- 2 *F* ('You're not tired?' 'No, thanks, I'm OK.')
- 3 *F* (they are from Kangar, in Malaysia)
- 4 *F* (she's from a little town near the sea)
- 5 *T* (she's at university in Liverpool)
- 6 *F* (she says 'Quiet is good.')

## EXAM-STYLE SKILLS TASKS:

### How to do a true and false exercise

Students at elementary level are asked to decide if sentences are true or false in a number of common exams.

To do this task effectively, students should:

- 1 Listen out for phrases that give the answer using different words or ways of expression than the true or false sentence. Provide an example with sentence 1. The sentence says *It's Nancy's first visit*. The taxi driver asks *Is this your first time in Bali?* and Nancy says *Yeah*. Note that *first visit* and *first time in Bali* mean the same, so the answer is *T* (true).
- 2 Justify answers to show they know. Get students to say what they heard, and explain how this justifies their answer. Even if they get the answer wrong, discussing what they heard is revealing and helps them get better at doing this sort of exercise. If students have lots of problems, let them research answers in the audio script so they get better at knowing what to listen out for.

## TEACHER DEVELOPMENT 10: DEVELOPING LISTENING SKILLS

Go to page 224 for information and advice.

- 8** Start by reading out sentences 1 to 5 while students read and listen. Then model the activity by changing some of the words in purple and inserting true information about you. Check 'was born', 'live' and 'move' by translating, or by showing the meaning with mime as you speak (e.g. miming rocking a baby as you say 'was born' and miming walking with your fingers when you say 'moved').

- Ask students in pairs to take turns to talk. Monitor closely, and pick up any errors or mispronunciations of language connected to countries and parts of the world. In feedback, point out any good, interesting or useful pieces of language students produced, and correct any errors you heard as well.

**Optional extra activity** Ask students to write three sentences about where they are from – two true, one false. Students read their sentences. The class guess which is false.

## DEVELOPING CONVERSATIONS

### Where exactly?

#### AIM

to introduce and practise asking for more detail about where a person is from

- 9** Read through the information in the box as a class.
- Model the conversation in the box by reading it out loud. Emphasize the exaggerated intonation pattern when saying each question.
  - Ask the two questions again and nominate students in the class to answer (e.g. *T: Alessandra ... Where are you from? A: [Brazil.] T: Where exactly?*). You could drill the conversations in open pairs – nominate a student to ask and a student to respond (with true answers).
  - Once students have the idea, organize them into pairs. Read out the example conversation, then point out the prompts in 2 to 5. Students take turns to ask and answer.
  - Monitor as students speak. Prompt students to repeat conversations if they make errors.
- 10** Ask students to work with a different partner to repeat the conversation, but this time inventing an answer to the question *Do you know it?* Read out the example to give students the idea.
- In feedback, ask a few pairs to model one of their conversations for the class.

## GRAMMAR Present simple *be*

#### AIM

to check students' understanding of how to use *be* in the present simple

- 11** Read through the information in the Grammar box as a class. Then organize the class into pairs to write sentences. Monitor and note how well students understand the rules.
- In feedback, elicit the students' answers and correct any errors.

## Answers

- 1 My name is Taylor.
- 2 I'm not good at English.
- 3 Are you from Paris?
- 4 My grandmother is very old. She's 92.
- 5 She's from the South. It isn't a rich part of the country.
- 6 Mario is my boyfriend. We aren't married.
- 7 This is my first time here. Is it always so hot?
- 8 How old are you? Are you still at school?

## Language notes

The verb *be* is taught here first, and in isolation, not just because it is so common and useful, but because, unusually, it has three different irregular forms, (*I am, he / she / it is* and *you / we / they are*). It is further complicated for low-level learners by the fact that it generally contracts to *'m, 's* and *'re*, and the negative form *not* also contracts. Note that *I'm not* is correct but *I amn't* isn't correct, whereas *he isn't* and *you aren't* are generally preferred to *he's not* and *you're not*, which are possible but often used when being emphatic.

You will need to give students plenty of guidance and practice to become accurate in the form, and students whose alphabet is different from that of English may struggle to get apostrophes in the right place in the contracted forms.

Students may struggle to pronounce the difficult long vowels and diphthongs involved in the pronunciation (e.g. *aren't* /a:nt/ and *we're* /wɪə/).

Students may forget to switch round subject and verb when making questions: *You are from France?*

Look out for students missing out pronouns (Spanish speaker: *Is cold today.*) or missing out *be* altogether (Russian speaker: *Where you from?*), depending on their first language.

## TEACHER DEVELOPMENT 6: APPROACHES TO GRAMMAR

Go to page 222 for information and advice.

**12** Start by modelling a few things students could write (e.g. *I'm from China; I'm French; My mum isn't from here*). Then give students two minutes to prepare their own ideas. Monitor and help with vocabulary and formulation.

- Organize the class into groups of four or five. Students take turns to share ideas. Monitor and note down errors or examples of good language you hear.
- In feedback, look at language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

**Optional extra activity** Say a list of sentences about yourself using language students know already, e.g.

*My name is Andrew.*

*I'm from Leeds.*

*I'm British.*

*I'm hungry.*

*I'm a student.*

*I'm a Spanish speaker.*

*I'm a teacher.*

*I'm 55.*

Ask students to write their own list. Find out who can make the longest list in two minutes.

**G** For further guidance and practice, see **Grammar reference 1A** in the Student's Book. It explains use and form in greater detail, and provides written accuracy practice.

## Answers to Exercises 1, 2, 3 and 4, Grammar reference 1A

- |         |        |       |       |
|---------|--------|-------|-------|
| 1 1 are | 2 'm   | 3 's  | 4 are |
| 5 'm    | 6 's   | 7 Is  | 8 are |
| 9 Is    | 10 's  | 11 's | 12 's |
| 13 'm   | 14 're |       |       |

- 2** 1 It's not interesting. / It isn't interesting.  
2 She's not from Germany. / She isn't from Germany.  
3 They're not students. / They aren't students.  
4 I'm not hungry.  
5 You're not late. / You aren't late.  
6 It's not boring. / It isn't boring.
- 3** 1 A: Where are you from?  
B: I'm from Italy.  
2 A: What's your job?  
B: I'm a French teacher.  
3 A: What time is it?  
B: It's half past 12.  
4 A: How old are your grandparents?  
B: I'm not sure.  
5 A: Is it cold in winter?  
B: Yes, it's very cold.  
6 A: Are you hungry?  
B: No, I'm not.
- 4** Students' own answers

## CONVERSATION PRACTICE

### AIM

to practise language from the lesson in a free, communicative, personalized speaking activity

### MEDIATION

#### Mediating communication

In Exercise 13, students have to roleplay an intercultural exchange, using simple words to ask people to explain where they're from and to get clarification of what they say.

After they've completed Exercise 13, ask students to say how well they did the task. Ask: *How well did you explain where you're from? Did you find out about your partner?*

## TEACHER DEVELOPMENT 9: MEDIATION

Go to page 224 for information and advice.



**13 M** This is an opportunity to bring together several parts of the lesson and for students to practise using all the language they have learned.

- Depending on your class, and their confidence and ability, you could choose to organize this activity in a variety of ways:
  - 1 Ask students to read the situation and model the conversation. Elicit examples of other things students could say to keep the conversation going. Then put students in pairs to practise. Ask them to say the conversation a second time to try to improve their performance.
  - 2 Ask students to read the situation. Elicit examples of other things students could say. Then have pairs prepare and write out a conversation. Students can then act out their conversation for the class.
  - 3 Organize a mingle. Students move from partner to partner, having a different conversation each time. Listen for errors, new language or interesting conversations to refer to in feedback.
- In feedback at the end, look at good pieces of language that students used, and pieces of language students didn't quite use correctly during the activity. Show students better ways of saying what they were trying to say.

## 1B A nice place to live

### Student's Book pages 10–11

#### IN THIS LESSON, STUDENTS:

- talk about what's good / bad about the place they're from
- describe places they know
- read about people on a course and where they live
- explain what there is in a place

## SPEAKING

### AIM

to lead in to the topic of the lesson; to talk about favourite places

- 1 Start by modelling the activity. Say a few sentences about your three favourite places (e.g. *My favourite place in the world is Venice ... My favourite place in my country is ...*). Ask two or three students to say where their favourite places are.
- Organize the class into pairs to make their own sentences.
- In feedback, ask different pairs to tell the class what they found out about their partner.

## VOCABULARY Describing places

### AIM

to introduce and practise words to describe places

- 2 Organize the class into pairs to read and check the words. Ask students to try to work out the meaning from the sentence, to think about if the word is similar to a word in their language, and to use dictionaries to confirm their understanding.
  - In feedback, think about ways other than translation for checking the understanding of these words. This could include mime (e.g. miming a yawn for *boring*), photos (to show a *bridge*, *tourists*, etc.), opposites (*clean / dirty*, *quiet / noisy*, *interesting / boring*), or synonyms (*very nice* for *lovely*).
- 3 Ask students in pairs to describe their favourite places, using the new words. In feedback, elicit some interesting uses of language from students.

#### Example answers

My favourite place in the world is New York. There are beautiful bridges, a lovely park and modern buildings. There are a lot of tourists and it's never boring.

#### Language notes

Ask students whether the words in bold are adjectives (*lovely*, *dirty*, *boring*, *noisy*) or nouns (the other words). Point out plural forms (*trees*, *buildings*, *tourists*).

### TEACHER DEVELOPMENT 4: LEARNING AND CHECKING NEW WORDS

Go to page 221 for information and advice.

**Optional extra activity** Write the names of five cities on the board (they could be world-famous cities or cities from the students' own countries). Organize the class into pairs. One student must make sentences to describe one city, but mustn't say its name. Their partner must listen until they know which city they are describing, and only when they are sure can they guess. Tell them they have only one guess. Students exchange roles. To make it more competitive, put students in groups. See which student guesses the correct city first.

## READING

### AIM

to give students practice in reading for key information in a text

- 4 Start by asking students to look at the photos in an open-class discussion. Ask: *What can you see?* Point to a photo and ask *Where is it? Is it lovely? Is it boring?* Elicit a few ideas to get students started then put them in pairs to describe the photos together. Monitor and prompt if necessary. Encourage students to use the new adjectives they have learned.

### Example answers

- a It's on the beach.
- b There is a bridge and a river. There are a lot of tourists in the summer.
- c It's a lovely place. / It's boring. There is a river and old buildings, and mountains. I think it's in Spain or Italy.
- d It's a big city, it's dirty and noisy. There are modern buildings.

5 Ask students to read the texts and match the photos to the people.

- Students can compare their answers with a partner before discussing as a class.

### Answers

- |         |   |           |   |
|---------|---|-----------|---|
| 1 Jeff  | a | 2 William | d |
| 3 Rocío | c | 4 Barbora | b |

6 Ask students to work in pairs to discuss answers. Elicit the first answer to get students started.

- In feedback, elicit answers from the class.

### Answers

- |           |           |           |         |
|-----------|-----------|-----------|---------|
| 1 William | 2 Jeff    | 3 Barbora | 4 Rocío |
| 5 Barbora | 6 William | 7 Jeff    | 8 Rocío |

### MEDIATION

#### Mediating a text

In Exercise 7, students have to express a personal response to a text. They state whether they liked a place or not and explain why in simple language.

After they've completed Exercise 7, ask students to say how well they did the task. Ask: *Did you say what you wanted to say?*

7 **M** Organize the class into small groups to discuss the question. As students speak, go round and monitor, and note down any interesting pieces of language you hear.

- At the end, elicit students' ideas. Look at good pieces of language that they used and pieces of language they didn't quite use correctly during the activity.

**Optional extra activity** Ask students to find and underline five words in the text they don't know. Tell them to share their words with a partner and explain them to each other. Ask students to look up any words they are still not sure of in a dictionary.

## GRAMMAR *There is / There are*

### AIM

to introduce and practise *there is / there are*

8 Read through the information in the Grammar box as a class. Elicit which words go in the gap in the first sentence to get students started. Then ask students to work individually to complete the rest of the sentences. Monitor and notice how well students understand the use of the auxiliary verb.

### Answers

- |                         |                |
|-------------------------|----------------|
| 1 There isn't           | 2 Is there     |
| 3 There aren't, There's | 4 There's      |
| 5 There are             | 6 There are    |
| 7 There's               | 8 There aren't |

### Language notes

We use *there* as a pronoun to introduce the subject of a sentence – somebody or something that exists or happens. We use *there is* to introduce singular or uncountable nouns, and *there are* to introduce plural nouns. The main problem for students here is simply remembering the phrase, as it is unlikely to translate word for word from their language, where a phrase which is grammatically very different may well be used.

9 Start by eliciting examples from the class to complete the first two sentences (e.g. *There's a good café near here. There aren't any good shops*).

- Organize the class into new pairs to think of ways of completing the sentences. Monitor and help with ideas and vocabulary.

**G** For further guidance and practice, see Grammar reference 1B in the Student's Book. It explains use and form in greater detail, and provides written accuracy practice.

### Answers to Exercises 1, 2 and 3, Grammar reference 1B

- 1 1 Is there  
2 There are  
3 There isn't  
4 Is there  
5 Are there  
6 there are  
7 There are, there isn't  
8 There's, there are
- 2 1 **There aren't** any jobs here.  
2 **Is there** a car park near here?  
3 There **are** a lot of expensive houses in this area.  
4 **Are** there any buses after 11 p.m.?  
5 Is **there** a nice place to eat near here?  
6 There **aren't** any cheap hotels in the centre.
- 3 Example answers:  
1 There's a lovely park near my house.  
2 There are some great shops.  
3 There isn't a university.  
4 There aren't any good restaurants.  
5 There are a lot of cafés by the river.

- 10** Organize the class into groups of four by putting pairs together. Students compare and discuss ideas.
- In feedback, elicit a few sentences from different groups and ask the class if they agree with the statements.

#### Example answers

- 1 There's a good café near here.
- 2 There aren't any good shops.
- 3 There aren't enough parking spaces.
- 4 I'm happy there isn't a lot of rubbish here.
- 5 It's bad that there are a lot of noisy bars here.
- 6 It's great that there's a big cinema here.

## SPEAKING

### AIM

to practise language from the lesson in a free, communicative, personalized speaking activity

- 11** Ask students to read the questions and write ideas using *there is* and *there are*. Monitor students and help with ideas and formulation.
- 12** Once students have a few ideas, organize them into pairs to discuss their ideas. Collect errors and examples of good language use which you could write on the board and use for feedback at the end of the activity.

## 1C What do you do?

### Student's Book pages 12–13

#### IN THIS LESSON, STUDENTS:

- talk about the jobs people in their class do
- say what they like / don't like about jobs
- practise listening to people asking about what other people do
- ask and answer questions about their normal life now

## VOCABULARY Work

### AIM

to introduce and practise words used to talk about work

**V** See Vocabulary reference 1C in the Student's Book. >>>

- 1** Write *Jobs* on the board and ask: *What's my job? What's your job?* Elicit *teacher* and the names of two or three of your students' jobs, if they work. Ask students to repeat them for pronunciation and write the jobs on the board.

- Organize students into groups and give them one minute to brainstorm and write as many other jobs as they can think of. Find out which group has the longest list.

**Optional extra activity 1** You might want to go round the class and make sure everybody can write down and say their own job. Encourage students to express their jobs simply, so 'regional sales and marketing consultant' could be turned into 'sales manager'.

**Optional extra activity 2** Organize the class into pairs. Ask students to decide which jobs from their lists in Exercise 1 are the best, and why. In feedback, at the end, elicit ideas from different pairs and agree as a class on the best two jobs.

- 2** Start by reading out the list of jobs, a–f. Ask: *What do they do? Where do they work?* Find out what students know or can say.
- Organize the class into pairs and ask them to read the descriptions and match them to the jobs.
  - In feedback, elicit answers, then check the words in bold.

#### Answers

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

## Language and pronunciation notes

Note the stress: *assistant*, *officer*.

Many languages omit the indefinite article *a* / *an* when referring to jobs, and some languages omit the verb *be*, so watch out for errors such as *I'm teacher* and *I teacher*. We use *an* when the following word begins with a vowel sound. In these sentences, *a* / *an* are weakly stressed, and thus reduced to /ə/ and /ən/.


- 3** Organize the class into groups to discuss the paired phrases.
- In feedback, ask why, and elicit a few reasons for students' choices.

**Optional extra activity** If your students work, ask them to write a description of their own job, and read it out to their classmates.

## LISTENING

### AIM

to practise hearing sounds in slow and fast speech;  
to practise listening for specific information

- 4** **FS**  Read out the instruction line, and model saying *Do you ...?* (giving full value to the vowel sounds) and *Do you ...?* in fast speech (reduce the vowel sounds to /ə/: /dəjə/).
- Ask students to write 1 to 5 in their notebooks. Play the audio. Students listen and write *a* or *b* to show the question that sounds faster.
  - Ask students to compare answers with a partner before checking as a class.