# Breakthrough PLUS

### Teacher's Book Miles Craven



#### Macmillan Education

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Designed by Pracownia DTP Aneta Osipiak-Wypiór and Kamil Wiśniewski Cover design by Kamil Wiśniewski Cover photograph by Getty Images/Ani\_Ka Picture research by Julie-anne Wilce

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## Student's Book Syllabus

Unit	Language		Skills	
Memories	Grammar Vocabulary Strategy Pronunciation	simple past regular and irregular; <i>used to</i> verb collocations common uses of <i>get</i> agreeing <i>used to</i>		<ul> <li>talking about memories</li> <li>Ricardo (Mexico) speaks about an early memory</li> <li>predicting – a radio show about life 100 years ago</li> <li>identifying key words – a web page about things people used to believe as children</li> <li>your childhood</li> </ul>
Life changes	Grammar Vocabulary Strategy Pronunciation	present perfect and simple past <i>since/yet</i> , etc. verbs and prepositions; phrasal verbs with <i>up</i> reacting to news sentence stress	Listening	<ul> <li>talking about events that have changed your life</li> <li>Hitomi (Japan) speaks about changes in her life</li> <li>identifying context - one-sided phone conversations</li> <li>scanning - a magazine article about snowboarding</li> <li>an event that changed your life</li> </ul>
Viewpoints <b>3</b> Page 16	Grammar Vocabulary Strategy Pronunciation	gerund: verb + <i>-ing</i> verbs that take the gerund; dependent prepositions asking for and giving opinions intonation in questions		<ul> <li>expressing your opinions</li> <li>Gillie (U.S.) speaks about being a student</li> <li>listening for opinion – two people talk about a movie they've just seen</li> <li>speed reading – a questionnaire about manners</li> <li>your abilities</li> </ul>

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Life skills: Presentation Page 23

Problems 4 Page 24	Grammar Vocabulary Strategy Pronunciation	<i>too much/many/ not enough</i> adjectives: people and places; common uses of <i>change</i> giving advice word stress	<ul> <li>Speaking · talking about problems in your life</li> <li>Ethan (U.K.) speaks about some of his problems</li> <li>listening for detail – three people talk about their hometowns</li> <li>Reading · categorizing information – an e-zine article about city and country life</li> <li>Writing · your hometown</li> </ul>
Thinking ahead 5 Page 30	Grammar Vocabulary Strategy Pronunciation	<i>will/won't</i> for prediction, <i>may/might</i> for possibility word formation: suffixes and prefixes short responses <i>want/won't</i>	<ul> <li>Speaking · predicting future events in your life</li> <li>Fang-Yi (China) speaks about the future of Shanghai</li> <li>listening for the main idea - two people make predictions about future technology</li> <li>identifying the topic - an article about Gliese 581g</li> <li>predictions about your future</li> </ul>
Imagine! 6 Page 36	Grammar Vocabulary Strategy Pronunciation	first conditional future time clauses: when/unless/ as soon as etc.; make and do asking follow-up questions showing interest	<ul> <li>Speaking · talking about future plans</li> <li>Shelly (U.S.) speaks about things to do in and around San Diego</li> <li>identifying emotion – two people talk about a job opportunity</li> <li>Reading · previewing – a magazine article about superstitions around the world</li> <li>Writing · superstitions in your country</li> </ul>

Review 2 Page 42 Life skills: Presentation Page 43

Unit	Language		Skills	
My world 7 Page 44	Grammar Vocabulary Strategy Pronunciation	defining relative clauses: who/which/where definitions; American vs. British English confirming details intonation in question tags	Listening • Pepe (S things • listenin definit Reading • speed	about people, places and things Spain) speaks about some important in his life g for detail – three people give ions reading – general knowledge quiz ne important in your life
Past events 8 Page 50	Grammar Vocabulary Strategy Pronunciation	narrative tenses: simple past, past continuous, past perfect adverbs of time and attitude; phrasal verbs responding with <i>That's</i> showing emotion	Listening • Da-Wei experi • listenin report Reading • identify story a	ng for specific information – radio news
Feelings and opinions	Grammar Vocabulary Strategy Pronunciation	participles as adjectives; adjectives of emotion; compound nouns starting and ending a conversation <i>-ed</i> endings	Listening • Kirsty (I opinio • identify opinio Reading • guessir	ng meaning from context – reviews on ie website
Review 3 Page 62 Life skills: Present	tation Page 63			
What if ? <b>10</b> Page 64	Grammar Vocabulary Strategy Pronunciation	second conditional, <i>I wish</i> + simple past verbs and definitions: moving to a new country showing surprise reduced form – <i>would</i> <i>you ?</i>	Listening • Manue wishes • listenin leaving Reading • unders questi	about wishes and possibilities la (Brazil) speaks about things she s were different in her life of for opinion – two people talk about g their hometown tanding the main idea – a personality onnaire ages and disadvantages
Work it out	Grammar Vocabulary Strategy Pronunciation	modals of deduction: present and past; <i>could/might/must</i> , etc. popular idioms; common proverbs responding to what you hear reduced forms – <i>have</i>	experi • inferrin object <b>Reading</b> • unders	Australia) speaks about a strange ience ng meaning – descriptions of different
Looking back	Grammar Vocabulary Strategy Pronunciation	simple present passive and simple past passive verbs often used in the passive; verb-noun collocations maintaining a conversation stress and rhythm	Listening • Wei (Ho Intern • listenin news r Reading • scannir	about key events from the past ong Kong) speaks about Hong Kong ational Airport ng for specific information – a radio report ng – amazing achievements us landmark

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Communication activities Page 84 Presentation evaluation Page 120 Irregular verbs Page 126 Grammar reference Page 102 Pronunciation Page 122 Vocabulary expansion Page 114 Wordlist Page 124

# Introduction

*Breakthrough PLUS 2<sup>nd</sup> edition* is a five-level, integrated-skills course comprising an introductory level and levels 1–4. It is designed especially for adult and young adult students studying English. It provides fun, stimulating language practice across a broad range of interesting topics.

*Breakthrough PLUS 2<sup>nd</sup> edition* is a dynamic course which develops in harmony with the student. The course is written in American English, and it takes students from the Common European Framework of Reference for Languages (CEFR) levels A1 through to B2.

*Breakthrough PLUS 2<sup>nd</sup> edition* allows students to use language to express their own ideas, feelings, preferences and opinions. Personalization involves true communication, as learners communicate real information about themselves. Scaffolding input helps to move students progressively towards stronger understanding and greater independence in the learning process. Students are motivated as they can feel themselves improving gradually. Differentiating input allows the individual needs of all students to be met. A variety of materials and tasks allows for teachers to effectively teach mixed ability classes.

### Syllabus

There is a strong focus on listening and speaking, with plenty of motivating, real-world tasks to help students communicate quickly and effectively. In addition, there are engaging reading texts and practical writing activities in every unit. The course is supported by a comprehensive grammar, vocabulary and pronunciation syllabus.

### Speaking

Students are given frequent speaking opportunities through a variety of communicative tasks that are both achievable and fun. They are encouraged to activate and practice what they know at every stage. A carefully structured approach provides a range of activities from controlled practice through to the stimulating free exchange of ideas and opinions.

### Listening

Students are constantly exposed to the natural stress and rhythm of English through a variety of authentic models and more extended, freer listening practice. Listening tasks are graded according to level so that students can more easily understand what they hear and achieve a sense of progress. At higher levels, students are given focused practice in the key listening skills they need to help them become more effective listeners.

### Viewing

Students are exposed to the natural language of everyday situations in realistic video materials: these are interviews with

native speakers on their experiences, ideas and opinions related to the unit theme. They can notice the stress and rhythm of English through a variety of authentic models.

### Reading

A mix of engaging and informative texts motivates students to read in a variety of ways. Tasks are aimed at developing both reading competency and speed, to help students become more effective and quicker readers. Texts are based on a variety of different genres. At higher levels, students are given focused practice in the key reading skills they need to help them become more effective readers. All the main reading texts are recorded so that students can listen and read the texts.

### Writing

Students are given practice in writing at sentence and paragraph level in a structured way that helps them put into practice the language they have covered in the unit. They write about things that interest them, in genres they are likely to relate to, such as e-mails and letters. Moreover, a unique **Study guide** gives students the support and guidance they need to produce quality work to a high standard.

### Vocabulary

High-frequency words and phrases are introduced clearly and consistently. As well as covering broad lexical areas, the course places a strong emphasis on common collocations, social language, phrasal verbs and frequently used expressions in spoken English. Students are shown the target language in context and have frequent opportunities to practice the lexis in a variety of personalized activities. There is **Vocabulary expansion** at the back of the book that gives students opportunity to expand their vocabulary connected with the subject of each unit. At the back of the book, a **Wordlist** gives students the opportunity to review the most useful vocabulary. Target language is recycled throughout subsequent units and subsequent levels.

### Grammar

Real-life situations present the target grammar in a memorable and fun way. Key points are highlighted, and target structures are then practiced consistently throughout each unit in authentic, engaging activities. At the back of the book, a handy **Grammar reference** offers clear explanation of the target language, and grammar activities provide an opportunity for students to check their understanding.

### Pronunciation

There is a pronunciation focus for every unit, at the back of the book. It aims to integrate pronunciation awareness with grammar and vocabulary practice. Activities at word and sentence level are designed to raise students' awareness of key features of spoken language. Regular attention is given to stress, rhythm and intonation. The aim is to encourage natural speech and increase students' confidence when communicating in English.

### Course aims

*Breakthrough PLUS 2<sup>nd</sup> edition* is based on extensive classroom experience, research, piloting, and comprehensive interviews with teachers and students.

For students

- a lot of personalization
- practical communication goals
- emphasis on fluency
- a real sense of progress
- interesting topics and activities
- achievable, fun tasks
- easy to use

For teachers

- motivating material
- realistic language practice
- promotes active independent learning
- clear objectives
- key skills development
- highly flexible
- easy to use

### Components overview

### Student's Book

Each unit comprises a four-page core unit, followed by a two-page **Skills expansion** section. Teachers are recommended to follow the core unit, and then choose activities in the **Skills expansion** section according to the needs of their particular class.

### Get talking!

This is designed to get students talking right away. In pairs, they describe the large, detailed pictures that begin each unit. This activates and reviews the language they know. They then answer one or two short focus questions, which engages them with the topic.

### Conversation

Students listen to a conversation which contains authentic language and expressions they can use to sound more natural when they have a conversation in English. They then practice the conversation, developing their stress, rhythm and intonation. Each **Conversation** also presents the target grammar in context. The main structures are recorded and highlighted in the **Language box**. Students can refer to the **Grammar reference** for a detailed explanation before they continue. This section is brought to life by the video material.

### Vocabulary

Here students are presented with and practice key vocabulary that relates to the theme or topic. These high-frequency words and phrases are recycled throughout the rest of the unit.

### **Real life exchange**

Students listen to and complete a model conversation that showcases the target grammar and vocabulary in a different authentic context. They then practice the conversation several times in a substitution drill. This helps to increase their confidence in using the language, and further develops their stress, rhythm and intonation. Additionally, students can participate in an interactive video of the exchange. The interactive video gives students the chance to "interact" with the speakers and then check their pronunciation against a model.

### **Communication activity**

Students are directed to the back of the book where they activate the target language in a guided speaking practice activity. This is an opportunity for students to start to produce the language for themselves, and to feel comfortable using it. At this point teachers can choose to consolidate students' knowledge of the target structure by having them complete the practice activities in the **Grammar reference** section. Teachers can also choose to work on the **Pronunciation** focus that features in each unit.

#### In your words

This speaking practice encourages students to use the target language in a creative way. Students work in pairs to identify visual prompts. They use these prompts to put into practice the grammar and vocabulary they have covered. However, the language students are encouraged to produce is still structured and therefore manageable. The **Challenge!** feature offers an additional way to extend the speaking practice offered in this section.

#### Listening

Students listen to a realistic interview with a young person on an aspect related to the theme of the unit. This section gives some interesting cultural insights, as well as focused listening practice on the target language.

#### Speaking

This section brings together everything covered in the unit in a final, extended speaking activity. Students personalize the topic and share their ideas and experiences.

### **Skills expansion**

### Listening

This is an extra opportunity for students to develop their listening skills. Students practice listening in different ways. There is a strong real-life element, which often includes a cultural focus to engage students' interest. **Skills focus** helps students to become more effective independent listeners.

### Viewing

Students listen to and watch a video of an interview based on the unit theme. Video material exposes students to language used in real life situations. Students complete exercises before and while watching. They then personalize what they have seen, by sharing ideas and giving their own opinion. **Video vocabulary** explains the new words that appear in the video.

### **Vocabulary expansion**

Students are directed to the back of the book to the section which builds on the target vocabulary introduced in the core unit. Additional words and phrases are presented, which students then practice together.

### Reading

This is an opportunity for students to develop their reading skills. Texts are challenging but accessible, and help students practice reading in different ways. Students read a range of realistic texts in different genres, similar to those they may encounter in their own lives. There is an audio version of all the reading texts. **Skills focus** helps students to become more effective independent readers.

### Writing

In this section students practice writing short paragraphs using the target language. They are encouraged to personalize the topic and write about their own feelings and experiences. The accompanying **Study guide** offers useful guidance and helps students structure their writing.

### **Review and Life skills: Presentation**

In this section students revise the material from three units. They also develop their presentation skills via thoroughly planned exercises and hints how to organize ideas (mind maps, T-charts). This section prepares students to make wellorganized presentations independently.

### Workbook

The Workbook provides students with extra practice, recycling the **Grammar** and **Vocabulary** covered in each unit of the corresponding Student's Book. In the **Everyday English** section students recycle natural language used in everyday situations. In the **Reading** section students read realistic texts in different genres and develop their reading skills. In the Listening section students listen to a realistic conversation. This section gives focused listening practice on the target language. The Pronunciation section provides students with an opportunity to work on sounds, sentence stress and rhythm in each unit. At the end of each Workbook students can find an extract from the Macmillan Readers series with exercises. The Workbook offers exercises which can be done in class (with the whole group or as extra practice for Fast Finishers) or as self-study. Students are provided with a wealth of extra Grammar, Vocabulary, Reading and Writing exercises that practice the material that is introduced in Student's Book. At the end of the Workbook there is a Unit Self-test that helps students to check their own progress and help them to plan future work and prepare for the upcoming tests more efficiently.

### Digital Student's Book

The Digital Student's Book has integrated audio and video, and over 150 interactive activities with score reports.

### Student's Resource Center

The Student's Resource Center provides students with all material that might be needed for individual learning – MP3 audio tracks for Student's Book activities with audioscript, MP3 audio tracks for Workbook activities with audioscript, Video and Video transcripts.

### Teacher's Book

This Teacher's Book contains detailed notes on teaching each Student's Book unit, together with answers for each activity, as well as audioscripts for those listening activities where the audioscript is not given in the Student's Book. In the Get talking! section, two or three feeder questions are provided for teachers to give to students who are having difficulty discussing the picture. There are also useful Cultural notes and Language notes that provide extra information for students, and suggestions for **Optional** activities to extend the material further. Where students may need more help, suggestions are provided in Extra support. In cases where some students may finish an activity before the rest of the class, a Fast finishers feature suggests extension ideas. At the end of the Teacher's Book the teacher can find answers for each activity in the Student's Book and Workbook as well as the Workbook audioscript.

### Teacher's Presentation Kit

The Teacher's Presentation Kit gives access to the digital version of the Student's Book together with audio, video, interactive activities and answer keys. It also allows the teacher to create virtual classes and to see students' results and score reports and provides students with extra interactive activities.

### Teacher's Resource Center

The Teacher's Resource Center provides teachers with additional materials to be used with students in class. Worksheets use the grammar and vocabulary covered in each unit of the corresponding Student's Book. There are Worksheets concerning Communication, Discussion, Learning and Innovation Skills and Life and Career Skills, as well as Reading and Writing and Video worksheets for opening conversations for each level. All Worksheets are available with detailed notes on teaching. The Teacher's Resource Center also contains Tests, MP3 audio tracks for Student's Book activities, MP3 audio tracks for Workbook activities, audioscripts for all MP3 tracks, Video, Video transcripts and answers for each activity in both the Student's Book and the Workbook.

### **Test Generator**

The Test Generator allows the teacher to select from test items and item types for each unit of the course, and to produce bespoke tests for students' needs.

# Top tips for teaching Breakthrough PLUS 2<sup>nd</sup> edition

Here are some ideas and techniques you can use to get the most out of *Breakthrough PLUS 2<sup>nd</sup> edition*.

### Speaking

Explain to students that the speaking activities are an important opportunity to practice, so they should not rush them. Encourage students to speak in as much detail as possible whenever they have the opportunity.

### Pair work

Working in pairs maximizes students' talking time and is used extensively throughout *Breakthrough PLUS 2<sup>nd</sup> edition*. Change pairs regularly so students don't always speak to the same person.

### **Group work**

Regularly mix the students in each group. This helps to maintain interest and gives students the opportunity to get to know one another better.

### Listening

Where possible, prepare students before each listening by asking them what they know about the topic, and to predict possible answers. Always make sure they know what they are listening for before you play the audio. Emphasize they should not expect to understand every word.

### Viewing

Where possible, prepare students before each viewing by asking them what they know about the topic, and to predict possible answers. Always make sure they know what they are watching for before you play the video. Emphasize they should not expect to understand every word. Remember about the exercises connected with the interactive videos.

### **Classroom language**

Encourage students to use English at all possible times in class. Write useful classroom language phrases on a large poster and put it on the classroom wall.

### Vocabulary

Encourage students to keep a separate vocabulary notebook, and to organize new words in a logical way (e.g., by topic). Tell them to put new words and phrases in columns, and write a translation and example sentence next to each one. Explain they should regularly review new vocabulary by covering one column and testing themselves.

### **Monitoring errors**

Be selective when you correct errors in class, and avoid overcorrecting. During extended speaking activities, go around the class and make a note of any errors you hear.

### **Giving feedback**

It is easy to forget how nervous many students are about their English. Remember to try to boost their confidence by giving a lot of praise when they achieve a task.

### Reading

After reading a text you could play the audio recording so students can read and listen at the same time.

### Writing

There is a writing task at the end of each **Skills expansion** section. You can set this for homework if you wish. Display students' written work for other students to read.

### Pronunciation

There is a lot of opportunity for students to work on sentence stress and rhythm in each unit. Emphasize to students that English pronunciation is different all over the world. Their aim is not to sound like a native speaker but to speak clearly and be understood. Tell students to listen to the **Conversation** and **Real life exchange** sections again for homework, and to practice speaking at the same time.

Memories

### Get talking!

(Books closed.) Write the word memories on the board. Ask students to call out any words and phrases they think of (e.g., to have a good bad /memory, happy / sad memories, to remember, memorable). Write their ideas on the board.

### **1** Discuss the pictures with a partner.

(Books open.) Ask students to open their books to page 4. Tell them to look at the pictures. Read aloud the three questions and encourage students to call out the answers. Then tell students to get into pairs and discuss the pictures. Explain they should talk about them in as much detail as they can, not only describing what they can see but also speculating about how the people feel, their character, what their relationship is, etc.

### Cultural note

A graduate of a high school is called an alumnus (plural, alumni). Many high school reunions are organized by year (e.g., Class of 2000).

#### Feeder questions

- What are the two women talking about?
- How do you think these people know each other?
- Would you enjoy going to your class reunion?

### 2 Do you have a good memory? Who do you remember from your days in high school?

Read aloud the two questions and tell the class your answer to each question. Then ask students to stay in their pairs and discuss their answers.

### Conversation

### **D 6 0 1** Listen and read.

Explain to students that they are going to watch and listen to two people talk together at a high school reunion. If you decide to use audio only, tell them to read along as they listen. Play the audio or the video

### Optional

Ask students comprehension questions.

- 1 What is Liz wearing? (a green dress)
- 2 Who did she use to sit next to? (Sally)
- 3 Does Sally still see her? (yes)

4 Who did James use to date? (Liz and Akiko) 5 Who is he married to now? (Sally)

Strategy » agreeing

#### Language note

Focus »

It is possible to begin a question with Didn't you ...? (rather than Did you ...?) when you expect the answer yes.

talking about memories Grammar » simple past regular and irregular; used to

Vocabulary » verb collocations; common uses of get

### Practice the conversation with a partner.

Tell students to get into pairs and practice the conversation. When they finish, have them switch roles and practice again.

### Optional

Before students practice the conversation, tell them to listen to the conversation again and notice the stress, rhythm and intonation each speaker uses. Play the audio. If you wish, pause the audio to point out important stress, rhythm and intonation features.

### ★ Challenge!

Close your book. With your partner, continue the conversation. Tell students to continue the conversation with their partner. Read aloud the example and point out that this could be Akiko's next line. Encourage students to develop the conversation further.

### a oz Language box

Ask students to look at the Language box. Play the first three example sentences. Remind students that some verbs in the simple past are irregular (e.g., *leave – left*). Then play the final three example sentences. Explain that we say used to when we speak about something we did in the past, but do not do now. Tell students that in the negative people often say never used to as well as didn't use to. If students need additional explanation, use the Grammar reference on page 102.

#### Grammar reference » p.102

Tell students to turn to page 102. Read aloud the explanation of when to use the simple past, and the example sentences. Point out how to make the affirmative (add -ed to the infinitive - or -d if the infinitve ends in -e - unless the verb is irregular). Write a few verbs on the board (e.g., go, say, ask, arrive) and have students call out the simple past form. Point out how to make the negative (*didn't* + infinitive) and how to make the question form (Did + subject + infinitive).

Read aloud the explanation for *used to* and the example sentences. Explain that for the negative and in questions, we say *use to* while in the positive form we say *used to*.

Tell students to refer back to this page any time they are uncertain about the correct form or use of either the simple past or *used to*.

### Vocabulary

### **1** Complete the text with these verbs.

Ask students to turn to page 5. Explain that they should complete the text by writing the correct verb from the list in each blank. If students need additional support, have them work with a partner. Check answers as a class.

F	۱	IS	W	e	ſS

2 get

3 make

4 live

5 take

6 pretend

7 stay

### Optional

Write *work* on the board. Give one example (e.g., *work at home*). Ask students to call out other collocations for the verb *work*. Write students' ideas on the board as they are given. Then ask students to get into pairs and do the same for the other verbs. When students have finished, have them write their ideas on the board.

### 2 Write each verb in the correct space.

Tell students to complete each group of words (1–6) with the correct verb. Check answers as a class.

Answers	
1 take	
2 have	
3 go	
4 play	
5 feel	
6 do	

### Fast finishers

Ask students to get into pairs and tell them to add more phrases for each verb (e.g., *take a break, have lunch*). When the rest of the class has finished, write the verbs on the board and have students add their ideas next to each verb.

### 3 What were your high school days like? Tell a partner.

Ask students to get into pairs. Read aloud the question and the example sentences. Then have students tell each other about their high school days. Encourage them to use both positive and negative statements.

### Real life exchange

# **1** Before you listen, complete the conversation using *use/used* to. Work with a partner.

Explain to students that they are going to listen to a conversation between two people. Ask them to get into pairs and explain that before they listen, they should read the conversation and try to complete each blank with *use/used to*.

#### 

When students have had enough time to guess the missing words, play the audio. Then check answers as a class. Finally, tell students to practice the conversation, switching roles so they practice twice. This is a good point for students to watch the interactive video for this task.

Answers		
AUSWEIS	1	
1 use to		
2 used to		
3 used to		
4 use to		
5 used to		

### Optional

Before students practice the conversation, play the audio again. Pause the audio after each sentence and point out the main stress, and any rising or falling intonation. Then play the audio once more. Pause after each sentence and have students repeat it. Encourage them to stress the same words, and use the same intonation, as each speaker.

### Strategy: Agreeing

### **1** Agree with each statement using *So/Neither ... I*.

Explain to students that when agreeing with someone in English we can say *So* ... *I* for positive agreement. Write the following example on the board: *I used to hate math in school. / So did I!* Then explain that for negative agreement we can use *Neither* ... *I*. Write the following example on the board: *I didn't use to like grapes as a child. I Neither did I*. Explain that the word that is used in the middle of the phrase is either an auxiliary or a modal verb. For example, *I can swim. / So <u>can</u> I. I don't like fish. / Neither <u>do</u> I.* Then tell students to use *So / Neither* ... *I* to agree with each statement (1–6). They should write their answers in the spaces provided.

# 2 6 0 04 Listen and check. Then practice the conversation with your partner.

Tell students to listen to the conversation and check their answers. Play the audio. Check answers as a class. Then ask students to get into pairs and practice the conversation, switching roles once.

### Answers

- 1 So did I.
- 2 Neither did I.
- 3 So would I.
- 4 Neither can I.
- 5 So was I.
- 6 Neither could I.

#### Optional

Ask students to get into pairs and tell them to find three things they have in common with their partner. Encourage them to find three unusual things. Give an example to help them: *I used to have a pet rat when I was young. / So did I!* Give students time to find things in common, then review as a class.

#### Grammar activities » p.102

Tell students to turn to page 102. If necessary, review the examples on the left side of the page. Tell students to do the exercises. Check answers as a class. (Challenge!) Ask students to get into pairs and take turns telling their partner about the first vacation they can remember.

#### Answers

- **1** 1 was
  - 2 went 3 drove
  - 4 took
  - 5 staved
  - 6 spent
  - 7 loved
  - 8 saw
  - 9 didn't feel
  - 10 knew
  - 11 wasn't
  - 12 didn't go out
  - 13 cooked
  - 14 slept
  - 15 came
  - 16 cried
- 17 didn't want
- **2** 1 Did you use to like
  - 2 didn't use to be good
  - 3 used to love
  - 4 didn't use to play
  - 5 used to go
  - 6 didn't use to like
  - 7 never used to drink
  - 8 Did you use to go
  - 9 used to wear 10 didn't use to drive

Pronunciation » p.122

# a b b os Listen and notice. The pronunciation of *used to* and *use to* is the same: /'jus tu/.

Ask students to turn to page 122. Tell them to look at the sentences and listen to the audio. Explain that the pronunciation of *use to* and *used to* is the same /'jus tu/. Play the audio.

#### 

Tell students to listen a second time. Play the audio, pausing after each sentence for students to repeat it. Play the audio another time if necessary.

#### Audioscript

Min *used to* live in Hong Kong. I *used to* play soccer every weekend. Louise never *used to* eat chocolate. They didn't *use to* like each other in high school. Did you *use to* watch *Superman* on TV? Didn't you *use to* work in a restaurant?

# **1** Interview your classmates. Make questions using *use to*. Ask questions for more information. Write notes.

Ask students to get into pairs and decide who is Student A and who is Student B. Tell Student A to turn to page 84 and Student B to turn to page 93. Tell students that they are going to interview their classmates, using the question prompts provided. Explain they should stand up and mingle with other students in the class, asking different questions to different students. When a student answers a question, they should write his or her name in the space provided and ask additional questions for more information. They should make notes about this information in the space provided. Write *Did you (ever) use to ...*? on the board and have students study the example at the top of their page. If necessary, give a few examples to illustrate how to make the questions. Check students have understood, then tell them to begin. Monitor and help as needed.

### 2 Share your results with Student A/B.

When students have finished, tell them to return to their seats. Explain they should use their notes to tell their partner the information they discovered. Remind students that they each have different questionnaires, so the information they have will be different. Tell them to take turns exchanging information.

### In your words

### 1 Think of a person you used to know, a place you used to go, and an activity you used to do when you were younger. Write notes.

Ask students to turn to page 6. Explain they are going to talk about a person, a place, and an activity in their past. Draw students' attention to the three note pages and read aloud the questions in each one. Tell students they should think about each topic and write notes in answer to each question. Give them time to think of a person, a place and an activity, and write notes.

### 2 With a partner, take turns talking about the person, place and activity you remember. Use your notes to help you.

Ask students to get into pairs and take turns talking about the person, place and activity they remember. Explain they should use their notes in exercise 1 to help them. Draw their attention to the example, and remind them to say *used to* wherever possible.

### ★ Challenge!

Write five sentences about yourself when you were younger, using *used to* and *didn't use to*. Then make a group and tell your classmates.

Tell students to write five sentences about their childhood. Draw their attention to the example, and emphasize they should use *used to* and *didn't use to*. While students are doing this, write a few sentences on the board about your childhood. For example, *When I was younger, I used to have a dog. / I didn't use to like visiting my grandparents*. When students are ready, read aloud your sentences and tell them to ask you questions for more information (e.g., *What was your dog's name? / Why didn't you use to like visiting your grandparents?*). Then ask students to make groups and do the same.

### Listening

### **1** 6 06 Listen to Ricardo from Mexico talk about an early memory of a fishing trip. Answer the questions.

Explain to students that they are going to listen to a Mexican man talk about a fishing trip from his childhood. Tell them to look at the questions and read each one aloud. Tell them to listen and answer each question. Play the audio. Check answers as a class.

#### Answer

- 1 his father
- 2 around six or seven years old
- 3 yes (four or five)

# 2 6 06 Listen again and write T (true) or F (false) for each statement.

Read aloud the statements (1–5) and ask students to listen again and mark each statement T (true) or F (false). Play the audio. Ask students to check their answers in pairs. If necessary, play the audio again and then check answers as a class.

#### Answers

- 1 F (they only went once or twice)
- 2 T
- 3 F (the fish were huge)
- 4 F (they ate them)
- 5 T