

intro

2<sup>nd</sup> Edition

# Breakthrough PLUS

Teacher's Book

Miles Craven ■ Carmella Lieske









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Teacher's Book

Tony Garside with Miles Craven





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Unit	Language	Skills
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# 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 the previous three units. They also develop their presentation skills via thoroughly planned exercises and hints on how to organize ideas (mind maps, T-charts). This section prepares students to make well-organized 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 of 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 the 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 audioscripts, MP3 audio tracks for Workbook activities with audioscripts, 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 over-correcting. 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.



### Classroom language

Before beginning the course, you might want to pre-teach the classroom language presented on Student Book pages 4–5 and to get students to practice using it. You could exploit this language in a variety of ways, for example: (for words and phrases)

- In monolingual classes, translate the words and phrases.
- Point to the pictures one by one. Say the words and phrases for students to listen and repeat.
- Point to a picture and ask students to say the word/phrase.
- Give instructions (e.g., *read, make a group*) and ask students to perform the action. (for the conversation)
- Read aloud the conversation, then with one student as the others read along.
- Ask students to pick up an item in the classroom (e.g., a book) and ask you *What's this in English?* and then *Please spell book*.

You might want to revisit these pages at the start of the first few lessons as ongoing revision.

## Warm-up

(Books closed.) Break the ice with your class by finding out their names. You could write all the names, including your own, on the board. Point to the unit title in your book and say *greetings*, and try to convey the meaning by saying *Hi/Hello* to different students, and/or waving to some of them. Then introduce yourself to some students by saying *Hello. I'm ... Nice to meet you*. (Shake hands if you like.)

### Cultural note

When people introduce themselves in English, they often shake hands, particularly in formal situations. They don't usually embrace or kiss. Shake hands with a firm grip and maintain eye contact with the other person. It is a good idea to smile, as well.

### 1 Look at the pictures.

(Books open.) Tell students to open their books to page 6. Ask students to look at the pictures. Encourage them to say anything they can about the pictures, but bear in mind that they might not be able to if they are complete beginners. You could try asking very simple feeder questions to see what students are able to say in reply, even if it's only a simple *yes* or *no*. For example, point to the pictures and ask *Is this a man/*

*woman? Is he/she in class? Are they friends?*). You could also ask students if they can name any items they can see, e.g., books, or clothes the people are wearing, and the colors of the clothes. This could be very useful as a way of assessing the students' level of English. In a monolingual class, you might want to use L1, but it is probably best to do this only if students are unable to come up with anything in English.

### Cultural note

In informal situations, it is common to introduce yourself with only your first name. If you aren't from the same country as the other person, it is common to say *I'm from ...*

## Conversation

### 1 01 Listen and read.

Explain to students that they are going to watch and listen to three conversations, each of them between two people. If you decide to use audio only, tell them to read along as they listen. Play the audio or the video.

### 2 Practice the conversations with a partner.

Ask students to get into pairs and practice the conversations. When they finish, they should switch roles and practice again. If necessary, play the audio a second time before students begin.

### 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.

### 02 Language box

Ask students to look at the Language box. Play the example sentences. Show that *I* relates to oneself by indicating yourself and saying *I*, and that *you* refers to another person or people by indicating first one student and then two or more students and saying *you*. 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 examples with *am/are* and use yourself and the students to show the meaning of *I/You/We/They*. Point out that *I* is followed by *am*,



and that *You/We/They* are followed by *are*. Students need to know at this stage that *you* refers to both singular and plural. Point out the heading and tell students that *am* and *are* are parts of the verb *be* (also referred to as “to be”). Point out all the contractions and explain that it’s usual to use contractions in everyday speech.

Go through the statements with *I’m*, with name, nationality and where we are from. Go through the examples and then ask students to complete the statements with *I’m* to make them true for themselves. Tell them what their nationality and country are in English if necessary. Then write *You*, *We* and *They* on the board and ask students to complete the statements for classmates, indicating who they are referring to as they speak. Demonstrate first by indicating a student and saying *You’re* (name), *You’re* (nationality), *You’re from* (city/country). Ask students to make sentences with *you/we/they*, indicating clearly who they are referring to each time.

Look at **Expressions** and go through these with students. Ask them to repeat the expressions after you and ensure stress, rhythm and intonation are accurate. Tell students to get into pairs and practice the short conversations, taking turns being A and B. Monitor and check for problems.

## Vocabulary

### 1 Number the countries.

Tell students to turn to page 7 and look at the map of the world. Point out that each number represents a country. Tell them to look at the list of countries and then say the name of each country aloud and ask students to repeat it after you, first as a class and then asking some students individually. Then ask them to find each country on the map and write the appropriate number next to each name in the list. If students need additional support, have them work with a partner. Check answers as a class.

#### Answers

1 Canada 2 USA 3 Mexico 4 Brazil 5 Britain  
6 France 7 Spain 8 Italy 9 Egypt 10 Turkey  
11 Russia 12 China 13 Japan 14 Korea 15 Australia

#### Language note

The USA is often written with periods (U.S.A.) and is also referred to as the U.S. Note that we do not use the definite article *the* with most countries, but we have to use it with the U.S./U.S.A. We also have to use it with the U.K.

### 2 Work with a partner. Write the nationality for each country in exercise 1.

Tell students they are going to complete the chart with the nationality corresponding to each country. Remind students of the meaning of *nationality* by saying *I’m Canadian*. *How about you?* Tell students that with many countries/nationalities, the stress shifts from one syllable to another for the different words. In the countries shown here, this happens with the following: **Canada**, **Canadian**; **China**, **Chinese**; **Egypt**, **Egyptian**; **Italy**, **Italian**; **Japan**, **Japanese**. Point out the headings on the left before they begin, and tell students that each nationality has one of these endings or is a completely different word and should be written in the *others* row. If students need additional support, have them work with a partner. Check answers as a class, asking students to say the pairs of words where the stress is different for the country and nationality. If you feel your students need more help to do this activity, refer to **Extra support** below before they begin.

#### Answers

*-an/-ian*: Australian, Brazilian, Canadian, Egyptian, Italian, Korean, Mexican, Russian, American  
*-ish*: British, Spanish, Turkish  
*-ese*: Chinese, Japanese  
*others*: French

#### Extra support

Tell students that only one country’s nationality belongs in the *others* row (France’s) and that more than half belong in the first row.

### 3 With your partner, add more countries and nationalities.

Ask students to work in pairs and add as many countries and their corresponding nationalities as they can to the lists. Check answers and ask students to show on the map where the countries are. Check pronunciation of both countries and nationalities.

#### ★ Challenge!

**Close your book. Test your partner.**

Ask students to test their partner by saying the name of a country for their partner to say the nationality. They could then do the same starting with a nationality and asking their partner for the name of the country. Pay attention to pronunciation and stress.



## Cultural/Language note

The word for the nationality of a country is often the same as the word for the language spoken there (e.g., *French*). Go through the list of countries, and any that students added in exercise 3, and ask what language is typically spoken there. Ask which countries in the list use English as the main language (Australia, Britain, Canada, USA) – and say that it is, of course, the main language in England! Other places where the words for the nationality and the main language spoken are different: Brazil (Portuguese), Mexico (Spanish), Saudi Arabia (Arabic).

## Real life exchange

### 1 03 Listen and complete the conversation. Then practice with a partner.

Explain to students that they are going to listen to a conversation between two people. Tell them to listen and write the words to complete the conversation. Give students time to read the conversation, then play the audio. If necessary, play it a second time. Check answers as a class. Then practice stress and rhythm. Say each sentence in the conversation and have students repeat it. Afterward, tell students to get into pairs and practice the conversation, then have them switch roles and practice again. This is a good point for students to watch the interactive video for this task.

## Answers

1 New York 2 American 3 Tokyo 4 Japanese

### 2 Use these words to make more conversations.

Ask students to stay in their pairs. Explain that they have to substitute the words in exercise 2 into the conversation in exercise 1. Tell students to make three conversations, using the different words in each conversation. They should switch roles each time. If necessary, drill the pronunciation of any difficult words before students begin.

## 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 exercises 1, 2 and 3 individually. Check answers as a class. **(Challenge!)** Ask students to get into pairs and practice the conversation in exercise 3. Tell them to switch roles and practice again.

## Answers

- 1 1 Hello, I'm Jason.  
2 Nice to meet you.  
3 Great to meet you, too.  
4 I'm from Portugal.  
5 I'm from Hawaii in the U.S.  
2 1 from 2 meet 3 How 4 that's 5 in  
3 1 Hi 2 you 3 Good 4 you're 5 right 6 about  
7 Spanish 8 from

## Pronunciation » p.120

### a 04 Listen and notice the stress.

Tell students to turn to page 120. Ask them to listen to the audio, noting the stress in each sentence. Play the audio.

## Language note

The main stress in a sentence usually falls on the words which carry most meaning. Point out that these words are not generally heavily stressed, however.

### b 04 Listen again and practice.

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

I'm from France.  
We're from Athens.  
They're from New York.  
I'm from Vancouver, in Canada.  
Nice to meet you.  
How about you?

## Communication activity » pp.86 and 94

Ask students to get into pairs and decide who is Student A and who is Student B. Tell Student A to turn to page 86 and Student B to turn to page 94. Emphasize that each student should only look at his/her own page.

### 1 Work with your partner. Complete the conversation.

Tell students that they each have the same conversation, but with different words missing. Clarify this by holding up one Student's Book open at page 86 and another Student's Book open at page 94. Tell students they have to work together to