

## SCOPE AND SEQUENCE

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING		LISTENING/VIDEO	SPEAKING	WRITING
LEAD-IN p6								
<b>1 me &amp; mine</b> <b>B B C</b> VLOGS   What's the best present you've ever received?								
<b>1A</b> The story of me p8	Narrative tenses	Describing possessions; materials	Auxiliary verbs: weak forms			Listen to a podcast about people's possessions	Tell 'a story of me in three objects'	Write an advert to sell an item online
<b>1B</b> Less is more? p11	Verb patterns	Personal preferences	Stress in prepositional phrases	Read an article about minimalism vs. maximalism			Discuss a questionnaire about preferences <b>FUTURE SKILLS</b> Communication	
<b>1C</b> Don't forget to ... p14	<b>How to ...</b> leave phone messages	Phrasal verbs: housework	Intonation in polite requests				Leaving phone messages <b>FUTURE SKILLS</b> Communication <b>MEDIATION SKILLS</b> Agree on the best way to fix a work problem	
<b>1D</b> Your gadgets p16	<i>except for, apart from, (not) even</i>					<b>B B C</b> Street Interviews about gadgets and screen time	Discuss a questionnaire about gadgets	Write an online forum comment
UNIT 1 REVIEW p18								
<b>2 behaviour</b> <b>B B C</b> VLOGS   What good habits do you have?								
<b>2A</b> Change of habit p20	Present perfect continuous	Making changes	Weak form of <i>been</i>	Read an article about how to change habits <b>FUTURE SKILLS</b> Critical thinking			Talk about ways of changing habits	
<b>2B</b> People pleaser p23	Relative clauses	Collocations: feelings and behaviour	Chunking in relative clauses			Listen to people talking about being a 'people pleaser'	Talk about ways of saying no	Write emails to decline invitations
<b>2C</b> That's annoying! p26	<b>How to ...</b> talk about things that annoy you	Pet hates	Stress and intonation to show annoyance				Talk about things that annoy you	<b>MEDIATION SKILLS</b> Summarise an article
<b>2D</b> Planet Earth II: Jungles p28						<b>B B C</b> Programme <i>Planet Earth II: Jungles</i>	Discuss difficult situations	Write about a personal experience
UNIT 2 REVIEW p30								
<b>3 working life</b> <b>B B C</b> VLOGS   Where do you prefer to work or study?								
<b>3A</b> Working from home p32	Conditional structures: <i>unless, even if, in case (of)</i>	Work phrases	Stress in phrases	Read an article about famous authors working from home			Talk about your approach to working or studying from home	
<b>3B</b> Gig work p35	Necessity, obligation and permission	Work	Elision of /t/			Listen to people talking about the gig economy	Talk about what's important in a job	Write a cover email for a job application
<b>3C</b> Good question p38	<b>How to ...</b> take part in an interview <b>FUTURE SKILLS</b> Job interviewing	Personality adjectives (1); negative prefixes	Word stress in personality adjectives				<b>MEDIATION SKILLS</b> Choose a candidate for a position	
<b>3D</b> This or that? p40	Expressing preferences					<b>B B C</b> Street Interviews about people's preferred jobs	Talk about 'This or That?' questions	Write a discussion board post
UNIT 3 REVIEW p42								
<b>4 fact or fiction?</b> <b>B B C</b> VLOGS   Do you prefer true stories or fiction?								
<b>4A</b> Hoax! p44	Past plans and intentions	Truth and lies	Silent consonants	Read about a hoax			Retell the story of a hoax <b>FUTURE SKILLS</b> Communication	
<b>4B</b> Documentary p47	Indirect and negative questions	Adjectives to describe films; films and film-making	Intonation in indirect and negative questions			Listen to people talking about favourite documentaries	Present a pitch for a documentary	Write a review
<b>4C</b> News p50	<b>How to ...</b> talk about the news	News headlines; the news	Word stress in adverbs for summarising				Discuss a news story	<b>MEDIATION SKILLS</b> Report a news story
<b>4D</b> Fake friends p52						<b>B B C</b> Programme <i>Ordinary Lies</i>	Have a conversation with an old friend	Write a personal email/letter
UNIT 4 REVIEW p54								

LESSON	GRAMMAR/ FUNCTION	VOCABULARY	PRONUNCIATION	READING		LISTENING/VIDEO	SPEAKING	WRITING
<b>5 consumer</b> <b>B B C</b> <b>VLOGS</b>   When was the last time you had a problem with a product or service?								
<b>5A</b>	<b>The customer is always right?</b> p56	Clauses of purpose: <i>to, so as to, in order to/that, so that</i>	Personality adjectives (2)	Word stress in adjectives			Listen to people making complaints	Roleplay making complaints Write a complaint email
<b>5B</b>	<b>Too good to be true</b> p59	Comparative and superlative structures	Advertising; money	Linking <i>r</i> in phrases	Read an article about marketing tricks			Discuss a marketing campaign <b>FUTURE SKILLS</b> Communication
<b>5C</b>	<b>Which should I buy?</b> p62	<b>How to ...</b> summarise information from different sources	Describing products	Intonation in summarising phrases				<b>MEDIATION SKILLS</b> Explain something clearly to sell an idea to other people
<b>5D</b>	<b>I do it myself</b> p64	Causative <i>have</i> and <i>get</i> ; reflexive pronouns					<b>B B C</b> <b>Street Interviews</b> about what people do themselves/have done	Talk about planning an event Write a meeting summary
UNIT 5 REVIEW p66								
<b>6 places</b> <b>B B C</b> <b>VLOGS</b>   What's your favourite city?								
<b>6A</b>	<b>In the city</b> p68	<i>so</i> and <i>such</i>	Areas of a city	Intonation for emphasis with <i>so</i> and <i>such</i>			Listen to people talking about their favourite neighbourhoods	Describe your favourite neighbourhood <b>FUTURE SKILLS</b> Collaboration Write instructions for how to get somewhere
<b>6B</b>	<b>Great journeys</b> p71	<i>be/get used to</i>	Challenges; idioms	<i>be/get used to</i>	Read an article about epic journeys			Describe a challenging experience
<b>6C</b>	<b>City transport</b> p74	<b>How to ...</b> ask for and confirm information	City transport	Fast speech: <i>just</i>				Roleplay asking for and confirming information <b>MEDIATION SKILLS</b> Discuss a proposal
<b>6D</b>	<b>A city of tomorrow</b> p76						<b>B B C</b> <b>Programme</b> <i>Reggie in China</i>	Talk about what a place is famous for Write a description of a business idea
UNIT 6 REVIEW p78								
<b>7 connect</b> <b>B B C</b> <b>VLOGS</b>   What's your favourite word?								
<b>7A</b>	<b>Mix-up</b> p80	Reported speech	Reporting verbs; ways of speaking	Stress in reporting verbs			Listen to a podcast about misunderstandings	Talk about recent conversations Write a story about an event
<b>7B</b>	<b>Oversharing</b> p83	Passives	Computer use; internet words	Stress and weak forms in passives	Read an article about oversharing online <b>FUTURE SKILLS</b> Critical thinking			Discuss issues connected to online privacy
<b>7C</b>	<b>7C Conversation savers</b> p86	<b>How to ...</b> keep a conversation going	Adverbs	Intonation in short questions				Two-minute conversations <b>MEDIATION SKILLS</b> Explain a chatbot flowchart
<b>7D</b>	<b>A good communicator</b> p88	Avoiding repetition: <i>so, to, not, be</i>					<b>B B C</b> <b>Street Interviews</b> about communication	A discussion about communication Write an email giving advice about a problem
UNIT 7 REVIEW p90								
<b>8 wisdom</b> <b>B B C</b> <b>VLOGS</b>   What's the best piece of advice you've ever been given?								
<b>8A</b>	<b>Wise words</b> p92	Third conditional and <i>should have</i>	Phrases of advice	Contractions in complex sentences	Read an article about advice from people of different ages <b>FUTURE SKILLS</b> Critical thinking			Describe a situation, then give advice
<b>8B</b>	<b>Life lessons</b> p95	<i>would</i>	Learning; phrasal verbs	Contracted <i>would</i>			<b>B B C</b> <b>Radio</b> Listen to an account of the origins of one man's curiosity	Discuss the most important qualities of a mentor <b>FUTURE SKILLS</b> Collaboration Write a short biography
<b>8C</b>	<b>One thing I know ...</b> p98	<b>How to ...</b> give a presentation	Presenting	Stressing words in key phrases				Give a five-minute presentation <b>FUTURE SKILLS</b> Communication <b>MEDIATION SKILLS</b> Ask follow-up questions
<b>8D</b>	<b>Dragons' Den</b> p100						<b>B B C</b> <b>Programme</b> <i>Dragons' Den</i>	Pitch a business idea Write an email giving work-related news
UNIT 8 REVIEW p102								
GRAMMAR BANK p104   VOCABULARY BANK p132   COMMUNICATION BANK p138   MEDIATION BANK p145   AUDIOSCRIPTS p157   VIDEOSCRIPTS p170   IRREGULAR VERBS p175								



# behaviour 2



BBC

## VLOGS

**Q:** What good habits do you have?

- 1 Watch the video. What habits do they talk about?
- 2 What good habits do you have? Talk about one or two of them.



## LEARNING OBJECTIVES

- 2A READING** | Understand an article about how to change habits: making changes  
Talk about ways of changing habits: present perfect continuous  
Pronunciation: weak form of *been*
- 2B LISTENING** | Understand people talking about being a 'people pleaser': collocations: feeling and behaviour  
Talk about ways of saying 'no': relative clauses  
Pronunciation: chunking in relative clauses  
Write emails to decline invitations
- 2C HOW TO ...** | talk about things that annoy you: pet hates  
Pronunciation: stress and intonation to show annoyance
- 2D BBC PROGRAMME** | Understand a TV wildlife programme about an exciting escape  
Discuss difficult situations  
Write a story about a personal experience

# 2A Change of habit

GRAMMAR | present perfect continuous

VOCABULARY | making changes

PRONUNCIATION | weak form of *been*



## VOCABULARY

### making changes

#### 1A Work in pairs. Which bad habits (1–6) are in the photos (A–C)?

- 1 'I spend over three hours on social media every day.'
- 2 'I leave the tap running when I clean my teeth.'
- 3 'I sometimes binge-watch TV series for hours at a time.'
- 4 'I often leave the lights on when I go out of a room.'
- 5 'I throw away quite a lot of food.'
- 6 'I never stop work for lunch.'

#### B Work in pairs and discuss. Do you do any of the things in Ex 1A?

#### 2A Work in pairs and look at the statements (1–6). Which are true for you?

- 1 I **make an effort** to walk away from my screen every hour, but I don't always succeed.
- 2 I often **put off** important jobs if they're difficult and do easy tasks instead or just check my messages.
- 3 I've tried to stop biting my nails, but I **keep on** doing it.
- 4 I **can't resist** coffee. I drink about eight cups a day. I want to **give up** drinking coffee, but I can't.
- 5 Every time I **take up** a sport, for example swimming, or something like that, I only **manage** to do it for a few weeks.
- 6 I'm good at **setting goals** for changing my habits, but I'm not very good at **sticking to** them, so I rarely **achieve** my **goals**.

#### B Complete the sentences (1–10) with the correct form of the phrases in bold in Ex 2A.

- 1 I decided what I want to do – I **set** a **goal**.
- 2 She's talking and talking and talking – she just **keeps on** talking.
- 3 I can't say no to it, I **can't resist** it.
- 4 I wanted to stop doing it, so I tried to **give up** it.
- 5 I've started something new – badminton. I **took up** it last month.
- 6 I practise the guitar every day. If I don't **stick to** it, I'll never get better at it.
- 7 He tried to finish it on time, but it was too difficult so he didn't **manage** to do it.
- 8 I don't want to do it now, but I should. I'll do it later. I'm **putting off** it.
- 9 I've done many things in my life, but I still haven't **achieved** my **goal** of becoming a lawyer.
- 10 I'm trying, I'm trying – I'm **making an effort** to do it.

#### C Work in pairs. Look at Ex 2A and 2B and answer the questions.

- 1 Which phrases are followed by *to* + infinitive?
- 2 Which phrases are followed by verb + *-ing*?
- 3 Which phrases are phrasal verbs?

## READING

### 3A Work in pairs. Discuss the questions.

- 1 Have you ever tried to stop a bad habit or build a new positive habit? What happened?
- 2 Why is it difficult to break bad habits, do you think?

### B Read the article and choose the best summary (1–3).

- 1 If you understand how habits work, you'll be better able to change them.
- 2 Changing bad habits and forming good habits are more or less the same thing.
- 3 Everyday mistakes are the reason why people often fail to break a habit.

### C Read the article again and answer the questions.

- 1 What three reasons does the writer give for being qualified to write on this topic?
- 2 What are the four main tips?
- 3 What are two types of triggers?
- 4 Which words best describe the style of this article: factual, formal, helpful, humorous, informal, scientific?

### 4A Read the Future Skills box and do the task.

#### FUTURE SKILLS

#### Critical thinking

Writers use many different techniques to connect with and influence their readers. It is useful and important while you are reading to notice these techniques and reflect on the writer's purpose in using them. One technique is the use of quotes.

Complete Exercise 4B to find out the writer's purpose in using these quotes.

#### B Look at the article. What is the writer's purpose for using the quotes (1–5) in bold? Choose at least two purposes (a–e) for each quote.

- a to create a connection with the reader – the reader can imagine saying or thinking this
- b to make the passage more interesting, the way dialogue does in a story
- c to give the reader an idea of what to do in the situation
- d to give an example of the suggestion that was just made, to make it clearer
- e to help show how the tip might work in practice

### 5 Work in pairs and discuss the questions.

- 1 Which of the tips in the article do you think are the most and least useful? Why?
- 2 What other advice would you give someone who is trying to break a bad habit?

# Make or Break: the habits we'd like to change

I've been a life coach for the past seven years, and before this I worked as a psychologist for over ten years. I've been helping people to change their habits since the start of my career, and yes, I've been trying to change my own habits recently, so I know how hard it is. Time and time again, people have asked me questions like <sup>1</sup>'I want to stop looking at my phone all the time. Why is it so difficult?' and <sup>2</sup>'I've been working seven days a week since I was twenty-two. Can I really change that?'

To answer these questions, let's look at an example. Suppose you want to give up coffee and you currently drink eight cups a day. All that coffee makes you feel nervous and you know it's bad for you. So, you decide to drink water instead of coffee. Everything's fine for the first four days and you manage to follow your plan. But then on the fifth day you come home late and tired – that tiredness is one of your 'triggers' – and you head straight for the coffee. You tell yourself, <sup>3</sup>'Just this one time. I'm definitely going to stick to my plan after this.' But that one cup turns into two and then before you know it, you're back to eight cups a day.

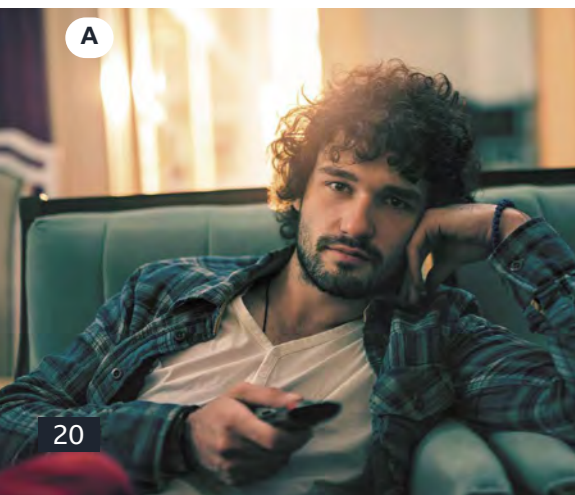
So, what's happening here? Well, you've given yourself an impossible task. You can't go from eight cups to zero overnight. You've probably been drinking coffee for a long time and you didn't go from zero cups to eight overnight either! So, tip number one: give yourself mini-goals that you can achieve on a daily basis. Going from eight cups to seven, then six and so on brings you the satisfaction of achieving a new goal almost every day.

Another mistake you've made is that you haven't prepared for the triggers – the things that make you want to 'do' the bad habit, which can be a feeling (e.g. tiredness) or something external (e.g. the smell of coffee). When changing a habit, you need to be ready for these moments, which brings us to tip number two: when a trigger makes your brain scream for coffee (or whatever), just stop and focus on that feeling. Tell yourself <sup>4</sup>'Yes, I knew there would be moments like this.' Then pour yourself a glass of water.

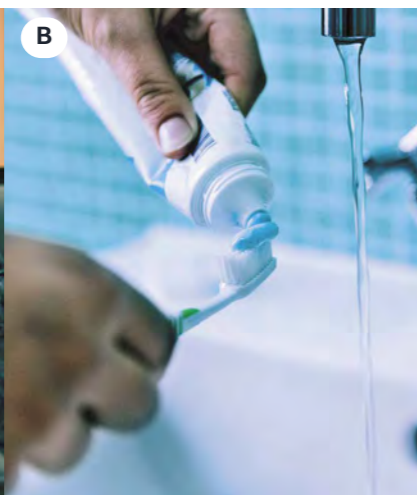
And that leads to the next point: just do it! Your brain says coffee and you have a water. Skip the argument (with yourself), just do it, just pour yourself that glass of water. Do you keep putting off a difficult task that is actually important, and take the easy way instead? Tell yourself, <sup>5</sup>'I have one task, one goal. Just do it.' Do you look at your phone too much at night? Well, turn it off, put it in another room and go to bed. Just do it.

Finally, from time to time it's important to remind yourself of why you're doing this. Remember, all that coffee makes you feel nervous and you know it's bad for you; your goal is to be a healthier person. Say it to yourself, out loud. You'll be surprised how much motivation you'll feel.

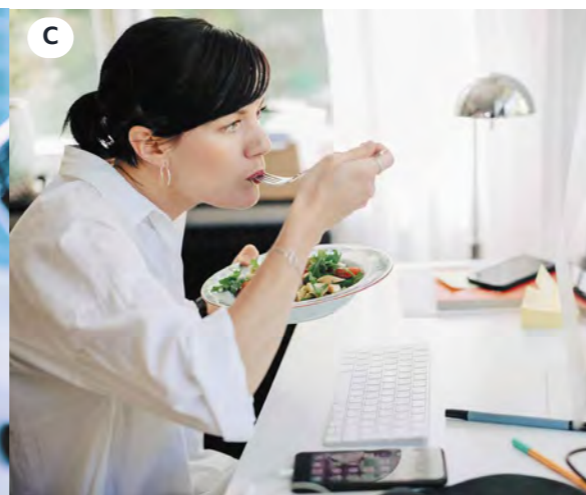
A



B



C



## GRAMMAR

## present perfect continuous

## 6A Find the time phrases at the end of the sentences (1–5).

- Before this I worked as a psychologist for over ten years.
- I've been helping people to change their habits since the start of my career.
- I've been trying to change my own habits recently.
- I've been working seven days a week since I was twenty-two.
- You've probably been drinking coffee for a long time.


## B Work in pairs. Choose the correct words to complete the rules. Use the sentences in Ex 6A to help.

- We use the past simple for actions or situations that are **finished** / **unfinished**.
- We use the present perfect continuous for actions or situations that are **finished** / **unfinished**.
- We form the present perfect continuous with *have + been + -ing form* / **past participle**.
- We use *since* to talk about a **period of** / **point in time**.
- We use *for* to talk about a **period of** / **point in time**.

## C Learn and practise. Go to the Grammar Bank.

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## PRONUNCIATION

7A  2.01 | **weak form of been** | Listen to the sentences (1–4). Underline the main stresses in each sentence. How do we pronounce *been*?

- How long have you been studying English?
- I've been studying since I was ten.
- Have you been living in the same place for a long time?
- I've been living there for five years.

B  2.02 | Listen and repeat.

## SPEAKING

## 8A Make a list of three to five lifestyle habits you want to change, and how long you've had each habit. Include bad habits that you want to stop and good habits that you want to start. Use the pictures for ideas.



## B Next to each item on your list, make notes about the steps you can take to change or start the habit.

## C Work in pairs. Talk about each habit, what you've been doing to change it and what you're going to do to change or start it. Give each other advice on steps to take.

I've been ... for years. Now I'd like to ...


I've been trying to stop/start ... and now it's time to ...

I haven't been making an effort to ...

I'd like to take up ...

I've set myself a goal of ... and I'm going to try to stick at it for ...

## D Talk to other students. Find goals that you have in common. Tell each other your ideas for those goals.

9  At home, choose one habit from your list in Ex 8A. Do research about how to change that habit, or how to start it if it's a good habit. Make notes of the new ideas you find and prepare to tell other students in the next lesson.

## 2B People pleaser

GRAMMAR | relative clauses

VOCABULARY | collocations: feelings and behaviour

PRONUNCIATION | chunking in relative clauses



## VOCABULARY


## collocations: feelings and behaviour

## 1A Work in pairs. What do you think a 'people pleaser' is? How much of a 'people pleaser' are you? Give examples.

## B Do the quiz and read the key. Discuss your results.

## 2A Choose the correct option (a or b). Use the quiz to help.

- When you **make a comment** about something,
  - you say something negative about it.
  - you say something positive or negative about it.
- When you **get upset** about something,
  - you become unhappy, hurt or angry.
  - you become very worried and scared.
- When you **avoid an argument**,
  - you try not to disagree with people.
  - you don't join in any discussions.
- When you **do a favour** for someone,
  - you do something that they ask you to do.
  - you ask them to do something for you.
- When you're **in a bad mood**,
  - you feel unhappy or angry all the time.
  - you feel unhappy or angry, usually for a limited period.
- When you **feel guilty** about something,
  - you are understanding about someone's problem.
  - you feel bad because you think you have done something wrong.
- When something **is your fault**,
  - you are the person who is responsible for the problem.
  - you feel there is something wrong with you.
- When you **feel comfortable** being or doing something,
  - you strongly want to be or do it.
  - you feel calm and relaxed about it.
- When you **feel like doing** something,
  - you enjoy doing it.
  - you want to do it.
- When you're **happy to do** something,
  - you don't mind doing it.
  - it makes you feel very positive and good.

B  2.03 | Work in pairs and listen. Say what's happening in each situation. Use the correct form of the phrases in bold in Ex 2A.

- He's happy to help.

## Are you a people pleaser?

Read each sentence. Put two ticks (✓✓) if it's completely true for you, one tick (✓) if it's partially true and a cross (x) if it's not true.

- When I get dressed, I think about the comments that people will make about my clothes.
- When I post something on social media and it doesn't get many 'likes', I get upset.
- I avoid arguments. When I'm with a group and I disagree with everyone, I keep quiet.
- I hardly ever say no if a colleague or friend asks me to do them a favour, for example, to give them a lift somewhere or lend them money for lunch.
- If someone is in a bad mood, for example, angry or sad, I feel guilty about it even if it's not my fault!
- For me, it's better to be a host than a guest. I feel more comfortable.
- A positive comment from a stranger feels better than one from a close friend.
- If I don't feel like doing something but my friend really wants to, I'm happy to do it.

## KEY

Count the ticks, and find out if you're a people pleaser.

**12 or more ticks:** You're a true people pleaser. Maybe you need to think more about yourself and less about other people.

**8–11 ticks:** Sometimes it's a bit too important what people think about you, but you seem to take care of yourself.

**7 or fewer ticks:** You're not a people pleaser. You don't let other people's expectations and feelings direct your actions.

## LISTENING

**3A** **2.04** | Listen to the podcast. Are all three speakers, Greta, Colin and Anna, 'people pleasers'?

**B** Work in pairs and look at the examples the speakers give in the podcast. How is each one connected to the idea of 'people pleasing'?

- 1 working late
- 2 a new dress
- 3 pizza or sushi
- 4 a film
- 5 a negative comment on social media
- 6 a terrible idea at a meeting

**C** **2.04** | Listen again and check your ideas in Ex 3B.

**4A** Look at audioscript 2.04 on page 158. What phrases do the speakers use to introduce the examples in Ex 3B?

**B** Work in pairs and discuss. How would you behave in the situations in the podcast? Give examples of any similar situations you have experienced.

## GRAMMAR

## relative clauses

**5A** Choose two correct alternatives for each sentence.

- 1 I think people **which / who / that** care too much about other people's opinions are wasting their time.
- 2 I don't pay attention to comments **which / who / that** are negative.
- 3 We were talking about a film **which / who / that** we'd just seen.
- 4 And it's even better if I don't know the person **who says / says / saying** it.
- 5 He isn't the first person **who has told / tells / to tell** me that.

**B** Work in pairs and answer the questions about the sentences in Ex 5A.

- 1 In each sentence what do the words and phrases in bold refer to?
- 2 In which sentence can you leave out the relative pronoun: *who, which* or *that*? Why?
- 3 In sentences 4 and 5, what can we use instead of a relative pronoun + verb?

**C** Learn and practise. Go to the Grammar Bank.

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## PRONUNCIATION

**6A** | chunking in relative clauses | Work in pairs and look at the sentence below. Find a relative clause and the noun it refers to.  
I try to avoid people who lie.

**B** **2.05** | Listen to two different ways of pronouncing the sentence. Which one is correct?

**7A** **2.06** | Listen and write the sentences.

**B** Work in pairs. Find the relative clauses and the nouns they go with.

**C** **2.06** | Listen and say the sentences at the same time as the speaker. Pay attention to chunking the noun and relative clause.

**8A** Change the sentences in Ex 7A so they are true for you.

**B** Work in pairs and tell each other your ideas. Ask one question for each sentence. Remember to say the nouns and relative clauses without pausing between them.

A: I try to avoid people who have very strong opinions.

B: Why do you do that?

## SPEAKING

**9A** Look at the list of ways to say no. Tick the ones that you think are good ideas.



### People pleaser no more! Tips for saying NO!

The party you want to avoid ... The overtime work you don't want to do ... The lunch invitation from an old friend you don't want to see ... You **can** say no!

- 1 Prepare in advance. Practise what you're going to say.
- 2 Say something nice first. A positive comment first makes it easier to hear and accept the no.
- 3 Don't delay. Don't be the one to say yes because you took too long to say no.
- 4 Give a reason, but don't explain in detail.
- 5 Suggest an alternative, e.g. think of another time to meet.
- 6 Understand the tricks people use to turn your no into a yes.
- 7 Be gentle but firm. A message making it clear how you feel is easier to understand.
- 8 If the person doesn't take no for an answer, **don't** say yes. Say nothing.

**B** Work in pairs and discuss the questions (1–3).

- 1 Which of the things in Ex 9A do you normally do?
- 2 Which ones don't you do?
- 3 Which ideas would or wouldn't work for you? Why/Why not?

A: I think preparing in advance would work because it would give you time to think about what to say.

B: I don't think it would work for me. I'd forget what I'd planned to say!

## WRITING

## emails to decline invitations

**10A** Work in pairs. Look at the events in the box and answer the questions.

concert conference meal out meeting  
party sports event wedding work trip other

- 1 Do you often get invitations to these events?
- 2 Do you usually accept or decline them?

**B** Read the email and answer the questions.

- 1 What event is the invitation for?
- 2 What will happen there?

**To:** Sandy King  
**cc:** Greg Kaminski  
**Subject:** Guest speaker planning meeting

Sandy, we need to meet to discuss arrangements for our guest speaker programme this year. We're planning to choose the speakers and to suggest topics for the lectures. We also want to decide on the dates. I'm attaching the provisional agenda. Could we meet on Thursday morning? Let me know if that works for you.  
Regards,  
Pat

**C** Read two answers from Sandy. Which one is more suitable for a work situation? How do you know?

1

**To:** Pat Summers  
**cc:**  
**Subject:** Re: Guest speaker planning meeting

Dear Pat,  
Thursday is no good for me. I'm very busy! 😞 Do we really need to meet? If we do, let's meet next week some time.  
Sandy

2

**To:** Pat Summers  
**cc:** Greg Kaminski  
**Subject:** Re: Guest speaker planning meeting

Pat, I'm sorry, but I can't make Thursday. There's another meeting which I have to go to. Would you mind if we put the meeting off until the following week? I'm free most mornings except Wednesday.  
Best wishes,  
Sandy

**D** Number the items (a–d) in the correct order. Use the second email in Ex 10C to help you.

- a Sign off politely.
- b Make a suggestion for an alternative.
- c Give a reason.
- d Use a subject line that is the same as the invitation.

**11A** Look at the sentences from emails (1–8). Are they saying no (N), giving a reason (R) or giving an alternative suggestion (A)?

- 1 I'm out of the office all day. R
- 2 I'm afraid that Thursday isn't convenient for me.
- 3 Afraid I can't. Will get back to you with another time.
- 4 I'm sorry, I can't make Wednesday evening.
- 5 I'm in classes all afternoon.
- 6 Sorry, I'm doing something else then.
- 7 I wonder if we could arrange it for Monday instead?
- 8 I have something else on.

**B** Work in pairs and look at the sentences in Ex 11A. Find two which are very formal and two which are very informal.

**12A** Read the invitations. Write an email to decline each one. Follow the order in Ex 10D and use the sentences in Ex 11A for ideas. Think about whether each reply should be formal or informal.

**To:**  
**cc:**  
**Subject:** Invitation to post-talk session

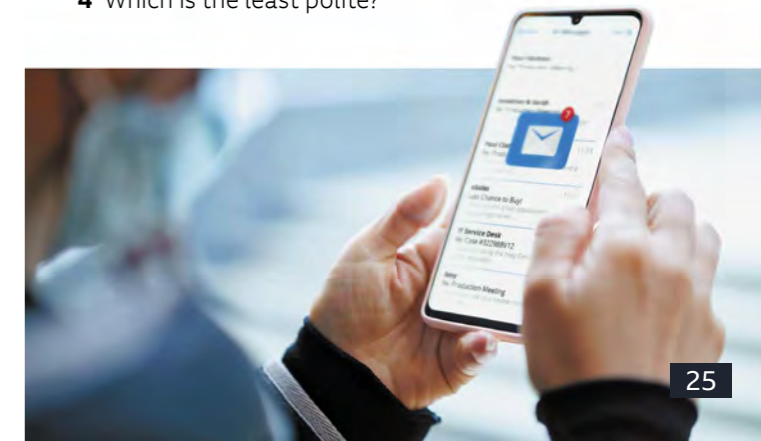
Dear Student,  
We are pleased to announce that our guest speaker on Friday evening will be Professor Hendricks. His topic is prehistoric cave paintings. We would like to invite you to a post-talk coffee and question session. Please reply by Monday 7th.  
Regards,  
Cathy Shepherd, PA

**To:** Ilsa  
**cc:**  
**Subject:** Marketing campaign

Hi Ilsa,  
Are you free any time tomorrow? I'd like to have a quick chat with you about the new marketing campaign. I'm sorry it's such short notice, but we need to talk. Can you get back to me as soon as possible?  
BW  
Mikael

**B** Work in pairs. Read each other's emails and answer the questions.

- 1 Do they follow the order in Ex 10D?
- 2 Decide if each email is formal or informal enough.
- 3 Which is the most polite?
- 4 Which is the least polite?



# 2C That's annoying!

**HOW TO ...** | talk about things that annoy you  
**VOCABULARY** | pet hates  
**PRONUNCIATION** | stress and intonation to show annoyance

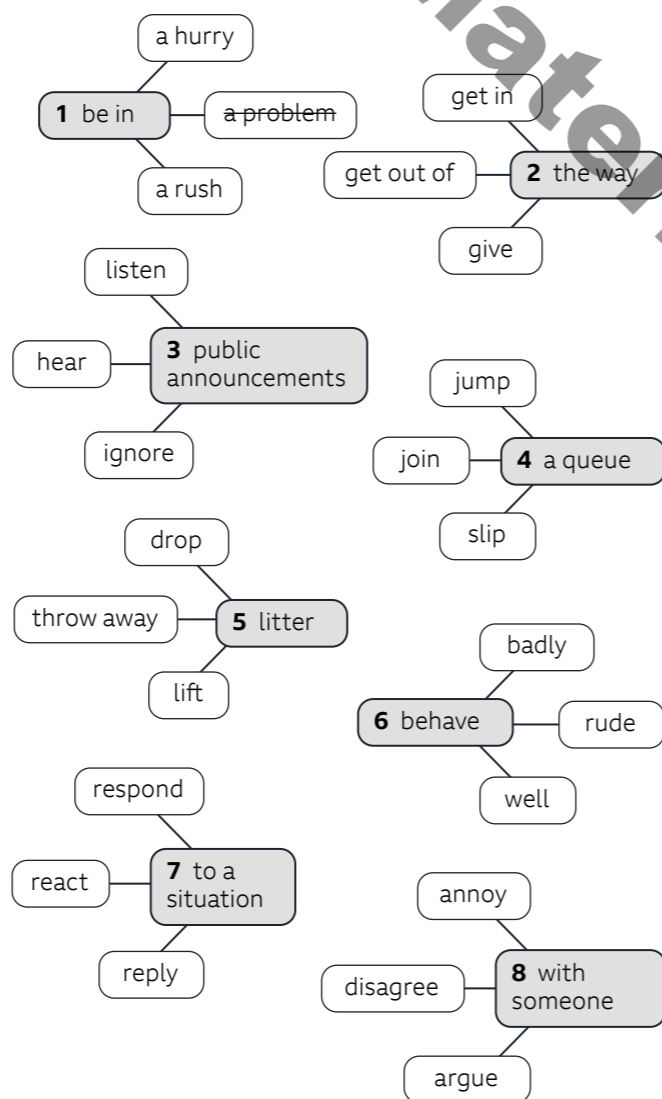
## VOCABULARY

### pet hates

**1 A** Read the article. Work in pairs and discuss the questions.

- How do you feel about each of the pet hates in the article?
- What are your pet hates?

**B** Look at the word webs and find the collocation that does NOT belong. Use the article in Ex 1A to help.



**C** Work in pairs. Tell your partner about something that annoys you on the street. Use the collocations in Ex 1B.

- A: I hate it when I can see someone who needs help and no one else reacts to the situation.  
 B: Yes, I hate that, too. They just ignore the person and pretend they don't see or they're too busy.



## How to ... talk about things that annoy you

**2 A** Work in pairs and discuss. What things annoy you about people's behaviour on public transport? Make a list.

**B** **2.07** | Listen to the conversation. What things do they talk about that are on your list?

**3 A** Work in pairs and complete the sentences with two or three words.

- B: Were there a lot of people on the train?  
A: No, not many, but it's just the way some people behave. I ..... it.
- A: First I had to queue to buy a ticket because the ticket machines were broken.  
B: I hate ..... happens.
- B: People ..... doing that on trains! I expect it smelled bad.  
A: Yeah, the smell was terrible! It really ..... nerves.
- B: I know what you mean, without asking anyone?  
A: Yeah, it ..... me when they do that.
- B: You're ..... so upset about things. And you're here now.  
A: But that sort of behaviour ..... me.

**B** **2.08** | Listen and check.

**C** Learn and practise. Go to the Grammar Bank.

▶ page 110 **GRAMMAR BANK**

## PRONUNCIATION

**4 A** | **stress and intonation to show annoyance** | Work in pairs and read the sentences (1–6). What place are the people talking about?

- I can't stand it when people take a long time to pay.
- It annoys me when they try to sell me something I don't want.
- It drives me crazy when people eat food while shopping.
- I hate it when I can't reach something on the top shelf.
- I can't bear it when food is packaged in too much plastic.
- People are always jumping the queue.

**B** **2.09** | Listen to the sentences in Ex 4A and underline the word with the most stress in each sentence. Is the speaker's voice higher or lower on the key stressed word?

**C** Work in pairs. Student A: Say one of the sentences in Ex 4A. Pay attention to stress. Student B: Say how you feel using one of the responses below.

Yes, that annoys me, too.      Yes, I hate that, too.  
 Yes, that gets on my nerves, too.  
 That doesn't bother me.      I don't mind that.

## SPEAKING

**5 A** Work in pairs. Choose three of the situations. Think of three or more things that annoy you in each situation. Say why they annoy you. Use the phrases in Ex 3A.

- on social media
- in a cinema
- with neighbours
- with a flatmate or roommate
- on an online video call
- on a plane
- in a restaurant

**B** Work with other students. Choose one of the situations. Tell each other what annoys you and why. Listen to other students and say how you feel.

**C** Tell the whole class which situations came up the most in your discussions.

## MEDIATION SKILLS summarising skills

summarise an article

▶ page 146 **MEDIATION BANK**



2D BBC Documentary

# Planet Earth II: Jungles

SPEAKING | discuss difficult situations

WRITING | a personal experience

## PREVIEW

### 1 A Work in pairs and answer the questions.

- 1 What wildlife programmes are popular in your country?
- 2 Why do you think people enjoy these kinds of programmes?
- 3 In what ways do they affect our attitudes to the natural world?

### B Read the programme information and answer the questions.

- 1 What is the animal in the photo on page 29?
- 2 What does it want to do?
- 3 How do you think it can escape?
- 4 What 'extraordinary ability' do you think it has?



## Planet Earth II: Jungles

David Attenborough celebrates the amazing variety of the natural world in this epic documentary series, filmed over four years across sixty-four different countries. This episode takes us to the jungles of Malaysia, inhabited by creatures with extraordinary abilities, such as the Draco lizard. Watch as a Draco lizard faces danger and has to choose between fighting to make his home in a tree or finding a way to escape. Will he survive?

## VIEW

### 2 A Watch the BBC video clip. Check your ideas in Ex 1B.

#### B Work in pairs. What does the speaker say? Choose the correct words. Then watch again and check.

- 1 He's only the size of a **pen** / **pencil** and he eats ants.
- 2 This one tree could provide him with all he will ever **need** / **eat**, a conveyor belt of food.
- 3 The owner's not only intimidating, he's prepared to **fight** / **battle**.
- 4 Now he must choose – fight or **flee** / **run away**.
- 5 Only in the jungle do you find lizards that can **soar** / **fly** like dragons.
- 6 Maybe this new tree will have food and no **present** / **resident** owner.

#### C Work in pairs and discuss the questions.

- 1 What do these animals do to escape from danger?

bird chameleon deer mouse  
skunk spider wasp

- 2 What do you think the 'fight, flight or freeze responses' to danger mean?

## SPEAKING

### difficult situations

#### 3 A Work in pairs and discuss. What response would you have in these situations: fight, flight or freeze?

- 1 You see a snake in your bedroom.
- 2 You're alone at a friend's house and it's winter. Someone knocks on the door. It's ten o'clock at night.
- 3 You're walking along a street and a big dog is coming towards you. It's growling. You can see the owner in the distance.
- 4 You're on a train and the person opposite you drops their empty drink can on the floor.

#### B 2.10 | Listen to the conversation and answer the questions.

- 1 Which situations in Ex 3A do they talk about?
- 2 What does the woman say she would do in the situations?

#### C 2.10 | Listen again and tick the phrases you hear.

### KEY PHRASES

And then what?  
How do you mean?  
That's a tricky one.  
I'd like to say that I'd ...  
I don't quite get what you mean.  
Could you say more about that?  
I think that in real life I'd hesitate.  
Why's that?  
Do you mean that ... ?  
Oh, no question in my mind. I would definitely ...

#### D Which of the Key phrases ask someone to give more detail about what they have just said?

- 4 Work in pairs. Look at the situations on page 140. Use the Key phrases to say what you would do in each situation or to ask your partner to give more detail.

## WRITING

### a personal experience

#### 5 A Read the story. What would you do in the same situation?

### Not what it seemed to be

A few years ago, I was living in New York City and I took the subway to work every day. One morning I was on a crowded train, <sup>1</sup> sitting and reading when I heard some shouting near me. Two women were having an argument. They stood up and started really yelling at each other. A couple of people near the two women moved away <sup>2</sup>. All the other people were looking at the women.

At that point I noticed a third woman trying to take a wallet out of a man's pocket without him knowing and I realised that the argument was fake. Everyone was listening and not paying attention to their own belongings, so they were easy targets for the pickpocket. I shouted loudly, 'Watch out, the fight's a trick, hang on to your wallets!' Well, the two women stopped right away and the third woman walked <sup>3</sup> over to me and kicked me in the knee. She got off at the next stop, along with the two other women. <sup>4</sup> The next station was my stop, too, but I decided to wait a few more stops before I got off!

#### B Look at the words and phrases (a–d) about people's feelings. Find the place in the story (1–4) where each one fits.

- |                         |                          |
|-------------------------|--------------------------|
| a nervously             | c angrily                |
| b We all felt relieved. | d feeling quite relaxed, |

#### 6 A Choose one of the situations on page 140 and make notes for a story about what happened – either a true story or one you make up. Use these questions to help.

- Where and when did it happen?
- What was the situation?
- What were the main events?
- How did people feel at different points in the story?
- How did it end?

#### B Write your story. Use your notes from Ex 6A to help.

#### C Work in pairs. Read each other's stories. Would you do the same as your partner in the situation they describe?



## GRAMMAR

## present perfect continuous

## 1 A Complete the sentences with the present perfect continuous form of the verbs in brackets.

- I ..... (try) some new ideas for recipes.
- We ..... (practise) the violin. We have a concert next week.
- She ..... (research) a story about how the government lost the election. She has a deadline tomorrow.
- They ..... (talk) with some new clients. They're interested in buying our products.
- I ..... (mark) exam papers, which I need to give back to my students this week.

## B Think of a job to go with each sentence in Ex 1A.

Write two or three sentences that this person could say at the end of a busy day. Use the present perfect continuous.

*I've been interviewing politicians. I've been reading through reports.*

## C Work in pairs. Take turns to say your sentences. Can your partner guess the job?

## relative clauses

## 2 A Complete the phrases with the words in the box. Put – if it's possible to leave the gap blank. More than one answer might be possible.

that to when where which who whose

- the last book ..... you read
- a time of day ..... you feel the most relaxed
- someone ..... you'd like to meet
- the best places ..... eat lunch near you
- a person ..... songs you love
- a film ..... almost made you cry
- the first person ..... teach you English
- an ability ..... you wish you had
- a nearby café ..... they make great coffee
- a person ..... makes you laugh

## B Work with other students and take turns. Choose one of the topics in Ex 2A and ask the other students to talk about it for one minute.

## VOCABULARY

## 3 A Add vowels to complete the phrases (1–12).

- |                          |                              |
|--------------------------|------------------------------|
| 1 _ch_ _v_ goals         | 7 _gn_ _r_ someone           |
| 2 _rg_ _ _ with someone  | 8 k_ _p on doing             |
| 3 _v_ _d arguments       | 9 make a c_ _mm_ _nt         |
| 4 be someone's f_ _lt    | 10 m_ _n_ _g_ _ to do        |
| 5 do someone a f_ _v_ _r | 11 set g_ _ls                |
| 6 feel g_ _lty           | 12 t_ _k_ _ up something new |

## B Work in pairs. Choose one of the topics (1–3) and talk about it. Use at least three of the phrases in Ex 3A.

- a change you've made in your life that was difficult to make
- things that bother you when you're trying to sleep
- a time that someone was angry with you, or you were angry with them

## 4 A Choose the correct options (A–C) to complete the text.

## Taking the pain out of the wait

Waiting in a queue <sup>1</sup> ..... most people crazy, and that's bad for business. So businesses <sup>2</sup> ..... a lot of effort to solve this. When high-rise buildings became common, waiting for the lift was frustrating for anyone who was in a <sup>3</sup> ....., and there were lots of complaints. So mirrors were put next to the lifts and complaints dropped because it gave people something to look at while waiting. An airport was <sup>4</sup> ..... getting complaints about the long wait for baggage. When they moved the arrival gates further away, complaints about waiting stopped, and no one got <sup>5</sup> ..... about the longer walk. When a new electronic product comes out, there can be long queues, and people <sup>6</sup> ..... outside a shop can be a real problem. Danish researchers found a solution: serve the last people <sup>7</sup> ..... first. That way there's no reason to show up early. As far as we know, no other countries are <sup>8</sup> ..... to try out the Danish solution – we can guess how people might <sup>9</sup> ..... to it. Most people would probably stick to their belief that first-come, first-served is fair, and anyone <sup>10</sup> ..... the queue is just behaving rudely.

- |                |           |             |
|----------------|-----------|-------------|
| 1 A causes     | B gets    | C drives    |
| 2 A make       | B do      | C have      |
| 3 A way        | B hurry   | C speed     |
| 4 A constantly | B ever    | C continual |
| 5 A far        | B tired   | C upset     |
| 6 A camping    | B camp    | C who       |
| 7 A arrived    | B who     | C to arrive |
| 8 A thinking   | B intends | C planning  |
| 9 A answer     | B react   | C argue     |
| 10 A jump      | B jumping | C jumps     |

B  R2.01 | Listen and check your answers.

# Lesson 2A

GRAMMAR | present perfect continuous

VOCABULARY | making changes

PRONUNCIATION | weak form of *been*

## VOCABULARY

### making changes

1 A Choose the correct word to complete the sentences.

1 I can never say 'no' to chocolate. I just can't ..... it!

- a stick      b set      c resist

2 Ji is making ..... to eat five portions of vegetables every day.

- a a goal      b an effort      c an aim

3 She tries to go swimming three times a week, but she doesn't always ..... to do it.

- a achieve      b stick      c manage

4 Every January I write a list of goals for the year, but I don't always ..... them.

- a achieve      b set      c stick

5 Samira often ..... off doing tasks she doesn't enjoy and leaves them to the last minute.

- a sets      b puts      c takes

6 If you want to change a habit, it's important to ..... realistic goals.

- a stick      b put      c set

B Complete the sentences with the correct form of the verbs in the box and a preposition.

give    keep    put    stick    take

1 My tooth really hurts. I can't ..... going to the dentist any longer.

2 Ping has lots more energy since she ..... eating fast food – she only eats healthy food now.

3 I told him I was late and had to leave, but he just ..... talking.

4 Filippo only ..... running last year and he's already run a 50 km race!

5 It's easy to set yourself goals, but it's much harder to ..... them!

C Read the blog and choose the correct alternative.

Every year on my birthday, I write a list of things I want to <sup>1</sup>achieve / goal that year. I usually <sup>2</sup>set / put myself one main goal, like going to bed earlier or giving up <sup>3</sup>to drink / drinking coffee.

A few years ago, I decided that I would take <sup>4</sup>on / up sea swimming. My first swim was at the end of February and the water was freezing! I only managed <sup>5</sup>to stay / staying in the water for about ten seconds! I didn't want to go back the next day, but I was determined to stick <sup>6</sup>to / of my plan and kept reminding myself of how good I would feel if I kept <sup>7</sup>up / on going. Some days, when it was cold, I had to <sup>8</sup>do / make an effort to get in the water, but I always did it in the end.

## GRAMMAR

### present perfect continuous

2 A Complete the sentences with the present perfect continuous form of the verbs in brackets. Use contractions where possible.

1 Maria ..... (work) here for about forty years. She started when she was twenty one.

2 I ..... (try) to give up eating crisps, but I just can't resist them!

3 We ..... (live) in Bristol for about three years. We love it here!

4 You should take a break. You ..... (look) at your computer screen all morning.

5 Zuzanna is really good at the piano. How long ..... (she / play)?

6 Recently, I ..... (make) an effort to go to bed early. I feel much better.

7 We haven't been for a walk yet. It ..... (rain) all day.

8 Have you ..... (listen to) Jack Wilson's new podcast? It's so interesting!

B The sentences below have a mistake. Choose the best option to correct the mistake.

1 I've been knowing my best friend since we were five.

- a I knew      b I know      c I've known

2 I'm exhausted! I been working all morning!

- a I've been working  
b I work  
c I've working

3 Maxime lives here for five years.

- a been living  
b is living  
c has been living

4 I have these boots for ten years. They're a bit damaged now.

- a I've been having  
b I've had  
c I'm having

## PRONUNCIATION

3 A 2.01 | weak form of *been* | Listen and choose the sentence (a or b) with the correct underlined stress.

1 a How long have you been living in Sydney?

b How long have you been living in Sydney?

2 a She's been working here for five years.

b She's been working here for five years.

3 a They've been playing tennis all morning.

b They've been playing tennis all morning.

4 a Have you been waiting for a long time?

b Have you been waiting for a long time?

B 2.01 | Listen again and repeat. Pay attention to the weak pronunciation of *been* /bɪn/.

## READING

**4A** Read the title and introduction to the article. Choose what the article is about (a–c).

- a Why you should break bad habits
- b How to become healthier and more successful
- c How to make small improvements to your life

### How to change your life without too much effort

Do you often set yourself impossible goals or feel stressed because you haven't achieved everything you planned to? I know I used to! Every January, I'd write a list of all the bad habits I wanted to break and tell myself, 'this year I'll definitely be more successful!' I never managed to stick to my plans and I felt like a failure. Last year I decided that I wasn't going to give anything up, apart from setting goals! Instead, I made small changes that really improved my life. So, if you would like to try something different this year, here are my top three life-changing tips!

1 .....

Apparently, only one in five people in the UK get the recommended eight hours of sleep a night and I definitely wasn't one of them! I often stayed up late looking at social media or binge-watching a series on my phone. I told myself, 'just one more episode then I'll go to bed' but before I knew it, it was 3 a.m. So, I bought an alarm clock and started leaving my phone in another room when I went to bed. I go to sleep hours earlier than I used to and have so much more energy during the day!

**B** Read the article again and match the headings (a–c) with the paragraphs (1–3).

- a Focus on the good stuff
- b Get outside every day
- c Don't look at a screen in bed

**C** Find the quotes in the article. What is the writer's purpose for using them? Choose two purposes (1–4).

- 1 to give examples and make suggestions clearer for the reader
- 2 to create a connection with the reader, because the reader can imagine saying these things
- 3 to give the reader ideas of what to do in a situation
- 4 to make the article more interesting, similar to the way that dialogue does in stories



2 .....

Every night, I write down three things that made me feel happy or that I'm grateful for that day. They aren't usually big things. Often they're small, everyday things like walking in the park after work or my boyfriend making me a cup of coffee. Getting into the habit of being grateful has definitely improved my mental health. I feel much more positive, less anxious and less stressed. It only takes five minutes a day, so it's really worth doing.

3 .....

We all know that exercise is good for our physical and mental health, but sometimes it's difficult to get started. You tell yourself, 'I'm too busy to go to the gym today, I'll go tomorrow instead.' But I promise you that if you go for a walk every day, you'll always feel better. It doesn't have to be a long walk. Even ten minutes outside in the fresh air is good for our bodies and our brains.

**D** Read the article again. Are the statements True (T) or False (F)?

- 1 In the past, the writer sometimes managed to achieve her goals.
- 2 Last year she decided not to set herself any goals.
- 3 Most people in the UK get less sleep than they should.
- 4 The writer used to stay up late watching TV and listening to podcasts.
- 5 Focusing on three positive things every day makes the writer feel happier and more relaxed.
- 6 The writer says that a short walk every day is good for physical and mental health.

# Lesson 2B

GRAMMAR | relative clauses

VOCABULARY | collocations: feelings and behaviour

PRONUNCIATION | chunking in relative clauses

## VOCABULARY

### collocations: feelings and behaviour

1 A Choose the correct word or phrase to complete the sentences.

- 1 Leo was in a really **bad** / **upset** / **good** mood. I don't know what was wrong with him!
- 2 It's my **guilty** / **fault** / **comment** that we're late. I should have left earlier.
- 3 I don't feel **guilty** / **comfortable** / **upset** with groups of people. I prefer spending time with a few good friends.
- 4 Josh didn't go to the party because he didn't feel **guilty** / **in a bad mood** / **like it**.
- 5 I find it very difficult to say 'no' when a friend asks me to **make** / **do** / **get** them a favour.
- 6 Barbara never **makes** / **says** / **does** negative comments about the way people look.

B Complete the texts with the words in the box. There are two extra words.

argument comfortable comment fault  
favour feel good guilty mood upset



I don't really care what other people think about me! For example, if someone makes a negative <sup>1</sup>..... on something I've posted on social media, I don't get <sup>2</sup>....., I just think that perhaps they're in a bad <sup>3</sup>.....! I like to do things that make me feel happy rather than things other people want to do. If I don't <sup>4</sup>..... like doing something, I won't do it.



I'd do anything to avoid an <sup>5</sup>.....! It's easier just to agree with other people's opinions than say something that hurts them and then feel like it's my <sup>6</sup>..... I always say 'yes' when someone asks me to do them a <sup>7</sup>....., even if it's something I don't really want to do. I don't feel <sup>8</sup>..... saying 'no'.

## GRAMMAR

### relative clauses

2 A Choose the correct word or phrase to complete the sentences.

- 1 This is the area ..... I used to live.  
a which      b when      c where
- 2 Ken is my friend ..... brother you know.  
a whose      b who      c that
- 3 Do you remember the time ..... it snowed for a week?  
a which      b who      c when
- 4 Vicki is someone ..... avoids arguments.  
a which      b who      c whose
- 5 I always put off tasks ..... I don't enjoy.  
a who      b when      c which
- 6 People ..... set themselves impossible goals won't achieve them.  
a which      b that      c whose

B Read the pairs of sentences and choose the ones that are possible. Sometimes both a and b are possible.

- 1 a Tom is a friend that I met at university.  
b Tom is a friend I met at university.
- 2 a The park where I go running is really beautiful.  
b The park that I go running is really beautiful.
- 3 a Cho was the only one to stay up late last night.  
b Cho was the only one who stayed up late.
- 4 a We didn't see the woman driving the car.  
b We didn't see the woman who drove the car.
- 5 a The restaurant we went to was fantastic.  
b The restaurant when we went to was fantastic.

C Join the sentences using defining relative clauses.

- 1 It was nine o'clock. My sister phoned me.  
**It was nine o'clock when my sister phoned me.**
- 2 Jill took me to the shop. She bought her new bike.
- 3 This is the app. It helps me learn Italian.
- 4 Yusuf is the Turkish man. You like his dog.
- 5 The woman lives next door. She is an actress.
- 6 Is this the website? You were talking about it.

## PRONUNCIATION

3 A 2.02 | chunking in relative clauses | Listen to the sentences. Choose the words where the relative clause is spoken as a chunk.

- 1 I'm not someone who feels relaxed in big groups.
- 2 The only time when I get up late is the weekend.
- 3 I try to avoid places that are busy.
- 4 Someone pushed in front of me in a queue today, which was really annoying.
- 5 Pablo is someone who always tells the truth.
- 6 I think people who work in restaurants should get free food.

B 2.02 | Listen again and repeat.

## LISTENING



**4A** **2.03** | Listen to the podcast. Number the topics (a–f) in the order that Miguel talks about them.

- a visiting art galleries
- b eating things he didn't like
- c being invited to the cinema
- d apologising for things he didn't do
- e spending a week camping in the jungle
- f having more space in his apartment

**B** Which things (a–f) in Ex 4A relate to these statements (1–2)?

- 1 doing what other people want
- 2 doing what Miguel wants

**C** **2.03** | Listen again and choose the correct options.

- 1 Miguel says he used to worry about
  - a disagreeing with other people's opinions.
  - b other people's opinions of him.
  - c what things he should eat.
- 2 Miguel didn't have enough time to
  - a see his friends.
  - b do his job well.
  - c do the things he enjoyed.
- 3 Miguel stopped being a 'people pleaser' after he
  - a watched a television programme.
  - b read a book.
  - c read a magazine article.
- 4 Miguel says that now he has more time, energy and
  - a friends.
  - b money.
  - c interests.
- 5 Miguel says if you don't want to do something,
  - a you should tell your friends the truth.
  - b you should give an excuse.
  - c you should do it anyway.
- 6 Miguel says he once felt guilty about
  - a refusing his friends' invitations.
  - b doing things he wanted to do.
  - c not being truthful to his friends.

**5** **2.04** | Listen to the recording. Write what you hear. You will hear the sentences only once.

- 1 .....
- 2 .....
- 3 .....
- 4 .....

## WRITING

## emails to decline invitations

**6A** Complete the emails with the words in the box.

arrange convenient have  
make office put

**1**

Hi Hugo and Piotr,

We need to have a meeting about the programme for the annual conference. Could we meet on Wednesday morning? I'm sorry it's such short notice, but we need to discuss it as soon as possible. Can you get back to me and let me know what time works for you?

Best wishes,

Joanna

**2**

Hi Joanna,

I'm afraid that Wednesday isn't <sup>1</sup> ..... for me. I'm out of the <sup>2</sup> ..... all day. I wonder if we could <sup>3</sup> ..... it for Thursday or Friday instead? I'm free in the mornings. Let me know when suits you.

Regards,

Hugo

**3**

Hi Joanna,

Thanks for your email. I'm afraid that I can't <sup>4</sup> ..... the meeting. There's another meeting which I <sup>5</sup> ..... to go to on Wednesday morning. Would you mind if we <sup>6</sup> ..... it off until the following week?

Thanks,

Andrea

**B** Find examples in emails 2 and 3 of when the writers do these things.

- 1 decline an invitation
- 2 give a reason
- 3 suggest an alternative

**C** Write your own reply to email 1 in Ex 6A. Decline the invitation, give a reason why and suggest an alternative. Use the language in Ex 6B to help you. Write at least 40 words.

# Lesson 2C

HOW TO ... | talk about things that annoy you

VOCABULARY | pet hates

PRONUNCIATION | stress and intonation to show annoyance

## VOCABULARY

### pet hates

1 A Choose the correct alternatives to complete the sentences.

- 1 If you want to buy tickets, you'll need to **lift** / **join** the queue over there.
- 2 Why do some people **drop** / **lift** litter when they're standing right next to a bin?!
- 3 I hate it when I'm trying to walk somewhere, and people don't **get out of** / **give** my way!
- 4 Ravi always tries to **reply** / **respond** to difficult situations in a calm way.
- 5 So many people just **ignore** / **hear** public announcements! I really don't understand.
- 6 The children behaved really **well** / **rude** in class today.
- 7 You need to get up earlier. You're always in a **rush** / **problem** in the morning.
- 8 Zeynep's always **arguing** / **annoying** with someone. She's definitely not a people-pleaser!

B Complete the conversation using words from the box.

badly hurry join jump  
react reply rude way

A: What's your pet hate?

B: People who walk slowly! I hate it when I'm in a  
1 ..... and people get in my 2 .....  
It also bugs me when people 3 ..... the  
queue. What about you?

A: I hate it when children behave 4 ..... in  
restaurants and their parents don't 5 .....

## How to ...

### talk about things that annoy you

2 A 2.05 | Listen to people talking about their pet hates. Match the conversations (1–3) with the things that annoy them (a–e). There are two extra options.

Conversation 1 .....

Conversation 2 .....

Conversation 3 .....

- a public transport
- b very noisy people
- c people who talk about other people
- d flatmates
- e people who use their phones all the time

B 2.05 | Listen again. Complete the sentences with one word in each gap.

- 1 You know what really ..... me?
- 2 Yeah, it's so .....!
- 3 My flatmate is ..... leaving his dirty dishes in the sink.
- 4 It really ..... on my nerves.
- 5 He's so lazy and it really ..... me!
- 6 That would really ..... me, too.
- 7 It ..... me mad when I get on the train in the morning and there are no seats.
- 8 I can't ..... it when I'm waiting at the bus stop and there are so many people.

## PRONUNCIATION

3 A 2.06 | stress and intonation to show annoyance | Listen and choose the word in each sentence with the most stress.

- 1 It annoys me when people drop litter.
- 2 I can't bear it when people play loud music.
- 3 It gets on my nerves when people are always late.
- 4 I can't stand it when people disagree with me.
- 5 It bugs me when people jump the queue.
- 6 My husband is always losing his house keys.

B 2.06 | Listen again and repeat.

## SPEAKING

4 A 2.07 | Complete the conversation with the words in the box. Then listen and check.

bear bugs checking crazy  
forever it nerves so

A: I can't 1 ..... it when I'm with a friend and they keep looking at their phone.

B: Yes, it really 2 ..... me, too. Last night I was in a restaurant with a friend, and she was constantly 3 ..... her messages.

A: That's 4 ..... annoying! And it drives me 5 ..... when people take photos of their food and put them on social media while you're having dinner!

B: Yes, my friend does that, too. She's 6 ..... posting photos, then checking to see if anyone has made a comment. It really gets on my 7 .....!

A: Totally. I can't stand 8 ..... either. When I'm with a friend I want to talk to them, not sit and watch them on their phone!

B 2.08 | You are B in Ex 4A. Listen and speak after the beep. Record the conversation if you can.

C Listen to your recording and compare it to Ex 4A.



## Lesson 2D

READING | personal experiences

## READING

**1 A** Read the introduction to the article. Choose the **incorrect** option (a–d) for each question.

- 1 What does Bruno Redmond do?
  - a He gets near wild animals.
  - b He works on TV.
  - c He stars in action films.
  - d He goes to different places for work.
- 2 Which types of places has he visited?
  - a deserts
  - b lakes
  - c jungles
  - d oceans

**B** Read the article. Match the questions (a–f) with the paragraphs (1–6).

- a What is your strongest memory of an experience with an animal?
- b How do you stay safe around dangerous animals?
- c What bad experiences have you had?
- d How did your interest in the natural world start?
- e What are you going to do next?
- f Where do you like working the most?

**C** Read the article again. Choose the correct option (a–c).

- 1 Bruno says he loves wild places because
  - a he went camping when he was a child.
  - b he grew up on a farm.
  - c he had lots of pets.
- 2 Bruno enjoys working in the jungle because
  - a he's worked there more than in other places.
  - b he's particularly interested in plants.
  - c there are lots of different types of wildlife.
- 3 Bruno wasn't afraid of the shark because
  - a he had swum with them many times before.
  - b the shark was very calm.
  - c he knew that they weren't dangerous.
- 4 Bruno says that you need to be calm around dangerous animals because
  - a they can tell if you are frightened.
  - b they might attack you.
  - c they might run away if you are nervous.
- 5 Bruno didn't complete his Nile journey because
  - a it took longer than he thought it would take.
  - b it was more difficult than he thought.
  - c something terrible happened during the trip.
- 6 Bruno says that it's difficult to see snow leopards in the wild because
  - a they're very rare.
  - b they live in areas that are difficult to get to.
  - c they don't go near humans.

## An interview with Bruno Redmond

Television presenter Bruno Redmond is best known for his documentaries which combine travel and nature with plenty of action. His programmes have taken him across deserts, jungles, oceans and mountains to some of the most amazing places on Earth, and he has come face to face with the world's most dangerous animals. He spoke to us about his life and work.

<sup>1</sup>When I was young, we lived on a farm, so I grew up with ducks, goats and donkeys around me. My parents loved nature and we spent a lot of time outside. In the holidays, we went camping in the mountains or forests. My love of wild places comes from those trips.

<sup>2</sup>I've been very lucky in my career – I've climbed the highest mountains in the world, explored secret caves and swam in every ocean. But my favourite place to work is the jungle. There are animals all around you – on the forest floor, in the flowers, the trees. Nowhere else on Earth has such a variety of animal life.

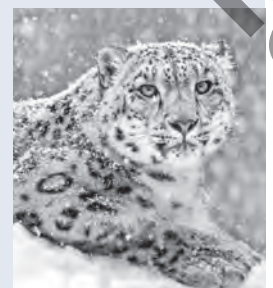
<sup>3</sup>I was swimming off the coast of Australia when suddenly a whale shark, several metres long, appeared. It came up to me, then slowly swam all around me. I'd never been so close to such a large animal, but it was so peaceful that I wasn't scared at all. It was an experience I won't forget.



<sup>4</sup>You need to be relaxed and confident. People say that animals can smell fear, and it's true. When you're working with animals like crocodiles or lions, you need to stay calm. If you can't, you shouldn't be there.

<sup>5</sup>When I was twenty, I tried to walk the length of the Nile on my own – a journey over 4,000 miles from the mountains of Rwanda to the Mediterranean. It was a total disaster! I'd never done anything like it before and I wasn't prepared for how tough it would be. I had to give up half the way through the journey.

<sup>6</sup>I'm going to spend the next month in the Himalayas looking for snow leopards. Hardly anyone sees them in the wild because they're very shy of people and good at hiding. I love big cats and I've been trying to see snow leopards for years, but I haven't been successful yet.



## GRAMMAR

## 1 Choose the correct alternatives to complete the text.

Last year, I finally <sup>1</sup>achieved / had achieved my goal of buying a house by the sea. <sup>2</sup>I'd always dreamt / I was always dreaming of living in a small house near the beach, but until last year, I <sup>3</sup>was having / had to live near my office in the city centre. I didn't like living in the city and I <sup>4</sup>was getting / had got really stressed at work, so I decided to look for a new job somewhere else.

Last March I succeeded in getting a job in Almeria and moved there. I <sup>5</sup>was hearing / had heard that it was a good place to live, but no one <sup>6</sup>had told / had been telling me how beautiful the city was. One day last summer, while I <sup>7</sup>was walking / had walked along the beach, I saw a house for sale. It <sup>8</sup>was / had been exactly the house I had always imagined myself living in. I bought it that day and moved in a month later. I've been living there for six months now, and I've never been happier!

## 2 Complete the sentences with the correct form of the verbs in the box.

be earn eat live meet pick up  
play stay study swim

- Elsa always dreamt about ..... in an apartment in Paris, and now she does!
- Ahmed never cared about ..... a lot of money.
- After school, Clare went on ..... medicine at university.
- I gave up ..... meat twenty years ago.
- We're really looking forward to ..... you.
- Don't forget ..... some milk later!
- I'll never forget ..... in the Pacific Ocean for the first time.
- Wei went on ..... tennis even after he hurt his knee.
- Do you remember ..... at Tom's house in Spain a few years ago?
- I thought it was going to rain but it turned out ..... a beautiful day!

## 3 Complete the sentences using the present perfect simple or present perfect continuous form of the verbs in brackets. If both are possible, use the present perfect continuous.

- I ..... (know) Aline all my life.
- Piotr and Sam ..... (live) together since they were at university.
- I'm exhausted. I ..... (clean) the house all day without a break.
- Lisa ..... always ..... (like) trying new sports.
- Where have you been? I ..... (try) to call you all morning!
- We ..... (study) Spanish for five years.

## 4 The sentences below have a mistake. Choose the best option to correct the mistake.

- That's the building which I got married.  
a when      b where      c that
- The film what I watched last night was great!  
a which      b who      c when
- Timo's the friend that apartment I stayed in last year.  
a who      b where      c whose
- Yoga is good for people which want to relax more.  
a whose      b that      c where

## 5 Choose the correct alternatives to complete the sentences.

- I don't like vegetables apart **of** / **from** peas.
- The shop is open every day **apart** / **except** Sundays.
- Everyone I know uses social media, **even** / **apart** my grandfather.
- The restaurant looks good **except** / **apart** it's very expensive.
- I think I've upset Will, he didn't **except** / **even** say hello to me this morning.
- All the students were on time except **for** / **from** Genevieve.

## 6 For each question, write the correct answer. Write one word for each gap.

**The Life-Changing Magic of Tidying Up**

Marie Kondo is a Japanese author <sup>1</sup>..... has spent most of her life teaching people how to organise their possessions. She started her own tidying business as a 19-year-old while she <sup>2</sup>..... studying at university in Tokyo and has <sup>3</sup>..... helping people to transform their homes ever since.

Her first book, *The Life-Changing Magic of Tidying Up*, was published in 2010 and went on <sup>4</sup>..... become a bestseller around the world. She <sup>5</sup>..... since written several other books and presented her own television series, *Tidying Up with Marie Kondo*.

Marie Kondo believes that people can improve all areas of their lives by changing the way they feel about their belongings. Her tidying techniques are based around one simple idea: only keep the things <sup>6</sup>..... make you feel happy and throw away the things that don't.



VOCABULARY

7  Complete the conversation using words from the box.

belonged cool damage glass  
inherited special steel worth

A: I love your ring. Is it new?  
B: No, it's old. It <sup>1</sup>..... to my grandmother and I <sup>2</sup>..... it when she died last year.  
A: It's pretty. Are the stones diamonds?  
B: No, they're just <sup>3</sup>..... It isn't <sup>4</sup>..... very much, but it's <sup>5</sup>..... to me because my grandmother wore it every day.

8 Complete the words. The first letter is given.

- 1 My d..... job would be an architect.
- 2 Javier isn't a f..... of visiting museums.
- 3 Harry gets p..... from helping other people.
- 4 My sister and I like the same type of music, but we have very different t..... in films.
- 5 I really a..... all the help you give me.
- 6 Li doesn't need many things, but he can't d..... w..... his coffee machine!
- 7 Living in the countryside isn't f..... m..... I love big cities!
- 8 Hana's new flat is i..... for her. It's the perfect size and close to her office.

9 Complete the post with the phrasal verbs in the box.

give up hang up lock up put off  
stick to take out tidy up turn up

Help!

I've just moved into a flat with three other students. They're really friendly and fun, but they're all so lazy. They never help me <sup>1</sup>..... the living kitchen. I always do everything. I <sup>2</sup>..... the bins, and I even <sup>3</sup>..... their coats next to the door. I wrote a list of tasks for everyone to do, but the others didn't do theirs – they said they were busy and <sup>4</sup>..... doing them because they knew that I'd just do them.

Sandra is the worst flatmate. She likes to <sup>5</sup>..... the heating in her room when it isn't even cold. Often, she forgets to <sup>6</sup>..... when she's the last one to leave the house.

Last week I decided I was going to <sup>7</sup>..... doing all the housework and let them tidy their own mess, but I couldn't <sup>8</sup>..... it – it was so messy after two days that I had to clean. I can't stand it anymore, what should I do?

10 Replace the words in bold with the words in the box.

achieve comfortable comments  
effort fault goals ignore mood

- 1 Chun always apologises even when it isn't his **guilty**.
- 2 Jack was in a really bad **upset** yesterday.
- 3 I hate it when people make negative **arguments** on my social media posts.
- 4 Jayden doesn't feel **favour** talking to people he doesn't know.
- 5 I worked all day, but I didn't **resist** very much.
- 6 It's a good idea to set yourself **dreams** at the start of every week.
- 7 Rob says he's going to make an **effect** to do more exercise.
- 8 Cho's always telling me what I should do, but I just **argue** her.

11 Match the sentence beginnings (1–6) with the endings (a–f).

- 1 It drives me crazy when people drop
  - 2 Shazia isn't very good at reacting
  - 3 I can't bear it when people don't
  - 4 One of Terry's pet hates is badly
  - 5 We'd been waiting to buy tickets for thirty minutes when someone
  - 6 It's always so noisy in the airport that it's impossible to hear
- a get out of my way when I'm in a hurry.
  - b behaved children in restaurants.
  - c the announcements clearly.
  - d litter on the street.
  - e calmly to stressful situations.
  - f jumped the queue right in front of us.

12 Complete the blog with the missing words. Some letters are given.

My bad habit

I need to stop shopping! Every month, I tell myself that I'm going to spend less and save more but I never <sup>1</sup>man..... to do it. I go shopping whenever I <sup>2</sup>fe..... like it and I just can't <sup>3</sup>res..... buying new stuff, even when I don't need it. For instance, last week I bought an old leather jacket – even though I already have two! It was really expensive, but at the time I thought it was <sup>4</sup>wo..... it because I looked really cool in it. When I got home, I realised that it was actually quite <sup>5</sup>dam..... and not even <sup>6</sup>gen..... leather. Luckily, the shop gave me my money back, but I need to stop shopping all the time. If I <sup>7</sup>ke..... on spending all my money, I'll never achieve my <sup>8</sup>go..... of saving enough money for a car.

# 2 behaviour

## Global Scale of English **LEARNING OBJECTIVES**

### 2A Change of habit

- **READING** | Understand an article about how to change habits: making changes
- Talk about ways of changing habits: present perfect continuous
- **Pronunciation:** weak form of *been*

#### GSE INFORMATION

##### VOCABULARY

43–58 Can use language related to changing or staying the same.

##### READING

57 Can identify the writers' communicative purpose in a text.

##### GRAMMAR

47 Can use the present perfect continuous with 'for/since' and time expressions.

47 Can use the present perfect continuous with present reference plus 'recently/lately'.

##### SPEAKING

51 Can express hopes for the future using a range of fixed expressions.

### 2B People pleaser

- **LISTENING** | Understand people talking about being a 'people pleaser': collocations: feeling and behaviour
- Talk about ways of saying 'no': relative clauses
- **Pronunciation:** chunking in relative clauses
- Write emails to decline invitations

#### GSE INFORMATION

##### VOCABULARY

43–58 Can use language related to having or causing emotions.

##### LISTENING

55 Can recognise examples and their relation to the idea they support.

##### GRAMMAR

51 Can use embedded defining (restrictive) relative clauses.

51 Can use object relative clauses with relative pronouns to specify or define.

##### SPEAKING

51 Can express opinions as regards possible solutions, giving brief reasons and explanations.

##### WRITING

53 Can write an email invitation to a work-related meeting, briefly addressing the reason for the meeting and what will be discussed.

### 2C That's annoying!

- **HOW TO ...** | talk about things that annoy you: pet hates
- **Pronunciation:** stress and intonation to show annoyance

#### GSE INFORMATION

##### VOCABULARY

43–58 Can use language related to actions and gestures.

##### HOW TO ...

51 Can follow an everyday conversation or informal interview on common topics.

##### SPEAKING

51 Can express and respond to feelings (e.g. surprise, happiness, interest, indifference).

52 Can express opinions and attitudes using a range of basic expressions and sentences.

55 Can explain why something is a problem.

### 2D Planet Earth II: Jungles

- **BBC PROGRAMME** | Understand a TV wildlife programme about an exciting escape
- Discuss difficult situations
- Write a story about a personal experience

#### GSE INFORMATION

##### VIEW

59 Can recognise inferred meaning in a simple presentation or lecture.

##### SPEAKING

50 Can ask someone to clarify or elaborate what they have just said.

47 Can begin to use a repertoire of common idiomatic phrases in routine situations.

##### WRITING

50 Can write about experiences, feelings and reactions in a simple connected text.

## BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 2A. It shouldn't be exploited or taught at length, just played once or twice in class.

Write the following questions on the board: *Do you have any bad habits? What are they? Do you want to stop them?* Give an example yourself, e.g. 'I eat a lot of sweets, but I want to stop because it's bad for my health.' and then put Ss in pairs to discuss the questions. When they have finished, elicit a few answers.

▶ Explain that the vlogs are of people talking about their good, not their bad, habits. Ss should listen and note the habits they talk about. Point out that some people give several examples, so they might not get all of them. Play the video, then ask Ss to compare answers before checking as a class. Write the habits and any useful vocabulary on the board, then ask Ss to discuss the question in part 2. Elicit answers from a few pairs.

### ANSWERS:

- 1 eating healthily, meditating, being punctual, having a great breakfast, drinking plenty of water, taking a walk every day, cycling, reading before bed, playing chess, going swimming outside

**NOTE** The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

### Additional Materials

#### For Teachers:

Presentation Tool Unit 2  
Online Digital Resources  
Videoscript Unit 2 Opener: BBC Vlogs

# 2A Change of habit

**GRAMMAR** | present perfect continuous

**VOCABULARY** | making changes

**PRONUNCIATION** | weak form of *been*

## LESSON OVERVIEW

In this lesson, Ss talk about making changes. The context is a reading where people talk about trying to change bad habits. This is used to highlight the grammar of the present perfect continuous. Ss also practise the weak form of *been* in this structure. The lesson ends with a communicative activity where Ss talk about habits they would like to change and how they are trying to change them.

### Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Share the photos on your screen and ask Ss to identify the habits that match them. Use a pointer to drill the sentence for each photo.
- **Ex 2B:** Display the task in a collaborative document and share your screen. Ask Ss to call out or select Ss to type their answers in, then discuss answers as a class.
- **Ex 3C:** In feedback, display the text, share your screen and elicit Ss' answers. Highlight where the answers are found in the text.
- **Ex 6B:** Ask Ss to type their answers in the chat box or in a collaborative document, then discuss the answers and the rules as a class.

### Additional Materials

#### For Teachers:

Presentation Tool Lesson 2A  
Photocopiable Activities 2A  
Grammar Bank 2A

#### For Students:

Online Practice 2A  
Workbook 2A

## TO START

Ask Ss if, at the beginning of a new year, season, university term, etc. they make promises to change their habits. Ask them what kinds of promises they make. Put Ss in pairs to discuss the question, then elicit a few answers. Explain that at the beginning of January, these changes are called New Year's resolutions, and share some of yours if you feel comfortable, e.g. 'At New Year I decided to eat more fruit.'

**EXTRA SUPPORT: DYSLEXIA** Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

## VOCABULARY

### making changes

**1 A** Focus attention on photos A–C. Ask pairs to talk about what they can see and match them with three of the bad habits (1–6). Check answers as a class. If you're teaching online, you could share the photos on your screen and ask Ss to identify the habits that match them. You could also use a pointer to drill the sentence for each photo.

**EXTRA SUPPORT: TEACHER** To *binge* means to 'do something to excess', usually eating or drinking. To *binge watch* means to 'watch several episodes of a TV series one after the other'. A *series* is a TV programme with a fixed number of episodes.

#### ANSWERS:

**A** 3   **B** 2   **C** 6

**B** Ss discuss in pairs if they do any of the things in Ex 1A. If you are short of time, do this as a class.

**2 A** Ss read and discuss the statements in pairs. When they have finished, ask a few pairs to tell the class if there are any statements that are true for both of them.

**EXTRA SUPPORT: TEACHER** Ss should be able to infer the general meaning of the words and phrases in bold from the context. However, with weaker groups, do Ex 2B first as a class, to deal with meaning, and then return to Ex 2A for personalisation.

**B** Look at the example together and point out that Ss may need to change the form of the verb to complete the sentences. Ask Ss to work alone to complete the sentences, then compare answers in pairs. Check answers as a class, asking individual Ss to read the completed sentences aloud and drilling them as needed. Alternatively, if you're teaching online, you can display the task in a collaborative document and share your screen. Ask Ss to call out or select Ss to type their answers in, then discuss answers as a class.

**EXTRA SUPPORT: DYSLEXIA** Help dyslexic learners by preparing a vertical list of the phrases in the correct form to complete the sentences for them to hold alongside the activity. Also encourage Ss to cover the parts of the exercise they are not working on to avoid distraction. If possible, pair Ss with dyslexia with a partner who can read the sentences out as they do the exercise.

#### ANSWERS:

- |                       |                             |
|-----------------------|-----------------------------|
| <b>2</b> keeps on     | <b>7</b> manage             |
| <b>3</b> can't resist | <b>8</b> putting (it) off   |
| <b>4</b> give (it) up | <b>9</b> achieved (my) goal |
| <b>5</b> took (it) up | <b>10</b> making an effort  |
| <b>6</b> stick to     |                             |

**C** Refer Ss back to Exs 2A and 2B and elicit the structure of a phrasal verb (verb + one/two prepositions/adverbs (technically referred to as particles)). Elicit that phrasal verbs may or may not be separable. In pairs, Ss identify the verb patterns (1 or 2) and the phrasal verbs (3). Check answers as a class, writing the phrases in columns on the board. You could check which phrasal verbs are separable at this stage (*put sth off*, *give sth up*, *take sth up*). Remind Ss that when a pronoun is used with a separable phrasal verb it must come between the verb and the particle.

**EXTRA SUPPORT: DYSLEXIA** Dyslexic learners may have difficulty identifying the words and phrases within the statements in Ex 2A. Provide them with a table with three columns headed 'to + infinitive', 'verb + -ing' and 'phrasal verb'. Alongside, give them the words and phrases in a vertical list for them to write in the correct column. For greater support, some items could be completed in advance.

#### ANSWERS:

- 1 make an effort, manage
- 2 keep on, give up (Note that, although there are no examples in Exs 2B or 2C, *put off*, *take up* and *stick to* can also be followed by verb + -ing, as this pattern usually follows prepositions; and *can't resist* can also be followed by verb + -ing.)
- 3 put off, keep on, give up, take up, stick to

## READING

**EXTRA SUPPORT: DYSLEXIA** There is a recording of the reading text available to help dyslexic learners.

**3A** Elicit some situations where people might want to stop a bad habit or build a new positive one, e.g. after a health scare, with a new partner, in a new job, etc. Ask Ss to discuss the questions in pairs, then elicit a few answers in feedback.

**B** Focus attention on the three summaries and preteach *better able* (do more easily), then give Ss three minutes to read the text and decide which is the best summary. In feedback, ask Ss to give reasons for their choice.

### ANSWER:

1

**C** Check the meaning of *a trigger* (something that causes something else to start) and *life coach* (someone who advises people on life or career challenges). Ask Ss to read the article again and answer the questions, then compare ideas in pairs. Check answers as a class, nominating Ss to give answers. With online classes, remember that you can display the article, share your screen and elicit Ss' answers, highlighting where the answers are found in the article.

### ANSWERS:

- 1 The writer is a life coach and worked as a psychologist.  
The writer has been helping people for a long time.  
The writer has been trying to change their own habits.
- 2 give yourself mini-goals, be prepared for triggers, just do it, remind yourself of your goals
- 3 a feeling (internal), something external
- 4 helpful, informal

## FUTURE SKILLS | Critical thinking

**4 A** Read the Future Skills box as a class.

**B** Ss match at least two purposes (a–e) with each quote in bold in the article (1–5). Point out that as Ss need to choose at least two purposes for each sentence, they will use each purpose more than once. Ss work alone, then compare ideas in pairs. Check answers as a class.

**EXTRA SUPPORT: DYSLEXIA** For Ss with dyslexia, you could provide the quotes on a piece of paper. Dyslexic learners can usually process text presented in lists more easily. This will also help support weaker learners.

### ANSWERS:

1 a, b    2 a, b    3 a, b    4 a, b, c, d    5 a, b, c, d, e

**5** Ask Ss to discuss the questions in pairs, or as a class if time is short. To end the discussion, you could ask Ss if they learnt any new tips or advice from their partner.

## GRAMMAR

### present perfect continuous

**6A** Elicit any time phrases Ss know (*last week, ago, etc.*). Then ask them to work alone to identify the time phrases in the sentences, then compare ideas in pairs. Check answers as a class, highlighting the time phrases on the board. Point out that time phrases can come at the beginning as well as the end of a sentence.

### ANSWERS:

- 1 for over ten years
- 2 since the start of my career
- 3 recently
- 4 since I was twenty-two
- 5 for a long time

**B** Refer Ss to the rules and ask them to choose the correct words, referring to the sentences in Ex 6A to help them. With online classes, remember you can ask Ss to type their answers in the chat box or in a collaborative document, before you discuss the answers and the rules as a class.

**EXTRA SUPPORT** With weaker classes, write the sentences in Ex 6A on the board and highlight how the forms differ by using concept-checking questions, e.g. 'In sentence 1, is the writer working as a psychologist now?' (No); 'In sentence 4, is the writer working seven days a week now?' (Yes), 'When did the writer start working seven days a week?' (at twenty-two), etc.

### ANSWERS:

- |                    |             |
|--------------------|-------------|
| 1 finished         | 4 point in  |
| 2 unfinished       | 5 period of |
| 3 <i>-ing</i> form |             |

**C** The Grammar Bank on page 108 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

## GB ► page 108 GRAMMAR BANK

Go through and check understanding of the notes with Ss. You could ask confident Ss to read sections of the Grammar Bank aloud, before discussing each one as a class. Point out that when either the present perfect simple or the present perfect continuous can be used, the continuous form is usually preferred, e.g. *I've been working here for ten years.* rather than *I've worked here for ten years.* Finally, draw Ss' attention to the information about state verbs.

- 1** This exercise focuses on form. Do the first item with the class as an example. Ss complete the sentences alone, then compare ideas in pairs. Check answers as a class. Ask individuals to read the sentences aloud, drilling if necessary.

## ANSWERS:

- 1 has (he) been living
- 2 's/has been raining
- 3 Have (you) been watching
- 4 've/have been studying
- 5 's/has been getting up
- 6 've/have been running
- 7 have you been doing
- 8 've/have been trying

- 2** This exercise practises the meaning and the form of the present perfect continuous. Do the first item with the class as an example, then ask Ss to continue choosing the correct words. When they have finished, nominate Ss to read their answers aloud or come to the board to write an answer. Check answers as a class. Refer Ss back to the Grammar Bank information if they make errors.

## ANSWERS:

- |                         |                      |
|-------------------------|----------------------|
| 1 I've been working     | 5 we've been getting |
| 2 have known            | 6 began              |
| 3 started               | 7 had                |
| 4 we've been developing | 8 we've been working |


- 3** Read the instructions with the class. Do the first pair of items as a class, eliciting why only a is correct. Ss continue, choosing a, b or both individually, then check in pairs. Check answers with the class, asking different Ss to give the answers. Where both sentences are correct, ask Ss to explain any difference in meaning.

## ANSWERS:

- 1 Only a is possible, because *like* is a state verb.
- 2 Both are possible, with little change in meaning.
- 3 Only a is possible, because *know* is a state verb.
- 4 Both are possible. In a the focus is more on the completion, whereas in b the focus is on the activity.
- 5 Both are possible, with little change in meaning.
- 6 Only a is possible, because *understand* is a state verb.


## PRONUNCIATION

weak form of *been*

- 7A**  **2.01** | Tell Ss that they are now going to practise pronunciation. Write sentences 1–4 on the board, remind Ss of the work they did on the weak forms of auxiliary verbs in Lesson 1A and ask them to predict the pronunciation of *been*. Play the recording. Ss listen and identify the main stresses in each sentence, then compare ideas in pairs. Check answers as a class and mark the main stresses on the board. Elicit the pronunciation of *been* and point out that in *-ing* verb forms the final *g* is often not fully pronounced, before playing the recording again if necessary.

## ANSWERS AND AUDIOSCRIPT:

- 1 How long have you been studying English?
  - 2 I've been studying since I was ten.
  - 3 Have you been living in the same place for a long time?
  - 4 I've been living there for five years.
- The weak form of *been* is /bɪn/.

- B**  **2.02** | Play the recording for Ss to listen and repeat chorally in the pause between the two parts. This acts as a drill, with Ss getting used to saying each complete sentence by focusing on the verb form in it first. You could also say the sentences yourself, adding clear emphasis on the stressed words and including individual as well as choral drilling.

**EXTRA SUPPORT: TEACHER** As well as the short vowel /ɪ/ in *been*, the weak form of *have* (/həv/) is used in these sentences. Ss at this level should be aware of the schwa sound (/ə/), but you may need to remind them of this and also point out that the initial /h/ in the weak form of *have* is not fully pronounced.

**AUDIOSCRIPT 2.02**

- 1 have you been studying  
How long have you been studying English?
- 2 I've been studying  
I've been studying since I was ten.
- 3 have you been living  
Have you been living in the same place for a long time?
- 4 I've been living  
I've been living there for five years.

**SPEAKING**

**8A** Check Ss understand *lifestyle* (the way someone lives) and discuss what it includes, e.g. diet, exercise, hobbies. Tell Ss that they are now going to talk about changing their lifestyle habits. Read the instructions and point out that Ss should only choose habits they feel comfortable sharing with their classmates. Refer Ss to the images to get ideas then monitor while they make their lists, helping as necessary.

**B** When they have made their lists, ask Ss to think about how they could change these habits. Point out that they could refer to ideas in the reading text earlier in the lesson for this.

**EXTRA SUPPORT** It might be helpful for Ss to make notes on their ideas in a table for easy reference. Copy the following table onto the board and complete it with an example of your own. Point out that *how long* generally applies to the bad habits that they want to stop, but could also apply to how long they've wanted to start a good habit.


Good habits	How long	Steps
<i>eat fruit regularly</i>	<i>this year</i>	<i>buy fruit and take to work</i>

**C** Put Ss in pairs to listen and give each other advice. Monitor the discussions, making notes on their use of language. In feedback, write examples of good language on the board as well as errors with the target language for Ss to correct.

**D** Put Ss in small groups to repeat their goals and share some of the ideas their partner gave them in Ex 8C. In feedback, ask Ss to report on the most popular goals.

**EXTRA: ALTERNATIVE IDEA** Ask Ss to move around the class and interview at least five other Ss about their goals, making a note of their answers. When they return to their seats, they can summarise any trends they noticed, e.g. 'Two people want to eat more fruit and everybody wants to start doing more sport!'

**EXTRA IDEA: DIGITAL** Ask Ss to use their device to record one of their goals and planned steps, then listen back to their recording to think about their pronunciation and fluency. Remind them to focus on sentence stress and the weak forms of *have* and *been* when using the present perfect continuous. Ss can rerecord themselves if they think they can improve, and could also compare recordings and offer each other feedback on pronunciation.

**9**  Ask Ss to research ideas for how to change one of their habits and to be ready to present their ideas on it in the next lesson. You may want to elicit and direct them to suitable websites or other sources.

**TO FINISH**

Write the following questions on the board:  
*What good habits have you developed to learn English?*  
*What study habits would you recommend to others?*

Ask Ss to discuss the questions in pairs or small groups. In feedback, ask Ss to share their strategies. You can also remind Ss of good study habits, such as revising vocabulary regularly and completing homework carefully. Write these on the board for Ss to note down or consider making a class charter or poster for good habits to follow.

# 2B People pleaser

**GRAMMAR** | relative clauses

**VOCABULARY** | collocations: feelings and behaviour

**PRONUNCIATION** | chunking in relative clauses

## LESSON OVERVIEW

In this lesson, Ss talk about feelings and behaviour. The context is a quiz and listening about pleasing others, with a focus on learning vocabulary (collocations). This leads into the grammar of relative clauses and a pronunciation focus on chunking in relative clauses, followed by a speaking activity about ways to say no to people. The lesson ends with a writing activity where Ss write emails to decline invitations.

### Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 2A:** Display the task in a collaborative document with the annotate function on. In feedback, ask Ss to take turns to choose the correct option.
- **Ex 7A:** Ask Ss to mute their microphones when listening, then put them in breakout rooms to discuss their answers or ask them to type the sentences in the chat box in the main room.
- **Ex 12A:** Ask Ss to write their emails alone, then post them in a collaborative document. They then read each other's emails and answer the questions about them in Ex 12B.

### Additional Materials

#### For Teachers:

Presentation Tool Lesson 2B  
Photocopiable Activities 2B  
Grammar Bank 2B

#### For Students:

Online Practice 2B  
Workbook 2B

## TO START

Ask Ss to write down two adjectives that describe their personality or behaviour, then two that other people might use to describe them. Give them an example about yourself to start, writing the four adjectives on the board as you say sentences using them, e.g. 'I'm *tidy*, but my mum thinks I'm *messy*. I'm *shy*, but people often think I'm *confident*.' Put Ss in pairs to compare ideas and discuss the following questions:  
*What kind of person are you?*  
*What do other people think of you?*  
*Is what others think of you important?*

Conduct brief feedback and explain that the lesson extends and develops this topic.

**EXTRA SUPPORT: DYSLEXIA** Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

## VOCABULARY

### collocations: feelings and behaviour


- 1 A** Draw Ss' attention to the lesson title, *People pleaser*, and elicit or teach the meaning (someone who cares a lot what people think of them, or someone everyone thinks is kind and helpful). Elicit or explain that the term is not completely positive because often you're not being your authentic self if you do everything for other people. Ask Ss to discuss the second question in pairs, then elicit a few examples in feedback.
- B** Refer Ss to the quiz. Preteach *give someone a lift* (take them somewhere in your car) and *host* (someone who organises an event or party). Ask Ss to read and answer the questions, then check with the key. Make it clear the quiz is light-hearted, as sometimes Ss get worried about producing the 'right' answers to such activities. Put Ss in pairs to briefly compare results and say whether they agree with the results.
- 2 A** Tell Ss that they're going to use the context of the quiz to help them understand some new vocabulary. Ss work alone to choose the correct options, then compare ideas in pairs. Check answers as a class. With online classes, remember you can display the task in a collaborative document with the annotate function on and in feedback, Ss can take turns to choose the correct options.



**EXTRA SUPPORT** It's worth clarifying some collocations even if Ss get them correct, e.g. contrast *in a bad mood* (temporary) with *bad-tempered* (general characteristic). You could also point out that *feeling guilty* does not mean that you did something wrong, whereas *it's your fault*, means you did something wrong. Note that *being happy to do* something means you have no objection to doing it, rather than being linked to personal happiness!

**ANSWERS:**

1 b    2 a    3 a    4 a    5 b  
6 b    7 a    8 b    9 b    10 a

**B**  **2.03** | Explain that Ss will now hear different situations they need to link to phrases in Ex 2A. Play the recording, pausing after the first item to look at the example. Ss complete the activity alone, then compare ideas in pairs. Play the recording again if necessary, then check answers as a class.


**POSSIBLE ANSWERS:**

- 2 She's **making a comment**.
- 3 He's **getting upset**.
- 4 She's **in a bad mood**.
- 5 He **feels like** going dancing.
- 6 She's **feeling** guilty.
- 7 He's **avoiding an argument**.
- 8 She **feels comfortable** talking to you.

**AUDIOSCRIPT 2.03**

- 1 A: Help you with your work? Well, I'm a bit busy but ... sure, I can help.  
B: He's ...
- 2 A: Can I say something? Erm, well, your hair looks great, but the jacket is horrible.  
B: She's ...
- 3 A: My phone ... Where is it ... ? I can't find it! Oh no, what am I going to do without my phone?  
B: He's ...
- 4 A: I'm having a bad day. Go away! Leave me alone!  
B: She's ...
- 5 A: Oh, I really want to go dancing. Come on, let's go dancing!  
B: He ...
- 6 A: I'm so sorry. It's my mistake. I feel so bad that I've hurt you.  
B: She's ...
- 7 A: No, no, no, I agree with you, really! Really, no need to discuss it, you're right!  
B: He's ...
- 8 A: It's so easy to talk to you. I'm totally relaxed whenever we have a conversation.  
B: She ...

**LISTENING**

**3A**  **2.04** | Explain that Ss will listen to a podcast with three people discussing 'people pleasing'. Ask Ss to write the three names in their notebooks so that they can tick or cross them and write any details beside them. Play the recording, then elicit Ss' answers, asking them to justify their ideas.

**ANSWERS:**

No. Greta and Colin are 'people pleasers', but Anna isn't.

**AUDIOSCRIPT 2.04**

**G = Greta C = Colin A = Anna**

G: Am I a people pleaser? Well, when someone asks me to do them a favour, I almost always say yes. For instance, last week when my manager asked me to stay and work late, I just said yes without thinking. And I do that all the time. I'm always the person who stays late or does extra work.

I think the problem is that I care too much about what other people think of me. Like when I buy a new dress and wear it for the first time. I know it's crazy, but I don't really feel comfortable until someone says something nice about it. And it's even better if I don't know the person saying it. And if someone makes a negative comment, I get really upset and I might never wear that dress again.

C: I'll do anything to avoid an argument. I just listen to other people's opinions or what they want and agree with them. It's just easier that way. Like when my friend says, 'Let's go and get a pizza' and I feel like having sushi. I just do what he wants. We always have pizza.

One of my friends recently said I don't seem to have my own opinions. He isn't the first person to tell me that. It's true, when I'm in a group of classmates at college and we're discussing something, I don't say very much. I listen, and then I basically agree with the majority. For example, last weekend I was out with some friends. We were talking about a film we'd just seen and my friends really liked it. I thought it was boring, but I didn't say so. I don't know why. It makes life easier, I suppose.

A: It's important to me that people like me. But I think people who care too much about other people's opinions are wasting their time. For example, on social media I don't pay attention to comments that are negative. I don't get upset. It's not my problem. Maybe the person is just in a bad mood.

Yeah, basically, I'm a very positive person, but I don't go with the crowd. Like at work in a meeting. If someone has an idea and I think it's terrible, I'm the first person to say, 'I really don't think that will work', even if everyone else thinks it's a good idea!

**B** Focus attention on the examples and explain that each one is connected with the speakers' 'people-pleasing' behaviour. In pairs, Ss discuss what they can remember from the podcast and make notes. Don't check answers yet.

**EXTRA SUPPORT** This stage enables Ss to help each other before listening to the podcast again. If they don't remember many details, proceed straight to Ex 3C. If there is an uneven ability to remember in the class, write any answers on the board so weaker Ss can copy them, without confirming if they are correct.

**C** **2.04** | Play the recording again for Ss to check their ideas. Check answers as a class, ticking them off on the board if you wrote them up in Ex 3B.

#### ANSWERS:

- 1 Greta works late every time her manager asks her to.
- 2 Greta doesn't feel comfortable in a new dress until someone has said something nice about it. It's even better if a stranger says something nice about it.
- 3 Colin always does what his friend wants – order a pizza – when in fact he would like to order sushi.
- 4 Colin saw a film recently and thought it was boring, but he said nothing because his friends liked it.
- 5 Anna doesn't pay attention to negative comments on social media and she doesn't get upset about them.
- 6 Anna is happy to say that she thinks an idea is terrible even if everyone else in the meeting thinks it's a good idea.

**4A** Ask Ss to turn to the audioscript and identify the phrases used to introduce the examples in Ex 3B. Ask Ss to compare ideas, then elicit and write the phrases on the board.

**EXTRA IDEA** The phrases we use to introduce examples are short, but the listening required to identify them is intensive. To help Ss process this language in context, if you have time, play the recording again while Ss follow the audioscript. This also enables everyone to stay in step as they identify the phrases.

#### ANSWERS:

Greta uses: *For instance, ...* and *Like when ...*

Colin uses: *Like when ...* and *For example, ...*

Anna uses: *For example, ...* and *Like ...*. She goes on to say 'If ...', so we can use *Like if ...* as well as *Like when ...*

**B** Put Ss in pairs to discuss the question, then elicit a few answers in feedback. You could also ask Ss which of the speakers they are most similar to.

## GRAMMAR

### relative clauses

**5A** Elicit any information Ss know about relative clauses, then do the first item as a class and discuss the reasons for the correct answers (*who* and *that* refer to people, *which* refers to things). Confident Ss can continue alone, then compare ideas in pairs; otherwise do the activity as a class. Check answers, with Ss giving reasons if possible, then drill the sentences chorally and individually with each correct option, drawing attention to the weak form of *that*.

#### ANSWERS:

- |               |                         |
|---------------|-------------------------|
| 1 who, that   | 4 who says, saying      |
| 2 which, that | 5 who has told, to tell |
| 3 which, that |                         |

**B** Put Ss in pairs to answer the questions. Check answers to the first question with the class, then ask Ss to move on to the other questions in pairs. When they have finished, check those.

**EXTRA SUPPORT** With weaker classes, work through the relative pronouns in bold as a class, relating them to what they refer to earlier in the sentence or complete the whole activity as a class.

#### ANSWERS:

- 1 **1** people
- 2 comments
- 3 a film
- 4 the person
- 5 the first person
- 2 In sentence 3 we can leave out *which* or *that* because the verb in the following clause (*we'd just seen*) already has a subject (*we*). The relative pronoun (*which/that*) is the object of the verb.
- 3 **4** verb + *-ing* (*saying*)
- 5 **5** *to* + infinitive (*to tell*)

**C** The Grammar Bank on page 109 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

**GB** ▶ page 109 **GRAMMAR BANK**

This focuses on the form and use of defining relative clauses. Check understanding of the notes, especially the occasions when relative pronouns can be omitted or replaced with verb + *-ing* or *to* + infinitive.

**1 A** Do the first item as a class, then ask Ss to continue alone. Monitor, assisting if necessary. When they have finished, nominate different Ss to read their answers in feedback.

**EXTRA SUPPORT: DYSLEXIA** Sentence writing exercises can be challenging for dyslexic learners. In this case, you could provide them with the completed sentences with the relative pronoun missing. Give Ss the relative pronoun for each sentence, so they only have to put them in the correct position.

**ANSWERS:**

- 1 That's the town where I grew up.
- 2 Have you got the book which I lent you last month?
- 3 Is this the actor who you were talking about yesterday?
- 4 Monday is the day when I start my new job.
- 5 Patrizia is the Italian girl whose painting won a prize.
- 6 The film which we saw yesterday was fantastic.
- 7 Students who do lots of practice usually do well.
- 8 The man whose mother lives next door is a good friend of ours.

**B** Ask Ss to discuss the sentences in pairs, then check answers as a class.

**ANSWERS:**

We can use *that* in sentences 2, 3, 4, 6 and 7.

**C** Look at the first two sentences as a class and discuss why the pronoun can be omitted in the second one (the relative clause already has a subject, *I*). Ask Ss to complete the exercise in pairs. You could tell them there are two more instances in Ex 1A. Check answers as a class.

**ANSWERS:**

We can leave out the relative pronoun in sentences 2, 3 and 6.

**2** Ask Ss work alone to choose the correct words, then compare ideas in pairs. Check answers as a class. Ss could then summarise the text or discuss which idea they think is the most unusual or unbelievable.

**ANSWERS:**

- |                 |            |
|-----------------|------------|
| 1 scientists    | 7 both     |
| 2 both          | 8 that     |
| 3 both          | 9 both     |
| 4 they          | 10 taking  |
| 5 which judges  | 11 whose   |
| 6 that measures | 12 to find |

**PRONUNCIATION****chunking in relative clauses**

**6 A** Remind Ss what a clause is (a subject and verb) and explain that we usually say these elements of a sentence in meaningful units or 'chunks' of words. Put Ss in pairs to identify the relative clause and the noun in the sentence, then elicit and write the answers on the board.

**ANSWERS:**

Relative clause: who lie

Noun: people

**B** ▶ 2.05 | Ask Ss to listen and write the number of the sentence that sounds best, 1 or 2. Play the recording, then elicit the answer.

**EXTRA SUPPORT** The main point here is to raise awareness of the importance of not pausing before a relative pronoun in a defining relative clause, an error which can sometimes lead to confusion and misunderstanding. The essence of the 'chunk' focused on here is noun + relative pronoun + verb, along with any other words which come in between.

**ANSWER:**

2

**7 A** ▶ 2.06 | Ask Ss to listen and write the sentences they hear, pausing the recording as necessary. Ss compare ideas in pairs. Play the sentences again if necessary, then check answers as a class. When teaching online, remind Ss to mute their microphones when listening, then put them in breakout rooms to discuss their answers or ask them to type the sentences in the chat box in the main room.

**ANSWERS:**


See Ex 7B.

- B** Ask Ss to work in pairs to identify the relative clauses and nouns. When they have finished, elicit and highlight the answers on the board.

### ANSWERS AND AUDIOSCRIPT:

(nouns in **bold**; relative clauses underlined)

- 1 I'm **someone** who feels comfortable talking to big groups.
- 2 **The person** I always ask to help me with problems is my brother.
- 3 **One situation** I really hate is when I forget someone's name.
- 4 I'm usually **the first person** to give my opinion.
- 5 **The thing** I love most about my country is the weather.
- 6 I think **people** living in foreign countries should learn the language.

- C**  **2.06** | Ask Ss to listen and say the sentences quietly to themselves at the same time as the speaker. Pause and repeat the recording as necessary.

- 8A** Explain that Ss should focus on changing the sentence endings to make them true for themselves and give an example if necessary, e.g. 'I'm someone who feels shy at parties.' Monitor while Ss write their sentences, assisting as necessary.

- B** Put Ss in pairs and tell them to take turns to say their sentences with a focus on practising pronunciation and chunking. Refer them to the example conversation and explain that they should ask a question each time. Monitor and note how Ss manage chunking, helping where necessary. When they have finished, give feedback on their pronunciation.

## SPEAKING

- 9A** Ask Ss if people pleasers find it difficult to say no to others (they do!). Elicit a few reasons why this might be difficult, then preteach *firm* (strong). Tell them to read the tips and tick the ones they think are good ideas.
- B** Put Ss in pairs to compare their ideas and discuss the questions. When they have finished, take a class vote on which three tips are the best.

## WRITING

### emails to decline invitations

- 10A** Ask Ss if they think it's more difficult to say no in writing or face to face, and if they know a more formal word for saying no (*to decline*). Put Ss in pairs to discuss the questions, then elicit a few ideas.

- B** Refer Ss to the email and give them one minute to read it and identify the event and what will happen there. Check answers as a class, clarifying that a *provisional agenda* is not fixed.

### ANSWERS:

- 1 a meeting
- 2 They will make arrangements for a guest speaker programme, possibly for a conference. This will involve choosing the speakers, suggesting topics and deciding dates.

**EXTRA SUPPORT** Depending on Ss' ages and culture, this kind of semi-formal work email may or may not be familiar. It's worth talking about the level of formality, aspects of general culture and workplace cultures. Highlight the greeting, which lacks *Hi*, so is quite formal and possibly from a senior person, and the sign off *Regards*, which is also quite formal (note though that the use of the first name *Pat* is less formal). Semi-formal English such as this is common in professional exchanges. You could also ask Ss to give examples from their own experiences.

- C** Ask Ss to read the answers quickly and identify the level of formality in the two emails, then compare ideas in pairs. Elicit as a class which is a more suitable response to the email in Ex 10B.

### ANSWER:

Email 2 is more suitable for a work situation. It has an apology, a formal phrase to make a request (*Would you mind if ... ?*), and a standard sign off (*Best wishes*). It's also cced to the same person as the original email.

**EXTRA IDEA** Draw a table on the board with two columns, for features of *professional* emails and features of *informal* emails. Ask Ss to refer to the emails in Exs 10B and 10C and contribute ideas to each column, either from the emails or their own ideas.

Professional	Informal
<i>Could we meet on ... ?</i>	<i>... no good for me.</i>

**EXTRA SUPPORT** Point out that whereas in the past, a formal email might not have contained contracted forms, e.g. *I am unable to answer calls after 3.00 p.m.*, nowadays most work emails use contracted forms, e.g. *I'm out of the office all day*. Very formal language may nevertheless still be acceptable in contexts such as declining an invitation to a business or academic dinner, etc.

- D** Refer Ss to the items (a–d) for writing the email and ask them to put them in order, referring to the second email in Ex 10C if necessary. Ss work alone, then compare ideas in pairs. Check the answer as a class.

**ANSWER:**

The correct order is d, c, b, a.

- 11 A** Refer Ss to the sentences and the three categories in the rubric and look at the example together. Ss work alone to decide on the function of each sentence, then compare ideas in pairs. Point out that in one case there are two functions. Check answers as a class.

**ANSWERS:**

2 N 3 N, A 4 N 5 R 6 R 7 A 8 R

- B** Ask Ss to discuss the level of formality of the sentences in Ex 11A in pairs, then elicit the answers. Point out that missing out the subject in sentence 3 (*Afraid I can't.*) can be applied to other informal phrases (*don't know, can't think*, etc.) both in speech and writing.

**ANSWERS:**

Sentences 2 and 7 are very formal.

Sentences 3 and 6 are very informal.

- 12 A** Ask Ss to read the two email invitations quickly and decide which is formal (the first) and which is informal (the second) and why. Explain that they should decline each invitation in a suitable style using everything they have studied in Exs 10 and 11 to help them. Monitor as Ss write their emails, assisting as needed. With online classes, Ss can post their replies in a collaborative document. They can then read each other's emails, referring to the questions in Ex 12B, and discuss which they think are particularly good examples of formal and informal emails.

**EXTRA: ALTERNATIVE IDEA** If you know your Ss will only need to write either formal or informal emails, set the task accordingly. You could also let Ss choose the one they think more relevant to their lives. With weaker classes you may also choose to focus on just one of the styles to speed up the activity.

- B** Put Ss in pairs to read each other's emails, checking them against questions 1–4. Note that if Ss only wrote one email, they should just answer the first question.

**EXTRA IDEA** Exploit the topic of email invitations further by asking Ss to write a series of invitations and responses to different events. Choose an event that you think will be meaningful to them, e.g. a conference, a wedding, etc. and ask pairs to write an invitation then 'send' it to another pair, who should respond in a suitable style.

**TO FINISH**

Write the following questions on the board:

*How and where will (or do) you use English?*

*Is it more important for you to communicate in English in writing or in speaking?*

*Is formal/professional or informal writing more useful for you?*

Ask Ss to discuss the questions in pairs or groups. Alternatively, Ss write this information and share it with you (electronically). Make a note of Ss' future plans to inform your lesson planning. Help them reflect on their learning and what they need in feedback.

# 2C That's annoying!

**HOW TO ...** | talk about things that annoy you

**VOCABULARY** | pet hates

**PRONUNCIATION** | stress and intonation to show annoyance

## LESSON OVERVIEW

In this lesson, Ss talk about pet hates. The context is a listening where they hear a conversation about people's behaviour on public transport. This leads into a focus on short conversational phrases which express annoyance. Ss then study and practise saying these phrases with stress and intonation to show annoyance. The lesson ends with a speaking activity where Ss discuss their feelings about different situations.

## Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Display the word webs in a collaborative document and ask Ss to use a hands up icon to vote on the answers they think are correct.
- **Ex 2A:** Ss brainstorm ideas in breakout rooms or on an online discussion board.
- **Exs 5A and 5B:** Put pairs/groups in breakout rooms to have their conversations. Go round each room, monitoring while they practise.

## Additional Materials

### For Teachers:

Presentation Tool Lesson 2C

Photocopiable Activity 2C

Grammar Bank 2C

Mediation Bank 2C

### For Students:

Online Practice 2C

Workbook 2C

## TO START

Give a real or imaginary scenario that annoys you about the people you live with or share a workspace with, e.g. someone staying in the bathroom for a long time in the morning when you need to clean your teeth and go to work. Ask Ss to discuss in pairs what annoys them about the people they live, work or study with. Tell them that today's topic is expressing feelings about other people's behaviour.

**EXTRA SUPPORT: DYSLEXIA** Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

## VOCABULARY

### pet hates

**1 A** Introduce the term *pet hate* (something that annoys you a lot, maybe more than other people) and explain that it's not related to animals! Focus attention on the article and preteach *classic* (an excellent example) and *litter* (rubbish that falls in the street, often paper, or food or drink containers). Ss read the article, then discuss the questions. Elicit a few answers in feedback.

**B** Refer Ss to the word webs and discuss how they are organised. Explain that they should identify the one collocation that is not correct in each web, using the article in Ex 1A to help them. Ss complete the activity alone, then compare ideas in pairs. Check answers as a class. If teaching online, remember that you can display the word webs in a collaborative document and ask Ss to use a hands up icon to vote on the answers they think are correct.

### ANSWERS:


- |         |          |         |
|---------|----------|---------|
| 2 give  | 3 listen | 4 slip  |
| 5 lift  | 6 rude   | 7 reply |
| 8 annoy |          |         |

**EXTRA SUPPORT: TEACHER** Most of the errors in the collocations relate to form. Remind Ss they need to learn these on a case-by-case basis. In item 2, *to give way* (without *the*) means 'to do something under some pressure' or 'to let a car go in front of you if you are driving'. In item 5, *to lift* means 'to raise to a higher position'; the correct term is *to pick up litter*. Note that *drop* can be unintended, but *throw away* is conscious; if we *throw away* litter it's in the bin, but if we *drop* it, it's on the street.

**C** Put Ss in pairs and model the example conversation with a stronger student. Ask Ss to use some of the collocations from Ex 1B when telling their partner about things that annoy them on the street. Note that there may be street behaviours that Ss don't know the words for in English (e.g. *spitting*), so either brainstorm these at the start or assist Ss as you monitor the activity. Conduct a class discussion about which behaviours are most annoying as feedback.

## How to ... talk about things that annoy you

**2A** Tell Ss that this section focuses on annoying behaviour on public transport. Elicit some examples of forms of transport and then put Ss in pairs (in breakout rooms with online classes) to make lists of what annoys them. When they have finished, elicit and write their ideas on the board. If you're teaching online, remember you could also use an online discussion board for this activity. If your Ss don't use public transport, do this as a class and get them to copy down the ideas.

**B**  **2.07** | Explain that Ss should listen to the conversation and tick any things that the speakers talk about that are on their list. Play the recording. Put Ss in pairs to compare ideas, then check answers as a class, ticking off the things on the board.


### AUDIOSCRIPT 2.07

- A: Sorry I'm late. I had a really bad journey.  
 B: Why? Were there a lot of people on the train?  
 A: No, not many, but it's just the way some people behave. I can't stand it.  
 B: Why, what happened?  
 A: Everything. First I had to queue to buy a ticket because the ticket machines were broken.  
 B: I hate it when that happens.  
 A: And of course people were jumping the queue, saying they were in a hurry and could they please go in front of me.  
 B: Maybe they **were** in a hurry.  
 A: Right. Like I wasn't?  
 B: All right.  
 A: Then I got on the train, sat down – there were lots of empty seats – and this guy sat down next to me, took out a burger and started to eat it.  
 B: Yuk! People are always doing that on trains! I expect it smelled bad.  
 A: Yeah, the smell was terrible! It really got on my nerves. I kept looking at him, you know like this, but he didn't react. **So** annoying.  
 B: Sometimes it's better if you don't react.  
 A: You mean do nothing? Maybe. Anyway, after two stops he got off ... but then three teenagers got on and they were watching a football match. Really loud.  
 B: You really did have a bad time.  
 A: And then one of them opened some windows and it was like a tornado. It blew my hair all over the place.  
 B: I know what you mean, without asking anyone?  
 A: Yeah, it really annoys me when they do that.  
 B: You're always getting so upset about things. And you're here now.

- A: But that sort of behaviour really bugs me. And I'm not finished.  
 B: There's more?  
 A: I was so annoyed that I didn't pay attention to where we were, and I missed my stop.  
 B: It really doesn't matter. Look, let's get something to eat.  
 A: OK, sorry ...

**3A** Put Ss in pairs to complete the extracts from the listening. Don't check answers yet.

**EXTRA SUPPORT: DYSLEXIA** Provide the missing phrases to Ss in a vertical list for them to hold alongside the extracts. Alternatively, these can be written on the board.

**B**  **2.08** | Play the recording, pausing after each extract to allow Ss to check their answers with a partner. Check answers as a class. If necessary, point out that a *bug* is a small creature or insect and that the expression *It bugs me* derives from this and means something is small, but very irritating.

### ANSWERS:

- |                         |                               |
|-------------------------|-------------------------------|
| 1 can't stand           | 4 really annoys               |
| 2 it when that          | 5 always getting, really bugs |
| 3 are always, got on my |                               |

**C** The Grammar Bank on page 110 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

### page 110 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. Then draw attention to how phrases for expressing annoyance can be combined with *when* and a clause. Check also understanding of the use of the present and past continuous with certain adverbials to express annoyance, contrasting them with the present and past simple, which have no such implication, e.g. *He's always emailing me*. (present continuous; annoying) compared to *He always emails me*. (present simple; neutral).

**1** This exercise focuses on the meaning and form of the phrases in context. Check the meaning of *advert*, and point out that three of the words in each box will not be needed. Ss complete the conversations alone, then compare ideas in pairs. Check answers as a class.

**EXTRA SUPPORT: DYSLEXIA** Remove the three extra words from each box and remind Ss to work on one section at a time, covering the other areas of text to avoid distraction.

**ANSWERS:**

- |            |               |              |
|------------|---------------|--------------|
| 1 when     | 2 drives      | 3 constantly |
| 4 bugs     | 5 annoying    | 6 stand      |
| 7 on       | 8 putting     | 9 started    |
| 10 reading | 11 it         | 12 so        |
| 13 who     | 14 travelling | 15 is        |

- 2** This exercise focuses on form. Explain that Ss need to find two mistakes in each conversation. Ss complete the exercise alone, then compare ideas in pairs. Check answers as a class, then put Ss in pairs to practise the corrected conversations.

**ANSWERS:**

- 1** A: It gets **on** my nerves when people play loud music out of their apartment windows.  
 B: Yes, and in my block the guy next door is continually ~~sing~~ **singing** along with his favourite songs.
- 2** A: This light above my desk is drives **is driving / drives** me mad. It's constantly buzzing.  
 B: It **doesn't** bother me. I guess I've stopped noticing.
- 3** A: Oh no! I've lost one of my earrings. I'm usually **always/constantly/continually/forever** doing that.  
 B: Yes, so annoyed **annoying!** I always buy two pairs of earrings so that I have a spare pair.
- 4** A: I really hate this zip in my bag. It's ~~for~~ **forever** getting stuck.  
 B: Yes I have a bag like that. And don't ~~make~~ **get** me started on zips which come undone above and below the zipper.


**EXTRA CHALLENGE** Ss work in pairs to write similar conversations of their own, using the target phrases.

**PRONUNCIATION****stress and intonation to show annoyance**

- 4A** Tell Ss to read the sentences in pairs and decide where the people are talking about. Check answers as a class, discussing the reasons for Ss' ideas.

**ANSWER:**

a shop, probably a supermarket

- B**  **2.09** | Refer Ss to the sentences in Ex 4A again and ask them to say them aloud and predict where the main stress in each is. Model the sentences for the class to revise their ideas if necessary, then ask them to listen and confirm the stressed words. Play the recording, then go through the answers as a class. Play the recording again for Ss to identify whether the voice is higher or lower on the key stressed word. Check answers. You could point out that the higher pitch on the stressed words conveys a higher sense of irritation, or accentuates the feeling of annoyance.

**EXTRA SUPPORT** Before Ex 4B, write the stress pattern ooOo and two phrases from the exercise on the board (*I can't stand it.*, *It drives me crazy.*) and ask Ss to decide which phrase matches the stress pattern (*I can't stand it.* has the right number of syllables (four) and the stress falls on the third). Ask Ss what the circles represent (syllables) and what the larger one means (a stressed syllable).

**ANSWERS:**

The stressed words are 1 stand, 2 annoys, 3 crazy, 4 hate, 5 bear and 6 always.  
 The speaker's voice is higher on the stressed word.

- C** Put Ss in A/B pairs and ask them to take turns to read and respond to the sentences in Ex 4A. Monitor, checking their intonation and assisting where necessary. When they have finished, ask a few pairs to model their exchanges for the class.

**EXTRA SUPPORT** Before the activity, Ss decide on the main stresses in each response in the speech bubbles in Ex 4C. Check answers and drill the responses as a class. Note these responses are covered in the Grammar Bank, so Ss will be familiar with them by the time they get to this exercise.

*Yes, that annoys me, too.*  
*Yes, I hate that, too.*  
*Yes, that gets on my nerves, too.*  
*I don't mind that.*  
*That doesn't bother me*

**EXTRA: HOW TO ...** Put Ss in pairs and ask them to write a short conversation that includes phrases from the lesson. When they have finished, ask a few pairs to perform their conversation for the class.



**SPEAKING**

**5A** Refer Ss to the list and explain that they will now talk about what annoys them. In pairs (in breakout rooms with online classes), Ss choose three of the situations and identify things that annoy them about each one, making notes if helpful. Monitor, ensuring they use a range of behaviours and phrases from the lesson and assisting as necessary.

**EXTRA SUPPORT: TEACHER** Think about pairing for this activity. Two people of similar ages and backgrounds might have similar opinions or interests and therefore be better able to choose situations that resonate with both of them.

- B** Put Ss in small groups to explain what annoys them. With weaker classes, put pairs that worked together for Ex 5A in groups of four to support each other. With stronger classes, separate pairs so each student joins a new group. Note this will involve more talking time and a longer activity. Remind Ss to listen actively and ask follow-up questions. Monitor, assessing how well they use the phrases from the lesson.
- C** Ask Ss to report back on the most common situations to the class. They could take a vote on the most annoying behaviour in each one. Give feedback on good language use and write errors related to the content of the lesson on the board for Ss to correct.

**TO FINISH**

In small groups, ask Ss to discuss if there are any aspects of the English language that annoy them, e.g. the fact that spelling often doesn't correspond to sounds, or that words can be pronounced differently according to their position or function in a sentence. When Ss have finished, elicit their ideas to the board so that others can comment, using the phrases from the lesson.

**EXTRA IDEA: SPEAK ANYWHERE** Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶▶ page 146 **MEDIATION BANK**

**MEDIATION BANK TEACHER'S NOTES** ▶▶ page 200

**2D** **BBC** Documentary**Planet Earth II:  
Jungles**

**SPEAKING** | discuss difficult situations

**WRITING** | a personal experience

**LESSON OVERVIEW**

In this lesson, Ss learn phrases to talk about difficult situations through the context of a wildlife documentary. Ss watch a video clip about the natural world, then do a speaking activity to practise talking about difficult situations. The lesson ends with a writing activity where Ss write a story about a personal experience.

**Online Teaching**

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Share your screen and talk about the questions as a class. Ss can contribute verbally or, if you have a very large group, use the chat facility.
- **Ex 2A:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 2B:** Display the exercise on a shared screen and enable the annotate function so Ss can highlight their answers during feedback.
- **Ex 4:** Ss complete the activity in breakout rooms. Visit each room briefly to monitor the discussions.

**Additional Materials****For Teachers:**

Presentation Tool Lesson 2D  
Online Digital Resources  
Videoscript 2D: BBC Documentary

**For Students:**

Online Practice 2D  
Workbook 2D

## TO START

Show pictures of the following creatures: lizard, chameleon, dragon, skunk, snake and wasp (all of which feature in the lesson), as well as a couple of domestic animals familiar to your Ss. Put Ss in pairs to describe and identify the animals (you could provide a list of adjectives on the board, e.g. *cute*, *scary*, *interesting*, *beautiful*, etc. to help with this), then discuss ideas as a class. Tell Ss that today's lesson includes a video clip about wildlife.

**EXTRA SUPPORT: DYSLEXIA** Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

## PREVIEW

**1 A** Ask Ss to discuss the questions in pairs. When they have finished, elicit a few answers, writing useful vocabulary on the board. With online classes, remember you can share your screen and talk about the questions as a class. Ss can either contribute verbally or, if you have a very large group, use the chat facility.

**B** Refer Ss to the programme information and preteach *episode* (single programme in a series) and *extraordinary* (very unusual or special). Put them in pairs to read the information and discuss the questions. Elicit and write their answers on the board, but don't confirm them yet.

**EXTRA SUPPORT: DYSLEXIA** Read the programme information aloud to the class.

**EXTRA SUPPORT: TEACHER** The Draco lizard is known as a flying lizard. Their 'wings' enable them to glide up to fifty metres through the air. There are more than forty species found in South East Asia and the East Indies.

## VIEW

**2 A** Ask Ss to watch the video clip and check their predictions, then check answers as a class, ticking or revising the predictions on the board. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue.

**EXTRA SUPPORT** Turn on the subtitles if you feel it would benefit learners.

### ANSWERS:

- 1 a Draco lizard
- 2 It wants to make its home in a tree.
- 3, 4 It can escape by flying (gliding), and this is its 'extraordinary ability'.

**B** Ask Ss to work alone to choose the correct words, then compare ideas in pairs. Point out that as both answers are grammatically possible, they need to choose based on the correct meaning. Don't check answers yet. Play the video clip again, pausing as needed, then ask pairs to compare again before checking answers as a class. If you're teaching online, remember you can display the exercise on a shared screen and enable the annotate function so Ss can highlight their answers during feedback.

**EXTRA SUPPORT** The pairs of words in each sentence in this exercise are mostly partial synonyms, so Ss might need help with the following meanings: *battle* implies fighting for a long period of time; *flee* is a more formal verb than *run away*; *soar* means to 'fly high in the air'; and *resident* refers to someone who lives in a place.

### ANSWERS:

- |          |        |            |
|----------|--------|------------|
| 1 pencil | 2 need | 3 battle   |
| 4 flee   | 5 soar | 6 resident |

**C** Refer Ss to the animals in the box and if you worked on some of these in the To start activity, remind them of this. Use pictures to check any Ss are still unsure of at this point. Ask them to discuss the questions in pairs. Monitor, assisting with vocabulary, then elicit ideas in feedback. Add any useful vocabulary to the board.


### POSSIBLE ANSWERS:

- 1 bird – fly away  
chameleon – change colour so it can't be seen  
deer – run  
mouse – run through narrow holes into a hidden place  
skunk – spray a bad smelling substance  
spider – bite, or play or pretend to be dead  
wasp – sting
- 2 fight – stay in the situation and deal with the threat or problem directly, by fighting physically or with words  
flight – run away, leave, escape, remove yourself from the situation in some way  
freeze – keep very still, even if doing so puts you or means you are still in danger, in the hope of being ignored

## SPEAKING

### difficult situations

**3A** Refer Ss to the situations. Preteach *growl* (an aggressive noise made by dogs) and *drop ... on the floor* (let something fall to the ground intentionally). Elicit a few answers for the first item as a class, e.g. 'Flight! I'd run away!' Remind Ss that we use *I would ...* to talk about imaginary or unlikely events such as these. Ask Ss to discuss the situations in pairs, then discuss as a class to compare reactions and reasons.

**B**  **2.10** | Ask Ss to listen and identify the situations from Ex 3A the speakers talk about, and to note what the woman in the conversation says she would do in response. Before they start, suggest they write 1–4 in their notebooks with space next to each to make notes. Point out that the speakers don't talk about all four situations, and the woman doesn't say what she would do for all of the ones they talk about. Play the recording. Ask Ss to compare ideas and play the recording again if necessary, then check answers as a class.


#### ANSWERS:

- 1 They talk about situations 1, 2 and 4.
- 2 In response to the snake situation (1), the woman says she'd freeze, then move very slowly to the door and then run away.  
In response to the train situation (4), the woman says she'd probably get up and walk away, though she might give the person a hard look.  
(In response to the knock on the door situation (2), it's the man who answers and he says he'd just ignore it.)

#### AUDIOSCRIPT 2.10

- A: These are really interesting questions.  
B: Yes, I thought so, too.  
A: But in some of these situations you could just run away.  
B: So, in which situations would you run away?  
A: If I saw a snake in my bedroom. I would ... I'd freeze actually.  
B: And then what?  
A: Then I'd move very slowly to get to the door and then run away, as fast as I could. You?  
B: It depends how big the snake is.  
A: Here's another question. You're alone at a friend's house and it's winter. Someone knocks on the door. It's ten o'clock at night.  
B: Well, do I have a choice of answering or not?  
A: How do you mean?  
B: I could just ignore it.  
A: Is that what you'd do?  
B: Yes, I suppose so. How about this one? You're on a train and the person opposite you drops their empty drink can on the floor.

- A: That's a tricky one. I'm the kind of person who ... well, I'd like to say that I'd immediately say something, but ... You know ...  
B: I don't quite get what you mean.  
A: I mean that I could say that I'd ask them to pick up their rubbish, but I think that in real life I'd hesitate.  
B: Why's that?  
A: Maybe the person would get angry. And it depends on whether they're with their friends or if they're bigger than me.  
B: Do you mean that it might be better not to say anything?  
A: That's what I mean I guess. I'd probably get up and walk away. I might give them a hard look! Like this. What would you do?  
B: Oh, no question in my mind. I would definitely ...

**C**  **2.10** | Preteach *tricky* (difficult) and *hesitate* (stop and think for a moment) and play the recording again. Ss listen and identify the Key phrases they hear, then compare ideas in pairs. Play the recording again if necessary. Check answers, drilling any phrases Ss are unsure of.

**EXTRA SUPPORT: DYSLEXIA** Read the Key phrases first with the class, to help Ss identify what they need to listen for. This would also be useful for weaker classes.

#### ANSWERS:

All the phrases are used, except: 'Could you say more about that?'

**D** Elicit the first phrase as a class as an example. Ask Ss to continue the activity alone, then compare ideas in pairs. If they are struggling, tell them how many phrases there are to ask someone to give more detail (six). Check answers as a class.

#### ANSWERS:

And then what?  
How do you mean?  
I don't quite get what you mean.  
Could you say more about that?  
Why's that?  
Do you mean that ... ?

**4** Preteach *lightning*, *storm* and *paddleboard*, then put Ss in pairs (in breakout rooms with online classes) and ask them to turn to page 140 to describe what they would do in each situation. Remind them to include the Key phrases in their discussions and ask each other to give more detail. Monitor, assisting as needed, then ask each pair to tell the class which situation they found most worrying, annoying or frightening in feedback. Add any useful vocabulary to the board.

**EXTRA SUPPORT** With weaker classes, give pairs of Ss time to prepare their responses to the situations, making notes if appropriate. Then put Ss in new pairs, taking turns to talk about their responses.

## WRITING

### a personal experience

**5A** Preteach *wallet*, *fake* and *pickpocket* (a thief who steals from someone's pocket or bag without them noticing). Give Ss two or three minutes to read the story, then tell a partner what they would do. Elicit a few ideas in feedback.

**EXTRA IDEA** Before Ss read, give them the following words and ask them to work in pairs and predict the story before reading it to check their ideas: *New York*, *subway*, *shouting*, *knee*, *pickpocket*.

**EXTRA SUPPORT: DYSLEXIA** Record the story before the class, indicating where the gaps occur, and play the recording, or read the story aloud to the class. If you read it, Ss can listen again in Ex 5B as you read it with the extra words and phrases included.

**B** Ask Ss how the story could be improved and elicit or explain that adjectives or adverbs could be used in places to better describe people's feelings and reactions. Refer them to the words and phrases (a–d) and do the first item as a class. Ask Ss to complete the activity alone, then compare ideas in pairs. Check answers as a class.

#### ANSWERS:

1 d 2 a 3 c 4 b

**6A** Ask Ss to choose one of the situations on page 140 which they discussed in Ex 4 and make notes in answer to the questions. Monitor, assisting with vocabulary and ideas if necessary.

**EXTRA SUPPORT** With weaker classes, choose one of the situations together and work as a class to note responses to the questions on the board, along with useful vocabulary, before Ss write their stories individually.

**B** Ss write their story, using their notes from Ex 6A and the story in Ex 5A as a model. You could tell them they should aim to write 150–180 words.

**C** Put Ss in pairs to read each other's stories and discuss whether they would do the same thing in the situation they describe. In feedback, elicit how Ss would react to the situations in Ex 4 and see if there is any consensus.

## TO FINISH

Put Ss in pairs to discuss if they like reading books about difficult situations or watching scary films and, if so, to recommend some to the class.

# 2 REVIEW

## LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 1B, 2A, 3A and 4A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

### Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1A:** Ss can put their answers in the chat box for other Ss to compare with.
- **Ex 3A:** Display the activity in a collaborative document with the annotate function on. Ask different Ss to complete each phrase.
- **Ex 3B:** Put Ss in pairs in breakout rooms for this task.

### Additional Materials

#### For Teachers:

Unit Test in Tests Package

## TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 2 (Grammar: present perfect continuous, relative clauses; Vocabulary: making changes, collocations: feelings and behaviour, pet hates; How to ... talk about things that annoy you). Ask them to look at the unit lesson objectives to check their ideas.

## GRAMMAR

### present perfect continuous

**1A** This exercise focuses on the form of the present perfect continuous. Preteach *mark exam papers*. Ss complete the task alone, then compare ideas in pairs (in the chat box with online classes). Check answers as a class, with individual Ss reading sentences aloud.

#### ANSWERS:

- 1 've/have been trying
- 2 've/have been practising
- 3 's/has been researching
- 4 've/have been talking
- 5 've/have been marking

- B** Look at the example with the class and elicit a possible job from Ss, e.g. *journalist*. Ask Ss to suggest further sentences the person might say. Ss then complete the activity alone.

**EXTRA SUPPORT: DYSLEXIA** As this task involves a lot of writing, Ss with dyslexia could record their sentences on a device, then play them to a partner in Ex 1C.

**POSSIBLE ANSWERS:**

- 1 chef / café owner
  - 2 musician
  - 3 (political) journalist
  - 4 business person / sales person / company owner, etc.
  - 5 teacher
- Students' own answers for the sentences.

- C** Put Ss in pairs to take turns to say their sentences and identify the jobs. In feedback, ask a few pairs to say their sentences for other Ss to guess.

## relative clauses

- 2A** Refer Ss to the notes about relative clauses in the Grammar Bank if they need support then ask them to complete the phrases with the words in the box. Point out that not all the missing words are relative pronouns and if it's possible to leave the gap blank, they should. Ss compare ideas in pairs. Check answers as a class.

**ANSWERS:**

- |             |               |              |
|-------------|---------------|--------------|
| 1 -/that    | 2 -/when/that | 3 -/who/that |
| 4 to        | 5 whose       | 6 which/that |
| 7 to        | 8 -/that      | 9 where      |
| 10 who/that |               |              |

- B** Put Ss in groups of three or four. Ask them to take turns to nominate topics for their group to talk about for a minute. You could display a timer on the board for Ss to keep track of how long they have been speaking. Make sure all Ss have a turn. If Ss enjoy the activity, you can return to it in another class.

## VOCABULARY

- 3A** Refer Ss to the exercise and ask them to add the vowels to complete the phrases. Point out that each underscore represents one letter. Ss work alone to complete the activity, then compare ideas in pairs. Check answers as a class. If you're teaching online, remember you can check answers by displaying the activity in a collaborative document with the annotate function on and asking different Ss to complete each phrase.

**EXTRA SUPPORT: DYSLEXIA** English spelling can be challenging for Ss with literacy issues or dyslexia because of the lack of sound–spelling correspondence. To make the task easier, say the words one at a time while Ss listen and complete the phrases. Alternatively, provide a vertical list of the completed words for Ss to refer to.

**ANSWERS:**

- |           |          |           |
|-----------|----------|-----------|
| 1 achieve | 2 argue  | 3 avoid   |
| 4 fault   | 5 favour | 6 guilty  |
| 7 ignore  | 8 keep   | 9 comment |
| 10 manage | 11 goals | 12 take   |

- B** Put Ss in pairs and tell them to choose and talk about one of the topics, using phrases from Ex 3A. Allow weaker classes preparation time before starting the activity, e.g. pairs first agree on a topic, make notes, then discuss the topic with a new partner. If you're teaching online, Ss could also work in pairs in breakout rooms for this task.

- 4A** Ask Ss if queuing is common in their country and why/why not. Refer them to the text and ask them to read it quickly and note down the ideas it mentions to make waiting more bearable. Ask them to read the text again more carefully and choose the correct options to complete it, then put them in pairs to compare ideas. Don't go through the answers yet.

**EXTRA SUPPORT: DYSLEXIA** Record the text, indicating where the options occur, for dyslexic learners to listen to as they read. Alternatively, put Ss in pairs to do the activity and ask them to take turns reading sections of the text to each other.

- B**  **R2.01** | Play the recording for Ss to check their answers, then check answers as a class.

**ANSWERS:**

- |     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 C | 2 A | 3 B | 4 A | 5 C  |
| 6 A | 7 C | 8 C | 9 B | 10 B |

**EXTRA IDEA: DIGITAL** Ask Ss to read the text aloud in pairs in meaningful chunks of a few sentences each. When they have practised it all, ask them to record it individually and listen back, making comments to help each other improve their pronunciation and stress. They should then record the text again and make improvements based on the feedback.

## TO FINISH

Ask Ss to work alone to write three words or phrases they have learnt and want to remember from Unit 2. When they have finished, ask Ss to compare answers. Discuss how Ss can use their notebooks for revising and retrieving vocabulary and grammar after lessons.