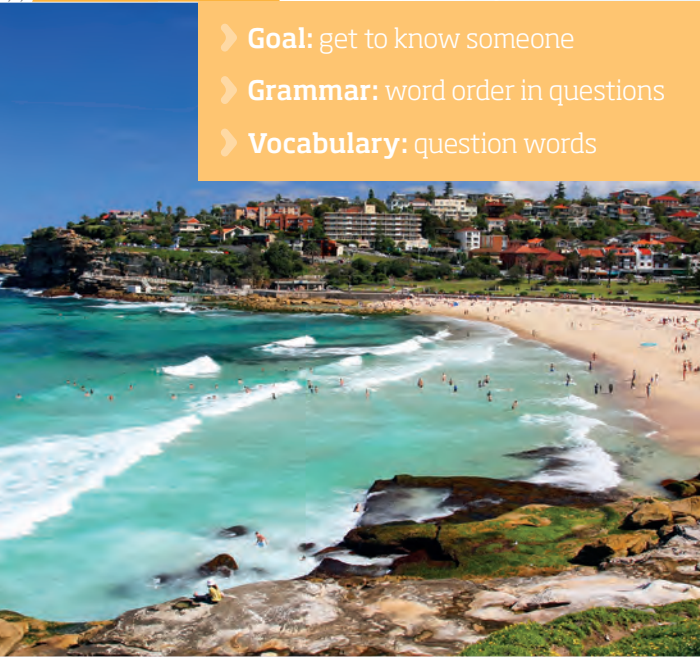


# 1A

## Getting to know you

- › **Goal:** get to know someone
- › **Grammar:** word order in questions
- › **Vocabulary:** question words



### Reading and vocabulary

- 1** Work in pairs and discuss the questions.
  - 1 Do you share information online? What sort of things do you share?
  - 2 How and why do you share this information?
- 2 a** You're going to read a social media post by Magda. Look at her photos. What topics do you think she writes about (e.g. holidays)?
- b** Read Magda's post and check your ideas. Then answer the questions.
  - 1 Which topics in the post are not in the photos?
  - 2 Where does Magda work?
  - 3 Is Abby a good friend?
  - 4 What do Magda's friends and family not know about her? Why?
- 3 a** Match the question words with the answers.
 

1 How	a tomorrow
2 How long	b a phone
3 How many	c I like Italian food
4 What	d two hours
5 What kind of	e five
6 When	f that one
7 Where	g by train
8 Which	h It's his
9 Who	i in Los Angeles
10 Whose	j because I'm tired
11 Why	K John



**Magda Fisher**

Yesterday at 21:33

### Ten things about me

- 1** **Where do you like to relax?** At the beach. I love the sound of the sea.
- 2** **How do you travel to work or college/school?** I walk.
- 3** **How long does your journey to work take?** About 20 seconds – from my bedroom to my home office.
- 4** **What's your favourite drink?** Coffee. I have five or six cups a day. Shh, don't tell anyone!
- 5** **Whose name is first in your phone contacts?** Abby – she's my sister's best friend! **Do you know the person well?** Actually, I've only met her once!
- 6** **When are you happiest?** When I'm visiting somewhere new. **Why?** Because new places are exciting.
- 7** **What kind of music do you like?** 1970s rock music. Thanks, a lot, Dad!
- 8** **Which animals do you like?** Cats, especially my cat Bubble!
- 9** **How many pairs of shoes do you own?** I've got over 30, but I always wear the same pair of trainers. My family and friends think they're my only shoes – but that's only because I never wear the others!
- 10** **Who is your oldest friend?** Nina. We have so much fun together. **Are you a good friend to him or her?** I think so ... most of the time!



**b Match Diego's answers a–j with questions 1–10 in Magda's post.**

- a About five. Who needs more than that?
- b Someone I work with called Alex. I know him quite well.
- c By bike when it's sunny. By car when it's raining.
- d When I'm playing my guitar. I love music.
- e About 30 minutes.
- f At home, in my living room, with some music on.
- g Two people, actually – Sofia and David. We're great friends.
- h Anything with a guitar – rock, mostly.
- i Fresh juice, especially on a hot day.
- j I love horses!

**c Work in pairs. Take turns to ask and answer six questions in Magda's post.**

Go to your app for more practice.

## Grammar

**4 a Read the grammar box and choose the correct alternatives.**

### Word order in questions

Order questions in the present simple like this:

**(Question word +) do + subject + infinitive**

*How do you travel to work or college/school?*

*How long <sup>1</sup>do/does the journey take?*

*<sup>2</sup>Does/Do you know the person well?*

Order questions with *be* like this:

**(Question word +) be + subject**

*What is your favourite drink?*

*Who <sup>3</sup>are/is your oldest friend?*

*<sup>4</sup>Are/Do you a good friend to him or her?*

**b Check your answers in Magda's post in Exercise 2.**

**5 a** **1.1 Listen to the questions. Does the speaker's voice go up or down at the end of each question?**

- 1 What kind of pizza do you like?
- 2 Who's your favourite singer?
- 3 Where do you live?
- 4 Why are you tired?
- 5 How long is this lesson?

**b Listen again and repeat.**

**6 a Put the words in the correct order to make questions. Use capitals where necessary.**

- 1 spend online / you / do / how many hours / each day / ?
- 2 who / you / online / talk to / do / ?
- 3 look at / whose photos / you / do / online / ?
- 4 like / what kind of / do / websites / you / ?
- 5 you / this area / from / are / ?
- 6 your normal working day / how long / is / ?

**b Make questions using the prompts. Choose an appropriate question word or expression.**

- 1 your birthday? *When's your birthday?*
- 2 your favourite TV show at the moment?
- 3 films / like?
- 4 languages / you / speak?
- 5 you / go / at weekends?
- 6 this lesson / finish?

**c Work in pairs. Take turns to ask and answer three questions in Exercise 6a and three questions in Exercise 6b.**

Go to page 116 or your app for more information and practice.

## Speaking

### PREPARE

**7 a** **1.2 You're going to get to know your classmates better. First, listen to Becky and Josh and answer the questions.**

- 1 How many films does Josh talk about?
- 2 Why is Becky surprised?

**b Listen again. What questions does Becky ask?**

**8 Think of some topics that you're interested in and write some questions to ask your classmates.**

*Do you like sport?*

*Are you a student?*

### SPEAK

**9 a Work in groups. Take turns to ask your questions to each other. Ask some follow-up questions and use the Useful phrases to help you respond.**

**A:** *Do you like sport?*

**B:** *Yes, I really like football and tennis.*

**C:** *Really? Me too! Do you play football?*

### Useful phrases

That's interesting/nice.

Really?

Me too!

Great!

**b Tell the class one or two interesting things about the people in your group.**

Develop  
your  
listening

page 86

# 1B

## Successful people

- **Goal:** describe habits and routines
- **Grammar:** Adverbs of frequency
- **Vocabulary:** success



Roger Federer



Stephen Hawking



Natalia Osipova



Alicia Keys

### Listening and vocabulary

#### 1 Look at the photos and discuss the questions.

- 1 What do you know about these people?
- 2 Why do you think they are/were successful?
- 3 What habits do you think successful people have?  
*I think they get up early and work late.*

#### 2 a 1.7 Listen to a podcast about successful people. Does it include any of your ideas?


##### b Listen again. Number the tips in the order you hear them. Do you agree with them?

- take care of yourself
- take time off
- plan your time well
- start again
- try new things
- ask a lot of questions
- have clear goals **1**
- listen carefully

#### 3 a Complete the questions with an expression in Exercise 2b.

- 1 Do you plan your time well, or do lots of things at the same time?
- 2 Do you like to \_\_\_\_\_, or repeat the same experiences?
- 3 When things go wrong, do you \_\_\_\_\_?
- 4 Do you \_\_\_\_\_ to what other people tell you?
- 5 Do you \_\_\_\_\_ when you want to know something?
- 6 Do you \_\_\_\_\_? Do you know what you want in life?
- 7 Do you think it's more important to work all the time, or \_\_\_\_\_ and enjoy yourself?
- 8 Do you \_\_\_\_\_? Do you eat well and do exercise?

#### b Work in pairs. Take turns to ask and answer the questions. Do you have similar habits?

 Go to your app for more practice.

### Grammar

#### 4 a Listen to the podcast again and choose the correct alternatives.

Successful people ...

- 1 *always/never* know what they want in life.
- 2 *are sometimes/rarely* bored.
- 3 *are often/always* good listeners.
- 4 *don't often/don't usually* do lots of things at the same time.
- 5 *sometimes/rarely* check their messages only once a day.
- 6 *usually/hardly ever* have busy and stressful lives.
- 7 *hardly ever/always* work at weekends.
- 8 *sometimes/never* stop trying.

#### b Number the adverbs of frequency in the box from 1 (most frequent) to 6 (least frequent). Use Exercise 4a to help you.

always **1** hardly ever/rarely never often  
sometimes usually



Meryl Streep

- 5 a** Read the grammar box and choose the correct alternatives.

### Adverbs of frequency

Use adverbs of frequency to talk about <sup>1</sup>how often/when you do something.

Adverbs of frequency usually come <sup>2</sup>before/after the verb *be*.

*Successful people* **are often** good listeners.

They usually come <sup>3</sup>before/after other verbs.

... *they* **always** look for new and exciting experiences.

You can use *always*, *usually* and *often* with verbs in the negative. They come <sup>4</sup>before/after the negative verb.

*Successful people* **don't often** do lots of things at the same time.

There are other expressions of frequency that you can use, e.g. *every day*, *once a week*, *all the time*. These usually come <sup>5</sup>at the end/in the middle of a sentence.

*They* **sometimes** check their messages **only once a day**.

- b** **1.8** Listen to the sentences. What do you notice about the two letters in bold?

- 1 He doesn't **t** often try new things.
- 2 He sometimes asks **a** lot **o**f questions.
- 3 I'm **o**ften bored at weekends.
- 4 She goes to the cinema **o**nce **a** week.
- 5 You **h**ardly **e**ver ask questions.

- c** Listen again and repeat.

- 6 a** Complete the sentences with the adverbs in brackets.

- 1 Ben does one activity at a time. (always)  
*Ben always does one activity at a time.*
- 2 Ana tries a new activity. (once a month)
- 3 I'm successful in exams. (hardly ever)
- 4 We don't have a clear goal. (often)
- 5 I take time off in June. (sometimes)
- 6 Jon works hard. (all the time)
- 7 They're not busy in the morning. (usually)
- 8 I check my work emails at weekends. (rarely)

- b** Work in pairs. Take turns to ask and answer questions with *How often* and a phrase in the box.

be late   be really busy   eat pizza   get angry  
go for a swim   go to the cinema  
send something by post   sing in the shower

**A:** *How often are you late?*

**B:** *I'm hardly ever late. I always leave early for everything. How often do you go to the cinema?*

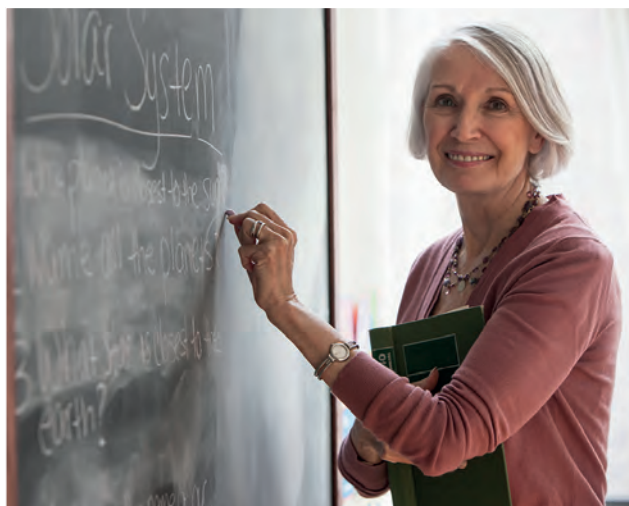
Go to page 116 or your app for more information and practice.

## Speaking

### PREPARE

- 7 a** **1.9** You're going to tell other students about a successful person. First, listen to Alex talking about a successful person he knows. Answer the questions.

- 1 Who is the person?
- 2 How old is she?
- 3 Why does Alex think she is successful?



- b** Listen again. How often does the person do these things?

- 1 get up early
- 2 go for a long walk
- 3 use public transport
- 4 look after her great-grandchildren

- c** Make notes about a successful person. It can be someone you know (e.g. a friend) or someone you don't know (e.g. someone famous). Think about:

- who the person is
- what they do
- why you think they are successful

### SPEAK

- 8** Work in groups. Take turns to tell each other about your successful person. Ask people questions to get more information and use the Useful phrases to help you.

**A:** *My friend Dani often wins short film competitions.*

**B:** *That's great! What else does she do?*

### Useful phrases

He/She sounds amazing/brilliant/fantastic!

Tell me/us more.

That's great!

What else does he/she do?

Develop  
your  
writing  
page 87

# 1c

## A new lifestyle



- › Goal: describe everyday activities
- › Grammar: present simple and present continuous
- › Vocabulary: everyday activities



### Reading

**1 a** Marek and Kim are trying a new lifestyle. Look at the photos. What kind of things do you think they do?

**b** Read Marek's blog post and check your ideas.

Hi everyone! Kim and I are trying a new lifestyle. We usually live in the city, but this month we're living in a forest without electricity, internet, phones and things like that.

So, how am I writing this blog? Well, we come into town once a week to use the internet and buy some things we need. The town is about 10 km away and we always walk here – it's great exercise! I'm using the computer in the library at the moment, to check my email and to write to you. Kim's looking for some blankets in a shop because it's really cold at night!

We're living in a really simple house which has a nice vegetable garden. Life is good, but it's hard work. We get up at 5.30 a.m. every day. We have a simple breakfast then work for most of the day. We pick vegetables in the garden and we collect wood in the forest. We finish work at about 6 p.m. In the evenings, we play cards, read or just sit in the garden ... when the weather's nice. We go to bed early, too, usually around 9 p.m. We're not missing TV at all! Anyway, we're really enjoying it so far!



**2 a** Read Marek's post again and answer the questions.

- 1 How often do Marek and Kim go into town?
- 2 Where is Kim at the moment?
- 3 What time do they get up?
- 4 What do they do in the evenings?
- 5 What time do they go to bed?

**b** Work in pairs and discuss the questions.

- 1 Would you like to try this lifestyle?
- 2 Where would be a good place to do this in your country?
- 3 What do you think are the positive and negative things about this lifestyle?

### Grammar

**3 a** Read the grammar box and choose the correct alternatives.

#### Present simple and present continuous

Use the present <sup>1</sup>simple/continuous to talk about facts, things which are generally true or something that happens regularly.

*The town **is** about 10 km away.*

*We usually **live** in the big city.*

*We **get up** at 5.30 a.m. every day.*

Use the present <sup>2</sup>simple/continuous to describe something happening now.

*I'm **using** the computer in the library.*


You can also use the present continuous to describe a <sup>3</sup>permanent/temporary situation happening around now.

*Kim and I **are trying** a new lifestyle.*

It is common to use time expressions like *at the moment*, *right now* and *these days* with the present continuous.

*I'm **using** the computer in the library **at the moment**.*

**b** Find and underline three more examples of the present simple and three of the present continuous in Marek's post in Exercise 1.

**4 a**  **1.10** We usually contract *be* in the present continuous. Listen and choose the alternative you hear.

- 1 *We are/We're* having a great time.
- 2 *She is/She's* eating a sandwich.
- 3 *I am/I'm* working in the garden.
- 4 *They are/They're* working outside.

**b**  **1.11** Listen to the sentences with contractions and repeat.

**5** Complete Marek's latest post with the correct forms of the verbs in brackets.

Hi all! Sorry for not writing. Town is very far and we <sup>1</sup> \_\_\_\_\_ (not have) time to walk here every week. Anyway, only one week left! I <sup>2</sup> \_\_\_\_\_ (sit) in the library, again. Things are the same here. Every day, we <sup>3</sup> \_\_\_\_\_ (work) very hard from morning until night and we <sup>4</sup> \_\_\_\_\_ (feel) tired all the time. To be honest, we <sup>5</sup> \_\_\_\_\_ (want) to go home because we <sup>6</sup> \_\_\_\_\_ (be) quite bored of this lifestyle. I <sup>7</sup> \_\_\_\_\_ (think) about our TV and comfortable sofa right now!

**6 a** Complete the sentences so they are true for you.

- 1 I'm ... at the moment.
- 2 I ... every day.
- 3 My family always ...
- 4 I'm ... these days.
- 5 I'm not ... right now.

**b** Work in pairs. Share your ideas and ask questions to find out more information.

**A:** *I'm learning Chinese at the moment.*

**B:** *Really? Is it difficult?*

 Go to page 116 or your app for more information and practice.

## Vocabulary

**7 a** Complete phrases 1–8 with the words in the box. Use Marek's posts in Exercises 1 and 5 to help you.

check get have play spend start/finish  
take watch

- 1 take a break/a picture
- 2 \_\_\_\_\_ cards/video games
- 3 \_\_\_\_\_ TV/a film
- 4 \_\_\_\_\_ a shower/lunch
- 5 \_\_\_\_\_ work/school
- 6 \_\_\_\_\_ up/dressed
- 7 \_\_\_\_\_ your email/social media
- 8 \_\_\_\_\_ time with friends/family

**b** Add the words in the box to phrases 1–8.

a good time a language course a show a taxi  
home money the answers the piano


1 *take a break/a picture/a taxi*

**c** Work in pairs. Student A: say a verb from the box in Exercise 7a. Student B: say a noun in Exercise 7a or 7b that goes with it.

 Go to page 136 or your app for more vocabulary and practice.

## Speaking

### PREPARE

**8 a**  **1.12** You're going to describe a change in lifestyle. First, listen to a conversation between Paul and Stephanie. Which change of lifestyle below is Stephanie trying?

- trying a new diet
- living in a different place/country
- living with little money
- living without technology
- working at night



**b** Listen again and answer the questions.

- 1 What is Stephanie doing when Paul phones her?
- 2 What different things does she do these days? Does she miss anything?
- 3 How does she feel about it?

**9** Imagine you're making a change to your lifestyle. Choose one of the topics in Exercise 8a or use one of your own ideas. Answer the questions below and make notes.

- What change are you making? How is it different to your usual lifestyle?
- How do you feel about it? Do you miss anything?

### SPEAK

**10** Work in pairs. Take turns to describe your change in lifestyle. Use your notes in Exercise 9 and the Useful phrases to help you.

#### Useful phrases

How's it going?

Guess what I'm doing (at the moment)?

Wow, that sounds (amazing/brilliant/great).

I'm trying (a new sport).

I miss (chocolate).

Develop  
your  
reading  
page 88

# 1D

## English in action

▶ Goal: ask for and check information



**1 Look at the pictures and answer the questions.**

- 1 What's happening in each picture?
- 2 What kind of help does each person need?
- 3 Have you ever been in any of these situations?

**2 a** 1.13 Listen to three conversations. Match them to three of pictures A–D.

**b Listen again and answer the questions.**

- 1 Where does the man in Conversation 1 want to go?
- 2 Which bus does the girl in Conversation 2 need to take?
- 3 Which exercise does the girl in Conversation 3 need do?

**3 a** 1.14 Listen and tick (✓) the phrases you hear.

**Useful phrases**

**Asking for information**

What do I need to do?  
Can you help me?

**Giving information**

It's this one here.  
You need to (buy a ticket).

**Checking someone understands**

Did you get that?  
Is that clear?

**Checking details**

Which (one) is it?  
Can you repeat that, please?

**b Listen again and repeat.**

**4 Complete the conversations. Use the Useful phrases to help you.**

- 1 **A:** Excuse me, I'm looking for somewhere that sells paper. Can you help me?  
**B:** Sure. You \_\_\_\_\_ to go to *Clips* on the High Street.
- 2 **A:** Is \_\_\_\_\_ clear?  
**B:** No, sorry, can you \_\_\_\_\_ that, please?  
**A:** Sure. Take the 9.52 train.
- 3 **A:** Sorry, I missed that. What \_\_\_\_\_ I need to do?  
**B:** Read the paragraph, then answer the questions.  
**A:** Which paragraph is it?  
**B:** \_\_\_\_\_ this one here.

## Speaking

**PREPARE**

**5 Work in pairs. Practise the conversation below.**

- A:** Hi. Can you help me? I'm not sure how to get to the transport museum.  
**B:** You need to take the 59 bus to Springfield Park, then change to the 342. Is that clear?  
**A:** I think so. I need to take the number 59, then the 342.  
**B:** Yes, that's right.  
**A:** Thanks again.

**SPEAK**

**6 Student A go to page 151 and Student B go to page 153.**



Go online for the Roadmap video.

# Check and reflect

## 1 Complete each question with one word.

- do*
- 1 What time <sup>do</sup> you get up in the morning?
  - 2 What your favourite food?
  - 3 Whose pen this?
  - 4 Long is the lesson?
  - 5 Which film do want to watch?
  - 6 How brothers and sisters have you got?

## 2 a Look at the topics below. Write a question for each one to ask another student. Use a different question word each time.

- music/films/TV
- birthday
- family/friends
- work/studies
- free time
- food/drink

## b Work in pairs and ask each other the questions you wrote. Ask some follow-up questions.

## 3 a Choose the correct alternatives.

- 1 *What/Who's* your favourite actor?
- 2 *How long/How many* does it take you to get ready in the morning?
- 3 *Whose/Who's* birthday do you always remember?
- 4 *How long/How many* hours of TV do you watch every day?
- 5 *How/What* do you like to relax in the evening?

## b Work in pairs. Ask and answer the questions.

## 4 a Complete the sentences with one of the adverbs in the box so that they are true for you. You can use them more than once.

always hardly ever never often rarely  
sometimes usually

- 1 I get up early at the weekend.
- 2 I listen carefully to other people.
- 3 I arrive late to class.
- 4 I plan my time well.
- 5 My teacher gives me homework.
- 6 I'm happy when I wake up in the morning.
- 7 I work/study at the weekend.
- 8 My friends are busy at the weekend.

## b Work in groups. Compare your sentences. Are any of them similar?

## 5 a Match verbs 1–8 with endings a–h.

- |          |                      |
|----------|----------------------|
| 1 have   | a care of yourself   |
| 2 take   | b your time well     |
| 3 take   | c new things         |
| 4 listen | d clear goals        |
| 5 start  | e again              |
| 6 ask    | f a lot of questions |
| 7 try    | g carefully          |
| 8 plan   | h time off           |

## b Choose five of the phrases and write sentences about you for each one.

## 6 Choose the correct alternatives.

**A:** Hi Janice, what <sup>1</sup>*do you do/are you doing* at the moment?

**B:** Nothing really, I <sup>2</sup>*just watch/'m just watching* TV.

**A:** Can I ask you a favour? I <sup>3</sup>*have/'m having* my dance class tonight but my babysitter just cancelled. Can you help?

**B:** Sure! I <sup>4</sup>*don't do/'m not doing* anything important right now.

**A:** That's great! Kieran <sup>5</sup>*does/is doing* his homework at the moment, but then he <sup>6</sup>*usually plays/'s usually playing* video games for an hour before bed. I should be back by then. Thanks a lot!

**B:** No problem!

## 7 a Complete the questions with the correct form of the words in brackets.

- 1 What time \_\_\_\_\_ (you / usually go) to bed?
- 2 What \_\_\_\_\_ (you / study) in English class this week?
- 3 What \_\_\_\_\_ (you / do) right now?
- 4 How often \_\_\_\_\_ (you / listen) to podcasts?
- 5 What \_\_\_\_\_ (you / wear) today?

## b Work in pairs. Ask and answer the questions.

## 8 a Complete the everyday activities with a verb.

- 1 I always \_\_\_\_\_ my email first thing in the morning.
- 2 I \_\_\_\_\_ work/school at 9 a.m.
- 3 I \_\_\_\_\_ time with my friends every weekend.
- 4 I never \_\_\_\_\_ up early at the weekend.
- 5 I \_\_\_\_\_ video games in my free time.
- 6 I don't always \_\_\_\_\_ breakfast.
- 7 I try to \_\_\_\_\_ a break every hour when I'm studying.
- 8 I \_\_\_\_\_ TV every evening.

## b Which of the sentences are true for you? Change the others so they are true.

## c Work in pairs. Compare your sentences. Ask some follow-up questions to find out more information.

## Reflect

How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can get to know someone.
- I can describe habits and routines.
- I can describe typical everyday activities.
- I can ask for and check information.

Want more practice?

Go to your Workbook or app.



# 1A

## Develop your listening

- ▶ **Goal:** understand a short talk
- ▶ **Focus:** understanding the main idea



**1 a** Which greetings below can you see in photos A–D.

- bow your head
- hug someone
- kiss someone on the cheek
- put your hands together
- shake hands
- show your tongue
- press your noses together
- touch someone's hand or arm
- put your hand on your chest

**b** Do you know which countries the different greetings are from? If not, can you guess?

**c** **1.3** Listen to the introduction of a radio programme. Which greetings in Exercise 1a does the radio presenter talk about?

**2** Read the Focus box. How can you identify key words?

### Understanding the main idea

It isn't always necessary to understand every word when you listen – you can use key words (e.g. verbs, adverbs, nouns, adjectives) to understand the main idea.

It's easier to hear key words when listening because they are usually stressed.

*People around the world greet each other differently.*

**3 a** Read what the radio presenter says about greetings and underline the key words.

*How we greet someone for the first time is important because we want people to like us.*

**b** **1.4** Listen and check.

**4** **1.5** Listen to the next part of the radio programme and choose the correct alternatives.

- 1 Men and women in the US usually *kiss/shake hands* when they meet new people.
- 2 Men and women in the US sometimes *bow/hug*.
- 3 Men in Brazil usually *kiss/shake hands*.
- 4 People in Brazil *sometimes/always* kiss three times.
- 5 Men and women in Qatar *put their right hand on their chest/shake hands* when they meet.
- 6 Men in Qatar sometimes *put their hands together/press their noses together*.

**5** **1.6** Listen to the last part of the radio programme and complete notes 1–7 with one key word from the box.

bow chest hands head high low tongue

#### South Korea

- 1 Friends: Bow their \_\_\_\_\_
- 2 Business people: \_\_\_\_\_ with top half of their body
- 3 Younger people: Bow \_\_\_\_\_

#### Thailand

- 4 Traditional greeting: People put their \_\_\_\_\_ together and bow their head
- 5 Friends: Hands are low in front of their \_\_\_\_\_
- 6 Older/important people: Hands are \_\_\_\_\_, fingers near top of their head

#### Tibet

- 7 Traditional greeting: People put their hands together and show their \_\_\_\_\_

**6** **Work in pairs and discuss the questions.**

- 1 Which greeting in the radio show do you think is the most interesting? Why?
- 2 Can you think of any other greetings?
- 3 How do you usually greet the people below?
  - family
  - friends
  - people you don't know
  - people you work/study with

# 1B

## Develop your writing

- **Goal:** complete a questionnaire
- **Focus:** explaining reasons and results

### 1 a Work in pairs and discuss the questions.

- 1 What are the best ways to learn English?
- 2 What do you use English for?

### b Read the questionnaire and match questions 1–6 with gaps A–F.

- 1 Do you prefer working alone or in pairs/groups?
- 2 What do you find difficult about learning English?
- 3 What do you like using to learn English (e.g. books, video, the internet, etc.)?
- 4 What do you do outside class to practise English?
- 5 What do you need English for?
- 6 What do you like doing in class (e.g. listening, speaking, pronunciation, etc.)?

### Learning English Questionnaire

Name: *Miguel García*

Teacher: *Diana Norman*

A \_\_\_\_\_

I need to pass an exam at university. That's why I'm studying English. I think my reading and writing skills are OK, but I really need to improve my speaking for the exam.

B \_\_\_\_\_

I like having conversations in class because I can't practise speaking English at home. But I also like reading interesting articles, because I can learn new things.

C \_\_\_\_\_

I like watching videos and I use my phone all the time to look up new words.

D \_\_\_\_\_

I like working with other students so I can practise speaking, but I don't mind working on my own.

E \_\_\_\_\_

Pronunciation is the hardest thing for me because of all the different sounds in English.

F \_\_\_\_\_

When I'm at home I like watching TV programmes in English. I prefer watching them in the original language because I learn a lot of new vocabulary this way.

### 2 Read the questionnaire again. Decide if the sentences are true (T) or false (F).

- 1 Miguel has finished university.
- 2 He doesn't often speak English outside class.
- 3 He likes working in pairs or groups.
- 4 He finds it difficult to pronounce words correctly.
- 5 He learns English while doing something he enjoys at home.

### 3 Read the Focus box. Then underline the phrases Miguel uses to give examples in the questionnaire.

#### Explaining reasons and results

Use *because (of)* and *so that* to give reasons.

*I was late for class **because** I missed the bus.*

*I couldn't sleep **because of** the noisy traffic.*

*I'm saving money **so that** I can go to University.*

Use *that's why* to explain a result.

*I missed the bus. **That's why** I was late for class.*

*I want to learn new vocabulary - **that's why** I watch TV in English.*

### 4 Match the sentence halves.

- 1 I like using social media because
- 2 I would like to move to the UK. That's why
- 3 I try to learn ten new words every day, so that
- 4 I find reading the most difficult skill, because of
- a I can quickly improve my vocabulary.
- b I can chat with people in English from all over the world.
- c all the new words.
- d I'm interested in British English.

### 5 Choose the correct alternatives.

- 1 I like listening to songs in English *so that/that's why* I can learn fun words.
- 2 I need to practise writing emails *because/so that* it's important for my work.
- 3 I like working in groups *because/because of* the people I meet.
- 4 I find listening difficult. *Because/That's why* I need to practise it more in class.
- 5 I would like to have more homework *because of/so that* I can practise at home.

### Prepare

### 6 You're going to answer the questions in Exercise 1b. First, make notes about each one.

### Write

### 7 Write your answers to the questions. Use the Focus box and the Useful phrases to help you.

#### Useful phrases

I need English for (my job/an exam/my studies).

I really enjoy (speaking in class).

I don't mind (doing exercises for homework), but I prefer (doing online research).

It's difficult to (pronounce some words).

## 1C

# Develop your reading

- **Goal:** understand a short article
- **Focus:** reading for specific information

- 1** Read the title and introduction to the news article. How has Morris recorded his life?

## A LIFE IN PHOTOS



**Over the past few years, Morris Villarroel from Madrid has recorded everything in his life using a special camera and making lots of notes.**

It started in 2010, when he decided to record what happened to him by writing things down in a notebook. He enjoyed it so much that, in 2014, he started taking photos every 30 seconds. He uses a small camera that he carries on his body and it takes about 1,200 photos every day. Most of them aren't very interesting – for example, a picture of his breakfast or his hands when he's driving, but he doesn't delete any of them.

As well as the photos, he has 245 notebooks with his thoughts and ideas inside. He reads his notes regularly to check them.

This sounds strange to a lot of people. Even Morris says that he hasn't seen all of his photos, but he feels it's important to keep a record of his life so that he can look at it when he's older and see what it was like – just like a personal diary. He also wants to create a collection of thoughts and activities to give to his son, who was born at 4.36 p.m. on 4th November, 2014. While most fathers have a few photos of mother and child, Morris recorded the whole day and then every day of his life so far. He hopes that when his son is older he can look back and see what his mother looked like on the day he was born, as well as every day after that.

- 2** Read the Focus box. What are some examples of specific information?

### Reading for specific information

When reading, you often only need to understand specific pieces of information.

Before reading, think about the type of information you need. If you want to know a date, look for a number. If you're looking for a name, then capital letters will help you find it.

*Elvis Presley was born in Tupelo, Mississippi, on 8<sup>th</sup> January 1935.*

It also helps to think about where in the text the information will be – at the beginning, in the middle or at the end.

- 3 a** Read the text and answer the questions.

- 1 How many photos does Morris take every day?
- 2 When did he start recording things?
- 3 What time was his son born?
- 4 What's Morris's surname?
- 5 How often does he take photos?

- b** What do you think of Morris's project? Would you like to do something like this?

- 4 a** Read the title and introduction to the text below. Are you interested in this kind of film?

## LIFE IN A DAY

In 2010, film-maker Kevin Macdonald asked people from all over the world to spend a day filming their lives. He then edited their videos into a film called *Life in a Day*.

In total, he asked 80,000 people from 192 countries. To make sure he had videos from lots of different countries, Kevin sent out 400 cameras to people in poorer places. They all made their films on 24th July 2010.

He asked people to answer three questions during their films: *What do you love?* *What do you fear?* and *What's in your pocket?* Kevin directed the film, and he worked closely with Ridley Scott as producer. In the end, they made a film that's 94 minutes and 53 seconds long – from 4,500 hours of original videos! It was a lot of work.

The film starts with people waking up in the morning, and continues through the day, until night. It shows people with very different lifestyles from all over the world. It was first shown at the Sundance Film Festival in 2011 and, later that year, YouTube made it free to watch on their website.

- b** Find the following information in the text.

- 1 The name of the producer.
- 2 The day people made their films.
- 3 The number of people that were asked to make films.
- 4 Where you can watch the film for free.
- 5 The length of the film.

- 5** Work in pairs. Talk about a typical day in your life.

## Vocabulary

### Question words

#### 1 Put the letters in the correct order to make question words.

- 1 thwa ..... *what* .....
- 2 rehw .....
- 3 chiwh .....
- 4 ywh .....
- 5 howse .....
- 6 newh .....
- 7 ohw ..... / .....

#### 2 Complete the questions with the words in the box.

How (x4) ~~What~~ When Where Which  
Who Whose

- 1 *What* ..... courses do you offer? *c* .....
- 2 ..... much do they cost? .....
- 3 ..... long is each class? .....
- 4 ..... level is the best for me? .....
- 5 ..... many students are in the classes? .....
- 6 ..... teaches the class? .....
- 7 ..... is the classroom? .....
- 8 ..... does the next course start? .....
- 9 ..... photo is that? .....
- 10 ..... can I pay? .....



#### 3 Match answers a–j with questions 1–10 in Exercise 2.

- a They cost £15 per class.
- b Your test shows that A2+ is the best level for you.
- c We offer General English courses and Business English courses.
- d You can pay with cash, credit card or book online.
- e There are between 8 and 16 students in each class.
- f It's Mr Green's. He's the school manager.
- g The next course starts on Monday.
- h The teacher's name is Jess. She is very popular.
- i Each class is two hours long.
- j It's on the first floor. Room 12.

## Grammar

### Word order in questions

#### 4 Choose the correct alternatives.

- 1 What level *does/is* your class?
- 2 Whose class *do/are* you in?
- 3 What country *does/are* you from?
- 4 Which city *do/is* you live in?
- 5 How long *does/is* your journey to school?
- 6 What kind of transport *do/are* you take?
- 7 Who *do/is* your favourite singer?
- 8 Why *do/are* you want to learn English?

#### 5 Correct the mistake in each question.

*What is your*

- 1 ~~Your~~ favourite food, ~~what is~~?
- 2 How many hours you spend online?
- 3 Are you like reading?
- 4 Where you go at weekends?
- 5 You talk to your friends online?
- 6 Where your favourite restaurant?
- 7 From where are you?
- 8 What book your favourite is?
- 9 You live in a city?
- 10 Do you interested in sports?

#### 6 Complete the questions with two words. Use the present simple.

- 1 **A:** I really like rock music.  
**B:** Me too! Who *is your* ..... favourite band?  
**A:** I love The Killers.
- 2 **A:** I can speak four different languages: Italian, German, English and Chinese.  
**B:** Really? ..... write in Chinese?  
**A:** Yes, but it's really difficult to learn.
- 3 **A:** Do you want to go out tonight after work?  
**B:** Yes, I do! What time ..... finish work?  
**A:** I finish at 6 p.m. Let's meet at 8 p.m. in town.
- 4 **A:** I'm afraid of cats.  
**B:** Really? Why ..... afraid of cats?  
**A:** I don't know! I just don't like them.
- 5 **A:** My journey to school takes a long time.  
**B:** Really? How long ..... take?  
**A:** Nearly 90 minutes! I need to take three buses!

## Vocabulary

### Success

#### 1 Complete the phrases with the verbs in the box.

ask have listen plan start  
take (x2) try

- 1 ..... a lot of questions
- 2 ..... carefully
- 3 ..... care of yourself
- 4 ..... again
- 5 ..... clear goals
- 6 ..... new things
- 7 ..... your time well
- 8 ..... time off

#### 2 Choose the correct alternatives.

- 1 Listen/Ask carefully to other people. They can help you!
- 2 It's really important to *have/do* clear goals.
- 3 It's also important to *plan/take* your time well.
- 4 Remember that if you make a mistake, you can start *another/again*.
- 5 Remember to take *care/careful* of yourself – eat good food and get lots of sleep.
- 6 Take time *off/out* work. It's important not to work too hard.
- 7 Don't always do the same things. It's good to *have/try* new things, too!
- 8 It's useful to *ask/say* a lot of questions when you learn something new.

## Grammar

### Expressions of frequency

#### 3 Complete the sentences with the words in the box.

all always every hardly often once rarely week

- 1 I usually do exercise ..... a day.
- 2 I ..... arrive early to class. I don't like to be late.
- 3 She checks her email ..... the time!
- 4 I want to pass my exam, so I study ..... day after college.
- 5 I like going out, so I ..... stay at home on Friday evenings.
- 6 I don't ..... watch sport on TV – I think it's boring!
- 7 I visit my mum once a ....., usually on Saturdays.
- 8 My best friend lives in another town, so I ..... ever see her.

#### 4 Put the words in the correct order to make sentences.

- 1 I'm / on / always / time  
*I'm always on time.* .....
- 2 I / late / Fridays / often / work / on  
.....
- 3 He's / after / usually / class / tired  
.....
- 4 I / night / go / running / never / at  
.....
- 5 doesn't / She / emails / usually / weekends / check / her / at  
.....
- 6 I / the / all / time / go / there  
.....
- 7 I / to / relax / have / rarely / time  
.....
- 8 the / to / I / hardly / cinema / ever / go  
.....

#### 5 Complete the second sentence so the meaning is the same as the first sentence. Use the words in the box.

always every month never often once a week rarely  
~~usually~~

- 1 It's a very busy job and I normally have a lot of work to do.  
It's a very busy job and I usually have a lot of work to do .....
- 2 My job is really fun, so I hardly ever get bored.  
My job is really fun, so I'm .....
- 3 My students make me happy all the time!  
My students .....
- 4 I have a team meeting every Monday.  
I have .....
- 5 We get paid on the last Friday of the month.  
We get paid .....
- 6 I don't ever have enough sleep!  
I .....
- 7 I work late two or three times a week.  
I .....



## Grammar

### Present simple and present continuous

#### 1 Choose the correct alternatives.

- a I study/'m studying English a lot these days.  
b I study/'m studying English twice a week.
- a I try/'m trying to stay healthy. It's important.  
b I try/'m trying yoga at the moment. It's great.
- a I usually take/'m taking a taxi today. I'm really late!  
b I usually take/'m taking the train to work. It's cheap and easy.
- a I use/'m using a laptop when I'm in the office.  
b I use/'m using a laptop at the moment. I'm in a café.
- a I talk/'m talking to my best friend right now on social media. She needs my advice.  
b I talk/'m talking to my best friend every day. We're very close.
- a I cook/'m cooking for myself most days. I enjoy it.  
b I cook/'m cooking a curry. Would you like to join us?

#### 2 Decide if the underlined words in each sentence are correct (✓) or incorrect (✗). Then correct the incorrect words.

I usually wake

- ~~I'm usually waking~~ up at 6 a.m. on weekdays. ✗
- I have a shower every morning.
- I can't speak now, I cook dinner!
- I work for a big company in the city.
- She's cleaning the house at the moment.
- I'm from Italy, but this year I live in Spain.
- She tries a new lifestyle this month.

#### 3 Complete the conversations with the present simple or present continuous form of the verbs in brackets.

- A: Why are you crying (you/cry)?  
B: I'm watching a really sad film on my laptop.
- A: What ..... (you/do)?  
B: I'm an architect.
- A: Do you want to go out for some lunch?  
B: Sorry. I can't. .... (I/work) on a presentation right now.
- A: Where is Mark? He usually works here on Fridays.  
B: Yes, but ..... (he/visit) his brother in America at the moment.
- A: Is that Gloria's car?  
B: No. .... (she/drive) a sports car.
- A: That smells great! What ..... (you/cook)?  
B: It's spaghetti bolognese.
- A: What kind of exercise do you do?  
B: ..... (I/try) a new Pilates class at the moment.

## Vocabulary

### Everyday activities

#### 4 Cross out the word that does not go with the verb in bold.

- get** up/family/dressed
- watch** a film/cards/a show
- take** a break/a picture/the answers
- start/finish** money/school/a language course
- play** video games/tennis/social media
- spend time with** friends/email/family
- have** a language course/lunch/a good time
- check** social media/school/the answers



#### 5 Complete the schedule with the phrases in the box.

~~have a shower~~ have lunch  
spend time with family start work  
take a break watch a film

6.00	get up early.
6.10	1 <u>have a shower</u>
6.30	have breakfast
7.30	go to work
8.30	2 .....
8.35	check emails
11.00	3 .....
11.05	check social media
13.00	4 .....
17.00	finish work
18.00	get home
18.30	5 .....
19.00	have dinner
20.00	6 .....
23.00	go to bed

## Functional language

### Ask for and check information

#### 1 Complete the sentences with the words in the box.

clear get help need (x2) one repeat this

- 1 **A:** Excuse me. Can you ..... me? What bus do I need to get to the train station?  
**B:** Yeah, sure. You ..... to take bus number 5.
- 2 **A:** Please write your name at the top of the page. Is that .....?  
**B:** Sorry, where? Can you ..... that, please?
- 3 **A:** Here's the letter for the school trip.  
**B:** What do I ..... to do with it now?  
**A:** Your parents must sign it, then bring it back to me. Did you ..... that?
- 4 **A:** There are two books with the same name here. Which ..... is it?  
**B:** Oh right, sorry! It's ..... one here with the blue cover.

#### 2 Choose the correct alternatives.

- 1 There are two people in the class with the name Maria. *Which/Who* one is the singer?
- 2 This is difficult. *Do/Can* you help me?
- 3 *What/Who* do I need to do in this activity?
- 4 Please don't write on the exam paper. *Do/Is* that clear?
- 5 To find the coffee shop, you need *to/are* turn right after the station.
- 6 I can't hear you. *Do/Can* you repeat that, please?
- 7 Remember to answer all the questions. *Are/Did* you get that?
- 8 No, not that one. *It's/Is* this one here!

#### 3 Match the sentence halves.

- 1 Excuse me. Can you *d* .....
  - 2 The house we've bought is this .....
  - 3 Which street .....
  - 4 You must switch off your phones. Is that .....
  - 5 I've finished. What do I .....
  - 6 When you finish, you .....
  - 7 I can't hear you. Can you .....
  - 8 Make sure you sign every page. Did you .....
- a repeat that, please?  
b is it?  
c need to put up your hand.  
d help me, please? I'm lost.  
e get that?  
f clear?  
g one here, next to the old railway bridge.  
h need to do next?

## Listening

#### 1 1.01 Listen to part of a radio programme. What's it about?

- a different languages
- b different greetings in English
- c greetings that are bad to use in English.

#### 2 Listen again. Number the countries in the order you hear them (1–4).

- a Ireland .....
- b Australia .....
- c Scotland .....
- d the US .....

#### 3a Are the sentences true (T) or false (F)?

- 1 There are many different ways to say hello and goodbye in English. ....
- 2 In Australia, people say hi and bye in different ways. ....
- 3 In Australia, people say *Cheerio* to say hello. ....
- 4 In the US, people say *Take it easy* to say goodbye. ....
- 5 In Ireland, people say *Hey! What's up?* or *What's happening?* ....
- 6 In Ireland, people often leave without saying goodbye. ....
- 7 In Scotland, you can say *See you after* for goodbye. ....
- 8 Jack says that Irish greetings are his favourite. ....

#### b Listen again and check.

#### 4 Read the extracts from the recording. Match the words in bold with the meanings a–e.

- 1 I'd like to **introduce** Jack Tunnel. ....
  - 2 an English language **expert** .....
  - 3 Australia has some interesting **greetings**. ....
  - 4 They sound so **friendly**! .....
  - 5 There you have it, **listeners**! .....
- a things you say when you meet people  
b helpful and nice to someone  
c someone who knows a lot about a subject  
d people who listen to the radio  
e tell someone another person's name



## Reading

### 1 Read the magazine article. Who does the writer want to find out about?

- a old people
- b boring people
- c interesting people

### 2 Read the article again. Are the sentences true (T) or false (F)?

- 1 The writer is spending a week with Valerie. ....
- 2 Valerie wants to be 108 years old. ....
- 3 Valerie eats eggs which are not cooked. ....
- 4 Valerie goes to sleep after breakfast. ....
- 5 Valerie always eats the same food for lunch. ....
- 6 Dinner is a simple meal. ....
- 7 Valerie doesn't always write in her diary in the evening. ....
- 8 The article says that you should not try Valerie's routine. ....

### 3 Read the article again. Choose the correct alternatives.

- 1 Valerie's bedtime is *different/the same* every night.
- 2 Valerie *sometimes/always* sleeps well.
- 3 Her daily routine is *easy/difficult* to follow.
- 4 Valerie gets up *early/late* in the morning.
- 5 Valerie says that the sun makes her *happy/unhappy*.
- 6 She *rarely/often* misses doing exercise.
- 7 Valerie and her friends *never/sometimes* watch TV together.
- 8 Valerie *rarely/always* has a nap after lunch.
- 9 *Every day/Some days*, she writes in her diary.

### 4 Match the words in the box with definitions 1–6.

boiled diary nap raw secret unusual

- 1 cooked in hot water .....
- 2 a short sleep in the day time .....
- 3 not cooked .....
- 4 different, not normal .....
- 5 a book to write about things you do and how you feel .....
- 6 something which only you or a few people know .....

## A day in the life of ...

### Valerie Ackerman

As part of our series *A day in the life of ...*, we are spending a day with unusual, exciting and special people to find out about how they live.



Today, I'm spending time with Valerie Susan Ackerman. Valerie is 108 years old and I'm going to live a day in her life and find out about her daily routines and habits.

We start the day at 7.00 in the morning.

'I always get up with the sun,' says Valerie. 'I never miss the morning sunshine. It makes me happy all day!'

This early morning habit is just one example in Valerie's day that she says helps her live a long and happy life.

For breakfast, Valerie and I eat two raw eggs mixed with olive oil and we drink a cup of hot water with lemon. I like eggs in the morning, but I prefer them cooked!

Next, it's exercise time. Every day, Valerie walks around the village square five times, without taking any rest.

'Sometimes when it's cold or raining, it can be difficult,' says Valerie, 'but I hardly ever miss this exercise. I think it's a very important part of my day!'

After her exercise routine, Valerie meets up with her friends.

Together they listen to music, read poetry and play games. 'We don't watch TV. It makes us very tired and we don't think it's fun.'

Valerie laughs and jokes with her friends and then goes home for lunch. She eats boiled corn and fish and drinks a big cup of hot chocolate. For 70 years, Valerie has eaten the same for lunch – always corn and always fish.

'It's the hot chocolate I love!' says Valerie.

After lunch, it's time for a nap. Sleeping for two hours in the afternoon keeps Valerie relaxed and ready for the evening.

Sixty years of napping every day – that sounds good to me! In the evening, we make a simple dinner of cheese and bread.

Then Valerie sits down to write in her diary. She has over 100 diaries because each evening she always writes down her thoughts and feelings.

'It helps to clear my mind and finish the day,' says Valerie, 'and then my mind is free to start again the next day!'

Then at eleven o'clock, it's time for bed. Valerie sleeps for eight hours every night. She says she always sleeps well and never has bad dreams.

Now we know how to live to be a hundred years old! Valerie's habits and routines are fun and really easy. Why not try them?





## Writing

### 1 Read the blog and choose the best title a, b or c.

- a Raul's work habits
- b Raul's study habits
- c Raul's free-time habits

A lot of my friends ask me how I do so well in my exams, so I thought I'd share my top tips on how to be a successful student.

#### 1 Time of day

I work 12–8 p.m. in a hotel, so I usually feel tired in the evenings. That's why I study in the morning.

#### 2 Writing notes

I write study notes so that I can remember what I read. I forget things easily, so it helps me to write everything in a notebook.

#### 3 A special place to study

I usually sit near a window because of the light. I need a table and a comfortable chair but nothing else!

#### 4 Eating the right food

It's important to eat good food because it helps me to concentrate. When I study, I usually eat nuts and bananas.

#### 5 Music and TV

Sometimes I like listening to music when I read my study notes. I can't watch TV when I study because I find it difficult to do two things at the same time.

#### 6 Take breaks

I think that it is a good idea to take a short break and move around every two hours. I like to have a 15-minute break and walk around the garden or the house.



### 2 Choose the correct alternatives.

- 1 Raul usually feels tired in the *morning/evening*.
- 2 He finds it *easy/difficult* to remember things.
- 3 He *writes/doesn't write* notes to help him.
- 4 He needs a comfortable *window/chair* to help him study.
- 5 He *likes/doesn't like* to eat when he studies.
- 6 He says that TV *helps/doesn't help* him study.
- 7 When he studies, he *takes/doesn't take* a break every two hours.
- 8 He likes to *sleep/exercise* during his short break.

### 3 Read the Focus box. Then complete sentences 1–6 below with *that's why*, *because (of)* or *so that*.

#### Explaining reasons and results

Use *because (of)* and *so that* to give reasons.

*It's important to eat good food **because** it helps me to concentrate.*

*I usually study near a window **because of the light**.*

*I write study notes **so that** I can remember what I read.*

Use *that's why* to explain a result.

*I usually feel tired in the evenings. **That's why** I study in the morning.*

- 1 It usually rains here in January. .... I take my umbrella everywhere I go.
- 2 I eat healthy food ..... I can concentrate well.
- 3 Hannah usually does her homework in the evening ..... she has the weekend free.
- 4 I walk to work ..... there is a lot of traffic in the mornings.
- 5 The trains are all late today ..... the bad weather.
- 6 Marina is going to work in America. .... she's learning English.

## Prepare

### 4 You're going to write a blog about your own study habits. Look at the headings in Raul's blog and make notes for each one.

## Write

### 5 Write your blog, including the six headings. Use your notes in Exercise 4 and the Focus box to help you.



# 1 OVERVIEW

## 1A Getting to know you

**Goal** | ask and answer questions

**Grammar** | word order in questions

**Vocabulary** | question words

**GSE learning objective**

Can answer simple questions and respond to simple statements in an interview

## 1B Successful people

**Goal** | describe habits and routines

**Grammar** | adverbs of frequency

**Vocabulary** | success

**GSE learning objective**

Can describe habits and routines

## 1C A new lifestyle

**Goal** | describe everyday activities

**Grammar** | present simple vs present continuous

**Vocabulary** | everyday activities

**GSE learning objective**

Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. every Monday, twice a month)

## 1D English in action

**Goal** | ask for and check information

**GSE learning objective**

Can deal with practical everyday demands, exchanging straightforward factual information

**Check and reflect**

(a) I can get to know someone.

## VOCABULARY BANK

### 1C Everyday activities

## DEVELOP YOUR SKILLS

### 1A Develop your listening

**Goal** | understand the main points in a short talk

**Focus** | understanding the main idea

**GSE learning objective**

Can identify the main points in short talks on familiar topics, if delivered slowly and clearly

### 1B Develop your writing

**Goal** | complete a questionnaire

**Focus** | explaining reasons and results

**GSE learning objective**

Can write descriptions of everyday personal experiences

### 1C Develop your reading

**Goal** | understand a short article

**Focus** | reading for specific information

**GSE learning objective**

Can understand short, simple narratives and biographies

## 1A Getting to know you

### Introduction

The goal of this lesson is for Ss to get to know each other by asking and answering questions. To help them achieve this, they will learn question words, and word order in questions, in the context of social media posts.

### Warm-up

Before the class starts, write on the board, in a random order, some basic information about yourself which you don't mind sharing with the class, e.g. where you live, what you do, the time you start work, your birthday, your favourite singer, etc. Elicit a question by pointing at one of the pieces of information, drawing a question mark on the board and pointing from the class to yourself. Put Ss in pairs to write the rest of the questions, e.g. *Where do you live? What do you do? Who's your favourite singer?*, etc. While they are working, monitor and check how well they are forming questions. When they have finished, elicit the questions and write them on the board (or invite Ss to come up and write them on the board). Ss then ask and answer the questions in their pairs.

## Reading and vocabulary

### Question words

**1** Go through the questions with the class and check Ss understand them. Put Ss in pairs and give them a few minutes to discuss the questions. Monitor and help with new vocabulary where necessary. When they have finished, ask a few students to Ss their ideas with the class.

**2a** With **weaker classes**, you may want to pre-teach/check: *trainers* (= sports shoes). You could draw or show pictures. Focus attention on the social media post and its title. Ask Ss if they ever see/post things like this on social media and where they see them. Next, focus attention on the photos at the top of the page. Put Ss in pairs to discuss the topics they think Magda mentions in her post. Make sure Ss don't read the text at this stage, just use the photos. When they have finished, elicit Ss' ideas and write them on the board.

**b** Ss read the text alone, then answer the questions in pairs. Check answers with the whole class. Elicit what Magda said about each one, too.

### Answers:

- 2, 5, 6, 10
- at home
- No. She has only met her once.
- How many pairs of shoes she has. (*I always wear the same pair of trainers. My family and friends think they're my only shoes.*)

**3a** Ss work alone, then check answers. In feedback, check answers with the whole class.

Answers: 1g 2d 3e 4b 5c 6a 7i 8f 9k  
10h 11j

### Grammar checkpoint

We use *what* when there are many possible answers. We use *which* when there are only a few/a restricted number of possible answers. We usually say *What kinds of* before a plural noun, e.g. *What kinds of vegetables do you like?* and *What kind of* before a singular or uncountable noun, e.g. *What kind of music do you listen to?*

**b** Explain that these are Diego's answers to the same questions in the social media post. Elicit the first answer as an example with the whole class. Ss match the rest of the answers alone, then check in pairs. In feedback, check answers with the whole class.

**Answers:** a 9 b 5 c 2 d 6 e 3 f 1 g 10 h 7 i 4 j 8

**c** Give Ss a minute to choose which six questions they want to ask. Ss discuss their chosen questions in pairs. In feedback, ask a few Ss to share any interesting information they found out about their partner with the class.

### Further practice

**Photocopiable activities:** 1A Vocabulary, p148

## Grammar

### Word order in questions

**4a** Books closed. Write on the board: *How \_\_\_\_ \_\_\_\_ \_\_\_\_ to work?* Underneath, write: *you, travel, do*. Elicit which of the three words goes in each gap. Ss open their books again, read the Grammar box and choose the correct verb forms alone, then check in pairs. Don't check answers with the class yet.

**b** Focus attention on the example questions in the Grammar box and explain that these all come from the social media post in Ex 2. Ask Ss to find them and check their answers to Ex 4a. Then check answers with the whole class. Be prepared to clarify any points Ss aren't sure about, using examples.

**Answers:** 1 does 2 Do 3 is 4 Are

### GRAMMAR BANK 1A pp.116–117

**Stronger classes** could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

#### Answers: 1A

- 1 1 are is 2 this is is this 3 lives live 4 it is is it
- 5 costs this shirt does this shirt cost
- 6 drives he does he drive 7 You want Do you want
- 8 How many do you have children? How many children do you have?
- 9 Does he speak French? 10 Does she like Italian food?
- 2 1 How many brothers or sisters does he have?
- 2 How do you go/get to work?
- 3 Where do you buy your clothes from?
- 4 What time does the lesson start?
- 5 What do you do at the weekends/on Saturdays and Sundays?
- 6 How often do you check your messages?
- 7 Why is your sister happy?
- 8 Which language do they speak?

**5a** 1.1 Ss listen to the questions and decide if the speaker's voice goes up or down at the end of each question. Elicit the answers from the whole class and model them further if necessary.

**Answer:** The speakers' voices usually go down at the end of the question.

**b** Ss listen again and repeat each question after they hear it.

### Pronunciation checkpoint

It is often taught that our intonation goes down with open questions and up with *yes/no* questions. However, recent research shows that the difference is not so clear, especially with *yes/no* questions. At this stage, it's best to focus on how the voice falls naturally at the end of open questions.

**6a** Elicit the first answer from the class as an example and write it on the board. If necessary, refer back to the information in the Grammar box on word order in questions. Ss write the rest of the questions alone, then check in pairs. Check answers with the whole class.

#### Answers:

- 1 How many hours do you spend online each day?
- 2 Who do you talk to online?
- 3 Whose photos do you look at online?
- 4 What kind of websites do you like?
- 5 Are you from this area?
- 6 How long is your normal working day?

### Optional alternative activity

**Stronger classes** might enjoy a further challenge here. Books closed. Put Ss in small teams and ask each team to think of a team name. Write team names on the board. Read out the jumbled words for each question. Ss listen to the words and the first team to say the question correctly gets a point (write a mark on the board next to their team name). The team with the most points at the end wins.

**b** Write on the board: *people you live with?* and elicit possible questions, e.g. *Who do you live with? Do you live with your family? Which people do you live with?*, etc. Go through the example with the class and let Ss know that more than one question might be possible. Ss write their questions alone. While they're writing, monitor and help where necessary.

#### Answers: (Answers may vary)

- 1 When's your birthday?
- 2 What's/Which is your favourite TV show at the moment?
- 3 What (kind of) films do you like?
- 4 How many/Which languages do you speak?
- 5 Where do you go at weekends?
- 6 When does this lesson finish?


**c** Put Ss in pairs. Explain that they should choose three questions from each exercise (6a and 6b) to ask their partner. Remind Ss that our voice usually goes down at the end of the question. Ss ask and answer the questions. When they've finished, choose a few students to share something they learnt about their partner with the class.

### Further practice

**Photocopiable activities:** 1A Grammar 1, p146; 1A Grammar 2, p147

## Speaking

### Prepare

**7a**  1.2 The aim of the listening activity is to provide a model for the final speaking task in Ex 9. Go through the questions with the class and make sure Ss know what to listen for. Ss listen and answer the questions, then check answers in pairs. Check answers with the whole class.

**Answers:** 1 Three 2 Because Josh watches a lot of films (almost one a day/six or seven films a week).

**b** Write on the board: ... *like films*? Ask if Ss can remember the first question in the audio. (*Do you like films?*) Ask if Ss can remember the other questions Becky asked, but don't give any answers yet. Play the audio again for students to check, then check answers with the whole class.

**Answers:** Do you like films? What kind of films do you like? Which films do you recommend? Is that online? How many do you watch a week?

### Optional alternative activity

With **weaker classes**, write the following on the board:

... *kind of films do you like?*  
 ... *films do you recommend?*  
 ... *that online?*  
 ... *do you watch a week?*

Ss listen and complete the questions with the missing words.

### Audioscript 1.2

**Becky:** So, Josh, do you like films?

**Josh:** Oh yeah, I love films.

**Becky:** Great! What kind of films do you like?

**Josh:** Oh, er, all kinds, really. I watch a lot.

**Becky:** Really? Lucky you ... I don't watch any these days. I'm always too busy, but I do have some free time tonight. Which films do you recommend?

**Josh:** Well, there's *Kicks*, about football players at an American high school. If you like sports films, you'll like this one. And, er ... there's a film about the police that I saw last week. I sort of enjoyed that, but I can't remember what it's called. Maybe not that one ... Then there's a comedy called *Surf Brothers*. I saw that last night, really funny!

**Becky:** Oh good, I like comedies. Is that online?

**Josh:** No, it's in the cinema at the moment.

**Becky:** Oh, right, OK ... Wow, you really do watch a lot of films. How many do you watch a week?

**Josh:** Six or seven.

**Becky:** That's almost one a day!

**Josh:** I know. I told you. I watch a lot of films!

**8** Refer Ss back to the questions Becky asked in Ex 7 as examples and read them with the class. Ss write their questions alone. Monitor and help with ideas where necessary, and check they're forming questions correctly.

### Teaching tip

Speaking activities are almost always more productive when Ss are adequately prepared for them. This doesn't just give them ideas of what to speak about, but also means they start the activity feeling more confident about what they have to say. During the preparation stage, give Ss as much support and encouragement as you can to help them prepare for the final speaking activity.

## Speak

**9a** Go through the Useful phrases with the class. Explain that they are useful ways of responding when listening to someone. *Really?* shows surprise and *Me too!* shows we agree. Read the examples with the class and use the first question (*Do you like sport?*) as an example to elicit possible follow-up questions, e.g. *Which is your favourite sport? How often do you play it? What's the best/worst thing about it?*, etc. Put Ss in small groups to ask and answer their questions. While they are speaking, monitor and make notes on their use of language for later feedback, paying particular attention to their use of questions.

**b** When they have finished, choose a Ss from each group to share interesting information with the class.

### Reflection on learning

Write the following questions on the board:

*How easy was it to think of questions to ask other students?*

*When do you think you would use these questions in the future?*

*What did you do well in this lesson?*

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

### Homework ideas

**Ex 9a:** Ss write a description of their partner based on their discussion.

**Grammar bank:** 1A Ex 1–2, pp.116–117

**Workbook:** Ex 1–6, p4

**App:** grammar and vocabulary practice

**Fast route:** continue to Lesson 1B

**Extended route:** go to p106 for Develop your listening

## 1B Successful people

### Introduction

The goal of this lesson is for Ss to describe the habits and routines of a successful person they admire. To help them achieve this, Ss will learn adverbs of frequency and phrases related to success.

### Warm-up

Before the class starts, write the following statements on the board:

*Success only comes from hard work.*  
*Some people can never be successful.*  
*Only lucky people are successful.*

Put Ss in small groups. Ask them to discuss which of the statements they agree/disagree with and briefly say why (they don't need to go into lengthy explanations). Ask them to think of real examples of people if they can. When they have finished, ask Ss to share their ideas with the class and have a brief class discussion.

## Listening and vocabulary

### Success

**1** Focus attention on the photos and elicit who the people are, referring to the information in the Culture notes below. Ss work in pairs and discuss the questions. When they have finished, ask a few Ss to share their ideas with the class.


#### Culture notes

**Roger Federer** is a professional tennis player from Switzerland. He has won more Grand Slam titles than any other male player, as well as numerous other competitions.

**Meryl Streep** is an American actor. She has appeared in the theatre, as well as films and TV. She has won an Oscar three times and, up to 2018, had been nominated 21 times, and has won several other awards for her acting.

**Stephen Hawking** was a scientist who published books about his scientific theories. He suffered from motor neurone disease from his 20s and in his later life was only able to move his eye, which he used to control a computer that provided his voice. He died on 14th March 2018, aged 76.

**Natalia Petrovna Osipova** is a Russian ballet dancer. She is a principal dancer at The Royal Ballet in London and the Mikhailovsky Theatre Ballet in St. Petersburg.

**2a**  1.7 Ss listen to the podcast and tick any ideas they wrote down in Ex 1 about what habits Ss think successful people have. Elicit answers from the whole class.

#### Optional alternative activity

After Ss have discussed their ideas in Ex 1, invite them to write them on the board. After they listen in Ex 2a, go through the ideas on the board and tick off the ones they heard.

**b** Ask Ss to read through the list of tips and highlight any phrases they don't understand, then give them an opportunity to ask you for explanations/examples. As Ss if they agree with any of the tips. Ss listen again and order the tips, then check answers in pairs. Check answers with the whole class and ask if they agree with the podcast.

**Answers:** **1** have clear goals **2** try new things  
**3** ask a lot of questions **4** listen carefully  
**5** plan your time well **6** take care of yourself **7** take time off  
**8** start again

### Audioscript 1.7

Welcome to podcast 32 – *Success*. Do you want to be better at your job? How often do you think, 'I want to be more successful, but I'm not sure how?' We talked to some successful people to try and find out about their habits. Here are eight tips for you to be more like them:

- 1** Have clear goals. Successful people always know what they want in life and they work hard to get it.
- 2** Try new things. Successful people are rarely bored and they always look for new and exciting experiences.
- 3** Ask a lot of questions. Successful people always want to know more. In fact, they want to know everything about everything.
- 4** Listen carefully. Successful people are often good listeners and don't do all the talking in conversations.
- 5** Plan your time well. Successful people don't usually do lots of things at the same time. They check their emails every three or four hours. They sometimes check their messages only once a day.
- 6** Take care of yourself. Successful people usually have busy and stressful lives, so try to sleep well, eat well and do regular exercise.
- 7** Take time off – it's important! Successful people hardly ever work at weekends, so make sure you spend time with friends and family, too.
- 8** And finally, eight – if things don't work, just start again! Successful people never stop trying.

**3a** Books closed. Write the first gapped item on the board (*Do you \_\_\_\_, or do lots of things at the same time?*) and elicit the answer (*plan your time well*). Ss open their books and complete the questions, using the phrases from Ex 2b. Monitor and help where necessary. When they have finished, Ss check answers in pairs, before checking with the whole class.

**Answers:** **1** plan your time well **2** try new things  
**3** start again **4** listen carefully **5** ask a lot of questions  
**6** have clear goals **7** take care of yourself **8** take time off

#### Teaching tip

After listening activities, it's a good idea for Ss to check answers in pairs before going through them with the whole class. This allows Ss to share information their partners might not have picked up during the lesson and means they'll be more confident sharing ideas with the class.


**b** Put Ss in pairs to discuss the questions and compare their own habits. Monitor and make notes on Ss' language for later feedback. When they have finished, choose a few Ss to share their ideas with the class.

#### Further practice

**Photocopiable activities:** 1B Vocabulary, p151

## Grammar

### Adverbs of frequency

**4a**  1.7 Ss listen again and choose the correct alternatives, then check answers in pairs. Check answers with the whole class.

**Answers:** 1 always 2 rarely 3 often 4 don't usually  
5 sometimes 6 usually 7 hardly ever 8 never

#### Optional alternative activity

**Stronger classes** could attempt the exercise first from memory, then listen and check.

**b** Focus attention on the adverbs and ask which ones Ss already know. Ss complete the activity alone, then check answers in pairs. Check answers with the whole class by writing the adverbs on the board and eliciting answers.

**Answers:** 1 always 2 often 3 usually 4 sometimes  
5 hardly ever/rarely 6 never

**5a** Give Ss plenty of time to read the Grammar box and choose the correct alternatives, before checking in pairs. Check answers with the class and be prepared to give further explanations/examples where necessary.


**Answers:** 1 how often 2 after 3 before 4 after  
5 at the end

#### GRAMMAR BANK 1B pp.116–117

**Stronger classes** could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

#### Answers: 1B

- 1 1 always 2 Sometimes 3 hardly ever 4 every  
5 always 6 once 7 always 8 usually
- 2 1 They go on holiday to France once a year.  
2 She is rarely late.  
3 I usually play tennis on Friday.  
4 We hardly ever watch TV.  
5 They don't often go to the beach.  
6 We aren't usually free at the weekend.  
7 He doesn't normally drive to work.  
8 I don't have breakfast every day.  
9 Do you sometimes work at the weekend?  
10 Is he always late?

**b**  1.8 Focus attention on the letters in bold in the sentences. Play the audio for Ss to listen to how they're connected. If you think it's useful, explain the information in the Pronunciation checkpoint box below, using the examples given.

#### Pronunciation checkpoint

We often connect words when we say them quickly. When a word ends with a consonant sound (e.g. *doesn't*) and the next word begins with a vowel sound (e.g. *often*), the words may be linked (e.g. *sometimes gsk*) or the consonant sound might be omitted, especially with 't' and 'd', or if a glottal stop is used. With *doesn't often*, the 't' links to the 'o' in *often*. In sentence 5, the 'y' at the end of *hardly ever* and the 'r' at the end of *ever* are pronounced because they come before a vowel sound. Before a consonant sound, they're not usually pronounced in British English.

**c** Ss listen again and repeat, paying attention to the linking. Drill both chorally and individually if necessary.

**6a** Go through the example with the class. Ss complete the sentences alone, then check in pairs. Check answers with the whole class.

#### Answers:

- 1 Ben **always** does one activity at a time.
- 2 Ana tries a new activity **once a month**.
- 3 I'm **hardly ever** successful in exams.
- 4 We don't **often** have a clear goal.
- 5 I **sometimes** take time off in June.
- 6 Jon works hard **all the time**.
- 7 They're not **usually** busy in the morning.
- 8 I **rarely** check my work emails at weekends.

**b** Go through the example with the class and elicit one or two further examples of questions they could ask. Put Ss in pairs to ask and answer questions. Monitor and help where necessary, paying attention to the correct use of adverbs. When they have finished, ask a few Ss to share what they found out about their partner with the class.

#### Optional extra activity


With **weaker classes**, you could revise word order in questions from lesson 1A before starting this exercise. Choose two or three items from the box (include an example with *be* as the main verb), elicit the questions and write them on the board.

#### Further practice

**Photocopiable activities:** 1B Grammar 1, p149;  
1B Grammar 2, p150

## Speaking

### Prepare

**7a**  1.9 Explain that Ss are going to describe a successful person they admire, but first they'll listen to someone else doing the same. Go through the questions and make sure Ss know what to listen out for. Ss listen and answer the questions, then compare with a partner. Check answers with the whole class, feeding in information from the answers below where necessary.

#### Answers:

- 1 His grandma Elizabeth.
- 2 She is 85.
- 3 She is happy. She is 85 and very active. She looks after her great-grandchildren once a week.

**b** Go through the activities with the class and elicit what Ss can remember, but don't give any answers yet. Ss listen and write their answers, then check with a partner. Check answers with the whole class.

**Answers:** 1 always 2 usually 3 hardly ever  
4 every Wednesday

## Audiocript 1.9

- Alex:** Actually, a person who I think is really successful is my grandma, Elizabeth. My mum's mum.
- Marian:** That's lovely! Why's that, then?
- Alex:** Well, she's not famous or rich, but she's a really nice and happy person. She's retired now, but she's still very active – even at 85! She always gets up between five and six in the morning and cleans the house. After breakfast, she usually goes out for a long walk. She walks everywhere, actually – she hardly ever uses public transport.
- Marian:** She sounds great! Tell me more ...
- Alex:** OK, so, every Wednesday she looks after my kids (her great grandchildren!) all day. They're three and four – and very energetic! She was a teacher in a primary school, so she's very good with children. She plays with them all the time.
- Marian:** Wow! To be like that at 85, that's amazing! OK, so a person who I think is successful is ...

**c** Give Ss a few minutes to make notes. Explain that it can be someone they know or a famous person. Monitor and help with vocabulary where necessary and encourage Ss to think about which adverbs of frequency they can use.

## Optional extra activity

If you have time, Ss could rehearse their descriptions and record them onto an audio recorder app on their mobile devices. They can then listen back to them and reflect on the content of their descriptions and their use of adverbs of frequency. Ss then think about what to improve before they work in groups and describe the person to others.

## Speak

**8** Put Ss in small groups to take it in turns to describe their successful person. Monitor and take notes on their language use for later feedback and encourage Ss to ask follow-up questions to find out more information. Go through the Useful phrases with the class and explain that we use *Tell me/us more* and *What else does he/she do?* to elicit more information and the other two to respond to information. When Ss have finished, ask a member of each group to report back to the class on anything interesting they found out. Go over any common errors you heard and/or examples of good language use with the whole class.

## Reflection on learning

Write the following questions on the board:

*How far do you think you achieved today's lesson goal?  
How can you improve?*

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

## Homework ideas

**Ex 8a:** Ss write a description of the successful person they described.

**Grammar bank:** 1B Ex 1–2, pp.116–117

**Workbook:** Ex 1–6, p5

**App:** grammar and vocabulary practice

**Fast route:** continue to Lesson 1C

**Extended route:** go to p87 for Develop your writing

## 1c A new lifestyle

## Introduction

The goal of this lesson is for Ss to describe everyday activities in the context of trying a new lifestyle for a month. To help them achieve this, they will learn the present simple and present continuous with time expressions.

## Warm-up

Ask Ss to imagine that they are going to live on a remote island for a month, with no communication with the outside world. Give them a few minutes to think of and write down five objects they'd take with them (no computers or mobile phones allowed). They must include one book and one type of food. When they are ready, put Ss in small groups to share their ideas and say why they chose them. When they have finished, nominate a student from each group to share their ideas with the class.

## Reading

**1a** Focus attention on the photos and ask Ss what kind of things they think Marek and Kim do. When they have finished, nominate Ss to share their ideas with the class and write them on the board.

**b** Give Ss a few minutes to read the blog post quickly and check their ideas in Ex 1a. Explain that they will have a chance to read the blog post again more carefully later, so they shouldn't worry if they don't understand every word. Check answers with the class and tick off any of the ideas from Ex1a on the board which were mentioned.

## Teaching tip

Rather than set a time limit for a first gist reading, you could have Ss do it as a race. Ss cover the text until you say *Go!* and the first person to find the answers wins. This ensures they only read quickly the first time for general understanding.

**2a** With **weaker classes**, you may want to pre-teach/check: *library*. Ss read the post again and answer the questions alone, then check in pairs. Check answers with the whole class.

**Answers:** 1 once a week 2 in a shop 3 at 5.30 a.m.  
4 play cards; read; sit in the garden 5 around 9 p.m.

**b** Ss work in pairs and discuss the questions. Monitor and make notes on their language use for later feedback. In feedback, choose two or three Ss to share their ideas with the class and have a class discussion.

## Grammar

## Present simple and present continuous

**3a** Write on the board: 1 *We get up at 5.30 a.m. every day.* and 2 *Kim and I are trying a new lifestyle.* next to each other. Review how we form each tense by writing (preferably in a different colour) the form under each sentence (1 *I/you/we/they get up; he/she/it gets up; 2 be + verb -ing*). Ss read the Grammar box and choose the correct alternatives, using the examples to help them, then check in pairs. Check answers with the whole class and be prepared to give further explanations/examples where necessary.

**Answers:** 1 present simple 2 present continuous  
3 temporary

**b** Focus attention back on the text in Ex 1 and ask Ss which tense in the Grammar box the sentence *Kim and I are trying a new lifestyle* is an example of (present continuous to describe a temporary situation). Ss continue alone, then compare answers in pairs. Check answers with the whole class.

#### Answers:

**present simple:** *We usually live in the big city; we come into town once a week; we always walk here; We get up at 5.30 a.m. every day; We have a simple breakfast; We pick vegetables in the garden and we collect wood in the forest; We finish work at about 6 p.m.; we play cards, read or just sit in the garden; We go to bed early, too.*


**present continuous:** *Kim and I are trying a new lifestyle; we're living in a forest without electricity; So, how am I writing this blog?; I'm using the computer; Kim's looking for some blankets; We're living in a really simple house; We're not missing TV at all; we're really enjoying it so far*

#### GRAMMAR BANK 1C pp.116–117

**Stronger classes** could read the notes at home. Otherwise, check the notes with Ss, especially the description of state/active verbs. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

#### Answers: 1C


- 1 1 get 2 play 3 'm watching 4 go 5 checks  
6 is cleaning 7 read 8 's studying  
2 1 eat 2 'm trying 3 have 4 go 5 buy 6 'm eating  
7 'm learning 8 cook 9 make 10 loves 11 don't like  
12 know

**4a**  1.10 Ss listen and choose the answers alone, then check in pairs. Check answers with the whole class. Be prepared to give further examples and drill the contractions chorally and individually.

**Answers:** 1 We're 2 She is 3 I'm 4 They are

#### Pronunciation checkpoint

If Ss find it difficult to hear the contractions, then model each pair of sentences, with and without the contractions, for Ss to hear the difference. You can make it even clearer by using your fingers. For example, say *we are having* and point to each of your fingers in turn. Then put two of your fingers together and say *we're having*. Repeat for the other sentences.

**b**  1.11 Ss listen again to the sentences in Ex 4a and repeat, paying attention to the contractions.

**5** Explain that it's now a week later from Marek's first post and he's just posted a new update. Ss complete the text alone, then check in pairs. Check answers with the whole class.

**Answers:** 1 don't have 2 'm sitting 3 work 4 feel  
5 want 6 are 7 am thinking

**6a** As an example, tell Ss how you would complete each of the prompts with information about yourself. You can also write your answers on the board. Give Ss a few minutes to complete the sentences for themselves. Monitor and help with vocabulary/ideas where necessary.

#### Optional extra activity

**Fast finishers** can write two more sentences: one about a temporary situation and one about something they never do.

**b** Go through the example, modelling with one of the **stronger Ss** and ask follow-up questions to find out more information. Put Ss in pairs to share their ideas and encourage them to ask follow-up questions. In feedback, nominate Ss to share interesting information about their partners with the class.

#### Optional alternative activity

In Ex 6a, ask Ss to complete three of the prompts with true information and the other two with false information. In Ex 6b, Ss share their information and guess which is true/false.

#### Further practice

**Photocopiable activities:** 1C Grammar 1, p152;  
1C Grammar 2, p153

## Vocabulary

### Everyday activities

**7a** Read the example with the class. Ss complete the phrases alone, then check in pairs. Check answers with the class and drill the phrases chorally and individually.

**Answers:** 1 take 2 play 3 watch 4 have 5 start/finish  
6 get 7 check 8 spend

**b** Ss add the words alone, then check in pairs. Check answers with the whole class.

**Answers:** have a good time; start/finish a language course;  
watch a show; take a taxi; get home; spend money;  
check the answers; play the piano

#### Teaching tip

You may want to encourage Ss to keep a vocabulary notebook, so they can refer back to it. There are different ways of recording new vocabulary, e.g. by topic or keyword. Ask Ss to share how they like to record vocabulary and encourage them to try different ways until they find one which works for them.

**c** Read an example to the class from Ex 7a, e.g. 'watch' and 'TV'. Ss practise in pairs. In feedback, ask different Ss to practise in open pairs.

#### VOCABULARY BANK 1C p136

### Everyday activities

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

**1** Elicit the first answer as an example. Ss match the words and photos alone, then check in pairs. Check answers with the whole class.

**Answers:** 1C 2I 3H 4D 5F 6B 7A 8L 9K  
10N 11E 12M 13G 14J

**2** Ss complete the sentences and check answers in pairs.

**Answers:** 1 to 2 to 3 a 4 with 5 the 6 a 7 in 8 for

**3** Read the example with the class. Ss practise in pairs. In feedback, ask different Ss to practise in open pairs.



## Optional alternative activity


**Stronger classes** can complete Ex 1 at home, then discuss Ex 2 in the next class.

## Further practice

**Photocopiable activities:** 1C Vocabulary, p154

## Speaking

## Prepare

**8a**  1.12 Explain that Ss are going to imagine a change in their lifestyle, then describe it to someone else. First, Ss will listen to an example of someone else doing the same. Go through the lifestyle changes in the list and check understanding. Ss listen and choose which lifestyle Stephanie is trying. Check answers with the whole class.

**Answer:** trying a new diet

**b** Ss listen again and answer the questions, then check in pairs. Check answers with the whole class.

## Answers:

- 1 cooking (a stir fry)
- 2 She has some fruit on her morning break. She walks to work.
- 3 a lot better

## Audioscript 1.12

- P:** Hey Stephanie, how's it going?  
**S:** OK thanks. Guess what? I'm trying a no-sugar diet for a month.  
**P:** What?! But you love chocolate and sweets. You always have something for dessert. You can't live without sugar! So, how's it going?  
**S:** OK, so far. I'm trying lots of new types of food and drink. I miss chocolate, though. I usually have some for a snack, but now I just have some fruit instead – an apple, or something.  
**P:** And what about exercise?  
**S:** Well, I'm not doing any sport at the moment, but I walk to work every day. It's great actually, I feel a lot better!  
**P:** Well, seriously, that's brilliant, Stephanie. Well done!

**9** Explain that Ss can choose one of the topics in Ex 8a, or think of their own if they prefer. While they're making their notes, monitor and check which lifestyle Ss have chosen and help with ideas/vocabulary where necessary.

## Speak

**10** Go through/drill the Useful phrases. Ss describe their change in lifestyles in pairs. Monitor and make notes on their language use for later feedback. When they have finished, ask a few Ss to describe their partner's lifestyle to the class and ask which they think sounds the most interesting. Go over any common errors and/or examples of good language use from the lesson with the class on the board.

## Reflection on learning

Write the following questions on the board:

*How could the language you learnt in today's lesson help you in your everyday life?*

*What question(s) would you like to ask about the language in today's lesson?*

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

## Homework ideas

**Ex 10:** Ss write a description of their lifestyle.

**Grammar bank:** 1C Ex 1–2, pp.116–117

**Vocabulary bank:** 1C, Ex 1, p136

**Workbook:** Ex 1–5, p6

**App:** grammar and vocabulary practice

**Fast route:** continue to Lesson 1D

**Extended route:** go to p88 for Develop your reading

## 1D English in action

## Introduction

The goal of this lesson is for Ss to practice asking for and checking information. To help them achieve this, they will learn a range of phrases for asking for and checking information in a variety of contexts.

## Warm-up

Write the following on the board:

*language courses in your local area*


*medical information*

*how to cook a dish*

*travel information*

Put Ss in pairs and ask them to discuss where they usually go to find out information on each of these things, e.g. someone they know, a website/app, etc. When they have finished, elicit ideas from a few Ss and find out if anyone said the same things.

**1** Focus attention on the pictures and elicit what's happening in each one. Put Ss in small groups to work in pairs and discuss what kind of help each person needs. Encourage Ss to ask follow-up questions to find out more information. When they have finished, choose one Ss from each group to share their ideas with the class.

**2a**  1.13 Ss listen and match the conversations to the pictures in Ex 1. Check answers with the whole class.

**Answers:** 1 B 2 C 3 D

**b** Ss listen again and answer the questions, then check in pairs. Check answers with the whole class.

**Answers:** 1 Manchester 2 325 3 5

## Audioscript 1.13

## Conversation 1

**A:** Excuse me, can you help me?

**B:** Of course, what's the problem?

**A:** I'm trying to buy a ticket to Manchester, but I don't know how to use this machine.

**B:** Ah, no problem. You need to choose your ticket on the main screen there.

**A:** OK. Right ... Like this?

**B:** That's right. Then put your card in here to pay and your ticket will come out here.

**A:** Oh, thank you.


**B:** You're welcome!

## Conversation 2

- A: Good afternoon.  
 B: Hi there, I'm looking for somewhere to stay for a couple of nights.  
 A: No problem – we have lots of options. What sort of thing are you looking for?  
 B: Well, I'd like somewhere in the centre and not too expensive.  
 A: Well, there's the Ramblers Inn over on Queen Street, which is very nice. Lots of young people there and it's also the cheapest place to stay in the centre.  
 B: That sounds lovely. What's the quickest way to get there? I'm quite tired after the train journey here.  
 A: Take the number 325 bus from the stop of the High Street, in front of the bank. It'll get you there in about ten minutes and costs one pound. Is that clear?  
 B: Um, sorry, can you repeat that, please?  
 A: Yes, of course. Go to the High Street and find the bus stop.  
 B: Right.  
 A: It's in front of the bank. Take bus number 325.  
 B: Thanks!

## Conversation 3

- T: ... and then check your answers with the person next to you.  
 S1: Did you get that?  
 S2: Um ... no. Sorry, I didn't hear what she said, I'm not feeling well today. What do I need to do?  
 S1: Answer the questions then we compare our answers.  
 S2: OK. Which exercise is it?  
 S1: Exercise 5. It's this one here.  
 S2: Oh great. Thanks for your help.

**3a**  1.14 Focus attention on the box with the functional phrases and give Ss a minute or two to read through them. Ss listen and tick which ones they hear, then check in pairs. Check answers with the whole class.

**Answers:** Can you help me?; It's this one here.; Which one is it?; Can you repeat that, please?

- b** Play the audio again for Ss to listen and repeat. If necessary, be prepared to drill any problematic phrases further.  
**4** Ss complete the conversations with the missing words. Encourage them not to look at the Useful phrases box while they do this, but they can if they need to. Check answers with the whole class.

**Answers:** 1 **A:** help, **B:** need 2 **A:** that, **B:** repeat  
 3 **A:** do, **B:** It's

- 5** Ss work in pairs (A and B) and practise the conversation.

## Speak

- 6** Ss have conversations in pairs, swapping roles each time they start a new conversation. Monitor and make notes on their language use for later feedback. When they have finished, nominate two or three pairs to perform a conversation for the class. Go through any common errors and/or examples of good language use with the class.

## Reflection on learning

Write the following questions on the board:  
*How confident did you feel asking for and checking information?*  
*When can you use the phrases you learnt today?*  
 Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

## Homework ideas

**Reflection on learning:** Write your answers.

**Workbook:** Ex 1–3, p7

**App:** grammar and vocabulary practice

## 1 Check and reflect

## Introduction

Ss revise and practise the language of Unit 1. The notes below provide some ideas for exploiting the activities in class, but you may want to set the first exercise in each section for homework or use them as a diagnostic or progress test. For each grammar or vocabulary point, the first activity reviews the language and the second is more communicative, involving pairwork.

- 1** Books closed. Write on the board: *What time you get up in the morning?* and elicit where to put *do*. Ss add the missing word to each sentence, then check in pairs. Check answers with the class.

## Answers:

- 1 What time **do** you get up in the morning?
- 2 What's your favourite food?
- 3 Whose pen **is** this?
- 4 **How** long is the lesson?
- 5 Which film do **you/they/we/I** want to watch?
- 6 How **many** brothers and sisters have you got?

**2a** Elicit examples of questions Ss could write for one or two of the topics and write them on the board. Give Ss plenty of time to write their questions, and monitor and help where necessary.

**b** Demonstrate with a **stronger Ss**, and ask follow-up questions. Ss discuss their questions in pairs. While Ss are speaking, monitor and note down any common errors, and examples of good language use for later feedback. When they have finished, ask one or two Ss to share any interesting information they found out about their partner with the class.

**3a** Ss choose the correct alternative alone, then check in pairs. Check answers with the whole class.

**Answers:** 1 Who's 2 How long 3 Whose 4 How many  
 5 How

**b** Ss work in pairs and discuss the questions from Ex 3a. Monitor and encourage Ss to ask follow-up questions to find out more information. When they have finished, ask one or two Ss to share any interesting information they found out about their partner with the class.

**4a** Demonstrate the activity by telling the class one or two of the sentences about yourself. Give Ss plenty of time to complete the sentences and monitor to check they're adding the adverbs of frequency in the correct position.

**b** Arrange Ss in groups to share their phrases from Ex 5a and find out if others agree. In feedback, nominate a student from each group to share the things people in their group have in common.

**5a** Elicit the first answer with the class as an example. Tell Ss that in most cases, more than one answer is possible. Ss match the verbs and endings alone, then check in pairs. Check answers with the whole class.

**Answers:** 1 c/d/f 2 h 3 a 4 g 5 c/e/g 6 f 7 c/e  
 8 b/c/d/g

**b** Give one or two examples of your own to demonstrate, e.g. *I plan my time well when I'm studying for an exam. I ask a lot of questions when I'm in class.* Ss write sentences alone. Monitor and help with new vocabulary where necessary. When they have finished, you could put Ss in pairs to compare their sentences.

**6** Ss choose the correct alternatives alone, then check in pairs. In feedback, ask a pair to read out the conversation for the class to check.

**Answers:** 1 are you doing 2 'm just watching 3 have  
4 'm not doing 5 is doing 6 usually plays

**7a** With **weaker classes**, elicit the first answer as an example. Ss complete the questions alone, then check in pairs. Check answers with the whole class.

**Answers:** 1 do you usually go 2 are you studying  
3 are you doing 4 do you listen 5 are you wearing

**b** Ss work in pairs and discuss the questions. Monitor and encourage them to ask follow-up questions to find out more information. In feedback, ask Ss to share any interesting information they found out about their partner with the class.

**8a** Ss complete the sentences alone, then check in pairs. **Weaker classes** can refer back to lesson 1C to help. Check answers with the whole class.

**Answers:** 1 check 2 start 3 spend 4 get 5 play  
6 have 7 take 8 watch

**b** Give one or two of your own examples to demonstrate. Ss change the sentences alone, so they're true for them.

**c** Ss work in pairs and compare their sentences. In feedback, ask if any Ss have anything in common.

## Reflect

Ask Ss to rate each statement alone, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 1.

## 1A Develop your listening

### Introduction

Ss develop their listening skill of understanding the main points in a short talk. Ss learn to understand the main idea in the context of a radio programme about greetings around the world.

### Warm-up

Write on the board:


*How many languages can you say 'hello' in?*

Ss discuss in pairs and say the word for hello in each language they know. In feedback, elicit all the ways to say hello in different languages the class knows and write them on the board.

**1a** Start by reviewing vocabulary for parts of the body. Make sure you include the following items: *arm, cheek, chest, finger, hand, head, mouth, nose* and *tongue*. Focus attention on the photos and elicit what parts of the body Ss can see. Ss work in pairs and identify which greetings they can see in the photos (three greetings are not shown). Check answers with the whole class and be prepared to offer further explanations or mime the greetings if necessary.

**Answers:** shake hands (A) bow your head (B)  
press your noses together (C) kiss someone on the cheek (D)  
put your hands together (E) hug someone (F)

**b** Elicit ideas from the class, but don't give any answers yet.

**c**  1.3 Ss listen and identify which of the greetings are mentioned, then check in pairs. Check answers with the whole class.

**Answers:** shake hands; kiss someone on the cheek

### Audioscript 1.3

#### Presenter:

Hello! Welcome to this week's Culture Show with me, Anna Taylor. Today we are talking about greetings. What to say or do in that first moment when you meet someone?

It can be difficult, can't it? You meet someone new and you decide to shake hands, but the other person decides to give you a kiss on the cheek. Has anything like this ever happened to you? This kind of thing happens all the time, because there are so many different greetings from all over the world. How we greet someone for the first time is important because we want people to like us. So let's take a look at some different ways of greeting, so that next time you do it the right way!

**2** Ss read the Focus box and answer the question. Go through anything that isn't clear, giving further explanations/examples where necessary.

**Answer:** Key words are usually stressed.

**3a** Ss mark the key words alone, then check in pairs. While they're working, write the statement on the board. In feedback, invite a student to come to the board and underline the key words, then ask if the rest of the class agrees.


**b**  1.4 Ss listen and check. Check answers with the class.

**Suggested answers:** How, greet, first time, important, want, like

## Audioscript 1.4

## Presenter:

How we greet someone for the first time is important because we want people to like us.

4  1.5 Ss listen and choose the correct alternatives, then check in pairs. Check answers with the class.

Answers: 1 shake hands 2 hug 3 shake hands  
4 sometimes 5 put their right hand on their chest  
6 press their noses together


## Audioscript 1.5

## Presenter:

In the US, most people shake hands when they meet new people. Women often kiss both their male and female friends on the cheek or hug them. Men often do the same with their female friends, but they usually shake hands with their male friends.

In Brazil, people shake hands when they meet someone new. With friends and family, men still shake hands, but women usually kiss each other on the cheek. It's sometimes difficult to know how many times to kiss. In some areas they kiss once, in some they kiss twice, and in other areas, they kiss three times!

In Qatar, people usually shake hands when they meet for the first time. However, when men and women meet, they don't usually do this. They put their right hand on their chest. When female friends meet, they kiss each other on the cheek, or touch each other's hands. When male friends meet, they shake hands or press their noses together twice – a traditional greeting in Qatar.

5  1.6 Give Ss a minute to read the notes and think about what type of information they need to listen for. Ss listen and complete the notes, then check in pairs. Check answers with the whole class.

Answers: 1 heads 2 bow 3 low 4 hands 5 chest  
6 high 7 tongue

## Audioscript 1.6

## Presenter:

In South Korea, the traditional greeting is to bow. With friends, men and women bow their head. However, in important meetings, business people bow with the top half of their body. Younger people bow low when they're with someone older. They can only stand up after the older person stands up.

In Thailand, people put their hands together in front of them when they meet new people. Then they bow their head. When they meet friends, their hands are low, in front of their chest. But when they meet someone older or more important, their hands are high and their fingers are near the top of their head.

And finally, in Tibet, the greeting is a little unusual. In many countries, showing your tongue to another person is not polite, but in Tibet it's a traditional way of saying hello. People put their hands together in front of them and then show their tongue but only for a very short time.

So, if you ever go to South Korea, Thailand or Tibet, now you can greet people in the right way.

6 Ss work in pairs and discuss the questions. In feedback, elicit their ideas and have a class discussion to round off the lesson.

## Homework ideas

Workbook: Ex 1–4, p7

## 1B

## Develop your writing

## Introduction

Ss develop their writing skill of completing a questionnaire. Ss learn how to give reasons in the context of language learning preferences.

## Warm-up

Write on the board: *quelch* and explain that this is a word in a language they don't know (decide what it means, e.g. *hospital*, but don't tell Ss). Explain that they need to ask you questions to find out what it means, e.g. *Is it a thing or a person? Can you drive a quelch? Is it big or small?*, etc. Have Ss from around the class ask you questions until they guess what it is.

1a Ss work in pairs and discuss the questions. In feedback, elicit answers from the class and have a class discussion. Write any useful strategies Ss mention on the board.

b The aim of this lesson, as well as developing students' writing skills, is to act as a needs analysis for your class, providing you, as the teacher, with useful information about your learners' language-learning preferences. Focus attention on the questionnaire and ask if Ss have ever completed something like this when starting a new course. With **weaker classes**, you may want to pre-teach/check: *look up* and *hardest*. Ss read the answers and match the questions alone, then check in pairs. Check answers with the whole class.

Answers: A 5 B 6 C 3 D 1 E 2 F 4

2 Ss read and decide if the sentences are true or false alone, then check in pairs. Check answers with the whole class.

Answers: 1 F 2 T 3 T 4 T 5 T

3 Give Ss a few minutes to read the Focus box and ask about anything they're not sure of. Then ask Ss to underline examples in Miguel's answers in Ex 1. Check answers with the class.

## Answers:

That's why I'm studying English. I like having conversations in class, because I can't practise speaking English at home. But I also like reading interesting articles, because I can learn new things. Pronunciation is the hardest thing for me because of all the different sounds in English.

4 With **weaker classes**, elicit the first answer as an example. Otherwise, Ss match the sentences halves, then check in pairs. Check answers with the whole class.

Answers: 1 b 2 d 3 a 4 c

5 Ss choose the correct alternatives alone, then check in pairs. Check answers with the whole class.

Answers: 1 so that 2 because 3 because of 4 That's why  
5 so that

## Prepare

6 Give Ss plenty of time to think about their own answers to the questions and make notes. Monitor and help with ideas/new vocabulary where necessary.

## Write

**7** Because this activity is also meant as a needs analysis, you might want to ask Ss to write their answers on a separate piece of paper, so that you can collect them in at the end and refer to them when planning future lessons. Focus Ss attention on the Useful phrases. While Ss are writing, monitor and help where necessary. Ss can also use the Focus box to help them. When they have finished, ask Ss to check their writing and think about whether they have used the language for giving reasons correctly.

### Homework ideas

**Workbook:** Ex 1–5, p9

## 1c Develop your reading

### Introduction

Ss develop their reading skill of understanding short texts. Ss learn how to read for specific information in the context of an article about a man who records his life.

### Warm-up

Write on the board:

*How often do you take photos?*

*What do you take photos of?*

*Do you like taking photos with your phone or with a real camera?*

Ss work in small groups and discuss the questions. When they are ready, nominate a student from each group to share their ideas with the class.

**1** Ask Ss to read the title and introduction to the news article. Ask if any Ss have heard of this person. Make sure they don't read any further at this stage. Ss discuss the question in pairs. Check answers with the class.

**Answers:** He's taken photos and made lots of notes.

**2** Give Ss time to read the Focus box, then discuss the question in pairs. Explain that reading for specific information is something we do subconsciously in our first language and is a good strategy to use when learning a new language to help us understand specific information.

**Suggested answers:** dates and names

**3a** With **weaker classes**, you may want to pre-teach/check: *look back*. Ss read the text and find the answers to the questions, then check in pairs. Check answers with the whole class.

**Answers:** **1** 1,200 **2** 2010 **3** 4.36 p.m. **4** Villarroel  
**5** every 30 seconds

**b** Ss work in pairs and discuss the questions. In feedback, elicit their ideas and have a class discussion.

**4** Ask Ss to read the title and introduction. Ask if any Ss have heard of this film. Make sure they don't read any further at this stage. Ss discuss the question in pairs. In feedback, elicit their ideas and have a class discussion.

**b** Ss find the information alone, then check in pairs. Check answers with the whole class.

**Answers:** **1** Ridley Scott **2** 24th July 2010 **3** 80,000  
**4** YouTube **5** 94 minutes and 53 seconds

### Optional extra activity

Suggest Ss watch the film at home, then choose their favourite clip. In the next class they can share their favourite clips, saying why they like them.

**5** Ss work in pairs and describe their typical day. When they have finished, ask a few Ss to share any interesting information they found out about their partners with the class.

### Homework ideas

**Workbook:** Ex 1–4, p8