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## IN THE PICTURE Three apartments

Talk about homes and household jobs

Pages 20–21

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Introduce the theme of the unit. Brainstorm jobs around the house.
<b>WORK WITH WORDS</b>		Vocabulary of household objects and jobs. Watch and listen to a video for specific information. Pronounce words that have silent letters.
<b>SPEAK</b>		Use the vocabulary from the lesson to ask and answer questions.

### Get started

Ask students: *What do you think this unit is going to be about?* (what people do inside their homes and what they do when they are somewhere different).

Elicit what *home* and *away* mean in a sports context (home is the place where a sports team is based; when it plays at a place where the opposing team is based, it is playing away). Some students may mention that *Home and Away* is the title of a famous Australian soap opera that is popular with teenagers.

Encourage students to think of household jobs, and write them on the board (eg *do the washing, make your bed, tidy your room, feed the pet, walk the dog, do the washing-up, lay the table, sweep the floor, vacuum*). Use this as an opportunity to pre-teach target vocabulary if necessary. Elicit from students which household jobs they like and don't like doing and why.

### WORK WITH WORDS

#### 1 **RECALL**

- Refer students to the picture of the three apartments. Set a three-minute time limit for students to list as many words as they can under the headings.
- If some students finish earlier than others, ask them to compare their lists in pairs.
- Invite students to write their answers on the board. Alternatively, check answers in open class, encouraging students to read out any extra items they added to their lists.
- Ask students to do the Work with Words task on page 131.
- Point out to students that British English uses *flat* and *block of flats*, whereas American English uses *apartment* and *apartment building*.
- Highlight that the stress is on the first syllable in *living room, washing machine* and *dining room*, and practise the pronunciation of any vocabulary items as necessary.

#### 2 1.17

- Refer students back to the picture and ask them to read sentences 1–6 to find the names of the people to write in the picture. Highlight the example given: *d Ethan*.
- Divide the class into pairs to compare their answers.
- Play the track for students to check their answers.

#### ANSWERS / AUDIO SCRIPT 1.17

- a Josh   b Alyssa   c Nick   d *Ethan*   e Tyler   f Linda
- d Ethan is making his bed.
  - f Linda is loading the dishwasher.
  - b Alyssa is laying the table.
  - c Nick is tidying his room.
  - e Tyler is doing the washing.
  - a Josh is cleaning the floor.

#### 3 1.18

- Check that students know the meaning of all the household jobs in the box.
- Play the track for students to listen and write what the people in the picture are doing one hour later. Elicit the tense being used (present continuous) and how this is formed (correct form of *be* + verb + *-ing*).
- Encourage students to work in pairs to compare their answers. Do not confirm answers at this point.

#### AUDIO SCRIPT 1.18

- Josh:** Do you want any help with the dishes, Alyssa?  
**Alyssa:** No, Josh. You finish clearing the table.
- Nick:** Where are you going, Ethan?  
**Ethan:** I'm taking out the rubbish. Back in a minute, Nick.  
**Nick:** Wait for me. I'm sorting the recycling.
- Tyler:** Linda! I can't hear the radio!  
**Linda:** I can't hear you, Tyler. What did you say?  
**Tyler:** Nothing, Linda.

4  1.19

- Play the track for students to listen and check their answers to Exercise 3.
- Check that students have spelled *taking* correctly and, if necessary, remind them that when words end in one consonant and e, we delete the e and add *-ing*.
- Play the track again for students to listen and repeat.

## ANSWERS / AUDIO SCRIPT

 1.19

- Josh is clearing the table.
- Alyssa is doing the washing-up.
- Nick is sorting the recycling.
- Ethan is taking out the rubbish.
- Tyler is doing the ironing.
- Linda is vacuuming.

5 THE MOVING PICTURE 

- Explain to students that they are going to watch a video of two teenagers doing household jobs. Play the video and ask students to watch and make a note of what Tyler is doing.

## ANSWERS / VIDEO SCRIPT

- Nick:** What are you doing, Tyler?  
**Tyler:** I'm vacuuming.  
**Nick:** What are you doing, Tyler?  
**Tyler:** I'm cleaning the kitchen floor.  
**Nick:** What are you doing now, Tyler?  
**Tyler:** I'm sorting the recycling.  
**Nick:** What are you doing, Tyler?  
**Tyler:** I'm taking out the rubbish.  
**Nick:** What are you doing now, Tyler?  
**Tyler:** I'm doing the washing-up.  
**Nick:** What are you doing, Tyler?  
**Tyler:** I'm making my bed.

## Extra activity

Play the video again with the sound turned down. Pause after each activity and ask students to try and remember the exact words for the conversation in each frame.

## 6

- Divide the class into pairs. Ask students to take it in turns to act out one of the jobs from Exercises 2 or 3 for their partner to guess.
- Invite a more confident pair of students to demonstrate this activity for the class before they start.

## Alternative procedure

Divide the class into two teams to race against each other. Write down the jobs from Exercises 2 and 3 on pieces of paper and give one piece of paper to a volunteer from each team. The volunteer then acts out the activity without speaking and their team guesses what it is.

When a team guesses correctly, another volunteer comes up for a piece of paper and acts out the next activity. The first team to say all the household jobs wins.

7a  1.20 PRONOUNCE

- Play the track for students to listen to the word and decide which letter is silent.
- Point out that in standard British English there is no /r/ in the word *ironing*, but it is pronounced in American English and some dialects, for example in Scotland.

## ANSWER / AUDIO SCRIPT

 1.20

The *r* is silent.  
 ironing

7b  1.21

- Play the track for students to listen and underline the silent letters in the words.
- Play the track again, eliciting the answers for students to check. Encourage them to repeat the words.
- Pay special attention to the pronunciation of *cupboard* /'kʌbə(r)d/ as students often have difficulty with this word. Also point out that the second e in *Wednesday* is silent too.
- Encourage students to think of other words with silent letters (eg *raspberry*, *vehicle*, *isle*, *know*, *often*, *handkerchief*).

## ANSWERS / AUDIO SCRIPT

 1.21

cupboard    hour    island    knife    listen    Wednesday

## Extra activity

Dictate these groups of words for students to write in their notebooks:

- listen*    *castle*    *last*
- know*    *knee*    *king*
- hour*    *happy*    *honest*

Elicit which word in each group does not have a silent letter. Then ask students to underline the silent letter and circle its 'talking partner', ie the vowel or consonant that comes next to the silent letter, which is pronounced.

## SPEAK

Extra activity 

Elicit the adverbs of frequency from Unit 1 and write them on the board in random order (eg *never*, *sometimes*, *always*, *usually*, *normally*, *often*, *hardly ever*, etc). Ask students to put them in order from the most to the least frequent.

## 8

- Divide the class into pairs to take it in turns to ask and answer the questions using the options given. Circulate and monitor to make sure students are forming the questions correctly in question 3.
- Choose individual students to report their partner's answers to the class.

## Extra activity

Ask students to estimate how much time they spend on each activity in a typical week. Invite students to come to the board and write the total amount of time they spend on household jobs to see how they compare with the class average.

## GO BEYOND

Ask students to do the Go Beyond task on page 131.

## Homework

Ask students to write a description of their house or flat. Remind them to use the vocabulary from the lesson and recycle the structures *be*, *have got*, *there is/there are*. Ask them to include one false sentence.

At the beginning of the next lesson, invite students to read their descriptions in small groups or pairs for the other students to guess which piece of information is false.

## READING Living together

### Understand the main ideas

Page 22

STAGE	TIME	FOCUS
GET STARTED		Recycle language from the previous lesson and discuss the advantages and disadvantages of family life.
SPEAK AND READ		Understand the main ideas in a text quickly. Read an article for specific information.
REACT		Compare your family life and express personal opinions on the topic of living together.

### Get started

Books closed. Ask students to make a list of advantages and disadvantages of living together in their family home.

Elicit ideas from different students and write them on the board (eg *Advantages: company, support, comfort, etc; Disadvantages: lack of space, housework, sharing a bedroom, noise, etc*).

Use this opportunity to pre-teach some of the target vocabulary from this lesson and recycle vocabulary to talk about household jobs from the previous lesson.

### SPEAK AND READ

1

- Divide the class into pairs to ask and answer the questions.
- Nominate two or three students to report back to the class about where their partner lives and the people who live with him/her.

2a

- Encourage students to think of any tips they know for understanding the main ideas in a text quickly. Elicit ideas and discuss in open class.
- Ask students to read the **HOW TO** box and see if they thought of the same tips.
- Ask them to cover the box and elicit the four tips. In open class, discuss how these tips can help them to understand the main ideas quickly.

2b  1.22

- Ask students to read the article quickly and choose the best description, A, B or C. Don't play the audio at this point. It is an extra feature and suggestions for making use of it in class are included at the end of the lesson.
- Conduct a quick class survey by asking students to raise their hands to indicate if they think the answer is A, B or C. (This avoids putting the pressure on any one student.)
- Ask students what information helped them answer the question. (The text only describes one apartment so A is incorrect. The style of the text is wrong for an official report – it would be more formal and factual – so C is incorrect. Ethan is giving his opinion on his family life so B is the correct answer.)

#### ANSWERS

B A teenage boy's view of life with his family.

#### Alternative procedure: less confident classes

Some of the words in the text may be difficult for less confident students. In this case, write words from the text and their definitions in a random order on the board. Ask students to match the words with the correct definition.

*An informal word for children – kids*

*Members of your family, especially those who do not live with you – relatives*

*Speak to each other in an angry way because you disagree – argue*

*Happening frequently or existing in large amounts or numbers – common*

3

- Ask students to read the article again and tick the information included.
- Set a two-minute time limit for this to encourage students to speed read, or scan, the text.
- As you check answers in open class, ask students to identify the paragraphs where the information is found.

#### ANSWERS

Description of a family ✓ (paragraphs 1 and 3)  
Facts about families in New York ✓ (paragraph 2)  
Information about family life in China ✗  
Interview with a parent ✗  
The opinions of a teenage family member ✓ (paragraphs 3 and 4)

4

- Ask students to tick the tips in the **HOW TO** box that helped them decide on both the general description and the information included in the text.
- Elicit which tips different students used in open-class feedback.

#### GO BEYOND FOR TEACHERS

Economy and the family

The economic downturn has accelerated the trend towards several generations living under the same roof. As of 2010, 4.4 million US homes held three generations or more under one roof, a 15% increase from 3.8 million households two years earlier.

In traditional Chinese culture, the family is the basic unit of society, while individuals are only one part of the family. In the past, extended families typically had four generations living under one roof. Although increasingly modern Chinese families only include two generations living together, the tradition of four generations living together still remains.

5

**Exam-type task**

- Ask students to read the article again, this time in more detail, and decide if each statement is correct or incorrect.
- Check answers in open class. Ask students to justify their answers by identifying where they found the correct answers in the text, or by correcting the information if a statement is incorrect.

**ANSWERS**

- C (In New York, it's common for several generations of a family to live in the same home.)
- I (We have a lot of relatives in New York ...; My dad is originally from China ...)
- I (It's a fun place.)
- I (There isn't a lot of space here ...)
- C (Nick never tidies the room.)
- I (Mom and I argue a lot.)

**Fast finishers**

Write some comprehension questions on the board for fast finishers to answer, eg *How many kids live in the apartment? (three) How often does Ethan see his relatives? (every day) Who does Ethan argue with? (his dad, his grandfather and his mom).*

**GO BEYOND**

Divide the class into pairs. Refer students back to the pictures on pages 20–21 and ask them to take it in turns to describe what is happening in one of the other apartments.

**Alternative procedure: more confident classes**

Divide the class into pairs. Ask each student to choose one of the three apartments on pages 20–21. Students then take it in turns to ask each other questions to find out which apartment their partner has chosen. This is a good opportunity for students to recycle vocabulary from the Starter unit, talking about different family members and the grammatical structure *Is there/Are there ... ?*

**REACT**

6

- Divide the class into pairs to discuss the questions about their reactions to the text.
- In open-class discussion, invite different students to answer the questions, encouraging them to say why their home is similar to or different from the Wang home.
- Ask students whether they argue with the people they live with and, if they do, how they solve the issues. Remember this could be a sensitive topic for some students so try to keep the discussion 'light'.

**Recorded reading text**

The audio can be used with Exercise 3. Ask students to cover the text and then play the audio track. Ask them to raise their hands when they hear each piece of information. Alternatively, the audio track could be used with Exercise 5. Ask students to cover the text and choose 'C' or 'I' based just on the listening. Then allow them to read the text again to check their answers.

**Homework**

Dictate these questions for students to write in their notebooks:

- Is there anything funny or different about your family?*
- Does someone in your family keep a family tree? How far back can you trace your family history?*

Ask students to answer the questions for homework and draw a family tree for at least three generations in their family. At the start of the next lesson, you could ask students to describe their family to a partner.

**GRAMMAR Present continuous and present simple**

Talk about things happening now, and about habits and routines

Page 23

STAGE	TIME	FOCUS
GET STARTED		Recycle the present simple and introduce the topic of the lesson and the present continuous.
READ AND LISTEN		Read and listen for specific information.
STUDY		Use a phone conversation to complete rules about the present simple, the present continuous and state verbs.
PRACTISE		Produce target language in written exercises.
SPEAK		Produce target language in a speaking task.

**Get started**

Ask students: *What activities do you do on a regular basis? (eg go to school, play football on Tuesday nights, have a guitar lesson).* Write their answers on the board.

Use this opportunity to recycle vocabulary and the present simple for routines and habits from Unit 1.

Ask students to write two sentences about a family member's routines and habits and two sentences to describe what a family member is doing now.

Circulate and monitor as students work to see how well they cope with this task and how much they already know. (See Tips for correcting errors effectively page 28.)

## READ AND LISTEN Grammar in context

### 1 1.23

- Play the track for students to read and listen to the phone conversation. Ask them to make a note of why Beth is calling Jake.
- Check the answer in open class and ask students: *What do you think the relationship is between the speakers?* (They are school friends.)
- Divide the class into pairs to practise the conversation. Then have them swap roles and read it again. To make this more fun, and more like a real telephone conversation, ask students to sit back-to-back.

#### ANSWERS / AUDIO SCRIPT 1.23

Beth is calling Jake because she needs his help with some maths. See Student's Book page 23 for audio script.

## STUDY

### 2

- Ask students to underline the verbs in the present simple in Exercise 1. Elicit examples in open class.
- Refer students to the list of time expressions used with the present simple, and ask them to find another one in the conversation in Exercise 1.
- Repeat the procedure for the present continuous.
- On the board, write the verbs *like*, *know* and *need* and elicit a sentence with each one. Write the sentences on the board, making sure that they are all in the present simple.
- Ask students what the sentences have in common, pointing to the verbs if necessary. Elicit that they are all in the present simple and that these verbs are not used with a continuous tense. Explain that they are state verbs. (See Tips page 29.)
- Ask students to find another state verb in Exercise 1.
- Let students compare their answers with a partner before you check them in open class.

#### ANSWERS

Present simple time expression: always  
Present continuous time expression: at the moment  
State verb: understand

## PRACTISE

### 3

- Refer students to the conversation between Farhah and Jake and go through the example sentence with the class.
- Ask them to complete the rest of the conversation with verbs in the present continuous form, using contracted forms wherever possible.
- Let students compare their answers in pairs before you check them in open class.

#### ANSWERS

2 'm looking    3 he's playing    4 aren't training  
5 's shopping    6 's studying

### Alternative procedure: less confident classes

If students are unsure of the form of the present continuous, draw the following table on the board and fill in a few examples. Give students a couple of minutes to complete the table. Then ask different students to come up and fill in the table on the board.

Positive sentences	Negative sentences
<i>I'm playing</i>	<i>I'm not playing</i>
<i>He/She/It 's playing</i>	<i>He/She/It isn't playing</i>
<i>We/You/They 're playing</i>	<i>We/You/They aren't playing</i>
Questions	Short forms
<i>Am I playing?</i>	<i>Yes, I am. / No, I'm not.</i>
<i>Is he/she/it playing?</i>	<i>Yes, he/she/it is. No, he/she/it isn't.</i>
<i>Are we/you/they playing?</i>	<i>Yes, we/you/they are. No, we/you/they aren't.</i>

### 4

- Refer students to the picture and invite them to predict what they think the text is going to be about (*a large family*).
- Ask them to read the text and choose the correct verb options. Draw students' attention to the example answer before they start.
- Let students compare answers before you check them in open class.

#### ANSWERS

2 needs    3 usually take    4 is doing    5 are vacuuming  
6 cleaning    7 spend    8 come    9 always has  
10 is eating

### 5

- Ask students to read through the first two options. Draw students' attention to the correct option and elicit the reason why (present simple because *like* is a state verb).
- Ask students to complete the rest of the conversation, ticking the correct option in each case. Tell them to underline the state verb in their chosen options.
- Check answers and discuss any doubts students may have.

#### ANSWERS

1 b, like    2 a, understand    3 b, need    4 a, know  
5 b, hate

## SPEAK

### 6

- Choose two confident students to model the conversation first or, if necessary, begin yourself by asking a student the questions.
- Divide the class into pairs to take it in turns to say a day and a time and ask what their partner is doing then and what their partner normally does at that time.
- Highlight that this is a two-part conversation, first students imagine what they are doing at a particular time and then they say whether this action is typical of their daily routine.

## Homework

Ask students to describe a typical scene in their home at 8.30pm. They should write what their family members are doing at this time using the present continuous tense and vocabulary from the unit so far.

## LISTENING AND VOCABULARY Soap story

## Understand a situation

Page 24

STAGE	TIME	FOCUS
GET STARTED		Introduce the idea of soap operas.
SPEAK AND LISTEN		Discuss soap operas. Listen for specific information and talk about how to understand a situation when you listen (a listening subskill).
REACT		Compare and discuss different endings for a soap opera.
WORK WITH WORDS		Identify free-time activities. Talk about your weekend free-time activities.

Get started 

Write *soap opera* on the board and ask students if they know what it is (*a television series about the imaginary lives of a group of people*). Tell students that a soap opera is often simply called a *soap*.

Divide the class into pairs to think of types of people that often appear in soap operas (eg a criminal, boyfriends and girlfriends) and typical settings (a family business, a hotel, the workplace, etc).

Do a 'live listening' (see below) and talk about your favourite soap opera, or a soap opera that you know. Ask some simple comprehension questions afterwards to check understanding, eg *Where is the soap opera set? What is it about? Is it popular?*

## MODEL LIVE LISTENING

*I like Home and Away, an Australian soap opera that has the same name as this unit! The soap takes place in the fictional town of Summer Bay, on the Australian coast, and a lot of action takes place on the beach, like in many Australian towns. The people in the story come from four different families and episodes are about the relationships between these people and things that happen to them. Many of the main characters are still the same after 20 years. There are shows for 46 weeks in a year.*

## SPEAK AND LISTEN

## 1

- Divide the class into pairs to ask and answer the questions about soap operas.
- Discuss their answers and ideas in open class.

## 2a

- Refer students to the **HOW TO** box and ask a volunteer to read it out loud for the class.
- Ask students: *How do you know if people who are having a conversation in your language know each other well?* (informal language, friendly intonation, laughter, etc).

2b  1.24

- Draw students' attention to the first few lines of the extract from a soap opera to help situate students at the beginning of the listening.
- Ask students to predict why they think Sal isn't happy and what the relationship between the three people might be.
- Play the track for students to listen and answer the questions. Remind them that they are only listening for general information at this stage.
- Let students compare their answers in pairs to build confidence. When checking answers in open class, ask students which sound helped them decide where the soap opera takes place (*the school bell*).

ANSWERS / AUDIO SCRIPT  1.24

- They are friends at school. They play together in a group.
- They're outside the school.
- The singer is leaving the group.

**Keira:** Hiya Sal.

**Sal:** Hi.

**Jack:** What's up? You don't look very happy.

**Sal:** Nothing.

**Jack:** We're trying to arrange a practice on Saturday, but it's really difficult. I'm going ice skating in the morning ...

**Keira:** ... and I'm meeting Lizzie and Sharn in the afternoon.

**Jack:** But you're only going shopping with them.

**Keira:** So?

**Jack:** So why can't you go shopping in the morning?

**Keira:** Why can't you go ice skating in the afternoon?

**Jack:** Because I've got a class. I can't change it. Anyway, what about you, Sal? What are you doing on Saturday?

**Sal:** We need to talk.

**Keira:** What about?

**Sal:** I'm leaving the group.

**Keira:** What? Sal, you can't. We're playing at the school concert in two weeks' time. You're the singer!

**Jack:** Why do you want to leave?

**Sal:** You really don't know?

**Jack:** No, I don't.

**Sal:** Here's Tom. Ask him.

**Keira:** Sal, don't go. Sal, wait!

**Tom:** Hi guys. What's up?

**Keira:** It's Sal. She's leaving the group.

**Tom:** I know.

**Keira:** You know? Why didn't you tell us?

**Tom:** It's a bit difficult. We're not going out any more.

**Keira:** You're kidding! Since when?

**Tom:** Since yesterday.

**Keira:** But we're playing in two weeks. And she's the singer. We can't play without her.

**Jack:** Watch out. Here comes Gibbons.

**Keira:** Hello, sir.

**Mr Gibbons:** Hello Keira, Jack, Tom. What are you all doing here? Don't you have homes to go to?

**Keira:** We're talking about the concert, sir.

**Mr Gibbons:** Ah! I have some good news. The local radio station is coming to record it.

**Jack:** Oh no!

**Mr Gibbons:** What's wrong?

**Tom:** There's a problem, sir.

## 3

- Ask students to look back at the **HOW TO** box and to tick the tips that helped them in Exercise 2b.
- Discuss students' ideas in open class.

#### 4 1.24

- Play the track again for students to listen and match the sentence halves. Go through the example answer with the class before they start.
- Let students compare their answers in pairs before you elicit and check the answers from different students.

#### ANSWERS

- Keira is hanging out with Lizzie and Sharn in the afternoon.
- Mr Gibbons has some good news.
- Tom isn't going out with Sal.
- Sal is leaving the group.
- The group is playing in two weeks.

#### Alternative procedure: less confident classes

In a less confident class, ask students some follow-up comprehension questions to make sure they have fully understood the listening. For example: *What do they want to do on Saturday morning?* (They want to practise together for the concert in two weeks.) *Why can't Jack go ice skating on Saturday afternoon?* (He's got a class.) *Why is Sal leaving the group?* (She isn't going out with Tom any more.) *Why is she so important in the group?* (She's the singer and they can't play without her.) *What good news has Mr Gibbons got?* (A local radio station is coming to record the concert.)

#### Extra activity

Point out to students that watching soaps is a great way to develop their English as these programmes are full of 'everyday English'.

Write the definitions of some typical English expressions on the board. Then play the track again for students to match the definitions with the expressions they hear:

*An expression to say you don't believe something because it is so surprising. (You're kidding!)*

*An expression used for asking what's wrong / an informal way of saying 'How are you?' (What's up?)*

*An expression used for saying 'Be careful.' (Watch out.)*

*An expression used for asking why you're still in a place. (Don't you have homes to go to?)*

Ask students to write a couple of sentences for each of these expressions to show they understand what they mean and how to use them.

#### REACT

##### 5

- Divide the class into pairs to discuss what they think will happen next and at the concert in two weeks' time.
- Elicit and discuss students' ideas in open class.

#### WORK WITH WORDS

##### 6a

- Refer students to the pictures a-j and ask them to match these to the list of free-time activities.
- Let students compare their answers before checking them in open class.

#### ANSWERS

- a collect cards   b read magazines   c go ice skating  
d use social networking sites   e play an instrument  
f watch online videos   g go to acting class   h visit exhibitions  
i hang out with friends   j do judo

##### 6b

- Encourage students to think of some more free-time activities using the verbs in Exercise 6a and write them in their notebooks.

#### Extra activity

Play a game of *Hot Seat* (see Games page 33) using free-time activities. If this is the first time the class has played, do an example with them first.

##### 7

- Divide the class into pairs to talk about the free-time activities they usually do at weekends. Read the examples and give one of your own before they start.
- In open-class feedback, invite a few students to explain what their partner's weekend activities are.

#### Alternative procedure: more confident classes

Tell students that they are going to circulate, as if at a party, and that they must have a conversation with at least three different people about their free-time activities. If space is limited, tell students to turn round and join up with the pair of students behind them to make a group of four. You could put some quiet music on in the background to create a relaxed atmosphere.

Before they start the activity, elicit the most common question words and write them on the board: *Why, Where, How, What, Who, When*. Tell students that they must try to make each conversation last for as long as possible by asking at least three follow-up questions using the question words. Model this activity with a pair of more confident students first.

Model exchange:

A: *On Saturdays I usually go shopping.*

B: *Where do you go shopping?*

A: *I usually go to the Diagonal Mar shopping centre.*

B: *Who do you go with?*

A: *I usually go with my sister.*

B: *How do you get there?*

A: *By bus.*

#### GO BEYOND

Ask students to do the Go Beyond task on page 131.

#### Homework

Ask students to write an informal email to a friend to describe their typical weekend free-time activities. Ask them to write 80–100 words and to include one false sentence. At the start of the next lesson, students can read their texts to a partner for them to guess the false piece of information.

## GRAMMAR Present continuous for future arrangements

Talk about arrangements in the future

Page 25

STAGE	TIME	FOCUS
GET STARTED		Define and discuss arrangements in the future.
READ AND LISTEN		Read and listen for specific information.
STUDY		Complete the grammar explanation for the present continuous for the future and revise future time expressions.
PRACTISE		Recognise and produce target language in written exercises.
SPEAK		Produce target language in a speaking task.

### Get started

Write the word *arrangement* on the board and elicit its meaning (*plans for a future event*). Then write the following verbs and time expressions: *go, come, meet, see, stay, tonight, tomorrow* and *this weekend*.

Divide the class into pairs to tell each other about two future arrangements they have planned using the verbs and time expressions on the board. As a guide, write these example sentences on the board and elicit words to fill the gaps:

I \_\_\_\_\_ (meet) my \_\_\_\_\_ next \_\_\_\_\_.  
 My friend \_\_\_\_\_ (come) to \_\_\_\_\_ on \_\_\_\_\_.  
 I \_\_\_\_\_ (see) my \_\_\_\_\_ on \_\_\_\_\_ night.

Monitor as students speak, and note down some examples of their sentences. Then write some of their sentences on the board and ask students to say if the tense they used was correct or incorrect.

Introduce the present continuous for talking about future arrangements and tell students that in today's lesson they will learn how to use this tense. (See Tips for teaching the present continuous page 29.)

### READ AND LISTEN Grammar in context

#### 1 1.25

- Refer students to the photo on page 25 and ask them to describe it.
- Play the track for students to read and listen in order to answer the question about what Mario and Fiona are doing at the weekend. Suggest that they underline the relevant words in the conversation.
- Elicit answers from students and ask them to read out the lines from the text that tell them the answer.

#### ANSWERS / AUDIO SCRIPT 1.25

Mario is playing football. (*We're playing away in Newtown.*)  
 Fiona is helping her dad clean the house. (*I'm helping dad clean the house this weekend.*)  
 See Student's Book page 25 for audio script.

### STUDY

#### 2

- Ask students to circle the time expressions in the conversation in Exercise 1 (*at the weekend, on Saturday, this weekend, next week, at the end of the month*).
- Read out the grammar explanation and ask students to complete the list of time expressions. Check answers in open class.

#### ANSWERS

on Saturday, this weekend, next week, at the end of the month

### PRACTISE

#### 3

- Draw students' attention to the example sentence and ask them to write the questions using the prompts.
- Monitor and offer help if necessary.
- Give students time to compare their answers in pairs before you check them in open class. To do this, nominate different students to give the answers.

#### ANSWERS

- Where is the team playing?
- Who is Fiona helping on Saturday?
- Why are they cleaning the house?
- When is Fiona's cousin leaving?

#### Extra activity

The acronym QASV (Question, Auxiliary, Subject, Verb) is often taught to help students formulate questions with the words in the correct order. Ask students to make up a mnemonic from the letters that is easier for them to remember, eg *Quit Apps (that) Show Viruses*.

#### 4

- Ask students to answer the questions from Exercise 3.
- Then let them compare their answers in pairs before you check answers in open class.

#### ANSWERS

- He's playing on Saturday.    2    It's playing in Newtown.
- She's helping her dad.
- They're cleaning the house because her cousin is coming to stay.
- She's leaving at the end of the month.

#### 5

- Refer students to Mario's diary for next week. Ask them to write sentences about his plans. Go through the example sentence before they start.
- Give students time to compare their answers before you check them in open class.

#### ANSWERS

On Tuesday he's revising for a Spanish exam with Fiona.  
 On Wednesday he's going to the cinema at 7.15pm/  
 quarter past seven.  
 On Thursday he's going to an acting class at 6.20pm/twenty past six.  
 On Friday he's meeting Fiona and her cousin in the afternoon.  
 On Saturday he's doing judo.

**6**

- Ask students to put the time expressions in the correct order starting with the most recent.
- Invite different volunteers to write them on the board to check the answers.

**ANSWERS**

1 *at the moment*    2 *this afternoon*    3 *at 7pm*    4 *tonight*  
 5 *tomorrow*    6 *this weekend*    7 *next week*  
 8 *in two weeks' time*    9 *next year*

**7**

- Encourage students to think about their own arrangements and complete the sentences.
- Divide the class into small groups to share their information. Circulate to check their usage of the present continuous. (See Tips for correcting errors effectively page 28.)

**Alternative procedure: more confident classes**

Ask students to write sentences about three true arrangements and one false one. Divide the class into pairs to take it in turns to read out their sentences to each other and guess the false one.

**SPEAK**

**8**

- Divide the class into pairs and ask Student A to look at the plans on page 141 of the Student's Book and Student B to look at the plans on page 142.

- Explain that they are trying to arrange a trip to the cinema and need to find a suitable time. Draw students' attention to the example conversation and ask a more confident pair of students to model the conversation for the rest of the class.
- Circulate and monitor as they work, making notes on anything you would like to give feedback on at the end of the exercise.

**Homework**

Ask students to imagine and write a famous person's arrangements for their blog, using the same sentence prompts as in Exercise 7. They should include enough clues for other students to guess who the person is. At the start of the next lesson, students can read out their arrangements in small groups for others to guess who the famous person is.

You could read out these sentences as an example:  
*This evening I'm training with my team. At the weekend I'm playing a football match against Madrid. Next month I'm travelling to play with my national team in Argentina. In the summer I'm spending time with my family and my little son.*  
 Answer = Lionel Messi

**LANGUAGE & BEYOND** GET THINKING

**Identify the cause of a problem**

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Introduce the idea of understanding a problem and finding a solution. Talk about the problem Jasmin had in the lesson in Unit 1 (see page 16).
<b>SPEAK AND READ</b>		Look at a problem and discuss different points of view.
<b>DO</b>		Suggest solutions to a problem.
<b>REFLECT</b>		Talk about the importance of recognising different points of view.
<b>EXTEND</b>		Think of and discuss solutions to a different problem.

**LIFE SKILLS UNDERSTANDING A PROBLEM**

The best way to deal with conflict is to negotiate with the other person involved. One of the most effective ideas is the 'win-win approach'. This approach is about both people being satisfied with the outcome. Point out to students that negotiating skills are important in many jobs and also in their personal life.

To reach a win-win outcome, you have to find out what you both want and where there are areas that you can both agree on. This means listening to each other and developing empathy. Remind students that it is important to stay calm in any negotiation.

Ask students how listening and empathy can help them solve the problems they talked about at the beginning of the lesson and how they can apply these problem-solving techniques in their own lives.

**Get started** 

Recycle the life skill that students studied in Unit 1. Divide the class into pairs to write a list of any problems that they are having at the moment at school (eg *too much homework, too many exams, not enough lockers, not enough study time*, etc). Elicit items from students' lists and write them on the board. Encourage students to choose their own most important problem.

Write the six steps of a 'Problem-solving Model' on the board:

- 1 Define the problem.
- 2 Set the goal.
- 3 Think about your options.
- 4 Take an action.
- 5 Check it works.
- 6 Change it until goal is reached.

Encourage students, in the same pairs, to help each other solve their problem by talking through each step of the Problem-solving Model.

If appropriate, invite some more confident students to talk about their partner's problem and say if they talked about strategies for each step.

## SPEAK AND READ

1

- Refer students to the pictures and ask them to identify the problem. Elicit possible causes of the problem in open class.

2

- Divide the class into pairs and ask Student A to read Lauren's point of view and Student B to read Grace's point of view.

### Fast finishers

Write the following definitions on the board and ask students to find words in the texts to match them:

*To behave in a particular way because you want someone to believe that something is true when it isn't.* (pretend)

*When people are treated equally and in a reasonable way.* (fair)

3

- Ask students, in the same pairs, to take it in turns to explain the point of view they have just read, in their own words, to their partner.

## DO

4

- Divide the class into small groups to answer the questions. Set a time limit of five minutes.
- Elicit answers from a spokesperson from each group in open class.

## ANSWERS

- Both of them.
- No, they don't understand each other's problem.
- They both think the other person/the situation is unfair.

5

- Ask students, in the same groups, to think of and discuss possible solutions to the problems. Draw attention to the prompts to give students ideas about what they can say.

## REFLECT

6

- Ask students to discuss the questions in open class.
- Invite a volunteer to read out the **REFLECTION POINT** to see if the class agrees with it.

## EXTEND

7

- Invite a volunteer to read out what Ethan says. Then divide the class into different groups to discuss Ethan's problem. Set a suitable time limit for this.
- Ask the groups to nominate a spokesperson to share their ideas in open class.

## Homework

Ask students to write a short letter for the Problem Page of a teenage magazine about a problem they are having. At the start of the next lesson, ask students to swap their problems and use the Problem-solving Model to help them think of a solution to the problem.

## SPEAKING On the phone

### Check you understand on the phone

Page 27

STAGE	TIME	FOCUS
GET STARTED		Play a game of <i>Broken Telephone</i> to introduce the idea of communicating clearly.
SPEAK		Talk about your family phone.
WATCH OR LISTEN		Watch or listen for general and specific information in a telephone conversation. Learn how to check you understand on the phone (a listening subskill).
ACT		Role-play leaving a message on the phone.

### Get started

Play a game of *Broken Telephone* (see Games page 33) to introduce the idea of communication breakdown and the importance of good pronunciation when speaking on the phone. Explain that in this lesson students will learn some expressions that English speakers use when they don't hear something properly.

## SPEAK

1

- Divide the class into pairs to ask and answer the questions.
- Invite different pairs to share their answers with the class.

### Alternative procedure

You could leave this exercise to the end of the lesson, to finish off the lesson with a class discussion and survey about family phones. (In this case, ask students to raise their hands and get a student to count and write the numbers on the board.)

## WATCH OR LISTEN

2   1.26

- Books closed. Play the first audio or video track for students to find out who Matt wants to speak to and why. Explain that they will only hear Kate's side of the conversation.

- Let students compare their answers before you check them in open class.

### ANSWERS / VIDEO/AUDIO SCRIPT

▶▶ 1.26

Matt is calling Keith. He wants to tell Keith to meet him outside the Treetop coffee shop at 8 o'clock.

- Kate:** Hello?  
**[Matt]**  
**Kate:** Hi Matt. Keith isn't here at the moment.  
**[Matt]**  
**Kate:** Yes. Hang on. Let me get a pen ... OK. I'm ready.  
**[Matt]**  
**Kate:** Sorry? Can you say that again? It's a bad line.  
**[Matt]**  
**Kate:** How do you spell that?  
**[Matt]**  
**Kate:** Outside the Treetop coffee shop. At 8 o'clock ... Sorry. You're breaking up. I can't hear you. Could you repeat that?  
**[Matt]**  
**Kate:** 555 348 779. OK.  
**[Matt]**  
**Kate:** Bye.

### 3a

- Invite a volunteer to read out the tips in the **HOW TO** box. Ask the class if they think it is good advice.
- Point out that even native speakers ask each other to repeat and confirm information. This is especially important if you are taking a message for someone else.

### 3b ▶▶ 1.27

- Ask students to try to complete the common phrases that were used in the conversation. They could work individually or in pairs. Before they start, draw students' attention to the example answer.
- Play the track for students to listen and check their answers.
- Play the track again for students to listen and repeat.

### AUDIO SCRIPT / ANSWERS

▶▶ 1.27

- Sorry? Can you say that again?
- It's a bad line.
- How do you spell that?
- Sorry. You're breaking up.
- I can't hear you.
- Could you repeat that?

### 4

- Divide the class into pairs to complete the conversation in Exercise 2 with the sentences given.
- In open class read the part of Kate and invite different students to read the part of Matt. Each time ask the rest of the class if they agree but don't confirm the answers.

### 5 ▶▶ 1.28

- Now play the complete scene (the second video) for students to watch or listen and check their answers.
- Encourage students to read the conversation out loud with a partner. They could sit back-to-back to do this.

### ANSWERS / VIDEO/AUDIO SCRIPT

▶▶ 1.28

1 c 2 a 3 g 4 f 5 b 6 d 7 e

- Kate:** Hello?  
**Matt:** Hi. It's Matt. Can I speak to Keith?  
**Kate:** Hi Matt. Keith isn't here at the moment.  
**Matt:** Can I leave a message?  
**Kate:** Yes. Hang on. Let me get a pen ... OK. I'm ready.  
**Matt:** Tell him we're ...  
**Kate:** Sorry? Can you say that again? It's a bad line.  
**Matt:** I'm calling from the train. I said we're all meeting at 8 outside the Treetop coffee shop.  
**Kate:** How do you spell that?  
**Matt:** T-r-e-e-t-o-p.  
**Kate:** Outside the Treetop coffee shop. At 8 o'clock ... Sorry. You're breaking up. I can't hear you. Could you repeat that?  
**Matt:** If there's a problem, he can call me on 555 348 779.  
**Kate:** 555 348 779. OK.  
**Matt:** Thanks, Kate. Bye.  
**Kate:** Bye.

### 6

- Ask students to work individually to write Kate's note for Keith.
- Let students compare their notes in pairs. Then check them in open class by inviting several students to read their note out loud.

### ACT

### 7 ▶▶ 1.29

- Divide the class into groups of four and then have students form pairs within their group.
- Ask each pair to prepare a message to leave in a phone conversation. Remind them to use phrases from Exercise 3b and the **PHRASEBOOK** box.
- Play the track for students to listen and repeat the phrases from the **PHRASEBOOK** box.
- When they have written their messages, ask each student to take it in turns to phone a student in the other pair, ask to speak to someone who isn't there and leave his/her message.
- Point out that when they have finished, they should check that the information in the message is complete and correct.
- Circulate and monitor as they work, making notes of anything you would like to give feedback on at the end of the activity.
- Ask one or two confident pairs to perform their conversations in front of the class to end the exercise.

### Homework

Ask students to write a short article for a teen magazine about the advantages and disadvantages of the different types of phone in Exercise 1. Brainstorm some ideas to help students start writing (expensive/cheap, noisy/private, portable/fixed, etc).

To help less confident students, write some sentence prompts on the board:

*The good/bad thing about (a landline, a mobile phone, an internet phone) is ...*

## WRITING My status update

Use *and*, *also* and *too*

Page 28

STAGE	TIME	FOCUS
GET STARTED		Introduce the idea of a status update.
SPEAK AND READ		Talk about photos. Read updates and match them to the photos. Explore the use of <i>and</i> , <i>also</i> and <i>too</i> to link similar ideas (a writing subskill).
PRACTISE		Produce target language in written exercises. Clarify the difference between <i>two</i> , <i>to</i> and <i>too</i> .
PLAN		Plan three status updates.
WRITE AND CHECK		Write and edit updates.
SHARE		Exchange updates with others and find similarities.

### Get started

Play a game of *Snowman* to introduce one of the lesson's key vocabulary items: *status update* (6 + 6 letters). (see Games page 33)

Elicit the meaning of *status update* (a short, text-based entry telling your friends what you are doing and feeling) and ask students where they think they can find status updates (on social networking sites).

### SPEAK AND READ

1

- Refer students to the photos and ask them to describe them in pairs.
- Encourage students to say if they think the pictures are of New York in the USA or York in England and elicit reasons for their opinions.
- Direct students' attention to the **PHRASE BYTES** box.

#### ANSWER

These are pictures of York in England. It looks like England because there are lots of historical buildings, a castle and a steam train.

2

- Ask students to read the updates and match them to the photos.
- When checking answers in open class, ask which photo is not mentioned and elicit the reasons for their answers.

#### ANSWERS

Update 2 mentions a boat on the river (photo d) and the National Railway Museum (photo a).  
Update 3 mentions a castle (photo b) and old houses (photo c).  
Photo e (a photo of York Minster, the cathedral in York) is not included in the updates.

#### Extra activity

Elicit which text talks about what the person is doing (update 3: *I'm away with ...*), which one talks about how the person feels about something (update 1: *I really like ...*) and which one talks about arrangements for later (update 2: *Dad is taking me ... this afternoon*).

3a

- Invite a volunteer to read the tips in the **HOW TO** box.

3b

- Refer students back to the status updates in Exercise 2 to find examples of *and*, *too* and *also*.
- Nominate different students around the class to say the answers.

#### ANSWERS

It's Sunday and we're ...  
and does the cleaning too.  
I also like home.  
and we're sitting in a boat.  
We're going to the shops too.  
has a castle and lots of old houses.  
You can also watch a video.

#### Extra activity

Ask students to find an example in Exercise 2 for each of the tips in the **HOW TO** box.

#### ANSWERS

It's Sunday and we're getting ready to go home.  
Someone makes your bed for you and does the cleaning too.  
We're also going to the shops. / You can also watch a video.  
York's a fantastic place but I also like home.

### PRACTISE

4

- Ask students to write the sentences with the words in brackets. Draw their attention to the example sentence.
- Let students compare their answers in pairs before you check them in open class.

#### ANSWERS

- I like travelling. I like staying at home too.
- It's raining and the bus is late.
- I love reading. Jacquie also loves books.
- This evening I'm meeting friends and we're going to the cinema.
- New York is an amazing city. York is an interesting place too.

#### Fast finishers

Write two more sentences with words in brackets for fast finishers to write in their notebooks. For example:

*I can play basketball. I can play tennis. (too)*

*He is going to the cinema. He is going to the park. (also)*

- Draw students' attention to the **Get it right** box and ask a student to read out the information.
- Point out to students that the confusion between *to*, *too*, and *two* occurs because the three words are pronounced identically (ie they are homophones).

#### Extra activity

Ask students to write three sentences to illustrate the difference between *two*, *too* and *to*. Ask them to read out their sentences to their partner. Their partner listens carefully and writes down the correct word (*two*, *too* or *to*) for each sentence.

### PLAN

5

- Explain to students that they are going to write three status updates to post on the social networking site in Exercise 2. Direct their attention to the **Writing plan** to help them prepare.

### WRITE AND CHECK

6

- Ask students to write their updates and then check them to make sure they are happy with them. Set a time limit of 15 minutes for this.
- Encourage them to tick the items in the plan to make sure they have followed the instructions correctly.

#### Alternative procedure

Ask students to write the first draft of their updates and then swap texts in pairs. Encourage students to check each other's work, referring to the following criteria:

- Has he/she followed the **Writing plan**?
- Is the text interesting?
- Has he/she used *and*, *too* and *also*?
- Are the spelling and punctuation good?
- Is the grammar correct?

Encourage students to read and give comments and suggestions for improving their partner's written work before students write their final updates.

### SHARE

7

- Ask students to swap their updates with people in the class and comment on them by looking for similarities and differences.

#### Homework

Ask students to find three photos of tourist attractions in a city they've visited or would like to visit. Encourage them to write a status update for each photo to explain to a friend what they are doing at that moment, as they'd do on a social networking site. Ask students to cut out their photos and status updates. At the start of the next lesson, ask students to work in pairs to swap their status updates and photos for their partner to match back together.

## VOCABULARY Homes and household jobs

1

- Refer students to the picture and elicit what household tasks they think Harry can do.
- Ask them to complete the missing words in the text using the first letter as a clue.
- Check answers in open class by nominating different students to give the answers.

### ANSWERS

1 make 2 tidy 3 vacuum 4 clean 5 washing  
6 ironing 7 lay 8 clear 9 washing-up  
10 dishwasher 11 recycling 12 rubbish

## Free-time activities

2

- Refer students to the verbs in the box and ask them to use them to complete the free-time activities listed.
- Let students compare their answers in pairs before you check them in open class.

### ANSWERS

1 visit 2 go 3 do 4 play 5 read 6 go  
7 hang out 8 use 9 watch 10 collect

## GRAMMAR Present continuous and present simple

3

- Refer students to the postcard format and elicit when people usually send postcards (*when on a holiday*).
- Ask students to complete the postcard by using the prompts in brackets. Point out that they need to decide if each verb should be in the present simple or present continuous according to the context.
- Check answers in open class by asking different students to read out a sentence. If necessary, explain that nouns like *Barcelona Football Club* can use either a singular or plural verb form.

### ANSWERS

1 I'm writing 2 sun is shining 3 I'm sitting  
4 She loves 5 She comes 6 Dad's shopping  
7 isn't / aren't playing 8 Are you doing

## Present continuous for future arrangements

4

- Encourage students to read through the phone conversation quickly to get the gist of it.
- Ask them to put Harry's words in the correct order to complete the conversation.
- Check answers in open class by asking a confident pair of students to read out the conversation.

### ANSWERS

1 Hello. It's Harry.  
2 When are you coming home?  
3 I am going back to the factory tonight.  
4 They are fixing some problems.  
5 Another robot is starting work tomorrow.  
6 He's arriving at 9am. His name is Harry too.

## Extra Resources

Go to the Teacher's Resource Centre at [www.macmillanbeyond.com](http://www.macmillanbeyond.com) for:

- the Speaking section of the Progress Check 1&2
- a downloadable Project linked to Units 1–2
- downloadable audio and audio scripts for the Student's Book and Workbook
- videos and video scripts
- extra vocabulary at two levels of difficulty
- extra grammar at two levels of difficulty
- culture lessons, with full teacher's notes
- a life skills lesson, with full teacher's notes
- Speaking Database materials
- the Beyond A2+ wordlist
- test generator for Unit 2 testing materials (all skills)
- tips for using the Grammar Database
- and more!

Go to Workbook pages 20–31 for further practice material