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IN THE PICTURE Around the world

Talk about your daily routine

Pages 20–21

| STAGE | TIME | FOCUS |
|------------------------|--|---|
| GET STARTED |  | Brainstorm vocabulary about night and day as an introduction to the theme of the lesson. |
| WORK WITH WORDS |  | Look at a satellite photo of the sun's light on the world and match daily activities to photos and pictures. Distinguish between <i>before</i> and <i>after</i> . Watch or listen to a video about different times and activities around the world. |
| SPEAK |  | Use the vocabulary from the lesson to compare your daily routines with your partner and find three differences. |

Get started

Books closed. Draw two columns and label them *Night* and *Day*.

Divide the class into pairs and ask them to race against each other to think of as many words as they can that they associate with *Night* or *Day* in each column in two minutes. Give an example of each if necessary (*sun, moon*).

Ask students to stop when the time limit is up and count how many words they have in each column.

Invite students to come up and write them in the columns. Correct any misspelled words.

Ask students if they prefer the nighttime or the daytime and ask them to give reasons.

Alternative procedure

In a less confident class, write these words on the board: *afternoon, blue sky, dark, evening, midday, midnight, moon, morning, stars, sunrise, sunset*

Ask students to write them in the correct column, *Night* or *Day*, and then add one more word of their own to each column.

ANSWERS

Night: dark, evening, midnight, moon, stars, sunset
Day: afternoon, blue sky, midday, morning, sunrise

WORK WITH WORDS Daily activities

1a **RECALL**

- Divide the class into pairs to say the times on the clocks using the words in the box.
- Nominate different students to say the answers.
- Drill the sentences with students to remind them of stress in these phrases.

ANSWERS

- It's nine o'clock.
- It's half past seven.
- It's quarter past eleven.
- It's quarter to three.
- It's twenty past eight.
- It's ten to ten.

Alternative procedure: less confident classes

Less confident students may need more practice with saying the time before moving on to the next activity. Ask students to think of the question we normally use when we want to ask for the time (*What's the time, please?*) and how we usually answer (*It's ...*). Write the question and answer on the board.

Ask students to write down five different times. Then have students work in pairs, taking it in turns to ask their partner the time and answer with a time from their list.

1b

- Ask students to tell their partner at what time they do the five activities in the box.
- Draw students' attention to the model sentence.
- Set a two-minute time limit for this activity.
- Nominate different students to say when they do each activity in open class.
- Ask students to do the Work with Words task on page 131.

2a

- Ask students to continue working in pairs. Refer them to the photo and ask them to tell each other what they can see.
- Draw students' attention to the **PHRASE BYTES** box to help them structure their answer.
- Encourage students to say why some countries are light and some countries are dark. If students need help, ask them to think about the connection between the photo and the title of the unit.

- Nominate a student to write the explanation on the board and 'improve' on it in open class, adding more words and working towards a full explanation together.

SUGGESTED ANSWER

It shows the sun's light on the world at that time and how some parts are in daylight (facing the sun) and others in the dark (facing away from the sun).

2b

- Ask students to match the photos to the messages.
- Nominate different students around the class to say which activity in bold they can see in each photo.

ANSWERS

a message 3: do my homework
 b message 1: wake up
 c message 4: go home
 d message 2: get to school

Fast finishers

Encourage students to guess which country each photo is from and recycle nationalities (photo a – Japan/Japanese; photo b – USA/American; photo c – Turkey/Turkish; photo d – Chile/Chilean).

2c

- Ask students to match the other activities in bold in the messages to the pictures.
- Draw students' attention to the example answer before they start.
- Point out to students that we also say *brush my teeth* and you can *brush* or *comb* your hair, depending on whether you use a brush or a comb.

ANSWERS

1 *get home* 2 have a shower 3 clean my teeth
 4 pack my bag 5 get dressed 6 brush my hair

Extra activity

Ask students to put the activities in the order they do them. Then ask them to compare their answer in pairs to see if their order is the same as their partner's or different.

3

- Play the track for students to listen and repeat all the daily activities in bold in the messages.

AUDIO SCRIPT

wake up have a shower get dressed brush my hair
 pack my bag **get to school** do my homework clean my teeth
 go home get home

4a

- Ask students to complete the sentences with *before* or *after*.

4b

- Divide the class into pairs and ask them to compare their answers with a partner to see if they are the same and discuss why or why not.
- Check answers in open class to see if there are any differences and get students to explain why.

ANSWERS

1 after 2 before 3 after 4 before 5 after 6 after

5 THE MOVING PICTURE

- Explain to students that they are going to watch a video about different times around the world.
- Play the video and ask students to make notes on where the speakers are from.
- Divide the class into pairs to compare their answers.
- Choose random students to read out their notes.
- You might like to play the video again with the sound down. Pause each time the clocks stop and ask students to try and remember the relevant time and the exact words for each speaker.

ANSWERS / VIDEO SCRIPT

1 Paris 2 New Delhi 3 Tokyo 4 London 5 New York
 6 Tokyo 7 New Delhi 8 Los Angeles

1
Viviane: My name's Viviane. I get to school at 8 o'clock, and school starts at half past eight.

2
Jamal: I'm Jamal. I have lunch at school at quarter past 12.

3
Misaki: My name's Misaki. I get home at quarter to six and do my homework.

4
Harry: I'm Harry. My second class finishes at 11 o'clock.

5
Olivia: My name's Olivia. I wake up at quarter to seven. I get dressed and brush my hair.

6
Misaki: It's quarter past nine. Time to have a shower, clean my teeth and pack my bag.

7
Jamal: I have dinner with my family at 8 o'clock.

8
Drew: I'm Drew. I can't sleep. What time is it? Oh, no! It's a quarter after two in the morning!

SPEAK

6

- Ask students to work in pairs and compare their daily activities to find three differences between their routines. Teach or elicit that *routine* means your usual way of doing things, especially when you do them in a fixed order at the same time.
- Draw students' attention to the **PHRASE BYTES** box to help them structure their answers.
- Encourage students to share their conversations with the class and report the differences they found in their daily routines.

GO BEYOND

Ask students to do the Words & Beyond exercise on page 131.

Homework

Ask students to write a page for their blog where they describe their daily routine. Ask them to write one false sentence. At the start of the next lesson ask students to read out their texts to each other for their partner to guess the false sentence.

READING Midnight sun

Find specific information

Page 22

| STAGE | TIME | FOCUS |
|----------------|---|---|
| GET STARTED |  | Play a game to recycle talking about countries and focus on the country Norway. |
| SPEAK AND READ |  | Find specific information in a school blog message about Tromsø, a town in Norway. Complete sentences about facts and activities in Tromsø and find three differences from your daily activities. |
| REACT |  | Discuss if Tromsø is a good place to live and what activities you want to see or do there. |

Get started

Play a game of *Twenty Questions* (see Games, page 33) to recycle vocabulary for talking about countries and introduce Norway.

GO BEYOND FOR TEACHERS

Norway

Norway is part of the continent of Europe but it isn't in the European Union. It is the farthest north of any European country. Its capital city is Oslo, the currency is the Norwegian krone and it is a monarchy. The population of Norway is five million and the language spoken is Norwegian (and Sami in some parts of the country).

SPEAK AND READ

1a

- Divide the class into pairs and ask them to look at the photos and say where they think the town of Tromsø is.
- Refer students to the **PHRASE BYTES** box to help them structure their answers.
- Nominate a few students to say their answer.

1b

- Ask students to look at the school blog message and say who the students in Tromsø are writing to (*their new friends in Austin, Texas*).
- Have students read the first lines of the school blog message to check their answer to Exercise 1a.

ANSWERS

Tromsø is in the north of Norway.

GO BEYOND FOR TEACHERS

Tromsø

The Norwegian city Tromsø /'trɒmsø/ is the largest city and the largest urban area in northern Norway. The city centre of Tromsø contains the highest number of old wooden houses in northern Norway, the oldest house dating from 1789. The zone where the Northern Lights appear is a circle around the Magnetic North Pole. Tromsø is situated in the middle of this zone and, as a result, you have a good chance of seeing the Northern Lights from there.

2a

- Encourage students to think of any tips they know on how to find specific information in a text. (See Teaching Tips, *Reading for specific information*, page 32.)
- Refer students to the **HOW TO** box and see if they thought of the same tips.
- Ask them to cover the box and try to remember the four tips without looking.
- Elicit from students how these tips can help them.

2b 1.25

- Ask students: *Do you think winter days in Norway are short or long?* Have students read the article quickly and complete the sentences about Tromsø. Don't play the audio at this point. It is an extra feature and a suggestion for using it in class is included at the end of the lesson.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

1 above 2 60 3 Midsummer's Eve 4 dark 5 winter
6 4.30 (in the afternoon)

Alternative procedure: less confident classes

In a less confident class, ask students to match the important words in the text to the same words in each sentence, eg *the Arctic Circle, 24 hours a day, June 23rd*, etc and check these before they do the exercise.

3

- Ask students to tick the tips in the **HOW TO** box that helped them with Exercise 2b.

4a

- Ask students to read the text again and note down three differences between daily activities in Tromsø and their daily activities.
- Draw students' attention to the example answer before they start.
- Nominate different students to read out their differences.

4b

- Encourage students to compare their sentences in pairs to see if they are the same or different.
- Nominate different students around the class to read out their sentences.

Fast finishers

Write these numbers on the board: 60, 24, 23, 2.15

Ask students to find what they refer to in the text and write the answers in their notebook. At the end of the activity, fast finishers can 'test' the rest of the class.

ANSWERS

There are 60 days of summer when the sun shines 24 hours a day.
On June 23rd they celebrate Midsummer's Eve.
At 2.15pm school finishes.

REACT

5

- Divide the class into small groups and ask them to say what they think about the different questions, giving reasons for their answers.
- Draw students' attention to the **PHRASE BYTES** box to help them structure their opinions.
- Choose random students from each group to answer the questions.
- Encourage students to expand on whether Tromsø is a good place to live and what they want to see and do there.

GO BEYOND

Ask students to find prepositions of place in the blog message and make a list as in the example.

ANSWERS

in + Austin / Tromsø / the north of Norway / the snow
above the Arctic Circle
to + the beach / a café
at home

Recorded reading text 1.25

Use the audio for checking the answers to Exercise 2b. Play the audio track, pausing it to confirm the answers.






Homework

Ask students to write a school blog message to friends in an English-speaking country and say why their town or city is a good place to live. Remind students to use *there is / there are* and *have got* to talk about important festivals and activities at different times of the year. In the next class nominate a few students to read out their blog messages and ask if the rest of the class had similar information in their blogs.

GRAMMAR Present simple positive; prepositions of time

Talk about when you do things

Page 23

| STAGE | TIME | FOCUS |
|-----------------|---|---|
| GET STARTED |  | Recycle seasons and months of the year, and daily routines. |
| READ |  | Read a description comparing life in Auckland and Seville. |
| STUDY |  | Use the description to complete grammar explanations for the present simple positive and prepositions of time. |
| PRACTISE |  | Produce target language in a text about the Maldives (using the present simple) and a text about a daily routine in Seville (using prepositions of time). Practise the pronunciation of the /iz/ sound at the end of verbs. |
| WRITE AND SPEAK |  | Produce target language in a speaking task. Make a video message and present it to other students. |

Get started

Draw the sun on the left-hand side and the moon on the right-hand side of the board.

Ask students to say the names of the seasons and months when there is less or more sunshine, and use this opportunity to drill the seasons and months as these are needed in the lesson.

Divide the class into pairs and ask them to brainstorm as many daily activities as they can, from when they get up to when they go to bed. Set a time limit of three minutes.

Stop students and ask them to count the number of activities they have thought of to see who has the most. Invite students to come up to the board and write their activities in the correct place.

Have students work in small groups of three or four and act out different routines for the others to guess.

READ Grammar in context

1

- Refer students to the photos and ask them what they know about Auckland and Seville, and what they think the text is going to be about.
- Ask students to read the descriptions and say in what two ways Auckland and Seville are different.

ANSWERS

The time is different in Auckland and Seville. Seville is 12 hours behind Auckland.
The seasons are different. Summer starts in December in Auckland and in June in Seville.

GO BEYOND FOR TEACHERS

Auckland and Seville

Auckland is on the North Island of New Zealand and it is the largest and most populous urban area in the country, with approximately 1.5 million people. Auckland has the largest Polynesian population of any city in the world.

Seville is a Spanish city. It is the capital and largest city of the autonomous community of Andalusia and the province of Seville. Like Auckland, Seville has a metropolitan population of about 1.5 million, making it the fourth-largest city in Spain. Its Old Town contains three UNESCO World Heritage Sites: the Alcázar palace complex, the Cathedral and the General Archive of the Indies.

STUDY

2

- Have students complete the explanations with the correct words from Exercise 1.
- Check their answers.

ANSWERS

starts talk

Alternative procedure: less confident classes

Ask students to draw two columns and label them *I/you/we/they + verb* and *he/she/it + verb*.

Have students underline all the present simple verbs in the text – except for *is* and *are* – and write the verb in both forms in the correct column.

Check answers in open class. Then ask students to complete the grammar explanations.

| <i>I/you/we/they + verb</i> | <i>he/she/it + verb</i> |
|-----------------------------|-------------------------|
| live | lives |
| go | goes |
| finish | finishes |
| study | studies |
| talk | talks |
| call | calls |
| start | starts |

3

- Ask students to use Exercise 1 to help them complete the explanations with *at*, *in* and *on*.
- Point out to students that *on weekends* is correct in American English as students may well encounter it when reading newspapers and on the internet. If it's appropriate as a topic in your country, you can also add that we say *at Easter*, *at Christmas*, etc.

ANSWERS

on in at

Extra activity

Ask students to write these time expressions in a vertical list on the right side of the page in their exercise books: *Tuesday, 10 o'clock, spring, weekends, 1997, the afternoon, July, 23rd June*. Next students write the prepositions *at*, *in* and *on* on the left side in their books, and match the correct time expression to the correct preposition with a line or arrow. Encourage students to write one more example for each preposition.

ANSWERS

at + 10 o'clock, weekends
in + spring, 1997, the afternoon, July
on + Tuesday, 23rd June

PRACTISE

4

- Have students look at the photo and complete the description with the present simple.
- Draw students' attention to the example answer before they start.
- Let students compare their answers in pairs before you check them in open class.

ANSWERS

1 live 2 fly 3 crosses 4 stays 5 comes 6 goes
7 get 8 rains

Extra activity

Ask some simple comprehension questions about the text: *Where does Arzan live?* (Addu City in the Maldives); *Where are the Maldives?* (on the equator); *What's special about the temperature?* (always about 30°C); *What time does the sun come up and go down?* (at 6 o'clock); *When are the two main seasons?* (from December to March and May to November).

5

- Have students complete the description with *at*, *in* and *on*.
- Draw students' attention to the example answer before they start.
- Ask different students around the class to read out the answers.

ANSWERS

1 in 2 in 3 on 4 at 5 at 6 in 7 At 8 In
9 at 10 At

6a 1.26 PRONOUNCE

- Play the track for students to listen and circle the verbs with an /ɪz/ sound at the end.
- Check the answers in open class.

ANSWERS / AUDIO SCRIPT

▶ 1.26

Verbs with an /ɪz/ sound at the end: brushes, relaxes, uses, watches
See Student's Book, page 23, for audio script.

6b 1.27

- Have students read the explanation.
- Play the track for students to listen and repeat the verbs.

AUDIO SCRIPT

▶ 1.27

See Student's Book, page 23, for audio script.

WRITE AND SPEAK

7a

- Divide the class into pairs and ask them to make notes for a video message about their country, town/city and daily life. Encourage them to look at exercises 1, 4 and 5 to help them.
- Circulate and help students with any difficulties at this stage.

7b

- Have students take it in turns to practise their video message. Ask them to decide who is saying which part.
- Ask students to present their video message to other students (either in small groups or open class).
- Encourage students to take notes on each other's presentations and ask questions at the end.

Alternative procedure: more confident classes

In order to encourage students to listen carefully to each other's presentations, ask students to write one false sentence in their video message. Students listen out for the false sentence and check at the end of each presentation.





Homework

Students write three or four lines about a country, town or city of their choice, excluding their own. Ask students to use the text in Exercise 4 as a model. At the start of the next lesson ask students to present their texts, without saying the name of the country or place for their partner to guess.

LISTENING AND VOCABULARY Let me show you round

Use sounds to help you understand

Page 24

| STAGE | TIME | FOCUS |
|------------------|---|--|
| GET STARTED |  | Recycle vocabulary and grammar worked on so far. |
| SPEAK AND LISTEN |  | Listen to a boy talking about his house and decide what's in each room. |
| REACT |  | Compare your home to the boy's house and find things that are similar or different. |
| WORK WITH WORDS |  | Match photos to words for furniture and other things in the home. Listen to a girl describing her flat to check your answers. Describe a room in your house for your partner to guess. |

Get started

Play a game of *Three in a Row* to recycle vocabulary and grammar that students have seen so far, for example:

| | | |
|-----------------------|----------------------|----------------------|
| prepositions of place | prepositions of time | describing routines |
| nationalities | family | time |
| have got | give directions | there is / there are |

Questions

| | | |
|---|---|---|
| Say three sentences using <i>under / next to / behind</i> . | Say three sentences using <i>at/in/on</i> . | Describe three daily routines. |
| Say three nationalities and say the language they speak. | Say six words related to the vocabulary group <i>family</i> . | (Draw three clocks on the board.) Say these times. |
| Say three sentences using <i>I/you/he + have got</i> | Give directions to the canteen. | Say three sentences to describe the classroom using <i>there is / there are</i> . |

SPEAK AND LISTEN

1 RECALL

- Divide the class into pairs to recycle vocabulary they know for rooms in a house.
- Set a time limit of three minutes. You could ask students to race against other pairs to see who can think of the most words.

- Draw a very basic house on the board for students to come up and label as this will help students visualise the task.

2a

- Ask students for ideas on how using sounds in listening activities can help them understand.
- Refer students to the **HOW TO** box and ask a student to read it out loud for the class.
- Check to see if students have thought of similar or different ideas.
- Point out to students that using background noises and tone of voice in a listening is an effective listening strategy to help identify and understand what is being said. The noises in the background in these short conversations provide students with a lot of contextual clues as to what the people are doing, in the same way as pictures and diagrams provide students with clues to make sense of reading texts.

2b 1.28

Exam-type task

- Focus on the photo of Matthew and recycle descriptions of people. Ask students how old Matthew is and what his bedroom might look like. Explain to students that they are going to listen to Matthew talking about his house.
- Make sure students understand the vocabulary and have them write 1–5 in their notebooks.
- Point out that this is a typical exam-type task and that they will not need all of the letters a–h.
- Play the track for students to listen and match the things in each room to the rooms.
- Ask students in turn to read out the answers.

ANSWERS / AUDIO SCRIPT

▶ 1.28

1 f 2 d 3 b 4 h 5 c

Matthew: Hi, I'm Matthew and this is home. The tour starts in my bedroom. It's small, but there's space for all my things in the cupboards and on the shelves. This is my collection of harmonicas. ... This door's the bathroom. Listen!

Matthew's sister: Matthew! Get out!

Matthew: This is my sister's room. I hardly ever go in here but she's in the shower. She never tidies up so it's usually a mess ... yep, it's a mess. Let's look in the wardrobe. She's got all her old teddies. ... This is my parents' room. Parents always get the big room. ... Let's go down to the living room. ... There's the TV and there's the armchair. Mum always sits there. Hi Mum!

Mum: Shhh!

Matthew: We often watch films in the evening. I always sit on the sofa but Fuse is there now. Say hello, Fuse! And here's the kitchen - the washing machine, cooker, fridge ... dinner. Mum sometimes cooks but Dad usually makes dinner. Hi Dad!

Dad: Hi Matt.

GO BEYOND FOR TEACHERS

Lunch, dinner or supper?

Lunch, the midday meal, in some British dialects is called *dinner*. *Supper* is the name for an informal evening meal for some people, although it is often used interchangeably with *dinner*. *Dinner* traditionally had been used to refer to the main and most formal meal of the day, which, from the Middle Ages until the 18th century, was most often the midday meal. When the evening meal became the main meal, it was referred to as *dinner* and the lighter midday meal was called *luncheon* (*lunch*).

3

- Ask students to look back at the **HOW TO** box and to tick the tips which helped them in Exercise 2b.

Extra activity

Encourage students to say all the sound effects they can remember in the listening. Play the track again if necessary.

4 ▶ 1.28

- Play the track again for students to match the sentence halves.
- Encourage students to compare their answers in pairs before you elicit them from different students around the class.

ANSWERS

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

See Exercise 2b above for audio script.

Extra activity

In a less confident class, ask students some follow-up comprehension questions to make sure they have fully understood the listening. You could play the track again if necessary. Ask: *Where does Matthew's tour start?* (in his bedroom); *What musical instrument does he play?* (the harmonica); *What's in his sister's wardrobe?* (teddies); *What furniture is in the living room?* (a TV, an armchair and a sofa); *And the kitchen?* (washing machine, cooker and fridge).

REACT

5

- Divide the class into pairs and ask them to compare their home with Matthew's house.
- Have students find at least one thing that is similar and one thing that is different.
- Go round the class, asking for students' reactions.

WORK WITH WORDS Furniture and other things in the home

6a

- Ask students to work in pairs to match the photos to the words in the box.

Fast finishers

Have fast finishers think of more furniture and things in the home. They can use their dictionaries if necessary. At the end of the activity, ask students to draw the furniture on the board for others to guess what it is in English.

6b ▶ 1.29

- Play the track for students to listen to Amanda describing her flat and check their answers.
- Point out to students that Amanda says the words in the same order as the photos.
- Ask students if they can remember the three background sounds (*the cupboard door*, *the fridge door*, *the sound of curtains being opened or closed*).

ANSWERS / AUDIO SCRIPT

▶ 1.29

1 cooker 2 washing machine 3 cupboard(s) 4 fridge
5 sofa 6 armchair 7 carpet 8 lamp 9 curtains
10 wardrobe 11 bookcase 12 shelf (shelves)

Hi, I'm Amanda and this is my flat. ... This is the kitchen. There's the cooker and the washing machine. There are lots of cupboards to put things in. And there's my favourite thing, the fridge. ... This is the living room. There's a big sofa and an armchair in here and a nice blue and cream carpet on the floor. ... My bedroom's here. That's my desk with a lamp on it, the window and curtains, ... my wardrobe, where I keep my clothes, my bookcase and the shelves where I put other things.

7 ▶ 1.30

- Play the track for students to listen and repeat the words.
- You could recycle word stress and ask students to underline where the stress lies in each word. (See underlining in audio script.) Remind them that in two-syllable words, the stress usually falls on the first syllable. Also point out the silent *p* in *cupboard*.

AUDIO SCRIPT

▶ 1.30

cooker washing machine cupboard fridge sofa
armchair carpet lamp curtains wardrobe bookcase
shelves

8

- Have students think of a room in their house, but not necessarily their bedroom.
- In pairs, ask students to describe what they can see in it for their partner to guess the room.
- Draw students' attention to the examples of rooms in a house and the key language to help them structure their descriptions.
- Circulate and help students with any difficulties. Note errors and good use of language to go over in a feedback session at the end of the activity.

Alternative procedure: less confident classes

Less confident students may want to prepare in note form what they are going to say before doing this as a speaking exercise. You could model this activity first in open class before students continue in pairs. Encourage students to use a variety of rooms.

GO BEYOND

Ask students to do the Words & Beyond exercises on page 131.






Homework

Ask students to write a script as if they are doing a video tour of their house, starting from the bedroom and going through at least three other rooms. Encourage them to use *there is / there are* and *have got* and the vocabulary for furniture and other things in the home. At the start of the next lesson have students read out their script to their partner for them to note down all the furniture they hear.

GRAMMAR Present simple with adverbs of frequency

Talk about how often you do things

Page 25

| STAGE | TIME | FOCUS |
|-------------|---|--|
| GET STARTED |  | Recycle present simple verbs for daily routines. Talk about what a perfect teenager does or doesn't do. |
| READ |  | Read a description for specific information. |
| STUDY |  | Complete the grammar explanations for the present simple with adverbs of frequency. |
| PRACTISE |  | Recognise and produce target language in written exercises. |
| SPEAK |  | Ask other students questions about how often they do different activities and tell the class about interesting information you have found out. |

Get started

Pre-teach some of the new vocabulary in the lesson by asking students these questions: *What's the opposite of 'get up early'?* (get up late); *How can you describe a room that isn't tidy?* (a mess); *What's the opposite of 'remember'?* (forget); *Can you always find your keys and phone? Do your parents get angry with you?*

Ask students about a 'perfect teenager', eg *Does a perfect teenager get up early or late? What's the perfect teenager's room like? How does a perfect teenager help in the house?*

READ Grammar in context

1

- Refer students to the photo in Exercise 1. Ask students *Do the girls look similar?* (yes, they are identical twins) and *What do you think the description is about?* (similarities and differences they have).
- Set a time limit of one minute to encourage students to read quickly.
- Nominate a student to say the answer and ask him/her to read out the words from the text that give the answer.

ANSWERS

Yes, they are. (*But we're good friends ...*)

Fast finishers

Write these definitions on the board for students to find the words in the text: *on one occasion* (once); *happens up to a point in time and then stops* (until); *used for saying people are with each other* (together).

STUDY

2

- Ask them to complete the explanations with words from the text in Exercise 1.
- Invite a student to read out the explanation about word order.
- Check answers in open class.

ANSWERS

From top to bottom: never, hardly ever, sometimes, often, usually, normally, always

PRACTISE

3

- Ask students to complete the sentences with the adverbs of frequency in Exercise 2. Point out that they should use the frequencies (0–100%) to help them.
- Go round the class, nominating random students to say the answers.

ANSWERS

1 never 2 usually/normally 3 always 4 sometimes
5 often 6 hardly ever

Alternative procedure: less confident classes

In open class, match the frequencies to the adverbs of frequency before students do the exercise.

4

- Ask students to put the words in order to make sentences.
- Encourage students to compare their answers with a partner before you check them in open class.

ANSWERS

- 1 *Carla's usually tired in the morning.*
- 2 She often forgets her homework.
- 3 She hardly ever eats vegetables.
- 4 She can never find her phone.
- 5 She sometimes sleeps on the sofa.
- 6 She is always happy.

5a

- Have students add an adverb of frequency to each sentence to make it true for them.
- Circulate and monitor as they work, helping students with any difficulties they may have with word order.

ANSWERS

- 1 My bedroom is [adverb of frequency] in a mess.
- 2 I [adverb of frequency] have a shower in the morning.
- 3 I'm [adverb of frequency] late for school.
- 4 I [adverb of frequency] do my homework on the sofa.
- 5 I can [adverb of frequency] do my English homework.
- 6 I [adverb of frequency] watch TV in the evening.

5b

- Divide the class into pairs and ask students to compare their answers.
- In open-class discussion, invite different students to report on what their partner has said.

Alternative procedure: less confident classes

In open class, make the questions for each sentence in Exercise 5a and write them on the board for students to refer to the first time they do Exercise 5b. Then partially rub out the questions (erase with random vertical lines through the questions so only prompts remain) and ask students to repeat the exercise with a different partner.

SPEAK**6a**

- Ask students to write three questions with *How often ... ?* to ask other students.

6b

- Encourage them to ask at least three other students and write their answers.
- Circulate, noting down errors and good use of language without interrupting the flow of the activity.
- Draw students' attention to the model conversations.

6c






- Invite students to tell the class one interesting thing.
- Give feedback to students at the end of the activity, pointing out errors and good use of language.

Homework

Ask students to look at the sentences in Exercise 4 and change them so that all of them are true for them except one. Have students read out their sentences to their partner at the start of the next lesson for their partner to guess the false sentence.

LANGUAGE & BEYOND GET ORGANISED**Organise your things**

Page 26

| STAGE | TIME | FOCUS |
|--------------------|---|--|
| GET STARTED |  | Recycle word order in the present simple with adverbs of frequency and talk about being organised. |
| READ |  | Match teenagers to photos of their bedrooms and say who you are most like. |
| DO |  | Order steps for organising your bedroom and plan how to organise your room. |
| REFLECT |  | Discuss why it is good to be organised and different ways to organise your things. |
| EXTEND |  | Decide how to organise or reorganise your classroom or another room in the school or your house. |

GET ORGANISED: ORGANISING YOUR THINGS

Some students never have enough time, always lose things or hand in homework late. This lesson focuses on finding solutions to help students plan and prioritise to create a tidier personal space. Developing systems for getting and staying organised is a life skill that allows you to have more time to focus on your life and leads to success at school and in adult life.

Get started 

Divide the class into pairs. Ask students to tell their partner three things they do to make sure they're organised, either at home or at school.

Encourage students to share their ideas with the class.

READ

1

- Divide the class into pairs and ask them to match the teenagers to their bedrooms. Get students to say who they are most like.
- Point out to students that we use *to be like someone/something* when we compare one thing to another. Students may confuse this with *to like someone* which we use to express a preference. Clarify the difference between *I like* and *I'm like* by giving some examples of each.
- Check answers in open class and nominate different students around the class to say who they are like and give a reason for their answer, eg *I'm like Dean because my room's always in a mess.*
- You could point out to students that we use words like *really* and *quite* before adjectives to modify them. *Really* makes the adjective it goes before stronger whereas *quite* lessens the extent of meaning of the adjective it modifies.

ANSWERS

Photo 1: Kara Photo 2: Ida Photo 3: Dean

DO

2

- Divide the class into pairs and ask them to put the steps for organising their bedroom in the correct order. Draw students' attention to the first step set as an example before they start.
- Allow two minutes.
- Nominate a student to read out their order for the class to agree on.

ANSWERS

1 Get ready 2 Start 3 Choose 4 Plan 5 Finish

3a

- Explain to students that they are going to organise or reorganise their room.
- Ask students to follow the steps in Exercise 2 and draw a simple plan of their room.
- Set a time limit of three minutes.

3b

- Divide the class into pairs and ask them to show each other their plans and explain where things are in it and why.
- Draw students' attention to the model conversations to help them structure their answers.
- In discussion in open class, invite students to talk about any major changes they are planning for their bedroom.

Fast finishers

Students who finish early can find three things in the text we use to organise ourselves (*boxes, labels, bags*). Ask them to think of more things to add to the list, eg *charts, cupboards, folders, lists, schedules, shelves, suitcases, wardrobes.*

REFLECT

4

- Discuss the questions in open class.
- Ask three students to read out one **REFLECTION POINT** sentence each.
- Elicit if everyone agreed with the steps for organising a bedroom or if they have a different way of organising themselves.

Alternative procedure: less confident classes

Give less confident students three or four minutes to prepare their answers individually in note form before comparing their answers in pairs. You could generate more ideas by asking pairs to become groups of fours and then finally hold a group discussion.

EXTEND

5

- Ask students to work in small groups to decide how to organise or reorganise the classroom or another room in the school or one of their houses.
- Allow students five minutes for this task.
- Encourage students to present their ideas to the class to close the activity.





Homework

Ask students to write five steps for organising themselves for an exam, following the same format as the steps in Exercise 2, ie *1 Get ready; 2 Start; 3 Choose; 4 Plan; 5 Finish.* At the start of the next lesson ask students to read out their ideas to make the ideal plan for preparing for an exam. You could make a notice or poster to display when students are due to take an exam.

SPEAKING When's the next one?

Ask for and tell the time when you travel

Page 27

| STAGE | TIME | FOCUS |
|-----------------|---|---|
| GET STARTED |  | Recycle telling the time and the 12- and 24-hour clock. |
| SPEAK |  | Talk about when you travel on buses and trains and how to say the times on bus and train timetables. |
| WATCH OR LISTEN |  | Watch or listen for general and specific information in two conversations at a bus stop and a train station. Look at the script and work on questions for asking the time and ways of making time to think. Practise saying the time using the 12- and 24-hour clock. |
| ACT |  | Role-play asking and telling the time in two travel conversations. |

Get started

Recycle telling the time by writing these phrases on the board: *quarter past, half past, quarter to.*

Ask students to draw a clock for each of the time expressions.

Divide the class into pairs and get students to take it in turns to look at each other's clocks and ask for and say the time.

Now ask students to say the times on their clocks to each other using the 24-hour clock.

SPEAK

1

- Divide the class into pairs and ask them to answer the questions.
- Elicit answers from different students around the class.

ANSWERS

2 16:30 = sixteen thirty; 19:05 = nineteen oh five

Alternative procedure: less confident classes

You can expand on question 2 if you feel students are not familiar with telling the time from a timetable using the 24-hour clock. Ask students how we say these times in 12-hour clock time and what times are given in timetables (the times the train or bus arrives/leaves).

WATCH OR LISTEN

2   1.31

- Ask students to close their books.
- Play the audio or video track for students to watch or listen to the scenes and find out what the people do next.

ANSWERS / VIDEO/AUDIO SCRIPT

  1.31

May and Alex have a snack.
Joe and Adam decide to walk.

May: Excuse me. What time's the next train to Oxford?

Guard: Well, there's a fast one at 17:45.

May: Seventeen forty-five. Sorry, what time is it now?

Guard: It's 20 past five.

May: Thanks. ... Have we got time for a snack?

Alex: Er ... yes. We've got 25 minutes.

May: Good. I'm really hungry.

Joe: Excuse me. When's the next bus to the sports centre?

Woman: Um ... I think it's at 13:05 but check on the timetable.

Joe: Thanks. ... What's the time now?

Adam: It's half past 12.

Joe: How long have we got till it goes?

Adam: Thirty-five minutes.

Joe: Let's walk. It's only 15 minutes on foot.

3   1.31

- Play the audio or video track again for students to watch or listen and complete the conversations.
- Point out to students that *How long ... ?* is used to ask questions about amounts or periods of time.

ANSWERS / VIDEO/AUDIO SCRIPT

  1.31

1 What time's 2 what time 3 When's 4 What's
5 How long

See Exercise 2 above for video/audio script.

4  1.32

- Play the track for students to listen and repeat the questions.
- Draw students' attention to the falling intonation in *Wh-* questions.

AUDIO SCRIPT

 1.32

- What time's the next train to Oxford?
- What time is it now?
- When's the next bus to the sports centre?
- What's the time now?
- How long have we got till it goes?

5a

- Ask students to think of ways to make time to think when they are having a conversation in English and why it is important.
- Have a student read out the tips in the **HOW TO** box.
- Compare the tips in the box with the ideas students thought of.

5b

- Ask students to underline examples of making time to think in the conversations.

ANSWERS

See underlining in video/audio script in Exercise 2 above.

6a  1.33

- Play the track for students to listen and draw the time on the clocks.

ANSWERS / AUDIO SCRIPT

 1.33

1 twenty thirty



3 seventeen oh five



2 nineteen forty-five



4 fifteen fifteen



6b  1.34

- Divide the class into pairs. Ask students to say the times in Exercise 6a in two or three different ways.
- You could do the first one together in open class as an example.
- Go round the class, inviting different students to say the times.
- Play the track for students to listen and repeat all the times.

ANSWERS / AUDIO SCRIPT

 1.34

- twenty thirty / half past eight / eight thirty
- nineteen forty-five / quarter to eight / seven forty-five
- seventeen oh five / five past five
- fifteen fifteen / quarter past three / three fifteen

ACT

7  1.35

- Divide the class into groups of four, Students A, B, C and D.
- Explain to students that they are going to practise two travel conversations and then present them to other groups.
- Ask Students A and C to look at page 141 and follow the instructions.

- Ask Students B and D to look at page 142 and follow the instructions.
- Draw students' attention to the **PHRASEBOOK** to help them structure their conversation. These phrases are recorded if you would like to play them.
- Monitor and note errors and good use of language to go over in a feedback session at the end of the activity.
- Have students present their conversations to other groups. Give students feedback at the end of the activity on errors and good use of language.

Extra activity

Play a game called *The Alphabet Race* to recycle the alphabet and modes of transport.

Go round the class, asking pairs to say a way to travel for each letter of the alphabet. You could ask students to come up and write them on the board.

SUGGESTED ANSWERS

aeroplane/airplane, balloon/bicycle/bike/bus, camel/car/coach/cruise ship, donkey, elephant, ferry/foot, go-kart, helicopter/horse/hot air balloon, inflatable boat, jet, kayak, limousine/lorry, motorbike, naval ship, omnibus, pedalo/pedicab/pickup truck/plane, quad bike, rollerblades/rocket, scooter/ship/skates/skis/submarine/subway, taxi/tractor/train/tram/truck/tube, underground/unicycle, van, wagon/windsurf, yacht, zeppelin







Homework

Ask students to write all the times in exercises 1 and 2 in two or three different ways.

WRITING My favourite room

Use *also* and *too*

Page 28

| STAGE | TIME | FOCUS |
|-----------------|---|---|
| GET STARTED |  | Recycle rooms in a house and present simple verbs. |
| SPEAK AND READ |  | Talk about pen pals and why it's good to have one. Read a message from a girl to her pen pal. |
| PRACTISE |  | Produce target language in a written exercise. |
| PLAN |  | Plan a description for a pen pal of your favourite room. |
| WRITE AND CHECK |  | Write and edit your description. |
| SHARE |  | Swap descriptions with other students and say which room you like best. |

Get started

Write these gapped sentences in a list on the board:

- 1 *The car is in the* . 2 *You have dinner in the* .
 3 *You grow flowers in the* . 4 *You clean your teeth in the* .
 5 *You watch TV in the* . 6 *You cook in the* .
 7 *You sleep in a* . 8 *You keep old collections of things in the* .

Divide the class into pairs and ask students to think of the correct parts of a house to complete the sentences.

Elicit answers from different students round the class and write them on the board. Discuss reasons why students might give different answers.

Erase all but the names of the rooms. Ask students to reconstruct the sentences and check their answers.

SUGGESTED ANSWERS

- 1 garage 2 dining room 3 garden 4 bathroom
 5 living room 6 kitchen 7 bedroom 8 attic

Alternative procedure: less confident classes

Write the names of the rooms on the board in a jumbled order to help less confident students.

SPEAK AND READ

1

- Divide the class into pairs and ask students to take it in turns to ask and answer the questions.
- Discuss answers in open class.

GO BEYOND FOR TEACHERS

Benefits of having a pen pal

Although the way we communicate has changed radically, many teachers still arrange international pen pal exchanges for their students. Benefits include real practice in reading and writing skills, widening teenagers' horizons to other ways of life and different cultures, and promoting the key skills needed to develop a friendship.

2

- Ask students to read Judy's message to her pen pal and decide what her favourite room is.
- Nominate a student to say the answer and read out the words in the text that helped him/her decide on the answer.

ANSWER

Judy's favourite room is the kitchen. (*big table ... cooker*)

3a

- Ask students to read the tips in the **HOW TO** box.

3b

- Have students underline examples of *also* and *too* in the message in Exercise 2.
- Choose random students around the class to read out their examples.

ANSWERS

... and it also gets lots of light.
 ... it's normally quiet too.
 It's also really warm ...

PRACTISE

4

- Complete the description with *also* and *too*.
- Encourage students to compare their answers in pairs before you elicit them from different students round the class.

ANSWERS

1 too 2 also 3 too 4 also

Fast finishers

Encourage students to find four adjectives describing rooms in the texts (*favourite, warm, quiet, big*). Ask them to think of more adjectives they can use to describe rooms in a house, eg *small, comfortable, pretty*.

PLAN

5

- Explain to students that they are going to write a description for a pen pal of their favourite room. Direct students' attention to the **Writing plan** to help them prepare.

WRITE AND CHECK

6

- Ask students to write their descriptions and check them.
- Set a time limit of 10 minutes.
- Encourage them to tick the things in the plan to make sure they have followed the instructions correctly.

Alternative procedure

Ask students not to write the name of the room so other students can guess it in Exercise 7.

SHARE

7

- Ask students to swap their description with other students in the class.
- In open class find out which is the most popular room with students.

Homework

Ask students to make a poster presentation of their ideal bedroom. Have them write a short text to describe the main features of the room and add pictures and photos to make it more visual. Encourage students to look in magazines and catalogues for ideas. Students can present their ideal bedrooms to each other at the start of the next lesson and vote on the most ideal bedroom.

VOCABULARY Daily activities

1

- Ask students if they know anything about the time British people do these things every day: *get up, start/finish school, have lunch, go to bed.*
- Have students complete Mike's blog for his friends with the verbs in the box.
- Encourage students to say what they like and don't like about Mike's new routine.
- Go round the class, nominating different students to read out the answers.

ANSWERS

1 wake 2 have 3 get 4 brush 5 clean 6 get
7 go 8 get 9 do 10 pack

Furniture and other things in the home

2

- Ask students to complete the words in Mike's blog. Point out that the first two letters of each word are given.
- Ask students to compare their answers in pairs before you check them, nominating different students around the class.
- Encourage students to say if they think Mike prefers where he lives now or where he lived before. (*It's smaller, the furniture is old and there's no dishwasher. He probably preferred living in the house.*)

ANSWERS

1 wardrobe 2 bookcase 3 shelves 4 cupboard
5 carpet 6 lamp 7 curtains 8 sofa 9 armchair
10 cooker 11 fridge 12 washing machine

GRAMMAR Present simple positive; prepositions of time

3

- Ask students to complete the blog with the correct form of the verbs or with *at, in* and *on*.
- Allow them to compare their answers in pairs.
- Check answers by nominating different students round the class.

ANSWERS

1 starts 2 finishes 3 in 4 At 5 eat 6 On
7 does 8 play

Present simple with adverbs of frequency

4

- As an introduction, ask students what they usually do at the weekends.
- Have students complete the sentences with the adverbs of frequency in the box.
- Nominate different students round the class to read out the sentences.
- Encourage students to say if their weekend is similar or different.

ANSWERS

1 I always get up late.
2 We usually go shopping.
3 I often watch a film with friends.
4 We sometimes have lunch with my parents' friends.
5 I hardly ever forget to do my homework.
6 I never get bored.

SKILLS CHECK

- Ask students to think about what they've learnt in this unit and tick the sentences.
- Divide the class into pairs to discuss what they've learnt and use this as an opportunity to review anything the students still have difficulties with.

Extra Resources

Go to the Teacher's Resource Centre at www.macmillanbeyond.com for:

- the Speaking section of Progress Check Units 1&2
- a downloadable Project linked to Units 1–2
- downloadable audio and audio scripts for the Student's Book and Workbook
- videos, video worksheets and video scripts
- extra vocabulary at two levels of difficulty
- extra grammar at two levels of difficulty
- CLIL lessons, with full teacher's notes
- life skills lessons, with full teacher's notes
- Speaking Database materials
- the *Beyond A2* wordlist
- Test Generator for generating/editing grammar and vocabulary tests for Units 1&2
- downloadable PDF and Word tests for Unit 2 (all skills)
- tips for using the Grammar Database
- extra reading materials
- and more!

Go to the Workbook, pages 20–31, for further practice material.

PROGRESS CHECK UNITS 1&2

Preparing for the Progress Check

The Progress Check can be done either as a revision of the two preceding units or as a formal test. For the first Progress Check, it is a good idea to get students to prepare as thoroughly as they can so that they get into the habit of regularly revising what they have learned. Reassure the class that the Progress Check only contains material that they have covered in the previous two units.

Vocabulary review

- Before you start the lesson, have a quick review of days and times. Ask students what day and time it is and write these at the top of the board.
- Then write the following in a list on the board and ask students to write the words for each of the places.
1 You watch plays here., 2 You swim here., 3 You play sports here., 4 You see animals here., 5 You buy things here., 6 You eat meals here., 7 You watch films here., 8 You walk and play games here.
- If some students need help, you could give them the initial letter of each word.
- Divide the class into pairs and give them two minutes to list as many places to visit in a town as they can. After two minutes nominate some students to give some answers. Then ask students to turn to pages 10–11 to check their answers and see if there were any they had missed.
- Draw a family tree on the board, with an individual, Daniel, at the bottom. Add people's names to show he has a sister, brother, mother, father, aunt, uncle, grandparents and cousins, but don't include these terms on the board.
- In pairs, give students three minutes to complete the family tree with who the people are relative to Daniel.
- After checking the answers ask further questions, eg *Daniel is Maria's ... ?* to the class to elicit some of the family words.
- To review daily routines, ask students to write as many things as they can that they do *before* midday in one column in their notebooks. Then ask them to write as many things as they can that they do *after* midday in their notebooks. Then allow them to open their books to pages 20–21 and fill in any activities that they missed from their routines. Ask them to write them in order of when they do them and to write a time next to each.
- Give them one minute to compare their answers with a partner. Then ask a few questions to the class, eg *Who cleans their teeth before 7.30? Who gets home after 4pm?*
- Ask students to turn to page 24 and give them two minutes to look at the house and furniture vocabulary. Then, in pairs, ask them to close their books and sketch a simple house in their notebooks, labelling rooms and adding and labelling furniture in the appropriate rooms.

Grammar review

- To remind the class of the grammar they have studied so far in the units, have a 'race' where students go through their book and tell you the main grammar points from each unit (Unit 1: *There is / there are*; prepositions of place; *Have got*; Unit 2: Present simple positive; prepositions of time; Present simple with adverbs of frequency).
- Ask students for an example sentence or as many examples as possible of each. Correct mistakes as you go and, if there are any frequent areas of error, do a more extended review of the language. Ask students to read over the grammar explanations on pages 13, 15, 23 and 25 and the Grammar Database on pages 120–121.

Optional warm-up activities

These activities are suitable when you are not using the Progress Check as part of a formal test.

READ Exercise 1

- Tell students that this type of exercise is multiple choice and ask them to look at the example given.
- Ask students to read over the sentences so they can see what the text is about and familiarise themselves with the topic. Then ask them to look closely at the types of words given in the examples (subjects, prepositions of place, verbs, etc). Ask them to think what types of words can come before or after these, or any rules they know about where the example words go in a sentence. Don't ask students to give you answers or confirm any answers at this point.
- Point out that looking at the types of words and the position of the gap in multiple-choice sentences can be really useful in eliminating wrong answers and choosing the correct one.

LISTEN Exercise 2

- Refer students back to the listening activities and the **HOW TO** boxes they covered on pages 14 and 24. Ask them which tips they thought were most useful.
- Remind students that listening isn't a passive activity and they shouldn't just sit back while the audio is playing. They need to use the time they have in an exam to predict what they will hear. If they do this, what they hear will make more sense to them.
- One way to help them to predict is to use the pictures if there are any in the exercise.
- Put student into pairs and give them two minutes to write as many things as they can see in all the pictures in Exercise 2. Have a quick feedback session.
- Draw students' attention to the clocks in question 2 and ask them to say the times in their head.
- In pairs, ask students to discuss the differences between the stations in question 5.
- Point out to students that they have gathered a lot of useful information before they've heard the audio and they will now be much better focused on what they are listening for.

WRITE Exercise 4

- Coming up with ideas for a writing task can prove difficult for some students. Encourage them to look closely at Kim's email and see exactly what information they need to include. They can number the points to include if necessary and then tick these off when they check their writing.
- Apart from the things Kim asks for, ask them to think what other things they could include.
- Finally, ask them to think about how they are going to start and end their email to Kim.

Doing the Progress Check

READ Exercise 1

- If you have decided not to do the full warm-up, give students a minute to read over the exercise, looking at the sentences and examples. Ask them to pay attention to the types of words and what comes before and after each gap.
- Focus students' attention on the **Exam Tips** and remind students that this type of task is very common in official English examinations.
- Have students read the sentences about Melissa's hometown and choose the best word (A, B or C) for each gap.
- Remind students to use the strategies given to eliminate any wrong answers and to read their answers to themselves to check their answers sound right to them.

ANSWERS

1 B 2 A 3 C 4 B 5 C

PROGRESS CHECK UNITS 1&2

LISTEN Exercise 2

▶ 1.36

- If you have decided not to do the full warm-up, refer students back to the techniques they studied on pages 14 and 24.
- Then focus students' attention on the **Exam Tips** and ask them to read through the tips and think about how to use them to help them.
- Encourage students to spend one or two minutes looking at the pictures to predict what type of information and words they may hear.
- Point out that they will hear every conversation twice and there will be an example first. Remind them that one strategy is to eliminate one option when they listen for the first time.

ANSWERS / AUDIO SCRIPT

▶ 1.36

1 A 2 C 3 A 4 B 5 B

Narrator: Listen to five conversations. You will hear each conversation twice. Choose the correct answer for each question (A, B or C). Here is an example: What's Charlie's first activity in the morning?

Girl: What's the first thing you do in the morning, Charlie?

Boy: I have a shower in the evening, before bed. So when I get up, I get dressed and then I brush my hair.

Narrator: The answer is C. Now let's start.

Narrator: 1 Which is Susan's room?

Girl 1: Is this your room, Susan?

Susan: Yep.

Girl 1: It's nice. I hardly ever tidy mine so it's always in a mess.

Susan: Mine sometimes gets untidy but I hate it when I can't find something. It's really tidy now because I've got a visitor.

Girl 1: Who?

Susan: You!

Narrator: Now listen again.

Narrator: 2 What time does the boys' train leave?

Boy 1: Excuse me. What time's the next train to Hull?

Woman: Er ... let me see ... there's one at 14:05.

Boy 1: What time is it now?

Boy 2: It's five to two.

Boy 1: Mm ... so it leaves in 10 minutes ...

Boy 2: I need to go to the shops.

Boy 1: Sorry, when's the next one?

Woman: It's at 14:50.

Boy 2: Let's get that one.

Boy 1: OK.

Narrator: Now listen again.

Narrator: 3 Where's the noise from?

Girl: What's that noise?

Mum: What noise?

Girl: Listen. It's the washing machine.

Mum: The washing machine never makes that sound. Maybe it's the cooker, or the fridge. They're sometimes noisy.

Girl: No, it isn't. Mum, look! There's water coming under the kitchen door.

Mum: Oh, no! You're right!

Narrator: Now listen again.

Narrator: 4 Which is the right note?

Mark: Hi Jack!

Jack: Hey, Mark!

Mark: Listen. Are you free tonight?

Jack: No, I've got my drama class. It's every Monday. Why?

Mark: I've got a good video game from the library.

Jack: What about Wednesday?

Mark: Tomorrow's better for me. Is that OK for you?

Jack: Er ... OK. What time?

Mark: At seven. At my house.

Jack: Great, see you then!

Narrator: Now listen again.

Narrator: 5 Which is the right station?

Woman: Excuse me. Can you tell me the way to the station, please?

Girl: Which one? There's the main station and a small one just round the corner.

Woman: The main station.

Girl: OK, you go straight on until you see a park on the left. The park's in front of the station. You can't miss it.

Woman: Thanks.

Narrator: Now listen again.

WRITE Exercise 3

- Focus students' attention on the **Exam Tips** and ask students to follow the tips as they do the exercises.
- Ask students to read the descriptions and complete the family words.

ANSWERS

1 parent 2 aunt 3 husband 4 daughter 5 grandfather

WRITE Exercise 4

- Ask students to read Kim's email and elicit who they have to write to and what they need to include.
- Remind them to include a beginning and ending in their email, but explain that they shouldn't spend too long thinking about this.
- Finally, remind students of the word limit and encourage them to check this by counting the words and also to check their spelling, grammar and punctuation.

MODEL ANSWER

Hi Kim

I always get to school at 8.30. I normally have lunch at school. I go home at 4 o'clock and do my homework. I usually go to bed at 10 o'clock.

Bye!

Luke

After the Progress Check

Optional game

Creating a chain story as a class works well to practise the present simple tense and the vocabulary for daily routines. Start the story by saying: *Sara has a busy day. She wakes up at 6 o'clock. At 6.10 she ...* You write this at the top of the board and ask a student to continue the story. Each student continues the story by adding an original sentence, which you write on the board. Encourage students to use *before* and *after* when they can. When the story gets too long, start again with a new situation.

Feedback and extension

After the Progress Check has been marked, provide feedback to the class as a whole and individually as far as possible. Ask students which parts they found the most difficult and how they think they could improve their marks next time.

READ Exercise 1

- Review the example sentence as a class. Ask students why it couldn't be A (it's physically impossible).
- Then go through each question 1–5 and try to eliminate one answer each time based on either grammar or possibility (eg in question 1 *it* is impossible as *are* can't correctly come after it; in question 3 *sell* fits grammatically, but we don't go to the library to sell things, etc).
- Remind students that the more they can read in English in their spare time, eg online or in magazines, the more confident they will be in the reading part of exams.

LISTEN Exercise 2

- Hand out copies of the audio script to the students and ask them to read through and discuss with a partner where they went wrong.
- As with the reading part of the exam, look at ways they would have been able to eliminate incorrect answers.
- If there were any answers that many students mistakenly chose, spend a bit more time going over reasons why they should have eliminated it.

- Remind students that, as with the reading, the more time they can spend listening to English in their spare time, the more accustomed they will be to accent, pronunciation and intonation. Ask students where they think they can find English to listen to (*songs, radio, television, etc*).

WRITE Exercise 4

- Write the model answer up on the board, along with
 - 1 another email that doesn't respond to all the criteria needed
 - 2 an email that answers the questions but is significantly over the word count
 - 3 an email with lots of spelling and grammatical errors.
- Divide the class into pairs and give them five minutes to look through the four emails. Ask them to identify which is the best answer and why. Ask them to give reasons why they think the other three could lose marks and what the student should do to improve them.