

# 2 help

## GSE LEARNING OBJECTIVES

### 2A To the rescue!

- LISTENING | Understand stories about animal rescues: animals
- Talk about rescues: past simple and continuous
- Pronunciation: weak forms: *was, were*
- Write an animal story; use past time expressions

#### GSE INFORMATION

##### LISTENING

37 Can follow the sequence of events in a short, simple dialogue or narrative.

37 Can get the gist of short, simple stories if told slowly and clearly.

##### GRAMMAR

40 Can distinguish between the past simple and past continuous.

##### VOCABULARY

30–42 Can use language related to animals.

##### SPEAKING

38 Can describe very basic events in the past using simple linking words (e.g. 'then', 'next').

##### WRITING

39 Can write short basic descriptions of past events and activities.

40 Can write a simple story or description of an event using basic time expressions.

### 2B Oops!

- READING | Read an article about travel mistakes: air travel; at the airport
- Talk about a problem with transport: definite article: *the*
- Pronunciation: strong and weak forms: *the*

#### GSE INFORMATION

##### VOCABULARY

30–42 Can use language related to airports, aircraft, and air travel.

30–42 Can use language related to travel.

##### READING

37 Can understand short, simple narrative texts.

##### GRAMMAR

35 Can use the definite article to refer back to something already mentioned.

36 Can use uncountable nouns without an article.

##### SPEAKING

40 Can tell a story or describe something in a simple list of points.

### 2C How can I help?

- HOW TO ... | make and accept offers: actions
- Pronunciation: intonation in offers

#### GSE INFORMATION

##### VOCABULARY

30–42 Can use language related to actions and gestures.

30–42 Can use language related to do or not do.

##### HOW TO ...

45 Can use 'Shall I/we ...?' to make formal suggestions and offers.

36 Can make and accept offers.

38 Can use 'll + infinitive for spontaneous decisions and offers.

##### SPEAKING

36 Can make and accept offers.

39 Can get information from a tourist office of a straightforward, non-specialised nature.

### 2D Difficult situations

- BBC PROGRAMME | Understand a programme about a family in trouble
- Do a survey: *all, some, both, none of them*
- Write a class report

#### GSE INFORMATION

##### VIEW

37 Can follow the sequence of events in a short, simple dialogue or narrative.

##### GRAMMAR

42 Can use 'both' and 'both of' with nouns and noun phrases.

44 Can use 'all of', 'none of', and 'most of' to describe subsets and proportions of groups of people and things.

##### SPEAKING

36 Can communicate in routine tasks requiring simple, direct exchanges of information.

##### WRITING

36 Can make simple comparisons between people, places or things.

## BBC VLOGS

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

▶ Read the vlog question with the class. Before playing the video, give Ss time to read the names of the animals and explain any that they don't know with images where possible. Write the correct order on the board in feedback so Ss can check their answer. Note that the speakers answer the question in different ways – in the singular (e.g. *a turtle*) and in the plural (e.g. *dogs*). Two people also use *the* (*the meerkat*, *the panda*) to represent the whole species. When Ss do the task, they are likely to find *a* or the plural to be the easiest. You might want to help them with this if necessary.

Tell Ss they will now discuss the vlog question themselves. Give Ss time to look up the English word that describes their favourite animal if they don't know it, or to ask you. Put Ss in pairs to discuss the question. After the task, invite a few Ss to share what they learnt about their partner.

### ANSWER:

- 1 The correct order is meerkat, dog, turtle, parrot, panda, orangutan, horse.

**EXTRA CHALLENGE** Before Ss watch the video, write all or some of the adjectives the speakers use on the board (*cute*, *clever*, *colourful*, (*super*) *loving*, *playful*, *sweet-natured*, *gentle*) and check Ss understand the meanings. Put Ss in pairs to discuss which animal they think the speaker is describing each time. Ss then watch to check their answers.

### ANSWERS:

*cute* – meerkat; *clever*, *colourful* – parrot; (*super*) *loving*, *playful* – orangutan; *sweet-natured* / *gentle* – horses

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

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

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

### Additional Materials

#### For Teachers:

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

# 2A To the rescue!

**GRAMMAR** | past simple and continuous

**VOCABULARY** | animals

**PRONUNCIATION** | weak form: *was*, *were*

## LESSON OVERVIEW

In this lesson, Ss listen to and tell stories. The lesson starts with Ss listening to people talking about a time when they rescued an animal. From this, they review, learn and practice the past simple and past continuous with a focus on the pronunciation of *was* and *were*. Ss then learn vocabulary related to animals and the names of animals. They then tell each other a story about a rescued animal. The lesson ends with a writing activity where Ss write an animal story with a focus on using past time expressions.

### Online Teaching

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

- **Ex 2A:** Display the sentences on your device and share your screen. Make sure the annotate function is on. Invite four Ss to each underline the verbs in one of the sentences.
- **Vocabulary Bank 2A, Ex 1B:** Mute all Ss when you play the recording so they can repeat the words on their own without hearing each other. Then unmute Ss and ask them to say words individually. Provide feedback.
- **Writing Bank 2A, Exs 3A and 3B:** Ss could do this in pairs in breakout rooms. Ask one student to display a text document and type what they agree to write together. If a collaborative writing tool is used, they could both edit the document.

### Additional Materials

#### For Teachers:

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

#### For Students:

Online Practice 2A  
Workbook 2A

## TO START

With books closed, describe each animal in the photos on pages 18 and 19 for Ss to guess what they are, e.g.:

- *It flies in the air. It likes being in trees. It eats insects from the ground. (a bird)*
- *Its house is part of its body. It moves very slowly. Some people have it as a pet. (a tortoise)*
- *It's a common pet. It needs to go for a walk two or three times a day. It likes playing with a ball. (dog)*
- *It's another common pet. It likes to go out and catch small animals. (cat)*
- *It lives on land and in water. It's small and it jumps from one place to another (frog).*

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

## LISTENING

**1 A** Write the word *frog* on the board. Check understanding using the photo and drill it so Ss can say it correctly when doing the task (/frɒg/). Explain the meaning of *in danger* (= in a situation where someone/something could be hurt). Put Ss in pairs to discuss the questions. In feedback, ask them to explain their answers.

**B**  **2.01** | Before Ss listen, explain *radio phone-in programme* (= a radio programme where listeners call in and speak to the presenter) and *rescue* (= when something dangerous is stopped from happening to someone or an animal). Explain that the latter is a verb (e.g. the times you rescued an animal) and a noun (stories about animal rescues). You might also want to pre-teach *crash into a fence* (e.g. to hit a fence when you're in a car). Show an image if possible. When checking answers, only elicit the animals Ss heard.

### AUDIOSCRIPT 2.01

**K = Katy F = Freddie B = Bea L = Lucas**

K: Hello again. Today, we're asking for your stories about animal rescues. Do you have any stories about the times when you rescued an animal? Maybe a bird or another animal? Please call us and tell us your stories. Our first caller is Freddie. Hello, Freddie, tell us your story.

F: Hi. Yes. Er, my story happened last year. My wife, Carla, and I were on holiday in Greece. One day, we were walking down a street and we saw a baby bird on the side of the road. It was very young. Carla hates seeing animals in trouble and she was really stressed. There was a garden next to the road so I picked up the bird and put it on the garden gate. Then we stood and watched it for a moment. It was moving its wings and looked all right.

K: Oh good! So it was OK?

F: No, wait. While we were watching, a cat came out ... and jumped on it! I think the cat was behind the garden wall. Carla cried all the way back to the hotel.

K: Oh, that's sad. Thanks, Freddie. And our next story is from Bea. Hi, Bea.

B: Hi, Katy.

K: Tell us your story.

B: Well this happened about three years ago. I was driving home in the early evening and I saw something on the side of the road. It looked like a bag, but when I got nearer, I saw it was a tortoise. I stopped and the two cars behind me stopped, too. I got out of my car and walked towards the tortoise, but ... it wasn't a tortoise. It was a football!

K: No!

B: You know, one of those really old footballs and it really looked like a tortoise. I felt really silly. The other cars were waiting and one of the drivers started to hoot his horn, so I used my jacket, then I picked up the football and carried it to my car!

K: No! That's a great story! Thanks, Bea. And our next caller is Lucas. Hi Lucas. What's your story?

L: Yeah, this is about our dog, Ezra. Ezra's part of our family. Er, the children love him. Anyway, last year Ezra was playing in the garden when a car crashed into the fence. Ezra ran away. We looked everywhere, but we couldn't find him. We put up signs, but no luck. Then a few days later a man was walking along a railway bridge, about twenty kilometres away. And he heard a noise. It was a dog ... crying. It was Ezra! He was stuck in a hole near the bridge and he couldn't climb out. So the fire department came with a ladder and rescued him. Ezra was so pleased and the children were really happy.

K: Ah, that's a lovely story. And our next story ...

### ANSWERS:

Freddie's story: a bird

Bea's story: No animal was in danger.

Lucas's story: a dog (called Ezra)

**EXTRA CHALLENGE** Ask stronger classes or Ss to identify not only the animals, but also how they were in danger. (See Ex 1C.)

**C** Give Ss time to read the summaries and check any unknown vocabulary. Elicit one incorrect piece of information from the first summary to demonstrate the task. Note that Ss may prefer to do the task alone and then check with a partner. Elicit some ideas, but don't check answers yet.

**EXTRA SUPPORT** Play the recording after Ss read the summaries so they have a chance to listen again before they do this task. Ss then work in pairs to compare their answers. You could play it a third time for Ss to check in Ex 1D or omit that task if you don't think it is necessary.

- D** When playing the recording, pause it after each caller and give Ss a few seconds to check their answers. Then elicit the answer from the class so the story is fresh in Ss' minds. Ask Ss which story they enjoyed the most and why.

**ANSWERS:**

Freddie's story: A cat didn't try to play with the bird, it caught it. The woman cried because she was sad.

Bea's story: The woman didn't find a tortoise, she found a football. She didn't put it on the side of the road, she put it in her car.

Lucas's story: A car didn't hit the dog, it hit the fence. The person who found the dog didn't rescue him, the fire department rescued him.

**EXTRA SUPPORT: DYSLEXIA** To reduce the reading load, read the first summary with the class, then play the recording and pause it after the first call. Elicit answers as a class. Repeat with the other summaries and calls.

**EXTRA IDEA: DIGITAL** Ask Ss to use the search term 'animal rescue' to find a video online showing an animal rescue. They can tell the story in the next class.

**GRAMMAR****past simple and continuous**

- 2A** Display the sentences on the board if possible and highlight the verbs when checking answers. You can then refer Ss back to them as a reference for Exs 2B and 2C.

**ANSWERS:**

- 1 were walking, saw
- 2 were watching, came, jumped
- 3 was driving, saw
- 4 was playing, crashed

**EXTRA: ALTERNATIVE IDEA** Read the four sentences out loud and ask Ss to try to identify the verbs before they read the sentences.

**EXTRA SUPPORT: DYSLEXIA** When writing on the board, avoid underlining words (e.g. the verbs), as it can distort the shape of letters for dyslexic learners. Instead, increase the size of your writing and/or use a different colour to highlight them instead. Space words sufficiently to enable Ss to see clearly where one ends and another starts. Space letters clearly, too.

- B** This task focuses on form. Ask Ss how many tenses are in each sentence (two) and if they can identify them. Ss will know the past simple but possibly not the past continuous. Ask Ss to look at the past continuous verbs and identify the form. Note this on the board (i.e. subject + *was(n't)/were(n't)* + *-ing* form).

**ANSWERS:**

The first verb in each sentence is in the past continuous; the other verbs are in the past simple.

We form the past continuous by using the past of *be* (*was* or *were*) with the *-ing* form of the verb.

**EXTRA SUPPORT** Consider eliciting the form of the past continuous after Ss have completed Ex 2C. For some Ss, understanding the use of a tense before they focus on form makes the latter more meaningful.

- C** Do the first item as a class and point out some examples, e.g. 1 – ... *a cat came out and jumped on it!*; ... *a car crashed into the fence*. Put Ss in pairs to check their answers after doing the rest of the task individually. Check answers with the class or refer Ss to the Grammar Bank notes on page 100 and then check answers. Use the time lines on page 100 to help clarify the use of the past continuous. Help Ss to understand the use of *while* (before the past continuous) and *when* (before either the past simple or past continuous) when linking two past actions.

**ANSWERS:**

- |                   |                   |
|-------------------|-------------------|
| 1 past simple     | 3 past continuous |
| 2 past continuous | 4 when            |

- D** The Grammar Bank on page 100 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 100 **GRAMMAR BANK**

Go through the notes with Ss in the class. Alternatively, let them read them alone, then check they understand the key points.

- 1** This exercise focuses on the use of the two tenses. Do the first item as a class, eliciting why each verb form is used (*was cleaning* = action in progress when the second action happened). Put Ss in pairs to check their answers after doing the rest of the task individually. When checking answers, ask Ss to explain their choice of verb forms.

**ANSWERS:**

- 1 was cleaning, saw
- 2 got, was talking
- 3 started, were driving
- 4 were still waiting, arrived
- 5 called, were having
- 6 lost, was running

- GB 2** This exercise focuses on the form of the two tenses. Look at the example with the class, then ask Ss to correct the rest of the sentences alone. Put Ss in pairs to check answers when they have finished. Check answers with the class. Display the exercise if possible and show the correct answers so Ss can record them accurately.

**ANSWERS:**

- 2 I **was** locking the door when I heard a noise.
- 3 Where **was** Maria **was** working when you met?
- 4 This time last week, we were ~~relaxed~~ **relaxing** on the beach.
- 5 correct
- 6 Sorry I ~~no was~~ **wasn't** listening to you. What did you say?
- 7 Jean was sleeping ~~while~~ **when** you called.
- 8 What ~~you were~~ **were you** talking about when I came in?
- 9 correct
- 10 What ~~you were~~ **were you** doing at 7.30 yesterday?

**EXTRA SUPPORT** Tell Ss the types of mistakes to look for, e.g. correct/incorrect use of (or missing) *was* or *were*, incorrect word order, the correct use of *-ed* and *-ing* verb forms and the correct use of *when* and *while*.

- 3** This exercise focuses on both use and form of the two tenses. Do the first item together as a class, asking Ss to justify their choice of verb form (background information). Check Ss understand the meaning of *selfies* (= photos you take of yourself). Monitor as Ss do the task and help where necessary. Note down any consistent issues or problem answers and spend more time on addressing these in feedback. Ask Ss to read the complete story, then ask if they think it is true and why/why not.

**ANSWERS:**

- |                       |                |
|-----------------------|----------------|
| 1 were staying        | 7 went         |
| 2 saw                 | 8 were looking |
| 3 was going           | 9 was writing  |
| 4 heard               | 10 was sitting |
| 5 was getting dressed | 11 wanted      |
| 6 asked               | 12 found       |

**EXTRA IDEA** On the board write: *Last month, while I was ... , ...*. Complete the sentence so it is true for you to demonstrate the task, e.g. *Last month, while I was shopping in the supermarket, I saw an old school friend*. Encourage Ss to ask follow-up questions about the sentence, e.g. *What were you buying? Who were you shopping with? What did you talk about?* Ss complete the prompt themselves and peer-check their sentence with a partner. Invite a few Ss to share their sentences with the class. Other Ss listen, then ask follow-up questions.

**PRONUNCIATION****weak forms: was, were**

- 3A**  **2.02** | This task helps Ss to notice the weak forms of *was* and *were* in the past continuous. Play the recording twice (or three times if necessary) so Ss can check their sentences. Display the answers on the board for Ss to carefully check against.

**ANSWERS AND AUDIOSCRIPT:**

- 1 This time yesterday, I was having coffee with a friend.
- 2 On Sunday at midday, we were playing football.
- 3 Twelve hours ago, I was watching TV.
- 4 This time last week, we were sitting in a café in Paris.

**EXTRA SUPPORT** Tell Ss the number of words before they hear each sentence to give them something to check against later (i.e. 1 – 10 words, 2 – 8 words, 3 – 7 words, 4 – 12 words).

- B**  **2.02** | Model the pronunciation of the strong and weak forms of *was* and *were* as shown by the phonemic script, then play the recording again. Play it once more after checking answers so Ss who got the answer(s) wrong can better hear the pronunciation.

**ANSWERS:**

- 1 unstressed      2 /wəz/      3 /wə/

**EXTRA IDEA** Play the recording again and ask Ss to identify the stressed words in each sentence (mainly time phrases and nouns). Remind them that because *was* and *were* are auxiliary verbs, they are unstressed. Play the recording again for Ss to listen and repeat the sentences.

- C** Ask Ss to close their books or cover the exercise. Display the first sentence from Ex 3A on the board. Give Ss time to think of the question, elicit and note it on the board, then ask Ss to open their books or uncover Ex 3C and check the answer. Put Ss in pairs and monitor as they make questions for the other sentences, eliciting corrections where appropriate. Display the answers from Ex 3A on the board for Ss to check and address any common issues. Ss then write two more questions of their own. Monitor and provide individual feedback where possible.
- D** Put Ss in new pairs so they speak to someone new. Monitor as Ss do the task and pay particular attention to their pronunciation of the weak forms of *was* and *were*. Provide feedback on this after a few Ss share something they learnt about their partner.

**EXTRA SUPPORT** Drill the questions so that Ss have practised producing the weak forms of *was* and *were* before interviewing their partner.

## VOCABULARY

### animals

**4A** Focus Ss on the photos and tell pairs that it is fine if they don't know all the words in the box. Encourage them to identify the things they know. Use feedback to clarify the meaning of any items Ss are unsure of. Check understanding by eliciting other animals which have each feature (except *web*) and drill any problematic words, e.g. *feather* (/feðə/), *fur* (/fɜ:/) and *tail* (/teɪl/).

#### ANSWERS:

dog – fur, tail  
 cat – fur, tail  
 frog – skin  
 bird – feather, tail, wing  
 tortoise – shell

**EXTRA SUPPORT: DYSLEXIA** Rather than asking Ss to identify the items in the photos, explicitly teach the meaning of the words, then ask Ss to identify them in the photos to consolidate their understanding.

**EXTRA CHALLENGE** Ask Ss if they know any other contexts where some of these words are used, e.g. the tail and wings of a plane, left-wing and right-wing politics, the world wide web, etc.

**B** This task introduces the idea of types of animals which is the focus of the Vocabulary Bank. Set a time limit so that Ss are encouraged to brainstorm quickly, e.g. two minutes, then refer them to the Vocabulary Bank on page 129 to see if their animals feature there. Elicit any animals which are not on that page and note them on the board.

**EXTRA CHALLENGE** Turn the activity into a competitive game. Put Ss in teams and give them three minutes to write down seven animals that are not on the page without using a dictionary. Tell Ss that they get one point for each correct animal, but two points if no other team writes down the same animal. When the time is up, ask each team to read out their animals and add up the scores. The team with the most points wins.

▶ page 129 **VOCABULARY BANK** animals

VB

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework. You may decide to set this particular set of items for study out of class, as Ss are likely to know some and there is quite a long list.

**1A** Do the first item together as a class to demonstrate the task. Encourage Ss to check their answers using a dictionary. When checking answers, write or display the full word on the board for Ss to check their spelling. Make it clear that *butterflies*, *bees* and *flies* are examples of *insects* and elicit the singular of *mice* (*mouse*).

**EXTRA SUPPORT: DYSLEXIA** Provide the full words in a mixed-up list for Ss to match with the photos.

#### ANSWERS:

<b>A</b> tiger	<b>B</b> dolphin	<b>C</b> frog
<b>D</b> butterfly	<b>E</b> tortoise	<b>F</b> fox
<b>G</b> rabbit	<b>H</b> snake	<b>I</b> mice (plural)
<b>J</b> spider	<b>K</b> monkey	<b>L</b> whale
<b>M</b> insects (plural)	<b>N</b> rat	<b>O</b> bear
<b>P</b> bee	<b>Q</b> wolf	<b>R</b> fly
<b>S</b> crocodile	<b>T</b> goat	

**B**  **VB2.01** | Play the recording. Pause after each word to give Ss plenty of time to repeat it chorally and for you to nominate a few Ss to repeat it individually. Focus the latter on those words you feel they are likely to have difficulty pronouncing clearly.

**5** Look at the examples with the class. Model the task with an animal from the Vocabulary Bank, asking Ss to ask you *yes/no* questions to guess what it is, e.g. *Is it a pet? Is it wild? Does it have feathers?* Monitor as Ss do the task in pairs, then provide feedback on their use of the vocabulary after they complete the task.

## SPEAKING

**6A** Check Ss understand the meaning of *duck* (a water bird), *teddy bear* (a soft toy that looks like a bear) and *runaway* (not in control). Explain that this task is about Ss using their imaginations. If time is short, you could reduce the number of headlines Ss discuss, but making sure they cover the first and third ones, as these feature in Ex 6B.

**EXTRA IDEA** Give pairs time to think of the most creative answer possible to either the first or third headline (or both). Elicit answers from each pair in the class, then vote on the best idea. (Ss can't vote for their own idea.)

**B** Explain that Ss are going to tell each other a story about an animal rescue from pictures. The stories are based on real-life stories. Put Ss in A/B pairs. Refer Ss to the relevant pages.

**1** Ask Ss to look at their pictures individually and think about what's happening, then make notes to explain it. Monitor as they do this and provide support with vocabulary. You might want to set a time limit so Ss know how long they have for this part of the task, e.g. five to ten minutes.

**EXTRA SUPPORT** Ss could prepare their notes with someone from the same group to share ideas about the story and vocabulary. Provide them with useful vocabulary for this, e.g. Student A: *ladder, hole*. Student B: *stick, eagle*. Ss take turns to rehearse their story with each other as preparation for part 2.

**2** Ask Ss to work in their A/B pairs. Make it clear that while Ss can look at their own pictures to help them tell the story, they shouldn't show them to their partner. Tell Student Bs to try to imagine Student A's story in their minds as they listen. When they have finished their preparation, tell their story to Student Bs. When Student As have finished telling the story, they show their partner the pictures and discuss what differences were between their predictions in Ex 6A and the real story in the pictures. You could provide this prompt on the board: *We thought that ... but actually ...*. Monitor as Ss do the task, focusing on the use, form and pronunciation of past tenses in particular for later class feedback.

**3** Ask Student Bs to now tell their story. After Ss have finished the task, elicit a few ideas from the class about how the real stories differ from their ideas in Ex 6A. Then provide feedback on Ss' use of past tenses. Highlight good examples and elicit corrections to errors.

## WRITING

**write an animal story; use past time expressions**

**7A** Tell Ss that they are going to write a story about an animal rescue. Before the task, check understanding of *zoo* (= a place, usually in a city, where animals live and people can visit them) and *cage* (= the place where animals live in a zoo so they can't get out). When checking the answer to the task, elicit what animal they think the story is about, but don't give the answer yet.

### ANSWERS:

Firefighters catch runaway monkey

**B** You might like to point out that the headline gives them the information that firefighters catch the monkey in the end but that they should think of ideas about what happened before this. Monitor as Ss discuss their ideas and note any particularly interesting ones. Ask those pairs to share them with the class.

**EXTRA SUPPORT** Display these questions on the board to help Ss think of ideas:

- *Where did the monkey go?*
- *What did it do?*
- *How did people feel?*
- *Did people try to catch the monkey?*
- *What happened at the end?*

**C** Refer Ss to the Writing Bank on page 89.

▶ page 89 **WRITING BANK**

**1A** Put Ss in pairs after they have read the story to compare it with their own ideas. Note the following prompts on the board to help them: *In our story, ... but in the real story, ...*. Elicit some ideas from the class.

**B** Explain that the words and phrases in bold are past time expressions that help the listener to understand the order in which the actions happened. Elicit or explain the use of the past time expressions in the box, i.e. *later* comes before an action that happens at a point further away in time; *next* describes the action that happens immediately after the one being described; *just then* describes an action that happens almost at the same time as another action. Give Ss time to do the task alone before they check their ideas with a partner.

### ANSWERS:

**1** just then   **2** later   **3** Next   **4** Later

**2A** This task gives Ss controlled practice in using the past time expressions. Put Ss in pairs to check their answers after they complete the task. Ask Ss to explain their answers when checking them with the class.

#### ANSWERS:

1 just then    2 Later    3 Next

**B** This task gives Ss freer practice in using the past time expressions. Monitor as Ss complete the sentences and provide them with individual feedback. Ask one or two Ss to share an idea for each sentence in class feedback.

**EXTRA SUPPORT** Put Ss in pairs to do the task.

**EXTRA CHALLENGE** Ask fast finishers to write a sentence of their own using one of the past time expressions in Ex 1B. Ask some Ss to read their sentences out to the class for Ss to peer-check it.

**3A** Go through the suggestions as a class and give Ss time to decide which idea to write about. Ss can write a true story, an imaginary one or one from a book or film.

**B** Monitor as Ss make notes, helping with vocabulary and ideas where necessary. Set a time limit so that they know how much time they have to write, e.g. five minutes.

**C** Ss could write their story in the lesson or out of class, either handwriting their story or typing it digitally. Specify which you would prefer them to do or give them the choice. If Ss write their story in class, monitor and provide feedback and advice on ways to improve it.

**D** Put Ss in pairs or groups and ask them to swap and read each other's stories. Provide your own feedback on the stories, either as a class or individually, focusing on the use of past tenses and past time expressions in particular.

**EXTRA IDEA : DIGITAL** Ask Ss to take a photo of their handwritten stories or upload their typed stories and share them via a digital platform. They can then read each other's and vote on the best story.

## TO FINISH

On the board display these prompts:

- *When we want to talk about ... we use the past simple.*
- *When we want to talk about ... we use the past continuous.*

Ss work in pairs to complete the prompts. Elicit some ideas from the class in feedback and discuss ways in which Ss can further practise these tenses.

# 2B Oops!

**GRAMMAR** | definite article: *the*

**VOCABULARY** | air travel; at the airport

**PRONUNCIATION** | strong and weak forms: *the*

## LESSON OVERVIEW

In this lesson, Ss talk about travel and transport. The lesson starts with Ss reading a blog post about mistakes a traveller made. From this, Ss learn and practise using vocabulary related to air travel and being at the airport. Ss then read an article about travel mistakes. This leads into the grammar where they practise using the definite article *the* with a focus on its weak and strong form in pronunciation. The lesson ends with a speaking activity where Ss tell a story about a recent problem in a transport or travel situation.

## Online Teaching

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

- **Ex 1D:** Ask Ss to share their screens in breakout rooms to show their partner some of their digital vocabulary notes or a photo of their handwritten notes before they do the task. Each Ss explains what information they usually note down to help them learn strategies from each other. Ss then do the task.
- **Ex 3B:** Give each 'lesson' in the first part of the article a number and allocate a different number to each student. Ask Ss to share their ideas as to what the mistake for their number/lesson could be via the chat box in the feedback stage, including the number so you know which lesson they are referring to.
- **Exs 6A and 6D:** When modelling the strong and weak form of *the*, focus Ss' attention on your mouth position, and their own, using the webcam. Ask Ss to use their camera to see how their own mouth moves and to help them get the right sound.

## Additional Materials

### For Teachers:

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

### For Students:

Online Practice 2B  
Workbook 2B

## TO START

Tell Ss that they're going to read about things that go wrong when people travel. Ask Ss to think of as many things that can go wrong when you travel by plane, bus, train or car as possible. Do this as a class or put Ss in small groups and then elicit ideas. When they have finished, ask Ss to open their books at page 20. Ask them to look at the photo and say how the woman is feeling and possible reasons why, e.g. annoyed; she left her backpack on the train when she got off; she missed her flight.

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

## VOCABULARY

### air travel

**1A** If Ss are unlikely to travel by one of these forms of transport, e.g. train, swap it for something more likely, e.g. metro/subway or tram. After Ss do the task, do a quick class survey to find out which form of transport is the most popular and elicit reasons.

**B** If possible, show a photo of the pyramids in Egypt and elicit what and where they are. Ask Ss where people can book holidays to pre-teach *travel agent's*. After Ss have read the blog post, put them in pairs to check their answers.

#### ANSWERS:

He didn't ask about a shorter flight.  
He gave the wrong date when booking the hotel room.

**C** Focus Ss' attention on the words and phrases in bold in the blog post. Give Ss time to try to work out the meaning of each item, then put them in pairs to share their ideas. Elicit ideas from the class, then ask Ss to choose the correct words and phrases to complete the sentences to show their understanding and see the items in a slightly different context. When checking answers, drill the pronunciation of any words you feel are challenging, e.g. *delay* /dɪ'leɪ/.

#### ANSWERS:

- 1 takes off, gets in
- 2 flight
- 3 delay
- 4 flies out, change
- 5 due to arrive
- 6 make
- 7 arrival time, landed

**EXTRA: ALTERNATIVE IDEA** Give Ss a list of definitions of the words and phrases in bold and ask them to match them with the items in the blog post. Check answers and clarify any meanings before Ss do the task.

**EXTRA SUPPORT: DYSLEXIA** Encourage dyslexic learners to use two L-shaped pieces of card to cover the majority of the text and show only the part they need to refer to, in this case, a word or phrase in bold. This will help them to focus on the target language. Either provide the cards yourself or show Ss how to cut out their own.

## FUTURE SKILLS | Self-management



**D** Give Ss time to record the vocabulary from Ex 1B in their notebooks, then put them in pairs to explain what they noted down and why. Ask the class if anyone noted down any other words that go with the phrases (and if so, what they are) to find out if anyone already included useful prepositions. After Ss have completed the task, give them time to add prepositions to their notes if necessary.

#### ANSWERS:

get in at  
make a reservation for  
fly out from  
change in  
land in (a place) / at (a time)

**2A** Check Ss understand that *make a reservation for* is a more formal way to say *book* and that *get in* in this context means to arrive (for planes, trains, buses) and comes after the noun e.g. *The bus gets in at five* (in contrast to *get in a car or a taxi*). Give Ss time to note this information in their vocabulary notes at the end of the task.

#### ANSWERS:

made (make) a reservation, delay, got (get) in, change, due to arrive, arrival time

**B** Allow Ss some time to prepare their anecdotes, then put them in pairs and monitor the task. When they have finished, provide feedback on their use of the vocabulary in Ex 1B. Give examples of good and incorrect use the language and elicit corrections for the incorrect examples.

- C** This task encourages Ss to brainstorm vocabulary related to airports before they complete the Vocabulary Bank activities. Set a time limit for this, e.g. two minutes. Don't check answers yet.

**EXTRA: ALTERNATIVE IDEA** Make this a competition. Put Ss in teams and give them a three-minute time limit to think of as many places as possible. Teams then check their answers in Ex 2D or, alternatively, you can check them as a class. The team with the most places wins.

- D** Refer Ss to the Vocabulary Bank on page 130.

**VB** ▶ page 130 **VOCABULARY BANK** at the airport

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

- 1 A** Ask Ss to check any items they are unsure of with a partner, then check answers with the class or move straight to Ex 1B and play the recording. You could ask Ss what happens at some of the places to check understanding e.g. *security* – you put your bags, laptop, etc., through a machine which looks inside them to check you have nothing bad in there.

**ANSWERS:**

1 G   2 F   3 D   4 C   5 J  
6 A   7 E   8 I   9 H   10 B

**EXTRA CHALLENGE** Stronger classes or learners can cover the phrases and identify the places from the photos, then uncover the items to check their answers.

- B**  **VB2.02** | This task can be used for Ss to check answers, to notice the pronunciation of the phrases, or both. For the latter, pause the recording between items so that Ss can repeat each phrase.

 **AUDIOSCRIPT VB2.02**

- A** go to the arrivals hall  
**B** show your boarding pass  
**C** go through passport control  
**D** go through customs  
**E** go to the baggage reclaim  
**F** get off the plane  
**G** board or get on the plane  
**H** go to the departure lounge  
**I** go to the check-in desk  
**J** go through security

- C** Use the example to explain the task. Tell Ss that they need to include one item twice. Encourage them to use the linkers *then, next, later, after that*, etc. when putting the phrases in order to reinforce the language from the writing task in Lesson 2A. In feedback, ask one pair to share their answer with the class. The other pairs listen and peer check.

**POSSIBLE ANSWER:**

go to the check-in desk  
show your boarding pass  
go through passport control  
go through security  
go to the departure lounge  
board / get on the plane  
get off the plane  
go through passport control  
go through customs  
go to the baggage reclaim  
go to the arrivals hall.

**READING**

**EXTRA SUPPORT: DYSLEXIA** There are recordings of the reading texts available to help dyslexic learners.

- 3 A** Use the examples to clarify the task. You could also tell Ss a mistake you've made when you travel as a further example, e.g. *I once left my suitcase on the train*. Put Ss in pairs to discuss their ideas. Ask Ss to share any particularly interesting or funny examples with the class.

- B** Check understanding of *mobile phone package* (= what you get for the money you pay for your phone each month, e.g. data, messages, free calls) and *foreign* (= not from your country). Give Ss time to read the first part of the article, then elicit the mistake Ss think is connected to the first 'lesson', i.e. *Check the weather before you leave*. Give an example to help them understand the task, e.g. *Someone went on a boat trip. It was really windy and they felt sick*. If time is short, put Ss in pairs and give each pair one or two 'lessons' to discuss. Elicit ideas as a class.

- C** This is a jigsaw reading task where Ss work in pairs, each reading a different text and then sharing the information with their partner. It practises reading, speaking and listening skills. Put Ss in A/B pairs and explain that they will each read different stories about the mistakes which taught the writer the lessons in Ex 3B. Refer them to the relevant pages.

- 1 Make it clear that the headings Ss are matching to stories 1–4 come from the ‘lessons’ in the first part of the article on page 21. Point out the definition of *free roaming* at the bottom of Student A’s text. Ss could work with a partner with the same set of stories to check their answers to this task. Check answers separately with each group or pair, or supply them for Ss to check themselves.

**ANSWERS:**

Student A: 1 d 2 b 3 e 4 g  
 Student B: 1 a 2 c 3 f 4 h

**EXTRA SUPPORT: DYSLEXIA** If possible, put Ss in pairs and allocate them Student A/B roles before the class. Share the relevant audio file with learners with dyslexia. As Ss will work on their own for part 1, they can then listen to the text while they read if they prefer.

- 2 Explain the task and ask what kinds of word Ss need to write down (ones that will help them to remember the main points of each story). Elicit ideas for each group’s first story (e.g. Student A – *taxi, twenty minutes, 200 euros, late, tired, paid*; Student B – *desert, clothes, hot temperatures, first night, three degrees*). Monitor as Ss make notes, checking they are on task.

**EXTRA SUPPORT** Ss can take turns to practise retelling the stories with a partner from the same group, checking their explanations are clear, before they work with their partner from the other group.

- 3 Put Ss in their A/B pairs. Tell them to listen carefully to each other’s stories because they’re going to answer some questions about them. Monitor as Ss tell their stories, then provide feedback on their clarity of storytelling and use of any of the vocabulary from Ex 1B.
- 4 Ss can stay in the same pairs as for Ex 3C for this task. Ask them to discuss the questions, then elicit answers in class feedback. Ask Ss to give reasons for question 3.

**GRAMMAR**

**definite article: *the***

- 5A Focus Ss’ attention on the words in bold and elicit their part of speech (they are all nouns). Give Ss time to tick the sentences with a definite article before these nouns, then check answers as a class. Put Ss in pairs to discuss the reason some nouns have a definite article before them. Monitor and listen to Ss’ ideas to assess their current understanding. Either elicit ideas from the class and check them using the guidelines below or move straight onto Ex 5B, which deals with grammar rules regarding the use of *the*.

**ANSWERS:**

sentences 2, 5, 7 and 8  
 the Alps (sentence 2) and the Sahara Desert (sentence 5) – some geographical locations (like mountain ranges and deserts) take a definite article  
 the film (sentence 7) and the money belt (sentence 8) – the person is mentioning something for the second time

- B Ss use their ideas from Ex 5A to complete this task. Check the meaning of *geographical* (= relating to a place or area e.g. the Sahara Desert) and revise the terms *plural and uncountable* if necessary. You could refer Ss to the Grammar Bank notes on page 101 to check their answers. In feedback, make sure Ss understand that we use *the* to talk about something specific that the listener and speaker both understand and no article when talking generally about something.

**ANSWERS:**

a sentences 7 and 8  
 b sentences 2 and 5  
 c sentences 1 and 4  
 d sentences 3 and 6

- C The Grammar Bank on page 101 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

**▶ page 101 GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone.

- 1 This exercise focuses on selecting nouns with or without the definite article. Ss complete the activity alone, using the Grammar Bank notes to help them. Put Ss in pairs to check their answers. In class feedback, ask Ss to explain their answers.

**ANSWERS:**

1 people	6 the airport
2 the window	7 the evening
3 rice	8 chocolate
4 The picture	9 the students
5 the twenty-fifth	10 page

- 2 This exercise is similar to Ex 1, but Ss have to write in the answers. Point out that *no article* should be marked with a dash (–). Put Ss in pairs to check answers when they have finished. Ask Ss to explain their answers when checking as a class.

**ANSWERS:**

1 the	2 –	3 the	4 –	5 the	6 –
7 the	8 –	9 –	10 the	11 –	12 the

- 3** This exercise requires Ss to identify nouns in a text which need the definite article. Ask Ss to identify the first noun (*year*) and ask if it needs *the* before it (no) and why/why not (*last* comes before it so we know which year it is). Ss do the task individually, then check answers in pairs, referring to the Grammar Bank notes. Display the text when checking answers as a class, marking the answers clearly for Ss to see.

**ANSWER:**

This happened last year. We were staying in a hotel in York in **the** UK. **The** hotel was near **the** River Ouse. We arrived late in **the** evening and went to our room. We brushed our teeth and went to sleep. Five hours later at four o'clock in **the** morning, we woke up. There was a very loud noise. A woman was singing. **The** noise was coming from a radio alarm clock in **the** room. I turned off **the** radio, but we didn't sleep after that.

**EXTRA: ALTERNATIVE IDEA** Turn the text into a closed book 'dictogloss' activity. Read the text once while Ss listen to you. They do not write anything. When you have finished, give them two minutes to note down words and phrases they remember and share them with a partner. Read the text again. Ss listen a second time, then add to their words and phrases from the first listening. Ss then work in pairs to reconstruct the text. It doesn't need to be exactly the same as what you have said, but it should be similar. After this, give pairs a copy of the completed text to compare with their copies, focusing on their use of the definite article.

**PRONUNCIATION****strong and weak forms: *the***

- 6A** As Ss are likely to have come across this pronunciation before, they are asked to identify the target pronunciation before they listen. Model the strong and weak forms of *the* before Ss do the task. If necessary, highlight how the mouth is relaxed for the weak form, but the lips are a little spread for the strong form and point out that the tongue should come between the front teeth for both. Encourage them to say the sentences out loud to help them do the task. Elicit answers, but don't confirm them yet.

- B**  **2.03** | When playing the recording, pause after each sentence to check the answer.

**ANSWER:**

examples of weak *the*: 2 the photo, 3 the Sahara, 4 the film, the clock, 5 the money belt  
examples of strong *the*: 1 the Alps, 4 the end

- C** As a class, ask Ss to identify the sounds that follow the definite article in the sentences in Ex 6A. Point out that it's the sound, not the spelling, they're focusing on. Elicit examples from Ex 6A when checking answers.

**ANSWERS:**

**1** consonant                      **2** vowel

- D** Put Ss in pairs and ask them to take turns to say the sentences in Ex 6A. They could record themselves and listen back, if possible, to self-assess their pronunciation. Otherwise, they can rely on their partner's feedback. Monitor and help Ss pronounce the sentences correctly if necessary.

**EXTRA SUPPORT: DYSLEXIA** To avoid dyslexic learners having to read out the sentences in Ex 6D, do the activity orally. Put Ss in A/B pairs, then play the recording, pausing it after the first sentence. Ask Student As to repeat it to Student Bs, who listen and check. Repeat with the second sentence, Ss swapping roles so Student B repeats and Student A checks the pronunciation. Continue alternating this until the end.

- 7** Put Ss in A/B pairs. Refer Ss to the relevant pages.

- 1** Give Ss time to identify which form of *the* the nouns need in front of them. Ss could check their answers for this part of the task with someone in the same group as them. Demonstrate the task with a confident Student B. Say *apple*, then ask them to repeat it with the correct form of *the*. Ss continue the activity in their pairs. Monitor as they do the activity, checking they are on task. Provide feedback to Student Bs on their pronunciation of *the*, as this may help Student As in their part of the task.

**ANSWER:****Student A:**

strong *the*: apple, armchair, oil, underground  
weak *the*: forest, hotel, shelf, socks

**Student B:**

strong *the*: app, eggs, hour, ocean  
weak *the*: boat, desk, jeans, lake

- 2** Repeat the demonstration you did in part 1 with a confident Student A and the word *eggs*. Monitor as Ss swap roles, providing feedback to Student As on their pronunciation of *the*.

**EXTRA CHALLENGE** Help Ss identify other features of connected speech, for example, that after the strong *the*, we usually add a linked /j/ (e.g. *you*, *young*) sound before a vowel. Practise with some common nouns, e.g. *the answer*, *the artist*, *the end*, *the idea*, *the orange*. There is more about linked /j/ sounds in Unit 7A.

## SPEAKING

**8A** Read the instructions and questions with the class, then ask them to make their notes. If they can't think of a problem, give them one of the following suggestions to base their stories around: you miss your flight; your baggage gets lost; your baggage is too heavy to get on the flight; you lose your passport, etc. Ss could also use an idea from the To start activity. Suggest that they note down their answers to the questions using one or two words or phrases only to help them remember their story.

**B** Monitor as Ss tell their stories and provide feedback where appropriate. At this stage, you may want to focus on Ss' storytelling skills rather than their language use, e.g. their fluency, ability to explain clearly, their use of intonation to sound interesting.

**EXTRA: ALTERNATIVE IDEA** You could do this activity, Ex 8C and Ex 9B as a 3-2-1 activity. Ss tell their story in three minutes in this exercise, in Ex 8C, they tell it in two minutes and in Ex 9B, they tell it in one minute. The idea is that Ss are able to tell the story more fluently each time.

**C** Put Ss in new pairs. Encourage them to tell their stories without their notes this time, although weaker learners may prefer to use them. Again, monitor and when Ss have completed the task, provide feedback to the class. This time, you may want to focus on the Ss' use of articles in their story. Provide examples of good use and elicit corrections for incorrect use.

**EXTRA IDEA: DIGITAL** Ss can record themselves telling their story, then listen back to their use of the definite article to identify good and incorrect examples of its use. Encourage them to listen and note down the nouns they use, pausing the recording to think about whether the nouns need *the* or not. Ss can correct any incorrect usage in Ex 9A.

**9A** If you do not use the extra idea above, ask Ss to tell the stories again in their heads silently, note down some of the nouns they used when telling their stories and think about whether or not they need a definite article. Monitor and answer any questions Ss have at this stage.

**B** Put Ss in pairs with another new partner. Monitor and listen to their use of the definite article, providing them with feedback on progress in the use of this grammar point, as well as things to consider or note for future use.

**EXTRA IDEA** Ask Ss to write their story from the speaking section, then share it with you or the class either on paper or using a digital tool, e.g. a forum or online noticeboard. Ss should focus on their use of articles. Provide feedback on this.

## TO FINISH

Put Ss in groups. Ask Ss to tell their group which of the three stories they heard was the funniest and/or most interesting and why. Write these prompts on the board to help them:

- *I thought [name]'s story was the funniest because ...*
- *I thought [name]'s story was the most interesting because ...*

# 2C How can I help?

HOW TO ... | make and accept offers

VOCABULARY | actions

PRONUNCIATION | intonation in offers

## LESSON OVERVIEW

In this lesson, Ss learn and practise how to make and accept offers. The lesson starts by introducing verbs for actions and collocations with them. Ss then listen to three conversations where people make and accept offers and from this learn useful phrases for making and accepting offers. There is also a focus on intonation in offers. The lesson ends with a speaking activity where Ss make and accept offers.

## Online Teaching

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

- **Ex 2A:** Use an online tool to create an interactive matching task. Share the link with Ss via the chat box so they can complete it and you can see all their answers. Ss could also take a screenshot of their answers and then use that to make notes after the lesson.
- **Ex 6:** Put Ss in breakout rooms to do their roleplays. Ask them to repeat one of the roleplays, swapping roles, if they finish early.

## Additional Materials

### For Teachers:

Presentation Tool Lesson 2C  
Photocopiable Activity 2C  
Grammar Bank 2C  
Mediation Bank 2C

### For Students:

Online Practice 2C  
Workbook 2C

## TO START

Ask Ss to tell a partner when they last helped someone. They should say when it was, who they helped and what they did. Model the task, e.g. 'I helped my neighbour yesterday. She couldn't find her car keys, so I helped her look for them.'

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

## VOCABULARY

### actions

- 1 A** Encourage Ss to think about how they help people they know and people they don't, e.g. in shops, at the bus station, etc. Put Ss in pairs to do the task. In feedback, find out what kinds of thing the class do to help others.
- B** To answer the questions, Ss need to understand the verbs in bold (*cancel*, *carry* and *hold* may be new). Pre-teach or check understanding of them in feedback, before asking a few Ss to share something they learnt about their partner. Note that the focus in Ex 2A is collocations with the verbs in bold so pre-teaching them will help Ss with that task.
- 2 A** Focus Ss' attention on the words in bold in Ex 1B and explain that they're going to look at phrases which collocate with the actions. Use the example to explain the task. When checking answers, check Ss understand the meaning of *tray* (something you carry things like cups or plates on) and *take a break* (stop doing something for a rest). Point out that we can also use *get with some flowers and me a coffee*, to mean *bring or buy*, and that we can also use *have with a break and a shower*.

### ANSWERS:

2 hold	3 bring	4 make
5 carry	6 take	7 answer

**EXTRA CHALLENGE** Drill the collocations, highlighting features of connected speech, i.e. consonant to vowel linking (where two words sound like one) and the weak forms of *a/an* (i.e. *cancel a party*, *make an appointment*, *carry a tray*, *take a break*).

- B** Check understanding of *gift* (something you give someone for their birthday, to say thank you, etc.) and *make a note* (write something down). Give Ss time to do the task alone, then check their ideas with a partner. Encourage Ss to record the answers clearly in their notebooks. Suggest they use the indefinite article (*a/an*), as in the example.

**EXTRA SUPPORT: DYSLEXIA** Provide a vertical list of the verb + noun phrases for the task (e.g. *cancel a party*, *answer an email*) so Ss aren't distracted by the other words in the text.

**ANSWERS:**

- b** a bag                      **c** a gift                      **d** a note  
**e** a suitcase                **f** a look                    **g** an email

**C** Use the examples to explain the task, then elicit another to check Ss' understanding, e.g. *How often do you bring a gift when you visit someone?* Monitor as Ss do the task, noting down good and incorrect examples of use of the collocations. Put these on the board in feedback in a mixed-up order and ask Ss to identify and correct the incorrect ones.

**EXTRA CHALLENGE** Ask Ss to cover their answers to Exs 2A and 2B when they do this activity.

## How to ... make and accept offers

**3A** Focus Ss' attention on the photos, then put Ss in pairs to discuss the questions. When they have finished, elicit a few ideas from the class and use the photos to check Ss remember the meaning of *give a presentation*. Don't confirm their ideas yet.

**B**  **2.04** | After playing the recording, put Ss in pairs to discuss whether their ideas were similar or different to the conversations. Ask the class to tell you what the problem in each situation was and what happened to check their understanding.

### **AUDIOSCRIPT 2.04**

#### Conversation 1

**J = Josie T = Tim S = Sarah**

- J: I'll answer that.  
T: It's OK, thanks. It's Sarah. Hello ... Sarah?  
S: Hi, Tim.  
T: Is everything OK?  
S: Not really. I'm not feeling well. Actually I feel terrible. I need to stay in bed today. But I have to give that presentation at two o'clock.  
T: Do you want me to do it? I can. I have it on my laptop.  
S: Can you? That's really good of you.  
T: No problem. Just email and tell the people there that there's a change of plan and that I'll be in their offices at ... er ... 1.45.  
S: Thank you so much!  
T: No problem. Stay at home and rest! Goodbye. ... Did you hear that?  
J: Yes, how can I help? Are you sure you have Sarah's presentation?  
T: Yes, she shared it with me yesterday, so it's in my email. Let me think. I have a meeting at twelve thirty.  
J: Shall I cancel that for you? You need to look at the presentation.

T: Thank you, that's a great help.

J: I'll answer that. Go!

T: See you later.

#### Conversation 2

**C = Café E = Erin**

- C: Hello, the City Coffee Café.  
E: Hello, I made a reservation for tomorrow lunchtime, but I need to cancel it. Can I change the booking to another day this week?  
C: And your name is ... ?  
E: My name is McAllister, Erin McAllister. And the booking is for 1.30.  
C: Half past one. Right, I've got it. When would you like to change it to?  
E: Can you do twelve o'clock, but not tomorrow, on Wednesday? Is that possible?  
C: Let me take a look for you. Is it still for three?  
E: Er no, it's for four.  
C: I can give you a table at 1.30, but we're fully booked at 12.  
E: That would be great.  
C: So that's Wednesday the fifth at 1.30 for four people. Is that all?  
E: Oh, one of my friends is allergic to eggs. She can't eat anything with eggs in it.  
C: Oh, right. I'll make a note in the book. You can discuss any allergies with your waiter when you come on Wednesday.  
E: Of course.

#### Conversation 3

**V = Vikram D = Dev**

- V: Hi Dev, what's up?  
D: Vikram, hi. I've got a bit of a problem.  
V: What is it? Are you OK?  
D: I'm fine. But I'm ... outside my flat. I can't get in.  
V: Do you have your keys?  
D: No, they're inside. I came out to check the post. And the wind blew the door shut.  
V: Ouch!  
D: And I only have 10 percent battery on my mobile ... and I don't have my charger ... it's in my flat.  
V: Do you want me to come over?  
D: Thank you, but I'm OK. (sounding more panicky) I just don't know what to do ...  
V: Calm down, Dev. I'll come over right now. I'll be there in fifteen minutes. You can charge your mobile in my car.  
D: That's kind of you. But how can we get into the flat?  
V: I can call somebody. The same thing happened to me last year. I used a really good lock company. They came fast and were very good.  
D: OK. See you soon. Thanks a lot.  
V: See you.

**ANSWERS:****Conversation 1**

- 1, 2 Sarah's in bed at home.
- 3 Sarah is unwell and can't give her presentation.
- 4 Tim offers to do it for her.

**Conversation 2**

- 1 He's in a café.
- 2 He's answering the phone / working.
- 3 Erin needs to reschedule a reservation. The café is fully booked at the new time Erin wants.
- 4 He offers another time and Erin takes it.

**Conversation 3**

- 1 Dev's outside his flat.
- 2 He's talking to someone on the phone.
- 3 He's locked himself out of his flat. The keys are inside, the door is locked and his mobile only has 10 percent battery.
- 4 Vikram offers to call someone who can help (a locksmith / a lock company) and to come over to Dev's. Dev can charge his mobile in Vikram's car.

**4A** Check understanding of *allergic to* (become ill when you eat or touch something). Give Ss time to do the task and then check answers in pairs. You can check answers as a class at this stage or move straight onto Ex 4B. If you check as a class, don't confirm answers yet.

**EXTRA SUPPORT** Give Ss a list of the missing words mixed up so that they can complete the gaps in the conversations from a list of choices. For weak classes or learners, provide two possible options for each gap for Ss to choose from.

**B**  **2.05** | You may want to pause the recording after each exchange so that Ss have time to write down their answers. Write the words on the board in feedback so Ss can check their answers.

**ANSWERS:**

- |                    |              |
|--------------------|--------------|
| 1 OK/okay          | 5 would      |
| 2 me to, of you    | 6 I'll       |
| 3 Shall I, a great | 7 but        |
| 4 Let me           | 8 be, of you |

**C** Use the example to explain the task and elicit one more answer to check Ss' understanding. Ss could do the task in pairs. Refer them to the Grammar Bank on page 102 to check their answers. When checking answers with the class, point out the use of contractions with *will* and the lack of *to* with *will ...*, *can ...*, *let me ...* and *shall I ...* structures.

**ANSWERS:**

- 1 I'll ... ; Do you want me to ...?; Shall I ...?; Let me ...; I can ...
- 2 That's really good of you.; Thank you, that's a great help.; That would be great.; That's kind of you.
- 3 It's OK/okay, thanks.; Thank you, but I'm OK.

**EXTRA SUPPORT: DYSLEXIA** Provide the answers in a vertical list for Ss to match with the uses.

**EXTRA IDEA** Tell Ss that you don't feel well and ask them to offer to help you using the phrases in the exercise. Elicit as many ideas as possible, e.g. *Let me get you a drink of water. Shall I call a doctor? Can I open a window?* Check Ss' accuracy and encourage self- and peer correction.

**B** The Grammar Bank on page 102 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 102 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone.

**1** This exercise focuses on form. Point out the example, then ask Ss to identify and correct the errors alone, then check their ideas using the Grammar Bank notes. Put Ss in pairs to check their answers before checking with the class. Display the exercise on the board if possible, so Ss can see where the correction should be clearly.

**ANSWERS:**

Only the sentences with corrections are shown.

- 2 A: Do ~~want you~~ **you want** me to show you around?
- 3 B: That **would** be great.
- 4 B: Thanks. ~~That~~ **That's / That is** good of you.
- 5 A: Can ~~introduce~~ **I introduce** you to everyone here?
- 6 A: ~~I shall~~ **Shall I** switch off the lights?
- 7 A: Let **me** do that for you.
- 8 B: Thanks. That's kind ~~for~~ **of** you.

**EXTRA SUPPORT** Point out where each error is, e.g. by marking it in the exercise, so Ss only have to correct it.

- GB 2** This exercise focuses on the form of the phrases. Ask Ss to read each conversation quickly and tell you what the problem and offer is for each one (1 A is worried about cat while they are away; B offers to feed her. 2 B (Kanye) feels unwell; A offers to buy him some fruit). Ask Ss to read the first line and ask them if there's a word missing (no). Ask Ss to read the second line and ask the same question (yes). Elicit the missing word (*to*). Ask Ss to do the rest on their own, then put them in pairs to check answers. Check answers as a class, displaying the conversations and marking where the missing words go.

**ANSWERS:**

Only the lines with mistakes are shown.

- 1** A: That's really kind **of** you. Yes, please.  
 B: And what about your plants? Shall **I** water them for you?  
 A: That would **be** great. Thank you so much!
- 2** A: I'm at the supermarket. **Can** I get you anything?  
 A: I'll buy you some grapes and oranges. Does that sound OK?  
 B: That's **'s** really good of you.  
 A: No problem. I'll bring them over at about eleven.

**EXTRA SUPPORT** Point out where each missing word is, e.g. by marking it in the exercise, so Ss only have to choose which word to add.

- 3** This exercise focuses on form and meaning. Elicit the first sentence to check Ss understand the task and explain that more than one answer might be possible in some cases (i.e. for the first and last sentences). Display the completed conversations on the board in feedback if possible for Ss to check their answers against.

**ANSWERS:****Conversation 1**

- B: I'm free on Saturday. I'll come over. / I can come over.  
 A: That's really kind of you.  
 B: No problem. Shall I come to your flat at 7.30?  
 A: That would be great.

**Conversation 2**

- A: There's a problem with my laptop.  
 B: Do you want me to take a look?  
 A: Yes, please. That's good of you.  
 B: I'll be with you in ten minutes.  
 A: See you soon.

**Conversation 3**

- A: You've got a lot of books. Let me carry some of them.  
 B: It's OK, thanks.  
 A: Well, I'll hold the door open for you. / Well, I can hold the door open for you.  
 B: Thanks.

**EXTRA IDEA** Put Ss in stronger classes in pairs and ask them to act out the conversations from the prompts. Put Ss in weaker classes in pairs and ask them to act out the conversations using the completed versions.

**PRONUNCIATION****intonation in offers**

- 5A**  **2.06** | Check understanding of *polite* (= in a respectful or kind way). Explain that when we make an offer we want to sound polite. Play the recording, stopping after the first pair of offers to elicit the answer and check Ss understand the task, then play the rest of the recording so Ss can complete the task. You could play it a second time, pausing after each pair to elicit and check the answers.

**ANSWERS:**

- 1** B   **2** A   **3** A   **4** B

**AUDIOSCRIPT 2.06 AND 2.07**

- 1** Do you want me to do it?  
**2** I can cancel that.  
**3** I'll take a look for you.  
**4** Shall I call you back?

**B** Ask Ss to read the rule and choose the correct word to complete it. You could play the recording again for Ss to check their answer.

**ANSWER:**

high

**C**  **2.07** | Pause the recording after each offer so that Ss have time to repeat it. Get them to do this chorally and then nominate a few Ss to repeat each one individually. You could nominate one first, then get that student to nominate the next one, etc. Help Ss get the right intonation if necessary by modelling it again and asking Ss to copy you.

**D**  **2.08** | Pause the recording after each situation and give pairs time to think of two ways to make an offer as a response. Encourage them to use a different phrase each time, especially stronger learners. Monitor, helping where necessary. Elicit a few ideas from around the class in feedback, eliciting corrections if needed. Repeat for each situation.

### **AUDIOSCRIPT 2.08**

- 1 I can't carry this.
- 2 Oh no, the cakes are on the floor!
- 3 Dinner in twenty minutes! Oh no, we don't have eggs.
- 4 I have so much work, no time to make a coffee ... but I would love one.
- 5 You can come for dinner? Great. I have everything except dessert.
- 6 I can't read these instructions. I don't have my glasses here.
- 7 No, I can't speak to him. I feel too stressed.

### **POSSIBLE ANSWERS:**

- 1 I can carry it for you. / Let me carry it for you.
- 2 I'll help. / I can pick them up.
- 3 Do you want me to get/buy some eggs? / Shall I get some eggs?
- 4 I'll make you a coffee. / Shall I make you a coffee?
- 5 I can bring a dessert. / I'll bring a dessert.
- 6 Do you want me to read them? / Let me read them.
- 7 I can speak to him. / Do you want me to speak to him?

**EXTRA SUPPORT** Write two prompts on the board for Ss to complete for each situation. Use different ones each time so Ss gain practice in completing several phrases from the lesson.

**EXTRA IDEA** Make offers to various Ss in the class and ask them to either accept or reject you using phrases from the Grammar Bank notes, e.g. *Ahmed, are you tired? Can I get you a cup of coffee?; Marisol, are you hungry? Let me get you a sandwich.*

## **SPEAKING**

**6** Put Ss in A/B pairs and explain that they're going to roleplay two situations where they make and accept or reject offers. Refer Ss to the relevant pages and ask them to read Situations 1 and 2. They could prepare with someone from the same group as them. Ask questions to check they understand their role and what they need to do, then monitor, helping them with ideas and useful language for making and accepting offers if necessary.

When they are ready, ask Ss to roleplay Situation 1. Monitor and assess Ss' use of language to make, accept and reject offers, along with their use of polite intonation. Provide feedback to Ss on this to help them recognise what to repeat and what to do differently in Situation 2. Monitor as Ss roleplay the second situation. When they have finished, ask Ss to tell their partner how well they think they made and accepted or rejected offers in the roleplays (i.e. very well, quite well, not very well, etc.) and why they think that. Monitor and listen to Ss' evaluations, then provide your own feedback.

**EXTRA: HOW TO ...** Ask Ss to each imagine a situation where they need help. Ss then stand up and mingle, telling each other about their problem and making offers of help. Model the task, e.g. 'I left my wallet at home and I can't pay for my bus home.' and elicit some offers, e.g. 'Do you want me to lend you some money?'

### **TO FINISH**

Ask Ss when they might use the phrases for making and accepting offers outside the classroom, e.g. in a meeting, when helping a tourist, when travelling, when playing games online. Ask them to give examples of these phrases, e.g. in a meeting: *Do you want me to call Mr Smith?; When playing a game online: I'll go and find the wood. You get the stone.*

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

 page 153 **MEDIATION BANK**

**MEDIATION BANK TEACHER'S NOTES**  page 222

# 2D **BBC** Entertainment

## Difficult situations

**GRAMMAR** | *all, some, both, none of them*

**SPEAKING** | do a survey

**WRITING** | write a class report

### LESSON OVERVIEW

In this lesson, Ss watch a video clip from the BBC programme *Us*, a drama about a family who go on a trip around Europe. They begin by discussing their own experiences of travelling. They then read some information about the programme and watch a clip in which the father of the family is stressed. They complete a series viewing tasks and focus on and practise *all, some, both* and *none of them*. Finally, Ss do a survey about a stressful situation and then write a class report to present the results of the survey.

### Online Teaching

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

- **Exs 2A and 2B:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Exs 4B and 4C:** Put Ss in groups in breakout rooms for Ex 4C and ask them to take turns to ask and answer their questions. Make sure the Ss in each group have a different question. You might want to allocate these in Ex 4B.
- **Ex 7C:** Put Ss in pairs in breakout rooms and ask them to take turns to share their screen to show their work. Alternatively, Ss can share links to their work.

### Additional Materials

#### For Teachers:

Presentation Tool Lesson 2D  
 Online Digital Resources  
 Grammar Bank 2D  
 Videoscript 2D: BBC Entertainment

#### For Students:

Online Practice 2D  
 Workbook 2D

### TO START

Choose a popular tourist destination in the world (e.g. the Taj Mahal, the Eiffel Tower). Ask Ss to guess what it is by asking you *yes/no* questions, e.g. *Is it in America/Europe/Africa/Asia? Is it a building? Can people go into it?* If there is time, put Ss in pairs to take turns to choose and guess their own tourist destinations.

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

### PREVIEW

- 1 A** Put Ss in pairs to discuss the questions. Monitor, helping with vocabulary and listening for any interesting answers. Invite Ss to share these answers with the class.
- B** Check Ss understand the meaning of *to be in trouble* (= be in a situation with lots of problems). Explain that the programme is about a family in trouble and give Ss time to read the information and do the task. Check answers as a class, asking Ss to explain their answers and correct the false information.

### ANSWERS:

- 1 T
- 2 T
- 3 F (Only Connie wants to end the marriage.)
- 4 F (Albie doesn't want to be with the family. Douglas wants to be with the family. We don't know about Connie.)

### VIEW

- 2 A** ▶ Ask Ss to look at the photo and identify where Douglas is (a train station). Ask them what kinds of thing could go wrong at a train station and elicit ideas. Ask Ss to read the questions. Elicit ideas for question 1, especially if they don't speak Italian. Say the word *caldo* /'kældəʊ/ out loud for them to hear so they can hear how similar it is to the English word *cold* /kəʊld/. Play the recording. Ss answer the questions, then check their answers in pairs. Check answers with the class.

### ANSWERS:

- 1 He thinks it means cold.
- 2 Very stressed. He has missed his train and his bag is on the train.

- B** ▶ Give Ss time to read the phrases and predict the order (they could do this in pairs) and play the video again so they can check their ideas. Check understanding of the following phrases in feedback: *I've got to go* (= I have to leave); *It doesn't matter* (= it's not important); *Just like that* (= exactly as it is); *Keep the change* (= they can keep the money you should get back when you pay for something and give them more money than the price of it); *One of these* (= one of the cakes, sandwiches, etc., you are pointing at). Note that while you might prefer to check these before Ss watch the video, doing it afterwards gives them the opportunity to work out their meaning from context.

**ANSWERS:**

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

- C** Put Ss in pairs to discuss the question. Monitor and help Ss with vocabulary. Invite a few pairs to share their ideas with the class.

**EXTRA IDEA** Put Ss in pairs. Ask them to discuss what words they mix up in English and what words they mix up in their own language, or other languages.

**GRAMMAR*****all, some, both, none of them***

- 3A** Explain that the sentences in the activity are about the family in the TV programme. Give Ss time to read them and choose the correct alternatives, then put them in pairs to discuss their ideas. Check answers as a class.

**ANSWERS:**

- 1 they all, all of them
- 2 Two of them, Two people
- 3 they are both, both of them are

- B** The Grammar Bank on page 103 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 103 **GRAMMAR BANK**

Go through the notes with Ss or let them read the notes alone. Use the images to teach the meaning of *all/most/lots/some/none/both/two of them/us/you* if necessary.

- 1** This exercise focuses on meaning. Ask Ss to look at the signs and say what information is given (opening hours), then read question 1 and choose the correct alternative. Ss do the rest of the task individually. Put Ss in pairs to check answers. Check answers as a class and ask Ss to explain their choices.

**ANSWERS:**

- |        |        |       |
|--------|--------|-------|
| 1 Both | 2 One  | 3 Two |
| 4 all  | 5 Most | 6 one |
| 7 None | 8 Two  | 9 All |

- 2A** This exercise and the next focus on meaning and form. Do the first item together as a class to demonstrate the activity. You might want to ask Ss to complete both this and the next exercise before you check answers with the class.

**EXTRA SUPPORT** Elicit what Ss can see in the pictures before they do the task and assist with any unknown vocabulary.

**ANSWERS:**

- 1 All of them start
- 2 Two of them end
- 3 None of them are

- B** If you didn't ask Ss to complete this exercise at the same time as Ex 2A, ask them to complete it now, then check answers with the class.

**ANSWERS:**

- 1 All of them are
- 2 One of them uses
- 3 None of them are

**EXTRA IDEA** Find and display images of four objects, e.g. four different international dishes from one continent, four different digital devices or four random photos of completely different things. Ensure that the images also have some things in common e.g. they're all made of plastic. Ask Ss to work in pairs and make sentences about the items using *all, most, some, one, two, none of them*, etc. Monitor and listen to Ss' use of the target language. Elicit ideas from around the class in feedback.

**SPEAKING****do a survey**

**4A** Explain that the survey is about stressful situations and elicit some examples like the one in the video, e.g. lose your house keys, run out of battery on your phone. Ask Ss to read and answer the questions on their own, then put them in pairs to tell each other their answers and give more information. Demonstrate this first, e.g. 'I get really stressed when I'm late for an important meeting. I'm always late, so I get stressed a lot!' Monitor as pairs do the task, then invite Ss with interesting answers to share them with the class.

**EXTRA SUPPORT: DYSLEXIA** Turn this into a listening task. Display options a, b and c on the board and read out the first situation. Put Ss in pairs and give them time to give their answer and add a little more information. When they have finished, read out the next situation and repeat. Continue until all situations have been discussed.

**B** Tell Ss that they are going to ask each other about one of the situations in Ex 4A. Ask pairs to each choose a different situation in Ex 4A. Set a time limit, e.g. 90 seconds, so Ss choose quickly. Alternatively, to ensure each pair focuses on different questions, allocate two questions to each pair so they are distributed evenly around the class.

**C** Ask Ss to find a new partner and ask them how they feel in the situation they chose. Point out the question prompt, then ask Ss to move around the room, finding new partners and asking the same question. Tell Ss to make a note of other Ss' answers as they need this information for the writing task. If Ss can't move around the classroom, ask them to take turns to ask and answer questions in groups.

**EXTRA IDEA: DIGITAL** This task could be completed online using an instant messaging tool or an online noticeboard. Ask Ss to post their question. Ss then answer each other's questions, giving a short explanation. Ss use the answers as the basis of their report. The task could then be finished out of class, with the subsequent tasks completed in the next lesson.

**5A**  **2.09** | Tell Ss that they are going to listen to two students talking about surveys they did, then discuss their own results. Ask Ss to read the questions, then play the recording. Check answers as a class.

**AUDIOSCRIPTS 2.09**

- A: Which one did you ask about?  
 B: The one about food on your shirt.  
 A: That's number ... four.  
 B: Yeah.  
 A: How many people did you ask?  
 B: Five.  
 A: And what did they say?  
 B: Three of them said they get really stressed when that happens.  
 A: Really? I'm surprised. It's not a big problem for me.  
 B: No, it's not a problem for me either.  
 A: What did people say they usually do in that situation?  
 B: Most people said that they change the shirt. One person mentioned that she always has extra clothes in her desk at work.  
 A: That's not a bad idea.  
 B: I think it's a great idea. So which question did you ask?  
 A: I asked people about an argument with a friend or colleague.  
 B: Ah, that's an interesting one.  
 A: Yeah. I spoke to eight students and I answered the question myself.  
 B: And?  
 A: None of them said 'c': it's not a problem.  
 B: So all eight of them said it IS a problem.  
 A: All nine, including me. And out of nine people, six of us get really stressed.  
 B: Did they say anything else about it? For example, what do they do?  
 A: Well, that was interesting. Most people thought it was best to just wait.  
 B: And not talk to the person?  
 A: That's right. Just let time go by.  
 B: Let time go by. That's ... surprising. What did the rest of them say?  
 A: Three of them said they get stressed for a moment ... Actually me too, I'm one of the three ... but then we go and talk to the person.  
 B: It's the same for me.

**ANSWERS:**

- 1** questions 4 and 8.  
**2** question 4: Most people said they change their shirt.  
 question 8: Most people get really stressed. Most people think it's best to wait.

- B**  **2.09** | Give Ss time to read the Key phrases. Check understanding of *mentioned* (= said quickly without giving much information) and *the rest of them* (= everyone else), then play the recording again for Ss to do the task. Check answers as a class.

**ANSWERS:**

All the phrases are used, except 'Why did they say that?'.

- 6A** Refer Ss back to their notes from Ex 4C and give them plenty of time to prepare and choose some of the key phrases to use. Monitor, helping Ss with useful language and encouraging them to make notes (rather than write full sentences).
- B** Put Ss in pairs with their partner from Ex 4B to discuss the results of their survey. Explain that as Ss are going to write about their own and their partner's results in the writing task, they need to listen carefully and make notes on what their partner says. Monitor as Ss do the task, assessing their use of the target language and phrases from the Key phrases box. When they have finished, ask pairs to share one interesting thing they learnt with the class. Provide feedback on Ss' use of the target language.

**WRITING****write a class report**

- 7A** Explain that the text is a report of a survey about stressful situations. Give Ss time to read it and complete the task, then share their answers in pairs. Check answers with the class. Highlight the use of *Most of us* and *All of us* because the writer is including themselves in the results and the use of *they* instead of *he/she* (*One person mentioned that they ...*) when we are unsure of the person's gender or do not want to say it.
- B** Ask Ss to plan their own report by thinking about what information they will put in each paragraph. Ss could do this with their partner from Ex 6B. Ss then write their reports, either in class or for homework, on paper or using a digital tool.

**EXTRA SUPPORT** Ask Ss to look at the report and identify the number of paragraphs (three) and what information is in each section (paragraph 1 – an introduction to the topic of the survey; paragraph 2 – the results about one situation; paragraph 3 – the results about a second situation). Ask Ss to notice how the writer introduces each situation in paragraphs 2 and 3 (by asking a question). Ss could use the introduction provided in the model in Ex 7A to begin their own reports.

**EXTRA SUPPORT: DYSLEXIA** Use colour to help Ss with dyslexia see how paragraphs are constructed. Reproduce paragraphs 2 and 3 with the questions at the start in a different colour. You could also put the target language in a separate colour so Ss can identify it more easily. Alternatively, put the introduction in a separate colour to the subsequent paragraphs.

- C** Ss compare reports with their partner from Ex 6B, identifying their different approaches to the task. After they read, you could ask them to identify one thing they like about their partner's report and one thing they could change. This could be done in class or for homework.
- D** Ask Ss to display their reports around the classroom. Alternatively, they could share them in groups or digitally. Ss complete the task. In feedback, ask the class if their answers were often similar or different and elicit some examples. Collect the reports in or view them online. Provide Ss with individual feedback if possible, focusing on their use of *none/most/many of them*, etc.

**EXTRA: ALTERNATIVE IDEA** Put Ss with a different partner from their partner from Ex 6B, so they read a report with different results.

**TO FINISH**

Put Ss in groups. Ask them to discuss their plans for the rest of the day. When they have finished, ask each group to present their answers to the class using *None of us*, *Most of us*, *Some of us*, etc. For example, *None of us have plans for tonight. Some of us will cook. Two of us will go to bed early. All of us will have dinner.* Alternatively, each group could make two or three sentences and the other groups could check their use of the target language.

## 2 REVIEW

### LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3A, 4A, 5A and 6A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

### Online Teaching

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

- **Ex 1A:** Consider using an online activity tool which allows you to create gap-fill tasks for your class. You can then analyse all Ss' answers and provide better feedback as a result.
- **Ex 2B:** Create an online survey using an online platform that allows Ss to select their answers. You can then quickly see the most popular ideas.
- **Ex 5B:** Do this as a class activity. Ask Ss to give their reasons in turn, while the other Ss listen and share their guesses via the chat box.

### Additional Materials

#### For Teachers:

Unit Test in Tests Package

### TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 2 (Grammar: past simple and continuous, definite article: *the, all, some, both, none of them*; Vocabulary: animals, air travel, at the airport, actions; How to ... make and accept offers). Ask them to look at the unit lesson objectives to check their ideas.

## GRAMMAR

### past simple and continuous

- 1 A** Check understanding of *ring* (= jewellery you put on your finger), *romantic* (= showing strong feelings of love) and *ceiling* (= the part of a room above the walls). Remind Ss that the verbs should be in either the past simple or past continuous. Ask Ss to do the task alone, then put them in pairs to check their answers. In feedback, elicit why Ss chose each verb form.

#### ANSWERS:

- |               |                |
|---------------|----------------|
| 1 was having  | 6 didn't see   |
| 2 was holding | 7 were looking |
| 3 put         | 8 wanted       |
| 4 saw         | 9 was watching |
| 5 was hanging | 10 looked      |

**EXTRA CHALLENGE** For stronger classes or Ss, delete the verbs in brackets and instead put them in a box for Ss to choose from. You could do this on paper by blanking out the words in brackets or using a digital tool that allows you to create gap-fill exercises.

- B** Tell Ss that they only need to write between one and three sentences to complete the story and give them a time limit for this. Monitor as they write, providing individual feedback. Ask a few pairs to read out their ending. Give class feedback.

### definite article: *the*

- 2 A** Check Ss understand the meaning of *thumb* by showing yours. If you think Ss will spot that the information is not correct in two sentences (see Ex 2B), warn them before they do the task so they ignore this. Ask Ss to explain their answers in feedback.

#### ANSWERS:

- |          |                  |       |
|----------|------------------|-------|
| 1 –      | 2 the, the       | 3 –   |
| 4 –, the | 5 –, –, the, the | 6 the |

- B** Clarify that it is the information that's not correct in two of the sentences, not the language. In feedback, say the number of each sentence (1–6) and ask Ss to put their hands up if they think the information is false. Give the correct answers after you have read out all the numbers.

#### ANSWERS:

Sentences 5 and 6 are false.

**all, some, both, none of them**

**3A** Use the first pair of sentences to clarify the task. Ss match the other sentences individually. When checking answers as a class, ask Ss to explain their choices, e.g. *Both* refers to two people – my best friend and I.

**ANSWERS:**

2 b 3 d 4 c 5 a

**B** Change the words in the first pair of sentences to make it true for you, e.g. *There are five of us in my family. None of us can ride a horse.* Then give Ss time to change the sentences for themselves. Suggest they do this without making notes since this is a speaking task. Put Ss in pairs to do the task, then ask a few Ss to share one thing they learnt about their partner.

**VOCABULARY**

**4A** Do the first item with the class to demonstrate the task. Write the answers on the board in class feedback so Ss can see the correct spellings.

**ANSWERS:**

2 feathers      3 fur      4 shell  
5 skin      6 trunk      7 web  
8 wings

**EXTRA SUPPORT: DYSLEXIA** Change this task to a listening activity. Give all Ss in the class the complete words mixed up in a word box, then read out each clue. Ss listen and write down the correct answers.

**B** Demonstrate the task with the class. Say the letter 'd' and invite Ss to guess the animal (duck) and the thing from Ex 4A (possible answers: feathers or wing). Give Ss time to choose one of the things in Ex 4A and think of an animal before they do the task in pairs. Monitor as they do the task, checking Ss' pronunciation of the animal words. Provide feedback on this when they have finished.

**EXTRA CHALLENGE** Ss say which thing in Ex 4A their animal has instead of the first letter.

**5A** Encourage Ss to turn to the Vocabulary section on page 22 to check their answers. Encourage Ss to check their spelling carefully.

**EXTRA SUPPORT: DYSLEXIA** Turn the task into a gap-fill exercise. Provide the sentences with the verbs gapped and the verbs needed to complete the sentences in alphabetical or random order in a vertical list.

**ANSWERS:**

1 held      2 brought      3 cancelled  
4 answer      5 made      6 took

**B** Use the example given to explain the task and elicit another example from the class to check their understanding, e.g. *A: Because my phone rang. B: You answered the phone? A: Yes!* Give Ss time to choose an action and think of a reason before they do the task in pairs. Monitor the activity to check Ss are using, forming and pronouncing the actions correctly. Invite a few pairs to share one of their reasons with the class for the class to guess the action.

**6A** Ask Ss to read the story first to get a general understanding of the text. Ask the questions: *What did Jimmy K lose? (a toy named 'Jacko')* *What happened to the thing he lost? (an airport worker found it and gave it back to him when he got back to Miami)* Check answers. Ss complete the task alone, then check answers in pairs. Don't check answers yet.

**EXTRA SUPPORT** For weaker classes or learners, take one incorrect option away or provide a list of one incorrect answer for each question for Ss to delete themselves, e.g. 1 not C; 2 not B, etc.

**B** **R2.01** | Play the recording for Ss to check their answers. Pause after each answer is given to help Ss if necessary. You could take the opportunity to go through the answers again with the class to check why some of the incorrect answers are not possible, e.g. the word doesn't go with the noun after the gap, the meaning isn't correct, it isn't the correct form, etc. Ask Ss what they thought of the story.

**ANSWERS:**

1 A    2 C    3 B    4 C    5 A    6 A  
7 C    8 B    9 C    10 B    11 A    12 B

**TO FINISH**

Conduct a 'medal and mission' activity. Show Ss an image of a medal and ask them to think about their work in Unit 2 and what they should get a medal for. Then ask Ss to think about their mission, i.e. what they want to get a medal for in future units. Ss then share their ideas in pairs. Ask Ss to submit their ideas to you via a digital tool so you can use the information to inform future planning.