

2 behaviour

Global Scale of English **LEARNING OBJECTIVES**

2A Change of habit

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

GSE INFORMATION

VOCABULARY

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

READING

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

GRAMMAR

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

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

SPEAKING

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

2B People pleaser

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

GSE INFORMATION

VOCABULARY

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

LISTENING

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

GRAMMAR

51 Can use embedded defining (restrictive) relative clauses.

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

SPEAKING

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

WRITING

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

2C That's annoying!

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

GSE INFORMATION

VOCABULARY

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

HOW TO ...

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

SPEAKING

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

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

55 Can explain why something is a problem.

2D Planet Earth II: Jungles

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

GSE INFORMATION

VIEW

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

SPEAKING

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

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

WRITING

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

▶ BBC VLOGS

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

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

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

ANSWERS:

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

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

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

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

Additional Materials

For Teachers:

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

2A Change of habit

GRAMMAR | present perfect continuous

VOCABULARY | making changes

PRONUNCIATION | weak form of *been*

LESSON OVERVIEW

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

Online Teaching

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

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

Additional Materials

For Teachers:

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

For Students:

Online Practice 2A
Workbook 2A

TO START

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

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

VOCABULARY

making changes

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

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

ANSWERS:

A 3 **B** 2 **C** 6

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

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

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

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

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

ANSWERS:

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

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

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

ANSWERS:

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

READING

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

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

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

ANSWER:

1

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

ANSWERS:

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

FUTURE SKILLS | Critical thinking

4 A Read the Future Skills box as a class.

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

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

ANSWERS:

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

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

GRAMMAR

present perfect continuous

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

ANSWERS:

- for over ten years
- since the start of my career
- recently
- since I was twenty-two
- for a long time

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

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

ANSWERS:

- finished
- unfinished
- ing form
- point in
- period of

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

GB ▶▶ page 108 GRAMMAR BANK

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

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

ANSWERS:

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

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

ANSWERS:

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

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

ANSWERS:

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

PRONUNCIATION

weak form of *been*

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

ANSWERS AND AUDIOSCRIPT:

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

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

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

AUDIOSCRIPT 2.02

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

SPEAKING

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

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

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

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

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

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

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

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

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

TO FINISH

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

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

2B People pleaser

GRAMMAR | relative clauses

VOCABULARY | collocations: feelings and behaviour

PRONUNCIATION | chunking in relative clauses

LESSON OVERVIEW

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

Online Teaching

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

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

Additional Materials

For Teachers:

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

For Students:

Online Practice 2B
Workbook 2B

TO START

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

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

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

VOCABULARY

collocations: feelings and behaviour

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

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

ANSWERS:

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

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

POSSIBLE ANSWERS:

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

AUDIOSCRIPT 2.03

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

LISTENING

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

ANSWERS:

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

AUDIOSCRIPT 2.04

G = Greta C = Colin A = Anna

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

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

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

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

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

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

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

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

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

ANSWERS:

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

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

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

ANSWERS:

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

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

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

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

GRAMMAR

relative clauses

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

ANSWERS:

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

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

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

ANSWERS:

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

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

GB ▶ page 109 **GRAMMAR BANK**

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

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

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

ANSWERS:

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

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

ANSWERS:

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

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

ANSWERS:

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

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

ANSWERS:

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

PRONUNCIATION**chunking in relative clauses**

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

ANSWERS:

Relative clause: who lie

Noun: people

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

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

ANSWER:

2

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

ANSWERS:

See Ex 7B.

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

ANSWERS AND AUDIOSCRIPT:

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

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

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

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

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

SPEAKING

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

WRITING

emails to decline invitations

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

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

ANSWERS:

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

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

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

ANSWER:

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

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

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

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

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

ANSWER:

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

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

ANSWERS:

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

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

ANSWERS:

Sentences 2 and 7 are very formal.

Sentences 3 and 6 are very informal.

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

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

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

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

TO FINISH

Write the following questions on the board:

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

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

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

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

2C That's annoying!

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

VOCABULARY | pet hates

PRONUNCIATION | stress and intonation to show annoyance

LESSON OVERVIEW

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

Online Teaching

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

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

Additional Materials

For Teachers:

Presentation Tool Lesson 2C

Photocopiable Activity 2C

Grammar Bank 2C

Mediation Bank 2C

For Students:

Online Practice 2C

Workbook 2C

TO START

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

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

VOCABULARY

pet hates

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

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

ANSWERS:

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

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

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

How to ... talk about things that annoy you

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

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

AUDIOSCRIPT 2.07

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

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

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

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

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

ANSWERS:

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

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

page 110 **GRAMMAR BANK**

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

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

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

ANSWERS:

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

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

ANSWERS:

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

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

PRONUNCIATION**stress and intonation to show annoyance**

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

ANSWER:

a shop, probably a supermarket

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

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

ANSWERS:

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

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

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

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

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

SPEAKING

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

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

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

TO FINISH

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

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

▶ page 146 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 200

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

SPEAKING | discuss difficult situations

WRITING | a personal experience

LESSON OVERVIEW

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

Online Teaching

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

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

Additional Materials**For Teachers:**

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

For Students:

Online Practice 2D
Workbook 2D

TO START

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

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

PREVIEW

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

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

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

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

VIEW

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

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

ANSWERS:

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

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

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

ANSWERS:

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

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

POSSIBLE ANSWERS:

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

SPEAKING

difficult situations

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

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

ANSWERS:

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

AUDIOSCRIPT 2.10

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

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

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

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

ANSWERS:

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

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

ANSWERS:

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

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

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

WRITING

a personal experience

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

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

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

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

ANSWERS:

1 d 2 a 3 c 4 b

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

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

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

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

TO FINISH

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

2 REVIEW

LESSON OVERVIEW

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

Online Teaching

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

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

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

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

GRAMMAR

present perfect continuous

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

ANSWERS:

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

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

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

POSSIBLE ANSWERS:

- 1 chef / café owner
- 2 musician
- 3 (political) journalist
- 4 business person / sales person / company owner, etc.
- 5 teacher

Students' own answers for the sentences.

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

relative clauses

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

ANSWERS:

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

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

VOCABULARY

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

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

ANSWERS:

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

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

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

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

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

ANSWERS:

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

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

TO FINISH

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