

2 lifestyle

Global Scale of English **LEARNING OBJECTIVES**

2A Can't live without it

- LISTENING | Understand people talking about food: food and drink
- Talk about shopping and eating habits: countable and uncountable nouns; *a, an, some, any*
- Pronunciation: the weak /ə/ sound: *a, an, some*
- Write an online comment; use linking words: *and, but, or*

GSE INFORMATION

VOCABULARY

30–42 Can use language related to food and drink.

LISTENING

35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.

GRAMMAR

35 Can use plural countable nouns without an article or quantifier.

32 Can use uncountable (mass) nouns with no quantifier or an appropriate quantifier.

SPEAKING

30 Can talk about familiar topics using a few basic words and phrases.

WRITING

31 Can use very basic connectors like 'and', 'but', 'so' and 'then'.

2B Your lifestyle and you

- READING | Read and do a lifestyle quiz: everyday activities
- Discuss what is important in your life: adverbs and phrases of frequency
- Pronunciation: linking

GSE INFORMATION

VOCABULARY

30–42 Can use language related to everyday activities.

READING

31 Can understand simple questions in questionnaires on familiar topics.

GRAMMAR

33 Can use a range of common adverbs of frequency.

SPEAKING

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

2C Eating out

- HOW TO ... | order a meal in a restaurant: restaurant words
- Pronunciation: polite intonation

GSE INFORMATION

READING

30 Can understand short, simple texts about everyday activities.

VOCABULARY

30–42 Can use language related to food and drink.

HOW TO ...

31 Can use simple phrases to order a meal.

30 Can make requests related to immediate needs using basic fixed expressions.

SPEAKING

35 Can make simple requests to have or do something in relation to common everyday activities.

2D The Indian Relay

- BBC PROGRAMME | Understand a documentary about the Indian Relay Race in the USA
- Talk about a special event: *like, hate, love + -ing*
- Describe an event

GSE INFORMATION

PREVIEW

35 Can read a simple text and extract factual details.

VIEW

30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.

GRAMMAR

31 Can use 'like/hate/love' with the '-ing' form of verbs.

SPEAKING

30 Can talk about familiar topics using a few basic words and phrases.


WRITING

34 Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model.

▶ For full coverage of GSE Learning Objectives go to page 202.

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.

 You could demonstrate the activity first by telling the class some types of food you like and dislike. Put Ss in pairs to discuss the question and make a list. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. At this point you may also want to preteach *olives* and *celery*. When they are ready, play the video for Ss to compare their likes and dislikes with the people in the video.

ANSWERS:

- 2 The foods mentioned in the video are cheese, pasta, chocolate (speaker 1), butter, blue cheese, chillies (speaker 2), strawberries, cheese, watermelon, olives, meat (speaker 3), chocolate, tomatoes, rice, fish, mushrooms (speaker 4), bananas, chocolate, ice cream, eggs, celery (speaker 5), avocados, toast, coffee (speaker 6).

EXTRA IDEA If Ss want to watch the video again outside class, you could ask them to note the different types of food the people mention.

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 Can't live without it

GRAMMAR | countable and uncountable nouns; *a, an, some, any*

VOCABULARY | food and drink

PRONUNCIATION | the weak /ə/ sound: *a, an, some*

LESSON OVERVIEW

In this lesson, Ss learn vocabulary related to food and drink. They also learn about countable and uncountable nouns and quantifiers. The context is a listening where people talk on a podcast about food they love. Ss also practise weak forms in articles and quantifiers. Ss then do a speaking activity, where they practise talking about food in small groups. The lesson ends with a writing activity, where Ss write an online comment for a social media website.

Online Teaching

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

- **Ex 1A:** Display the photo on your device and share your screen. Ask Ss to type their answers in the chat box.
- **Ex 1D:** Use a collaborative document with the table on it for Ss to add their ideas to.
- **Ex 4A:** Display the words on your device and share your screen. Make sure the annotate function is on. Ask different Ss to write *C* or *U* next to each one.
- **Grammar Bank 2A, Ex 2:** Ask Ss to type their answers in the chat box or in a collaborative document in feedback.

Additional Materials

For Teachers:

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

For Students:

Online Practice 2A
Workbook 2A

TO START

Tell Ss the last thing you had to eat and drink (e.g. 'For breakfast this morning I had some toast and a cup of coffee.'). Put Ss in small groups to talk about the last things they had to eat and drink.

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

food and drink

1 A Focus attention on the photo and elicit the types of food and drink Ss can see, and write them on the board. Check the pronunciation of the words as you elicit and write them up.

EXTRA SUPPORT: TEACHER Ss will probably know the following words if they have studied at A1: *apple, cheese, egg, rice, tomato, yoghurt*. A strong class might know more.

B Focus attention on the table and read the example with the class. Ss complete the table alone, then check in pairs. Don't give any answers yet.

C **2.01** | Play the recording for Ss to check their answers, then check answers with the class. You may also want to drill the words at this point.

EXTRA SUPPORT: TEACHER Ss may not know that an avocado is actually a fruit; it is generally regarded as a vegetable. Many people will know that a tomato is technically a fruit; again it is generally regarded as a vegetable.

ANSWERS AND AUDIOSCRIPT:

fruit	<i>an apple, an avocado, grapes, a lemon</i>
vegetables	<i>beans, broccoli, tomatoes</i>
meat or fish	<i>salmon</i>
drinks	<i>orange juice</i>
other	<i>cheese, eggs, rice, yoghurt</i>

EXTRA IDEA If you think your Ss need to work on pronunciation, you could practise the more difficult items or they could do a word-stress exercise, matching words to stress patterns, e.g. ooOo – avocado, Ooo – orange juice, etc.

D Put Ss in pairs to come up with more types of food and drink. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they have finished, refer Ss to the Vocabulary Bank on page 136 to check if any of their ideas are there.

▶ page 136 **VOCABULARY BANK** food and drink


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 Point out the photos and elicit or teach the names of the food and drink that Ss aren't familiar with. Ask Ss to complete the names of the food and drink individually, then check in pairs. Check answers as a class and write them on the board for Ss to check spelling.

EXTRA SUPPORT With weaker classes, you may want to go through the individual pictures first, eliciting the name for each food and giving Ss the names of any unknown food and drink. Point to each photo in turn and drill the words chorally and individually before Ss complete them in Ex 1.

ANSWERS:

2 strawberries	17 lamb
3 a melon	18 prawns
4 a pear	19 chicken
5 potatoes	20 fish
6 lettuce	21 sugar
7 a cucumber	22 pasta
8 a pepper	23 noodles
9 an onion	24 bread
10 mushrooms	25 cereal
11 herbs	26 butter
12 olives	27 yoghurt
13 chillies	28 oil
14 an aubergine	29 lemonade
15 a courgette	30 sparkling water
16 peas	

2  **VB2.01** | Ask Ss to look at the photos again. Play the recording for Ss to listen and repeat.

3 Read the example with the class and demonstrate the activity with a stronger student. Put Ss in pairs to practise describing and guessing the food and drink. Encourage them to cover the words.


2A Remind Ss of the table from Ex 1B and read the example with the class. Put Ss in pairs to practise saying the types of food and drink. Encourage them to also use the words from the Vocabulary Bank where possible. Monitor and offer help where necessary.

B Read the example with the class, then put Ss in pairs to discuss their likes and dislikes. If you used the video to introduce the lesson, then make sure Ss work with different partners this time. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

EXTRA IDEA: DIGITAL This is an opportunity to focus on food (not cooked dishes) and drink which is particularly relevant to Ss' country or region. In a multicultural class, Ss can go online to find photos of particular foods or drinks from their countries to show the class.

EXTRA CHALLENGE You might want to give Ss the phrase *Me neither.* or *Nor me.* for a negative agreement. These phrases are above the level, but communicatively useful.

LISTENING

3A  **2.02** | If you have access to the internet, you could set the scene for the listening by showing some photos of Borough Market in London. Play the recording for Ss to listen and answer the question for each person. Check the answers with the class.

ANSWERS:

Sasha: yoghurt, Mark: fish, Lynn: avocados

AUDIOSCRIPT 2.02

P = Presenter S = Sasha M = Mark L = Lynn

P: We're here at Borough Market, one of the best food markets in London and perhaps in the world. The colours, the smells, ... It's great. Today's podcast is about food. What is the most important food for you? What are five kinds of food you can't live without? First is Sasha. Hi, Sasha, do you come here every weekend?

S: Hello. Yes, I live very near here. I love this market.

P: So, Sasha, what five kinds of food can't you live without?

S: Five kinds of food I can't live without ... Well that's difficult. Let's see ... cheese, yes, all types of cheese. We always have some cheese at home. Grapes, but not the green ones, I like black grapes. They don't have any black grapes here. What else? Spaghetti, or all types of pasta, but good, homemade pasta. And one more ... no, two more ... Oh, I know. My favourite food is yoghurt. My mother is from Ukraine and she makes great yoghurt.

P: And one more?

S: One more ... of course, chocolate. I can't live without chocolate.

P: Thanks Sasha. Right ... Now let's talk to Mark. Mark, you're from London, aren't you?

M: Yes, I am. And I'm here because I want to buy some food for dinner tonight, for some friends. I want some salmon.

P: So Mark, what five kinds of food can't you live without? Maybe fish?


M: Yes, you're right. And the fish in this market is fantastic, really fresh. Fish is my favourite type of food. And I also love broccoli and potatoes. I need some potatoes and broccoli for tonight. I also like chicken. So yeah, fish, broccoli, potatoes, chicken and one more, oh, I know, bananas. I have a banana for breakfast every day. Yes, so that's five.

P: Borough Market is world famous and it has visitors from many different countries. Lynn, where are you from?

L: I'm from Australia.

P: Lynn, I see your bag has a lot of very healthy food in it. What five kinds of food can't you live without?

L: Yeah. Well, my health is important to me, so I eat a lot of vegetables, and I always have some at home because I eat salads all the time. So, lettuce, tomatoes, for sure ... but big, juicy tomatoes ... They don't have any big tomatoes here. Erm ... I also like rice. And two more ... Oh yes, avocados ... my favourite. In Australia we have amazing avocados, the best in the world and I eat an avocado every day. So one more, maybe another type of fruit. OK, strawberries. Yes, I really love strawberries.

- B**  **2.02** | Focus attention on the photos, then ask Ss to listen to the podcast again and identify the food not talked about. Ask Ss to check in pairs, then check answers with the whole class.

ANSWERS:

- 1 Sasha: tomatoes
- 2 Mark: carrots
- 3 Lynn: mushrooms

- C** Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and have a brief class discussion.

GRAMMAR**countable and uncountable nouns; a, an, some, any**

- 4A** Use the examples to demonstrate the idea of countability (i.e. you can't say *two broccoli*). Refer Ss back to the food in Ex 1B and ask them to decide which you can and can't count. Put Ss in pairs to compare answers, then check answers with the class.

EXTRA SUPPORT: TEACHER Yoghurt here is presented as uncountable. However, it can be countable if bought or eaten in an individual pot. Ss might therefore hear 'Would you like a yoghurt?' and this is correct.

ANSWERS:

an apple (C), *an avocado* (C), *beans* (C), *broccoli* (U), *cheese* (U), *eggs* (C), *grapes* (C), *a lemon* (C), *orange juice* (U), *rice* (U), *salmon* (U), *tomatoes* (C), *yoghurt* (U)

- B** Ask Ss to complete the sentences individually. Monitor and try to gauge their level of knowledge of this area of grammar. If lots of Ss are getting wrong answers, you may need to explain in more detail in Ex 4C.

ANSWERS:

- | | |
|--------|--------|
| 1 an | 4 some |
| 2 a | 5 any |
| 3 some | |

- C** Ss choose the correct answers then check in pairs. Check answers with the class and be prepared to provide further examples if necessary.

ANSWERS:

- | | |
|------------|------------------|
| 1 singular | 3 an uncountable |
| 2 plural | 4 negative |

FUTURE SKILLS | Self-management

- D** Read the Future Skills box with the class. Ask Ss to check whether their dictionary shows whether a noun is countable or not. Then ask them to write their selected words in their notebooks. Encourage them to do this whenever they record new nouns.

EXTRA: FUTURE SKILLS Refer back to the Future Skills box from Lesson 1C and remind Ss of the benefits of comparing English with their own language. Ask if the same foods are countable or uncountable in their own language(s), then discuss other countable and uncountable nouns in their own language and English.

- E** 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**

Check understanding of the notes with the class, especially of the use of the quantifiers.

- 1** This practises the form and use of countable and uncountable nouns. Check Ss understand that only six of the sentences have a mistake. Ss correct them individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 Do you eat **meat**?
- 2 correct
- 3 **Pasta is** good for you.
- 4 My parents don't eat **butter**.
- 5 correct
- 6 I like a lot of toast with **honey** for breakfast.
- 7 Can I have four **potatoes**, please?
- 8 Would you like **an** apple?

- 2** This practises the use of quantifiers. Read the example with the class, then ask Ss to write the names of the food with the correct quantifiers. When they have finished, ask different Ss to come to the board to write an answer up, then check as a class.

POSSIBLE ANSWERS:

- | | |
|-------------------------------|-------------------------------|
| B a sandwich | H some / a lot of eggs |
| C a cucumber | I an onion |
| D some (orange) juice | J a melon |
| E some yoghurt | K some pasta |
| F some / a lot of milk | L some bread |
| G a lot of bananas | |


- 3** Ss complete the conversation individually then check in pairs. Check answers with the class. If you have time, Ss could practise the conversation in the same pairs.

ANSWERS:

1 any 2 any 3 a lot of 4 any 5 a
6 an 7 any 8 some 9 some 10 a

PRONUNCIATION


the weak /ə/ sound: *a, an, some*

- 5A**  **2.03** | Write the schwa symbol /ə/ on the board. Explain that it's a sound we make without any shape in our mouth and that it's the most common sound in English. Focus attention on the sentence and where the schwa occurs, then play the recording for Ss to listen and notice it, as well as identify the stressed words.

EXTRA SUPPORT: DYSLEXIA There are various things to do at the same time in Ex 5A, which dyslexic learners might find difficult, so you may want to split the activity in two: Ss listen once to identify the stressed words and a second time to notice the schwa sound.

ANSWERS:

stressed words: carrot, onion, potatoes

- B**  **2.04** | Play the recording, pausing after each sentence for Ss to write them. Check answers with the class and write them on the board, then play the recording again for Ss to listen and repeat, paying attention to the stress and weak sounds.

ANSWERS AND AUDIOSCRIPT:

- 1 I need a pear and an orange.
2 We have some eggs.
3 She wants some lemonade.
4 We need a chicken and some rice.
5 Can I have a melon, please?

EXTRA IDEA Ss could work in pairs and practise the pronunciation in the following way: Student A: say a sentence from Ex 5B. Student B: Does Student A stress the food and pronounce *a, an* and *some* correctly?

EXTRA IDEA: DIGITAL Ask Ss to record themselves saying the sentences on their phones, then listen back to check their pronunciation of the weak sounds.

- 6** Put Ss in A/B pairs and refer them to the relevant pages where they write sentences to describe the contents of a shopping basket.

- 1** Monitor and help where necessary. Check Ss are forming their sentences correctly.

ANSWERS:**Student A:**

I have an orange.

I have some strawberries.

I have some cheese.

I have some pasta.

I have a banana.

Student B:

I have an onion.

I have some milk.

I have a lemon.

I have some chicken.

I have a pear.

- 2** Read the examples on both pages with the class and, if necessary, demonstrate with a stronger student. When they have finished, ask each pair who won.

SPEAKING

- 7** Go through the questions with the class and check understanding. You may want to share some of your own answers at this point. Put Ss in small groups to discuss the questions. Monitor and make notes on Ss' use of language for later class feedback. When they have finished, nominate a student from each group to share their ideas with the class. Go over any common errors and/or examples of good language use with the class.

WRITING

write an online comment; use linking words: *and, but, or*

- 8A** Elicit the different types of social media Ss use, then discuss the question as a class.
- B** Demonstrate by telling the class about your favourite comfort food (e.g. chocolate, beef stew). Ask Ss to read the post and think about their answer to the question. Elicit Ss' ideas and write them on the board.
- C** Refer Ss to the Writing Bank on page 89 to write a comment.

 page 89 **WRITING BANK**

- 1A** Explain that the texts are comments written in reply to the post they previously read. Ask Ss to read the comments to find out if any of them mention their own favourite comfort food, then ask the class in feedback.
- B** Explain that the sentences are examples from the comments. Ss complete the sentences alone, then check in pairs. Check answers with the class.

ANSWERS:

1 but 2 and 3 or

WB

- WB** **C** Refer Ss back to the online comments to find the examples. When they have finished, check answers with the class.

ANSWERS:

(Ss are only asked for two more examples of each word.)

Spaghetti with butter, herbs **and** parmigiano cheese, ...

The outside of the triangle is crispy **and** inside are potatoes with onions **and** peas.

I love pasta, **but** my Aunt Elizabeth's meat pies ...

I like them with meat, **but** I sometimes have a vegetarian one.

The food is good here, **but** I miss my mother's cooking.

They have mochi in a shop here in Canada, **but** it's not the same.

I eat it when I feel sad **or** tired.

She makes them with chicken **or** sometimes with beef.

- D** Ss complete the rules alone, then check in pairs. Check answers with the class. Alternatively, if you're short of time you could just do this exercise as a class.

ANSWERS:

1 and 2 or 3 but

- 2A** Ss complete the comments alone, then check in pairs. Check answers with the class.

ANSWERS:

1 and 2 but 3 or 4 and 5 but
6 or 7 but 8 or 9 but 10 and

- B** You could give Ss a suggested length of about 50–80 words for their own comments. Monitor and offer help where necessary.

EXTRA IDEA: DIGITAL If you're short of time, you could ask Ss to write their comments for homework in a collaborative document so they can read each other's comments when they have finished.

- C** When they have finished, ask Ss to swap their comments in pairs and read to see which food sounds best.

EXTRA IDEA: DIGITAL If Ss are willing, you could ask them to post their comments on their own social media and ask other people about their favourite comfort food. In the next class, ask a few Ss what replies they received.

TO FINISH

After all the discussion about food in this lesson, Ss (and you) are likely to be feeling hungry! Tell the class what you want to eat this evening and find out what they want to have.

2B Your lifestyle and you

GRAMMAR | adverbs and phrases of frequency

VOCABULARY | everyday activities

PRONUNCIATION | linking

LESSON OVERVIEW

In this lesson, Ss learn adverbs and phrases to describe frequency. They also learn common verb phrases used to talk about everyday activities. The context is a reading where they do a quiz about their lifestyles. This leads into the grammar, where Ss also practise linking in connected speech. The lesson ends with a speaking activity in pairs, where they talk about things that are important to them.

Online Teaching

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

- **Ex 3C:** Display the quiz on your device and share your screen. Make sure the annotate function is on. In feedback, ask Ss to highlight the phrases they found.
- **Ex 4A:** Ask Ss to type their answers in the chat box before they listen and check in Ex 4B.
- **Ex 6A:** Ask Ss to make a list in a collaborative document with most important at the top and least at the bottom. They can then share this list with their partner in Ex 6B.

Additional Materials**For Teachers:**

Presentation Tool Lesson 2B

Photocopiable Activities 2B

Grammar Bank 2B

For Students:

Online Practice 2B

Workbook 2B

TO START

Write a list of all the things you've done so far today on the board and share it with the class. Then ask Ss to make a similar list of everything they've done so far today. Monitor and help with vocabulary, writing any new words and phrases on the board. When they have finished, put Ss in pairs to compare their lists and find out what they have in common.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners 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

everyday activities

1 A Look at the example with the class, then ask Ss to complete the rest of the word webs alone. When they are ready, ask Ss to check their answers in pairs, then check answers as a class.

ANSWERS:

meet someone for coffee / for lunch

check messages/emails

spend time online / with your family

go to a party / a meeting

get up early/late

B Read the example with the class. Put Ss in pairs to ask and answer questions. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

EXTRA SUPPORT: TEACHER In the answers to the questions in Ex 1B we naturally put *my* in e.g. *I check my emails/messages*, *I spend time with my family*, etc. Also we might naturally use the plural in: *I go to meetings/parties*, rather than *I go to a meeting/party*.

READING

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

2 A Focus attention on the quiz and read the introduction with the class. Ask Ss to read the quiz and answer the questions alone. Monitor and offer help with vocabulary where necessary.

B Put Ss in pairs to compare their answers. When they have finished, ask a few pairs to share what they have in common.

C Ss read the key then discuss whether they agree with what it says about them in pairs. When they have finished, elicit answers from a few Ss.

GRAMMAR

adverbs and phrases of frequency

3 A Refer Ss back to the quiz in Ex 2 and point out the adverbs in bold. Explain how the adverbs describe how often someone does the activity. Ask Ss to complete the diagram with the adverbs, then check in pairs. While they are doing this, copy the diagram onto the board. When they have finished, elicit the answers and write them in the correct places on the diagram on the board.

ANSWERS:

Except for *never* and *always*, the exact position may vary. The correct order is:

never (at 0%), hardly ever, sometimes, often, usually, always (at 100%)

B Ask Ss to look at how the adverbs are used in the quiz to help them. Check answers with the class.

ANSWERS:

1 before

2 after

C Look at the example with the class, then ask Ss to find four more phrases. Check answers with the class and write them on the board.

ANSWERS:

once a month, a lot, every Sunday, once a week

D 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

This focuses on the form and use of adverbs and phrases of frequency. Check understanding of the notes, especially of the different types of word order possible. Point out that, except for *never* and *always*, the exact percentage frequency can vary but these are the percentages used in Ex 1.

1 Read the example with the class, then ask Ss to complete the rest of the sentences. You could refer them back to the diagram in the notes to help. When they have finished, nominate different Ss to give the answers.

GB

ANSWERS:

- 2 I **always** have breakfast with my family.
- 3 My father **usually** reads a newspaper on Sundays. / **Usually** my father reads a newspaper on Sundays.
- 4 We're **often** tired in the morning.
- 5 I **hardly ever** go to bed before 11 p.m.
- 6 I **never** drink coffee.
- 7 Nicola's **sometimes** late. / **Sometimes** Nicola's late. / Nicola's late **sometimes**.
- 8 My sister **often** phones me in the evening.
- 9 The hotel receptionist is **always** friendly.
- 10 The coffee here is **never** hot!

- 2 Ss order the conversations alone, then check in pairs. Check answers with the class and point out that in these conversations, the adverbs are usually stressed. Ask Ss to practise the conversations in pairs.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find reordering exercises like this difficult. In this case, you could provide the questions with one or two words missing for them to complete.

ANSWERS:

- 1 A: My students are never late.
B: Do they always do their homework?
A: Yes!
- 2 A: How often do you go to the cinema?
B: Sometimes we go twice a month.
A: We hardly ever go to the cinema.
B: Do you usually watch films on TV?
A: No, we usually watch films online.
- 3 A: How often does the boat go?
B: It goes three times a day.

- 3 Ss rewrite the sentences alone, then check in pairs. Check answers with the class.


ANSWERS:

- 2 I wash my hair once a week.
- 3 Angie is sometimes ill.
- 4 I hardly ever drink coffee.
- 5 We go out for a meal twice a year(, on my birthday and my husband's birthday).
- 6 Sarfaz doesn't often eat fish.
- 7 Bianca never studies in the evenings.
- 8 My brother goes out every Saturday night.

PRONUNCIATION

linking

- 4A Read the sentences with the class and look at the example. Ss order the sentences alone, then check in pairs. Don't give any answers yet.


- B  2.05 | Play the recording for Ss to check their answers to Ex 4A, then check answers with the whole class.

ANSWERS:

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

- C Demonstrate the activity by saying some of the phrases and pointing out the linking. Put Ss in pairs to practise saying the phrases with the linking.

EXTRA SUPPORT: TEACHER This consonant sound-vowel sound linking is focused on again in Lesson 4C, and there the rule is also highlighted. Here, the intention is that Ss simply practise and notice.

- D  2.06 | Ss listen and repeat the phrases and sentences. If necessary, you could also drill the phrases and sentences chorally and individually around the class.

- 5 Demonstrate by giving a few examples, e.g. 'I check my messages once an hour. How often do you call your best friend?' Put Ss in pairs to practise asking and answering the questions. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

SPEAKING

- 6A Demonstrate the activity by drawing your own line on the board and adding one or two of the things from the box to the line, depending on how important they are for you. Ask Ss to do the same and monitor and offer help where necessary.

- B Read the example with the class, then put Ss in pairs to share their answers. Ask them to find one thing that is the same and one thing that is different.

- C Read the example with the class, then put them in new pairs to share their information. When they have finished, elicit answers from a few pairs round the class.

EXTRA SUPPORT: DYSLEXIA Exs 6B and 6C have multiple instructions, which can be difficult for Ss with dyslexia. In this case you could break them down into stages and write them as a list on the board, i.e.: 1 Share your answers. 2 Find one thing that is the same as your partner. 3 Find one thing that is different. 4 Work with a new partner. 5 Tell them what is the same and different.

TO FINISH

Ask Ss to think of one more thing which is important and not important to them (not included in the list in Ex 6A), then share them in pairs.

2C Eating out

HOW TO ... | order a meal in a restaurant

VOCABULARY | restaurant words

PRONUNCIATION | polite intonation

LESSON OVERVIEW

In this lesson, Ss learn restaurant words and functional language for ordering a meal at a restaurant. The context is a reading where they read an article about taking photos of food. This leads into the functional language, where Ss also listen to and practise using polite intonation. The lesson ends with a speaking activity where Ss roleplay ordering in a restaurant.

Online Teaching

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

- **Ex 1A:** Ask Ss to hold up or show any photos of their food they have on their phones.
- **Ex 2A:** Use an online noticeboard for pairs to add their answers after they've discussed the questions, then give the whole class a chance to read them.
- **Ex 6B:** Put each group in its own breakout room to roleplay the conversation. Visit each room monitoring carefully 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

Write on the board: *What's your favourite restaurant?* Demonstrate by telling the class about your favourite restaurant: where it is, what kind of food they sell, what you like ordering there, etc. Then put Ss in pairs to discuss the question.

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.

READING

- 1 A** Focus attention on the photo and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.
- B** The aim of this exercise is to provide Ss with an opportunity to predict the information in the article before they read it. Put Ss in pairs to discuss the questions. When they have finished, elicit answers from a few pairs.
- C** Ss read the article and find the answers to the questions, then check in pairs. Check answers with the class.

ANSWERS:

- 1** cooking blogs, travel sites and social media sites with names like FoodSpotting, SnapDish, InstaFood and of course Instagram
- 2** different colours of food on one plate: red, orange, yellow, green and other colours
- 3** from above
- 4** Yes. It's bright and colourful and looks delicious, and the photo is taken from above.

VOCABULARY

restaurant words

- 2 A** Arrange Ss in new pairs. You could demonstrate by sharing your own answers to the questions first. When they have finished, ask a few pairs to share their answers with the class and find out if others agree.
- B** Ss answer the question alone then check in pairs. Check answers with the class and check understanding of the words and phrases in the box with focused questions, e.g. 'What's an example of a dessert?', 'What do you call the person who brings your food?'

ANSWERS:

desserts, main courses, side dishes, starters

- C** Ss complete the menu alone, then check in pairs. In feedback, check answers with the class and check understanding of the menu items.

ANSWERS:

- | | | |
|----------------------|-------------------------|-------------------------|
| 1 waiter | 2 starters | 3 main courses |
| 4 side dishes | 5 desserts | 6 service charge |
| 7 bill | 8 dinner for two | |

EXTRA IDEA: DIGITAL Ask Ss to go online to find photos of the dishes on the menu to help clarify and visualise them, using the names of the dishes as search items.

3A Ss choose their menu items alone. You may want to share your own favourite items for each course with the class, too.

B Read the example with the class, then put Ss in pairs to share their choices. In feedback, find out the most popular dishes via a show of hands.

How to ... order a meal in a restaurant

4A 2.07 | Tell the class that they're going to hear two people ordering in a restaurant. Ss listen and annotate the menu, then check in pairs. Check answers with the class.

ANSWERS:

Soup of the day (V) S
Bruschetta with tomatoes and basil (V) T
Thai green chicken curry with rice S
Salmon in a cream sauce T
Green salad T
Fresh fruit salad T
Still water S
Sparkling water T
Coffee – Americano S
Tea – mint tea T

AUDIOSCRIPT 2.07

W = Waiter S = Scott T = Teresa

W: Good evening. Do you have a reservation?
S: Yes, the name's Millar, Scott Millar. We have a table for two for half past seven.
W: Ah yes. Come this way.
T: It's very dark here. Could we have a table near the window?
W: Um ... Is that one all right?
T: Yes, that's good, thank you.
...
This is good for taking photos. Great!
S: You and your photos!
W: Here's the menu.
...
W: Are you ready to order?
S: Yes. What's the soup of the day?
W: It's tomato soup. Homemade of course. Chef's speciality.
S: OK. So for a starter, can I have the soup, please?
W: And for the main course?
S: The Thai green chicken curry.
W: Would you like any side dishes?
S: No thank you.
W: And for you?

T: Could I ask you ... What is 'Bruschetta'? Is that how you pronounce it?
W: Bruschetta. That's a traditional Italian starter. It's toasted bread with garlic, and it has tomatoes and basil on it.
T: OK, great. Then I'd like that – the bruschetta. And then I'd like the salmon with a green salad, please.
W: That's one soup, one bruschetta, one chicken curry and one salmon with salad. Would you like something to drink?
S: Can I have some water?
T: Me too. So a big bottle of water would be fine.
W: Still or sparkling?
S/T: Still/Sparkling, Sparkling/Still.
S: Still water for me.
T: And sparkling for me. So two small bottles, please.
...
W: How is your meal?
T: The salmon is delicious! Look, do you like my photos?
S: Teresa!
T: What's the problem? Look at the menu. Here. It says the best photo every month gets a free dinner for two.
W: I think your photos are great!
T: Oh, thanks.
...
W: Would you like to look at the dessert menu?
S: Not for me. But could I have a coffee? Americano with milk.
W: Hot or cold milk?
S: Hot, please.
T: And the fresh fruit salad for me, please. And do you have mint tea?
W: Yes, we do. So that's a fresh fruit salad, an Americano with hot milk and a mint tea.
T: And could we have the bill at the same time, please?
W: Yes of course.
S: Let's leave a tip. The waiter was very good.
T: The restaurant has a 15 percent service charge, so we don't need to leave a tip.

B Ss complete the sentences individually from what they can remember, then check in pairs. Don't give any answers yet.

C 2.08 | When they are ready, play the recording for Ss to check their answers. Play the recording again if necessary, then check answers with the class.

ANSWERS:

1 Do	2 for	3 Could	4 Are
5 can	6 d	7 Would	8 How
9 dessert	10 bill		

- D** The Grammar Bank on page 104 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 104 **GRAMMAR BANK**

This focuses on the form and use of functional language for ordering a meal in a restaurant. Check understanding of the phrases, especially of the use of *some* and *the*.

- 1** Ss choose the correct options alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 some
- 2 I'd like
- 3 Could I
- 4 no
- 5 the bill
- 6 any
- 7 a bottle
- 8 I'm afraid

- 2** Focus attention on the example and explain that Ss also need to identify where the word is missing. Make sure Ss understand that there is one extra word they don't need. Ss complete the conversation alone, then check in pairs. Check answers with the class, then ask Ss to practise the conversation in their pairs.

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia can find this type of exercise, with lots of options, difficult. In this case, provide two options for each line (the correct one and a distractor).

ANSWERS:

- Waiter: **Do** you want any bread rolls with that?
 Customer: Yes, please. And for the main course I'd like the steak.
- Waiter: What vegetables would you **like**?
 Customer: **Could** I have some potatoes and green peas?
- Waiter: Would you like **any** side dishes?
 Customer: No, **thank you**.
- Waiter: And would you like **something** to drink?
 Customer: Some mineral **water**, please.
- Waiter: Certainly. Do you **want** a big bottle of mineral water?
 Customer: Yes, **please**.

- 3** Ss write conversations using the prompts alone, then check in pairs. Check answers with the class. If you have time, Ss can practise the conversations in their pairs.

ANSWERS:

- 1** A: *Are you ready to order?*
 B: Yes. For starter, can/could I have the/some vegetable soup?
 A: What would you like for the/your main course?
 B: Could I have the Malaysian noodles?
 A: Would you like any side dishes?
 B: No, thank you. / No, thanks.
 A: What would you like to drink?
 B: I'd like a/some sparkling mineral water, please.
- 2** A: How is your meal?
 B: It's / It is very good, thanks.
 A: Would you like to look at the dessert menu?
 B: Yes, please. Could I have the/some yoghurt?
 A: Do you want anything to drink?
 B: A green tea, please. Could/Can I have the bill?
 A: Yes, of course.

PRONUNCIATION

polite intonation

- 5A** ▶ **2.09** | Elicit or give the meaning of *polite*. Ss listen and tick the polite-sounding customers, then check in pairs. Check answers with the class.

ANSWERS:

Customers 1, 3, 6 and 8 sound polite.

AUDIOSCRIPT 2.09

- 1 Could we have a table near the window?
- 2 Could we have a table near the window?
- 3 Can I have the soup, please?
- 4 Can I have the soup, please?
- 5 Could I have the green salad?
- 6 Could I have the green salad?
- 7 Could we have the bill at the same time, please?
- 8 Could we have the bill at the same time, please?

- B** ▶ **2.10** | Play the recording, then discuss the question as a class and elicit the answer. Then play the recording again, pausing after each question for Ss to repeat, copying the polite intonation.

ANSWER:

There's a wider pitch range. The voice goes up and down more.

FUTURE SKILLS | Communication

C Read the Future Skills box with the class and discuss the question.

EXTRA SUPPORT: TEACHER The discussion can focus on the narrower pitch range of some languages. This discussion will help Ss better notice the difference between their language and English, which has a pitch range as much as twice the breadth of many other languages.


SPEAKING

6A Put Ss in small groups to prepare their menus. In a multicultural class, you could ask Ss to pick things from their different towns or countries to include on the menu. While they're working, go round and help with vocabulary where necessary, writing any new words and phrases on the board.

B Read the example with the class, then ask Ss to work in the same groups to roleplay the conversation. Monitor and encourage them to use the phrases from the lesson as well as polite intonation. When they have finished, ask Ss to change roles in each group and practise the conversation again.

EXTRA IDEA: DIGITAL Ask Ss to record their conversation, then listen back to it together and think about how to improve it. Ss can then practise the conversation again.

EXTRA IDEA: HOW TO ... Ask groups to swap the menus they created in Ex 6A with another group. Ss then practise the conversation again, but using the new menus.

7  Ask Ss to take a photo of their meal tonight to bring to class for the next lesson. Encourage them to look up any words they'll need to describe it and use them in their descriptions. You could also do the same and use your photo to demonstrate the activity in the next class.

TO FINISH

Ask Ss to discuss in small groups what they want to have the next time they go to a restaurant. They could discuss what they would like to have for different courses. When they have finished, elicit answers from a few Ss and share your own.

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

▶ page 155 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 188

2D **BBC Documentary****The Indian Relay**

GRAMMAR | *like, hate, love + -ing*

SPEAKING | talk about a special event

WRITING | describe an event

LESSON OVERVIEW

In this lesson, Ss learn *like, hate, love + -ing* to describe activities they enjoy and don't enjoy doing. The context is a video about the Indian Relay, which is a traditional horse race in Washington State, USA. Ss then do a speaking activity, where they practise talking about a special event. The lesson ends with a writing activity, where Ss write a description of an event.

Online Teaching

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

- **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.
- **Grammar Bank 2D, Ex 1:** Ask Ss to type their answers in the chat box so they can compare answers while they work.

Additional Materials**For Teachers:**

Presentation Tool Lesson 2D

Online Digital Resources

Grammar Bank 2D

Videoscript 2D: BBC Documentary

For Students:

Online Practice 2D

Workbook 2D

TO START

Elicit or give the meaning of *a race*, then write the following questions on the board: *Do you ever do races? What type? Do you ever win? Do you like doing races? Why/Why not?* Ss discuss the questions in pairs.

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** Focus attention on the photos and elicit what Ss can see. Put Ss in pairs to discuss the questions. When they have finished, elicit their ideas but don't give any answers yet.

ANSWERS:

- 1 Okanogan County (in Washington State, USA)
- 2 (the end of) summer

- B** Go through the questions with the class so they know what information to look for. Ss read the BBC programme information and answer the questions, then check in pairs. Check answers to Exs 1A and 1B with the class and ask Ss if they guessed any information in Ex 1A correctly.

ANSWERS:

- 1 in Okanogan County (in Washington State, USA)
- 2 three
- 3 a rider/competitor

VIEW

- 2 A** ▶ Read the question with the class so they know what to watch for. Ss watch the video and answer the question. Check the answer with the class.

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

ANSWER:

Oliver

- B** ▶ Give Ss a minute to read the sentences so they know what to watch for. Ss watch the video again and choose the options they hear, then check in pairs. Play the video again if necessary, then check answers as a class.

EXTRA: ALTERNATIVE IDEA With stronger classes, ask Ss to do Ex 2B before they watch the video again. Ss then watch the video to check their answers.

ANSWERS:

- | | |
|-------------|---------------|
| 1 race | 4 family |
| 2 tradition | 5 way of life |
| 3 a team | 6 race |

- C** Put Ss in pairs to discuss the question. When they have finished, elicit Ss' ideas and find out if others agree.

GRAMMAR

like, hate, love + -ing

- 3 A** Ask Ss to read the sentences and answer the question individually, then check in pairs. If you're short of time, do this exercise as a class. Check answers with the class.

EXTRA SUPPORT: TEACHER The *-ing* form (or, more technically, the gerund) is a common way of using a verb as a noun. When we use verbs after *like, hate, love*, etc., in terms of meaning we're describing nouns (the names of activities) and so use the *-ing* form.

ANSWER:

the *-ing* form

- B** Demonstrate the activity by sharing some of your own answers e.g. 'I don't like swimming because I hate getting water in my eyes!' Put Ss in pairs to share their likes and dislikes. Monitor and check Ss are using the *-ing* form correctly, and correct where necessary. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.
- C** The Grammar Bank on page 105 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 105 GRAMMAR BANK

Check understanding of the notes with the class, especially of the spelling rules.

- 1** This exercise focuses on the spelling of the *-ing* form. Elicit the first one as an example and write it on the board. Ss write the rest of the forms individually, using the notes to help them where necessary. Check answers with the class and write them on the board (or invite different Ss to come up and do so) for Ss to check the spelling.

ANSWERS:

coming, emailing, giving, going, meeting, sitting, stopping, watching

- 2** This exercise focuses on the form and use of different verbs + *-ing*. Ss complete the text individually, then check answers in pairs. Check answers with the class and ask Ss if they agree with the advice in the text.

ANSWERS:

- | | | |
|-------------|-----------|------------|
| 1 doing | 2 playing | 3 dancing |
| 4 being | 5 reading | 6 sitting |
| 7 listening | 8 walking | 9 eating |
| 10 relaxing | 11 taking | 12 working |

- GB 3** This exercise focuses on the form and use of different verbs + *-ing*. Ss correct the sentences individually, then check answers in pairs. Check answers with the class.


ANSWERS:

- 2 Toni and I enjoy **watching** old black and white films.
- 3 Everyone hates **saying** goodbye to people at airports.
- 4 Do you like **sleeping** in hotels?
- 5 Guz loves **swimming** in the sea.
- 6 We love **having** picnics.
- 7 I really like **putting** things in boxes.
- 8 George hates **choosing** shoes.
- 9 Jo enjoys **mixing** with people from other countries.
- 10 Sam doesn't enjoy **standing** at football matches.

SPEAKING**talk about a special event**

- 4A** You may want to demonstrate first by telling Ss about a special event you know well. For example, 'The Glastonbury Festival is a big concert that happens in June in the southwest of England. I like dancing, camping and eating interesting food there. My favourite thing about it is seeing all the bands I like.' Give Ss plenty of time to think about their event and make notes. If Ss don't have a festival or national holiday that they can use for the task, you might suggest they use something more common such as a birthday. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

EXTRA IDEA: DIGITAL Ss record themselves speaking about their event then listen back to it, as a way of rehearsing for Ex 4B.

- B** Put Ss in pairs to tell their partner about their special event. Encourage them to give as much information as possible. Monitor and make notes on Ss' language use for later class feedback. When they have finished, give Ss feedback on their language use, correcting any errors as a class and highlighting any examples of good language use.
- 5A** Focus attention on the photos and ask the class if anyone has heard of this event. Put Ss in pairs to discuss the activities they think look interesting. When they have finished, ask a few Ss to share their answers with the class and find out if others agree.
- B**  **2.11** | Ss listen and order the photos, then check in pairs. Check answers with the class.

ANSWERS:


The correct order is C, A, D, B.

AUDIOSCRIPT 2.11

I'm from Quebec in Canada. Let me tell you about our Winter Carnival. It happens in Quebec in January. Thousands of people come from all over the world. We have ice sculptures everywhere. They're really beautiful and I love looking at them. You can see a lot of different winter sports, too. I enjoy watching the canoe race on the river. It's really exciting.

At this time, we often eat special food. I like soup, French onion soup. Hot soup on a cold day is great.

The carnival lasts ten days. My favourite thing is the evening parade. I go with my family. We really enjoy watching it together.

- C**  **2.11** | Give Ss a minute to read the phrases, then play the recording for Ss to tick the ones they hear. Check answers with the class and drill the phrases chorally and individually.

EXTRA SUPPORT: DYSLEXIA Before Ss listen, read out the phrases to the class to help learners with dyslexia know what they're listening for.

ANSWERS:

All the phrases except: It's one of the best things all year.

- 6** Put Ss in small groups for them to take turns talking about their events. Encourage them to use the phrases from Ex 5C and ask follow-up questions. In feedback, ask a few Ss to share something interesting they found out with the class.

WRITING**describe an event**

- 7A** Remind Ss of the activities in the photos in Ex 5B. Ss read the text and answer the question then check in pairs. Check the answer with the class.

ANSWER:

The person doesn't write about the onion soup.

- B** Ss write their descriptions alone. Monitor and offer help where necessary.
- C** Ss swap descriptions with other Ss. You could either put them in groups or display their writing around the classroom and ask Ss to walk around and read them. When they have finished, ask a few Ss which event they chose and why.

EXTRA IDEA: DIGITAL Create an online noticeboard where Ss can share their texts with the rest of the class.

TO FINISH

Put Ss in pairs and ask them to discuss what activities they would include in a special event to celebrate your school's birthday.

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, 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:** Display the words on your device and share your screen. Make sure the annotate function is on. Ask different Ss to write *C* or *U* next to each one.
- **Ex 2C:** Ss can use the chat box to share their sentences.

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: countable and uncountable nouns, *a, an, some, any*, adverbs and phrases of frequency, *like, hate, love + -ing*; Vocabulary: food and drink, everyday activities, restaurant words; How to ... order a meal in a restaurant). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

- 1 A** Ss decide if the words are countable or uncountable alone, then check in pairs. Check answers with the class.


ANSWERS:

Countable: onion, bean, cucumber, lemon, pear, prawn

Uncountable: broccoli, butter, lemonade, oil, yoghurt

- B** Ss choose five of the things and write a list. Encourage Ss to use the correct articles or quantifiers (i.e. *a, an* or *some*) as they write their lists.

- C** Put Ss in pairs and make sure they don't show their lists to their partner; you could ask them to sit facing each other. Read the example with the class, then ask Ss to ask and answer questions to find out what's on their partner's list. Monitor and check they're using the correct quantifiers.

- 2 A**  **R2.01** | Play the recording, pausing after each sentence for Ss to write them down. Ask Ss to compare their answers, then play the recording again if necessary. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA This kind of activity, involving simultaneous listening and writing, can be challenging for Ss with dyslexia. In this case, give Ss the sentences with gaps for them to complete with the adverbs of frequency as they listen.

ANSWERS AND AUDIOSCRIPT:

- 1 I watch TV on Fridays.
- 2 I buy clothes every Saturday.
- 3 I usually read a newspaper at breakfast.
- 4 I hardly ever sleep well.
- 5 I go out a lot at the weekend.
- 6 I eat pizza once a week.
- 7 I study English every evening.
- 8 I often get up late on Sundays.

- B** Read the example with the class and point out the use of the adverb of frequency. Then ask Ss to change the sentences they wrote in Ex 2A so they're true for them. Encourage them to use a variety of adverbs of frequency. Monitor and check Ss are forming the sentences correctly.

- C** Put Ss in pairs to share their sentences and find similarities and differences. Teach or remind Ss of the phrases: *So do I.* and *Me too.* for agreement and *I don't.* for disagreement. Encourage Ss to use these phrases in their conversations. In feedback, ask a few pairs to share their answers with the class.

- 3** Rearrange Ss in new pairs, then read the example with the class. Ss ask and answer questions. Encourage them to give more information where possible.

VOCABULARY

- 4A** Ss write the words individually, then check in pairs. Encourage them to look back over the unit and Vocabulary Bank 2A to help if necessary. Monitor and check spelling, then check answers with the class.

POSSIBLE ANSWERS:

- | | |
|------------|---------------|
| 1 cereal | 6 noodles |
| 2 avocado | 7 sugar |
| 3 grapes | 8 lemon |
| 4 lamb | 9 salmon |
| 5 mushroom | 10 strawberry |

- B** Read the example with the class, then put Ss in pairs to guess each other's foods.

- 5A** Ss match the question halves alone, then check in pairs. Check answers with the class and drill the questions.


ANSWERS:

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

- B** Read the example with the class, then put Ss in pairs to ask and answer the questions in Ex 5A. Monitor and encourage them to ask follow-up questions, using the prompts. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

- 6A** Focus attention on the picture and elicit what they can see. Ss complete the text individually, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA This activity can be challenging for dyslexic learners, especially given the range of language they need to draw on to both identify and spell the words. In this case, you could provide a complete gap for each word, with two possible options for each gap.

- B**  **R2.02** | Play the recording for Ss to listen and check their answers, then check answers with the class.

ANSWERS:

- | | |
|-------------|-----------|
| 1 order | 5 have |
| 2 main | 6 seeing |
| 3 side | 7 doesn't |
| 4 something | 8 never |

TO FINISH

Ask Ss to think of the three most useful things they learnt in Unit 2. Give them a minute or two to look back over the unit and decide, then put them in pairs to compare answers.