

Work and study

2

Teacher development Introduction

Strategy 2: Memorizing new language – Maximizing memory

A good memory is one of the keys to successful language learning. In this unit, we look at ways to help our Ss exercise their memories so they can more easily remember useful words, expressions, and grammar structures.

What did you say? (Activity 1): Ss take turns memorizing and repeating personalized sentences using a particular grammar structure. You will have the opportunity to try this in Lesson 2.1.

Reconstructing a text (Activity 2): Ss work with key words and expressions to recreate a short text. You can try this in Lesson 2.2.

To find out more about memory and memory-development techniques in language learning, read the Introduction and Chapter 1 of Nick Bilbrough, *Memory Activities for Language Learning*, pp. 1–42. Please go to the Teacher’s Resources on Cambridge One to download this material.

Introduce the theme of the unit

On the board, write **My week**. Briefly discuss the events of your week. Ask **Do you do the same things every day?** If necessary, write categories on the board that might apply to your Ss (work, study, friends, family, sports, etc.). Write their answers on the board.

Unit objectives

Read the unit objectives aloud. Tell Ss to listen and read along. Go over any vocabulary that might be unfamiliar to Ss, for example: *workspace*, *podcast*. Ask Ss if they know what *podcast* and *app* are short for (iPod + broadcast; application).

Start speaking

A In pairs, Ss discuss the questions. Ss share their answers with the class. Briefly discuss if anyone in the class has experienced a similar situation to the one in the photo.

B Give Ss time to think of their own answers to the questions. Set a time limit of five minutes. Ss discuss the questions in pairs.

Extra activity

Put Ss in small groups. Group members compare the problems they actually have when they study or work at home and decide who in the group has the most problems or difficult situations.

Ask a S from each group to share what they learned with the class.

Please go to the Teacher’s Resources on Cambridge One to download the following photocopiable activities for this unit:

2.1 Grammar: Simple present dominoes

2.2 Grammar: *This one or that one?*

2.1 Vocabulary: Expressions with *do*, *have*, and *make*

2.2 Vocabulary: Naming work and study items

Unit 2 Speaking: *Are you a good student?* (Lesson 2.2)

C In pairs, Ss discuss the question.

■ **Optional activity** Ss use their phones to access the video and then discuss if they think their busy day is the same as Ceres Beatriz.

Real student

Hi, I’m Beatriz. My busy day is usually Friday. On that day, I usually ride a bike and have a lot of classes.

Extra activity

Ss discuss what the most important appointments are in their day and which appointments they can delay if they need to. Ask if they finish all the things on their schedule every day.



2

Work and study

Unit objectives

- talk about what you do every day, on the weekend, etc.
- talk about your workspace
- explain communication problems
- write your opinion about a podcast
- give advice about useful apps for work and study

Start speaking

- A** Look at the photo. What is the man trying to do? How do you think he's feeling?
- B** Do you ever work or study at home? Is it easy or difficult? What problems can you have when you're working or studying at home?
- C** Is this a busy week for you? Watch Ceres Beatriz's video.



Real student

Is your busy day the same as Ceres Beatriz's?



Lesson objective

- talk about what you do every day, on the weekend, etc.

1 Language in context

A Julia has a new fitness tracker. Read the article. Check (✓) the things it gives her information about.

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> class schedule | <input type="checkbox"/> exercise | <input type="checkbox"/> study time |
| <input type="checkbox"/> drinking | <input type="checkbox"/> free-time activities | <input type="checkbox"/> the weather |
| <input type="checkbox"/> eating | <input type="checkbox"/> sleep | <input type="checkbox"/> work |

My life in numbers

What do I know about my life? A lot more with my new **fitness tracker**.

Now I know I take 7,000 steps a day – not bad, but not great. But I also know that I look at my laptop for 10.5 hours every day! About 78% of that time (8.2 hours) is for work. When I have free time, I chat with friends (64 messages a day) or make plans for later.

I only sleep six hours a night (25%). Then I have something to drink (coffee or soda) about eight times a day to stay awake. Thank you, caffeine!!

The good news? I exercise a lot because I do a lot of housework: I do the laundry, do the dishes, make the bed, and cook (my roommate doesn't cook at all!). That's about the same as walking 7.5 kilometers a day!

Learn your numbers with a **fitness tracker**! It can teach you a lot about you!



Glossary

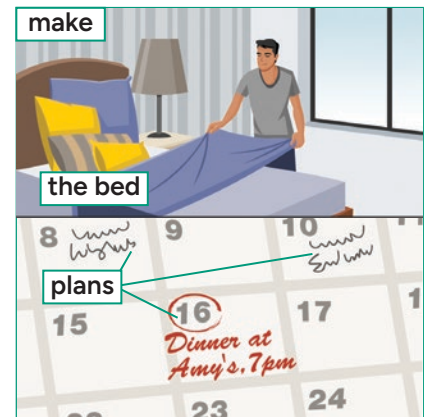
step (n) a movement you make with your feet when you walk

B Read Julia's article again. Does Julia need extra exercise? Why or why not?

C Do you think information like this is useful? Why or why not?

2 Vocabulary: Expressions with do, have, and make

A **2.01** Listen and say the phrases. How many of these phrases are in the article?



B Now do the vocabulary exercises for 2.1 on page 146.

2.1

Know your numbers

Lesson objective

- talk about what you do every day, on the weekend, etc.

1 Language in context

- **Introduce the task** Give Ss time to study the photo. Ask if they know what a fitness tracker does.
- On the board, write **fitness**. Ask Ss if they know what the word means.
- Let pairs discuss what they do for fitness.

Vocabulary support In general, *fitness* is used to talk about how healthy a person is, including their weight and how much they exercise. There are many kinds of fitness trackers, and they can monitor many different things. Some of the more advanced fitness trackers monitor how many steps you take in a day, how many stairs you climb, how many hours you sleep, and how well you sleep. Many also include GPS.

A Do the task Ask a volunteer to read the instructions and items aloud. Check understanding.

- Give Ss time to read the article. Answer any questions about unfamiliar vocabulary.
- Ss do the task individually.
- Check answers with the class.

Answers

drinking, exercise, free-time activities, sleep, work

B Give Ss time to read the article again and think about their answers to the questions.

- Ss compare their answers with a partner.
- Ss share their partners' answers with the class.

Answers

No, Julia doesn't need more exercise because she does a lot of housework.

✍ Homework ideas

📱 Ss substitute their own information into the article "My life in numbers." (They can guess about how many steps they take.) Ss share their information with the class the next day.

C Ss discuss the questions in pairs before sharing answers with the class.

- On the board, write the things that Julia's fitness tracker monitors. Let the class vote on what information is useful and what isn't. Encourage them to explain their answers.

2 Vocabulary: Expressions with *do*, *have*, and *make*

- **Introduce the task** Ask Ss if they know any phrases in English with *do*, *have*, or *make*. Write them on the board.

A 2.01 Do the task Give Ss time to look at the pictures and read the phrases.

- Play the audio for Ss to complete the task. Play the audio again to check answers. Then play it again for Ss to listen and repeat the phrases.

Answers

Seven of the phrases are in the article:
do: (the) dishes, the laundry, the housework
have: free time, something to drink
make: the bed, plans

B Direct Ss to page 146 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-145.

C **Pair work** In pairs, Ss discuss the questions.

- **Optional activity** Ss use their phones to access the video and then discuss if they do the same activities as Mika.

Real student

Hi! I'm Mika Kunimoto. Every day, I make plans for the day and I also do my homework. I talk with my family about good things that happen every day.

3 Grammar: Simple present for habits and routines

- **Introduce the task** Read the example sentences and questions in the chart aloud. Ss repeat after you.
- On the board, write **habit** and **routine**. Explain that a habit or routine is something that you do regularly or usually. Give examples from your own life. (**Every day I get up at 6:00 a.m. I play tennis on Saturday mornings.**) Ask Ss to give examples of a habit or routine from their own lives.
- On the board, write **I eat**. Then write **he, she, and it**. Ask Ss how the verb changes when the subject changes (add **s** to **eat**). Ask **What word do you add to the sentence to make it negative?** (don't) **What if the subject is he, she, or it?** (doesn't)
- Books closed. Check understanding of the information questions. Ask a S one of the questions. They answer it and then ask the same question to another S. Continue with the other questions as time allows.

A Do the task Ss complete the task individually and then check answers in pairs.

Answers

1 he/she/it 2 does 3 do 4 before

B Direct Ss to page 131 to complete the grammar exercises. Teacher tips for the grammar exercises are on page T-129.

C Ss work individually to write the questions and answers.

- Read the information in the **Accuracy check** aloud.
- Tell Ss to look at their answers again and check for accuracy.
- Check answers as a class.

Answers

- A When does your day usually start?
B It usually starts at 7:00 a.m.
- A How many coffees do you have every day?
B I have four cups every day.
- A How often do you do the dishes?
B I do the dishes every evening.
- A What time does your family have dinner?
B We usually eat at seven.
- A How many hours do you sleep?
B I always sleep for seven hours.

4 Speaking

- **Pair work** Put Ss in pairs. Set a time limit of five minutes. Ss ask and answer the questions from exercise 3C.

Teacher development Activity 1



What did you say?

This is a simple but effective activity that can be used to practice understanding and memorization of all kinds of grammatical structures at the sentence level. Here the focus is on personalized sentences using the simple present with frequency expressions.

- Tell Ss to write their answers to the five questions in exercise 3C in the form of full sentences.
- Put Ss into new pairs. Student A reads aloud their five sentences while Student B listens and tries to remember. When Student A has finished, Student B repeats back everything they can remember. Student A prompts and corrects as necessary.
- Then Ss change roles within their pairs and repeat the activity.

- C** **Pair work** Which activities in exercise 2A do you usually do every day? Do you and your partner do the same things? Watch Mika's video.



Real student

Do you do the same activities as Mika?



3 Grammar: Simple present for habits and routines

- A** Look at the sentences in the Grammar box. Then **circle** the correct option to complete the rules.

Grammar Simple present for habits and routines

I chat with friends.	My roommate doesn't cook at all.	Do you exercise a lot?
Julia sleeps six hours a night.	Julia doesn't need more exercise.	Does Julia sleep a lot?

Grammar Information questions

What does Julia know about her life?	How many steps do you take every day?
Why doesn't your roommate help ?	How often do you have something to drink?

- In affirmative sentences, add **-s/-es** to the verb when you talk about **I/you/we/they / he/she/it**.
- In negative sentences, use **do / does** with *he/she/it*.
- In questions, use **do / does** with *I/you/we/they*.
- In information questions, the question word (*what, when, where, who, why, how*) goes **before / after** *do or don't*.

- B** **Now go to page 131. Look at the grammar chart and do the grammar exercises for 2.1.**

- C** Put the words in the right order to make questions and answers. Then check your accuracy.

- A** day / does / start / usually / when / your
B at / it / starts / usually / 7:00 a.m.
- A** coffees / day / do / every / have / how / many / you
B cups / day / every / four / have / I
- A** dishes / do / do / how / often / the / you
B dishes / do / evening / every / I / the
- A** does / family / dinner / have / time / what / your
B at / eat / seven / usually / we
- A** do / hours / how / many / sleep / you
B always / for / hours / I / seven / sleep



Accuracy check

Put these frequency words before the verb: **usually, often, never, sometimes**
Put other time phrases at the end of the sentence: **every day, every evening**
I do housework **usually** on Saturdays. ✗
I usually do housework on Saturdays. ✓


4 Speaking

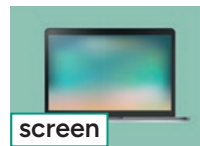
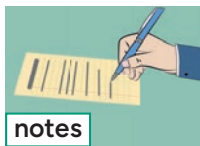
- Pair work** Ask and answer the five questions from exercise 3C. Give answers that are true for you.




- talk about your workspace


1 Vocabulary: Naming work and study items

- A** Do you usually use pen and paper, a computer, your phone, or a tablet at work or school? Why?
- B**  **2.02** Look at the pictures. Listen and say the words. Which things do you use every day?



- C**  Now do the vocabulary exercises for 2.2 on page 146.

2 Language in context

- A** Where do you like to work or study? Choose from these places. Why do you like to work or study there?
at home at school in a café in a library in a park in an office
- B**  **2.03** Listen to three people talk about their favorite workspaces. Match the speakers to the photos. Listen again and read to check.

2.03 Audio script

- This is my office. Well, kind of. There are lots of tables here. These small ones on the left are my favorite. I often have meetings in here, and there's lots of space to sit and see the same **screen**. There's free **Wi-Fi**, and the coffee is excellent, too!
- Where do I work? In the spring and summer, I like to sit under these trees. All my **notes** and **files** and **textbooks** are on my laptop, so I don't need anything else. That's a mall over there, so I can have something to drink or a snack when I want.
- This is where I usually study. I live a long way from school, so I'm here for two hours every day. Do you see that seat with the table, on the left? That's my favorite one. It's always quiet – I listen to music with my **headphones**. There's an electrical **outlet** between the seats.




- C** **Pair work** Discuss the workspaces in the photos. What's good and bad about them? Are these places better than the other places in exercise 2A? Why or why not?

- talk about your workspace

1 Vocabulary: Naming work and study items

- **Introduce the task** On the board, write **What do you need to help you study?** If necessary, give some examples, such as *a hot cup of tea, quiet, a good lamp, a good chair, music, a pencil*. Set a time limit of one minute and tell Ss to write down as many things as they can think of.
- Ss compare lists with a partner.

A Ask volunteers to read the questions aloud. Elicit answers from the class.

B  **2.02** Do the task Ss look at the pictures.

- Play the audio for Ss to listen and repeat the words.
- **Review the task** Books closed. Check understanding of the vocabulary. Say one of the words from the list and ask Ss to point to or hold up an example of the word. If the item is not in the classroom, ask a volunteer to say a definition or use it in a sentence.
- Ss discuss the question in pairs.

Extra activity

Remind Ss of their lists of things from the warm-up. Let them talk with a partner and compare their list to the vocabulary items. Were any items the same? How do they use any of the items from the vocabulary list?

C Direct Ss to page 146 to complete the vocabulary exercises. Teacher tips for vocabulary exercises are on page T-145.

2 Language in context

A Ask volunteers to read the instructions and places aloud. Check understanding.

- Ss discuss the questions with a partner.
- Ss share their partners' answers with the class.

B  **2.03** Give Ss time to look at the photos.

- Play the audio for Ss to complete the task.
- Play the audio again for Ss to read along and check answers.

C **Pair work** Read the instruction and questions aloud. Ask a S to tell the class what they say in their own words. Model an answer about one of the places by saying your own answer. Give Ss time to think of their own answers.

- Pairs discuss the questions.
- **Optional activity** Tell Ss to do an image search for "the ideal office space."
- Ss choose their favorite office space from the images, say why they like it, and describe the items there using demonstrative pronouns.

Teacher development Activity 2

Reconstructing a text

This activity develops Ss' ability to focus on and remember key words and expressions from a text. They then use the words and expressions to create a coherent text, which further assists the process of memorizing.

- Tell Ss they will soon have to remember and write one of the scripts from exercise 2B. Give them 60 seconds to look at Script 1 (*This is my office ...*) and memorize as much as they can. Encourage them to focus on key words and expressions.
- Ss close their books. Working alone, they write down as many key words and expressions as they can remember.
- Put Ss in pairs. Using their notes, they recreate the script. Their texts don't have to use exactly the same wording as the original, but they should include the same information – and use correct English!
- Ss compare their texts with the original. Ask them to tell the class about any interesting differences. Are they mistakes or just different ways of saying the same thing?

Answers

A: Speaker 2 B: Speaker 1 C: Speaker 3

3 Grammar: *this / that one; these / those ones*

- **Introduce the task** Review *this/that one; these/those ones*. On the board, write **this one/that one/these ones/those ones**.
- Place single and pairs of objects around the classroom.
- Stand directly next to one object and say a sentence with *this*. (**This one is my favorite.**)
- Point to an object farther away from you and say a sentence about that object with *that one*.
- Continue with other objects and *these/those ones*.
- Keep the objects in the classroom for use later in the lesson.

Grammar support Ss may ask when to use *one/ones* and when not to use it in this construction. Generally, using *one/ones* makes the sentence more specific and can be used for emphasis when the speaker is talking about a particular thing or particular things.

A Do the task Give Ss time to look at the information in the **Notice box**.

- Ss do the task individually.
- Ss compare answers with a partner and then check answers with the class.

Answers

1 noun 2 one 3 ones


B Direct Ss to page 131 to complete the grammar exercises. Teacher tips for the grammar exercises are on page T-129.

C Give students time to look at the picture and read through the conversation.

- Ss do the task individually.

Answers

2 This 3 this 4 those 5 ones 6 these 7 These
8 ones 9 that

D  **2.04** Play the audio for Ss to check their answers.

- Ss do the task individually.

4 Speaking

A Pair work Read the instructions aloud. Ask a S to tell the class what the instructions say in their own words. Ask volunteers to read the sample conversation.

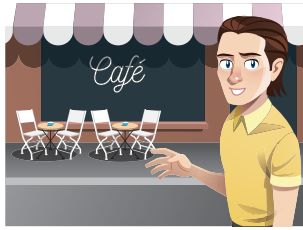
- Set a time limit for Ss to draw their workspaces.
- Pairs do the task.

B Group work Put pairs into groups of four. Each student answers the questions about their own workspace and their partner's workspace.

3 Grammar: *this / that one; these / those ones*

A Look at the pictures and the sentences in the Grammar box. Then complete the rules.

Grammar *this / that one; these / those ones*



Those ones are my favorites.



I like that one in the corner.



These ones are very small.



This one has an electrical outlet.

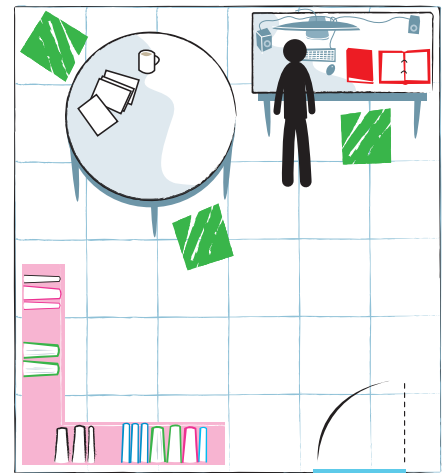
- 1 One and ones replace a **noun / verb**: *I like that one (= that seat) in the corner.*
- 2 Use *this* or *that one / ones* to talk about a singular thing that is near (*this*) or far (*that*).
- 3 Use *these* or *those one / ones* to talk about plural things that are near (*these*) or far (*those*).

! Use *this, that, these, and those* with or without a noun.
This table's my favorite.
This is my favorite table.

B **▶** Now go to page 131. Do the grammar exercises for 2.2.

C Look at the picture and **circle** the correct words to complete the conversation.

- A Is ¹**this** / **those** a drawing of your office?
 B Yes, it is. ²**This** / **That** is my desk here, in the corner.
 A What's ³**this** / **these** green thing here? And what are ⁴**these** / **those** ones next to the round table there?
 B This green one is my chair, and those ⁵**one** / **ones** are more chairs.
 A And ⁶**this** / **these** things on your desk, what are they?
 B ⁷**This** / **These** are my files and documents. And those ⁸**one** / **ones** there on the table are more files.
 A And what's ⁹**this** / **that** pink thing there?
 B A place for books. Books I never look at!



D **🔊 2.04** Listen to the conversation in exercise 3C and check your answers.

4 Speaking

A **Pair work** Draw your usual work or study space. Ask and answer questions about it with your partner. Use the questions in the box.


Where is this? What's this here? What's that over there? What's that one?
 Where is that? What's this/that? What are those/these? Is this/that your laptop?

- OK, so where's this? This is where I usually work.
 Is that your desk there? No, this one's my desk, here. And that's my laptop.

B **Group work** What do you like about your workspace and your partner's workspace? What don't you like? Tell your group.

- explain communication problems

1 Functional language

A  **2.05** Look at the communication problems in the box. Can you think of any more? Read and listen to the conversations. What communication problems do they have?

a bad connection no battery no picture problems hearing someone speaking too fast

2.05 Audio script

- 1 **A** Hi, Hannah.
B Hi there, Pedro. How are you?
A Can you say that again? I can see you, but I **can't hear you very well.**
B Really? That's strange, I can hear you just fine, but I can't see you.
A Sorry, I lost you. What was that?
B I can't see you.
A Maybe **it's my Wi-Fi. Is that any better?**
B No, **the connection's terrible. We can try again later.**
A Fine, let's do that. Talk to you later.

- 2 **A** Hi, Hannah. **Can you hear me now?**
B Sorry, **you're breaking up.** Pedro, **are you still there?**
A Yes, still here, ... but **there's an echo** now.
B Uh, ... OK, wait. **Let me turn up the volume. How about now?**
A No, no better, sorry.
B **Let me call you, OK?**
A What? I didn't catch that.
B Let me call you.
A No, still nothing. I know! Let me call you.



Insider English

When you can't hear someone because of a bad connection, you *lose* them. Sorry, I **lost** you. I **lost** you there for a few seconds.

B Complete the chart with the expressions in **bold** from the conversations above.

Explaining the problem	Checking the problem	Solving the problem
I can't hear you very well.	Is that any better?	We can try again later.
It's my ¹ _____.	Can you ⁵ _____ me now?	Let me turn up the ⁸ _____.
The ² _____ 's terrible.	How ⁶ _____?	Let me ⁹ _____, OK?
You're ³ _____.	Are you ⁷ _____?	
There's an ⁴ _____ now.		

C **Pair work** Practice the conversations in exercise 1A with your partner.



2.3


The connection's terrible

Lesson objective

- explain communication problems

1 Functional language

- **Introduce the task** Ask **Do you have problems talking to people with your phone, tablet, or computer? What kinds of problems do you have? What problems are difficult?**

A  **2.05 Do the task** Read the instructions and questions aloud. Ask a S to say what the instructions say in their own words. Ask a volunteer to read the problems in the box aloud. Check understanding. Brainstorm other problems as a class. Write Ss' answers on the board.

- Play the audio. Ss read along.
- Direct Ss' attention to the **Insider English** box and read the information aloud.
- Play the audio again if necessary.
- Ss discuss their answers in pairs and then check answers with the class.

Answers

- 1 There's a bad connection, person B has no picture, and they have problems hearing.
- 2 He's breaking up, and they have problems hearing.

Extra activity

Before class, make copies of the conversations – enough so that each pair of Ss will have a copy. Cut each conversation into strips (one line of conversation per strip), mix up the strips for each conversation, and distribute them to the pairs. Pairs work together to put the conversations back into the correct order. Ss practice the conversations. Accept any version of the conversation that makes sense.

B Direct Ss' attention to the headings in the chart. Check understanding.

- Ss complete the task individually.

Mixed ability

Direct stronger Ss to cover the text of the conversation from exercise 1A and try to fill in the blanks from memory. For other Ss, allow them to reread the conversations first and then fill in the blanks.

- While Ss are completing the task, write the sentences on the board, including the blanks.
- Volunteers come to the board to fill in the blanks for the class to check answers.

Answers

- 1 Wi-Fi 2 connection 3 breaking up 4 echo
- 5 hear 6 about now 7 still there 8 volume
- 9 call you

C **Pair work** Ss practice the conversations in exercise 1A in pairs.

- Pairs say their conversation for the class.

2 Real-world strategy


- **Introduce the task** As a class, ask Ss to share situations where they had to ask someone to repeat what they said. Ask Ss what words or phrases in English they used to do this.

A Do the task Read the expressions in the box aloud several times. Ss repeat.

- Ss complete the task individually and then check the answer in pairs.

Answer

What was that?


B  **2.06** Ss do the task individually.

- Play the audio for Ss to check their answers.
- Ss practice the conversations with a partner.

Answers

1 say that again 2 didn't catch that 3 could you repeat


3 Pronunciation: Saying /h/ at the beginning of a word

A  **2.07** Read the instructions and question aloud.

- Play the audio, and Ss write in the words they hear. Ask Ss what sound all the missing words have.
- Play the audio again. Ss practice the conversation in pairs.

Answers


1 Hi 2 How 3 Hi 4 Hannah 5 hear

B  **2.08** Read the instructions aloud. Clarify that Ed, Hannah, and Anna are people's names. Also clarify the meaning of Ow! (the noise you make if something hurts)

- Play the audio and tell Ss to circle the words they hear. Check answers with the class.
- Say the /h/ words and tell Ss to repeat after you.

Answers

1 Hi! 2 ear 3 how 4 head 5 his 6 eight 7 Anna
8 hat

C  **2.09** Play the audio. Ss listen and read the sentences aloud, focusing on the /h/ words.

- Ss practice saying the sentences in pairs.

Extra activity

Ss sit back to back. Each S has their book and a piece of paper and pencil/pen. Ss take turns saying one of the words in each pair while their partner writes the word they hear. Then they check their answers.

4 Speaking

- **Pair work** **Introduce the task** Put Ss in pairs and assign who will be A and who will be B.
- Give Ss time to read the instructions and the situations.
- Model the task with a volunteer.
- **Do the task** Ss do the task in pairs.

Mixed ability

If Ss are having difficulty with the task, choose a situation, a reason, and a problem, and then work with them as a group to write a conversation for them to practice.

- **Review the task** Pairs say their conversation for the class.
- When Ss finish their conversations, tell them to share the functional language phrase(s) that they used in their conversation.

2 Real-world strategy

A Read the expressions in the box. Find one more example on page 16 and add it to the box.

Asking for repetition


Use these expressions when you can't hear or understand what someone says.

Sorry, can you say that again?

What? I didn't catch that.

Could you repeat that?



B  **2.06** Complete the conversations using the expressions in the box. Then listen and check. Practice them with a partner.

1

A Sorry, I lost you. Can you
1 _____ ?

B Yes, it's the hotel's Wi-Fi – it's terrible!

A Sorry, I ² _____ .

B The hotel Wi-Fi is terrible!


2

A Sorry, ³ _____ that?
The traffic noise is terrible.

B I said, "I'm running out of battery."

A Oh, OK. We can try again later.

3 Pronunciation: Saying /h/ at the beginning of a word

A  **2.07** Listen. Write the missing words. Which sound do they all have?

A ¹ _____ there, Pedro. ² _____ are you?

B ³ _____, ⁴ _____. Can you ⁵ _____ me now?

B  **2.08** Listen. Circle the words you hear.

1 Hi! / eye

3 how / Ow!

5 his / is

7 Hannah / Anna

2 hear / ear

4 head / Ed

6 hate / eight

8 hat / at

C  **2.09** Listen and repeat. Focus on the /h/ sounds.


1 I can't hear you. The **h**otel's Wi-Fi is terrible.

3 Can you **h**ear me OK? **H**ow about now?

2 I **h**ave **h**eadphones at **h**ome.

4 I **h**ate **h**ousework!

4 Speaking

 **Pair work** Choose a situation with your partner. Student A: Go to page 157.

Student B: Go to page 159. Follow the instructions.

Situations

■ worker (A) to boss (B)

■ coworker (A) to coworker (B)

■ student (A) to student (B)

■ student (A) to teacher (B)



2.4

A sustainable workplace

Lesson objective

- write your opinion about a podcast

1 Listening

A Look at the photo. In what ways do you think this office is a sustainable workplace?



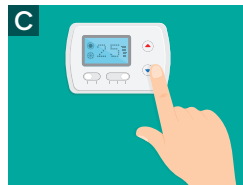
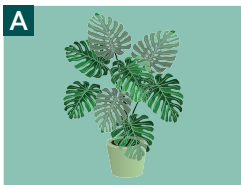
Glossary

sustainable (n) not bad for the environment

B **2.10** **Listen for gist** Listen to a podcast about sustainable workplaces. Which of your ideas in exercise 1A do they talk about?

C Look at the five tips below (1–5). Match them to the pictures (A–E).

- | | |
|---|---|
| 1 Turn down heating and air-conditioning. | 4 Use natural light or energy-saving bulbs. |
| 2 Grow plants both inside and outside. | 5 Use sustainable transportation. |
| 3 Switch off computers and other devices. | |



D **2.10** **Listen for detail** Listen again. Number the tips in the order they are mentioned.

E **Think critically** Look again at the tips. Which were familiar to you? Were any new? Which do you think are the most effective? Why?

2 Pronunciation: Listening for contractions

A **2.11** Listen. Write the missing letters.

- We'** _____ talking about this question in our office at the moment!
- If you **don'** _____ have natural light, then you can use energy-saving lights.
- So, that' _____ four tips – **what'** _____ the fifth?

B Complete the sentences with the three **bold** words from exercise 2A. Listen again and check.

- _____ has the same vowel sound as *coat*.
- _____ has the same vowel sound in the contracted form as *hear*.
- _____ has the same vowel sound as *nut*.


- write your opinion about a podcast

1 Listening

- **Introduce the task** Check the meaning of *sustainable*. If necessary, direct Ss' attention to the **Glossary**. Ask Ss to think about ways to make a place sustainable. Ask **What things can we do at home to make it more sustainable?** Ss can provide examples (using energy-efficient appliances and lighting, conserving water, using renewable energy, etc.)

A Do the task Ss look at the photo. Read the question aloud. Ask a S to tell the class what the question says in their own words.

- Ss discuss the question in pairs. Explain that they should provide examples based on what they see in the photo.
- Write Ss ideas on the board for them to refer to later in the lesson.

B  **2.10** **Listen for gist** Audio script p. T-173 Explain/review the meaning of *gist* (the main ideas, not the details).


- Read the instruction and question aloud. Explain that Ss should listen to identify whether the speakers talk about any of the ideas they mentioned in 1A.
- Play the audio. Discuss with Ss whether their ideas on the board match what they heard in the audio.

C Read the instructions aloud. Ask volunteers to read the tips aloud.

- Ss do the task individually.
- Check answers as a class.

Answers

1 C 2 A 3 B 4 D 5 E

D  **2.10** **Listen for detail** Audio script p. T-173 Review *detail*.

- Read the instructions aloud. Explain that Ss should number the tips in the order they hear them mentioned in the conversation.
- Play the audio again. Ss do the task individually.
- Check answers as a class.


Answers

4 3 1 5 2

E **Think critically** Read the questions aloud. Check understanding. Ss discuss them with a partner.

- Set a time limit of five minutes for pairs to discuss the questions.

2 Pronunciation: Listening for contractions

A  **2.11** Read the instructions aloud. Tell Ss to guess the missing letters. Play the audio for Ss to check their ideas.

Answers

1 re 2 t 3 s/s

- Ask **Which words are joined in *we're/don't/that's/what's*?** (we are/do not/that is/what is).

B Read the instructions aloud.

- Read the sentence stems aloud. Clarify the meaning of *vowel sound*.
- Ss complete the sentences. Play the audio to check answers.

Answers

1 don't 2 we're 3 what

3 Writing

- **Introduce the task** Briefly discuss if Ss post comments to a podcast or an online magazine, website, etc. Ask what makes them post a comment. If they don't post themselves, ask if they read comments on podcasts or websites they listen to/read.

A Do the task Ss read the comments silently and do the task individually.

- Check the answers as a class.
- Ask **Who says business executives should change their habits?** (A) **Who thinks we should avoid eating meat?** (B) **Who proposes working less to feel better?** (C)

Answers

1 C 2 A 3 B

B Ss do the task individually and then compare answers with a partner.

Answers

- 1 The podcast is interesting; I believe
- 2 For example; Another example
- 3 like a lot of the tips

Write it

C Ss do the activity individually. Remind Ss to look at any notes they have from earlier in the lesson.

- Pairs share their comments. Give them an opportunity to ask questions about anything they might not understand in their partner's comment. Ask them to say which comment in exercise 1A their partner's comment is the most similar to.
- Tell Ss to keep their writing where they can refer to it later. Encourage them to revisit their writing at the end of the unit and make any changes they think it needs. This can include spelling, grammar, vocabulary use, punctuation, etc. Explain to Ss that everyone, no matter their level, can improve their writing and that sometimes it is helpful to put a piece of writing aside for a day or two and look at it again with "fresh eyes."

D Writing skills Ss do the task individually and then check answers with a partner.

- Ss switch papers with a partner and check spelling.
- Ss then check their spelling in the comments in exercise 3C.


Answers

believe interesting people environment serious

E Ss share their comments with the class.

- Discuss if the class has generally positive or negative comments about the podcast.
- Ss write their replies individually and then share them with a partner.

Homework ideas

-  Assign the writing of the comment for homework and do exercises 3D and 3E in class the next day.

3 Writing

A Read the comments about the podcast. Then **circle** A, B, or C.

- 1 A B C thinks we should change the way we work and not only our workplace
- 2 A B C doesn't think the podcast is saying anything new
- 3 A B C suggests another tip that involves plants

Glossary

mental health (n) how we're feeling inside, or how we are emotionally

Podcast chat

A

The podcast is interesting, but all the tips are so simple. I mean, people do all these things already, don't they? And it's easy for big business to tell their workers to save energy – but what about them? They're not saving energy. **For example,** their executives are traveling in private jets and living in enormous homes. I think they need to change their lifestyles – not us!

B

I really like the tip about growing plants. It makes the air cleaner and at the same time it makes us feel happier. It's good for the environment, but it's also good for our health. **I believe** it's the same with food. We can live a more sustainable life if we eat a plant-based diet. It's good for the planet, and it's good for our health.

C

Another example of a good tip is to work less! I'm serious! If we all work four days a week and not five, we can save a lot of energy by switching off our computers and getting out into the fresh air! And **like a lot of the tips** on the podcast, it not only helps the planet, it helps our mental health too!

B Look at the phrases in **bold** in the comments above. Match each phrase to a category.

- 1 Giving an opinion _____
- 2 Giving an example _____
- 3 Comparing _____

Write it

C Write a comment of 40–60 words about the podcast. Use the comments in exercise 3A and the phrases in exercise 3B to help you. You can:

- Give your opinion of the podcast.
- Give an example of a tip for a more sustainable workplace
- Compare one of the tips to another tip you know.

D **Writing skills** There are spelling mistakes in some of the words below. Correct the mistakes. Then check your spelling in exercise 3C.

- | | |
|------------------|------------------|
| belive _____ | people _____ |
| business _____ | enviroment _____ |
| planet _____ | serius _____ |
| intresting _____ | energy _____ |

E Read the comments of other students in your class. Choose one comment that you think is interesting and write a short reply.



2.5

Time to speak Apps for life

Lesson objective

- give advice about useful apps for work and study



Find it

A Look at the different categories of apps on the right. Which ones do you have on your phone? Which ones do you use every day? Why do you like them? Does your partner use the same apps?

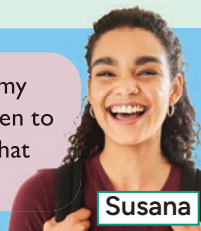
B Read what the students say, and give advice on apps useful for them.

I want to practice English vocab when I'm on the bus to school. I need a fun, interesting app.



Leon

I always forget what my homework is and when to do it. I need an app that helps me remember.



Susana

When I take notes in class, my writing is terrible, and the next day, I can't read it. Is there an app I can use to take notes quickly?



Maria

I'd like to learn more about American culture. I love TV and movies – is there a good app with lots of American shows?



David

C **Discuss** Think about what types of apps you would like to help you study English. Discuss in your group. Use the phrases at the bottom of the page to help you.

D **Decide** Your school wants to give a "welcome pack" of four smartphone or tablet apps to new students. Choose four apps from your phones and say why they are useful.

E **Present** Tell the class about your group's suggestions. Listen to the other suggestions. Write down any apps that you think are useful for you.

F Tell your partner which apps from today you'd like to download, and why. How are you going to use the apps?



social media



communication



games



calendar



education



sports and leisure



news



music and podcasts



photos and video



health and fitness

Useful phrases

Discuss

- I want to ... / I'd like to ...
- I find it hard to ...
- Is there an app I can use to ... ?
- How does it work?
- Why do you like it?

Decide

- My advice is ...
- Let's choose this app because ...

Present

- We think this is a great/helpful/fun app.
- We like this app because ...

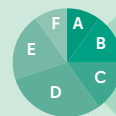


2.5

Time to speak Apps for life

Lesson objective

- give advice about useful apps for work and study



Time on each stage

- **Introduce the task** Aim: Get Ss thinking about different kinds of apps.
- Ask Do you use apps? Do you think apps are usually useful or not?
- Direct Ss to the **Useful phrases** section at the bottom of the page. Remind Ss that they can use the phrases at the relevant stages of the lesson.

A Aim: Ss talk about what apps they use.



Find it

- **Pair work** Ss discuss the questions in pairs.
- If possible, Ss show each other the apps on their phones and talk about how/why they use them.
- **Whole class** Ss share their partners' answers with the class.

B Aim: Ss practice giving advice about apps.

- **Individually** Give Ss time to read about each issue and think of their advice.
- **Pair work** Ss share their advice with a partner.

C Discuss >> Do the task Aim: Ss personalize the topic.

- **Group work** Ss do the task in small groups. Suggest that they make a list of the apps they each recommend to refer to in the next exercise.
- Preparation for speaking* Ss complete the task with one partner and then repeat with another.

D Decide >> Aim: Ss work together to choose useful apps.

- **Group work** In their groups from exercise C, Ss choose what they think will be the four most useful apps for new Ss. Suggest that they try to remember what was the most difficult/confusing thing on their first day/week of school. Was it finding the school itself? Was it understanding the schedule? Did they feel like they had nothing to talk about on the first day?
- Ss do the task in their groups.

E Present >> Aim: Ss find out about the other groups' choices.

- **Whole class** Ask one S from each group to present their apps.
- Allow Ss to ask questions about any of the apps they are unfamiliar with.
- Feedback for speaking activities* Use elicitation to correct errors. See page T-xxii for details.

F Aim: Ss refine their ideas and choices about useful apps.

- **Pair work** Ss discuss the questions in pairs.

📎 Extra activity

After the groups present their apps in exercise E, have the class vote on the final four most useful apps for new Ss. Ask volunteers to explain their decisions.

*These tips can help you create a safe speaking environment. They can also be used with other speaking activities. For more information, see page T-xxii.

>> PROGRESS CHECK >>

Students can assess their learning in this unit by completing the **Progress check**. Please go to the Teacher's Resources on Cambridge One to download this material and for activity suggestions.

Teacher development Reflection



Either answer these questions in a reflection journal or discuss them with your peers.

- 1 Development Activity 1 challenges Ss to memorize and repeat five sentences with the same structure. How did you explain the activity to Ss? Was it easy for them to understand? What advice would you give to a teacher when setting up this activity?
- 2 Did Ss enjoy the activity? Did it seem to be effective in "stretching" Ss' ability to memorize language? Why or why not?
- 3 Development Activity 2 asks Ss to remember key words and then use them to recreate a text. Which parts of the text were most difficult for Ss to recreate? Why was this?
- 4 At the end of the activity, Ss compare their texts with the original. What interesting or useful language points came up at this stage? What did Ss learn about English grammar or vocabulary as a result?

2.1 Vocabulary

EXPRESSIONS WITH *DO*, *HAVE*, AND *MAKE*

A Match the words with *do*, *have*, and *make*.

<i>do / have / make</i>	
_____ plans	_____ a snack
_____ free time	_____ the dishes
_____ the housework	_____ the bed
_____ the laundry	_____ a party
_____ something to drink	_____ some work

B Find the mistakes and write the sentences correctly.
Not all sentences have a mistake.

- 1 I usually do a snack when I come home in the evening.

- 2 I work and study a lot. I never have free time.

- 3 I make the dishes after dinner. Then I relax.

- 4 I don't usually make a party on my birthday.

- 5 In January I make plans for the year.

- 6 I make the laundry every week.

- 7 I have the housework on the weekend.

- 8 I need to make some work this evening.

- 9 When I eat a meal, I do something to drink.

- 10 Sometimes I do the bed before I go to school.

C Which sentences are true for you? Tell your group.
Give more information.

I don't usually have a party on my birthday. I usually go to a restaurant with my close friends.



2.2 Vocabulary

NAMING WORK AND STUDY ITEMS

A Find ten words connected with work and study.

N	O	T	E	S	E	E	D	A	H
M	Q	M	I	E	Y	N	R	E	S
T	R	A	D	N	E	L	A	C	C
K	N	L	W	S	B	D	O	F	R
V	Y	E	U	I	P	Y	B	I	E
M	E	O	M	H	F	J	Y	L	E
F	M	C	O	U	C	I	E	E	N
L	Y	N	P	Y	C	Y	K	S	I
T	E	X	T	B	O	O	K	T	T
S	O	U	T	L	E	T	D	A	B



B In pairs, try to remember all the words in one minute. Turn over the worksheet.
Write as many words as you can remember.



Student A

C Read the sentences to your partner. Ask him/her to tell you the word. Write his/her answer in the space.

- You use this when you make plans. _____
- You look at this part of a computer. _____
- You use this in class. It has articles and questions in it. _____
- This is a place to keep your documents. It can be on a computer. _____
- You write this piece of text on a computer. _____



Student B

C Read the sentences to your partner. Ask him/her to tell you the word. Write his/her answer in the space.

- You move things on the screen with this part of the computer. _____
- You write these in class. _____
- You use these to listen to music. _____
- This is a way to connect to the internet. _____
- You write with this part of the computer. _____
- Electricity comes from this place. _____