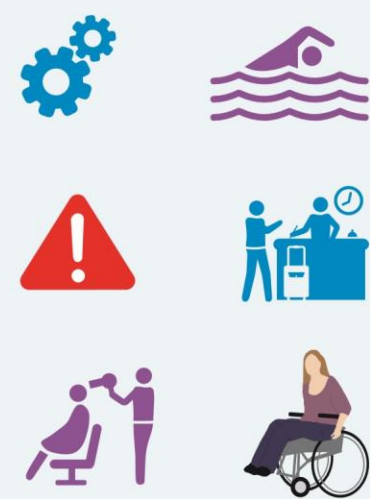




ENGLISH FOR EVERYONE

COURSE DELIVERY AND TEACHING PLAN



FOR DELIVERY OF ENGLISH FOR EVERYONE LEVEL 3 INTERMEDIATE COURSE

Notes/key

- Books: English for Everyone Level 3 Course Book (CB), English for Everyone Level 3 Practice Book (PB), English for Everyone English Vocabulary Builder, English for Everyone English Grammar Guide Practice Book
- All lessons have activities for presentation and practice
- All lessons have suggestions for extra classroom practice depending on time and needs
- All lessons have activities for students who need more support (marked *)
- All lessons have activities for stronger students or fast finishers (marked **)
- All lessons have homework

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
01	Making conversation	<p>To introduce the topic and check students' prior knowledge, show how much you already know about your students by saying sentences about them with question tags, e.g. "José, you speak Spanish, don't you?" Write one of the examples on the board. Ask students: "Do I already think this information is correct?" (Yes.) "Am I inviting you to agree or disagree with me?" (Agree.)</p> <p>1.1-1.3 Students read, listen and repeat. 1.4 and 1.6 1.7 Students read, listen and repeat. 1.8-1.9</p> <p>Activation: In groups, students write a simple dialogue to rehearse and perform for the class about situations where people might meet each other for the first time. Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Question tags Introductions and greetings</p>	<p>PB 1.1** PB 1.2* CB 1.5 CB 1.10</p>	<p>PB 1.3, 1.5 and 1.6</p> <p>AND / OR</p> <p>Using information they know about their teacher and classmates, students write sentences with question tags, e.g. "Mr. Gonzales is from Florida, isn't he?" "Farah, you like rock music, don't you?"</p>

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02	Countries	<p>To introduce the topic and check students' prior knowledge, elicit the names of the continents to the board. Put students into pairs or small groups and assign each a continent. Give them a few minutes to brainstorm countries in their continents.</p> <p>2.1 Students look at the pictures and write the translation in their first language under each one to create their own reference page. Allow them to use bilingual dictionaries, if available. Note that country names with more than two syllables, such as <u>Argentina</u>, <u>Vietnam</u> and <u>Mongolia</u>, it would be useful to elicit or provide the word stress, i.e. the syllable in a word that is pronounced loudest and longest. In order to say a word clearly, it is important to place word stress correctly. For example, "Australia" can be confused with "Austria" if the word stress is placed incorrectly on the first syllable.</p> <p>Activation: Put students into pairs and play a competitive game where you show students a flag and they have to say the name. They earn points for each flag they can identify.</p>	Countries		<p>PB 2.1</p> <p>AND / OR</p> <p>Students can choose a country from the list in Exercise 2.1. They find out information about the meaning behind the colors and design of the flag, which can be shared in brief peer or class presentations at the start of the following lesson.</p>

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03	Where things are	<p>To introduce the topic and check students' prior knowledge, create a few discussion questions with the key language for students to discuss in pairs or small groups, e.g. Do you think it's better to live in the mountains or on the coast? What is nice about living in a city? What are good and bad things about living on an island?</p> <p>3.1-3.2 Students read, listen and repeat.</p> <p>3.3-.3.4</p> <p>3.5 Note that this could be done in pairs, with students asking each other the questions.</p> <p>3.6 Students look at the pictures and write the translation in their first language under each one to create their own reference page.</p> <p>3.7-3.8</p> <p>Activation: Tell students to take notes on a city they know well, in relation to: 1) where it is, 2) what the weather is like, 3) what makes it interesting. Note: ask students not to talk about the city where they now live, or too many students will have the same information! Ask half the students to stand up in row against the wall of the classroom. Then tell the other half to go stand in front of a student already standing. Explain that they only have three minutes to discuss their cities before they will switch partners. When the time is up, ask students to move one (or two or three) people to their right and repeat the task.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	Prepositions of place Countries and nationalities	<p>PB 3.1 PB 3.4** PB 3.5*</p>	<p>PB 3.3 and 3.6</p> <p>AND / OR</p> <p>Invite students to write a post for a travel blog, similar to the one in PB 3.6, about the city or town where they live now, explaining where it is and why it's a nice place to visit. These could be shared in class or posted to a class blog or forum, where they could be read and commented on.</p>

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04	Numbers and statistics	<p>To introduce the topic and check students' prior knowledge, draw a drinking glass on the board and color the bottom half in, so it looks like it has liquid in it. Ask students if the glass is half full or half empty. Then draw another glass and color in the bottom one fourth. Ask if they think the glass is one quarter full or three-quarters empty.</p> <p>4.1-4.3 It might be useful to tell students that the word "dot" is used to describe websites ("dot.com"); this is also covered later in Unit 6.</p> <p>4.4-4.6 Note that some students may confuse the pronunciation of 17 with 70, 13 with 30, etc.</p> <p>Activation: Dictate five numbers to the students. Make sure to include fractions, decimals and percentages. Elicit them to the board to check. Then tell students the numbers all have a special significance in your life, for example, you live 5.5 miles from the school, you have only finished watching half of a new TV series, etc. Invite them to guess, e.g. "One of these numbers is how many miles away from the school I live." Once they have guessed, invite students to do the same activity in pairs or small groups.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Numbers in spoken English</p> <p>Sports events</p>	<p>PB 4.2**</p> <p>PB 4.5 and 4.6</p>	<p>PB 4.3 and 4.4</p> <p>AND / OR</p> <p>Ask students to write a minimum of five sentences using numbers to describe things in their home, place of work or their daily life, e.g. "I take the bus to work. It usually comes once every quarter of an hour, but today it was eight and half minutes late, so I was eight and a half minutes late to work!"</p>

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05	Times and dates	<p>To introduce the topic and check students' prior knowledge, write some questions about what time they do things during their daily routine, e.g. What time you usually...</p> <ul style="list-style-type: none"> -wake up? -start work or school? -eat dinner? -go to sleep? <p>Etc.</p> <p>Students discuss the questions in pairs or small groups.</p> <p>5.1 Students read, listen and repeat.</p> <p>5.2</p> <p>5.3 To personalize this exercise, ask students how dates are written in their home countries.</p> <p>5.4-5.5</p> <p>Activation: Give students a blank calendar for the month and ask them to fill it in with important events, activities, social arrangements, etc. from their own life. Ask them to include the exact time, as appropriate. Then explain that the school is going to offer ten free extra hours of English conversation lessons, but a minimum number – say, three or four – students have to agree to come at a certain day and time. Organize the class into small groups and invite them to discuss and decide when to have the free English lessons. Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Precise times</p> <p>Dates in US and UK English</p>	<p>PB 5.1</p> <p>PB 5.3*</p>	<p>PB 5.4</p> <p>AND / OR</p> <p>Invite students to write short descriptions about important "firsts," e.g. the day they passed their driving test, the day they bought a newer video game console, etc. Remind them to include exact dates and, when possible, exact times.</p>

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06	Contact details	<p>To introduce the topic and check students' prior knowledge, display or write on the board the contact details for the website of a local optician's office. Explain that you've lost your glasses and can't read anything! Ask the class for specific information using the key language, e.g. "What is the street address?" "What is the email address?"</p> <p>6.1-6.2 Students read, listen and repeat.</p> <p>6.4-6.5 Note that before doing these two exercises you may want to quickly review the alphabet, focusing on letters your students might find confusing, e.g. letters "i" and "e" for Spanish speakers.</p> <p>6.6 Students read, listen and repeat.</p> <p>6.7</p> <p>6.8 Students read, listen and repeat. You could extend this by asking students to brainstorm other words with the same vowel sounds, e.g. Joe, snow, slow, so, etc.</p> <p>6.9</p> <p>Activation: Collect some authentic business cards, fliers, brochures, etc. that contain contact information. In pairs, students roleplay telephone conversations where one person has to understand and write down information given by another. You may want to model this first in open class with a stronger student. Encourage students to assess their own learning by completing the checklist at the end.</p>	Letters and numbers	<p>PB 6.2*</p> <p>PB6.6**</p>	<p>PB 6.1, 6.3 and 6.4</p> <p>AND / OR</p> <p>Invite students to write short telephone dialogues where they relay their own personal information, e.g.</p> <p>A: "What's your first name?" B: "Adanya." A: "How do you spell that?" B "A-D-A-N-Y-A" A: And your last name? B: It's</p>
Review		Review content of lessons 1-6 using CB Units 1-6 and PB Units 1-6 as necessary.			

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07	Talking about jobs	<p>To introduce the topic and check students' prior knowledge, organize the students into teams. Give each team a piece of paper. Tell all the groups to write the word "jobs" in the center. Explain that each group has two minutes to brainstorm as many jobs as possible, but they only get points for jobs that the other teams didn't think of.</p> <p>7.1 Students write a translation in their first language to create their own reference page. Note: it's always a good idea to call students' attention to silent letters, for example, the "t" in "butcher" and "b" in "plumber."</p> <p>7.2 You could extend this by asking students to quiz themselves or a partner by covering the column on the right with their hand or a piece of paper.</p> <p>7.4 Students read, listen and repeat.</p> <p>7.5-7.7</p> <p>Activation: Organize the class into pairs or small groups. Give students some statements using the key language for them to agree or disagree with:</p> <p>"Experience is more important than qualifications." "It's nicer to work from home than at an office." "It's not fair to make interns work for free." "You need to finish college to earn a good salary." "Working for a company is better than being freelance."</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>"Job" and "work"</p> <p>Jobs and professions</p>	<p>PB 7.2 PB 7.4** PB 7.6*</p>	<p>PB 7.3 and 7.5</p> <p>AND / OR</p> <p>Invite students to write job listings, using PB 7.3 as a model, for at least three of the jobs in Exercise 7.1 in the course book.</p>

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08	Routine and free time	<p>To introduce the topic and check students' prior knowledge, draw a continuum on the board with 0% on one side and 100% on the other. Then write a sentence in the present tense with a gap for the adverb, e.g. "Seth _____ goes swimming on Friday afternoons." Provide one possible adverb of frequency (always, never, etc.) that fits in the gap and put it on the continuum. Elicit other possible adverbs and where they go on the continuum.</p> <p>8.1 Students read, listen and repeat. Note that it would be useful to highlight the word stress in the longer adverbs: "<u>f</u>requently," "<u>o</u>ccasionally."</p> <p>8.2</p> <p>8.3 Students read, listen and repeat.</p> <p>8.4-8.5</p> <p>8.6-8.7 Students read, listen and repeat.</p> <p>8.9-8.11</p> <p>Activation: Assign each student in the class a partner, but don't invite them to sit together just yet. Tell students to write at least six sentences they think are true about their partners, e.g. "Sophie always does her homework;" "Luca often goes to the movies." Then students sit with their partner and discuss the statements, confirming or correcting them, e.g. "It's true that I never ride a bicycle! How did you know?"</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	Leisure activities	<p>PB 8.1**</p> <p>PB 8.4</p> <p>PB 8.5*</p> <p>CB 8.8*</p>	<p>PB 8.6 and 8.8</p> <p>AND / OR</p> <p>Assign each student a job from Exercise 7.1 in Unit 7. Ask them to write a short paragraph about this person's routine using adverbs of frequency, e.g. "A surgeon sometimes has to work early in the morning or late at night."</p>

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09	Everyday activities	<p>To introduce the topic and check students' prior knowledge, put up two sentences with the same verb, but in one of the sentences the verb is part of a phrasal verb, e.g. "He's working" and "He's working out." Ask the students: "Do the two sentences have the same meaning?" (No.) "Where could he be in the second sentence?" (Probably at the gym.) "How about the first sentence?" (At a place of work like an office, factory, etc.) Elicit or explain that the particle "out" gives the verb a new meaning.</p> <p>9.1-9.3 Students read, listen and repeat.</p> <p>9.4-9.5 Note that if students are looking for a way to record new phrasal verbs in their notebooks, it makes more sense to organize them by particle than by verb, because certain particles convey particular ideas, e.g. "into" often means <i>entering</i> (check into, get into, etc.)</p> <p>9.6 Students read, listen and repeat.</p> <p>9.8-9.10</p> <p>Activation: Phrasal verbs often lend themselves to mime. Put the phrasal verbs from the unit on cards, and place them face down on the table. Pick one up and mime it for the class and invite the class to guess, e.g. "You are checking into a hotel." Then invite the other students one by one to choose a card and mime the phrasal verb for the class. Note that with large classes this activity could be done in small groups. Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Phrasal verbs Work and leisure</p>	<p>PB 9.2* CB 9.7*</p>	<p>PB 9.4, 9.5 and 9.6</p> <p>AND / OR</p> <p>Invite students to write sentences about a friend or family member using the phrasal verbs from the unit <i>and</i> the adverbs of frequency from Unit 8, e.g. "My brother often meets up with his friends online to play video games."</p>

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10	Body and appearance	<p>To introduce the topic and check students' prior knowledge, organize the class into pairs or small groups. Give each a collection of images of people of various heights, ages, hairstyles, etc, which you have found online or in magazines / newspapers. Invite the students to describe them. As they do the task, note down what words related to body, hair or appearance the students use and write it on the board.</p> <p>10.1-10.3 Students look at the pictures and write the translation in their first language under each one to create their own reference pages.</p> <p>Activation: If you have done the lead-in activity above, hand out the same pictures again and ask the students to describe them using some of the new vocabulary from the unit. Note that repeating a task like this can give students a great sense of achievement when they are able to do it better on the second go!</p>	Body and appearance		<p>PB 10.1</p> <p>AND / OR</p> <p>Invite students to find a picture of a person and label as many parts of the body as they can.</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
11	Describing people	<p>To introduce the topic and check students' prior knowledge, show students a picture of a person showing their face and hair. Ask the students how they would describe the person's hair, e.g. short or long, black or blond, curly or straight, etc. Then write a sentence using the adjectives on the board, e.g. She has short, curly blond hair. Ask the students in if it would also sound good to say curly, blond short hair* or blond, short curly hair*. (No, this adjective order would sound unnatural in English.)</p> <p>11.1-11.2 Students read, listen and repeat. Note that it's probably unrealistic for students to memorize the adjective order guidelines and recall them at the spur of the moment in conversation, but it's still very useful to raise their awareness of this grammar and give them practice with it in a more controlled way.</p> <p>11.3 This exercise could be extended by asking students to think of more adjectives to the columns.</p> <p>11.4-11.5 Activation: Put fifteen to twenty adjectives commonly used to describe people's appearance (include ones from Unit 10) on cards. Organize the class into small groups and give each group a set of cards. Explain that you will show them a picture of a person for five seconds and then take it away. In their groups, they have to decide on up to three adjectives to describe the person. They win one point for each adjective they use, but they get zero points if the order is incorrect! Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Adjective order Adjectives for describing people</p>	<p>PB 11.1** PB 11.2*</p>	<p>PB 11.3 and 11.4 AND / OR Invite students to find five things in their home that they don't use anymore and wouldn't mind selling for a small amount of money. Tell them to take a picture and put a price and a description in the title of the photo using up to three adjectives, e.g. \$1, an old, gray sweatshirt. Tell students to email you their photos. Display a small selection of them in the following class and see if there are any potential buyers!</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
12	Clothes and accessories	<p>To introduce the topic and check students' prior knowledge, fill a backpack with small articles of your own clothing and bring it to class. Take them out of the bag one by one and see how many of the vocabulary words from the unit your students already know. Then tell them there were some other bigger things that you wanted to bring but they didn't fit in the bag. Elicit ideas from the students, e.g. coat, sneakers, boots, etc.</p> <p>12.1-12.4 Students look at the pictures and write the translation in their first language under each one to create their own reference pages. Note that it's useful to raise students' awareness of English words where one vowel sound is spelled with two letters, e.g. <i>jeans</i>, <i>shoes</i>, <i>sneakers</i>, <i>sweater</i>, <i>leather</i>, etc. This will help students avoid typical "spelling pronunciation" errors. Activation: Play bingo. Tell students to draw a five-by-five table in their notebooks. They write "free" in the square in the exact center and then fill in the remaining squares with clothing vocabulary from the lesson. Show students pictures of articles of clothing. If a student has the word on their card, they cross it off. The first student to get five squares in a row wins.</p>	Clothes and accessories		<p>PB 12.1</p> <p>AND / OR</p> <p>Invite students to write a short description of an article of clothing that has a special significance for them, e.g. "I'm going to tell you about a very special dress of mine. It's long and black, and it's made of soft cotton. There are small buttons on the back. It's special because I wore it the day I graduated from..."</p>

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13	What I'm wearing	<p>To introduce the topic and check students' prior knowledge, tell students you are going to describe what one student in class is wearing and they have to guess who it is. Make sure not to look directly at the student whose clothes you are describing! Repeat with a couple more students. Then write an example sentence on the board, e.g. "Xi is wearing a black cardigan and jeans." Elicit or explain that in English we use the continuous tenses to describe the clothes people are wearing, not simple tenses.</p> <p>13.1-13.2 Students read, listen and repeat. 13.3-13.4 13.7</p> <p>Activation: Tell the students they have a minute to look around the classroom and try to remember what everybody is wearing. Then explain that they are going to close their eyes and you will ask them what one particular student is wearing. Students are not allowed to describe themselves! With larger classes, this activity could be done in small groups, with students taking turns quizzing each other.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	The present continuous Clothes and fashion	<p>CB 13.6 PB 13.1** PB 13.3*</p>	<p>PB 13.2 and 13.5</p> <p>AND / OR</p> <p>Invite students to find pictures of themselves at different times of year. Students paste them into a document and write brief descriptions, e.g. "In this picture, I'm wearing a heavy, black coat, a wool hat and gloves."</p>
Review		Review content of lessons 7-13 using CB Units 7-13 and PB Units 7-13 as necessary.			

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
14	Rooms and furniture	<p>To introduce the topic and check students' prior knowledge, show students a picture of a typical room in a house or apartment (yours or one you found on the internet, in a catalog, etc.) Elicit to the board as many vocabulary words related to furniture as you can. Repeat with pictures of one or two other different rooms.</p> <p>14.1 Students look at the pictures and write the translation in their first language under each one to create their own reference pages. Note that depending on where you and your students live, there may be some typical house words not included in this list, e.g. balcony, carpet, tile floor, etc. Make time to elicit or provide extra vocabulary students will need to describe their own houses or apartments.</p> <p>Activation: This vocabulary is relatively easy to draw, so it lends itself well to Pictionary. Put the words on the 14.1 on cards. Organize the class into groups. Give each group a set of cards and some blank paper. One student from the group is the artist, who draws a card and tries to get the other members to guess the word using only drawings. No words, symbols or hand gestures allowed! Set a time limit of three minutes. The team with the most correctly guessed items is the winner.</p>	Rooms and furniture		<p>PB 14.1</p> <p>AND / OR</p> <p>Students could write a description of their favorite room in their house, e.g. "My favorite room is the study. That's where I do all of my homework. There is a nice, big desk. I love the desk chair. It's very comfortable to sit in for long periods."</p> <p>Alternatively, students could make a video in which they record themselves talking about a favorite room.</p>

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15	Daily routines	<p>To introduce the topic and check students' prior knowledge, introduce the idea of collocations with a metaphor. Board the words <i>your parents, your mailman, your doctor, your friends</i>. Ask students who they have a strong relationship with. (Friends, family.) Ask who they spend more time with. (Friends, family.) Explain that words are the same: they have a stronger relationship with some words and spend more time together with them. Board these two phrases: "do the bed*," "make the bed." Elicit which has a strong relationship with <i>bed, make</i> or <i>do</i>. (Make.)</p> <p>15.1-15.2 Students read, listen and repeat. 15.3-15.5 15.7 Students read, listen and repeat. 15.8 and 15.10</p> <p>Activation: Put students into pairs or small groups. Explain that they are going to play a simple activity called "Would you rather." The activity consists of asking each other questions with two options related to household chores, e.g. "Would you rather walk the dog or wash the dishes?" Students must choose one and think of an explanation, e.g. "I'd rather wash the dishes. That's better than picking up the dog's mess."</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Collocations Routines and chores</p>	<p>PB 15.3** PB 15.5* CB 15.6 CB 15.9</p>	<p>15.4 and 15.6</p> <p>AND / OR</p> <p>Invite students to pretend they have entered a contest and won a housecleaning robot. Students record themselves giving instructions to the robots, e.g. "After I get up in the morning, you have to make my bed. While I take a shower, set the table for breakfast."</p>

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16	Separable phrasal verbs	<p>To introduce the topic and check students' prior knowledge, take a pencil and drop it on the floor. Elicit from the class, "You dropped the pencil." Now pick it up. Again, elicit a description from the class: "You picked up the pencil / You picked the pencil up." Write both examples on the board. Ask if both are possible. (Yes.) Erase <i>pencil</i> in both sentences and replace it with the pronoun <i>it</i>. Ask if both are possible. (No, "You picked up it*" is not grammatically correct.)</p> <p>16.1-16.2 Students read, listen and repeat. Note that some phrasal verbs are inseparable, e.g. <i>check up, care for</i>. This unit only deals with those that are separable.</p> <p>16.3-16.4</p> <p>16.5 Students read, listen and repeat.</p> <p>16.6</p> <p>16.7 Students look at the pictures and write the translation in their first language under each one to create their own reference page.</p> <p>16.9-16.10</p> <p>16.7-16.8 Students look at the pictures and write the translation in their first language under each one.</p> <p>16.11-16.12</p> <p>Activation: As a class, discuss which adjectives from Exercises 16.11-16.12 they would use to describe the city or town where they live now.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Separable phrasal verbs</p> <p>Around town</p>	<p>PB 16.1*</p> <p>PB 16.2</p> <p>PB 16.3**</p> <p>PB 16.6</p>	PB 16.5 and 16.7

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
17	Comparing places	<p>To introduce the topic and check students' prior knowledge, draw a simple picture of a very tall tree and a house. Write the sentence with a gap for the modifier: "The tree is _____ than the building." Elicit possible modifiers to indicate a big difference: a lot, much. Then erase the very tall tree and draw one that is only a little bit taller than the house. Elicit possible modifiers to indicate a small difference.: a bit, slightly.</p> <p>17.1-17.2 Students read, listen and repeat. 17.3 17.4-17.5 Students read, listen and repeat. 17.6 17.7 Students look at the pictures and write the translation in their first language under each one to create their own reference page.</p> <p>16.8-16.9 Activation: Give your students a variety of local (or famous) places or geographical features they will be familiar with. Organize the class into pairs. Set a time limit and ask the students to write as many sentences as they can using the comparative or the superlative before the time is up. Each pair gets one point for each correct sentence and an extra point for using an appropriate modifier. Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Modifiers Geographical terms</p>	<p>PB 17.1** PB 17.5*</p>	<p>PB 17.4 and 17.6 AND / OR Invite students to do some web-based research and write another three entries for the "Did you know" article in CB 17.9 about other extreme places. Remind them to use the superlative.</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
18	Likes and dislikes	<p>To introduce the topic and check students' prior knowledge, start the lesson by writing some sentence beginnings on the board with <i>-ing</i> and <i>-ed</i> adjectives:</p> <ul style="list-style-type: none"> -I always feel relaxed after I... -One relaxing activity I enjoy in my free time is... -The recently I felt really annoyed when ... -I find _____ really annoying because... <p>Individually, students finish the sentences in their notebooks. Then discuss their ideas in open class. Finally, underline the adjectives in the example and elicit or explain the difference between the use of <i>-ed</i> and <i>-ing</i> adjectives.</p> <p>18.1-18.3 Students read, listen and repeat. Note that it would be useful to highlight that <i>-ed</i> is pronounced three different ways in English: /d/ in <i>annoyed</i>, /t/ in <i>relaxed</i>, and /ɪd/ in <i>excited</i>.</p> <p>18.3-18.4 18.6 18.7-18.9 Students read, listen and repeat. 18.10</p> <p>Activation: Give the students sentence beginnings to create questions to discuss with their classmates using the key language, e.g. "What sports do you ... ?" "What foods do you ... ?"</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Adjectives with "<i>-ing</i>" and "<i>-ed</i>"</p> <p>Feelings and emotions</p>	<p>PB 18.1** PB 18.2 PB 18.5** CB 18.5</p>	18.4 and 18.6
Review		Review content of lessons 15-18 using CB Units 15-18 and PB Units 15-18 as necessary.			

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
19	Family and growing up	<p>To introduce the topic and check students' prior knowledge, choose a famous family students will likely be familiar with, e.g. the Simpsons, the Obamas, etc. Show students a picture and elicit the relationships between them: "Marge is Bart's mother," "Bart, Lisa and Maggie are the children of Homer and Marge, etc."</p> <p>19.1-19.7 Students look at the pictures and write the translation in their first language under each one to create their own reference page. Note that some students may ask about the difference between <i>baby</i> and <i>toddler</i>. Toddlers are aged 1-3 and therefore older and bigger than babies. They have also usually begun to walk and talk.</p> <p>Activation: Ask students to draw a family tree in their notebooks and label the family members according to their relation to the student. In pairs, students could practice the vocabulary by exchanging family trees and quiz each other:</p> <p>A: "What's your aunt's name?" B: "Candela." C: "No, that's your cousin!"</p>	Family and growing up		<p>19.1</p> <p>AND / OR</p> <p>Student try to find an interesting picture of a relative, for example, a grandmother or aunt, and then write a short description of the person and the story behind the photo, e.g. "This is my grandmother when she was 25. In this picture, she is standing beside her family's house. She lived there with..."</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
20	Early years	<p>To introduce the topic and check students' prior knowledge, draw two stick figures on the board and an example dialogue containing the key language, for example, between a teacher and a student:</p> <p>A: You didn't do your homework, did you? B: I <u>did</u> do my homework, I promise! But I forgot it at home.</p> <p>Elicit or explain that adding the auxiliary did gives emphasis; here the speaker uses this emphasis to assure her teacher that she did in fact do her homework.</p> <p>20.1-20.2 Students read, listen and repeat. 20.3 20.4 Students read, listen and repeat. 20.5-20.6 20.7 Students look at the pictures and write the translation in their first language under each one to create their own reference page. 20.8 20.9 Students read, listen and repeat. 20.10-20.11 Activation: Students write mini dialogues like the ones in 20.2 including at least one of the vocabulary words from 20.7 Encourage students to assess their own learning by completing the checklist at the end.</p>	"Did" for emphasis Baby equipment and parenting	<p>PB 20.1* PB 20.3 PB 20.5**</p>	<p>PB 20.6 and 20.4</p> <p>AND / OR</p> <p>Invite students to imagine they have been invited to a baby shower and they are expected to bring a gift between \$25-50. Ask the students to find a product online and prepare to tell their classmates about their choice in the next lesson.</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
21	Education	<p>To introduce the topic and check students' prior knowledge, give your students a few questions to discuss containing the key language:</p> <ul style="list-style-type: none"> -Which subjects do / did you like at school? Which ones didn't you like? Why? -What should every student bring with them to school in their backpack? -Where is the best place to do homework? <p>21.1 Students look at the pictures and write the translation in their first language under each one to create their own reference page.</p> <p>Activation: Play a guessing game. A classic game for practicing new vocabulary is "backs to the board." One student sits with their back to the board. Write one of the vocabulary items from the lesson on the board. The student sitting is not allowed to look at the board. The other students in class have to describe the word or phrase, giving examples, etc. until the student who can't see the word guesses it. Then it's another student's turn.</p>	Education		<p>PB 21.1</p> <p>Remind students that there is a DK profile on Kahoot, which can give them fun, competitive practice with lexical sets like the one in this unit.</p> <p>https://create.kahoot.it/profiles/d59dc40a-08f1-46f3-9398-21b865fd9051</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
22	Changing meaning	<p>To introduce the topic and check students' prior knowledge, put a couple sets of example sentences on the board with the key language, e.g.</p> <p>-Her desk is tidy. -Her desk is untidy.</p> <p>Elicit or explain the difference in meaning between the sentences.</p> <p>22.1-22.2 Students read, listen and repeat. Note that it might be useful for students to make separate pages in their notebooks for common prefixes / suffixes, where they can collect examples of words containing them.</p> <p>22.3-22.4</p> <p>Activation: Organize the class into small groups. Give each group a pair of opposites containing prefixes or suffixes from the unit, write / rewrite, restful / restless, hopeful / hopeless, healthy, unhealthy, etc. Invite them to create a comic strip with simple drawings and captions to illustrate the meaning of both words, e.g. "This is Tom. He is writing his essay. He is happy because he thinks it's going well, but he forgets to use paragraphs. This is Tom's teacher. He is reading Tom's essay. He is unhappy..."</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Prefixes and suffixes</p> <p>Studying</p>	<p>PB 22.1</p>	<p>PB 22.2 and 22.3</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
23	Transportation and travel	<p>To introduce the topic and check students' prior knowledge, write the following sentence on the board: "When is it best to travel by...?"</p> <p>Then write a variety of means of transportation, e.g. car, bus, train, bicycle, helicopter, plane, boat, etc. Elicit ideas from the class and ask them to justify their answers.</p> <p>23.1 Students look at the pictures and write the translation in their first language under each one to create their own reference page.</p> <p>Activation: Organize students into small groups. Give each group a large piece of paper. Explain to students that they are going to create a mind map with the words, but they have to choose the categories. You could model this by eliciting one category from the class, for example, the airport. Then elicit words that would fit into this category: board a plane, flight, runway, etc. After students have made their mind map, they can compare with another group, justifying why they put certain vocabulary items where they did.</p>	Transportation and travel		<p>PB 23.1</p> <p>AND / OR</p> <p>Invite students to find five more transportation related words and phrases that do not appear in the unit. They can teach these to their classmates in the following lesson.</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
24	Places I have been	<p>To introduce the topic and check students' prior knowledge, write the sentences (1-3) and the rules (a-c) on the board:</p> <p>1) Hi! I have arrived in London. My plane landed five minutes ago.</p> <p>2) I have visited California every summer since I was 18.</p> <p>3) Olivia has gone on a trip to Egypt.</p> <p>a) talk about a repeated action that continues in the present.</p> <p>b) talk about an event that started in the past and is still happening now.</p> <p>c) give new information or "news"</p> <p>Invite students to match the rules with the examples.</p> <p>24.1 Students read, listen and repeat.</p> <p>24.2</p> <p>24.3 Students read, listen and repeat.</p> <p>24.4-24.6</p> <p>24.8 Students read, listen and repeat.</p> <p>24.10</p> <p>Activation: Students write five sentences about themselves using the present perfect, but one or two are false. In pairs or small groups, students discuss their sentences and try to guess which ones are false. Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Present perfect tense</p> <p>Travel experiences</p>	<p>PB 24.1*</p> <p>PB 24.2**</p> <p>PB 24.6**</p> <p>CB 24.9</p>	PB 24.3 and 24.4

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
25	Things I have done	<p>To introduce the topic and check students' prior knowledge, write sentences about your lesson on the board, one for each of the modifying adverbs:</p> <ul style="list-style-type: none"> -I've already started my lesson. -I've just written a sentence on the board. -I haven't asked you to work in pairs yet. -I still haven't told you the topic of this lesson. <p>Ask students questions about each adverb, e.g. Which one talks about something that is expected to happen? (Yet.) Which one means the action is still happening? (Still.) Which one means a short time ago? (Just.) Which one means an action has been completed? (Already.)</p> <p>25.1 Students read, listen and repeat. Note that it is very common in the US to use the past simple with <i>yet</i>, <i>already</i> and <i>just</i>.</p> <p>25.2-25.3</p> <p>25.4 Students look at the pictures and write the translation in their first language under each one to create their own reference page.</p> <p>25.5-25.6</p> <p>Activation: Invite students to imagine they are visiting a new place on vacation. Tell them to write a group SMS message to their families about what they have already done, what they haven't done yet, etc. They can use the postcard text in 25.3 as a model. Students could write them on their cell phones, if allowed, or in their notebooks.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Modifying adverbs Adventure sports</p>	<p>PB 25.1* PB 25.3 PB 25.4**</p>	<p>PB 25.5 and 25.8</p> <p>AND / OR</p> <p>Invite students to look at the index of their EFE course book and make sentences using <i>just</i>, <i>still</i> and <i>yet</i>: "We have just studied the present perfect." "We haven't studied the present perfect continuous yet."</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
26	Activities in progress	<p>To introduce the topic and check students' prior knowledge, write an example sentence on the board containing the key language: "Joseph has been watching TV since he got home from school. He hasn't done any homework." Ask concept questions: When did Joseph start watching TV? (Since he got home.) Has he finished watching TV (We don't know; he could still be watching or he could have just finished.)</p> <p>26.1-26.3 Students read, listen and repeat. 26.4-26.5 26.6-26.7 Students read, listen and repeat. 26.9-26.10</p> <p>Activation: Prepare a number of short roleplay situations on individual cards:</p> <ul style="list-style-type: none"> -A student has been studying all afternoon. He stops to check social media. His mom comes and tells him he's lazy. -A woman has been waiting to see the doctor for an hour. A nurse comes and says the doctor has been called out on an emergency. <p>Invite students to prepare and perform short dialogues based on the situations. Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Present perfect continuous Home improvements</p>	<p>PB 26.1* PB 26.2 PB 26.7**</p>	<p>PB 26.4 and 26.6</p> <p>AND / OR</p> <p>During the time between this lesson and the next, invite students to write a few sentences starting with "This week I've mainly been..."</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
27	My talents and skills	<p>To introduce the topic and check students' prior knowledge, draw a couple stick figures on the board and write a short dialogue for the students to finish with their own ideas: A: "It smells delicious! Have you been ... ?" B: "Yes, I have. I've been ..."</p> <p>After developing the dialogue as a class, focus on why the present perfect continuous is appropriate here: because the person asking the question sees evidence of an ongoing action in the recent past. 27.1-27.3 Students read, listen and repeat. 27.5-27.6 27.7-28.8 Students read, listen and repeat. 27.9-27.10</p> <p>Activation: Invite students to write down five actions they have been doing for some time, e.g. swim competitively, make pizza from scratch, etc. Then organize the class into pairs. Students exchange lists and create questions to ask each other using the key language, e.g. "How long have you been swimming competitively?" While you go around and monitor, check that students are using for and since correctly in their answers.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Present perfect continuous questions Hobbies and interests</p>	<p>CB 27.4* PB 27.4 PB 27.6</p>	<p>PB 27.2 and 27.3 AND / OR</p> <p>Invite students to research the life of a famous athlete, singer or other talented individual and write a paragraph about their life, e.g. "Rafael Nadal is one of the best tennis players in history. He is from Spain. He has been playing since he was three years old!"</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
28	Activities and their results	<p>To introduce the topic and check students' prior knowledge, ask students to match sentences 1-2 to sentences a-b</p> <p>1) I've been fixing my car. 2) I've fixed my car. a) Now I can drive to work again. b) I'm covered in oil.</p> <p>Once students have matched the sentences (1b, 2a), elicit or explain that the present perfect continuous is used to emphasize the continuous nature of a recent past action, whereas the present perfect simple is used to emphasize its completion. Ask the students to think of a similar example with cooking.</p> <p>28.1-28.2 Students read, listen and repeat. 28.3-28.4 28.5 Students read, listen and repeat. You may want to brainstorm other state verbs to clarify the difference between these and action verbs. 28.6 and 28.8</p> <p>Activation: Draw a face of a man crying on the board. Elicit possible reasons why he's sad, in both present perfect continuous and simple, eg. "He's just said goodbye to his grandchildren." "He's been watching a sad movie." Then draw other faces with other emotions. Students discuss possible reasons using the key language.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Forms of the present perfect State and action verbs</p>	<p>PB 28.2* PB 28.4**</p>	PB 28.1 and 28.5

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
29	Everyday problems	<p>To introduce the topic and check students' prior knowledge, write some sentences using the key language on the board and invite students to correct them:</p> <p>"It's so noisy that it's possible to study." "It's responsible to drive a motorcycle without a helmet." "It's respectful to say bad words in class." 29.1-29.2 Students read, listen and repeat. 29.3-29.4 29.6 Students look at the pictures and write the translation in their first language under each one to create their own reference page. 29.7-29.8 Activation: Play tic tac toe with the vocabulary words. Tell students to draw a three-by-three table in their notebooks and put one vocabulary word from the unit in each box. They could be either words with negative prefixes or the vocabulary items from 29.6. Explain the game: to win a square the student must use the word in a sentence. Then organize the group into pairs to play the game twice, once with their board and once with their partner's. Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Negative prefixes Urban problems</p>	<p>PB 29.1* PB 29.4 PB 29.5* PB 29.8** CB 29.5</p>	<p>PB 29.6 and 29.9</p> <p>AND / OR</p> <p>Invite your students to describe a terrible day in the city using a minimum of five vocabulary items from the lesson, e.g. "Yesterday I had the worst day ever. On my way to work there was a bad accident. This caused a traffic jam. All the drivers honked their horns, which I think is disrespectful and completely unhelpful."</p>
Review		<p>Review content of lessons 26-29 using CB Units 26-29 and PB Units 26-29 as necessary.</p>			

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
30	General and specific things	<p>To introduce the topic and check students' prior knowledge, think of two things you love and two things you hate. Make sure to include both countable and uncountable nouns (shoes, traffic) as well as specific things (the smell of cookies.) Then write on the board "(Your name) loves..." and "(Your name) hates..." Read your list in a random order and students have to guess which sentences they finish. Check their answers in open class. Then focus on how the definite article for specific things and the zero article (no article) is used for general things.</p> <p>30.1-30.2 Students read, listen and repeat. 30.3-30.4 30.5 Students read, listen and repeat. Note that in the US people often use "gotta" as an informal pronunciation of "have got to" or "have got a", e.g. "I gotta new phone," "I haven't gotta dishwasher." But it is very rare for Americans to use "have got" in questions. In the US, "Do you have...?" is preferred to "Have you got a...?"</p> <p>30.7-30.9 Activation: Students discuss in pairs things that children have but parents don't, and things that parents have that children don't, e.g. "Children have a lot of free time, but adults have very little free time." Encourage students to assess their own learning by completing the checklist at the end.</p>	Definite and zero articles Possessions	PB 30.1* PB 30.2**	<p>PB 30.4, 30.7 and 30.8</p> <p>Invite students to find sentences from texts they come across in their daily lives that include definite and zero adjectives. Tell them to write them down and bring them to look at in class during the next lesson.</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
31	Food and drink	<p>To introduce the topic and check students' prior knowledge, give students some questions about their food preferences that will require them to produce some of the key language, e.g. What do you usually eat for dinner? What do you like to cook? What kind of restaurants do you like to eat at? What do you usually order? Etc.</p> <p>31.1 Students look at the pictures and write the translation in their first language under each one to create their own reference page. Note that this might be a good opportunity to give students practice pronouncing specific vowel sounds, for example:</p> <p>/i/: <u>cheese</u>, <u>meat</u>, <u>beef</u>, <u>peach</u>, ice <u>cream</u>, <u>tea</u>, seafood</p> <p>/ɪ/ <u>fish</u>, <u>chips</u>,</p> <p>/u/ <u>noodles</u>, <u>soup</u>, <u>fruit</u>, <u>food</u>,</p> <p>/ʊ/ <u>cookie</u>, <u>sugar</u></p> <p>Activation: Write the vocabulary words on individual cards. Organize the class into small groups. Let each group choose eight cards (without seeing first what's on the cards). Explain that you'd like them to create a meal combining all the foods. Put the students into new groups, each containing students with different foods to describe. Ask them to discuss their meals and decide which one they think is the most appetizing. Encourage students to assess their own learning by completing the checklist at the end.</p>	Food and drink		<p>PB 31.1</p> <p>AND / OR</p> <p>Invite students to come up with a least five more food words related to foods they like to eat that aren't included in the unit.</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
32	Myself, yourself	<p>To introduce the topic and check students' prior knowledge, write a couple of example sentences on the board with the same verb used with and without the reflexive pronoun, e.g. "My mother taught me how to swim." "I taught myself how to make videos for social media." Ask concept questions: Did I learn to swim with someone else? (Yes, my mother.) Did I learn to make videos with someone else? (No.) Did I have any help? (No.) Then invite students to write sentences about things their parents taught them and things they taught themselves, which they discuss in pairs.</p> <p>32.1-32.3 Students read, listen and repeat. 32.4-32.6 32.7 Students read, listen and repeat. 32.8 32.9 Students look at the pictures and write the translation in their first language under each one to create their own reference page. You could extend this by asking students to think of one or two more examples for each adjective. 32.10-32.11 Activation: Individually, students prepare to describe foods they can make by themselves. They then discuss them in pairs or small groups. Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Reflexive pronouns Measurements and flavors</p>	<p>PB 32.1* PB 32.2** PB 32.3 PB 32.7**</p>	PB 32.4-32.6

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
33	What things are for	<p>To introduce the topic and check students' prior knowledge, put students into pairs and give them a minute to brainstorm ways they use their cell phones. Elicit ideas from the class. Write a couple example sentences with the key language using their ideas, e.g. Juliana uses her cell phone to take / for taking pictures.</p> <p>Chen uses his cell phone to make videos / for making videos. Elicit or explain that it's possible to use either the gerund with "for" or the infinitive with "to" to talk in general about what things are for.</p> <p>33.1-33.2 Students read, listen and repeat.</p> <p>33.3</p> <p>33.4 Students read, listen and repeat.</p> <p>33.5-33.6</p> <p>33.7 Students read, listen and repeat.</p> <p>33.9-33.10</p> <p>Activation: Find pictures of older machines, gadgets or appliances. Show them one by one and ask students to think of what each is for, e.g. (A picture of a floppy disk) "I think this is for saving information from an old computer."</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Gerunds and infinitives</p> <p>Household gadgets</p>	<p>PB 33.1**</p> <p>PB 33.2*</p> <p>PB 33.3</p> <p>PB 33.4**</p> <p>PB 33.7</p>	<p>PB 33.6 and 33.8</p> <p>AND / OR</p> <p>Invite students to find a picture of an unusual tool, gadget or other object that is used for a specific purpose. Ask them to email or text these to you without telling you what they're for. Display a selection of these and ask students to guess how they are used before asking the student to reveal the answer.</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
34	Sports	<p>To introduce the topic and check students' prior knowledge, display pictures of sports equipment, e.g. a soccer ball, a golf club, a net, etc. and elicit which sports they are used in. Then ask students to tell you the name of the equipment and where the sport is played.</p> <p>34.1-34.3 Students look at the pictures and write the translation in their first language under each one to create their own reference page. Note that this would be a good opportunity to teach students which sports the verbs <i>go</i> (swimming, cycling, etc.) <i>play</i> (tennis, golf, etc.) and <i>do</i> (gymnastics, judo, etc.) are used with.</p> <p>Activation: Sports vocabulary lends itself well to Charades. Organize the class into groups. Students take turns miming vocabulary items from the unit and the other group members have to guess. You could turn this into a competitive game by setting a time limit or awarding points to the first team to guess the vocabulary item.</p>	Sports		<p>PB 34.1</p> <p>AND / OR</p> <p>Students write a simple explanation of their favorite sport, saying where it's played, what equipment you need to use, how to play etc.: "Soccer is a game you play with a ball. You play in teams on a special field with two goals. You have to kick the ball into the other team's goal."</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
35	Opinions and plans	<p>To introduce the topic and check students' prior knowledge, start with a discussion of the seasons. Ask students about what they like or dislike about a particular season and what they enjoy doing, can't stand doing, etc. Put example sentences (reformulated, if necessary) from the students on the board containing the key language. Elicit that after some verbs in English we always use the gerund, in particular ones for giving opinions on activities.</p> <p>35.1-35.2 Students read, listen and repeat. 35.3-35.5 35.6-35.7 Students read, listen and repeat. 35.8 and 35.10</p> <p>Activation: Dictate a list of the verbs from the lesson in the following order: want, enjoy, can't stand, arrange, promise, wait, love, feel like, miss. Elicit them to the board to check. Then organize the class into pairs or small groups. Explain that together they are going to create a story using the verbs, but they have to be in the exact order in the list. Provide students with the first and last sentence of the story, e.g. Last summer my friends and I wanted to ... It's a day I'll always remember. Once students have created their stories, put students into new groups, each with students with different stories to tell.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	Simple verb patterns	<p>PB 35.1* PB 35.2** PB 35.3* CB 35.9</p>	<p>PB 35.5 and 35.6</p> <p>AND/OR</p> <p>Invite students to look through the reading exercises in the coursebook and find three sentences with verb + gerund verb patterns, and three sentences with verb + infinitive verb patterns. They must be verbs that don't appear in Unit 35.</p>
Review		Review content of lessons 30-35 using CB Units 30-35 and PB Units 30-35 as necessary.			

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
36	Future arrangements	<p>To introduce the topic and check students' prior knowledge, draw a stick figure of a woman and write an example sentence with the key language that describes an arrangement, e.g. Julia is going to the movies tomorrow. Explain that this future plan is fixed, that she has made some "arrangements." Elicit some possible ones and write them on the board, e.g. "She has already bought the tickets." "She has decided what time." "She has decided where and when to meet her friends." Etc.</p> <p>36.1-36.2 Students read, listen and repeat. Note that depending on your class, you may want to quickly review how to form the present continuous (Unit 13).</p> <p>36.3-36.5</p> <p>36.6 Students read, listen and repeat.</p> <p>36.7-36.8</p> <p>Activation: Tell each student to choose a holiday destination, but they should not tell their classmates what it is. Then they must think of examples of "clues:" plans / preparations they are making or have already made for the trip, e.g. "I've bought my plane tickets." "I'm taking my bathing suit." Etc. Organize the class into pairs. Students read out their "clues" and guess each other's destinations, e.g. "I think you're going to Brazil. Is that right?"</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Present continuous for plans</p> <p>Collocations with "take"</p>	<p>PB 36.1**</p> <p>PB 36.4*</p> <p>PB 36.7</p> <p>CB 36.9</p>	<p>PB 36.2 and 36.6</p> <p>AND / OR</p> <p>Invite students to find an example of an interesting local event to tell their classmates about in the next lesson. They should prepare some information about aspects of the event that involve "arrangements", e.g. "Members of a local charity are taking food to a local park next Sunday afternoon to give to homeless people."</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
37	Planning the future	<p>To introduce the topic and check students' prior knowledge, draw or display a picture of a middle-aged man. Then write a list of New Year's resolutions similar to those in Exercise 37.3, e.g. "cook at home more often," "get up early and take a walk in the morning," etc. Elicit or provide some example sentences using the key language, e.g. "He's decided he's going to get up early and take a walk in the morning."</p> <p>37.1 Students read, listen and repeat. Note that it would be useful to explain to students that it's very common for native English speakers around the world to pronounce "going to" as "gonna" in fast speech.</p> <p>37.2-37.3</p> <p>37.5 Students read, listen and repeat.</p> <p>37.5-36.6</p> <p>37.7 Students read, listen and repeat.</p> <p>37.9-37.10</p> <p>Activation: Invite students to write some predictions for the coming about a either a person they know, or, if they prefer, a celebrity. Tell them to include evidence for their predictions, as well as use some of the adverb modifiers from the unit, e.g. "My mom is probably going to stop going to yoga lessons because she absolutely hates it!" In pairs, students discuss their sentences and ask follow-up questions for more information, e.g. "Why does she hate yoga so much?" "Is she going to do a different activity instead?"</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>"Going to"</p> <p>Healthy living</p>	<p>PB 37.2</p> <p>PB 37.5**</p>	<p>PB 37.3, 37.4 and 37.6</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
38	Weather and climate	<p>To introduce the topic and check students' prior knowledge, ask students to guess the topic of the lesson. Write a few of lowest frequency vocabulary items from the lesson on the board, e.g. "downpour," "drizzle," "blizzard," "hailstorm," "overcast," "drought," etc. Then ask students to look up the words in paper dictionaries, if available, or using their cell phones, if allowed. Elicit the topic: weather. Ask students to write down a few other difficult weather words in their first language they would like to learn, and then check to see if they are in Unit 38.</p> <p>38.1 Students look at the pictures and write the translation in their first language under each one to create their own reference page.</p> <p>Activation: Ask students to find pairs of vocabulary items that are quite similar, e.g. drizzle / light shower, thunder / lightning, hot / boiling, cool / chilly, etc. Elicit examples to the board. Then put students into pairs and invite them to discuss how they are different, e.g. "I think the difference between hot and warm is that warm is more positive. People are always happy when it's warm, but not everyone is happy when it's hot."</p>	Weather and climate		<p>PB 38.1</p> <p>AND / OR</p> <p>Tell students you are going to give them a short quiz on this vocabulary in the next lesson and you would like them to study the words. After they do the quiz, lead a classroom discussion of the methods students used to study the vocabulary. Encourage students to try out some of the methods used by their classmates.</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
39	Predictions and promises	<p>To introduce the topic and check students' prior knowledge, encourage students to work out the grammar rules by themselves by writing just the example sentences on the board. Explain that each represents a different way of using "will" to talk about the future. Put students into pairs and ask them to discuss the example sentences. To add support, you could write the following keywords on the board: decision, promise, prediction, offer. Discuss the students' ideas in open class, confirming or correcting their ideas.</p> <p>39.1 Students read, listen and repeat. 39.3-39.4 39.5-39.6 Students read, listen and repeat. 39.7-39.9</p> <p>Activation: Explain to students that you have just received a telephone call from the local police asking you to go to the police station tomorrow. You're a bit worried. Invite students to think of sentences with the different uses of "will" from the unit to reassure that everything will be okay, e.g. "It won't be about anything you have done wrong. You'll see." "We'll go with you." "I doubt they will arrest you." "They'll probably ask you questions about someone you know."</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Future tense with "will" Weather</p>	<p>CB 39.2 PB 39.1 PB 39.5**</p>	<p>PB 39.2 and 39.4</p> <p>AND / OR</p> <p>Invite students to write four short dialogues, each demonstrating a different use of "Will" from the unit: B: "My bus leaves in an hour." A: "I'll give you a ride. I'm not busy."</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
40	Possibility	<p>To introduce the topic and check students' prior knowledge, draw a simple picture of two people walking in the countryside. Explain that it was a sunny day when they left the house, so they didn't bring umbrellas or rain jackets. Then draw two speech bubbles above one of the people: "It's going to rain." "It might rain."</p> <p>Elicit which one the other person would prefer to hear and why (Definitely the second sentence. The first expresses a prediction based on evidence, while the second only expresses a possibility.)</p> <p>40.1-42.2 Students read, listen and repeat.</p> <p>40.3-40.4</p> <p>40.5 Students read, listen and repeat. Note that fluent English speakers nearly always use these contractions in speech.</p> <p>40.6-40.8</p> <p>Activation: Write prompts on individual cards, e.g. "My mom can't find her sunglasses." In pairs, students have to think of sentences using "might" to discuss possibilities related to the prompts, e.g. "She might have left them in the car." "They might be in her purse."</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>"Might" to show possibility</p> <p>Weather and landscapes</p>	<p>PB 40.1 PB 40.2** PB 40.3*</p>	PB 40.4 and 40.6
Review		Review content of lessons 36-40 using CB Units 36-40 and PB Units 36-40 as necessary.			

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
41	Sickness and health	<p>To introduce the topic and check students' prior knowledge, put around ten of the vocabulary items from the unit on the board. One by one, mime each of them; students decide which vocabulary item you are miming. In an optional stage, you could lead a quick brainstorm of other vocabulary related to the topic of sickness and health before opening the coursebook to Unit 41.</p> <p>41.1 Students look at the pictures and write the translation in their first language under each one to create their own reference page. Note that it would be useful to ask students to go through and label the vocabulary items by parts of speech, i.e. adjectives, nouns, phrasal verbs, etc. It would also be helpful to help students identify common collocations, e.g <u>have</u> a sore throat / headache / stomach ache; <u>to be</u> / <u>feel</u> unwell / sick; <u>take</u> pills / tablets, etc. Students could do this in pairs or small groups.</p> <p>Activation: Do a "grow a sentence" activity. Start by putting an example sentence containing one vocabulary item: "Mario is <u>sick</u>." Together with the class, think of ways to make the sentence longer, e.g. "Mario is very <u>sick</u>." "Mario is so <u>sick</u> he can't get out of bed." Etc. Then invite students to choose a small number of vocabulary items they want to practice and write short simple sentences with them. In pairs or small groups, students work together to make the sentences longer and more descriptive and/or complex.</p>	Sickness and health		PB 41.1

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
42	Obligations	<p>To introduce the topic and check students' prior knowledge, ask students to think of some good excuses you could give a friend who has invited you to do something you don't want to do, e.g. see a movie that looks terrible. Elicit ideas from the students and write them with the key language, e.g. "Sorry, but I have to take my grandmother for a walk." "Sorry, but I have to study English." Etc. Then vote on the most convincing excuse.</p> <p>42.1-42.3 Students read, listen and repeat. You may want to spend a moment underlining the fact that there is no difference between the use of <i>must</i> / <i>have to</i> in the affirmative, but there is a significance between them in the negative.</p> <p>42.4-42.5 Activation: Draw two stick figures on the board and write some sentences with the key language, e.g. "You have to be on time." "You mustn't eat in class." Elicit who is talking and who they are talking to (a teacher talking to their students) and label the stick figures. Then elicit more examples of what they might say. In pairs or small groups, invite students to think of what other people might say, e.g. A boy talking to his father, a police officer talking to a driver they have pulled over, a boss talking to a new employee, etc. Encourage students to assess their own learning by completing the checklist at the end.</p>	"Must" and "have to" Health and sickness	PB 42.1* PB 42.2	<p>PB 42.3-42.4</p> <p>AND / OR</p> <p>Invite students to prepare a short video of themselves explaining how to play a board game (or any other type of game). Encourage them to include the key language: "must," "mustn't," "have to," "don't have to." Students could email these to you and you could show a section in the following lesson.</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
43	Making deductions	<p>To introduce the topic and check students' prior knowledge, play a few short clips from videos, but make sure students can only hear but not see the clips. Ask them to "deduce" or speculate what might be going on in the video. Note that for this activity it's good to choose clips with interesting sounds and very little dialogue. Elicit ideas to the board, reformulating them, if necessary, into sentences with the key language, "I can hear sirens, so it might be an ambulance. But it could also be a police car." At the end, let students watch the clips to confirm their ideas.</p> <p>43.1-43.2 Students read, listen and repeat. Note that "cannot" is quite formal and it is usually only used in writing. Also, "might not" is never contracted into "mightn't."</p> <p>43.3-43.4, 43.6, 43.8</p> <p>Activation: Show students a photo of two people talking to each other in a specific situation, for example, two doctors at a hospital. Elicit what they might be talking about. Then organize the group into pairs or small groups. Give students a variety of other photos of people in different situations. Ask students to deduce what they might be saying or doing based on what they see in the photo.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>"Might and could"</p> <p>Health and sickness</p>	<p>PB 43.1 PB 43.4** CB 43.5* CB 43.7</p>	<p>PB 43.2, 43.3 and 43.7</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
44	Polite requests	<p>To introduce the topic and check students' prior knowledge, ask the class to imagine that a new student has joined the course, but this student soon gets on everyone's nerves because they are so demanding. They are always asking people for things and making requests. Write a couple examples on the board, e.g. "I'm cold. Can you close the window?" "I forgot my pencil. Could I use yours?" Elicit more examples from the class.</p> <p>44.1-44.2 Students read, listen and repeat. 44.3-44.4</p> <p>Activation: If you have done the lead-in activity above, you could extend this by giving students other situations where a demanding person keeps asking for things or making requests. These should be of varying levels of formality: a child with a parent, a customer at a restaurant, a passenger on a plane, a new client in a business meeting, etc. Ask students to create dialogues based on these situations containing the key language. With more outgoing students, these could be performed in front of the class.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>"Can," "could" and "may"</p> <p>Good manners</p>	<p>PB 44.2**</p>	<p>PB 44.1 and 44.3</p> <p>AND / OR</p> <p>During the time between this class and the next, invite students to take note of situations where they made requests or asked for permission to do something. In class, students discuss whether "can," "could" or "may" would be most appropriate in these situations.</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
45	More phrasal verbs	<p>To introduce the topic and check students' prior knowledge, write a sentence on the board containing one of the three-word phrasal verbs from the lesson, e.g. "He <u>looks up to</u> his brother." Then write three possible synonyms: "disrespect," "admire," "observe." Elicit the correct one ("admire"). Highlight the fact that the particles in phrasal verbs often change the usual meaning of the verb, in this case, "look." Then ask students some reasons why one sibling might look up to another.</p> <p>45.1 Students read, listen and repeat. 45.2-45.3 45.4 Students read, listen and repeat. 45.5-45.6</p> <p>Activation: Have a bit of fun with this grammar by boarding phrasal verbs from the lesson ("look down on," "put up with," "get along with," etc.) and elicit funny or unexpected collocations with them, e.g. "get along with a goldfish," "run out of apples," etc. Then, in pairs, students create amusing sentences with some of the ideas on the board: "He gets along with his goldfish, because it never tells him to stop eating fried food."</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Three-part phrasal verbs Personal relationships</p>	<p>PB 45.1* PB 45.4**</p>	<p>PB 45.2 and 45.3</p> <p>AND / OR</p> <p>Students write one personal example for each phrasal verb in the unit, "I've always looked up to my aunt Jessica, who always offers to help me when I have a problem. She is a really good person."</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
46	Asking for agreement	<p>To introduce the topic and check students' prior knowledge, draw a group of people on the board. Explain that they are at a party. They don't know each other, but they have friends in common and know some information about each other. Write some simple information above each person, e.g. "works in Hollywood," "lived in Spain," "runs marathons," etc. Elicit ways these people could start conversations with each other (no wrong answers here!). Then model a statement with a question tag using one piece of information, e.g. "You work in Hollywood, don't you?" Elicit or provide more examples with the other information. Model two types of intonation: your voice goes down at the end for checking question tags. It goes up for real questions.</p> <p>46.1 Students read, listen and repeat. 46.3-46.4 46.5-46.6 Students read, listen and repeat. 46.7-46.8</p> <p>Activation: Invite students to write sentences to ask you, the teacher, questions using question tags. They could write these individually or in pairs. Depending on your group, you may want to limit these to specific (non-embarrassing) topics: your work, hobbies and interests, etc. Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Question tags Travel and leisure plans</p>	<p>PB 46.1** CB 46.2 PB 46.5* PB 46.7 CB 46.9*</p>	PB 46.2 and 46.4
Review		Review content of lessons 42-46 using CB Units 42-46 and PB Units 42-46 as necessary.			

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
47	Science and tools	<p>To introduce the topic and check students' prior knowledge, ask students about the science subjects they study / studied at school. Ask them to describe any interesting activities or experiments they remember doing in class.</p> <p>47.1 Students look at the pictures and write the translation in their first language under each one to create their own reference page.</p> <p>Activation: Play "Memory." Prepare sets of cards with ten to 20 vocabulary items from the unit along with sets of corresponding cards with pictures, definitions or translations. Students shuffle the cards and lay them flat on the table in rows. In pairs or teams, they turn over two cards and try to find matches. The player or team with the most matches at the end is the winner.</p>	Science and tools		<p>PB 47.1</p> <p>AND / OR</p> <p>There is a profile on the Kahoot website with vocabulary quizzes for the <i>English for Everyone</i> series. Students could also use this website to create their own quizzes to share with their teacher and / or classmates.</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
48	Things that are always true	<p>To introduce the topic and check students' prior knowledge, put a sentence beginning on the board with the key language about colors. e.g. "If you mix red and white, you get..." Invite students to finish it. Then invite them to make other similar sentences with other colors. Ask students: are these sentences always true? (Yes.) How do they know that? (It's a basic fact; they learned it at school, etc.)</p> <p>48.1-48.3 Students read, listen and repeat. Note on intonation: in conditional sentences your voice usually goes up at the end of the conditional clause and goes down at the end of the main clause.</p> <p>48.4-48.7</p> <p>48.8 Students read, listen and repeat.</p> <p>48.9-48.10</p> <p>Activation: In pairs, ask students to think of things that are generally true about their school or place of work that could be expressed with the zero conditional, e.g. "If you arrive late, you have to go to the front office." Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Zero conditional</p> <p>Scientific facts</p>	<p>PB 48.1**</p> <p>PB 48.3*</p>	<p>PB 48.5 and 48.6</p> <p>AND / OR</p> <p>Ask students to find some interesting science-related facts on the internet and write sentences them in the zero conditional. They can share these with their classmates in the next lesson, e.g. "Did you know that some metals like potassium are so reactive that if you put them in water, they can explode?"</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
49	Describing a process	<p>To introduce the topic and check students' prior knowledge, write the following words on the board: "old penny," "vinegar," "salt," "water." Ask the class what kind of simple science experiment you could do with these. Then dictate the following steps:</p> <p>a) The penny is placed on a paper towel to dry. b) Salt and vinegar are mixed together in a bowl. c) The penny is taken out and dried. d) The penny is placed in the bowl for 30 seconds.</p> <p>Ask students to put the steps in the right order (1d, 2d, 3c, 4a). Then ask students what happens to the penny in the experiment (it looks very shiny and new).</p> <p>49.1-49.2 Students read, listen and repeat. Remind students that the form of the verb "to be" depends on whether the subject is singular or plural. 49.4-49.5, 49.7-49.8</p> <p>Activation: Students write instructions for a simple household chore or activities in the passive, e.g. "First the mop and bucket are taken out of the closet. Then the bucket is filled with water..." In pairs, students share and discuss any missing steps, anything they would do differently, etc.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	Present simple passive Science experiments	<p>PB 49.1* PB 49.3** PB 49.4 CB 49.6*</p>	<p>PB 49.5, 49.6 and 49.7</p> <p>AND / OR</p> <p>Ask students to research a scientific process, e.g. how milk is pasteurized or how concrete is made. Ask them to write sentences using the passive to describe the process.</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
50	Things that might happen	<p>To introduce the topic and check students' prior knowledge, tell students you are making some outdoor plans, like a barbeque in your backyard, but you are not sure what the weather will be like. Write the following sentence beginnings on the board:</p> <p>-If it's sunny, we'll... -If it's rainy, we'll... -If it's a bit windy, we'll...</p> <p>Elicit some ideas to finish the sentences. 50.1-50.2 Students read, listen and repeat. 50.4-50.6 50.7-50.8 Students read, listen and repeat. 50.9-50.10</p> <p>Activation: Give students practice using the first conditional to give advice. Write "Top 5 Tips for Learning English" and elicit or provide one example using the first conditional, e.g. "Unless you write new words down, you'll forget them." Then tell the class that together they are going to decide on a list. In pairs or small groups, invite students to write tips using the key language. Students then compare tips in open class and vote on the ones to include in the final list.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>First conditional Tools and making things</p>	<p>PB 50.1* PB 50.2 PB 50.3** PB 50.5*</p>	<p>PB 50.6 and 50.8</p> <p>AND / OR</p> <p>Tell students you want them to imagine a foreign exchange student is coming to live in their house for a month. Invite them to write sentences in the first conditional giving the person advice about living in your house, e.g. "If you leave the door open even for a minute, the cat will escape."</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
51	Solving problems	<p>To introduce the topic and check students' prior knowledge, write the following sentence containing the key language on the board: "If you need anything, call me." Lead a classroom discussion of situations where they might use this sentence, who they might be talking to, what kind of help they'd offer, etc. Then elicit or provide possible variations, e.g. "If I can help, let me know."</p> <p>51.1-51.3 Students read, listen and repeat. 51.4-51.9</p> <p>Activation: Write a number of situations similar to the ones in Exercise 51.9 on index cards, for example, "always late." Organize the class into pairs. Give each pair a card. They have a minute to think of advice for the situations on the cards before passing them on to the next pair, e.g. "If you always leave the house late, set an alarm for yourself on your phone, so you know when to leave."</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	First conditional with imperative	<p>PB 51.1* PB 51.3 PB 51.6** PB 51.7</p>	<p>PB 51.4, 51.5 and 51.8</p> <p>AND / OR</p> <p>Invite students to write two more tips to add to the article about living a simple life in Exercise 51.7. The tips should include the key language. Students can share and discuss their tips at the start of the next lesson.</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
52	Planning activities	<p>To introduce the topic and check students' prior knowledge, draw or display a picture of a young woman. Explain that she lives in the city, but she recently decided to move to the countryside. She is happy about this decision and is thinking how she'll spend her time there. Elicit some ideas from the class for activities she might be looking forward to. Using the students' ideas, write a few conditional sentences containing "when" or "as soon as," e.g. "As soon as she moves to the countryside, she'll take her dog for long walks." Focus students' attention on the fact that the action in the subordinate time clause must happen before the action in the main clause.</p> <p>52.1-52.3 Students read, listen and repeat. 52.4-52.5 52.6 Students read, listen and repeat. 52.7 and 52.9</p> <p>Activation: Do a "chain story" activity. Give each student a piece of paper and ask them to write a conditional sentence with a subordinate time clause starting with "when" or "as soon as," e.g. "When I find a new part-time job, I'll buy a new cell phone." Students pass the paper to the student next to them, who writes a new conditional sentence starting with the information in the main clause, e.g. "As soon as I buy a new cell phone, I'll ..."</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Subordinate time clauses Building words</p>	<p>PB 52.1* PB 52.2 CB 52.8* PB 52.9**</p>	<p>PB 52.3 and 52.7</p> <p>AND / OR</p> <p>Invite students to start with a single conditional sentence with "when" or "as soon as" related to an English-learning related goal, e.g. "When I reach an upper-intermediate level of English, I'll apply for a two-year degree at a community college." Students then expand on this topic, giving reasons for their goals and any challenges they might face.</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
53	Unlikely situations	<p>To introduce the topic and check students' prior knowledge, tell students that sometimes you imagine what life would be like if you won the lottery and you didn't have to work. Give them a few minutes to speculate in pairs what you would do if you won the lottery. Elicit ideas from the class and choose an idea that is relatively close to the truth, "If I didn't have to work, I would study foreign languages like Russian and Korean." Then invite students to write sentences about what they would do if they didn't have to work or study.</p> <p>52.1-52.3 Students read, listen and repeat. 53.4-53.5 53.7 Students read, listen and repeat. 53.8-53.10</p> <p>Activation: Prepare questions in the second conditional that involve some kind of dilemma, e.g. "If your friend offered to give you the answers to your next English exam, what would you do?" "What would you do if you borrowed your friend's computer and accidentally spilled tea on it?" Students discuss these dilemmas in pairs, followed by an open class discussion of their ideas.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Second conditional Collocations with "make" and "do"</p>	<p>PB 53.1* PB 53.2** CB 53.6*</p>	<p>PB 53.3, 53.4 and 53.5</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
54	Emotions	<p>To introduce the topic and check students' prior knowledge, select ten of the emotions from the unit and write them on the board. Then, in the middle, write "When do you feel ... ?" Students discuss the emotions in pairs or small groups.</p> <p>54.1 Students look at the pictures and write the translation in their first language under each one to create their own reference page. Note that you may want to help students identify which of the adjectives ending in <i>-ed</i> are pronounced /t/ like "relax<u>ed</u>;" /d/ like "amused;" or /ɪd/ like "irritat<u>ed</u>." It would also be helpful to work together to identify the primary word stress of longer words like "unim<u>pressed</u>" and "unenthusi<u>astic</u>."</p> <p>Activation: If you have access to technology, do an image search in a web browser for "emotions." Show your students various images one by one and discuss which emotions the person is experiencing. There doesn't have to be one right answer. Note that this activity would be much more amusing if you inserted a few selfies of yourself doing specific emotions!</p>	Emotions		<p>PB 54.1</p> <p>AND / OR</p> <p>Assign students pairs of similar words, e.g. "depressed" / "miserable," "nervous" / "anxious," "bored" / "distracted." Invite them to look up the words in a learner's dictionary and prepare to explain the difference between them in the following lesson.</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
55	Giving advice	<p>To introduce the topic and check students' prior knowledge, tell your students about a decision you have to make (preferably a real one) and ask for their advice, e.g. "I'm interested in buying a car. I could buy a used one for less money or pay more for a new one." Let students give you advice with any structure they want: "should," "could," "what about," etc. Then introduce "If I were you, I would..." Ask students to give you more advice, or reformulate the advice they've already given you, using this structure.</p> <p>55.1-55.2 Students read, listen and repeat. 55.3, 55.4 and 55.6 55.7 Students read, listen and repeat. 55.8 and 55.10</p> <p>Activation: Ask students to write examples of problems they don't know how to solve or other situations where they need advice. These could be true or made up. If there is sufficient space in the classroom, invite half the students to stand up and form a circle, everyone facing out. Then invite the other half of the class to come and stand in front of one of the students in the circle. Students discuss their problems and give each other advice for two minutes before moving to the right and repeating the activity with a new partner.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>"If I were you" Phrases for giving advice</p>	<p>PB 55.1* CB 55.5* PB 55.5 PB 55.6**</p>	<p>PB 55.3, 55.4 and 55.7</p> <p>AND / OR</p> <p>Invite students to write an email (or a private message to send via a social media platform) to a famous actor, athlete or other celebrity who is having a problem that has been reported on in the news. In the email, they should give the celebrity some advice, e.g. "If I were you, I would become a free agent and find another team to play for because..."</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
56	Read and unreal situations	<p>To introduce the topic and check students' prior knowledge, write two conditional sentences on the board about the same situation, one in the first conditional and other in the second conditional, e.g.</p> <p>1) "If I go to Peru, I'll visit Machu Picchu." 2) "If I went to Peru, I'd visit Machu Picchu."</p> <p>Ask concept questions: In sentence one, does it sound like a real possibility that I'll go to Machu Picchu? (Yes.) What about in the second one? (No, it sounds very unlikely.) Explain that we can talk about the same situation using either the first or second conditional. The choice depends on our individual point of view, depending on how real or unreal we perceive a situation to be.</p> <p>56.1 Students read, listen and repeat. 56.2-56.4 56.5 Students read, listen and repeat. 56.6-56.7</p> <p>Activation: Give students a variety of prompts with situations, e.g. "get a better job," "win the lottery," "take up a new sport," "study a new language," etc. Note that some should seem much more possible than others. In pairs, students make sentences with the prompts, deciding whether to use either the first or second conditional, based on how real or unreal they think the situation is.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>First and second conditional</p> <p>Collocations for business meetings</p>	<p>PB 56.1** PB 56.2* PB 56.3** PB 56.6</p>	PB 56.4 and 56.5

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
57	Being specific	<p>To introduce the topic and check students' prior knowledge, write sentences on index cards, with the first part each sentence on one card and the relative clause on the other, e.g. "It's a person / who you see every day." "It's a small object / that you carry in your pocket." Etc. Give one card to each student. Invite them to get out of their seats and find the person with the other half. Together students discuss what the sentence might refer to.</p> <p>57.1-57.2 Students read, listen and repeat. 57.3-57.6</p> <p>Activation: Play bingo. Choose a vocabulary unit from the EFE course book and decide on 12 vocabulary items you would like to review. Invite students to draw a nine-by-nine grid in their notebooks and write nine of the 12 vocabulary items in the spaces. Read out a definition or description of the vocabulary items which includes a defining relative clause, e.g. "This is a tool that you use to hit nails." The first student to get three in a row on their board is the winner.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Defining relative clauses Personal characteristics</p>	<p>PB 57.1* PB 57.2 PB 57.5** CB 57.6*</p>	<p>PB 57.3, 57.4 and 57.6</p> <p>AND / OR</p> <p>Tell students to write a paragraph about somebody they admire. They must include at least three defining relative clauses, e.g. "Someone who I've always admired is..."</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
58	Adding information	<p>To introduce the topic and check students' prior knowledge, write two example sentences on the board:</p> <p>“(Name of city/town where you teach) is a great place to live.”</p> <p>“(Name of city/town where you teach) is near (notable geographical feature).”</p> <p>Invite students to combine them into one using the word “which.” Then elicit or explain that non-defining relative clauses are used to add extra information about something or someone.</p> <p>58.1-58.3 Students read, listen and repeat. 58.4-58.6</p> <p>Activation: write sets of two sentences that are exactly the same except for one includes commas around a relative clause to mark it as non-defining:</p> <p>“The parents who arrived late couldn't get in.” “The parents, who arrived late, couldn't get in.”</p> <p>In pairs, students discuss the subtle differences in meaning between the sentences. Check their ideas in open class.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Non-defining relative clauses</p> <p>Personal characteristics</p>	<p>PB 58.1* PB 58.2** PB 58.4</p>	<p>PB 58.3, 58.5 and 58.6</p> <p>AND / OR</p> <p>Write a simple text describing your school (or another familiar topic) but don't include any relative clauses. Invite students to rewrite the text, including extra information with non-defining relative clauses, e.g. “Our school is located in (name of town). It has (number) of students.” Etc.</p>
Review		Review content of lessons 53-58 using CB Units 53-58 and PB Units 53-58 as necessary.			

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
59	What was happening when?	<p>To introduce the topic and check students' prior knowledge, draw two people and a cell phone on the board. Give the people names, for example, Dalileh and Hana. Explain that Dalileh called Hana last night at 9:30 p.m. but Hana didn't answer and never called back. Now Dalileh wants to know why her friend didn't pick up. Brainstorm some possible reasons why containing the past continuous, e.g. "She was studying for an important math test and put her phone on silent."</p> <p>59.1-59.3 Students read, listen and repeat. 59.4-59.6 59.8-59.9</p> <p>Activation: Show students a busy picture with lots of things going on. Explain that it shows what people were doing yesterday afternoon at specific moment in time. Invite students to describe what was happening, e.g. "There were a lot of young children in the park. Some kids were playing soccer, while others were..."</p>	Past continuous Verb / noun collocations	<p>PB 59.1** PB 59.4* CB 59.7*</p>	<p>PB 59.3, 59.5 and 59.6</p> <p>AND / OR</p> <p>Invite students to set a timer for two minutes while they are on their way home from class. Tell them to take notes on everything they see. They then write a description of what was going on, e.g. "I was stuck in traffic on the bus. People on bikes and motorcycles were going past us."</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
60	The natural world	<p>To introduce the topic and check students' prior knowledge, board the alphabet vertically in three or more columns. Invite students to brainstorm an animal for each letter. Write the animals with the corresponding letter. Note that with large classes, this activity could be done in small groups.</p> <p>60.1-60.2 Students look at the pictures and write the translation in their first language under each one to create their own reference page. Note that the /r/ sound can be problematic for learners from many different language backgrounds. Since many of the words in this unit contain /r/ ("giraffe," "rat," "crocodile," etc.), it might be a good time to focus on the pronunciation of this sound.</p> <p>Activation: In pairs or small groups, students categorize the animals into their typical habitats, e.g. "Birds can live almost everywhere, but I think most of them live in forests or jungles."</p>	The natural world		<p>PB 60.1</p> <p>In class, invite students to each choose a different animal from the unit. In pairs, they discuss 1) what they already know about their animals, and 2) what they would like to learn about them. Then, at home, students research the animal and prepare to talk about a few interesting things they learned.</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
61	Setting the scene	<p>To introduce the topic and check students' prior knowledge, write or project the first paragraph of the text in Exercise 61.2 on the board. (Alternatively, you could put it on a handout.) Ask students to read it and decide whether it is the beginning or end of a story. (Beginning.) Ask them how they know. (This description "sets the scene," giving us background information about what is going on. Point out that the past continuous, as opposed to the past simple, is commonly used in this context.</p> <p>61.1 Students read, listen and repeat. 61.2-5</p> <p>Activation: Show students a picture of a scene with a few different actions going on, for example, a busy city street. Tell the students you would like them to write a paragraph "setting the scene" for a story that takes place in this context. Students could use the paragraph in Exercise 61.5 as a model. They could write these individually, and then compare with a classmate. They could also write the paragraph in pairs, and then compare their texts with another pair. Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Past continuous Adjectives to describe places</p>	<p>PB 61.1*</p>	<p>PB 61.2, 61.3 and 61.4</p> <p>AND / OR</p> <p>Students could watch the first few minutes of a film or TV series, and then write a paragraph that sets the scene for the story.</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
62	Interrupted actions	<p>To introduce the topic and check students' prior knowledge, draw a picture of a person doing a simple action that is easy to draw, e.g. cooking, playing basketball, etc. Give the person a name. Write "Yesterday. 6 p.m." above the picture. Elicit a sentence in the past continuous to describe the action: "Sam was cooking dinner at 6 p.m. yesterday." Then draw a picture of a cell phone. Elicit a sentence in the past simple: "Her phone rang." Then ask the students to put the sentences together. Draw a couple more situations and invite students to describe them.</p> <p>62.1-62.2 Students read, listen and repeat. 62.3-62.6 62.8</p> <p>Activation: Show or display a series of photos or videos of people having silly accidents. These can easily be found doing an image search for "epic fails." Elicit sentences with the key language explaining what happened, e.g. "They were parking the car and accidentally hit the sign for the restaurant, which fell on their car."</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	Past continuous and past simple	<p>PB 62.1** PB 62.5* CB 62.7* CB 62.9**</p>	<p>PB 62.2, 62.4 and 62.6</p> <p>AND / OR</p> <p>Between this lesson and the next, invite students to write five sentences describing interrupted actions from their daily life, e.g. "When my grandmother called me, I was parking my car. I called her back when I got in the house."</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
63	Events in the past	<p>To introduce the topic and check students' prior knowledge, put "natural disasters + (name city/town/state where you live)" in a search engine. Prepare a couple sentences in the past simple passive about the event, e.g. "In June 2003, most of the community of Summerhaven, Arizona was destroyed by fire. Over 85, 000 acres on Mount Lemmon were burned." Show students a photo of the natural disaster first, if possible, and elicit the type of natural disaster. Then write the example sentences on the board and focus on the form and use of the passive.</p> <p>63.1-63.3 Students read, listen and repeat.</p> <p>63.4-63.5</p> <p>63.6 Students look at the pictures and write the translation in their first language under each one to create their own reference page.</p> <p>63.7-63.8</p> <p>Activation: Organize the class into pairs. Assign each pair one of the sentences from Exercise 63.4. Invite the students to use their imaginations and write more sentences in the past simple passive about actions that happened either before or after, for example, for the first sentence about forest fires: "A cigarette was thrown out a car window and started a fire."</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	Past simple passive Environmental disasters	PB 63.1** PB 63.2 PB 63.5*	<p>PB 63.3, 63.6 and 63.7</p> <p>AND / OR</p> <p>Ask students to find an example of a recent natural disaster and write a paragraph summarizing what happened. They must include at least three examples of the past simple passive.</p>
Review		Review content of lessons 59-63 using CB Units 59-63 and PB Units 59-63 as necessary.			

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
64	Before and after	<p>To introduce the topic and check students' prior knowledge, start with a simple sentence in the past simple + the word "because", e.g. "Chima was late to work because..." Elicit a number of reasons why she might have been late and write these in the past perfect: "... because she had forgotten her cell phone and had gone back home to get it," "... because she had slept through her alarm." Focus on the use of the past perfect to talk about one past action that happened before another related past action.</p> <p>64.1-64.3 Students read, listen and repeat. 64.4-64.7</p> <p>Activation: As a class, brainstorm some important things we learn as we grow up: to swim, to drive a car, etc. Then ask students how many of these things they had learned by the age of five. Write an example sentence on the board: "By the age of five, I had learned to swim." Then write a variety of other ages on the board, e.g. eight, ten, 15, 18, etc. (these will depend on the age of your students). In pairs, students discuss what they had done by those ages. Encourage them to ask follow-up questions to ask for more information, e.g. "Who taught you to swim?"</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	Past perfect and past simple	<p>PB 64.1* PB 64.3** PB 64.5 CB 64.8*</p>	<p>PB 64.4, 64.6 and 64.7</p> <p>AND / OR</p> <p>Ask students to write a short summary of a famous film, but without mentioning the name. They must include at least three sentences with the past perfect. The next class, students exchange their summaries and guess the film, e.g. "One day, a regular teenage boy became a superhero. A spider had bitten him while he was visiting a laboratory and..."</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
65	First times	<p>To introduce the topic and check students' prior knowledge, find a picture of yourself visiting a place or doing an activity for the first time. Show students the photo and elicit where it was taken, what you were doing, etc. Then tell students a bit about the experience. Write an example sentence on the board with the key language, e.g. "I was very proud. It was the first time I had ever run a marathon." Highlight the use of the past perfect with "ever" to talk about the first time you did something. Then challenge students to rewrite the sentence with "never" so it has the same meaning.</p> <p>65.1 Students read, listen and repeat. 65.2 65.3 Students read, listen and repeat. 65.4 65.5-65.8</p> <p>Activation: Ask students to write five sentences with the past perfect and "ever" or "never" about the first time they did things. Invite all the students to stand up and walk around the room, discussing each of their experiences with a different student.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	"Never / "ever" with past tenses	<p>PB 65.1* PB 65.2</p>	PB 65.3, 65.4 and 65.5

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
66	Common English idioms	<p>To introduce the topic and check students' prior knowledge, write two example sentences on the board, one with the vocabulary item used as an idiom and a second sentence with the vocabulary item used literally:</p> <p>1 "She went skiing, but she didn't like it because her feet got cold." 2 "She had agreed to give the speech, but at the last minute she got cold feet and cancelled the event." Ask students: "In which sentence are the woman's feet physically cold?" (Sentence 1.) Elicit or explain that sometimes we use combinations of words in a way that makes it hard to understand their meaning just by knowing what the individual words mean.</p> <p>66.1 Students look at the pictures and write the translation in their first language under each one to create their own reference page.</p> <p>Activation: Organize the class into pairs. Assign each an idiom from the unit. Invite them to brainstorm real-life situations where they might use this idiom. Then ask them to choose one the situations they came up with and write a short dialogue containing their idiom. With more outgoing students, these could be performed in front of the class.</p>	Common English idioms		PB 66.1

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
67	Telling a story	<p>To introduce the topic and check students' prior knowledge, tell your students a brief story that includes all three narrative tenses (past simple, past continuous and past perfect). Start by dictating five key words from a story. In pairs, students predict what it will be about. Then tell the story and students listen for the significance of the key words. Finish by boarding example sentences from the story containing the narrative tenses. Ask students which tense is used for the actions (past simple), setting the scene (past continuous) and talking about things that happened before the beginning of the story (past continuous).</p> <p>67.1 Students read, listen and repeat. 67.2 -67.4</p> <p>Activation: Invite students to tell a personal anecdote using the key language. Give students a few ideas for stories, i.e. a time your parents weren't happy with you, a terrible holiday, an embarrassing moment at school, etc. Then explain the structure of the story: it must have a beginning (introduce characters, setting), middle (problem / action) and end (resolution of problem / funny or memorable moment). Students prepare to tell their stories individually. Then organize the group into small groups. Students tell their stories and vote on their favorite.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Narrative tenses Idioms for storytelling</p>	<p>PB 67.1* PB 67.4</p>	<p>PB 67.2 and 67.5</p> <p>AND / OR</p> <p>If you have done the story telling activation activity in class, you could invite students to produce a written version of this story.</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
68	What happened when?	<p>To introduce the topic and check students' prior knowledge, write three sentences using adverbials of time. Make sure to include one of each type from the key language box. Then elicit which adverbs are used to talk about 1) events happening at same time, 2) one event happening after another, and 3) one event happening before another. As a class, brainstorm synonyms of these adverbs that could serve the same functions.</p> <p>68.1 Students read, listen and repeat. 68.2, 68.4 and 68.5</p> <p>Activation: Instead of doing CB 68.4 as written, you could separate the story into pieces for students to put in the right order. Create a set of cards, with each sentence on a different card. (Another option is to use the story in PB 68.5.) After students have put the story in order together with a partner, invite them to write down ten key words from the story and practice telling it from memory.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Time adverbs and phrases Storytelling devices</p>	<p>PB 68.1* PB 68.2** PB 68.4</p>	PB 68.6 and 68.7
Review		Review content of lessons 64-68 using CB Units 64-68 and PB Units 64-68 as necessary.			

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
69	What other people said	<p>To introduce the topic and check students' prior knowledge, ask students to think about two or three people they talked to this morning. Elicit a few examples to the board. Write the direct speech in a speech bubble and then elicit or provide the reported speech next to it. Focus on the way the main verb "backshifts," that is, goes back a tense (present simple to past simple, present continuous to past continuous).</p> <p>69.1-69.3 Students read, listen and repeat. 69.4-69.5 69.6-69.7 Students read, listen and repeat. 69.8-69.9</p> <p>Activation: Choose ten sentences containing the tenses in key language box 69.6. Create a set of cards, with the direct speech on one side of the card and the reported speech on the other side. Students play a game in pairs or small groups, where they get points for each sentence they correctly convert into reported speech. If time allows, students could create more of these cards themselves and exchange them with other students in class.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Reported speech Work and education</p>	<p>PB 69.1* PB 69.3**</p>	<p>PB 69.4 and 69.5</p> <p>AND / OR</p> <p>Invite students to choose a person that they normally talk to during the week, for example, a coworker, friend or family member. Between this class and the next one, ask students to write at least five interesting things that person said to them in reported speech, e.g. "Yesterday, my brother told me he was thinking about subscribing to a new music streaming service."</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
70	Telling things to people	<p>To introduce the topic and check students' prior knowledge, think of four interesting things individual students told you in class recently. With this information, write four sentences on the board in reported speech, two using "told" and two using "said." However, only two sentences are grammatically correct; in the other two, include contain typical errors, e.g. "Luigi said me..."* or "Silvia told that..."* Invite students to identify which sentences are correct.</p> <p>70.1-70.3 Students read, listen and repeat. 70.4, 70.6 70.7 Students read, listen and repeat. 70.8-70.9 70.10-70.11 Note that these exercises could be done in a separate lesson or set for homework if you would like to keep the lesson focused on reported speech. Activation: Write a few questions on the board in a variety of tenses, e.g. "What are you doing this afternoon?" Etc. Organize students into pairs. They interview each other and take notes. Then, individually, they write sentences, using both "say" and "tell," reporting what their partner told them. Students finish by checking each other's sentences to see if they are correct, both in terms of grammar and content. Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Reported speech with "tell" Collocations with "say" and "tell"</p>	<p>PB 70.1* PB 70.2 PB 70.3**</p>	<p>PB 70.4, 70.5 and 70.8</p> <p>AND / OR</p> <p>Students write sentences in reported speech, using "say" or "tell," about interesting things their classmates or coworkers told them during the week, e.g. "My coworker Jeremy told me he hated getting his hair cut because he was afraid of scissors."</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
71	Suggestions and explanations	<p>To introduce the topic and check students' prior knowledge, write three reporting verbs on the board. Then write five sentences in direct speech, each one corresponding to one of the reporting verbs, e.g. "You're right, this solution isn't going to work" for "agree," Etc. Invite students to match the reporting verbs to the sentences. Then, as a class, rewrite the sentences in reported speech with the appropriate reporting verb.</p> <p>71.1-71.3 Students read, listen and repeat. 71.4-71.7 71.9 Students read, listen and repeat. 71.10</p> <p>Activation: Write the reporting verbs from the unit on the board. Choose one and brainstorm some examples of language that might be used to express these functions: "You shouldn't do that" or "I wouldn't do that if I were you" for "suggest." Then, in pairs, students think of examples for the other reporting verbs. Now put students into new pairs. They take turns reading their examples and guessing the correct reporting verb. Together, they write sentences in reported speech for each example sentence. Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Reporting verbs with "that"</p> <p>More reporting verbs</p>	<p>CB 71.8* PB 71.1** PB 71.2* PB 71.3** PB 71.4</p>	<p>71.5 and 71.6</p> <p>AND / OR</p> <p>Students choose a recent news story and read about it. Then they write sentences using reporting verbs about what happened, e.g. "The man admitted to stealing thousands of dollars from the political insurance company he worked for."</p>

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Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
72	Telling people what to do	<p>To introduce the topic and check students' prior knowledge, write a few reporting verbs from the unit on the board, e.g. "encourage," "order" or "remind." Together with the class, brainstorm situations where people might carry out these functions, e.g. a police officer <u>ordering</u> a driver to get a brake light fixed. With the class, create sentences in reported speech using the students' examples, e.g. "The police ordered the woman to get her brake light fixed." Focus on the use of the object with these reporting verbs for giving advice or instructions.</p> <p>72.1-72.3 Students read, listen and repeat. 72.4-72.5 72.6-72.7 Students read, listen and repeat. 72.8-72.9</p> <p>Activation: Create a set of cards with the reporting verbs plus a subject on half of the cards, for example, "They warned us..." On the other half, write sentences in direct speech for each function: "You can't take your cell phone into the exam room." Students lie the cards face down in rows and play "Memory." For each match, they transform the direct speech into reported speech using the reporting verb, e.g. "They warned us not to take our cell phones into the exam room." Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Verbs with object and infinitive Reporting verbs</p>	<p>PB 72.1 PB 72.3** PB 72.6</p>	PB 72.2, 72.5 and 72.7
Review		Review content of lessons 69-72 using CB Units 69-72 and PB Units 69-72 as necessary.			

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
73	What other people asked	<p>To introduce the topic and check students' prior knowledge, ask a few individual students questions with the key language, e.g. "Which school subject do you find most interesting?" Report their answers on the board: "I asked Malee which school subject she found most interesting, and she said Art." Focus on the form, particularly word order, of this type of reported questions that contain question words.</p> <p>73.1-73.3 Students read, listen and repeat. 73.4-73.5 73.6-73.7 Students read, listen and repeat. 73.8-73.10</p> <p>Activation: Choose a topic and ask the students to create a short class survey individually. Students then walk around the class, asking each other the questions. Then they write a report of their answers, e.g. "I asked the group what time of day they liked to study, and most people said in the afternoon, when they got home from school."</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>Reported questions Collocations with "raise"</p>	<p>PB 73.1 PB 73.2* PB 73.3**</p>	<p>PB 73.4, 73.6 and 73.7</p> <p>AND / OR</p> <p>In class, students brainstorm questions they could ask friends or family about a specific topic, for example, cooking. Students choose a single question. After talking to a minimum number of people, they write a report about what the people told them, e.g. "I asked everyone in my family whether they thought cooking was an important life skill and..."</p>

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
74	Reporting simple questions	<p>To introduce the topic and check students' prior knowledge, board a short dialogue that includes a couple questions, for example, a waiter talking to a customer at a restaurant:</p> <p>A: "Are you ready to order?" B: "Yes, I'd like the soup, please." A: "Would you like anything else?"</p> <p>Then work together with the class to write a version in reported speech: "The waiter asked if the woman was ready to order. She said yes and ordered the soup. Then the waiter asked..." Focus the class's attention on the form of reported questions.</p> <p>74.1-74.3 Students read, listen and repeat. 74.4-74.5 74.7-74.8 Students read, listen and repeat. 74.9-74.11</p> <p>Activation: In pairs, students write simple questions on a specific topic to ask their classmates, e.g. "Do you prefer watching a movie at home or in a movie theater?" Then form small groups that contain students with different questions. Give them time to take turns asking and discussing their questions. Then put students back into their original pairs. They report what their classmates said, e.g. "When I asked whether they preferred watching a movie at home..."</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	"If" and "whether" Verb / preposition collocations	<p>PB 74.1 PB 74.4* PB 74.5** CB 74.6* PB 74.7</p>	PB 74.3, 74.6 and 74.8

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
75	Polite questions	<p>To introduce the topic and check students' prior knowledge, draw a picture of two people on the board. Explain they are in a nearby shopping mall (or another local context that students will be familiar with). In separate speech bubbles, write two versions of the same question, one direct and other indirect:</p> <p>1) "Where is the food court?" 2) "Could you tell me where the food court is?" Elicit which one sounds more polite. (The second.) Then focus on the word order in the indirect question. Elicit other indirect questions people might ask in this context.</p> <p>75.1-75.3 Students read, listen and repeat. 75.4-75.5 75.6-75.7 Students read, listen and repeat. 75.8-75.8</p> <p>Activation: Write a number of indirect questions on separate cards, e.g. "Do you know if anyone here speaks Russian?" Organize the groups into small groups. Give each group a card. In their groups, students have to decide on a context for the question and role play a situation around it. Encourage students to assess their own learning by completing the checklist at the end.</p>	Indirect questions Practical issues	PB 75.1 PB 75.2 PB 75.5* CB 79.9*	PB 75.2 and 75.6 AND / OR Students think of three specific situations where they might have to talk to a stranger in their daily lives. For each situation, they write two indirect questions that they might realistically need to ask in those situations.

ENGLISH FOR EVERYONE

Lesson	Topic	Activities (presentation and practice)	Vocabulary/grammar	Extra classroom practice	Homework
76	Wishes and regrets	<p>To introduce the topic and check students' prior knowledge, draw a simple picture of a man standing at a bus stop. Above him, draw a cloud with rain. Elicit some ideas for what the man might be thinking. Accept all logical answers. Then introduce "I wish..."</p> <p>Board one exam: "I wish I had an umbrella." Then elicit other possible sentences starting with "I wish..."</p> <p>76.1-76.3 Students read, listen and repeat. 76.4-74.5 76.6-76.8 Students read, listen and repeat. 76.9-76.10</p> <p>Activation: Organize the class into small groups. Draw a magic lamp on the board. Explain that a genie has granted their groups three wishes, but everyone in the group has to agree on the three wishes. Together, students discuss and decide on their wishes. Remind them to practice using "I / we wish + past simple / past perfect." To round off the activity, a member of each group tells the rest of the class about their wishes and why they choose them.</p> <p>Encourage students to assess their own learning by completing the checklist at the end.</p>	<p>"Wish" with past tenses Life events</p>	<p>PB 76.1* PB 76.2** PB 76.3*</p>	<p>PB 76.5 and 76.6</p> <p>AND / OR</p> <p>Students find photos of people in embarrassing situations and write a funny caption with "I wish...", e.g. "I wish I had bought a cat" for a photo of a person's dog jumping up and eating a child's ice cream cone.</p>
Review		Review content of lessons 73-76 using CB Units 73-76 and PB Units 73-76 as necessary.			