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POTENTIAL

TEACHER'S BOOK

- Student's Book Contents
- Comprehensive introduction
- Guided unit tour
- Clear lesson objectives
- Step-by-step teaching notes and answer keys
- Ideas for differentiation and extra activities
- Audio and video scripts
- Full digital resources on App and on e-zone

A2
Level 2



Unit objectives

Vocabulary: Students learn different nouns, verbs and prepositions to talk about transport now and in the future.

Grammar: Students learn the difference between *will* and *going to* to talk about future plans and predictions.

Speaking: Students practise asking for clarification.

Writing: Students write an email about plans.

Project: Students create a travel plan for their city.

Get ready!

Using Unit openers, page 19 >

- Focus on the photo of a train journey. Ask students: *Where do you think this train is? Would you like to go on this train journey?* Explain that this unit is going to be about transport and travel.
- Ask the first question to someone in the class. In pairs, students ask and answer all three questions.
- Get students to report back, and use this time to make a list of vocabulary related to describing transport or travel or common errors that you can refer back to later in the unit.
- Go over the objectives for the unit.

Vocabulary 1

Transport

1 51 Individual work

- Focus on the photos and do the first example together with the class.
- Play the audio and ask students to complete the rest of the activity.
- Check answers and then play the audio again so students can listen and repeat. Pay particular attention to pronunciation.

Pronunciation tip Students often have problems with the spelling *oa*. In words like *coach*, they often pronounce it 'oh-ah', instead of using the diphthong /əʊ/. You could help them by comparing it to the words *wrote*, *spoke* and *note*, which contain the same sound. Then elicit and drill other words which contain the *oa* spelling, eg *boat*, *coat*, *goat*.

Answers / Audioscript

- A train
- B plane
- C bike
- D coach
- E ferry
- F helicopter
- G motorbike
- H scooter
- I tram
- J taxi
- K underground

2 Individual or pairwork

- Ask a student: *Which type of transport has two wheels?* (A motorbike.)
- In pairs, students find the other transport types. Then check answers with the class.

Answers

- 1 bike, motorbike, scooter
- 2 plane, helicopter
- 3 ferry
- 4 underground
- 5 taxi

Fast finishers Ask students who finish quickly to think of one or two more examples for each category, or they could write the answers on the board to prepare for feedback.



Quick talk video 7

Using Quick talk videos, page 19 >

- Students watch and listen to descriptions of transport and say the correct word. They see options on the screen.
- Students could then do the same activity in pairs, thinking up descriptions on the spot.

Alternative Give the following clues – students choose between two words that appear on the screen:

It doesn't have wheels. FERRY / COACH

It travels on the road. HELICOPTER / TAXI

It can carry a lot of people. TRAM / SCOOTER

It is very expensive to travel using this.

HELICOPTER / SUBWAY / TRAIN

It isn't very fast. BIKE / MOTORBIKE

3 Individual work

Common errors Students sometimes use *travel* as a noun instead of *trip* or *journey*, eg *I have a travel next weekend. The travel was long.* This is a good opportunity to clarify the difference between *trip*, *travel* and *journey*.

- Focus on the three texts and ask students what type of texts they are (a blog post, a text message and an advert).
- Tell them to read them quickly and ask: *What's the blog post about?* (A trip from Paris to Madrid.) *Who's the text message from?* (It seems to be from a friend.) *Where is the advert talking about?* (Cape Town in South Africa.)
- Students complete the texts using the words in the box.
- Check answers with the class.

Language note A scooter can refer to an electric or manual scooter. In some places mopeds are a very common type of transport, so it's worth clarifying *scooter* and *moped*.

Answers

1 plane 2 coach 3 underground 4 taxi
5 bikes 6 helicopter 7 scooters

4 52 Pairwork, then individual work

- Play the audio and ask students to try and remember as much as possible about the conversation as they can.
- Ask the class: *What can we ride to get to school?* (a bike, a scooter)
- Individually, students listen again and complete the word maps.
- Check answers and write them on the board.

Answers

ride: bike, scooter

take: bus, tram, underground

Audioscript

Girl: How do you get to school?

Boy: I usually ride my bike, but when it's raining, I take a bus or a tram. How about you?

Girl: I take the underground five stops, and then I ride my scooter.

5 Pairwork

- Give an example to show how to use the vocabulary from exercise 4 to do this activity. For example, *I ride my bike to school most days, but if it's raining I take a bus.*
- Students ask and answer questions to practise the vocabulary from this lesson.
- Monitor and help students with their pronunciation. Encourage students to extend their conversation by telling each other if they like or dislike certain types of transport.
- Ask some students to tell the class about their partner's answers. Find out what the most popular types of transport are and reasons for taking different types of transport.

Extra challenge Ask students to discuss how sustainable the transport is in their city or town. Read this to them or display the text in class and ask them to discuss the questions.

In Barcelona in Spain, they have banned cars from some areas of the city. They have created 'super blocks' where cars don't go. The streets are designed for pedestrians and have plants, benches, tables for picnics and even chessboards and other games children can play, like hopscotch.

- 1 *Do you think this would be a good idea for your city?*
- 2 *Some people are against this idea – why do you think that might be?*
- 3 *What other ways could your city become 'greener'?*



Reading preview

Using Previews, page 19 >

Focus on the question and tell students to work in pairs and make a note of the advantages and disadvantages of people not having cars. They could also do this individually for homework.

Reading

1 Pairwork

- Books closed, refer to the Reading preview. Ask students to work in different pairs from the previous lesson and share the ideas they wrote down. Ask them to discuss these questions: *What would a world without cars look like? What would it feel like?*
- After they finish speaking, share ideas as a class.

- Open books and tell students you want to learn more about the current situation with cars and transport.
- Students discuss the questions in pairs and then volunteers share their ideas with the class. You could list their advantages and disadvantages on the board.

Suggested answers

Advantages: don't need to find parking spaces, more eco-friendly, can relax while you travel, often safer than driving

Disadvantages: sometimes more expensive, sometimes unreliable, doesn't take you directly to your destination, may not be available at the time when you want to travel, less space for luggage

2 Individual work

- Focus on the picture and article headline and ask students how the car is different to cars that exist now. Ask them to read the introduction and make sure students know how to say the date *2050* (Answer: Twenty-fifty.). Explain that this is an opinion article where different people answer a question.
- Do question 1 as an example and ask students to tell the class which part of the text gave them the answer.
- Students scan the text to find answers for the other questions.
- Check answers with the class.

Answers

1 Ricardo 2 Maria 3 Tomasz 4 Ricardo
5 Tomasz

3a Whole class

Using Build your potential, page 19 >

- Give students time to read the information.
- To further clarify the difference between fact and opinion, ask: *If someone writes 'Cyclists are better road users than car drivers' is it a fact or an opinion?* (Suggested answer: It's an opinion, unless it is part of a study where someone did research and found that to be true based on their results in that specific context. However, it might not be true in other contexts, so it's a fact only for that context.)

b Individual work

- Students read through the article and find answers for the questions.
- Share answers with the class.

Answers

1 F 2 O 3 O 4 F 5 O

Extra challenge

Ask: *When is it hard to tell if something is a fact or an opinion?* (Suggested answer: When the speaker or writer is an important voice in their area, people tend to believe it. When something is printed in the media in a way that makes it hard to know if it is a fact or opinion.)

Ask: *Why is it hard to know what is true when you read information online nowadays?* (Suggested answer: People can write and post anything, and then it gets shared and it's hard to know what is true. There is also an intentional spreading of disinformation by certain people and organisations.) Explore how students feel about this and what they do to try and find out what is true when they read information online.

Ask: *Have you heard of 'fact checkers'? What do they do? Why are they necessary nowadays?* (Suggested answer: They check facts stated in information shared with the public in news, TV programmes and printed or social media.) Ask if this is a good way of helping people to trust news and other information.

4 Individual work

- This exercise helps students to work out the meaning of words from their context in the article. This is a good reading skill as it helps students to increase their fluency when reading. Instead of stopping to check words they don't understand, they can develop strategies for making informed guesses by looking at the information around the term they don't know.
- Do number one with the class and suggest they read the sections before and after the word to work out the meaning from its context. Then ask students to check the other words.
- Check answers with the class.

Answers

1 b 2 a 3 b 4 a

5 Group work

- Students discuss whose opinion they share and why.
- Share ideas with the class afterwards and ensure students give reasons for their opinion.

Extra activity Ask students to check the facts stated in this lesson, eg *Are 2.6% of cars on the road electric? Are there more than one billion cars in the world?* They could also find out some other facts related to cars and transport in their city or country.

Grammar preview

Using Previews, page 19 >

- You could set this exercise for homework or have students do it individually in class.
- Tell them they will discover if their answers are correct in the next lesson.

Answers

a won't b Will c will, will

Grammar 1

Future simple with *will*

Figure it out

Using Figure it out, page 20 >

- Tell students to read the text.
- Ask: *Do you think this is an opinion or a fact?* (An opinion. There is no evidence this will definitely happen.)
- Confirm that we use *will* to talk about things we think will happen in the future. Sometimes we use it to talk about facts, but not in this example.

Common errors Students tend to make errors with this grammar in the following ways.

Use *to* after *will*, eg *We will to drive cars. We won't to have traffic jams.*

Use of *will* for plans and other future-related events.

A: *What are your plans for this evening?*

B: *I will go and see some friends.*

1 Individual, then pairwork

- Give students time to read the information in the grammar box. Ask them if a or b is correct. Remind students that this is one use of *will*. It can also be used for promises and instant decisions.

A: *Is Julia coming to the party?*

B: *I don't know. I'll call her and check.*

I promise I'll call her later.

- Ask them what grammar we use to talk about plans, which they have already covered in this book. (We use the present continuous for fixed arrangements.)

CCQs To further clarify this grammar point, write this on the board: *You will all pass your exams this year!* Ask: *Is you passing the exams 100% certain?* (No.) *Is it a fact or a prediction?* (A prediction.)

Answer

a

There is more information about the future simple *will* in the Grammar reference on page 142. >

2 Individual work

- Do sentences 1 and 3 as examples with the class to clarify how to make affirmative and negative sentences.
- Students write the answers and then compare them with a partner.
- Check answers with the class.

Answers

- 1 'll live / will live
- 2 'll move / will move
- 3 won't learn
- 4 will be
- 5 won't use, 'll ride / will ride
- 6 will you do, 'll work / will work

3a Individual, then pairwork

- Ask students to read the conversation quickly and ask them what it's about (different predictions about the future).
- Complete the first gap together with the class.
- Individually, students complete the conversation and then compare with the person next to them.

Fast finishers Ask fast finishers to write one more dialogue using *will* and *won't*. Ask them to read out their sentences after checking answers.

b 53 Whole class

- Play the audio. Students listen and check their answers.
- Check answers with the class.

- Ask students if they agree with the predictions in the conversation.

Answers

- 1 Will we live 2 won't 3 will be / 'll be
4 'll build / will build 5 won't use
6 will we travel 7 'll ride / will ride 8 won't fly
9 'll stay / will stay 10 'll wear / will wear

4a Individual work

- This exercise prepares students to speak in the next activity.
- Write 2050 on the board. Ask one or two students the questions.
- Ask students to make some notes about the topics. Encourage weaker groups to write full sentences using *will* and *won't*. Stronger groups can just write notes.

b Group work

- Focus on the speech bubble and ask students to exchange their ideas.
- Ask some groups to share their answers with the class. Have a short class discussion if there are differences in opinion.
- Model the grammar again where you can, eg *Carlos and Maria think x will be different. Do you all agree?*

5 Pairwork

- Put students into pairs so they are working with someone new.
- Focus on the list of points and the speech bubbles and ask a student: *Do you think (partner's name) will become famous or be a social media star in the future?*
- Students make predictions about each other.
- Monitor and listen for good examples and errors with the future simple. Watch out for the common error: *I am agree*. This is a frequent error, especially with Spanish speakers as they directly translate the phrase *Estoy de acuerdo*.
- Ask students to share their favourite predictions and then go over any language you noted.

Extra activity Ask students to find more predictions about the future. You could assign students different dates in the future, eg 2030, 2100, 2200. Students can search online in their own language, but then must write the predictions

in English. They share their findings and discuss if they think these predictions are accurate. They could do this for homework.

Vocabulary 2

Travel verbs and prepositions

1a Individual work, then whole class

- Draw a bus on the board and ask students to say the verbs we use to talk about travelling on it. Write them on the board, eg *get on / off, take, catch*.
- Focus on the exercise and do the first example with the class. Students then complete the rest of the exercise.

b 54 Individual work

- Play the audio. Students listen and check their answers.
- Confirm answers with the class.
- Play the audio again so students can listen and repeat.
- To test students' short-term memory, ask them to work in pairs and test each other using their L1. Student A says the verb and noun in L1, and student B says it in English.

Answers / Audioscript

- 1 get on a train / get off a train
- 2 leave home / arrive home
- 3 get in a taxi / get out of a taxi
- 4 get on a bicycle / get off a bicycle
- 5 pack a backpack / unpack a backpack
- 6 get on a bus / get off a bus
- 7 pack a suitcase / unpack a suitcase
- 8 leave a hotel / arrive at a hotel
- 9 get on a plane / get off a plane
- 10 leave at five o'clock / arrive at five o'clock
- 11 pack a bag / unpack a bag
- 12 get in a car / get out of a car

Pronunciation tip

Make sure you point out the pronunciation of *suitcase*. Students sometimes say it as *sweet case*. Also, check the words stress in *hotel* /həʊ'tel/. Students tend to put the stress on the first syllable.

2a/b 55 Individual work, then pairwork

- Students read the conversation and choose the correct words then compare answers in pairs.

- Play the audio. Students listen and check their answers.
- Check answers with the class.

Answers

1 packed 2 left 3 got on 4 got on
5 arrived 6 got off 7 arrived at
8 unpack

Extra activity Students practise reading the conversation out loud, taking turns to be A and B. To increase the challenge, ask them to change at least one detail each time they read it out, eg instead of *a long trip*, it's *a short trip*, and the leaving and arrival times change accordingly. You could direct the changes by writing them on the board.

short trip -> *long trip*

taxi -> *bus*

plane -> *train*

bus -> *plane*

bus -> *taxi*

3 Individual work

- Focus on the pictures and do sentence 1 together. Students then complete the rest.
- Check answers with the class.

Extra activity Ask students to work in pairs and tell them to cover the words. Tell them to test each other in pairs by pointing to a picture and asking their partner to say the preposition.

Answers

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

4 Individual work

- Give students time to complete the sentences and compare answers with a partner.
- Check answers with the class.

Answers

1 across 2 along 3 down 4 through
5 up 6 around

5a Individual work

- Ask students: *Would you like to take a trip? Imagine you could go anywhere this weekend. Where would you go?*
- Introduce the activity and direct students to page 149. Give them time to complete the information and monitor to help with ideas and language.

Alternative Students could do the preparation for homework.

b Pairwork

- Students complete the next stage of the task in pairs. Again, monitor and help with ideas and language. Encourage them to be creative with their ideas!

c Pairwork

- Students read out their trip descriptions to each other and discuss which is funnier or more interesting and why.

Extra challenge Students could record themselves (audio or video) describing the trip. Encourage them to learn the description by heart and then record it at home. Afterwards, they can listen and reflect on their use of language and their pronunciation. If they are feeling brave, they can play it for others in the class.



Listening preview

Using Previews, page 19 >

Students think about a long trip in the past and what kind of transport they took. They could do this individually for homework or they could tell each other in pairs during class time.

Listening Across the USA

1 Whole class

- Ask students about the Listening preview and invite some students to share their experiences with the rest of the class. Alternatively, put them into small groups and ask them to describe their trips to each other.
- Focus on the photos and ask the class to guess the number of hours. Ask students if they would like to do this trip.

2 56 Individual work

- Ask: *Has anyone ever been on a guided tour? Where? What was it like?*
- Introduce the listening activity.
- Play the audio. Students listen for the number of hours (and days) the trip takes.
- Ask students if they would still like to do this trip.

Answer

75 hours

Audioscript

OK, everyone! Everyone? Are you listening? Good. I'm going to give you some important information about our trip, so please listen carefully.

This New York to San Francisco bus trip is a long one, but it's one of the most interesting ways to see the United States – from the Atlantic to the Pacific. The total trip is 2,902 miles. That's 4,670 kilometres! To drive this distance takes 75 hours. That's right – 75 hours. We're going to be on the bus for three days.

Let me tell you about where we are going to go. We start here, in New York City. The bus leaves at night, at 1 o'clock in the morning. We're going to stop in Washington DC for breakfast. Then the trip will continue for the next three days. We are going to drive right across the centre of the country. Our route goes through 14 states and all different kinds of geography: mountains, desert, plains ...

We're going to arrive in San Francisco on Saturday morning. On our bus we don't have TV, so please remember to bring your own tablet and a charger for your battery. We have water, and the bus is going to stop for meals. We also recommend that you wear comfortable clothes and comfortable shoes. OK! Are there any questions?

3 **56 Whole class, then individual work**

Using Build your potential, page 19 >

- Ask students if they find it difficult to take notes while listening.
- Give students time to read the information in the box.
- Students complete the notes about the bus trip. Play the audio again.
- Check answers as a class.

Extra activity Ask students if they have any other tips to share about note-taking. You could tell them it's also useful to spend 15–30 seconds after they finish listening to add to their notes. Another tip is to draw mind maps and use diagrams. This can help them to organise their notes as they listen. This is obviously easier if they know in advance what they're going to listen to.

Answers

1 San Francisco 2 New York City 3 breakfast
4 three 5 14 6 Saturday 7 TV 8 charger
9 meals 10 clothes and shoes

4 Pairwork

- Put students into new pairs. They discuss the question, giving reasons for their answer.
- Encourage students to talk about other road trips they know of and whether they'd like to do them. Perhaps they can talk about their own countries.
- Share ideas as a class.

**Grammar preview**

Using Previews, page 19 >

- Focus on the sentences from the audio and ask students to complete them with the word they think goes in each gap.

Answer

going

Grammar 2*Going to for future plans***Figure it out**

Using Figure it out, page 20 >

- Focus on the photo and ask: *What do you think the person in the van is planning?*
- Give students time to read the text.
- Ask: *What's his / her plan?*
- Ask: *What grammar in the dialogue describes a plan? (going to)*

Common errors Students sometimes use *will* to talk about plans. They can also be confused by when to use *going to* and when to use the present continuous. At this level, it's OK if they interchange these as long as they don't use *will* in their place.

Note: *Will* is often used to talk about plans when used with *think* to express a decision, eg *I think I'll go away this weekend.*

1 Individual, then pairwork

- Give students time to read the information in the grammar box and complete the rules.
- Ask them to work in pairs and compare their answers, then check answers with the class.

CCQs Write this sentence on the board: *Alison is going to meet David tonight.*
Ask: *Did they make the decision about meeting in the past? (Yes, it's planned.) Is the plan 100% fixed?*

(Not 100%, but it's a strong intention.) *Can you make this sentence negative?* (Alison isn't going to meet David.) *Can you make this sentence into a question?* (Is Alison going to meet David?)

Answers

1 are 2 is 3 n't

There is more information about *going to* for future plans in the Grammar reference page 142. ➤

2 Individual work

- Do sentence 1 with the class and write the answer on the board: *aren't*. Focus on the tick icon. Point out this answer is positive and others are negative.
- Students complete the other gaps and then compare answers with their partner.
- Check answers with the class.

Answers

1 're / are 2 'm not / am not 3 's / is
4 're / are 5 isn't / is not

3a/b 57 Whole class, then individual work

- Play the audio and discuss the question with the class.
- Write *to* on the board and explain that this is how it often sounds when it's spoken quickly: as a weak form /tə/. Contrast this with the strong form of *to*: /tu:/.
- Play the audio so students can listen and repeat.
- Ask students to practise reading out the sentences in exercise 2 with this pronunciation.

Answers

weak *to* with schwa

Audioscript

- 1 We're going to stay with my family.
- 2 I'm not going to leave early today.
- 3 My father's going to meet us after work.
- 4 They're going to live in another country.
- 5 Our teacher isn't going to teach us next year.

4 Individual, then pairwork

- Do question 1 together with the class.
- Give students time to complete the rest and then compare with a partner.

Extra support Pair students who struggle with grammar with a stronger student to help them understand and complete the exercise.

- Check answers with the class.

Answers

- 1 How many countries are you going to visit?
- 2 How are you going to travel?
- 3 Are you going to travel by plane?
- 4 What are you going to see?
- 5 Are you going to travel alone?
- 6 When are you going to start?

5 Pairwork

- Focus on the picture and ask students to imagine they have won. Ask them to think about where they are going to go and what they are going to see and do. Encourage them to make notes.
- In pairs, students ask and answer the questions from exercise 4.
- Monitor and make a note of good language and errors and go over this once students have finished.

6a Individual work

- Write your own examples on the board, focus on the words in the box and ask: *What topics am I talking about?* For example, *I'm going to learn a new language.* (study)
- Students write their own plans. They must write a minimum of four plans. Stronger students can write more.
- Encourage them to use the examples to check their grammar.

b Pairwork

- Students compare their sentences and ask each other questions.
- Ask students to tell the class one thing about their partner's plans.
- Does anyone have a similar plan or goal?

Extra support Write follow-up questions on the board.

Why do you want to ... ?

How are you going to do that?

Who are you going to do it with?

When are you going to go / do / see ... ?

Where are you going to ... ?

Speaking

Asking for clarification

1a/b 58 Pairwork, then individual work

- Focus on the photo and give students time to discuss the questions.
- Ask one or two students to share their ideas with the class.
- Write useful language that emerges on the board, eg *backpacker, ticket office, buy a ticket*.
- Play the audio. Students listen to get a general understanding of the situation.
- Check answers using the question in exercise 1a.

Answers

He's at an information desk / a ticket office.
He's asking for information about getting to the airport.

Audioscript

A: Hello, can I help you?
B: Oh, yes. How can I get to the airport from here?
A: The airport? You can take the bus – number 56.

2 59 Individual work

- Help students to prepare to listen by reading through the questions. This will help them know what to listen for.
- Play the audio, pausing once or twice to give them time to note down answers.
- Check answers with the class.

Answers

1 56 2 66 3 D 4 standard
5 15 euros, 25 cents

Audioscript

A: Hello, can I help you?
B: Oh, yes. How can I get to the airport from here?
A: The airport? You can take the bus – number 56.
B: Sorry, did you say 66?
A: No, 56. Five six. It leaves from stop D.
B: From stop ... ? Can you repeat that, please?
A: Sure. It leaves from stop D.
B: Great, thank you. And how long does it take?
A: Well, the express bus takes 25 minutes. But that's more expensive. Or the standard bus takes an hour because it stops at several places along the way, but it is quite a bit cheaper.
B: I'm sorry, I don't quite understand.

A: OK. The express bus takes 25 minutes, but it's more expensive. Or the standard bus is cheaper, but it takes an hour.
B: An hour, that's fine. How much is a standard bus ticket, please?
A: It's 15 euros and 25 cents.
B: Could you say that more slowly, please?
A: Of course. It's 15 euros and 25 cents.
B: Here you are.
A: Oh no! You can't buy a bus ticket here. You have to pay when you get on the bus.
B: Do you mean I must give the money to the bus driver?
A: That's right!
B: OK, well, thank you.

3 59 Individual work

- This exercise helps students to focus on the language related to asking for clarification.
- Ask students to read through the words in the box.
- Play the audio so students can listen and write the answers.
- Ask them to compare answers in pairs, then check with the class.

Answers

1 did, say 2 repeat 3 don't, understand
4 more, slowly 5 you, mean

Pronunciation tip How we use intonation can make us sound interested, polite, rude or bored, so it's good to practise it when doing lessons where being polite is important. To help students with their intonation in this exercise, play the audio again and ask them to say the phrases along with the speaker and to mimic the intonation of their voice. This will help them to sound polite when they are checking information or asking for clarification.

4 Individual, then pairwork

- Ask: *When do we use the first question in exercise 3?* Ask them to look at the situations to find the answer.
- Students complete the rest of the matching exercise.
- Check answers with the class.

Answers

a 4 b 1 c 2 d 3 e 5

5 Pairwork

- Students decide who is A and who is B and turn to the relevant pages.
- Give them time to read through the information.
- Demonstrate the activity if you think your students need extra support.
- Students take turns asking for and giving information. Monitor and encourage them to use the phrases from exercise 3.

Alternative Write each phrase on two small cards to make a set of ten, ensuring you have one set for each pair. Students lay the cards out on the table and grab a card each time they use the phrase. They compete to have the most cards, or they can take three or four cards each and discard them as they use them. They can't finish the conversation until they have used all their cards.

Writing

An email about plans

1a/b Whole class, then pairwork

- Focus on the information in the box and clarify the situation. Ask: *Does your school do anything like this?* Some schools do language exchanges with schools in other countries. Ask if they would like to host a student from another country.
- In pairs, students copy and complete the table with activity ideas.

2 Individual work

- Give students time to read the email and find the answers.
- Check answers with the class.
- Draw attention to the subject line and format of the email and remind students to use this format.

Suggested answers

- 1 next month
- 2 by car, train and plane
- 3 what they are going to do, does she have to bring special clothes

3a/b Individual work

Using Build your potential, page 19 >

- Give students time to read the information. Ask: *Why is it good to use sequencers?* (It helps you to order your information, and this makes it clearer for the reader.)
- Students find the sequencers and make a note of them. Encourage them to focus on the use of commas as they search.
- Check answers with the class.

Answers

- 1 First
- 2 Then
- 3 After that
- 4 Finally

4 Individual work

- Students use the sequencers to complete the sentences.
- Check answers with the class.

Answers

- 1 Then
- 2 that
- 3 Finally
- 4 First

5 Individual work

- Ask students to read through the instructions. Make sure they know they have to respond to Lisa's questions in their emails.
- Remind them of the word count and suggest they use the example in exercise 2 for ideas on how to write the email.
- Monitor and help with language.
- Give students time to finish their texts. Alternatively, you could set this for homework.

Fast finishers Tell fast finishers to add one more activity to the plan for Lisa and to include a question for her, eg what time she's arriving.

6 Individual work

- Give students time to check their writing. Monitor and help as needed. You could also point out issues you notice and ask students to analyse them to think about what the problem is before they correct them.
- You could ask students to work in pairs and compare their texts and their corrections.
- Go over any common errors with the class.

Project

A travel plan for your city

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Prepare

- Focus on the pictures and ask a student if they have any of these in their city. Check understanding of *car sharing programmes*.
- Ask students to discuss the question in small groups (they will work in these groups for the entire project). To help them think more deeply, ask them to make a list of specific ways that the transport system helps their city to be more environmentally friendly. They can also discuss specific problems these things bring to their city.
- Monitor their discussions and help with ideas and language. Make a note of any useful vocabulary that emerges which is relevant to the topic and share this with the class afterwards.
- Have a brief class discussion about their ideas.

Plan

- Go through the steps with the class and make sure they are clear on the three parts, number of slides and the overall goal of the project. Share these tips with the class:
 - Don't put lots of text on the slides. They should be visually engaging and impactful.
 - Make notes on cards and use these to help remember what to say.
 - Start the presentation with a) an interesting fact, b) a question for the audience or c) a funny or interesting anecdote.

- Also, if you are going to assess this project, go over the criteria now so that students are aware of it and can think about it when they plan.
- Students plan their presentation. This could be done in or out of class.
- Give students time to practise their presentations and encourage them to be ready to speak without having to refer to notes.
- Make sure they can refer to the visuals on their slides clearly while they speak.

Present

- Students give their presentations. Make sure everyone in each group speaks.

Participate

- Make sure the class have a task to do while they watch other people's presentations. They can be thinking of questions to ask or they can peer evaluate (see assessment rubric below). They can also think about one thing they liked in each presentation.
- Give the audience time to ask questions and make comments after each presentation.

Alternative You don't have to do all the presentations in one lesson. If you have large groups, students might lose focus. Spread the presentations out over two or three lessons. Or ask students to record their presentations and set viewing other presentations as homework, making sure there is a clear task to complete such as writing questions to ask in class, or writing a comment.

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Here is a sample assessment rubric for this project.

Group work	Presentation and quality of information	Language	Wider participation
The work of planning and presenting was equally divided between all members of the group.	The slides were clear and engaging. The information was well presented and easy to understand.	The language used was clear and understandable. There were few grammar or vocabulary errors. Pronunciation was clear.	The group participated and asked questions about other groups' presentation.