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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

B1
Level 3



Unit objectives

Vocabulary: Students learn words related to health and illness, and collocations with *have*, *get* and *take*.

Grammar: Students learn how to use the past perfect, relative pronouns and defining relative clauses.

Speaking: Students learn how to make suggestions.

Writing: Students write an informal email of apology.

Life skills and values: Students learn about the importance of self-care and the different ways of practising it.

Get ready!

Using Unit openers, page 19 >

- Read out the title of the unit and ask students to guess what the topic is (health).
- Focus students' attention on the photo and challenge them, in pairs, to doodle other icons or emojis that represent health or illness. Students can then compare their ideas with other pairs.
- In pairs, students ask and answer all three questions.
- Some students who may be dealing with significant or chronic health issues may feel uncomfortable discussing the first two questions. You could write the following discussion questions on the board as alternatives: *How do you deal with stress? How much sleep do you need every night? How much sleep do you get every night?*
- Invite two or three students to share their ideas with the class.
- Go over the objectives for the unit.

Vocabulary 1

Health

- Before students open their books, write the word **HEALTH** in big letters on the board, then challenge students, in pairs or small groups, to make a mind map of different words and phrases relating to the topic. You could give them some ideas for different categories, eg people, illnesses, treatments, or you could let them choose their own categories.

- After two or three minutes, ask students to open their books and see if they can find any of the words they thought of on these two pages.

1a Pairwork

- Explain to students that a 'Doctor!, Doctor!' joke is a type of joke that takes the form of a funny conversation between a doctor and a patient. A traditional 'Doctor!, Doctor!' joke always begins with the patient saying, 'Doctor! Doctor!'. They often rely on puns – using words that have more than one meaning.
- Give students a couple of minutes, in pairs, to read the 'Doctor!, Doctor!' jokes.

b Pairwork

- Focus on the first joke, asking two students to read out the speech bubbles. Elicit an explanation of why the joke is funny (The patient needs glasses and so can't see that they are in the wrong place.).
- Students then continue to work in pairs, discussing the other jokes and deciding which are the funniest. Circulate as students discuss, checking that they have understood the jokes and helping with explanations if necessary.

Extra support Jokes 3, 4 and 6 all rely on puns for their humour. You may need to explain that in joke 3, *do you have anything for* has a double meaning: *can you treat* or *do you have something that can cause*; in joke 4, *patients* is a homophone of *patience*; and in joke 6, *ring* has a double meaning – the sound made by a bell, and a telephone call).

c Whole class

- If you have a monolingual class, you can ask some students to tell a similar joke in their own language, then challenge the class to translate it into English. With multicultural classes, invite different students to share a translated version of a similar joke in their language with the class.
- The jokes that are least likely to be translatable into students' own languages are 3, 4 and 6, as they rely on puns for their humour (see Extra support above).

Extra activity If students have access to video recorders, they might enjoy acting out some of these jokes with a partner and filming them.

2a/b 59 Individual work

- Students read the jokes again and complete the definitions with the words in bold.
- You could do the first one as an example. Point out that the word is in the singular here (*patient*), but in the joke it's *patients*, which is why the joke is funny. See the notes in Extra support for exercise 1b.
- Play the audio for students to check their answers and repeat the words.

Pronunciation note Students might find it difficult to pronounce the /ʃ/ sound in *patient* /'peɪʃnt/ and they may want to say /pæ/ instead of /peɪ/. The word *prescription* /prɪ'skrɪpʃn/, with its /pr/ and /skr/ consonant clusters, can also be challenging. Get students to repeat these words several times.

Answers / Audioscript

1 patient 2 surgery 3 pill 4 appointment
5 stressed 6 sore 7 prescription

3a/b 60 Individual work

- Focus students' attention on the words in the box and ask them to find four verbs (*to bleed, to cough, to rest, to sneeze*) and four nouns (*a bandage, blood, a broken bone, a fever*).
- Students then match the pictures with the words.
- Play the audio for students to check their answers.

Answers / Audioscript

1 to sneeze 2 a bandage 3 a fever 4 to cough
5 to bleed 6 to rest 7 a broken bone 8 blood

4a Individual work

- Explain that in English we can express pain in several different ways.
- Copy the four sentences onto the board and underline *sore, hurts* and *headache*. Ask students to identify an adjective (*sore*), a noun (*headache*) and a verb (*hurts*).
- Draw their attention to the first two sentences, and point out the two different positions of *sore*.

b Individual, then pairwork

- Students choose the correct option to complete each sentence.
- Allow students to compare their answers in pairs before a whole-class check.

Language note Note that the compound nouns *headache* and *backache* are written as one word, but *stomach ache* is written as two words. We can also talk about *toothache, belly ache* and *tummy ache*. These last two terms are more informal ways of describing stomach ache. We always use the indefinite article *a* before *headache*: *I've got a headache*, but it is optional before *stomach ache, toothache, backache, belly ache* or *tummy ache*.

Answers

1 sore 2 sore 3 ache 4 hurts 5 sore 6 hurts



Quick talk video 7

Using Quick talk videos, page 19 >

- Students watch the presenter miming a problem and have to name it before the phrase appears on the screen.
- Play the video and tell students to call out the answers.

5 Group work

- Read out the first part of the first question: *What advice would you give to someone with a headache?* and elicit suggestions from the class. Encourage students to think of as many suggestions as possible and remind them that different treatments work better for different people.
- Students then continue to discuss the other questions in their groups.
- Circulate as students are discussing, checking that they are pronouncing the new vocabulary correctly and helping with any extra words if necessary.



Reading preview

Using Previews, page 19 >

- Read out the questions and give students a couple of minutes to discuss them in pairs.
- Invite one or two students to share their ideas with the class and explain that in the next lesson they will read some funny true stories about doctors and patients.

Reading

1 Pairwork

- Give students a few minutes to discuss the question in pairs. Remind them that they need to give a reason for their answer.
- Draw two columns, one with the heading **YES** and one with the heading **NO**, on the board. Go round the class asking students to share different reasons why they like, or don't like, going to doctors' appointments and write their reasons under the correct heading on the board.

Alternative activity If you have students in your class who are currently dealing with significant or chronic health issues, they may be uncomfortable discussing this question in class. As an alternative activity, read out the opening paragraph of the text (in the orange box). Then write the following question on the board: *Can you think of any ways to celebrate International Doctor's Day at school?* Ask students to discuss their ideas in pairs, then share their suggestions with the class. You could hold a class vote to find the most popular suggestion.

2 Individual work

- Ask students to read the texts quickly to decide whether a patient or a doctor wrote them. Remind them that this is a quick, skimming activity and they shouldn't spend too long trying to understand unknown words. You could set a timer for two minutes, giving a warning at the one-minute point.
- Check answers with the class.

Fast finishers Ask Fast finishers to underline the words and phrases in each text that helped them to decide whether it was written by a patient or a doctor.

Answers

1 D 2 P 3 P 4 D 5 P 6 D

3 Individual work

- Go through the instructions with the class, pointing out that there is one extra title which isn't needed.
- Students then work on their own to match the titles with the stories.
- Check answers with the class.

Answers

1 d 2 b 3 f 4 c 5 g 6 a
e is the extra one.

4a/b Individual work

Using Build your potential, page 19 >

- Go over the information in the box. Write an example on the board, showing how we use reference words to avoid unnecessary repetition of nouns or ideas: *I went to the surgery yesterday. When I got to ~~the surgery~~ **there**, I waited for a long time. Finally, I spoke to a nurse. ~~The nurse~~ **He** said that I was a week early. I was surprised to hear ~~I was a week early~~ **that**.*
- Ask students to read the text again, this time focusing on the reference words in bold, and choose the correct option for each reference word.
- Check answers with the class.

Extra challenge For an extra challenge, students can cover the a / b / c options and write their own answer for each word in bold. They can then uncover the options and check to see if their answer is included.

Answers

1 c 2 a 3 c 4 a 5 a 6 b 7 b

5 Pairwork

- This is a good way to practise mediation skills and encourages students to develop their ability to summarise and retell a story using their own words.
- Go through the instructions with the class. Model the activity with the first story – write the words *daughter*, *blood* and *vampire* on the board. Ask students to close their books and challenge them to try to retell the story from memory, just using the three words on the board. Explain that they don't have to use exactly the same words as are in the text, but they should use their own words, including the three key words, to retell the story, trying to keep it engaging and funny for the listener.
- Students then continue in their pairs, choosing one of the other stories to retell.

Grammar preview

Using Previews, page 19 >

- Copy the sentence onto the board and ask a volunteer student to come up and underline the verbs (went, had put). Elicit the difference between them (the first verb is in the past simple; the second verb is in the past perfect). Students may not yet know the term *past perfect*, but they should be able to identify that the second verb uses the past tense of *have* + past participle.
- Give students, a minute, in pairs, to discuss the order of events before checking the answer with the class.

Answers

putting earbuds in the nose

Grammar 1

Past perfect

Figure it out

Using Figure it out, page 20 >

- Give students a minute to read the short text and ask a couple of quick comprehension questions: *Was Megan late for her appointment?* (Yes) *Was the doctor at the surgery?* (No) *Where was the doctor?* (At lunch)
- Then remind students about the sentence they looked at in the Preview activity and write it on the board with the verbs underlined: *We went to the doctor's because my son had put two earbuds into his nose.* Elicit the tense of *went* (past simple) and tell students that *had put* is in the past perfect tense.

Common errors Students sometimes use the auxiliary verb *did* instead of *had*: *We did seen the film already.* With irregular verbs, they sometimes use the past simple form of the main verb instead of the past participle: *She had broke the window.* Students can also use the past perfect to describe an action in the past when they should use the past simple: *Yesterday I had eaten pizza for lunch.*

1 Individual work

- Ask students to look at the bold verbs in Figure it out and think about what tense they are. Refer them back to the sentence on the board from the Preview activity as a reference.

- Draw a timeline on the board and invite students to write in the three events in the correct order on the timeline, eg

Megan had an appointment.	The doctor went to lunch.	Megan arrived at the surgery.

- Students then go on to complete the rule in the grammar box. Check answers with the class.

CCQs To further check understanding, write this sentence on the board: *She had gone to bed when she heard a noise in the kitchen.* Ask: *Did she hear the noise before she went to bed?* (No) *Did she hear the noise after she went to bed?* (Yes) *Which action happened first: going to bed or hearing the noise?* (Going to bed)

Answers

- 1 *had, arrived* and *wasn't* are in the past simple tense; *had left, had gone* and *had missed* are in the past perfect tense.
- 2 c, a, b
- 3 *had*

There is more information about the past perfect in the Grammar reference on page 143. >

2 Individual work

- Go through the first sentence with the class, eliciting the correct sentence in the past perfect.
- Students then continue to write the past perfect sentences from the prompts.
- Check answers with the class.

Extra support Before starting this activity, remind students that many irregular verbs have a different past simple and past participle form. Quickly review some of the more common irregular verbs, eg *take, took, taken; come, came, come; give, gave, given; become, became, become; begin, began, begun.*

Fast finishers Ask students who finish early to choose two of the sentences and create timelines for them.

Answers

- 1 I'd / had broken my arm.
- 2 The bleeding had stopped.
- 3 They'd / had rested for a few hours.
- 4 The bus to the hospital had left ten minutes before.

- 5 Her parents had been doctors.
6 He hadn't seen a doctor in years.

3 Individual work

- Draw students' attention to the picture of Elizabeth Blackwell and ask if any students know who she was and why she is famous. Explain that they will find out more about her in the text.
- Tell students to read the whole text first before choosing the correct tense, and ask a couple of quick questions to check understanding: *Where did her family live before 1832?* (England) *What was her first job?* (Teacher) *Where did she open a medical college?* (New York City)
- Students then complete the text with the correct tenses. They can compare their answers in pairs before a whole-class check.

Answers

1 was 2 arrived 3 had lived 4 got 5 decided
6 had been 7 had finished 8 opened 9 taught
10 opened

4a Whole class, then pairwork

- Model the activity by drawing a simple picture of a stick man with rain falling on him. Underneath the picture, write the prompt: *Why / he / get wet?* and elicit the full question in the past simple: *Why did he get wet?* Then write the prompt: *He / forgot / umbrella* and elicit the response in the past perfect: *He had forgotten his umbrella.*
- Divide the class into A/B pairs and tell them to look at the pictures and question prompts on the relevant pages and make full questions in the past simple. They should then listen to their partner's questions and use the response prompts to make responses in the past perfect.
- Circulate and monitor the activity, checking that students are forming the past simple and past perfect correctly. Make a note of any errors for class correction.

Answers

Why did he break his arm? He'd / had fallen down the stairs.
Why did she have a sore back? She'd / had carried lots of heavy boxes.

Why was he stressed about the exam? He hadn't studied very much.

Why did she have a headache? She hadn't slept all night.

Why did his body hurt? He'd / had run 10km.

Why did he break his leg? He'd / had gone / been skiing.

b Whole class, then pairwork

- Again, model this activity first by pointing to your picture of the man in the rain on the board and asking students to make other suggestions for why he got wet, eg *He hadn't checked his weather app. He had lost his coat. He had left his umbrella at home.*
- Students then continue to think of their own reasons for the pictures.

Vocabulary 2

Collocations with *have, get* and *take*

1a/b 61 Individual work

- Remind students that a *collocation* is a combination of words or phrases that are often used together. In this lesson, they will learn words and phrases that are often collocated with the verbs *have, get* and *take*.
- Ask students to read the text quickly and check comprehension with a couple of questions: *How did the writer hurt her leg?* (She fell off a ladder.) *Is she better now?* (Yes)
- Students then complete the text with the correct phrase.
- Play the audio for students to check their answers.

Extra support Check that students understand the words *accident, operation* and *medicine* and allow them to look them up in a dictionary before they do the activity.

Extra activity Ask students to make three word maps in their notebooks; one for *take*, one for *get* and one for *have*. Tell them to add the words and phrases they learn during this lesson to the correct word map.

Answers

1 had an accident 2 took some medicine
3 got much worse 4 have an operation
5 took a long time 6 get better

2a Individual work

- Draw students' attention to the dialogues and ask them to match each dialogue with a photo. Remind them, if necessary, to look for the key words in each dialogue, as this will help with the matching activity.
- Check answers with the class.

Answers

1 D 2 A 3 C 4 B

b/c 62 Pairwork

- Students now read the dialogues again and work in pairs to choose the correct verb – *have*, *take* or *get* – to complete the phrases.
- Play the audio for students to check their answers.

Language note In British English, we usually say *I've got a cold*, *I've got flu*, using *have got* rather than *have*, but both are correct.

Answers

1 get 2 have, take 3 have, get 4 take

3 Individual work

- If students have already started the Extra activity for exercise 1 above and have made word maps, they can add these new expressions to them. Alternatively, they can copy and complete the table with the phrases from exercises 1 and 2.
- This is a useful opportunity to discuss with students the different ways of recording and learning vocabulary. For some students, word maps might be more motivating to create; others may prefer to use more systematic organisation of vocabulary through tables, headings and charts. It's important that students experiment with different ideas and find out which is most effective for them. You could also encourage them to use doodles, highlighters and other visual elements to help them learn and remember new words.

Answers

have: an accident, an operation, flu, a cold
get: better, (much) worse, out of breath, ill
take: a long time, some medicine, your temperature, pills

4 Pairwork

- Students complete the questions with the correct verb: *have*, *take* or *get*. Check answers quickly before they go on to the next part of the activity.
- In pairs, students ask and answer the questions. Circulate and monitor, checking that they are pronouncing and using the phrases correctly.
- Invite one or two pairs of students to ask and answer their questions in front of the class and to give more information if possible.

Answers

1 had 2 take 3 have



Listening preview

Using Previews, page 19 >

- Model the activity by giving an example of a popular quiz show and explaining the rules, eg *Jeopardy is a popular quiz show in the USA. In the game, players have to read an answer to a question, then guess what the question is.*
- Monolingual classes can discuss this in pairs. If you have a multilingual class, go round the class, asking different students to give examples of popular quiz shows from their country.

Listening

What's the word?

1 Whole class, then pairwork

- Write *QUIZ SHOW* in large letters in the centre of the board and brainstorm different quiz subjects. Write students' suggestions on the board around the central expression.
- Students then work in pairs and discuss their favourite quiz subjects, using the ideas on the board.
- Go round the class, asking different pairs of students to report back on their favourite shows, and find out what the most popular subject in the class is.
- Students then go on to discuss the other questions in their pairs.
- Invite a few students to share their ideas with the class.

2 63 Individual work

- Go through the instructions with the class and give students time to read through the three explanations.
- Play the audio once and check answers with the class. Be prepared to play the audio again if necessary.

Extra support Make a copy of the audioscript for this part of the quiz show. Play the audio again and get students to identify the key words as they listen.

Answer

b

Audioscript

Presenter: OK, welcome to *What's the Word?* Today's contestants are Taiju. Hello Taiju!

Taiju: Hi!

Presenter: ... and Gabby.

Gabby: Hello.

Presenter: So, Taiju and Gabby, I'm sure you know how the game works – I give you a definition of a word and you have to guess what the word is. So here's an example. The definition is: It's a fruit. It's usually red or green. And the word is ... ?

Gabby: The word is 'apple'.

Presenter: Great!

3 64 Individual work

- Give students time to read through the five sentences and identify the key words.
- Before playing the audio, point out that *Taiju* is a boy's name and *Gabby* is a girl's name.
- Play the audio once and check answers with the class.

Extra support Be prepared to stop the audio after the following phrases and check the answers:
 Question 1: *I'll go for Health and medicine, please;*
 Question 2: *Yes, that's right. Two points to you, Gabby;*
 Question 3: *I can answer this. The word is 'chemist';*
 Question 4: *Yes, you're right, Taiju;*
 Question 5: *Taiju, you've got five points, Gabby's got three points.*

Extra challenge Ask students to work out the scoring system in the quiz. (2 points for a correct answer, 1 point deducted for an incorrect answer)

Answers

1 Taiju 2 Gabby 3 Taiju 4 Taiju 5 Taiju, Gabby

Audioscript

Presenter: OK, welcome to *What's the Word?* Today's contestants are Taiju. Hello Taiju!

Taiju: Hi!

Presenter: ... and Gabby.

Gabby: Hello.

Presenter: So, Taiju and Gabby, I'm sure you know how the game works – I give you a definition of a word and you have to guess what the word is. So here's an example. The definition is: It's a fruit. It's usually red or green. And the word is ... ?

Gabby: The word is 'apple'.

Presenter: Great! Now, we have four topics on the board: Food, Sport, Health and medicine, and Films. And Taiju, you get to choose the topic for the first round. What's your choice?

Taiju: I'll go for Health and medicine, please.

Presenter: OK. Are you ready? Fingers on the buzzers. Let's start.

It's a piece of paper which you get from the doctor and you give to the pharmacist.

Gabby: Oh, oh, I know this. The word is 'prescription'.

Presenter: Prescription. Yes, that's right. Two points to you, Gabby. Next one: It's a person who is ill and is getting medical help.

Taiju: I can answer this. The word is 'chemist'.

Presenter: No, sorry, Taiju. Gabby, what do you think?

Gabby: Oh, um, I think the word is 'patient'.

Presenter: Yes, well done Gabby. Here's the next one: It's a person who cares for ill people, but it ...

Gabby: Oh! I know! The word is 'doctor'.

Presenter: No, sorry, Gabby. You didn't let me finish the sentence. It's a person who cares for ill people, but it isn't a doctor.

Taiju: So then I'm going to say the word is 'nurse'.

Presenter: Yes, you're right, Taiju. So, Taiju, you have one point, Gabby, you have three points. Onto the next one. It's a small thing that you eat when you're ill. It's got medicine in it.

Taiju: I know this! It's a 'pill'.

Presenter: Very good, Taiju. You're catching up. You've both got three points now. Last sentence for this topic. Listen carefully. It's something you have done – when someone cuts open your body to repair or remove something and make you better.

Taiju: I'm not sure. OK, I think the word is 'operation'.

Presenter: Absolutely right! Well done, Taiju, you've got five points; Gabby's got three points, but it's now Gabby's turn to pick the next topic. Gabby ... what topic are you going for?

4a 65 Individual work

Using Build your potential, page 19 >

- Give students time to read the information in the box. Draw their attention to the arrows above the two example sentences, then play the audio.
- Ask students to repeat the two sentences, copying the intonation pattern.
- Then read out the example sentence once yourself, using a rise–fall intonation pattern. Ask students to raise their right hands if they think you are unsure and their left hands if they think you are sure.

Extra activity Students can continue the intonation practice using the sentence from Build your potential. They should take turns saying the sentence *An apple is a type of fruit* using either a rising or a rise–fall intonation, while their partner tries to identify the intonation pattern they have used.

b 64 Individual work

- Focus students' attention on the four answers and play the audio.
- Check answers with the class.

Extra support You could give students a visual warning by raising your hand, just before they are about to hear the target answers.

Answers

1 C 2 U 3 C 4 U

5a/b Group work

- Put students into groups of four and give them time to look through units 1–6 of the book, find new words and write definitions.
- Alternatively, you could prepare a list of the following words and give them to students for them to choose three and write definitions:
Students A and B: *claw, perform, flute, nervous, cloud, sweep, selfie, plastic*
Students C and D: *horn, stream, guitar, frightened, snow, tidy, viral, gold*.
- Students then play the game, trying to guess the words from the definitions.
- After a few minutes, ask them to swap roles so that everyone gets a chance to ask questions and to guess the answers.

Grammar preview

Using Previews, page 19 >

- Write the two sentences on the board and ask students to choose the correct relative pronoun.
- Point to the word before the relative pronoun in each sentence (*paper, person*) and ask: *Is it a thing or a person?*
- Explain that the words *who* and *which* are relative pronouns, and students will be finding out more about how to use them in the next lesson.

Answers

1 which 2 who

Grammar 2

Relative pronouns, defining relative clauses

Figure it out

Using Figure it out, page 20 >

- Ask two students to read out the conversation. Explain that there are two options given for *He's the nurse who / that* and *he works at the clinic which / that* because both options are possible.
- Ask a couple of quick comprehension questions: *What is Patrice's job?* (He's a nurse.) *Where does he work?* (At the clinic)
- Point to the relative pronouns – *who / that* and *which / that* – and explain that these words are used to introduce important extra information about something or someone.

Common errors When we use a relative pronoun as the subject of a relative clause, students sometimes add an unnecessary personal pronoun, eg *She's the girl who she works for my uncle*. When we use a relative pronoun as the object of a relative clause, students might forget to include the personal pronoun, eg *He dropped the book that (I) gave him*. Students sometimes add an unnecessary comma before a defining relative clause: *This is the bike, that I wanted to buy*.

1 Individual, then pairwork

- Tell students to look at the conversation in Figure it out again and focus their attention on the relative pronouns in bold.

- Students complete the rules in the grammar box with the correct word. They can then compare their answers in pairs.
- Check answers.

CCQs Ask these concept-check questions to make sure students understand the use of relative pronouns: *Do we use relative pronouns at the beginning or at the end of a relative clause?* (At the beginning) *Do we use which or who when we are talking about people?* (Who) *Do we use which or who when we are talking about things?* (Which)

Answers

1 who 2 which 3 that

There's more information about relative pronouns and defining relative clauses in the Grammar reference on page 143. >

2 Individual work

- Students read the sentences and choose the correct relative pronoun.
- Check answers with the class.

Extra support Ask students to look at the word before each relative pronoun and think about whether it is a thing or a person.

Answers

1 who 2 which 3 which 4 who 5 who 6 which

3a/b Whole class, then individual work

- Go through the rules in the grammar box. Write the two example sentences on the board. Ask students to identify the relative pronoun in each sentence and underline them on the board.
The shoes (which) I want to wear tonight are under my bed.
The man who wrote this book works with my aunt.
Then draw students' attention to the word following each relative pronoun. Point to *I* in the first sentence and ask: *Is this word a verb?* (No) Point to *wrote* in the second sentence and ask: *Is this word a verb?* (Yes) Point to the first sentence again and ask: *Do we have to include the relative pronoun?* (No) Draw some brackets around the word *which*. Point to the second sentence and ask: *Do we have to include the relative pronoun?* (Yes) Leave these sentences on the board for students to refer to as they do the next activity.

- Students then read the sentences and decide which don't need a relative pronoun.
- Check answers with the class.

Extra support Tell students to look at the relative pronoun and the word that follows it in each sentence first.

Fast finishers Ask students to rewrite the endings to each sentence. They should use the sentence beginnings up to the relative pronoun, then complete the sentences with their own ideas, eg *The sandwich that you made was disgusting!*

Answers

The following sentences don't need a relative pronoun: 1, 3, 6.

4a/b Individual, then pairwork

- Go through the first sentence with the class, eliciting the correct relative pronoun (*who*) and giving your own answer, eg *The person who is most important in my life is my mum.*
- Students then work on their own to complete the sentences with their own ideas.
- After a couple of minutes, ask students to find a partner and compare their sentences.
- Invite one or two pairs of students to share their ideas with the class.

Answers

1 who / that 2 which / that / –
3 which / that / – 4 which / that / –
5 who / that

Speaking

Making suggestions

1 Whole class

- Focus students' attention on the photos and ask: *What can you see?* Elicit ideas for each photo, eg *honey, some fruit, pills, a mug of hot drink, lemons.*
- Then ask students if they can guess the connection between these five things. Write their suggestions on the board and tell them that they will find out if they've guessed correctly when they listen to the conversation.

Answer

You can take these if you have a cold or flu.

2 66 Whole class

- Play the audio once for students to check their guesses.
- Ask a couple of quick comprehension questions: *Who is ill, the man or his mother?* (The man) *Who makes lots of suggestions?* (His mother)
- You could then also ask students if they have similar conversations with their parents when they have a cold or flu.

Extra activity Ask students, in pairs, to think of other remedies for a cold or flu. At this point, they haven't focused on language for making suggestions, so just ask them to list a few ideas. Pairs can then compare their ideas with other pairs of students.

Audioscript

- A: Hello?
 B: Hi dear, it's Mum.
 A: Hi Mum.
 B: What's the matter?
 A: I've got a terrible cold. I've got a headache ... and a sore throat ... and my whole body hurts. It's just terrible.
 B: Oh dear. Have you taken any medicine?
 A: Yes. I took a pill for the headache. I just want to stay in bed actually.
 B: How about drinking something hot? That's always good for a cold.
 A: Really? Maybe I'll make some coffee.
 B: Oh, no. Not coffee. I don't think you should have hot coffee. You ought to drink tea, or even just hot water with lemon.
 A: Mmm. OK. I have some tea. Maybe I'll do that.
 B: Oh, and honey. You ought to put some honey in the tea. It's great for a sore throat.
 A: OK.
 B: You know, if it gets worse, you'd better see a doctor.
 A: I think I'll be OK. Probably just need to rest, that's all.
 B: And you know what. I think you should really eat more fruit. Fruit with vitamin C, like oranges. It helps protect against a cold.
 A: Yeah ... OK ... thanks.
 B: Are you getting enough exercise? All that time in front of the computer ... it's not great for you.
 A: OK, Mum ... thanks. Listen, why don't you call me back later, OK? I'm tired now and ...
 B: You just get some rest then.
 A: Yeah ... yeah. Thanks.
 B: Bye dear.

3 66 Individual work

- Play the audio again and ask students to number the items in exercise 1 in the order they hear them in the conversation.
- Check answers with the class.

Extra challenge You could ask students to try to number the photos from memory before playing the audio for them to check their answers.

Answers

A 4 B 5 C 1 D 2 E 3

4a 66 Individual work

- Check that students understand what *making suggestions* means. If you have a monolingual class, you could ask students to give some examples of how to make suggestions in their language.
- Give students time to read through the phrases and the words in the box.
- Play the audio for students to complete the phrases.

b 67 Whole class

- Students listen and check their answers. Play the audio again for students to repeat the phrases.
- Go through their answers in class, asking different students to read out the complete phrases.

Pronunciation tip Pay attention to the correct pronunciation of *ought* /ɔ:t/ and the weak form of *should* /ʃəd/. Explain that the speaker is using the weak form because the word isn't being stressed. Point out the schwa sound in *to* /tə/ and the elision after *ought* /'ɔ:tə/, not /'ɔ:t tu:/. Remind students to stress the important words in each phrase.

Language note Draw students' attention to the different ways of forming these expressions: *How about* + *-ing* form, *should* + infinitive without *to*; *had better* + infinitive without *to*; *ought* + *to* infinitive; *Why don't you* + clause. Also point out that *How about ...* and *Why don't you ...* are questions and should always have a question mark at the end. When we suggest that something is a bad idea, we can use *You shouldn't ...* or *I don't think you should ...* *You shouldn't* is slightly more forceful than *I don't think you should*.

Answers

1 about 2 don't 3 ought 4 better 5 should
6 don't

5 Individual work

- Students put the words in order to make suggestions.
- Check answers by asking different students to read out their completed sentences.

Extra support You could give students the first word for each suggestion to help them.

Answers

1 Why don't you go to the doctor's?
2 You ought to rest.
3 You'd better drink some water.
4 How about going for a walk?
5 I think you should lie down.

6a Pairwork

- Go through the situations with the class, checking that they understand each scenario.
- Students then work in pairs, preparing a short conversation with suggestions.
- Circulate and monitor the activity, checking that students are making the suggestions correctly.

b/c Group work

- Pairs perform their short conversations to another pair of students.
- Encourage students to use a varied intonation pattern to show interest and concern.
- In their groups, students listen to each other's conversations, then discuss the advice given.
- You could then ask one or two pairs of students to perform their conversations to the whole class and invite general class feedback on their advice.

Writing

An informal email of apology

1 Pairwork

- Draw students' attention to the title of this lesson and explain that knowing how and when to apologise is an important life skill.

- Read out the instruction and the two example reasons, then ask students, in pairs, to think of more reasons to make an apology.
- After a couple of minutes, invite different pairs of students to share their ideas with the class.

Extra activity Write these questions on the board for students to discuss in pairs or small groups:
When was the last time you apologised? What was it for? Did the other person accept your apology?

2 Individual work

- Ask students to read the email quickly and remind them that they don't need to understand every word in order to do the task.
- Check answers with the class.

Extra challenge Ask students to identify the sentences in the email that helped them to choose the correct reason for Marcel's apology.

Answer

b

3 Individual work

- Students read the email again to find and complete the phrases for expressing apology.
- Check answers with the class. Point out that after the phrases *Many apologies for* and *I owe you an apology for*, we usually use a noun or a gerund, eg *I owe you an apology for my bad behaviour / losing my temper*. After the phrases *I'm so sorry that*, *I hope that* and *I'm writing to say how sorry I am that*, we use a clause.

Answers

1 so sorry
2 you can understand
3 apologies for

4a Individual work

Using Build your potential, page 19 >

- Remind students that planning and organising their ideas is always an important part of a writing task. Emails, essays and other longer texts are easier to read and understand when they are organised into paragraphs.
- Go through the information in the box and ask students to read Marcel's email again to examine how he has used paragraphs.

b Individual work

- Students read the sentences and decide whether they come from the beginning, the middle or the end of an email of apology.
- Check answers with the class.

Alternative activity You could print out the sentences, cut them up into separate pieces and then tell students, in groups, to put them into the correct order.

Extra challenge Ask students to find one more phrase for expressing apology in the sentences (*with apologies again ...*) and add this to the list of phrases from exercise 3.

Answers

First paragraph: 2, 5

Second paragraph: 4, 1

Third paragraph: 3

5 Individual work

- Go through the instructions with the class. Ask a student to read out the scenario and check that everyone understands it.
- Before students start writing, brainstorm some ideas for more information that they could include in their second paragraph. These might include: how your grandmother's health is now; suggestions for how / when you could meet your friend; more information about how your grandmother became ill, etc.
- Remind students that they should try to include some of the phrases for expressing apology from exercise 3.

6 Individual, then pairwork

- Students use the checklist to proofread their work.
- They can then exchange their emails in pairs and check each other's work.

Life skills and values

Self-care

Using Life skills and values, page 20 >

In this lesson, students work on their self-management skills, learning about different ways to deal with stress and understanding that they have agency over their own lives. By examining how people look after themselves and identifying

different strategies that work for different people, they are also practising social awareness, demonstrating empathy and taking others' perspectives into account. In the final schedule task, students are exercising self-discipline and showing that they can plan and organise effectively.

1a/b Pairwork

- Read out the description of *self-care* to the class and give a couple of examples of how you practise self-care, eg *I always make sure I have a healthy breakfast in the morning; I listen to a meditation podcast two or three times a week.*
- In pairs, students then discuss the ways that they practise self-care. Make it clear to the class that everyone has different ways of looking after themselves, and tell students to listen respectfully to each other, without judgement.
- Ask some students to share their ideas with the class and write a few examples on the board.

Alternative activity You could build a mind map on the board. Write **SELF-CARE** in large letters in the middle of the board. Elicit different ideas from students and write these around the central word.



2 Individual work

- Students read the text quickly to see if any of their ideas are included.
- Check answers with the class.

Extra activity Write these questions on the board for students to discuss in pairs: *Which of these self-care activities do you already do? Which do you want to try? Which ones are probably not helpful for you?*

3 Individual, then whole class

- Students read the texts again and match them with the photos.
- They can compare their answers in pairs before a whole-class check.

Extra support Before students do the matching activity, point to each photo and elicit one or two words to describe it. Then tell students to read the texts quickly and look for those words.

Answers

A Flores B Riley C Sam D Taylor E Nikola

4a Individual work

- Model the activity by writing the outline of a schedule on the board.

	self-care activity
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

- Start to complete it with your own ideas for self-care activities.
- Tell students to copy the outline and complete it with their own ideas. Remind them that everyone has different ways of looking after themselves.

b Group work

- Students now compare their ideas in groups. Encourage them to see this as an opportunity to share different ways of looking after yourself.
- After they have compared their ideas, give students time to look at their own schedules again and decide if they want to make any changes or additions.
- Invite a few students to share their schedules with the class.

Extra activity You could ask students to work in pairs or small groups and create a 'self-care' poster for the classroom. The poster should include a range of different ideas for self-care. Encourage students to illustrate the poster with drawings or photos. Display the posters around the classroom or alternatively, keep all the posters and put up a different one each week to remind students that there are many different ways to look after yourself.