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Navigate

Teacher's Guide

with Teacher's Support and Resource Disc
and Photocopiable Materials

B1

Pre-intermediate

OXFORD

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Oxford 3000™ *Navigate* has been based on the Oxford 3000 to ensure that learners are only covering the most relevant vocabulary.

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Introduction to *Navigate*

Navigate is an English language course for adults that incorporates current knowledge about language learning with concern for teachers' views about what makes a good course.

Many English language courses today are based on market research, and that is appropriate. Teachers know what works in their classrooms, out of the many kinds of materials and activities they have available. However, relying only on market research discourages innovation: it ignores the wealth of knowledge about language learning and teaching that has been generated. *Navigate* has been developed in a cycle which begins by calling on both market research and the results of solid experimental evidence; and then by turning back to classrooms once more for piloting and evaluation of the resulting materials.

A course for adults

This is a course for adults, whether they want to use English for study, professional or social purposes. Information-rich texts and recordings cover a range of topics that are of interest and value for adults in today's world. Learners are encouraged to use their own knowledge and experience in communicative tasks. They are seen as motivated people who may have very busy lives and who want to use their time efficiently. Importantly, the activities in the course are based on how adults best learn foreign languages.

Grammar: accuracy and fluency

Adults learn grammar best when they combine a solid conscious understanding of rules with communicative practice using those rules (Norris & Ortega, 2000; Spada & Lightbown, 2008; Spada & Tomita, 2010). *Navigate* engages learners in thinking about grammar rules, and offers them a range of communicative activities. It does not skimp on information about grammar, or depend only on communicative practice for grammar learning. Texts and recordings are chosen to exemplify grammar features.

Learners are invited, when appropriate, to consider samples from a text or recording in order to complete grammar rules themselves. Alternatively, they are sometimes asked to find examples in a text that demonstrate a rule, or to classify sentences that fall into different rule categories. These kinds of activities mean that learners engage cognitively with the rules. This means that they will be more likely to notice instances of the rules when they encounter them (Klapper & Rees 2003), and to incorporate the rules into their own usage on a long-term basis (Spada & Tomita, 2010).

Navigate also offers learners opportunities to develop fluency in using the grammar features. Aspects of a grammar feature that may keep learners from using it easily are isolated and practised. Then tasks are provided that push learners to use the target grammar features in communicative situations where the focus is on meaning. For more on *Navigate's* approach to grammar, see pages 24–25 of this book.

Vocabulary: more than just knowing words

Why learn vocabulary? The intuitive answer is that it allows you to say (and write) what you want. However, the picture is more complex than this. Knowing the most important and useful vocabulary is also a key element in reading and listening; topic knowledge cannot compensate for vocabulary knowledge (Jensen & Hansen, 1995; Hu & Nation, 2000), and guessing from context usually results in guessing wrongly (Bensoussan & Laufer, 1984). Focusing on learning vocabulary generates a virtuous circle in terms of fluency: knowing the most important words and phrases means that reading and listening are more rewarding, and more reading and listening improves the ability to recall vocabulary quickly and easily.

Navigate's vocabulary syllabus is based on the *Oxford 3000*. This is a list of frequent and useful vocabulary items, compiled both on the basis of information in the British National Corpus and the Oxford Corpus Collection, and on consultation with a panel of over seventy language learning experts. That is to say, an initial selection based on corpus information about frequency has been refined using considerations of usefulness and coverage. To build *Navigate's* vocabulary syllabus, the *Oxford 3000* has then been referenced to the Common European Framework of Reference for Languages (CEFR; Council of Europe, 2001), so that each level of the course focuses on level-appropriate vocabulary. For more information on the *Oxford 3000*, see pages 26–27 of this book.

Adult learners typically take responsibility for their learning, and vocabulary learning is an area where out-of-class work is important if learners want to make substantial progress. *Navigate* focuses on giving learners tools to maximize the efficiency of their personal work on vocabulary. One way it does this is to teach not only individual vocabulary items, but also a range of vocabulary systems, for example how common prefixes and suffixes are used. Another is to suggest strategies for vocabulary learning. In this way, learners are helped to grow their vocabulary and use it with greater ease.

Speaking: putting it all together

Based on a synthesis of research about how adults learn, Nation and Newton (2009) demonstrate that different kinds of activities are important in teaching speaking. *Language-focused learning* focuses explicitly and in detail on aspects of speaking such as comprehensible pronunciation, appropriately polite language for a given situation or tactics for holding the floor in a conversation. *Fluency development* gives learners focused practice in speaking more quickly and easily. *Meaning-focused output* provides opportunities to speak in order to communicate meaning, without explicitly focusing on using correct language.

Navigate covers all three kinds of activities. The course systematically teaches aspects of pronunciation and intonation that contribute to effective communication; appropriate expressions for a range of formal and informal situations; and ways of holding one's own in a conversation.

It offers activities to help learners speak more fluently. Very importantly, it offers a wealth of meaning-focused activities. Very often, these activities are tasks: they require learners to do something together to achieve something meaningful. These tasks meet Ur's (1981) criteria for a task that works: straightforward input, a requirement for interaction, an outcome that is challenging and achievable, and a design that makes it clear when learners have completed the task. Learners are not just asked to discuss a topic: they are asked to do something with some information that involves expressing thoughts or opinions and coming up with a recognizable outcome.

Reading: not just a guessing game

Typical English language courses tend to test rather than teach reading; and they often concentrate on meaning-focused strategies that assume learners should be helped to puzzle out the meaning in the text on the basis of prior knowledge. There is a large body of evidence that shows why this is inefficient, discussed in the essay on reading on pages 20–21 of this book. Activities such as thinking about the topic of the text in advance or trying to guess unknown words have limited benefit in helping learners to understand the text at hand. These activities have even less benefit in helping learners understand the next text they will read, and as Paul Nation (2009) notes, that is surely the goal of the classroom reading activity. *Navigate* focuses on explicit teaching of things like sound-spelling relations, vocabulary that appears often in certain kinds of texts, the ways that words like pronouns and discourse markers hold texts together, and techniques for simplifying difficult sentences. These will give learners ways of understanding the text they are reading, but more importantly the next text they will read.

Listening: a very different skill

Too many books treat listening as if it were just another kind of reading, using the same sorts of activities for both. *Navigate* takes into account that listening is linear – you can't look back at the text of something you're hearing – and that listening depends crucially on understanding the sounds of English and how they combine (Field, 2008). Practice on basic elements of listening will lead to faster progress, as learners acquire the tools to hear English better. People who read can stop, read again, and go back in the text; but listeners can't do this with the stream of speech. For listening, language-focused learning means starting with building blocks like discriminating the sounds of the language, recognizing the stress patterns of words, distinguishing word boundaries, identifying stressed and unstressed forms of common words, and holding chunks of language in mind for short periods. Concentrating on knowledge and skills like these will pay off more quickly than only focusing on meaning, and will make listening for meaning much more efficient. Fluency development in listening is important too: this means activities that teach learners to understand language spoken at natural speed, and give them progressive practice in getting better at it. *Navigate* includes activities that focus systematically on each of these areas separately, as well as giving opportunities to deploy this knowledge and these skills in more global listening. John Field's essay, on pages 22–23 of this book, gives more detail on this.

Writing for different purposes

Adults learning English for professional, academic activities will need to write different kinds of texts levels of formality. The *Navigate* writing syllabus is a so-called *genre* approach, which looks at the characteristics of the different kinds of texts students may be called upon to write. It implements this syllabus by way of activities that allow students to express their own meanings in drafting, discussing and redrafting texts. This has been shown to be an effective means of developing writing skills for adults (Hyland, 2011).

Navigate offers an innovative approach to developing reading and listening skills. This, combined with a solid speaking and writing syllabus, gives learners a sound foundation in the four skills. Grammar and vocabulary have equal importance throughout the course and learning is facilitated through the information-rich and engaging texts and recordings. It is the complete course for the 21st century adult learner.

Catherine Walter is the Series Adviser for the *Navigate* course. She is an award-winning teacher educator, materials developer and researcher. Catherine lectures in Applied Linguistics at the University of Oxford, where she convenes the distance MSc in Teaching English Language in University Settings, and she is a member of the Centre for Research and Development in English Medium Instruction.



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Navigate overview

Coursebook lesson 1

Unit topics

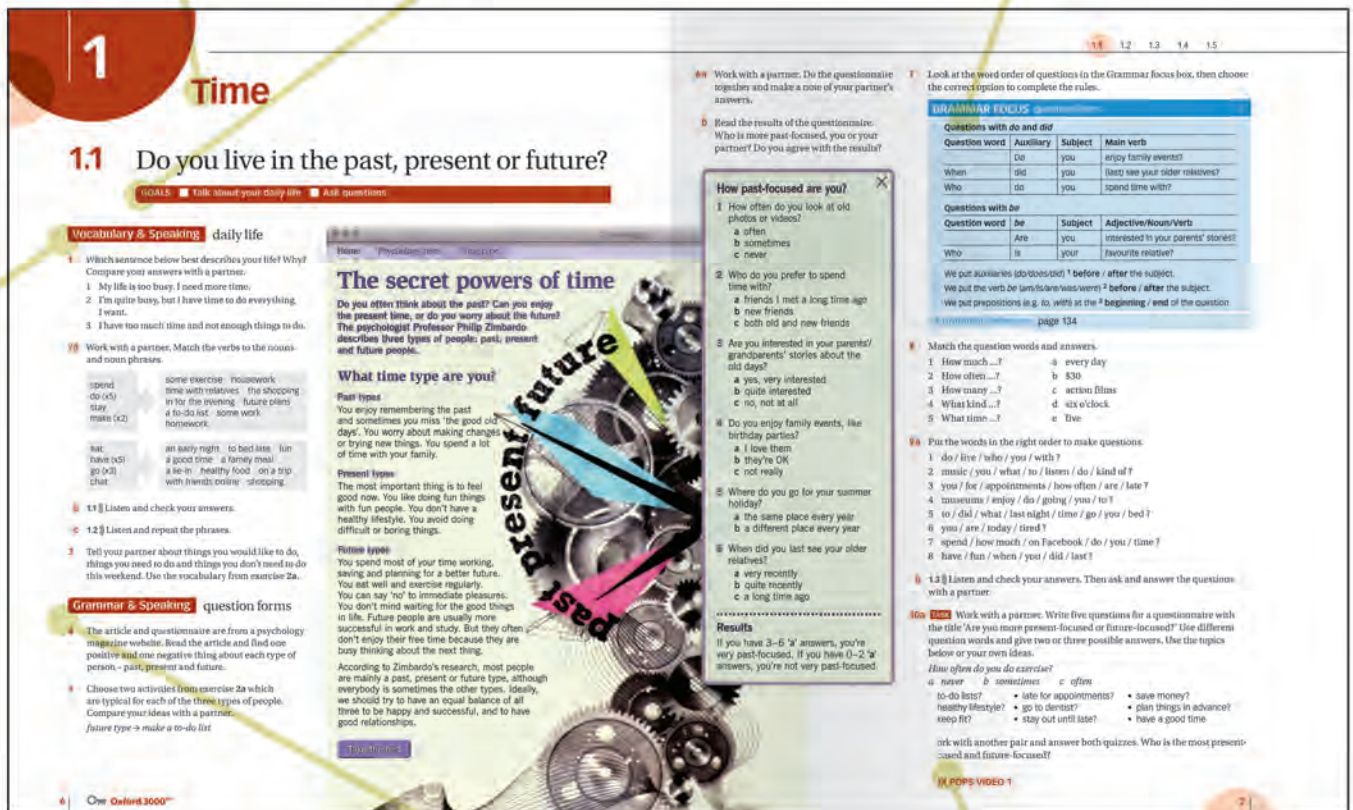
Navigate is created for adult students with content that appeals to learners at this level. The unit topics have been chosen with this in mind and vary from *Time* and *Work* to *Changes* and *Challenges*.

Goals

The goals show students what they will be working on and what they will have learnt by the end of the lesson.

Grammar focus box

At this level of *Navigate*, grammar is introduced inductively. Students are asked to complete the information in the Grammar focus box based on what has been introduced in previous exercises in the *Grammar & Speaking* or *Grammar & Reading* exercises. The Grammar focus box is followed by a number of spoken and written exercises in which the grammar is practised further.



1 Time

1.1 Do you live in the past, present or future?

GOALS: ■ Talk about your daily life ■ Ask questions

Vocabulary & Speaking daily life

1 Which sentence below best describes your life? Why? Compare your answers with a partner.

- My life is too busy. I need more time.
- I'm quite busy, but I have time to do everything I want.
- I have too much time and not enough things to do.

2 Work with a partner. Match the verbs to the nouns and noun phrases.

spend (s)	some exercise	to network	the shopping in for the evening
stay (s)	time with relatives	future plans	a to-do list
make (s)	some work	housework	

3 Listen and check your answers.

4 Listen and repeat the phrases.

5 Tell your partner about things you would like to do, things you need to do and things you don't need to do this weekend. Use the vocabulary from exercise 2a.

Grammar & Speaking question forms

1 The article and questionnaire are from a psychology magazine website. Read the article and find one positive and one negative thing about each type of person - past, present and future.

2 Choose two activities from exercise 2a which are typical for each of the three types of people. Compare your ideas with a partner.
future type → make a to-do list

Grammar Focus

Questions with do and did

Question word	Auxiliary	Subject	Main verb
When	do	you	enjoy family events?
Who	did	you	lastly see your older relatives?
Who	do	you	spend time with?

Questions with be

Question word	be	Subject	Adjective/noun/Verb
Who	are	you	interested in your parents' stories?
Who	is	your	favourite relative?

We put auxiliaries (do/does/did) ¹ before / after the subject.
We put the verb be (am/is/are/was/were) ² before / after the subject.
We put prepositions (e.g. to, with) at the ³ beginning / end of the question.

How past-focused are you?

1 How often do you look at old photos or videos?
a often
b sometimes
c never

2 Who do you prefer to spend time with?
a friends I met a long time ago
b new friends
c both old and new friends

3 Are you interested in your parents'/grandparents' stories about the old days?
a yes, very interested
b quite interested
c no, not at all

4 Do you enjoy family events, like birthday parties?
a I love them
b they're OK
c not really

5 Where do you go for your summer holiday?
a the same place every year
b a different place every year

6 When did you last see your older relatives?
a very recently
b quite recently
c a long time ago

Results
If you have 3-5 'a' answers, you're very past-focused. If you have 0-2 'a' answers, you're not very past-focused.

Vox pops video

1 How often do you do exercise?
a never b sometimes c often

2 to-do lists
a go to dentist? b save money?
c plan things in advance?

3 healthy lifestyle?
a stay out until late? b have a good time

4 keep fit?

5 Work with another pair and answer both quizzes. Who is the most present-focused and future-focused?

Vocabulary & Speaking

Navigate has a strong emphasis on active vocabulary learning. The first lesson in each unit starts with a *Vocabulary & Speaking*, a *Vocabulary & Listening* or a *Vocabulary & Reading* section in which essential vocabulary for the unit is introduced and practised. The vocabulary in lesson 1 and 2 is taught in topic sets, allowing students to build their vocabulary range in a logical and systematic way.

Grammar & Speaking

Grammar forms the 'backbone' of *Navigate*. Lesson 1 introduces the first grammar point of the unit. It is always combined with a skill, either reading or speaking. See page 24 of this book for more information.

Vox pops video

Most units contain a prompt to the Vox pops videos. The videos themselves can be found on the Coursebook DVD or Coursebook e-book, and the Worksheets that accompany them are on the Teacher's Support and Resource Disc. The videos themselves feature a series of authentic interviews with people answering questions on a topic that has been covered in the lesson. They offer an opportunity for students to hear real people discussing the topics in the Coursebook.

Coursebook lesson 2

Grammar & Speaking

Lesson 2 provides the second grammar point of the unit. It is always presented through a reading text or audio extract and is practised through controlled and freer exercises.

Grammar Reference

At the end of the Coursebook, the Grammar Reference section offers more detailed explanations of grammar and a series of practice exercises. This can be set as homework and then reviewed in class.

Vocabulary & Speaking

Navigate has a strong emphasis on everyday vocabulary that allows students to speak in some detail and in depth on general topics. Here students work on free-time activities. All target vocabulary in the unit can also be found in the wordlists on the Teacher's Support and Resource Disc, the e-book and the DVD packed with the Coursebook.


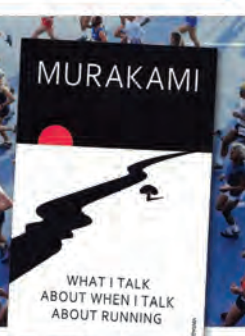
1.2 Free time

GOALS ■ Talk about how often you do things ■ Talk about your free time

Grammar & Speaking present simple and adverbs of frequency

1 Work with a partner and discuss the questions.

- Do you ever go running? Why/Why not?
- Why do you think some people enjoy running?
- Look at the photos. Do you know the author Haruki Murakami? Would you like to read the book?

2a You are going to listen to a review of the book in the photo. Before you listen, write questions using the prompts.

- why / Murakami / run?
- how often / he / go running?
- how many miles / he / run / every week?
- he / do / any other sports?

1.4 Listen and answer the questions in exercise 2a.

1.4 Listen again and complete the sentences with an adverb or frequency expression from the box.

most days sometimes usually never other occasionally nearly always

- It is _____ about getting better at something.
- He's _____ worried about beating other people.
- He runs _____.
- He _____ thinks about the weather.
- He _____ gets an idea for a book.
- He doesn't _____ think about anything.
- He _____ listens to rock music.

4 Work with a partner. Add the adverbs and frequency expressions from exercise 3 and the ones in the box to the table. Which ones have similar meanings?

every now and then	rarely	hardly ever
once or twice a day/week/month, etc.		

100%
1 always _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____
11 _____
12 _____
0%

5 Look at the sentences in exercise 3. Choose the correct option to complete the rules in the Grammar focus box.

GRAMMAR FOCUS (present simple) adverbs of frequency/frequency expressions

We use adverbs of frequency and frequency expressions to talk about how often we do things.

An adverb of frequency usually goes ¹ after / before the main verb.
He usually always listens to rock music.

An adverb of frequency usually goes ² after / before the verb to be.
He's never worried about beating other people.

An adverb of frequency usually goes ³ after / before the auxiliary verb (do/does) in negative sentences.
He doesn't usually think about anything.

Frequency expressions can go at the beginning or end of a sentence.
He runs most days.

→ see grammar reference page 135

PROMONUNCIATION STRESS

1.5 Listen to these sentences and notice which words and parts of words are stressed.

- He sometimes thinks about the weather.
- Once or twice a year he does a triathlon.
- It is often about getting better at something.

1.6 Listen again and repeat the sentences.

7 Put the adverbs of frequency or frequency expressions in the correct place in the sentences. Some can go in more than one place.

We spend time with relatives. (occasionally) →
We occasionally spend time with relatives.


- We spend time with relatives. (occasionally)
- My best friend does some exercise. (most days)
- We watch films. (hardly ever)
- My family go out for a meal. (once or twice a week)
- I'm in bed by 11 p.m. (nearly always)
- We don't go abroad on holiday. (usually)
- I chat with friends online. (every now and then)
- I have a lie-in at the weekend. (rarely)

11 Rewrite the sentences in exercise 7 to make them true for you.

12 Work with a partner. Ask each other questions to find out more information.

- We hardly ever spend time with relatives.
- Oh? Why not?
- Because they live too far away?

Vocabulary & Speaking free-time activities



9 Work with a partner and put the sports and free-time activities into the correct group.

out for a conference football computer games karate camping swimming on Facebook exercise to the gym for a walk running yoga chess snubbing cards aerobics golf basketball

- play golf
- do yoga
- go swimming

10 Label the photos with phrases from exercise 9a.

6 Can you add any more words to each group above?

10 Find two examples from exercise 9a of activities that ...

- you usually do on your own
- you usually do with other people
- people do outdoors
- people do indoors
- you do when you are feeling lazy
- you do when you are feeling full of energy

11 Work in a group. Ask each other questions about some of the free-time activities in exercise 9a and make a note of the answers.

How often do you go running?

Tell the class what you found out. Who spends a lot of time doing one sport or activity in their free time and who doesn't?

Halima goes running most days.
Mahmut never goes running, but he plays chess once or twice a week and is a member of a chess club.

Pronunciation

Most units contain pronunciation work in either lesson 1 or lesson 2. Pronunciation in *Navigate* is always relevant to the grammar or vocabulary input of the lesson. The pronunciation exercises in the first two lessons focus mostly on speech production to improve intelligibility (for instance, minimal pairs and word stress). Pronunciation also appears in some Speaking and writing lessons and there it focuses mostly on teaching aspects of pronunciation that cause problems and confusion for listening comprehension (pronunciation for receptive purposes).

Task

Each lesson ends with a task which allows students to practise with others what they have learnt in the lesson. They often work in pairs or groups to complete the task.

Navigate overview

Coursebook lesson 3

Reading & Speaking

Navigate contains reading texts covering a wide variety of topics, text types and sources. As well as comprehension of interesting reading and listening texts, in this section students work on decoding skills to develop their reading or listening. These decoding skills, for example, predicting, connected speech, linking words, referencing words, etc., drill down to the micro level of reading and listening, and enable students to develop strategies to help them master these skills. See pages 20 and 21 of this book for more information.

Vocabulary and skills development

This lesson works on vocabulary and skills development. Students will, for instance, practise collocations, word building and word stress. The lesson also contains reading, writing, listening and/or speaking exercises.

1.1 1.2 1.3 1.4 1.5

1.3 Vocabulary and skills development

GOALS Predict before you read a text Understand and use nouns and verbs with the same form

Reading & Speaking predicting before you read a text

- 1 Work with a partner. Look at the photos and discuss the questions.
 - 1 What do the photos show?
 - 2 Why do you think people do this?
 - 3 What do you think about it?
- 2 Look at the photos, title and subheading. What do you think the blog is about? Is it positive or negative about taking photos?
- 3 Write down five words or phrases that might be in the blog and compare your ideas with a partner.
- 4 Read the information in the Unlock the code box about predicting.

UNLOCK THE CODE
Predicting

- Predicting or guessing before you read can help you understand a text better. Before reading, you can ask yourself: What do I already know about this topic?
- Use photos, the title and the subheadings to predict what the text is about and what type of text it is, e.g. a newspaper article.
- You can also predict some of the key vocabulary in the text.

- 2 Read the blog. Were your predictions in exercise 2a correct? How many of your five words or phrases were in the blog?
- 3 Answer the questions with a partner.
 - 1 What two events does the writer describe?
 - 2 What's the problem at both events?
 - 3 When you go to a concert or exhibition, what do you photograph? Give your reasons.

Blog




'Take a photo of it and I'll look at it when I get home!'

THIS BLOG IS ANGRY!

So ... I'm in the Louvre Museum in Paris and I'm looking at one of the most famous paintings in the world, *Mona Lisa* by Leonardo da Vinci. But I can't actually see it very well, because there are two tourists standing in front of it, and they are taking photos of the painting. But wait ... no, it's not a photo ... it's a **film**. They're filming the painting! And then one stands next to the *Mona Lisa* as the other films her.

As they go off, one says, 'We'll post that on Facebook and have a **look** at it back at the hotel'. Another tourist arrives, looks at the painting for a second, takes a **photograph** of it and moves on.

But isn't the whole reason for going to the gallery to see the paintings 'live'? OK, you can look at them on the museum website. But seeing them actually in front of you is a different **experience**. That's why I went - to see the real thing. Why look at it on a tiny screen when the whole wonderful thing is there in front of you? But really these

tourists are not looking at the painting at all - they're recording their own lives.

Now to a rock concert in London. It's *Muse*, my favourite band. I'm close to the stage, but even so my view is blocked by a hundred mobile phones filming. And not just one song, the whole concert. These will be on YouTube within an hour - poor quality, terrible sound. Why do they do it? Why don't they look at the band?

We don't live our lives any more, we simply **record** them, **post** them on Facebook and look at them later.

Vocabulary & Speaking nouns and verbs with the same form

6a Look at the **highlighted** words in the blog. Are they nouns or verbs? Write N or V next to each word in the box.

blog	photograph	film	look	experience	record	post
------	------------	------	------	------------	--------	------

6b Read the information in the Vocabulary focus box about nouns and verbs with the same form.

VOCABULARY FOCUS nouns and verbs with the same form

Some words can be both a noun and a verb with similar meanings, e.g. *look*. When you use these words as nouns, you need to know which verbs to use with them, e.g. to have a *look*.

6c Put the nouns from exercise 6a with the correct verb in the table. Sometimes a noun can go in more than one column.

make	have	take	write

6d Add the words in the box to the correct column in the table.

visit	plan	promise	dream
-------	------	---------	-------

7a **Use** Complete the questions using the verb + noun phrases in exercise 6.

- 1 Do you ever _____ about flying?
- 2 When did you last _____ at your phone?
- 3 When you go on holiday, do you _____ for what you are going to do every day?
- 4 When somebody _____ of you, do you settle or stay serious?
- 5 Do you ever _____ to someone and then change your mind?
- 6 Would you like to _____ about your daily life? Do you think people would read it?
- 7 When you _____, do you use special language like LOL or BTW?
- 8 Do you ever _____ and then post it on YouTube?

7b Work with a partner. Take turns to ask the questions in exercise 7a. Ask more questions to find out extra information.

A Do you ever *have dreams about flying*?

B Yes, often.

A *When did you last have one?*

B *Last week, I dreamt I was flying over the sea.*

7c Tell the class two interesting facts about your partner.

Unlock the code

This section describes the decoding skill that is being taught in the reading or listening skills lesson. They are general tips which can be used as tactics for understanding when reading or listening to texts. This Unlock the code box is about predicting before reading.

Vocabulary focus

Vocabulary focus boxes appear in this lesson to draw attention to a particular vocabulary area, in this case nouns and verbs with the same form. The students go on to do some exercises where they use the information in this study tip. In other units, Vocabulary boxes deal with pre- and suffixes, adjectives, verbs and prepositions, etc.

Coursebook lesson 4

Speaking and writing

Navigate understands that classes can be made up of adults learning English for many different reasons. In lesson 4 of every unit, *Speaking and Writing*, Navigate provides appropriate communication practice for work, study or social life with an emphasis on language production. At the end of the speaking and writing sections, students complete a speaking or writing task. The lesson also contains two language focus boxes: *Language for speaking* and *Language for writing*.

Language for writing

The *Language for writing* box contains suggestions which students can use to complete their task in the writing section. There are various topics in this box throughout the Coursebook; here linking ideas with *and*, *but* and *so* are dealt with. In other units, the boxes focus on topics such as *Checking your writing*, *A formal letter* and *Opening and closing emails*.

1.1
1.2
1.3
1.4
1.5


1.4 Speaking and writing

GOALS ■ Talk about the weather ■ Talk about your likes and dislikes ■ Write a web post


Speaking & Vocabulary

talking about the weather; talking about likes and dislikes


1 Work with a partner and describe the weather in the photos.



Alberta, Canada




Rio de Janeiro, Brazil




Dubai, UAE

2 Match the symbols and temperatures to the weather headlines.


21°C




14°C




33°C




12°C



-3°C



9°C



a hot, cloudy and humid
b cloudy and mild
c sunny, dry and pleasant
d cold and damp with a few showers
e heavy rain, a thunderstorm
f light snow, temperature below zero

2 Replace the words in *italics* with a bold word from exercise 2a.

- If it's a nice evening, we can eat outside.
- I hate this *swarm*, *wet* and *uncomfortable* weather.
- The air's *cold* and a *bit wet* this morning.
- There are going to be some *short periods* of rain later.
- Yesterday it was really cold, but today it's *not too cold*.
- Did you hear the *heavy rain*, *thunder* and *lightning* last night?

3 Work with a partner and describe today's weather. Do you think it's typical for the time of year?

4 Listen to Faisal from Dubai, Marek from Alberta and Gina from Rio de Janeiro talking about their favourite season. Who talks about these topics? Write F, M or G.

- an exciting celebration
- eating outside
- enjoying the colours of nature

5 Listen again and complete the sentences.

- I've not keen on _____ in the sea in the summer.
- My favourite winter activity is _____.
- I really love catching fish in the _____.
- I'm really interested in _____.
- I'm really into watching _____.
- I don't mind _____ weather.
- I prefer _____ weather to summer weather.
- I quite like watching _____.
- I can't stand large _____.

6 Listen and check your answers.

7 Listen and repeat the sentences.

8 Which of the expressions in exercise 5a mean the following?

- you don't like something
- you hate something
- you like something a lot
- something isn't a problem for you
- you like one thing more than another thing
- you like something, but not a lot

9 Complete these sentences so they are true for you.

- I really love...
- My favourite summer activity is...
- I don't mind...
- I can't stand...

7 **Read** You are going to do a short presentation about your likes and dislikes. Turn to page 126 and choose one of the three options. Make some notes. Use the Language for speaking box to help you.

8 Work in groups and take turns to give your presentations. Ask each other questions to find out more.

LANGUAGE FOR SPEAKING *Using these phrases to help you:*

I'm not keen on ... My favourite ... is ...
I really love ... I'm really interested in ...
I'm really into ... I don't mind ...
I prefer ... I quite like ...
I can't stand ...
We generally use a noun or a verb + -ing after the likes and dislikes phrases.
I like swimming *on* the job.

Reading & Writing Write a web post about the best time to visit your country

9 Read these two posts on a travel forum and answer the questions.


- Where does Jean-Luc want to go?
- What is Varsha's answer to his question?
- What does she say about a) the weather, b) the crowds, and c) the facilities (shops, etc.) at this time of year?

getaway.org Search Sign in or Register

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Jean-Luc My wife and I would like to go on holiday to southern India next year. Is Goa. When is the best time to go?

Varsha The most popular time to come to Goa is November to March. This is our winter season. In these months, the weather is very pleasant. It's not too hot or too rainy and the sea is nice and calm. But there are a lot of tourists at this time. The beaches are very crowded and the prices are high. So I think the best time is October. Then you can have good weather and avoid the crowds, and the hotels are not too expensive. The only problem is that some of the shops and restaurants are not open.
I hope that helps.
Enjoy your trip!



10 **Read** Write a post for a travel forum about the best time to visit your country or town. Choose two or three topics from the box to write about or use your own ideas. Use the phrases below.

The best/most popular time to ...
... too expensive/hot/rainy/crowded
The only problem is ...

the weather crowds special festivals prices facilities

11 Swap your post with a partner. If you are from the same place, do you agree with the post? If you are from a different place, ask questions to find out more.

Language for speaking

The *Language for speaking* box contains phrases that students can use to complete a task about a particular topic. Here they have to talk about likes and dislikes in a presentation and they can use the phrases in the box. Other language for speaking boxes cover *Asking for help and giving advice*, *Explaining and dealing with problems* and *Asking for clarification*.

Navigate overview

Coursebook lesson 5

Video

The Video page contains activities that accompany the unit video. This video is a documentary video or authentic interview. The video page starts with one or two warmer activities which set the scene before the students watch the video, followed by two activities which check understanding of the video. The final activity is a task based on what the students have just watched.

In B1 the video topics are:

- Unit 1: Adventure sports in Chile
- Unit 2: London's changing skyline
- Unit 3: The RRS *Discovery*
- Unit 4: Esplorio
- Unit 5: The Dubai Mall
- Unit 6: Nettlebed
- Unit 7: Beijing subway

- Unit 8: Career change
- Unit 9: Sports scholarship in the USA
- Unit 10: Koreatown
- Unit 11: The European Union
- Unit 12: Personal assistant

1.5 Video

Adventure sports in Chile

Match the words to the definitions.

- to walk for a long distance, especially in the country
- parts of a river where the waters go fast
- parts of a hill or mountain, especially for skiing
- to go or come up a hill, mountain or stairs
- the pointed top of a mountain

These photos are of Pucón, Chile's adventure capital. Describe the photos and guess what people do there.

Watch the video. Which sports did the speaker talk about?

- hiking up the volcano
- sailing and waterskiing on the lake
- scuba-diving in the lake
- kayaking down the rapids
- skiing or snowboarding down the mountain
- visiting Pucón by helicopter

Watch again and answer the questions.

- What kinds of landscape make Chile popular with tourists?
- How many people live in Pucón?
- What kinds of activities do people do in the summer? Name two.
- How tall is Villarrica Volcano?
- What kinds of activities do people do in the winter? Name two.
- How many metres do the slopes of Ski Pucón cover?

Task Work with a partner. Read the situation below.

You have won an adventure sports holiday! You must choose from the following options.

- Where would you prefer to go: a lake or the mountains?
- When would you like to go: summer or winter?
- What kinds of adventure sports would you like to do?
- What other activities would you like to do?

Discuss your answers to the questions. Decide on your adventure holiday.

Work with another pair. Compare your adventure holidays. Did you choose similar activities?

Review

Write the questions for the answers.

- How many people? Five. My parents, my two sisters and me.
- Twenty-four. I'm twenty-five in February.
- Nothing special. On Saturday I went into town and on Sunday I stayed in.
- In a flat. I'd like to live in a house, though.
- All sorts: really. Dance, Latin, R&B.
- About once a month. In fact I went last night. I saw a really good film.

Work with a partner and ask and answer the questions.

Choose the correct option in these sentences.

- I go to the gym *hardly ever / never / every now and then*.
- I *most days / rarely / once a month* have a lie-in.
- We have a family meal *most days / nearly always / always*.
- My cousin and I *once a week / every now and then / sometimes* chat online.

Write five sentences about your free time. Use the frequency words in A and the activities in B.

A: *nearly always / every now and then / hardly ever / once or twice a week/month / never / rarely / most days / occasionally / sometimes / often*

B: *go online / go out for a meal / do aerobics / play cards / go swimming / go camping / go to the gym / play golf / go clubbing / play computer games / do yoga*

Ask your classmates questions about their free time. Find two people who do the same free-time activities as you and two people who do different activities.

How often do you...? Do you usually...? Do you ever...?

1.30 Listen to eight questions. For each question, write down a one-word answer.

Decide which word or phrase doesn't go with the verb in the first column.

1 make	a to-do list	time with relatives	future plans	a cake
2 do	fun	exercise	housework	the shopping
3 have	an early night	a lie-in	a family meal	shopping
4 play	yoga	basketball	cards	computer games
5 go	on a trip	a family meal	running	out for a coffee

Work with a partner and ask and answer the questions.

- What kind of exercise do you do?
- When was the last time you went on a trip?
- How often do you have a family meal?
- Who in your family does most of the housework?
- Where do you usually go shopping for clothes?

Rewrite the questions, changing the underlined verbs into verb + noun expressions. Do you text with one hand or two? → Do you write texts with one hand or two?

- Do you know anyone who blogs about their life?
- Do you ever photograph yourself?
- How often do you post on social network sites?
- Do you ever look at language learning websites?
- Do you ever dream about falling?

Work with a partner and ask and answer the questions.

Work in a group. On your own, make guesses about the likes and dislikes of the students in the group. Write the name of a student and continue the sentence.

I think Carlos is really into sport.

- I think _____ loves...
- I don't think _____ is very keen on...
- I imagine that _____ doesn't mind...
- I'm sure _____ is really into...
- My guess is that _____ can't stand...

Compare your guesses together.

Task

The Task on the Video page is an outcome task which focuses on fluency. It can be a writing or speaking task. Here the students discuss their ideal adventure holiday in pairs and then compare their choice with another pair. Other tasks on Video pages are, for instance, making questionnaires, preparing a menu for a restaurant, creating a quiz and discussing ideas for an end-of-year event.

Review

The Review page contains revision of grammar, vocabulary and the skills practised in the unit. The Review activities can be set for homework, but are also specifically designed to be done in class incorporating pairwork and groupwork tasks to give learners additional opportunities to practise key language from the unit.

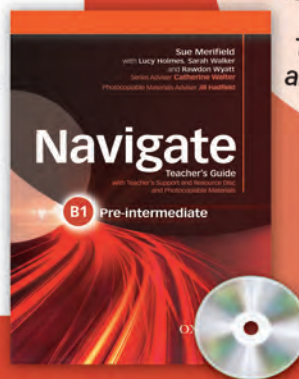
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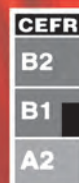
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