HERE WERE

Assign students page 34 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p52



Negotiating and responding to and giving opinions

>>> FASTTRACK

Ask students to prepare for exercise 1 at home and make a list of places they like to eat at to discuss in class.

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With books closed, ask students to write down in English as many types of places where they can est. Elicit the phrase 'eating out' for when you eat somewhere that isn't your own house.

Suggested answers

canteen, restaurant, café, snack bar, your own house, outdoor picnic, fast food restaurant

- 1 SHARM Students work with a partner and look at the photos. Students discuss which places they eat at and what they think of them.
- 2 USBBBB D 14 Play the track for students to listen to two students doing a collaborative task in a speaking exam. Tell students to answer the two questions. See p149 for the audioscript for this exercise.

Answert

Which of these five places do you think is the best place for your end-of-term meal?

the outdoor pionic area

3e 3: Play the track again for students to make notes about what the students say for each place in exercise 1. Draw their attention to the example and remind them not to write full sentences.

Answers

- 2 School canteen: we eat there every day, we should choose somewhere we don't usually go
- 3 Outdoor picnic area: good idea could go to park or somewhere special; picnics aren't expensive, easy for a larger group
- 4 Exclusive restaurant: food and service are good, but they're expensive, most people won't want to spend a lot of money on the meal
- 5 Classmate's house: cheap, comfortable, can have music and move about, but a house is small and it isn't very special
- 35 958886 In pairs, students compare their notes and say whether they agree or disagree with the final decision.
- 4 Ask students to match the headings with the expressions from the Speaking bank.

Answers

1 C 2 B 3 A

✓ EXAM SUCCESS Students read the information and discuss if they should speak more than their partner in this type of activity, then turn to page 144 to compare their answers.

TEACHER DEVELOPMENT: STUDENT TRAINING

Negotiating in an oral activity

In this type of activity, students have to show an ability to negotiate and collaborate with their partner. Remind students to ask their partner for his/her opinion rather than simply stating their own. Tell them to focus on asking some 'What do you think ...?' type questions rather than simply making 'I think ...' type statements. Encourage students to listen carefully when their partner is speaking and show interest in his/her comments by responding to what he/she says. This is called active listening. 'That's an interesting point.' 'I see what you mean, but ...' 'But don't you think ...'

Students should also help their partner speak if they feel he/she is not speaking enough, rather than dominating the conversation.

PRACTICE MAKES PERFECT

5 SPEARME in pairs, students look at the instructions and diagram on page 148. Remind students to justify their opinions and come to a joint decision using phrases from the Speaking bank. Draw their attention to the examples. Photocopy the model dialogue below for less confident students and allow them to read it first.

Model dialogue

- A: Hi, Tom. I've started thinking about planning the end-of-year school event. What do you think about a sports day? That could be fun.
- B: I agree, but what about people who don't like sport?
 A: Yes, you're right.
- B: Personally, I think we should do something that everyone can take part in. What about a meal in a restaurant?
- A: That could be expensive. In my opinion, we need to do something that everyone can afford.
- B: OK. How about a concert at school? We could make the tickets for entrance really cheap and ask local bands to volunteer.
- As That's a great ideal

HOMEWORK

Assign students page 35 in their Workbook or the relevant sections of the Online Workbook.

Gateway A2 Workbook Answers Unit 9

J Rink

Gateway A2 Workbook Answers Unit 9:

Reviewing Gateway A2 Workbook Answers Unit 9: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "Gateway A2 Workbook Answers Unit 9," an enthralling opus penned by a highly acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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Table of Contents Gateway A2 Workbook Answers Unit 9

- 1. Understanding the eBook Gateway A2 Workbook Answers Unit 9
 - The Rise of Digital Reading Gateway A2 Workbook Answers Unit 9
 - Advantages of eBooks Over Traditional Books
- 2. Identifying Gateway A2 Workbook Answers Unit 9
 - Exploring Different Genres
 - o Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
- 3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Gateway A2 Workbook Answers Unit 9
 - User-Friendly Interface
- 4. Exploring eBook Recommendations from Gateway A2 Workbook Answers Unit 9
 - Personalized Recommendations
 - Gateway A2 Workbook Answers Unit 9 User Reviews and Ratings
 - Gateway A2 Workbook Answers Unit 9 and Bestseller Lists

- 5. Accessing Gateway A2 Workbook Answers Unit 9 Free and Paid eBooks
 - Gateway A2 Workbook Answers Unit 9 Public Domain eBooks
 - o Gateway A2 Workbook Answers Unit 9 eBook Subscription Services
 - o Gateway A2 Workbook Answers Unit 9 Budget-Friendly Options
- 6. Navigating Gateway A2 Workbook Answers Unit 9 eBook Formats
 - ∘ ePub, PDF, MOBI, and More
 - Gateway A2 Workbook Answers Unit 9 Compatibility with Devices
 - Gateway A2 Workbook Answers Unit 9 Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Gateway A2 Workbook Answers Unit 9
 - Highlighting and Note-Taking Gateway A2 Workbook Answers Unit 9
 - Interactive Elements Gateway A2 Workbook Answers Unit 9
- 8. Staying Engaged with Gateway A2 Workbook Answers Unit 9
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - o Following Authors and Publishers Gateway A2 Workbook Answers Unit 9
- 9. Balancing eBooks and Physical Books Gateway A2 Workbook Answers Unit 9
 - Benefits of a Digital Library
 - o Creating a Diverse Reading Collection Gateway A2 Workbook Answers Unit 9
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Gateway A2 Workbook Answers Unit 9
 - Setting Reading Goals Gateway A2 Workbook Answers Unit 9
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Gateway A2 Workbook Answers Unit 9
 - Fact-Checking eBook Content of Gateway A2 Workbook Answers Unit 9
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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