

1

Time out

UNIT AIMS

Exam preparation in Unit 1:

- scan an article
- identify differences between three pictures
- talk about yourself
- use prepositions
- understand the task



TEACHER'S PRESENTATION KIT

- *Talk2Me* videos
- Speaking test videos
- Class and Workbook audio
- Workbook pages and answer key

UNIT OVERVIEW

Student's Book / Digital Student's Book 		Workbook / Online Workbook 
LESSON / EXAM TASK	EXAM SKILLS / LANGUAGE FOCUS	CONSOLIDATION
Reading 3-option multiple matching	Scanning Online article	Workbook, pp 4–5, Exercises 1, 2, 3, 4, 5 Unit 1, Reading, Exercises 1, 2, 3, 4, 5
Grammar 1	Present simple, adverbs of frequency, imperatives	Workbook, p 6, Exercises 1, 2, 3 Unit 1, Grammar 1, Exercises 1, 2, 3
Vocabulary	Words connected with <i>hobbies</i> Nouns/verbs Phrasal verbs	Workbook, p 7, Exercises 1, 2, 3 Unit 1, Vocabulary, Exercises 1, 2, 3
Listening  3-option multiple choice (pictures)	Identifying differences	Workbook, p 8, Exercises 1, 2 Unit 1, Listening, Exercises 1, 2
Grammar 2	Possessive 's, prepositions of time and place	Workbook, p 7, Exercises 1, 2 Unit 1, Grammar 2, Exercises 1, 2
Speaking   Questions	Talking about yourself	Workbook, pp 8–9, Exercises 1, 2, 3 Unit 1, Speaking, Exercises 1, 2, 3
Language in Use Open cloze	Using prepositions	Workbook, p 9, Exercises 1, 2 Unit 1, Language in Use, Exercises 1, 2
Writing Understanding the task	Guided writing (an email)	Workbook, p 10, Exercises 1, 2, 3, 4 Unit 1, Writing, Exercises 1, 2, 3, 4
		Workbook, p 11, Progress check and Cumulative progress Progress check and Cumulative progress

Additional material

PRESENTATION KIT 	TEACHER'S/STUDENT'S RESOURCE CENTRE 	TEST GENERATOR 
<i>Talk2Me</i> video <i>My surname is ...</i>	Unit 1 worksheets: <i>Optimise your grammar</i> (Standard and Higher), <i>Optimise your vocabulary</i> (Standard and Higher), <i>Talk2Me</i> video, <i>Say it right</i> Units 1–2 worksheets: CLIL, Culture, Everyday English (TRC only), Grammar communication (TRC only)	Unit Test 1 (Standard and Higher)

READING

3-option multiple matching | Online article

→ Student's Book, pages 4–5



Lesson aims

- Focus on words which mean the same
- Practise a 3-option multiple matching task
- Discuss which activity you would like to do

Lead-in

Ask students to look at the unit title **Time out** and the photos below it, and elicit what the phrase means (*a break from working or studying to do something else or rest*). Elicit what activities the teenagers in the photos are doing (*abseiling / rock climbing, dancing/gymnastics, mountain biking, tennis and painting*) and then ask students what they think the unit will be about (*hobbies and free-time activities*).

1 Divide the class into pairs or groups to complete the task. Have students share their ideas with the class, giving reasons why they like or would like to do their chosen hobbies.

2 Explain to students that they need to scan the text quickly to see which teenagers give advice about how to choose a hobby. Have them work in pairs to check answers before checking answers as a class.

Answers

Jake and Amaya

3 1.01 **Note: The reading text is also available on the audio CD. You may want to have students listen as they read the text.** Have students complete the task individually. Ask them to rewrite any false sentences so that they are true. Then have volunteers share their answers with the class.

Answers

1 F (Kareem says he doesn't spend all of his free time playing online.) 2 T 3 F (Jake thinks that people don't usually find the perfect hobby immediately.) 4 T 5 T 6 F (Amaya's photography club meets every Thursday evening.)

4 Go through the first definition as a class and elicit the correct answer. Then ask students to complete the exercise individually.

Answers

1 camera 2 simple 3 blog 4 perfect 5 different 6 hobby 7 member 8 discuss

EXAM SKILL

Scanning

Ask students to read the tips.

- Point out that learning to identify synonyms can help students in all aspects of exams, not just in Reading tasks.
- Explain to students that it is very important to read the task carefully, look at all the material given and then reread the task to make sure that they understand it clearly.
- Point out that underlining important words and phrases is particularly useful when they have to match or find specific information (e.g. Exercise 6 question 3 take part in a group = became a member of a photography club).

5 Explain to students that they need to scan the text and make a note of the hobbies. Have them work in pairs to check answers before checking answers as a class.

Answers

playing video games, blogging, skateboarding, taking photos / photography

OPTIMISE YOUR EXAM

3-option multiple matching

Ask students to read the tips.

- Students need to read seven questions and then three short texts that are about the same topic (e.g. hobbies). They have to match each question to one of the texts.
- Students should read each question carefully to find out what information they need to look for in the three texts.

Exam task

6 Ask students to complete the exercise and then ask them to justify their answers before showing the answer key to the class. Discuss if there are any discrepancies between their answers and the key.

Answers

1 B 2 A 3 C 4 A 5 A 6 B 7 C

Optional extension

Ask students to think about their hobby and why they like it. Then ask them to draft a short article about their hobby saying how often they do it, who they do it with and why they like doing this hobby. Then ask students to swap their articles and peer correct, checking for any spelling or grammar errors before completing the final draft.

In pairs or groups, students discuss the different activities. Invite them to share their ideas with the class.



Homework

Assign students Reading exercises 1, 2, 3, 4 and 5 on pages 4–5 of their Workbook.



GRAMMAR 1

Present simple, adverbs of frequency, imperatives

→ Student's Book, page 6



Lesson aims

- Focus on the present simple, adverbs of frequency and imperatives
- Describe habits/regular actions and things that are usually/always true
- Express how often something happens
- Give instructions and orders

Lead-in

Write these notices on the board:

Only speak in English.

No mobile phones in class.

Put your hand up if you want to ask a question.

Ask students where they can see notices like these (*in a classroom*). Have students work in pairs to think of more notices they expect to see in a classroom. Then ask students to share the items they chose with the class.

Grammar in context

Ask students where the sentences come from (*the article on page 5*). Elicit what tense the two sentences are in by asking *Are the sentences about the present or the past? (present)*. Have students complete the exercise and refer them to the *Remember* box if they aren't sure.

Remind students that they can find more information in the Grammar reference, Unit 1, page 144.



Answers

a) 1 b) 2; often

Language note

The present simple is used to talk about habits and routines (*He has his lunch at school.*) and things that are usually or always true (*Her name is Julie.*). Explain the general rule that adverbs of frequency go in the middle position within a sentence (*The park is always open.*) and time expressions go at the end of a sentence (*I ride my bike to school every day.*).

- 1 Go through the first sentence with the class and then have students complete the exercise individually. Check answers with the class.



Answers

2 goes 3 have 4 plays 5 play 6 go

2

- 2 Ask students to complete the exercise. Check answers with the class.



Answers

a do b do c does d have e gets f play

3

- 3 Ask students to match the questions and answers and then ask and answer the questions in pairs. Check answers with the class.



Answers

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

Optional extension

Write these questions on the board: **1** *Who is your best friend?* **2** *What do you like to do in the evenings?* **3** *What time does school start and finish?* **4** *How often do you walk to school?* **5** *What do you do at weekends?* In pairs, students ask and answer the questions. Walk round, monitoring students for good use of the present simple.

4

- 4 Elicit the rules for the position of adverbs of frequency within a sentence, encouraging students to refer to the *Remember* box if they are unsure. Then ask students to complete the exercise. Check answers in open class.



Answers

- 1 It's often very cold in the winter.
- 2 I usually watch TV with my sister.
- 3 He always goes to bed at 9 o'clock.
- 4 I never drink cola for breakfast.

Grammar in context

Explain to students that imperative forms are the bare infinitive of the verb and don't change in the third person. Tell students to refer to the information in the *Remember* box and then encourage them to give you more examples of giving instructions and orders.

Remind students that they can find more information in the Grammar reference, Unit 1, page 144.

Language note

- Use the infinitive without *to* for imperatives (*Take off your shoes.*). There is usually no subject.
- Make negatives by placing *don't* in front (*Don't talk in the library.*).

5

- 5 Ask students to complete the exercise. Check their answers in open class.



Answers

1 Remember 2 Don't 3 Please open

Mixed ability

Ask less confident students to think of three everyday situations and write an imperative sentence for each situation, e.g. *on a bus – Please give your seat to an older person.* Ask more confident students to write sentences to describe three situations in which people might need to use an imperative sentence, e.g. *Your mum works in a museum and someone is taking photos with flash.* Then, pair less confident students with more confident students. The less confident students read their imperative sentences and their partner has to guess the context. The more confident students read their sentences and their partner has to decide what to say.

- 6** Have students look at the title of the text and elicit what it refers to (*they go cycling and make films at the same time*). Then ask students to complete the exercise. Have students compare their answers in pairs before you check with the class.

Answers

1 lives 2 ride 3 put 4 Be 5 has 6 hits 7 watch 8 love

Cultural note

Videoring your surroundings and/or yourself while doing adventure sports is extremely popular these days. People use selfie sticks to see their reactions doing things or to get images of themselves and their friends in beautiful places. However, at times people prefer to film themselves hands-free, and in those cases they use small cameras which can be fitted to a helmet to capture the action when the person is doing an activity like climbing, surfing, cycling or running.

Homework

Assign students Grammar 1 exercises 1, 2 and 3 on page 6 of their Workbook.

VOCABULARY

Topic vocabulary | Nouns/verbs | Phrasal verbs

→ Student's Book, page 7

Lesson aims

Understand the correct usage of:

- words connected with hobbies
- nouns and verbs from the same word family
- phrasal verbs

Lead-in

Draw a picture on the board to illustrate a hobby, e.g. a picture of a stick person with a camera and elicit the phrase (*taking photos*). Ask students to think of hobbies they know in English, then take turns to come up to the board and draw these for the other students to guess. For students who are not good at drawing, give them the option of miming doing the hobby instead.

Words connected with hobbies

- 1** 1.02 Ask students what activities they recognise. Then play the audio for students to check their answers.

Answers/Audioscript

1 rock climbing 2 cycling 3 skateboarding 4 horse-riding
5 swimming 6 reading 7 playing computer games 8 painting

- 2** 1.03 Ask students to complete the exercise. Play the audio for students to listen and check their answers.

Answers/Audioscript

1 You can take one of these with a camera. *photograph*
2 People who like swimming in the sea often go here. *beach*
3 A thin paper book with photographs, articles, stories, etc. *magazine*
4 When you buy and keep books or magazines, for example, you do this. *collect*
5 A meal when you cook and eat food outdoors. *barbecue*
6 You stay in this when you go camping. *tent*

Refer students to the Vocabulary reference, page 157, for more information on topic vocabulary.

Nouns/verbs

- 3** 1.04 Complete the first two items as an example. Then ask students to complete the exercise. Play the audio for students to listen and check their answers. Check the spelling of all the missing words by writing them on the board.

Answers/Audioscript

object: painting, **person:** *painter*, **verb:** to paint
object: photograph, **person:** *photographer*, **verb:** to photograph / take photographs
object: music, **person:** *musician*, **verb:** to make / play music
object: guitar, **person:** *guitarist*, **verb:** to play the guitar
object: *video game*, **person:** *video gamer*, **verb:** to play video games

- 4** Ask students to complete the exercise individually. Check their answers in open class.

Answers

1 painting / to paint 2 music 3 plays (the guitar) 4 photographer
5 musician 6 (video) gamer

Extra support

Before students start Exercise 4, ask them to look at sentences 1–6 in pairs and decide if the words they need are objects, people or verbs. Check answers in open class before continuing.

Answers

1 object/verb 2 object 3 verb 4 people 5 people 6 people

SAY IT RIGHT

Word stress

For the *Say it right* pronunciation activity and instructions, go to the Teacher's Resource Centre.

Refer students to the Vocabulary reference, page 157, for more information on word formation.

Phrasal verbs

- 5**  1.05 Present the idea of the phrasal verb *come in* by leaving the classroom and coming in again. Elicit the meaning from the class (*to enter*). Then have students complete the exercise individually and check their answers in pairs. Play the audio for students to listen and check their answers.

Answers/Audioscript

- 1 (e) come in: to enter
- 2 (g) come round: to visit
- 3 (a) get back: to return after going somewhere
- 4 (d) get off: to leave a bus or train
- 5 (f) look after: to take care of someone or something
- 6 (c) turn off: to stop a machine
- 7 (b) turn on: to start a machine

Language note

These phrasal verbs belong to three different categories.

Come in, *come round* and *get back* are intransitive phrasal verbs (with no object). *Get off (the bus)* and *look after (this book)* are both non-separable phrasal verbs, and the object, whether it is a noun or pronoun, will always come after the particle.

Turn off/on could be problematic as the object can go between the verb and the particle (*turn the radio off*) or after the particle (*turn off the radio*) when it is a noun but has to go between the verb and the particle when it is a pronoun (*turn it off*).

- 6** Ask students to complete the exercise individually. Have students compare their answers in pairs before you check them in open class.

Answers

- 1 off 2 in 3 on 4 off 5 round 6 after 7 back

Refer students to the Vocabulary reference, page 157, for more information on phrasal verbs.

Homework

Assign students Vocabulary exercises 1, 2 and 3 on page 7 of their Workbook.

LISTENING

3-option multiple choice (pictures)

→ Student's Book, page 8

Lesson aims

- Listen to identify factual information
- Practise answering a picture multiple-choice exam task

Lead-in

Write these numbers, dates and times on the board:

£25 4:30 pm \$15 Monday 7th 75 31st August €99 1:15 am

Divide the class into pairs or small groups to discuss how to say them. Have a feedback session with the whole class and point out any options students didn't think of. For example, *half past four* or *four thirty*.

- 1** Have students continue working with their partner or group to complete the exercise. Elicit answers from different students around the class. Ask them to give reasons for their answers and encourage the rest of the class to comment.

Answers

- 1 1 all games 2 all are something to read 3 all are times
4 all are food 5 all are days of the week
- 2 1 the games are different 2 the magazines and book are not the same 3 different times 4 different meals 5 different days of the week

EXAM SKILL

Identifying differences

Ask students to read the tips.

- Explain to students that it is important to answer questions (who, where, when, etc.) when making notes in order to create a good description of what they see.
- Tell students that picture multiple-choice exercises with short conversations can test a lot of different areas in a single exercise. In this particular exam task, students are being tested on prepositions of place, types of reading material, times, foods and days of the week. Remind them that, as each question is independent, they shouldn't panic if they don't understand some parts of the audio very well – they might have problems with the prepositions of place but understand the information about days of the week in the first audio, for example.
- Encourage students to brainstorm all the prepositions they can think of so that they are aware of all the possibilities before they listen.

- 2** Have students look at the pictures and elicit the differences. Then have them complete the exercise. Check answers with the class.

Answers

- 1 C 2 B 3 A

- 3**  1.06 Before students listen, have them predict possible words and phrases to complete the conversation. Then play the audio for students to check their predictions. Elicit which students' predictions were correct and incorrect. Ask the students to share their predictions with the class.

Answers

- 1 near 2 in the middle 3 under

OPTIMISE YOUR EXAM

3-option multiple choice (pictures)

Ask students to read the tips.

- Remind students that, as well as underlining important words in the question, they should also look carefully at the pictures and try to predict words/phrases they expect to hear in the audio.
- Explain to students that it is common to hear words that sound the same but have a different meaning. Therefore, it is important to listen specifically for words/phrases which mean the same as the words they predicted or underlined.

Extra support

Before students complete the exam task, split the class into five groups. Assign each group one of the questions in Exercise 4 and ask them to prepare a set of notes to match the pictures, using the notes in Exercise 2 as a model. Regroup students into new groups and have them share their notes and check if the others in their new groups can match them to the correct pictures.

Exam task

4  1.07 Have students put their notes away before listening. Then play the track for students to complete the exercise.

5  1.07 Tell students to read through the questions one more time before you play the track again. Tell them to listen to any questions they were not sure about. After the second listening, elicit answers from students around the class.

 Answers

1 A 2 C 3 B 4 C 5 A

Optional extension  1.07

Play the track again and ask students to call out *Stop!* when they hear the phrases that confirm the answers in Exercise 4. Repeat the specific phrases as a dictation for students to write them down and see exactly how the phrases in the recording relate to the questions.

 Answers

1 The adventure game, please. 2 ... my book! It's great. 3 It always begins at 9.30. 4 What about fish and chips? ... OK. 5 I have art on Wednesday, yes.

 Homework

Assign students Listening exercises 1 and 2 on page 8 of their Workbook.

OWB

GRAMMAR 2

Possessive 's, prepositions of time and place

→ Student's Book, page 9



Lesson aims

- Distinguish possessive 's from the verb *to be*
- Identify the use of prepositions of time and place
- Practise using possessive 's and prepositions of time and place

Lead-in

Ask each student in the class to give you an item from their desk, bag or pocket, e.g. a pen or a notebook. Take each item, show it clearly to the class and say whose it is, e.g. *This is John's pen.* Place the items on your desk. Then test students' knowledge by holding up an item and asking *Whose is this?* Elicit a sentence, e.g. *That is John's pen.* before returning each item to its owner. Write the sentence on the board, without a contraction for *to be*, and circle the 's in the sentence. Tell students that the apostrophe plus s shows possession.

Grammar in context

Confusion with the use of s and 's at the end of words is common, even amongst native speakers (e.g. *it's* and *its*), so it is natural English language students will have problems too. Clarify that the possessive 's takes the place of the structure *the ... of ...* which is used in other languages. Write *the tent of your cousin* on the board and elicit from students how this phrase changes to include the possessive 's (*your cousin's tent*).

Also clarify that 's is also used as a contraction to indicate missing letters for the third person singular forms of the verbs *to be* and *to have* (*got*), e.g. *He's my brother.* = *He is my brother.* *She has got a car.* = *She's got a car.*

Remind students that they can find more information in the Grammar reference, Unit 1, page 145.

 Answer

statement b

- 1** Go through the first sentence with the class before asking students to complete the exercise. Have students compare their answers in pairs before you check answers with the whole class.

 Answers

1 Anna's book 2 boys' bags 3 my parents' 4 children's desks

- 2** Ask students if the apostrophe in the first sentence represents a contraction or possession (*possession*). Have students complete the exercise in pairs. Then elicit answers with the class.

 Answers

1 P 2 B 3 P 4 B

Optional extension

Revise family vocabulary by drawing a simple family tree on the board using stick figures and writing names under each person. Use the family tree to elicit different sentences about the family, e.g. *Francisco is Alicia's brother*. Check that students use the possessive 's correctly in the sentences.

Grammar in context

Ask students what the words in bold are (*prepositions*) and then have them complete the task. Refer them to the information in the *Remember* box if they aren't sure. Then check their answers.

Remind students that they can find more information in the Grammar reference, Unit 1, page 145.

Answers

a in, near, under **b** at, on

- 3** Ask students to complete the exercise. Have students check their answers with a partner before you check with the whole class.

Answers

1 last week **2** to, on **3** in **4** In **5** in, today **6** on

- 4** Ask students to complete the exercise. Have students compare answers in pairs before you check their answers in open class.

Answers

1 on **2** in **3** near **4** next **5** At **6** in front

Fast finishers

Have fast finishers extend the table in the *Remember* box with additional items to make the lists more complete, e.g. *at lunchtime, in winter, etc.* After you check the answers to Exercise 4, ask students to share the words/phrases they thought of.

Homework

Assign students Grammar 2 exercises 1 and 2 on page 7 of their Workbook.

Assign students the Flipped classroom tasks on page 10 of their Student's Book if you'd like them to prepare for the next lesson. To complete this task, students need to watch the *Talk2Me* video which can be found on the Resource Centre.

SPEAKING

Questions

→ Student's Book, page 10

Lesson aims

- Focus on talking about yourself
- Practise answering personal questions in an interview

The *Talk2Me* video in this unit focuses on free time, hobbies and activities. The people in the video talk about a dance competition. They discuss their timetables and when they can arrange to practise for the competition. Students answer some comprehension questions and then listen for key phrases in the video.

The video can be used in one of two ways:

Flipped classroom

Flipped classroom option

Using this approach, students watch the video and complete the exercises for homework. This prepares students for the speaking lesson by introducing them to the topic and the key phrases to use in the exam task. Teachers who use this method will find they have more class time to spend on activating the target language and developing fluency for the final task.

Talk2Me worksheet

Ask students to also complete the *Talk2Me* worksheet from the Resource Centre for more detailed comprehension exercises and more practice of the key phrases.

Classroom option

- 1** Ask students to spend a minute or two reading the questions. Play the *Talk2Me* video for students to complete the exercise. Play the video again, if necessary, before checking their answers.

- 2** Play the *Talk2Me* video again, so students underline the words and phrases in the *Phrase expert* box. Pause the video from time to time if necessary. Check answers in open class.

Talk2Me worksheet

Ask students to complete the *Talk2Me* worksheet on the Resource Centre for more detailed comprehension exercises and more practice of the key phrases.

Answers

The transcript and answer key for the *Talk2Me* video exercises and Worksheet can be found on the Teacher's Resource Centre.

Lead-in

Show students a photo of you and your family. Describe when and where it was taken, who the people are and a little about them. Use the text in Exercise 4, on Student's Book page 10 as a model and use possessive 's and prepositions where appropriate.

- 3**  1.08 Play the track for students to listen and repeat. Then write some letters at random on the board and elicit their names. In pairs, students ask and answer the three questions.

EXAM SKILL

Talking about yourself

Ask students to read the tips.

- Encourage students to practise talking about where they live, daily routines, personal interests, likes, dislikes, etc. Point out that in the first part of the exam, the examiner will ask each person two short-answer questions about these types of topics followed by one longer 'Tell me something about ...' question.
- Remind students that it is really important to be proactive rather than reactive as language learners. Students should find out the vocabulary they need to talk about things in 'their world' if this is not covered in class.
- Elicit ways students can practise in their free time and encourage them to be autonomous.

- 4**  1.09 Before you play the track, ask students what they are going to listen to. Remind them to identify factual information while they are listening. After students complete the exercise, ask them to compare their answers in pairs before you check with the whole class.

 Answers

Student A

Name: Victor

Hobbies: swimming, skateboarding

Evenings: gets home 6pm, homework, meal, bed 9pm

Last weekend: visited grandparents, saw animals, helped in garden

Student B

Name: Eleanor

Weekends: beach, swim, play volleyball

People: brothers, friends

Extra support

Give students the first word of each question to guide them in Exercise 5 (1 *What*, 2 *How*, 3 *Do*, 4 *What*, 5 *What*, 6 *Who*, 7 *Tell*).

- 5**  1.09 Ask students what questions the examiner asks before playing the track again. Have students write down the questions they remember. Then have them listen and check or complete their answers.

 Answers

1 What's your name? 2 How old are you? 3 Do you have any hobbies? 4 What do you usually do in the evenings? 5 What do you like doing at the weekends? 6 Who do you usually spend time with at weekends? 7 Tell me about what you did last weekend.

- 6** Ask students if they can remember the words or phrase the student used. If necessary, play the phrase again for students to check their ideas.

 Answer

Sorry, can you say that again, please?

OPTIMISE YOUR EXAM

Questions

Ask students to read the tips.

- Remind students that it is extremely important that they ask the examiner to repeat the question if they haven't understood. Explain that no marks will be deducted as long as a candidate uses an appropriate phrase to do this. Also explain that if candidates answer a different question to the one they are asked, the examiners will assume they don't understand the language being used and they will lose marks.
- Remind students that Speaking exams are principally designed to test their ability to communicate, and adding some extra information, even if they make a few mistakes, gives a very positive impression.

Exam task

- 7** Divide the class into pairs to complete the exercise. Walk round the class, monitoring students for good use of language and errors to go over at the end of the activity.

Write any errors on the board and go through them with students, eliciting corrections from them where possible. After the class feedback, students could then repeat this activity with another partner, to try to improve their performance.

Optional extension

Have students work in pairs or groups to brainstorm other personal questions they could be asked in Speaking exams, e.g. *How old are you? Where do you live? Do you like studying English? Why? / Why not?* Have pairs practise asking and answering these questions.

 Homework

Assign students Speaking exercises 1, 2 and 3 on pages 8–9 of their Workbook.



LANGUAGE IN USE

Open cloze

→ Student's Book, page 11



Lesson aims

- Focus on a part of speech (prepositions) that can be tested in an open-cloze exam task
- Practise an open-cloze exam task
- Discuss places for young people to do activities

Lead-in

Write this notice on the board:

The s_____ club

1 Come to the p____. Open all day, every day!

2 Be c_____! Always wear a h_____.

3 Don't forget your b_____!

Then have students work in pairs and decide what words complete the gaps. Invite volunteers to come to the board and complete the notice.

Answers

skateboarding 1 park 2 careful, helmet 3 board

- 1 Focus students' attention on the text and ask them where they would see a similar text. Then have them answer the questions in pairs.

Answers

1 Make new friends, try new activities, climb trees, ride your bike, build dens, join an art class, learn nature photography, cook wild food, go to barbecues and mini music festivals, go camping
2 No, only children aged 11 and over. 3 It's free but special classes cost £10. 4 Students' own answers

EXAM SKILL

Using prepositions

Ask students to read the tips.

- Remind students that before doing open-cloze exam tasks, it is important to skim the text to find out the topic and general meaning.
- Students should only write one word for each gap and should check their spelling is correct.

- 2 Ask students to complete the exercise. Have students check answers in pairs before checking as a class.

Answers

Time: on
Place: at, between
Before noun/pronoun: for
Phrasal verb: fill in

- 3 Ask students to complete the exercise. Students compare in pairs before you check in open class.

Answers

1 with 2 at 3 of 4 up 5 out 6 on

OPTIMISE YOUR EXAM

Open cloze

Ask students to read the tips.

- Tell students that in an actual exam task, there would only be a few gaps which might test prepositions or phrasal verbs as this task tests a range of grammatical forms (e.g. verb forms, determiners, pronouns, prepositions, etc.).
- Highlight to students that the same word would never be tested in more than one gap, so all six answers must be different words for their answers.

Exam task

- 4 Ask students to complete the exercise. Check their answers.

Answers

1 on 2 with 3 go 4 but 5 to 6 Do

Fast finishers

Have students identify which part of speech they use in their answers to Exercise 4.

Answers

1 preposition 2 preposition 3 verb/fixed phrase 4 conjunction
5 preposition/fixed phrase 6 auxiliary verb

THINK | RESEARCH | CULTURE | LEARN | ME

Divide the class into groups to discuss the question. Open out the discussion to a class debate if there is time.

Homework

Assign students Language in Use exercises 1 and 2 on page 9 of their Workbook.

WRITING

Guided writing (an email)

→ Student's Book, pages 12–13



Lesson aims

- Focus on identifying and noting down key information
- Plan which information to include in an email
- Write an email exam task

Lead-in

Have students practise giving each other personal information to register for an after-school club. Give them these prompts and elicit the questions they will need:

Activity booking form: *name? surname? spell? age? from? activity?*

Answers

What's your name? What's your surname? How do you spell that? How old are you? Where do you come from? What activity/activities do you like?

Have students ask and answer the questions in pairs. Explain that they can use their imagination.

- 1** Have students work in different pairs or groups to ask and answer the questions. Elicit answers from different students around the class.

 **Answers**

Students' own answers

Mixed ability

Pair stronger students with less confident students for exercises 2–5. This will allow stronger students to help less confident students as necessary and ensures stronger students do not race ahead.

- 2** Ask students to read the email to identify how many pieces of information are given in the email. Check their answers.

 **Answers**

Three: meet at the sports club, meet on Saturday, play basketball

- 3** Ask students to complete the exercise and then get them to compare their answers in pairs before going over the answer key with the whole class.

 **Answers**

Students should tick:
1, 2, 3, 4

EXAM SKILL

Understanding the task

Ask students to read the tips.

- Tell students that for exams it is important to be able to identify key information quickly and to respond to all three prompts in the email.
- Remind students that they should look for words that mean the same wherever possible. They practised this technique in the Reading lesson on pages 4–5.

- 4** Ask students to complete the exercise and then check their answers.

 **Answers**

1 no (he doesn't say what date he wants to meet) 2 three 3 yes

- 5** Ask students to complete the exercise and then have pairs check their answers before going over the answers as a whole group.

 **Answers**

1 near the school. 2 at 3 o'clock. 3 because it's so much fun!

Fast finishers

Ask students to write down alternative ways to complete the sentences in questions 1–3. Get them to compare their answers in pairs to see if they have the same, similar or completely different endings to the sentences.

OPTIMISE YOUR EXAM

Guided writing (an email)

Ask students to read the tips.

- Tell students that they need to follow typical email conventions, such as how they start and end their email depending on who they are writing to (e.g. *Hi/ Dear ..., Bye for now/Best wishes*, etc.).
- Students need to consider what kind of information is needed for the three prompts.
- Encourage students to write a rough draft before writing the final answer on their answer sheet and to check their spelling.

Exam task

- 6** Ask students to complete the exercise in pairs or groups. Check their answers.

 **Answers**

1 35 words 2 Jo uses 'Hi Pat' to start her email and 'See you soon' to end it. 3 Yes; Jo gives information on all three bullet points, in the correct order, and writes at least 25 words. Jo also gives a reason for why he/she wants to try the art class (it sounds interesting).

- 7 Plan** Have students work in pairs or small groups to complete the exercise. Encourage students to share what they ticked on the list and give reasons for their answers.

- 8 Write** Have students complete their email individually. Remind them that spelling and correct use of capital letters are both important in writing exams.

- 9 Check** Have students complete the checklist. Explain that they should plan to leave a few minutes at the end of the exam for this. Tell them that they will be provided with a specific checklist in each writing lesson in the book in order to improve different writing skills.

Optional extension

For a slightly longer writing task, refer students to the task in the Writing reference (SB page 163). It includes an annotated sample text and related writing task to challenge your students a little more.

 **Homework**



Assign students Writing exercises 1, 2, 3 and 4 on page 10 of their Workbook and Progress check 1 on page 11.