

2

That's entertainment!

UNIT AIMS

Exam preparation in Unit 2:

- skim a longer text
- listen for words that mean the same
- talk about free-time activities
- predict the answer
- use your own words in an email



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 choice
(long text)

Skimming
A magazine article

Workbook, pp 12–13, Exercises 1, 2, 3, 4, 5
Unit 2, Reading, Exercises 1, 2, 3, 4, 5

Grammar 1

Present simple and present continuous

Workbook, p 14, Exercises 1, 2
Unit 2, Grammar 1, Exercises 1, 2

Vocabulary

Words connected with *entertainment*
Words + prepositions
Collocations with nouns

Workbook, p 14, Exercises 1, 2, 3
Unit 2, Vocabulary, Exercises 1, 2, 3

Listening 
Matching

Listening for words that mean the same

Workbook, p 16, Exercises 1, 2, 3
Unit 2, Listening, Exercises 1, 2, 3

Grammar 2

Present continuous for future use

Workbook, p 15, Exercises 1, 2
Unit 2, Grammar 2, Exercises 1, 2

Speaking  
Questions

Talking about free-time activities

Workbook, pp 16–17, Exercises 1, 2
Unit 2, Speaking, Exercises 1, 2

Language in Use
3-option multiple-choice
cloze

Predicting the answer

Workbook, p 17, Exercises 1, 2, 3
Unit 2, Language in Use, Exercises 1, 2, 3

Writing
Guided writing (a note)

Using your own words

Workbook, p 18, Exercises 1, 2, 3, 4
Unit 2, Writing, Exercises 1, 2, 3, 4

Progress check

Check language progress for Units 1 and 2

Workbook, p 19, Progress check and
Cumulative progress
Progress check and Cumulative progress

Additional material

PRESENTATION KIT 

TEACHER'S / STUDENT'S RESOURCE CENTRE 

TEST GENERATOR 

Talk2Me video *It starts at ...*

Unit 2 worksheets:
Optimise your grammar (Standard and Higher),
Optimise your vocabulary (Standard and Higher),
Talk2Me video, *Say it right*

Units 1–2 worksheets:
CLIL, Culture, Everyday English (TRC only),
Grammar communication (TRC only)

Unit Test 2 (Standard and Higher)

READING

3-option multiple choice (long text) |
A magazine article

→ Student's Book, pages 14–15



Lesson aims

- Focus on understanding important words
- Practise a 3-option multiple-choice exam task (long text)
- Discuss the most popular forms of entertainment

Lead-in

Ask students to look at the unit title ***That's entertainment!*** and elicit what they think the theme of the unit will be (*different types of entertainment*). Ask students for a couple of examples of forms of entertainment, e.g. the cinema, the theatre, etc.

Draw students' attention to the photos in the article / on page 15 and elicit what form of entertainment they think the magazine article is about (*the world of video gaming*).

- 1 Divide the class into pairs or groups to discuss the questions. Then have students share their ideas with the class. Encourage them to give reasons for their answers.

EXAM SKILL

Skimming

Ask students to read the tips.

- Tell students they are going to practise the technique of skimming to read a text quickly to find out where the text is from (e.g. a newspaper, a blog, a magazine, etc.), the topic, and understand the general gist of the article.
- Reinforce that they don't need to read and understand every word when they skim a text and not to get distracted when they read new words.

- 2 Ask students to complete the exercise individually. Check the answer as a class.

Answer

A

OPTIMISE YOUR EXAM

3-option multiple choice (long text)

Ask students to read the tips.

- Explain to students that they should: (1) read the text quickly for gist; (2) read the questions carefully and underline important information; (3) go back to the beginning of the text and read the relevant sections more carefully to check if they have chosen the correct answer.
- Emphasise that when students choose an answer, they should check the other two options and decide why they are wrong.

Exam task

- 3 1.10 **Note: The reading text is also available on the audio CD. You may want to have students listen and read the text before doing the exam task.**

Before students complete the exercise, go through the instructions as a class. Remind them to underline key words in the text as they read. After the students have finished the exercise, have them compare their answers in pairs before checking with the class. Encourage students to justify their answers with evidence from the text.

Answers

- 1 B (*Video gaming is ... not quite as popular as listening to music and watching TV*)
- 2 C (*Gfinity Arena ... , where hundreds of people go to play online games with other fans around the world*)
- 3 A (*He started playing [computer games] when he was 10.*)
- 4 C (*He designed and built fantastic digital worlds using Minecraft.*)
- 5 B (*Brandon still designs attractive [digital] worlds, but now people buy them and use them in adverts.*)
- 6 A (*Florian and ... friends ... are making ads for YouTube, gaming channels and films.*)

Mixed ability

Ask stronger students to cover Exercise 4 and look at the highlighted words in the text and to try to work out what they mean purely from the context. Have less confident students complete the task as it appears in the Student's Book. Then pair stronger students with weaker students and have them share their ideas. Give students this model to follow: *I think online means on the internet. Do you agree?*

- 4 Remind students to use the skills they have learnt to guess the meaning of vocabulary through context before completing the exercise. Have students check their answers with a partner.

Answers

1 alone 2 fan 3 attractive 4 ads 5 competitions 6 online

Cultural note

Brandon Relph lives with his family in Eastbourne, UK. Around the age of ten, he bought a copy of *Minecraft* and was inspired by the virtual worlds he was able to create. In 2014, he founded *goCreative*, which helps companies advertise their products through virtual worlds of *Minecraft*. He is now the CEO of his own rapidly-growing business. He has also been successful academically and hopes one day to study at either Oxford or Cambridge.

Minecraft is a hugely successful computer game in which players create worlds out of 3-D cubes. It has won numerous awards for innovation and was purchased by Microsoft in 2014 for £1.5 billion.

**Homework**

Assign students Reading exercises 1, 2, 3, 4 and 5 on pages 12–13 of their Workbook.

GRAMMAR 1**Present simple and present continuous**

→ Student's Book, page 16

**Lesson aims**

- Understand the correct usage of the present simple and present continuous
- Practise talking about habits, routines, facts, permanent situations and actions in progress
- Discuss favourite types of entertainment

Lead-in

Describe a picture from the Student's Book using the present simple and present continuous, e.g. page 53: *This is a picture of three children working together, probably in school or in a class somewhere else. They are working on some kind of electronic equipment and they are all wearing goggles to protect their eyes. They look very interested in their activity.* Tell students to listen without taking notes. When you have finished the description, say *Go!* and encourage the students to look through the book and find the picture you were describing.

Grammar in context

Ask students to look back at the text to find the sentences and discuss the questions in pairs. Remind students to refer to the information in the *Remember* box if they aren't sure. Check their answers in open class.

Remind students that they can find more information in the Grammar reference, Unit 2, page 145.

**Answers**

a 2 b 3 c 1

Language note

Make a list of words and phrases we commonly use with the two tenses for students, e.g. present simple – *always, sometimes, every day/month, once a day/week*; present continuous – *at the moment, now, right now, this week, today*.

1

Ask students to complete the exercise. Check their answers.

**Answers**

1 'm learning 2 goes 3 plays 4 're doing 5 usually spend 6 's wearing 7 never read 8 doesn't like

2

Before students complete the exercise, revise some short forms if necessary (*I'm, you're, he's, she's, we're, they're, isn't, aren't*). Remind students to use them where possible. Then have students complete the exercise in pairs and check answers with the class.

**Answers**

- 1 Dad reads an online newspaper every week.
- 2 I'm playing a video game at the moment. / At the moment, I'm playing a video game.
- 3 Mum isn't working this week.
- 4 Chris comes from Slovenia and speaks three languages.
- 5 I usually like his books, but I'm not enjoying this one.
- 6 I like fruit, but I don't eat it every day.

Fast finishers

Have fast finishers look at the article on page 15 again and find more examples of the present simple and the present continuous. Have them classify each sentence according to its function: *habit, routine, fact, actions in progress*, etc.

SAY IT RIGHT**Pronunciation of -ing**

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

3

Ask students to look at the photo and say what the people are doing (*They are watching a musical show.*) and where they are (*They are in a theatre.*) Ask students to complete the exercise. Then have students compare in pairs before checking their answers with the class.

**Answers**

- 1 loves 2 spends 3 plays 4 goes 5 's dancing 6 prefers 7 's enjoying 8 is doing 9 's smiling 10 isn't watching 11 's sleeping

THINK

RESEARCH

CULTURE

LEARN

ME

Ask students to talk about their favourite types of entertainment in pairs. Elicit interesting or unusual answers from students around the class.

**Homework**

Assign students Grammar 1 exercises 1 and 2 on page 14 of their Workbook.

VOCABULARY**Topic vocabulary | Word patterns | Collocations**

→ Student's Book, page 17

**Lesson aims**

Understand the correct usage of:

- words connected with entertainment
- verb + preposition word patterns
- noun + noun collocations

Lead-in

Play the game **Stop** with the class. Explain that you will start saying the alphabet and students have to say the word 'Stop'. Repeat the last letter and have students say a form of entertainment beginning with that letter. For example, *m* – *musicals*, *c* – *concerts*. Have the student who answers first say the alphabet next. Continue the same process so that other students can participate.

Words connected with entertainment

- 1**  1.11 Have students describe what they see in the pictures. Then have them complete the exercise individually. Play the audio for students to listen and check their answers. Then elicit which of the activities students like to do.

Answers/Audioscript

- 1** (C) see an exhibition of famous paintings – at an art gallery
2 (D) see a play – at a theatre **3** (A) learn about a period in history – at a museum **4** (F) listen to a famous classical singer – at an opera house
5 (E) download a game – at a gaming café **6** (B) see a well-known band – at a concert hall

- 2** Have students complete the exercise individually. Then they compare their answers in pairs before you check them in open class.

Answers

- 1** art gallery **2** concert hall **3** opera house **4** gaming café
5 museum **6** theatre

Fast finishers

Ask fast finishers to write alternative sentences for the words in Exercise 1. Then encourage volunteers to read their sentences out loud after you check the answers to Exercise 2.

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

Words + prepositions

- 3**  1.12 Ask students to complete the exercise. Play the audio for students to listen and check their answers.

Answers/Audioscript

- 1** On Friday nights I stay *in* and listen to music. Every Saturday evening I go *out* with my friends.
2 We like looking *at* the new fashions. Sometimes we try on different clothes.
3 I really like the theatre. I go to an after-school drama club. I want to act *in* a play.
4 I love street dancing. Most kids I know prefer to play video games, but they thought it was cool when I danced *with* my club in a competition. And we won!

Optional extension

Have students play **Preposition tennis** in groups of three. Tell two students to work together with their books closed (Students A and B) and tell the third student (Student C) to

act as the judge. Explain that Student A says a verb, e.g. *go*, and Student B has to say the corresponding preposition *out* and then a new verb, e.g. *stay*. Student A has to respond with the preposition *in* and so on. Student C monitors and checks they are using the correct prepositions and maintaining a regular rhythm. Monitor the groups in case Student C is unsure about the correct answer. If one student pauses for too long or repeats a verb, the other student wins a point. Have students change roles so they all take turns as judge.

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

Collocations with nouns

- 4**  1.13 Ask students to complete the exercise. Play the audio for students to listen and check their answers.

Answers/Audioscript

- 1** Chess is a well-known board *game*. I love playing it.
2 Did you see the newspaper *article*? There are some good photographs in it.
3 I'm watching a great TV *programme* about the history of rock music.
4 I'm getting a new MP3 *player* soon – I want one I can record films on, too.
5 I'm going to watch a film on the big new 3-D cinema *screen* in town.

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

Homework

Assign students Vocabulary exercises 1, 2 and 3 on page 14 of their Workbook.

OWB

LISTENING
Matching

→ Student's Book, page 18

SB

**Lesson aims**

- Listen for words with the same meaning
- Practise a matching exam task
- Discuss how the internet is changing entertainment

Lead-in

Ask students to brainstorm different types of TV programmes in pairs. Encourage them to give an example of a programme for each type, e.g. *reality show* – *Big Brother*, *cartoon* – *The Simpsons*. Then have students look at the photo on page 18 and see which types of TV programmes they can identify. Compare the programmes in the book with the ones students thought of.

- 1** Divide the class into pairs or groups to answer the questions. Elicit answers from different students around the class, encouraging them to give reasons for their answers.

EXAM SKILL

Listening for words that mean the same

Ask students to read the tips.

- Remind students of the work they did on finding words that mean the same in Unit 1 and tell them that they are going to continue to develop that technique here.
- Tell students that in Listening exams, they will always have time to read the questions before they hear the audio. Stress the importance of using this preparation time to read the questions carefully and think of vocabulary they would expect to hear in the recording.

- 2 After students complete the exercise, have volunteers come to the front of the class and write their ideas on the board. Go through students' answers and explain that more than one answer is possible.
- 3 Have students complete the exercise individually and then compare their answers with a partner.

Answers

1 c 2 a 3 b

- 4 Have students continue working in pairs to complete the exercise. Check answers with the class.

Answers

1 not very interesting = a bit boring, hard = difficult 2 nice = pleasant, a bit slow = not very fast 3 not excellent = terrible, unusual = strange

- 5 Ask students to complete the exercise by taking notes. Encourage them to compare their ideas with a partner before checking ideas with the class.

Suggested answers

A clever – intelligent B excellent – great C exciting – fantastic
D funny – crazy E terrible – awful F noisy – loud G unhappy – sad
H interesting – original

OPTIMISE YOUR EXAM

Matching

Ask students to read the tips.

- Remind students that it is unlikely they will hear the exact words (A–H) given in the exam task and that if they do, they should be suspicious as the word may have been included to distract them. Stress the importance of understanding the speaker's general opinion or feeling about each item and that they should use words that mean the same to help them do this.
- After listening the first time, students should have an idea of which opinions/feelings match which TV watching habits. The second time they listen they should focus very carefully on the specific words or phrases that confirm their ideas.

Mixed ability

Ask stronger students to turn their backs to the board and complete the exercise. Write *awful, crazy, fantastic, great, intelligent, loud, sad, original* on the board for weaker students to match to the opinions/feelings. When both groups have finished, wipe the board and pair stronger students with weaker students. Ask the stronger students to guess the words their partner has. Have pairs report their answers back to the class.

Exam task

- 6  1.14 Before playing the audio, tell students that they are going to listen to a conversation between a boy and his cousin. Play the audio for students to complete the exercise. Don't check answers at this stage as students will check their answers in Exercise 7.

Extra support

If students are struggling, guide them to the words/phrases that mean the same. Write these extracts on the board and tell students to listen for them very carefully.

*They're exciting.
a good ... channel
They're really bad.
... that make me laugh
They make me feel sad.*

- 7  1.14 Play the track again for students to check if their answers are correct or change them for new ones. Elicit answers from students around the class.

Answers

1 D 2 C 3 G 4 B 5 E

THINK

RESEARCH | CULTURE | LEARN | ME

Ask students how often they use the internet for entertainment purposes. Then divide the class into pairs or groups to discuss the questions. Extend to a class discussion and ask students to justify their ideas where possible.

Homework

Assign students Listening exercises 1, 2 and 3 on page 16 of their Workbook.

OWB

GRAMMAR 2

Present continuous for future use

→ Student's Book, page 19



Lesson aims

- Understand how to use the present continuous to talk about the future
- Practise talking about future plans and arrangements

Lead-in

Tell students about your present and future actions using the present continuous, e.g. *I'm studying Spanish in my free time. Next weekend, a Spanish friend is coming to stay.* Some actions should be actions happening now or temporary/changing situations and some should use the present continuous for future plans/arrangements. Then elicit which actions refer to the present and which refer to the future.

Grammar in context

Ask students to read the sentences and complete the task individually. Remind students to refer to the information in the *Remember* box if they aren't sure. Check answers with the class. Elicit more examples of future time expressions, e.g. *next week, tomorrow night*, etc.

Remind students that they can find more information in the Grammar reference, Unit 2, page 146.



Answers

a 1 b 2

Language note

Explain that the present continuous is used for the future when we have made firm plans or arrangements, often involving other people, so we are very confident that they are going to happen.

Check the present continuous *yes/no* question form and short answer. Write *Is he visiting his grandparents on Saturday?* and ask students to identify the verbs. Then elicit the short answer: *Yes, he is. / No, he isn't.*

- 1 Go through the first set of questions with the class. Ask students to complete the exercise. Check their answers in open class.



Answers

2 Are, meeting, are you meeting 3 are you playing, are you playing 4 Are, cooking, are you cooking 5 Are, doing, are you doing 6 Are, studying, are you studying

- 2 Have students practise asking and answering the questions in pairs or groups. Walk round, monitoring students for good use of language and errors to go over at the end of the activity. Invite volunteers to practise the dialogues in front of the class.

- 3 Have students complete the exercise individually. Then have them compare their answers in pairs before checking answers with the class.



Answers

A 1 follow 2 'm/am learning 3 'm/am starting 4 have 5 're/are going 6 leaves

B 1 'm/am listening 2 'm/am making 3 are starting 4 're/are going 5 'm/am spending 6 'm/am getting

C 1 are playing 2 live 3 build 4 play 5 're/are meeting 6 are designing

Cultural note

Carcassonne is a medieval French town near Toulouse, famous for its city walls and fortifications. It was listed as a World Heritage Site in 1997. It is also famous for inspiring the successful board game.



Homework



Assign students Grammar 2 exercises 1 and 2 on page 15 of their Workbook.

Assign students the Flipped classroom tasks on page 20 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 20



Lesson aims

- Focus on talking about times
- Practise using useful phrases to give factual or personal information in an exam task

The *Talk2Me* video in this unit focuses on entertainment. The people in the video talk about entertainment. They discuss going to the cinema, the times of the films and which films they would like to see and why.

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 complete the *Talk2Me* worksheet on 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 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

Draw a horizontal line on the board and draw a stick figure of a girl at one end and a boy at the other. Give students a form of entertainment, e.g. *video gaming*, and ask students where on the line they would put it. Aim to challenge the stereotypes, so if students want to put it on the scale near the boy, ask them questions like *Do you know any girls who play video games?* or if you have a mixed class, ask the girls, *What do you think about that?* Aim to provoke discussion wherever possible. Continue with different activities, e.g. *dancing, going to the cinema, playing board games, etc.*

3

Focus students' attention on the poster and elicit what they can see. Then have students work in pairs or groups to discuss the questions. Elicit answers from different students around the class.



Answers

1 on Wednesday 2 It starts at 5 pm/5 o'clock
3 It lasts (for) 1.5 hours

EXAM SKILL

Talking about free-time activities

Ask students to read the tips.

- Remind students that they will have to speak about free-time and routine activities in the first part of the exam. Encourage students to think about the places they go to and the activities they enjoy doing and to practise speaking about them.
- Using appropriate phrases to talk about time and the correct prepositions to use with time phrases can improve a candidate's mark in an exam.
- Remind students that it is extremely important that they use appropriate phrases to answer the questions the examiner asks them or to ask the examiner to repeat something if they have not understood it correctly.

4

 1.15 Tell students that this exercise will help them to practise formulating questions to ask about an event. After they've finished the exercise, play the track for students to listen and check.



Answers/Audioscript

1 What time does the concert start? It starts at 8pm 2 What are the opening hours of the museum? The opening hours are 10am until 5pm. 3 How long does the film last? It lasts 90 minutes. 4 When is football training? It's on Saturdays from 9am until 11am. 5 What time does the concert finish? It finishes at 10pm.

OPTIMISE YOUR EXAM

Questions

Ask students to read the tip.

- Candidates are not usually given time to prepare what they are going to say in speaking exams, so learning useful phrases related to routine and free-time activities will help them to feel prepared for the first part of the exam and to get off to a good start.
- Give students some additional phrases in case they need to stall for time, e.g. *Just give me a moment, Well, ..., That's a good question*, and elicit more ideas from the class.

Exam task

Extra support

In pairs, ask students to write down a list of free-time activities they enjoy doing. Then ask pairs to swap their lists and think of questions to find out more information about their partner's hobbies. Elicit from the class some questions they might ask each other (e.g. *How often do you play football? Where ...? Who ...?*, etc.) Then get pairs to ask each other their questions.

5

Assign each student a letter, A or B, and put them into A/B pairs. Give them a moment to look at the questions they are going to ask each other. Remind students to use phrases to allow themselves more time to answer, if necessary, and to ask their partner to repeat any of the questions they don't understand. Walk around, 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.



Answers

Students' own answers



Homework

Assign students Speaking exercises 1 and 2 on pages 16–17 of their Workbook.



LANGUAGE IN USE

3-option multiple-choice cloze

→ Student's Book, page 21



Lesson aims

- Practise predicting answers for multiple-choice cloze texts
- Practise a 3-option multiple-choice cloze exam task
- Discuss things people talk about when they meet

Lead-in

Write *The news* on the board. Ask students to brainstorm all the different sections of the news they can think of, e.g. *local, national, international, culture, business* and all the places people can access the news from, e.g. *TV, podcasts, newspapers, Facebook, Twitter, internet, news apps*.

- 1** Before students read the text, have them predict what they think the text will be about (*how people access the news*). After students complete the exercise, encourage them to share their ideas with the class.

**Answers**

Students' own answers

EXAM SKILL**Predicting the answer**

Ask students to read the tips.

- Explain to students that they can read a text with missing words and still understand the general idea of the text.
- While students read through the text the first time, encourage them to read through the text and to think of their own ideas of what word might fit into each gap without looking at the options.
- When students read through the text and options the second time, see if they thought of any of the words that appear in the options. This prediction strategy may help them to identify the correct words for the gaps.

- 2** Ask students to complete the questions individually and then compare their answers with a partner before going over the answers in open class.

**Answers**

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

Fast finishers

Have stronger students work individually or pair up to identify which parts of speech appear in Exercise 3 questions 1–6.

**Answers**

1 nouns 2 nouns 3 verbs 4 verbs 5 verbs 6 adjectives

OPTIMISE YOUR EXAM**3-option multiple-choice cloze**

Ask students to read the tips.

- Ask students to predict which words might fit into the six gaps before looking at any of the options.
- After reading the text and options, ask students to choose their answers and decide why the other two options are wrong for each of the six questions.
- Once all the gaps are completed, they should read the whole text again to ensure it makes sense.

Exam task

- 3** Ask students to complete the exercise individually. Then have students compare their answers in pairs before eliciting answers from the class.

**Answers**

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

Extra support

Ask students to identify what is in common for each of the options. Then get them to identify what parts of speech are being tested in questions 1–6 and tell them that these are some of the parts of speech that are tested in this part of the exam.

**Answers**

The three options in each question are always the same part of speech.

1 nouns 2 nouns 3 verbs 4 verbs 5 verbs 6 adjectives

THINK

RESEARCH

CULTURE

LEARN

ME

In groups, students discuss the question.

**Homework**

Assign students Language in Use exercises 1, 2 and 3 on page 17 of their Workbook.

WRITING**Guided writing (a note)**

→ Student's Book, pages 22–23

SB

**Lesson aims**

- Focus on using your own words
- Plan and write a note

Lead-in

Play *Hangman* with some of the words from the unit. Invite students to come to the front of the class to lead the game, if appropriate. Students may still struggle with the alphabet at this level, so correct them and clarify how we say problem letters if necessary.

- 1** Encourage students to share note-writing habits in pairs or groups. Elicit answers from the class.

EXAM SKILL

Using your own words

Ask students to read the tips.

- Remind students that they have done a lot of work on words that have the same meaning in Units 1 and 2. Tell them that it is also important to think about this area when writing too, as it will mean they can avoid repeating exact words from the exam text. Repeating, or 'lifting', words/phrases from exam texts lowers candidates' marks.
- Tell students to use part of their planning time to brainstorm alternative words and phrases, which they can use in their answers to demonstrate how much English they know.

- 2** After students complete the exercise, elicit why this type of exercise may be important (*to find out what the sender wants*).

 **Answers**

What are you doing this afternoon? Can you come to the art gallery? Are you free then?

- 3** In pairs, students compare the two notes. Check their answers in open class.

 **Answers**

Note B is better because it answers all three questions and gives extra information.

Note A is too short (22 words) and the information is not very clear.

Optional extension

Point out that in English it is rude to reply to an invitation simply by saying 'No'. People usually expect a reason. Have students write an invitation individually, e.g. *I'm meeting a friend at the cinema on Friday night. Do you want to come with me?* Elicit some ways to refuse invitations, e.g. *I'm sorry, I can't ... because ... / I'd love to, but I'm ...* Then have students stand up and invite each other to do something or go somewhere. Everybody should refuse at least four invitations, giving a reason why, e.g. *Friday night? Oh, what a pity! I'm going to a party with my friend Claire.*

- 4** Elicit another way to say *really like* from students. Then have them complete the exercise with a partner. Check students' answers in open class.

 **Suggested answers**

really like = love

later today = later on

See you later = Meet you later

I'm busy = I'm not free

go to = visit

Have fun! = Enjoy yourself!

OPTIMISE YOUR EXAM

Guided writing (a note)

Ask students to read the tips.

- Tell students that planning is an essential part of successful task completion. Advise them to take the time to think carefully about the context, check exactly what information they need to include and brainstorm useful language to show how much English they know before they start writing.
- Inform students that they will be given enough time to plan and write their text when in an exam.

Exam task

- 5** Ask students to complete the exercise and remind them of the importance of answering the questions. Check answers in open class.

 **Answers**

1 What are you doing tonight? Do you want to see a new comedy at the cinema at 6:30? Do you want to come?

2 see a new comedy / go to the cinema

3 go for a pizza

- 6** Ask students to decide which plan they will follow when writing the note to Kris.

- 7 Plan** Ask students to complete the writing plan. You may want to look at students' plans to check them and give advice and suggestions for improvement before they take the next step.

- 8 Write** After students write their note, remind them to proofread their work. If there is not enough time, set this and the subsequent checklist exercise for homework.

- 9 Check** Students complete the checklist before handing in their note.

 **Homework**


Assign students Writing exercises 1, 2, 3 and 4 on page 18 of their Workbook and Progress check 2 on page 19.

**Answers** PROGRESS CHECK Units 1-2**Exercise 1**

1 tent 2 painting 3 article 4 swimming 5 out 6 musician
7 game 8 art gallery 9 gamer 10 café

Exercise 2

1 plays 2 'm/am looking 3 starts 4 're/are practising
5 's/is watching 6 're/are doing 7 live 8 tries

Exercise 3

1 A 2 B 3 C 4 C 5 A 6 C 7 B 8 A

Exercise 4

1 get 2 come 3 go 4 look 5 turn 6 stay

Exercise 5

1 in 2 have 3 them 4 We 5 to 6 go 7 the 8 don't 9 'm/am 10 It

Exercise 6

1 camping 2 competition 3 camera 4 guitarist 5 attractive
6 member 7 advert 8 popular