

# 1

# This is me

## UNIT AIMS

Exam preparation in Unit 1:






- skim a magazine interview for general meaning
- listen to understand the situation in conversations
- talk about yourself
- identify phrasal verbs and use them in a multiple-choice cloze text
- use phrases to start and end 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 4-option multiple choice	Skimming A magazine interview	Workbook, pp 4–5, Exercises 1, 2, 3 Unit 1, Reading, Exercises 1, 2, 3
Grammar 1	Present simple, present continuous, stative verbs	Workbook, p 6, Exercises 1, 2 Unit 1, Grammar 1, Exercises 1, 2
Vocabulary	Words connected with <i>personality</i> Nouns with <i>-ity / -ness</i> Collocations with adjectives	Workbook, pp 6–7, Exercises 1, 2 Unit 1, Vocabulary, Exercises 1, 2
Listening  3-option multiple choice (pictures)	Understanding the situation	Workbook, p 8, Exercises 1, 2, 3 Unit 1, Listening, Exercises 1, 2, 3
Grammar 2	Quantifiers	Workbook, p 7, Exercises 1, 2, 3 Unit 1, Grammar 2, Exercises 1, 2, 3
Speaking   Questions	Talking about yourself	Workbook, pp 8–9, Exercises 1, 2, 3 Unit 1, Speaking, Exercises 1, 2, 3
Language in Use 4-option multiple-choice cloze	Phrasal verbs	Workbook, p 9, Exercises 1, 2, 3, 4 Unit 1, Language in Use, Exercises 1, 2, 3, 4
Writing An email	Starting and ending an email	Workbook, p 10, Exercises 1, 2, 3, 4, 5 Unit 1, Writing, Exercises 1, 2, 3, 4, 5
		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 
Talk2Me video <i>Well, she's ...</i>	<p><b>Unit 1 worksheets:</b> <i>Optimise your grammar</i> (Standard and Higher), <i>Optimise your vocabulary</i> (Standard and Higher), <i>Talk2Me video, Say it right</i></p> <p><b>Units 1–2 worksheets:</b> CLIL, Culture, Everyday English (TRC only), Grammar communication (TRC only)</p>	Unit Test 1 (Standard and Higher)

## READING

### 4-option multiple choice | A magazine interview

→ Student's Book, pages 4–5



## Lesson aims

- Improve skimming skills
- Practise a 4-option multiple-choice exam task

### Lead-in

Elicit the meaning of the unit title **This is me** and ask students in open class what they think the lesson is going to be about (*personal identity*). Then ask them why they think the teenagers in the photo are touching hands (*to signify their friendship*).

- 1 In pairs or as a group, students complete the exercise. Check students know the meaning of *freckles* /'frek(ə)lz/ (small brown spots on your skin). Elicit answers from around the class.

### Suggested answers

**Hair and facial hair:** beard, blond(e), light-haired, curly/long/short/straight/wavy hair

**Face and complexion:** brown/green eyes, glasses, light/dark-skinned, smiley

**Height and build:** athletic, slim, plump, fat, overweight, thin

**Appearance and personality:** trendy, bright, cheeky, funny, generous, hardworking, honest, kind, likeable, lively, popular, quiet, shy, smart, sociable, trustworthy, untidy

### Language note

#### Adjectives

Remind students that the basic position for adjectives is before the noun and that they are never plural.

Many adjectives describe qualities that can exist in different degrees, such as size, height and weight. These adjectives are often called gradable adjectives because they can be used in comparative and superlative forms or with grading adjectives, such as *very*, *a little*, *a bit*, to show that a person or a thing has more or less of a particular quality.

## EXAM SKILL

### Skimming

Ask students to read the tips.

- Remind students that in reading exams, they will need to use different types of reading techniques. Explain that skimming is a technique we use when we read a magazine article to check whether it is something we want to read. When we skim a text, we read faster than when we read each word; we do not read everything, so this increases our reading speed.
- Point out key skimming techniques: reading the title and the introduction and each paragraph very quickly to get an overall understanding before they read the comprehension questions. Remind students to look at any illustrations or photos to give them clues about the text.
- Students will practise this technique in Exercise 3.

- 2 Ask students to complete the exercise. They could then tell their partner the words and phrases, and say why they chose them.

### Answers

Students' own answers

- 3 Focus students' attention on the photos and title, and elicit what they think the article is going to be about. Ask them to complete the exercise. Time this activity (three minutes) and give updates, e.g. *One minute to go ... Only 30 seconds left*, to encourage them to read quickly. Check answers in open class and elicit what techniques students used to help them quickly find the answers.

### Answers

1 F 2 T 3 T 4 T 5 F 6 F

## OPTIMISE YOUR EXAM

### 4-option multiple choice

Ask students to read the tips.

- Remind students that sometimes a text may overtly state the writer's purpose, but often they will have to choose an option (A, B, C or D) based on their informed impression. Question 4 in this lesson will allow them to practise this technique. In Cambridge exams\* at least two of the questions will test the writer's attitude, opinions and feelings. (\*meaning Preliminary Reading as this doesn't apply to Key)
- Point out that the questions always follow the order of the text.
- Remind them that they should try not to leave any questions unanswered.

## Exam task

- 4 1.01 **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.**

Ask students to complete the exercise. Have them compare in pairs before you check answers in open class. Elicit evidence for the answers.

### Answers

- 1 D (*I listen to the description of the criminal and turn the description into a picture ... No, I also draw historical figures.*)
- 2 A (*When a witness says that a person wears glasses, for example, we can bring up on screen different styles of glasses ...*)
- 3 C (*We often work with people who are upset, so we help them remember clearly and give us enough detail.*)
- 4 D (*It's really useful, and there are some great computer programs we can use ... Faces obviously change as we get older.*)

### Fast finishers

Ask students to note down if they think being a forensic artist is an interesting job and give reasons why or why not. When all the students have finished the activity, discuss in open class.

### Cultural note

Forensic artists can create a facial approximation in a number of ways which include 2D (drawing), 3D (sculpture) and computerised technology. They need to maintain accurate case records and they may need to testify in court. There are very few full-time forensic artist jobs.

- 5 Ask students to complete the exercise individually. Check their answers.



#### Answers

1 bring, up 2 witness 3 successful 4 expert 5 turn, into  
6 get older 7 fascinating 8 upset

### Fast finishers

Students who complete the task early can think of antonyms and synonyms for the words and expressions in Exercise 5.

#### THINK

RESEARCH | CULTURE | LEARN | ME

Students complete the task in class or for homework. In pairs or groups, they could read out their descriptions for others to comment on and ask follow-up questions.

### Extra support

Elicit words and expressions for describing how people's appearance can change over the years, e.g. *bald, lines, dyed hair*. Write them on the board for students to refer to in this activity.

### Optional extension 1.01

Play the recorded reading text and ask students to underline all the adjectives. Elicit their answers.



#### Answers

forensic, simple, successful, historical, ancient, fascinating, useful, great, different, good, upset, curly, wavy, better, older, interesting, shy, lively, sociable



#### Homework

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



## GRAMMAR 1

Present simple, present continuous, stative verbs

→ Student's Book, page 6



### Lesson aims

- Review and practise the correct usage of the present simple and continuous
- Learn the difference between stative and action verbs

### Lead-in

Write these four categories on the board and ask students to add as many verbs as they can to each category: *Verbs of feeling (emotion), Verbs of thinking, Verbs of the senses, Verbs of possession*. Give a three-minute time limit.

In a less confident class, write these verbs on the board for students to categorise and elicit an example for each category: *prefer, like, mind, sounds, know, own, mean, hear, think, looks, see, love, hate, have, understand*.



#### Suggested answers

Verbs of feeling (emotion), e.g. *love, like, hate, mind*

Verbs of thinking, e.g. *know, think, understand, prefer, mean*

Verbs of the senses, e.g. *sounds, looks, see, hear*

Verbs of possession, e.g. *have, own*

## Grammar in context

Ask students to complete the task. Refer them to the information in the *Remember* box if they aren't sure. Check answers in open class.

Remind students that they can find more information in the Grammar reference, Unit 1, page 148. This should be the first source they refer to when they have any questions or doubts.



#### Answers

1 d 2 a 3 e 4 c 5 b

### Language note

The emphatic form is not a tense but is logically included in this section. It uses *do/does* or *did* with the base form of the verb. It is used to give greater emphasis to the idea expressed by the verb and is often used in conversation, for example, when one speaker is contradicting another: *'I don't think he works very hard.'* *'Well, I think he **does** work hard.'*

Emphatic forms are used only in the present and past tense. In spoken English, the auxiliary is usually pronounced with heavier stress than usual.

Remind students that we usually make questions in the present simple by adding the auxiliary *do* or *does* (exceptions are the verb *to be* and modal verbs, such as *can*). In short answers we repeat the auxiliary, e.g. *Does she draw? Yes, she **does** / No, she **doesn't***. Remind students of intonation patterns in *Yes/No* questions.

Stative verbs generally fall into four groups: verbs of feeling, verbs of thinking, verbs of the senses, verbs of possession.

### Optional extension

In pairs, students make sentences similar to the examples for each point in the *Remember* box. Ask students to read out their sentences in open class. If appropriate, ask students to come up and write them on the board and discuss as a class if they are correct. Encourage them to make questions and negative sentences from their examples.

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

 **Answers**

- 1 lives (present simple for general facts)
- 2 we're (present simple for general facts)
- 3 has (present simple – state)
- 4 usually wears (present simple – habits and routines)
- 5 Emma's smiling (present continuous – descriptions of pictures)
- 6 always seems (present simple – state)
- 7 doesn't speak (present simple – habits and routines)
- 8 Emma's shopping (present continuous – actions happening now)

- 2** Ask students to complete the exercise. Check answers in open class.

 **Answers**

- 1 doesn't look 2 isn't 3 doesn't wear [generally] / isn't wearing [in the picture] 4 doesn't smile 5 often seems 6 does have 7 often tells 8 's wearing 9 loves 10 almost always arrives 11 doesn't live 12 is watching / 's watching

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

 **Answers**

- 1 Who has (got) long hair?
- 2 Is Emma smiling in the photo?
- 3 Do either of them seem shy?
- 4 Does Paulina usually ride a bike to school?
- 5 Students' own answers

- 4** In pairs, students complete the exercise. In a less confident class, model an example dialogue in open class.

 **Answers**

Students' own answers

 **Homework**

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


**VOCABULARY**

Topic vocabulary | Word formation | Collocations

→ Student's Book, page 7

**Lesson aim**

Understand the correct usage of:


- words connected with *personality*
- nouns ending in *-ity* and *-ness*
- adjective collocations

**Lead-in**

Write these phrases on the board or dictate them: *is honest, is a good listener, does what I say, wears nice clothes, cheers you up when you're sad, is funny, is kind, has lots of money, does the right thing, only talks to me, gives me presents, cares about other people.*

In pairs, students discuss which qualities are most important to them in a friend. Elicit answers from different students around the class.

**Words connected with *personality***

- 1**  1.02 Ask students to complete the exercise. Play the audio for them to listen and check their answers.

 **Answers/Audioscript**

- 1 Someone who is *negative* is not enthusiastic about something.
- 2 Someone who is *creative* is imaginative, artistic and talented.
- 3 Someone who is *curious* wants to find out and learn about things.
- 4 Someone who is *unreliable* doesn't do what they say they will.
- 5 Someone who is *dependable* is someone you can trust and rely on.
- 6 Someone who is *friendly* is pleasant and helps other people.
- 7 Someone who is *popular* is liked by lots of people.
- 8 Someone who is *generous* gives a lot of their time to people.
- 9 Someone who is *polite* behaves in a very nice way.
- 10 Someone who is *serious* is very careful and doesn't laugh a lot.
- 11 Someone who is *shy* is nervous and embarrassed around people.


- 2** In pairs or small groups, students complete the exercise. Elicit answers in open class.

 **Suggested answers**

- 1 Someone who is *friendly* is pleasant, warm, helpful and kind. Someone who is *popular* is liked by lots of other people.
- 2 Someone who is *generous* gives things (e.g. help, money, gifts, etc.) to other people. Someone who is *polite* is respectful, doesn't say rude things and has good manners.
- 3 Someone who is *serious* doesn't laugh or smile much. Someone who is *shy* is quiet, nervous, not confident and uncomfortable with other people.

Refer students to the Vocabulary reference, page 162, for more information on topic vocabulary.

**Nouns with *-ity* / *-ness***

- 3**  1.03 Ask students to complete the exercise. Elicit answers in open class. Then play the audio for them to listen and check their answers.

 **Answers/Audioscript**

- 1 friend, friendship, friendliness 2 politeness 3 seriousness 4 shyness

**Language note**

The suffix *-ship* is used to create abstract nouns denoting different kinds of relationships. It indicates a state or condition (e.g. *citizenship, leadership, membership*).

The suffix *-ness* is one of a number of noun suffixes. It is used to make nouns from adjectives, although not every adjective can be modified in this way. Highlight the spelling change to adjectives that end in *-y* with more than one syllable, e.g. *ready – readiness, happy – happiness*.

The suffix *-ity* means state or quality.

Note that *personal – personality* is different from the other words as the meaning of the noun is completely different to that of the adjective. *Personal* = used about your own feelings or beliefs; *personality* = the part of you that makes you behave in a particular way, e.g. *friendly, shy, etc.*

## SAY IT RIGHT

/ə/



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

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



### Answers

**1** negativity **2** shyness **3** personality **4** friendship **5** generosity  
**6** curiosity

Refer students to the Vocabulary reference, page 162, for more information on word formation.

## Collocations with adjectives

- 5** 1.04 Remind students what collocations are before they do the activity (a combination of words that are frequently used together and they 'sound right' to native speakers). In this exercise, students develop their intuition for how words work together.
- Ask students to complete the exercise. Play the audio for them to listen and check their answers.



### Answers/Audioscript

**1** (e) big trouble **2** (d) fast asleep **3** (f) feel small **4** (a) wide awake  
**5** (c) long time **6** (b) deep voice

- 6** Ask students to complete the exercise. Check answers in open class and ask what mistakes Leah made. (*Leah arrived late and then she fell asleep.*)



### Answers

**1** big trouble **2** wide awake **3** fast asleep **4** deep voice  
**5** feel small **6** long time

## Fast finishers

Students make a list of babysitting tips. When you have checked the answers for Exercise 6, ask students to share their ideas in open class. Ask them if they have ever done any babysitting and, if so, to describe their experiences. Try and start a discussion on the key characteristics babysitters need to have.

Refer students to the Vocabulary reference, page 162, for more information on collocations.

## THINK

RESEARCH | CULTURE | LEARN | ME

In pairs or small groups, students complete the task. Elicit answers in open class.



## Homework

Assign students Vocabulary exercises 1 and 2 on pages 6–7 of their Workbook.



## LISTENING

### 3-option multiple choice (pictures)

→ Student's Book, page 8



## Lesson aims

- Learn how to understand a situation in a conversation
- Practise a 3-option multiple-choice (pictures) exam task

## Lead-in

Write these questions on the board:

*What are good topics of conversation when you meet someone for the first time?*

*How can you make a good first impression?*

In pairs, students discuss the questions. Elicit answers in open class and discuss any differences.



### Suggested answers

Usual topics of initial conversation (small talk) are free time, hobbies, school/work, weather, family, nationality.

Ways to make a good first impression include being on time, a warm smile, being open and confident, appropriate dress.



- 1** In pairs or as a group, students complete the exercise. Elicit ideas from the class and accept all sensible suggestions.



### Suggested answers

a new student in class, a game show, a radio interview, joining a sports team, at a party, in a lecture/meeting, on holiday, meeting your friend's family, during your homestay on a language study trip

## EXAM SKILL

### Understanding the situation

Ask students to read the tips.

- Students should first listen for a general understanding (top-down listening). This refers to the use of background knowledge in helping to understand the meaning of the message. Background knowledge consists of the situation and topic. Once the topic has been established, students can use any topic vocabulary they know to help them 'match' what they are listening to to their expectations so they get a general picture. Encourage students to try to answer questions the first time they hear the recording and then use the second time to check their work and fill in any missing answers.



- 2** 1.05 Play the audio for students to listen and complete the exercise. Have them compare in pairs before you check answers in open class. Accept all sensible suggestions and encourage students to give reasons for their answers.



### Answers

**Situation 1:** **1** a teacher and students **2** in a classroom **3** a new student called Jared (*key words: term, everyone*)

**Situation 2:** **4** at a party (*music in background*)

**Situation 3: 5** on a game/quiz show (*quiz show jingle – key words: 'Question The Answers', show, win, contestant*)

**Situation 4: 6** in radio/TV interview / discussion programme (*show jingle – key word: studio*)


## OPTIMISE YOUR EXAM

### 3-option multiple choice (pictures)


Ask students to read the tips.

- In multiple-choice tasks, students can expect to listen to a wide range of spoken materials, in both informal and neutral settings, on a range of everyday topics. Recorded materials may include announcements, interviews and discussions about everyday life.
- Point out that predicting words and ideas from looking at the pictures can help students identify relevant points in a listening exam.
- The incorrect options are usually mentioned in some way in the recording, but as distractors. It can help if students notice similarities in two of the options because the correct answer is normally between those two.
- Remind students to be careful if they hear words like *but* or *however*. This often means that the speaker is going to qualify a previous statement.

### Exam task

- 3**  1.06 Play the audio for students to listen and complete the exercise. Remind them that they have to choose the correct picture and that they can listen to the audio twice.

Don't check answers at this stage as students will listen again to check in Exercise 4.

- 4**  1.06 Play the audio again for students to check their answers. In open class, discuss the specific clues that helped them choose their answers.

#### Answers


**1 B** (*They're both great jobs, but I want to be a dancer when I'm older.*)

**2 A** (Boy: *A drink of something? Maybe some lemonade?*  
Girl: *That sounds nice, thanks.*)

**3 C** (... *but right now I've got a couple of mice at home called Charlie and Benny and they keep me company.*)

**4 B** (*Geography, actually.*)

#### Extra support

 1.06 Play the audio again for students to note down the distracting information in the incorrect options for each question. This is useful in helping students understand how examiners set traps for listeners. Even if students think they know the answer to a question, they should also think about why the other answers are not correct. This will help them build good listening habits and become more aware of how distractors work in listening exams.

#### Answers

**1** My mum's a computer programmer and my dad's a nurse.

**2** Boy: Can I get you something to eat? There's some great pizza in the kitchen.

Girl: I'm fine. I'm not hungry, thanks.

Boy: Do you fancy dancing?

Girl: I don't think so, thanks. I'll just stay here.

**3** My dream is to have a farm one day with lots of horses in the fields, and I love cats and rabbits, of course – my brother's got several –

**4** Presenter: In some ways, Josephine's just a normal university student studying – what is it? Maths? / ... a physics book about space and time and the wonders of the universe ...

THINK

RESEARCH

CULTURE

LEARN

ME

Ask students to complete the task. In a less confident class, elicit questions students can ask and write them on the board for students to refer to. You could get them to walk around and survey as many other students as they can. Ask them to prepare themselves for the survey with a pencil and their Student's Book to lean on while they are writing answers. When they have finished, students write up their results and then present them to the class.

#### Homework

Assign students Listening exercises 1, 2 and 3 on page 8 of their Workbook.

OWB

## GRAMMAR 2

### Quantifiers

→ Student's Book, page 9

SB



### Lesson aims

- Learn to identify quantifiers for talking about numbers and amounts
- Practise using quantifiers

#### Lead-in

Write the phrases from this dialogue in a jumbled order on the board:

*Hi, I'm Mike.*

*Nice to meet you. I'm Samantha.*

*Can I get you something to eat?*

*I'm fine. I'm not hungry, thanks.*

*Do you fancy dancing?*

*I don't think so, thanks. I'll just stay here.*

*A drink of something?*

*That sounds nice, thanks.*

*I'll be right back!*

In pairs, students order the dialogue. Elicit answers from different students around the class. Ask students to act out the dialogue in pairs.

## Grammar in context

Ask students to complete the task. Check their answers and ask them to read more about quantifiers in the *Remember* box.

Remind students that they can find more information in the Grammar reference, Unit 1, page 148.

### Answers

- 1 yes  
 2 no (*most of the* would be correct)  
 3 no (*each of the questions* would be correct)  
 4 no (*not all listeners* would be correct)

### Language note

#### Quantifiers

If we are talking about a specific group of people or things, we can use *the ...*, e.g. *All of the children went to university.* (= *all of the children in the class/family, etc.*).

The *of* is often dropped after *both of*, e.g. *She has eaten both apples.* / *She has eaten both the apples.* (less common – *She has eaten both of the apples.*)

When we talk about two people or things, we use the quantifiers *both, either* and *neither*, e.g. *Both the cinemas were closed.* / *Neither of the cinemas was open.* / *I don't think either of the cinemas was open.* Highlight that nouns with *either* and *neither* have a singular verb.

- 1 Ask students to complete the exercise. Have them compare in pairs before you check answers in open class.

### Answers

1 girl, has 2 students, has 3 each 4 Most 5 both of

- 2 Elicit what is happening in the cartoon in open class. Ask students to complete the exercise. Have them compare in pairs before you check answers in open class.

### Answers

- 1 Both (of the) police officers are wearing uniforms / a uniform.  
 2 All (of) the men are standing up.  
 3 Most of the men are tall.  
 4 The woman is/isn't looking carefully at every man.  
 5 The woman is/isn't looking carefully at each of the men.  
 6 The woman is talking to both of the police officers.

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

### Answers

1 Every 2 all of 3 of 4 Some 5 others/some 6 all 7 both 8 enough

### Mixed ability

Give less confident students the first letter for each answer, or do the first couple of items with them. Ask stronger students to write two comprehension questions. They can read them out to test other students' understanding of the text once everyone has finished the exercise.

### Homework

Assign students Grammar 2 exercises 1, 2 and 3 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 aim

- Answer personal questions

The *Talk2Me* video in this unit focuses on talking about yourself and your life. People talk about where they live, their friends, studies and what activities they enjoy doing in their free time. Students answer some comprehension questions and then listen out for key expressions. 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 on the Resource Centre for more detailed comprehension exercises and more practice of the key phrases.

#### Classroom option

##### Lead-in

Write these jumbled questions on the board:  
*favourite your What's drink?*  
*usually to you the same café go Do?*  
*your like else you doing free What do in time?*

Ask students to order the questions. Check their answers and ask students to take turns to ask and answer the questions in pairs. Elicit answers from different students around the class.

### Answers

- What's your favourite drink?  
 Do you usually go to the same café?  
 What else do you like doing in your free time?

- 1** Ask students to read the questions. Play the *Talk2Me* video for students to complete the exercise. Play the video again, if necessary, before checking their answers.

### Answers

1 hot chocolate 2 five/5 years 3 No, Maddy's drink is the smallest. Jamie's is the biggest.

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

### Answers

Yes, I've ... for ..., My favourite (thing) is definitely ..., Well, it's ..., I don't have a lot of free time, but ..., I'd say I'm ...

### Talk2Me worksheet

Ask students to also 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.

- 3** In pairs or groups, students ask and answer the questions. Elicit answers from different students around the class.

### Answers


Students' own answers

## EXAM SKILL

### Talking about yourself

Ask students to read the tips.

- In the first part of an official speaking exam, the examiner may ask the candidate the name of their town/city and other 'getting to know you' questions.
- Point out to students that they are not expected to talk to each other in this stage. However, remind them to listen to each other. If they can include a phrase, such as *Like Samuel, I also live ...*, they will impress the examiner.
- Initial questions are factual and brief. Remind students to avoid saying one word for their answers or they will get a lower mark.
- Students can make their answers longer by including details, feelings, reasons or examples, e.g. how often they go, who they go with, why they go, etc.

- 4**  1.07 Play the audio for students to listen and complete the exercise. Check answers in open class.

### Answers

	Nisha	Alfie
1	✓ My name is Nisha Gupta.	✓ My name's Alfie Dugmore.
2	✓ I'm 14 years old.	✓ I'm 15.
3	✓ Tiltbury (near Manchester)	✓ Manchester
4	✗ Yes, I do.	✓ Yes, I've studied English for nearly six years now.
5	✗ Yes, I do.	✓ I really enjoy it.
6	✗ Maths, I think.	✓ My favourite school subject is probably history, but I really like languages too.
7	✓ ... chatting online with my friends and listening to music in my room.	✓ ... sports. In the winter I play football and in the summer I play cricket.
8	✓ I don't have a best friend exactly, as I have many friends. But Charlotte is a very close friend. I'd say she's one of the friendliest and kindest people I know. She's good fun to be with too.	✗ He's called Ben.

### Mixed ability

Elicit what students could have said when their answers were too short and didn't provide full answers. Write students' suggestions on the board for less confident students to refer to in the next activity.

### Suggested answers

- 4 (Nisha) Yes, I do. I study English for four hours a week.  
 5 (Nisha) Yes, I do. It's one of my favourite subjects.  
 6 (Nisha) Maths is my favourite subject. I get good marks and I think it's very useful.  
 8 (Alfie) He's called Ben. He lives near my house and we play football together.

- 5** Ask students to look at the questions in Exercise 4 and think about their answers. Encourage them to write a few notes.

### Answers

Students' own answers

## OPTIMISE YOUR EXAM

### Questions

Ask students to read the tips.

- Students should answer each question in a simple way and then add one or two extra sentences. They should think about key words and phrases to answer questions which require longer answers. Students practise this task in exercises 5 and 6.
- Tell students that learning answers by heart can make them sound unnatural. Students will receive lower marks for pre-rehearsed answers.
- Remind students to focus on good pronunciation and intonation. Encourage them to work with a friend to practise or record themselves and listen to the recording before they take the exam.

### Exam task

- 6** In pairs or groups, students complete the task. Elicit interesting or surprising answers from different students around the class.



### Optional extension

**Find someone who ...** Students stand up and walk round asking personal questions. Remind students to give longer answers when possible. You could put some music on in the background while students are doing this activity.



### Homework

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



## LANGUAGE IN USE

### 4-option multiple-choice cloze

→ Student's Book, page 11



### Lesson aims

- Focus on phrasal verbs
- Practise a 4-option multiple-choice cloze exam task

### Lead-in

Play **Noughts and crosses**. Draw a large three-by-three grid on the board. Number the boxes 1 to 9 and write some prepositions in the boxes (*off, up, on, in, to, into, at, back, down*). Divide the class into two teams, X and O. Flip a coin to see which team goes first. In order for the team to receive the X or the O for the box they have chosen, they must make a correct sentence using a phrasal verb with the preposition. Alternate between the teams until one team has a line of three Xs or Os, or it is a draw.

- 1 Focus students' attention on the photo on the page and ask them to describe what they can see (*a robot doing housework*). In pairs or as a group, ask students to complete the exercise. Elicit answers from different students around the class.



### Answers

Students' own answers

### Cultural note

Robots are becoming more technologically advanced and autonomous. They can learn how to do dangerous, complex jobs faster and better than humans and save money. Their precision makes them perfect for a wide variety of jobs. The car industry uses robots to help with building cars. They are also used in space and underwater exploration. Robot-assisted surgery is changing how surgeons work, as they can perform remote surgery without being in the operating room.

### Remember

Ask students to read the information.

Phrasal verbs are very common in spoken English and informal writing. They can be transitive (i.e. they need someone or something after the verb) or intransitive (i.e. they stand alone). As well as knowing whether or not a phrasal verb is transitive or intransitive, students also have to become familiar with the idea of separable (the verb and extra word(s) that make it

a phrasal verb can be separated) and inseparable (we do not split the main verb from the other words in the phrasal verb).

Refer students to the Vocabulary reference, page 162, for more information on phrasal verbs.

- 2 Ask students to complete the exercise. Have them compare in pairs before you elicit answers in open class.



### Answers

1 look 2 Turn 3 turn 4 looking 5 turn 6 Turn 7 looking 8 looking

### Mixed ability

Ask more advanced students to discuss the meaning of each of the phrasal verbs in Exercise 2. Give less confident students definitions (see below) in a jumbled order and ask them to match them to the phrasal verbs. Individually, students then write personalised sentences with two or three of the verbs. In pairs, students read out their sentences without saying the phrasal verb (they could substitute this for a 'beep' sound) for their partner to guess.

- 1 *find out information by looking somewhere* (look up)
- 2 *the change from working to not working* (turn off)
- 3 *change the page / go to the next page of a book/magazine, etc.* (turn over)
- 4 *take care of by watching/looking to make sure no-one's in trouble, etc.* (look after)
- 5 *change/transform from one thing into another* (turn into)
- 6 *the change from not working to working* (turn on)
- 7 *look into the future (at something good that will happen)* (look forward to)
- 8 *investigate (by looking at the situation)* (look into)

- 3 Ask students to complete the exercise. Check the answer in open class.



### Answer

c

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



### Answers

Questions 1, 2, 6

## OPTIMISE YOUR EXAM

### 4-option multiple-choice cloze

Ask students to read the tips.

- Phrasal verbs are sometimes tested in multiple-choice cloze exam tasks, but it is hard to predict which ones. Students need to look out for missing verbs or prepositions/particles.
- Encourage students to think about why the other three answers are not correct, even if they are happy that they know the correct answer. This will build good vocabulary habits.
- Remind students that when they have finished the task, they should read the text again and make sure the text makes sense with all their answers in place.

## ▼ Exam task

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



### Answers

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



### Homework

Assign students Language in Use exercises 1, 2, 3 and 4 on page 9 of their Workbook.



## WRITING

### An email

→ Student's Book, pages 12–13



## Lesson aims

- Focus on language for starting and ending an email
- Plan and write an email

### Lead-in

Play **Hangman** with some of the words from the unit. Invite students to come to the front to lead the game, if it's appropriate.

- 1** In pairs or as a group, students answer the questions. Elicit answers in open class.



### Answers

Students' own answers

## EXAM SKILL

### Starting and ending an email

Ask students to read the tips.

- Remind students that in emails, we can start with *Hi*, *Hello* or *Dear* (and the person's name). *Dear* can be too formal for emails between friends. Highlight that if we don't know the person we are writing to, but know their name, we start with their title and surname, e.g. *Dear Mrs Banks*.
- In this type of task, students are asked to write back to someone they know well, e.g. a friend (informal), or fairly well, e.g. a teacher (more formal).
- Elicit useful phrases for bringing the email to a close (*Well, I've got to go now / I hope everything goes well ...*) and typical closing formula (*See you soon, Bye for now, Best wishes*).

For more information on emails, refer students to the Writing reference, page 173.

- 2** Ask students to complete the exercise. Elicit answers in open class.



### Answers

1 b 2 a 3 whether she prefers a large / small family 4 an opinion

- 3** Ask students to complete the exercise. Elicit answers and reasons for their answers in open class.



### Answers

- 1 *Dear* (*Hi* is too informal)
- 2 Thank you for your email. A school project on families sounds really interesting. (this is more formal than *Thanks for your email. Interesting!*)
- 3 My brothers are really messy and noisy, but my sister is very cute! (this adds detail about her family)
- 4 Personally (this shows it's her opinion)
- 5 I look forward to starting this project. (shows interest in subject)
- 6 All the best (this is more formal than *Speak soon!*)

- 4** Ask students to answer the questions and compare in pairs. Elicit answers.



### Answers

- 1 Students' own answers
- 2 Claire prefers to have a large family because it is never boring and they have a lot of fun.
- 3 Claire suggests having an exhibition so other students can see the projects and they can learn about each other's families.

## OPTIMISE YOUR EXAM

### An email

Ask students to read the tips.

- Highlight that the notes outside the email are prompts to help students organise and develop the body of their email.
- The email structure in this type of task is extremely clear. Students should make sure each paragraph has a clear purpose.
- Remind students to plan their time carefully to ensure they have time to check their draft before they write their final email.

## ▼ Exam task

- 5** Students read the writing task and answer the questions. Elicit answers in open class.



### Answers

- 1 The project is interesting.
- 2 You have to explain which group you like being with most and give reasons.

- 6 Plan** Ask students to complete the paragraph plan. Review these and give advice.

- 7 Write** Students write emails in 100 words.

- 8 Check** Students complete the checklist before they hand in their emails.



### Homework

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

