

1

Time on your hands

UNIT AIMS

Exam preparation in Unit 1:

- understand the overall structure and meaning of a text
- predict missing information
- talk about free time
- add prefixes and suffixes and use them in a word-formation exercise
- understand phrasal verbs and apply them in an open-cloze exercise
- engage the reader in an article



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 Gapped text	Understanding references (1) A magazine article	Workbook, pp 4–5, Exercises 1, 2, 3, 4 Unit 1, Reading, Exercises 1, 2, 3, 4
Grammar 1	Countable and uncountable nouns, articles	Workbook, p 6, Exercises 1, 2 Unit 1, Grammar 1, Exercises 1, 2
Vocabulary	Words connected with <i>TV</i> and <i>cinema</i> Phrasal verbs Collocations with <i>do, have, make</i> and <i>take</i>	Workbook, pp 6–7, Exercises 1, 2, 3 Unit 1, Vocabulary, Exercises 1, 2, 3
Listening Sentence completion	Predicting missing information	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 Interview	Talking about habits and routines	Workbook, pp 8–9, Exercises 1, 2, 3 Unit 1, Speaking, Exercises 1, 2, 3
Use of English Word formation Open cloze	Prefixes and suffixes Phrasal verbs	Workbook, p 9, Exercises 1, 2 Unit 1, Use of English, Exercises 1, 2
Writing An article	Creating an appropriate style	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
Talk2Me video <i>In an average week, I ...</i>	<p>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></p> <p>Units 1–2 worksheets: CLIL, Culture, Everyday English (TRC only), Grammar communication (TRC only)</p>	Unit Test 1 (Standard and Higher)

READING

Gapped text | A magazine article

→ Student's Book, pages 4–5



Lesson aims

- Focus on gapped text
- Practise a gapped-text exam task

Lead-in

Elicit the meaning of the unit title **Time on your hands** (to have more time available than you need, e.g. *Now her children have gone to university, she has a lot more time on her hands.*). Draw students' attention to the photo and ask them what they think the lesson is going to be about (*leisure and entertainment*).

- 1** In pairs or groups, students ask and answer the questions. Elicit answers in open class and try to develop a class discussion.

Suggested answers

- 1 Students' own answers
- 2 Actor, actress, director, producer, make-up artist, camera operator, etc.

- 2** Ask students to complete the exercise. Remind them to always start by reading the introduction to the task and the title of the text, and then read the text first to get an overall impression and understanding of it.

Time this activity (three minutes) and give updates, e.g. *One minute to go ... Only thirty seconds left.* Check answers in open class.

Answers

Paragraph 1 **c** Paragraph 2 **g** Paragraph 3 **a** Paragraph 4 **f**
Paragraph 5 **d** Paragraph 6 **e** Paragraph 7 **b**

- 3** Ask students to complete the exercise. Draw students' attention to the example.

Answers

- A They
- B This, it, they
- C It's, they
- D its
- E They, them
- F he
- G You'll, you, you

Language note

Point out to students that the pronoun must agree in gender and number with the noun (or another pronoun) to which it refers. Students are often tested on the knowledge of how texts are structured in reading exams and good use of pronoun reference in their writing will earn them marks. Typically tested pronouns at this level include:

Subject pronouns: *he, she*, etc. Object pronouns: *her, him*, etc. Possessive pronouns: *hers, his*, etc. Possessive adjectives: *her, his*, etc. Relative pronouns: *which, that, whose*, etc. Demonstrative pronouns: *this, that*, etc.

OPTIMISE YOUR EXAM

Gapped text

Ask students to read the tips.

- In this type of exam task, students should always read the title and the gapped text first in order to gain an overall idea of the structure and the meaning of the text. They should pay attention to the information and ideas before and after each gap as well as throughout the whole of the gapped text. Remind students to read the text again as a whole before making their final decision.
- In gapped-text exam tasks, students are tested on text structure, cohesion and coherence. Rather than concentrating on individual sentences, students need to be able to follow the development of ideas through the text as a whole, using their understanding of text coherence and cohesion devices, e.g. time expressions, exemplification, repetition, concordance of tenses, pronouns, etc.
- Point out that in a reading exam, students should always check that the extra sentence doesn't fit in any of the gaps. In class, always ask your students to tell you why a particular part of the text matches a question. This helps them check their choices carefully. 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. Check answers in open class. Elicit what evidence helped students decide on their answers.

Answers

- 1 F (*Nobody can do it for you ... You're the only one with your particular vision.*)
- 2 D (*They're the ones who can make action movies and large-scale epics.*)
- 3 A (*... and it's easy to find advice and information on courses online.*)
- 4 G (*And you have to learn to work with what you've got ... 'No matter where you are located on this earth, you can film.'*)
- 5 B (*test screen your film ... That doesn't mean that you have to change your vision to keep people happy.*)
- 6 E (*Film festivals and competitions are a great way to do this ... get feedback on what is successful*)

Cultural note

Luke Jaden is an actor and director, known for *Wolf Who Cried Boy* (2015), *King Ripple* (2015) and *The Listing* (2015), and the critically acclaimed documentary, *Madman or Martyr* (2014). Jaden first wanted to be an actor. At 13 years old, he worked as an extra and acted in some films and TV commercials. He first made an impression as a director locally with *Madman or Martyr*, which began as a project at his school in Beverly Hills.

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

Suggested answers

blockbuster (n): a very successful film
budget (n): the amount of money a person or organisation has to spend on something
cast (n): all the performers in a film
determined (adj): not willing to let anything prevent you from doing what you have decided to do
enrol (v): officially register as a student on a course
epic (n): a style of large-scale film-making on a big budget, often focused on a heroic character
messing around (phr v): behaving in a relaxed way
overcome (v): succeed in dealing with a problem or difficulty
special effects (n): an illusion created for films by props, camerawork, computer graphics, etc.
trailer (n): an extract from a film used for advance publicity
willing (adj): ready to do something

Mixed ability

Divide the class into small groups of mixed-level students. Ask them to divide up the task of looking up words in the dictionary and pool their knowledge. Elicit the definitions in open class for other students to say the answers and check pronunciation.

Optional extension 1.01

Play the recorded text and ask students to underline all the reference words in the text, and what they refer to. Ask students to compare in pairs before you check in open class.

Answers

Paragraph 1: whose (young people)
 Paragraph 2: it (make your movie)
 Paragraph 3: that (making the movie), They (Hollywood), it (your movie)
 Paragraph 4: that (get the best results), this (making a silent movie)
 Paragraph 5: who (people)
 Paragraph 6: it (your movie)
 Paragraph 7: this (get your movie in front of a wider audience), They (film festivals and competitions)

THINK | RESEARCH | CULTURE | LEARN | **ME**

Students could write comments in class or for homework. In pairs or groups, students could read out their posts for others to comment on and ask follow-up questions.

Homework

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

Optional extension

Ask students to make a list of top ten tips for becoming famous as a screenwriter or director. Students then share their ideas in open class.

GRAMMAR 1

Countable and uncountable nouns, articles

→ Student's Book, page 6

SB



Lesson aims

- Understand the correct usage of countable and uncountable nouns and articles
- Practise using countable and uncountable nouns and articles

Lead-in

Play **Board race**. Divide the board into two halves and the class into two teams. Students stand up in two lines in front of their halves of the board. One team writes uncountable nouns on their side of the board and the other team writes countable nouns. The person at the front of each line writes something in their category, passes the pen to the person behind them and goes to the back of the line. This continues until you say 'Stop'. The team with the most correct words in their category wins.

Grammar in context

Ask students to complete the task. Refer them to the *Remember* box if they need help. Check answers in open class and ask students to associate the nouns with the descriptions in the *Remember* box.

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

Answers

- 1 Many young film-makers enrol on a course to learn basic skills.
- 2 It's easy to find advice and information on courses online.
- 3 They provide a fantastic opportunity to see your work on the big screen and get feedback on what is successful.

- 1 Ask students to complete the exercise. Check their answers and ask them to explain any difference in meaning if a noun can be both countable and uncountable.

Answers

countable: leisure activity, book, house, table

uncountable: baggage, clothes, entertainment, equipment, knowledge, money, music, news, trousers

both: coffee (C: a cup of coffee, UC: the substance / coffee); film (C: a movie, UC: the substance; the artistic field / film); glass (C: a container made of glass, UC: the substance / glass); interest (C: a hobby, UC: the abstract idea / interest); metal (C: an example, such as gold, etc., UC: the substance / metal); time (C: an occasion, one occurrence of something, UC: the abstract idea / time); truth (C: a fact that is believed by most people to be true, UC: the abstract idea / truth)

Language note

Remind students that certain nouns have a plural form (ending in -s) but a singular meaning, e.g. *No news is good news*. Highlight that some uncountable nouns are plural. They have no singular form with the same meaning and cannot be used with numbers, e.g. *clothes* (other examples are: *police, customs, thanks, trousers, jeans, pyjamas, pants, scissors, spectacles, glasses, etc.*).

Extra support

Ask students to think of example sentences for the words that can be both countable and uncountable.

Suggested answers

Coffee: *I'd like a coffee, please.* (C); *Would you like some coffee?* (UC)

Film: *I love horror films.* (C); *He did his best work in film.* (UC)

Glass: *Have a glass of water.* (C); *Glass is breakable.* (UC)

Interest: *Her main interests are music and dance.* (C); *The money was repaid with interest.* (UC)

Metal: *Silver and gold are expensive precious metals.* (C); *His belt is made of metal.* (UC)

Time: *Did you have a good time?* (C); *How much time does it take?* (UC)

Truth: *Many truths came out in our discussion.* (C); *There is a lot of truth in what you say.* (UC)

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

Answers

1 I went to a great show at the theatre last week with a group of friends.

2 Music is a big part of my life and I like listening to the latest tracks on the radio.

3 Lisa saw a great interview on the internet with a local TV presenter.

4 Would you prefer to be an actor or a musician, or does working in entertainment not interest you?

5 The way we get our entertainment is changing quickly and lots of people watch films online now.

6 I'd rather go to the cinema and see a movie than stay at home and watch a programme on TV.

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

Answers

1 a 2 a 3 a 4 the 5 -/the 6 a 7 the 8 the 9 - 10 a 11 - 12 - 13 an

Optional extension

Play **Noughts and crosses**. Draw a large 3 by 3 grid on the board. Number the boxes 1 to 9 and write some of the countable and uncountable nouns from the previous lesson in the boxes.

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 *How much* or *How many*.

Alternate between the teams until one team has a line of three Xs or Os, or it is a draw.

THINK

RESEARCH

CULTURE

LEARN

ME

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



Homework

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

OWB

VOCABULARY

Topic vocabulary | Phrasal verbs | Collocations

→ Student's Book, page 7.

SB



Lesson aims

- Understand the correct usage of:
 - words connected with TV and cinema
 - phrasal verbs
 - verb collocations

Lead-in

Write these prompts on the board: *What's your favourite TV series? What is it about? Why do you like it?*

In pairs, students take turns to discuss the questions. Elicit answers from different students in open class and write them on the board for students to refer to later in the lesson. Point out to students that these are typical questions in the first section of some speaking exams.

Words connected with TV and cinema

- 1**  1.02 Ask students to complete the exercise. Play the audio for students to listen and check their answers. Elicit explanations for each word and check their pronunciation.



Answers/Audioscript

TV: broadcast, channel, on demand, programme, reality show, satellite, series, sitcom, viewer

cinema: box office, flop, release, screenplay

both: audience, cast, credits, director

Meanings

flop: a complete failure

on demand: programmes available via the internet, usually after they have been transmitted, to watch at your leisure

sitcom: a television or radio series about a particular group of characters who deal with situations in a humorous way

screenplay: a story someone writes for a film

- 2** Ask students to complete the exercise. Elicit answers from different students around the class. Highlight the passive infinitive form in the first sentence of the exercise (**to be + past participle**).

 **Answers**

1 released 2 sitcom / reality show 3 flop 4 credits 5 viewers
6 box office 7 on demand 8 director

Fast finishers

In pairs, students take it in turns to define words in Exercise 1 in a random order, making a 'beep' sound instead of the words connected to TV and cinema for their partner to guess.

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

Phrasal verbs

3  1.03 Ask students to complete the exercise. Play the audio for students to listen and check their answers.

Point out that there are phrasal verbs with one stress on the main verb (e.g. *sit through*) and phrasal verbs with two stresses (a main and a secondary stress) (e.g. *chill out*). Students will practise the pronunciation of phrasal verbs in the *Say it right* section on this page.

 **Answers/Audioscript**

- 1 What time does the new reality show come *on*? I don't want to miss it.
- 2 Jen's just going to chill out this weekend and watch a few episodes of her favourite TV series. ✓
- 3 In last week's drama class we started acting out a new play. ✓
- 4 This programme is boring. Why don't you turn *over* and see what else is on?
- 5 My schoolwork takes up so much time that I don't really watch much TV. ✓
- 6 Tim likes to hang *out* with his friends at the weekend and play video games.
- 7 I sat through the film all the way to the end, even though I really wasn't enjoying it. ✓

Extra support

In pairs, or as a group, ask students to discuss the meaning of each of the phrasal verbs in Exercise 3.

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

Collocations with *do*, *have*, *make* and *take*

4  1.04 Remind students what collocations are before they do the activity (*a group of two or more words that usually go together and just sound 'right' to native English speakers*). In this exercise, students develop their intuition for how words work together.

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

 **Answers/Audioscript**

1 have/take a break 2 have a good time 3 make a difference
4 have/take a holiday 5 have/take time off work 6 do nothing all day 7 make an effort 8 take part in 9 do someone a favour
10 do your best 11 have work to do 12 take your time

Language note**Do and make**

The two verbs *do* and *make* are often confused. The meanings are similar, but there are some key differences.

do: Used with daily activities or jobs that do not result in a physical object, e.g. *do homework*, *do housework*, *do the ironing*, *do the washing*.

make: Used with creative activities that result in a physical object, e.g. *make a cake*. Point out that there are also many standard expressions such as *make the bed*.

5 Ask students to complete the exercise. Walk round the classroom to assist students and check for accuracy. Check their answers in open class. Refer students to the Vocabulary reference, page 162, for more information on collocations.

Optional extension

In pairs or small groups, students write a classroom survey with the phrases from Exercise 4. Encourage your students to use a variety of question words when they write their survey. You can also review types of questions that are often used on surveys, e.g. *How do you feel about ...?* and *Do you agree or disagree with the following statement?* and *How would you rate the following?* Walk round and monitor, helping students with accuracy. Students find new partners and carry out the survey taking it in turns to ask and answer questions. Elicit interesting and unusual answers in open class to close the activity.

SAY IT RIGHT

Stress in phrasal verbs (1)

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



THINK | RESEARCH | **CULTURE** | LEARN | ME

In pairs or small groups, students discuss the questions. Elicit answers in open class.

 **Homework**

Assign students Vocabulary exercises 1, 2 and 3 on pages 6–7 of their Workbook.



LISTENING

Sentence completion

→ Student's Book, page 8



Lesson aims

- Focus on sentence completion
- Practise a sentence-completion exam task

Lead-in

Write the lesson theme *circus* on the board. Write some facts in circles:

Roman times *clowns, acrobats, musicians, tightrope walkers*

Philip Astley *1768, England*

Cirque du Soleil *A ring or a circle in Latin*

Ask students to brainstorm the questions that could give the facts as answers. Elicit if students have been to a circus and what they think about them.

Possible questions

When did the circus originate? What type of performers are there in a circus? Who opened the first modern circus? When and where was the first modern circus? Do you know the name of a famous circus? Where does the word circus come from?

- 1 In pairs, students ask and answer the questions. Elicit ideas from different students around the class.

Answers

1 left-hand photo: someone juggling, right-hand photo: someone unicycling 2 Students' own answers

- 2 Ask students to complete the exercise. You could do the first item together, if appropriate. Elicit answers around the class and accept all sensible suggestions.

Suggested answers

1 his family, his parents, his mum, his dad, his school, his teacher
2 money, sleep, time 3 good-looking, clever, friendly

- 3 Ask students to complete the exercise. Check their answers and highlight that they should always check that what they write fits grammatically in a gap, e.g. singular or plural, and that it makes sense in the complete sentence.

Answers

1 5 2 1 3 10, 1 4 8 5 7 6 2, 7 7 9, 2 8 4 9 3 10 6

OPTIMISE YOUR EXAM

Sentence completion

Ask students to read the tips.

- An awareness of how this type of listening test works is key for scoring high marks. Students should know that the sentences follow the order of the listening. They should write the exact words they hear, but point out that the words surrounding the gaps in questions 1–10 are not worded in exactly the same way. Remind them not to change the words they hear and not to repeat words that they read.
- Point out that predicting missing information (as they did in exercises 2 and 3) can help students identify relevant points in a listening exam and guess unknown words and phrases more easily.

Exam task

- 4 1.05 Play the track for students to listen and complete the exercise. Don't check answers at this stage, as students will listen again to check in Exercise 5.

- 5 1.05 Play the track again for students to check their answers. Remind them to always write something in the gap. In open class, discuss the specific clues that helped them choose their answers.

Answers

1 one of his relatives / a relative (*I went to see [a circus] with one of my relatives when I was 11.*)

2 curious (*None of my family knew anything about the circus, so they were a bit curious ...*)

3 (physical) strength (*You need physical strength for some of the skills, and I didn't have much at the beginning!*)

4 running (*I found that running helped. It was something that my circus skills teacher advised me to take up.*)

5 slowly (*When you're learning a new routine, I find it helps to do it slowly at first. ... Then you can do it faster ...*)

6 the streets (*People love to see someone doing a few tricks while they're out shopping.*)

7 encouraging (*I was really nervous for my first ever performance and I'm sure lots of things went wrong. But people were really encouraging ...*)

8 juggle (*I'm getting ready to learn a new skill!*)

9 funny (*That's one of the hardest parts for a lot of performers*)

10 a clown (*That would let me use everything I know. And there's no feeling like making people laugh.*)

Extra support

Point out to students that none of the words or phrases in Exercise 3 were the correct answers. However, they helped show students what type of word or phrase to listen for. Ask students if this helped them do Exercise 4. Ask students to explain how they found the correct answers.

Ask students to answer the question and, in open class, discuss the specific clues that helped them choose their answers (answers included in Answer key for Exercise 5).



Homework

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



GRAMMAR 2

Quantifiers

→ Student's Book, page 9



Lesson aims

- Understand the correct usage of quantifiers
- Practise using quantifiers

Lead-in

Play **First to five** to revise vocabulary from the unit. Say different word categories (e.g. words connected with TV and cinema, phrasal verbs, collocations with *do*, *have*, *make* and *take*, words connected with the circus). Small groups compete to think of five words for each one. When they have five, they shout 'First to five'. Check their words, giving one point for each correct answer. The group with the most points wins.

Grammar in context

Ask students to complete the task. Check answers in open class 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 b 2 c

Language note

Quantifiers

We use these quantifiers with both countable and uncountable nouns: *all*, *any*, *enough*, *a lot of*, *lots of*, *more*, *most*, *no*, *none of*, *some*.

We use these quantifiers only with countable nouns: *both*, *each*, *either*, *(a) few*, *fewer*, *neither*, *several*.

We use *every* or *each* with a singular noun to mean *all*, e.g. *Each student was given a prize.* / *We go to our grandparents' house every year.* We often use *every* to talk about times like days, weeks, months and years.

When we talk about two people or things we use the quantifiers *both*, *either* and *neither*, e.g. *Both/All (of) the cinemas were closed.* / *All (of) 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.

We use these quantifiers only with uncountable nouns: *a little*, *(not) much*, *a bit of*.

We often use *a great deal of* / *a good deal of* with abstract nouns such as *time*, *money*, etc.

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



Answers

1 some 2 a few 3 lots of 4 neither of 5 None of 6 Each 7 Both / Both of 8 all

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



Answers

1 have much 2 's/is only a little time 3 does not / doesn't have many 4 Neither of us likes 5 gave me a bit of 6 a few friends / a few of my friends

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



Answers

I've got a [some] really exciting news! I've finally got my drone! For those of you who don't know, drone flying is becoming really popular. In the past, little [few] people had drones, but now more and more of my friends are getting them – including me! My friend and I are going out this weekend to try it out and neither [neither of] us can wait!

Of course, you have to remember few [a few] things if you're going to fly a drone. Safety is very important, so make sure you can see your drone at all of [all] times. Also, remember that privacy is important to a lots [a lot / lots] of people, so don't fly over people's gardens or crowded public places taking photos. I'll post pics here when I get it up in the air!

Mixed ability

Give less confident students the answers in a jumbled order to help them complete the exercise (*a few*, *all*, *few*, *a lot*, *some*, *neither of*).

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.

Optional extension

Ask students to write two true sentences and one false sentence related to their life, using quantifiers from this lesson. In pairs, students take it in turns to guess which ones are true and which is false.

If you have access to the internet, students can research information in class. Alternatively, they could prepare this for homework and present their information at the start of the next lesson.

**Homework**

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

**SPEAKING****Interview**

→ Student's Book, page 10

**Lesson aims**

- Talk about free time
- Answer personal questions

The *Talk2Me* video in this unit focuses on free time. People talk about how much free time they have and what activities they usually do. Students answer some comprehension questions and then listen out for time 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

- 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 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.

Lead-in

Play **Hot seat**. Divide the class into two teams. Ask a volunteer from team A to sit with his/her back to the board, facing their team. Choose words from the previous lesson and write the words on the board one by one. Team A defines the word for the volunteer student to guess in 1 minute. After 1 minute, it is the other team's turn to define the word, etc. The team that describes the most words in 1 minute wins the round.

Suggested words:

baggage, circus, blockbuster, trailer, special effects, news, entertainment, sitcom, acting, flop, series, channel, juggling, acrobat

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

Answers

Students' own answers

Extra support

Ask students to put the expressions in the *Phrase expert* box in order from most frequent to least frequent and add other adverbs and expressions they know. Check their answers.

Answer

always, frequently, usual/normal routine, on average, sometimes / quite often / at least once or twice a month, occasionally, hardly ever / I don't often / not very often, never / I don't ever

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

Answers

1 normal 2 On 3 least 4 average 5 usual/normal, involves

Language note

Remind students that adverbs of frequency usually go before the main verb, or between the auxiliary and the main verb, but they come after the verb *to be*. The question phrase for adverbs of frequency is *How often ... ?*

- 5 Ask students to complete the table. Elicit what other activities students do and how often they do them in open class.

Answers

Students' own answers

Optional extension

Find someone who: Students stand up and walk round to find out which students do the same activities as they do and how often they do them. Write these prompts on the board for less confident students: *Do you ...? How often do you ...?* and appropriate responses *So do I. / Nor do I.* You could put some music on in the background while students are doing this activity.

OPTIMISE YOUR EXAM

Interview

Ask students to read the tip.

- Remind students that official oral exams often start with a short conversation where students are asked to give personal information, including talking about their habits. Correct use of a variety of adverbs of frequency can make an early good impression.
- Highlight that in most official oral exams, there are no separate marks for the different stages in oral exams, so it can help nervous students to consider this section as a warm-up for the rest of the exam.

Exam task

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

Mixed ability

Set a competition and ask students to write as many different answers as they can in a three-minute time limit using adverbs and phrases of frequency (refer them to the *Phrase expert* box). Write the most interesting answers on the board. Less confident students can refer to the answers on the board to help them structure their answers.

Ask students to do Exercise 6. Walk round and monitor students, noting down errors and good use of language. Give feedback and write some key words on the board. Put students into new pairs and ask them to repeat the activity and improve their performance.



Homework

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



USE OF ENGLISH

Word formation | Open cloze

→ Student's Book, page 11



Lesson aims

- Focus on word formation and practise a word-formation exam task
- Focus on open cloze and practise an open-cloze exam task

Lead-in

Play a memory game in which students use *a few* and *a little* with countable and uncountable shopping items.

Start the game with the sentence *I went to the supermarket and bought a few oranges and a little cheese*. Choose a student to repeat your sentence and add an item of their own using *a few* or *a little*. Continue round the class, with students remembering everything that's been said and adding items of their own.

- 1** Ask students to complete the exercise. Elicit answers from different students around the class.



Answers

- 1** (un)pleasant, (un)pleasurable, apparent, (un)impressive, existing
2 popular: (un)popularity, late: lateness
3 appear (appearance) and exist (existence)

OPTIMISE YOUR EXAM

Word formation

Ask students to read the tip.

- Remind students that sometimes they can only gain a sense of whether words are positive or negative by understanding the meaning of the whole text, not just the line including the gap.
- Point out that in word-formation tasks, students should be prepared to make up to two changes to a word, e.g. they may need to add a prefix and a suffix (e.g. *uninterrupted* from the prompt INTERRUPT).

Exam task

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



Answers

- 1** pleasure **2** appearance **3** impressive **4** existence
5 popularity **6** decisions **7** endless **8** latest

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

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



Answers

- 1** 2, 5 **2** 4 **3** 8 **4** 1, 3, 6, 7

OPTIMISE YOUR EXAM

Open cloze

Ask students to read the tips.

- Phrasal verbs are frequently tested in open-cloze exam tasks, but it is hard to predict which ones. Students need to look out for missing verbs, prepositions or particles.
- Remind them not to leave the answer sheet blank for any question. If they don't know the correct answer, they should always make a guess.

Exam task

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



Answers

- 1** in **2** takes **3** make **4** an **5** out **6** take **7** do **8** few

Fast finishers

Ask fast finishers to write one or two comprehension questions on the text in Exercise 4 to ask the class when everyone has finished.

Optional extension

Ask students to write personalised sentences with the phrasal verbs in Exercise 4.

**Homework**

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

**WRITING****An article**

→ Student's Book, pages 12–13

**Lesson aims**

- Focus on language in an article
- Plan and write an article

Lead-in

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

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

**Answers**

1 The person is slacklining. 2 Students' own answers

- 2 Students complete the exercise. Check their answers.

**Suggested answers**

- 1 Doing tricks on a rope between two trees.
- 2 Using some special equipment and practising tricks such as walking on the rope.
- 3 It's fun with friends / you get to talk to people about it.

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

**Answers**

1 b 2 a 3 b and c

- 4 Individually or in pairs, students complete the exercise. Walk round, monitoring students and helping them if necessary.

**Suggested answer**

Have you ever wondered how slacklining began? Well, it all started with tightrope walking, which was often a part of circus shows. In the 1970s, climbers came up with slacklining as a fun way of improving their balance. The hobby caught on and soon people started doing impressive tricks.

OPTIMISE YOUR EXAM**An article**

Ask students to read the tips.

- Highlight how the writer instantly grabs the reader's attention by asking a rhetorical question (a question where you don't really expect an answer) in the first line, *Have you ever seen someone balancing on a rope between two trees?*, and again in the third paragraph *Why is it unusual?*, where you have to read on to find out what the writer is talking about.
- Remind students that examiners will really appreciate a well-structured article. Elicit why this student probably got very high marks for this article:
 - they address the reader directly (*Why not give it a go?*)
 - they use friendly informal language and have an interesting idea to write about
 - the vocabulary is rich and varied, e.g. *bouncing, amazed, bruises*
 - there is a clear and logical progression of ideas using linkers such as *first of all, secondly*, etc.
 - there is good use of pronoun referencing, e.g. *It's hard at first, but practice makes perfect!*

For more information on writing articles, refer students to the Writing reference, page 169.

Exam task

- 5 Ask students to complete the exercise.
- 6 **Plan** Ask students to complete the paragraph plan using their notes from Exercise 5. You may want to look at students' plans, if possible, to check them and give advice and suggestions for improvement before students take the next step.
- 7 **Write** Ask students to write their article in an appropriate style in 140–190 words. Depending on time, it may be a good idea to set this and the subsequent checklist exercise for homework.
- 8 **Check** Ask students to complete the checklist before they hand in their article.

**Homework**

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

