

UNIT OVERVIEW

Student's Book / Digital Student's Book

LESSON / EXAM TASK	LANGUAGE FOCUS
Vocabulary 1	Words connected with <i>hobbies</i>
Grammar 1	Imperatives
Reading	A quiz
Grammar 2	Present simple and adverbs of frequency
Vocabulary 2	Phrasal verbs, word formation: nouns/verbs
Grammar 3	Possessive 's, prepositions of time and place

VOCABULARY 1

Words connected with *hobbies*

► Student's Book, page 6

Lesson aims

Understand the correct usage of:

- words connected with hobbies

LEAD-IN

Mime a hobby to the class, e.g. taking a photo. Say: *This is my favourite hobby*. Students guess what it is (taking photographs). Ask volunteers to mime their favourite hobby, while other students guess what it is.

Words connected with *hobbies*

- 1** **S.01** Ask students which of the words in the box they know. Ask them to match them with the photos, then try to guess the other words. Then play the audio for students to check their answers.

Answers/Audioscript

A horse-riding **B** skateboarding **C** playing computer games
D painting **E** cycling **F** swimming **G** rock-climbing **H** reading

- 2** **S.02** Students complete the exercise. Play the audio for students to listen and check their answers. Check pronunciation of the words in the box.

Answers/Audioscript

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

- 3** Students discuss the questions in pairs or groups. Ask one or two students to report back to the class about their partner's hobbies.

Refer students to the Vocabulary reference, page 147, for more information on words connected with hobbies.

GRAMMAR 1

Imperatives

► Student's Book, page 6

Lesson aims

- Give instructions and orders

LEAD-IN

Play **Simon Says** with the class. One person is 'Simon'. Simon gives instructions like 'Simon says touch your nose'. Everyone must do it. If Simon gives an instruction without saying 'Simon says...', like 'Stand up', they must not do it. Students who do are out of the game. The last person in the game wins.

Grammar in context

Students look at the signs. Ask them where they might see these. Elicit what the signs mean. Refer them to the *Remember* box and remind them that the imperative form is the same in the singular (speaking to one person) or the plural (speaking to more than one). Elicit what signs they might see around the classroom or the school. (Only speak in English. Don't use your mobile phone in the classroom. Put your hand up if you want to speak.)

Remind students that they can find more information in the Grammar reference, Starter Unit, page 134.

Answers

Don't use a mobile phone. Don't shout.

LANGUAGE NOTE

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

1 Students complete the exercise. Check their answers in open class. Elicit the opposite of *turn off* (*turn on*).

Answers

1 Don't **2** Turn off **3** Remember **4** Please open **5** Don't eat **6** Be


2 Pairwork. When students have written their instructions, ask them to compare them with another pair. Encourage them to write at least one instruction for each hobby, and to include affirmative and negative instructions.

Possible answers

A Hold the reins. **A/B** Don't forget your helmet. **C** Take a break every hour. **D** Wash the brush afterwards. **E** Ride on the cycle path. **F** Don't swim too far from the beach. **G** Don't look down. **H** Read for ten minutes every night before you go to bed.

READING

A quiz

1  **S.03** Students look at the heading of the quiz and the photos. Ask what the teenagers in the photos are doing. Play the audio while students read through the quiz and list the hobbies and activities mentioned.

Answers

rock-climbing, photography, computer club, cycling, reading (a good book), listening to music, playing computer games.

2 Pairwork. Students discuss the questions. Ask them how many of their answers were the same. Give students feedback and tell them what their answers mean. See below.

Answers

Key to quiz

Mostly A You like active hobbies. Other hobbies to try include skateboarding and swimming.

Mostly B You like creative hobbies. You can also learn to play the guitar or write a blog.

Mostly C You like hobbies with technology. What about making your own video game or starting your own podcast?

Think

Before they discuss the questions, put students in groups and tell them to find out the average number of hobbies of students in their group. Give students a few minutes to discuss the questions. Then open up to a class discussion.



GRAMMAR 2

Present simple and adverbs of frequency

► Student's Book, page 7

Lesson aims

- Review and practise using the present simple to talk about everyday routines
- Review adverbs of frequency

LEAD-IN

Write some sentences (some true and some false) about yourself on the board. Students guess which are true or false, e.g.

I always eat pizza on Fridays.

I sometimes go to bed after midnight.

I never watch football on TV.

I go to the gym every day.

I usually drink tea in the morning.

Grammar in context

Encourage students to complete the sentences before finding them in the quiz. Refer them to the *Remember* box. Ask them if they remember how we form the negative and question forms (with *do* and *does*). Elicit a couple of examples (*Do you like painting?* *She doesn't like rock-climbing.*).

Remind students that they can find more information in the Grammar reference, Starter Unit, page 134.

Answers

1 do **2** usually

1 Students complete the exercise. Check answers with the class.

Answers

1 has **2** plays **3** go **4** play, don't play **5** goes, doesn't go

FAST FINISHERS

Students make sentences 1–6 true for them, e.g. *I don't have a lot of old phones. I play football, but I don't play basketball.*

2 Pairwork. Do question 1 together with the class, as an example. Students complete the exercise individually. Then check answers with the class before they ask and answer the questions in pairs.

Answers

1 How often do you go swimming? **2** What hobbies does your best friend like doing? **3** When do your friends do sports? **4** When do you have English lessons? **5** Where does your brother or sister go after school?

- 3** Pairwork. Students complete the exercise individually first. Then they check their answers in pairs, and discuss which sentences are true for them.

Answers

1 It's often very cold in winter in my country. **2** I usually go swimming after school. **3** My parents always go to bed at 9 o'clock. **4** I never drink cola for breakfast.

OPTIONAL EXTENSION

Students make all the sentences in Exercise 3 true for them by changing the adverbs.

VOCABULARY 2

Phrasal verbs, word formation: nouns/verbs

- 1** **S.04** Elicit the meaning of the phrasal verb *come in* by leaving the classroom and coming in again (*to enter*). Then students complete the exercise individually and check their answers in pairs. Play the audio for students to listen and check their answers.

Answers/Audioscript

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

LANGUAGE NOTE

These phrasal verbs belong to three different categories.

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

With *Turn off/on* the object can go between the verb and the particle (*turn the radio off*) or after the particle (*turn off the radio*) when it is a noun, but it goes between the verb and the particle when it is a pronoun (*turn it off*).

- 2** Students complete the exercise individually. Have students compare their answers in pairs before you check them in open class. Point out that when learning phrasal verbs, it's a good idea to learn them in groups, e.g. *wake up, get up, hurry up*.

Answers

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

- 3** **S.05** Complete the first two items as an example. Then students complete the rest of the table. Play the audio for students to listen and check their answers. Check the spellings by writing them on the board.

Answers/Audioscript

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

Refer students to the Vocabulary reference, page 147, for more information on phrasal verbs.

- 4** Students complete the exercise individually. Check their answers in open class.

Answers

1 plays (the guitar) **2** music **3** photographer **4** video gamer
5 painter **6** musician

EXTRA SUPPORT

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

Answers

1 verb **2** object **3** person **4** person **5** person **6** person



Me

Students work individually to prepare a short presentation of their and their friends' hobbies. Go through the example and invite students to present their work to the class.

GRAMMAR 3

Possessive 's, prepositions of time and place

► Student's Book, page 9

Lesson aims

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

LEAD-IN

Ask each student in the class to give you an item from their desk, bag or pocket, e.g. a pen or a notebook. Take each item, show it clearly to the class and say whose it is, e.g. *This is John's pen*. Place the items on your desk. Then test students' knowledge by holding up an item and asking *Whose is this?* Elicit a sentence, e.g. *That is John's pen*. before returning each item to its owner.

Grammar in context

Confusion with the use of *s* and *'s* at the end of words is common, even among native speakers. Point out that in English we use the possessive *'s* instead of the structure *the ... of ...* which is used in other languages, e.g. *The tent of your cousin*. = *Your cousin's tent*. Explain that we don't use *'s* after a plural noun which already ends with *s*. We just put the *'* on its own, e.g. *The boys' bags*. NOT *The boys's bags*.

This is often confused with the contracted form of *is* and *has*, which is also *'s*.

Remind students that they can find more information in the Grammar reference, Starter Unit, page 135.

Answers

1 c 2 b 3 a

- 1** Do the first sentence together with the class, as an example. Students complete the remaining three sentences. Ask them to compare their answers in pairs before you check answers with the whole class.

Answers

1 Marek's skateboard 2 women's desks 3 grandparents' car
4 boys' bags

- 2** Students complete the exercise in pairs. Then elicit answers with the class.

Answers

1 is 2 possession 3 possession 4 has

OPTIONAL EXTENSION

Ask a volunteer to write their family tree on the board. Elicit sentences from the rest of the class about their family, e.g. *Francisco is Alicia's brother*. Check that students use the possessive *'s* correctly in the sentences.

Grammar in context

- S.06** Students complete the exercise. Refer them to the information in the *Remember* box if they aren't sure. Then check their answers.

Remind students that they can find more information in the Grammar reference, Starter Unit, page 135.

Answers and audioscript

David: I'm David! Our family loves camping. We often go camping *in* summer and we sometimes go *at* the weekend, too. We're *at* our favourite campsite today. We arrived on Friday evening and we're staying until tomorrow afternoon. It's really busy and there are lots of tents, but our tent's *in* a really good place! It isn't *near* any other tents. It's *under* a tree. Tomorrow we're going to the beach so we can go swimming. I can't wait!

OPTIONAL EXTENSION

Play the audio again. Students make a note of three more examples of *in*, *at* and *on*.

Answers

We're *at* our favourite campsite.
We arrived *on* Friday evening.
Our tent's *in* a really good place.

- 3** Students complete the exercise. Then they check their answers with a partner before you check with the whole class.

Answers

1 on 2 in 3 in, today 4 last week 5 on, in 6 at

- 4** Students describe the photo. Ask them where they think it is. Students complete the text, then compare answers in pairs. Ask a volunteer to read out the complete text. Other students listen and correct any errors.

Answers

1 on 2 in 3 near 4 next 5 at 6 in front

FAST FINISHERS

Ask fast finishers to add more examples to the *Remember* box, e.g. *at lunchtime*, *in summer*, *on Tuesday afternoon*, etc. After you check the answers to Exercise 4, students share the words/phrases they thought of.

UNIT AIMS

Exam preparation in Unit 1:

- understand text type
- listen for words that mean the same
- talk about free-time activities
- predict answers
- write a note (using your own words)

CLASSROOM PRESENTATION KIT

VIDEOS:

- Unit opener
- Grammar
- Speaking
- Speaking test

AUDIO:

- Student's Book
- Workbook

UNIT OVERVIEW

Student's Book / Digital Student's Book

Workbook / Digital Workbook

LESSON / EXAM TASK

EXAM SKILLS / LANGUAGE FOCUS

CONSOLIDATION

Reading
3-option multiple choice
| Notices and short
messages

Understanding text type

Workbook, pp 4–5
Unit 1, Reading

Grammar 1

Present simple and present continuous

Workbook, p 6
Unit 1, Grammar 1

Vocabulary

Words connected with *entertainment*
Word patterns: words + prepositions
Collocations with nouns

Workbook, p 6
Unit 1, Vocabulary

Listening
Matching

Listening for words that mean the same

Workbook, p 8
Unit 1, Listening

Grammar 2

Present continuous for future use

Workbook, p 7
Unit 1, Grammar 2

Speaking
Questions

Talking about free-time activities

Workbook, p 8–9
Unit 1, Speaking

Language in Use
3-option multiple-choice
cloze

Predicting the answer

Workbook, p 9
Unit 1, Language in Use

Writing
A note

Using your own words

Workbook, p 10
Unit 1, Writing

Workbook, p 11
Review and Learning to Learn

Additional material

ON-THE-GO PRACTICE

TEACHER'S RESOURCE CENTRE

ASSESSMENT

Unit 1, Grammar and
Vocabulary

Worksheets:
Grammar (Standard and Higher),
Vocabulary (Standard and Higher),
Speaking video, Grammar communication

Unit Test 1 (Standard and Higher)

READING

3-option multiple choice | Notices and short messages

► Student's Book, pages 10–11

Lesson aims

- Focus on understanding text types
- Practise a 3-option multiple-choice exam task
- Discuss the most popular forms of entertainment

LEAD-IN


Students look at the unit title **Fun times** and elicit what they think the theme of the unit will be (*different types of entertainment*). Students provide a couple of examples of forms of entertainment, e.g. the cinema, the theatre, etc.

Draw students' attention to the photo at the top of page 10 and elicit where the teenagers are and what they are doing (*watching a film at the cinema*).

- 1** Students discuss the questions in pairs or groups. Then they share their ideas with the class. Discuss as a class which are the most popular forms of entertainment.

Answers

Students' own answers

- 2**  Pause the video at the beginning. Students look at options a–d and guess what the speakers are going to talk about. Students watch the video and do the matching activity. Play the video again for students to check their answers. Check answers with the class.

Answers

1 c 2 a 3 d 4 b

EXAM SKILL

Understanding text type

Students read the *Exam skill* box.

- Students give you other examples of text types, e.g. adverts, instructions, recipes, magazine articles.
- Ask them what design features tell you what type of text it is, e.g. recipes usually have lists with bullet points or numbers.

- 3** Students do the activity individually. Check answers with the class.

Answer

1 an email 2 a notice 3 a text message 4 an email
5 a notice 6 a text message

- 4** Students do the matching activity. Remind them not to read every word, just to pick out key words. Ask them to check their answers in pairs. Then check answers with the class.

Answers

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

OPTIMISE your exam


3-option multiple choice

Students read the tips.

- Tell students that to understand the text types, they only need to skim them for the gist. They don't need to read every word.



Exam task

- 5**  1.01 **Note:** The reading text is also available as an audio. You may want to have students listen and read the text before doing the exam task.

Before students complete the exercise, remind them to use any illustrations or photos to help them guess unknown words, e.g. *volleyball* and *surfing*. After the students have finished the exercise, have them compare their answers in pairs before checking with the class. Students say why the other two options are not possible.

Answers

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

DIFFERENTIATED LEARNING

Ask confident students to cover the texts, and try to remember the words from the texts. Less confident students look for the words in the texts. Put confident students with less confident students in pairs, then ask them to compare their answers.

- 6** Before students do the exercise, ask them what type of words the definitions relate to (1–verb, 2–verb, 3–noun, 4–verb, 5–noun, 6–noun). When they have completed the exercise, ask them to check answers with a partner.

Answers

1 surf 2 spending 3 sports centre 4 exploring 5 beginners
6 exhibition



Me

Students ask and answer the questions in pairs. Encourage more confident students to extend their discussions by telling each other when and where they last did these activities.

ESDC

This question relates to **Sustainable Development Goal 5: Gender equality**. This question encourages students to think more about whether girls and boys have the same opportunities. Refer students to the question in the green box.

Doing the same free-time activities helps everyone feel equal. Students discuss the question in the green box in pairs or groups. If they need extra support or prompting, ask: *Are there any subjects or activities that only boys / girls do in your school? Are there any activities that boys / girls can't do?* Some people think that boys are stronger so they can do more physical sports, like rugby. Students discuss this and say whether this is fair.

Homework

Workbook Unit 1: Reading, pages 4–5

GRAMMAR 1

Present simple and present continuous

► Student's Book, page 12

Lesson aims

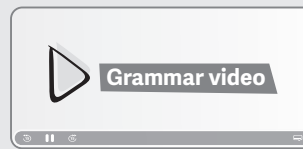
- Understand the correct usage of the present simple and present continuous
- Practise talking about habits, routines, facts, permanent situations and actions in progress

LEAD-IN

Describe a picture from the Student's Book using the present simple and present continuous, e.g. page 42: *This is a photo of a teenager sitting at a computer. She is wearing headphones, and is probably playing video games. She is smiling at the camera.* 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

Students look at sentences a–d from the texts on page 11 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.



Watch the grammar video.

Remind students that they can find more information in the Grammar reference, Unit 1, page 135.

Answers

1 c 2 d 3 a 4 b

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 Students complete the exercise. Check their answers.

Answers

1 never read 2 is doing 3'm listening to 4 doesn't like
5 are learning 6 go 7 don't usually spend 8 plays

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 students complete the exercise in pairs and check answers with the class.

Answers

1 I'm wearing some new clothes today.
2 My best friend plays football every weekend.
3 My dad isn't working this week because he's on holiday.
4 My best friend comes from Poland and she speaks three languages.
5 I usually enjoy science fiction books and I'm reading a good one now.
6 My brother and I like fruit but we don't eat it every day.

FAST FINISHERS

Fast finishers can look at the texts on page 11 again and find more examples of the present simple and the present continuous. Ask them to classify each sentence according to its function: *habit, routine, fact, actions in progress*, etc.

- 3** Pairwork. If necessary, revise question forms before students do the exercise. (See the Language note below.) Students complete the exercise. Walk around the class and monitor. Make a note of any common errors. Go through these with the class at the end.

Answers

Students' own answers

LANGUAGE NOTE

Elicit that for questions in the present simple you use *Do* or *Does* at the beginning, followed by the subject and the verb. For the present continuous you use *Am*, *Are* or *Is* at the beginning, followed by the subject and the verb + *ing*. Refer students to the example in the Student's Book. Write more examples on the board.

Do you like pizza?

Are you watching this programme?

Elicit short answers for both questions.

(*Yes, I do. / No, I don't. Yes, I am. / No, I'm not.*)

- 4** Students look at the photo and say what the people are doing (*They are playing guitars.*) and where they are (*They are in the garden.*). Students complete the exercise. Then students compare answers in pairs before checking with the class.

Answers

1 love **2** are practising **3** play **4** sing **5** prefer **6** don't (always) agree **7** 're playing **8** 're enjoying **9** are doing **10** isn't watching **11** 's working **12** perform

Digital practice

Encourage students to complete the digital practice.

Homework

Workbook Unit 1: Grammar 1, page 6

If your students can access the On-the-Go Practice, assign Unit 1 Grammar practice to them online.

VOCABULARY

Working with words

- Student's Book, page 13

Lesson aims


Understand the correct usage of:

- words connected with *entertainment*
- word + preposition word patterns
- collocations with nouns

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' after any letter. Repeat the last letter you said 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**  1.02 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** (B) see a play - at a theatre
2 (F) learn about a period in history - at a museum
3 (D) download a game - at a gaming café
4 (C) see a well-known band - at a concert hall
5 (A) see an exhibition of famous paintings - at an art gallery
6 (E) listen to famous classical singer - at an opera house

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

Answers

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

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 147, for more information on words connected with *entertainment*.

Word patterns: words + prepositions

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

Answers/Audioscript

1 I like fashion and drama. I like looking *at* new and old clothes. Sometimes I try *on* different things. I usually help with the clothes at my drama club, but next time I want to act *in* a play.

2 On Friday nights, I go *out* with my friends. On Saturday evening, I usually stay *in* and listen to music. On Monday and Wednesday, I go to a street dancing club. I often dance *with* my club in competitions.

OPTIONAL EXTENSION

Students play **Preposition tennis** in groups of three. Tell Students A and B to work together with their books closed and tell Student C to act as the judge. Explain that Student A says a verb from the audio, 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 147, for more information on word patterns.

Collocations with nouns

4 1.04 Students complete the exercise. Play the audio for students to listen and check their answers.

Answers/Audioscript

1 I often watch films on a 3-D cinema *screen*.

2 My brother loves board *games*. His favourite is chess.

3 I've got a DVD *player*. I can record films on it too.

4 I don't often read newspaper *articles*. I prefer watching the news on TV.

5 Tonight, I'm watching a great TV *programme* about the history of rock music.

5 Pairwork. Students rewrite the sentences in Exercise 4 so they are true for them. Then they compare their sentences with a partner.

Answers

Students' own answers

Refer students to the Vocabulary reference, page 147, for more information on collocations with nouns.

Digital game



Encourage students to play the digital game for extra practice.

Homework

Workbook Unit 1: Vocabulary, page 6

If your students can access the On-the-Go Practice, assign Unit 1 Vocabulary practice online.

LISTENING

Matching

► Student's Book, page 14

Lesson aims

- Listen for words that mean the same
- Practise a matching exam task
- Discuss time that teenagers spend using screens

LEAD-IN

Students look at the photos and guess what the people are doing. Brainstorm words for different devices people use for entertainment, e.g. smart phones, tablets, laptops or computers, smart TVs, gaming consoles.

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

Answers

Students' own answers

EXAM SKILL

Listening for words that mean the same

- Students read the *Exam skill* box. Tell them that it's important to bear this in mind when doing exam matching tasks, and to try to grasp the overall meaning rather than simply matching exact words. Elicit more examples of opposites, synonyms and rephrasing by writing these sentences on the board and asking students to say them in a different way: *It's very difficult. I'm feeling sad. I'm not a big fan of rap music.* Suggested answers: *It isn't easy. I'm feeling unhappy. I don't enjoy rap music.*

2 Students complete the exercise individually and then compare their answers with a partner.

Answers

1 c 2 e 3 h 4 a 5 f 6 d 7 b 8 g

3 Pairwork. Tell students not to use the synonyms 1-8 from Exercise 2. Encourage them to compare their ideas with a partner before checking ideas with the class.

Suggested answers

a It's impossible. b It's quick. c It's dull. d It's original.
e It's good. f It's amazing. g It makes you smile. h It's awful.

OPTIMISE your exam


Matching

Students read the Exam tips in the Student's Book. Check they understand them, and ask them how these tips can help them do the exam-style task in Exercise 4. Point out that in matching tasks like the one in Exercise 4, often words in the matching options are used in the audio as 'distractors'. If students do hear exact words, they should avoid them as these are probably not the right answer.

DIFFERENTIATED LEARNING

Ask confident students to turn their backs to the board and complete Exercise 4. Write *not fast, really bad, amusing, thrilling, great, intelligent, sad, original* on the board for less confident students to match to the opinions/feelings. When both groups have finished, wipe the board and pair confident students with less confident students. Ask the confident students to guess the words their partner has. Have pairs report their answers back to the class.

Exam task

- 4**  **1.05** Before playing the audio, tell students that they are going to listen to a conversation between Paul and his cousin, Kacey. Play the audio for students to complete the exercise. Don't check answers at this stage as students will check their answers in Exercise 5.

EXTRA SUPPORT

If students find this difficult, pause the audio at the relevant points:

I find it really interesting ...


cartoons that make me laugh

they're exciting

they make me feel sad

some of the things he shows you are really excellent

They're really bad

- 5**  **1.05** Play the audio again for students to check their answers or change them for new ones. Elicit answers from students around the class.

Answers

1 H 2 C 3 D 4 G 5 E 6 B

Think

Students discuss the questions in pairs or groups. Extend to a class discussion where students justify their ideas where possible.



Homework

Workbook Unit 1: Listening, page 8

GRAMMAR 2

Present continuous for future use

► Student's Book, page 15

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 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

Students 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 1, page 136.

Answers

a 1 b 2

LANGUAGE NOTE

Check the present continuous *yes/no* question form and short answer. Write the following on the board: *Is he visiting his grandparents on Saturday? Are you listening to music?* Students identify the verbs. Then elicit the short answer: *Yes, he is. / No, he isn't. Yes, I am. / No, I'm not.*

- 1** Go through the example with the class. Students complete the exercise. Check answers in open class.

Answers

2 Are (you) cooking, are you cooking 3 Are (you) going, are you going with, are you going 4 Are (you) doing, are you doing 5 Are (you) watching, are you watching 6 Are (you) studying, are you studying

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

Answers

Students' own answers

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

Answers

1 'm listening 2 'm making 3 are seeing 4 watch 5 start
6 'm going 7 are playing 8 play 9 're meeting 10 follow
11 'm doing 12 have 13 're going 14 leaves

CULTURAL NOTE

Codenames is a popular party board game played by two teams. The objective is for players to correctly guess their team's secret words based on one-word clues given by their 'spymaster', while avoiding the opposing team's words.

- 4** Pairwork. Students ask and answer the questions with a partner.

Answers

Students' own answers

Digital practice

Encourage students to complete the digital practice.

Homework

Workbook Unit 1: Grammar 2, page 7
If your students can access the On-the-Go Practice, assign Unit 1 Grammar practice to them online.

SPEAKING

Questions


- Student's Book, page 16

Lesson aim

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


The Speaking video in this unit focuses on entertainment. The people in the video talk about 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.

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

Answers

- 1 Jojo has piano lessons on Mondays.
2 They decide to go to the cinema on Friday / Friday night.
3 They are having pizza at the twins' house after the cinema.

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

Answers

It starts at (half past six) and finishes at (eight fifteen); it's every (night this week) from (8:00 pm) until (10:30 pm); They meet on (Fridays) at (6 o'clock); What time does it start?

Speaking video worksheet

Students complete the Speaking video worksheet in the Teacher's Resource Centre for more detailed comprehension exercises and more practice of the key phrases.


Answers

The videoscript and answer key for the Speaking video exercises and worksheet can be found in the Teacher's Resource Centre.

- 3** Pairwork. Focus students' attention on the poster and elicit what they can see. Students discuss the questions. Elicit answers from different students around the class.

Answers

- 1 on Wednesday (s) 2 It starts at 5 pm/5 o'clock.
3 It lasts (for) 1.5 hours. 4 It finishes at 6:30 pm.

- 4**  1.06 Pairwork. 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 audio 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.

EXAM SKILL

Talking about free-time activities

Students read the tips.

- Remind students that they will have to speak about free-time and routine activities in the first part of the exam. Write the following example of a full answer on the board: *I love listening to music. My favourite singer is Taylor Swift. I listen to music every day when I do my homework.* Students guess what the examiner's question might have been.
- Using appropriate phrases to talk about time with the correct prepositions can improve a candidate's mark in an exam.
- Remind students that it is extremely important that they use appropriate phrases to answer the examiner's questions and to ask the examiner to repeat something if they have not understood.

OPTIMISE your exam

Questions

Students read the tips.

- 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

- 5** Pairwork. Students complete the task. Elicit answers and reasons from individual students.

Answers

Answer B is better for each question because it is a full answer and gives reasons and examples.

EXTRA SUPPORT

Pairwork. Students write down a list of free-time activities they enjoy doing. They swap their lists and think of questions to find out more information about their partner's hobbies. Check answers around the class, and write some examples on the board. (e.g. *How often do you play football? Where ...? Who ...?, etc.*) Students ask each other their questions.

- 6** Pairwork. Give students a few moments to read through the questions and think of their answers. Students ask and answer the questions. Remind them to use phrases to give them more time if necessary, and to ask their partners to repeat anything they don't understand. Monitor for examples of good use of English or any errors and go through these at the end. After class feedback, students could change partners and repeat the activity to try and improve their performance.

Answers

Students' own answers

Homework

Workbook Unit 1: Speaking, pages 8–9

LANGUAGE IN USE

3-option multiple-choice cloze

- Student's Book, page 17

Lesson aims

- Practise predicting answers for multiple-choice cloze texts
- Practise a 3-option multiple-choice cloze exam task
- Discuss different ways to read news stories

LEAD-IN

Write *The news* on the board. Students 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, social media or other websites, news apps*.

- 1** Before students read the text, tell them to look at the title and predict what it will be about. After students have discussed the questions in their pairs or groups, encourage them to share their ideas with the class.

Answers

1 Students' own answers

2 Possible answer: It's difficult to know if the news is true or not if the information is not from an official news organisation.

EXAM SKILL

Predicting the answer

Students read the tips.

- To practise the ideas in the tips, students cover up questions 1–6 in Exercise 2. Write the gapped sentences on the board and students try and guess the missing words. Then they uncover the sentences in their books and check if any were correct.

- 2** Students do the exercise individually and then compare their answers with a partner. Go over the answers in open class.

Answers

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

FAST FINISHERS

Students write their own gapped sentences for the options they didn't use in Exercise 2. Ask them to swap their sentences with a classmate, and try to complete their partner's sentences.

OPTIMISE your exam

3-option multiple-choice cloze

Before students read the tips, ask them what strategies they already use for doing multiple-choice tasks. Students read the tips and see if any of the strategies are mentioned. Students consider if these will be helpful.

Exam task

- 3** Students complete the exercise individually, referring to the tips in *Optimise your exam* box to help them. Then have students compare their answers in pairs before eliciting answers from the class. Students consider why the other two options were wrong in each case.

Answers

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

EXTRA SUPPORT

Ask students what options A, B and C have in common in each of the questions 1–6 (*They are the same part of speech*). Then elicit which parts of speech they are.

Answers

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

Culture

In groups, students discuss the questions. Ask students if any of them have written for their school newspaper.



Refer students to the Vocabulary reference on page 147.

Homework

Workbook Unit 1: Language in use, page 9

WRITING

A note

- Student's Book, pages 18–19

Lesson aims

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

LEAD-IN

Play *Snowman* with words connected to free-time activities. Divide the class into two teams. On the board, draw one line for each letter in a word. The teams take turns to guess letters in the word. If a letter is guessed correctly, write it into the correct space. If a letter is guessed which is not in the word, draw part of the snowman. The team which guesses the word first receives a point, and the game starts again.

Typically, the snowman should consist of nine parts: large circle (lower body), medium circle (upper body), circle (head), hat, buttons, arms, nose, eyes and mouth.

- 1** Students discuss the questions and share note-writing habits in pairs or groups. Elicit answers from the class.

Answers

Students' own answers

EXAM SKILL

Using your own words

Students read the tips.

- Remind students that they have done work on words that have the same meaning in Unit 1. Tell them that it is also important to think about this area when writing, in order to avoid repeating or 'lifting' words/phrases from exam texts, which 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** Pairwork. 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 (23 words) and the information is not very clear.

OPTIONAL EXTENSION

Point out that when replying to an invitation, it is polite to give a reason if you cannot accept. 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, e.g. *I'm sorry, I can't ... because ... / I'd love to, but I'm ...* Students mingle around the class 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** Pairwork. Before students begin, elicit ways to say *really like* as an example. Students complete the task. Check 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

Students read the tips.

- Tell students that planning is an essential part of successful task completion. Advise them 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 they are in an exam.

Exam Exam task

5 Students read Stefan's note and answer questions 1–4. Check answers in open class.

Answers

- 1** Stefan
- 2** What are you doing tonight? Do you want to see the new comedy film at the cinema at 6:45? Shall we go to the pizza place again?
- 3** see a new comedy film / go to the cinema
- 4** go for a pizza / something to eat

6 Tell students they are going to write a reply to Stefan's note. Students decide whether they are going to refuse the invitation (Plan A) or accept it (Plan B).

7 Plan Students complete the table to help them plan their note. Monitor to give advice and suggestions.

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.

Suggested answers

- A** I'm sorry but I'm busy tonight. I have volleyball class. We practise every Monday at 6.30. I'm free tomorrow. We can go then. The pizza place sounds great, I really like pizza.
- B** Yes, I'd love to come. I'm not doing anything tonight. I really like comedy films. The pizza place sounds great too. I love pizza.

Learning to Learn

Go through the different learning styles with the class. Students give examples of when they have used these learning styles in the classroom, e.g., colour-coded mind maps (visual learner); role plays (kinesthetic learner). Students decide which type of learner they are. Ask them to discuss the question and find which classmates have the same learning style as them.

Homework

Workbook Unit 1: Writing, page 10 and Review page 11

UNIT AIMS

Exam preparation in Unit 2:

- understand how to scan an article
- predict what you will hear
- explain likes and dislikes
- use linking words in an open cloze text
- make and reply to suggestions and answer questions in a note

CLASSROOM PRESENTATION KIT

VIDEOS:

- Grammar
- Speaking
- Speaking test

AUDIO:

- Student's Book
- Workbook

UNIT OVERVIEW

Student's Book / Digital Student's Book

Workbook / Digital Workbook

LESSON / EXAM TASK

EXAM SKILLS / LANGUAGE FOCUS

CONSOLIDATION

Reading
3-option multiple
matching | Blog posts

Scanning

Workbook, pp 12–13
Unit 2, Reading

Grammar 1

Past simple: regular verbs, *Wh-* words

Workbook, p 14
Unit 2, Grammar 1

Vocabulary

Words connected with *food*
Word formation: verbs/adjectives
Collocations with verbs

Workbook, pp 14–15
Unit 2, Vocabulary

Listening
3-option multiple choice
| A dialogue

Predicting what you will hear

Workbook, p 16
Unit 2, Listening

Grammar 2

Past simple: irregular verbs

Workbook, p 15
Unit 2, Grammar 2

Speaking
Questions

Explaining likes and dislikes

Workbook, p 16
Unit 2, Speaking

Language in Use
Open cloze

Using linking words

Workbook, p 17
Unit 2, Language in Use

Writing
A note

Making and replying to suggestions

Workbook, p 18
Unit 2, Writing

Review
Units 1–2

Optimise your well-being
Revise Grammar and vocabulary

Workbook, p 19
Review and Learning to Learn

Additional material

ON-THE-GO PRACTICE

TEACHER'S RESOURCE CENTRE

ASSESSMENT

Unit 2, Grammar and
Vocabulary

Worksheets:
Grammar (Standard and Higher),
Vocabulary (Standard and Higher),
Speaking video, Grammar communication

Unit Test 2 (Standard and Higher)

READING

3-option multiple matching | Blog posts

► Student's Book, pages 20–21

Lesson aims

- Read a text quickly to understand the main idea and find specific information
- Practise a 3-option multiple matching exam task
- Discuss healthy diets and cooking with in groups

LEAD-IN

Students look at the unit title **Good food** and the photo, and say what they think the unit is going to be about (*food, cooking, places to eat*). In pairs, students name as many foods as they can in the photo. Then ask them to brainstorm any other fruit and vegetables they know. Encourage students to share their ideas with the rest of the class.

Digital game

Encourage students to play the digital game for extra practice.



- 1** Students discuss the question in pairs or groups. Elicit some answers in open class to develop a class discussion.

Answers

Students' own answers

EXAM SKILL

Scanning

Students read the tips. Check they understand.

- Elicit some examples of texts which might require the skill of scanning, e.g. menus, adverts, recipes, instruction manuals, train or bus timetables, guide books. Ask students what type of information you might be looking for in these texts, e.g. ingredients, train times.

- 2** Students complete the exercise and then check answers in open class.

Answers

1 (in the summer holidays) two years ago **2** Sara **3** pizza
4 last year

OPTIMISE your exam

3-option multiple matching

Students read the tips.

- Go through the tips with the class. As an example, refer students to Question 1 in Exercise 4, and elicit what information they need to find (which person cooks with someone from their family). Refer students back to the *Exam skill* box to remind them how to scan the text.

- 3** Students complete the task. Check answers with the class.

Answers

Students' own answers

Exam task

- 4** **2.01** Students complete the exam task. Tell them to refer to the *Optimise your exam tips*. Check answers in open class.

Answers

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

FAST FINISHERS

Students read the blogs again and note down how each person learnt to cook.

- 5** Students complete the exercise. They compare answers in pairs before you check in open class.

Answers

1 neighbours **2** huge **3** video channel **4** I can't wait **5** dishes
6 recipes

ESDC

This question relates to **Sustainable Development Goal 3: Good health and well-being**. This question asks students to think more about how food impacts their health and well-being.

Refer students to the question in the green box. Elicit why it is important to have a healthy diet (*Eating healthy food helps your body stay strong and fight illness. A good diet gives you energy and makes you feel happy.*) Students then discuss the question in pairs before opening it out to the class.



Suggested answers

To have a healthy diet, eat foods like fruits, vegetables, whole grains, and lean proteins. Try not to eat processed foods, sugar and unhealthy fats, e.g. crisps, sweets and fast food. Drink plenty of water.

Think

After students have discussed the questions in pairs, open up to a class discussion.



Suggested answers

Cooking prepares young people for adult life. Cooking for yourself encourages healthy eating, as you can choose healthy ingredients. Cooking together with your friends or family is fun and can strengthen relationships. Some ways to learn to cook include: cooking classes, watching cooking videos and tutorials, using simple recipe books, learning from family and friends.

Homework

Workbook Unit 2: Reading, pages 12–13

GRAMMAR 1

Past simple: regular verbs, *Wh-* words

► Student's Book, page 22

Lesson aims

- Understand the correct usage of past simple, regular verbs and *Wh-* question words
- Practise talking about the past and asking questions

LEAD-IN

Write these book titles on the board:

Harry Potter, The Hunger Games, Powerful, Percy Jackson, Diary of a Wimpy Kid, Matilda

Ask the class if they have read any of these books. Then write the following questions on the board:

What book did you read last year?

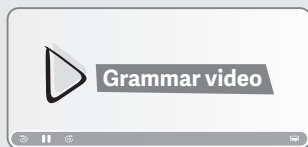
What happened in the story?

Did you enjoy it?

In pairs, students ask and answer the questions.

Grammar in context

Students complete the task. Check their answers and ask them to read more about the past simple in the *Remember* box.



Watch the grammar video.

Remind students that they can find more information in the Grammar reference, Unit 2, page 136.

Answers

1 joined 2 cooked 3 wanted

- 1 Focus students' attention on the text and ask them where they might find it (*in a magazine*). Students complete the exercise. Check their answers and spelling in open class.

Answers

1 started 2 watched 3 practised 4 preferred 5 used
6 baked 7 asked 8 wanted

FAST FINISHERS

Ask fast finishers to circle all the words in the text related to food and cooking, e.g. *baking (n), meal (n), cook (v), bake (v)*.

CULTURAL NOTE

Amy's Baking Year was first published in 2014 when Amy-Beth Ellice was just 14 years old. The book contains numerous recipes organised according to the seasons and special occasions through the year.

Grammar in context

Students studying to sit the Cambridge A2 Key for Schools are expected to be able to use the basic *Wh-* question words correctly to refer to the present, past and future. Students complete the task. Remind them to refer to the information in the *Remember* box if they aren't sure. Then check their answers.

Remind students that they can find more information in the Grammar reference, Unit 2, page 136.

Answers

a past b a time

- 2 Go through the example. Then students complete the exercise. Check their answers.

Answers

1 Where 2 What/Which 3 When 4 Why 5 Who 6 Whose

- 3 Read the title of the text and elicit what it might be about. Students complete the exercise. Elicit answers from different students around the class.

Answers

1 talking 2 When 3 travelled 4 decided 5 Who 6 talked
7 Where 8 What 9 Which

Digital practice

Encourage students to complete the digital practice.

Homework

Workbook Unit 2: Grammar 1, page 14

If your students can access the On-the-Go Practice, assign Unit 2 Grammar practice to them online.

VOCABULARY

Working with words

► Student's Book, page 23

Lesson aims

Understand the correct usage of:

- words connected with *food*
- verbs and adjectives from the same word family
- verb + noun collocations

LEAD-IN

Write these jumbled questions on the board. Students put them in the correct order and complete the *Wh*-question word.

- 1 house / in / wh_ / your / the cooking / does / usually
- 2 to Friday / wh_ / have / do / you / lunch / from Monday
- 3 was / the last time / a meal / for / wh_ / you / went out

Answers

- 1 Who usually does the cooking in your house?
- 2 Where do you have lunch from Monday to Friday?
- 3 When was the last time you went out for a meal?

Words connected with food

- 1 2.02 Before students complete the exercise, elicit which food they like/dislike or which food is healthy/unhealthy. Play the audio for students to listen and check their answers.

Answers/Audioscript

Vegetables: beans, carrots, lettuce, onions, potatoes (could also go in the 'carbohydrates' list), tomatoes (could also go in the 'fruit' list)

Fruit: apple, banana, oranges, strawberries

Carbohydrates: bread, cereal, pasta, rice

Meat: beef, chicken, steak

Dairy: cheese, milk, yoghurt

Other: honey, oil, salt, vinegar

- 2 Ask students what foods they like to make or eat. Students complete the exercise individually. They compare answers in pairs before checking answers in open class.

Answers

- 1 beef 2 oil 3 cheese 4 banana 5 strawberries 6 yoghurt
7 pasta 8 lettuce 9 carrot

Refer students to the Vocabulary reference, page 148, for more information on food vocabulary.

Word formation: verbs/adjectives

- 3 2.03 Students complete the exercise. Play the audio for them to listen and check their answers. Then students close their books. Call out the verbs and ask volunteers to say the correct adjectives to check their pronunciation.

Answers/Audioscript

Verb: bake **Adjective:** baked

Verb: boil **Adjective:** boiled

Verb: fry **Adjective:** fried

Verb: grill **Adjective:** grilled

Verb: roast **Adjective:** roasted

LANGUAGE NOTE

Both *bake/baked* and *roast/roasted* refer to preparing food in an oven. The difference is that roasted foods are cooked at a higher temperature e.g. vegetables, meats. Baked foods include cakes, bread, pasta, fish and sometimes potatoes.

- 4 Students complete the exercise. Check their answers.

Answers

delicious grilled, new Italian, fresh green, cold, beautiful blue glass

- 5 Students complete the exercise. Remind them to refer to the *Remember* box if they aren't sure. Check answers in open class.

Answers

- 1 A 2 A 3 B

EXTRA SUPPORT

For extra practice, write the following phrases on the board or read them aloud. Students say if they are in the correct order or not. Then they correct the ones that are wrong.

1 some baked horrible pasta

2 a young Japanese chef

3 a green small apple

4 some fantastic new recipes

5 an Indian old cookbook

Answers

- 1 horrible baked 3 small green 5 old Indian

Refer students to the Vocabulary reference, page 148, for more information on verbs and adjectives.

Collocations with verbs

- 6 2.04 Explain or elicit that collocations are word combinations that go together. Students complete the exercise. Then play the audio for them to listen and check their answers. Elicit other nouns they know which go with the verbs 1–5.

Answers/Audioscript

- 1 d 2 e 3 a 4 c 5 b

- 7 Students complete the exercise. Check answers in open class.

Answers

- 1 bake 2 make 3 take 4 have 5 do

Refer students to the Vocabulary reference, page 148, for more information on collocations.

Digital practice

Encourage students to complete the digital practice.

Homework

Workbook Unit 2: Vocabulary, pages 14–15

If your students can access the On-the-Go Practice, assign Unit 2 Vocabulary practice online.

LISTENING

3-option multiple choice | A dialogue

► Student's Book, page 24

Lesson aims

- Listen for detail after predicting content
- Practise a multiple-choice exam task
- Research how often young people go out to eat

LEAD-IN

Divide the class into teams. Call out one of the verbs for preparing food from the previous lesson, e.g. *bake*. Set teams a time limit of 30 seconds to think of phrases with the verb, e.g. *bake biscuits, bake cakes, bake bread*. Repeat the process with *boil, fry, grill* and *roast*. Check answers, giving one point for each correct answer. The team with the most points wins.

- 1** Students ask and answer the questions in pairs or groups. Elicit answers from some pairs or groups to see if eating out is popular with the class as a whole.

Answers

Students' own answers

EXAM SKILL

Predicting what you will hear

Students read the tips in the *Exam skill* box in the Student's Book.

- Elicit what students have already learnt about 'predicting'. Refer them back to the Language in Use lesson in Unit 1, if necessary.
- Tell students they should read through all the questions and answers quickly before they listen, as this will help them predict what they will hear.

- 2** Students look at the exam question and tell you what it will be about (*a new café*). Then students complete the exercise. Check their answers in open class.

Suggested answers

new café, reason, likes, cheap cake, good coffee, friendly staff

- 3** Students complete the exercise individually then compare their mind maps with a partner. Copy the mind map on the board and collate all students' ideas.

Answers

Possible answers:

cake – chocolate, fruit
coffee – cheap / hot / delicious
staff – waitress / helpful / kind

- 4** **2.05** Remind students how important it is to listen very carefully and not just choose the first word they hear. Play the audio for students to listen and answer the question. Check in open class.

Answer

1 B

- 5** Tell students to refer back the *Exam skill* box before doing the activity. Elicit students' predictions about the conversation they will hear, accepting all sensible suggestions at this stage.

Answers

Students' own answers

OPTIMISE your exam

3-option multiple choice | A dialogue

Students read the tips. Check they understand.

- Remind students that they will hear the recording twice, so if they are not sure about one of the answers they can move on and leave it for the second listening.

Exam

Exam task

- 6** **2.06** Ask students who they will listen to (*two friends talking: Clare and Simon*). Students listen and complete the exercise. Remind them to guess if they are not totally sure. Don't check answers at this stage, as students will do this in Exercise 7.

- 7** **2.06** Play the audio again for students to check their answers. Check answers in open class.

Answers

1 B 2 C 3 A 4 B 5 A

OPTIONAL EXTENSION 2.06

Play the audio again, pausing where necessary, for students to listen and note down words from the answer options that were mentioned in the recording but were not the correct answers. Tell students these are called 'distractors' and are often included in exam tasks to check that students listen carefully and do not simply listen for 'exact' words from the recording.

Answers

- 1** Simon asked if they went to the café on Friday evening (A), but Clare says they went on Saturday afternoon (B).
2 Simon says there were only five tables (C), but he also says there were people at four of them.
3 The answer is A (enjoyable) but Clare mentions that the drinks were fantastic (C).
4 Simon had an omelette (A) when he went to the café and Kristy had a curry (C), but Clare had fish (B).
5 Clare had a drink (A), but she also mentions the words fruit (B) and dessert (C).

Research

In pairs or groups, students research to answer the questions.

Homework

Workbook Unit 2: Listening, page 16

GRAMMAR 2

Past simple: irregular verbs

► Student's Book, page 25

Lesson aims

- Focus on past simple irregular verbs
- Understand the use of the auxiliary *did* for negative statements and questions in the past
- Practise using irregular verbs to talk about the past
- Discuss interesting restaurants

LEAD-IN

Play **The memory game**: Yesterday, I went to the shops and bought ... with the class. Students stand up. Start by saying Yesterday, I went to the shops and bought some fresh fish. Nominate a confident student to repeat the sentence and add a food item to the list, e.g. ... some fresh fish and some small tomatoes. Continue round the class with students repeating all the food items in the list and adding an item of their own. If a student forgets one of the items, they have to sit down.

Grammar in context

Refer students to sentences 1 and 2 from Clare and Simon's conversation in the previous lesson, and ask them to choose the correct words. Elicit that *go* is an irregular verb, and its form changes to *went* in the past. Check their answers and ask students to read the information in the *Remember* box. Encourage them to study the Irregular verbs on page 159.

Remind students that they can find more information in the Grammar reference, Unit 2, page 137.

Answers

1 Did 2 went

LANGUAGE NOTE

Some irregular verbs can be organised into groups that behave in a similar way, e.g.

- verbs where /ɪ/ changes to /æ/, e.g. *begin* > *began*, *drink* > *drank*, *swim* > *swam*
- verbs where the past form ends in /ɔ:t/, e.g. *buy* > *bought*, *teach* > *taught*, *think* > *thought*
- verbs where /i:/ changes to /e/, e.g. *keep* > *kept*, *meet* > *met*, *sleep* > *slept*

Highlighting similarities between irregular verbs can help students remember them.

DIFFERENTIATED LEARNING

Pair confident students with less confident students. Ask the less confident students to test their partner on irregular verbs. Referring to the Irregular verbs on page 159, they ask their partner questions, e.g. *What's the past of 'bring'? How do you spell it?*

- 1 Students complete the exercise. If necessary, students can refer to the irregular verb section on page 137. Check answers in open class, eliciting the pronunciation of the irregular verbs.

Answers

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

- 2 Students complete the exercise individually. Walk around the class, helping if necessary. Students compare their sentences in pairs. Invite volunteers to share their answers in open class.

Answers

- 1 What did you eat for breakfast this morning?
- 2 Where did you go with your friends last weekend?
- 3 Did you eat any new foods last week? What did you have?
- 4 What languages did you learn last year?
- 5 Did you go to bed late last night? What time did you get into bed?

- 3 As an example, ask a confident student: *What did you eat for breakfast this morning?* Then divide the class into pairs to do the speaking activity. After the exercise, students share any interesting information they learnt about their partner.

Answers

Students' own answers

DIFFERENTIATED LEARNING

Pair confident students with less confident students and have the confident students ask the questions first. This way the less confident students have a chance to hear the questions before having to formulate them. Alternatively, elicit the questions from the class before students start to ask and answer.

- 4 Students say what they can see in the photo (*pancakes with fruit*). They complete the exercise. Students compare their answers in pairs before you check their answers in open class.

Answers

1 did (you) do 2 went 3 didn't eat 4 ate 5 got 6 didn't know 7 saw 8 thought 9 had 10 didn't leave 11 told 12 said



Me

In pairs, students discuss the questions.

Digital game



Encourage students to play the digital game for extra practice.

Homework

Workbook Unit 2: Grammar 2, page 15
If your students can access the On-the-Go Practice, assign Unit 2 Grammar practice to them online.

SPEAKING

Questions


► **Student's Book, page 26**

Lesson aim

- Talk about your likes and dislikes
- Practise answering personal questions


The Speaking video in this unit focuses on food and drink. The people in the video talk about preparing food for Mother's Day, their favourite cakes and cleaning the house.

Students answer some comprehension questions and then listen for key phrases in the video.

- 1**  **Students spend a minute or two reading the questions. Check the meaning of *twins* in question 1. Play the video for students to complete the exercise. Play the video again, if necessary, before checking their answers.**

Answers

- 1 The twins made a card for their mum last week.
- 2 Evie made a lemon cake.
- 3 Evie's dad bought a cake in the supermarket.

- 2**  **Play the 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

I love (orange cake) because it's (so sweet); I prefer (lemons to oranges); It's my favourite because ...

Speaking video worksheet

Students complete the Speaking video worksheet in the Teacher's Resource Centre for more detailed comprehension exercises and more practice of the key phrases.

Answers

The videoscript and answer key for the Speaking video exercises and worksheet can be found in the Teacher's Resource Centre.

LEAD-IN

With their books closed, give students your own answers to the questions in Exercise 3, e.g. *My favourite meal of the day is ... because ... I prefer (healthy food) because ...* Students make a note of what they think the questions might be. Students compare their questions with the ones in Exercise 3 in the Student's Book.

EXAM SKILL

Explaining likes and dislikes


Students read the tips.

- Remind students that it is extremely important to ask the examiner to repeat questions they don't understand. Explain that reformulating (repeating what you think the examiner is asking for) is a good technique, as it shows that you were paying attention, e.g. *So, you want me to talk about the meal I like most?* (in response to *What is your favourite meal of the day?*).
- Remind students that adding extra information, such as examples or opinions, will gain extra marks.

- 3** **Model pronunciation of the questions, and check students use the shortened form of *Do you .. (D'you)*. In pairs or groups, students ask and answer the questions. Elicit answers from different pairs or groups around the class.**


Answers

Students' own answers

- 4**  **2.07 Tell students that they will hear an extract from a speaking exam. Ask them to read the questions before they listen. Students compare their answers in pairs before checking answers with the class.**

Answers

- 1 b 2 a 3 c
- 1 pasta 2 pears 3 (hot) bread, meat

- 5**  **2.07 Play the audio again, pausing where necessary, for students to listen and note down the answers.**

Answers

- 1 A 2 B 3 B

- 6** **Give students time to think about their answers. Refer them back to page 23 of the Student's Book for food vocabulary if necessary.**

Answers

Students' own answers

OPTIMISE your exam

Questions

Students read the tips.

- Encourage students to keep a record in their notebooks of useful vocabulary and phrases for talking about likes and dislikes, including questions the examiner is likely to ask, and possible answers.
- Point out that the examiner could ask about other likes and dislikes, not only food, e.g. hobbies, music or sports.

Exam task

- 7** Divide the class into pairs to ask and answer the questions in Exercise 6. Students use their notes and the words and phrases in the *Phrase expert* box to help them. Walk around the class, monitoring and noting down good use of language or any errors. Go over them at the end.

After going through any errors and eliciting corrections, students swap partners and repeat the task to try and improve their performance.

Answers

Students' own answers

FAST FINISHERS

Students brainstorm other topics connected with food, which they think might come up in the exam, e.g. *Special food in your country*, *Special food for special times of the year*, *The worst meal ever*. Students share their ideas with the rest of the class.

Homework

Workbook Unit 2: Speaking, page 16

LANGUAGE IN USE

Open cloze

► Student's Book, page 27

Lesson aims

- Focus on linking words
- Practise an open-cloze exam task
- Describe food

LEAD-IN

Tell students about a place where you like to eat. Mention the following: what type of people it's aimed at, food, menu, price, service. Students then look at the sentences in Exercise 1 and, in pairs, try to rank them 1–6 for you, based on what you told them. Give feedback in open class.

- 1** Students complete the exercise individually, then compare their answers in pairs. If students do not eat out regularly, you could change the focus of this exercise, asking them to think about which points are most important for restaurant owners, in terms of attracting young people to eat there.

Answers

Students' own answers

- 2** Pairwork. Divide the class into groups of students who don't usually work together. Ask them to compare their answers to Exercise 1 and try to agree on the same order. Students share ideas with the rest of the class, giving reasons for their decisions.

Answers

Students' own answers

OPTIONAL EXTENSION

Elicit the name of one or two local cafés or restaurants. Elicit students' comments and opinions on their food, menu, price, service and location, e.g. *it has delicious pasta*, *the menu's cheap*.

EXAM SKILL

Using linking words

Students read the tips.

- Explain that in exams, open-cloze tasks like the one in Exercise 5 focus on different grammar structures.
- One of the structures often tested is conjunctions, also known as linking words because they link two ideas.
- Tell students that knowing how sentences are linked together can help them figure out what the missing conjunctions are.

- 3** Students complete the exercise. Check their answers and elicit the reasons for each one.

Answers

1 but; to connect ideas that are different **2** because; to give a reason **3** or; to connect two equal choices **4** and; to join ideas **5** and; to join ideas **6** but; to connect ideas that are different **7** so; to give a reason

OPTIMISE your exam

Open cloze

Students read the tips.

- Point out that open-cloze exam tasks look similar to multiple-choice cloze tasks. The only obvious difference is that students are not given multiple-choice options. However, multiple-choice cloze places more emphasis on vocabulary, and open cloze focuses mainly on grammar.
- Tell students to read the whole text quickly, avoiding the gaps, to get a general understanding before completing the task.

- 4** Ask students what the man in the photo is doing (*making a pizza base*). Elicit what they think the text might be about (*an Italian restaurant*). Students complete the activity. Check answers around the class.

Answers

Gaps 4 and 6 need linking words: **4** but **6** because

1 preposition **2** preposition **3** article **4** conjunction / linking word **5** preposition **6** conjunction / linking word

EXTRA SUPPORT

Write the following types of words on the board: *article, preposition, linking word*. Elicit an example of each. Students match them with the gaps in the text in Exercise 5.

Exam task

- 5** Students complete the task individually. Check answers with the class.

Answers

1 from **2** on **3** an **4** but **5** to **6** because

Learn

Students go through the unit and make a note of any food vocabulary they can find. They can add other words they know and use a dictionary, if they have one, to find more. Elicit categories they could use for a mind map, e.g. fruit and vegetables, dairy and protein, carbohydrates, food adjectives.

Suggested answer:

Fruits & Vegetables: grape, peach, pear, salad, cabbage, spinach, mushrooms

Dairy & Protein: butter, cheese, sausage

Carbohydrates: biscuit, pasta, toast

Drinks & Snacks: crisps, lemonade, fruit juice

Adjectives for describing food: salty, sour, spicy, crispy, fresh, soft, delicious, healthy/unhealthy

Refer students to the Vocabulary reference on page 148.

Homework

Workbook Unit 2: Language in use, page 17

WRITING

A note

- Student's Book, pages 28–29

Lesson aims

- Focus on making and replying to suggestions in a note
- Plan and write a note

LEAD-IN

Students look at the photos. Ask them what they have in common (*they are all fast food*). Elicit what food items they can see (e.g. *lemon, squid rings, chips*) and what countries you might find food like this. Finally, ask them which they would prefer to eat.

- 1** Students discuss the questions in pairs or groups, then share ideas with the rest of the class. Monitor and write any useful or interesting vocabulary on the board.

Answers

Students' own answers

- 2** Ask students who the note is from (*Jordi*). They then identify the questions and underline the key words, but don't get them to write a reply yet. Highlight the use of the phrase *How about + ing form* for making suggestions.

Answers

Jordi asks four questions.

Students should underline: How about/lunch, What/like eating, Where/go, What/time/meet

EXAM SKILL

Making and replying to suggestions

Students read the tips.

- Tell students that when reading emails or notes, they need to identify phrases that look like questions, but are actually making suggestions, such as the ones in the *Exam Skill* box. They need to reply to these with specific phrases like those suggested. Go through the *Exam Skill* box together and elicit examples of suggestions using the phrases given, e.g. *How about going to the swimming pool?*

- 3** When students have matched the questions in the note with functions 1–4, elicit other questions they know for each function.

Answers

1 How about going for lunch? **2** What time can we meet? **3** What do you like eating? **4** Where would you like to go?

- 4** Pairwork. Ask a confident student to explain what sushi is, if necessary. Ask students if they have tried it. Check students understand what they have to do. After completing the table, ask them to compare their answers. Check answers with the class.

Answers

1 Note A (18 words)

2 Note B; Note A doesn't answer the first and second questions.

3 Both. Note A *Let's have some ...*; Note B *How about ...?*, *What about meeting*

4 Note B ... *on Bond Street, fantastic ... cheap*

- 5** Students complete the exercise. Then check their answers in open class.

Answers

Students' own answers

DIFFERENTIATED LEARNING

Ask more confident students to write an alternative reply, rephrasing the sentence starters given in the note in Exercise 5.

Suggested answers

1 I'm also free today. **2** I love pizza. / Pizza's my favourite food. **3** Let's try it. / How about going there? / Why don't we go there? **4** How about meeting there at one o'clock? / Why don't we meet there at one o'clock?

OPTIMISE your exam

Guided writing | A note

Students read the tips.

- Tell students that to get maximum marks in this part of the exam, they need to answer all the questions. They will also get more marks for using their own words, and using a range of vocabulary. Encourage them not to repeat the same words twice, if possible, but to use the task as an opportunity to show the examiner how much they know.

Exam task

- 6** Invite a volunteer to read the instructions and the note. In pairs, students check each other's answers to the questions before you check them in open class.

Suggested answers:

1 Ella **2** 25 or more **3** 3 questions **4** What cookery classes were like and what I learnt to cook
5 past simple, present simple **6** vocabulary about food

- 7** Plan Tell students to use all the tips they have learnt in the lesson to complete the 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.

EXTRA SUPPORT

Look at the plan with students. Elicit suggestions for how to complete the *Detail* column from the class and prompt them to write the questions that they need to answer. Give them a couple of minutes to write down some ideas in the *My notes* column. Students brainstorm ideas in pairs or small groups for the *Useful language* column. Collate these on the board so all students have plenty of ideas to choose from before they start writing.

- 8** Write Make sure students understand what is meant by the appropriate style (*informal language for writing notes*). Offer help where needed. If there is not enough time, set this and the subsequent checklist exercise for homework.

Answers

Students' own answers

- 9** Check Students complete the checklist before they hand in their note. Tell students that this is an important part of every task they do.

Learning to Learn

Before going through the Learning to Learn tips, ask students if they know any places where they can study near their homes, e.g. the school library, their local library, or a quiet internet café. Go through the tips with the class. Students say which of the tips they think are most important in helping them focus well. Elicit any other ideas they have for creating a good study space. Ask students if they like to listen to music when they are studying. Students discuss this and the other questions in the Student's Book in pairs.

Homework

Workbook Unit 2: Writing, page 18, and Review, page 19

REVIEW UNITS 1-2

OPTIMISE your well-being

Ask students who they regard as good listeners among their friends and family. Ask them what makes them a good listener.

Go through the tips with the class. Check they understand the meaning of 'interrupt' and 'empathy'. Elicit some questions they could ask if they don't understand, e.g. *What do you mean by ...?* *Do you mean ...?* Ask students if they can think of other tips. You could write the following on the board if students don't suggest them, and ask them to explain what they mean: *Be open-minded* (listen without judging), *Paraphrase* (repeat important points to show you've understood, e.g. *So you mean that ...?*).

Ask students if they think they are good listeners. Students choose two of the tips to practise during the week.

Revise: Grammar and vocabulary

Answers

1 game **2** boil **3** café **4** to **5** cheese **6** art gallery **7** out
8 article
2 1 stay **2** take **3** bake **4** play **5** have **6** look **7** make **8** try
3 1 are / 're practising **2** does he have **3** am / 'm looking
4 is not / isn't working **5** do not / don't like **6** are you doing
7 are / 're doing **8** Do you agree
4 1 decided **2** bought **3** started **4** did not / didn't go
5 went **6** ate **7** did she travel **8** visited **9** practised
10 asked
5 Fruit: apple, banana, orange, strawberry
Vegetables: bean, carrot, lettuce, onion, potato
Meat: beef, chicken, steak
Dairy: cheese, yoghurt
Other: cereal, oil, pasta, salt
6 1 What **2** Whose **3** Who **4** Where **5** Why **6** Which **7** When