

UNIT OVERVIEW

Student's Book / Digital Student's Book


LESSON / EXAM TASK	LANGUAGE FOCUS
Vocabulary 1	Words connected with <i>appearance and personality</i>
Reading 1	An article
Vocabulary 2	Word formation: nouns with <i>-ity / -ness</i>
Grammar 1	Present simple, present continuous, stative verbs
Vocabulary 3	Collocations with adjectives
Reading 2	Fact files
Grammar 2	Quantifiers

VOCABULARY 1

Words connected with *appearance and personality*

LEAD-IN

Write these phrases on the board or dictate them: *is honest, is a good listener, does what I say, wears nice clothes, cheers you up when you're sad, is funny, is kind, has lots of money, does the right thing, only talks to me, gives me presents, cares about other people*. In pairs, students discuss which qualities are most important to them in a friend. Elicit answers from different students around the class.

- 1**  **S.01 Pairwork.** Students complete the exercise. Check they know the meaning of *freckles* /'frek(ə)lz/ (small brown spots on your skin). Elicit answers from around the class.

Suggested answers

Hair: curly, wavy (other possible words: straight, brown, fair, dark, thick, thin)

Face: brown eyes, freckles (other possible words: pale/dark-skinned, moustache, beard)

Height: tall (other possible words: short, medium-height)

Personality: creative, curious, dependable, friendly, generous, negative, polite, popular, serious, shy, unreliable (other possible words: sociable, hard-working, clever, quiet, kind, funny)

LANGUAGE NOTE

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

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

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

Answers

1 negative **2** creative **3** curious **4** dependable **5** polite **6** shy **7** popular **8** generous **9** serious **10** unreliable

- 3** Students complete the exercise. Elicit answers in open class.

Answers

Students' own answers

DIFFERENTIATED LEARNING

Give less confident students the following words to help them complete the exercise: *beads, braids, earrings, necklace, glasses, jeans, checked shirt, sunglasses, top*. Challenge more advanced students who finish early to add two words to each category in Exercise 1.

4 In pairs, students complete the exercise.

FAST FINISHERS

Pairs change partners, then describe and guess a different celebrity.

OPTIONAL EXTENSION

Ask students to research a local or national celebrity for homework and prepare a short presentation. The presentation should include a few biographical details as well as a description. In class, the students make their presentations to small groups.

READING 1

An article

LEAD-IN

Students read the article title and look at the image. Elicit what they think the article is going to be about (*habits and clothes*).

1 Students read the text quickly. Set a three-minute time limit to prevent them from reading in too much detail at this stage. Elicit answers in open class.

Answers

social media, shoes, the colour of your clothes

2 S.02 Remind students that True means there is information in the text that agrees exactly with the statement in the question. Point out that they will possibly need to look for synonyms and match meaning and not words. False means there is information in the text that contradicts the statement in the question. Highlight that students will also need to think about meaning here. Remind them to pay careful attention to 'little' words that qualify or change meaning such as: *some, all, often, occasionally*.

Answers

1 T 2 F 3 T 4 F 5 T

FAST FINISHERS

Students correct the two false statements, 2 and 4.

Answers

- 2 Lurkers never post comments or like posts.
4 People who wear boots want to be different.

3 Pairwork. Students complete the exercise. Elicit answers in open class.

Answers

Students' own answers

VOCABULARY 2

Word formation: nouns with *-ity* / *-ness*

1 S.03 Students complete the exercise. Elicit answers in open class. Then play the audio for students to listen and check their answers.

Answers

creativity, curiosity, dependability, friendliness, generosity, negativity, personality, politeness, popularity, reliability, seriousness, shyness

LANGUAGE NOTE

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

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

2 Students complete the exercise. Have them check in pairs before you elicit answers in open class.

Answers

1 shyness 2 generosity 3 personality 4 curiosity

OPTIONAL EXTENSION

Ask students to write four sentences that use nouns with *-ity* and *-ness* that don't appear in exercise 2. Elicit sentences from different students around the class.

Think

Students discuss the question in pairs. Then elicit opinions in open class. Ask students to give reasons to support their opinions.



GRAMMAR 1

Present simple, present continuous, stative verbs

Grammar in context

Students complete the task. Refer them to the information in the *Remember* box if they aren't sure.

Check answers in open class.

Remind students that they can find more information in the Grammar reference, Starter, page 136. This should be the first source they refer to when they have any questions or doubts.

Answers

1 e 2 d 3 b 4 a 5 c

LANGUAGE NOTE

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

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

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

Stative verbs generally fall into four groups: verbs of feeling, verbs of opinion, verbs to describe senses and verbs of possession.

OPTIONAL EXTENSION

Write the following table on the board:

Action verbs	Stative verbs	Both action and stative

Ask students to complete the table with the following verbs: *believe* (stative), *eat* (action), *feel* (both), *go* (action), *have* (both), *know* (stative), *love* (stative), *prefer* (stative), *see* (both), *seem* (stative), *sleep* (action), *taste* (both), *talk* (action), *think* (both), *work* (action).

1 Students complete the exercise. Check answers in open class.

Answers

1 go, am/'m watching 2 Is Max chatting, is he listening 3 doesn't want 4 hates, never plays 5 am/'m having 6 am/'m not visiting, have

2 Students complete the exercise. Have them compare in pairs before you check answers in open class.

Answers

1 How often do you go on social media? 2 What are you wearing at the moment? 3 What colour hair does your best friend have? 4 What are members of your family doing right now?

3 Pairwork. Students complete the exercise. In a less-confident class, model an example dialogue in open class.

Answers

Students' own answers

VOCABULARY 3

Collocations with adjectives

1 S.04 Remind students what collocations are before they do the activity (a combination of words that are frequently used together and which 'sound right' to native speakers). In this exercise, students develop their intuition for how words work together. They complete the exercise. Play the audio for them to listen and check their answers.

Answers

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

2 Students complete the exercise. Check answers in open class.

Answers

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

OPTIONAL EXTENSION

Write these four nouns on the board: *media*, *friend*, *colours* and *shoes*. Tell students to find four adjectives that form collocations with the nouns from the first three pages of the Starter unit.

Answers

social media, best/ideal friend, bright colours, smart shoes

READING 2

Fact files

LEAD-IN


Explain to students that a fact file contains important information about a particular subject.

They can be about people, places, historical events or anything you want to give information about.

- 1** Pairwork. Students complete the exercise. Check answers in open class.

Answers

Students' own answers

- 2**  **s.05** Students complete the exercise. Check answers in open class.

Answers

1 France/London **2** London/France **3** fashion
4 19th November **5** the USA **6** actor
7 19th November

FAST FINISHERS

Students find words and phrases in the text that have the same meaning as the following: but (*while*), identical to (*exactly like*), later (*then*), many (*lots of*), such as (*like*).

GRAMMAR 2

Quantifiers

Grammar in context

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

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

Answers

1 Many of, others = stories; countable
2 some = research; uncountable

LANGUAGE NOTE

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

We use *every* or *each* with a singular noun to mean *all*, e.g. *Each student was given homework.* / *I go to the beach every summer.*

We use the quantifier *both* to talk about two people or things e.g. *Both of the twins were at home.* / *Both of the computers are new.*

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

- 1** Students complete the exercise. Check answers in open class.

Answers

1 each **2** Most **3** both / both of **4** boy, has **5** students, has

- 2** Pairwork. Students complete the exercise. Check answers in open class.

Answers

Students' own answers

Research



Set the exercise as homework. Ask students to research stories involving twins. Ask students to also find a picture of the twins. In class, students present their stories to small groups.

1

How we live

UNIT AIMS

Exam preparation in Unit 1:

- understand reference words
- predicting
- saying where things are
- understand how to use result clauses
- use the right style

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
Gapped text | An article

Understanding reference words
Gapped text

Workbook, pp 4–5
Unit 1, Reading

Grammar 1

Past simple and past continuous

Workbook, p 6
Unit 1, Grammar 1

Vocabulary

Words connected with *the house and home*
Word patterns

Workbook, pp 6–7
Unit 1, Vocabulary

Listening
3-option multiple choice | Interview

Saying where things are

Workbook, p 8
Unit 1, Listening

Grammar 2

used to and *would*

Workbook, p 7
Unit 1, Grammar 2

Speaking
Extended turn | Photos

Extended turn | Photos

Workbook, pp 8–9
Unit 1, Speaking

Language in Use
4-option multiple-choice cloze

Result clauses

Workbook, p 9
Unit 1, Language in Use

Writing
An article

Using the right style

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

Gapped text | An article


► Student's Book, pages 10–11

Lesson aims

- Focus on understanding reference words
- Practise a gapped-text exam task


LEAD-IN

Elicit the difference between *house* and *home*.
(*The main difference is that house refers to a building in which someone lives; in contrast, a home has more of an emotional aspect – the place where you live and you feel you belong.*) Focus students' attention on the photo and ask them to describe it in open class. Use this opportunity to pre-teach vocabulary in Exercise 1 if necessary.

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

Answers

heat / a fire, water, a cooker, a (plant) shelf, a table, a shoe rack, a shelf. Other items we see include: a bed, curtains, a cupboard, a kettle, a sink, a bed, plants.

- 2**  Students complete the exercise. Discuss answers to question 3 in open class.

Answers

1 She's a student and she didn't want to pay expensive rent in the city.

2 Suggested answers: It's comfortable and liveable; she has heat, water and is able to cook food; she likes her furniture and especially her plant shelf.

3 Students' own answers

- 3** Pairwork. Students complete the exercise. Elicit answers from different pairs.

Answers

Students' own answers

- 4** Encourage students to read the article quickly. Set a time limit of three minutes. Students complete the exercise. Elicit answers from different students.

Answers

Topics 1, 2, 3 and 4 are mentioned.

EXAM SKILL

Understanding reference words

Students read the tips.

- Reference words are words that refer back to something previously mentioned in a text. They help avoid repetition and make sentences flow more smoothly.
- Explain to students that reference words help connect ideas in a text.
- Point out to students that they will practise this skill in Exercises 5 and 6.

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

Answers

Reference words: **a** This **b** They **c** it


Sentence b fills gap 1.

OPTIMISE your exam

Gapped text

Students read the tips.

- Encourage students to look for linguistic clues in the text when they do a gapped-text exam task: pronouns, definite articles, linking words and time phrases – anything that refers to surrounding information in the text. Students should also do the same for the eight options which have been removed. There will usually be more linking and referencing expressions in these eight options than in the gapped text.
- Use this opportunity to reinforce an important exam strategy – leaving time at the end to read through the whole text to ensure it makes sense. Students often make the wrong choices by selecting options which seem to fit the text before the gap and neglect to check that the text after the gap follows on logically.
- Remind students that there are three extra sentences that don't fit any of the gaps.

- 6**  1.01 Note: You may want to have students listen to and read the text before doing the exam task.

Students complete the exercise. Have them compare in pairs before you check answers in open class. Elicit the key phrases in the text that helped them decide on their answers.

Answers

1 C **2** D **3** A **4** H **5** F

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

Answers

1 huts **2** features **3** vans **4** took off **5** facilities

FAST FINISHERS

Students find three more words in the text and write definitions for them.

Students swap with a partner to find their words.



Me

Students complete the task. They could present their ideas for their tiny home in small groups and vote on which one they think they would be happiest in. If you don't have enough time, set this for homework. Students could present their ideas at the start of the next class.

Homework

Workbook Unit 1: Reading, pages 4–5

GRAMMAR 1

Past simple and past continuous

► Student's Book, page 12

Lesson aims

- Understand the correct usage of the past simple and past continuous
- Practise using the past simple and past continuous

LEAD-IN

Tell students a short personalised story using both the past simple and past continuous. Tell the story twice. The first time students just listen, and the second time they note down the key points. Ask them to retell the story in pairs. Elicit the story from students around the class and check how familiar they are with the tenses.

Example story: *I got two tickets to the opening night of The Electric State the other day. I texted my friend and told her to meet me outside the cinema at a café on the corner. It was raining when I arrived, so I went inside the café. Guess what! I met an old friend from school. We were having a coffee together when the phone rang. It was my friend – she couldn't come. She said she was having problems with her car. I asked my friend if he was free. He said yes and we had a great time.*

Grammar in context

Students complete the task. Refer them to the information in the *Remember* box if they aren't sure. Check answers in open class and ask students to explain their choice.

Remind students that they can find more information in the Grammar reference, Unit 1, page 137.

Answer

d (because the action of thinking was interrupted by the action of having an idea)

LANGUAGE NOTE

Highlight that the past continuous describes situations that go on for some time, e.g. *I was dancing* and *He was playing*, but the past simple often describes actions that happen quickly, e.g. *rang* and *fell*.

Point out the important difference between these two sentences:

*When they arrived, Sue **was doing** her homework.* (Sue started doing her homework before they arrived.)

*When they arrived, Sue **did** her homework.* (Sue started doing her homework after they arrived.)

Note that *when* is most often followed by the past simple, e.g. *I saw him when I **went** to the park*, whereas *while* is usually followed by the past continuous, e.g. *I saw him while I **was running** in the park*. *While* expresses the idea of 'during that time'.

Remind students that stative verbs cannot usually be used in any continuous tenses.

EXTRA SUPPORT

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

- 1** Students complete the exercise. Check their answers and ask them to explain their choices.

Answers

1 visited 2 was walking 3 didn't like 4 invited 5 swam 6 was raining

- 2** Pairwork. Students complete the exercise. Have them compare in pairs before you check answers in open class.

Answers

Students' own answers

OPTIONAL EXTENSION

In groups of three, students write one of their sentences from Exercise 2 on a sheet of paper. Tell them to fold the paper so the sentence cannot be seen and pass the paper to their right. Each student then writes a sentence to say what happened next. Remind them to use the past simple and/or the past continuous. Tell them to fold the paper again, pass it to their right and write what happened in the end. Students read out their stories. Ask students if the stories make sense and why or why not. They could choose a story to improve on: adding links, more adjectives, past continuous for atmosphere, etc.

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

Answers

- 1 She was putting up a poster when the phone rang.
2 They were playing a video game when the lights suddenly went off.
3 He was doing his homework when the party upstairs began.
4 We were walking home when it started to rain.

- 4** Students complete the exercise. Have them compare in pairs before you check answers in open class. Ask if they would like to live in a house like the one in this exercise and to say why or why not.

Answers

1 were planning 2 had 3 built 4 came 5 created 6 were designing 7 realised 8 found

Homework

Workbook Unit 1: Grammar 1, page 6

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

Digital practice

Encourage students to complete the digital practice.

VOCABULARY

Working with words

► Student's Book, page 13

Lesson aims

Understand the correct usage of:

- words connected with *the house and home*
- phrasal verbs
- verb forms after expressions, e.g. *be worth*, *be keen on*, *depend on*, etc.

LEAD-IN

Activate students' existing knowledge by displaying a photo of a real house and eliciting any known words for different parts of the house. Ask students who offer correct words to come up and label the photo, or share an editable copy if teaching in a virtual classroom. Check spelling and elicit any corrections from the class.

Words connected with *the house and home*

1 1.02 Students complete the exercise. Play the audio for them to listen and check their answers.

Answers

1 attic 2 roof 3 ceiling 4 balcony 5 fence 6 living room
7 dining room 8 basement 9 study 10 garage 11 hedge
12 chimney

Refer students to the Vocabulary reference, page 150, for more information on topic vocabulary.

Phrasal verbs

2 1.03 Students complete the exercise. Play the audio for them to listen and check their answers.

Answers

1 did, up 2 settle in 3 moved out 4 was tidying up 5 moved in
6 putting, up 7 rent out 8 pulled down

DIFFERENTIATED LEARNING

Before students do the exercise, you could read out these definitions in a jumbled order for the phrasal verbs in the box in Exercise 2:

do up – *repair something old*

move in – *start living in a different house*

move out – *leave the house where you live*

pull down – *destroy a building because it's dangerous or you want to build something else there*

put up – *let someone stay in your house*

rent out – *allow a room that you own to be used by someone who pays you regularly for it*

settle in – *become familiar with a new way of life*

tidy up – *clean*

Students listen and write down the phrasal verb, then compare their answers in pairs. Read the definitions out again and this time, challenge more advanced students to write down your definition. Check answers in open class.

3 Students complete the exercise. Have them check in pairs before you elicit answers in open class.

Answers

1 moved out 2 settled in 3 do, up 4 put, up

Refer students to the Vocabulary reference, page 151, for more information on phrasal verbs.

Word patterns

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

Answers

1 on 2 moving 3 from 4 do 5 on 6 to tidy

5 Pairwork. Students complete the exercise. Walk around the classroom, monitoring for pronunciation and accuracy.

Answers

Students' own answers

Refer students to the Vocabulary reference, page 151, for more information on word patterns.

Digital game



Encourage students to play the digital game for extra practice.

Homework

Workbook Unit 1: Vocabulary, pages 6–7

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

LISTENING

3-option multiple choice | Interview

► Student's Book, page 14

Lesson aims

- Learn about predicting what you might hear before listening
- Listen for detail to decide if options are true or false
- Practise a multiple-choice exam task

LEAD-IN

Focus students' attention on the photos in Exercise 1. Elicit descriptions and ask why they think people choose to live in this type of housing. Pre-teach vocabulary that students are going to need for this lesson:

Top photo – *stilts*, *protection from bad weather*, *safety*, *floods*

Middle photo – *underground*, *cool air*, *dig*

Bottom photo – *yurt*, *nomadic lifestyle*

- 1** Pairwork. Students complete the exercise. Check answers by asking different students around the class. Elicit if they know of other countries where people live in the same type of housing.

Suggested answers

1 House on stilts, the Philippines: These houses may be on stilts to protect the house from water during flooding. They may also be on stilts as a way to keep animals like rats out of the house. Perhaps people use the space for storing things too.

Underground house, Tunisia: These houses may be underground to protect people from extreme weather in both summer and winter. This might include very high temperatures and strong winds.

Yurt, Mongolia: These homes may be like this because nomads live in them. Nomads travel from place to place and take their belongings with them. Yurts are light and easy to carry. They can quickly be moved and transported. They can also be adjusted for different weather conditions. Extra layers can be added in winter or taken away in summer.

2 Students' own answers

EXAM SKILL

Predicting

Students read the tips.

- Prediction helps students when they listen because it prepares them for what they are about to hear. Whether their predictions are correct or not, the process helps them to know what to expect and helps them to start thinking about the topic even before they hear anything. Remind students that we make predictions all the time. When listening to a foreign language, we can use two main types of information to help predict what is going to be said next:

Background knowledge


Background – general knowledge of the world; knowledge of the foreign culture; specific subject knowledge.

Knowledge of context

Context – the situation (who is speaking, where and when); the 'co-text' – what has been said so far.

- Point out to students that they have described types of housing and this should help them predict what type of information they are going to listen to.
- If students predict the sort of things they are going to hear in the listening test, they can reduce the amount they need to listen out for during the test. Students usually have 30 seconds before the first listening to look at the questions and options, and to think about what they're going to listen to. Remind students that this strategy, predicting information, helps them identify relevant points and reject irrelevant information.

- 2** Students complete the exercise, then compare in pairs.

- 3**  1.05 Play the audio for students to listen and check their answers.

Answers

a 3, 4 b 4 c 2, 5 d 1 e 2 f 5 g 4 h 3


OPTIMISE your exam

3-option multiple choice | Interview

Students read the tips.

- Students often make the mistake of writing the first answer they hear. Remind them to listen for gist – the key words – the first time and build a general image in their mind of the opinion and attitude of the speakers. In the second listening, remind students that they should listen for any key words and synonyms, and eliminate the options they think are incorrect.
- Highlight that the speaker may discuss all the options, but will highlight one as the key point. Students should listen out for words like *but* and *though* which signal that the speaker is homing in on what is important to him/her.
- Exam questions usually involve 'paraphrasing': sentences with the same meaning as the options but with different words. Using synonyms is one of the main methods of paraphrasing. It is a very important skill that will help students in all areas of an exam.

Exam task

- 4**  1.05 Play the audio for students to listen and complete the exercise. Play the audio again for them to check their answers. In open class, discuss the specific clues that helped students choose their answers.

Answers

1 A 2 A 3 B 4 C 5 B

EXTRA SUPPORT

Students listen again and note down the distracting information for the incorrect options. Alternatively, give students the audioscript and ask them to underline the distracting information.

Answers

- 1** I used to want to be an architect. / I would often watch programmes about unusual buildings on television.
- 2** One family invited me to spend the night with them in their yurt. I thought it was going to be smoky, and a bit frightening, but it wasn't at all.
- 3** It's perfectly safe, although it's very hot work digging out the rooms.
- 4** That can be useful for keeping rats out of the house. / It also creates a space under the house for animals like sheep.
- 5** I've just finished a tour visiting houses in countries all around the world, and I've written a book.

Learn

Pairwork. Students complete the task.

Homework

Workbook Unit 1: Listening, page 8

GRAMMAR 2

used to and would

► Student's Book, page 15

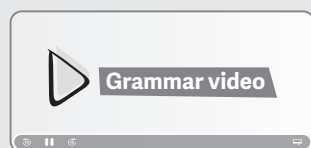
Lesson aims

- Understand the correct usage of *used to* and *would*
- Practise using *used to* and *would*

LEAD-IN

In pairs, students find out things about their partner's childhood (e.g. *I lived in a small flat.*). Encourage students to use the past simple and elicit answers in open class.

Grammar in context



Watch the grammar video.

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

Remind students that they can find more information in the Grammar reference, Unit 1, page 137.

Answers

1 b 2 a

LANGUAGE NOTE

Highlight that neither *used to* nor *would* can be used to refer to single actions in the past. For example, it would not be possible to use either form in this sentence: *I moved to Barcelona in 2012.* When students describe habitual actions and temporary or repeated events in the past, it's a good idea to try to vary their choice between *used to*, *would* and the past simple to make their descriptions more interesting, e.g. *I used to live quite near my school, so every day I would walk there with my friends.*

An important difference between *used to* and *would* is that *would* is not used with stative verbs, such as *love*, *be*, *understand* and *feel*. The use of *would* is more restricted than that of *used to*. Advise students that if they aren't sure which one to use, it's best to choose *used to*.

Remind students that the contracted form of *would* is 'd.

1 Students complete the exercise. Have them compare in pairs before you check answers in open class.

Answers

1 ✓ 2 used to 3 did you use to 4 ✓ 5 ✓
6 did you use to

LANGUAGE NOTE

Point out that two verbs, *live* and *work*, are not usually listed as stative verbs, but they can be used to describe states. When they describe more temporary situations, they act like dynamic verbs and we tend to use a continuous tense:

She's living with her parents until she can find a new flat. (temporary situation)

But when they describe permanent or long-lasting states, they act like stative verbs and we use a simple tense. They can go with *used to* to talk about the past, but not *would*:

He used to live in Spain, but now he lives in France.

~~*He would live in Spain, but now he lives in France.*~~

Highlight that both *love* and *be* are stative verbs and remind students that these verbs often describe states which last for quite a long time.

2 Pairwork. Students complete the exercise individually. Have them compare in pairs and expand their answers before you check answers in open class. Elicit some examples. Ask students if they can replace *used to* with *would* in their sentences.

Answers

Students' own answers

3 Students complete the exercise. Check answers in open class.

Answers

1 didn't use to have 2 used to listen 3 didn't use to download 4 didn't use to own 5 would go 6 did young people use to get 7 used to invite 8 would chat

Culture

Students work in pairs to complete the task. Encourage them to think of houses and flats in different countries if they don't want to talk about their own.

Homework

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

Digital practice

Encourage students to complete the digital practice.

SPEAKING

Extended turn | Photos

► Student's Book, page 16

Lesson aim

- Describe photographs

The Speaking video in this unit focuses on describing where things are. In the audio tracks, people discuss what is happening in a photo and talk about where different objects are in a photo. Students answer some comprehension questions, then listen out for expressions to say where things are.

LEAD-IN

Divide the students into two teams. Call out letters randomly (don't use the letter X) and ask teams to think of a word they've learnt so far which begins with that letter. Students put up their hand if they know a word. Choose the first student who puts his/her hand up and ask him/her to say the word, then spell it. If it is correct, his/her team gets a point. Play for a set time. At the end, the team with the most points wins.

- 1** ► Students read the sentences. Play the Speaking video for students to complete the exercise. Play the video again, if necessary, before checking answers.

Answers

1 kitchen 2 biscuits 3 baking 4 three or four 5 tidy up 6 delicious

- 2** ► Play the Speaking 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

on the right, at the top, to the left of the ..., above the ..., behind the ..., in front of the ...

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** Students ask and answer the questions in pairs or groups. Elicit answers from different students around the class.

Suggested answers

1 A teenage girl is listening to music in her bedroom; she is in the foreground and in the middle of the picture. She's sitting on her bed. In the background on the left, there is a desk with some books on it. In the background on the right, there is a large set of shelves with plants and boxes on them. In front of the desk, there is a chair with a purple jumper on it. Above the desk, there are photographs.

2 Students' own answers

OPTIONAL EXTENSION

Give students further practice for saying where things are using the phrases in the *Phrase expert* box. Ask students, in pairs, to describe the position of an object in the classroom (without saying what it is) for their partner to guess from the description what the object is.

EXAM SKILL

Saying where things are

Students read the tips.

- In Speaking exams, students often need to describe photographs that depict everyday situations and give a simple description of what they can see in their photograph. This part of the exam allows candidates to demonstrate a wide range of vocabulary and their ability to organise language in a long turn lasting approximately one minute.
- In this task, students need to do three things: refer to the picture, describe the picture and speculate about the picture. In this lesson, students learn key expressions for referring to the objects in a photo.

- 4** ► 1.06 Play the audio for students to listen and complete the exercise. Check answers in open class.

Answers

This is the photo being described that students are trying to draw.



- 5** Students complete the task. Elicit if their drawings were the same or different.

Answers

Students' own answers

OPTIMISE your exam

Extended turn | Photos

Students read the tips.

- Students should give a general description of the scene, e.g. *This photograph shows ... In this photo, I can see ... This is a photo of some people ...*
- Students should then move on to give specific details. A good description will include something about the people, the place, the action and what is in the background (*Where are they? What are they doing? Who are they? How old are they? What are their feelings? What are they wearing?*).
- Remind students to talk in sentences and not just produce a list of items they can see.

- 6** In pairs, students take turns to describe the photo. Remind them to time each other so that they speak for at least one minute.

Answers

Students' own answers

Homework

Workbook Unit 1: Speaking, pages 8–9

LANGUAGE IN USE

4-option multiple-choice cloze

► Student's Book, page 17

Lesson aims

- Focus on result clauses
- Practise a 4-option multiple-choice cloze exam task

LEAD-IN

Ask students, in groups, to write the unit theme *The house and home* in the centre of a blank page. Encourage them to make a 'vocabulary network' with related ideas branching out in all directions, categorised into sub-themes, e.g. *types of houses, furniture, rooms, associated phrasal verbs, adjectives and expressions*, etc. Students can look back over the unit for ideas and add drawings and lots of colour. Set a five-minute time limit and walk around, helping students if necessary. In a less-confident class, ask students for their ideas and make a collective mind map on the board.

- 1** Pairwork. Students complete the exercise. Elicit answers from different students around the class.

Suggested answers

1 A boat that looks like people live on it – it's on a canal.

2 Advantages: lower cost, freedom, simple life, closer to nature, etc.

Disadvantages: small, cold, poor internet connection, not safe, etc.

EXAM SKILL

Result clauses

Students read the tips.

- We can use **too** before an adjective, e.g. *It's **too** hot*, or before an adverb, e.g. *You walk **too** quickly*. Before a noun, we use **too much** (uncountable nouns) or **too many** (countable nouns), e.g. *I drank **too much** lemonade. I ate **too many** sandwiches*.
- We can also use **too much** after a verb, e.g. *I ate **too much***.
- We use **enough** before a noun, e.g. *We have **enough** pens*, but after an adjective or verb, e.g. *He isn't tall **enough** to go on all the rides*.
- Sentences with **too** and **enough** are often followed by **to** + verb infinitive, e.g. *I'm not tall enough **to reach** that book* = *I'm too short **to reach** that book*.
- **So** means very, e.g. *It's **so** hot!* **So** is generally used before an adjective or an adverb, e.g. *He's **so** clever! He plays the guitar **so** well!*
- In modern English, **so** is increasingly being used before nouns and verbs, e.g. *That top is **so** last year!* (= *That top is last year's fashion.*).
- **Such** also means very. **Such** is used before an adjective and noun, e.g. *They are **such** bright students*. **A/an**, if necessary, go after **such**, not before, e.g. *That's **such a** pretty scarf!* NOT *That's a such pretty scarf!*
- **So** and **such** can be used with a **that** clause, to show a result of the first clause, e.g. *I was **so** tired **that** I slept for hours. It was **such** a nice day **that** we decided to go for a swim*.
- Remind students that they can find more information in the Grammar reference, Unit 1, page 138.

FAST FINISHERS

Students make sentences similar to the examples for each point in the *Exam skill* box. Ask them to read out their sentences and discuss as a class if they are correct. Encourage them to make questions and negative sentences from their examples.

- 2** Students complete the exercise. Have them compare in pairs before you check answers in open class.

Answers

1 so **2** such **3** so **4** such **5** so **6** such

- 3** Students complete the exercise.

Answers

1 too difficult **2** enough **3** comfortable enough **4** too small **5** such **6** too

OPTIMISE your exam

4-option multiple-choice cloze

Students read the tips.

- If students don't know the answer, they should first eliminate the wrong answers, then use their intuition by saying the options to themselves; if one 'sounds right', they should go for that one.
- Remind students that the more they read in English, the easier this type of exam task will become because they will become more familiar with common collocations, vocabulary and structures.
- Explain to students that they will practise this type of exam task in Exercise 4.



Exam task

4 Students complete the exercise. Check answers.

Answers

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

5 Pairwork. Students discuss the questions. Monitor for correct pronunciation and use of result clauses.

Answers

Students' own answers

ESDC

This question relates to **Sustainable Development Goal 11: Sustainable cities and communities**. Write key words on the board, e.g. *Space & Environment, Cost & Economy, Energy & Resources, Traffic & Transport*. Students work in pairs or small groups to discuss ways smaller homes could help the community. Hold an open-class discussion about how these points help the community.

Suggested answers

Less land use, more green spaces, more affordable housing, lower living costs, less energy and water consumption.

Homework

Workbook Unit 1: Language in Use, page 9

WRITING

An article

► Student's Book, pages 18–19

Lesson aims

- Focus on getting the reader's attention
- Plan and write an article

LEAD-IN

In pairs, students race to list as many ways as possible to get good marks in a Writing exam. Set a two-minute time limit and give regular updates, e.g. *One minute left ... 30 seconds to go ... Time's nearly up!* Students total up the number of ideas they have thought of. The pair with the most ideas reads out their list. If appropriate, ask the students to come up and write on the board.

Suggested answers

Good spelling, correct grammar, good layout, right style, correct use of conventions such as *Dear... / Yours sincerely*, good punctuation, interesting ideas and facts, logical development, nice conclusion, good opening, use of personal examples, good topic sentences, correct number of words, etc.

1 Pairwork. Students discuss the questions. Elicit answers.

Answers

Students' own answers

EXAM SKILL

Using the right style

Students read the tips.

- Before students start writing a text in an exam, one of the first things they need to ask themselves is *Who is my intended audience?* The answer to this essential question will help them decide on the layout of their text, its style, language and level of formality. Remind students that whichever style they write in, they must be sure to keep it consistent and not mix styles.
- Students should try to impress the examiner in other ways, such as good spelling, grammar and punctuation. A great introduction with a strong opening sentence that tells the reader what the article is going to be about is helpful, and rhetorical questions are also useful. These are questions where you don't really expect an answer, such as *Have you ever ...? What do you think about ...? Are you one of those people who think that ...?*, which address the reader directly and invite him/her to read on. By using some simple writing techniques, students may be able to earn higher marks in writing exams at this level.

For more information on articles, refer students to the Writing reference, page 159.

2 Students complete the exercise. Check answers in open class.

Suggested answers

Yes, they have *My neighbourhood is very friendly; In our local square, everyone shares their news.*

3 Students complete the exercise. Check answers.

Suggested answers

What makes a friendly neighbourhood?

Have you ever wondered what makes a friendly neighbourhood?

4 Students complete the exercise. Check answers.

Answers

1 Is it the people, the buildings or something else? / So, if you want a friendly neighbourhood, make friends with your neighbours!

2 You can't do that ... / It's a great place to be ...

3 My neighbourhood is very friendly, and I think I know why. / In our local square, everyone shares their news. / Some families in my area have been there for 70 years!

4 Some families in my area have been there for 70 years! / So, if you want a friendly neighbourhood, make friends with your neighbours!

OPTIMISE your exam

An article

Students read the tips.

- For an article to work, it has to be interesting. Remind students how they feel when they read boring articles in magazines, newspapers, blog posts, etc. Students should first generate lots of interesting ideas about the topic and consider what the reader wants to know. They can then develop their ideas to form the basis of their writing.
- Highlight that in articles, the best endings link back to the starting point in some way. A good article has a clear and logical progression of ideas and a conclusive ending that summarises the main point.

Exam task

5 Students complete the exercise. Check answers in open class.

Answers

Students' own answers

6 Plan Students complete the paragraph plan. Review and give advice.

Answers

Students' own answers

7 Write Students write a short article in about 100 words in an appropriate style. Depending on time, it may be a good idea to set this and the subsequent checklist exercise for homework.

8 Check Students complete the checklist.

Learning to Learn



Ask students:

Why is it important to know your strengths and weaknesses?

How can knowing this help you improve in school and daily life?

Students read through the bullet points and make notes.

Write sentence starters on the board to help them, e.g.

I am good at ...

I enjoy learning ...

I struggle with ...

When something is difficult, I ...

Pairwork. Students share and discuss their ideas with a partner.

Homework

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

UNIT AIMS

Exam preparation in Unit 2:

- understand how to skim an article
- listen for attitude and opinion in dialogues
- make suggestions in a discussion
- understand how to use particles to create phrasal verbs in an open-cloze exercise
- choose positive and negative points in a review

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 4-option multiple choice	Skimming An article	Workbook, pp 12–13 Unit 2, Reading
Grammar 1	Present perfect simple and continuous	Workbook, p 14 Unit 2, Grammar 1
Vocabulary	Words connected with <i>holidays</i> Word formation: adjectives with <i>un-</i> / <i>im-</i> / <i>il-</i> / <i>ir-</i> / <i>dis-</i> Word patterns	Workbook, pp 14–15 Unit 2, Vocabulary
Listening 3-option multiple choice Dialogues	Listening for attitude and opinion	Workbook, p 16 Unit 2, Listening
Grammar 2	Countable and uncountable nouns	Workbook, p 15 Unit 2, Grammar 2
Speaking Discussion Pictures	Making suggestions	Workbook, pp 16–17 Unit 2, Speaking
Language in Use Open cloze	Particles in phrasal verbs	Workbook, p 17 Unit 2, Language in Use
Writing A review	Choosing positive and negative points	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

4-option multiple choice | An article

► Student's Book, pages 20–21

Lesson aims

- Understand how to skim an article
- Practise a 4-option multiple-choice exam task

LEAD-IN

Students read the unit title and say what they can see in the photographs (*tourists taking photos in the mountains / a tourist exploring a busy city*). Then ask them what they think the lesson will be about (*travel*) and ask one or two students in open class to say where they have travelled to recently.

Digital game

Encourage students to play the digital game for extra practice.



- 1 In pairs or as a group, students discuss the questions. Elicit answers from around the class.

Answers

Students' own answers

EXAM SKILL

Skimming

Students read the tips.

- Remind students that in reading exams, they will need to use different types of reading techniques. Explain that skimming is a technique we use when we read a magazine article to check whether it is something we want to read. When we skim a text, we do not read every word, so we read faster.
- Point out key skimming techniques: reading the title, introduction and each paragraph very quickly to get an overall understanding. Remind students to look at any illustrations or photos for clues about the text.
- Students will practise this technique in Exercise 2.

- 2 Give students three minutes to skim the text and answer the questions. Elicit answers.

Answers

1 T 2 F 3 T

OPTIMISE your exam

4-option multiple choice

Students read the tips.

- Remind students that sometimes a text may overtly state the writer's purpose, but often they will have to choose an option (A, B, C or D) based on their informed impression. Question 4 in Exercise 3 will allow them to practise this technique. In Cambridge B1 Preliminary for Schools, at least two of the questions will test the writer's attitude, opinions and feelings.

- Point out that the questions always follow the order of the text.
- Remind students that they should try not to leave any questions unanswered.

Exam task

- 3 2.01 Students complete the exercise. Elicit answers in open class.

Answers

1 A 2 D 3 C 4 B

- 4 Students complete the exercise. Elicit answers.

Answers

1 rubbish 2 influence 3 effect 4 wildlife 5 previously 6 affects

ESDC

This question relates to **Sustainable Development Goal 11: Sustainable cities and communities**.

Pairwork. Half the pairs discuss how tourism affects communities, and half discuss how it affects the environment. Then elicit ideas in open class.



Think

Students discuss the questions in pairs. Then elicit opinions in open class.



OPTIONAL EXTENSION

Students find vocabulary items in the text for each of these categories: travel, social media and the environment.

Students then test each other in pairs. One student gives a definition of a word on their list and the other guesses. Elicit their answers in open class.

Suggested answers

Travel: destination, holiday, tourist, travel agent, visit, beach, crowds, tourism, visitors, countries, cultures, remote, eco-tourism

Social media: video, reel, post (verb + noun), influence, online, connect, influencers, go viral

Environment: rubbish, wildlife, sustainability, eco-tourism

Homework

Workbook Unit 2: Reading, pages 12–13

GRAMMAR 1

Present perfect simple and continuous

► Student's Book, page 22

Lesson aims

- Understand the correct usage of the present perfect simple and continuous
- Practise using the past simple, present perfect simple and present perfect continuous

LEAD-IN

Play **Grammar tennis**. Write on the board the infinitive form of some verbs students have seen in the unit so far, e.g. *do, have, take, make, read, start, finish, fly, invent, sit, build, carry, think, choose*, etc. Divide the class into two teams: A and B. Ask a volunteer from team A to 'serve' one of the infinitives on the board to a student on team B. This student must say the past participle form to win a point. If he/she gets it wrong, he/she gets a second chance (like the second service in tennis). If he/she still gets it wrong, elicit the correct form and write it on the board. It is now team A's turn to respond to the return and give the past simple form of the same infinitive. Team A only has one chance. Then team B serves an infinitive. The first team to get five points is the winner.

Grammar in context

Students complete the task. Refer them to the information in the *Remember* box if they aren't sure. Check answers in open class and ask students to explain their choice.

Remind students that they can find more information in the Grammar reference, Unit 2, pages 138–139.

Answers

1 Have, ever 2 been posting 3 realised

LANGUAGE NOTE

In both the present perfect simple and continuous, our reference point is the present.

Remind students that there is often very little difference between the present perfect simple and the present perfect continuous, e.g. *I've lived here for five years* and *I've been living here for five years*. Both tenses show a connection to the present. However, we use the present perfect continuous when we want to emphasise the process and duration of an action and say how long something has been happening up to now. If the action is very short, we cannot use the continuous form.

Highlight that when a verb describes a state and not an action, we don't use the continuous tenses.

1 Students complete the exercise. Check answers in open class.

Answers

1 heard 2 found 3 been writing 4 stayed

2 Pairwork. Students complete the exercise individually, then ask and answer the questions in pairs. Check answers in open class and elicit a few examples of students' personal responses. Note that although *already* and *just* are grammatically interchangeable in questions 3 and 4, the key gives the most likely order.

Answers

1 ever 2 since 3 already 4 just 5 for 6 yet

LANGUAGE NOTE

We can use the present perfect + *for* to show how long a situation has been going on, and the present perfect + *since* to show when a situation started. *Since* can only be used with perfect tenses. *For* can also be used with the past simple.

Just is usually used with the present perfect and it means 'very recently'. It comes between the auxiliary verb (*have*) and the past participle.

Yet is used to talk about something which is expected to happen. It means 'up until the present time or implied time'. It is used in questions and negatives, and usually comes at the end of the sentence.

Already is used to say that something has happened early – or earlier than it might have happened. It usually comes in the middle of a sentence.

Highlight that we often use *been to* instead of *gone to* when we refer to completed visits, e.g. *Sue's just gone to the supermarket. She'll be back in about 10 minutes.* (Sue hasn't returned from the supermarket yet.) / *Sue's just been to the supermarket. She bought some bread.* (Sue has returned from the supermarket.)

OPTIONAL EXTENSION

Students write two true sentences and one false sentence about themselves using the adverbs in Exercise 2. In pairs or small groups, they read out their sentences for their partner to guess which sentences are true or false.

EXTRA SUPPORT

Dictate or read these sentences aloud to the class:

1 *She's ____ to visit Jack. She'll be back home tomorrow.* (gone)

2 *Have you ever ____ to Paris?* (been)

3 *You're late. Where have you ____?* (been)

4 *My brother's ____ to Thailand. He's staying there for three weeks.* (gone)

Say 'beep' for the gap and ask students to write *been* or *gone* in their notebooks. Have them compare in pairs before you check answers in open class.

3 Students complete the exercise. Have them compare in pairs before you check answers in open class.

Suggested answers

1 has had her bike for four years 2 you (ever) been to Rome before 3 haven't stayed in Paris (before) 4 have / 've been waiting for the train since 1 o'clock

DIFFERENTIATED LEARNING

When checking the answers to Exercise 3, divide the class into A and B pairs, mixing up different ability levels. Tell Student A to read out the given sentences and the word in brackets. Student B tries to formulate the second sentence without looking at their notes. If the answer is correct, Student B continues with the next sentence. If he/she makes a mistake, Student A has a turn, starting again from sentence 1. The aim of the game is for both students to go through all the sentence transformations in one go without making any mistakes.

4 Students complete the exercise. Have them compare in pairs before you check answers in open class.

Answers

1 Have you ever been **2** you've probably travelled / you probably travelled **3** you haven't been **4** you've probably heard **5** opened **6** have been travelling / have travelled **7** has changed **8** have opened **9** have closed **10** have got on / have been getting on **11** has actually counted **12** have calculated

FAST FINISHERS

Write these numbers and dates on the board and ask students to say what they refer to in the text: 1863, 160, 1884, 24, 4 million, half a million.

Answers

1863: The year the Tube opened

160: The approximate age of the Tube

1884: The year that the Tower of London station closed

24: The number of hours in which passenger numbers are quoted

4 million: The number of passengers on the tube in a 24-hour period

half a million: The number of mice estimated to live in the Underground

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 *holidays*
- adjectives with *un-* / *im-* / *il-* / *ir-* / *dis-*
- word patterns with gerunds and infinitives

LEAD-IN

Students describe what they can see in the photo at the bottom of the page. Write these questions on the board and ask students to discuss in pairs:

Have you ever been abroad? Where did you go?

What do you like or dislike about places that are near the sea?

Elicit interesting and unusual answers from around the class.

Words connected with holidays

1 2.02 Students complete the exercise. Play the audio for them to listen and check their answers.

Answers

1 camping **2** trip **3** package **4** cruise **5** tour **6** business

FAST FINISHERS

Write these definitions on the board:

1 *an act of travelling from one place to another, especially a long distance* (journey)

2 *the area or place that can be seen* (view)

3 *a long journey, especially by boat or into space* (voyage)

4 *a collection of tents or caravans* (camp)

Students find words in Exercise 1 that match the definitions. When everyone has finished Exercise 1, ask the fast finishers to test the other students in the class.

2 2.03 Students complete the exercise. Play the audio for them to listen and check their answers. Elicit one more item for each category from the class, e.g. *travel agent, hotel, sun cream*.

Answers

People: backpacker, guest, sightseer, tour guide, tourist

Places to stay: campsite, hostel, resort

Things to take on holiday: currency, guidebook, luggage, passport

Refer students to the Vocabulary reference, page 151, for more information on topic vocabulary.

Word formation: adjectives with *un-* / *im-* / *il-* / *ir-* / *dis-*

3 2.04 Students complete the exercise. Play the audio for them to listen and check their answers.

Answers

1 untidy **2** uncomfortable **3** unfair **4** irresponsible
5 unhelpful **6** impatient **7** illegal **8** unhappy **9** uncertain
10 dishonest **11** unpopular **12** unable **13** impossible
14 disabled

LANGUAGE NOTE

A prefix is placed at the beginning of a word to change its meaning. In this exercise, students are presented with a variety of prefixes that mean 'not' or 'the opposite of'. The most common prefixes are *un-* and *dis-*.

Highlight that the prefixes *il-*, *ir-* and *im-* are used depending on the first letter of the base word. This sometimes results in a double letter:

il- before words starting with *l*, e.g. *legible* / *illegible*

ir- before words starting with *r*, e.g. *relevant* / *irrelevant*

im- before words starting with *m* but also in front of words starting with *p*, e.g. *mature* / *immature*, *polite* / *impolite*

4 Students complete the exercise. Check answers in open class.

Answers

1 uncomfortable 2 impatient 3 impossible 4 uncertain
5 unhappy 6 illegal

Refer students to the Vocabulary reference, page 152, for more information on word formation.

Word patterns

5 2.05 Pairwork. Students complete the exercise. Encourage them to look at the words in italics to help them work out the correct answers. Play the audio for them to listen and check their answers. Students then work in pairs to ask and answer the questions. Elicit a few examples of students' personal responses in open class.

Answers

1 to do 2 lying 3 in going 4 having 5 having 6 from going
7 for 8 visit

Refer students to the Vocabulary reference, page 152, for more information on word patterns.

Homework

Workbook Unit 2: Vocabulary, pages 14–15

LISTENING

3-option multiple choice | Dialogues

► Student's Book, page 24

Lesson aims

- Listen for attitude and opinion
- Practise a 3-option multiple-choice (dialogues) exam task

LEAD-IN

Write these groups of words on the board and ask students, in pairs, to decide on the odd word out in each list:

pool, sea, lake, sailing

suitcase, tent, backpack, luggage

tour, guide, trip, journey

risky, spicy, noisy, funny

Check answers in open class and ask students to give reasons for their answers.

Suggested answers

sailing – It's something you can do on water; the others are words for the water itself.

tent – The others are all what you put your things in when you are travelling.

guide – It's the only person; the others are all types of travelling.

spicy – It's the only one that describes food.

1 Focus students' attention on the photo and ask them to describe what is happening. (*A group of friends are walking in the countryside. It's raining, but they look happy.*) Ask students if they have ever had this experience.

In pairs or as a group, students complete the exercise. Elicit answers from different students around the class.

Suggested answers

1 delays, cancellations, accommodation not as expected, bad weather, illness, lost tickets/passport accidents, etc.

2 Students' own answers

EXAM SKILL

Listening for attitude and opinion

Students read the tips.

- Elicit what *attitude* means (*someone's opinions or feelings about something, especially as shown by their behaviour*) and brainstorm related words, e.g. *negative, positive, aggressive*.
- Attitude questions often deal with information that's given not just by *what* the speaker says, but also by *how* they say it. In Listening exam tasks, students should listen out for the speaker's intonation as well as word choice to give them clues about the speaker's feelings and relationship toward the subject he/she is discussing.
- Remind students that listening for intonation means listening for tone, pitch, volume and speed, as well as the words. The sound of a speaker's voice can tell them a lot about the speaker's attitude:
 - higher pitch and rising intonation: surprise
 - falling intonation and a depressed tone: disappointment
 - falling intonation, irritated tone, loud voice: annoyed / angry
 - fast with an enthusiastic tone; pitch goes up at the end of the sentence: impatient for something good to start.

OPTIONAL EXTENSION

Write the board: *It's not what you say, it's how you say it!*

Ask students if they agree. Elicit how we can change or affect the meaning of a sentence by the way we say things.

Now write *bananas* on the board and elicit different attitudes that affect our tone, e.g. enthusiastic, amazed, bored, angry, surprised, frustrated, relaxed. Students say *bananas* in pairs and try to guess each other's attitude.

- 2** Students complete the exercise. Do the first one together, if appropriate. Elicit answers from different students around the class and accept all sensible suggestions.

Answers

1 liked 2 didn't like 3 enjoyed 4 a lot

OPTIMISE your exam

3-option multiple choice | Dialogues

Students read the tips.

- In this 3-option multiple-choice exam task, students are asked to listen for gist and identify attitudes and opinions. Highlight that the six extracts are unrelated. In each extract, students will hear a male and a female speaker. This helps them clearly distinguish who says what in each dialogue.
- Encourage students to read the context sentences for helpful clues (the relationship between the speakers, what they are talking about, their reason for talking to each other, etc.). It is important for students to have a very clear idea of which people the answers refer to and listen carefully for their attitude or opinion. It may be different from the other speaker's.
- Highlight that sometimes the speaker uses exactly the same words as appear in the question. Point out that these words can be used as distractors.

Exam task

- 3** **2.06** Play the audio for students to listen and complete the exercise. Don't check answers yet, as they will listen again in Exercise 4.
- 4** **2.06** Play the audio again. Check answers, eliciting distractors.

Answers

1 A *There wasn't much the guide didn't know, was there?*

(Distractors = option B – the girl says she was **surprised** there weren't many **people** and she doesn't say that she met many young people; option C – she says she didn't make many new **friends** and mentions she likes **meeting people** and **making friends**, but she doesn't say people at the resort were very friendly)

2 C *It was the cost that really surprised me! I'd expect a five-star place for that much.* (Distractors = option A – the man says that **bigger** hotels have more facilities and he doesn't say he thought the hotel was too big; option B – the woman, not the man, says that **everything** was so **far** apart)

3 A *I'm really looking forward to that. / ... we can watch it together.* (Distractors = option B – the boy, not the girl, says Mexico, not India, is a place that he'd **love to visit**); option C – the girl says it was **good to find out some information** – but she doesn't say she wants to find out more

4 B *I hope this trip teaches us a bit more about that.*

(Distractors = option A – the girl, not the boy, says it will be good **to get out of the classroom**; option C – the girl, not the boy, says they will have a lot of fun **on the bus**)

5 A *I had lots of luggage. I had two suitcases and a backpack, so there was no room in the tent* (Distractors = option B – the girl says **I couldn't find anything**, but she is referring to her clothes; option C – the girl says words related to money (**waste of money, expensive, plenty of money**), but she doesn't say that she lost her money)

6 C *the lake isn't far from here, so it won't take us long to get there.* (Distractors = option A – the boy explains how they are going to do something different from his typical family holiday where they *usually* go and have *been going there* for about four years; option B – the girl says the word **risky** as a distractor)



Me

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

Homework

Workbook Unit 2: Listening, page 16

GRAMMAR 2

Countable and uncountable nouns

► Student's Book, page 25

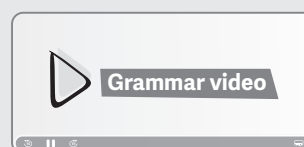
Lesson aims

- Understand the correct usage of countable and uncountable nouns
- Practise using the correct verbs and quantifiers with countable and uncountable nouns

LEAD-IN

Ask students, in groups, to write the unit theme *Travel and transport* in the centre of a blank page. Encourage them to make a 'vocabulary network' with related ideas branching out in all directions categorised into sub-themes, e.g. *types of transport, adjectives related to holidays, words connected to holidays*, etc., then divided into further sub-themes, e.g. *places to stay, things to take, things to do on holiday, people*, etc. Students can look back over the unit for ideas and add drawings and lots of colour. Set a five-minute time limit and walk around, helping students if necessary. In a less-confident class, ask students for their ideas and make a collective mind map on the board.

Grammar in context



Watch the grammar video.

Students complete the *Grammar in context* task. Check their answers and ask them to read more about countable and uncountable nouns in the *Remember* box. Remind students that they can find more information in the Grammar reference, Unit 2, page 139.

Answers

1 C 2 U 3 C 4 U 5 U 6 U

LANGUAGE NOTE

Highlight that some uncountable nouns are plural words. They have no singular form with the same meaning and cannot be used with numbers, e.g. *My clothes are old* (other examples include *police, customs, thanks, trousers, jeans, pyjamas, pants, scissors, spectacles, glasses.*)

- 1** Students complete the exercise. Have them compare in pairs before you check answers in open class.

Answers

1 was 2 was 3 were 4 were 5 was 6 was

- 2** Pairwork. Students complete the exercise individually. Have them compare in pairs before you check answers in open class. Students then work in pairs to ask and answer.

Answers

1 many 2 much 3 Few 4 less 5 lots 6 fewer

- 3** Students skim-read the text and say what is strange about the four hotels in the text. (*One is made of salt, one is an art gallery, one has a plane as part of the hotel and one is underwater.*)

Students complete the exercise. Check answers in open class.

Answers

1 0 2 s 3 0 4 0 5 s 6 0 7 0 8 s 9 0 10 0

Homework

Workbook Unit 2: Grammar 2, page 15

SPEAKING

Discussion | Pictures

► Student's Book, page 26

Lesson aim

- Making suggestions

The Speaking video in this unit focuses on making suggestions. Students answer some comprehension questions then listen out for different ways to make suggestions. They also learn key expressions for what to say if they don't understand something in a Speaking exam.

LEAD-IN

Write *Holidays* on the board and elicit different types of holiday (e.g. *wildlife, beach, walking, cultural, family*). Students discuss which holiday they prefer in pairs or small groups. Elicit answers from students around the class and ask them to suggest different things that you could do on each type of holiday.

- 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.

Suggested answers

- 1 going to the beach (every day), swimming in the sea, eating out
- 2 The older kids want to go to the shopping centre.
- 3 They think she should go to the waterpark.
- 4 They decide to go to the beach.

- 2** ► Play the Speaking 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

Maybe we/they could ..., ... might be a good idea, How about ...? What do you think about ...?

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

Suggested answers

- 1 The boy on the left is skateboarding. The girls on the right are playing football.
- 2 skateboarding: a skateboard, helmet, knee pads, trainers
football: a football, a goal/net, football kit, e.g. football boots, shorts and a shirt

EXAM SKILL

Making suggestions


Students read the tips.

- Students are assessed on their discussion skills and how well they can make and respond to suggestions, talk about alternatives and make recommendations.
- Highlight that we use words like *perhaps, maybe, possibly*, modal verbs and conditional forms when we make suggestions, to sound more polite and modest. By making an idea or message easier for the listener to receive, we improve communication.

- 4** ► 2.07 Play the audio for students to listen and complete the exercise. Check answers in open class.

Answers

- 1 knee pads, gloves, tool box, football scarf
- 2 skateboard, cycling helmet, ticket to a football match

- 5**  **2.07** Play the audio again for students to listen and complete the exercise. Check answers in open class.

Answers

I think they should ..., What do you think about ...?, They could ..., ... so it may be a good suggestion., ... might be a good idea., (So) perhaps ..., Well, how about ...

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

Answers

a (football) team scarf – You wear it to keep warm and to show which team you support.

a skateboard – You stand on it while skateboarding.

(a pair of) knee pads – They protect your knees if you fall and hit them.

(a pair of) (cycling) gloves – They help you grip onto the handlebars.

(football) tickets – They let you into a venue to watch a special event or sport.

a (cycling) helmet – It protects your head if you fall and hit it.

a tool kit – You use the things in it to repair a bike, wheel, etc.

OPTIMISE your exam

Discussion | Pictures

Students read the tips.

- Students should have a plan for what they can say if they don't know all the words they need. Elicit strategies students can use, e.g. give examples, describe its purpose or function (*It's used to + infinitive / It's used for + -ing*), give a description using relative clauses (*It's a person who ... It's a thing that*), say a synonym or an antonym or use phrases to approximate (*It's a kind of ... / It's a sort of ...*).
- At the start of this stage of a Speaking exam, students can ask the examiner to repeat a question or an instruction. Then students interact with each other and the examiner listens to their discussion, but does not participate in it.

Exam task

- 7** In pairs, students complete the task. Walk around, monitoring students and noting down errors and good use of language. Give feedback, highlighting good language students used, and go over errors in open class.

OPTIONAL EXTENSION

Students give themselves a mark from 1 to 5 on their performance in the activity in Exercise 7. Then students swap partners and do this activity again. This time they should focus on scoring a higher mark. Give feedback after this stage, highlighting improvements students have made.

Homework

Workbook Unit 2: Speaking, pages 16–17

LANGUAGE IN USE

Open cloze

- Student's Book, page 27

Lesson aims

- Focus on particles in phrasal verbs
- Practise an open-cloze exam task

LEAD-IN

Put students in small teams for an **A–Z race**. They have to think of a means of transport for each letter of the alphabet, except for x. Set a five-minute time limit and ask students to stop when the time is up and count their words. The team with the most correct words wins the game.

Suggested answers

aeroplane, boat, caravan, donkey, express train, ferry, gondola, helicopter, icebreaker, jet, kayak, limousine, motorbike, narrow boat, ocean liner, powerboat, quad bike, racing car, submarine, taxi, unicycle, van, wagon, yacht, zeppelin

- 1** In pairs or as a group, students complete the exercise. Elicit answers from different students around the class.

Answers

Students' own answers

EXAM SKILL

Particles in phrasal verbs

Explain that the particle adds extra meaning to the verb in phrasal verbs. Sometimes understanding the meaning of the particle can help you to work out the meaning of the phrasal verb. Students read the information.

- 2** Students complete the exercise. Have them compare in pairs before you check answers in open class.

Answers

1 up 2 up 3 up 4 off 5 off 6 in 7 down 8 off

LANGUAGE NOTE

In this exercise, students see two types of phrasal verb:

- Intransitive (with no object), e.g. *What time does the plane **take off**? Let's **set off**. They **turned up** early. When do we **check in**? The car **broke down**. **Speed up**!*
- Transitive verbs whose object is either after the verb or after the particle, e.g. *I'll **pick** the car **up** at six. / I'll **pick up** the car at six.* If the object is a pronoun, the object must come between the verb and the particle, e.g. *I'll **pick him up** / **drop him off** at six.* (NOT *I'll pick up him at six.*)

Refer students to the Vocabulary reference, page 151, for more information on phrasal verbs.

3 Students complete the exercise. Elicit answers in open class.

Suggested answers

1 self-driving cars 2 They are safer than human-driven cars and less likely to break down.

OPTIMISE your exam

Open cloze

Students read the tips.

- In an exam, students should always read the text for general understanding first. They did this in Exercise 3. Remind them that when they have finished the task, they should read the text again and make sure it makes sense with all their answers in place.
- Point out that they can expect to be tested on many different things in gapped texts, but most of the gaps are usually grammatical words, not topic vocabulary, except phrasal verbs. Phrasal verbs are frequently tested in cloze exam tasks. Students need to look out for missing verbs or prepositions/particles.

Exam task

4 Students complete the exercise. Check answers in open class.

Answers

1 have 2 out 3 up 4 up 5 down 6 off

Homework

Workbook Unit 2: Language in Use, page 17

WRITING

A review

► Student's Book, pages 28–29

Lesson aims

- Focus on choosing positive and negative points
- Plan and write a review

LEAD-IN

Tell students you are going to tell them about three unusual tourist attractions. Two of them are real and one is not real – students must decide which one is fake. Read the following, writing the name of each attraction on the board:

The Chocolate Waterfall Garden, Switzerland: A park that has the world's largest chocolate fountain.

The Crooked Forest, Poland: A forest where the trees grow in the shape of the letter J.

The Ice Music Festival, Norway: A music festival where all the instruments are made entirely of ice.

Students discuss in pairs and decide which they think is not real. Ask for a show of hands to see who thinks each attraction is fake, and elicit reasons from a few students. Then reveal the answer.

Answer

The Chocolate Waterfall Garden is made up, but the other two are real.

1 Pairwork. Focus students' attention on the photo and ask them to complete the exercise. Elicit answers in open class.

Suggested answers

- 1 People would visit it to experience the sensation of being in a place made of ice, enjoy nature and art, try local food.
- 2 Students' own answers

2 Students read the review and complete the exercise in pairs or as a group. Check answers in open class.

Answers

1 Athens Clue, in Athens (Greece) 2 find and solve clues (to escape from a room) 3 €14 per player 4 positive 5 great for people who love solving puzzles, great fun, worth the cost, great for people who like challenges 6 expensive, some clues too hard, not suitable for people who don't speak English well, not suitable for fewer than two people, too difficult for younger children

EXAM SKILL

Choosing positive and negative points

Students read the tips.

- People reading a review want to know about the writer's personal experience, so they can determine if they'd like to visit that place, see the film, etc.
- Positive and negative aspects may include objective statements (*It was quite difficult to find, but ...*) and subjective views based on personal opinion and points of view (*... it's the best experience for teenagers in Athens!*). Point out that it is not enough to tell the reader that the place is amazing, boring, exciting, etc. They need to show why they think that way by giving examples and offering reasons.

For more information on writing reviews, refer students to the Writing reference, page 160.

3 In pairs or as a group, students complete the exercise. Ask them to give reasons for their opinions.

Suggested answers

- 1 No – it's only suitable for groups of two or more.
- 2 Yes – it's perfect for teenagers and people who like challenges.
- 3 No – they're too young.
- 4 No – it will cost more than that.
- 5 No – it's only suitable for people who speak English well.

OPTIMISE your exam

A review

Students read the tips.

- All good reviews follow a similar structure: an overview, positive and negative aspects, and a verdict or recommendation. Point out that, in real life, readers often look at the last paragraph of a review first to see what the general verdict is. Remind students to make sure their review gives a clear verdict.
- In a review, students will need to entertain their target audience as well as inform them about a place, a restaurant or a film. Highlight the personal and youth-friendly style of the review in Exercise 2. The review catches the reader's attention by opening with rhetorical questions, e.g. *Are you on holiday in Athens? Are you keen on solving puzzles?*, and addresses the reader as *you*. The writer uses a broad range of vocabulary, e.g. *keen on*, *mysterious* and *race against time*.

Exam task

4 Students complete the exercise. Check answers in open class.

Answers

Students' own answers

5 Plan Students complete the paragraph plan using their notes from Exercise 4. If possible, check students' plans before writing to give suggestions for improvement.

6 Write Students write their review in about 100 words, in an appropriate style. Depending on time, this and the subsequent checklist exercise could be set for homework.

7 Check Students complete the checklist before they hand in their review.

For more information on reviews, refer students to the Writing reference, page 160.

Learning to Learn

Students choose one or more goals to work towards and write them down, using the SMART tool to develop them in detail.

Pairwork. Students share their goals with a partner. Partners could offer feedback for improving the goals to better align with the SMART tool metrics.


Homework

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

REVIEW UNITS 1-2

OPTIMISE your well-being

Read the information together with your students. Students select answers which are true for them.

 **2.08** Students sit comfortably and relax while they listen to the audio.

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

Revise: Grammar and vocabulary

Answers

1 1 was looking, found 2 didn't go, was visiting
3 were you talking, came

2 1 used 2 play 3 0 4 0 5 use

3 1 has made 2 have / 've never been 3 has been trying
4 Have you seen 5 have / 've been waiting

4 1 so 2 enough 3 such 4 too 5 enough

5 1 many 2 much 3 few 4 amount 5 little

6 1 in 2 off 3 up 4 down 5 out 6 up

7 1 hedge 2 balcony 3 attic 4 holiday 5 tour 6 campsite

8 1 illegal 2 dishonest 3 uncomfortable 4 untidy 5 impatient
6 unfair

9 1 seeing 2 trying 3 prepare 4 playing 5 going 6 taking