

UNIT OVERVIEW

Student's Book / Digital Student's Book

LESSON / EXAM TASK	LANGUAGE FOCUS
Reading Multiple choice	Predicting ideas A magazine article
Grammar 1	Tense review: present simple and continuous, stative verbs
Vocabulary 1	Collocations with <i>come, do, make</i> and <i>take</i>
Vocabulary 2	Words connected with <i>technology</i>
Grammar 2	-ing and infinitives
Vocabulary 3	Word formation: adjectives with -able / -ible

READING

Multiple choice | A magazine article

► Student's Book, page 6

Lesson aims

- Predict the ideas in the articles
- Practise a multiple-choice exam task

LEAD-IN

Pairwork. Students look at the titles of the two articles: 'Be an esports star!' and 'Esports – Are they good for you?'

Draw students' attention to the spelling of the word *esports* and point out that this seems to be more common than *e-sports*. Pronunciation: /'iː,spɔːts/ (BrE); /'iː,spɔːrts/ (AmE). Students then work in pairs and share anything they know about esports. Can they name any famous games or players? Elicit some answers in open class.

- 1 Students make a list of their answers to question 1, then compare their answers in pairs or groups. They brainstorm what types of esports the articles might be about and what the answer to the question in the title of the second article might be.


Answers

Students' own answers

- 2 Students read the texts quickly and check their answers to Exercise 1. Tell them that they can work in pairs or individually.

Answers

Playing video game sports (esports); how to become an esports star and an opinion on esports

- 3  S.01 Students complete the exercise. Remind them that for each answer they should underline the evidence. They compare their answers in pairs before checking in open class by listening to the recording. Play the recording for students to listen and check their answers.

Answers

1 Olivia 2 Jake 3 Olivia 4 Jake 5 Jake 6 Olivia

- 4 Students change pairs or groups and talk about why they would or would not like to be an esports player. If time allows, they can talk about their previous partners, e.g. *She says she wants to be an esports player because she's good at video games.*

Answers

Students' own answers

CULTURAL NOTE

In some countries, such as Germany, esports have gained significant recognition, with professional players now officially considered athletes since 2020. Major events like *Gamescom* in Cologne attract thousands of fans, highlighting the country's strong gaming culture. Popular games such as *League of Legends*, *Counter-Strike: Global Offensive* and *FIFA* are widely played, while the strict *USK* rating system ensures age-appropriate gaming. Additionally, some schools and universities have esports clubs that promote teamwork and strategic thinking alongside gaming skills.

GRAMMAR 1

Tense review: present simple and continuous, stative verbs

► Student's Book, page 7

Lesson aims

- Understand the correct usage of the present simple and present continuous
- Practise using the present simple, present continuous and stative verbs

LEAD-IN

Write some sentences about esports from the previous lesson using present simple and continuous forms, e.g. *He doesn't want to be an esports player because he wants to become a teacher. Esports are becoming more and more popular.* Elicit the tenses.

Answers

Students' own answers

Grammar in context

Start by eliciting what tense each sentence is in (*present continuous* or *present simple*). Then students complete the task. Refer them to the *Remember* box if they aren't sure.

Remind students that they can find more information in the Grammar reference, Starter, page 138. This should be the first source students refer to when they have any questions or doubts.

Answers

1 c 2 a 3 b

- 1** Students complete the exercise individually. Fast finishers can write the answers on the board, or help you monitor other students and help them when or if necessary. Check answers in open class.

Answers

1 practises 2 'm studying 3 Do, know 4 seems
5 are becoming 6 's watching 7 believe 8 plays

EXTRA SUPPORT

For Exercise 1, students explain why each tense is used in each sentence.

- 2** Students work in pairs or small groups. Monitor them while they are doing the task and take notes on their use of the target language – both correct and incorrect. You can also refer students to the Vocabulary reference, page 152 for more language they could use to describe the picture.

Answers

Students' own answers

DIFFERENTIATED LEARNING

Give less confident students some language they could use to describe the picture, e.g. *look at their smartphones and laptops, smile, look busy*. Students who finish early can join less confident students and ask them what they can see, eliciting the target language.

Think

Students read the questions. Organise a discussion. For the first question, you could divide the the class into two teams and organize a debate. Feed back on content and accuracy in open class.



CULTURAL NOTE

Many countries now have laws to regulate computer and smartphone usage. The General Data Protection Regulation (GDPR) in the EU, for example, protects people's personal data online. Some countries have also introduced rules against cyberbullying and online harassment to make digital spaces safer. In countries like Japan and South Korea, schools often limit smartphone usage to reduce distractions and promote social interaction.

VOCABULARY 1 & 2

Collocations with *come, do, make* and *take*. Words connected with *technology*.

► Student's Book, page 8

Lesson aims

Understand the correct usage of:

- verb collocations
- words connected with *technology*

LEAD-IN

Pairwork. Students race to make a list of as many collocations with the verbs *make* and *do* as they can remember in one minute. The pair with the most correct collocations wins the game.

Answers

Students' own answers

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

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

Answers

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

- 2** Students complete the exercise and check their ideas in pairs. Check answers in open class.

Answers

- 1** do my best **2** taking advice **3** make progress
4 doing favours **5** come to a decision

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

- 3** Students talk in pairs or groups and say if the sentences in Exercise 2 are true for them. Remind them that that they need to explain why or why not. If time allows, swap students into different pairs or groups to talk about their previous partners.

Words connected with technology

- 1** Students complete the exercise.

Answers

- 1** gadgets **2** switch off **3** posted on **4** fix/mend
5 limit, online

FAST FINISHERS

Pairwork. Students take it in turns to read out the sentences in Exercise 1 in a random order for their partner to repeat, substituting the synonyms from the box.

- 2** Students complete the exercise. Check their answers.

Answers

- 1** gadgets **2** online **3** limit **4** posted on

Refer students to the Vocabulary reference, page 152, for more information on topic vocabulary.

- 3** Students ask and answer the questions in pairs or groups. If time allows, swap students into different pairs or groups and repeat.

Think

Pairwork. Students think about the question and discuss it.



GRAMMAR 2

-ing and infinitives

- Student's Book, page 9

Lesson aims

- Identify verbs followed by -ing or infinitives
- Practise using verbs followed by -ing or infinitives

LEAD-IN

Students work individually to write at least two verbs that are followed by -ing and at least two verbs that are followed by infinitives. Then they compare their examples in pairs. Check answers in open class.

Grammar in context

Students complete the task. Check their answers and ask them to read more about -ing and infinitives in the Remember box.

Remind students that they can find more information in the Grammar reference, Starter, page 138.

Answers

- 1** b **2** c **3** a **4** d

LANGUAGE NOTE

Verbs that can use both the gerund or the full infinitive

Explain that there is very little difference, if any, in meaning between these two patterns and speakers will use them almost interchangeably, so in most cases either is acceptable and both are grammatically correct, e.g. *I like skiing. / I like to ski.*

verb + object + bare infinitive

Two verbs that commonly follow this pattern are *make* and *let*, e.g. *I made my brother laugh. My parents don't usually let me stay out late.* Verbs of perception (such as *see, hear, feel, watch, notice*) can also follow this pattern, e.g. *We watched her play football. I want to hear the band play that song again.* But note that when we perceive an action that is in progress at the time of speaking, we are more likely to use the gerund, e.g. *I noticed Helen talking to the teacher. I can feel the wind blowing on my face.*

Students are tested on common verb patterns in all the different sections of the main exams, especially in Use of English papers. Remind students that they can look up verb patterns for individual verbs in a good monolingual dictionary.

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

Answers

- 1** 0 **2** inviting to invite **3** to play play/playing **4** leaving leave
5 being to be

FAST FINISHERS

Fast finishers write two more sentences with verbs followed by -ing or infinitive, then swap them with a partner to check.

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

Answers


- 1** deny dropping **2** made me switch **3** see me get/getting
4 started using / to use **5** suggest playing / you play

DIFFERENTIATED LEARNING

Give less confident students guidance on which sentences contain verbs followed by -ing (1), infinitive (2), or both (sentences 3, 4). Explain that the verb *suggest* works a little differently. It can take the -ing form (*suggest playing*), but if we want to mention the person we then use the finite form of the verb (*suggest you play / suggest that you play*).

VOCABULARY 3

Word formation: adjectives with *-able* / *-ible*

- 1**  S.02 Students complete the exercise, then compare in pairs. Play the recording for students to listen and check their answers.

Answers/Audioscript

Adjectives with *-able*: admirable, advisable, believable, fashionable, identifiable, reasonable

Adjectives with *-ible*: accessible, horrible, permissible, reversible, sensible, terrible

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

Answers

1 identifiable / fashionable **2** reasonable / advisable / sensible / permissible **3** fashionable **4** reversible **5** horrible / terrible / reasonable / sensible **6** reasonable / sensible

FAST FINISHERS

Students write two more gapped sentences, then give them to a partner to complete.

- 3** Students choose three sentences and discuss them in groups. Remind them to explain why they agree or disagree with the sentences. Change the groups to let students repeat the activity. Check in open class and feed back on students' ideas.

Research

Students can do this as homework and present their findings to a partner in the next class.



UNIT AIMS

Exam preparation in Unit 1:

- practise identifying synonyms in the text and questions
- practise predicting missing information in a listening
- learn how to compare and contrast the photos in the speaking task
- understand what specific word forms are needed in open cloze tasks
- practise giving advice in an informal letter or email

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 Multiple choice An article	Identifying synonyms	Workbook, pp 4–5 Unit 1, Reading
Grammar 1	Tense review: past simple and past continuous	Workbook, p 6 Unit 1, Grammar 1
Vocabulary	Words connected with <i>education/learning</i> Adjectives with <i>-ful / -ive</i> Phrasal verbs	Workbook, pp 6–7 Unit 1, Vocabulary
Listening Sentence completion	Predicting missing information	Workbook, p 8 Unit 1, Listening
Grammar 2	<i>would, used to, be used to</i>	Workbook, p 7 Unit 1, Grammar 2
Speaking Photo task	Comparing	Workbook, pp 8–9 Unit 1, Speaking
Use of English Open cloze	Verbs (1)	Workbook, p 9 Unit 1, Use of English
Writing An informal letter/email	Giving advice	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

Multiple choice | An article

► Student's Book, pages 10–11

Lesson aims

- Focus on identifying synonyms
- Practise a multiple-choice exam task

LEAD-IN

Elicit the meaning of the unit title *Lifelong learning* (we use this to describe the fact that people learn throughout their lives, not just when they are young). Students say what they think the lesson is going to be about (*learning different skills and having different experiences at any age*).

Digital game

Encourage students to play the digital game for extra practice.



1 In pairs or groups, students ask and answer the questions. Elicit answers in open class.

Answers

Students' own answers

EXAM SKILL

Identifying synonyms

Students read the tips.

- Remind students that in reading exams, the wording in the questions is often different from the wording in the text. This is done to test their ability to understand meaning rather than just match exact words.
- Point out that exam writers frequently use synonyms or paraphrased ideas, so students need to read for meaning, not just for key words.
- Encourage students to begin by underlining key words or phrases in each question before they read the text. Then they think about what other words or expressions might be used in place of those key words. This helps them become more aware of common synonyms and builds their paraphrasing skills.
- It can be useful to go through an example together: choose one question and model how to identify the key words, then scan the text for words or phrases with a similar meaning.
- You can also create short matching tasks using pairs of questions and sentences from the text to help practise recognising synonyms in context.

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

Answers

1 reactions 2 evolved 3 typical 4 emphasis

3 Students complete the exercise. You could set a time limit of three minutes.

Answers

1 the responses of a modern teacher and a group of teenagers

2 General answer: education.

Suggested specific answers: boys and girls were now taught the same subjects; girls could play football and other sports; the school-leaving age went up (to 16); the relationship between teachers and students became less formal; students started to work with modern technology; coursework and continuous learning became more important, and exams less important

3 rows of wooden desks and a large number of students of different ages

4 learning facts, dates and multiplication tables

DIFFERENTIATED LEARNING

Give less confident students the jumbled list of answers without numbers so that they can match them up. (Give *education* as the answer for question 2.) If more confident students finish early, they can write the answers on the board.

OPTIMISE your exam

Multiple choice

Students read the tips.

- Point out that students need to first read the title and the text for general meaning.
- Remind them that when they read the questions for the first time, they need to find the part of the text that each question refers to. Point out that identifying synonyms in the questions and the text can often help with matching the question with the correct part of the text.
- Point out that they need to reread the questions and all the options carefully before choosing their answer.

Exam task

4 1.01 Note: The reading text is also available as a recording. You may want to have students listen and read the text before doing the exam task.

Students complete the exercise. Check the answers in open class. Elicit what evidence helped students decide on their answers.

Answers

1 C 2 B 3 A 4 D 5 A

5 Students complete the exercise. Check their answers.

Answers

1 comprehensive schools 2 creativity 3 reactions
4 self-expression 5 influence 6 at home 7 emphasis
8 significant

FAST FINISHERS

Students write their own sentences using some of the highlighted words and phrases.

ESDC

This question relates to **Sustainable Development Goal 4: Quality education**.

Ask students to read and discuss the questions in pairs or groups. They come up with at least three possible solutions to the problems.



CULTURAL NOTE

The UK school system is divided into four main parts: primary education, secondary education, further education and higher education. Children start school at age 5 and must attend (or participate in appropriate training) until they are 18.

Primary education runs from ages 5 to 11, usually split into Key Stage 1 (ages 5–7) and Key Stage 2 (ages 7–11). Secondary education follows, covering Key Stages 3 and 4 (ages 11–16). At the end of Key Stage 4, students take GCSE exams.

After age 16, students can choose to continue into further education, often taking A-levels, vocational qualifications or apprenticeships. Those aiming for university generally complete two years of A-levels before applying to higher education institutions.

Education systems vary slightly across England, Scotland, Wales and Northern Ireland, with Scotland having its own distinct structure and qualifications.

Homework

Workbook Unit 1: Reading, pages 4–5

GRAMMAR 1

Tense review: past simple and past continuous

► Student's Book, page 12

Lesson aims

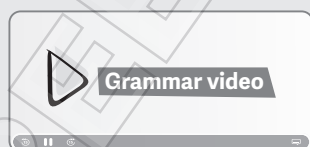
- Understand the correct usage of the past simple and past continuous
- Practise using the past simple and past continuous

LEAD-IN

Tell students what you did yesterday and what you were doing at a particular time yesterday to model the language. Ask a student to say similar sentences about themselves, then nominate another student to continue. After five or six students, stop the class and ask them what tenses are being used.

Play the Grammar video to present the lesson's grammar point.

Grammar in context



Watch the grammar video.

Students complete the task and refer to information in the *Remember* box if they aren't sure. Check their answers.

Remind students that they can find more information in the Grammar reference, Unit 1, page 139.

Answers

1 Verbs in the past simple: did, showed, evolved, was, had, sat, had to, concentrated, didn't enjoy, didn't have to, left, followed, saw, began, learnt, thought, wanted, missed, didn't allow, got, took, passed, failed, went, were, could, accepted, became, started, appeared, prepared, didn't want

Verbs in the past continuous: was talking, was saying, were ... changing

2 In the first sentence, we use the past continuous to describe an action in progress in the past when another action happened. In the second sentence, we use the past continuous to describe a process developing in the past.

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

Answers

1 didn't learn, left **2** was raining, didn't have **3** did you learn **4** showed, was staying **5** was watching, realised **6** were you doing, went off (= what action was in progress when you heard the alarm?) / did you do, went off (= what action did you take after you heard the alarm?) **7** was explaining, put

2 Before students do the task, elicit the meaning of *skydive* (a parachute jump from a plane, done as a sport or for fun). Students then complete the exercise. Check answers in open class and students explain their choices.

Answers

1 did, learn **2** were visiting **3** saw **4** didn't know **5** were driving **6** went **7** found out **8** started **9** was practising **10** said **11** were falling **12** opened

3 Students complete the exercise. Remind them to explain why they corrected or didn't correct certain sentences and remind them that there can be more than one possible answer. Check in open class.

Answers

1 ~~did you do~~ / were you doing **2** ✓ **3** ~~were you doing~~ / did you do **4** ✓ **5** ✓

FAST FINISHERS

Students write three more sentences, both correct and incorrect. Then they swap their sentences with a partner and correct any that have mistakes, explaining why they are wrong.

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 *education/learning*
- adjectives ending in *-ful* and *-ive*
- phrasal verbs

LEAD-IN

Write these jumbled sentences on the board for students to reorder them:

you / playing / at / Were / 9 / video / o'clock / night / games / last / ?

Where / go / in / summer / did / holiday / you / the / ?

listening / you / you / yesterday / music / Were / doing / to / your / while / were / homework / ?

In pairs, students ask and answer the questions.

Answers

Were you playing video games at 9 o'clock last night?

Where did you go in the summer holiday?

Were you listening to music while you were doing your homework yesterday?

Words connected with *education/learning*

1 1.02 Students complete the exercise. Play the recording for students to listen and check their answers.

Answers/Audioscript

1 The driving test was tough, so she was surprised that she *managed* to pass it.

2 It's amazing. It's the first time we've *beaten* that team in five years.

3 After a lot of practice, I finally *succeeded* in doing an 'ollie' on my skateboard.

4 At first, I was terrible at juggling, but after two weeks I was *progressing* well.

5 The explorers *overcame* a lot of problems before they reached the South Pole.

6 I was pleased that Julia *came first* in the class test because she had done a lot of revision.

7 I *achieved* a new best time for swimming 1,000 metres at the weekend.

8 We *accomplished* a lot this morning because everyone worked really hard.

9 Some of the players started crying when they *lost* the final match.

10 I felt awful. I didn't expect to win the race, but I didn't think I would *come last* either.

11 Jack was really disappointed when he *failed* his French exam for the second time.

12 Argentina *suffered* a painful defeat to England in the World Cup Final.

DIFFERENTIATED LEARNING

Give less confident students the verbs as they appear in the exercise for them to put into the correct form (*manage, beat, succeed, progress, overcome, come first, achieve, accomplish, lose, come last, fail, suffer*). Ask confident students to try to change some of the sentences so that they use a different word or phrase from the appropriate box, e.g. sentence 3 could be change to *After a lot of practice, I finally managed to do an 'ollie' on my skateboard.*

Refer students to the Vocabulary reference, page 152, for more information on topic vocabulary.

Adjectives with *-ful* / *-ive*

2 1.03 Write *-able* and *-ible* on the board and elicit adjectives with these suffixes (students worked on these in the Starter unit, so should know *advisable, fashionable, horrible, sensible*, etc.). Students are now going to look at two other suffixes, *-ful* and *-ive*, which are often tested in Use of English exams. Point out to students that *-ful* means 'full of'.

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

Answers/Audioscript

Adjectives with *-ful*: *harmful, painful, playful, stressful, thankful, useful*

Adjectives with *-ive*: *active, attractive, creative, effective, productive, secretive*

FAST FINISHERS

Students mark the word stress on the adjectives ending in *-ive*. When everyone has finished, elicit the stress patterns and drill the pronunciation in open class.

Answers

active, attractive, creative, effective, produuctive, secretive

3 Students complete the exercise. Check their answers and elicit any other adjectives students know that end in *-ful* and *-ive*, e.g. *hopeful, helpful, expressive, explosive, expensive*.

Answers

1 creative 2 playful 3 useful 4 active 5 harmful 6 thankful

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

4 Pairwork. Students complete the task. Elicit ideas from students in open class.

Answers

Students' own answers

Phrasal verbs

5 1.04 Elicit from students what phrasal verbs are (*a phrasal verb consists of a verb and one or two particles, e.g. prepositions/adverbs*). Point out that it's not always easy to guess the meaning of a phrasal verb, because the separate words have separate meanings of their own.

Students complete the exercise. Play the recording for them to listen and check their answers.

Point out to students that phrasal verbs commonly appear in all the different parts of Reading and Listening exams, and in multiple-choice cloze questions in Use of English exams.

Answers/Audioscript

- 1 Learning some musical instruments helps you *build up* muscle strength. **b** increase
- 2 I understood the instructions, but it was difficult to *carry* them *out* in practice. **a** follow
- 3 Sarah used to need arm-bands when she went swimming, but she's learnt to *do without* them now. **a** survive without having
- 4 I didn't listen to Dad's directions, and we *ended up* in the wrong place. **b** eventually arrived
- 5 The instructor told them to stop talking and *get on with* packing their equipment. **a** make progress
- 6 I don't know how you *put up with* such an annoying neighbour. **b** accept, allow
- 7 What did you *get up to* last night? Anything interesting?
a do
- 8 I've no idea how you *go about* teaching a dog to dance!
b start and continue in the right way

Refer students to the Vocabulary reference, page 152, for more information on phrasal verbs.

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

Sentence completion

► Student's Book, page 14

Lesson aims

- Listen for detail in order to predict missing information
- Practise a sentence-completion exam task

LEAD-IN

Tell students they are going on an adventure holiday. Write these items on the board:

matches, a map, a first-aid kit, a knife, a bar of chocolate, insect repellent, rope, a torch, binoculars, alarm clock, sun cream, a hat, travel games, earplugs

In pairs or small groups, students rank the items from very important to not so important. Open the discussion to the class and elicit other items students would bring with them.

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

Answers

Students' own answers

EXAM SKILL

Predicting missing information

Students read the tips.

- Remind students that predicting missing information helps them identify relevant points and reject irrelevant information. In listening exams, where speech can be quite fast, this helps students pick out relevant points and guess unknown words or phrases more easily.
- Remind students that most answers in this type of exercise are concrete pieces of information, e.g. names, numbers and proper nouns. In open class, look at Exercise 4 and elicit possible answers for sentences 1 and 3.

2 Students complete the exercise. Check their answers.

Answers

- 1 happy, many (students add a number that could apply to a group of teenagers)
- 2 excited (students add an adjective that could describe the hut they slept in)
- 3 teacher, tutor (students add another role on an adventure holiday, in the plural form)
- 4 stones (students add another possible object, in the singular form)

3 Students complete the exercise. Elicit answers from different students around the class and accept all sensible suggestions.

Answers

- 5 medical care / e.g. first aid
- 6 together / e.g. separately
- 7 cold / e.g. freezing
- 8 a rope / e.g. a penknife

OPTIMISE your exam


Sentence completion


Students read the tips.

- Point out to students that the exact words they need to write are in the recording, but the words before and after the gaps are not exactly the same as in the recording.
- Point out that students should always check that what they write fits grammatically and makes sense.
- Remind them that they need to spell the words correctly to get marks in this type of exam task.



Exam task

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

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

Answers

- 1 30/thirty (*There were about 30 of us*)
- 2 wooden (*a big wooden hut*) Elicit from students that the correct adjective here can't be *big* as this is already covered in the question (*The large hut they slept in was ...*).
- 3 instructors (*We had three instructors – Paul, Kelly and Dave*)
- 4 rock
- 5 first aid
- 6 on a rope / (by) abseiling (... *abseiling. That's when you come down a rock face you've just climbed, on a rope*)
- 7 freezing (*It was really dark, and the water was freezing*) Elicit that *it* refers to the night.
- 8 a (sharp) knife (*how to use a sharp knife safely*) Ask students to notice the change in word order here.

Research

In pairs or small groups, students discuss where they could go rock-climbing in their country. Students could present their ideas in class, or they could prepare this for homework and present their ideas at the start of the next lesson.

Homework

Workbook Unit 1: Listening, page 8

GRAMMAR 2**would, used to, be used to**

► Student's Book, page 15

Lesson aims

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

LEAD-IN

Personalised presentation. Read this to the students:

When I was young, **I would go cycling** almost every day with my friends. **I used to have** a dog and **we used to go** for long walks with her. I don't cycle anymore, but I go jogging every now and then.

Students listen and note down your past habits and what you do now. Elicit the sentences that described your actions or situations in the past: *I would go cycling – I used to have a dog – we used to go for long walks*. Elicit that these are all finished now. Invite students to think of similar sentences of their own, and elicit suggestions from the class.

Grammar in context

Students complete the task. Check their answers and ask students to associate each sentence with the descriptions of *would, used to* and *be used to* in the Remember box.

Point out that *would, used to* and *be used to* are often tested in Use of English exams.

Remind students that they can find more information in the Grammar reference, Unit 1, page 139.

Answers

1 b 2 c 3 a

LANGUAGE NOTE

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: *In 2025, I moved from Berlin to Paris*.

Remind students that *be used to* is an expression and that we can use it in any tense, e.g. *I wasn't used to ... / Are you used to ...?*

1 Students complete the exercise. Check in open class and elicit why the answers are correct in each case.

Answers

- 1 making (the main verb *to be* indicates that it is the construction *be used to*)
- 2 used to / would (past habits – both are correct)
- 3 would always / always used to (past habits – both are correct)
- 4 to listen (*used to* to describe past habits)
- 5 Are (*Did you used* is incorrect – *Are you used* is the correct form)
- 6 wouldn't (*we didn't use* is missing *to* and therefore is incorrect)
- 7 would / used to (past habits – both are correct)
- 8 'm used to (*-ing* form of *making* indicates *be used to* is correct here)

2 Students look at the photo and say what the girl is doing (*talking into a microphone – maybe at a show, or to introduce someone*) and what they think her job is. They quickly read the sentences to check (*a comedian*). Then they complete the exercise. Students compare in pairs before you check their answers in open class.

Answers

- 1 she used to be quite shy
- 2 Diana would / used to dream of being a famous comedian
- 3 She would / used to spend hours reading joke books
- 4 She didn't use to / wouldn't tell any jokes at school though
- 5 she is used to telling jokes in front of thousands of people
- 6 She still isn't used to people recognising her in the street and asking her to tell them a joke

3 Students complete the exercise. Make sure they have got the correct answers before they talk to a partner. If time allows, swap pairs to let students repeat the activity. Check in open class and feed back on ideas and accuracy. Write three or four students' sentences on the board and they correct any that have mistakes, explaining why they are wrong.

Answers

- 1 'm used to 2 used to 3 'm used to 4 used to 5 used to 6 'm used to



Me

Students make notes, then discuss in pairs. Elicit interesting or unusual answers from students around the class. They could write up their sentences in their notebooks or do this for homework.

EXTRA SUPPORT

In a less confident class, or for those students who would like more support, write these prompts on the board to help students structure their conversations.

I used to _____ when I was younger, but now I don't.

I didn't use to _____ when I was younger, but now I do.

When I was at primary school, I would _____.

Nowadays, I'm used to _____.

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

Photo task

► Student's Book, page 16

Lesson aims

- Talk about the similarities and differences between photos
- Practise doing an exam photo task

The Speaking video in this unit focuses on learning. People talk about different ways of learning and who they prefer to be taught by.

Students answer some comprehension questions, then listen out for phrases for comparing.

LEAD-IN

Ask three students to come to the board and write five gapped sentences where they could use *used to* or *would*. Other students complete the exercise in their notebooks and check in pairs. Check in open class.

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

Answers

- 1 Because he's with his friends and he finds it more fun.
- 2 Because it's a lot more focused and she feels like she gets more time for herself.
- 3 Because they have a lot more time to work one-on-one.
- 4 Because teachers are a lot more experienced than his friends or family members.

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

These expressions are heard on the video: Both types of ... are ... [Tilly 02:32], It isn't as ... as ... [Darius 01:43], One key difference is ... [Ally 01:17], One way they differ is ... [Darius 1:56]

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 in open class.

Answers

Students' own answers

OPTIONAL EXTENSION

Students answer the question: *What's the best thing you've learnt from your parents/tutors or professional instructors?*

EXAM SKILL

Comparing

Students read the tips.

- Point out that comparing photos is a common speaking task in exams.
- In this task, they should focus on talking about similarities and differences in the two photos, preferably not repeating any 'comparing phrases' at all. It is important that students understand that minor details are irrelevant here and they do not have to actually describe the photos.
- Point out to students that the language of comparison is one way of extending their answers. Explain that in this lesson students will practise this language and that it will also be useful in the speaking exam. If students can use these phrases in a speaking exam accurately and appropriately, they will improve their marks for both grammar and vocabulary.

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

Suggested answers

1 similarity 2 both 3 key 4 whereas 5 differ 6 as

5 Pairwork. Students complete the exercise.

Suggested answers

Photo A: A group of students are at school. They are learning how to cook with a teacher.

Photo B: A teenager is at home with his dad (uncle, cousin or male relative). He is learning to play the guitar.

6 Students look at the photos again and complete their ideas.

Suggested answers

Similarities: Both photos show people learning; the people in both photos seem to be enjoying learning; there is a teacher in both photos; the people learning are concentrating.

Differences: Photo A shows people learning together whereas Photo B shows one person learning alone; Photo A shows people learning an everyday activity but Photo B shows a person learning to play a musical instrument; The people in Photo A need kitchen equipment but the person in Photo B needs just a guitar.

Good things about the way of learning shown in Photo A: A teacher is trained and so can teach better than a parent. You can watch other students doing something and learn from them.

Good things about the way of learning shown in Photo B: It's a good way to feel closer to your family or friends. You can make mistakes without worrying about what other people might think. You have more one-on-one time.

OPTIMISE your exam

Photo task

Students read the tips.

- A key skill in speaking exams is being able to describe a word/phrase students don't remember or don't know in another way (paraphrasing). They won't lose points for not knowing. The focus here is on not pausing too much and putting ideas together logically.
- If students get stuck, it's good to teach them a few phrases to help them buy some time to think (*I'm not sure exactly (what this is) but ..., I think it's some kind of ... / some sort of ..., etc.*).

Exam task

- 7** In small groups, students take it in turns to complete the exercise with each person talking on their own for about a minute. Insist that they compare the photos (rather than describing them), and make full use of the phrases in the *Phrase expert* box. Walk around, monitoring students for good use of language and errors to go over at the end of the activity.

Answers

Students' own answers

OPTIONAL EXTENSION

Students who are listening mark the speaker from 1 (low) to 5 (high) in these five areas and feed back at the end.

- 1 Staying on topic
- 2 Range of language (especially not repeating phrases)
- 3 Spending the right amount of time on both parts of the task
- 4 Structuring the answer logically
- 5 Not pausing too much

Homework

Workbook Unit 1: Speaking, pages 8–9

USE OF ENGLISH

Open cloze

- Student's Book, page 17

Lesson aims

- Focus on verb forms and patterns
- Practise an open-cloze exam task

LEAD-IN

Have a class discussion about pets. Which ones do students have at home? Are there any unusual ones? Have they tried to train them?

EXAM SKILL

Verbs (1)

Students read the tips.

- Verbs are often tested in open-cloze and multiple-choice cloze exam tasks.
- Point out that to show time, verbs can change their tense and form. Remind students that verb forms include: the bare infinitive (*look, see*), the past simple (*looked, saw*), the past participle (*looked, seen*), the third-person singular present simple (*looks, sees*) and the *-ing* form (*looking, seeing*).
- Remind students that we can also use certain verbs to tell us about how we feel, e.g. modal verbs. They will work more on modal verbs in Unit 3.

- 1** Pairwork. Students discuss the questions. Check their answers in open class.

Answers

Students' own answers

- 2** Students complete the exercise. Check their answers. Accept all sensible and grammatically correct suggestions.

Answers

1 Are, Were – auxiliary **2** could, would, can, will – modal verb
3 never, rarely – negative word **4** made – main **5** was – auxiliary
6 up – particle

OPTIMISE your exam

Open cloze

Students read the tips.

- Remind students that it is important to read the text for general understanding first.
- Point out to students that most of the gaps are usually grammatical words, not topic vocabulary. Students should look out for fixed expressions, dependent prepositions and linking words/phrases.
- When they have finished, students should read the text again to check that it makes sense.

Students are tested on their knowledge of verbs in gap-fill (open-cloze) tasks in the Use of English exam.

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

Answers

- a) The gaps that probably need verbs or verb forms are 1 and 5.
b) The gaps that need other parts of speech are 2, 3, 4, 6, 7, 8.

Exam task

4 Students complete the exercise, then compare their answers in pairs.

Answers

- 1 to 2 like 3 sure (certain is also possible) 4 than
5 used 6 such 7 in 8 so



Me

Students share their opinions and explain why.

Homework

Workbook Unit 1: Use of English, page 9

CULTURAL NOTE

In the UK, pets are an important part of family life, with cats and dogs being the most popular companions. Recent estimates (2025) suggest there are around eleven million cats and ten million dogs in British households. Many people consider their pets as family members, and pet-friendly cafés, parks and even workplaces are increasingly common.

WRITING

An informal letter/email

► Student's Book, pages 18–19

Lesson aims

- Focus on language for giving advice
- Plan and write an informal letter

LEAD-IN

Divide the class into small groups. Write some problems on the board, e.g. *I've just failed a test. I've got a headache. I can't find my phone. My friends aren't speaking to each other.* Elicit advice from the students, using *You should / shouldn't ...*

1 In pairs or groups, students read and respond to the statements. In a less confident class, give students time to prepare their answers in written form before they do this as a speaking task.

Answers

Students' own answers

EXAM SKILL

Giving advice

Students read the tips.

- Point out that in a writing exam, when replying to a letter, it's a good idea for students to begin their letter with a brief greeting and refer to the letter to which they are replying. However, the main part of their letter should deal with the specific task outlined.
- Students should make sure they answer any questions in the letter. Before students start writing, they should note the main point they want to make in each paragraph. It is important to cover all the points in order to get a good score.
- Explain to students that they will be working on different expressions and structures to give advice in exercises 2–7. They need to show a wide range of appropriate language to get good marks.

For more information on writing informal letters/emails, refer students to the Writing reference, page 161.

2 Students complete the exercise. Check in open class and students justify their answers.

Answers

- 1 F (She starts the letter with a greeting)
2 T (She mentions that Molly had asked for advice on choosing a language school)
3 T (*think about where in the UK you want to go ... do research ... make sure you check how much they charge ... ask your English teacher and your parents*)
4 T (Remind students to pay attention to organisation: all writing options require them to write four to five paragraphs)
5 F (*Why not make a list of all the things you'd like to see and do there? You might find that it'll help you choose between, say, London and Edinburgh*)

3 Students complete the exercise.

Answers

All structures are used except 4, the causative

- 1 One thing you should do is
2 Why not
3 If I were you, I'd
4 Make sure you check; Ask your English teacher...
Write soon

OPTIMISE your exam

An informal letter/email

Students read the tips.

- There are a lot of similarities between informal letters and conversation (a lot of questions, interest/enthusiasm and shared information). Elicit examples of key features of informal language that students can use (*phrasal verbs, informal vocabulary, e.g. I guess ..., contractions but not abbreviated language that we can find in emails, question tags, simpler sentence structures, connectors, e.g. Well ... / By the way ... / Anyway ... / Actually ...*).

Exam task

4 In pairs or groups, students complete the exercise.

Answers

Students' own answers

DIFFERENTIATED LEARNING

Brainstorm what sort of advice students could give Lucy in open class and write some suggestions on the board. Students use some of the expressions from the lesson. Write some ideas on the board that less confident students can refer back to when they write their letter, and feed in interesting expressions for more confident students (*practice makes perfect, fear of failure, a lucky break, come clean with your friends, come out with the truth*, etc.).

5 Plan Students complete the paragraph plan. You may want to look at students' plans to check them and give advice and suggestions for improvement.

Answers

Students' own answers

6 Write Students write their letter in an appropriate style. Depending on time, it may be a good idea to set this and the subsequent exercise for homework.

Answers

Students' own answers

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

Answers

Students' own answers

For more information on writing informal letters or emails, refer students to the Writing reference, page 161.

Learning to Learn



Students read the tips for better learning. You can divide them into groups and assign each a tip to research (to find examples, to present examples from their own experience, etc.). If time allows, students can present their ideas to the class. While one group is presenting, others can be taking notes to ask further questions on the presentation.

In addition to the ideas given, you can add fact-checking (making sure that the information they find is trustworthy). Discuss with students how they should do this (by checking with multiple sources, assessing the validity of sources, even if it's a photo or video). You can talk about deep fake technology, fake news and other dangers that result from overusing AI and other modern technology.

As an extension, students could write an informal letter at home to their friend about one of the topics or tips discussed.

Homework

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

UNIT AIMS

Exam preparation in Unit 2:

- understand what pronouns refer to
- identify attitude in monologues
- practise making suggestions in speaking
- understand how to work with different words
- choose positive and negative points in a review

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 pronoun references	Workbook, pp 12–13 Unit 2, Reading
Grammar 1	Modals (1): review	Workbook, p 14 Unit 2, Grammar 1
Vocabulary	Nouns with -ity / -ness Collocations with verbs TV programmes	Workbook, pp 14–15 Unit 2, Vocabulary
Listening Multiple matching	Identifying attitude	Workbook, p 16 Unit 2, Listening
Grammar 2	Modals (2): deductions about the present	Workbook, p 15 Unit 2, Grammar 2
Speaking Collaborative task	Making suggestions	Workbook, pp 16–17 Unit 2, Speaking
Use of English Word formation	Nouns (1)	Workbook, p 17 Unit 2, Use of English
Writing A review	Using good descriptions	Workbook, pp 18–19 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

Gapped text | An article

► Student's Book, pages 20–21

Lesson aims

- Understand pronoun references
- Practise a gapped exam task


LEAD-IN

Elicit the meaning of the unit title **Go viral!** (*to gain mass popularity through internet sharing*) and what students think the unit is going to be about (*film, TV and online social media*).

- 1** In pairs or groups, students discuss the situation. Elicit answers from different students around the class.

Answers

Students' own answers

- 2**  Play the video. Pause when necessary to allow students to make notes. Check what students have understood in open class.

Suggested answers

Day 1: no problems, didn't need/miss it

Day 2: relaxed, no need for it

Day 4: says she used Google to look at recipes, then followed a link to YouTube and realised it was social media

Day 5: misses talking with friends and family and feels a little bit far away from the world

Day 6: able to do her hobby (embroidery) without the internet, but misses sharing photos on Instagram®.

Day 7: realises how much we use social media and how integrated it is in our lives. She can't wait to check her Instagram

- 3** Students discuss the questions in pairs or groups. In open class, ask students to tell you something interesting they found out about one of their classmates.

Answers

Students' own answers

EXAM SKILL

Understanding pronoun references

Students read the tips.

- Remind students that in Reading exams, they will need to understand devices that make connections in the texts.
- Elicit situations where students could come across pronouns in the texts and why they are used there (*to avoid repetition of names and other nouns, to refer to something specific, to make the text more connected*).

- 4** Students complete the exercise. Elicit answers and students identify the evidence.

Answers

A Paragraphs 1 and 4 **B** Paragraph 2 **C** Paragraph 5 **D** Paragraph 3

OPTIMISE your exam

Gapped text

Students read the tips.


- In this task they need to decide which sentences are missing from a text.
- Remind students that identifying correct pronouns and words they refer to can make the task much simpler.
- Point out that underlining the pronouns in each paragraph will help students identify the words they refer to in the text. This will, in turn, help them decide on their answer. Look carefully at the sentences before and after the gaps for people, places, things, etc. that the pronouns in the missing sentences refer to.

- 5** Students read the text and complete the exercise. Check their suggested answers in open class.

Answers

Students' own answers

Exam task

- 6**  **2.01** Students complete the exercise. Students check in pairs or groups, then check answers in open class. Play the recording for students to listen and check their answers.

Answers

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

DIFFERENTIATED LEARNING

Give less confident students a chance to listen to the recording as they read and highlight the words in the text that the underlined pronouns refer to. You can also tell them that the extra sentence is E.

- 7** Students complete the exercise.

Answers

1 influencers **2** catches on **3** have ... in common
4 show ... off **5** editing **6** viewers' comments

FAST FINISHERS

Students write three more gapped sentences using words from the text and swap them with other students.

Research

Students can do this as homework in groups, and then present their dance at the start of the next lesson. They can also make their own videos explaining the moves and the dance.

CULTURAL NOTE

TikTok® is a short-form video platform that originated in China and was launched internationally by ByteDance in 2018. TikTok allows users to create and share videos, often set to music or involving trending challenges, comedy sketches or educational content. The app has become especially popular among younger audiences and has influenced music, fashion, language and even activism.

Homework

Workbook Unit 2: Reading, pages 12–13

GRAMMAR 1

Modals (1): review

► Student's Book, page 22

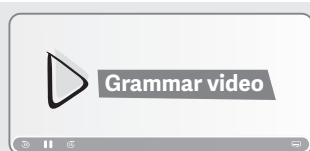
Lesson aims

- Understand the correct usage of modals
- Practise using modal verbs for ability or possibility, obligation or necessity, advice or criticism and permission

LEAD-IN

Students think of three things they can do, three things they should do and three things they must do. Let students check in pairs before checking in open class. Play the Grammar video.

Grammar in context



Watch the grammar video.

Students complete the task. Refer them to the information in the *Remember* box. Check their answers.

Remind students that they can find more information in the Grammar reference, Unit 2, page 140.

Answers

1 a 2 b 3 b 4 a

LANGUAGE NOTE

Modal auxiliary verbs 'help' other verbs express a meaning. Point out that modal verbs have no meaning by themselves. A modal verb such as *would* can be used, for example, to help verbs express ideas about the past, the present and the future.

Many modal verbs don't have a past tense form (except *can*) or a past participle, and students need to know the substitutes for these modal verbs, e.g. *can* – *to be able to* (*I can play / I was able to play / I will be able to play*), *must* – *have to* (*I must go / I had to go / I will have to go*), *may* – *be allowed to* (*I may go / I was allowed to go*).

Students have to master modal and semi-modal verbs for all parts of exams at this level and they are one of the most common grammatical topics covered in the Use of English exam. Common tasks include: open-cloze texts, multiple-choice options and sentence transformations.

Students will come across modals again in Unit 10 (modal perfect).

1 Students complete the exercise. Check answers in open class and elicit the meaning for each correct modal verb.

Answers

1 a (obligation) 2 b (ability) 3 a (advice) 4 b (permission)
5 c (ability – past of *can*) 6 a (criticism or advice)
7 b (we also use *should* to indicate when something is probable, as well as for advice or criticism)

2 Students complete the exercise. Check answers in open class and get students to comment on what each modal expresses.

Answers

1 ought, should (weak obligation) 2 should/might/could (advice/possibility/ability) 3 might/could 4 can't (we also use *can* to say that it's possible for something to happen)

3 Pairwork. Students complete the exercise. Check answers in open class and ask students to say which sentences they agree or disagree with and why.

Answers

Students' own answers

4 Students complete the exercise. Ask them to comment on what each modal expresses.

Answers

1 have to / must (obligation) 2 can't (*can* for ability)
3 should (weak obligation or advice to self) 4 could/might (possibility) 5 can (general possibility) 6 might (possibility)
7 can (possibility) 8 have to (obligation)

ESDC

This question relates to **Sustainable Development Goal 3: Good health and well-being**.

Ask students to read and discuss the questions in pairs or groups.

Ask students to give advice people should or could follow to avoid becoming addicted.

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:

- adjectives ending in *-ity* and *-ness*
- verb collocations
- words connected with *TV programmes*

LEAD-IN

Divide the students into two teams. Call out letters randomly (don't use the letter X), and teams 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 a variety of students who have their hand up so different students are asked and ask them to say the word. If it is correct, their team gets a point. Play for a set time. At the end, the team with the most points wins.

Nouns with *-ity* / *-ness*

Remember

Students read the *Remember* box. Students have worked on making adjectives from the root form of words with suffixes in the Starter Unit and Unit 1. They now look at making nouns with the suffixes *-ity* and *-ness*, common suffixes which are often tested in Use of English exams.

- 1** 2.02 Students complete the exercise. Play the recording for students to listen and check their answers. Check the spelling of all the nouns and point out that the spelling change from *simple* to *simplicity* is slightly more complex than the other spelling changes.

Answers/Audioscript

Nouns with *-ity*: *activity*, *complexity*, *creativity*, *originality*, *popularity*, *simplicity*

Nouns with *-ness*: *awareness*, *cleverness*, *happiness*, *openness*, *weakness*, *youthfulness*

- 2** Students complete the exercise. Remind them to refer back to the table in Exercise 1 if they need to. Check their answers and explain the phrase *have a weakness for* in number 4 = *like, love, enjoy*.

Answers

- 1** awareness **2** openness **3** popularity **4** weakness
5 creativity, originality (various other words are also possible here - accept all answers if students can explain them!)
6 simplicity

Refer students to the Vocabulary reference, page 153, for more information on word formation.

Collocations with verbs

- 3** 2.03 Students complete the exercise. Play the recording for them to listen and check their answers.

Answers/Audioscript

- 1** It will *do you good* to get out and meet your friends once in a while.
2 I watched his YouTube™ channel, but I didn't *find it funny*.
3 It was fun to *take part in* my friend's latest video.
4 I often *have friends round*, and we play games or watch videos online.
5 You should *take a break* and do something fun.
6 Why don't we *go online* and see if there are any funny videos to watch?
7 I can't really *tell jokes* very well, so I wouldn't be a very good comedian.
8 You shouldn't *make fun of* people in your videos. It's not nice.

- 4** Students explain what each collocation means. Point out that they should try to guess the meaning from the context if they aren't sure. They can also look in the Vocabulary reference on page 153, where there are example sentences that might help them.

Answers

- 1** If something *does you good*, it benefits you.
2 If you *find something funny*, it makes you laugh.
3 If you *take part in* something, you're involved in it and participate in it.
4 If you *have friends round*, you invite them to visit you and they come.
5 If you *take a break*, you stop what you're doing for a while.
6 If you *go online*, you use the internet.
7 If you *tell a joke*, you tell a kind of funny story to make people laugh.
8 If you *make fun of* someone, you laugh at them in an unkind way.

Refer students to the Vocabulary reference, page 153, for more information on collocations.

TV programmes

- 5** Students complete the exercise. Have a discussion about the different types of programmes and encourage students to say which types they like best.

Answers

Students' own answers

Refer students to the Vocabulary reference, page 153, for more information on topic vocabulary.

- 6** In pairs or groups, ask students to give examples of TV shows they like and don't like within each genre, and explain why.

Answers

Students' own answers

DIFFERENTIATED LEARNING

Students give examples of each type of TV programme and brainstorm some words and phrases that they associate with each one. Point out that *sitcom* is short for *situational comedy*. If students finish early, they can write some sentences of their own about different types of TV programmes.

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 to them online.

LISTENING

Multiple matching

► Student's Book, page 24

Lesson aims

- Listen for different words/phrases that express attitude
- Practise a multiple-matching exam task

LEAD-IN

Write this sentence on the board: *It's not what you say, it's how you say it!* Ask students if they agree. Elicit how we can affect the meaning of a sentence by the way we say the word. Now write *bananas* on the board. Students work in pairs and say the word in different tones, e.g. enthusiastic, amazed, bored, angry, surprised, frustrated, relaxed. Their partner guesses the attitude/emotion.

1 Pairwork. Students complete the task. Elicit ideas from different pairs around the class.

Answers

Students' own answers

EXAM SKILL

Identifying attitude (1)

Students read the tips.

- 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 and word choice for clues about the speaker's feelings.
- Remind students that the speaker's words do not match the exact words in the statements. Encourage students to read and reread the statements before they listen. It will help them focus on the aspects of the text they need to listen out for and identify synonyms or paraphrasing.
- Point out that sometimes, however, the speaker does use exactly the same words as appear in the question. Point out to students that these are normally distractors. Students must select the **correct** answer, not the first one they hear.

2 Students complete the exercise. Check their answers.

Answers

Students should choose C, D, F, H

3 Students complete the exercise. Check their answers.

Answers

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

OPTIMISE your exam

Multiple matching

Students read the tips.

- In this type of exam task, the recordings are all related in some way, for example by the topic the speakers are talking about (e.g. travel) or the function of their speech (e.g. apologising).
- Remind students to pay close attention to the start and end of what each speaker says. Note-taking is vital in the first listening. The first few spoken words can indicate the answer they are looking for. Once they have listened the first time, students should know which options can be eliminated. They can then work only with the other options to make their answer selection.
- Students find this type of task difficult because there are a lot of distractors and students need a wide range of vocabulary to be able to deal with the answers. It is important for them to spend time analysing which key words/phrases helped them decide on their answers and why they got things wrong. Students will work on this intensively in Exercise 5.



Exam task

4 2.04 Play the recording for students to listen and complete the exercise. Don't check answers at this stage as students will listen again in Exercise 5 to check their answers.

DIFFERENTIATED LEARNING

Tell less confident students to choose from A, B, C, F and H only.

5 2.04 Play the recording again for students to listen and check their answers. In open class, discuss the words and phrases in the recording that helped them choose their answers.

Answers

Speaker 1: C (*It was actually a lot harder than it seemed. You need to concentrate ... It was a lot of work ...*)

Speaker 2: B (*... the video went viral! It got 200,000 views in the first month! So I got a lot more viewers ...*)

Speaker 3: H (*I got bored with making and editing the videos and decided that it was a lot easier to watch other people's ...*)

Speaker 4: A (*... but I never get paid anything ...*)

Speaker 5: F (*When it's just me and the camera, it's as if I have a different personality.*)

EXTRA SUPPORT

Listen again for distractors, to help raise students' awareness of how they might be tricked in the exam. It can be very useful to use the audioscript after students have done the task, for students to underline the distractors. This activity also helps students become aware of how different spoken and written forms are.

Suggested answers**Speaker 1**

I thought it can't be that difficult ... might make students fail to choose the correct answer C.

Speaker 2

When I started vlogging, I didn't have many viewers, just my family and friends from school might make students fail to choose the correct answer B.

The video went viral! It got 200,00 views ... and People seem to really like my videos - they comment and share them might make students choose the incorrect answer G.

It's a great hobby, but it does take up a lot of your time might make students choose the incorrect answer E (this is incorrect because the speaker has continued making videos).

Speaker 3

Anyway, after a while, I got bored with making and editing the videos and decided that it was a lot easier to watch other people's might make students choose the incorrect answer E (the speaker doesn't make videos any more but not because of lack of time, so it can't be E).

Speaker 4

Usually, they're videos of me talking about my life, what happens at school, things I see in the news might make students choose the incorrect answer G (she mentions making videos about her life, but doesn't say lots of people enjoy them, so it can't be G).

Speaker 5

I've made a little money from it, but not much might make students choose the incorrect answer A (the speaker talks about not making much money, but has made some, so it can't be A).

I've got lots of viewers, and they like what I do might make students choose the incorrect answer G (but the speaker doesn't mention friends, so it can't be G).

Think

Students read the task in the *Think* box and come up with at least two different ideas for their YouTube™ channel. They come up with a catchy name and write a short description of the channel.

**OPTIONAL EXTENSION**

Students prepare and act out an interview with someone who has a successful YouTube™ channel.

Homework

Workbook Unit 2: Listening, page 16

GRAMMAR 2**Modals (2): deductions about the present**

► Student's Book, page 25

Lesson aims

- Understand the correct usage of modals for deductions about the present
- Practise using modal verbs to talk about the present

LEAD-IN

Play a game to practise phrasal verbs (*build up, carry out, do without, end up, get on with, put up with, get up to, go about*).

Split the class into two teams. Call out a phrasal verb and the teams think of a grammatically correct sentence using the verb. The first team to write a sentence and hold it up gets a point.

After you have used all the phrasal verbs, the team with the most points is the winner.

Grammar in context

Students complete the task. Check their answers and ask them to read the information in the *Remember* box. Students write or say percentages to indicate the degree of certainty that the modals in the *Remember* box indicate, e.g. *must* (90%; I'm sure it is), *might/could* (50%; I'm not sure, it's possible), *can't* (90%; I'm sure it's not).

Remind students that they can find more information in the Grammar reference, Unit 2, page 141.

Answers

- 1** yes **2** because there is evidence (the video went viral)
3 other modals for deduction: *must, could, may (not), might (not)*

LANGUAGE NOTE

Modals are also useful for speculating about similarities and differences between photos in the speaking exam Part 2, e.g. *This could/might be a lake too, but it's probably the sea.*

- 1** Students complete the exercise. Check answers in open class. Point out that number 5 shows how we also use *may/might + be + -ing* for something happening right now, e.g. *That might be Mum phoning you.*

Answers

- 1** might/could/may **2** can't **3** must/may/might/could **4** can't
5 might/may/could/must **6** must

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

Answers

- 1** No, it can't be Josh because he wasn't there.
2 She must be here because I saw her car.
3 (I think) it might/could/may be in the classroom.
4 (I think) it could/might/may be Sophie's / belong to Sophie.
5 (No), it can't be Harry because he's ill in bed at home.

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

Answers

Students' own answers

- 4** Students complete the exercise. They compare in pairs before checking in open class.

Answers

- 10** **2** can't **3** must **40** **50** **6** may/could/might

Digital game



Encourage students to play the digital game for extra practice.

OPTIONAL EXTENSION

Write a sentence on the board describing a scenario, e.g. *Sally isn't talking*. Ask students to write sentences with modal verbs, speculating on possible reasons for this scenario, e.g. *She might have a sore throat, She could be feeling sad*.

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

Collaborative task

► Student's Book, page 26

Lesson aims

- Focus on making suggestions
- Practise a collaborative exam task

The Speaking video in this unit focuses on spending time online. People talk about what useful skills can be learnt online.

Students answer some comprehension questions, then listen out for expressions for making suggestions.

LEAD-IN

Write the types of TV programme from earlier in the unit on separate small squares of paper (*chat show, cookery show, documentary, game show, music show, reality show, sitcom, soap opera, talent show, the news, weather forecast, wildlife programme*). Fold up each square and put them in a box or a hat. Divide the class into teams. Take one of the pieces of paper and show it to one student from each team. Each of these students then tries to describe the type of TV programme to their team without actually saying the word or phrase. The first team to guess the word or phrase gets a point. The team with the most points wins.

- 1** ► Students spend a minute or two reading the three questions. Ask them to try to predict some of the answers that the people in the video might give. Play the Speaking video for students to complete the exercise. Play the video again, if necessary, before checking answers.

Answers

- 1 coding; maths; improve your memory; coordination skills; ability to react quickly
- 2 language skills; information about other cultures; improve your social skills; other skills, e.g. cooking
- 3 editorial skills; media skills, develop creativity; you can also help others and build your self-confidence

- 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

How about ...? [Drea 01:04], I suggest we ... [Christian 00:31], What about ...? [Jordan 02:28], Why don't we ...? [Maisie 01:40]

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 complete the exercise. They compare their ideas in pairs or groups before discussing them as a class.

Suggested answers

1 making videos: how to use a camera, write a script, lighting, sound

2 researching information online: where to find information, understanding different opinions

3 playing games online: using a map, working with other people

4 chatting online to people around the world: understanding other cultures

5 using social networking sites: good communication skills, learning about other people's lives

EXAM SKILL

Making suggestions

Students read the tips.

- Point out to students that in many speaking exams there is a part where students work together on a collaborative task without the examiner.
- It is important for students to make suggestions in order to sustain the conversation. One of the marking criteria in many speaking exams is interactive communication (exchanging ideas). This refers to the students' ability to participate actively in a two-way discussion and use strategies, such as making suggestions, to maintain interaction at an appropriate level.

- 4** Students complete the task. Check answers in open class. Encourage students to explain why they chose their answers by referring back to grammar rules they have learnt.

Answers

1 might 2 about 3 what 4 don't 5 choose

- 5** Pairwork. Students complete the exercise. Remind them to use the phrases in the *Phrase expert* box and to respond to each other's suggestions with positive responses, e.g. *That's a good idea. / Sounds like a good idea, OK.*

Walk around, monitoring students for good use of language and errors to go over at the end of the activity.

Write any errors on the board and go through them with students, eliciting corrections from them where possible.

Answers

Students' own answers

OPTIMISE your exam**Collaborative task**

Students read the tips.

- Point out to students that in a speaking exam, while they carry out this collaborative task, the examiner may even look out the window and pretend not to listen. This is to show students not to address the examiner.
- Students should try to develop a discussion by asking for their partner's opinion and encouraging them to expand on their ideas. They should take turns to speak and not dominate or interrupt their partner.

Exam task

- 6** Pairwork. Students complete the exercise. Remind students that they need to discuss the different options and decide if each one teaches any useful skills. Elicit a good opening line, e.g. *Let's start with this one: making videos and uploading videos. What useful skills can someone learn from this?*
- Remind students to use phrases for making suggestions from the *Phrase expert box*.

Answers

Students' own answers

DIFFERENTIATED LEARNING

Do this activity in two parts. Pair less confident students with more confident ones for the first attempt. Set a strict time limit of two minutes. Afterwards, students give themselves points using this checklist:

Did I ask for my partner's opinion? 1 point

Did I respond to my partner's comments? 1 point

Did we come to a constructive conclusion? 1 point

Did we take turns to speak? 1 point

Did I use different expressions to give my opinion? 1 point

Then students swap partners and practise the same activity again. They say if they gave themselves more points the second time.

- 7** Students complete the exercise. Remind them that it is important for them to justify their choices. Elicit a good opening line, e.g. *So we need to choose the two which help students learn the most useful skills.*
- Remind students to use phrases for making suggestions from the *Phrase expert box*.

Answers

Students' own answers

EXTRA SUPPORT

In a less confident class, prepare students before the exercise by discussing the options with them to help them select their ideas.

Homework

Workbook Unit 2: Speaking, pages 16–17

USE OF ENGLISH**Word formation**

► Student's Book, page 27

Lesson aims

- Focus on nouns and how they are formed
- Practise a word-formation exam task

LEAD-IN

To develop word-formation skills, write a few verbs/adjectives on the board for students to make nouns with the suffixes *-ity*, *-ness* and *-ment*. Elicit spelling changes (*we lose the -e, and -y changes to -i*). Suggested words: *happy, original, simple, active, probable, develop, similar, dense, enjoy, popular, fit, move*.

EXAM SKILL**Nouns (1)**

Students read the tips.

- Remind students that if they see a word ending in a suffix such as *-ment*, *-ity* or *-ness*, it is likely to be a noun.
- Highlight that the suffix often causes a spelling change to the original word, e.g.
beauty, duty + *-ful* → *beautiful, dutiful* (*-y* → *-i*)
heavy, ready + *-ness* → *heaviness, readiness* (*-y* → *-i*)
able, possible + *-ity* → *ability, possibility* (*-le* → *-il*)
permit, omit + *-ion* → *permission, omission* (*-t* → *-ss*)

- 1** Point out that six of the words form nouns using the three suffixes, and six form nouns using changes to the spelling of the verb. Students complete the exercise. Remind them that there may be more than one possible noun. Check their answers.

Answers

1 achiever/achievement **2** belief/believer **3** capability
4 choice **5** creativity/creation/creator **6** decision/decider
7 giver/gift **8** loss/loser **9** naturalness/nature
10 personality/person **11** sadness **12** thinker/thought

- 2** Students complete the exercise. Check their answers.

Answers

1 belief **2** loser **3** personality **4** loss **5** sadness **6** creator

OPTIMISE your exam

Word formation

Students read the tips.

- Sometimes students can only gain a sense of whether words are positive or negative by understanding the meaning of the whole text, not just the line including the gap.
- Point out that students should be prepared to make more than one change to a word; they may need to add a prefix and a suffix, e.g. *uninterrupted* from the prompt INTERRUPT.

- 3** Students complete the exercise. They should write the part of speech (noun, adjective, etc) on the line, then add a cross in the box wherever they think a negative is needed. They compare in pairs before you elicit answers in open class.

Answers

1 noun 2 adjective (negative) 3 noun 4 noun 5 adjective 6 noun 7 noun 8 adjective

Exam task

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

Answers

1 thought 2 unoriginal 3 capability 4 personality 5 creative 6 awareness 7 creators 8 natural

Homework

Workbook Unit 2: Use of English, page 17

WRITING

A review

- Student's Book, pages 28–29

Lesson aims

- Focus on language for good descriptions
- Plan and write a review

LEAD-IN

Remind students that a review expresses our opinions and lets other people know that we liked/disliked something, e.g. a film, book or restaurant. Tell them that you are going to read a short review. Students listen and decide if your review is positive or negative, and say why. Read the following to them.

I heard about a new restaurant in town and decided to go there with a friend. I booked a table, and I asked for one with a great view. When we arrived, there was no record of my booking and we were seated in a corner far away from any view. The dishes were expensive but disappointing. The portions were small, and the food tasted strange and wasn't hot. Every time I asked for some more water or bread, the waitress took ages to get anything.

Answer

The review is negative: *no view, expensive food, small portions, strange taste, not hot, bad waitress.*

- 1** In pairs or groups, students ask and answer the questions. In a less confident class, give students time to prepare their answers in written form before they do this as a speaking task.

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

Answers

Students' own answers

- 2** Students complete the exercise. Check the answers in open class and ask students to justify their answers.

Answers

- 1 T (*they have a professional look ..., The sound quality is always excellent ...*)
 2 T (*Abigail ... tells jokes and talks about her life*)
 3 F (*The text describes Abigail's personality not her appearance*)
 4 F (*some of the jokes she tells are old ones ... Although she does talk a lot about her close friends, ...*)
 5 T (*I would definitely recommend Abigail's videos ...*)

EXAM SKILL

Using good descriptions

Students read the tips.

- Remind students that they should use interesting vocabulary to try to catch the reader's interest. It can help students to think of ideas and interesting adjectives if they consider the five senses. Remind them that they can tell the reader what something looks like, how it sounds, how it feels, etc.
- Descriptive details should help create a clear idea of what they are reviewing. Remind students to avoid details that are irrelevant or too general.
- Point out that students will lose marks for employing common adjectives. If they make word choices that enrich their descriptions, they will achieve better marks.

- 3** Students complete the exercise. Check their answers.

Answers

Students should highlight: great, professional, excellent, good, funny, interesting, unusual

FAST FINISHERS

Write these adjectives from the text on the board and ask students to make nouns from them: *successful – funny – great – long – good – true – interesting – close – professional.*

Answers

success – fun – greatness – length – goodness – truth – interest – closeness – profession

OPTIMISE your exam

A review

Students read the tips.

- Reviews normally contain three main ingredients: overview, positive and negative aspects, and a conclusion or recommendation.
 - The overview offers an overall description of the subject.
 - Positive and negative aspects may include **objective** views (facts) and **subjective** views based on personal feelings (opinions). Remind students to always give reasons for their comments.
 - The last paragraph should sum up the reviewer's feelings and make it clear to the reader whether they recommend the subject without any reservations, recommend it with one or two reservations, or don't recommend it at all.
- Remind students that a review describes what a book/film, etc. is about, but not in too much detail. They should talk about the most important or memorable characters/moments but not spend too much time just describing them.
- In real life, readers often look at the last paragraph of a review first to see what the general verdict is. Remind students to give their review a clear conclusion.

Exam task

4 Students complete the exercise. Check their answers.

Answer

teenagers who visit a website

5 Students complete the exercise.

Answers

Students' own answers

6 Students make their notes.

Answers

Students' own answers

7 Plan Ask students to complete the paragraph plan. You may want to look at students' plans to check them and give advice and suggestions for improvement before students write.

Answers

Students' own answers

8 Write Students write their review. Depending on time, it may be a good idea to set this and the subsequent exercise for homework.

Answers

Students' own answers

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

Answers

Students' own answers

Learning to Learn

Students read the tips on staying focused.

Pairwork. Students discuss which tips would work best for them. Elicit some answers in open class.

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. Then they discuss the questions in groups. Elicit answers from around the class. Then students follow the instructions to play the game.

Revise: Grammar and vocabulary

Answers

11 unreasonable 2 active 3 stressful 4 harmful
5 effective 6 playful 7 creativity 8 useful

21 make 2 take 3 telling 4 good 5 find 6 do 7 up 8 put
9 up 10 go

31 documentary 2 simplicity 3 forecast 4 accomplish
5 reality 6 suffer 7 complexity 8 overcome

41 Did you have 2 was I saying 3 ate 4 was still writing
5 got 6 were you doing 7 didn't tell 8 wasn't watching

51 should 2 can 3 could 4 to eat 5 must 6 rain

61 Zara can't be 2 to take part in 3 must be an
4 used to drive / would drive 5 get on with