

## UNIT OVERVIEW

### Student's Book / Digital Student's Book

LESSON / EXAM TASK	LANGUAGE FOCUS
Reading	An article
Grammar 1	Countable and uncountable nouns, articles
Vocabulary 1	Words connected with <i>TV</i> and <i>cinema</i>
Vocabulary 2	Phrasal verbs
Grammar 2	Quantifiers
Vocabulary 3	Collocations with <i>do</i> , <i>have</i> , <i>make</i> and <i>take</i>

## READING

### An article

► Student's Book, page 6

### Lesson aims

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

#### LEAD-IN

Elicit the meaning of the unit title ***The hidden value of our hobbies*** (it suggests that our hobbies provide more benefits than just entertainment). Draw students' attention to the photo and ask them what they think the article is going to be about (*different types of hobbies*).

**1** Students answer the question. Elicit answers in open class and try to develop a class discussion.

#### Answers

Students' own answers

**2** Students complete the exercise.

#### Answers

playing an instrument, going to concerts, performing arts

**3** S.01 Students complete the exercise. Elicit answers in open class.

#### Answers

1 keyboard lessons 2 coordination 3 gym 4 teamwork  
5 endorphins



### Me

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

## GRAMMAR 1

### Countable and uncountable nouns, articles

► Student's Book, page 7

### Lesson aims

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

#### LEAD-IN

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

### Grammar in context

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

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

## Answers

**Countable:** 1 a study, two- and three-year olds, children, lessons 2 benefit, bits 3 lessons

**Uncountable:** 2 self-discipline 3 understanding, space, time 4 hair

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

## Answers

**Countable:** book, house, leisure activity, table

**Uncountable:** baggage, clothes, entertainment, equipment, knowledge, money, music, news, trousers

**Both:** coffee (uncountable: the substance, countable: a cup of coffee); film (uncountable: material, countable: a film as in movie); glass (uncountable: material, countable: a drinking glass); interest (uncountable: financial concept, countable: hobbies / concerns); metal (uncountable: the material, countable: types of metal); time (uncountable: duration, countable: specific occurrences); truth (uncountable: general concept, countable: specific facts)

## LANGUAGE NOTE

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

## EXTRA SUPPORT

Students think of example sentences for the words that can be both countable and uncountable.

### Suggested answers

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

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

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

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

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

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

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

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

## Answers

1 the, a 2 0, 0 3 an, a, the 4 the, 0, the 5 a, a

- 3 In pairs, students discuss the questions in Exercise 2. Elicit answers from around the class.

## Answers

Students' own answers

## OPTIONAL EXTENSION

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

Divide the class into two teams, X and O. Flip a coin to see which team goes first.

In order for the team to receive the X or the O for the box they have chosen, they must make a correct sentence using *How much* or *How many*.

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

## VOCABULARY 1

### Words connected with TV and cinema

- Student's Book, page 8


### Lesson aims

- Understand the correct usage of words connected with TV and cinema

## LEAD-IN

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

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

- 1  S.02 Students complete the exercise. Play the audio for them to listen and check their answers. Elicit explanations for each word and check their pronunciation.

**TV:** broadcast, channel, programme, reality show, satellite, sitcom, viewer

**Cinema:** box office, flop, screenplay

**Both:** audience, cast, credits, director, on demand, release, series

**Meanings:** *audience* (n): a group of people who have come to a place to see or hear a film, performance, speech, etc.; *box office* (n): the place in a theatre where you buy tickets; *broadcast* (v): to send out messages or programmes to be received by radios or televisions; *cast* (n): all the performers in a film, play, etc.; *channel* (n): a television station and the programmes that it broadcasts; *credits* (n): a list of people involved in the making of a film or television programme that is shown at the end or beginning of it; *director* (n): someone who is in charge of making a film or programme, or getting a play ready for performance; *flop* (n): a complete failure; *on demand* (adj): programmes available via the internet, usually after they have been transmitted, to watch at your leisure; *programme* (n): a television or radio broadcast; *reality show* (n): a television programme that does not use professional actors but shows real events and situations involving ordinary people; *release* (v) to make a film or programme available to be shown to the audience; *satellite* (adj): television programmes that are sent to your television using satellite communications; *screenplay* (n): a story someone writes for a film; *series* (n): a group of several films or television programmes on the same topic, or showing the same characters in different scenarios; *sitcom* (n): a television or radio series about a particular group of characters who deal with situations in a humorous way; *viewer* (n): someone who is watching, or who watches, television programmes

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

#### Answers

1 released 2 cast 3 flop 4 credits 5 viewers 6 box office 7 on demand 8 director

- 3** In pairs, students discuss the questions in Exercise 2. Elicit answers from around the class.

#### Answers

Students' own answers

#### FAST FINISHERS

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

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


## VOCABULARY 2

### Phrasal verbs

- Student's Book, page 8

### Lesson aims

- Understand the correct usage of phrasal verbs

- 1**  **S.03** Students complete the exercise. Play the audio for them to listen and check their answers.

Point out that there are phrasal verbs with one stress on the main verb (e.g. *sit through*) and phrasal verbs with two stresses (a main and a secondary stress) (e.g. *chill out*).

#### Answers

1 over 2 out 3 through 4 out 5 up 6 on 7 out

#### EXTRA SUPPORT

In pairs, or as a group, ask students to discuss the meaning of each of the phrasal verbs in Exercise 1.

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

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

#### Answers

1 hangs out 2 comes on 3 sit through 4 chill out 5 acting out 6 takes up 7 turn over

- 3** Students rewrite the sentences and then discuss their answers with a partner. Elicit answers from around the class.

#### Answers

Students' own answers

## GRAMMAR 2

### Quantifiers

- Student's Book, page 9

### Lesson aims

- Understand the correct usage of quantifiers
- Practise using quantifiers

#### LEAD-IN

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

### Grammar in context

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

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

#### Answers

1 a lot of 2 None of

#### LANGUAGE NOTE

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

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

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

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

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

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

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

**Answers**

**1** all **2** Each **3** a few **4** some **5** lots of **6** Neither of **7** None of **8** Both and Both of are correct

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

**Answers**

I've got a [some] really exciting news! I've finally got my drone! For those of you who don't know, drone flying is becoming really popular. In the past, little [few] people had drones, but now more and more of my friends are getting them – including me! My friend and I are going out this weekend to try it out and neither [neither of] us can wait! Of course, you have to remember few [a few] things if you're going to fly a drone. Safety is very important, so make sure you can see your drone at all of [all] times. Also, remember that privacy is important to a lots [a lot / lots] of people, so don't fly over people's gardens or crowded places taking photos. I'll post pics here when I get it up in the air!

**DIFFERENTIATED LEARNING**

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

Ask stronger students to write two comprehension questions. They can read them out to test other students' understanding of the text once everyone has finished the exercise.

**OPTIONAL EXTENSION**

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

- 3** Students complete the sentences and then compare their answers with a partner. Elicit answers from around the class.

**Answers**

Students' own answers


**VOCABULARY 3**

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

► Student's Book, page 9

**Lesson aims**

- Understand the correct usage of verb collocations

- 1**  **S.04** Remind students what collocations are before they do the activity (*a group of two or more words that usually go together and just sound 'right' to native English speakers*). In this exercise, students develop their intuition for how words work together.

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

**Answers**

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

**LANGUAGE NOTE**

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

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

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

- 2** Students complete the exercise. Check their answers in open class. Refer students to the Vocabulary reference, page 153, for more information on collocations.

**Answers**

**1** have / take a break **2** done nothing **3** have a good time **4** have / take a holiday **5** take part in **6** make an effort **7** do your best

**OPTIONAL EXTENSION**

In pairs or small groups, students write a classroom survey with the phrases from Exercise 1. Encourage your students to use a variety of question words when they write their survey. You can also review types of questions that are often used on surveys, e.g. *How do you feel about ...? Do you agree or disagree with the following statement?, and How would you rate the following?* Walk around and monitor, helping students with accuracy. Students find new partners and carry out the survey taking it in turns to ask and answer questions. Elicit interesting and unusual answers in open class to close the activity.

## UNIT AIMS

Exam preparation in Unit 1:

- understand how to scan an article
- listen for agreement and disagreement in conversations
- agree and disagree in a discussion
- understand how to use suffixes in a transformation exercise
- express and justify opinions in an essay

## 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 Multiple matching   An article	Scanning	Workbook, pp 4–5 Unit 1, Reading
Grammar 1	Tenses (1): present / past simple, <i>used to</i> , <i>would</i> , <i>be / get used to</i>	Workbook, p 6 Unit 1, Grammar 1
Vocabulary	Words connected with <i>studying</i> and <i>learning</i> Phrasal verbs Word patterns: words + prepositions	Workbook, pp 6–7 Unit 1, Vocabulary
Listening Multiple choice   Extracts	Listening for agreement and disagreement	Workbook, p 8 Unit 1, Listening
Grammar 2	Tenses (2): present perfect simple, past perfect simple	Workbook, p 7 Unit 1, Grammar 2
Speaking Collaborative task	Agreeing and disagreeing	Workbook, p 9 Unit 1, Speaking
Use of English Word formation, Key word transformation	Word formation with suffixes Contracted forms	Workbook, p 9 Unit 1, Use of English
Writing An essay	Expressing and justifying opinions Developing self-awareness	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	<b>Worksheets:</b> Grammar (Standard and Higher), Vocabulary (Standard and Higher), Speaking video, Grammar communication	Unit Test 1 (Standard and Higher)



# READING

## Multiple matching | An article

► Student's Book, pages 10–11

### Lesson aims

- Focus on multiple matching
- Practise a multiple matching exam task


#### LEAD-IN

Elicit the meaning of the unit title **Forever learning** (*Learning is an activity that we do throughout our lives, not just when we are children or teenagers.*). Ask students what they think the lesson will be about (*education and learning*).

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

#### Answers

Students' own answers

- 2  Pause the video at the beginning. Students predict what the video will be about. Students read the exercise and check their predictions about the video. Students read the text again and predict the words for each gap. Students watch the video and check their answers.

#### Answers

1 windmill 2 2000 3 food 4 learning 5 water 6 famine 7 book 8 comfortable 9 film

- 3 Students complete the exercise. Ask them to compare their answers in pairs. Elicit answers.

#### Answers

A 3 B 4 C 1 D 2

- 4 Students complete the exercise.

#### Answers

1 eight million 2 2021 3 University of Arts London, Chelsea College of Arts 4 Gavin Horgan 5 11 6 Cambridge University

## OPTIMISE your exam


### Multiple matching

Students read the tips.

- Scanning is a strategy for speed reading in order to find specific information in the text. Students practised this technique in Exercise 4. Elicit situations where students need to find a particular piece of information quickly within a large amount of text (e.g. when they look up words in a dictionary, scroll an online text for a sports score, look for information in a textbook, etc.).

- Remind students that often exact word matches are a trap – if a key word in the text is exactly the same as the word in the question, students should be careful. It's almost certainly not the answer. They should also be careful of partial matches. They should find a sentence in the text that matches all the key words.
- Highlight that in this type of exam task, the questions and texts are not necessarily in the same order.

#### Exam task

- 5  1.01 Note: You may want to have students listen to and read the text before doing the exam task.

Students complete the exercise. Elicit answers.

#### Answers

1 A 2 D 3 C 4 B 5 C 6 A 7 C 8 D 9 B 10 A

#### EXTRA SUPPORT

Elicit the synonyms and paraphrases that helped the students complete the exercise.

#### Suggested answers

- 1 training schedule – *daily workout*
- 2 wasn't confident – *a little unsure*
- 3 made them believe in themselves – *encourage him to be self-confident*
- 4 praised by their university – *University of the Arts (...) said Ella's work was the best they'd seen that year*
- 5 decide to continue studying after university – *After achieving a degree (...) he was motivated to work towards a PhD.*
- 6 never expected popularity on social media – *his lack of reading limited his career options*
- 7 teach in a way their students can understand – *using song lyrics to make the message clearer*
- 8 dreamt of becoming an educator – *I wanted to become a teacher*
- 9 has her family to thank for moving school – *Ella McEwan's parents decided she should change schools*
- 10 problems behaving appropriately – *learning and behaviour difficulties*

- 6 Students complete the exercise.

#### Answers

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

#### ESDC

These questions relate to **Sustainable Development Goal 5: Gender equality**. Pairwork. Each pair answers the questions. Then elicit opinions in open class.

#### Homework

Workbook Unit 1: Reading, pages 4–5

# GRAMMAR 1

## Tenses (1): present / past simple, *used to*, *would*, *be / get used to*

► Student's Book, page 12

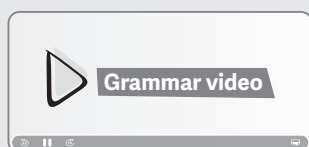
### Lesson aims

- Understand the correct usage of the present and past simple, *used to*, *would* and *be / get used to*
- Practise using the present and past simple, *used to*, *would* and *be / get used to*

#### LEAD-IN

Ask students to brainstorm vocabulary related to health and illness. Write **HEALTH** in the centre of the board, with circles around it with these subheadings: *Healthy foods*, *Types of exercise*, *Illnesses*, *Occupations in healthcare*. Write all students' suggestions on the board, in the appropriate circles.

### Grammar in context



Watch the grammar video.

Students complete the task. Refer them to the *Remember* box if they need help. Check answers in open class.

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

#### Answers

**1 present simple:** for habits, things that are true, facts, and present situations.

**2 past simple:** for events and actions in the past at a specific time.

### 1 Students complete the exercise. Check their answers.

#### Answers

**1** is, learn **2** went, enjoyed **3** don't usually stand **4** didn't you come, Were you **5** says **6** starts, don't like, we're / we are

#### 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 2023*. When students describe habitual actions and temporary or repeated events in the past, it's a good idea to vary their choice between *used to*, *would* and the past simple to make their descriptions more interesting.

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 and that *would* is also used in the second conditional.

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

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

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

#### Answers

**1** are **2** got **3** didn't / wouldn't **4** were **5** used **6** had **7** was **8** would **9** was **10** weren't

Ask students to find one example for each of the four uses of *used to* and *would* in the text *Doctors with clean hands*.

*used to* + verb: *doctors used to go from patient to patient*.

*would* + verb: *doctors would go straight from treating very sick patients to delivering babies*.

*used to* + -ing: *scientists are used to questioning how things are done*.

*get used to* + -ing: *We have all got used to washing our hands*.

#### OPTIONAL EXTENSION

Write these prompts on the board:

**1** *something you used to like doing but don't like so much now*

**2** *something you used to do often but don't do so frequently now*

**3** *something you are used to doing, even if it's not a lot of fun*

**4** *something you still haven't got completely used to doing yet*

Students write sentences about each one. In pairs, students compare their sentences. Elicit some examples in open class.

### 3 Pairwork. Students tell each other their sentences. Then elicit sentences in open class.

#### Answers

Students' own answers

### Research

Set the exercise as homework. Ask the students to also find a picture of the person. Organise the students into groups of four and ask them to present their person to their group.

#### FAST FINISHERS

Fast finishers write one or two sentences about things that they used to do when they were younger.

### 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 1 practice to them online.

# VOCABULARY

## Working with words

► Student's Book, page 13

### Lesson aims

- Understand the correct usages of:
  - words connected with *studying* and *learning*
  - phrasal verbs
  - word patterns: words + prepositions

#### 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 their hand up 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.

## Words connected with *studying* and *learning*

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

#### Answers/Audioscript

- 1 We've got a test tomorrow, so I'm going to *revise* tonight.
- 2 Jason's going to *take* his first guitar exam next month even though we're not sure he'll pass.
- 3 this person teaches at a university: *lecturer*
- 4 this person trains a sports player or team: *coach*
- 5 this person teaches you how to do something, such as drive a car: *instructor*
- 6 this allows you to do something, such as drive a car: *licence*
- 7 this is a piece of paper showing you've achieved something: *certificate*
- 8 this is a course of study that you take at university: *degree*
- 9 this person has successfully completed a course at university: *graduate*
- 10 this person is studying at university: *undergraduate*

#### FAST FINISHERS

Students write definitions for the words they didn't use in Exercise 1. They can read out their definitions to test the rest of the class when everyone has finished.

#### Answers

*qualification*: something such as a degree or a diploma that you get when you successfully finish a course of study

*pupil*: someone, especially a child, who goes to school or who has lessons in a particular subject

Refer students to the Vocabulary reference, page 152, 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. Highlight that to *creep up on somebody* means to approach someone quietly and slowly, so that the person is suddenly surprised.

#### Answers/Audioscript

- 1 If you don't know a word in your language, do you look it up in the dictionary? *discover / find*
- 2 Do you want to set up a business when you leave school? *create*
- 3 What would you do if I crept up behind you? *approach*
- 4 Who do you have to regularly tell to hurry up? *increase*
- 5 What's the best excuse you've ever thought up for not doing something? *create*
- 6 Would it be hard to catch up with lessons if you were off school for a week? *finish / complete*
- 7 Do you ever need to speak up because it's hard for someone to hear you? *increase*
- 8 What do you think you'll end up doing this weekend? *finish / complete*
- 9 Do you get annoyed if someone uses up the milk / bread / oil? *finish / complete*
- 10 What interesting information have you had to dig up for a school project? *discover / find*

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

#### EXTRA SUPPORT

Individually, students write personalised sentences with the phrasal verbs from Exercise 2. In pairs, they then read out their sentences without saying the phrasal verb (they could substitute this for a 'beep' sound) for their partner to guess.

- 3 In pairs, students complete the task.

#### Answers

Students' own answers

## Word patterns: words + prepositions

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

#### Answers/Audioscript

- 1 My brother's just qualified as a nurse and we're all really proud.
- 2 There's nothing wrong *with* deciding you don't want to go to university.
- 3 I'm going to quit the swimming team for a while as I have to concentrate *on* my studies.
- 4 Warren's decided *against* becoming a pilot and now wants to be a surgeon.
- 5 How interested are you in watching a documentary about archeology?
- 6 We need to find someone who's experienced *in* teaching young children.
- 7 If you don't pay attention to anything I say, you're not going to learn anything!
- 8 All his explanation succeeded *in* doing was to confuse me further!
- 9 The new education laws were criticised *for* not addressing the problem of class sizes in secondary schools.
- 10 I'm so bored *of* / I'm so bored *with* doing homework – I can't wait to meet my friends afterwards.



## OPTIONAL EXTENSION

Ask students if they find remembering word patterns like the ones in Exercise 4 easy or difficult.

In pairs or small groups, students brainstorm ways of remembering them.

Elicit answers from different students around the class.

**Suggested answers**

Learn them by topic, personalise them, recycle and reuse them, draw pictures, test yourself, etc.

Refer students to the Vocabulary reference, pages 152–153, 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

## Multiple choice | Extracts

► Student's Book, page 14

## Lesson aims

- Focus on multiple choice (extracts)
- Practise a multiple-choice (extracts) exam task

## LEAD-IN

Play **Back to the board**. Divide the class into two teams. Ask a volunteer from Team A to sit with his / her back to the board, facing their team. Write words, phrases or sentences from the unit on the board one by one. Team A defines the word, phrase or sentence for the volunteer student to guess in one minute. After one minute, it is the other team's turn to define a word, and so on. The team that describes the most words in one minute wins the round.

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

**Answers**

Students' own answers

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

**Answers**

1 F 2 F 3 T 4 F 5 T

- 3** Students complete the exercise and then compare in pairs before you check in open class.

**Answers**

1 Zach agrees with Anna. 2 Zach disagrees with Anna.  
4 Zach partly agrees with Anna.

## EXTRA SUPPORT

Ask students to look at Exercise 4 and decide which questions ask about agreement and disagreement. This will help them work out what type of dialogue they are going to listen to.

## OPTIMISE your exam

## Multiple choice | Extracts

Students read the tips.

- If students know the key phrases we use to agree and disagree, they will be able to rapidly tune in when the speaker is discussing other people's ideas and decide if he / she agrees or disagrees with them. This skill is useful in listening exams, and raising students' awareness of how we indicate our opinion will also help them improve their performance in oral exams.
- Students are often tested on their ability to identify a speaker's opinion in listening exams. Intonation helps us emphasise significant points beyond words and syntax. In this lesson students work on how we can identify attitude by listening for changes in intonation, pace, volume and pitch, as well as listening carefully for words and phrases that identify opinions to back up the attitude they have identified.



## Exam task

- 4** 1.05 Students listen and complete the exercise. Play the audio again, eliciting the clues that helped students answer.

**Answers**

**1** C (*You can't fault the instructor though. ... No, not at all. She was great. Really kind, helpful and knowledgeable.*)

**2** C (*I reckon you'll like their winter weekend drama course – it's just your thing. I think they even put on a show at the end.*)

**3** B (*One thing's for sure – it's always been a lot easier in the past. ... no doubt about that. This time last year they all came out with big smiles on their faces.*)

**4** B (*... the children will be performing for free every Sunday evening for the next month in the town hall. It would be great if some of your listeners could come along and support.*)

**5** A (*I wouldn't exactly say dad taught me, but he really did encourage me to try to work it out for myself, and I'll never forget that.*)

**6** C (*I'm really not convinced we'll get it all done in two evenings though. It's the whole year's notes. It's pages and pages! ... No need to worry. I've got a plan.*)

**7** B (*Well, we've now counted all the money we brought in, and you should all be very proud of yourselves as it's a fantastic £3,000 – far more than last year. So very, very well done everyone.*)

**8** A (*I guess we need to have the exact costs before we ask them, ... Yeah – let's get that tomorrow.*)

## DIFFERENTIATED LEARNING

Before playing the audio a second time, ask students to exclude one of the options in each situation. Discuss students' reasons in open class before you play the track again. Don't give away the answers at this point. When you check the answers in Exercise 4, ask students to say which option they excluded on the first listening and if they were right.

### 5 Pairwork. Students read their sentences to each other and guess which are true or false. Ask them to give reasons for their answers.

#### Answers

Students' own answers

## OPTIONAL EXTENSION

Students write a short dialogue in which two speakers discuss two new skills of the student's choice (e.g. juggling, mending a puncture on a bike, making an omelette, etc.). The speakers should express points of agreement and disagreement about the new skills (e.g. whether they think they are useful, if they would like to learn them, etc.).

## Homework

Workbook Unit 1: Listening, page 8

## GRAMMAR 2

### Tenses (2): present perfect simple, past perfect simple

► Student's Book, page 15

#### Lesson aims

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

#### 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, take, teach, be, make, sleep, become, have, get, give*, 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, they get a second chance. If he / she still gets it wrong, elicit the correct form and write it on the board.

It is now Team B's turn to 'serve' and Team A's turn to respond to the service and give the **past simple form** of the same infinitive. Team A only has one chance. The first team to get five points is the winner.

## Grammar in context

Students complete the task. Refer them to the *Remember* box if they need help. Check answers in open class.

Remind students that they can find more information in the Grammar reference, Unit 1, page 140.

#### Answers

- 1 Because it's a situation that started in the past and continues up to the present. We can't use the past perfect because the situation still exists now.
- 2 They use the past perfect to show the action happened before a time in the past. We can't use the present perfect because the reference point for the action is the past, not the present.

#### LANGUAGE NOTE

Both the present perfect simple and the past perfect simple talk about something that happened before a point in time (the reference point). In the present perfect simple, our reference point is the present. In the past perfect, our reference point is in the past.

Highlight the contracted form of *had* ('d). It is difficult for students to hear short forms, so they must listen carefully for 'd / *hadn't* and pay attention to the context to be sure of the tense being used.

### 1 Students complete the exercise. Students compare in pairs before you check in open class.

#### Answers

- 1 had been 2 have 3 has been 4 hadn't been, realised 5 wanted, didn't have 6 have looked, didn't understand

#### EXTRA SUPPORT

Ask students to make negative and interrogative sentences in the present perfect simple, past simple or past perfect simple using some of the verbs in Exercise 1.

### 2 Students complete the exercise. Have students check in pairs before you check their answers in open class.

#### Answers

- 1 ever 2 since 3 before 4 yet / already, just 5 yet 6 so

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

#### Answers

- 1 have 2 studied / took 3 had 4 didn't 5 made 6 hadn't 7 already 8 has

## DIFFERENTIATED LEARNING

Give less confident students the answers in a jumbled order to help them complete the exercise (*already, didn't, made, had, hadn't, has, have, studied / took*).

### 4 Students read the questions and identify the adverbs / time references. Then they complete the exercise. Check answers in open class.

**Answers**

- 1 Is this the first time you've studied this grammar?  
/ Was this the first time you had studied this grammar?
- 2 Had you learnt to speak English before you were 11?
- 3 Have you got a job for the summer holidays yet?
- 4 Had you managed to ride a bike by the age of five?
- 5 Have you ever thought of becoming a scientist?

## 5 Pairwork. Students ask and answer the questions with short answers.

**Answers**

Students' own answers

**OPTIONAL EXTENSION**

Students write two true sentences and one false sentence about themselves using the tenses in this lesson. In pairs or small groups, students read out their sentences for their partner to guess which sentences are true or false.

**Learn**

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

**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 2 practice to them online.

**SPEAKING****Collaborative task**

► Student's Book, pages 16


**Lesson aims**

- Focus on agreeing and disagreeing
- Practise doing a collaborative task

The Speaking video in this unit focuses on school trips. People talk about school trips and what they can learn from them. Students answer some comprehension questions and then listen out for phrases to express agreement and disagreement.


**LEAD-IN**

Write *school trips* on the board. Elicit different school trip destinations that students at the school have been to. Ask students to say why they think these destinations were chosen.

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

**Answers**

- 1 Bella and Richard mention the zoo, theme parks, activity trips, museums and foreign countries. Meg and Charlie mention art galleries and France.
- 2 Bella prefers fun trips with some educational aspect. Richard prefers fun trips where he doesn't have to learn anything. Meg prefers trips where you can learn things which help you in your exams. Charlie prefers activity trips where you can be challenged.
- 3 Bella and Richard say that you can learn about different types of animals, team-building and different languages. Meg and Charlie say that you can learn languages, learn about different cultures and try different foods. You can also gain independence and learn about teamwork.

- 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**

Expressions that you hear in the video: *I'm sorry, but I don't agree because ...* [Richard 01:05], *Me neither!* [Richard 02:08], *So do I.* [Bella 02:28], *But don't you think that ...?* [Charlie 2:47], *You've got a point, but ...* [Charlie 03:23], *I agree because ...* [Meg 03:33]

**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.

**Answers**

Students' own answers

- 4 Individually, students make notes before they complete the task in pairs or as a group. Elicit advantages from different students around the class.

**Answers**

Students' own answers

**DIFFERENTIATED LEARNING**

In a less confident class, brainstorm some advantages for each option in open class and write them on the board. Feed in some interesting expressions and ideas for more advanced students to use, e.g. *team-building*, *make learning fun*, *improve self-confidence*, *understand other perspectives*, *provide cultural experiences you might not otherwise have*, *adventure*, *leadership*, *trust*, *respect*, *self-confidence*, *self-esteem*, *skills to deal with risks*, etc.

## CULTURAL NOTE

School trips provide a great opportunity for students to face a range of challenges that can contribute significantly to their personal development. School trips can also make a major contribution to the acquisition of knowledge; students can study the natural and man-made world, the present and past, science and arts, language and music, and new sports.

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

## Answers

1 don't 2 do 3 don't 4 got 5 suppose 6 do

## OPTIMISE your exam

### Collaborative task

Students read the tips.

- Remind students that in many official oral exams, examiners give candidates marks for interactive communication, e.g. the ability to use strategies, such as agreeing and disagreeing, to keep the conversation going.
- Emphasise that it is important for students to take turns in a speaking exam. They will lose marks if they dominate or interrupt their partner. A good response will show that the speaker has listened to and respects the arguments offered by their partner(s). Remind students to attack the argument, not the person, and not to take personally the fact that someone is arguing against them.

### Exam task

## 6 In pairs, students complete the exercise. Set a two-minute time limit. Remind students to use phrases for making suggestions from the *Phrase expert* box.

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 where possible.

## EXTRA SUPPORT

Model this activity first with a pair of confident students in open class. Introduce key expressions such as *What do you think? What about you? I like your idea of ... because ... What you said about ... is really interesting.*

## 7 In pairs, students complete the task. Set a one-minute time limit. Elicit the decisions students reached from different pairs around the class.

## EXTRA SUPPORT

Elicit the key steps and useful phrases students can use when they have to reach a decision.

Define the issues – *Well, we have to talk about ... so ...*

Generate options – *What about ...? How about ...?*

Expand your ideas – *Yes, because ...*

Look for the common ground – *Do we agree that ...?*

Disagree on one thing – *I don't agree with you there.*

Reach a decision – *So, in the end, let's say ...*

## OPTIONAL EXTENSION

In class or for homework, students write about a school trip they have been on and say what they enjoyed. Encourage them to say what they think they learnt on the trip. Alternatively, students could plan a trip they would like to go on.

### Homework

Workbook Unit 1: Speaking, page 9

## USE OF ENGLISH

### Word formation | Key word transformation

► Student's Book, page 17

### Lesson aims

- Focus on word formation and practise a word-formation exam task
- Focus on key word transformation and practise a key word transformation task

## LEAD-IN

Play **Noughts and crosses**. Draw a large 3 by 3 grid on the board. Number the boxes 1 to 9 and write time expressions (e.g. *already, yet, before, since, ever, never, just, still, so far*) in the boxes.

Divide the class into two teams, X and O. Flip a coin to see which team goes first.

In order for the team to receive the X or the O for the box they have chosen, they must make a correct sentence using the time expressions.

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

## 1 Students complete the exercise. For question 2, write a table on the board with a suffix at the head of each column. Elicit answers from the students and complete the table. Ask students to copy it.

## Answers

1 nouns: *-ship, -sion*; verbs: *-ing* (verb form); adverbs: *-ly*; adjectives: *-ful, -ing, -less*

### 2 Suggested answers:

*-ful*: beautiful, awful, peaceful

*-ing*: working, seeing, doing

*-less*: careless, hopeless

*-ly*: slowly, carefully, quickly

*-ship*: friendship, relationship

*-sion*: television, decision

## LANGUAGE NOTE

Elicit common suffixes in English, e.g. *-al, -ance, -ent, -ful, -ing, -ion, -ise, -ity, -ive, -less, -ly, -ment, -ness, -ous, -ship*. Point out that students can guess the correct word by adding various prefixes and suffixes until they get something that sounds right and obeys the rules of word formation. Highlight that the suffix often causes a spelling change to the original word.



## OPTIMISE your exam

### Word formation

Students read the tips.

- Suffixes are often tested in key word transformation tasks such as Exercise 2 in this lesson. Remind students that there are usually three or four conversions from verb to noun and at least one negative in this type of task.
- Remind students to read through the whole text again with their answers completed to make sure it makes sense and sounds correct. By reading the whole text they will see if it is grammatically correct and makes sense in the context.

### Exam task

#### 2 Students complete the exercise. Have students compare in pairs before you elicit answers in open class.

Ask students to say how the suffixes change the words:

adjective to adverb: extreme – *extremely*,  
previous – *previously*

adjective to noun: able – *ability*

noun to adverb: success – *successfully*

noun to verb: memory – *memorise*

verb to adjective: compete – *competitive*

verb to noun: relate – *relationship*, perform – *performance*

#### Answers

1 extremely 2 competitive 3 Previously 4 memorised  
5 successfully 6 relationship 7 performance 8 ability

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

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

#### Answers

1 number 1 (negative form)

2 number 5 (because the first sentence has the idea of 'become', it's *get used to not be used to*)

## OPTIMISE your exam

### Key word transformation

Students read the tips.

- Remind students that each key word transformation question is marked in two halves (one point each half) and they can get a point in the exam for getting a single word correct. Encourage them to always try every question.
- Students will practise the type of task in this lesson many more times during the course.

### Exam task

#### 4 Students complete the exercise. Check their answers.

#### Answers

1 didn't use to 2 ended up getting 3 hasn't taken exams in  
4 has been set up 5 get used to speaking  
6 succeeded in remembering

### EXTRA SUPPORT

Check the answers to Exercise 4. Divide the class into A and B pairs, mixing up confident and less confident students. Tell Student A to read out the first sentences in 1–6 and say the word given. Student B tries to formulate the second sentence, without looking at their notes. If the answer is correct, Student B continues. If they make a mistake, Student A has a turn. However, Student B now reads out the second sentence in 1–6.

Student A must start again from question 1, but this time they can use their memory as well as logic. When Student A makes a mistake, Student B can try again, also starting from 1. The aim of the game is for both students to go through every sentence transformation in one go without making any mistakes.



### Me

Elicit techniques from the class. Ask if they have different techniques for different types of information.

### Homework

Workbook Unit 1: Use of English, page 9

## WRITING

### An essay

#### ► Student's Book, pages 18–19

### Lesson aims

- Focus on language in an essay
- Plan and write an opinion essay

### LEAD-IN

Write these phrases on the board:

*Money management / Shopping for food / Serving meals / Cleaning the house / Operating household appliances / Washing clothes / Painting and household repairs / Car maintenance / Gardening*

In pairs, students discuss how well prepared they are for these real-life tasks. Ask them to rate themselves from 1 to 10 in each area.

Elicit the areas they feel they are best / worst prepared for from students around the class.

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

#### Suggested answers

1 In the photo on the left, a young woman is showing an elderly woman, perhaps her grandmother, how to use a smartphone. In the photo on the right, a young man is showing a man, perhaps his father, how to cook a dish.

2 Students' own answers

**2** Students complete the exercise. Elicit answers from different students around the class. Accept all sensible suggestions.

**Suggested answers**

do not make successful teachers  
are not old enough to teach people things  
are too young and inexperienced to teach others

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

**Answers**

Students should tick:

- 2 I would argue that
- 3 ... it seems to me that
- 4 In my view,
- 7 I disagree with
- 8 In my experience,

**4** In pairs or groups, students complete the exercise. Walk around, monitoring students and helping them if necessary. Elicit answers in open class and accept all sensible suggestions.

**Suggested answers**

Main point	Reason and / or example given to justify it
teenagers are good at teaching	The writer says some people think teenagers are too young and inexperienced, but he / she argues that teenagers can teach many different things.
how to use modern technology	The writer's own parents often ask him / her for help and advice about smartphones, computers, tablets and apps / teenagers understand new gadgets almost instantly – and can teach others how to use them.
green issues	The writer's friends understand green issues more than their parents, and are often good at persuading them to change their ways, for instance with recycling.
particular interests or skills	The writer's sister loves fashion and often helps their dad choose stylish clothes.

**OPTIMISE your exam**

**An essay**

Students read the tips.

- Tell students that they're going to look at a typical writing exam task and practise agreeing or disagreeing with a statement. Point out to students that they should assume that whoever reads their essay has no idea about the topic. They should talk about possible opinions on the subject and give examples before they give a more personal opinion.
- Effective organisation and cohesion are important features of a successful essay and will help students score higher marks. In Exercise 3, students worked on a wide variety of linking words and phrases for giving examples. This will help them show clear and logical relationships between their arguments and examples in their writing.

For more information on writing an essay, refer students to the Writing reference, page 164.

**Exam task**

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

**EXTRA SUPPORT**

First discuss the questions after the task in Exercise 5 in open class. Elicit explanations and ask students to justify their answers. Encourage them to use some of the phrases in Exercise 3. Write some key words and expressions on the board that less confident students can refer back to when they write their essay.

**6 Plan** Students complete the paragraph plan based on their discussion in Exercise 5. You may want to look at students' plans, if possible, to check them and give advice and suggestions for improvement before students take the next step.

**7 Write** Students write their essay in an appropriate style in 140–190 words. Depending on time, it may be a good idea to set this and the subsequent checklist exercise for homework.

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

**OPTIONAL EXTENSION**

Students swap essays and give marks from 1 (low) to 5 (high) for four different areas typically used for marking writing exams.

- 1 Content / task achievement – properly answering the question.
- 2 Communicative achievement – successfully communicating ideas at the right level of formality.
- 3 Organisation – overall organisation; linking sentences and paragraphs.
- 4 Language – level and accuracy of grammar and vocabulary.

**Learning to Learn**

Go through the points with the class. Ask students if any of them keep a journal or meditate. Ask if they know of any other techniques for developing self-awareness.

**Homework**

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

## UNIT AIMS

Exam preparation in Unit 2:

- understand how to deduce meaning from context
- listen for attitude and opinion
- compare and contrast
- understand how to build words
- make recommendations

## 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	Deducing meaning from context	Workbook, pp 12–13 Unit 2, Reading
Grammar 1	Tenses (3): continuous tenses	Workbook, p 14 Unit 2, Grammar 1
Vocabulary	Words connected with <i>manufacturing</i> and <i>tools</i> Phrasal verbs Collocations with <i>top</i> and <i>high</i>	Workbook, pp 14–15 Unit 2, Vocabulary
Listening Multiple matching	Listening for attitude and opinion	Workbook, p 16 Unit 2, Listening
Grammar 2	Comparatives and superlatives	Workbook, p 15 Unit 2, Grammar 2
Speaking Photo task	Comparing and contrasting	Workbook, p 16 Unit 2, Speaking
Use of English Word formation, Multiple-choice cloze	Word formation	Workbook, p 17 Unit 2, Use of English
Writing A review	Making recommendations	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	<b>Worksheets:</b> Grammar (Standard and Higher), Vocabulary (Standard and Higher), Speaking video, Grammar communication	Unit Test 2 (Standard and Higher)

# READING

## Multiple choice | An article

► Student's Book, pages 20–21

### Lesson aims

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

#### LEAD-IN

Elicit the meaning of the unit title **Inventive minds** and ask students if they know the idiom *Necessity is the mother of invention* – an English-language proverb that means that the primary driving force for most new inventions is a need, e.g. if someone really needs to do something, they will find a way of doing it. Ask students what they think the lesson is going to be about (*science and technology*).

### 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 and try to develop a class discussion on why these inventions are important, who invented them and what would life be like without them.

#### Answers

- 1 The photo shows a contactless payment being made using a bank card and a card reader.
- 2 Students' own answers

### OPTIMISE your exam

#### Multiple choice

Students read the tips.

- When students are tested on their ability to deduce the meaning of words from context in exams, there will always be clues in the text to help them do this. Exercise 4 provides students with practise of this exam technique. Point out that students should always check to see if the text actually defines the word or restates it. Sometimes the text gives examples that help explain the word in question.
- Highlight that the questions always follow the order of the text. A good exam technique is to stop after the first question and look at the options, and to continue like this until they have answered all the questions.
- Remind students that they should try not to leave any questions unanswered.

- 2** Students complete the exercise as quickly as possible. Check answers in open class.

#### Answers

1 b 2 a 3 a 4 b

#### Exam task

- 3** 2.01 Students complete the exercise. Check in open class. Elicit evidence for their answers.

#### Answers

- 1 D *Maybe it's time we appreciated how hard our everyday objects have been working for us?*
- 2 A *A lot has been going on if you scratch the surface ...*
- 3 B *The plastic has melted away, leaving only a small chip and a thin wire. This is all you really need to pay for something ...*
- 4 A *A single pair of combs can only record up and down. That's why two other pairs are needed for left and right, and forwards and backwards.*
- 5 C *... some think they give a runner an unfair advantage, ...*
- 6 B *... it will probably be the result of new hidden technology.*

#### EXTRA SUPPORT

In a less confident class, ask students to underline the key words in each question. This will help them identify synonyms in the text.

- 4** Students complete the exercise.

Refer students to the first part of the tip box. Students read the words in context of the text. Elicit definitions from different students.

#### Answers

*interlocked* (adj): fitted together firmly  
*melted away* (v): disappeared gradually  
*monitoring* (v): watching and checking something carefully  
*only time will tell* (phr): we will find out in the future if something is true  
*scratch the surface* (phr): reveal something hidden  
*stiff* (adj): hard, and unable to bend  
*updating* (v): giving the most recent information

### Think

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



#### OPTIONAL EXTENSION

Have a **Balloon debate**. In small groups, students each choose one of the best inventions of the last 50 years. Tell them they are in a hot-air balloon which is losing height rapidly and will soon crash because it is too heavy. They have to decide which invention to throw over the side (i.e. which invention is the least important).

Give students time to prepare their case as to why they must stay in the balloon. Each student speaks for one minute and then the group votes. This continues until only one student is left in the balloon.

### Homework

Workbook Unit 2: Reading, pages 12–13



# GRAMMAR 1

## Tenses (3): continuous tenses

► Student's Book, page 22

### Lesson aims

- Understand the correct usage of continuous tenses
- Practise using continuous tenses

#### LEAD-IN

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

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

#### Suggested words

technology, contactless, antenna, accelerometer, signal, electrical, controversial, advantage, hidden

### Grammar in context

Students complete the task. Refer them to the *Remember* box if they need help. Check answers in open class.

Point out to students that *while* expresses the idea of *during that time*. We use it mainly to talk about things that happen simultaneously.

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

#### Answers

- 1 Present perfect continuous; an action or situation that was in progress and stopped just before now.
- 2 Present continuous; annoying habits.
- 3 Past continuous; a temporary or changing situation.
- 4 Present continuous; an action or situation that is in progress (now).
- 5 Present perfect continuous; an unfinished action or situation that continues up to the present.

#### LANGUAGE NOTE

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.

Point out that we often use adverbs like *'forever'* or *'constantly'* (as well as *'always'*) when we use the present continuous for annoying habits.

- 1 Students complete the exercise. They compare in pairs before you check in open class.

#### Answers

- 1 *have been going*; an unfinished situation that continues up to the present.
- 2 *is always taking*; an annoying habit
- 3 0
- 4 *are living*; a temporary situation
- 5 0
- 6 *Have you been playing*; an action that was in progress and stopped just before now

#### EXTRA SUPPORT

Ask students to make negative sentences and questions with four continuous tenses (present continuous, past continuous, present perfect continuous and past perfect continuous).

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

#### Answers

- 1 have 2 had 3 was 4 have 5 guides 6 have 7 have 8 are

#### LANGUAGE NOTE

Highlight the past perfect continuous in question 4, Exercise 2. We use the past perfect continuous in the same way as the present perfect continuous, but with reference to a time earlier than 'before now'. As with the present perfect continuous, we are more interested in the process.

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

#### Answers

- 1 has been riding 2 was already developing 3 have recently been creating 4 were telling 5 have been inventing 6 are studying / have been studying 7 are thinking / have been thinking

#### FAST FINISHERS

Ask fast finishers to write one or two comprehension questions on the text in Exercise 3 to ask the class when everyone has finished.

### Research

Ask students to find another *chindogu* in class or for homework. Alternatively, students work in pairs and invent their own *chindogu*. Elicit the inventions in open class.

### 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 1 practice to them online.

# VOCABULARY

## Working with words

► Student's Book, page 23

### Lesson aims

- Understand the correct usage of:
  - words connected with *manufacturing* and *tools*
  - phrasal verbs
  - collocations with *top* and *high*

#### LEAD-IN

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

you / surfing / Were / the / night / internet / last / ?  
 talking / Is / constantly / in / someone / loudly / class / ?  
 it / the / raining / before / started / class / been / Had / ?  
 long / studying / you / English / have / How / been / ?  
 wearing / the / clothes / you / same / Are / yesterday / as / ?

In pairs, students ask and answer the questions.

#### Answers

Were you surfing the internet last night?  
 Is someone constantly talking loudly in class?  
 Had it been raining before the class started?  
 How long have you been studying English?  
 Are you wearing the same clothes as yesterday?

## Words connected with manufacturing and tools

1 2.02 Students complete the exercise. Play the audio for them to listen and check their answers. Elicit explanations for each word and check their pronunciation.

#### Answers/Audioscript

- You need to *develop* the product further before it can be sold.
- Stephanie L Kwolek *invented* the first bulletproof material, Kevlar, in her lab in the 1960s.
- I'd love someone to *create* technology that actually did exercise for me!
- The cars are *manufactured* in a factory in Japan and then shipped to America.
- Scientists *discovered* the existence of gravitational waves a few years ago. This is exciting because it means time travel may be possible one day!
- The average wind turbine can *generate* enough energy in 46 minutes to power an average home in the USA for a month.

2 2.03 Students complete the exercise. Play the audio for them to listen and check their answers.

#### Answers / Audioscript

- The plane is powered by four enormous jet *engines*.
- The bikes used in the city's cycle hire scheme are powered by an *electric motor*.
- Oh no! My bottle of water is stuck inside the vending *machine*.

4 Can you pass me the *remote control*? I want to change the channel.

5 The *tool* box had a hammer, a screwdriver and a saw for doing jobs around the house.

6 The company manufactures a number of kitchen *appliances*, including fridges and cookers.

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

## Phrasal verbs

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

#### Answers/Audioscript

- I wasn't able to *figure out* how the app worked at first, but now I've got it.
- The machine won't work if you don't *plug it in* first!
- Physicists *are looking into* the source of the radiation.
- The project's *coming on* nicely – I'm very optimistic.
- A number of tests *are carried out* on the equipment to check that it's safe to use.
- Who *came up with* such a brilliant idea first?

#### EXTRA SUPPORT

Individually, students write personalised sentences with the phrasal verbs from Exercise 3. In pairs, they then read out their sentences without saying the phrasal verb (they could substitute this for a 'beep' sound) for their partner to guess.

#### LANGUAGE NOTE

There are five types of phrasal verb:

Intransitive (with no object), e.g. *You're driving too fast – can you slow down?*

Transitive verbs whose object is either after the verb or after the particle, e.g. *I think I'll put my jacket on.* / *I think I'll put on my jacket.* If the object is a pronoun, the object must come between the verb and the particle, e.g. *I think I'll put it on.* (not *I think I'll put on it*.)

Transitive verbs whose object must always come between the verb and the particle, e.g. *Its excellent results set the school apart from others in the area.*

Transitive verbs whose object must come after the particle, e.g. *He takes after his mother.* *Why do you put up with him?*

Verbs with two objects – one after the verb, the other after the particle, e.g. *They put their success down to good planning.*

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

## Collocations with top and high

4 2.05 Students complete the exercise. Play the audio for them to listen and check their answers.

#### Answers

- Do you like to buy *high-tech* equipment?
- If your friend told you something was *top secret*, would you tell anyone?
- What would you like to win a *top* award for – sport, science or peace?

- 4 Would you like to have a *high*-powered job? Why / Why not?
- 5 Do you enjoy watching *high*-performance car races like F1? Why / Why not?
- 6 What is the *top* speed that you are allowed to drive at in your country?
- 7 What is it *high* time you did in your life?
- 8 Do you prefer watching films on *high*-definition TV or at the cinema?
- 9 Would you rather travel by *high*-speed railway, by plane or by car? Why?
- 10 What issue should be *top* priority in your country?

## 5 In pairs, students complete the task.

### Answers

Students' own answers

### OPTIONAL EXTENSION

In pairs, students take it in turns to ask each other what gadgets and devices they have at home and which ones they couldn't live without.

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

### Digital practice

Encourage students to complete the digital practice.

### Homework

Workbook Unit 2: Vocabulary, pages 14–15

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

## LISTENING

### Multiple matching

#### ► Student's Book, page 24

### Lesson aims

- Focus on multiple matching
- Practise a multiple-matching exam task

### LEAD-IN

Play **First to five** to revise vocabulary from the unit. Say different categories (e.g. technology, collocations with *top* and *high*, inventions of the last 50 years, famous inventors, words connected to *manufacturing* and *tools*).

Small groups compete to think of five words for each one. When they have five, they shout 'First to five'. Check their words, giving one point for each correct answer. The group with the most points wins.

- 1 In pairs, students ask and answer the questions. Elicit answers from different students around the class. If possible, open this out into a class discussion and invite students to persuade their classmates to invest in their (imaginary) invention.

### Suggested answers

- 1 It shows two men giving a sales pitch to a panel of investors; students' own answers
- 2 Name of product, cost, how it works, who needs it, how much money they want from investors and for what percentage of the share of the company.

- 2 2.06 Play the track for students to listen and complete the task. Check their answers.

### Answers

- 1 certain 2 doesn't think 3 doesn't like 4 already  
5 a suggestion 6 doesn't want

- 3 2.06 Play the track again for students to complete the exercise. Students compare in pairs before you check in open class.

### Answers

- 1 sure 2 surprised 3 keen, appeal 4 tend 5 wonder  
6 imagine

- 4 Students complete the exercise. Check their answers and elicit other ways to say the same ideas. Accept all sensible suggestions.

### Suggested answers

- 1 A (how simple / straightforward it is to use)  
2 H (it's handy, light, compact)  
3 F (the product range can be developed)  
4 D (it's economical)  
5 E (find new markets)  
6 G (it's multi-purpose)  
7 C (it's made from high-standard materials)  
8 B (its presentation)

## OPTIMISE your exam


### Multiple matching

Students read the tips.

- 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 think of alternative ways of saying the same thing.
- 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 to spend time analysing which key words and phrases helped them decide on their answers and why they got things wrong. Students will work on this intensively in Exercise 6.
- Remind students that they must only put one final answer – if they leave two answers, both will count as zero. Highlight that it is best to use CAPITAL letters and that they don't lose points for incorrect answers.

### Exam task

- 5 2.07 Play the track for students to listen and complete the exercise. Don't check answers at this stage, as students will listen again to check in Exercise 6.

- 6  2.07 Play the track again for students to listen and check their answers to Exercise 5. Elicit answers in open class and discuss the specific clues that helped them choose them.

### Answers

- 1 F (*What really swings it for me is how you can take this idea and widen its appeal for people on holiday, different industries, even kids at school. ... it wouldn't be difficult to adapt. So, I think the potential is huge*)  
 2 C (*I'm impressed with ... how you've only used the very best plastic and metal putting this device together*)  
 3 A (*What I would say though is that operating it really is very simple indeed. And that I think gives you an edge.*)  
 4 G (*every single feature you've included does the job that it's supposed to do – and they're all important jobs at that.*)  
 5 D (*And I don't mean it's too expensive. I don't think it is. Quite the opposite, in fact. I'd say your pricing's spot on. Very reasonable.*)

### EXTRA SUPPORT

Play the track again for students to note down the distracting information in this task. You could provide students with an audioscript of the listening and ask them to underline the distractors. This is useful in helping students understand how listening tests are constructed and also helps them become aware of how different spoken and written forms are.

### Think

In pairs, students complete the task. Elicit ideas in open class.



### OPTIONAL EXTENSION

Students work in groups to come up with their own inventions and prepare pitches. Set a time limit for this. Tell the class there is a £1 million investment for the best invention. Each group pitches their idea and answers questions from the class. The class then votes on the best idea.

### ESDC

These questions relate to **Sustainable Development Goal 12: Responsible consumption and production.**

Pairwork. Half the pairs make a list of reasons why quality can be better than quantity, and half make a list of effects buying quality products can have on the environment. Then elicit ideas in open class.



### Homework

Workbook, Unit 2: Listening, page 16

## GRAMMAR 2

### Comparatives and superlatives

► Student's Book, page 25

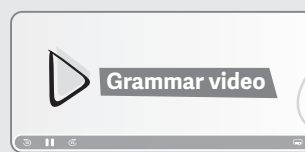
### Lesson aims

- Understand the correct usage of comparatives and superlatives
- Practise using comparatives and superlatives

### LEAD-IN

Play **Twenty questions**. Students have to guess the name of a technological object, e.g. a laptop, by asking you up to 20 *yes / no* questions. A *yes* answer earns the questioner the chance to ask another question; a *no* answer means the next student asks a question. If students don't guess the object after 20 questions, give them the answer.

### Grammar in context



Watch the grammar video.

Students complete the task. Refer them to the *Remember* box if they need help. Check answers in open class.

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

### Answers

- 1 *I wonder if your product would be better if it was more portable.* (comparison: the current version of the product and a different version of the product)  
 2 *Invest in Me! is a great programme to watch, but I'm not sure that it's the best way of finding businesses to invest in.* (comparison: *Invest in Me!* and other ways of finding businesses to invest in)

### EXTRA SUPPORT

In less confident classes, draw this table on the board without the *rules / answers* and ask them to complete the comparative and superlative adjectives and elicit what the rules are. Elicit another adjective for each group.

Adjective	Comparative	Superlative
long	<u>longer</u>	<u>the longest</u>
One-syllable adjectives: add <i>-er</i> to make the comparative and <i>-est</i> to make the superlative, e.g. <u>tall</u>		
big	<u>bigger</u>	<u>the biggest</u>
One-syllable adjectives ending in vowel and consonant: double the last consonant, e.g. <u>thin</u>		
friendly	<u>friendlier</u>	<u>the friendliest</u>
An adjective ending in <i>-y</i> , replace the <i>y</i> with <i>i</i> , e.g. <u>tidy</u>		
ambitious	<u>more ambitious</u>	<u>the most ambitious</u>
Three-syllable and more adjectives, add <i>more</i> to make the comparative and <i>most</i> to make the superlative, e.g. <u>hard-working</u>		
bad	<u>worse</u>	<u>the worst</u>
little (determiner)	<u>less</u>	<u>the least</u>
Irregular comparative and superlative forms, e.g. <u>far</u>		



## LANGUAGE NOTE

Highlight that if we want to talk about a quality which is smaller in an amount relative to others, we use the forms *less* (the opposite of the comparative *more*) and *least* (the opposite of the superlative *most*). *Less* is used to indicate that something or someone does not have as much of a particular quality as something or someone else, e.g. *this sofa is less comfortable than the other one*. *The least* is used to indicate that something or someone has less of a quality than any other person or thing of its kind, e.g. *the least expensive way to travel is by coach*.

### 1 Students complete the exercise. Check answers in open class. In pairs, students ask and answer the questions.

## Answers

1 further / farther 2 most useful 3 better 4 least expensive  
5 bad as 6 more difficult

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

## Answers

1 best idea I have ever 2 is much cooler than  
3 the most talented 4 were less successful than / were not as successful as 5 works as fast as

## DIFFERENTIATED LEARNING

Check the answers to Exercise 2. Divide the class into A and B pairs, mixing up confident and less confident students. Tell Student A to read out the first sentences in 1–5 and the sentence prompt. Student B tries to formulate the second sentence without looking at their notes. If the answer is correct, Student B continues. If they make 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.

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

## Answers

1 the latest 2 simpler 3 poorer / the poorest 4 smaller than  
5 wider 6 longer than 7 healthier 8 better

## FAST FINISHERS

Ask fast finishers to write one or two comprehension questions on the text in Exercise 3 to ask the class when everyone has finished.

## OPTIONAL EXTENSION

In pairs or small groups, students discuss what they think of *The Shoe That Grows*. Ask them to list why low-tech solutions to issues in the developing world are important.

## Digital game

Encourage students to play the digital game for extra practice.

## Homework

Workbook, Unit 2: Grammar 2, page 15

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

## SPEAKING

## Photo task

## ► Student's Book, page 26

## Lesson aims

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

The Speaking video in this unit focuses on gadgets and technology. People talk about gadgets at home and what advantages and disadvantages they have. Students answer some comprehension questions and then listen out for phrases to compare photographs.

## LEAD-IN

Play **Noughts and crosses**. Draw a large 3 by 3 grid on the board. Number the boxes 1 to 9 and write time words from the previous lesson in the boxes (e.g. *wider, longer, healthier, better, worst, poorest, most, much, less*).

Divide the class into two teams, X and O. Flip a coin to see who goes first.

In order for the team to receive the X or the O for the box they have chosen, they must make a correct sentence using 'than' or 'as'.

Alternate between the teams until one team has a line of 3 Xs or Os, or it is a draw.

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

## Answers

1 Ishani has a phone and a laptop. She uses her phone all day and she uses her laptop at school and to do homework. Harry has a phone, a laptop and a tablet. He uses his phone and laptop every day, but only uses his tablet sometimes for music. Josh has a phone, a games console and a camera. He uses his phone and games console every day, but he uses his camera on holiday and for lessons. Jade has a phone, a fitness band, and a tablet. She uses them all daily, but only after college.

2 Advantages they mention: phones are portable, you can keep up to date with the news and contact far away family members.

Disadvantages they mention: making us impatient, batteries tend to run out quite quickly, distracting at the dinner table and when doing homework.

3 Adjectives mentioned: annoyed, excited, fed up, stressed.

### 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

Expressions that you hear in the video: (*my laptop*) is better than [Harry 01:10], It's as good as [Ishani 01:25], It's more (powerful) [Josh 02:15], It's far better than [Jade 02:23]

## 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.

### LANGUAGE NOTE

In the *Phrase expert* box, students see *while* and *whereas*, connectors that link two ideas that contrast with, but do not contradict, each other.

- 3** In pairs or small groups, students discuss the questions. Elicit answers from different students around the class.

### Answers

Students' own answers

### OPTIONAL EXTENSION

Open a class discussion on how much technology students should be using in their daily lives.

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

### Answers

1 far 2 as, as 3 whereas / while 4 (far) less 5 (far) less

- 5** In pairs, students complete the exercise. Elicit descriptions from students around the class.

### Answers

	PHOTO A	PHOTO B
Briefly describe the photos you are about to compare.	In the first photo, I can see two friends who are sitting on some steps. Each one is doing something on their own mobile phone and they are ignoring the other person.	In the second photo, I can see a group of teenagers playing a game on a games console.
Are there any similarities between the photos?	Both photos show groups of teenagers in social situations.	In both photos, they are in relaxing situations. It could be holiday time or at the weekend.
Are there any differences between the photos?	One key difference is that in the second photo, they are doing an activity together <b>whereas</b> in the first photo, they are doing their own thing. Another difference is that the teenagers are having fun spending time as a group in the second photo <b>while</b> I think the two friends are having a <b>more stressful time</b> .	In the second photo, the friends look happy and excited because they are playing a game. <b>However</b> , in the first photo, the two friends don't look <b>as</b> happy <b>as</b> in the second photo. I think the teenagers are having a <b>better</b> time in the second photo.
How do you think the people might feel? Think of adjectives to describe feelings.	busy, stressful	relaxed, happy, excited

### DIFFERENTIATED LEARNING

Elicit students' descriptions. Write simple, correct sentences on the board and introduce interesting expressions for more advanced students. Keep this language on the board for students to refer to in Exercise 6.

### OPTIMISE your exam

#### Photo task

Students read the tips.

- In this task, they should focus on talking about similarities and differences in the two photos. 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 your answer.
- Students often lose marks in this section because they use the present simple when the present continuous would be more natural. This is an area where students can impress the examiner.

### Exam task

- 6** In pairs, students complete the task. Remind students that strict timing is vital in an exam and tell them to time each other. Ask students to use their notes from Exercise 5 and the words and phrases in the *Phrase expert* box.

Walk around and monitor students, noting down errors and good use of language to go over in a feedback session at the end of the activity. Go through any errors you noted down on the board with students, eliciting corrections from them where possible. Students could then repeat this activity after the class feedback with another pair to try and improve their performance.

### OPTIONAL EXTENSION

Students could listen and mark each other using this checklist. Write it on the board and ask students to copy it into their notebooks. This will help them give informative and directive feedback.

*Did my partner use language from the Phrase expert box?*  
Yes / No

*Did my partner use the present continuous?* Yes / No

*Did my partner use expressions to express similarity and difference?* Yes / No

*Did my partner use interesting vocabulary, e.g. adjectives?*  
Yes / No

*Did my partner speak for a minute?* Yes / No

### Homework

Workbook, Unit 2: Speaking, page 16

## USE OF ENGLISH

### Word formation | Multiple-choice cloze

► Student's Book, page 27

### Lesson aims

- Focus on word formation and practise a word-formation exam task
- Focus on multiple-choice cloze and practise a multiple-choice cloze exam task

#### LEAD-IN

Write these words on the board:

*English / Arabic, Canada, fast food / fruit and vegetables, football / basketball, Taylor Swift, Squid Game*

Go around the class asking students to make comparative or superlative sentences, using some of the words on the board.

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

#### Answers

1 1 noun 2 noun 3 noun 4 noun 5 adjective 6 noun  
7 adverb 8 adverb 2 Yes, 8

## OPTIMISE your exam

### Word formation

Students read the tip.

- 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.
- Often, the suffix causes a spelling change to the original word, e.g.  
*beauty, duty* + *-ful* → *beautiful, dutiful*  
*heavy, ready* + *-ness* → *heaviness, readiness*  
*able, possible* + *-ity* → *ability, possibility*  
*permit, omit* + *-ion* → *permission, omission*

#### Exam task

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

#### Answers

1 SCIENTISTS 2 SOLUTIONS 3 EXPLORATION  
4 ACHIEVEMENT 5 CREATIVE 6 DISCOVERY 7 SIMPLY  
8 UNFORTUNATELY

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

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

#### Answers

2, 5

## OPTIMISE your exam

### Multiple-choice cloze

Students read the tip.

- Remind students that even if they don't know the answer, they can develop their intuition by saying the options to themselves. If one sounds right, they should go for it.
- Remind students to read through the completed task to make sure it makes sense with all the words in place.

#### Exam task

**4** Students complete the exercise. Check their answers.

#### Answers

1 B 2 A 3 D 4 D 5 C 6 A 7 B 8 B

### Homework

Workbook Unit 2: Use of English, page 17

## WRITING

### A review

► Student's Book, pages 28–29

### Lesson aims

- Focus on language in a review
- Plan and write a review of a product

#### LEAD-IN

Write these jumbled words for electronic gadgets on the board and ask students to reorder them:

*grin hitgl, heesapdnos, migang theased, teotlbouh  
praseeks, tebtla, setnifs rretcak*

You could set a time limit and ask students to race against each other in small groups or pairs.

#### Answers

ring light, headphones, gaming headset, bluetooth speakers, tablet, fitness tracker

**1** In pairs or as a group, students answer the questions. Elicit answers in open class and develop a discussion about why they would choose a particular product and how they conduct their research.

#### Answers

Students' own answers

**2** Elicit from students the purpose of a review (to give factual information about the subject and, secondly, to give an opinion about it which will help the reader / viewer to decide whether to buy the product, go to the restaurant, watch the film, etc.).

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

**Answers**

- 1 the camera, because it captures a lot of detail, especially in low light  
 2 the size / width, because it starts to feel uncomfortable after a while  
 3 people who like to take a lot of photographs

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

**Answers**

- 1 ... it's not all good news. 2 ... the advantages.  
 3 There is a downside ... 4 On the whole, ... 5 It's particularly suitable for ...

**4** Students complete the exercise. Elicit answers in open class.

**Suggested answers**

- 1 a small laptop / a tablet 2 an action video camera  
 3 an e-reader 4 bluetooth speaker 5 a GPS / a satnav

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

**Answers**

- 1 I'm happy to recommend this device for people who need to work when they are travelling.  
 2 I would recommend it for people who lead an active lifestyle.  
 3 This device is suitable for anyone who travels and likes reading.  
 4 People who are interested in music will find this device very interesting and easy to use.  
 5 This device is ideal for drivers who like to know where they are at a glance.

## OPTIMISE your exam

**A review**

Students read the tips.

- As with any kind of writing, students need to start by identifying their audience, e.g. an interested but not entirely knowledgeable audience or a more specialised audience who are already aware of the general trends. Reviews can adopt a friendly, informal style and they should follow a typical structure – **Inform, Describe, Analyse, Recommend.**
- Highlight how the writer in Exercise 2 states his / her personal experience and level of expertise with the gadget to set the expectations throughout the review.

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

## Exam task

**6** Students complete the exercise.

**7** Plan Students complete the paragraph plan using their notes from Exercise 6. You may want to look at students' plans, if possible, to check them and give advice and suggestions for improvement before students take the next step.

**8** Write Students write their review in an appropriate style in 140–190 words. Depending on time, it may be a good idea to set this and the subsequent checklist exercise for homework.

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

## Learning to Learn

Go through the points with the class.

Ask students if they use any of the techniques mentioned. Ask students to think of another three techniques to add the list.

## 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 to them.

Ask students to read the suggestions for connection with others and to add two more. Elicit ideas from the class and encourage a discussion.

In groups, students ask and answers questions about the things they have in common. In the next class, elicit the information that students discovered and their feelings about the activity.

## Revise: Grammar and vocabulary

**Answers**

- 11 out 2 top 3 with 4 up 5 up 6 setting 7 in 8 high-9 catch 10 top  
 21 to 2 for 3 as 4 with 5 on 6 in  
 31 are you looking 2 were rising 3 was writing 4 didn't / did not go 5 has / 's been 6 had / 'd finished 7 is / 's getting 8 have you been doing  
 41 is always looking 2 worse 3 has landed 4 sooner 5 silliest 6 I'm used  
 51 licence 2 remote control 3 certificate 4 engine 5 revise 6 discover 7 pass 8 create  
 61 not as innovative as 2 to get used to living 3 second time I'd been 4 have / 've been working for 5 would often bake 6 didn't use to