

1

Can't live without it

UNIT AIMS

Exam preparation in Unit 1:






- understand the writer's purpose in an article
- listen for agreement in conversations
- talk about habits
- recognise some word patterns and use them in sentence transformations
- use phrases for agreeing and disagreeing in an essay






TEACHER'S PRESENTATION KIT

- *Talk2Me* videos
- Speaking test videos
- Class and Workbook audio
- Workbook pages and answer key

UNIT OVERVIEW

Student's Book / Digital Student's Book 		Workbook / Online Workbook 
LESSON / EXAM TASK	EXAM SKILLS / LANGUAGE FOCUS	CONSOLIDATION
Reading Multiple choice	Understanding purpose A magazine article	Workbook, pp 4–5, Exercises 1, 2, 3 Unit 1, Reading, Exercises 1, 2, 3
Grammar 1	Tense review: present simple and continuous, stative verbs	Workbook, p 6, Exercises 1, 2, 3 Unit 1, Grammar 1, Exercises 1, 2, 3
Vocabulary	Adjectives with <i>-able / -ible</i> Collocations with <i>come, do, make</i> or <i>take</i> Words connected with <i>technology</i>	Workbook, pp 6–7, Exercises 1, 2, 3 Unit 1, Vocabulary, Exercises 1, 2, 3
Listening  Multiple choice (extracts)	Listening for agreement (1)	Workbook, p 8, Exercises 1, 2 Unit 1, Listening, Exercises 1, 2
Grammar 2	<i>-ing</i> and infinitives	Workbook, p 7, Exercises 1, 2 Unit 1, Grammar 2, Exercises 1, 2
Speaking   Interview	Talking about habits	Workbook, pp 8–9, Exercises 1, 2, 3 Unit 1, Speaking, Exercises 1, 2, 3
Use of English Sentence transformation	Word patterns	Workbook, p 9, Exercises 1, 2, 3 Unit 1, Use of English, Exercises 1, 2, 3
Writing An essay	Agreeing and disagreeing	Workbook, p 10, Exercises 1, 2, 3, 4 Unit 1, Writing, Exercises 1, 2, 3, 4
		Workbook, p 11, Progress check and Cumulative progress Progress check and Cumulative progress

Additional material

PRESENTATION KIT 	TEACHER'S / STUDENT'S RESOURCE CENTRE 	TEST GENERATOR 
<i>Talk2Me</i> video <i>I tend to ...</i>	Unit 1 worksheets: <i>Optimise your grammar</i> (Standard and Higher), <i>Optimise your vocabulary</i> (Standard and Higher), <i>Talk2Me</i> video, <i>Say it right</i> Units 1–2 worksheets: CLIL, Culture, Everyday English (TRC only), Grammar communication (TRC only)	Unit Test 1 (Standard and Higher)

READING

Multiple choice | A magazine article

→ Student's Book, pages 4–5



Lesson aims

- Identify the writer's purpose
- Practise a multiple-choice exam task

Lead-in

In pairs, ask students to look at the unit title **Can't live without it** and brainstorm what the *it* in the question could refer to, e.g. *water, family, love, air, the internet, friends, mobile phones.*

- 1** Ask students to make a list of their answers to question 1 and then compare in pairs or as a group. Students then discuss question 2.

Suggested answers

1 Students' own answers **2** Things that existed in 1986 include: phones, but no smartphones; videos, but no DVDs; video games, but no Xboxes; photos, but no Instagram; TV, but no cable TV; maps, but no satnav; libraries, but no internet.

Students' own answers

EXAM SKILL

Understanding purpose

Ask students to read the tips.

- Highlight that understanding a text is not just a matter of vocabulary; the reader needs to find out the writer's intentions. The acronym PIE (Persuade, Inform and Entertain) represents the three main forms of the writer's purpose. The language in a text helps students to work out the author's purpose, e.g. in persuasive texts there are usually lots of facts and examples; in informative texts, there are facts but they are not used to support a specific opinion and when the writer's purpose is to entertain, there are descriptions of real or imaginary characters, places and events.
- In addition, students should be clear about how formal the tone is and who the writer is addressing.
- Point out that an awareness of how writing changes according to the writer's purpose can help students improve their writing styles. This will enable them to write texts which are relevant to the audience, with a clear purpose, and achieve higher marks in writing exams.
- Explain that in the subsequent exercises, students will see how understanding the writer's purpose will help them in reading exam tasks.

- 2** Ask students to complete the exercise. Remind them that we often use present tenses to describe a scene or a photo.

Answers

1 b 2 b 3 a

- 3** Ask students to complete the exercise. Remind them that for true answers, they should underline the evidence. Ask students to compare their answers in pairs before checking in open class.

Answers

1 T (asks the reader to imagine a situation: *imagine living in a world without smartphones* and then says *Welcome to 1986!*)

2 T (uses past tenses to describe what a family did, e.g. *decided, got rid of, used*)

3 F

4 T (uses direct speech to show opinions/reactions; mentions various effects: *... it's made me realise how much time we wasted ... and ... they hope to help their kids spend more time using their imagination and less time on the smartphone.*)

OPTIMISE YOUR EXAM

Multiple choice

Ask students to read the tips and underline the words/phrases that show purpose in the options A–D in Exercise 4.

Answers

describe, advise, show, criticise, help us understand, make us realise, suggest, explain.

- Point out that in a multiple-choice reading exam task, students may be asked to read a text and state the writer's purpose for writing it, or read individual paragraphs and find the reasons behind information included in part of a text.
- Remind students that sometimes a passage may overtly state the writer's purpose, but often they will have to choose an option (A, B, C or D) based on their informed impression. Questions 1, 2 and 5 in the exam task will allow them to practise this skill.
- Point out that the questions always follow the order of the text.

Exam task

- 4** 1.01 **Note: The reading text is also available on the audio CD. You may want to have students listen and read the text before doing the exam task.**

Ask students to read the article again and complete the exercise. Have students compare in pairs before you check answers in open class. Elicit evidence for the answers.

Answers

1 C (*We all spend a fair amount of our time connected to technology ...*)

2 A (The writer describes the McMillans' situation in this paragraph)

3 D (The writer mentions all the other options: *A They even got hairstyles just like the ones people had in 1986! B got rid of their cable TV ... new games console ... C got rid of their smartphones, internet ... satnav ...*)

4 B (*More and more parents today worry about the effect technology is having on their children*)

5 A (*The McMillans are now back in the present with a different attitude*)

Fast finishers

Ask students to think of the advantages and disadvantages of living without modern technology.

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



Answers

1 satellite, cable **2** texts **3** app **4** dependent **5** gadgets
6 surfing, internet **7** virtual



Homework

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



Optional extension 1.01

Play the recorded reading text and ask students to underline all the words and phrases connected to modern technology and communication. Elicit their answers.

In pairs, students discuss what two pieces of technology they would miss the most if they didn't have them, and why.



Answers

headphones, MP3 players, tablet, app, smartphones, electronic gadgets, internet, online video games in virtual worlds, texts, DVDs, email, cable TV, games console, digital camera, DVD player, satnav
Students' own answers

Cultural note

Experts are expressing concerns about the increased presence of technology in young people's lives. Many teens say they're addicted to their mobile device. Some experts believe constant exposure to technology can cause stress and anxiety that can result in a weakened immune system and a variety of serious diseases and disorders. Movements like the National Day of Unplugging in Canada have been growing as people begin to recognise the addiction they have to their smartphones, the internet and television.

GRAMMAR 1

Tense review: present simple and continuous, stative verbs

→ Student's Book, page 6



Lesson aims

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

Lead-in

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

TV / have / a / Do / bedroom / ? / you / in / your

hours / day / spend / many / a / do / online / you / spend / How / ?
thinking / Are / your / ? / reducing / time / you / about / screen

In pairs, students ask and answer the questions. Walk round, monitoring students for good use of the present simple and continuous tenses.



Answers

Do you have a TV in your bedroom? How many hours a day do you spend online? Are you thinking about reducing your screen time?

Grammar in context

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

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



Answers

Some people **are surfing** the internet on their phones. (first paragraph, line 4 of the text) The writer has used the present continuous to describe actions happening at a specific moment.

We **all spend** a fair amount of our time connected to technology, ... (first paragraph, line 11 of the text) The writer has used the present simple to describe people's habits.

We **seem** much more relaxed now ... (fifth paragraph, line 3 of the text) The writer has used the present simple because *seem* is a stative verb.

1

Ask students to define *microblogging* in question 3 (*putting short updates such as brief texts, photos, etc. on a personal blog, especially by using a mobile phone or instant messaging software*) before you ask students to complete the exercise. Check answers in open class.



Answers

1 'm watching (pc – actions happening now) **2** rely (ps – asks about people's habits – stative verb) **3** do you use (ps – asks about people's habits) **4** are becoming (pc – a changing situation) **5** Do you have (ps – permanent situations) **6** don't post (ps – habits) **7** have (ps – possession – stative) **8** 'm using (pc – temporary situation)

Extra support

For Exercise 1, ask students to explain why the writer has used this tense in each case (answers included in Answer key).

2

Ask students to complete the exercise. Revise some short forms if necessary and remind students to use them where possible. Check answers in open class.



Answers

1 'm calling **2** 'm standing **3** 've got **4** am not joking **5** does, look
6 are selling **7** are queuing **8** wants **9** 'm getting **10** 'm coming

Mixed ability

Give less confident students the verbs in the order they appear in the dialogue (*call, stand, have got, not joke, look, sell, queue, want, get, come*) and tell them there are three answers in the present simple and seven in the present continuous tense. Students who finish early can practise the dialogue in pairs while you wait for everyone to complete this activity.

- 3** Ask students to find and underline the eight mistakes, and to write the correct forms. Check their answers.

Answers

am owning – own, are thinking – think, spend – am/'m spending, am having – have, am choosing – choose, is being – is, are switching – switch, am supposing – suppose

SAY IT RIGHT

Emphatic stress

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



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

In pairs or small groups, students discuss the question. Point out that there are no right or wrong answers. Open out to a class debate if there is time.

Cultural note

Pew Internet American Life Project is the world's largest and most authoritative provider of data on the impact of the internet. The project gives statistics about US teenagers: 75% of all teenagers (and 58% of 12-year-olds) now have a mobile phone. Half send 50 or more texts a day; one in three send 100; 73% use social networking sites.

Homework

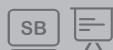
Assign students Grammar 1 exercises 1, 2 and 3 on page 6 of their Workbook.



VOCABULARY

Word formation | Collocations |
Topic vocabulary

→ Student's Book, page 7



Lesson aims

Understand the correct usage of:

- adjectives ending in *-able* and *-ible*
- verb collocations
- synonyms and antonyms connected with technology

Lead-in

In pairs, students race to make a list of an adjective for every letter of the alphabet in a three-minute time limit. The pair with the most correct adjectives wins the game.

Suggested answers

acceptable, bad, cold, dull, easy, fast, great, happy, interesting, joyful, kind, lovely, magnificent, neat, ordinary, popular, quick, ready, smart, torn, ugly, vain, wonderful, xenophobic, young, zealous

Adjectives with *-able* / *-ible*

- 1** 1.02 Ask students to complete the exercise. Check their answers and point out that many more words form adjectives with *-able* than with *-ible*. Elicit general spelling rules, such as if the word ends in *e*, we drop it, and we replace *y* with *i*.

Point out that in Use of English exams, students are asked to fill gaps with the correct form of a given 'stem' word. Students are often tested on prefixes and suffixes and spelling rules associated with these changes.

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

Answers/Audioscript

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

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

- 2** Ask students to use adjectives from Exercise 1 to complete the exercise. Check their answers.

Answers

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

Optional extension


Ask students how they record new vocabulary (in alphabetical lists, organised by topic or date, etc.). Elicit all the different types of information they can record for a word/phrase (*meaning, pronunciation, spelling, grammatical information, collocations, frequency and the word family it is in*). Remind students that it's always a good idea to write a personalised example sentence, to help remember the word in context. Ask students to record the negative adjectives for the words in Exercise 1. Point out that for some words, there won't be a negative form. They can either do this in class or for homework.

Answers

accessible: inaccessible; admirable: no negative form; advisable: inadvisable; believable: unbelievable; fashionable: unfashionable; horrible: no negative form; identifiable: unidentifiable; permissible: no negative form; reasonable: unreasonable; reversible: irreversible; sensible: no negative form; terrible: no negative form

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

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

- 3**  1.03 Elicit from students what collocations are (*a group of two or more words that usually go together and just sound 'right' to native English speakers*). Give a few examples, e.g. we say *fast food* not *quick food*, but *a quick shower* not *a fast shower*.

Ask students to complete the exercise.

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



Answers/Audioscript

- 1 My parents and I have *come to an agreement*. I'm only going to use my games console at the weekend.
- 2 You should *take my advice* when I tell you to spend less time on your smartphone.
- 3 Could you *do me a favour* and lend me your tablet for five minutes?
- 4 I do *take your point* about very young children and limiting screen time, but I disagree when it comes to teenagers.
- 5 I'm really *doing my best* to use the internet less. I've deleted my Facebook account.
- 6 I have *come to the decision* that I will only use electronic gadgets at the weekend.
- 7 I spend too much time online, but I'm *making progress*. I've got it down to three hours a day!

- 4** Ask students to discuss the meanings of the collocations in pairs. Check answers in open class.




Answers

- 1 If people *come to an agreement*, they end up agreeing to do something, probably after initially disagreeing.
- 2 If you *take someone's advice*, you do what they suggest.
- 3 If you *do someone a favour*, you help them somehow.
- 4 If you say you *take someone's point*, it means you understand what someone is trying to say.
- 5 If you *do your best*, you try as hard as you can to do something.
- 6 If you *come to a decision*, you make a choice after thinking carefully about it.
- 7 If you *make progress*, you improve or develop, or get better at doing something.

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

Words connected with *technology*

- 5**  1.04 Ask students to complete the exercise. Play the track for students to listen and check their answers.



Answers/Audioscript

- 1 She *posted* some photos on *her* Facebook page
- 2 If our computer freezes, we usually *switch* it *off* and restart it because that often solves the problem.
- 3 I am addicted to my electronic *gadgets*, especially my tablet.
- 4 How much did it cost to *fix* your computer? How much did it cost to mend your computer?
- 5 Many parents want to *limit* how much time their children spend playing games *online*.

Fast finishers

In pairs, students take it in turns to read out the sentences in Exercise 5 in a random order for their partner to repeat, substituting using the synonyms from the box.

- 6** Ask students to complete the exercise. Check their answers.



Answers

- 1 mend, fix 2 switch off 3 online 4 upload

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



Homework

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



LISTENING

Multiple choice (extracts)

→ Student's Book, page 8



Lesson aims

- Listen for phrases expressing agreement
- Practise a multiple-choice (extracts) exam task

Lead-in

Direct students' attention to the photo and ask students what the teenager is doing and if this is a source of conflict in their family. Write these words/phrases on the board.

making meals – housework – homework – appearance – TV – brothers/sisters – going out – bedtime – mobile phones – pocket money

In pairs, ask students to rank the situations which cause most conflict in families. Elicit opinions from students around the class.


- 1** In pairs, students ask and answer the questions. Elicit answers around the class. Don't push students to discuss family disagreements if they don't want to as this might be a sensitive area for some.

EXAM SKILL

Listening for agreement (1)

Ask students to read the tips.

- Remind students that when they are listening for agreement they are trying to understand feelings, not just facts or ideas.
- Agreement and disagreement phrases give students verbal cues about what information is important.
- Point out that students may hear both types of phrases in a text where speakers are discussing all or some of the multiple-choice options. This information usually matches one of the answers, but does not fit the criterion given in the question.
- The next three exercises will clarify this idea for students.

- 2**  1.05 Play the track for students to listen and complete the exercise. Elicit answers from students around the class.

Point out that some of the ways of saying you disagree can sound too informal in certain situations, e.g. *You must be joking!* It's more polite to say, *I'm not so sure about that.* when you think someone is expressing something that is factually untrue.

Answers

- Speaker 1** is **agreeing**. Phrase used: *I agree with the last point.*
Speaker 2 is **disagreeing**. Phrase used: *I'm not convinced that's true.*
Speaker 3 is **disagreeing**. Phrase used: *I'm not so sure about that.*
Speaker 4 is **disagreeing**. Phrase used: *You must be joking!*
Speaker 5 is **disagreeing**. Phrase used: *I don't see why.*

Mixed ability

Give less confident students a list of the phrases in a jumbled order (*I'm not so sure about that, I don't see why, I'm not convinced that's true, You must be joking!, I agree with the last point*). Ask them to listen and match them to the speakers. Have more confident students note down the key words that help them decide on their answers.

OPTIMISE YOUR EXAM

Multiple choice (extracts)

Ask students to read the tips.

- Remind students that they need to read the questions and multiple-choice options carefully and listen for key phrases of agreement and disagreement that are clearly associated with one of these options. Only one option answers the question completely.
- In Exercise 3, students will see that they can work out from the questions what type of argument they are going to be listening to.

Point out to students that the ability to understand when speakers agree/disagree is an important part of understanding spoken English fluently and is often tested in listening exams. Being able to agree or disagree with the opinions of others is also a key skill in speaking exams.

Extra support

Quickly go through Exercise 4 with the class to elicit the key words in the questions and answers.

Answers


- 1** disagree, time online, fun social networks, see friends
2 disagree, an app, popular, cost, called **3** agree to buy, games console, television, computer **4** disagree, smartphone, hard, fast, fashionable **5** agree, a new product, popular, useful, expensive

- 3** Ask students to complete the exercise. Check their answers.

Answers

Questions **1, 2** and **4** are about disagreement. Questions **3** and **5** are about agreement.

Exam task

- 4**  1.06 As this is an exam task, play the track twice for students to choose the best answer for each question. Remind students that in the exam, they will always have time to read the questions before they hear the audio.

Check their answers and elicit phrases that helped them decide on their answer.

Answers

- 1** A (*You must be joking!*) **2** B (*I'm not convinced that's true*)
3 C (*That's a great idea / I guess you're right.* The man does disagree at one point – *I don't see why ...* but they agree in the end.)
4 C (*I'm not so sure about that*) **5** C (*I agree with the last point*)

THINK | RESEARCH | CULTURE | LEARN | ME

In pairs, students ask and answer the questions. Extend to a class discussion, with a view to reaching agreement about what is an appropriate amount of screen time each day. You could ask students to research the negative effects of too much screen time for homework and present their findings at the start of the next lesson.

Homework

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

OWB

GRAMMAR 2

-ing and infinitives

→ Student's Book, page 9

SB



Lesson aims

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

Lead-in

Write these topics on the board:

the weather – the best food you can eat – violence on TV – a politician – a subject of your choice

In pairs, students take it in turns to make simple statements about the topics and agree or disagree with each other, using the expressions from Exercise 2 in the previous lesson. Remind them to justify their opinions, e.g. *say 'I agree because I think that ... (reason).'*

Grammar in context

Ask students to complete the task. Check their answers and ask students to read more about *-ing* and infinitives in the *Remember* box.

Remind students that they can find more information in the Grammar reference, Unit 1, page 148.

Answers

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

Language note

Verbs that can use both the gerund or the infinitive

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

verb + object + bare infinitive

Verbs that follow this pattern include most, but not all, of the modal verbs, the auxiliary verbs and the verbs of perception: *could, feel, hear, help, let, make, may, might, must, notice, see, shall, should, watch, will, would.*

Students are tested on common verb patterns in all the different sections of the main exams, especially in Use of English papers. Remind students that they can look up verb patterns for individual verbs in a good monolingual dictionary, such as the *Macmillan Dictionary* (www.macmillandictionary.com).

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

Answers

1 correct **2** *inviting* – to invite **3** *to play* – play/playing
4 *leaving* – leave, **5** *being* – to be

Extra support

Remind students that we use *had better* to give advice about the present or future, even though *had* is the past form of *have*. Point out that we use *had better* to give advice about specific situations, not general ones. If we want to talk about general situations, we use *should*.

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

Answers

1 deny dropping **2** made me turn **3** mind (me/my) using
4 started using / to use **5** suggest playing / we play

Fast finishers

Have students match the sentences to the verb patterns in *Grammar in context*.

Answers

1 c **2** d **3** c **4** a/c **5** a/c

- 3** Ask students to describe the photo and look at the text title. Ask them to predict what they think the text is about. Have students complete the exercise. Check their answers and ask students if they agree with the suggestions for reducing screen time.

Answers

1 watching **2** to spend **3** take **4** limiting **5** setting **6** playing
7 using **8** checking **9** to be **10** taking

Mixed ability

Give less confident students the verbs in the box in the order they appear in the text (*watch, spend, take, limit, set, play, use, check, be, take*).

Ask students to use a dictionary to find out what structures the verbs take. Ask them to write an example sentence for each verb, either in class or at home. Check their sentences at the beginning of the next class.

Answers

agree: + full infinitive, *dislike*: + *-ing* form, *imagine*: + *-ing* form,
refuse: + full infinitive

Students' own answers

Homework

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

Assign students the Flipped classroom tasks on page 10 of their Student's Book if you'd like them to prepare for the next lesson. To complete this task, students need to watch the *Talk2Me* video which can be found on the Resource Centre.

SPEAKING

Interview

→ Student's Book, page 10

Lesson aims

- Talk about habits
- Practise answering personal questions

The *Talk2Me* video in this unit focuses on free time. People talk about how much free time they have and what activities they usually do.

Students answer some comprehension questions and then listen out for time expressions.

The video can be used in one of two ways:

Flipped classroom

Flipped classroom option

Using this approach, students watch the video and complete the exercises for homework. This prepares students for the speaking lesson by introducing them to the topic and the key phrases to use in the exam task. Teachers who use this method will find they have more class time to spend on activating the target language and developing fluency for the final task.

Talk2Me worksheet

Ask students to also complete the *Talk2Me* worksheet on the Resource Centre for more detailed comprehension exercises and more practice of the key phrases.

Classroom option

- 1** Ask students to spend a minute or two reading the questions. Play the *Talk2Me* video for students to complete the exercise. Play the video again, if necessary, before checking their answers.

- 2 Play the *Talk2Me* video again, so students underline the phrases in the *Phrase expert* box. Pause the video from time to time if necessary. Check answers in open class.

Talk2Me worksheet

Ask students to also complete the *Talk2Me* worksheet on the Resource Centre for more detailed comprehension exercises and more practice of the key phrases.

Answers

The transcript and answer key for the *Talk2Me* video exercises and Worksheet can be found on the Teacher's Resource Centre.

Lead-in

Brainstorm a list of adverbs of frequency. Students will be familiar with most (*always, usually, frequently, often, commonly, sometimes, occasionally, rarely, seldom, never, etc.*). Ask them to put the adverbs in order from most frequent to least frequent. Check their answers.

In pairs, students take it in turns to describe their typical morning routine using the adverbs of frequency.

Answers

always, usually/normally/frequently, often, sometimes, occasionally, hardly ever / not very often, never

EXAM SKILL

Talking about habits

Ask students to read the tips.

- Remind students that oral exams often start with a short conversation where students are asked to give personal information, including talking about their habits. Correct use of a variety of adverbs of frequency can make an early good impression.
- Point out to students that in this lesson, they will practise the kinds of questions often asked in this 'warm-up' stage of an oral examination.

Language note

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

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

Suggested answers

First question: Students' own answers

Second question: Suggested answers:

good things: routines are comforting, help create a lifestyle, they become good habits, you get more done in the day, they help you have more energy, you are healthier and happier, they help you have a clearer and sharper mind all day.

bad things: routines make life boring, they cause inactivity, they limit your creativity, they make you resist change and stop you from seeing new opportunities, they become bad habits.

- 4 Put students into new pairs or groups. Set a 5-minute time limit for the exercise and walk round the class while students are speaking to make sure they are using a range of descriptive language, and to advise and help where necessary. Ask students to share their descriptions in open class and elicit views on what is interesting or surprising about the information in the chart.

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

Answers

1 I tend not to 2 hardly ever 3 My usual routine 4 a day 5 up to, typical

OPTIMISE YOUR EXAM

Interview

Ask students to read the tips in the box.

- Remind students that oral examiners typically choose from a set of questions on home life, personal experiences, education, leisure and entertainment, the media, travel, etc. The questions usually consist of one present tense question, which may be about habits and routines, e.g. *How much TV do you watch a week? What's your favourite day of week? Why?*
- Remind students that there are no separate marks for the different stages in oral exams, so it can help nervous students to consider this section as a warm-up for the rest of the exam.
- Point out that students will get points in oral examinations for explaining or giving reasons why they have never experienced something the examiner asks them about; the important thing is to keep the conversation going.

Exam task

- 6 In pairs, students ask and answer the questions. Remind students to use adverbs of frequency and phrases from the *Phrase expert* box. Walk around the classroom to help and check for accuracy. Note down good use of language and errors to go over at the end of the activity.

Homework

Students could write a short text to describe what they do in their free time.

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

USE OF ENGLISH

Sentence transformation

→ Student's Book, page 11

Lesson aims

- Focus on verb phrases followed by *-ing* or infinitives
- Practise a sentence-transformation exam task

Lead-in

Play **First to five** to revise vocabulary from the unit. Say different word categories (technology; free-time activities; stative verbs; adjectives ending in *-able*; collocations with *do, take, come* and *make*; easily confused words; adverbs of frequency). 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 Ask students to complete the exercise in pairs or small groups.

EXAM SKILL**Word patterns**

Ask students to read the tips.

- Encourage students to record word patterns using an example that has personal meaning, to make the phrases more memorable.
- Remind students that word patterns are typically tested in Use of English sections of exams. Elicit some of the word patterns students saw in Grammar 2: *expect to, deny + -ing, make someone do something, mind + -ing, suggest + -ing*, etc.

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

Answers

1 a/b 2 a 3 a 4 a 5 b 6 a 7 a/b 8 a

OPTIMISE YOUR EXAM**Sentence transformation**

Ask students to read the tips.

- Remind students that each sentence-transformation question is marked in two halves (1 point each half) and they can get a point in the exam for getting a single word correct, so should try every question.
- Students will practise this type of task in this lesson and many more times during the course.

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

Answers

1 be able to do 2 deny 3 tend to do 4 suggest + *-ing*, suggest (that) someone (should) do, suggest + noun 5 make someone do something 6 succeed

Exam task

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

Answers

1 are not / aren't able to stop 2 denies breaking 3 tend not to find 4 suggested (that) we (should/could) 5 make me play 6 succeeded in solving

Extra support

If students aren't confident doing sentence transformations, as this is their first appearance in the book, consider doing the first one or two sentences together as a class.

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

Ask students to discuss the questions. Open out the second question to a class debate if there is time.

Cultural note

According to the Entertainment Software Association, 155 million Americans play video games. The average game player is 35 years old, but over 56% of game players are under that age. The top three types of video games that the majority of frequent gamers play most often are: 31% social games, 30% action games, 30% puzzle/board games. They are spending 39% less time watching TV, 40% less time going to the cinema and 47% less time watching films at home.

**Homework**

Assign students Use of English exercises 1, 2 and 3 on page 9 of their Workbook.

**WRITING****An essay**

→ Student's Book, pages 12–13

**Lesson aims**

- Focus on language for agreeing and disagreeing
- Plan and write an opinion essay

Lead-in

Write the acronym *PEGI* on the board and ask students if they remember seeing this label anywhere. (PEGI – Pan European Game Information; this is the age label that appears on the front and back of computer games.) Elicit the different age ratings (*3, 7, 12, 16 and 18 years old*) and elicit possible differences between each category.

Ask students if they think adolescents respect age ratings for video games (e.g. PEGI 16 – depiction of violence looks the same as would be expected in real life, more extreme bad language, depiction of criminal activities; PEGI 18 – gross violence and/or includes elements of specific types of violence), and if they think this is important.

As this is Unit 1, go through the lesson with students and explain that the writing lessons always end with 'Plan, Write, Check'. Students should refer to the paragraph plan grid and checklist after they finish the writing task.

- 1 In pairs or as a group, students ask and answer the questions. Elicit answers from different students around the class.

EXAM SKILL

Agreeing and disagreeing

Ask students to 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 that they should use a wide range of structures and vocabulary.
- Remind them to use longer versions of basic phrases where possible, e.g. *I completely agree with the idea that ...* rather than just *I agree*.

For more information on essay writing, refer students to the Writing reference, page 174.

- 2** Ask students to complete the exercise. Elicit answers and opinions, encouraging students to explain their reasons.



Answers

The writer agrees with the statement.
Students' own answers

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



Answers

... *I completely support the idea that ...* (first paragraph), *I totally agree with the idea that ...* (second paragraph), *I do not accept the argument that ...* (third paragraph), *I am not in favour of ...* (fourth paragraph)

- 4** Ask students to complete the phrases. Check their answers.



Answers

1 support 2 favour 3 totally 4 accept 5 against 6 convinced

OPTIMISE YOUR EXAM

Essay

Ask students to read the tips.

- Remind students that they must address both prompts in the task and also introduce a third idea of their own, in addition to any overall conclusions.
- Remind students that every paragraph of their essay should have a main idea, point or goal.
- Highlight the importance of the topic sentence, which usually comes at the beginning of a paragraph and lets the reader know what to expect. To write good topic sentences, students need to know what their paragraphs are going to be about. Point out to students that they will work on an outline in Exercise 8, and this will help them to write topic sentences.

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



Answers

1 belief 2 tend 3 From 4 I'm 5 In 6 To

Exam task

- 6** Ask students if they agree or disagree with the statement and to make notes saying why. Elicit ideas from students in open class.
- 7** Ask students to complete the exercise and justify their answers. They could look back at the suggestions in Grammar 2, Exercise 3 and the ideas in Speaking to help them develop their arguments.

Mixed ability

In open class, ask students to decide if each idea is for or against limiting screen time, and to give reasons why they agree or disagree with each sentence. Write their ideas on the board for less confident students to refer to in their essays (*parents should negotiate limits, teenagers don't sleep enough, teenagers always find a way to get round limits, teenagers have less real social interaction, too much screen time is linked to poor performance at school, etc.*).

- 8 Plan** Before students start writing they should always make a paragraph plan. It will help ensure that their writing is clear and easy to follow.

In a writing exam, students may have 80 minutes for two exam tasks (about 40 minutes for each task). Advise them to spend about five minutes on the plan (leaving about 35 minutes to write and check their essay). Remind students to use the task input to help them plan but to try to avoid copying the exact phrases.

- 9 Write** Students write their essay. You could set this for homework or do this in class in near-exam conditions.

Remind students that they should not worry about counting exact words in the exam. Most people write about 10–12 words per line, so for 190 words they should write about 15 lines. Students shouldn't worry if they run slightly over, e.g. 20–25 words.

- 10 Check** Students complete the checklist. They should plan to leave five minutes at the end for this. In each writing lesson in the book, students will be provided with a specific checklist.

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



Homework

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



OWB