

2

Live and learn

UNIT AIMS

Exam preparation in Unit 2:

- understand pronoun references in blog posts
- predict missing information in a short talk
- compare pictures in a photo task
- understand different forms of verbs and apply them in an open-cloze exercise
- use the correct language to give advice in a letter / an email



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 Gapped text	Understanding pronoun references Blog posts	Workbook, pp 12–13, Exercises 1, 2, 3, 4 Unit 2, Reading, Exercises 1, 2, 3, 4
Grammar 1	Tense review: past simple and past continuous	Workbook, p 14, Exercises 1, 2 Unit 2, Grammar 1, Exercises 1, 2
Vocabulary	Words connected with <i>education/learning</i> Adjectives with <i>-ful / -ive</i> Phrasal verbs	Workbook, pp 14–15, Exercises 1, 2, 3 Unit 2, Vocabulary, Exercises 1, 2, 3
Listening Sentence completion	Predicting missing information	Workbook, p 16, Exercises 1, 2, 3 Unit 2, Listening, Exercises 1, 2, 3
Grammar 2	<i>Would, used to, be used to</i>	Workbook, p 15, Exercises 1, 2 Unit 2, Grammar 2, Exercises 1, 2
Speaking Photo task	Comparing	Workbook, pp 16–17, Exercises 1, 2, 3 Unit 2, Speaking, Exercises 1, 2, 3
Use of English Open cloze	Verbs (1)	Workbook, p 17, Exercises 1, 2, 3, 4 Unit 2, Use of English, Exercises 1, 2, 3, 4
Writing A letter / An email	Giving advice	Workbook, p 18, Exercises 1, 2, 3, 4 Unit 2, Writing, Exercises 1, 2, 3, 4
Progress check	Check language progress for Units 1 and 2	Workbook, p 19, Progress check and Cumulative progress Progress check and Cumulative progress

Additional material

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

READING

Gapped texts | Blog posts

→ Student's Book, pages 14–15



Lesson aims

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

Lead-in

Elicit the meaning of the unit title **Live and learn** (we use this idiom to talk about the fact that people increase their knowledge through experience). Ask them what they think the lesson is going to be about (learning different skills and having different experiences).

- 1 In pairs or as a group, students ask and answer the questions. Elicit answers in open class. Check students know the meaning of *get the hang of something* (learn how to do something, especially when it is not simple or obvious).

Suggested answers

- 1 (a) 1–5 years old: walk, talk, sing, hop, climb, ride a tricycle ...
(b) 5–10 years old: write, read, ride a bike, tell the time, draw in detail, tie your shoelaces ...
- 2 Students' own answers

EXAM SKILL

Understanding pronoun references

Ask students to read the tips.

- A pronoun is a word that takes the place of a noun. Elicit more examples of pronouns, e.g. *he, her, it, that, this, who* and *which*.
- Remind students not to worry about *I, you* or *we* pronouns. *I* is naturally assumed to be the writer and *you* is assumed to be you the reader. *We* refers to both the writer and reader.
- To work out what pronouns refer to, students may have to read the whole sentence or the whole text. The pronoun must agree in gender and number with the noun (or another pronoun) to which it refers.
- Students are often tested on their knowledge of how texts are structured in reading exams, and good use of pronoun reference in their writing will earn them marks.

Language note

1 A pronoun matches the word it is replacing (antecedent), e.g. a singular antecedent requires a singular pronoun (*The boy lost his coat*); a plural antecedent needs a plural pronoun (*The boys lost their coats*).

Typically tested pronouns at this level include:

Subject pronouns: *he, she*, etc. Object pronouns: *her, him*, etc. Possessive pronouns: *hers, his*, etc. Possessive adjective pronouns: *her, his*, etc. Relative pronouns: *this, that*, etc.

2 Pronouns should have only one possible antecedent. Only the noun that the pronoun refers to should come before the pronoun. For example, in the sentences: *The project was ready. Melissa told Ruby that she had made it look good by adding photos*. It is clear what *it* refers to (the project), but it is not clear whether *she* refers to Melissa or Ruby.

- 2 Ask students to complete the exercise. Draw their attention to the example sentence and ask someone to demonstrate the meaning of *whistle* (a sound that someone makes when they force air through their mouth) and drill its pronunciation /'wɪs(ə)l/. Elicit possible answers and accept all sensible suggestions.

Suggested answers

1 Perhaps it's a boyfriend, brother, friend. 2 Perhaps it's tests, or cooking lessons. 3 It might be party invitations.

Extra support

Have students discuss what the underlined words in Exercise 2 *can't* refer to. Look at the example sentence and discuss this in open class before students continue in pairs, e.g. *It can't refer to a person because it says 'it'*. Elicit answers and accept all sensible suggestions at this stage.

Answers

- 1 It can't refer to the speaker's sister as it says *he* not *she*.
- 2 It can't refer to a play because it says *them* not *it*.
- 3 It can't refer to people because it says *write them* not *write to them*.

- 3 Ask students to complete the exercise. You could set a time limit of three minutes.

Mixed ability

Break the text into chunks and give less confident students the option of only reading some of the text. If stronger students finish early, ask them to write a one-sentence summary for what each person learnt out of school.


OPTIMISE YOUR EXAM

Gapped text

Ask students to read the tips.

- Point out that a good technique, when asked questions like, 'What does *it* in line xxx refer to?'; is to read the sentence substituting *it* with the possible answers. By doing this, students can check which answers make sense, both in the sentence and the paragraph as a whole.
- Remind students that some gaps can be filled by referring just to the immediate phrase or sentence, but others will require understanding of the whole paragraph. In reading exams, often the answer required for the space is dependent on a word or reference many words before or after it.
- Point out that looking carefully at clues such as pronouns, linkers and vocabulary related to the theme will help students choose answers which fit grammatically and logically.

Exam task

- 4**  1.07 **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 complete the exercise.

Point out that in a reading exam, students should always check that the extra sentence really doesn't fit in any of the gaps. Check the answers in open class. Elicit what evidence helped students decide on their answers.

Answers

- 1 C** (*You have to practise a lot before you can do it well. / I had the time as my brother had quite a lot of studying to do.*)
2 B (*I had to practise for ages until I could do it properly too.*)
3 E (*Most people learn their times tables at school when they're about seven. / In the evenings, while my mum was getting dinner ready, she tested my sister.*)
4 A (*She was working out the prices for something and she said, 'So, that's seven times eight. Seven eights are ...'*)
5 G (... *one significant thing I learnt when I was young was the importance of writing a thank-you letter when someone gives you a present / just a few sentences saying thank you and sharing your news*)
6 D (... *my cousin Bruce from Canada ... is a bit of an expert / He was also responsible for deciding if the waves were right for a beginner ...*)

Unused answer: F (All the skills and abilities in the text were acquired by being told what to do, listening attentively or through practice, not by note-taking or explanation.)

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

Answers

- 1** expert **2** a bit like **3** a whole load of **4** reminded me of **5** for ages **6** properly **7** acquire **8** totally

Fast finishers

Write these numbers on the board for students to find what they refer to in the text: 8, 14, 2, 3, 7, 56.

Answers

- 8** – the age Stephanie learnt to do an 'ollie'; **14** – the age Adrian was when he went to his brother's university; **2** – the number of weeks Ed went surfing in Cornwall; **3** – the age Alexandra learnt her times tables; **7** – the age most people learn their times tables; **56** – the price of some items in a supermarket in the third text

THINK

RESEARCH

CULTURE

LEARN

ME

Students could write comments in class or for homework. In pairs or groups, students could read out their posts for others to comment on and ask follow-up questions.

Optional extension 1.07

Play the recorded text and ask students to underline all the pronouns in the text, and what they refer to.

Ask students to compare in pairs before you check in open class.

Answers

- 1** He = Adrian's older brother, it = juggling, them = the balls
2 it = do an 'ollie' on a skateboard
3 them = times tables, she = Alexandra's mum
4 this = writing a thank-you letter, them = Daniel's nieces or nephews
5 it = Cornwall, They = waves

Cultural note

The *ollie* is a skateboarding trick where the rider and board leap into the air without the use of the rider's hands. Because it isn't obvious how the lift-off is achieved, this trick is visually striking. The *ollie* is a fundamental trick in street skateboarding. Skateboarders use it to leap onto, over or off obstacles, or over gaps of unfriendly terrain such as grass or stairs. As so many other tricks depend on it, for example the kick flip and heel flip, the *ollie* is often the first trick to be learnt by a new skateboarder. The *ollie* typically takes considerable practice to learn.

Homework

Assign students Reading exercises 1, 2, 3 and 4 on pages 12–13 of their Workbook.

OWB

GRAMMAR 1

Tense review: past simple and past continuous

→ Student's Book, page 16

SB



Lesson aims

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

Lead-in

Focus students' attention on the photos on page 15 and the photo on this page. Use the three photos for a speaking exam-type task. Ask students to compare the photos and say which activity (skateboarding, juggling, solving a Rubik's Cube) they think is more important / easier to learn.

Grammar in context

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

Remind students that they can find more information in the Grammar reference, Unit 2, page 149.

 **Answers**

- 1 was/were, went, had, taught, stood, practised, kept, started
 2 Accept one of the following: What skill or ability did you acquire from friends and family? Was it easy to learn? How old were you when you first learnt it?
 3 If we used the past simple (*got*), it would change the meaning from an action in progress (*she was in the middle of getting the dinner ready when she tested the writer's sister*) to a completed action (*she had already got dinner ready when she tested the writer's sister*).
 Point out to students that *while* expresses the idea of *during that time*. We use it mainly to talk about things that happen simultaneously.

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

 **Answers**


- 1 were watching, realised, wanted 2 didn't learn, went 3 learnt/learned, was staying 4 knew, didn't know 5 taught 6 Were you wearing, fell off 7 did you learn 8 did clean

- 2 Elicit the meaning of *tickle* (*to move your fingers gently on someone's skin to make them laugh*) and *tongue twister* (*a word or phrase that is difficult to say because it contains many difficult sounds, especially ones that are very similar*) before students do the task. Students then complete the exercise. Check answers in open class and ask students to explain their choices.

 **Answers**

- 1 got up (completed past action) 2 was raining (use of the past continuous to describe atmosphere at a particular time in the past)
 3 asked (completed past action) 4 said (completed past action)
 5 suggested (completed past action) 6 didn't realise (past state)
 7 was (past state) 8 decided (completed past action) 9 was practising (longer action in the past continuous) 10 tickled (shorter action in the past simple which interrupts the longer action)
 11 led (completed past action; we prefer the past simple to give precise detail)

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

 1.08 Play the track for students to listen and repeat. Tell them to start slowly, pronouncing each word carefully, and then speed things up as they get the hang of it. Point out that *seashore* means 'by the side of the sea' and *woodchuck* is an animal (a type of marmot or groundhog found in the US).

Ask students to practise saying tongue twisters in their own language, in pairs.

Cultural note

Tongue twisters rely primarily on alliteration (the repeated sound of the first consonant in a series of words) and rhyme to achieve their effect. Tongue twisters are a great way to practise and improve pronunciation and fluency. Many actors, politicians and public speakers who want to sound clear, practise saying tongue twisters.

 **Homework**

Assign students Grammar 1 exercises 1 and 2 on page 14 of their Workbook.

**VOCABULARY**

Topic vocabulary | Word formation | Phrasal verbs

→ Student's Book, page 17

**Lesson aims**

Understand the correct usage of:

- words connected with education and learning
- adjectives ending in *-ful* and *-ive*
- phrasal verbs

Lead-in

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

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

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


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

In pairs, students ask and answer the questions.

 **Answers**

Were you playing video games at nine o'clock last night? Where did you go in the summer holiday? Were you listening to music while you were doing your homework yesterday?

Words connected with education/learning

- 1  1.09 Ask students to complete the exercise. Play the audio for students to listen and check their answers.

 **Answers/Audioscript**


- 1 The driving test was tough, so she was surprised that she *managed* to pass it.
- 2 It's amazing. It's the first time we've *beaten* that team in five years.
- 3 After a lot of practice, I finally *succeeded* in doing an Ollie on my skateboard.
- 4 At first I was terrible at juggling, but after two weeks I was *progressing well*.
- 5 The explorers *overcame* a lot of problems before they reached the South Pole.
- 6 I was pleased that Julia *came first* in the class test because she had done a lot of revision.
- 7 I *achieved* a new best time for swimming 1,000 metres at the weekend.
- 8 We *accomplished* a lot this morning because everyone worked really hard.
- 9 Some of the players started crying when they *lost* the final match.
- 10 I felt awful. I didn't expect to win the race but I didn't think I would *come last* either.
- 11 Jack was really disappointed when he *failed* his French exam for the second time.
- 12 Argentina *suffered* a painful defeat to England in the World Cup Final.

Mixed ability

Give less confident students the verbs as they appear in the exercise and ask them to put them into the correct form (*manage, beat, succeed, progress, overcome, come first, achieve, accomplish, lose, come last, fail, suffer*). Ask stronger students to give both correct answers when possible.

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

Adjectives with *-ful* / *-ive*

- 2  1.10 Write *-able* and *-ible* on the board and elicit adjectives with these suffixes (students worked on these in Unit 1, so should know *advisable, fashionable, horrible, sensible*, etc.). Students are now going to look at two other suffixes, *-ful* and *-ive*, which are often tested in Use of English exams.

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



Answers/Audioscript

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

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

Fast finishers

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



Answers

active, attractive, creative, secretive, effective, productive

Remember

Ask students to read the information.

Remind students that most adverbs are formed by adding *-ly* to an adjective. Elicit examples from the adjectives in the table in Exercise 2. Point out that the adverb form for adjectives ending in *-ful* is always spelled with double *l*, e.g. *harmfully*. Remind students that they can lose points for incorrect spelling in word-formation tasks.

Remind students that some common adverbs have the same form as adjectives. Elicit a few of these (*early, far, fast, hard, late, next*).

- 3 Ask students to complete the exercise. Check their answers and elicit any other adjectives students know that end in *-ful* (which means 'full of') and *-ive*, e.g. *hopeful, helpful, expressive, explosive, expensive*.




Answers

1 creative 2 playful 3 thankfully 4 useful 5 actively 6 harmful

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

Phrasal verbs

- 4  1.11 Elicit from students what phrasal verbs are (*a phrasal verb consists of a verb and one or two particles, e.g. prepositions/adverbs*). Point out that it's not always easy to guess the meaning of a phrasal verb, because the two separate words have separate meanings of their own.

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

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



Answers/Audioscript

- Learning some musical instruments helps you *build up* muscle strength. answer *b*
- I understood the instructions, but it was difficult to *carry* them out in practice. answer *a*
- Sarah used to need arm-bands when she went swimming, but she's learnt to *do without* them now. answer *a*
- I didn't listen to Dad's directions, and we *ended up* in the wrong place. answer *b*
- The instructor told them to stop talking and *get on with* packing their equipment. answer *a*
- I don't know how you *put up* with such an annoying neighbour. answer *b*
- What did you *get up* to last night? Anything interesting? answer *a*
- I've no idea how you *go about* teaching a dog to dance! answer *b*

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



Homework

Assign students Vocabulary exercises 1, 2 and 3 on pages 14–15 of their Workbook.



LISTENING

Sentence completion

→ Student's Book, page 18



Lesson aims

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

Lead-in

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

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

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

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

 **Suggested answers**

- 1 Kayaking. Other activities could include: abseiling, zip-wire, rock-climbing, building fires, making a natural shelter, tracking, etc.
- 2 Students' own answers

EXAM SKILL**Predicting missing information**

Ask students to read the tips.

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

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

 **Answers**

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


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


OPTIMISE YOUR EXAM**Sentence completion**

Ask students to read the tips.

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

Exam task

- 4  1.12 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 5.

- 5  1.12 Play the track again for students to check their answers. Remind them to always write something in the gap. In open class, discuss the specific clues that helped them choose their answers.

 **Answers**

- 1 30/thirty (*There were about thirty of us*)
- 2 wooden (*a big wooden hut*) Elicit from students that the correct adjective here can't be *big* as this is already covered in the question (*The large hut they slept in was ...*).
- 3 instructors (*We had three instructors – Paul, Kelly and Dave*)
- 4 rock
- 5 open wound (*for someone who's broken their arm, and how to treat an open wound*) More than one type of injury is mentioned, but the word preceding the gap is *an* so the word must begin with a vowel.
- 6 on a rope / (by) abseiling (*abseiling. That's when you come down a rock face you've just climbed on a rope*)
- 7 freezing (*It was really dark, and the water was freezing*) Elicit that it refers to the night.
- 8 a (sharp) knife (*how to use a sharp knife safely*) Ask students to notice the change in word order here.

THINK

RESEARCH | CULTURE | LEARN | ME

In pairs or small groups, students discuss what type of camp/skills they would choose. Students could present their ideas in class, or they could prepare this for homework and present their ideas at the start of the next lesson.

 **Homework**

Assign students Listening exercises 1, 2 and 3 on page 16 of their Workbook.

OWB

GRAMMAR 2*Would, used to, be used to*

→ Student's Book, page 19

SB

**Lesson aims**

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

Lead-in

Personalised presentation. Read this to the students:

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

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

Grammar in context

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

Point out that *be 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 2, page 149.

Answers

a 3 b 1 c 2

Language note

Neither *used to* nor *would* can be used to refer to single actions in the past. For example, it would not be possible to use either form in this sentence: *In 2000, I moved from Berlin to Paris.*

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

- 1 Ask students to complete the exercise. Check in open class and elicit why the answers are correct in each case.

Answers

1 making (the main verb *to be* indicates that it is the construction *be used to*)

2 used to / would (past habits – both are correct)

3 would always / always used to (past habits – both are correct)

4 to listen (*used to* to describe past habits)

5 Are (*Did you used* is incorrect – *Are you used ...?* is the correct form)

6 wouldn't (*we didn't use* is missing *to* and therefore is incorrect)

7 would / used to (past habits – both are correct)

8 'm used to (*-ing* form of *washing* and *ironing* indicates *be used to* is correct here)

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

Answers

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

SAY IT RIGHT

Pronunciation of *use(d)*

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

TRC

THINK | RESEARCH | CULTURE | LEARN | ME

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

Extra support

In a less confident class, write these prompts on the board to help students structure their conversations.

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

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

When I was at primary school, I would _____.

Nowadays, I'm used to _____.

Homework

Assign students Grammar 2 exercises 1 and 2 on page 15 of their Workbook.

Assign students the Flipped classroom tasks on page 20 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

Photo task

→ Student's Book, page 20

Lesson aims

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

The *Talk2Me* video in this unit focuses on learning. People talk about different ways of learning and who they prefer to be taught by.

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

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

Ask for a volunteer to come to the front and stand with their back to the board. Write a word, phrase or sentence from the unit on the board. The student mustn't see what's written. Invite other students to give verbal clues to help the student in front of the board guess the word. The only rule is that they *mustn't* say the word written on the board. When the student guesses, repeat with a different volunteer and word.

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

Optional extension

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

EXAM SKILL

Comparing

Ask students to read the tips.

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

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



Suggested answers

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

- 5** In pairs, students complete the exercise.



Suggested answers

- 1** both photos show people learning; the people in both photos seem to be enjoying learning; there is a teacher in both photos; the people learning are concentrating
- 2** Photo A shows people learning together whereas Photo B shows one person learning alone; Photo A shows people learning a physical activity but Photo B shows a person learning a game that doesn't need physical effort; the people in Photo A need sports equipment but the person in Photo B needs a board and game pieces

3 this way of learning might be fun; it is practical to learn in groups; it's a team-building experience; it's good to be taught by a professional

4 learning this way can go at the pace of the learner; it can be done in a caring and safe environment; it can be fun; it's flexible as far as time is concerned

OPTIMISE YOUR EXAM

Photo task

Ask students to read the tips.

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

Exam task

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

Optional extension

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

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



Homework

Assign students Speaking exercises 1, 2 and 3 on pages 16–17 of their Workbook.



USE OF ENGLISH

Open cloze

→ Student's Book, page 21



Lesson aims

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

Lead-in

Have a class discussion about TV talent shows. Do students like them? If not, why not? Which ones do students especially like / not like? Which famous acts started on a TV talent show?

EXAM SKILL

Verbs (1)

Ask students to read the tips.

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

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

 **Answers**

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

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

OPTIMISE YOUR EXAM

Open cloze

Ask students to read the tips.

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

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

- 3** Ask students to complete the exercise. Elicit answers in open class.

 **Answers**

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

Exam task

- 4** Ask students to complete the exercise and then compare their answers in pairs. Explain the meaning of *take to something like a duck to water* (to discover when you start to do something for the first time that you have a natural ability to do it).

 **Answers**

1 was **2** about **3** progress **4** not **5** of **6** up **7** would/did/could
8 up

THINK

RESEARCH | CULTURE | LEARN | ME

Students can research information on animals that humans can train. They can present their findings to the class.

Cultural note

Britain's Got Talent (BGT) is a British TV talent show. Acts compete against each other in order to gain the audience support and win. Ashleigh and her dog Pudsey were the first ever dog trick act to win the show.

 **Homework**

Assign students Use of English exercises 1, 2, 3 and 4 on page 17 of their Workbook.

OWB

WRITING

A letter / An email

→ Student's Book, pages 22–23

SB



Lesson aims

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

Lead-in

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

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

EXAM SKILL

Giving advice

Ask students to read the tips.

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

For more information on writing informal letters/emails, refer students to the Writing reference, page 171.

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

Answers

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

- 3** Ask students to complete the exercise.

Answers

One thing you should do is ...

Why not ...

If I were you, I'd ...

Make sure you ...

One idea is to ...

Finally, my advice is to ...

Students should tick:

- 1** (should) **2** (Why not) **3** (If I were you, I'd) **5** (Ask, see)

OPTIMISE YOUR EXAM

A letter / An email

Ask students to read the tips.

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

Exam task

- 4** In pairs or as a group, students complete the exercise.
- 5** Ask students to complete the exercise.

Mixed ability

Brainstorm what sort of advice students could give Lucy in open class and write some suggestions on the board. Ask students to use some of the expressions in Exercise 7 Paragraph 3. Write some ideas on the board that less confident students can refer back to when they write their letter, and feed in interesting expressions for higher level students (*practice makes perfect, fear of failure, a lucky break, come clean with your friends, come out with the truth, etc.*).

- 6** Ask students to complete the exercise.

Answers

- 1** Paragraph 1: Thank the other person for their letter and refer to a piece of news
 Paragraph 2: Give advice
 Paragraphs 3 and 4: give more advice
 Paragraph 5: Say you hope the advice helps and offer further help / ask them to reply
- 2** *Anyway, you asked for my advice ...
 One thing you should do is ...
 You could always
 Why not ...?
 If I were you ...
 Make sure you ...
 One idea is to ...
 Finally, my advice is to not ...*
- 3** *Hi, Hello, Dear
 How are you? Hope you're feeling well.
 Write when you have time!
 Well, that's all for now!
 See you soon,
 Take care,
 Love, / Lots of love,*

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

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

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

Homework

Assign students Writing exercises 1, 2, 3 and 4 on page 18 of their Workbook and Progress check 2 on page 19.

Answers PROGRESS CHECK Units 1-2

Exercise 1

- 1** fashionable **2** attractive **3** unreasonable **4** harmful
5 dependent **6** stressful **7** active **8** productive

Exercise 2

- 1** for **2** take **3** you **4** come **5** bit **6** posted **7** switch **8** do
9 progress **10** managed

Exercise 3

- 1** 'm/am studying **2** Did you have **3** was I saying / did I say
4 arrive **5** ate **6** were you doing **7** was living **8** 's/is working
9 was still writing **10** got

Exercise 4

- 1** to take **2** forgetting **3** to turn **4** playing **5** to understand
6 closing **7** doing **8** to let **9** to make **10** to disturb

Exercise 5

- 1** come to an agreement **2** get on with (doing) **3** getting on
4 take your point **5** would (often) drive / (often) used to drive
6 put up with