

2

Learning about learning

UNIT AIMS

Exam preparation in Unit 2:






- deduce meaning from context in an online article
- identify attitude from speaker's tone of voice in conversations
- agree and disagree with someone else's opinions in a discussion
- add suffixes and negative prefixes and apply them in a word-formation exercise
- use contracted forms and apply them in a sentence-transformation exercise
- 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	Deducing meaning from context An online article	Workbook, pp 12–13, Exercises 1, 2, 3 Unit 2, Reading, Exercises 1, 2, 3
Grammar 1	Tenses (1): present/past simple, <i>used to</i> , <i>would</i> , <i>be/get used to</i>	Workbook, p 14, Exercises 1, 2 Unit 2, Grammar 1, Exercises 1, 2
Vocabulary	Words connected with <i>studying</i> and <i>learning</i> Phrasal verbs Words + prepositions	Workbook, pp 14–15, Exercises 1, 2, 3 Unit 2, Vocabulary, Exercises 1, 2, 3
Listening  Multiple choice (extracts)	Listening for agreement and disagreement	Workbook, p 16, Exercises 1, 2, 3, 4 Unit 2, Listening, Exercises 1, 2, 3, 4
Grammar 2	Tenses (2): present perfect simple, past perfect simple	Workbook, p 15, Exercises 1, 2 Unit 2, Grammar 2, Exercises 1, 2
Speaking   Collaborative task	Agreeing and disagreeing	Workbook, p 17, Exercises 1, 2 Unit 2, Speaking, Exercises 1, 2
Use of English Word formation Sentence transformation	Suffixes and negative prefixes Contracted forms	Workbook, p 17, Exercises 1, 2, 3 Unit 2, Use of English, Exercises 1, 2, 3
Writing An essay	Expressing and justifying opinion	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>Neither do I...</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

Multiple choice | An online article

→ Student's Book, pages 14–15



Lesson aims

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

Lead-in

Elicit the meaning of the unit title **Learning about learning** (*learning about different techniques to become a better learner*). Ask students what they think the lesson is going to be about (*education and learning*).

- 1 In pairs or groups, students ask and answer the questions. Elicit answers in open class and try to develop a class discussion on how much sleep students get and if they think they get enough.

Answers

Students' own answers

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

Remind students that they need to be flexible and use different types of reading techniques in exams to help them quickly locate the answers and find specific information in the text.

Highlight key techniques, such as keeping the concept clearly in mind as you scan, and using captions and different font sizes and colours to help locate specific information.

Answers

Students should tick: 1, 2, 4, 6

- 3 Ask students to complete the exercise. Ask them to compare their answers in pairs before you check in open class. Accept all sensible reasons.

Suggested answers

1 not allowing – If something is forbidden, it's not allowed. From the context, we can see that it's talking about '9 or 10 pm' when they 'should be feeling sleepy' but aren't.

2 awake – We're told it's 'hard for parents to stay awake' and this is contrasted with teens by using the phrase 'just when', meaning the teens are wide awake.

3 not getting enough sleep – It says the teens who used electronic devices also experienced sleep deprivation. The word 'also' shows us the previous teens experienced sleep deprivation too, and they 'were much more likely to need more than an hour to fall asleep, and were also more likely to sleep several hours less each night'.

4 start – If melatonin is a hormone that causes sleep and darkness affects melatonin production, it's most likely that darkness causes or leads to the production of melatonin rather than stopping it being produced.

OPTIMISE YOUR EXAM

Multiple choice

Ask students to 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. The next exercise will allow them to practise 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.

Exam task

- 4 1.06 **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. Check in open class and elicit evidence for their answers.

Answers

- 1 B (... *just as they should be feeling sleepy*)
- 2 C (... *also experienced some sleep deprivation ... Greg Dickson, 16, is a prime example.*)
- 3 B (... *either didn't improve or actually fell behind*) (Point out to students that option A is true, but it's not what the experiment is designed to show.)
- 4 D (... *the brain consolidates and practises what has been learnt while you're asleep*)
- 5 C (... *often called 'the sleep hormone'*)
- 6 D (... *you shouldn't sleep until noon on a Saturday. That simply confuses the body.*)

Fast finishers

Ask students to find words in the text to match these definitions.

the period of your life when you are no longer young but are not yet old

make something happen

to end or finish something gradually

Answers

middle age trigger wind down

Optional extension 1.06

Play the recorded text and ask students to underline all the words and expressions related to being asleep and awake. Ask them to compare in pairs before you check in open class. In pairs or small groups, students could make a list of top tips to have a good sleep. In open class, they then read out their tips for others to comment on and vote, by raising their hands, on the best tip.

**Answers**

bedtime, sleep, wake up, feel refreshed, sleep patterns, good night's sleep, fresh and energised, body clock, 'forbidden zone', prop you up, feel sleepy, stay awake, most alert, go to bed, fall asleep, sleep deprivation, before bed, go to sleep, get up, lack of sleep, have a good sleep, be asleep, get a good night's rest, binge-sleep (pronounced /bɪndʒ/), get up

**Homework**

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

**GRAMMAR 1**

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

→ Student's Book, page 16

**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

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

the / you / binge-sleep / weekend / Did / at / ?

How / did / night / sleep / last / many / you / hours / ?

morning / you / in / feel / Do / sleepy / always / the / ?

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

**Answers**

Did you binge-sleep at the weekend? How many hours did you sleep last night? Do you always feel sleepy in the morning?

Grammar in context

Ask students to 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 149.

**Answers**

1 present simple questions: What do you do in the hour ...? / How many hours' sleep do you get ...? / Do you wake up ...? / But how does this lack of sleep affect learning? **present simple negatives:** I don't feel like going to sleep after that. / And I really don't feel like getting up the next morning

2 past simple negative: didn't improve **past simple irregular forms:** students were taught a series of skills (passive) / and then slept for various lengths of time / more accurate they became / who then had a good sleep / who got less than / or actually fell behind

1

Ask students to 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 2001*. When students describe habitual actions and temporary or repeated events in the past, it's a good idea to try to vary their choice between *used to*, *would* and the past simple to make their descriptions more interesting.

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 2, page 149.

2

Ask students to complete the exercise. Check their answers in open class. Elicit if it is possible to use *would* in question 1 (yes, *wear* is not a stative verb).

**Answers**

1 used to wear **2** ✓ **3** Did you use **4** never used to like **5** I'm really used to doing **6** I'm still getting used to doing

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*

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

3

Ask students to complete the exercise. Ask them to compare in pairs before you check their answers in open class. Elicit if it is possible to use *would* instead of *used to* (gap 2) (no, *believe* is a stative verb).

**Answers**

1 are **2** to **3** not **4** were **5** were **6** did **7** was

Mixed ability

Give less confident students the prepositions in a jumbled order (*not*, *were* × 2, *was*, *to*, *are*, *did*). Challenge more advanced students who finish early by asking them to select three new items of vocabulary, look them up in their dictionaries and write them up on the board, with definitions.

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.

**Homework**

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

**VOCABULARY**

Topic vocabulary | Phrasal verbs | Word patterns

→ Student's Book, page 17

**Lesson aims**

- Understand the correct usages of:
 - words connected with studying and learning
 - phrasal verbs
 - 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 him/her 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** 1.07 Ask students to complete the exercise. Play the audio for students to listen and check their answers. Elicit explanations for each word and check their pronunciation.

Answers/Audioscript

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

Phrasal verbs

- 2** 1.08 Ask students to complete the exercise. Play the audio for students 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, *look it up* in a dictionary. discover/find
- 2 I want to *set up* a computer-coding club at school. create
- 3 Alex *crept up behind* Jake while he was doing his homework and surprised him. approach
- 4 There's only five minutes left, so *hurry up!* increase (speed)
- 5 Laura *thought up* a ridiculous excuse about why she hadn't written her essay. create
- 6 When a student returns after being ill, they have to *catch up with* the rest of the class. approach
- 7 Go online and see what information you can *dig up* about the Romans for the class project. discover/find
- 8 I was going to do my presentation just on Antarctica, but I *ended up* doing it on the Arctic as well. finish/complete
- 9 *Speak up*, Simon! We can't hear you at the back. increase (volume)
- 10 Who's *used up* all the glue? There's none left! finish/complete

Refer students to the Vocabulary reference, page 162, 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.

Words + prepositions

- 3** 1.09 Ask students to complete the exercise. Play the audio for students 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 archaeology?
- 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/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 3 easy or difficult.

In pairs or small groups, ask students to 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, page 163, for more information on word patterns.

Homework

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



LISTENING

Multiple choice (extracts)

→ Student's Book, page 18



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  1.10 Play the audio for students to complete the exercise. Check their answers.

Answers

1 A 2 D 3 A 4 P 5 D

- 3 Ask students to complete the exercise and then compare in pairs before you check in open class.

Answers

Questions 1, 3, 6, 8

Extra support

Remind students that intonation usually falls in statements and rises in question tags that check information. Highlight the link between intonation and attitude. In pairs, ask students to first say the sentences as 'robots' and then try again, giving movement to their voices. Play the audio again, and stop after each phrase for students to repeat and compare.


OPTIMISE YOUR EXAM

Multiple choice (extracts)

Ask students to read the tips.


- In Exercise 3, students saw that they can work out from the questions what type of dialogue they are going to be listening to. 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  1.11 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.

Mixed ability

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  1.11 Play the track again for students to check their answers to Exercise 4. In open class, discuss the specific clues that helped them choose them.

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.*)

Optional extension

Ask students to choose a skill (e.g. juggling, mending a puncture on a bike, making an omelette, etc.) and write a simple set of instructions for a beginner on how to do it. Alternatively, using a smartphone or tablet, make a short film showing and describing what to do.

Homework

Assign students Listening exercises 1, 2, 3 and 4 on page 16 of their Workbook.



OWB

GRAMMAR 2

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

→ Student's Book, page 19



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, fall*, 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

Ask students to 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 150.

Answers

- 1 Because it's a completed action where what's important is the present result.
- 2 To show that the learning happened even further back in the past than the moment in the past when the speaker 'couldn't wait'.

Language note

Present perfect simple, past simple and past perfect simple

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 Ask students to complete the exercise. Students compare in pairs before you check in open class. Elicit the contracted forms of the verbs.

Answers

- 1 (has) decided, has just bought
- 2 had read
- 3 has ever failed
- 4 had not been, realised, (had) thought
- 5 have looked
- 6 (had) wanted, (has) changed

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 Ask students to 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
- 7 never
- 8 still

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

Answers

- 1 have
- 2 had
- 3 ever
- 4 has
- 5 have
- 6 since
- 7 flown/sent/taken/carried/transported/etc.
- 8 had

Optional extension

Ask students to 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.

Mixed ability

Give less confident students the answers in a jumbled order to help them complete the exercise (*ever, has, since, flown, had × 2, have × 2*).

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.

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

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



Homework

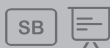
Assign students Grammar 2 exercises 1 and 2 on page 15 of their Workbook.



SPEAKING

Collaborative task

→ Student's Book, page 20



Lesson aims

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

The *Talk2Me* video in this unit focuses on school trips. People talk about school trips and what they can learn from going on them. Students answer some comprehension questions and then listen out for phrases to express agreement and disagreement. 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 circle 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

In pairs, students play **Just a minute**. They speak for 60 seconds about the photo, trying not to hesitate, repeat any content words or deviate from the subject. Their partner times them. They then swap roles. In a less confident class, elicit vocabulary and expressions first to help them.

- 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

Mixed ability

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

Answers

2 Neither/Nor 3 don't 4 point 5 suppose 6 So

OPTIMISE YOUR EXAM

Collaborative task

Ask students to 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 in a discussion. 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 round, monitoring students for good use of language and errors to go over at the end of the activity. Write any errors on the board and go through them with students, eliciting corrections from them where possible.

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.

SAY IT RIGHT

Stress in phrases for agreeing and disagreeing
For the *Say it right* pronunciation activity and instructions, go to the Teacher's Resource Centre.

**Homework**

Assign students Speaking exercises 1 and 2 on page 17 of their Workbook.

USE OF ENGLISH**Word formation | Sentence transformation**

→ Student's Book, page 21

SB

WB

Lesson aims

- Focus on word formation and practise a word-formation exam task
- Focus on sentence transformation and practise a sentence-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** Ask students to complete the exercise. Elicit answers from different students around the class.

Answers

1 difficult **2** champion, relate **3** success

Language note

Suffixes are commonly used to make nouns from adjectives and verbs. Elicit common suffixes in English, e.g. *-ment, -ity, -ness, -ance, -ence, -ship, -al, -th, -ent, -ive, -ous, -less*. 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. Often, while they are doing this, they find the one that sounds right and suddenly realise that they were familiar with it after all. Highlight that the suffix often causes a spelling change to the original word.

OPTIMISE YOUR EXAM

Word formation

Ask students to read the tip.

- 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. The type of mistake they will often pick up at this point is not changing words to the negative to fit in with the meaning of the text. By reading the whole text they will see that it is grammatically correct but it doesn't make sense in the context.

Exam task

- 2** Ask students to complete the exercise. Have students compare in pairs before you elicit answers in open class.

Answers

1 difficulty/difficulties 2 competitive 3 championships
4 mathematical 5 successfully 6 information 7 unbelievable
8 relationship

Refer students to the Vocabulary reference, page 163, for more information on word formation.

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

Answers

1 1 (negative form)
2 5 (because the first sentence has the idea of 'become', it's get used to not be used to)

OPTIMISE YOUR EXAM

Sentence transformation

Ask students to read the tip.

- Remind students that each sentence 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** Ask students to complete the exercise. Check their answers.

Answers

1 didn't / did not usually use to 2 ended up getting/with
3 hasn't / has not taken exams for 4 was set up 5 get/become 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 higher and lower level 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.

THINK | RESEARCH | CULTURE | LEARN | ME

If you have access to the internet, students can research information in class. Alternatively, they could prepare this for homework and present their information at the start of the next lesson.

Homework

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

WRITING

An essay

→ Student's Book, pages 22–23

Lesson aims

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

Lead-in

Write these words 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.

Answers

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** Ask students to 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 round, 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**

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 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 174.

Exam task

- 5** Ask students to 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 them to justify their answers. Encourage students 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** Ask students to 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** Ask students to 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** Ask students to 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 – meaning properly answering the question.
- 2 Communicative achievement – successfully communicating ideas at the right level of formality.
- 3 Organisation – overall organisation and linking together of sentences and paragraphs.
- 4 Language – level and accuracy of grammar and vocabulary.

Homework

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

OWB

Answers **PROGRESS CHECK** Units 1–2**Exercise 1**

1 appearance 2 success 3 competitions 4 championship(s)
5 popularity 6 pleasure 7 believe 8 impressive

Exercise 2

1 took 2 makes 3 did / have done / 've done
4 has taken / 's taken 5 had done

Exercise 3

1 d 2 f 3 a 4 b 5 e

Exercise 4

1 over 2 up 3 setting 4 out 5 up 6 lie 7 catch

Exercise 5

1 to 2 for 3 as 4 with 5 on 6 against 7 at/in 8 in

Exercise 6

1 none 2 any 3 little 4 all 5 either

Exercise 7

1 were only a few 2 to get/become used to living
3 second time I had been / second time I'd been
4 in the existence of 5 make an effort 6 come up with