

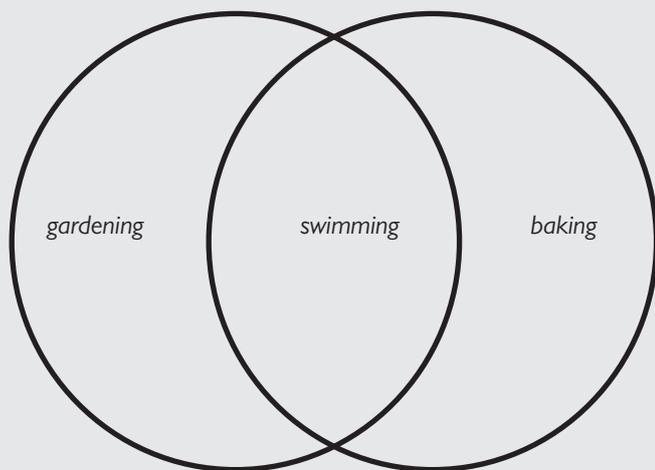
Unit objectives

Reading:	multiple matching; questions
Vocabulary:	work and work skills; describing clothes
Grammar:	present tenses; articles
Listening:	multiple-choice questions
Speaking:	exchanging personal information about likes and dislikes
Writing:	writing an opinion essay

READING (SB pages 8–9)

To start

Draw a Venn diagram on the board. In one circle, write something we do indoors, e.g. *baking*. In the other circle, write something we do outdoors, e.g. *gardening*. In the overlapping circles write an activity which can be done both indoors and outdoors, e.g. *swimming*.



Organise students into small groups and ask them to draw a similar diagram. Tell them they have one minute to fill their diagram with 'indoor', 'outdoor' and 'both indoor and outdoor' activities. After one minute, nominate a student from each group to read out their lists. Encourage students from other groups to challenge the ideas, e.g. If a group writes *cooking* in the 'indoor' box, this could be challenged as people often barbecue their food outdoors. The group who has collected the greatest number of unchallenged points at the end of the game is the winner.

Power up

- 1 Focus students' attention on the different outdoor activities. Write the headings *Summer* and *Winter* on the board. Organise students into pairs and tell them they have one minute to create a list of outdoor activities for each season. After one minute, elicit how many activities they had for each season. Nominate students to tell you their activities and write them on the board. Ask which activities they enjoy the most and why. Generate as much vocabulary as possible.

Students' own answers.

- 2 Nominate a confident student to read out the phrases. Tell students which of the situations you dislike most and why, e.g. *I dislike being cold the most. I hate it when my fingers are frozen and my nose is red!* Organise students into small groups and ask them to tell each other which of the phrases they dislike most and why. Monitor as they complete the task, encouraging them to give specific examples from their own experience whenever possible, e.g. *I don't like being muddy or dirty because it's not good for my clothes.*

Students' own answers.

Read on

- 3 Focus students' attention on the photos and ask them to describe what they see. Encourage them to guess where in the world these photos might have been taken. Read the title of the article aloud and ask students to predict what the text is about. Write their ideas on the board. If necessary, pre-teach the following words and phrases: *boarding school*, *sensible*, *overalls*, *keeping an eye on something* and *rewarding*. Use concept questions to check students' understanding, e.g. *If I go to boarding school, do I come home every evening?* (No) *Do I only come home in the holidays?* (Yes) *If I'm a sensible person, would I go out on a very cold day without a jacket?* (No) *Are overalls the same as trousers?* (No) *Why not?* (They go on your legs and over your shoulders.) *Why might you need to keep an eye on a very small child?* (To make sure they don't do anything dangerous.) *What would be a rewarding job for you?*

Students' own answers.

- 4 Point to the board and remind students of their predictions on what the text might be about. Ask them to read the article quickly and find out if they were right.

Students' own answers.

- 5 Before they try to complete the task, refer students to the Skill advice. Focus students' attention on the questions and ask them to underline the keywords in each question as this will help them to focus on the information they need. Check understanding of the following: *works full-time* (works around forty hours per week) and *to move around* (to move house often). Explain that they are going to read the article again more slowly and match each question to the people (A–D). Allow students to check their answers with a partner before class feedback.

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

- 6 Draw students' attention to the list of definitions. Explain that they need to match the definitions to words from the text. Point out that the first letter of each word has been given to help them, as well as the text (e.g. text A). Students check their answers in pairs. During feedback for each question elicit the text first and then the answer so students can follow along.

1 generations 2 minus 3 stereotypes
4 agriculture 5 tractor 6 local
7 vineyard 8 accountant

Sum up

- 7 Organise students into pairs and ask them to think about the things in 1–5 and make sentences about the people they read about. Nominate a confident student to provide an example in front of the whole class. As students complete the activity, remind them to use *both*, *either*, *only*, *all*, *three/four of them*. Monitor and pay special attention to word order and where they position *both*, *neither*, *only*, etc. Note down any common errors for class feedback.

- 1 Neither Bunny nor Will was born on a farm.
2 Both Bunny and Will can drive a tractor.
3 Three of them work with animals (Katya, Bunny and Will).
4 Only Will works long hours.

5 Possible answers

Three of them come from farming families: Katya, Bunny and Pablo.
Three of them go to school or college: Katya, Bunny and Pablo.
Neither Katya nor Pablo live in the UK.
All of them are quite young.
Only Bunny wants to live in a different country.

Speak up

- 8 Share one thing you would like to do from the article and one thing you wouldn't like to do, e.g. *I'd like to work in a vineyard because I love grapes and I'd like to eat some as I work! I wouldn't like to deliver a new-born lamb as I think it would be really stressful*. Students talk about their answers in pairs. Monitor and encourage students to make their answers as full as possible. Nominate one or two students to share their choices and reasons.

Students' own answers.

To finish

Organise students into small groups. Ask them to brainstorm five or six questions they would like to ask the young farmers they read about (the answers must not be included in the text). When students have had two minutes to do this, conduct feedback. Write any particularly interesting questions on the board.

Nominate one student from each group to be a talk show host. Tell them they are hosting a talk show and have invited the young farmers from the article to appear on it. The other students in the group must choose which of the young farmers they would like to be. Give them a few minutes to practise their questions and answers. Circulate, providing support where necessary. Ask one or two of the strongest groups to perform their talk show to the rest of the class.

Homework

MyEnglishLab

VOCABULARY 1 (SB page 10)

Work and work skills

To start

Organise students into pairs and ask them to write down the names of two jobs they would like to do. When they have done this, ask them to think of adjectives to describe the jobs they have chosen, e.g.

Firefighter – I'd like to be a firefighter because it's an exciting job.

Lawyer – I want to be a lawyer because it's a well-respected job.

Encourage students to tell you what qualities you would need to be good at these jobs, e.g. *To be a firefighter, you need to be brave and quite fit. To be a lawyer, you need to be intelligent and hard-working.*

Note down any useful adjectives on the board, e.g. *exciting*, *well-respected*, *brave*, *fit*. Tell students they are going to learn all about ways of describing jobs and skills in this lesson and that you will come back to the jobs they have chosen at the end of the lesson to see if they can say more with the new language they will have learned.

1 Read the adjectives in the box aloud. Focus in particular on correct word stress, writing the words and marking the stress patterns on the board (all of the words are stressed on the first syllable, apart from *relaxing* and *rewarding* which are stressed on the second syllable). Drill the words chorally and individually. Ask students to match the adjectives with the statements and allow them to check their answers with a partner before conducting whole class feedback.

- 1 relaxing 2 part-time 3 well-paid
4 stressful 5 full-time 6 seasonal
7 rewarding/satisfying (*rewarding* and *satisfying* have a similar meaning)

2 Refer students to the example and complete it on the board, e.g. *Looking after animals is relaxing*. Elicit which is the adjective (*relaxing*) and which is the verb *be* (*is*). Students rewrite the statements in Exercise 1. During feedback, collect answers around the class, focusing on accurate word stress of the adjectives.

- 1 Looking after animals is relaxing.
2 My job at the hairdresser's is part-time.
3 My newspaper round is well-paid.
4 Rushing around in the restaurant is often stressful.
5 My mum's job is full-time.
6 I usually help with the olive-picking, which is seasonal.
7 Seeing a car that I've cleaned is rewarding/satisfying.

3 Tell students they are going to listen to people from the article in the previous lesson. Play the recording, twice if necessary. Allow students to check their answers with a partner and then check answers orally.

Draw students' attention to the phrases in bold. Check understanding by asking personalised concept questions, e.g. *Do you think you're good at coping with problems, Nergis? Why/Why not? Can you think of a time you wanted to prove something to yourself? Do you sometimes have to keep an eye on your little sister, Attila?*

► Track 1.1

1

Man: Hey, Will? Can you keep an eye on the new-born lambs for me? They need warm blankets and milk.

2

Will: Looking after the cows is hard work, but I'm happy to get my hands dirty helping on the farm.

3

Woman: Katya is giving medicine to her reindeer. She wants to prove to herself that she can do a difficult job.

4

Katya: My sister and I love living in tents. We like being able to work outdoors in any weather.

5

Pablo: We have to do this work on a sunny day. Farmers can't make plans until they know the weather forecast.

6

Bunny: My brother's very practical and can cope with many problems, but he can't drive a tractor and I can!

- 1 keep 2 get 3 prove 4 work 5 make 6 cope

4 Tell students they are going to learn more useful adjectives for describing people and the way they do their jobs. Students work with a partner to make the sentences. Read them around the class, focusing on the pronunciation of potentially tricky words, e.g. *punctual* /pʌŋktʃʊəl/. Then ask students to work individually to translate the words in bold into their own language.

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

Word XP

Read the adjectives in the box aloud. Drill the pronunciation chorally and individually. Focus on the unstressed pronunciation of the last two syllables in each case: /əbəl/ or /ɪbəl/. Ask students if they can think of other adjectives which end in *-able* or *-ible*. Write the new adjectives on the board.

5 Students choose the correct word to complete each sentence. Fast finishers can make sentences which use the incorrect option. Conduct class feedback, eliciting reasons for students' choices.

- 1 terrible 2 comfortable 3 reliable
4 possible 5 sensible 6 enjoyable

Game on

Read the instructions with students and focus their attention on the example. Distribute bits of paper for students to write their sentences on. Circulate and help with accuracy. Collect the papers and shuffle them. Place them on your desk and nominate a student to pick one and read it aloud. Encourage the rest of the class to guess who wrote it and why. Keep the pace fast and energetic, so that you can get through the entire class.

To finish

Ask students to remember the two jobs they chose at the beginning of the lesson. Give them a minute or two to think about words and phrases they have learned in this lesson which could be used to describe the jobs. Elicit ideas around the class.

Homework

Workbook page 4
MyEnglishLab

GRAMMAR 1 (SB page 11)

Present tenses

To start

Organise students into small groups. Ask each group to choose three of the adjectives ending in *-ible* and *-able* they learned in the previous lesson and write sentences with them. Refer them to the Word XP box on page 10 if necessary. Monitor as they write their sentences, checking that they are using the new language correctly. Students from each group then take turns reading out their sentences, leaving the adjective blank, e.g. *Skinny jeans are very ____ at the moment.* (fashionable).

The other groups have to listen carefully and decide on the correct *-ible* or *-able* adjective, writing their answers on the board. The group with the most correctly spelled adjectives at the end of the game is the winner.

Grammar XP

Refer students to the Grammar XP box. Write a few sentences about yourself using present tenses, e.g.

I'm a teacher and I live in Istanbul. I'm standing in front of my desk at the moment. I often cycle to work. In winter I take the bus because it's cold.

Ask students: *Which sentences are about my habits? Which sentence talks about what I'm doing now?*

Elicit how we form the present continuous (*am/is/are + verb + -ing*) and what we need to remember when we are using the third person present simple form (we add *-s* to the end of the verb). Generate examples of present tense sentences which are true for your students and write them on the board.

Tell students that for one day only they can ask you any question they like. However you will only answer questions which use present tense forms correctly. Give students a minute to think of their questions and then invite them to ask you questions. Answer correct questions and write them on the board, focusing on the form of both present simple and present continuous questions. Address any incorrectly formed questions and ask your students to work together to correct them.

- 1 Focus students' attention on the conversation and ask them to complete the gaps with the correct form of the verbs in brackets. Organise students into pairs and ask them to read out the conversation with a partner: this will give them the opportunity to check and discuss their answers. Nominate one pair to read the conversation to the rest of the class.

- 1 sometimes want
- 2 usually have
- 3 don't often wear
- 4 don't usually stay
- 5 are always getting/always get
- 6 often stays up
- 7 is always worrying
- 8 are getting
- 9 don't often see
- 10 usually like

- 2 Students complete the sentences using the correct form of the verbs in the box. During feedback, encourage students to give reasons for their choice in each case.

- 1 is always talking
- 2 meets
- 3 don't understand
- 4 are swapping
- 5 is learning
- 6 Do you usually wake up
- 7 writes
- 8 gets/is getting

- 3 Ask students to write the sentences using either the present simple or present continuous. Refer students back to the information in the Grammar XP box and elicit where adverbs of frequency and adverbial phrases are usually positioned in sentences. Encourage students to refer to this information as they complete this task.

- 1 My family spends a week at the seaside in summer./In summer, my family spends a week at the seaside.
- 2 My brother is always borrowing my favourite T-shirt – it's annoying!
- 3 My mum usually gets home at 6 p.m.
- 4 I play football for a local team most weekends./Most weekends, I play football for a local team.
- 5 We never have chewing gum in the classroom – it's not allowed.
- 6 Francesca is waiting for me at the bus stop right now./Right now, Francesca is waiting for me at the bus stop.
- 7 Tom is running faster and faster to catch the bus at the moment./At the moment, Tom is running faster and faster to catch the bus.
- 8 After all his adventures, Harry goes home to his parents' house in the end./In the end, after all his adventures, Harry goes home to his parents' house.

Write on

- 4 Tell your students about two things which people do which annoy you, e.g. *My flatmate is always leaving her clothes on the floor so I have to pick them up and she's always borrowing my clothes without asking me.* Elicit which present tense you have used here (present continuous). Remind students that we often use this tense when we are describing people's annoying habits. Ask students to write down two annoying habits using the present continuous. Organise them into groups and ask them to share their sentences with each other. Bring the class back together and ask each group to report back on some of the most annoying things which were discussed. Conduct a class vote, where your students vote for the most annoying habit they have heard about.

Students' own answers.

To finish

Prepare a few present tense sentences with adverbial phrases, but with the words in jumbled order, e.g.

it's warm sunny usually and summer in

(It's usually warm and sunny in summer.)

school he wears trainers always to

(He always wears trainers to school.)

my asking always without borrowing my sister clothes is

(My sister is always borrowing my clothes without asking.)

Organise students into small groups. Write the first sentence on the board. Challenge students to see which group can be the first to put the words into the correct order. Give the fastest group one point each time they unjumble a sentence successfully. Then ask groups to write some jumbled sentences of their own. The groups should take it in turns to come up to the board and write their sentences while the rest of the class puts the words in the correct order.

Homework

Workbook page 6

MyEnglishLab

VOCABULARY 2 (SB page 12)

Describing clothes

To start

Describe to the class what one of the students is wearing (do not look at the student as you describe his/her clothes). Say something like:

This student is wearing dark blue jeans with a pair of brightly patterned trainers. This student has a hoodie with a logo on the front.

Ask the class to name the student you are talking about. Then nominate a student to choose someone else's clothes to describe. The other students listen and guess who is being spoken about.

- 1 Focus students' attention on the words in bold and ask them to read the text quickly. Elicit descriptions of each of the clothing items and examples of the items in the class. Generate as much discussion as you can about the items by asking questions, e.g. *Why do you need to wear goggles when you go skiing?* (to protect your eyes from the snow) *Why do you think Eloise needs to wear flat shoes when she's working for her uncle?* (so she doesn't slip when she's carrying hot food).

Students' own answers.

- 2 Ask students to read the text again and match the clothing-related words with the definitions. Check answers quickly around the class.

1 casual

2 logo

3 short-sleeved

4 outfit(s)

5 waterproof

6 designer label

- 3 Focus students' attention on the patterns and ask them to match them to four of the adjectives. Ask students to identify people in the class who are wearing the patterns, e.g. *Omar is wearing a stripy T-shirt today.*

A patterned B spotty C plain D stripy

- 4 Give students a few minutes to read the article. Ask questions to check their understanding, e.g. *Why did Rob and Paul decide to set up their footwear company?* (Because they were involved in a tsunami and wanted to help other children.) *Were the flip-flops plain?* (No, they were brightly coloured.) *How do they advertise their flip-flops?* (On social networking sites.) Ask students to complete the text by choosing the correct answers.

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

To finish

Ask one student to start saying the alphabet in their head. Nominate another student to call 'Stop!' The first student should tell the class the letter of the alphabet which she or he has reached. Organise students into small groups. They have thirty seconds to find and write down as many things to wear as they can which begin with the letter called out. So for example, if the letter is *j*, answers could include *jeans, jogging bottoms, jumper, jewellery*, etc. Award one point to each group per item of clothing.

Continue until students have worked through a few letters of the alphabet. The group with the most points at the end of the game is the winner.

Homework

Workbook page 5

MyEnglishLab

Articles

To start

Bring in some photos from a fashion magazine (or use photos of people in the SB if you prefer). Ask a confident student to come up to the front of the class. Give another student a picture of a person (preferably choose one wearing brightly coloured and interesting clothes) and ask this student to describe the clothes to the first student, who must listen and draw the person and clothes described.

When the student has finished their description, the picture on the board and the picture in the magazine/book can be compared. Repeat the process a couple of times. Make a note of any problems or inaccuracies you noticed with use of the new language.

Grammar XP

Read the information in the Grammar XP box aloud to your students. For each example which is given, encourage the students to give you more examples. Ask them to give examples of rivers, important buildings, restaurants, names of streets in their own town or city, and write them on the board.

- 1 Remind students to refer to the Grammar XP box to help them decide whether the nouns in this task take a definite or zero article. Allow students to check their answers with a partner before conducting feedback around the class.

1 the 2 – 3 – 4 the 5 – 6 – 7 the 8 –

- 2 Ask students to choose the correct answer to complete each sentence. Check answers around the class, encouraging students to give reasons for their choices.

1 the 2 a 3 the 4 the 5 a 6 the

- 3 Before students read the article, ask them to put their hands up if they are wearing something made of denim. Ask them if they can tell you anything about denim. Ask: *What is it made of? When/Where was it invented? Why is it so popular?* Ask students to read the article quickly and tell you what they found out. Students complete the task. Read the article around the class, pausing occasionally and asking students to give reasons for their choices.

1 a 2 – 3 – 4 the 5 – 6 the 7 – 8 a 9 a 10 the

Write on

- 4 Write sentences about yourself on the board, using some of the prompts given.

The 'Taj Mahal' Indian restaurant in my home town is the best place I've ever eaten.

I'd love to visit Cuba.

Ben Nevis is an important place in my country – it's the highest mountain.

Elicit why you have or haven't used an article in each case. Ask students to write their own sentences using the prompts. Organise students into groups to share their sentences, and monitor as they read their sentences, checking for accurate use of articles. Ask students to find things their sentences have in common. Nominate a student from each group to report back. Encourage students to use the language they learned in the reading lesson where possible, e.g. *none of us, only one of us*.

Students' own answers.

To finish

Ask students to read the sentences they wrote in Exercise 4 to their partner, missing out the articles. Students have to listen to their partner and write down the article they think is missing.

After students have worked with their partner for a few minutes, open this up into a whole class game. Divide the class into two groups. Students should take it in turns to read their sentences to students in the other group, who should decide whether the sentences they hear need an article or not. The group with most correct sentences at the end of the game is the winner.

Homework

Workbook page 7

MyEnglishLab

To start

Do a dictogloss activity with your students to practise article use. Choose a very short passage. It could be from the SB, or if you prefer, you could use the following:

The White House is one of the most famous buildings in the world. It's famous because the president of the United States and his family live there. American presidents have lived there since the beginning of the nineteenth century.

Read the passage two or three times at normal speed, but do not allow students to write anything down. Then organise your students into groups and ask them to write down what they remember, paying particular attention to their use of articles.

When students have had time to discuss their ideas write down the passage you read and ask students to check their use of articles.

Power up

- 1 Read the situations (1–5) aloud. Ask students to choose one of the situations and give them a minute to write down what kind of clothes/accessories are needed. After one minute, ask them to find a partner who chose the same situation, to share their ideas and add any new ones to their list. Write the headings on the board. Ask one student from each pair to go to the board and write down their ideas. Conduct class feedback. Encourage students to disagree with the ideas. Ask questions to elicit specific responses, e.g. If students have written *shoes* under the heading 'a night out with a friend', ask: *What kind of shoes?* Elicit as much vocabulary as possible, e.g. *high-heeled shoes, designer trainers*.

Students' own answers.

Listen up

- 2 Focus students' attention on the photographs and ask them to describe what they see. Give students a moment to look at the questions. Elicit why it is important not to look at the options first (because students might focus on listening for these words rather than answering the question). Students should decide which photos are being discussed. Conduct class feedback.

2 (the photo shows a girl in a uniform) and 5 (the photo shows a young farmer)

- 3 Read the Skill advice aloud to your students before they begin the task. Give them a minute to read through the answer options and encourage them to ask you about anything they are not sure of. Play the recording while students answer the questions. Allow students to check their answers with a partner before conducting whole class feedback.

► Tracks 1.2 and 1.3

1

Olga: What did you think of England, then?

Will: It was great! We stayed with my cousins in the Lake District. We went sailing and climbing and hill walking. I'm definitely a bit fitter now. Look, here are some photos.

Olga: Are you the one wearing the, erm, *stylish* green waterproof jacket?

Will: Hey! That's my cousin, Louise!

Olga: Well, it's hard to tell – everyone's got hats on.

Will: I'm the one in the big woolly jumper and scarf. There – next to my dad in the big green wellies!

2

Uncle: So, are you enjoying your new job at the café? Or is it hard work?

Francesca: A bit of both, really. I like meeting people and I'm learning some new skills, like working the till and making coffee, so it's not dull. We have to wear a kind of uniform – a smart shirt and tie with a black skirt. The outfit's not too bad, really, but I'm always getting coffee on my shirt – it's so annoying! But the hardest part is that it's an early start because the coffee shop opens at eight a.m.

3

Luke: I start my Saturday job tomorrow and my dad reckons I should wear a long-sleeved shirt to cover the tattoo on my arm, but I think people shouldn't judge me!

Annie: Yeah, but you should listen to your dad. And remember: you need the money! What's the job, anyway?

Luke: It's at that new pizza restaurant. But it's not a waiter's job – I'll be washing up.

Annie: Well, maybe your tattoo's not important if you're in the kitchen, but wear the long-sleeved shirt tomorrow, then ask your manager if it's OK to wear a T-shirt next time.

4

Advisor: So, Jamie, when's your job interview? Is it next week?

Jamie: Yes. It's on Monday, at nine a.m.

Advisor: OK, good. So, what's the most important thing to do on Monday?

Jamie: Um ... look smart?

Advisor: Yes, but what's even more important than wearing a shirt and tie?

Jamie: Er ... be on time!

Advisor: Exactly. So set your alarm clock. Now, have you got the list of questions to ask them?

Jamie: Yes, I wrote it last night. It's here.

Advisor: Right, let's have a look. OK. And whatever happens, remember to smile!

5

Jake: I know. We got on really well, too.

Sara: You both looked really happy when I saw you.

Jake: Yeah. We have so many things in common. She's a real animal-lover, she likes being outdoors. She loves helping with the fruit-picking, too. She's just really normal and fun.

Sara: So what went wrong?

Jake: I wish I knew! In the end maybe I was too busy helping Dad on the farm. She wanted to spend more time together, but that's just not possible.

6

Jen: Mum, I've got a basketball match tomorrow. Is my kit ready?

Mum: I don't know. I haven't seen it. Did you put it in the wash?

Jen: No. Oh, hang on. It might still be in my sports bag. Aha!

Mum: Ew! Jen, it's really smelly and disgusting! How long has it been here?

Jen: Um ... maybe a week.

Mum: Right, let's put it in the wash right now, but you can take those trainers outside. I think they need some fresh air!

Jen: You might be right.

I B 2 C 3 C 4 A 5 B 6 A

- 4 Explain to students that they are going to check their answers in Exercise 3 and they are also going to identify how they found their answers. Read the questions aloud. Play the recording again and give students a couple of minutes to discuss their answers with a partner before class feedback.

Students' own answers.

Speak up

- 5 Organise students into groups and ask them to discuss the question. Monitor as they complete this task, offering support as necessary. Collect ideas around the class.

Students' own answers.

To finish

Organise students into small groups. They need to choose one of the situations from Exercise 1 and design the worst outfit for each case, e.g. *a night out with a friend* (pyjamas), *a family wedding* (a hoodie and trainers). Nominate students from each group to report back on their answers and explain in each case why their choice is inappropriate. Talk about how dress codes differ in different countries. Ask your students to tell you what they know about how people in different countries and cultures might dress on these occasions.

Homework

MyEnglishLab

SPEAKING (SB page 15)

To start

Tell students about the first time you met your best friend, e.g. *I met my best friend many years ago when we both had the same part-time job. I asked her what kind of music she liked and it turned out we both had the same favourite band! After that we found we had lots more in common.*

Ask students to remember the first time they met their best friend and tell their partner what they spoke about. Nominate a few students to report back.

Power up

- 1 Nominate students to read the sentences in the speech bubbles. Encourage them to use natural sounding pronunciation and intonation, e.g. falling intonation for *wh-* questions; rising and falling intonation for *Can I borrow your phone?* and *Do you want to come to the cinema?* Ask students to tell you which of these would be fine to say on a first meeting. There may be some debate, e.g. usually we wouldn't ask to borrow someone's phone on a first meeting, but in an emergency this would be OK.

Students' own answers.

Speak up

- 2 Read the questions aloud, focusing on friendly intonation. Drill the questions chorally. Ask students to get up, move around and find someone they don't usually work with. If your students are very shy, you can read out pre-prepared pairs which you have decided on in advance. Students should introduce themselves to each other and ask each other the questions. Nominate a student from each pair to report back on what they learned about their partner.

Students' own answers.

- 3 Refer students to the texts in the speech bubbles and the phrases in the box. Play the recording, twice if necessary, while students complete the texts. Allow students to compare their answers with a partner before eliciting the answers around the class. Elicit which question from Exercise 1 each person is answering.

► Track 1.4

A: I'm a big fan of rock music, especially *Go Radio* and *Mayday Parade*. I'm into *You Me at Six* as well. They're a British rock band. Actually, I'd love to see them live in a big arena. In fact, I'm planning to get tickets for their next tour.

B: Actually, I've been learning karate for nine years now and I'm a member of our local club. To be honest, it's hard work, especially when you've got lots of school work, too. My worst moment was when I broke my arm in a fall. I normally enjoy competitions and I've got a few cups, but I can't stand losing!

- 1 a big fan of
2 especially
3 into 4 Actually
5 In fact
6 Actually
7 To be honest
8 especially
9 enjoy
10 can't stand

A is answering the question: *What kind of music are you into?*

B is answering the question: *What are your favourite hobbies?*

4 Ask a student the question: *Do you ever go to the cinema?* When your student has answered, say *Oh, right ...* and look away. Ask another student the same question. This time, ask a follow-up question after your student's response, e.g. *Oh, really? How often do you go?* or *Why not?* Ask learners to tell you which example sounded more friendly and interested and elicit why (because you asked a follow-up question). Ask students to match the questions with the follow-up questions. Allow students time to check their answers with a partner before whole class feedback.

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

5 Focus students' attention on the phrases in the Language XP box. Read the words and phrases and ask students to give you examples of how to use them in sentences. Focus students' attention on the Exam advice and read it aloud to them. Organise students into pairs and ask them to read the tips and then take it in turns to ask and answer the questions in Exercise 4. Monitor as students complete the activity, ensuring that they are speaking loudly and clearly enough, and that they are using the new vocabulary accurately.

Students' own answers.

To finish

Organise students into two teams. Tell the class that you are going to ask individual students questions about their free time and hobbies. After the students have answered the question, the teams must compete to see who can be first to ask a follow-up question. They are not allowed to call out but must raise their hand once they have thought of their question. Award points for sensible and accurately formed follow-up questions. The team with the most points is the winner.

Homework

MyEnglishLab

WRITING (SB pages 16–17)

To start

Write an opinion sentence on the board, e.g. *Unhealthy food should be made illegal.*

Organise students into two teams: 'for' and 'against'. Give students a minute to prepare reasons for or against the statement you have written. Conduct a speed debate where students take it in turns to stand up and give their opinion one at a time. The other team should reply for or against the sentence by stating their opinion. Award points for ideas which are sensible and well expressed. The team with the most points at the end of the game is the winner.

Power up

1 Give an example of which opinion you agree with most, e.g. *I love being out in the fresh air because I think it's healthy and makes me feel calm and relaxed.* Organise students into pairs and ask them to tell their partner which opinion they agree with the most and why. Monitor as students do this, encouraging them to give reasons for their answers. Conduct class feedback and find out which statement most of your students agreed with.

Students' own answers.

Plan on

2 Focus students' attention on the photos and ask them to describe what they see. Ask: *Where would you like to be right now, if you had the choice. Why?* Ask students to follow along as you read the advert. Ask: *Do you agree with the statement?* Ask for a show of hands to see if they agree/disagree with the statement. Organise students so they are working with a partner who has the same idea as they do. Give them a minute to discuss their reasons for thinking that life is better in the city (or not). Conduct class feedback and write students' ideas on the board.

Students' own answers.

- 3 Give students two minutes to silently read Leandro's essay. When they have finished, ask them to tell their partner if they found ideas which were different to their own.

Students' own answers.

- 4 Ask students to tell you whether they think the two words refer to good or bad things. Ask them to find the words in the text and draw their attention to the surrounding words in both cases, e.g. (benefit) ... *there are lots of benefits*. (downside) *The only downside is ...*. Personalise the language by asking students questions about their own area, e.g. *What are the benefits of living in ... (students' town)? Are there any downsides to living here?*

1 good things

2 bad things

- 5 Explain that it is very important to organise essay writing so that it has a clear beginning, middle and end. Elicit why it is important to do this (so that readers can follow your argument easily). Students match the headings with the correct paragraphs. Check answers around the class.

1 D 2 A 3 C 4 B

- 6 Refer students to the Language XP box and read the categories aloud. Ask students to look at the words and phrases in bold in the essay. Ask them to copy the categories into their notebooks and give them a two-minute time limit to write the words in bold under the correct category. Conduct class feedback and ask your students if they can think of any more examples to add to the different categories.

Giving reasons and results: The main reason ... is, because, so,

Another reason is (that)

Adding more points: too, In addition, Also

Giving opinions: in my view, Personally, I disagree that

Contrasting opinions: However, In spite of that, but

Summarising: On balance, ...

- 7 Focus students' attention on the linking words in the box. Ask them to complete the gaps using the words. As you check answers around the class, elicit whether the statements are talking about benefits, downsides or conclusions.

1 However, because (benefit)

2 so, too (benefit)

3 so (downside)

4 However (downside)

5 as, too (downside)

6 but (conclusion)

Write on

- 8 Direct students' attention to the essay prompt and read it aloud to them. Organise students into pairs and ask them to discuss the title and the first two points ('exercise' and 'entertainment'). After a couple of minutes bring the class together. Conduct feedback, generating as much useful and relevant language as possible and write it on the board.

Students' own answers.

- 9 Ask students to think about other points which they could discuss. Refer them back to the discussion they had in Exercise 2 if they are having difficulty thinking of ideas.

Students' own answers.

- 10 Read through the essay plan together. Ask students to write a brief plan for their essay using their ideas from Exercises 8 and 9. Encourage them to compare their plan with a partner. Circulate as students plan their essay, checking that they are following a clear and organised structure.

Students' own answers.

- 11 Read the Exam advice together. Students should use their plan from Exercise 10 to write their essay. Offer support where necessary. When students have finished writing their essays, ask them to ensure that they have included all of the information from their plans. Ask students to swap their essays with a partner. They should check each other's work for spelling and grammar mistakes. Read a selection of the best essays out to the class and/or display them on your classroom wall.

Students' own answers.

Model answer

Some people say that city life is bad for young people because they think that it is unhealthy and dangerous for them. However, I come from a big city and in my opinion, there are a lot of benefits for young people who live in cities.

The main benefit of city life is the educational opportunities. Young people living in cities can visit museums and go to the theatre and cinema much more often than people who live in the countryside. In addition, they have a greater choice of friends to go to these places with.

Some people think that young people living in cities have an unhealthy lifestyle than people who live in the country, but I disagree. There are many parks and sports centres where young people can go to get exercise.

Finally, I think that young people living in cities are more independent because they do not need their parents to drive them everywhere they need to go. This is because public transport is usually very good in big cities.

On balance, I disagree that city life is bad for young people, as I think it is exciting and educational. In spite of that, I have friends who couldn't cope with life in the city. I think it depends on what you're used to.

To finish

Dictate the following words and ask students to write them down:

comfortable, seasonal, accountant, agriculture, flip-flops, terrible, well-paid, tight, waterproof, get your hands dirty, prove (to someone) and stereotype.

Nominate students to come to the board to write the words from the dictation. Check that they have used the correct spelling. Then organise students into groups. Challenge them to think of a story which uses all of the words from the dictation.

After five minutes, nominate a student from each group to tell the rest of the class their story. Award points for the story which manages to accurately use the most words.

Homework

MyEnglishLab

SWITCH ON (SB page 18)

Reindeer moves

1 Read the question aloud to your students. Organise students into pairs and ask them to guess which three things they will hear about. Play the video and ask students to check their predictions.

Students' own answers.

The narrator doesn't mention C (special clothes) or E (Ella's school).

2 Give students a moment to look at the questions. Play the video again so that students can answer the questions. Check answers around the class.

1 3,000

2 yes (She was given some the day she was born.)

3 (up to) 80 kilometres an hour

4 They must get from the island to the mainland (for winter food).

5 a baby deer turns round

6 one hour

3 Ask students to discuss their opinions. Monitor during the task, offering support as necessary. Elicit students' ideas during class feedback.

Students' own answers.

Project

4 Tell students that they are going to write their own video script for an event in their local town or area. Organise them into groups and focus their attention on the three questions. Nominate a confident student to read the example aloud to the rest of the class. Allow students time to come to a decision on the event they have chosen and bring the class back together again to discuss ideas. Students then write their script and rehearse it. Monitor, modelling pronunciation and intonation where necessary. Students film the scripts in the classroom or on location if possible. Bring the class together to watch the films and give constructive feedback.

Students' own answers.

REVISION (SB page 19)

1

- 1 enjoyable
- 2 sensible
- 3 organised
- 4 reliable
- 5 stressful
- 6 satisfying

2

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

3

- 1 kit
- 2 flip-flops
- 3 hairstyle
- 4 baggy
- 5 casual
- 6 apron
- 7 plain
- 8 goggles

4

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

5

- 1 time
 - 2 the
 - 3 eye
 - 4 paid
 - 5 label
 - 6 flops
-
-

Homework

Workbook pages 8–9
