



Lead-in SB p9

Read through the Unit Overview before starting each unit. This will give you information about what topics, themes, language points and skills will be focused on in the unit, as well as particular exam preparation and practice. This will be of main benefit to you while preparing your lessons. However, if you have students who like to know what they will have covered by the end of the unit you may wish to read through it with them. This might be of particular interest to those preparing for the B1 Preliminary for Schools exam.

Write the unit title *Identity* on the board. Put students into pairs. Ask them to read the title and think of ideas of what makes up a person's identity (e.g. culture, family, hobbies, job, skills, beliefs, family, friends). Conduct whole class feedback. Ask pairs to discuss which of the things on their list they think has had the most impact on their identity. They could rank them from most important (1) to least important. Ask one or two students to tell the class how they're similar or different to their partner in terms of identity.

Ask learners to read the quote *Be who you are* and discuss what they think it means in pairs (*Be yourself without worrying what other people think*).

Find out if the class thinks the girl in the photo looks the same or different in her photo and why. Ask if we try to present ourselves differently in photos than in real life. Ask the class to think of adjectives to describe the girl's character and note them on board, e.g. friendly, fashionable, unusual.

Give students time to think of answers to the discussion questions before they discuss them in pairs. Conduct feedback with the whole class, asking one or two pairs to share what they discussed.

Identity

READING

topic: identities
skill: matching information
task: multiple matching

GRAMMAR

talking about the present: present simple and continuous
adverbs of frequency, time phrases

VOCABULARY

personality adjectives
adjective + preposition collocations

LISTENING

topic: cities
skill: understanding agreement and disagreement
task: multiple choice

SPEAKING

topic: giving personal information
skill: giving reasons and examples
task: introductions – social interaction

WRITING

topic: a personal profile
skill: getting started, reacting, finishing
task: email

SWITCH ON ▶

video: no more girls and boys
project: give a presentation

READING

 SB pp10-11

To start

On the board, write *Identity – who are you?* Then demonstrate the activity by telling the class who you are, e.g. *I'm a father, a brother, a son, an uncle, a cousin, an F1 fan, a chocolate lover, a gym member, a great chess player,* etc. Put students into pairs and ask them to come up with as many things to describe them in two minutes. Conduct feedback in open class, asking one or two pairs to share what they had in common.

Power up

1 Closed books. Ask students if they can guess what an *identity box* is. Open books. Ask students to look at the pictures and read about what an identity box is to check their predictions and answer questions 1–3. Check answers with the whole class.

1 It's a box where you put things (photos, objects, etc) that you think represent you or your life.

2 & 3 A – a silver box with jewellery, a photo of a mum smiling, a child's ballet shoe;

B – a wooden box with a photo of a family with two children, a postcard of the Taj Mahal, a book;

C – a basket-type box with a photo of a boy on skis, a mini football on a key ring and a portable games console

Possible answers: A – Girl who likes ballet and jewellery, or a mum who enjoyed ballet when she was younger. B – A person whose family who visited the Taj Mahal and enjoy reading Indian fairy stories. C – A boy who likes skiing, football and playing computer games.

Read on

2 Note that this is a B1 Preliminary for Schools multiple-matching reading task. Ask students to read Marla's profile and to say why some information is highlighted (it tells us the key information about her). Ask what kinds of words give us key information (e.g. a noun, a verb, an adjective). This will help students when they highlight key information in profiles 2–5. Check answers with the whole class, reiterating the kind of words/phrases highlighted.

1 music, socialising/being with friends

2 being outdoors, reading

3 music, drama/acting

4 being outdoors, sports

5 cooking, travel, clubs

Key words

2 I live in a village near the mountains with my parents and all my cousins. I spend a lot of time outdoors but I also like reading at home. I want to be an author.

3 I live in the city with all my brothers and sisters. We're very musical – we always fight about who gets to play! We go to a lot of shows. We're taking part in a TV programme.

4 I'm living with my grandma by the sea this summer but I go back home every weekend. I love being outdoors and I do lots of sports.

5 I know everyone because I live in a very small village! I like cooking for my family. I travel a lot and I'm a member of several clubs. I like organising people.

exam tip

3 Elicit from students what information they know about Marla. Ask them to read the exam tip and do the first task, i.e. choose the correct information. Check answers with the class and explain that some of the information in Marla's profile will match a few different identity boxes but only one box will match all of her information. Ask students to complete the second task in the box. Conduct feedback in open class, asking students to justify their answer.

1 city 2 music 3 with friends

exam task: multiple matching

4 e Ask students to match the remaining profiles 2–5 with the identity box descriptions to complete the exam task. Remind students to make sure all the information in the profiles matches the descriptions and point out that there are three descriptions that students do not need to use. Put students into pairs to check and justify their answers. Check answers with the whole class and ask students to justify their answers.

1 G *huge city* = 'skyscrapers and huge buildings', *play the guitar* = 'CD of pop singer' and 'music teacher', *hang out with friends* = 'students together in a park'

2 A *a village near the mountains* = 'house at the bottom of a valley', *parents and all my cousins* = 'eight children', *time outdoors* = 'walking boots', *author* = book with the title 'how to write'

3 C *with my brothers and sisters* = 'several boys and girls', *very musical* = boy holding a guitar, *we go to a lot of shows*, *taking part in a TV programme* = a programme for the theatre, a page from an entertainment guide

4 H *grandma* = 'old lady', *by the sea* = 'surfboard', *lots of sports* = football (and he surfs) NB both outdoors

5 F *small village* = little houses around a square, *cooking* = saucepan, *travel a lot*, *member of clubs* = diary with timetables and notes

extra: fast finishers



Ask fast finishers to write a profile for one of the remaining identity box descriptions which doesn't match a profile. They can work in pairs if possible to agree on their ideas.

5 Ask learners to read the definitions and see if they can guess what the words might be in pairs. Tell students they need to read both the profiles and descriptions to find the correct words. Conduct feedback with the whole class. Check students' understanding of the vocabulary by asking these questions: *Is a valley flat or hilly?* (hilly); *Where do teenagers often hang out?* (e.g. shopping centre, at someone's house); *What kind of stickers do children sometimes collect?* (e.g. football stickers/Disney stickers); *What's the opposite of background?* (foreground); *What are teenagers often members of?* (e.g. sports clubs, drama club).

1 valley (paragraph A)

2 hang out with (Marla's profile)

3 stickers (paragraph F)

4 background (paragraph H)

5 member (Coco's profile)

alternative: mixed ability



On a piece of paper, write the paragraph number that each word in the exercise can be found in (1 – A, 2 – Marla’s profile, 3 – F, 4 – H, 5 – Coco’s profile). Pin this information on a wall. Students who need more support can look at it to help them do Exercise 5 more easily.

extra: digital



There are some videos on YouTube of students showing their identity boxes and talking about them. Students could watch one of these videos and note down what’s in the box and why the person chose it. Search for *identity box*. Students could then create their own digital box and video themselves talking about it. They could create their videos using a free app such as WeVideo or iMovie.

Sum up

- 6 Closed books. Write the names of the people in the reading task on the board (i.e. *Marla, Sandip, Sandra, Paolo, Coco*). Highlight the example given to help demonstrate the task. Students work in pairs to complete the task. Choose a student to summarise each of them in open class and ask the other students if they agree with that summary or not.

Possible answers

Marla’s box is painted with pictures of skyscrapers and huge buildings. There’s a CD and a card with the address of a music teacher on it. There’s a photo of Marla and her friends at the park.

Sandip’s box is made of paper. There’s a photo of his large family near a house at the bottom of a valley. There’s a pair of walking books and a book about how to write.

Sandra’s box is painted with lots of colours. There’s a theatre programme, a page from an entertainment guide and a photo of boys and girls. They’re walking on a bridge and one boy is holding a guitar.

Paolo’s box is very big. It has a basketball in it and a photo of a boy surfing and an old lady. There’s a photo of a football team on a bus with mountains in the background.

Coco’s box has got stickers of different places on it. There’s a photo of houses in a square near a river. There’s a small saucepan and a diary with timetables and notes in it.

Speak up

- 7 Model the task by telling the class what you would put in your identity box and why. Give students time to plan what to put in their own boxes. Put students into small groups to share their ideas. Ask groups to share any particularly interesting items discussed with the whole class. Deal with any common errors you heard while monitoring the discussion.

Possible answer

My identity box is quite large. In it, there’s a photo of my family on holiday in Florida because we went there when I was young and it’s a special memory. There’s also a pair of dancing shoes because I love dancing and take lessons twice a week. There’s a necklace which my parents gave to me for my last birthday. It’s very pretty and I like it a lot. My tablet is in there because I use it all the time. I can’t live without it.

To finish

Ask students to create an identity box for their class or for their school. Ask them to decide ten things to put in it which represent the class in some way. Put them into groups to come up with ideas first, and then ask the class to work together to agree on the top five items.

Presentation tool:

Unit 1, Reading

Workbook / Online Practice:

WB pp6–7

Extra Practice App

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GRAMMAR

 SB p12

To start

Write these questions on the board: *What are some things you do every day outside school? What is something you eat almost every day? What projects are you working on at the moment, in or out of school? What are you looking forward to at the moment?* Ask students to work in pairs and discuss the questions. Monitor and assess how well students use the present simple and present continuous and any particular issues of use, form or pronunciation that you feel you need to address and spend more time on in the lesson. Ask a few students to share what they learned about their partners, again assessing their use of the present tenses.

Possible answers

I help my parents clean the kitchen after dinner every day.

I don't like it, but I have to do it.

I have corn flakes for breakfast almost every day. I sometimes have toast but not very often.

I'm working on a project for my history class. I have to research the life of the Romans and give a presentation with my group.

I'm looking forward to my birthday next month because my parents are organising a weekend away.

alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

explore grammar

SB 126

- 1 Write an example sentence in the present simple and present continuous (e.g. *I help my parents clean the kitchen after dinner every day. I'm working on a history project at the moment.*). Underline the present simple and present continuous verbs. Elicit the two tenses from the class and ask why they're used. Ask students to read the explore grammar box to check their ideas. Clarify the use of the two tenses and how each tense is formed with the class. Give students time to complete the examples with the given verbs. Conduct feedback in open class.

- 1 go
- 2 spend
- 3 are taking part
- 4 like
- 5 want

watch out for



Remind students that some verbs can describe both states and actions, e.g. *think, feel, see, have*. Read out these pairs of sentences and elicit which describes an action and which describes a state. Give students ten seconds to think before asking the whole class to hold their thumbs up for action or their thumbs down for state.

- 1 A I'm thinking about joining a gym. (= action/brain process)
B I think you're wrong (= state/opinion).
- 2 A I feel this is a waste of time. (= state/opinion)
B I'm feeling sad. (= action/a feeling)
- 3 A I'm seeing the doctor later. (= action/meeting)
B I see what you mean. (= state/understand)
- 4 A We have a barbecue every Sunday. (= action)
B We have a new car. (= state/own)

- 2 1.1 Explain that students will watch or listen to some British teenagers talking about their lives. Ask students to read the questions in the exercise before you play the recording/video. Explain that they'll first hear seven answers to one question and then eight answers to the other. Set the task and play the video if you're able to do so once. Otherwise, play the recording. Check feedback in open class.

- A 1, 7, 9, 10, 2, 6, 3
- B 1, 2, 3, 4, 5, 6
- C 8, 11

- 3 1.2 You could ask students to predict the missing verbs and verb forms before they listen to help them process the sentences and better prepare for what they'll hear. Play the video/audio so that students can complete the sentences. Play it again if students need, asking students who have all the answers to listen for additional information. Conduct feedback in open class, asking why the tense is used in each sentence.

- 1 do (habit/repeated action)
- 2 play (habit/repeated action)
- 3 have (habit/repeated action)
- 4 'm looking after (action happening around now)
- 5 'm playing (action happening around now)
- 6 'm watching (action happening around now)
- 7 'm studying (action happening around now)
- 8 'm doing (action happening around now)

extra

Play the recording again and ask students to note down at least six activities that the speakers mention that are not mentioned in Exercise 3. Check answers with the class. Then, put students into pairs and ask them to compare the teenagers in the video with themselves and their friends. Are they similar or different? How? Conduct feedback in open class.

do homework, watch TV, watch YouTube, read, play on a Playstation, talk to friends online, do gymnastics, play a sport called rackets.

personality adjectives

To start

On a piece of paper, write down five adjectives of personality that your class are likely to know, e.g. *creative, friendly, honest, polite, smart*. Put students into teams. Write the first letter of each adjective on the board. Tell teams that they must write down what they think each adjective is. Start the game. When a team has finished guessing, they put up their hands. You check their answers and tell them which are correct and which aren't. Keep doing this until a team guesses all five correctly.

1 You could ask students to work in pairs, cover the definitions and discuss what they think the words mean in pairs. Students then uncover the definitions to complete the task. Encourage them to use a dictionary to check words they're unsure of, e.g. the Longman Exams Dictionary or the Longman Dictionary of Contemporary English online. Conduct feedback in open class. Drill the pronunciation of the words, focusing on challenging pronunciation, e.g. *lively* and *calm*.

- 1 bossy 2 lazy 3 lively 4 noisy 5 rude 6 funny
7 clever 8 confident 9 sporty 10 serious
11 shy 12 calm

alternative: mixed ability

Ask stronger students to cover the adjectives in the exercise and try to complete the definitions without them. Once they've done that, they can then look at the adjectives to compare their answers or fill in the definitions they couldn't complete.

2 Give students time to answer the questions on their own and then compare their ideas with their partner. Conduct feedback in open class. Find out how students might organise the adjectives differently and why.

- 1 because they are positive (A), negative (B) and neutral (C)
2 Students' own answers

critical thinking

Write these sentences on the board:

My brother's *ambitious*. He wants to be CEO one day.
My sister's *generous* with her time. She helps everyone.
My uncle's *easy-going*. He doesn't worry about anything.

Check students understand the meaning (*ambitious* – determined to be successful; *generous* – willing to give money/time to help people; *easy-going* – not easily upset, annoyed or worried) and drill the pronunciation. Students work in pairs and discuss whether the adjectives are positive, negative or both. Check as a class.

Possible answers

Ambitious is positive when it describes working hard to achieve success but it can be negative if a person hurts others to get what they want.

Generous is generally positive but if people take advantage of that person, it could be negative.

Easy-going is often considered to be positive but if a person is too easy-going, sometimes they don't get things done. Stress can be a positive motivator in our lives. Too much is negative.

4 Ask the class what kind of text this is (an online conversation). Ask students to read it quickly and then ask the class who the two people are (two friends), where they are (one is in Argentina) and what they're talking about (their school day). After students complete the gaps, put them into pairs and compare and justify their verb choices. Conduct feedback in open class.

- 1 are you doing (action happening now)
2 am/'m sitting (action happening now)
3 do, finish (repeated action)
4 ends (repeated action)
5 am/'m relaxing (action happening now)
6 starts (repeated action)
7 doesn't finish (repeated action)
8 Are you studying (action happening now)
9 am/'m doing (action happening now)
10 are/'re practising (action happening now)

extra: fast finishers

Ask fast finishers to read the conversation for two minutes and try to remember it. They should then close their book and work with another fast finisher to have the conversation orally, as if they're on a video call.

Speak up

5 Model the activity yourself or draw students' attention to the example given. Give students time to think about a few things they could say. Monitor and assess students' use of present tenses as they share information in pairs. Ask students to share the most interesting thing they learnt about their partner in open class. Deal with any common errors you noted down when monitoring, focusing on use of the present tenses.

Possible answers

My alarm goes off an hour before I actually get up. I always have a cup of hot milk before I go to bed. I hate peas. I listen to music when I do my homework.

extra

Ask students to rate their use of the present tenses and note down a number in their books (1 = needs work, 5 = very good). Quickly walk around the room and get a sense of how students feel about their ability to use the grammar. Direct weaker or less confident students to the grammar reference exercise on page 127.

To finish


Ask students to answer the questions in Exercise 3, using appropriate tenses. Monitor and encourage corrections on the spot. Ask one or two students to share what they learned about their partner with the whole class.

Presentation tool:	Unit 1, Grammar
Workbook / Online Practice:	WB p8
Photocopiable activity:	1A
Grammar reference and practice:	SB pp126–127
Audioscript:	SB p167
Grammar PowerPoint presentation	

1 Identity

VOCABULARY (Continued)

3 Help students understand the overall meaning of the conversation by asking them to read it quickly and say who the people are (probably siblings) and what they're talking about (A wants to go out but B doesn't). Students then choose the correct word options. Put students into pairs to compare their answers but don't check them with the whole class yet.

4  1.3 Play the recording so that students can listen and check their answers. Answer any questions they might have. Play the recording a second time and ask them to pay attention to Speaker B. How does she feel? (annoyed); How do we know? (the words she uses and his intonation). Find out if anyone in the class has had similar conversations with their siblings.

1 lazy 2 sporty 3 bossy 4 calm 5 confident 6 rude

explore language

Write *good, bored, excited, interesting, afraid, keen* on the board. Ask the class what prepositions they think follow each adjective. Students then read the explore language box to check their ideas. Write *I'm interested in ...* on the board. Ask students to complete it with a noun and an activity to check their use of the gerund (i.e. *I'm interested in science / I'm interesting in learning about science*). Highlight the consonant-vowel linking between the verb and preposition, e.g. good at, interested in, frightened of. Highlight the use of weak prepositions *at* and *of* (i.e. /ət/, /əv/).

exam task: multiple-choice cloze

5 **e** Ask students to read the title and predict what the article might say. Students then read the article quickly to check their ideas. Ask them which word A–D completes the first gap to demonstrate the task. Ask students to explain their answer. Give students time to complete the task and put them into pairs to compare and justify their answers. Conduct feedback in open class, establishing why each answer is correct.

- 1 C interested + in; *interested* is never followed by the other prepositions
- 2 C act = behave; it's the only word that collocates with the expression 'in a way'
- 3 B keen on; no other word collocates with 'on'
- 4 B following rules = fixed phrase
- 5 B behaviour = way of acting; is the only word that collocates with 'towards'
- 6 D similar collocates with 'to' NB same as, match with, like has no prep

Speak up

6 Ask students to work in pairs and think of a yes/no question for each adjective and preposition collocation in the language box. Point out the example given. Monitor and check students are using the gerund appropriately. Once finished, put two pairs together so they can interview each other using their questions. Ask pairs to share anything interesting they learnt with the whole class. Deal with any errors you noticed when monitoring, especially those related to the use of the adjectives and prepositions.

Possible answers

Are you good/brilliant at cooking? Are you bad/terrible at skating? Are you bored/fed up with doing homework? Are you fed up with cleaning your room? Are you excited about the weekend? Are you interested in cat videos? Are you afraid/frightened of spiders? Are you keen on romantic comedies?

Fun footer

This joke is a typical children's joke in English. Ask students what noise a cow makes in English (moo). Read out the first half of the joke to see if students can guess the answer. If not, tell them the answer. You could also ask students *Where do cows go on holiday? To Moo York or Where do cows get their knowledge about history and culture? From the mooseum.*

To finish

Describe some people in your family using the vocabulary in the lesson. Put students into pairs to describe their families. You might want to give weaker classes time to prepare what to say. Monitor and listen to the students' use of the vocabulary. Find out from a few pairs if their families have anything in common. Deal with any common errors you heard while monitoring with the whole class.

Possible answers

My brother's quite bossy. I get fed up with him because he always tries to tell me what to do!
My sister's really lively. She's always got a lot of energy which can be annoying at times!

Presentation tool:	Unit 1, Vocabulary
Workbook / Online Practice:	WB p9
Photocopiable activity:	1B
Extend vocabulary:	SB p144
Audioscript:	SB p167
Extra Practice App	

LISTENING SB p14

To start

Give students two choices, e.g. cats/dogs, tea/coffee, watching sport/doing sport). Students stand on the left of the room if they prefer your first choice (e.g. cats) and on the right if they prefer your second (e.g. dogs). If you don't have space, ask students to turn to the left for the first choice and the right for the second choice. Students discuss their reasons with a partner for one minute. Continue giving options until you end with *city/country* to introduce the topic of the lesson.

Possible answer

I prefer cats because they're cute but they're independent. You don't have to take them for walks all the time or clean them when they get dirty. They clean themselves!

Power up

- 1 Elicit which adjectives are positive (*excited, interested, pleased, relaxed*) and which ones are negative (*dirty, stressed, tired*). Check students understand the meaning of *stressed* (so worried and tired that you can't relax). Give students time to think of an answer to the question.
- 2 Demonstrate the activity yourself. Put students into pairs to complete the task. When finished, ask one or two pairs to share what they learned about each other in open class.

Possible answer

I really love London because it's full of life. It's interesting because of its history and there are loads of things to do there. I get excited when I visit but it isn't perfect. The streets are busy and dirty and it's noisy too.

Listen up

- 3 Explain that students usually have to listen for agreement, a suggestion or how people feel in this task, which is the Listening Part 2 task in the B1 Preliminary for Schools exam. Ask students to read the question in 1 and identify which of the three things they have to listen for. Ask them to identify the key words in the sentence. Ask students to work alone to do the same with questions 2–6. Conduct feedback in open class.



- 1 A *feel sad, like, changes, hard to live*
- 2 F *amazed, happy, surprised*
- 3 A *great history, romantic, exciting*
- 4 F *easier to live, enjoys, variety, happy, new buildings*
- 5 A *friendly, serious, relaxed*
- 6 S *train, fastest, walking, interesting, bus, better*

exam tip


- 4 Ask students what kind of language they might hear someone say when they agree with a person or when they disagree with a person. Students read the exam tip to compare their ideas and then complete the task at the end. Check answers with the class.

1, 3 and 5 as these are the conversations where students need to listen for agreement.

exam task: multiple choice (short texts)

- 5  1.4 Ask students to read the three options in each question in Exercise 3 and remind themselves of the key words they identified so they know what to listen out for. Conduct feedback in open class. Play the recording so students can choose the correct answers but don't check answers with the class yet.
- 6  1.5 Play the recording a second time so that students can check their answers or answer any questions they didn't get the first time. Put students into pairs to discuss and justify their answers. Conduct feedback in open class. With any tricky questions, play part of the recording again to help them get the answer right.
 - 1 C he says the wind makes him cross and she says 'it's true the weather is annoying here'
 - 2 C to explain why she likes she says 'Yeah, its great; there's so much choice' = 'variety of things to do'
 - 3 A he says he would like to go to Istanbul; she says 'Yeah, I read about it – it sounds wonderful'. This is the only opinion they share.
 - 4 B he refers to 'people from all over ... which is more interesting'
 - 5 B he says he is not as serious in the country and she agrees 'Yeah; I don't think I laugh as much here (i.e. in the city)'
 - 6 C she says 'Why don't you come on the bus?' and gives reasons

explore grammar

SB 126 

- 7 On the board, write *I hate autumn – it's always so windy / My brother usually stays up late at weekends*. Ask students to identify the adverb of frequency in each sentence (*always, usually*) and their purpose (to say how often something happens). Students read the explore grammar box to check and choose the correct words. Check answers with the class.

- 1 after
- 2 before
- 3 at the end

extra

To check students' understanding of the explore grammar box, write the sentences below on the board. Ask students to decide where the adverbs in brackets should go. Give students time to do this alone before you check answers with the class.

- 1 *I ride a bike.* (hardly ever)
- 2 *They take the bus to school.* (on Mondays)
- 3 *The streets are busy.* (often)

- 1 I hardly ever ride a bike. (between the subject and verb)
- 2 They take the bus to school on Mondays. (at the end of the sentence)
- 3 The streets are often busy. (after are)

1 Identity

LISTENING (Continued)

8 Elicit from students the correct order of the words in question 1 and the reason why. Give students time to do the rest of the exercise on their own but give them the opportunity to compare their answers with a partner. Conduct feedback with the whole class.

- 1 We can see a full moon once a month.
- 2 It isn't usually dark in June.
- 3 I like swimming in the river now and then.
- 4 Tom and I go skating once a week.
- 5 It often rains in the middle of the day.
- 6 I am always tired on Friday evenings.

9 Demonstrate the activity by writing a sentence about you on the board using one of the words/phrases given, e.g. *I go on holiday twice a year*. Give students time to complete the task. Monitor and give feedback to individual students on their sentences. Elicit corrections to any incorrect sentences, focusing on the position of the adverbs/time phrases.

Possible answers

- 1 I hang out with my friends every weekend.
- 2 I go on holiday every now and then.
- 3 I rarely take part in a sport.
- 4 I watch a movie once a week.
- 5 I study most days.
- 6 I read a book every evening.

Note that it's not common to use an adverb of frequency in sentence 1 unless we state where or when, e.g. *I often hang out with my friends at the weekend*.

10 Demonstrate the activity with a strong, confident student in the class. Ask follow-up questions and encourage them to do the same to find out what you have in common (e.g. *Where do you hang out with your friends? What do you usually do?*). Monitor while pairs do the task and assess their use of adverbs of frequency/time expressions. In open class, ask a few students if they were similar or not to their partner and why/why not. Deal with any common errors you heard when monitoring.

Possible answers

- A:** I hang out with my friends every weekend.
B: I don't hang out with them every weekend. I hang out with them once or twice a week outside school.
A: What do you usually do?
B: We go to the park or to my house.
A: We usually go to Monica's house and hang out there.

alternative: mixed ability



Give weaker students support by asking the whole class to brainstorm follow-up questions to ask each other. Note these on the board so that weaker students can use them to have a more effective discussion in the exercise.

Possible questions

- 1 Where do you hang out? What do you do there?
- 2 Where do you go? How do you travel? Who do you usually go with?
- 3 Why don't you do sport? What kind of sport do you do? Where do you do it?
- 4 What kind of movies do you watch? Where do you watch them? Do you watch them alone?
- 5 When do you prefer to study? Where do you prefer to study? Do you listen to music when you study?

Fun footer

Ask students to read the statement and explain that research shows this is true. Ask students to discuss in pairs why it's true and then elicit ideas in open class. Note that researchers believe it's because people have longer to think about their answer when texting and therefore have time to give more accurate answers.

To finish

Conduct a class survey. Each student writes a prediction about the class using an adverb of frequency or time expression (e.g. *People in the class usually have dinner at 7pm*). The student then interviews as many students in the class as possible to find out if their statement is true or false (i.e. *Do you always do your homework in the evenings?*). Students then report their findings back to the class or, if you have a large class, to a group (e.g. *Only half the students in the class have dinner at 7pm. The other half eat earlier or later*).

Presentation tool:

Unit 1, Listening

Workbook / Online Practice:

WB p10

Audioscript:

SB pp167-168

Extra Practice App

To start

On the board, write your answers to three or four of the questions below. Students work in pairs and guess the questions. Conduct feedback with the whole class. Explain that this lesson will focus on questions like these.

What do you enjoy doing in your free time?

How do you get to school every day?

What do you usually do at the weekend?

What did you do last weekend?

How often do you watch TV?

- 1** Check students understand the difference between *full name* and *surname* (*surname* is just your family name but *full name* is both first and surname, perhaps also with your middle name). Check they know what a *nickname* is (a name given to someone by friends and family which isn't their real name). Give students time to think of answers before doing the task in pairs. Elicit answers from the class. You might want to ask for volunteers to share their middle name as some students might prefer not to.


Possible answers

- 1** My name's Kate. My family name's Blackley. My full name's Kate Elizabeth Blackley. My surname's Blackley.
2 My first name's Kate. My second name's Blackley. My middle name's Elizabeth. My nickname's Katie.

- 2** Ask the class to come up with the questions they need to ask to do the task before they complete it. Note that a *postcode* is called a *zip code* in the USA. When pairs have finished, ask them to show each other their completed tables to check they've written everything correctly.

Possible answers

- | | |
|--------------------------------------|---|
| A: What's your name? | B: It's Kate. |
| A: What's your surname? | B: It's Blackley. |
| A: How do you spell that? | B: B-L-A-C-K-L-E-Y |
| A: What's your address? | B: It's 11 Green Street, Newport. |
| A: What's the postcode? | B: It's NP1 3LD. |
| A: What's your email address? | B: It's katieblackley94@ukmail.com |


- 3**  1.6 Tell students that they're going to hear two students answer the questions in Part 1 of the Speaking paper in the B1 Preliminary for Schools exam. One will answer them better than the other. Play the recording. Ask students to discuss their ideas in pairs before you conduct feedback with the whole class. Explain that in the speaking test, it's important to answer the question and add one or two pieces of information but not to learn an answer or the examiner will interrupt them and ask another question.

Chen gives the best answers because they're fuller/longer. Elsa's answers are too short and don't show much language.

- 4** In pairs, students discuss how the answers could be improved. You may want to play the recording again to help students. Monitor, helping out where necessary. Collect feedback from different pairs.

Possible answer

Elsa could say exactly where she lives in the town, describe some of the town, say why she likes/doesn't like her town, e.g. *I live in the town centre. It's a pretty area and I like it. One reason is that there are things to do but it's not too busy.*

- 5**  1.7 Ask pairs to discuss what kind of information they could give to answer the question (e.g. say why, when, who with, where, give an example of something they did recently, etc.). Play the recording so that students can assess the answers. Put students into pairs to compare their ideas and then conduct feedback in open class.

Elsa gives the best answer because she extends her answer and gives a fuller, longer answer. She gives two examples, says when she does one thing and why she does the other.


useful language: giving reasons and examples

- 6** Read through the useful language box with the class and put students into pairs to do this task. Play Chen's answer again so that students can plan how he could extend his answer. Remind students to use the words/phrases in the useful language box. Ask for a few ideas from students in open class.

Possible answer

He could give examples of what he does as his hobbies, say what he thinks about each hobby or say why he likes each hobby, e.g. *I love basketball so I play in a local team once a week. I also read science-fiction books because they're always interesting. I'm reading one at the moment which I'm really enjoying.*

exam task: interview

- 7**  **e** He could give examples of what he does as his hobbies, say what he thinks about each hobby or say why he likes each hobby, etc. If possible, students could record themselves on their phones when answering the questions. Conduct feedback in open class by asking one or two students to share what they learned about their partner. Provide feedback to the class on their ability to extend answers and give reasons and examples. Deal with any common errors you noted down while monitoring.

Possible answers

See examples for Exercises 3 and 5.

1 Identity

SPEAKING (Continued)

- 8** Demonstrate the activity by writing out the example Fact file in the task on the board and asking students to ask you questions to complete it. Answer as a famous person, not as yourself and extend your answers each time, using words/phrases to give reasons/examples. Ask students to do the same activity in pairs. They can search for the information online first or just make it up. When finished, ask one or two students to tell the class about their famous partner in open class.

Possible answers

Name: Tom Cruise

City: Los Angeles

Free time: Sky diving and scuba diving

Speaking extra

- 9** Put students into different pairs so they work with someone new. Give students time to read the questions and think of ways to extend their answers. Then, put them into different pairs to ask/answer the questions. Conduct feedback in open class by asking one or two pairs to report some of their answers to the class. Deal with any common errors you heard while monitoring.

alternative: mixed ability

Write the following prompts on the board for weaker students to use to help them extend their answers.

1 *I get to school by ... because ... I usually ...*

2 *It's ... because ... For example, ...*

3 *I usually ... with ... One of the reasons why I like it is that ...*

4 *I enjoy being with ... because ... Last (week/month) we ...*

Write these additional questions on the board for fast finishers to answer:

Where do you enjoy spending time? Why?

Do you prefer mornings or evenings? Why?

To finish

Put students into groups of up to six. Write a statement on the board, e.g. *Pizza is the tastiest food in the world*. The first student in each group gives a reason. The second student gives a different reason. Each student in turn gives a different reason. When a student can't think of one, they're out. The winner is the last student remaining. You could give students some prompts to help them, e.g. *One reason is that ... / Another reason is that ... / Also ... / On top of that ...*

Go to the Speaking File on page 146 of the Student's Book for further information about the B1 Preliminary for Schools Speaking test.

Presentation tool:	Unit 1, Speaking
Workbook / Online Practice:	WB p11
Speaking file:	SB p146
Audioscript:	SB p168

WRITING SB p16-17

To start

Write the prompts below on the board. Give students time to think about how they can complete them. Put students into pairs to share their ideas. Elicit ideas from the class to find out if there's something that many students in the class watch and why.

I really enjoy watching ... on TV/online because ...

Something I hate watching on TV or online is ... because ...

Possible answers

I really enjoy watching reality TV shows on TV because it's funny to see how different people live.

Something I hate watching on TV is the news because it's always depressing.

Power up

- 1** Demonstrate the activity by telling students about one of the things in the prompts and encouraging students to ask you questions about it. Give students time to think of an idea for each prompt before they do the task in pairs. In open class, ask one or two students to share what they learnt about their partner.

Possible answers

1 I love baking. I bake most weekends. Sometimes I bake bread but I mostly bake cakes or biscuits. They don't always look good but they usually taste okay.

2 I'm interested in going to Tokyo because I really like manga which are Japanese graphic novels. I think the Japanese culture is really interesting.

3 I'm keen on a new band called The Assistants. They're an indie rock band and they're not very well-known but I saw a video on YouTube and I really like them.

4 I can't stand going for long walks in the countryside. Sometimes we go for family walks and I find them so boring. I just want to go home and play on my games console.

- 2** Note that this is an example task and model answer for Part 1 of the B1 Preliminary for Schools Writing paper. First, ask students to read the advertisement and ask them what Channel 1 wants (to know about teenagers for a documentary). Then, focus students' attention on the four handwritten comments on the advertisement and what Sofia wants to include in her email (where she lives, her personality, what she enjoys, a reason to pick her). Ask students to read the email and match each paragraph to her notes. Conduct feedback with the whole class.

Paragraph 1 = A Paragraph 2 = B

Paragraph 3 = C Paragraph 4 = D

explore language

- 3** Ask students to underline examples of *quite* and *very* in Sofia's email and ask them how these words change the meaning of the adjective. Students read the explore language box to check their ideas.

quite unusual, very important, quite shy, very different place

Plan on

- 4 Explain that Jakob is also planning to reply to the advertisement and that he's made some notes. When checking answers with the class, ask them why one or two of the other options aren't possible (e.g. *a very old* fits grammatically in 1 but the meaning doesn't fit).

- 1 quite an exciting
- 2 a very old
- 3 very keen on
- 4 quite interested
- 5 very funny

- 5 On the board, write *and*, *because*, *but*, *or*, *so*. Ask the class which one we use to give a reason (because), to add information (and), to introduce the result of something (so), to give an alternative (or), to give contrasting information (but). Conduct feedback in open class.

- 1 ... to do here, so it's quite an exciting city.
- 2 ... part of the city and/so I know a lot of Warsaw's history.
- 3 I'm not very keen on maths or science.
- 4 I'm quite interested in acting and I like singing but I don't enjoy dancing.
- 5 Choose me because I'm a very funny person and I can make you laugh.

game on

Put students into pairs and ask them to write down at least six adjectives and prepositions from the unit. Then, ask each student to work with a different partner to play the game. When the game has finished, ask the winning student in each pair to put up their hands and congratulate them.

Write on

- 6 Give students time to plan what they're going to write, doing tasks 1 and 2 in the exercise. Suggest that students write notes rather than full sentences. When finished, put students into pairs to do task 3. Encourage students to explain what they're going to write about and what they're going to say about it.

Possible answers

- 1 Live – big town, pretty, friendly; Personality – hard-working, lively, sporty; Enjoy – sports, making videos with friends; Why me? – funny friends
- 2 quite pretty, very friendly, very hard-working, very lively, quite sporty, very funny friends

exam tip

- 7 Read the exam tip with the students and then give them time to do the task and improve their plans. You could highlight the four descriptors in the assessment criteria for the writing paper (Content, Communicative Achievement, Organisation, Language) and point out that this tip helps students with Content.

exam task: email

- 8 e Set the writing task, either in class time or for homework. If students do it in class, monitor and help them to improve their writing by offering suggestions or eliciting corrections. Help learners to understand what they're doing right.

Model answer

See model on page 16 of the Student's Book.

extra: mixed ability



Ask weaker writers to write a lower number of words, e.g. 70. Ask them to include information about all four notes but don't expect them to write much additional information about each one at this stage. This will help them to gain confidence before they add further information and write more.

Improve it

- 9 You might want to give students some prompts to help them give constructive feedback sensibly, e.g. *I thought you ... very well. / I liked the way you ... / I thought the biggest strength was ... / Maybe next time you could ... / One thing I might do differently is ...*

When finished, ask the class what they found easy and difficult about the task and suggest strategies for overcoming difficulties. Collect the emails and mark them yourself, offering feedback on strengths and things that can be improved on.

critical thinking



Ask students to work in pairs and brainstorm advantages and disadvantages of appearing on a reality TV show. Elicit ideas from around the class. Then, ask pairs to discuss whether they'd like to be on the TV show in the advertisement and why/why not. Do a quick poll around the class to find out who would/wouldn't.

To finish

Put students into two groups: A and B. Group A works for a production team at Channel 1. Group B wants to appear on their reality show following the life of teenagers. Give As time to prepare questions to ask and Bs time to think of possible answers to questions they might be asked. When finished, A and B role play the interview. As decide whether to accept B for the show or not and give reasons.

Go to the Writing File on page 150 of the Student's Book for further information about the B1 Preliminary for Schools Writing test.

Presentation tool:

Unit 1, Writing

Workbook / Online Practice:

WB p12

Photocopiable activity:

1C


Writing file:

SB p150


SWITCH ON SB p18

No more boys and girls

1 Put students into pairs to discuss the questions. In feedback, ask for answers around the class and try to establish if there's a difference between jobs/toys according to gender and gender stereotypes. Ask the class if they think that their gender influenced the jobs they wanted and the toys they played with as children.

2  Tell students that they're going to watch a video about an experiment into gender at a primary school in the UK. Read the question through with the class, then play the video. Check the answer with the class.

The children learned that boys and girls are equal and can do anything they want.

3  Give students time to read through the statements. They could try to predict the answers now. Remind students that Javid is the psychologist carrying out the experiment. Play the video again so that students can do the task. Check answers in open class. Ask students why false statements are false.

1 F (... scientists agree that boys' and girls' brains are exactly the same) 2 T 3 F (... the girls build robots and the boys sew teddy bears) 4 F (The boys' behaviour has improved by 57%) 5 T

extra

Write these questions on the board or dictate them to students. Ask students to discuss them in pairs. *What surprised you the most about the experiment? Do you agree with Javid that boys and girls grow up differently because they're treated differently? Why/Why not?*

Project

4 Start by asking the class how they think toys could be made more gender neutral (e.g. packaging, names, colours, not separating toys by gender). Put students into groups and explain they're going to do something similar with their school. Read through the different steps of the project with the class and make sure students understand what they have to do. Monitor and help groups with ideas. You could provide the class with criteria to follow to support them, e.g. talk for around three minutes, give at least three ideas, all students speak, speak without too much hesitation, etc. Encourage students to rehearse their presentations, record them and listen back so they can make improvements.

If you have a large class, you might prefer two groups to work together and present their ideas to each other. If you have a small to medium size class, each group can present to the whole class. Students could use the criteria you set them to peer assess each presentation. You could also use it to assess the presentations yourself. Try to get the class to agree on the three best ideas.

To read about these projects and alternative ways to set them up, go to page 21 of the Teacher's Book.

Presentation tool:

Unit 1, Switch on

Switch on videoscript:

TB, p147

INDEPENDENT LEARNING SB p18

Think about your learning

Reflection is an effective way to encourage learners to understand their strengths and weaknesses in their English skills better. You can read more about independent learning on pages 18–19 of the Teacher's Book.

1 Explain the task. Students work individually and decide which ways of working are better for them. Circulate, helping as necessary.

2 In pairs, students discuss the questions. Monitor as students discuss, offering help and ideas where necessary. Get feedback from different pairs.

Possible answer

Assessing your own work is important because it helps you recognise your own strengths and weaknesses. It can be easier to work on problems you identify yourself rather than when a teacher tells you.

3 Put students into pairs to share their answers to Exercise 1 and discuss why. They should then discuss the questions in this exercise. In open class, ask one or two pairs to say if they had similar or different ideas.

4 Students work in pairs and make a list of ideas to help them improve their work. Elicit some ideas from each pair and put them on the board.

5 Write the first prompt on the board and complete it with your own idea. Tell the class what that idea is and why. Give students time to complete the prompts themselves before they discuss their ideas in pairs. Find out from the whole class what they find difficult about assessing their own work and offer some suggestions.

Possible answers

- 1 it helps me to understand what I need to do to improve.
- 2 I can't see my own errors.
- 3 spelling/use of grammar/use of vocabulary.

extra: digital

Ask students to create an online portfolio of work where they can monitor their progress over the course of the studies. A tool such as Padlet (a noticeboard where students can add files) or Evernote (a notebook app) will help with this. Learners can keep it private and share it only with you or their parents. They can choose one piece of work that they're proud of each week or unit and add it to their portfolio. They can take photos of written work or add voice recordings for spoken work. They can look back mid-course and end of course to identify improvements.

UNIT CHECK

SB pp19-20

Vocabulary

These exercises can be done in class or for homework as revision of the unit.

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

2 1 at 2 of 3 at 4 out 5 in

3 1.8

1 excited about 2 fed up with 3 terrible at 4 bad at
5 brilliant at 6 keen on

Review

1 1 is thinking 2 doesn't see 3 Do you understand
4 am looking 5 don't enjoy 6 's raining 7 Is she playing
8 are learning 9 is getting 10 I don't know

2 1 Mark and Hannah play volleyball now and then.
2 I play sport after school three times a week.
3 I usually get up early at the weekend.
4 My friends and I go to the cinema once a month.
5 We go on holiday once a year.
6 Anna goes shopping most weekends.
7 We always have lunch with our friends on Sundays.
8 I never go to bed late on weekdays.
9 Chris is often late for school.
10 My dad finishes work at 4.00 on Fridays.

3 1 isn't feeling 2 don't ride 3 has 4 are / cooking
5 want 6 is living 7 don't understand 8 are listening
9 are waiting 10 don't go

4 1.9

1 A (present continuous – happening now)
2 B (adverb comes between the subject and main verb)
3 A (describes a state)
4 B (present continuous – happening now)
5 A (describes a state)
6 B (present continuous – happening now)

5 e

1 that/which (defining relative pronoun to explain what kind of club)
2 are (present continuous because happening now)
3 in (*interested in* – preposition collocation)
4 on (*on* + day of week)
5 going (*going to* future tense; planned intention)
6 the (fixed phrase)

6 Model answer

I like doing many different things in my free time. My favourite hobby is reading science-fiction books. I read them every evening after I finish my homework. I also enjoy football and I play in a local team. We practise every weekend. I don't enjoy computer games very much. My sister really enjoys them but I find them boring. I prefer to read my books or get exercise!

GRAMMAR FILE

SB pp127

1 1 sends
2 is practising
3 Are you chatting
4 don't have
5 's running
6 are staying

2 1 am/'m 2 am/'m staying 3 are working
4 am/'m studying 5 am/'m trying 6 love
7 am/'m practising 8 want

3 1 A: Where do you live? B: I live in Paris.
2 A: Who do you live with? B: I live with my brothers.
3 A: How do you usually get to school?
B: I get to school by bus.
4 A: Do you like school? B: Yes, I do
5 A: What are you studying at the moment?
B: I'm studying science.
6 A: What are you doing now? B: I'm watching TV!

4 1 'm sitting 2 live 3 don't come 4 meet 5 's snowing
6 'm staying 7 Is it snowing 8 do you do

5 1 Do you think 2 doesn't like 3 Do you understand
4 don't need 5 're having

6 present simple: every day, never, often, on Tuesdays, once a month, usually
present continuous: at the moment, now, this week, today

7 1 am taking 2 's cooking 3 go out 4 go
5 comes round 6 make

8 Students' own answers

Presentation tool:

Unit 1, Unit check

Workbook / Online Practice:

WB p13

Audioscript:

SB p168