

2

Leisure time

Map of resources

2A Vocabulary

Student's Book, pages 20–21; Workbook, page 18
Photocopiable: 2A (Love it or hate it)

2B Grammar

Student's Book, page 22; Workbook, page 19
Photocopiable: 2B (Present perfect and past simple contrast)

2C Listening

Student's Book, page 23; Workbook, page 20

2D Grammar

Student's Book, page 24; Workbook, page 21
Photocopiable: 2D (Present perfect simple and continuous)

2E Word Skills

Student's Book, page 25; Workbook, page 22

2F Reading

Student's Book, pages 26–27; Workbook, page 23

2G Speaking

Student's Book, page 28; Workbook, page 24
Photocopiable: Functional Language Practice (Expressing preferences, raising objections and coming to an agreement)

2H Writing

Student's Book, page 29; Workbook, page 25

Culture 2

Student's Book, page 113
DVD and DVD worksheet: Unit 2

Classroom Presentation Tool Unit 2

End of unit

Unit Review: Workbook, pages 26–27
Photocopiable: Grammar Review
Exam Skills Trainer 1: Workbook, pages 28–29
Progress Test and Short Tests: Unit 2

2A Vocabulary

Love it or hate it

LESSON SUMMARY

Vocabulary: Activities and sports; *do, play* and *go*

Speaking: Sport and leisure quiz

Listening: Teens talking about things they hate

Grammar: Present simple and adverbs of frequency

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 9 for homework and omit exercise 10.

LEAD-IN: 2–3 MINUTES

- Tell students how you used to spend weekends when you were younger, e.g. *I used to spend every Saturday with my grandmother. I used to ride my bike and visit friends who lived near her house.*
- In pairs, students take turns to describe their weekends when they were younger.
- Ask a few students to share their ideas with the class.

Exercise 1 page 20

- Students take turns to ask and answer about each other's hobbies and their weekends.
- Ask a few students to share their ideas with the class.

Exercise 2 page 20

- Put students in two groups. Then ask each group to check the meanings of half the activities and sports.
- Ask one student from each group to tell the other group the meanings of their words.
- In pairs, students take turns to identify the sports and activities in the photos.
- Check answers as a class.

KEY

A bowling **B** board games **C** photography
D camping **E** BMXing **F** read books

Exercise 3 page 21

- Explain that in English we often use the verbs *do, play* and *go* to talk about taking part in different activities and sports.
- Go through the *Learn this!* box together.
- Students match the blue activities and sports in exercise 2 with *do, play* or *go*.
- Check answers as a class.

KEY

do ballet, drama, gymnastics, martial arts, photography, weights
play basketball, board games, cards, chess, ice hockey, a musical instrument, table tennis, volleyball
go ballroom dancing, BMXing, bowling, camping, cycling, horse riding, ice skating, rollerblading, running, shopping, skateboarding

Exercise 4 page 21

- Go through the instructions together.
- Students put the activities and sports in the groups A–G.
- Check answers as a class.

KEY

(Possible answers)

A board games, cards, chess

B ballet, ballroom dancing, a musical instrument

C use social media, video blog, watch videos online

D bake cakes, collect figures, cards, stamps, etc., draw, hang out with friends, make clothes, read books, read magazines, text your friends, use social media, video blog, watch videos online, board games, cards, chess, a musical instrument

E cycling, BMXing, camping, hang out with friends, horse riding, ice skating, photography, rollerblading, running, skateboarding

F bake cakes, collect figures, cards, stamps, etc., cycling, draw, make clothes, read books, read magazines, photography, running, weights

G basketball, gymnastics, bowling, ice hockey, ice skating, martial arts, table tennis, volleyball, weights

Extra activity: Fast finishers

Ask **fast finishers** to think of more sports and activities to add to each of the categories, e.g. *bird watching, gardening, skiing, swimming, windsurfing*.

Extra activity

Ask individual students to come to the front of the class. Whisper one of the leisure activities to them and ask them to mime it for the class. The rest of the class must guess what it is and answer using *do, play or go*.

Exercise 5 page 21

- In pairs, students take turns to ask and answer the questions using the verb forms in their answers.
- Ask a few students to share their ideas with the class.

Exercise 6 1.18 page 21

- Play the recording for students to note down the answers.
- Check answers as a class.

KEY

Speaker 1 going camping **Speaker 2** watching horror films

Speaker 3 using social media **Speaker 4** going shopping

Speaker 5 playing a musical instrument

Transcript

Speaker 1 I can't understand why people are so keen on sleeping in a tent in a field in the middle of the countryside, with no proper toilets or bathroom. My parents love it, and they go every summer. And they always visit the same campsite! I mean, what's the point? You never sleep well, and you inevitably get cold and wet. I can't stand it. I'd much rather stay in a hotel. Luckily my parents never make me go with them.

Speaker 2 Don't get me wrong, I love going to the cinema or watching DVDs, but that kind of film really doesn't appeal to me. Frankly, I find them absolutely terrifying. And I don't like being scared when I'm trying to relax at home. Not only that, they're nothing like real life. The stories are always completely unbelievable. I mean, how many zombies have you seen walking down your local high street? None.

Speaker 3 My brother's a big fan and uses it all the time. He's always chatting about nothing at all, uploading terrible photos from his phone. And then he adds stupid comments on other people's posts and photos. He spends far too much time glued to his computer screen. I do use it but not very often. I prefer to talk face to face than chat online.

Speaker 4 My girlfriend absolutely loves it. She can't get enough. She's always going into shops, looking out for a bargain. The problem is, I loathe it. I can't think of anything worse. I hardly ever buy things in actual shops because I find the whole experience deeply depressing. I only go into a shop if I know exactly what I want so that I can get out as quickly as possible. I usually buy things from websites now instead. It's much easier.

Speaker 5 My brother has been learning for about a year, I think. The problem is he still can't play in tune and make a nice sound. When he plays, it usually sounds like a cat in pain. I don't think people should learn classical instruments. It's such a waste of time. He should give up and choose something easier, like the electric guitar. That's what I did. I've joined a band at school and we sometimes hang out and play. We get together about once a month. It's great fun. At the moment, we're learning a song by the Arctic Monkeys.

Exercise 7 1.18 page 21

- Go through the *Recycle!* box together.
- With a **stronger class**, ask students to try to complete the sentences before they listen to the recording again. With a **weaker class**, remind students to be careful about the position of the adverb of frequency.
- Play the recording again for students to complete the sentences.
- Check answers as a class.

KEY

1 never goes **2** are always **3** rarely uses / doesn't often use **4** usually buys **5** sometimes plays

Transcript

See exercise 6.

Exercise 8 page 21

- In pairs, students discuss the speakers' opinions and say whether or not they agree with them, giving reasons.
- Ask a few students to share their ideas with the class.

Extra activity

In pairs, students discuss the sports and activities in exercise 2 and how often they do them, e.g. *'How often do you bake cakes?' 'I occasionally bake cakes at weekends.'*

Exercise 9 page 21

- Ask students to complete the quiz questions.
- Check answers as a class.

KEY

1 a basketball; b ice hockey; c volleyball **2** chess **3** cards **4** social media **5** bowling **6** figures **7** martial art **8** ballroom **9** board game **10** musical instruments

Exercise 10 page 21

- In pairs or groups, students take turns to ask and answer the questions.
- Check answers as a class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about leisure activities using 'do', 'play' and 'go', the present simple and adverbs of frequency. I can understand a listening text about different leisure activities.*

2B Grammar

Present perfect and past simple contrast

LESSON SUMMARY

Reading: An article about a man who collects McDonald's memorabilia

Grammar: Present perfect and past simple contrast

Speaking: Talking about experiences

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 6 for homework and do exercise 8 in the next lesson.

LEAD-IN: 2-3 MINUTES

- Ask: *Do you know anybody with a strange hobby?* Then give an example, e.g. *I have a friend who enters hundreds of online competitions every month. So far she's won a trip to Canada and a set of garden furniture.*
- In pairs, students discuss any people they know with unusual hobbies, or talk about their own unusual hobbies.
- Ask a few students to share their ideas with the class.

Exercise 1 page 22

- Focus attention on the photo and ask students to guess the man's hobby.
- Elicit answers but do not check answers.

Exercise 2 page 22

- Students read the article and check their answers.
- Ask: *Would you like to live in Mike's house? Why / Why not?*
- In pairs, discuss the questions.
- Ask a few students to share their ideas with the class.

KEY

He collects McDonald's memorabilia.

Exercise 3 page 22

- Students read the article again and find all the examples of the present perfect and past simple.
- They then complete the rules in the *Learn this!* box and match each example of the present perfect and past simple with one of the rules.
- Check answers as a class.

KEY

past simple His first job was cooking Big Macs; ... he began collecting badges ...; ... Mike opened his own McDonald's restaurant ... **present perfect** ... has spent almost fifty years ...; He has already filled ...; Mike has been at McDonald's ...; ... and he hasn't stopped since; He has decorated it ...; ... they've ever seen ...

- 1 past simple 2 present perfect 3 present perfect
4 present perfect 5 present perfect

- a A year later, he began collecting badges ...; A few years ago, Mike opened his own McDonald's restaurant.
- b The sixty-year-old McDonald's employee has spent almost fifty years ...; ... he has decorated it ...
- c Mike has been at McDonald's since 1968; ... he hasn't stopped since!
- d He has already filled nine rooms ...
- e ... it's the most beautiful McDonald's restaurant they've ever seen ...

Exercise 4 page 22

- Students read the article again and study the sentences with the orange time expressions. They then complete the lists with the time expressions and answer the question.
- Check answers as a class.

KEY

1 A year later, A few years ago

2 almost fifty years, already, since 1968, ever

The past simple is used with 'finished time' phrases. The present perfect is used with 'unfinished time' phrases.

Language note: *been* and *gone*

- *Been* and *gone* are both past participles of *be*.
- *Been* is used to say that someone went somewhere in the past and came back.
I've been to Tenerife. I stayed there two years ago.
- In contrast, *gone* is used to say that someone went somewhere and is still there or has not yet returned.
Simon has gone to the cinema. He's seeing an action film.

Exercise 5 page 22

- Ask students to read the instructions and discuss in pairs the difference in meaning between the two sentences.
- Check answers as a class.

KEY

Sentence 1 means 'Jake was swimming, but now he has returned'.

Sentence 2 means 'Jake went swimming and he has not yet returned'.

For further practice of present perfect and past simple contrast: Grammar Builder 2.1 page 129

1 1 seen 2 had 3 spoken 4 broken 5 ridden
6 danced 7 stopped 8 hurried

- 2 3 Has Alice and David's plane landed? Yes, it has already landed.
4 Has Jim read *The Hobbit*? No, he hasn't read it yet.
5 Has Fran tidied her bedroom? Yes, she's already tidied it.
6 Have Simon and Clare arrived at school? No, they haven't arrived yet.
7 Has Terry seen the latest Batman film? Yes, he's already seen it.

3 1 gone 2 been 3 gone 4 gone 5 been

- 4 1 lived 2 has just brought out; Have you heard; downloaded 3 Have you been; have just arrived
4 Have you ever visited; went 5 Did you eat; left; did
6 have had

Exercise 6 page 22

- Ask students to read the text and underline any words that indicate which tense they should use.
- Students complete the text.
- Check answers as a class.

KEY

1 has spent 2 started 3 was 4 bought
5 purchased 6 walked out 7 felt 8 found
9 has (already almost) filled 10 has (he ever) thought

Extra activity: Fast finishers

- Write the following verbs on the board: *eat, see, meet, play, visit.*
- Ask **fast finishers** to work in pairs and make two connected sentences for each verb, one with the present perfect and one with the past simple, e.g. *I've eaten sushi. I ate it for the first time last summer.*

Extra activity

- In groups, students discuss the two hobbies described. Which do they find more interesting? Which do they find stranger? Who would they prefer to talk to about hobbies: Mike or Jian?
- Ask a few students to share their ideas with the class.

Exercise 7 page 22

- Students read the *Look out!* box and complete it.
- Check answers as a class.

KEY

1 Have (you ever) been 2 went

Exercise 8 page 22

- Tell students they are going to discuss experiences. Go through the model dialogue to show how the conversation moves from the present perfect to the past simple.
- With a **weaker class**, briefly revise the past simple and past participle forms of the verbs in the list.
- In pairs, students take turns to ask and answer questions. Circulate and monitor, helping with grammar where necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the past simple and present perfect. I can understand a text about an unusual hobby. I can use the present perfect and past simple to discuss past experiences.*

2C Listening

Eating out

LESSON SUMMARY

Vocabulary: Food dishes; phrases to describe experience

Speaking: A food quiz; discussing food and restaurants

Exam Strategy: Identifying the context of a dialogue

Listening: Two conversations about food; two teens talk about eating out

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 2 and set exercise 8 as a written task for homework.

LEAD-IN: 2-3 MINUTES

- Elicit a few adjectives to describe food, e.g. *spicy, bland, sweet, salty, rich.*
- Give an example of food that you found unappetising when you were younger, e.g. *When I was a teenager, my parents used to eat a lot of spicy food. I couldn't bear it. The worst thing my dad ever made was a curried egg pizza. I could eat it now and enjoy it but then I thought it was disgusting.*
- In pairs, students discuss food that their relatives like. They could also discuss if their tastes have changed as they have grown older.
- Ask a few students to share their ideas with the class.

Exercise 1 page 23

- Go through the dishes together and practise their pronunciation, especially *curry* /'kʌrɪ/, *pudding* /'pʊdɪŋ/, *risotto* /rɪ'zɒtəʊ/, *stew* /stju:/ and *stir-fry* /'stɜːfraɪ/.
- Students match the photos with the dishes and discuss with a partner which dishes they like and dislike, giving reasons.
- Check answers as a class.

KEY

A salad B pudding C sandwich D pie

Exercise 2 page 23

- Students do the quiz and then check their answers.
- Check the pronunciation of *mousse* /muːs/, *gluten* /'gluːt(ə)n/, *wheat* /wiːt/, *lactose* /'læktəʊs/, *vegan* /'viːg(ə)n/ and *vegetarian* /ˌvedʒə'teəriən/.

For further practice of diets vocabulary:

Vocabulary Builder 2C page 122

1 1 a 2 c 3 a 4 b 5 a 6 a 7 c

Extra activity: Fast finishers

Ask **fast finishers** to think of more famous dishes from countries around the world and write them on the board, e.g. *spanakopita* from Greece, *wonton dumplings* from China, *apple strudel* from Austria, *borscht soup* from Ukraine.

Exercise 3 1.19 page 23

- Go through the Listening Strategy together. Then ask students what clues might help them to find the information in the strategy, e.g. tone of voice, words that refer to a specific type of place.

- Play the recording for students to answer the questions.
- Check answers as a class.

KEY

1 to complain 2 lunchtime 3 a teacher
4 in a classroom

Transcript

1 **Waiter** Hi. Can I help you?

Man Yes. There are few problems with my food. For a start, I ordered seafood risotto, not seafood pasta.

W I'm so sorry. Shall I change it for you?

M There's no time now. I have to get back to work for a meeting this afternoon. But that's not all. These green beans on the side are almost raw – I think the chef forgot to cook them. And to make it worse, I had to wait nearly half an hour for them.

2 **Teacher** First, chop the onion and add it to your pan with some oil. You need to cook it for at least five minutes before you add the rice. Sofia! Why are you adding the rice now? What did I just say? Cook the onion for five minutes. Come on, please pay attention. I want you all to finish this dish before the end of the lesson. You can even eat it, if you're hungry at break-time. Luke, please don't sit on the desk. You need to stand up when you're cooking!

Exercise 4 1.19 page 23

- Play the recording again for students to note down any words that helped them answer the questions in exercise 3.
- Check answers as a class.

KEY

1 There are a few problems with my food; But that's not all; And to make it worse
2 I have to get back to work for a meeting this afternoon.
3 Why are you adding the rice now? What did I just say?
Come on, please pay attention. I want you all to finish this dish before the end of the lesson. You can even eat it if you're hungry at break time.
4 Luke, please don't sit on the desk.

Transcript

See exercise 3.

Exercise 5 1.20 page 23

- Go through the instructions and questions together.
- Play the recording for students to answer the questions. With a **weaker class**, play the recording again.
- Check answers as a class.

KEY

1 M 2 M 3 S 4 S 5 S

Transcript

Matthew Hi, Scarlett. How are you?

Scarlett Hi, Matthew. I'm on the bus. We're just passing the park, so we'll be in the city centre in about ten minutes.

M OK, I'm already here ... but I don't mind waiting.

S Have you chosen somewhere for dinner? What about that new Italian place on the high street?

M No, my dad ate there last week. He said it was a real let-down. The food was nothing special ... and the service wasn't up to standard.

S OK, forget that! When you're celebrating the end of your exams, you need somewhere good.

M I agree. What about the French restaurant in the Palace Hotel? That's a bit special. I've heard the food is out of this world.

S It's really expensive! Maybe we can go there next year, when I finish my exams.

M OK, maybe. Look, why don't we just go to the Mexican restaurant again? I love the atmosphere there and the food is fine.

S There's also the Chinese restaurant. The food is pretty average – but it's cheap!

M Let's decide when you get here. I'm happy with the Mexican or the Chinese.

S You should choose. It's your celebration!

M OK. Let's go to the Mexican place. We can meet outside.

S I'm not sure where it is. Let's meet by the post office. That way I won't get lost!

M OK, no problem. I'll go there now and wait for you.

S There's no hurry. This bus isn't moving! There's lots of traffic.

M Don't worry. I don't mind waiting. I can send some messages. My parents bought me a new phone. Did I tell you?

S No. Has your number changed?

M Of course not. You just called me!

S Oh yes. What did you do with your old phone?

M I gave it to my brother.

S Oh, that's a shame. It's a nice phone – and I don't like mine very much.

M Sorry. I didn't think of that. Anyway, see you soon!

Exercise 6 page 23

- Students put the phrases into the categories.
- Check answers as a class.

KEY

A a bit special, out of this world

B fine, nothing special, pretty average

C a real let-down, not up to standard

Exercise 7 1.20 page 23

- Play the recording again for students to match the phrases in exercise 6 with the restaurants.
- Check answers as a class.

KEY

Italian a real let-down, nothing special, not up to standard

French a bit special, out of this world **Mexican** fine

Chinese pretty average

Transcript

See exercise 5.

Language note

A bit is sometimes used in informal English to mean *really* or *very*.

She is a bit interested in him. (She really likes him.)

Extra activity: Stronger students

- On the board, write the following adjectives that can be used to describe food: *adequate, disappointing, exquisite, inedible, mouth-watering, reasonable, so-so, spectacular, unimpressive*.
- Ask **stronger students** to put them in the categories in exercise 6.

KEY

good *exquisite, mouth-watering, spectacular*

OK *adequate, reasonable, so-so*

bad *disappointing, inedible, unimpressive*

Exercise 8 page 23

- Go through the questions together.
- Students discuss the questions in pairs. Remind them to include phrases from exercise 6 in their discussion.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify the context of a dialogue in a listening task. I can understand phrases used to describe food and use them in a discussion about restaurants and food preferences.*

2D Grammar

Present perfect simple and continuous

LESSON SUMMARY

Reading: A conversation about seeing a film

Grammar: Present perfect simple and continuous

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 4 and 5.

LEAD-IN: 2-3 MINUTES

- Tell students what you have done so far today, e.g. *I've had breakfast. I've driven to work. I've taught three lessons.* In pairs, students tell each other what they have done so far today using as many different verbs as they can.
- Ask a few students to share their ideas with the class.

Exercise 1 page 24

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 1.21 page 24

- Go through the instructions together and elicit the meaning of *enthusiastic* (full of excitement and interest in something).
- Students read and listen to the dialogue and answer the question in pairs, giving evidence for their opinions.
- Check the answer as a class.

KEY

(Possible answer)

Ellie is more enthusiastic. She wants to see the film even though it has already started.

Transcript

See Student's Book, page 24.

Exercise 3 page 24

- Go through the *Learn this!* box together. Then ask students to complete the rules and find all the examples of the present perfect continuous in the dialogue.
- Point out that the present continuous can also be used to talk about repeated completed actions in the past. *My sisters have been arguing a lot in the last few weeks.* (They have had a lot of different arguments.)
- Practise the present perfect continuous by asking students to make affirmative and negative sentences, questions and short answers with the following prompts:
it / rain
they / study
you / relax
- Check answers as a class.

KEY

1 has 2 been 3 haven't been 4 since 5 have been 6 for 7 have been

There are six examples of present perfect continuous:
I've been waiting for ages. What have you been doing? I've been trying to phone you since 7.30 ... I've been looking forward to it for weeks. It hasn't been raining. I've been running for 25 minutes!

Extra activity: Fast finishers

Ask **fast finishers** to write as many sentences as they can with the present perfect continuous and *for* or *since*.

Exercise 4 page 24

- Students use the prompts to write questions.
- Check answers as a class.

KEY

- 1 How long has Ellie been waiting?
- 2 How long has Jack been trying to phone Ellie?
- 3 How long has Ellie been looking forward to the film?
- 4 Why has Ellie been looking forward to the film?
- 5 How long has Jack been running?
- 6 Why has Jack been running?

Exercise 5 page 24

- In pairs, students take turns to ask and answer the questions.
- Circulate and monitor, helping with grammar where necessary.
- Check answers as a class.

KEY

- 1 She has been waiting for ages.
- 2 He has been trying to phone Ellie since 7.30.
- 3 She has been looking forward to the film for weeks.
- 4 Because it stars her favourite actor.
- 5 He has been running for 25 minutes.
- 6 Because he was late.

Exercise 6 page 24

- Ask students to read the *Learn this!* box and find an example of the present perfect simple for a completed action.
- Check the answer as a class. Point out that we do not use state verbs (e.g. *like, believe, know, want*) in a continuous form. Also explain that we do not use the present perfect continuous with *already, yet* or *just*.

KEY

(Possible answers)

The film has started. And I've already bought the tickets.
I haven't eaten.

For further practice of the present perfect simple and continuous: Grammar Builder 2.2 page 130

- 1 have been playing 2 have been saving
3 have been worrying 4 Have (you) been watching
5 hasn't been using 6 hasn't been answering
7 have been making 8 have been cooking
- 2 1 hasn't been snowing 2 have been wearing
3 haven't been feeling 4 has been sitting
5 have been reading 6 have been living
- 3 1 I've seen 2 hasn't written 3 have you been waiting
4 she's been working 5 haven't finished 6 We've been getting 7 haven't understood
- 4 1 Have (you) been enjoying 2 haven't finished
3 haven't started 4 've been spending
5 haven't met 6 've been playing
7 's been teaching 8 Have (you) bought
9 've been talking

Exercise 7 page 24

- Ask students to read the sentences and highlight any words that will help them to decide which tense to use.
- Students complete the sentences.
- Check answers as a class.

KEY

- 1 have only been watching it
- 2 has Alex been a member
- 3 I haven't finished my homework
- 4 have been talking to each other
- 5 have turned off the TV
- 6 have they been making movies

Extra activity

- Write the following verbs on the board: *make, clean, write, speak, ride*.
- In pairs, students make two sentences for each verb, one with the present perfect continuous and one with the present perfect simple, e.g. *I've already made my bed. We've been making a cake – it's in the oven now.*

Exercise 8 page 24

- Check the meaning of the adjectives and practise the pronunciation of *exhausted* /ɪg'zɔːstɪd/, *guilty* /'gɪlti/ and *relieved* /rɪ'liːvd/.
- In pairs, students take turns to tell each other how they look and practise forming responses using the present perfect continuous and present perfect simple.

- Circulate and monitor, helping with grammar where necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the present perfect simple and continuous. I can use the two tenses in a discussion.*

2E Word Skills

Compound nouns and adjectives

LESSON SUMMARY

Speaking: Describing sports venues

Vocabulary: Sports venues; compound nouns and adjectives

Listening: Students talk about school facilities

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 7 and 8.

LEAD-IN: 2–3 MINUTES

- Tell students about a beautiful place you have visited, e.g. *I flew to New York for the first time ten years ago. We arrived at night, and as we drove into the city I saw thousands of tiny lit windows like jewels lighting up the black silhouettes of the tallest buildings I had ever seen. I had never seen anything so beautiful.*
- Ask students to think of the most beautiful and exciting places they have ever visited. In pairs, students take turns to describe the places.
- Ask a few students to share their ideas with the class.

Culture notes

- Picture A shows a temporary tennis court on the helicopter landing pad of the Burj Al Arab tower in Dubai. Hundreds of metres high and with no barrier around the court, any missed balls fell into the sea and players had to be careful not to play too close to the edge.
- The rooftop pool in picture B is on top of the Joule Hotel in Dallas, Texas. With its special cantilevered design, the pool juts out over two metres from the building so that swimmers feel as if they are swimming off its edge.
- Picture C shows the Ottmar Hitzfeld Stadium in Switzerland. At 2000 metres above sea level, it is the highest sports stadium in Europe.

Exercise 1 page 25

- Focus attention on the photos. Then ask students to discuss the questions.
- Ask students which place they would most like to visit.
- Check the answer as a class.

KEY

They are sports facilities in unusual places.

Exercise 2 page 25

- Check the meaning of the compound nouns.
- Students then match the nouns with the photos.

- Check answers as a class.

KEY

- A sea shore, tennis court, tennis player
 B main road, swimming pool, tower block
 C football pitch, mountain range

Exercise 3 1.22 page 25

- Play the recording for students to listen and repeat the words.
- Ask students which word is stressed in each compound noun.

KEY

The first word is stressed.

Transcript

See Student's Book, page 25.

Exercise 4 page 25

- Go through the *Learn this!* box together. Explain that there are no rules for when a compound noun is written as one word, two words or with a hyphen. Students need to check in a dictionary if they are not sure.
- Students find one example of each type of compound noun and answer the question.
- Check answers as a class.

KEY

- 1 flood lights, football pitch, mountain range, safety net, sea shore, tennis court, tennis player, tower block 2 swimming pool 3 main road

Type 1 has the most examples.

Exercise 5 page 25

- In pairs, students make compound nouns and find the sports venues in exercise 2.
- Check answers as a class.

KEY

- athletics track, basketball court, bowling alley, boxing ring, climbing wall, dance studio, golf course, ice rink, weights room
 football pitch, swimming pool, tennis court

Extra activity: Fast finishers

Ask **fast finishers** to think of more sports venues, e.g. *baseball pitch, race course, squash court.*

Extra activity

In pairs, students discuss which of the sports venues they have visited or used and what they did when they went to them, e.g. *I went to an ice rink for the first time when I was ten. I had a great time ice skating with my friends.*

Exercise 6 page 25

- Go through the *Learn this!* box together. Point out that compound adjectives commonly have a noun / adjective / adverb + word ending in *-ed* / past participle / present participle structure.
grey-haired (noun + word ending in *-ed*)
good-looking (adjective + present participle)
well-behaved (adverb + past participle)
- In pairs, students study the compound adjectives and decide which best describe the venues in exercises 2 and 5.
- Check answers as a class.

KEY

(Possible answers)

- 25-metre swimming pool 400-metre athletics track
 air-conditioned basketball court, bowling alley, dance studio, weights room brightly lit athletics track, basketball court, boxing ring, dance studio, climbing wall, football pitch, ice rink eight-lane swimming pool eighteen-hole golf course full-sized swimming pool open-air athletics track, basketball court solar-heated swimming pool soundproof dance studio well-equipped bowling alley, dance studio, weights room

Extra activity

In pairs, students practise making sentences with the sports venues and compound adjectives, e.g. *I've heard that the swimming pool at the new leisure centre is solar-heated.*

Exercise 7 1.23 page 25

- Go through the instructions together. Tell students that the speakers will not say the names of the facilities, so they must listen carefully for words linked to the facilities.
- Go through the facilities together and check the meaning of the compound adjectives and nouns.
- Play the recording for students to match the speakers with the facilities.
- Check answers as a class.

KEY

- a 4 b 3 c 1 e 2

Transcript

- Without it, I don't think you can really claim that your school has up-to-date facilities. I mean, it affects every subject, doesn't it? And every part of school life – especially now that students are using tablets and smartphones more and more during lessons. Basically, it's something you expect to find in most places you go – even ordinary cafés and restaurants. So in a school, it's essential, I feel.
- It's definitely the most popular extra-curricular activity – mostly with the boys, but a lot of girls play too. The problem is, in the winter, games often get cancelled because the ground is too wet – or sometimes because the ground is frozen. It would be great if that didn't happen. It would be quite an expensive facility, but it would benefit a large number of students at the school.
- I think a lot of schools focus too much on the more academic subjects, like Maths and Science. And if they've got money to spend on new facilities, they usually spend it on technology. That's what a lot of parents expect. But in my opinion, drawing and painting are important activities – they develop your imagination and allow you to express yourself. This is exactly the kind of facility the school needs – something which helps students to be more creative.
- When people think of school music lessons, they think of learning to play the violin or the piano. But actually, music means a lot more than that – especially to young people. It's a whole industry, and lots of people work in it who don't play an instrument at all. They work behind the scenes. They're technicians. They're the ones who help singers and musicians to turn their ideas into real tracks, which people can then download and listen to. This facility would give students a chance to learn some of those skills while they're still at school.

Exercise 8 page 25

- Go through the instructions together.
- Elicit or pre-teach phrases that students could use in order to persuade others or disagree with them.

Persuading:

I feel this is a good idea because ...

I'm sure you'll agree that ...

Our school would benefit from this facility because ...

Imagine how this facility could help our school.

Disagreeing:

I see your point, but ...

I'm afraid I disagree because ...

I don't think so because ...

I would say the exact opposite.

- Put students in five groups and give each group one of the facilities to defend. In their groups, students think of arguments in favour of their facility.
- Begin a class discussion by asking one person from each group to give a point in favour of their chosen facility. Encourage students to disagree with each other, and to try to change each other's minds.
- When students have finished their discussion, they vote on the most popular choice.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand the meaning of different compound nouns and adjectives. I can use them to describe sports venues. I can understand arguments in favour of different school facilities. I can argue in favour of a facility that I believe would benefit my school the most.*

2F Reading

Field games

LESSON SUMMARY

Reading: A blog about an outdoor game

Exam Strategy: Multiple-choice questions

Vocabulary: Prepositions

Speaking: Explaining whether you would like to play the game

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 5 for homework, do exercise as a short, whole-class activity and omit exercise 7.

LEAD-IN 2-3 MINUTES

- Ask: *Do you prefer doing indoor or outdoor activities? Why? What are the advantages of spending time outside?*
- Elicit answers.

Exercise 1 page 26

- Focus attention on the pictures and the title.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 1.24 page 26

- Students skim read the text and check their ideas.
- Ask students to put their hands up if they had the right answer.

KEY

They are geocaching. The find geocaches with their smartphones.

Transcript

See Student's Book, page 27.

Exercise 3 page 26

- Go through the instructions and the Reading Strategy together.
- Students study the questions in exercise 4 and answer the questions in exercise 3.
- Check answers as a class.

KEY

1 a 6; b 4, 5; c 1, 2, 3

2 By looking for words that give clues, e.g. *The writer thinks* suggests that the question is about the writer's opinion.

3 question 6

Exercise 4 1.24 page 26

- Ask students to read the blog post again and answer the questions. Tell them that it can be useful to view each answer option in a multiple-choice task as a *true / false* statement. False statements often include words from the text, which can trick students into thinking they are correct.
- Check answers as a class.

KEY

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

Exercise 5 page 27

- Students match the prepositions with the definitions and find them in the text.
- Check answers as a class.

KEY

1 below 2 all along 3 across, all over 4 beside 5 by

For further practice of prepositions of place:

Vocabulary Builder 2F page 122

**2 1 in 2 on 3 in 4 on 5 at 6 in 7 at 8 in
9 among 10 between 11 in front of 12 opposite
3 1 opposite 2 on; in 3 at 4 between 5 in
6 among 7 in front of**

Exercise 6 page 27

- Working individually, students note down the words and phrases they would use to talk about the game.
- In pairs, students discuss the questions.

Exercise 7 page 27

- Ask each student to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about a field game. I can identify and understand prepositions in a text. I can give my opinion of a field game.*

2G Speaking

Stimulus-based discussion

LESSON SUMMARY

Vocabulary: Adventure activities

Listening: Two friends planning a day out

Exam Strategy: Using a range of phrases to reach an agreement

Speaking: Expressing preferences; raising objections; coming to an agreement

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 2 and do exercise 6 in the next lesson.

LEAD-IN 2-3 MINUTES

- Give students one minute to brainstorm as many outdoor sports as they can.
- Elicit ideas and find out how many students do these activities. Find out which is the most popular, and then ask which is the most unusual.

Exercise 1 page 28

- Focus attention on the photos.
- Students complete the task individually or in pairs. Encourage them not to use a dictionary and if they aren't sure, guess.
- Go through the words together and check their meaning and pronunciation.
- Give students a minute to check their answers and then check answers as a class.
- With a **weaker class**, check the meaning of all the words before they start the task.

KEY

A climbing B karting C kayaking D hiking

Exercise 2 page 28

- Students take turns to ask and answer the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 3 1.25 page 28

- Go through the instructions and the task together.
- Play the recording for students to answer the questions.

KEY

They consider kayaking, surfing, parkour, karting and hiking.

They agree on karting.

Transcript

- A So, we're going to do an adventure activity on our day out. What do you think we should do?
- B Well, I'm quite keen on kayaking.
- A Really? I'd rather go surfing than kayaking.
- B The problem with surfing is that the sea is too cold at this time of year.
- A Yes, I suppose you're right. What about parkour?
- B Sorry, but I don't really fancy parkour.
- A Why not?
- B Well, don't you think it would be dangerous? I've never done it before. I'm sure I'd injure myself.
- A OK. How about karting? I like the idea of that.
- B Yes, I think karting would be fun. But it's quite expensive, isn't it? Hiking is another option.
- A Hiking would certainly be cheaper, but less fun in my opinion. OK, I think we need to make a decision. There's a good karting circuit near the shopping centre. I don't think it's very expensive. So, overall I think karting would be better.
- B OK. That's settled then. Let's go karting.

Exercise 4 1.25 page 28

- Go through the phrases together and check meaning. With a **weaker class**, elicit sentences using the phrases to check that students can use them correctly, e.g. *I quite fancy doing parkour. I think hiking is a better option than abseiling because it's less dangerous.*
- Play the recording for students to tick the phrases used in the recording.
- Check answers as a class.

KEY

I'm quite keen on ... , I'd rather (go surfing) than (kayaking). , Sorry, but I don't really fancy ... , I like the idea of ... , Overall, ... would be better. , That's settled then.

Transcript

See exercise 3.

Exercise 5 page 27

- Go through the instructions together.
- Set a time limit for students to complete the task.
- Remind them that they must each choose different activities.
- Circulate and monitor, helping where necessary.

Exercise 6 page 27

- In pairs, students work together to do the task, using their notes from exercise 5, the key phrases from exercise 4 and the ideas in the speaking strategy.
- Ask a few pairs to perform their discussion to the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can discuss ideas for a day out and justify my opinions.*

2H Writing

A blog post

LESSON SUMMARY

Reading: A blog post about a school event

Vocabulary: School clubs

Exam Strategy: Keeping within the word limit

Writing: A blog post about a school show

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 6 and set exercise 7 for homework.

LEAD-IN: 2-3 MINUTES

- Ask students if their school ever puts on shows. What kind of shows are they? When do they take place? Do the students enjoy them?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 29

- Ask two students to describe the photos.
- Go through the school clubs together and practise the pronunciation of the words.
- Ask students to match the photos with two of the clubs.
- They then discuss which clubs they already belong to or which ones they would like to join. They should give reasons for their choices.
- Ask a few students to share their ideas with the class

KEY

A astronomy club **B** school choir

Exercise 2 page 29

- Go through the instructions and the task together.
- Students scan the blog post for the necessary information and answer the questions.
- Check answers as a class.

KEY

school choir, ballroom dancing club

The martial arts club and ice skating club are also mentioned.

Exercise 3 page 29

- Students read the blog post again and answer the questions.
- Check answers as a class.

KEY

a One Saturday last month **b** In my view, ...
c As well as that, ...

Exercise 4 page 29

- Go through the Writing Strategy together.
- In pairs, students decide which words can be cut from the blog post. In addition to unnecessary adjectives and examples, there may be other words they can cut without changing meaning.
- Check answers as a class. Ask students to give reasons why they think the post still makes sense without the words. For example, even if you cut *One Saturday*, readers will still know that the event took place in the recent past.

KEY

(Possible answers)

One Saturday; all; also in; to the school; of them; at the beginning of the next school year; who are; different school; at the stalls; to the visitors; short; great; very; lots of; including ballroom dancing and ice skating

Extra activity

- Ask students: *Does your school ever put on events like this? If not, do you think a similar event would be good for your school? Do school clubs help to broaden a person's education? How and why do they do this?*
- Students discuss the questions in pairs.

Exercise 5 page 29

- Go through the instructions and the task together, pointing out that one of the points is different from those in the previous task. Which one? (Suggest two improvements for next year's show.)
- Working individually, students follow the plan and make notes for each of the paragraphs.
- With a **weaker class**, ask students which tenses and structures they need to use in each paragraph, e.g. in paragraphs 1 and 2, they need to use the past simple to describe when the event happened. In paragraph 3, they could use the first conditional to describe a possible event in the future, e.g. *If the event starts earlier, I think more people will come*. In paragraph 4, they can use the present simple and imperatives with *please*.

Exercise 6 page 29

- In pairs, students compare notes and suggest improvements for their partner's plan.

Exercise 7 page 29

- Students write their blog posts. Remind them to keep within the word limit and to cut any unnecessary words.
- Students then use the *Check your work* box to edit their blog posts.

Extra activity

Students swap blog posts with a partner and correct each other's work.

Extra activity

Students write a blog post about a recent event that they have attended. They should use the paragraph structure in exercise 5.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a blog post expressing an opinion and include phrases to suggest improvements and make requests. I can also keep within the word limit by cutting unnecessary adjectives, examples and other words.*